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Language Matters is a CLC Newsletter, which is

- a platform for teachers at CLC and other similar institutions to share views
- a workshop for awareness of basics in testing
- a student corner for Chinese learners to share their experience and concerns
- an update with comments on all teaching materials
- a bulletin board to publicize all CLC related news and activities

Teaching/教師園地

Teacher's forum, for TCFSL teachers to exchange views and share experience.

Testing/語言測試

For discussions on issues related to testing.

Learning/學生園地

Student corner for CLC students to share their learning experience.

Materials/教材信息

Updates, comments and issues related to teaching materials in TCFSL.

Activities/中心動態

CLC academic activities (e.g. conferences, services, research outcome, etc.)

From the Editor

At the age of 40 (1963-2002), the New Asia-Yale-in-China Chinese Language Center (CLC) has her own newsletter, a gift from all those whose lives are linked to her one way or another. As the editor of Language Matters, I would like to thank each and every one of you who submitted your contributions, which are found in this first issue, or in later issues due to the limitation of space. Special thanks are due to Ms. Doris Wong, who is in charge of the production, and to all her colleagues in the General Office. It was their team spirit that made it possible for Doris to concentrate on this new and challenging task. I sincerely hope that this new baby of CLC will have the love and care of all CLC teachers, students and staff. May she grow with time and become our messenger to the world beyond CLC.



Teaching

教師園地

In recent years, globalization is quickly becoming one of the hottest topics in most international seminars in all disciplines. Many fields, success in the next few decades requires efficient and effective communication with people from other cultural backgrounds. This fact is also true for foreign language teachers and learners.

Some scholars in fields related to language teaching and sociolinguistics are interested in intercultural competence and cross-cultural communication. Edward Sapir (Sapir 1921, Sapir 1929) and Benjamin Lee Whorf were the pioneers to make a hypothesis, the famous Sapir-Whorf

hypothesis, about the relationship between language and culture. Another sociolinguist, Dell Hymes (1972), explicitly stated that the rules of grammar are useless without rules of language use. He explained

the importance of sociocultural knowledge and sociolinguistic competence when learning a foreign language. Some studies on language teaching theories (Byram 1989, Canale & Swain 1980, Kramach 1993, Munby 1978, Robinson 1988) suggested that second or foreign language learners need to learn the target culture, otherwise they will use their own cultural system to interpret target language messages or produce culturally odd messages to the native speakers of the target language. A quotation from Byram (1989) summarizes their views. "Thus learners learn about language they learn about culture and as they learn to use a new language they learn to communicate with other individuals from a new culture."(P.22). It is now increasingly recognized that language learning and learning about target cultures cannot be

separated. To CLC instructors, language teaching has three aims. Teachers need to help learners,

- (1) To develop an awareness of the nature of the language.
- (2) To develop communicative competence for use in situations the learners might expect to encounter.
- (3) To develop insight into the foreign culture and positive attitudes towards foreign people.

In order to achieve these aims, foreign language teachers would become co-learners in a cooperative classroom interaction inside

classroom. This idea coincides with the Confucian educational philosophy, "Jiao xue xiang zhang 教學相長" (Teachers and learners influence and improve each other). In order to develop cultural awareness,

teachers and learners of different cultural backgrounds need to be aware of members of another cultural group. They try to understand each other's behaviour, expectations, perspectives as well as values, and attempt to understand reasons for one's actions and beliefs. This kind of cooperative classroom interaction can be commonly found in New Asia--Yale-in-China Chinese Language Center's classrooms, where learners of different cultural backgrounds interact with each other and with their teachers. This can also be found in activities organized by the Center, such as, lunchtime chats, various international parties, Lunar New Year Parties, etc. It is such an interesting and challenging learning and teaching environment that makes learning and teaching in CLC both exciting and fun.



Multi-cultural learning and teaching environment in CLC

Mr. Lee Siu Lun

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談輪流教學

周西京

我們中心自開創以來，凡是初級、中級課程一直都採用“輪教”方式授課，只要每星期課時在六節以上的班級，每節課都由不同的老師輪流擔任，換句話說，它就是一種接力模式的教學。這與每學期由一位老師帶領一路到底的情況不同。

至於這兩種方式哪一種更勝一籌，大概是見仁見智，不過，在我們的經驗中，“輪教”有不少優點，效果立竿見影。現將其優點列舉如下：

1. 集各家之長：根據老師特長，安插在不同課型中。比如，經驗豐富的教介紹課，對語法有研究的上語法課，年輕力壯字正腔圓的去上領說課等等。老師得心應手，在教學上也可發揮最大的力量。
2. 截長補短：在某一環節，學生尚有疑難不解之處，下位老師可立即補其不足解決問題。
3. 增強學生應對能力：因為每位老師說話速度、慣用詞語、聲線頻率都不盡相同，學生在平日的訓練中，無形地培養了面對外界的溝通能力。
4. 除卻疲勞、振奮精神：每堂課更換教室和對象，會給人帶來一種新鮮感。即使重覆了相同的例句和內容，也不覺枯燥。
5. 營造語言環境：老師認識每個學生，學生認識每位老師，課外相遇，不至兩眼平視擦肩而過，總要問長問短交談幾句。
6. 建立學生的歸屬感：遠道而來的學生得到每位老師的關懷，自然就會對學校產生向心力。
7. 有助會上討論：老師對各個學生瞭如指掌，在會議上，能更直接地參與討論，解決問題。

這種教課安排也要付出一定的代價，由於每課書都必須有嚴密的佈局，楚河漢界劃分清晰，因此要專人編寫課表。每星期一次，老師學生按規定辦事。課表則人手一份，紙張消耗可以想像（十月中課表上網，已有所改進）。其次，老師一日中教幾種程度的班級和課型，備起課來昏天黑地。其三，學生全方位接觸老師，養成挑肥揀瘦動輒投訴告狀的習慣。學期末填寫以五位老師一組的評估表時，更是一網打盡，不怕人數不齊。雖然如此，我們還執迷於傳統，無他，能教出成績。

香港地區普通話水平測試一覽表

1.	名稱	普通話電腦口語水平評核(普通話 COPA 粵語版)*
	主辦機構	香港中文大學新雅中國語文研習所
	服務對象	粵方言區各界人士
	簡介	COPA 是 Computerized Oral Proficiency Assessment 的簡稱, 普通話 COPA 粵語版是香港中文大學新雅中國語文研習所在 COPA 英語版的基礎上, 專門為香港人設計的普通話水平測試, 主要目的是評估香港人在實際生活中運用普通話的能力。所有題目根據語言功能的難易度分成三組, 由電腦根據設計程序隨機組合。每位考生的考卷難易度相等, 題目本身卻不相同。考生通過屏幕上的中文題目和耳機中的粵語解釋了解考試要求, 然後根據題意用普通話回答問題。考生答案由電腦同步數碼化, 由兩位評核員異地逐題評估後, 再根據公式算出總成績。
	題型	開放型問答題
	實際考試時間	45-60 分鐘 (包括準備時間)
	口語比例	時間: 100% 成績: 100%
	考試範圍	普通話實際運用, 包括日常生活、工作、學習各領域。
	評核標準	語言功能
	評核等級	初、中、高、特四級, 每級分甲、乙兩等(四級八等)
證書接受機構	考試主辦機構、北美地區大部分院校、北美及本地有關僱主。	
備註	*COPA 採用美國外語模擬口語水平面試"SOPI"(Simulated Oral Proficiency Interview)的設計理念, 根據香港實際情況改進考試方式。北美地區認可漢語 SOPI 的大專院校包括哈佛、普林斯頓、斯坦福等學校。	
2.	名稱	普通話科中學會考
	主辦機構	香港考試及評核局
	服務對象	修讀普通話科之中學會考生
	簡介(時間、形式、設備等)	旨在衡量考生運用普通話的能力及對普通話語言知識的認識。設四試卷, 分別為聽力(40 分鐘)、譯寫(40 分鐘)、口試(8 分鐘)及語言知識及應用(2 小時)。
	題型	筆試(聽力、譯寫)口試(朗讀、說話、會話)
	實際考試時間	208 分鐘
	口語比例	時間: 16.3% 成績: 50%
	考試範圍	以香港課程發展議會頒布之《中學普通話科課程綱要》所建議者為範圍。
	評核標準	試卷一: 主要測試考生在聆聽普通話時對字、詞、句、篇章的理解能力。試卷二: 主要測試考生掌握漢語拼音或注音符號的熟練程度。試卷三: 主要考核考生在語音、詞匯、語法方面的應用能力及準確性。試卷四: 旨在考核考生對語言知識的掌握和運用。
	證書接受機構	考試主辦機構、本地各學校及有關僱主。
評核等級	分為 6 級: A、B、C、D、E 和 F, F 為不及格	
備註		
3.	名稱	普通話教師語文能力評核
	主辦機構	香港考試及評核局
	服務對象	中、小學普通話科教師
	簡介(時間、形式、設備等)	設立教師語文(普通話)能力等級, 旨在提供一個客觀的機制, 以衡量中、小學普通話科教師教授該科的語文能力。
	題型	筆試(聽力、拼音)、口試(朗讀、說話、會話)及課堂實際評估
	實際考試時間	175 分鐘
	口語比例	時間: 11.7% 成績: 33.3% (卷一至卷三, 不包括卷四)
	考試範圍	卷一: 選自日常生活的話題, 亦可以自撰, 或選自現成讀物; 卷二及卷三: 擬題時會參考《現代漢語常用字表》、《中、台、港常用漢字的比較與普通話常用字拼音表》兩個字表。
	評核標準	評核分四卷進行, 卷一、卷二、以書面形式作答, 卷三則為口語能力評核, 卷四為課堂實況評估, 各卷均採用剖面形式發布成績, 分別顯示參加評核者在上述四種能力的水平。
	評核等級	分為優、良、達到基本要求、未達基本要求及離基本要求較遠五等。
證書接受機構	考試主辦機構、本地各學校及有關僱主。	
備註		

待續

Learning

學生園地

易學難精

Yih Hohk Nàahn Jīng

Tony Miller

(Former student of Cantonese Program)

As with any foreign language, the single most important pre-requisite for learning Cantonese is a thick skin. The second is the mental attitude of a marathon runner – no matter how good at languages you are, or think you are, prepare yourself for a life-time learning experience! Do not, however, be discouraged, you will also find it an immensely rewarding one.

When I arrived in Hong Kong in September 1972 with six other newly recruited Administrative Officers, Government in its wisdom threw us straight into language school. It is something for which I will always be grateful. Life in Hong Kong without some knowledge of the language misses a vital dimension and, if you do not make the effort to learn early on, the chances are that you never will. I count myself lucky that my employer gave me no choice. Even so, with the wisdom of thirty year's hindsight, both of us could have done better.

An intensive full-time course of instruction was arranged for us at the Government Language School in Lee Gardens. If not talented, we were at least keen and willing students. Within the six allotted months for the course we had exhausted the Introductory and Intermediate texts then available, and so we were packed off to the Chinese Language Center of New Asia College, then in Farm Road, to continue our studies on a part-time basis.

We were immediately aware of one problem; our teachers of another. On our side was the shock of having to learn a totally different system of



Romanization and tone marking. It is safe to say that some of us never quite recovered from the trauma of having to learn how to “spell” Cantonese a second time. Our teachers on the other hand – although we did not understand this till much later, such was their professional discretion – were even more shocked to discover that while we had absorbed quite a lot of vocabulary and were happy to experiment with it, our tones were absolutely hopeless!

The reason for this, apparently, was that prior to our arrival, almost all of the students put through courses at the Government's Language School had been young expatriates recruited as junior officers in the disciplined services. The requirement was to give them a basic grasp of parade ground and barrack room Cantonese, that sub-dialect disparagingly referred to as “bōng bān wá”. Over time the instructors had simply given up paying too much attention to tonal precision. For us, and the determined and dedicated staff of New Asia's Chinese Language Center, there followed a painful period of remedial training. It is no fault of theirs that to this day, and to my continuing embarrassment, there are several very basic words which, unless I am very careful, I still pronounce incorrectly because I learned them incorrectly.

Looking back, however, this accidental failing was ultimately less significant than the Government Language School's stubborn refusal to teach us Chinese characters. We all argued that this should be included in the syllabus. CSTI remained unmoved: Chinese characters had never been on the syllabus; Cantonese was not a written language; there was a separate course, which we could sign up for later, and so, bureaucratically, on. A couple of us did sign up later, but to this day I remain convinced that not teaching characters, once basic sound, tones and sentence structure were mastered, was a mistake, and not just because you walk the streets of the city colour blind because illiterate.

Given the tonal nature of Cantonese, and the very large number of homophones, learning the character at the same time as the word helps the student to differentiate similar or apparently similar words from one another. It helps him to fix them in his mind individually. It helps him associate them in different combinations. This is particularly important for students from places other than East Asia, who have no hooks on which to hang the confusing sounds of a totally alien tongue. Learning the character later, going back over the ground to re-learn words by linking sounds and symbols is a wasteful and confusing process.

Before coming to Hong Kong, the language I had studied had all involved complex grammars, full of rigorously elaborated tenses, moods, conjugations, genders, declensions and desinential inflections. The elegant economy of the Chinese language, its subtle but simple syntax came as an eye-opening source of delight. So why was it, why is it so difficult to learn? In rough order, for a European, the answers are, I think that: first, it is tonal and so full of



puns that every sentence is a minefield of misunderstanding; secondly, the script is non-alphabetic; thirdly, for the non-East Asian, there are no links to previous linguistic experience; fourthly, there is a wider gulf between colloquial and polite spoken forms than in most other languages; and lastly, there is similar gulf between the spoken and written forms. Fortunately, by way of compensating incentive, Cantonese is an absolute treasure trove of colourful, memorable and ever-changing idiom.

How then to start? My advice is simple: approach Cantonese like a baby. Try not to think or to analyse too much, just accept it and absorb it. Immerse yourself in its sounds; watch TV, especially modern soap operas and game shows for the situational dialogue and the latest slang. Insist on learning characters once you have tones and basic grammar under your belt. Then treat street signs and advertising hoardings as crossword puzzles, creating your own links to meaning, however bizarre they may be. Above all, be thick-skinned.

Tony Miller studied at the Chinese Language Center in 1973. He is now working in the Government as Permanent Secretary for Financial Services.

日本人學普通話比較容易嗎？

對日本人來說學普通話容易嗎？

很多歐美人對我說，因為日本人認識很多漢字，所以漢語對日本人來說，應該很容易學。可是，這種想法並不對。因為，第一，普通話有很多日語沒有的漢字；第二，有的生詞表面上跟日語完全一樣，但含義有一點兒不同或完全不同。第三，普通話和日語有很多差不多一樣的詞語，但實在又都不一樣。

這樣，普通話和日語的關係確實很複雜。以這一點來說，可能母語跟普通話完全不同的歐美人更容易學習普通話，而普通話的語法方面呢？在學習語法的過程中，我發現兩個問題，第一個是所謂的‘被動語態’和‘描述動作的語態’，我還不太清楚。好像所有的動詞都有兩個語態。第二個是‘要賓語的動詞’和‘不用賓語的動詞’的語法也不太清楚。也好像所有的動詞都可以有兩種用法。

在兩方面，我希望能學到一些清楚的語法上的規定，能消除一點兒我語法上的困難。

金森俊樹
 PTH 4512
 (2002)



Materials

教材信息



Textbooks used for teaching Putonghua as a second language in CLC

- 《功夫一》 Kung Fu I
- 《功夫二》 Kung Fu II
- 《話說中國》 Speaking Chinese About China
- 《繁體字報刊選讀》 Readings from Chinese Newspapers
- 《簡體字報刊選讀》 Chinese Newspapers in Simplified Characters
- 《日常會話》 Daily Conversation
- 《經貿漢語》 Chinese for Economics and Trade
- 《文學選讀》 A Selection from Chinese Literature
- 《中國的風俗習慣》 Chinese Customs and Traditions
- 《中國貿易應用文》

外國人學普通話課程常用教材

教材簡介

普通話初級教材：《功夫一》

《功夫一》是目前新雅中國語文研習所採用的普通話基礎教材。這套教材的名字叫功夫，顧名思義，就是將學語言比做練中國功夫，讓初學者有心理準備，要想學好一種語言就得好好下工夫，反復操練，每天練習。

《功夫一》分兩個部分，第一個部分是語音，共有八課；第二個部分是課文，總共有二十二課，其中第二十一和第二十二課只介紹新生詞，沒有新的語法點。另外，每五課有一個單元復習，主要是語法點的復習。這套教材的特點是，編者在起步階段也儘量讓學習者接觸到比較自然的普通話表達方式。因此，就算已經學過一點普通話的人，或者是已經學過這本書的人，再看這本教材時也還不會覺得太沉悶。生詞的選擇以學生在生活中經常會遇到的詞語為主，包括專有名詞在內，總共約有 650 個詞語，560 個漢字。語言點的解釋部分比較詳盡，對於已經入門的學習者來說也同樣有參考價值。全書所列語言點總共有 165 個。課堂活動的部分是將機械式的練習放入生活中可能會遇到的情境中來操練，使整個練習變得更有實用價值，而不止是為了熟練句型。

使用這本書的人需要按照既定的學習計劃，按部就班地學習。除了老師的指導外，配套的練習材料，如說話練習、聆聽理解、閱讀理解等都是不可或缺的。





Textbooks used for teaching Cantonese as a second language in CLC

外國人學粵語課程常用教材

- Cantonese: Sounds and Tones
- Cantonese Book One
- Cantonese Book Two
- Cantonese Book Three
- Everyday Cantonese
- Character Reader One
- Character Reader Two
- Character Reader Three
- Daily Conversation in Romanized Cantonese
- Read Chinese Book Three
- A Primer of Newspaper Chinese
- Twenty Lectures on Chinese Culture
- Current Cantonese Colloquialisms

新雅中國語文研習所老師出版物

(專著或合著)

- 漢英小字典 Chinese-English Dictionary
- Cantonese Culture
- 漢語口語指引 A Guide to Proper Usage of Spoken Chinese
- 廣州話指南 The Right Word in Cantonese
- Fifty Patterns of Modern Chinese
- A Short Cut to Cantonese
- Current Cantonese Colloquialisms
- Interesting Cantonese Colloquial Expressions
- Learning Cantonese Through Stories (The Story of Minami)

- 植漢民、吳林嬋玉 (合編)
- 吳林嬋玉
- 田壽和
- 關彩華
- 韓德志
- 李燕萍
- 李燕萍
- 譚飛燕 (合著)
- 李兆麟 (合編)

Information in this column is provided by Ms. Chu Hsiao-mi.

Activities

中心動態

CLC: Contact Information and History

The Center welcomes inquiries about its programs or the possibility of studying at the Center. The correspondence address is:

New Asia--Yale-in-China Chinese Language Center
The Chinese University of Hong Kong
Fong Shu Chuen Building
Shatin, N.T., Hong Kong, SAR
Other communication methods with the Center:
Telephone: (852) 2609 6727
E-mail: clc@cuhk.edu.hk
Fax: (852) 2603 5004
Home Page: <http://www.cuhk.edu.hk/clc>

An information brochure is obtainable upon request.



CLC became a part of The Chinese University of Hong Kong (CUHK) in 1974 and moved to the present premise on CUHK campus in 1980. Many of the details regarding the pre-1974 days are now blurred, but memories of veterans and sketchy documentation allow us to trace our identity back to 1961, when CLC was established as a private language school to teach Cantonese to expatriates in Hong Kong. The founder was Mrs. Jennie Mak Ling (林麥賢慧女士). In 1963, CLC had financial support from New Asia College (新亞書院)¹ and Yale - in - China Association (雅禮協會)², the school moved into the New Asia College campus on Farm Road, Kowloon, and was officially named as New Asia--Yale-in-China Chinese Language Center. In that year, Prof. Parker Po-fei Huang (黃伯飛) of Institute of Far Eastern Language of Yale University was appointed to manage the CLC and to set up the Mandarin (Putonghua) Division. In 1964, Prof. Huang returned to his home institution in the US, Mrs. Ling was invited to be the Director. At the same time Prof. Richard F. Chang (張一峰) was appointed to further develop the Putonghua Division



of the CLC. In July 1966, Prof. Chang completed his assignment and returned to the US. In 1967, Mrs. Ling resigned.

Dr. Francis S. Hutchins (何欽思), representative of Yale-in-China Association in Hong Kong, acted concurrently as Director of CLC from 1967 to 1968, with Mr. Liu Ming (劉銘) as the Assistant Director. In July of 1968, Mr. Liu was appointed as Director, the Assistant Director was Mr. Ho Cheuk-sang (何焯生). After 21 years as head of CLC, during which the reputation of the Center grew with the Chinese University of Hong Kong, Mr. Liu resigned in 1989. Mr. Ho became Acting Director for one year, while a search for the Director was launched internationally. In 1991 Prof. John C. Jamieson (簡慕善) from the University of California at Berkeley was appointed as the Director of CLC until he retired in 2001. Dr. Weiping Wu (吳偉平), a linguist from the Center for Applied Linguistics in Washington DC, was appointed as CLC's Assistant Director in 1999. As a result of an international search, he was appointed as the Center's Director in 2001.

¹ New Asia College was founded in 1949 by its former president, the late Dr. Ch'ien Mu, an international renowned master of Chinese Literature (國學大師), historian of Chinese and educator, and a small group of scholars from mainland China. Their aim was to preserve traditional Chinese culture and to balance it with Western learning so that students might understand their cultural heritage and at the same time be capable of coping with the challenges of the modern world. It became one of the constituent Colleges of The Chinese University of Hong Kong (香港中文大學) in 1963.

² The Yale-in-China Association was established in 1901 by medical alumni of Yale University. It is a private, non-profit organization. Its aims are to promote friendship and mutual understanding between the peoples of China and the United States through a wide range of programs in education, culture and science. At its early stage, efforts were focused on providing financial assistance and manpower (doctors and teachers) to improve medical services and education in China. Since the early seventies, teaching English became its primary instructional task. It was renamed as Yale-China Association in 1975.

2001-2002 Exemplary Teaching Award

Mr. Wong Ho-put, Putonghua Division Head, was the recipient of the 2001-02 Exemplary Teaching Award of the New Asia--Yale-in-China Chinese Language Center. The award presentation ceremony was held on 31st August in Fong Yun Wah Hall, participated by all teaching staff of CLC. Dr. Wu Weiping, Director of the Center, presented a certificate signed by Prof. Ambrose King, Vice-Chancellor of the University, as well as a gift to the awardee from the Center.

Dr. Wu said at the ceremony that the award, established three years ago, was to give recognition to distinguished instruction. Criteria for nomination include high marks in course evaluations over the latest two years, contributions to teaching, active participation in Center activities, a high level of professional conduct and representation of CLC in University and community services. The nominee has to obtain at least half of the votes cast by all teaching staff before receiving the Award.

Mr. Wong is an alumnus of the Chinese University of Hong Kong and has been a member of the Center for 13 years. He became Head of the Putonghua Division last year. His pedagogy and quality of teaching are constantly praised highly by students. He has not only had excellent performance in both teaching and administrative work, but also contributed significantly to University and community services.



Dr. Wu Weiping (left) presents a certificate to Mr. Wong Ho-put (right).

CLC Seminars and Activities

Date	Descriptions
23/4/2002	講題：語言教學中的詞彙和語法問題 講者：陸儉明教授 Prof. Lu Jianming, 北京大學 地點：方潤華堂
24/4/2002	講題：普通話專題教材的編寫與教學 Sector-specific Language Training Materials in Putonghua 講者：吳偉平博士及朱小密老師 地點：方潤華堂
25/4/2002	講題：韓國學生學習中文時的語法難點 主持：潘明老師 地點：方潤華堂
8/5/2002	講題：Computerized Oral Proficiency Assessment: Rater Training Workshop Part III 講者：吳偉平博士 地點：方樹泉樓 101 室
16/5/2002	講題：Cultural Proficiency: Helping Students Communicate in Chinese 講者：Dr. Jian Xiaobin, College of William and Mary, USA 地點：方潤華堂
18/5/2002	講題：語言教師培訓工作坊 主持：朱小密老師 地點：方潤華堂
6/7/2002	講題：語言教師培訓工作坊 主持：譚飛燕老師及王浩勃老師 地點：方潤華堂 H-2 室
6/7/2002	講題：情景課的處理方法 主持：陳凡老師及李兆麟老師 地點：方潤華堂
2/11/2002	講題：1. 日、韓學生學習中文時的語法難點 2. 情景課的處理方法 3. 課堂技巧 主持：研習所導師 地點：方樹泉樓及方潤華堂

Information in this column is provided by Mr. Eddie Sin.