

# Language Matters

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

Issue no.27 @ Spring 2010



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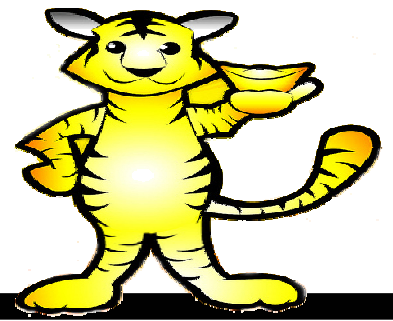
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香港中文大學  
雅禮中國語文研習所

# 庚寅虎年

## Year of the Tiger



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

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

### Learning / 學生園地

For CLC students and alumni to share their learning experience.

### Teaching / 教師園地

For Chinese teachers to exchange views.

### Research / 語言與文化研究

For discussions on language and culture.

### Activities & News / 動態與信息

CLC activities and news in teaching CFL.

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### 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:

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Fong Shu Chuen Building  
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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.

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# Ups and downs in language studies

Learning Cantonese is not simply a tough exercise and hard work, but as much a chain of hilarious moments. It has been a bit more than 11 years since I finished a two-year full-time course at Yale-in-China Chinese Language Center at Chinese University, and ever since then, I have continued with my learning experience. In this sharing, I like to reflect on what encouraged me in my language studies and what made me move forward.

## Encouragement

One of the most important motors for continuous progress was the amazing ability of local people to compliment every effort of a foreigner to speak their language. I remember how after three months of intensive studies, I tried to travel through Guangdong to immerse myself in an environment where nobody speaks English. My short trip was accompanied by constant praise although I never progressed beyond ordering 揚州炒飯 Yèuhngiāu cháaufaahn (fried rice Yangzhou style) – I returned after three days of culinary monotony, but well fed in linguistic confidence. After two years, I started with a more full-time and professional use of my Cantonese, as prison chaplain in the prisons of Hong Kong. The tough thing about prisons is obviously that people cannot run away – this also applies to running away from the prison chaplain: When preaching in the small prison chapel in one of the prisons I regularly visited, the room was locked up behind me and the inmates – there was no escape, no matter how bad I spoke. From the very beginning of ministering in prison, I experienced constant encouragement about my language. As so many people praised my Cantonese, I gradually lost doubt and started to believe it, thinking that it cannot be completely wrong if everybody says it. Doubts only came back when several years later some inmates told me – with the best intention to encourage me – how much I had made progress in mastering Cantonese: “You know”, they told me, “three years ago, when you just started, we actually couldn’t understand much of what you said. Now, however, it’s much better! How much more can we finally understand!” Well, I still took it as a qualified and conditional compliment. Doubts deepened, however, when, again about three years later, I received a similar feedback: “Finally, your Cantonese is really good, we can now really understand you, not like three years ago, when your Cantonese was still so limited.” It was well meant, but my confidence got some severe scratches. Ever since then I dread the thought of a similar feedback another couple of years down the road.

Are people in Hong Kong simply very gifted in encouraging foreigners? Were these compliments just empty words? – I believe it is more. Behind it lies a recognition and expression of many people that learning another person’s language is a way of conferring value. Hong Kong people are constantly aware of how difficult it is to learn their language.



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Every effort to learn it is therefore appreciated and welcomed as a friendly visit to one’s own linguistic home. There we are: encouragement as an extension of the famous Chinese hospitality.

## A constant source of hilarity

The experience that foreigners speaking Cantonese are a steady cause of hilarity must hardly be explained. From my sharing about blind people (盲人 màahngyàhn) that I had met in a welfare home in Eastern Guangdong who, due to my mispronunciation, turned into wild people (猛人 màahngyàhn), to my protest against the prison inmates who remarked that I had cut my hair (飛髮 fēifaat) and my insistence that I was doing nothing illegal (非法 fēifaat), or to my teaching at Chinese University where I wanted to talk about the monk Luther (修師 sāusī), instead talking about the sushi Luther (壽司 sauhsī) – students or worship participants who got tired of my stuttering Cantonese were quickly woken up. Still, it is good to know that my Chinese friends are themselves not immune from similar misunderstandings. I enjoy remembering a friend from Anhui province who applied his newly learnt Cantonese to share about his plans to serve the Chinese brothers and sisters (弟兄姊妹 daihng jímuih) and instead shared about reaching out to décolleté sisters (低胸姊妹 dāihng jímuih).

Regularly using Cantonese for preaching in local churches is inherently ambivalent. On one hand, it is a continuous struggle to communicate a message in a language so foreign and difficult. On the other hand, I equally know that simply the fact that I speak Cantonese is so strongly appreciated that it does not really matter what I say. Accordingly, I can approach my preaching without any pressure and also commonly receive some friendly comment about my Cantonese as feedback. Sometimes, I wonder though whether underneath all this interest about a foreigner speaking Cantonese the message is heard at all...

## Prison language

The fact that much of my later language study process happened in prison makes people regularly believe that I must be well equipped with all kinds of foul language. How wrong they are. Either I simply do not understand when prisoners use foul language, or, more often, the inmates address me in the most decent language they could. Ironically, most of my knowledge of foul language comes from the official prison staff: Whenever an inmate is put into the 水記 séuigei, the place of disciplinary confinement, the prison officer in charge dutifully writes on a small card the reason for the crime. Often, these cards contain in neat character the exact wording when an inmate loses his temper. Nevertheless, some deeply colloquial language must still have crept into my vocabulary – at least this is what people remind me when I happen to spit water (吹水 chēuséui) instead of simply chat (傾偈 kīng gái).

## 人生係一個學習過程

大家好。我而家想講關於人生同學習嘅關係。我小學嗰陣時聽過一句說話：“人生係一個學習嘅過程”。當時，我唔明白呢句說話嘅意思係乜嘢。中學嗰陣時我就明白嘍。因為我覺得：第一，人生時時都會出現好多新嘢嘢，所以學習唔係淨係讀書，都要學埋點樣面對同解決全部人生嘅問題。第二，學習係一段好長嘅時間，我哋一生可以學倒好多嘢，而呢啲嘢教識我哋好多寶貴嘅經驗。我有呢方面嘅經驗想同大家分享。其實，以前我有興趣學語言。不過，大學畢業之後，我嘅院長叫我嚟香港學廣東話。我反對，因為我除咗有興趣之外，仲聽見話廣東話係一種好難嘅語言。而且，我一見到中文字就覺得學唔識，因為中文字好似奇怪嘅字，同埋我好唔習慣睇呢啲字。不過冇辦法啦。

我嚟香港嗰陣時，我覺得全部都係新嘢。天氣好凍，語言唔一樣等等，所以真係好辛苦。除咗呢啲嘢之外，一句廣東話我都唔識聽，唔識講。當時，我諗最好係返去我嘅國家。不過嗰陣時，我記起我院長嘅說話：“學語言雖然好難，不過只要你有熱情同開放嘅思想，俾心機學，咁，嗰個困難就會解決嘍。”於是，我就對自己講：我一定要有熱情。所以當時我唯有聽人哋講先啦。唔明白，唔緊要。我每日都試吓習慣香港人嘅生活。我之後喺中文大學嘅CLC學廣東話。第一次學嗰陣時，我覺得好難。因為我仲用我嘅母語諗嘢，唔係用廣東話。但係之後，我知道，我要改變諗嘢嘅辦法。

三個月之後，我覺得我嘅廣東話比以前進步咗好多。我越學越中意，因為喺學校，我有好多朋友。每日返學放學嘅時候，我哋一齊一面練習講廣東話，一面學中國嘅文化。而家，我已經可以同啲香港朋友溝通。我好開心因為佢地話我嘅廣東話好正。我覺得佢地講嘢嘢好似想俾動力我咁。我都非常中意學中文字，因為我想睇香港嘅報紙。雖然好難，不過我可以時時查字典或者問朋友，所以冇問題。

而家我學咗一年幾，我好開心，因為啲先生教得好，所以我嘅廣東話每日都進步緊。而且我可以明白香港人講乜嘢，所以我已經有好多朋友嘍！

我嘅經驗話咗一件事俾我哋知：學新嘢嘢要有熱情同開放嘅思想，而且要有俾心機學。雖然我覺得廣東話好難學，不過如果我哋勤力啲就容易好多。唔使怕廣東話好難，因為人生係一個學習過程。只要我哋每日學少少，咁之後，我哋就會識好多。



## Life is a Learning Process

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Hello everyone. I would like to share with you all my idea of the relationship between life and learning. When I was in primary school, I heard this phrase: "life is a learning process". At that time, I didn't understand what exactly that phrase meant. During my time in secondary school I came to understand its meaning. Because *firstly* I think: life is always bringing and offering to us so many new experiences, so learning is not only about just about studying (for exams), but also about the whole learning process of how to face and to solve all of life's problems. *Secondly*, learning is a continuous life-long process, through which we can learn so many things, and all these things teach us many valuable lessons and experiences.

I have had an experience which is related to what I have mentioned before, so now I want to share it to you. In fact, previously I had no interest in learning languages. But after finishing my university studies, my superior called me and asked me to go to Hong Kong to learn its language – Cantonese - and its culture. I didn't want to do that because besides having no interesting in learning Cantonese, I was also aware that Cantonese is the most difficult language in the world to study and speak! Moreover, when I first saw Chinese characters, I felt I could not learn them because they were so strange and unfamiliar to me. But there was no other way – I was required to come to Hong Kong!

When I arrived for the first time in Hong Kong i felt everything was new. The weather was very cold, the language was totally different to my own, and the customs and habits of the people were also different. It was very difficult for me. In addition, I could not speak or understand even one word of Cantonese. At that time the only thing in my mind was a desire to return to my own country. Luckily, during those early days in Hong Kong, I remembered what my superior had told me before I left Indonesia. He had advised me: "to learn another language although it is difficult, if we keep open minded, have passion and work hard, we can find the solution to all our difficulties". Remembering this advice, I felt like I just got up from my sleep. I told myself that I had to be passionate towards these challenges. So what I must do is to listen to what people are talking about. If I can't understand, never mind. Everyday, while learning some more words of Cantonese, I tried to remember them. I also tried hard to learn and become accustomed to the habits of Hong Kong's citizens. After that, I applied to study Cantonese at the CLC of the Chinese University of Hong Kong. The first time when I entered the school and started to learn Cantonese, it was very tough for me. But I was happy because I met so many new friends of other nationalities; and we could help each other. But my problem was that I still used the way of thinking that I had used in my country, rather than adapting to the way the people of Hong Kong are thinking. Later on I realised that it was my problem and knew I had to change my own way of thinking.

After learning Cantonese for three months, I felt that my Cantonese was making real progress. I am getting more and more to love Cantonese because in the school I have many new friends of different nationalities and moreover during school time or after school, we all together and practice our colloquial Cantonese; we also learn about Chinese culture. Now I can already communicate with Chinese my friends. I am happy because they said my Cantonese is really very clear. I feel this is some kind of motivation that they have given to me. I also really like to learn to read and write Chinese characters because I want to read Hong Kong's news papers. Although studying is difficult I can find a solution to any problems by searching in a dictionary or asking help from friends, so I can solve my problems.

I have now been learning Cantonese for more than one and a half years. I feel happy because all the teachers are excellent and skillful so my Cantonese is improving day by day. Moreover I can use my Cantonese in my real life to communicating with local people. At least now I can understand what they are talking about and they also can understand what I am trying to say during our conversations. This ability to communicate in the local dialect has brought to me an opportunity to make many new friends.

My simple experience gives us one message: to learn something new, we need to open our minds and be passionate in everything we do. More than that - we have to study hard. I think Cantonese is a difficult language to master but if we have these three things, I believe Cantonese will become an easy language to learn. Don't worry about facing difficulties because everybody has his own difficulties. Difficulties are part of life and overcoming them is what we can call a valuable learning process. By learning little by little for sure we can achieve so much more in the future.



# 怎麼學外語

## Learning a Foreign Language

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### 外国語の勉強方法

隨着中國經濟的發展，在日本想學習中文的人越來越多。我去年也作為交換學生到上海大學去讀書了。去上海之前，我沒有學過中文，所以一點也聽不懂人家說的話。目前我學中文快十個月了，達到了一定的水平。從我在上海大學度過的一年中，我認識到學習外語最重要的是能夠說一口流利的口語。為了達到這個目標，我發現最好的學習方法就是多聽多說。

中文比英文更難學。目前用英文作為溝通語言的國家最多，而用中文作為溝通語言的國家還是很少。中國人不習慣不準確的中文，所以說中文說得不流利、不標準的外國人跟一般的本地人交流比較困難。另一方面，我們知道英文是國際性的語言，每個國家都有不同的口音，即使講得不太好，美國、英國人也會聽得懂。比如說我剛剛開始學習中文的時候，通過去超市買東西時跟服務員的對話，發現了他們比較難聽懂不準確的中文。我還去過加拿大，雖然當時我說的英文很差，但是沒有任何跟本地人交流有困難的感覺。所以那時候我覺得學會口語就是學好漢語最重要的部分。

後來，我重複地練習發音、鍛煉聽力。我不見得每天都在家學習，但採用多聽多說的學習方法絕對幫助我提高漢語水平。我那個時候天天跟學校旁邊餐廳的服務員聊天、跟着課本的 CD 朗讀、看中文電影，所以我說得一天比一天好了。

隨着我的中文水平提高，跟本地人談話時的問題減少了。到暑假我決定去大連的郊區試着一個人生活，那邊是一個日本人、一個外國人也沒有的地方。在全中文的環境裏，我住了一個月，每天都跟中國人交流，那時候我的口語大大提高了。在我呆在大連的那段時間裏，我得到的收穫特別大。

在我國日本，雖然日本人從小就開始學英文，說得很流利的人却還是比較少，沒有歐洲人那麼流利。由於日本教育制度的緣故，我們日本人從語法開始學習，而練習語法的時間佔整個學語言時間的大部分。所以我們誤以為語言的語法是最重要的。這個落後於時代的看法對提高日本人的英文水平造成壞的影響。這次我用跟日本教育制度相反的方法來學習中文，得到了很好的結果。我將堅持用多聽多說的方法，為學好中文而繼續努力。

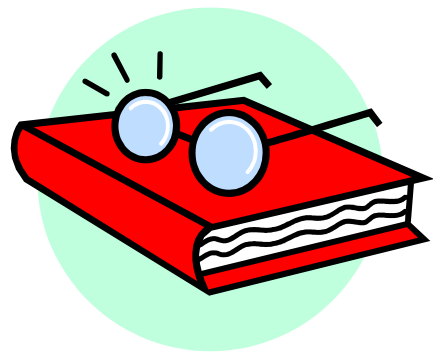
中国の經濟發展とともに日本で中国語を勉強する方が増えてきました。私も去年交換留学生として上海大学で学んだ者です。上海に行く以前は中国語を学んだことがなく少しも人が言っていることが分かりませんでした。もうすぐ中国語を学んでから 10 か月になり、レベルも一定まで達することが出来ました。一年間上海大学で学んだことから感じたことは、外国語を学ぶにあたって一番大切なことは流暢に話せることができるようになるということです。この目標に到達するために一番良い学習方法はよく聞き、よく話すということであると気付きました。

中国語は英語よりも複雑です。現在英語を共通のコミュニケーションの手段としている国は最も多いですが、中国はいまだに少ないといえます。中国人は正しくない中国にまだ慣れていないので、中国語が流暢でなく、標準でない外国人は一般の中国人と交流することは非常に難しいです。その一方で現在英語は国際的な言語であり、それぞれの国が特殊なアクセントがあります。たとえあまり話すのがうまくなくてもアメリカ、イギリス人は聞き取ってくれます。例えばまだ中国語を始めて間もないころスーパーに行き従業員の方と会話をすることを通して、彼らは私の標準ではない中国語を理解することが困難である気付きました。またカナダにも行ったことがありますが、当時私の英語は劣っているのにもかかわらず、彼らとコミュニケーションが困難であったと感じたことはありませんでした。このことからスピーキングをマスターすることが中国語をマスターする最も重要なことであると確信しました。

その後、繰り返して発音、リスニングの練習に励みました。その当時よく学校の横のレストランで従業員とおしゃべりをしたり、教科書の CD を聴きながら音読したり、中国の映画見ました。よって日々私のスピーキングは伸びました。

私の中国語のレベルが上がっていくに伴って、一般の方との会話時での問題は少なくなりました。夏休みになると一人で一人の日本人もしくは外国人がいらない大連の田舎に行き、生活することを決意しました。全て中国語の環境の中で毎日中国人と交流し、私のスピーキングのレベルは大きく伸びました。よってこの大連での時間で特別大きな収穫を得ることができました。

私の日本では、小さな時から英語を勉強しているのにも関わらず、流暢に話せる人は欧州人に比べるとまだまだ少ないです。日本の教育制度により、私たち日本人は英語の文法から学習を始め、また文法を学んでいる時間が大部分を占めます。よって文法が一番重要であると勘違いしてしまいます。この時代遅れの考え方が日本人の英語力に悪影響を及ぼしています。今回日本の教育制度と全く反対の方法で中国語を学び、良い結果につながりました。私はこの多く聞き、多く話すという方法を続け、中国語をマスターするために努力を続けます。



## 後（后） hòu

后、後本是兩個字。

先看“后”字的古今形體：



金文左旁像一隻手，右下部是口，均為意符，取意君王發號施令，與“司”字當為一字，是個會意字。小篆線條化，手形已失。隸書沿襲小篆。

再看“後”字古今形體的演變：



甲骨文下部像足印形，是“止”（“趾”字初文）字的倒寫，代表人足；上部像繩索形，均為意符，以人足被繩子束縛而不得前行表示先後之“後”，也是個會意字。金文左旁增加了一個像道路形的“彳”為意符，表明字義與行止有關。小篆、隸書沿襲金文。簡化字是用了同音合併的方法，以音同、筆劃較簡的“后”代替了筆劃較繁複的“後”，合併了后、後兩個語素。

“后”字本義指君主：后王 引申指君王的妻子：后妃、皇后、太后、王后。

“後”字本義指時間較晚。與“先”、“前”相對。簡化作“后”：後輩、後來、後果、後事、後世、後起 引申指 ①後代，子孫：後人、後生、後裔 ②位置在後，與“前”相對：後方、後備、後部、後路、幕後 ③（次序）不在前或靠近尾的：後進、後繼、後續、後娘。

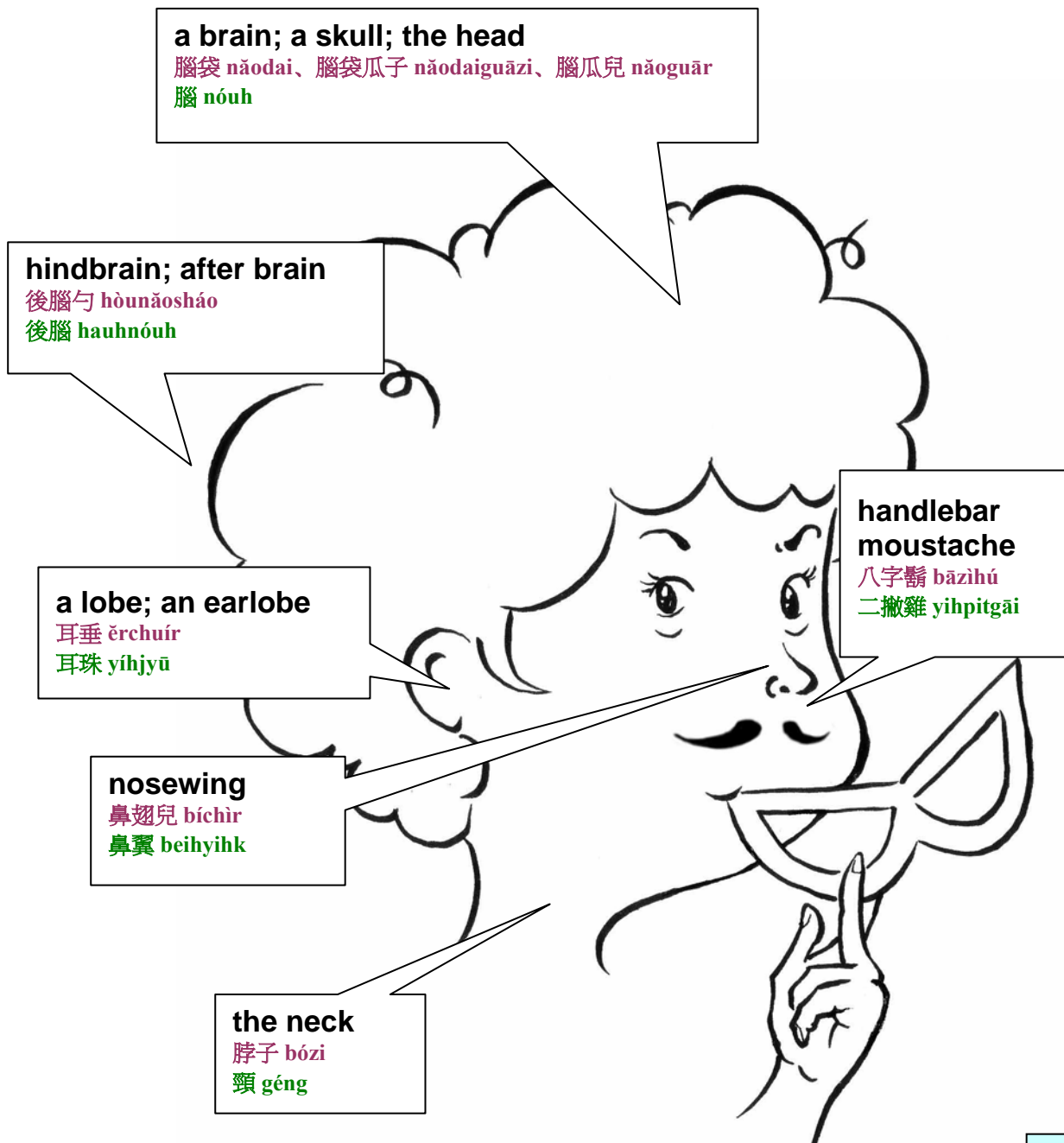
我們在閱讀用簡化字排印的古代文章時，留意不要按照現代簡化字的意義去理解古書用繁體字表達的意義，如《史記·孝景本紀》：“孝文在代時，前后有三男”，其中的“前后”指先前的皇后，而非先後。

## Comparison Between Putonghua and Cantonese

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(普通話組)

張冠雄老師 Mr. Chang Kwun Hung  
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英 English  
普 Putonghua  
粵 Cantonese



北京哈佛書院是美國哈佛大學與北京語言大學在北京共同舉辦的暑期外國學生漢語強化項目，該項目在教學基本原則及教學方法上都有可借鑒之處，本人 09 年暑期在那裡任教，希望在此將學習所得加以總結，並從下面幾個方面介紹一下哈佛北京書院（HBA）的特點。

## 一· 教學原理

“三一教學語法”的訓練，“三一”指的是三位一體的語法系統，其具體內容是：

1. 句式的形式結構
2. 結構的功能作用
3. 功能的最佳語境

### 三一語法學例

#### “把”字句

1. 形式結構：A 把 B V-R/pp
  - a. B 需是有定的 NP；
  - b. V 需是行爲性動詞；
  - c. V 的後面要麼是帶補語，要麼帶地點性 PP 成分
2. 功能作用：“把”字句的功能是用來表達：
  - a. 挪動物體的位置；
  - b. 行爲的結果
3. 最佳語境：和位移/結果有關的。

a. 搬家，如：把電視放到桌子上

b. 整理房間，如：把書架擦乾淨

教師在備課時從以上三個方面準備一個語法點，不僅能使學生明白語法點的作用，而且可以使學生掌握在何種情況下使用該語法點最爲得體和自然。

## 二· 課堂訓練的三種方式

1. 提問
2. 單說
3. 合說

我們這裏提出的“提問”與普通意義上的問問題是有所區別的，一般提問的目的是爲了獲得某個答案，而 HBA 的提問是讓學生用到剛學習過的語法點，同時反復練習，同時讓學生最大限度地利用課堂時間進行會話。

所謂“單說”即單人練習，“合說”即多人練習。兩種練習方式應在課堂上交互進行。從點到面，再從面到點。即單說是讓學生將句子說得標準，合說是將句式鞏固。

## 三· 提問三原則：

1. 簡單清楚
2. 難易適度
3. 活潑有趣

所謂簡單是說提問要簡短，不要大段陳述、鋪墊。比如在練習“是……的”句的時候可以先問“你今天是怎麼來教室的？”或“你早上是幾點起床的？”，這樣不僅可以提高教學速度，而且能把更多的時間交給學生練習。

難易適度是指教師的提問既要在學生掌握的詞彙、句型範圍之內，又要有一定的挑戰性，此外教師設計的問題最好以開放的問句爲主，即多用一些“wh-word”問題。如“甚麼、哪兒、誰、爲甚麼”等等。儘量少用以“嗎”結尾的簡單句，多用“你呢？”連續提問不同學生，最大限度地利用課堂時間。

第三個原則是“活潑有趣”。教師要會控制課堂氣氛。最理想的情況是能調動學生的情緒，引起學生的興趣，這就需要教師自身要有一定的幽默感。

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## 四· 課堂組織三要求

1. 重點突出：無論大班課，小班課還是討論課，在組織課堂訓練中要注意重點突出。在設計大班課的時候可以將整堂課劃分時段。每個時段覆蓋一到兩個語法點。小班課的重點是在備課會上確定的重點句型。小班課老師應當合理分配時間。
2. 有錯必糾：在此強調的“錯”不只是限於語法錯誤，發音錯誤也是教師必糾的一部分。教師糾錯要適度。雖然教師應當嚴格糾錯，但一定要掌握分寸，不能讓學生過分喪失自信心。如果在一個句子中有多個錯誤，可以先糾正主要的，不必一次糾正所有的錯誤。掌握糾錯時機，不要一有錯就打斷學生。那些小的錯誤，容易很快糾正的錯誤可隨時糾正。錯誤糾正以後教師應當要求說錯的學生重複正確的句子。如果學生犯的錯誤很典型，可以用合唱的辦法讓所有學生練習一遍。
3. 緊張有序：“緊張”並不是指讓學生精神緊張、課堂氣氛緊張。而是指教師上課的節奏要緊湊，不拖泥帶水，讓學生的注意力高度集中，讓學生跟着老師走。“有序”則是指教師有條理地、有重點地組織課堂教學。

## 五· 課堂模式

1. 大班課的目的是介紹課文內容，講解並練習重點語法、詞彙及句型。大班課的特點在於能夠講練結合、重點突出。
2. 小班課的目的是輸入（輸出），以鞏固大班課所講解過的句型及語法點爲目的。主要通過各種練習的方式加強學生對新句型新語法點的掌握，小班課教學的四點原則是：
  - a. 以“一問多答”的問題爲主；
  - b. 以“呢”字問題跟進；
  - c. 嚴格糾錯；
  - d. 合唱鞏固。
3. 單班課/討論課的目的是進一步練習當天大班所教、小班所練的句型和生詞。但是練習方式與上述不同。對話課的重點是把新句型新生詞放到不同場景中，在實際交流中使學生自然使用以達到練習目的。

以上五點就是哈佛北京書院教學模式的特點，本人希望能將好的教學模式與大家分享。



# 平分秋色

胡佰德老師 Mr. Wu Pak Tak  
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(廣東話組)

比較粵語和普通話的詞彙，我們會發現一個有趣的現象，一些雙音節詞，粵語和普通話的用法都是一樣的，但分拆出來作單音節詞使用的時候，就會平分秋色，各取一字。例如「寬闊」一詞，粵語和普通話都可以用，普通話說：「寬闊的大街」；粵語說：「寬闊嘅大街」，意思不變。但是，如果只用其中一個字的時候，粵語會取「闊」字，說：「呢條街好闊。」；而普通話則會取「寬」字，說：「這條街很寬。」，彼此不可以對調。

看看一些例子：

## 1. 憂愁

粵語：你憂咩嘢喎  
普通話：你愁什麼

## 2. 計算

粵語：計吓幾多錢  
普通話：算一下多少錢

## 3. 霸佔

粵語：同我霸個位  
普通話：給我佔個位子

## 4. 光亮

粵語：天光嘍  
普通話：天亮了

## 5. 麻痺

粵語：企到腳都痺  
普通話：站得腳都麻了

## 6. 挖掘

粵語：掘個窿  
普通話：挖個洞兒

## 7. 說話

粵語：佢話唔嚟  
普通話：他說不來

## 8. 派發

粵語：派講義  
普通話：發講義

## 9. 乞討

粵語：乞飯食  
普通話：討飯吃

## 10. 醫治

粵語：佢嘅病醫唔好  
普通話：他的病治不好

下面還有一些例子(粵語用有橫線的字)：

生長 嘔吐 憎恨 溶化 瘋癲  
驚慌 摺疊 沙啞 潦草 挑揀  
量度 凶惡 管理 破爛 浸泡  
進入 碰撞 堵塞 肥胖 油漆

如果從上列的雙音節詞分拆一個字作單音節詞使用時，就必須選擇正確才可以說出地道的粵語或普通話。另外想一提的是，由兩個同義或近義的單音節詞構成的雙音節詞的數量雖然有很多，但是有“平分秋色”用法的詞卻不多。好像“快捷”這個詞，如果只用一個字的話，粵語和普通話都會用“快”而不用“捷”，例如粵語會說：“佢做嘢好快”而不會說：“佢做嘢好捷”；普通話會說：“他辦事很快”而不會說“他辦事很捷”。

# Code-mixing and code switching in Hong Kong

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ELSJ 2nd International Spring Forum 2009, May 2009, Nara, Japan

Code-mixing (CM) and code switching (CS) are some of the interesting sociolinguistic phenomena in Hong Kong. It is claimed by most researchers that CM and CS are started by educated elites and they are used for identity marking (Chan & Kwok 1982, Luke & Richards 1982 and Cheung 1984). By observation nowadays, there are a lot of English items appearing on Chinese television & radio channels, and in Chinese magazines & newspapers. The present research is an attempt to study the use of CM and CS in radio programmes, based on analyses of actual language use in 6 Chinese radio channels in Hong Kong. The data include over one thousand language alternation instances (Cantonese-English) and are grouped into various categories according to their properties, namely, Names (N), English Alphabetical Letters (EAL), "Voluntary" mixing (VM) and Code switching (CS). This article shows some examples of the different categories.

## Research Design

Six Cantonese radio channels are selected for the purpose of data collection. English programmes are excluded since the focus is on the use of Cantonese-English mix. A total of 54 programmes (6 Channels × 3 programmes × 3 days) were recorded with a total of about 2400 minutes of recording. Stratified random sampling technique was used to select the radio programmes to ensure the data collected are not exceptional cases. The data include spoken data, which include monologues (by disc jockeys), conversations between disc jockeys, conversations between disc jockey(s) and listeners, advertisements and news reports. The data are

transcribed after the recording phase. There are different types of English items mixing in Cantonese discourse. Examples are shown in the next section.

## Different types of English items in Cantonese conversations

1. *Names (N)* - The use of English names in fact reflects to some extent the speakers' recognition of their own identities and their awareness of group identification. The speakers have a wide range of choice when identifying themselves. They can use the Cantonese equivalent of their English names or they may use their original Chinese names instead. The choice of names may reflect their code choice and how they identify with certain groups of people. The use of English names includes personal names, place names, brand names, titles of songs, books & movies, etc. Below are some examples,

- (1) 我 係 *Francis Chan*.<sup>\*</sup>  
Ngóh haih *Francis Chan*  
I be Francis Chan  
[I am Francis Chan]

\* A standard four-line transcription is used, first line: Chinese characters, Second line: Yale romanization, third line: word-to-word translation, fourth line: standard translation. Some notes on abbreviations: PRT-sentence particles, CL-classifiers, S-speaker *English mixed items* are marked in shade and italic.



(2) 我 嚟 Vancouver 返 嚟 嘅。  
Ngóh hái Vancouver fāan làih ge  
I be Vancouver back come PRT  
(I came from Vancouver.)

2. *English alphabetical letters (EAL)* - English letters are used for two purposes: one is for numbering and indexing, the other one is for abbreviation, e.g. CD (Compact Disc) & BB (Baby).

(3)S: A 係 一 個, B 係 兩 個, C 係 三 個。  
A haih yāt go B haih léuhng go C haih sāam go  
A be one CL B be two CL C be three CL  
(A is one, B is two and C is three)

3. “*Voluntary*” *mixing (VM)* - In the example below, “fax” can be replaced by 傳真 chyühnjān, and “happy” can be replaced by 開心 hōisām, without changing the referential meaning of the original phrases.

(4) Fax 機 號碼。  
Fax gēi houhmáh  
Fax machine code  
(Fax number)

(5) 有 少少 唔 係 咁 happy。  
yáuh síusíu ɲ haih gam happy  
Have a little not be so happy  
(I am a little bit unhappy.)

4. *Code switching -- intersentential mix (CS)* - This is an example of code switching taken from the data. The speaker finished the first sentence in Cantonese. Suddenly she switches to an English sentence.

(6) S: 想 玩 呢 個 遊戲 打 二 三 五 五 七 七 七 零, I'll try my best to make it easy today.  
séung wán nī go yàuhhei dá yih sāam ngh ngh chāt chāt chāt lihng  
Want play this CL game call 2 3 5 5 7 7 7 0  
(If you want to play this game, please call 2355770.)

### Conclusion

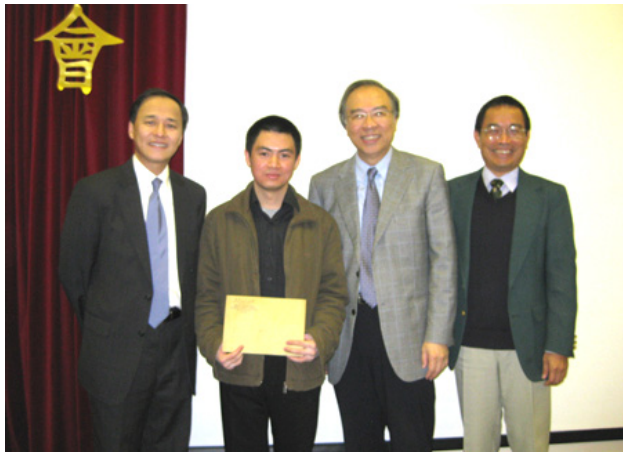
The examples in the data are implicationaly patterned (Gal 1979, Fasold 1984, Bailey 1973) and fit into Bailey's wave model (Bailey 1973) which explains language variation and change. This indicates the systematic nature of the mixed code. This article only tries to show some example cases in code-mixing and code switching in Hong Kong. More detailed statistical analysis, discussions and implications can be found in the full paper presented in the conference.

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## CLC 中國語言文化(香港)基金獲百萬捐贈 Donation to The Chinese Language and Culture (Hong Kong) Foundation

中大文學院雅禮中國語文研習所設立的中國語言文化(香港)基金 (CLCHK Foundation <http://www.cuhk.edu.hk/clc/clc-foundation.htm>) 得到校友及各界人士支持, 近日又獲百萬捐贈。善款由研習所廣東話組畢業生林克勤先生慷慨捐獻。此項基金於 2004 年設立, 旨在發展優質漢語教育及弘揚中國傳統文化, 促進文化交流。該基金支持的項目包括“國際學生實習計劃”、“中國文化節”活動以及與對外漢語教學相關的學術活動。



左起: 拓展及籌募處處長鄭文珊先生、畢業生林克勤先生、副校長鄭振耀教授及吳偉平博士。

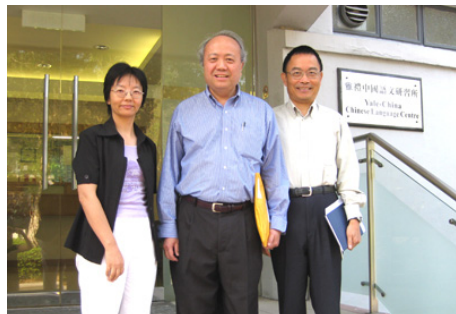
為了答謝校友對基金的支持, 研習所在一年一度的春季晚會(相關照片可上網瀏覽 [http://www.cuhk.edu.hk/clc/springparty\\_photos.htm](http://www.cuhk.edu.hk/clc/springparty_photos.htm)) 前舉行了簡短的答謝儀式。在師生和校友品嚐各國美食、欣賞來自不同國家和民族的學生表演以前, 研習所所長吳偉平博士主持了儀式, 由大學副校長鄭振耀教授, 大學拓展及籌募處處長鄭文珊先生為捐款人贈送紀念品並合影留念。



### 學術講座 CLC Seminars

2009 年 10 月 27 日, 本所有幸邀請到普林斯頓大學東亞系主任周質平教授作題為“對外漢語教學史上的趙元任”講座。與會者包括雅禮中國語文研習所老師及中文大學語言學系碩士研究生。

本次講座中, 周質平教授首先介紹了趙元任先生在美國的漢語教學活動, 同時分析了美國的漢語教學是如何由教授文言文轉向以溝通為目的的漢語口語教學, 並強調了研



左起: 陳凡老師, 周質平教授及吳偉平博士。



周教授與本所所長及老師合照。

究漢語教學歷史的重要性。其次周教授強調了漢語口語教學的基本原則: 學生理解知識和語言的實際操作要分開, 新的語言習得是一種新習慣的建立, 不是獲得一種知識, 而是像學習游泳, 是透過操練而得到的一種技能。

周質平教授風趣幽默的演講, 以及生動的實例, 使與會的老師和同學都捧腹大笑, 並且引起了大家濃厚的興趣, 紛紛就教學問題與周教授展開討論。此次講座非常成功。



## 優秀教師獎 CLC Exemplary Teaching Award 2008-2009

本所一年一度的優秀教師獎評選再次落下帷幕。本次優秀教師評選除新增所務會成員不再參評一條之外，仍延續去年的評審制度，經學生評分、教職員投票以及所務會評議三個環節，評選出大學組陳智樑老師為2008-2009年度優秀教師獎獲得者。頒獎儀式於2010年1月8號在方潤華堂舉行，所長吳偉平博士向陳智樑老師頒發了獎狀。



吳偉平博士頒授獎狀予陳智樑老師(左)。

陳智樑老師自04年進入研習所以來，一直勤勉工作，除教學外，還參加了本所教材編寫以及課程建設方面的相關工作。陳老師坦言自己從過去的失敗中吸取了很多經驗和教訓，同時所裏各位同仁的悉心指導與經驗分享也使他獲益良多，他對此深表感謝。

## 人事動態 Personalia

大家好！我是關蕙敏，英文名 Nicki。曾經修讀電腦及資訊科技，電腦發展一日千里，日新月異，專業知識內容更為廣泛，而我這些對電腦沒有多大追求及熱誠的人，要和電腦與時並進十分困難，故此，畢業後我沒有從事相關的行業，還不時自怨自艾為何當初選擇這一門課.....但事實上我所學到的知識對我的工作有一定的幫助。上一份工作，我任職於中文大學的護理系，那裡工作壓力很大，每一刻都與時間競賽，工作夥伴眾多，自覺分身不暇，身心疲憊；現時於 CLC 工作，性質有所不同，儘管如此，但基於在護理系學習到的知識在這裡也有用武之地，我十分開心因為可以幫助到大家，希望日後各位多多指教，從旁提點，本人必定效勞。祝大家身體健康，萬事勝意！



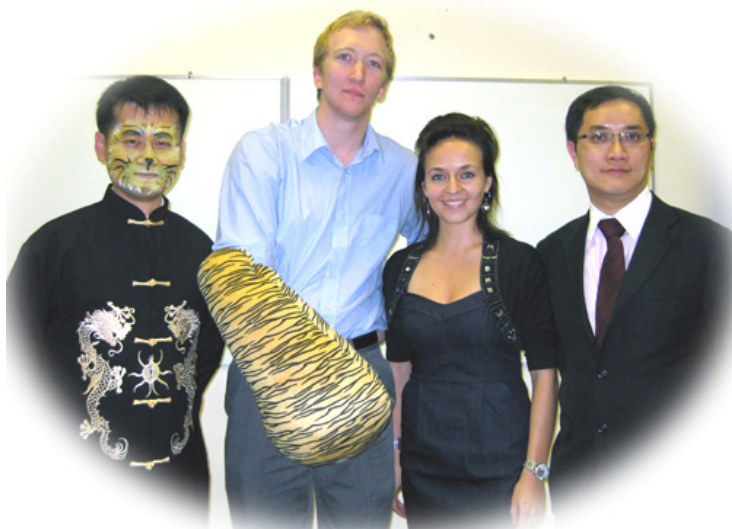


# Spring Party Program

## 新春晚會 Spring Party 2010

新春晚會已於三月十二日完滿結束。廣東話組韋綺玲同學和普通話組寶榮武同學擔任晚會司儀。

今年的節目十分豐富，包括有舞獅、唱歌、武術及短劇表演等，此外，還有與中國文化相關的書法練習等活動。晚會得以順利完成，全賴老師們於百忙中抽空指導和訓練參與表演的學生，藉此讓他們有更多機會運用所學的語言和認識中國文化。大會提供了不少美食，而同學和老師們亦帶來美味的食品，讓大家歡度了一個愉快的晚上。相片已上載至本所網頁，歡迎到以下的網址瀏覽或下載  
[http://www.cuhk.edu.hk/clc/10\\_springparty.htm](http://www.cuhk.edu.hk/clc/10_springparty.htm)。



左起:王浩勃老師、寶榮武同學、韋綺玲同學及李兆麟博士。





# 晚會 剪影



本年度聯歡晚會承蒙《啓祥洋行》贊助部份飲品  
及各位老師及同學熱心貢獻精美食品，特此謹致以萬二分感謝。  
We would like to express our sincere thanks to the Dransfield Food & Beverage Ltd.  
for their generosity in sponsoring this evening's drinks.  
We also would like to thank all the teachers and students for contributing food  
and all their efforts in making this evening a success.



## 最新消息 Updates

### 2010 Chinese Language Summer School Putonghua Cantonese as a foreign second language

**Targets:** Current university students, high schools students, working people from abroad or Hong Kong.  
Credit transfer is possible for current university students\*.

**Schedules:**

Program name	Date (2010)	Levels available**
Regular Summer term	June 7 - August 13 (10 weeks)	CAN & PTH all levels
S1	June 7 - 25 (3 weeks)	PTH Level 1-3 CAN Level 1-3
S2 & CUHK international Summer School	June 29 - August 2 (5 weeks)	PTH Level 1-2 CAN Level 1
S3a	August 4 - 17 (2.5 weeks)	PTH Level 1-4 CAN Level 1

\* Current university students, local or abroad, please enrol directly with the Office of Summer School (OSP).

\*\* Subject to minimum class size.

**Chinese Language Summer School (Daytime Courses):**

[www.cuhk.edu.hk/clc/summer.htm](http://www.cuhk.edu.hk/clc/summer.htm) (English, Japanese and Korean version available)

**Chinese Language Evening Courses** (for both native & non-native speakers, classes in Apr-June & July – Sep):

[www.cuhk.edu.hk/e\\_ssp.htm](http://www.cuhk.edu.hk/e_ssp.htm)

**CUHK International Summer School (OSP)** (Business, Humanities & Chinese Languages):

[www.cuhk.edu.hk/osp](http://www.cuhk.edu.hk/osp)

### 2010 暑期漢語學院 對外漢語：普通話 廣東話（粵語）

**對象:** 在學大學生、高中生、海外或居港在職人士。在學大學生可申請學分互認\*

**時間表:**

課程	日期 (2010)	程度**
常規夏季學期	6月7日 - 8月13日 (10週)	廣東話及普通話所有程度
S1	6月7 - 25日 (3週)	普通話第一至三班 廣東話第一至三班
S2 及中大國際暑期學院	6月29 - 8月2日 (5週)	普通話第一至二班 廣東話第一班
S3a	8月4-17 (2.5週)	普通話第一至四班 廣東話第一班

\* 在學大學生請直接向中大國際暑期學院查詢申請

\*\* 受每班最少人數限制

**暑期漢語學院**（日間課程）：[www.cuhk.edu.hk/clc/summer.htm](http://www.cuhk.edu.hk/clc/summer.htm) (提供英語、日語及韓語網頁)

**普通話、粵語**（適合港人及非母語人士，四至六月及七至九月開課）：[www.cuhk.edu.hk/e\\_ssp.htm](http://www.cuhk.edu.hk/e_ssp.htm)

**中大國際暑期學院**（提供工商管理、人文學科及中國語言科目）：[www.cuhk.edu.hk/osp](http://www.cuhk.edu.hk/osp)