

Language Matters

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

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

香港中文大学
雅礼中国语文研习所

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 / 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 CFL.

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From the Editor

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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.

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(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。)

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 扬州炒饭 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.



白德培教授 Prof. Tobias, Brander
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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 (飞发 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 (修师 sāusī), instead talking about the sushi Luther (寿司 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 水记 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 (倾偈 kīng gái).



人生係一个学习过程

大家好。我而家想讲关于人生同学习嘅关系。我小学嗰阵时听过一句话说：“人生係一个学习嘅过程”。当时，我唔明白呢句说话嘅意思係乜野。中学嗰阵时我就明白嘍。因为我觉得：第一，人生时时都会出现好多新嘅嘢，所以学习唔係净係读书，都要学埋点样面对同解决全部人生嘅问题。第二，学习係一段好长嘅时间，我哋一生可以学倒好多嘢，而呢啲嘢教识我哋好多宝贵嘅经验。我有呢方面嘅经验想同大家分享。其实，以前我有兴趣学语言。不过，大学毕业之后，我嘅院长叫我嚟香港学广东话。我反对，因为我除咗有兴趣之外，仲听见话广东话係一种好难嘅语言。而且，我一见倒中文字就觉得学唔识，因为中文字好似奇怪嘅字，同埋我好习惯睇呢啲字。不过冇办法啦。

我嚟香港嗰阵时，我觉得全部都新嘅。天气好冻，语言唔一样等等，所以真係好辛苦。除咗呢啲嘢之外，一句广东话我都唔识听，唔识讲。当时，我谗最好係返去我嘅国家。不过嗰阵时，我记起我院长嘅说话：“学语言虽然好难，不过只要你有热情同开放嘅思想，俾心机学，咁，嗰个困难就会解决嘍。”于是，我就对自己讲：我一定要有热情。所以当时我唯有听人哋讲先啦。唔明白，唔紧要。我每日都试吓习惯香港人嘅生活。我之后喺中文大学嘅CLC学广东话。第一次学嗰阵时，我觉得好难。因为我仲用我嘅母语谗嘢，唔係用广东话。但係之后，我知道，我要改变谗嘢嘅办法。

三个月之后，我觉得我嘅广东话比以前进步咗好多。我越学越中意，因为喺学校，我有好多朋友。每日返学放学嘅时候，我哋一齐一面练习讲广东话，一面学中国嘅文化。而家，我已经可以同啲香港朋友沟通。我好开心因为佢哋话我嘅广东话好正。我觉得佢哋讲嘅嘢好似想俾动力我咁。我都非常中意学中文，因为我想睇香港嘅报纸。虽然好难，不过我可以时时查字典或者问朋友，所以冇问题。

而家我学咗一年几，我好开心，因为啲先生教得好，所以我嘅广东话每日都进步紧。而且我可以明白香港人讲乜野，所以我已经有好多朋友嘍！

我嘅经验话咗一件事俾我哋知：学新嘅嘢要有热情同开放嘅思想，而且要俾心机学。虽然我觉得广东话好难学，不过如果我哋勤力啲就容易好多。唔使怕广东话好难，因为人生係一个学习过程。只要我哋每日学少少，咁之后，我哋就会识好多。

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.

怎么学外语

Learning a Foreign Language

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外国語の勉強方法

随着中国经济的发展，在日本想学习中文的人越来越多。我去年也作为交换学生到上海大学去读书了。去上海之前，我没有学过中文，所以一点也听不懂人家说的话。目前我学中文快十个月了，达到了一定的水平。从我在上海大学度过的一年中，我认识到学习外语最重要的是能够说一口流利的口语。为了达到这个目标，我发现最好的学习方法就是多听多说。

中文比英文更难学。目前用英文作为沟通语言的国家最多，而用中文作为沟通语言的国家还是很少。中国人不习惯不准确的中文，所以说中文说得不流利、不标准的外国人跟一般的本地人交流比较困难。另一方面，我们知道英文是国际性的语言，每个国家都有不同的口音，即使讲得不太好，美国、英国人也会听得懂。比如说我刚刚开始学习中文的时候，通过去超市买东西时跟服务员的对话，发现了他们比较难听懂不准确的中文。我还去过加拿大，虽然当时我说的英文很差，但是没有任何跟本地人交流有困难的感觉。所以那时候我觉得学会口语就是学好汉语最重要的部分。

后来，我重复地练习发音、锻炼听力。我不见得每天都在家学习，但采用多听多说的学习方法绝对帮助我提高汉语水平。我那个时候天天跟学校旁边餐厅的服务员聊天、跟着课本的 CD 朗读、看中文电影，所以我说得一天比一天好了。

随着我的中文水平提高，跟本地人谈话时的问题减少了。到暑假我决定去大连的郊区试着一个人生活，那边是一个日本人、一个外国人也没有的地方。在全中文的环境里，我住了一个月，每天都跟中国人交流，那时候我的口语大大提高了。在我呆在大连的那段时间里，我得到的收获特别大。

在我国日本，虽然日本人从小就开始学英文，说得很流利的人却还是比较少，没有欧洲人那么流利。由于日本教育制度的缘故，我们日本人从语法开始学习，而练习语法的时间占整个学语言时间的大部分。所以我们误以为语言的语法是最重要的。这个落后于时代的看法对提高日本人的英文水平造成坏的影响。这次我用跟日本教育制度相反的方法来学习中文，得到了很好的结果。我将坚持用多听多说的方法，为学好中文而继续努力。

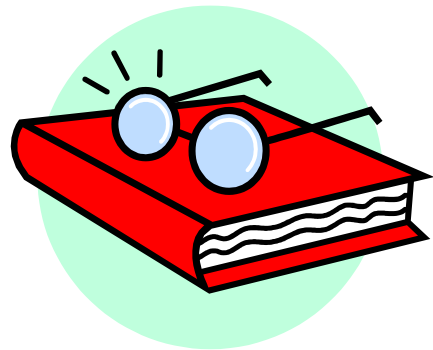
中国の経済発展とともに日本で中国語を勉強する方が増えてきました。私も去年交換留学生として上海大学で学んだ者です。上海に行く以前は中国語を学んだことがなく少しも人が言っていることが分かりませんでした。もうすぐ中国語を学んでから 10 か月になり、レベルも一定まで達することが出来ました。一年間上海大学で学んだことから感じたことは、外国語を学ぶにあたって一番大切なことは流暢に話せることができるようになるということです。この目標に到達するために一番良い学習方法はよく聞き、よく話すということであると気がきました。

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がしました。またカナダにも行ったことがあるのですが、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。



谢春玲老师 Ms. Xie Chun Ling
University Programme Division
(大学组)

后（後） hòu

后、後本是两个字。
先看“后”字的古今形体：

 金  篆  隶（曹全碑）

金文左旁像一只手，右下部是口，均为意符，取意君王发号施令，与“司”字当为一字，是个会意字。小篆线条化，手形已失。隶书沿袭小篆。

再看“後”字古今形体的演变：

 甲  金  篆  隶（何绍基）

甲骨文下部像足印形，是“止”（“趾”字初文）字的倒写，代表人足；上部像绳索形，均为意符，以人足被绳子束缚而不得前行表示先后之“後”，也是个会意字。金文左旁增加了一个像道路形的“彳”为意符，表明字义与行止有关。小篆、隶书沿袭金文。简化字是用了同音合并的方法，以音同、笔画较简的“后”代替了笔画较繁复的“後”，合并了后、後两个语素。

“后”字本义指君主：后王 引申指君王的妻子：后妃、皇后、太后、王后。

“後”字本义指时间较晚。与“先”、“前”相对。简化作“后”：后辈、后来、后果、后事、后世、后起 引申指①后代，子孙：后人、后生、后裔 ②位置在后，与“前”相对：后方、后备、后部、后路、幕后 ③（次序）不在前或靠近尾的：后进、后继、后续、后娘。

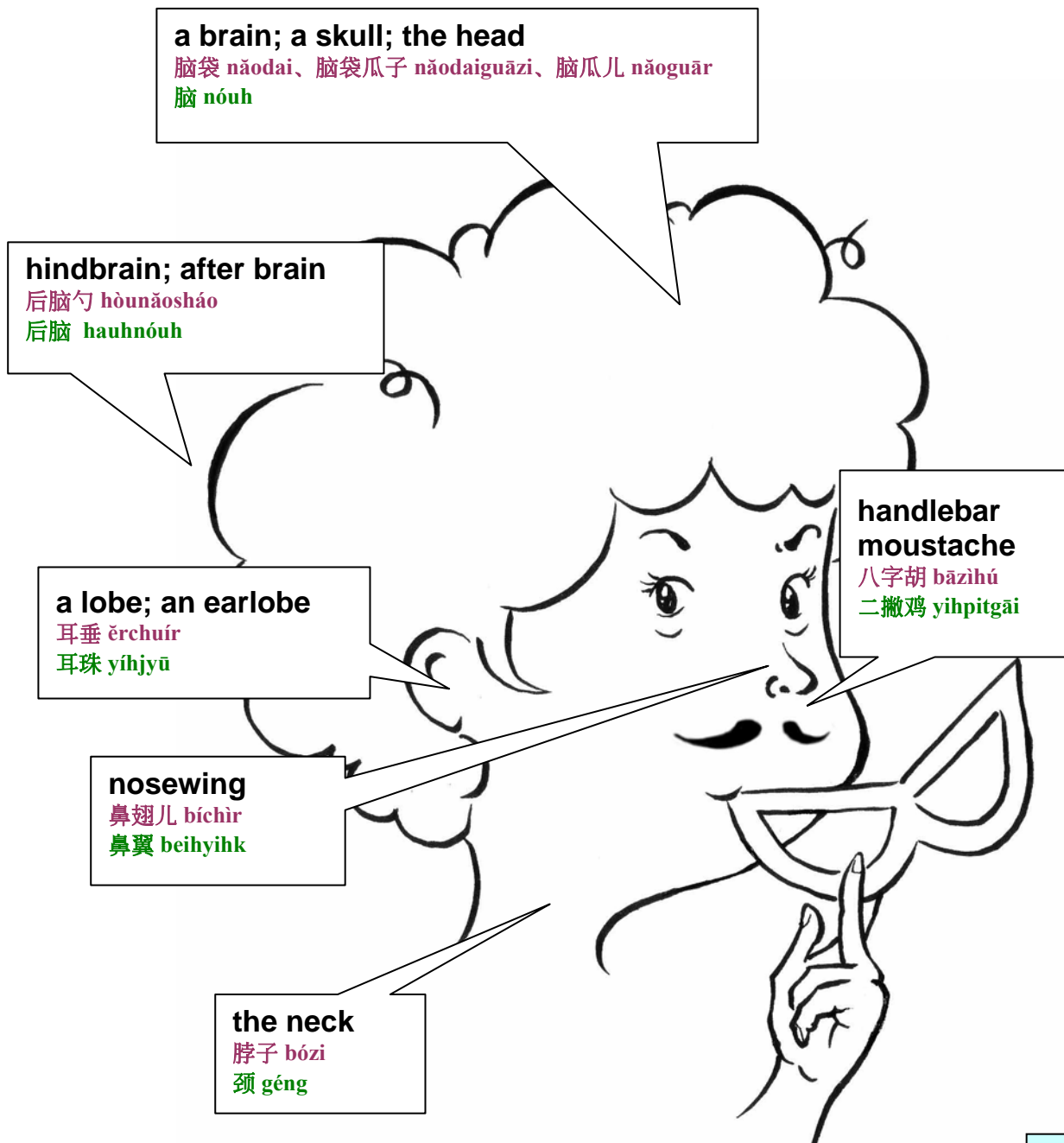
我们在阅读用简化字排印的古代文章时，留意不要按照现代简化字的意义去理解古书用繁体字表达的意义，如《史记·孝景本记》：“孝文在代时，前后有三男”，其中的“前后”指先前的皇后，而非先后的“後”。

Comparison Between Putonghua and Cantonese

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英 English
普 Putonghua
粤 Cantonese

北京哈佛书院是美国哈佛大学与北京语言大学在北京共同举办的暑期外国学生汉语强化项目，该项目在教学基本原则及教学方法上都有可借鉴之处，本人 09 年暑期在那里任教，希望在此将学习所得加以总结，并从下面几个方面介绍一下哈佛北京书院（HBA）的特点。

一· 教学原理

“三一教学语法”的训练，“三一”指的是三位一体的语法系统，其具体内容是：

1. 句式的形式结构
2. 结构的功能作用
3. 功能的最佳语境

三一语法举例

“把”字句

1. 形式结构：A 把 B V-R/pp
 - a. B 需是有定的 NP；
 - b. V 需是行为性动词；
 - c. V 的后面要么是带补语，要么带地点性 PP 成分
2. 功能作用：“把”字句的功能是用来表达：
 - a. 挪动物体的位置；
 - b. 行为的结果
3. 最佳语境：和位移/结果有关的。
 - a. 搬家，如：把电视放到桌子上
 - b. 整理房间，如：把书架擦干净

教师在备课时从以上三个方面准备一个语法点，不仅能使学生明白语法点的作用，而且可以使学生掌握在何种情况下使用该语法点最为得体 and 自然。

二· 课堂训练的三种方式

1. 提问
2. 单说
3. 合说

我们这里提出的“提问”与普通意义上的问问题是有所区别的，一般提问的目的是为了获得某个答案，而 HBA 的提问是让学生用到刚学习过的语法点，同时反复练习，同时让学生最大限度地利用课堂时间进行会话。

所谓“单说”即单人练习，“合说”即多人练习。两种练习方式应在课堂上交互进行。从点到面，再从面到点。即单说是让学生将句子说得标准，合说是将句式巩固。

三· 提问三原则：

1. 简单清楚
2. 难易适度
3. 活泼有趣

所谓简单是说提问要简短，不要大段陈述、铺垫。比如在练习“是……的”句的时候可以先问“你今天是怎么来教室的？”或“你早上是几点起床的？”，这样不仅可以提高教学速度，而且能把更多的时间交给学生练习。

难易适度是指教师的提问既要在学生掌握的词汇、句型范围之内，又要有一定的挑战性，此外教师设计的问题最好以开放的问句为主，即多用一些“wh-word”问题。如“什么、哪儿、谁、为什么”等等。尽量少用以“吗”结尾的简单句，多用“你呢？”连续提问不同学生，最大限度地利用课堂时间。

第三个原则是“活泼有趣”。教师要会控制课堂气氛。最理想的情况是能调动学生的情绪，引起学生的兴趣，这就需要教师自身要有一定的幽默感。

刘键老师 Mr. Liu Jian
Putonghua Programme Division
(普通话组)

四· 课堂组织三要求

1. 重点突出：无论大班课，小班课还是讨论课，在组织课堂训练中要注意重点突出。在设计大班课的时候可以将整堂课划分时段。每个时段覆盖一到两个语法点。小班课的重点是在备课会上确定的重点句型。小班课老师应当合理分配时间。
2. 有错必纠：在此强调的“错”不只是限于语法错误，发音错误也是教师必纠的一部分。教师纠错要适度。虽然教师应当严格纠错，但一定要掌握分寸，不能让学生过分丧失自信心。如果在一个句子中有多个错误，可以先纠正主要的，不必一次纠正所有的错误。掌握纠错时机，不要一有错就打断学生。那些小的错误，容易很快纠正的错误可随时纠正。错误纠正以后教师应当要求说错的学生重复正确的句子。如果学生犯的很典型，可以用合唱的办法让所有学生练习一遍。
3. 紧张有序：“紧张”并不是指让学生精神紧张、课堂气氛紧张。而是指教师上课的节奏要紧凑，不拖泥带水，让学生的注意力高度集中，让学生跟着老师走。“有序”则是指教师有条理地、有重点地组织课堂教学。

五· 课堂模式

1. 大班课的目的是介绍课文内容，讲解并练习重点语法、词汇及句型。大班课的特点在于能够讲练结合、重点突出。
2. 小班课的目的是输入（输出），以巩固大班课所讲解过的句型及语法点为目的。主要通过各种练习的方式加强学生对新句型新语法点的掌握，小班课教学的四点原则是：
 - a. 以“一问多答”的问题为主；
 - b. 以“呢”字问题跟进；
 - c. 严格纠错；
 - d. 合唱巩固。
3. 单班课/讨论课的目的是进一步练习当天大班所教、小班所练的句型和生词。但是练习方式与上述不同。对话课的重点是把新句型新生词放到不同场景中，在实际交流中使学生自然使用以达到练习目的。

以上五点就是哈佛北京书院教学模式的特点，本人希望能将好的教学模式与大家分享。

平分秋色

胡佰德老师 Mr. Wu Pak Tak
Cantonese Programme Division
(广东话组)

比较粤语和普通话的词汇，我们会发现一个有趣的现象，一些双音节词，粤语和普通话的用法都是一样的，但分拆出来作单音节词使用的时候，就会平分秋色，各取一字。例如「宽阔」一词，粤语和普通话都可以用，普通话说：「宽阔的大街」；粤语说：「宽阔嘅大街」，意思不变。但是，如果只用其中一个字的时候，粤语会取「阔」字，说：「呢条街好阔。」；而普通话则会取「宽」字，说：「这条街很宽。」，彼此不可以对调。

看看一些例子：

1. 忧愁

粤语：你忧咩嘢喎
普通话：你愁什么

2. 计算

粤语：计吓几多钱
普通话：算一下多少钱

3. 霸占

粤语：同我霸个位
普通话：给我占个位子

4. 光亮

粤语：天光嘢
普通话：天亮了

5. 麻痹

粤语：企到脚都痹
普通话：站得脚都麻了

6. 挖掘

粤语：掘个窿
普通话：挖个洞儿

7. 说话

粤语：佢话唔嚟
普通话：他说不来

8. 派发

粤语：派讲义
普通话：发讲义

9. 乞讨

粤语：乞饭食
普通话：讨饭吃

10. 医治

粤语：佢嘅病医唔好
普通话：他的病治不好

下面还有一些例子(粤语用有横线的字)：

生长	呕吐	憎恨	溶化	疯癫
惊慌	摺叠	沙哑	潦草	挑拣
量度	凶恶	管理	破烂	浸泡
进入	碰撞	堵塞	肥胖	油漆

如果从上列的双音节词分拆一个字作单音节词使用时，就必须选择正确才可以说出地道的粤语或普通话。另外想一提的是，由两个同义或近义的单音节词构成的双音节词的数量虽然有很多，但是有“平分秋色”用法的词却不多。好像“快捷”这个词，如果只用一个字的话，粤语和普通话都会用“快”而不用“捷”，例如粤语会说：“佢做嘢好快”而不会说：“佢做嘢好捷”；普通话会说：“他办事很快”而不会说“他办事很捷”。

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*.^{*}
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 个, B 係 两 个, C 係 三 个。
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 机 号码。
Fax gēi houhmáh
Fax machine code
(Fax number)

(5) 有 少少 唔 係 咁 happy。
yáuh síusíu n̄ 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 个 游戏 打 二 三 五 五 七 七 七 零, I'll try my best to make it easy today.
séung wáan nī go yàuhhei dá yih sāam n̄h n̄h 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

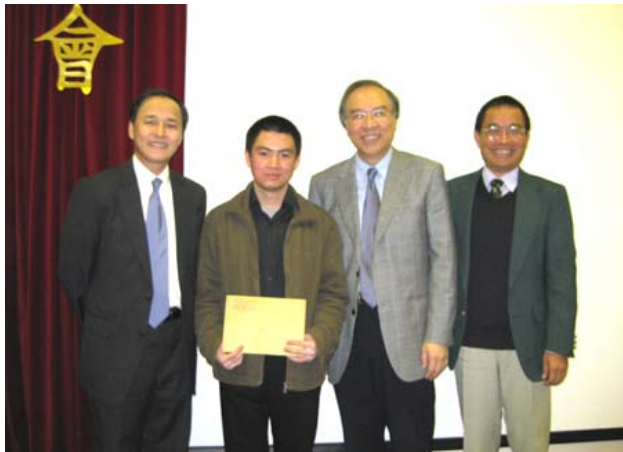
The examples in the data are implicationaly patterned (Gal 1979, Fasold 1984, Bailey 1973) and fit into Bailey's wave model (Bailey 1973) which explains language variation and change. This indicates the systematic nature of the mixed code. This article only tries to show some example cases in code-mixing 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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左起: 拓展及筹募处处长郑文珊先生、毕业生林克勤先生、副校长郑振耀教授及吴伟平博士。

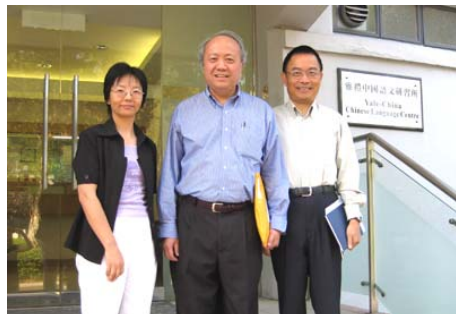
为了答谢校友对基金的支持, 研习所在一年一度的春季晚会(相关照片可上网浏览 http://www.cuhk.edu.hk/clc/springparty_photos.htm) 前举行了简短的答谢仪式。在师生和校友品尝各国美食、欣赏来自不同国家和民族的学生表演以前, 研习所所长吴伟平博士主持了仪式, 由大学副校长郑振耀教授, 大学拓展及筹募处处长郑文珊先生为捐款人赠送纪念品并合影留念。



学术讲座 CLC Seminars

2009 年 10 月 27 日, 本所有幸邀请到普林斯顿大学东亚系主任周质平教授作题为“对外汉语教学史上的赵元任”讲座。与会者包括雅礼中国语文研习所老师及中文大学语言学系硕士研究生。

本次讲座中, 周质平教授首先介绍了赵元任先生在美国的汉语教学活动, 同时分析了美国的汉语教学是如何由教授文言文转向以沟通为目的的汉语口语教学, 并强调了研



左起: 陈凡老师, 周质平教授及吴伟平博士。



周教授与本所所长及老师合照。

究汉语教学历史的重要性。其次周教授强调了汉语口语教学的基本原则: 学生理解知识和语言的实际操作要分开, 新的语言习得是一种新习惯的建立, 不是获得一种知识, 而是像学习游泳, 是透过操练而得到的一种技能。

周质平教授风趣幽默的演讲, 以及生动的实例, 使与会的老师和同学都捧腹大笑, 并且引起了大家浓厚的兴趣, 纷纷就教学问题与周教授展开讨论。此次讲座非常成功。

优秀教师奖 CLC Exemplary Teaching Award 2008-2009

本所一年一度的优秀教师奖评选再次落下帷幕。本次优秀教师评选除新增所务会成员不再参评一条之外，仍延续去年的评审制度，经学生评分、教职员投票以及所务会评议三个环节，评选出大学组陈智梁老师为2008-2009年度优秀教师奖获得者。颁奖仪式于2010年1月8号在方润华堂举行，所长吴伟平博士向陈智梁老师颁发了奖状。



吴伟平博士颁授奖状予陈智梁老师(左)。

陈智梁老师自04年进入研习所以来，一直勤勉工作，除教学外，还参加了本所教材编写以及课程建设方面的相关工作。陈老师坦言自己从过去的失败中吸取了很多经验和教训，同时所里各位同仁的悉心指导与经验分享也使他获益良多，他对此深表感谢。

人事动态 Personalia

大家好！我是关蕙敏，英文名 Nicki。曾经修读电脑及资讯科技，电脑发展一日千里，日新月异，专业知识内容更为广泛，而我这些对电脑没有多大追求及热诚的人，要和电脑与时俱进十分困难，故此，毕业后我没有从事相关的行业，还不时自怨自艾为何当初选择这一门课……但事实上我所学到的知识对我的工作有一定的帮助。上一份工作，我任职于中文大学的护理系，那里工作压力很大，每一刻都与时间竞赛，工作伙伴众多，自觉分身不暇，身心疲惫；现时于 CLC 工作，性质有所不同，尽管如此，但基于在护理系学习到的知识在这里也有用武之地，我十分开心因为可以帮助到大家，希望日后各位多多指教，从旁提点，本人必定效劳。祝大家身体健康，万事胜意！



新春晚会 Spring Party 2010

新春晚会已于三月十二日圆满结束。广东话组韦绮玲同学和普通话组宝荣武同学担任晚会司仪。

今年的节目十分丰富，包括有舞狮、唱歌、武术及短剧表演等，此外，还有与中国文化相关的书法练习等活动。晚会得以顺利完成，全赖老师们于百忙中抽空指导和训练参与表演的学生，藉此让他们有更多机会运用所学的语言和认识中国文化。大会提供了不少美食，而同学和老师们亦带来美味的食品，让大家欢度了一个愉快的晚上。相片已上载至本所网页，欢迎到以下的网址浏览或下载 http://www.cuhk.edu.hk/clc/10_springparty.htm。



左起:王浩勃老师、宝荣武同学、韦绮玲同学及李兆麟博士。



晚会剪影



本年度联欢晚会承蒙《启祥洋行》赞助部份饮品
及各位老师及同学热心贡献精美食品，特此仅致以万二分感谢。
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 (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

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

www.cuhk.edu.hk/osp

2010 暑期汉语学院 对外汉语： 普通话 广东话（粤语）

对象: 在学大学生、高中生、海外或居港在职人士。在学大学生可申请学分互认*

时间表:

课程	日期 (2010)	程度**
常规夏季学期	6月7日 - 8月13日 (10周)	广东话及普通话所有程度
S1	6月7 - 25日 (3周)	普通话第一至三班 广东话第一至三班
S2 及中大国际暑期学院	6月29 - 8月2日 (5周)	普通话第一至二班 广东话第一班
S3a	8月4-17 (2.5周)	普通话第一至四班 广东话第一班

* 在学大学生请直接向中大国际暑期学院查询申请

** 受每班最少人数限制

暑期汉语学院 (日间课程): www.cuhk.edu.hk/clc/summer.htm (提供英语、日语及韩语网页)

普通话、粤语 (适合港人及非母语人士, 四至六月及七至九月开课): www.cuhk.edu.hk/e_ssp.htm

中大国际暑期学院 (提供工商管理、人文学科及中国语言科目): www.cuhk.edu.hk/osp