

Language Matters

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

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* 要 Contents 目 *

+ Message From the Editor 稿約.....2

Learning 學生園地

何念 - 香港的道德標準：成王敗寇？.....3

劉學謙 - 我愛香港.....4

森澤雅子 - 我學習漢語的收穫.....5

Teaching 教師園地

陳凡、張冠雄、尹嘉敏 - 普粵對比.....6-7

謝春玲 - 漢字演變.....8

Research 語言與文化研究

陳智樑 - A case study on reorganizing a Chapter in TCFL material
from language structure centered to language use centered9-10

Activities & News 動態與信息

★ 學術講座..... ★ 日本教育中心代表到訪.....11

★ 國際暑期課程 (課外語言活動)..... ★ 書法班.....12

★ 吳所長迎新歡迎詞.....13

★ 人事動態.....14-15

★ 2012 Calendar..... 16

Online reading

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Merry Christmas

聖誕快樂



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 / 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 Chinese as a foreign/second language.

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From the Editor

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(本刊文章均為作者一得之見，不一定代表中心觀點，引用本刊文章者請註明出處。)

以「香港的道德標準：成王敗寇？」為題的第八屆中大演講比賽已於三月十日舉行，完成本所廣東話初、中、高級課程的何念同學榮獲粵語組（非母語）亞軍。以下是何念同學參賽的演講稿。

香港的道德標準：成王敗寇？

Hong Kong Ethical Standards: is winning everything?



各位嘉賓, 各位評判, 各位觀眾, 午安!

好開心可以企喺度, 參加呢個比賽。今日我演講嘅題目係「香港嘅道德標準：成王敗寇」。「成王敗寇」呢個詞語, 本來係講爭奪天下, 贏咗就稱王稱帝, 輸咗就淪為流寇、亂黨。但係而家, 佢一般係形容一種過份崇拜成功, 踩低失敗, 甚至鼓勵為咗成功不擇手段嘅態度。而呢種態度, 可以話已經成為咗現代香港社會嘅標誌之一。

嚟到香港雖然唔係幾耐, 但係我已經可以感受到香港人嗰種「成王敗寇」嘅心態。香港高考同大陸一樣, 都係千軍萬馬過獨木橋, 一失足成千古恨。連學生嘅壓力都咁大, 入到社會之後, 嗰種殘酷嘅競爭就更加唔使講嘢。嗰報紙雜誌成日報道一啲一夜成名, 發財致富嘅故仔; 電影電視劇裏邊亦都充斥嗰啲為咗上位勾心鬥角嘅劇情。好多香港人傾起啲成功人士, 都不知幾羨慕, 但係對於嗰啲失敗者, 冇晒同情心都不但止, 仲覺得係佢哋自己攞嚟衰添。好似係香港人心裏邊, 成功者好似偶像一樣, 至於手段係唔係道德唔成問題; 反之, 如果你有靚車、豪宅, 冇成就冇地位, 你唔單止係個失敗者, 仲係一個罪人, 罪名係: 不成功罪。

認真諗吓, 其實成王敗寇並唔係香港獨有嘅現象, 而係現代商業社會一種主流價值觀嘅嚟。係世界上好多地方都非常普遍。但係點解係香港, 呢種價值觀咁嚴重呢? 我認為有兩個原因: 第一, 香港好多人不勝都相信一個社會神話, 就係「香港地, 只要你努力, 一定搵到食; 如果有辦法出人頭地, 咁, 就係你自己嘅問題嘢。」咁耐以嚟, 呢個諗法已經深入到普通香港人嘅心裏邊, 甚至已經上升成為一種道德標準呢! 呢個道德標準驅使大家不斷嘅追求成功, 並且習慣性嘅認為失敗都係個人嘅錯; 第二, 香港雖然經濟好繁榮, 但係畢竟地小人多, 導致機會成為咗一種零舍稀缺嘅資源, 成功嘅壓力大過好多地方。因為嘅樣, 香港人對機會先至咁着緊, 甚至為咗成功使埋啲特別手段。

其實追求成功本身冇咩錯, 一個社會如果有晒追求成功嘅熱情, 係唔會發展進步嘅。問題在於成功嘅標準同埋途徑。香港呢種所謂成王敗寇嘅道德標準錯就錯在將成功嘅標準格式化, 搞到個個好似認同學生一定要成

績好, 大人一定要有錢有地位先算啱嘅。單一嘅成功觀唔止破壞咗社會嘅多元性, 對於嗰啲俾心機奮鬥、認真生活嘅小人物嚟講亦都係好唔公平嘅, 因為佢哋當中好多人被社會強制定義為失敗者。而且, 成王敗寇太過強調成功嘅結果, 而忽略咗當中嘅過程, 無形之中俾咗一個好危險嘅暗示人: 只要達到目的, 做乜都冇所謂。呢種咁模糊嘅道德觀反而會被人用作挑戰道德底線嘅藉口。睇住啲商人為咗賺錢不顧消費者生命安全, 見到啲記者為咗銷量, 侵犯他人私隱, 甚至偽造新聞。我相信, 大家都會覺得好灰心, 好失望, 因為「成王敗寇」呢種價值觀而家喺度侵蝕緊呢個社會公義同埋良心。

如果繼續嘅落去, 社會就會變得越嚟越世俗、冷漠, 最終成為一個淨係識得為成功運作嘅機器。所以, 而家係時候做返啲嘢去改變呢個社會嘅價值觀嘞! 我覺得, 政府同埋傳媒應該聯手合作, 將大眾由盲目嘅成功狂熱裏邊救返出嚟, 努力創建一個更加多元化、更加有人情味嘅社會。

多謝各位。

二〇一一年三月十日

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我愛香港

I Love Hong Kong

我係喺加拿大出世嘅，但係因為我爸爸媽媽都係香港人，所以我以前都有嚟過香港探親。喺加拿大，我同哥哥係我媽媽最親嘅親人，所以每幾年都會同我媽媽過嚟探公公婆婆，孝敬吓佢哋老人家。嗰時嚟香港我成日諗住買衫嘢，以前嘅我，只覺得香港係個購物天堂。

大個咗喇，黑頭髮，黃皮膚嘅我好好奇，想親眼睇吓我爸爸媽媽係喺一個點樣嘅地方成長嘅。雖然現代嘅香港同五十年前嘅已經唔一樣，但係我上年八月尾嚟我阿姨度住咗一排，加埋喺中大宿舍住咗幾個月，我已經覺得香港係第二個家嘢。可能因為我係中國人，加埋呢個地方有親戚朋友，我覺得喺香港特別舒服。

聖誕嗰段時間，我有幾晚都喺油麻地過夜。上個學期識啲朋友大部分都走晒嘢，但係有兩個喺度搵到嘢做，留低咗嘢。因為佢哋而家唔喺中大讀書，唔可以住宿舍，佢哋就搬咗去油麻地住。之後，我耐唔耐都去探吓佢哋。佢哋住正廟街，所以好方便呀，買咩、食咩都方便。唔只早、午、晚正餐嘅嘢好豐富，連宵夜都好正添，買嘢更加唔使講喇。同佢哋住嗰幾日嘅香港，真係俾咗我好嘆嘅感覺呀！

眨眼又過咗半年嘢。我覺得而家喺邊度都有咩所謂，可以同鍾意嘅人一齊就開心嘢。講到拍拖，香港真係冇得彈，除咗靚女多，可以帶佢哋去食嘅、玩嘅地方都好多，好方便添嘢。雖然香港地方唔算大，但係如果想行嘅話，真係成世都冇晒呀！所以，我一定會同我鍾意嘅人慢慢四圍行吓，繼續發掘香港嘅優點，留喺度發展我嘅感情生活。

I was born in Canada, but since both of my parents have relatives here, it is not my first time in Hong Kong. In Canada, my brother and I are my mom's only blood-relatives, so we would travel to Hong Kong every few years to visit her side of the family. Back then, I was always excited to shop for new clothes - Hong Kong to me was nothing more than a shopper's heaven.

Having grown up (a bit), I wanted to travel to Hong Kong again to see what kind of environment my parents grew up in. Even though modern Hong Kong isn't the same as it used to be 50 years ago, but after living with my aunt late August and living on CUHK campus for a few months, I already feel like Hong Kong is



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my second home. Maybe because I am Chinese, and because I have friends and family here, settling down couldn't have been any smoother.

Around Christmas, I stayed in Yau Ma Tei for a few nights. Most of the friends that I met last semester have gone home, but two of my friends found jobs here. Since they are no longer students at CUHK, they couldn't live on campus and moved out to Yau Ma Tei, right above Temple Street. It was great staying there; everything was convenient - shopping and eating. Not only could you have a nice selection for breakfast, lunch and dinner, many restaurants were still open for late night meals! Living there for a few days allowed me to experience the true convenience of the Hong Kong lifestyle, without the stress.

Half a year has gone by in a blink of an eye. It feels like it doesn't matter where I am anymore; I'll be happy as long as I'm with the person I like. In regards to dating, Hong Kong's a great place for that too. Besides having eye candy everywhere, the destinations for food and entertainment are endless and convenient. Even though Hong Kong doesn't look big on a map, but if you wanted to go for a walk around the city, you would probably have to walk your whole life away! All I want to do now is take my time and go on adventures with the girl of my dreams, finding more of Hong Kong's good qualities while developing my love life.



日月如梭，從在 CLC 開始學習漢語至今，轉眼兩年半了。二零零八年因為丈夫工作的關係，我們搬到了香港。一年後的六月，我開始學習漢語。原來我對漢語的興趣並不是那麼大，但是隨著中國經濟的蓬勃發展，全世界都出現了漢語熱，而我正身處一個難得的學習漢語的環境當中，因此就把握機會，進了這所學校。在 CLC 的學習生活好像跟真正的學生生活一樣，從星期一到星期五每天上三節課，既要交作業又要考試。我學得很開心，對漢語的興趣也越來越大。剛開始的時候真沒想到漢語竟然那麼吸引我。通過這兩年半的學習我得到了下列三個收穫。

第一是達到了一定的漢語水平。對我來說，這是首次接觸漢語，開始之前連一點兒基礎都沒有，完全是零起點。在老師的指導下我拼命學習，在讀、寫、說、聽四個方面都下了不少功夫。CLC 的課程效果很明顯，只要每天跟著進度把應該做的事做了，就可以打好基礎。當然學習過程中會有一些壓力，但是只要努力就可以得到回報。

第二是通過跟來自不同國家、不同年齡同學的交流，接觸到了各種各樣的文化和想法。互相鼓勵、互相幫助的同學們也成了珍貴的夥伴。

第三是在學習漢語的過程中我對中國的興趣逐步提高了。我們的高班教材題材廣泛，包括新聞、經濟、文化、電影、小說等等，這些課程都讓我開闊了眼界。以前我對漢語廣播、電影完全沒有興趣，但是現在我聽漢語廣播聽上了癮。

人到底為什麼要學習外語呢？我認為學習語言可以瞭解對方的文化，方便進行思想交流。作為近鄰，中國與日本在歷史上關係密切，兩國的關係在今後也很重要。我認為學習漢語有助於瞭解中國人及中國社會。我希望我學好漢語以後有機會在某些領域為兩國的友好關係盡點兒綿力。學習外語不能速成，也沒有止境，越學越難學。因此，我前頭的路還很長，需要再接再厲。最後，我衷心地感謝老師們的指導！



中国語学習で得たもの

月日が経つのは早いもので、私が CLC で中国語を学び始めてからすでに 2 年半が過ぎようとしています。2008 年に夫の仕事の関係で香港へ引っ越してきてから 1 年後の 6 月、中国語の勉強を始めました。もともと中国語に強い興味があったわけではなく、中国の目ざましい経済発展に伴って世界中で日に日に高まる中国語学習熱を背景に、折角学習環境が整っているのだからこの機会に将来役立つ何かを身につけよう、という漠然とした気持ちで CLC の門をくぐりました。月曜から金曜日毎日 3 時間学校に通うしばらくの学生生活は楽しいものでしたし、中国語の面白さにどんどん惹かれていきました。勉強を始めた時はこれほど中国語が好きになるとは思いもよりませんでした。そんな 2 年半の中国語学習で私は 3 つのことを得ることができました。

第一に、ある程度のレベルの中国語を得ることができました。私にとって中国語の勉強は初めてで、まさにゼロからのスタートでしたので、とにかく先生の指導のもと読む、書く、話す、聞くとバランスよく身につけるよう努力しました。CLC のカリキュラムや先生の指導はしっかりしているので、学校の勉強以外は特に何もしていませんでしたが、毎日の授業を大切に、やるべきことをしっかりこなすことで十分な基礎が身に着いたと思います。CLC の授業はそれなりにプレッシャーもあるのですが、努力すればただけ結果が出るので、やりがいも感じることができました。

第二に、中国語を学ぶという同じ目的をもった国籍も年齢もさまざまなクラスメート達との交流を通して、中国以外の国の文化や考え方にも触れることができました。そして、一緒に切磋琢磨し勉強した仲間のはかけがえのないものになりました。

第三に、中国語の勉強を通して以前より中国に対する関心が高まりました。勉強の課程で、新聞、経済、文化、映画、小説などさまざまな分野の教材に接することで、いろいろな角度から中国を見るようになり、以前は全く関心がなかった中国語のテレビ番組や映画を見る機会が増え、楽しむようになりました。

言語は何のために勉強するのか考えると、異文化を理解し相手とコミュニケーションを取りたいからだだと思います。中国と日本は歴史的にも深いかわりがあり、隣国としてこれからは互いに重要な存在であることは間違いありません。相手の言葉を学び、相手を理解しようとする事により、より良い関係を築いていけるのではないかと思います。私もより高いレベルの中国語を目指し、将来何かの分野で中国と日本の相互理解を深めるべく役立っていったらと願っています。言語学習に終わりはないと言われるように、学ばば学ぶほど難しいと感じることも多いですが、これからも中国語の勉強を続けていきたいと思っています。最後になりましたが、先生方これまでのご指導誠にありがとうございました。

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Comparison Between Putonghua and Cantonese

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普通話

詞義

用手或是手指頭壓。如：摠（按）手印、摠（按）圖釘、摠（按）遙控器等等。「摠」一般用於口語，「按」口語或書面語都可以用。「摠」僅用於手部的按壓動作。「按」還可以表示情緒方面的控制。如「按不住心頭的怒火」，「按不住自己的興奮」，等等。

廣東話

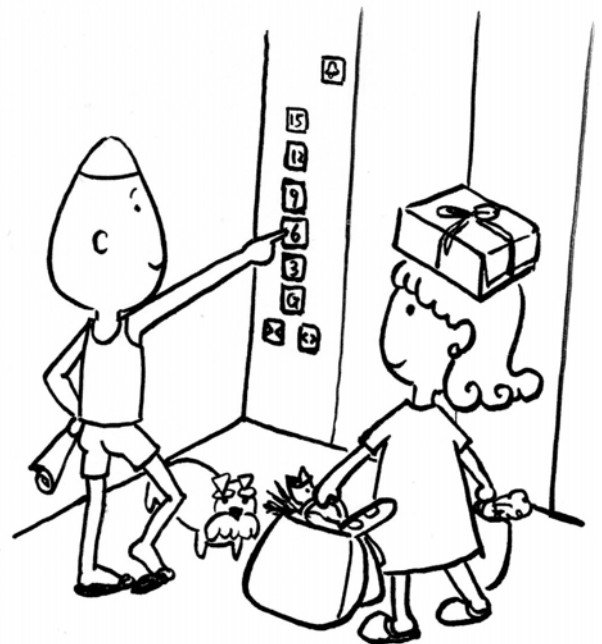
在粵語中，無論是「摠」還是「按」，都以「搵」代替。例如：搵錢 gahmchín (withdraw money from ATM)、搵掣 (press button)、搵掣 (press lift button)、搵鐘 (ring the bell) 等、搵住佢 (restrain him/her)。也可以把「搵」引申至心理上的行為，例如：「呢個財團計劃要控制本地所有電訊公司，我哋一定要諗辦法搵住佢哋。（We have to restrain their ambition to control all local telecommunication companies.）」另外，「搵」也可以寫成「揸」。

普通話 Mandarin：摠 èn、按 àn

廣東話 Cantonese：搵 gahm

英文 English：

press, hold, catch, grab, seize, restrain



普通話

廣東話

對話

例 1:
 小明: 看你拿了那麼多東西, 我來幫你吧。
 Xiǎo Míng: Kàn nǐ ná le nàme duō dōngxi, wǒ lái bāng nǐ ba.
 美美: 謝謝, 不用了。你幫我摠電梯就行。
 Měiměi: Xièxie, búyòng le. Nǐ bāng wǒ èn diàntī jiù xíng.
 小明: 好吧。摠幾樓?
 Xiǎo Míng: Hǎo ba. Èn jǐ lóu?

例 2:
 小明: 那邊不知道發生了什麼事, 有幾個人把一個穿黑衣服的人摠在地上了。
 Xiǎo Míng: Nèibiān bù zhīdào fāshēng le shénme Shì, yǒu jǐ ge rén bǎ yí ge chuān hēi yīfu de rén èn zài dìshàng le.
 美美: 哦, 剛才那個人要搶一個中學生的手機, 是他先把人摠在地上的。不過後來被幾個見義勇為的人制服了。
 Měiměi: Ò, gāngcái nèi ge rén yào qiǎng yí ge zhōngxuéshēng de shǒujī, shì tā xiān bǎ rén èn zài dìshàng de. Búguò hòulái bèi jǐ ge jiànyì yǒngwéi de rén zhìfú le.
 小明: 你手裡不是有照相機嗎? 快摠快門兒拍下來啊。
 Xiǎo Míng: Nǐ shǒuli búshì yǒu zhàoxiàngjī ma? Kuài èn kuàiménr pāi xiàlai a.

例 1:
 明仔: 睇你攞住咁多嘢, 等我嚟幫你啦。
 Mihngjái: Tái néih lójyuh gamdō yéh, dāng ngòh làih bōng néih lā.
 美美: 得嘢, 唔使嘢唔該。你幫我攞粒就得嘢。
 Méihméih: Dāk la, ʌsái la ʌngōi. Néih bōng ngòh gahm lip jauh dāk la.
 明仔: 好嘅, 攞幾樓呀?
 Mihngjái: Hóu aak, gahm géi láu a?

例 2:
 明仔: 嗰度唔知發生乜嘢事, 有幾個人將個着黑色衫嘅人攞咗喺地下度嗟。
 Mihngjái: Gódouh ʌnjī faatsāng mātých sih, yáuh géigo yáhn jēung go jeuk hāksīk sāam ge yáhn gahmjó hái deihhá douh wo.
 美美: 哦, 頭先嗰個人想搶一個中學生嘅手機, 係佢將人攞喺地下度先嘅。不過, 後來佢俾幾個見義勇為嘅人制服咗囉。
 Méihméih: [h, tàuhśm gógo yáhn séung chéung yātgo jūng hohksāang ge sāugēi, haih kéuih jēung yáhn gahm hái deihhá douh śin gé. Bātgo, hauhlòih kéuih béi géigo ginyih yúhngwàih ge yáhn jaifuhkjó lo.
 明仔: 你唔係攞住部相機嘅咩? 快啲攞個掣影低佢啦!
 Mihngjái: Néih ʌnhaih lójyuh bouh séunggēi ge mē? Faaidī gahmgo jai yíngdāi kéuih lā!

詞語

1. 見義勇為
never to hesitate to do what is righteous

jiànyì yǒngwéi

ginyih yúhngwàih

2. 制服
V: subdue

zhìfú

jaifuhk

說“畢”（毕）bì

謝春玲老師 Dr. Xie Chun Ling
University Programme Division
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每年 11 至 12 月是香港八大高等院校舉行畢業典禮的時間，當畢業生們寫信發電郵告知親朋好友，終於結束了三年苦讀生涯，拿到大學畢業證書，或者邀約師友一起拍畢業照、參加自己的畢業典禮時，是否知道，畢業的“畢”字與我們寒窗苦讀修成“正果”毫無關係。請看“畢”字古今形體演變：



甲骨文像古代一種有柄帶網的捕獸器具之形，是一個象形字。金文上部增“田”為意符，表明字義與田獵有關，成為一個會意字。小篆形體沿襲金文。隸書線條化後，器具形已失。楷書簡體“毕”上部以“比”為聲符，替代了原字繁複的部件，下面器具形簡作“十”，成為一個形聲字。

“畢”字本義指古時田獵用的一種長柄網，是一種捕獸器具。“畢業”是一個表示抽象意義的動詞，無形可象。所以借器具名“畢”字之音表示。①表示全，完全。例如：畢生、畢恭畢敬、鋒芒畢露、原形畢露。引申指完結，完成。例如畢業、完畢。②星名，二十八宿之一。



畢業禮

漢
字
演
變

A case study on reorganizing a Chapter in TCFL material from language structure centered to language use centered

Introduction

Traditionally teaching materials of Teaching Cantonese as a Foreign Language tend to organize a single chapter in a language structure centered style. Every chapter usually starts off by introducing a text in the format of conversation or monologue, followed by remarks, notes, explanation, translation of the new vocabulary and sentence structure. Compared to this traditional approach, this paper tries to present a case where language use being the center of the teaching materials. By language use centered, it means to state the context of the conversation including the interlocutor, occasion, purpose as the main task, language structure including the syntactic, phonetic and phonological components the second. Results in the survey indicate that language use centered materials facilitate classroom activities. Besides, language use centered materials help learners understand the vocabulary and sentence structure.

Test and teaching materials

What is a language instructor supposed to do in class? To 'go through' the parts in the teaching materials assigned, most likely. It is true if we teach without a clear objective, especially when we are unaware of the macro view of the curriculum. Traditionally, we consider what vocabulary and sentence structure should be included if we are planning the path for learners from beginner level to advanced level, such as 我是.../雖然...但是.../除非...否則...from Level One to Level Three respectively. Thus, there is nothing to blame if students are able to manage these sentence structures after a language class. However, while students are trained to produce correct forms, training that cultivates effective communication is often neglected.

COPA takes the lead for the whole curriculum. It is a test that calls for language use instead of just correct language forms. Candidates in the test are required to accomplish different tasks such as leaving a telephone message, giving directions, explaining why you are late, introducing a guest...etc. Thus, the primary concern of language teachers should go beyond correct language form only. In addition to correct language forms, the experience of classroom language training for a student should equip him with abilities to accomplish different language tasks, which may be similar to COPA. As a result, students coming

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to class are not just having a grammar class that may finally help him pick the correct tense in a multiple choice question, but actually learning a language for effective real life communication.

Review of teaching materials being used

Long before the existence of COPA, a set of teaching materials had been developed. Without a language use concern emphasized by COPA, the easiest way to organize a set of materials is to write according to language forms. Nevertheless, these materials are insufficient to prepare students for COPA in the following ways:

1. The varieties of tasks are not enough or not available such as leaving a telephone message and giving directions.
2. There is no context prompt in the conversation part of some chapters. Candidates taking COPA always have a very clear context prompt.
3. Vocabulary serves as a footnote of conversation, which is tempting for teachers to conduct context-free question and answer (Q&A) training for one thing, and not conducive to training for COPA for another.
4. Examples are randomly presented under sentence structure part, often without a context long enough to explain the concept.

Solutions in long term and short term

The insufficiencies of the teaching materials can be filled. In short term, teachers may reorganize the chapter so as to fit COPA. Having gathered the feedback of students towards chapter reorganization, we may have further action to create a stronger link between COPA and teaching materials in the long run.

Background and methodology

Having proceeded nine chapters of language structure centered teaching materials in an elementary Cantonese class for exchange students and international undergraduate students (CCAN1113), the last chapter of the textbook is reorganized in a language use centered style. A reaction survey containing 13 questions on 6-point-scale concerning their view upon the reorganization of the chapter is distributed after class. There are 9 students in the class.

Survey result and discussion:

Grouping vocabulary with the same word class/part of speech (e.g. verbs, nouns...)		
1	It helps me to have pair-work in class.	4.89
2	It helps me to locate the words.	5.11
3	Overall, I like the way the vocabulary is presented.	5.00
Overall impression in class		
4	The class went smoother with the reorganization of the chapter	4.89
5	It is clearer to follow the tasks that I have to complete in class.	5.33
Situation and scenarios		
6	With situation, I know how to apply the vocabulary and sentence structure appropriately.	5.22
7	It helps me to understand the vocabulary and sentence structure in a situation	5.44
8	Overall, I like to practice the vocabulary and sentence structure in a simulated situation in class.	4.89
Sentence structure/grammar notes		
9	The explanation of the grammar notes in the new style is enough.	4.67
10	Listing sample sentences (like the style before) under one grammar point is useful.	4.89
After class		
11	I always practise what I learnt after class.	3.44
12	The situations are likely to help me practice the language in real-life context.	4.56
13	The reorganization of the chapter is likely to help me on revision	4.67

- The materials were conducive to training which emphasized more in-context conversation, task completion. Vocabulary is not presented as a single unit, rather, they are packed in groups that enables the instructor to have more efficient and effective drills. (Item 1-5)
- Item 5, 6 and 7 received high ratings among all the questions. Presenting the grammar point in a clear, meaningful and memorable scenario is a better explanation than L1 notes. It is also useful to use scenario difference to explain easy-to-confuse sentence patterns.
- There are also some implications for e-learning materials. Quite contrary to my expectation, students still think listing random sample sentences without a context under one grammar point is useful (item 10). Since the focus of the training in class is to prepare students for COPA, isolated sentence samples or more form-driven exercises can be provided online. Item 11 and 12 also suggest more could be done to engage the students to learn and practise after class.

Conclusion:

There are limitations for every kind of teaching material. Language teachers should always be ready to adjust the materials to fit the training they want to conduct. If we bear a micro or macro view (such as preparing students for COPA) in mind, teaching materials would serve the teacher but not mislead the teacher.

*21 May 2011 Seventh International Conference on Language Teacher Education
paper under the symposium of 'key considerations of in service training for language teachers'
with Dr. Weiping WU, Dr. Siu Lun LEE and Ms. LIU Zhenxia.*

本所在職教師培訓及相關學術活動 CLC academic workshop and seminar for teachers

學術講座(陳平教授) Academic seminar by Prof. CHEN Ping

2011年7月7日，本所榮幸地邀請到昆士蘭大學孔子學院院長、語言與比較文化研究學院副院長陳平教授來所演講。陳平教授的研究領域涵蓋功能語法、語義學、語用學、社會語言學及歷史語言學，發表了大量的論文和著作，並先後擔任多份國際語言學專業刊物的編輯委員會和顧問委員會委員。

本次講座在方潤華堂舉行，由吳偉平所長主持，參加講座的除本所教師以外，還有來自香港理工大學、香港職業訓練局屬下院校的教師。陳平教授的講座題目為“20世紀漢語及漢語語言學的研究”。在漢語研究主題下，陳教授從普通話的定義入手，談古論今，從三個方面概述了普通話的發展趨勢：1. 語音的變化主要表現在輕聲字和兒化音的減少；2. 辭彙的歐化及方言辭彙對普通話的影響越來越顯著；3. 普通話語法的發展也越來越受到外國語言及方言習慣的影響。之後，談到漢語語言學研究時，陳教授又從“小學”入手，解釋了中西方語言學研究差異的原因是因為西方語言研究起源於外語教學，而中國語言研究主要著眼於解決漢字難認、難記、難用的



陳平教授(前排左5)及本所所長吳偉平博士(前排左6)與部份與會者合影。

問題。最後陳教授介紹了在中國語言學發展史上做出傑出貢獻的幾位語言學家及其他們的研究方法和思路。

陳平教授講座的內容嚴謹縝密、詼諧幽默、貫通中西、高瞻遠矚，讓每位老師從宏觀的角度認識了20世紀漢語及漢語語言學研究的發展。講座在熱烈的討論後圓滿結束。

日本教育中心代表到訪 Guests from Global Education Centre

日本東京玉川大學國際教育中心代表到訪本所，並於中大著名景點新亞書院合一亭(天人合一)留影，在合一亭可眺望吐露港、八仙嶺及船灣淡水湖優美的景色。

A visit by representatives from the Global Education Centre, Tamagawa University, Tokyo, Japan. Photo taken at the New Asia Pavilion “union of man and nature” overlooking the Tolo Harbour, Pat Sin Range and the Plover Cove; a signature view seen from CUHK.

由左至右：松本博文教授、小田真幸教授及所長吳偉平博士。
From left to right: Prof. MATSUMOTO Hirobumi, Prof. ODA Masaki and CLC Director, Dr. Weiping WU.

國際暑期課程 (課外語言活動) ISS-CLP (Language Activities)

國際暑期學院漢語課程 (ISS-CLP)是中文大學交流項目之一，由研習所、中大暑期課程辦公室及學術交流處合辦。今年 8 月，有 120 多位來自 14 個國家的學生參加了為期三週的普通話課程。除了上課外，學生們也在 20 多位教學助理帶領下，於週末到香港島、澳門、深圳及大嶼山進行語言實踐活動，藉此探索不同地區的文化特點並活用所學。

The International Summer School – Chinese Language Programme (ISS-CLP) is a strategic approach taken by the university as part of their exchange programmes. The 2011 programme, co-organized by the CLC, the Office of Summer Programme and the Office of Academic Link, received over 120 students from 14 countries to study Putonghua for 3 weeks in August. Apart from classroom lectures, students were also led by over 20 carefully selected teaching assistants to explore the cultural uniqueness of Hong Kong, Macau, Shenzhen and Lantau through weekend language activities. Meanwhile, students were spiritedly encouraged to put their Putonghua skills into practice under these real-life conditions.



Students experienced different folk culture and practiced Putonghua at the China Folk Culture Villages, Shenzhen.
深圳民族文化村



ISS-CLP students visited the Peak as part of their language drill in Hong Kong. 山頂留影



Group photo taken at the Ruins of St. Paul's, Macau.
澳門大三巴牌坊



Breathtaking ride on the Ngongping 360 cable car.
昂坪 360

書法班 Calligraphy class

二零一一年十一月，研習所舉辦了八節書法班，使同學們有更多機會從不同角度體驗中國文化。



Director at Orientation (Fall 2011)ⁱ

Thank you, Ellen. My name is Weiping Wu and I'm the Director of this Center. I've noticed that some of you are from the States. I was from Georgetown in the US where I started teaching Chinese, and I have been here since 1999. During the orientation for new students like this one, which we have three times a year, I always say something about language learning and, unfortunately, we'll have to speak in English instead of Chinese at this stage. What I am trying to say today is how to learn versus what to learn but, before that, my hall mark: I always have three welcomes for all of you as our new students.

The first one is to welcome all of you to Hong Kong, a beautiful island and I'm sure you will find more than what you expected here. The second welcome is to CUHK, a university with the best campus in Hong Kong. I hope you have time to see more of it while you are here. The third one is a warm welcome to all of you to CLC. You have now become part of our big family. How big are we? We have more than 10,000 members in our "family" so far. How old are we? We are 40 something and will soon celebrate our 50th anniversary as a language center. With these 3 welcomes let me say a few words which I hope you will remember.

I don't know how many of you have been to Hong Kong before but since you are now here, this is the end of your journey from wherever you were. As a student learning Chinese, today is the starting point of another long journey, a life-long long one. I started learning English long time ago and I am still learning as we speak. Language is not something that you learn and then put aside. You bring it with you no matter where you go. In order to complete the journey you need to learn how to learn. Many students tend to think of what to learn most of the time. I have a lot of people asking me whether they should learn Cantonese or Putonghua, whether they should pay more attention to grammar or vocabulary or pronunciation. All of these are related to what to learn but you won't go very far if you don't know how to learn.

To give you one example, teachers would easily tell you the things that you don't know before. It takes them few seconds to do that. When I was learning English, my teacher



told me that for female we should use "she" and for male, "he". Of course I can tell the difference but I still use "he" in many places where I should use "she". So knowing what you don't know before is not the purpose of learning. You need to learn how to use it, and this is related to how to learn.

When you are learning something, the best way to learn is from inside your own head and you will have to figure it out yourself. What works for others may or may not work for you. If you have discovered how to learn Chinese while you are here, you can always move forward no matter whether you have teachers around or not, or whether you are here with CLC or somewhere else with CLD or CLS. We cannot have a formula for everybody but we do have some tricks.

The most important thing is that you need to remember you learn in order to use. Moreover, you are the only one who can decide where and when to use what you have learned here. Nobody can help you if you just keep what you learn in your notebook. You can always say "Let's have pizza this weekend", but if you try 這個週末去吃義大利餅 whenever you have a chance to do so, you will be able to use it without trying to remember "義大利餅" as a new word from your lessons. Even when your friends are not learners of Chinese, you can still show off by saying "I know how to say pizza in Chinese, it is called 義大利餅". In other words, you can always use it if you have the desire to use it.

Talking about new words in your notebook, is memorizing new words very important? Are the four tones, like *mā má mǎ mà, tāng chá jiǔ cài, mǎo yú gǒu tù*, even more important for you as learners of Chinese? Well, it's up to you. Certain people learn by memorizing, others learn by listening, especially tones, some may learn by reading, and I know some people



actually learn best by taking one test after another. One student told me that she learned best when she was talking to friends and she couldn't do anything in the classroom. Every one of you is unique in your learning pattern and you have to work hard to find your own way. Whatever your teachers say, or whatever I say, you can always listen but try it out before you take it as "the way to learn". If you discover that it doesn't work for you, just drop it and keep looking for the way that will fit you.

Our teachers are all experienced and they are here to let you know what they think would be good for you but, let me repeat, you are the only one that will have to decide whether it is good for you. Of course, when they say you should hand in your homework you'd better do so, that is a totally different issue. I know it is hard to remember all that has been said today. Even if you forget everything, just remember this: No. 1, today is the end of your journey to Hong Kong but the start of a life-long journey as a learner of Chinese. No.2, how to learn a language will be much more important than what to learn.

Some of you may or may not see me much after our meeting today due to our different schedules but my office is in G02 in the other building. I will be happy to talk to you whenever we have a chance. Thank you and have a good time here in Hong Kong.

ⁱ Special thanks are due to the administrative staff who made the recording and did the transcription, based on which these remarks are finalized.

人事動態

Personalia – New Staff

大家好，我叫董智欣，來自北京。研究生畢業於香港中文大學漢語語言學及語言習得專業，本科畢業於北京語言大學對外漢語系。語言的魅力就在於它能夠表達人們內心所想，同時能夠讓人們可以自由地交流。教會人們一門語言是一份非常有意義而又有意思的工作，將我所學、所想應用到實踐當中是一種幸福，也是自我價值的一種實現。深感慶幸自己能成為雅禮中國語文研習所的一員，能讓更多人體會漢語的魅力，

感知中國文化的博大精深。感謝所有領導和同事們所給予的幫助，希望在今後的日子裏，能和同事們一起快樂地教中文，也讓學生們更好地學中文。



董智欣老師(大學組)
Ms. DONG Zhixin
University Programme Division

大家好，我是舒雅麗。我畢業於北京師範大學，在中文系讀完了本科、碩士和博士，碩士的研究方向是訓詁學；博士學位的專業是語言學與應用語言學，研究方向是對外漢語教學。2003年畢業以後，我在北京師範大學漢語文化學院工作，從事對外漢語教學和研究。在此期間，受學院和國家漢辦的委派，先後到美國普林斯頓大學東亞系和三藩市孔子學院工作。

來到香港，能夠加入雅禮中國語文研習所繼續從事自己喜愛的漢語教學工作，我覺得自己十分幸運。語言是不同文化之間溝通的橋樑，為搭建漢語之橋我願意跟各位同仁一起攜手並肩，做出自己的努力！非常高興認識各位新同事，請多多指教！



舒雅麗老師(大學組)
Dr. SHU Yali
University Programme Division

大家好，我是杜英子，本科畢業於湖北武漢的華中科技大學，碩士畢業於香港中文大學語言學及現代語言系。我於2011年7月正式成為雅禮大家庭的一員。能夠有這樣的機會，我感到自己非常的幸運。在過去的這些年中，能夠成為一個對外漢語老師，一直是我的理想。如今，這種理想實現



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Ms. DU Yingzi
Putonghua Programme Division

的喜悅常常縈繞在我的心頭。中文是一種博大精深、博大精深的語言，正因此，才令許多外國學生望而卻步。希望通過我的努力，能夠讓更多的學生感受到漢語的魅力，真正地“學貫中西，博古通今”。感謝各位老師對我的幫助，讓我能夠更快地融入雅禮的教學環境，祝願大家身體健康，一切順利！

大家好！我是2011年9月剛剛來到研習所的李明迪老師。從高中時代開始我就期盼着自己有一天可以成為對外漢語教師，所以本科時堅定的選擇了對外漢語專業，之後又在香港中文大學獲得了碩士學位，專業是漢語語言學與語言獲得。我很慶幸自己能夠把興趣、專業和工作結合在一起，如今香港中文大學雅禮中國語文研習所給了我成為對外漢語教師的機會，我感到非常榮幸和滿足。



李明迪老師(大學組)
Ms. LI Mingdi
University Programme Division

在研習所我感受到了老師們的專業素質和敬業精神，這不但給了我壓力，同時也給了我向他們學習的動力。研習所的工作環境既充滿了嚴肅性又飽含着人性關懷，讓我們可以保持愉快的心情進行高效率的工作，我相信在這樣的環境下教學不管對老師還是學生來說都是一件莫大的喜事。

各位好，我是梅琳，本科專業是漢語言文學，之後在城市大學語言學系取得碩士學位，有幸於2011年成為雅禮中國語文研習所一員。我對語言的興趣最早來自家庭，家中父母分別來自北京和廣東，這樣的環境讓我很早便感受到不同的語言有不同的文化背景。讀書時期我曾研究方言文化，希望能記錄下變遷中的語言以及背後的生活和歷史。畢業後做過中文及語言老師，體會到學習語言對學生和老師的挑戰與成就。剛剛加入研習所這個大家庭，尚不曾多深入瞭解，已經感受到各位同事的友好，感受到工作氣氛的融洽，希望以後能夠盡自己的努力，幫助更多的學生，更希望各位老師多多指教。祝願大家工作順利！生活愉快！

梅琳老師(廣東話組)
Ms. MEI Lin
Cantonese Programme Division



大家好，我叫王若梅，生在天津，少遷福州，學在上海，現居香港。感謝神帶領我領略了各地風土人情：津門的爽朗，榕城的秀美，滬上的繁華，香港的活力，都在我的生命中留下了深深的、美好的印跡。

我喜歡學習，修讀了上海復旦大學的文學士（中國語言文學）和法學士（經濟法）、香港中文大學的哲學碩士（歷史）、哲學博士（歷史）、學位教師教育文憑（主修中文），以及台灣中華福音神學院的普及神學證書，也在國家語言文字工作委員會舉辦的普通話水平測試中中考獲一級成績。學習本身帶給我很多樂趣，而各樣的工作則給我提供了學以致用的機會。

因緣際會，我成為教師之前從事媒體工作，曾任職電視台記者和編導、雜誌社記者和編輯，也曾擔任助理公關經理，這些人生經歷拓寬了我的眼界，磨練了我的性格，使我在之後的教學工作中受益匪淺。加入雅禮之前，我在漢基國際學校教授國際文憑課程，亦曾在香港城市大學教授“基礎中文”以及“閱讀與寫作”。我對教學工作充滿興趣，也在其中深得樂趣。



王若梅老師(普通話組)
Dr. WONG Yeuk Mui
Putonghua Programme Division

大家好！我是楊盼。今年九月畢業於香港中文大學現代語言學系，主修專業為漢語語言學及語言獲得。從小習得外語的經歷讓我對語言、對文化有著幾近癡迷的喜愛。研究生期間專業知識的學習，不僅拓展了我的視野，同時也使我對語言有了更深層次的理解與把握。

非常榮幸能夠加入雅禮中國語文研習所這個大家庭。在這裏不僅能夠從事一份自己熱愛的工作，還能與老師、前輩們交流學習，探討課題，這樣的生活既充實快樂又非常有意義！我會竭盡所能為研習所服務，也期盼和大家一起在教與學中擦出更多的火花！



楊盼老師(普通話組)
Ms. YANG Pan, May
Putonghua Programme Division

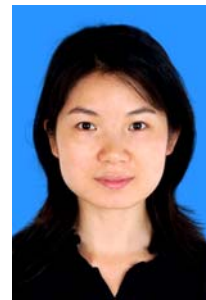
各位好！我是張茱，大家可以叫我 Jasmine。我本科畢業於北京語言大學，主修對外漢語專業。碩士畢業於香港中文大學，主修漢語語言學和語言獲得。目前在雅禮中國語文研習所大學課程組擔任教學職務。

我很高興加入研習所這個大家庭！雖然只是剛剛加入研習所，但已感覺到這裏的同事和學生都十分友好，教學及工作氛圍都很融洽。讓人不自覺地想要融入其中，儘快成為其中的一份子。作為一個新人，還請大家多多指教。

張茱老師(大學組)
Ms. ZHANG Mo
University Programme Division



大家好！我叫肖晴。1998 年起從事小學語文教學工作，開始涉足漢語言教學。1999 年獲取國家級普通話水平測試員資格，先後在湖南省語委、深圳市語委和深圳大學從事普通話教學與測試工作。2005 年攻讀英國威爾士大學 MBA 學位，並開始對外漢語教學和影視劇配音。去年 5 月從香港理工大學對外漢語教學碩士畢業後，有幸加入雅禮中國語文研習所教學團隊，我所在的

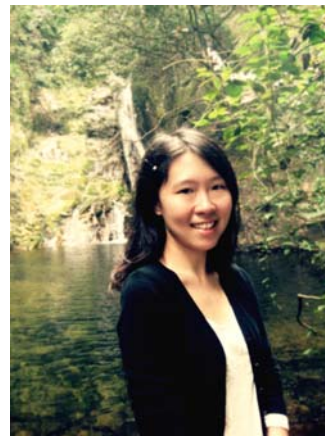


肖晴老師(大學組)
Ms. XIAO Qing
University Programme Division

組別是大學組。在新的工作環境裏，每天都感受到同事們的熱情與友好，讓我能全身心投入中國語言與文化的傳播工作，我願與大家一道分享語言教與學的快樂。謝謝你們的幫助！

余乃京城人士，姓張，名靜。性敦厚，乖巧守紀，不慕榮利。余幼居於市，總角入學堂，敏而好學。豆蔻年華，好讀書而不求甚解，每有會意，常著小文以自娛，頗示己志。及至桃李，自京輾轉南下，求學於南粵。偶有隙，便偕三五好友，涉山崎嶇而行，縱情山野。

時至今昔，余無仲尼墨翟之賢，亦無管仲伯夷之能，才疏學淺。然蒙抬愛而得以入雅禮，慨歎其嚴明之風，濃厚之學術。為師之初，吾嘗恐業未精，且未諳師之道。然深得諸師之教誨，學識及為師之道皆日漸長進，甚幸也。願諸師不吝賜教如故，吾將不勝受恩感激。



張靜老師(普通話組)
Ms. ZHANG Jing
Putonghua Programme Division

逝者如斯夫，而未嘗往也。為師、為學乃人之幸也。此去經年，定當以為師為悅。於學堂之中，吾雖非才學出眾之人，然必將出己之力，獻己之才。師之道路漫漫，吾將以堅毅之心上下而求索。

（本文作者張靜，北京人，碩士畢業於香港中文大學語言學系，本科畢業於首都師範大學文學院比較文學系。2011 年 9 月加入雅禮中國語文研習所普通話組）



2012 Calendar

Regular full-time/ daytime part-time programmes

- Putonghua, Cantonese and Chinese Reading for non-native speakers
- Location: CUHK Shatin campus

Spring term	1 February to 27 April	Orientation: 30 January
Summer term	4 June to 17 August	Orientation: 31 May
Fall term	17 September to 7 December	Orientation: 13 September

Summer intensive short programmes (daytime)

- Putonghua and Cantonese for non-native speakers



Programme/ level available	Date	Location	Application deadline
PRINCH (Pragmatic Internship in China) PTH level 3+	TBC	Xi'an, China	TBC
CUHK International Summer School (ISS) PTH level 1-2, CAN level 1	26 June to 30 July (~ 5 weeks) Orientation: 25 June	Shatin campus	30 April
S2 (July programme) PTH level 1, CAN level 1	4-31 July (4 weeks) Orientation: 3 July	Tsim Sha Tsui Learning Centre/ Shatin campus	30 April
CUHK International Summer School Chinese Language Programmes (ISS-CLP) PTH level 1-4	6-24 August (3 weeks) Orientation: 3 August	Shatin campus Weekend cultural tour in Hong Kong, Macau and Shenzhen	31 May
S3 (August programme) PTH level 1	6-24 August (3 weeks) Orientation: 3 August	Tsim Sha Tsui Learning Centre/ Shatin campus	31 May
Beijing optional tour opens to all summer students	25-29 August (5 days)	Beijing, China	31 July

Evening/ weekend part-time programmes



- Putonghua, Cantonese and Chinese Reading for non-native speakers
- Putonghua and Cantonese for native Chinese speakers
- New classes in **January, April, July and October**
- Location: Tsim Sha Tsui Learning Centre/ Shatin campus



Business Chinese Course I & II (for non-native speakers)

Equip you to become conversant in Business Chinese expressions (listening, reading, speaking and writing) and enables you to achieve reasonable result in the state-level Business Chinese Test (BCT).

State-level Business Chinese Test (BCT) in HK



Date: **10 June 2012**
 Application deadline: 14 May 2012
 Test centre: fully equipped language laboratory in CUHK, Shatin.
 Online application at www.chinesetesting.cn