

Language Matters

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The Chinese University of Hong Kong

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* 要 Contents 目 *

+ Message From the Editor 稿约.....2

Learning 学生园地

- 何念 — 香港的道德标准：成王败寇?3
- 刘学谦 — 我爱香港.....4
- 森泽雅子 — 我学习汉语的收获.....5

Teaching 教师园地

- 陈凡、张冠雄、尹嘉敏 — 普粤对比.....6-7
- 谢春玲 — 汉字演变.....8

Research 语言与文化研究

- 陈智梁 — A case study on reorganizing a Chapter in TCFL material
from language structure centered to language use centered.....9-10

Activities & News 动态与信息

- ★ 学术讲座.....
- ★ 国际暑期课程 (课外语言活动).....
- ★ 吴所长迎新欢迎词.....
- ★ 人事动态.....
- ★ 2012 Calendar.....
- ★ 日本教育中心代表到访.....11
- ★ 书法班.....12
-13
-14-15
-16

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香港中文大学
雅礼中国语文研习所

Merry Christmas

圣诞快乐



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

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

Learning / 学生园地

For CLC students and alumni to share their learning experience.

Teaching / 教师园地

For Chinese teachers to exchange views.

Research / 语言与文化研究

For discussions on language and culture.

Activities & News / 动态与信息

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

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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。)

以「香港的道德标准：成王败寇？」为题的第八届中大演讲比赛已于三月十日举行，完成本所广东话初、中、高级课程的何念同学荣获粤语组（非母语）亚军。以下是何念同学参赛的演讲稿。

香港的道德标准：成王败寇？

Hong Kong Ethical Standards: is winning everything?

各位嘉宾, 各位评判, 各位观众, 午安!

好开心可以企喺度, 参加呢个比赛。今日我演讲嘅题目係「香港嘅道德标准：成王败寇」。「成王败寇」呢个词语, 本来係讲争夺天下, 赢咗就称王称帝, 输咗就沦为流寇、乱党。但係而家, 佢一般係形容一种过份崇拜成功, 踩低失败, 甚至鼓励为咗成功不择手段嘅态度。而呢种态度, 可以话已经成为咗现代香港社会嘅标志之一。

嚟到香港虽然唔係几耐, 但係我已经可以感受到香港人嗰种「成王败寇」嘅心态。香港高考同大陆一样, 都係千军万马过独木桥, 一失足成千古恨。连学生嘅压力都咁大, 入到社会之后, 嗰种残酷嘅竞争就更加唔使讲嘢。嗰报纸杂志成日报道一啲一夜成名, 发财致富嘅故仔; 电影电视剧里边亦都充斥嗰啲为咗上位勾心斗角嘅剧情。好多香港人倾起啲成功人士, 都不知几羡慕, 但係对于嗰啲失败者, 冇晒同情心都不但止, 仲觉得係佢哋自己攞嚟衰添。好似喺香港人心里边, 成功者好似偶像一样, 至于手段係唔係道德唔成问题; 反之, 如果你有靓车、豪宅, 冇成就冇地位, 你唔单止係个失败者, 仲係一个罪人, 罪名係: 不成功罪。

认真谗吓, 其实成王败寇并唔係香港独有嘅现象, 而係现代商业社会一种主流价值观嘅。喺世界上好多地方都非常普遍。但係点解喺香港, 呢种价值观咁严重呢? 我认为有两个原因: 第一, 香港好多人不孺都相信一个社会神话, 就係「香港地, 只要你努力, 一定搵到食; 如果有办法出人头地, 咁, 就係你自己嘅问题嘢。」咁耐以嚟, 呢个谗法已经深入到普通香港人嘅心里边, 甚至已经上升成为一种道德标准呢! 呢个道德标准驱使大家不断嘅追求成功, 并且习惯性嘅认为失败都係个人嘅错; 第二, 香港虽然经济好繁荣, 但係毕竟地小人多, 导致机会成为咗一种零舍稀缺嘅资源, 成功嘅压力大过好多地方。因为嘅样, 香港人对机会先至咁着紧, 甚至为咗成功使埋啲特别手段。

其实追求成功本身冇咩错, 一个社会如果有晒追求成功嘅热情, 係唔会发展进步嘅。问题在于成功嘅标准同埋途径。香港呢种所谓成王败寇嘅道德标准错就错在将成功嘅标准格式化, 搞到个个好似认同学生一定要成



绩好, 大人一定要有钱有地位先算啱嘅。单一嘅成功观唔止破坏咗社会嘅多元性, 对于嗰啲俾心机奋斗、认真生活嘅小人物嚟讲亦都係好唔公平嘅, 因为佢哋当中好多人被社会强制定义为失败者。而且, 成王败寇太过强调成功嘅结果, 而忽略咗当中嘅过程, 无形之中俾咗一个好危险嘅暗示人: 只要达到目的, 做乜都有所谓。呢种咁模糊嘅道德观反而会被人用作挑战道德底线嘅借口。睇住啲商人为咗赚钱不顾消费者生命安全, 见到啲记者为咗销量, 侵犯他人私隐, 甚至伪造新闻。我相信, 大家都会觉得好灰心, 好失望, 因为「成王败寇」呢种价值观而家喺度侵蚀紧呢个社会公义同埋良心。

如果继续嘅落去, 社会就会变得越嚟越世俗、冷漠, 最终成为一个净係识得为成功运作嘅机器。所以, 而家係时候做返啲嘢去改变呢个社会嘅价值观喇! 我觉得, 政府同埋传媒应该联手合作, 将大众由盲目嘅成功狂热里边救返出嚟, 努力创建一个更加多元化、更加有人情味嘅社会。

多谢各位。

二〇一一年三月十日

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我爱香港

I Love Hong Kong

我係喺加拿大出世嘅，但係因为我爸爸妈妈都係香港人，所以我以前都有嚟过香港探亲。喺加拿大，我同哥哥我妈妈最亲嘅亲人，所以每几年都会同我妈妈过嚟探公公婆婆，孝敬吓佢哋老人家。嗰时嚟香港我成日谗住买衫啫，以前嘅我，只觉得香港係个购物天堂。

大个咗喇，黑头发，黄皮肤嘅我好好奇，想亲眼睇吓我爸爸妈妈係喺一个点样嘅地方成长嘅。虽然现代嘅香港同五十年前嘅已经唔一样，但係我上年八月尾喺我阿姨度住咗一排，加埋喺中大宿舍住咗几个月，我已经觉得香港係第二个家嘍。可能因为我係中国人，加埋呢个地方有亲戚朋友，我觉得喺香港特别舒服。

圣诞嗰段时间，我有几晚都喺油麻地过夜。上个学期识啲朋友大部分都走晒嘍，但係有两个喺度搵到嘢做，留低咗嘍。因为佢哋而家唔喺中大读书，唔可以住宿舍，佢哋就搬去油麻地住。之后，我耐唔耐都去探吓佢哋。佢哋住正庙街，所以好方便呀，买咩、食咩都方便。唔只早、午、晚正餐嘍嘢好丰富，连宵夜都好正添，买嘢更加唔使讲喇。同佢哋住嗰几日嘅香港，真係俾咗我好叹嘅感觉呀！

眨眼又过咗半年嘍。我觉得而家喺边度都有咩所谓，可以同钟意嘅人一齐就开心嘍。讲到拍拖，香港真係有得弹，除咗靚女多，可以带佢哋去食嘍、玩嘅地方都好多，好方便添嘍。虽然香港地方唔算大，但係如果想行嘅话，真係成世都行唔晒呀！所以，我一定会同我钟意嘅人慢慢四围行吓，继续发掘香港嘅优点，留喺度发展我嘅感情生活。

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.



中国語学習で得たもの

日月如梭，从在 CLC 开始学习汉语至今，转眼两年半了。二零零八年因为丈夫工作的关系，我们搬到了香港。一年后的六月，我开始学习汉语。原来我对汉语的兴趣并不是那么大，但是随着中国经济的蓬勃发展，全世界都出现了汉语热，而我正身处一个难得的学习汉语的环境当中，因此就把握机会，进了这所学校。在 CLC 的学习生活好像跟真正的学生生活一样，从星期一到星期五每天上三节课，既要交作业又要考试。我学得很开心，对汉语的兴趣也越来越大。刚开始的时候真没想到汉语竟然那么吸引我。通过这两年半的学习我得到了下列三个收获。

第一是达到了一定的汉语水平。对我来说，这是首次接触汉语，开始之前连一点儿基础都没有，完全是零起点。在老师的指导下我拼命学习，在读、写、说、听四个方面都下了不少功夫。CLC 的课程效果很明显，只要每天跟着进度把应该做的事做了，就可以打好基础。当然学习过程中会有一些压力，但是只要努力就可以得到回报。

第二是通过跟来自不同国家、不同年龄同学的交流，接触到了各种各样的文化和想法。互相鼓励、互相帮助的同学也成了珍贵的伙伴。

第三是在学习汉语的过程中我对中国的兴趣逐步提高了。我们的高班教材题材广泛，包括新闻、经济、文化、电影、小说等等，这些课程都让我开阔了眼界。以前我对汉语广播、电影完全没有兴趣，但是现在我听汉语广播听上了瘾。

人到底为什么要学习外语呢？我认为学习语言可以了解对方的文化，方便进行思想交流。作为近邻，中国与日本在历史上关系密切，两国的关系在今后也很重要。我认为学习汉语有助于了解中国人及中国社会。我希望我学好汉语以后有机会在某些领域为两国的友好关系尽点儿绵力。学习外语不能速成，也没有止境，越学越难学。因此，我前头的路还很长，需要再接再厉。最后，我衷心地感谢老师们的指导！

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ぶり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かげ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かわりがあり、隣国としてこれからも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、学べ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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普通话

词义

用手或是手指头压。如：摠（按）手印、摠（按）图钉、摠（按）遥控器等等。「摠」一般用于口语，「按」口语或书面语都可以用。「摠」仅用于手部的按压动作。「按」还可以表示情绪方面的控制。如「按不住心头的怒火」，「按不住自己的兴奋」，等等。

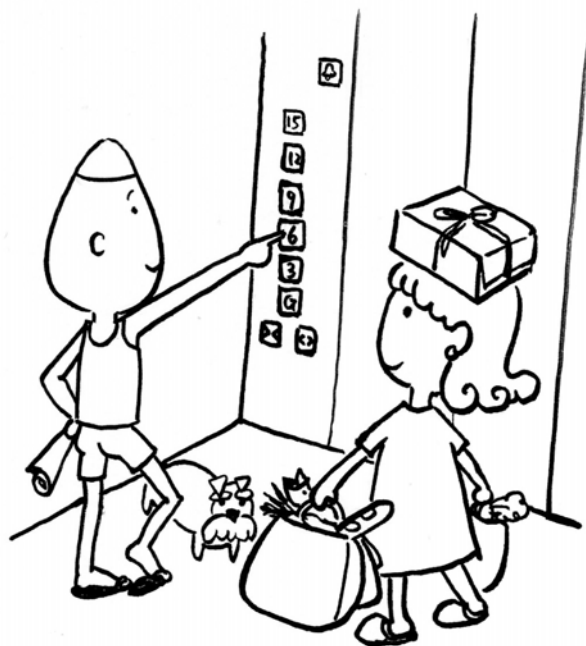
广东话

在粤语中，无论是「摠」还是「按」，都以「揸」代替。例如：揸钱 gahmchín (withdraw money from ATM)、揸掣 (press button)、揸掣 (press lift button)、揸钟 (ring the bell) 等、揸住佢 (restrain him/her)。也可以把「揸」引申至心理上的行为，例如：「呢个财团计划要控制本地所有电讯公司，我哋一定要谗办法揸住佢哋。（We have to restrain their ambition to control all local telecommunication companies.）」另外，「揸」也可以写成「揸」。

普通话 Mandarin: 摠 èn、按 àn

广东话 Cantonese: 揸 gahm

英文 English :
press, hold, catch, grab, seize, restrain



普通话

广东话

对话

例 1:
小明: 看你拿了那么多东西, 我来帮你吧。
Xiǎo Míng: Kàn nǐ ná le nàme duō dōngxi, wǒ lái bāng nǐ ba.

美美: 谢谢, 不用了。你帮我摁电梯就行。
Měiměi: Xièxie, búyòng le. Nǐ bāng wǒ àn diàntī jiù xíng.

小明: 好吧。摁几楼?
Xiǎo Míng: Hǎo ba. Èn jǐ lóu?

例 2:
小明: 那边不知道发生了什么事, 有几个人把一个穿黑衣服的人摁在地上了。
Xiǎo Míng: Nèibiān bù zhīdào fāshēngle shénme Shì, yǒu jǐ ge rén bǎ yí ge chuān hēi yīfu de rén èn zài dìshàng le.

美美: 哦, 刚才那个人要抢一个中学生的手机, 是他先把人摁在地上的。不过后来被几个见义勇为的人制服了。
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: 你手里不是有照相机吗? 快摁快门儿拍下来啊。
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, 等我嚟帮你啦。
Mihngjái: Tái néih lójyuh gamdō yéh, dāng ngóh làih bōng néih lā.

美美: 得嘢, 唔使嘢唔该。你帮我摞粒就得嘢。
Měihmèih: Dāk la, m̄sái la ngōi. Néih bōng ngóh gahm lip jauh dāk la.

明仔: 好嘞, 摞几楼呀?
Mihngjái: Hóu aak, gahm géi láu a?

例 2:
明仔: 嗰度唔知发生乜嘢事, 有几个人将个着黑色衫嘅人摞咗喺地下度㗎。
Mihngjái: Gódouh h̄njī faatsāng mātých sih, yáuh géigo yáhn jēung go jeuk hāksīk sām ge yáhn gahmjó hái deihhá douh wo.

美美: 哦, 头先嗰个人想抢一个中学生嘅手机, 系佢将人摞喺地下度先嘅。不过, 后来佢俾几个见义勇为嘅人制服咗㗎。
Měihmèih: 【h, tàuhst̄m gógo yáhn séung chéung yātgo jūng hohksāang ge sáugēi, haih kéuih jēung yáhn gahm hái deihhá douh sīn gé. Bātgwō, hauhlòih kéuih béi géigo ginyih yúhngwàih ge yáhn jaifuhkjó lo.

明仔: 你唔系攞住部相机嘅咩? 快啲摞个掣影低佢啦!
Mihngjái: Néih h̄nhaih lójyuh bouh séunggēi ge mē? Faaidī gahmgo jai yíngdāi kéuih lā!

词语

1. 见义勇为
never to hesitate to do what is righteous

jiànyì yǒngwéi

ginyih yúhngwàih

2. 制服
V: subdue

zhìfú

jaifuhk

说“毕”（畢）bì

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

每年 11 至 12 月是香港八大高等院校举行毕业典礼的时间，当毕业生们写信发电邮告知亲朋好友，终于结束了三年苦读生涯，拿到毕业证书，或者邀约师友一起拍毕业照、参加自己的毕业典礼时，是否知道，毕业的“毕”字与我们寒窗苦读修成“正果”毫无关系。请看“毕”字古今形体演变：



甲骨文像古代一种有柄带网的捕兽器具之形，是一个象形字。金文上部增“田”为意符，表明字义与田猎有关，成为一个会意字。小篆形体沿袭金文。隶书线条化后，器具形已失。楷书简体“毕”上部以“比”为声符，替代了原字繁复的部件，下面器具形简作“十”，成为一个形声字。

“毕”字本义指古时田猎用的一种长柄网，是一种捕兽器具。“毕业”是一个表示抽象意义的动词，无形可象。所以借器具名“毕”字之音表示。①表示全，完全。例如：毕业生、毕恭毕敬、锋芒毕露、原形毕露。引申指完结，完成。例如毕业、完毕。②星名，二十八宿之一。



毕业礼

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.../虽然...但是.../除非...否则... 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.*

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

学术讲座(陈平教授) Academic seminar by Prof. CHEN Ping

2011年7月7日,本所荣幸地邀请到昆士兰大学孔子学院院长、语言与比较文化研究学院副院长陈平教授来所演讲。陈平教授的研究领域涵盖功能语法、语义学、语用学、社会语言学及历史语言学,发表了大量的论文和著作,并先后担任多份国际语言学专业刊物的编辑委员会和顾问委员会委员。

本次讲座在方润华堂举行,由吴伟平所长主持,参加讲座的除本所教师以外,还有来自香港理工大学、香港职业训练局属下院校的教师。陈平教授的讲座题目为“20世纪汉语及汉语语言学的研究”。在汉语研究主题下,陈教授从普通话的定义入手,谈古论今,从三个方面概述了普通话的发展趋势:1.语音的变化主要表现在轻声字和儿化音的减少;2.词汇的欧化及方言词汇对普通话的影响越来越显着;3.普通话语法的发展也越来越受到外国语言及方言习惯的影响。之后,谈到汉语语言学研究时,陈教授又从“小学”入手,解释了中西方语言学研究差异的原因是因为西方语言研究起源于外语教学,而中国语言研究主要着眼于解决汉字难认、难记、难用的



陈平教授(前排左5)及本所所长吴伟平博士(前排左6)与部份与会者合影。

问题。最后陈教授介绍了在中国语言学发展史上做出杰出贡献的几位语言学家及其它们的研究方法和思路。

陈平教授讲座的内容严谨缜密、诙谐幽默、贯通中西、高瞻远瞩,让每位老师从宏观的角度认识了20世纪汉语及汉语语言学研究的发展。讲座在热烈的讨论后圆满结束。

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

日本东京玉川大学国际教育中心代表到访本所,并于中大著名景点新亚书院合一亭(天人合一)留影,在合一亭可眺望吐露港、八仙岭及船湾淡水湖优美的景色。

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:松元博文教授、小田真幸教授及所长吴伟平博士。
From left to right: Prof. MATSUMOTO Hirobumi, Prof. ODA Masaki and CLC Director, Dr. Weiping WU.

国际暑期课程 (课外语言活动) ISS-CLP (Language Activities)

国际暑期学院汉语课程 (ISS-CLP)是中文大学交流项目之一，由研习所、中大暑期课程办公室及学术交流处合办。今年 8 月，有 120 多位来自 14 个国家的学生参加了为期三周的普通话课程。除了上课外，学生们也在 20 多位教学助理带领下，于周末到香港岛、澳门、深圳及大屿山进行语言实践活动，藉此探索不同地区的文化特点并活用所学。

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. 山顶留影



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



Breathtaking ride on the Ngongping 360 cable car.
昂坪 360

书法班 Calligraphy class

二零一一年十一月，研习所举办了八节书法班，使同学们有更多机会从不同角度体验中国文化。



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 这个周末去吃意大利饼 whenever you have a chance to do so, you will be able to use it without trying to remember "意大利饼" 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 "意大利饼". 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.

人事动态

Personalia – New Staff

大家好，我叫董智欣，来自北京。研究生毕业于香港中文大学汉语语言学及语言习得专业，本科毕业于北京语言大学对外汉语系。语言的魅力就在于它能够表达人们内心所想，同时能够让人们可以自由地交流。教会人们一门语言是一份非常有意义而又有意思的工作，将我所学、所想应用到实践当中是一种幸福，也是自我价值的一种实现。深感庆幸自己能成为雅礼中国语文研习所的一员，能让更多人体会汉语的魅力，

感知中国文化的博大精深。感谢所有领导和同事们所给予的帮助，希望在今后的日子里，能和同事们一起快乐地教中文，也让学生们更好地学中文。



董智欣老师 (大学组)
Ms. DONG Zhixin
University Programme Division

大家好，我是舒雅丽。我毕业于北京师范大学，在中文系读完了本科、硕士和博士，硕士的研究方向是训诂学；博士学位的专业是语言学与应用语言学，研究方向是对外汉语教学。2003年毕业以后，我在北京师范大学汉语文化学院工作，从事对外汉语教学和研究。在此期间，受学院和国家汉办的委派，先后到美国普林斯顿大学东亚系和旧金山孔子学院工作。

来到香港，能够加入雅礼中国语文研习所继续从事自己喜爱的汉语教学工作，我觉得自己十分幸运。语言是不同文化之间沟通的桥梁，为搭建汉语之桥我愿意跟各位同仁一起携手并肩，做出自己的努力！非常高兴认识各位新同事，请多多指教！



舒雅丽老师 (大学组)
Dr. SHU Yali
University Programme Division

大家好，我是杜英子，本科毕业于湖北武汉的华中科技大学，硕士毕业于香港中文大学语言学及现代语言系。我于2011年7月正式成为雅礼大家庭的一员。能够有这样的机会，我感到自己非常的幸运。在过去的这些年中，能够成为一个对外汉语老师，一直是我的理想。如今，这种理想实现的喜悦常常萦绕在我的心头。中文是一种博大精深



杜英子老师 (普通话组)
Ms. DU Yingzi
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，正因如此，才令许多外国学生望而却步。希望通过我的努力，能够让更多的学生感受到汉语的魅力，真正地“学贯中西，博古通今”。感谢各位老师对我的帮助，让我能够更快地融入雅礼的教学环境，祝愿大家身体健康，一切顺利！

大家好！我是2011年9月刚刚来到研习所的李明迪老师。从高中时代开始我就期盼着自己有一天可以成为对外汉语教师，所以本科时坚定的选择了对外汉语专业，之后又在香港中文大学获得了硕士学位，专业是汉语语言学与语言获得。我很庆幸自己能够把兴趣、专业和工作结合在一起，如今香港中文大学雅礼中国语文研习所给了我成为对外汉语教师的机会，我感到非常荣幸和满足。



李明迪老师 (大学组)
Ms. LI Mingdi
University Programme Division

在研习所我感受到了老师们的专业素质和敬业精神，这不但给了我压力，同时也给了我向他们学习的动力。研习所的工作环境既充满了严肃性又饱含着人性关怀，让我们可以保持愉快的心情进行高效率的工作，我相信在这样的环境下教学不管对老师还是学生来说都是一件莫大的幸福。

各位好，我是梅琳，本科专业是汉语言文学，之后在城市大学语言学系取得硕士学位，有幸于2011年成为雅礼中国语文研习所一员。我对语言的兴趣最早来自家庭，家中父母分别来自北京和广东，这样的环境让我很早便感受到不同的语言有不同的文化背景。读书时期我曾研究方言文化，希望能记录下变迁中的语言以及背后的生活和历史。毕业后做过中文及语言老师，体会到学习语言对学生和老师的挑战与成就。刚刚加入研习所这个大家庭，尚不曾多深入了解，已经感受到各位同事的友好，感受到工作气氛的融洽，希望以后能够尽自己的努力，帮助更多的学生，更希望各位老师多多指教。祝愿大家工作顺利！生活愉快！

梅琳老师 (广东话组)
Ms. MEI Lin
Cantonese Programme Division



大家好，我叫王若梅，生在天津，少迁福州，学在上海，现居香港。感谢神带领我领略了各地风土人情：津门的爽朗，榕城的秀美，沪上的繁华，香港的活力，都在我的生命中留下了深深的、美好的印迹。

我喜欢学习，修读了上海复旦大学的文学士（中国语言文学）和法学士（经济法）、香港中文大学的哲学硕士（历史）、哲学博士（历史）、学位教师教育文凭（主修中文），以及台湾中华福音神学院的普及神学证书，也在国家语言文字工作委员会举办的普通话水平测试中考获一级成绩。学习本身带给我很多乐趣，而各样的工作则给我提供了学以致用机会。

因缘际会，我成为教师之前从事媒体工作，曾任职电视台记者和编导、杂志社记者和编辑，也曾担任助理公关经理，这些人生经历拓宽了我的眼界，磨练了我的性格，使我在之后的教学工作中受益匪浅。加入雅礼之前，我在汉基国际学校教授国际文凭课程，亦曾在香港城市大学教授“基础中文”以及“阅读与写作”。我对教学工作充满兴趣，也在其中深得乐趣。



王若梅老师 (普通话组)
Dr. WONG Yeuk Mui
Putonghua Programme Division

大家好！我是杨盼。今年九月毕业于香港中文大学现代语言学系，主修专业为汉语语言学及语言获得。从小习得外语的经历让我对语言、对文化有着几近痴迷的喜爱。研究生期间专业知识的学习，不仅拓展了我的视野，同时也使我对语言有了更深层次的理解与把握。

非常荣幸能够加入雅礼中国语文研习所这个大家庭。在这里不仅能够从事一份自己热爱的工作，还能与老师、前辈们交流学习，探讨课题，这样的生活既充实快乐又非常有意义！我会竭尽所能为研习所服务，也期盼和大家一起在教与学中擦出更多的火花！



杨盼老师 (普通话组)
Ms. YANG Pan, May
Putonghua Programme Division

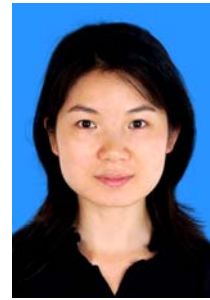
各位好！我是张茉，大家可以叫我 Jasmine。我本科毕业于北京语言大学，主修对外汉语专业。硕士毕业于香港中文大学，主修汉语语言学和语言获得。目前在雅礼中国语文研习所大学课程组担任教学职务。

我很高兴加入研习所这个大家庭！虽然只是刚刚加入研习所，但已感觉到这里的同事和学生都十分友好，教学及工作氛围都很融洽。让人不自觉地想要融入其中，尽快成为其中的一份子。作为一个新人，还请大家多多指教。

张茉老师 (大学组)
Ms. ZHANG Mo
University Programme Division



大家好！我叫肖晴。1998年起从事小学语文教学工作，开始涉足汉语教学。1999年获取国家级普通话水平测试员资格，先后在湖南省语委、深圳市语委和深圳大学从事普通话教学与测试工作。2005年攻读英国威尔士大学 MBA 学位，并开始对外汉语教学和影视剧配音。去年5月从香港理工大学对外汉语教学硕士毕业后，有幸加入雅礼中国语文研习所教学团队，我所在的



肖晴老师 (大学组)
Ms. XIAO Qing
University Programme Division

组别是大学组。在新的工作环境里，每天都感受到同事们热情与友好，让我能全身心投入中国语言与文化的传播工作，我愿与大家一道分享语言教与学的快乐。谢谢你们的帮助！

余乃京城人士，姓张，名静。性敦厚，乖巧守纪，不慕荣利。余幼居于市，总角入学堂，敏而好学。豆蔻年华，好读书而不求甚解，每有会意，常着小文以自娱，明示己志。及至桃李，自京辗转南下，求学于南粤。偶有隙，便偕三五好友，涉山崎岖而行，纵情山野。

时至今日，余无仲尼墨翟之贤，亦无管仲伯夷之能，才疏学浅。然蒙抬爱而得以入雅礼，慨叹其严明之风，浓厚之学术。为师之初，吾尝恐业未精，且未谙师之道。然深得诸师之教诲，学识及为师之道皆日渐长进，甚幸也。愿诸师不吝赐教如故，吾将不胜受恩感激。



张静老师 (普通话组)
Ms. ZHANG Jing
Putonghua Programme Division

逝者如斯夫，而未尝往也。为师、为学乃人之幸也。此去经年，定当以为师为悦。于学堂之中，吾虽非才学出众之人，然必将出己之力，献己之才。师之道路漫漫，吾将以坚毅之心上下而求索。

（本文作者张静，北京人，硕士毕业于香港中文大学语言学系，本科毕业于首都师范大学文学院比较文学系。2011年9月加入雅礼中国语文研习所普通话组）



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