



Language Matters

An official newsletter of Yale-China Chinese Language Centre
The Chinese University of Hong Kong
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香港中文大学
雅礼中国语文研习所



春季学期节日 Hong Kong public holidays in Spring

清明节
Ching Ming Festival



农历新年
Chinese New Year



复活节
Easter



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

Language Matters(LM) is published regularly 3 times a year. Submissions for publication are welcome from all CLC teachers, students and alumni, as well as those who are involved with either teaching or learning Chinese (including Putonghua and Cantonese). Please send to:

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Notes for submission:

1. Language : Either in English or in Chinese.
2. Length : Between 300 to 500 words, no longer than 800 words in any case.
3. Focus : Should be related to either learning or teaching Chinese, including cultural aspects of language learning.

LM is distributed to about 500 to 800 programmes and individuals in the field of teaching Chinese as a Second or Foreign Language, both local and international, in either electronic or printed form.

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(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。)

认识很多汉字，可是我不知道怎么写.....

我学了普通话两年了，但是上中文大学以前，我从来没有写过汉字。我认识很多汉字，可是我不知道怎么写。这个学期我开始写汉字。对我来说，记得怎么写汉字很难。为了记得怎么写汉字，我每天练习写。我不能把一个字看成一个整体。我得把汉字看成是由不同部分组成的，除此之外，还要知道每部分的意思。譬如，我看“照”这个字，我会看到在这个字里，有“日”字，“刀”字，“口”字，还有“火”是它的部首。然后，我还得一直练习写字我才能记得怎么写。我觉得学习写汉字，不管你用什么办法，都需要花很多时间。

乔华 Arwa Joher
大学组 University Programme Division
CPTH2213A Spring Term 11-12
Nationality : USA

I have been studying Mandarin for 2 years, but until I attended CUHK, I had never written Chinese characters. I can recognize them but I do not know how to write them. This semester, I started writing characters. In my opinion, it is very difficult. In order to remember how to write characters, I have to practice every day. I cannot look at the character as a whole. I must look at it in parts and know the meaning in order to remember how to write them. For example, “照” has the “sun”, “knife”, “mouth”, and “fire” characters. Afterwards, I must continuously write them until I can remember to write them. I think no matter which method you use, they all involve spending a lot of time.

如果你已经认识繁体字的话，你也可以看得懂简化字.....

我开始在中文大学学普通话的时候，我就决定学繁体字。有很多同学说学繁体字太难，所以他们还是学简化字。因为简化字的笔划没有繁体字那么多。现在我已经学了三个月了，我觉得繁体字真的不太难。如果你已经认识繁体字的话，你也可以看得懂简化字。但是如果你先学简化字，然后你想学繁体字，我觉得这不是一个好的主意。虽然在香港不说普通话，但是香港用繁体字。所以如果你去饭馆吃饭，你可以知道这个饭馆有什么菜。学繁体字是值得的，因为你可以认识两种不同的字。

郑诗敏 Judy Cheng
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When I started Putonghua classes at CU, I decided to learn the traditional characters instead of simplified even though many people chose simplified because they said it is easier to learn. I find traditional characters are not that difficult to learn once you get used to it, and it is much easier to learn the simplified characters after you know the traditional ones. When the professors run out of traditional handouts, I am still able to understand the reading in simplified characters because once you know the traditional, you can kind of guess and fill in the missing strokes. And even though Putonghua isn't the main language of Hong Kong, Hong Kong uses traditional characters so when I am out at restaurants and there is no English menu, I am still able to recognize some of the characters. While some traditional characters may seem intimidating at first because there may seem like there are so many strokes that you cannot write it clearly, it really isn't that bad. Once you take a closer look at the character, you begin to see some clues to help you remember how to write it. For example, the traditional character for love contains the character for heart in it, whereas the simplified character for love doesn't. It is worth the time to learn traditional because then learning simplified becomes a lot easier and you also have the advantage of knowing both forms of writing.



把汉字想象成图画或者用汉字造出图画来记住它们.....

我觉得学习中文，最好是从学习声调开始。为了学习声调，我编了一个押韵的句子：一瓶直线（第一声是“-”）上升（第二声是“/”）的饮料（第三声是“v”），会让你变得疯狂然后掉下来（第四声是“\”）。在掌握了声调之后，我觉得一个人应该同时学习拼音和汉字。当我学习中文的时候，我只学习了拼音而没有学汉字，因此我更擅长说而不是读。为了帮助自己学汉字，我会把汉字想象成图画或者用汉字造出图画来记住它们。我也会用新单词造句，因为听到单词出现在句子里会让我更好的记住意思。但是，重要的事情是一遍又一遍的练习写和学习在文章中认出它们。我觉得用某些单词编故事或想象图片会让学习新语言更加简单。最后但不是不重要的，我觉得你应该每天用这个语言。在我的大学，我会在所有东西上贴名字标签并把它们放在公寓里的每个地方。因此当我看到这些物品时，我能读出这些字的字音，当我听到一个词的时候，在我的脑子里就出现了它们的样子。因此，我认为最好的学习中文的方法，把声音和图像连在一起，每天练习语言并且同时学习拼音和汉字。

艾希莉 Ashley Carden

大学组 University Programme Division
CPTH1133A Fall Term 11-12

Nationality : UK

I feel the best way to learn Chinese is to first start with the tones. To remember the tones, I made a rhyme which was, "A straight (first tone is "-") up (second tone is "/") drink (third tone is "v"), makes you crazy and fall down (fourth tone is "\")." After mastering the tones, I feel one should start to learn pinyin and the characters at the same time. When I began to learn Chinese, I learned only pinyin and did not learn the symbols, therefore I was better at speaking and not reading. To help learn the symbols, I would imagine them as pictures or try to make a picture out of them to match the meaning. I would also try to make sentences out of the new vocabulary word because hearing the word in a sentence would make me remember the meaning a lot better. However, the most important thing is to practice writing the symbols over and over and learn to recognize them in a text. I find making a story or imagining pictures with certain words makes it a lot easier to remember and learn a new language. Last but not least, I feel you should try to use the language every day. At my home university, I would make name tags for everything and put them around my apartment. Therefore when I looked at those objects I would read the word and get a mental image of that object every time I heard the word. So, when learning Chinese, I think the best strategies are to make mental images, practice the language everyday and learn both pinyin and symbols together.

老师会说明一个汉字是怎么组成的，有什么意思.....

对我来说，会写中文字是很棒的技术。两年前，我开始学中文。最初，我觉得写中文字很难和乏味。我不懂为什么汉字有那么多笔划。但是我的大学的中文老师要求我们一定要学会如何写汉字，我每天晚上要花很多时间做中文功课。最终，我开始真正喜欢写汉字了。现在，到中文大学来学中文，我还是很喜欢学写汉字，因为有的时候，老师会说明一个汉字是怎么组成的，有什么意思。这使得学习中国文字更有趣。以前，我知道如何认识汉字的部首，但是我现在可以了解更多的中国字的含义。因此，我现在对写中文字更感兴趣了。感谢我的老师教我！

张晓凤 Dawn Cheung

大学组 University Programme Division
CPTH2213A Spring Term 11-12

Nationality : USA

In my opinion, writing Chinese characters is a beautiful skill. Two years ago, I started learning Chinese. Initially, I thought that writing Chinese was really difficult and tedious. I didn't like how Chinese characters had so many strokes. Because my professor at my University required that we must learn how to write, every night, I would spend a lot of time learning how to write Chinese characters. Now that I have arrived at CUHK and am continuing to learn Chinese, I really like learning how to write Chinese words because sometimes the professor explains the meaning behind each Chinese character. This makes learning Chinese characters much more interesting. Back then, I use to be able to recognize radicals of Chinese words, but now, I can understand the meaning behind a Chinese word. As a result, I now think writing characters is really fun and has a lot of meaning. I thank my Chinese professor for teaching me!

Re collection of my Cantonese classes

白雨婷 Bai Yuting
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CCAN2013, 3013, 4013 (2009-2010)
Nationality : China

忆 粤 语 课



教我粤语课的先生邀请我写感想是很久以前的事了，我不知不觉拖延到一年之后才写，期间在校园里遇见他总是不好意思，答应一定会写。现在终于写了，以后再见到他就可以坦然相对了。我应该是极少数从初级一上到高级广东话的内地生之一。原因非常简单，初级是因为必修，就自觉地上课了。到了大一第二学期，考虑到广东话比较轻松又容易拿分，就上了中级。大一结束的暑假，我决定一鼓作气把粤语练到炉火纯青和 local 无差别的境地，又上了新开设的高级广东话。在各位尽心尽力的老师和精心编排的教材的帮助下，我在大一结束的时候，已经能够说标准的粤语了。这要归功于全面的课程设置：初级重在基本用语的发音，中级重在扩充词汇和香港文化，高级则提供了更多练习机会，实用的俚语俗语还有新闻纪录片等。再加上课时多，所以只要跟着上课，语言能力便能不知不觉地提高。

有些同学认为上广东话课，不如多和 local 交朋友聊天，我觉得那虽然不失为一个好方法，但也不一定最有效。因为聊天时，local 可能会顾及你是内地生而多用一些简单的词汇，而碰到听不懂的用语，甚至一连串听不懂的句子，你也不太不好意思叫别人重复，就略过了。而自己不标准的发音，local 朋友也很少会纠正你。于是结果可能就是表达方式得不到充分扩充，而且不标准的发音会形成习惯。上课的好处在于：老师会耐心的纠正你，给予足够的重复练习的机会，从会说一点到流利地表达，明显看到自己的进步。

现在回想起来，广东话课是非常开心的，认识了很多新朋友，也和原本不熟的朋友建立了深厚的感情。印象最深的就是高级广东话课和杨一光演戏，改编模仿一段 TVB 电视剧中的桥段，还要运用新学的十个词语。我们找的桥段里有夫妻骂战，富家女血拼，暗恋男送雪糕等狗血场景。我们两个把台词背得滚瓜烂熟，走到哪里都顺口拈来，随时进入角色，直到笑到肚子疼。当天演出还带了道具，“大阵仗”了一番，结果大家果然也都被我们的模仿乐翻了。之后好一段时间里，我们两个见面还是会用夸张的台词开玩笑，成为默契。还记得去博物馆参观，任课老师花心思给我们出了香港历史文化的考卷，于是大家集体在博物馆里四处奔走找答案，煞是热闹。

教过我的老师有好几位，有的看上去跟我们一般大，能跟我们一起唱、一起跳。有的风趣幽默，总能想出各种奇奇怪怪的游戏让我们造句演小品。也有的老师爱拿同学开玩笑，经常有人莫名其妙躺着中枪。约我写稿的这位老师就出了名的认真，每次谁的发音有小小的不对，都会重复到帮他说对为止。对有困难、跟不上的同学，还主动提出课后帮她补课。他有一副磁石嗓音，我记得他的一首《海阔天空》感动了好多同学。

现在我已经大三了，和香港其它大学的内地朋友接触时发现自己的广东话真的会比他们流利标准很多，内地生之间的感情也更加深厚，我想这都要归功于中大的“雅礼中国语文研习所”和优秀的老师们。

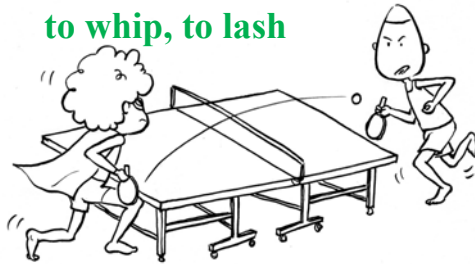
Comparison Between Putonghua and Cantonese

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Ms. Wan Ka Man

普通话 Mandarin: **抽 chōu**
广东话 Cantonese: **抽 chāu**
英文 English: **to whip, to lash**



词 义

「抽」在普通话和广东话都有「打」的意思。普通话多指用条状的东西打。如：往马屁股上抽了几鞭子，马就跑起来了。用手猛力地打，也可以用「抽」。用手猛力地打球的广东话是：「大力抽个波」(daaihlikh chāu go bō)，而抽人家耳光的广东话是：「冚人一巴」(kám yahn yāt bā)；用条状的东西打的时候，广东话说：「抽佢几下」(chāu kéuih géiháh)，也可以直接说：「鞭佢几下」(bīn kéuih géiháh)或者「打佢几下」(dá kéuih géi háh)。

普通话

广东话

例 1:

小明: 昨天的那场乒乓球赛怎么样?
Xiǎo Míng : Zuótiān de nà chǎng pīngpāngqiú sài zěnmeyàng?
美美: 打得很辛苦。有的时候我和对方对攻抽杀几个回合才拿下一分。
Měiměi: Dǎde hěn xīnkǔ. Yǒude shíhou wǒ hé duìfāng duìgōng chōushā jǐ ge huíhé cái náxià yì fēn.
小明: 这回你遇到强手了。你抽球可是很猛的，挡得住的人可不多啊。
Xiǎo Míng: Zhè huí nǐ yùdào qiángshǒu le. Nǐ chōu qiú kěshì hěn měng de, dǎng de zhù de rén kě bùduō ya.

明仔: 琴日场乒乓球赛打成点呀?
Mihngjái: Káhmyaht chèuhng bīngbāmkāuh choi dá sèhng díng a?
美美: 打得好辛苦。有阵时我同对方对攻抽咗几个回合先至攞到一分。
Méihméih: Dádāk hóu sānfú. Yáuhjahnsih ngóh tūhng deuifōng deuigūng chāujó géigo wùihhahp sīnji lóudóu yāt fān.
明仔: 呢次你遇到劲敌噃。你抽波咁有力，冇乜嘢人挡得到喎。
Mihngjái: Nīchi néih yuhdóu gihnglihk la. Néih chāubō gam yáuhlihk, móuh mǎtyéh yáhn dóngdǎkdóu wo.

例 2:

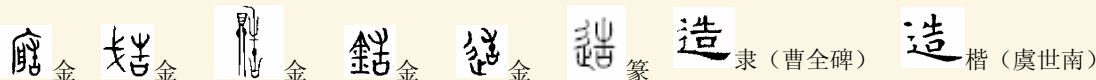
小明: 你看，这哪儿是开会啊，变成打架了。
Xiǎo Míng: Nǐ kàn, zhè nǎr shì kāihuì ya, biànchéng dǎjià le.
美美: 怎么了？这不是关于大选的政治论坛吗？
Měiměi: Zěnmé le? Zhè búshì guānyú dàxuǎn de zhèngzhì lùntán ma?
小明: 是啊，刚才台下的人冲到台上抽人家的耳光。再怎么说，打人也是不对的。
Xiǎo Míng: Shì a, gāngcái táixià de rén chōngdào táishàng chōu rénjiā de ěrguāng. Zài zěnmé shuō, dǎrén yěshì búduì de.

明仔: 你睇吓，咁样边算係开会呀，搞到打交添。
Mihngjái: Néih táiháh, gámyéung bīnsyun haih hōiwúi a, gáudo dágāu tīm.
美美: 搞乜鬼呀？呢个唔係关于大选嘅政治论坛咩？
Méihméih: Gáau māt gwái a? Nīgo nhaih gwāanyū daaihsyún ge jingjih leuhntáahn mē?
明仔: 係呀，头先台下面有人冲上台冚咗人一巴。点讲都好，打人都係唔啱嘅。
Mihngjái: Haih a, tàusīn tòih hahbihn yáuh yáhn chūng séuhngtòih kámjó yáhn yāt bā. Díng góng dōu hóu , dá yáhn dōu haih nhngāam ge.

说“造” zào

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

创造的“造”是一个很古老的汉字，周朝铜器铭文中就出现大量的“造”字，并且有很多形体：



形一上部像房屋形，屋内左下是舟，两者均为意符，表示建造房屋、船只等；右下是“告”，声符，表示读音与告相近。可见，“造”是一个形声字。形二左旁为意符“戈”，表示造兵器；形三左旁为“鼎”，各体皆因不同制造对象而用不同的意符。形四左旁为“金”，也是意符，表示制造材料；形五意符则为“辵”，表明字义与行为动作有关。诸形体意符不同，但均以“告”为声符。小篆沿袭金文第五形。隶变后，辵字作偏旁时写作“辵”。楷书沿袭隶书。

“造”字本义表示制作。如：制造、修造、塑造、创造

“造”字还有以下引申义：

- ① 造就，培养。如：造诣、深造 又引申指前往，到。如：造访、造府、登峰造极
- ② 建设：造林、建造、营造、改造、缔造
- ③ 虚构：造谣、编造、假造、捏造、伪造、臆造
- ④ 指庄稼收获次数：早造、晚造、一年三造



割禾收造

汉字
演
变

Start with Assessment

— A ‘Counter-clockwise’ Approach to In-service Teacher Training

刘震霞老师 LIU Zhenxia
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According to some scholars (Mr. Alan Waters), there are three ways to prepare language teachers: teacher education, teacher training, which consists of pre-service and in-service training, and teacher development. The ‘counter clockwise’ approach is more suitable for in-service training, which is usually used for quality control.

Content and aids of in-service teacher training

First, effective teaching approaches are very important. Second, proficient teaching techniques and skills are also vital. Last but not least, the teaching philosophy of all the teachers should be in line with the program’s ultimate goal. The first two are basic requirements for a good teacher and might be same in different programs, while the last one is unique for different programs and should be the most important component of in-service training. This implies that in-service training should aid concept-building in the minds of teachers. Through in-service training all the teacher-trainees should set out to improve their teaching by matching their teaching style or method to a proven teaching philosophy or the uniform goal of the program.

The ultimate goal of our language program

Different language programs value different things and have different goals. The ultimate goal of the Yale-China Chinese Language Center is to foster the communicative competence of the students.

Communicative competence encompasses two aspects in the process of language teaching and learning: correctness and appropriateness. Correctness refers to language form, and appropriateness refers to language use. We value both, and in particular the latter. Thus, it is very important to make sure all the teachers in our program believe in language use, and not just language structure, as the final goal, and practice what they believe even in the early stages of students’ learning.

Key points of our in-service training

Since our program values appropriateness very much, the most important thing for us to do is put the concept of pragmatics into the minds of our teachers and guide them to practice it in their classroom teaching. So the key points of our in-service training are as follows:

1. Knowledge of Pragmatics.
2. Awareness of and sensitivity to appropriateness.
3. Awareness of most common “pragmatic points” or tasks – representations of the system of language use.
4. Attention to pragmatics in instruction.

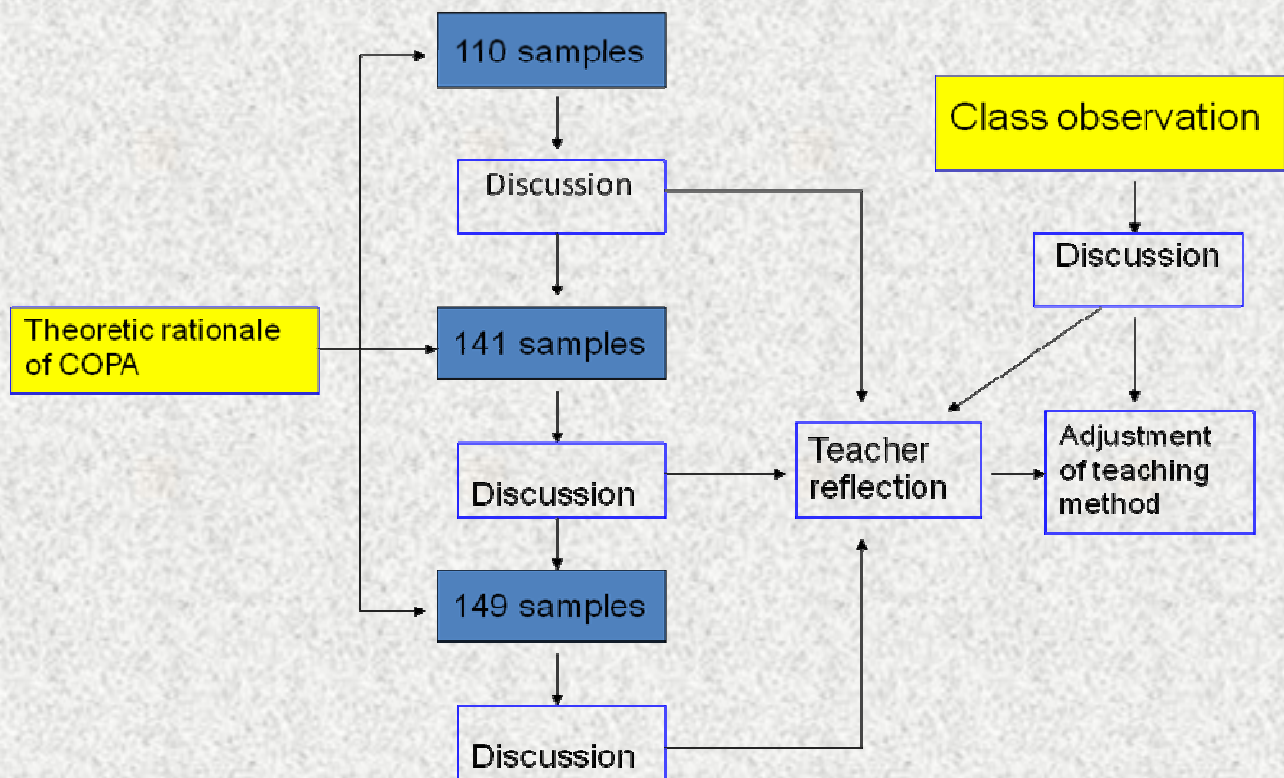
In order to ensure that our teachers develop and use this knowledge and awareness, we can rely on different training approaches, such as a lecture to introduce knowledge about pragmatics to the teacher trainees or a model class in which the teacher keeps a watchful eye on language use. But we choose to start with assessment.

COPA as an in-service training tool

Compared with other components of in-service training, assessment offers a panoramic view rather than a segment of the whole. The assessment tool of our center is COPA, which consists of 600 specially created real-life, or similar to real-life tasks. The ability to perform these tasks is deemed close or very close to the real-life ability of the examinees. As an examiner, you have before you some passages of speech containing all factors of language: linguistic, sociolinguistic, discourse, and strategic. And this is exactly why we use COPA as the first step of our training.

Training procedure

Our training procedure is as follows:



The whole procedure is a good way to consolidate the awareness of appropriateness, because when the trainee listens to every sample he must pay attention to language use and evaluate each examinee's level with consideration given to correctness and appropriateness. The concept of appropriateness has already been ingrained in the trainee's mind after viewing 400 samples.

Conclusion

The counter clockwise approach is very useful in in-service teacher training. It has some drawbacks. First of all, it depends too much on the exam. Teaching for the test is dangerous, so the quality of the assessment is vital. But for any program the quality of assessment isn't less important than that of the teacher training. Designing a good assessment is in keeping with the goals of the training, and need not be considered an extra effort. Second, training based on assessment may not pay enough attention to teaching skills which are also important for quality teaching. Assessment shouldn't be the only one of the components in in-service training.

本所在职教师培训及相关学术活动

CLC academic workshops and seminars for teachers

学术讲座

CLC Seminars

讲题：多元背景下的汉语教学与研究

日期：二零一一年十一月三日

讲者：崔希亮教授

(北京语言大学校长)



讲题：汉语结构助词“的”隐现的问题和汉语名词系统的关系

日期：二零一二年二月廿二日

讲者：孙朝奋教授

(美国史丹福大学

亚洲语言文学系教授)



弘扬中华文化讲座

Chinese Culture Seminars

去年十月，国际经典文化协会和雅礼中国语文研习所联合举办了一场内容丰富的“弘扬中华文化学术讲座”。

现今五十岁左右的人依稀还记得，小时候，老一辈哄孩子睡觉时总在很有韵律地吟哦着很长很长的歌谣，旋律很温馨。这旋律曾经是那个时代儿童的摇篮曲，伴着孩子入梦，伴着他们成长。

后来，我们渐渐明白，中华民族的祖祖辈辈，就是靠这种口口相传的形式，把传统文化中的许多经典流传了下来。他们中的很多人也在吟哦中用自己一生的时间去实践经典里面的传统美德：正直、善良、勤劳、无私奉献，直到头上堆满白雪，腰弯成一道山梁。更重要的是他们用这些美德教育和影响着一代代人。

遗憾的是，不知从什么时候开始，我们耳边已经听不到这个韵律了。据说，还能用传统吟诵方式诵读经典的人最年轻的都已经 80 多岁了，这门艺术面临消亡，成为绝唱。

幸运的是，今天，国际经典文化协会主席温金海，还有像赵敏俐教授和徐建顺教授这样的有识之士，他们致力于把这份国之瑰宝进行抢救性的整理和研究，让它们得以保留下来，传承下去。所以讲座的第一个讲题请来了赵敏俐教授、徐建顺副教授为大家作“中国式的读书法——吟诵之美”的演讲。

第二个讲题是关于玉器文明的。中华文明源远流长，良渚文化是长江流域最重要的考古学文化。距今 5300 年至 4200 年前，属于新石器时代。该文化遗址最大特色是所出土的玉器。以良渚玉器、黑陶为代表的卓越的艺术成就，一直被称为“中华文明的曙光”。讲座请来浙江余杭市（良渚出土地）良渚文化研究会顾问陈云庵先生向大家介绍良渚玉器研究。

本次讲座第三个讲题是探讨中国传统文化中阴阳五行与人的关系。每个人在穷其一生不断认识客观世界的同时，也渴望认识自我，了解自我。在感性的层面，认识自我可以通过阅历，尤其是经受挫折、遭遇变故，磨难会像洗礼般让我们更了解自己。在理性的层面，我们总说掌握命运，与命运抗争，什么是“命”什么是“运”？中华远古先民给我们留下一份自我认知的学问。这次讲座第三位讲者是玄学研究学者骆信明，他的题目是“由阴阳五行认识自我”。

在三个讲题中，一个是物质文化遗产方面的，两个是非物质文化遗产方面的。三个多小时的演讲，听众饱享一顿中华文明传统文化大餐。大家揣着期待而来，满怀希望而归。

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

访深圳市普通话水平测试中心 Shenzhen PSC centre visit

2011年12月16日，大学组中国学生组谢春玲组长、四位老师和学术组陈凡组长走访了深圳市语言文字工作委员会和深圳市普通话水平测试中心，主要就近几年普通话水平测试

(PSC)在题型与评分细则上的调整、深圳PSC计算机辅助测试的情况进行了了解。双方也交流了针对粤语方言区人士培训普通话的经验。



双方交流经验及心得。



本所老师与深圳市语言文字工作委员会工作人员合照。

优秀教师奖 CLC Exemplary Teaching Award 2010-2011

本所2010-11年度优秀教师奖经学生评分、教职员投票及所务会确认三个既定程序后，终于名花有主。得奖人刘震霞在评奖年度任教于普通话组，现为大学组教师。颁奖典礼于今年1月31日的全所大会上举行，由文学学院院长梁元生教授担任颁奖嘉宾。

刘震霞老师为人认真尽责，极富教学热诚，理论基础扎实，实战经验丰富，头脑清晰，心思缜密，屡屡推陈出新，广受学生爱戴。除教学外，刘老师热心扶掖后进，在教师培训方面卓有贡献，在组内教材和测试方面建树良多。此次以最高票获此殊荣，实至名归。

刘老师在领奖后表示，加入研习所后获益良多，开阔了视野，也从新老同事身上学到了很多不同的教学方法和技巧。她还特别感谢办公室的同事在各方面给予的帮助。

我们祝刘震霞老师未来在工作上能再创佳绩，更上层楼。



文学学院院长梁元生教授(右)颁授奖状予刘震霞老师(左)。

Language Knowledge vs. Language Ability



吴所长迎新日欢迎词 Welcome Remarks by CLC Director at Orientation (Spring 2012)



For each of the orientation, I usually say something related to CSL learning and teaching and a written version based on the speech will appear in our newsletter, “Language Matters”. Last time, I talked about “How to Learn” verses “What to Learn”, reminding students that 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 you or not.

Today’s topic is “Language knowledge” verses “Language ability”. That is what I am trying to say here in English. By the time you are with us for six semesters, we will be able to discuss that in Chinese.

Long time ago, we had a lot of Sinologists in the US, who had a PhD in Oriental Studies or Chinese Studies. They were very knowledgeable about Chinese language and literature but they might not be able to speak Chinese. Today most of you are here because you want to use Chinese. When you want to use the language, you need the knowledge not only in your notebook but somewhere in your head. Think of this, you have the sounds, the words, and the grammar. Perhaps you know how to say things in the classroom, but can you express yourself in Chinese when you are outside by yourself, and feeling comfortable about what you say?

People would ask: ‘How can one have the ability without knowledge?’ It’s true that you cannot have ability unless you have knowledge. But looking at the issue from the other prospective, even though you have the knowledge, you may not have the ability without lots of practice. You can remember all words in the dictionary but you may not be able to use them in real life. You can pronounce all 421 Chinese syllables in Putonghua but, when it comes to speaking Chinese, you may not be able to tell other people what you want. I stress this point because most of the language teaching programs start with language knowledge, but then over 90% of the teachers stop right there. Many of the teachers think that once I teach you the knowledge you would be able to use it. Wrong. Even if I teach you the knowledge you may not be able to use it appropriately when needed.

Most of you speak English. When I was learning English, my teacher told me that in English, you have a “he” verses a “she” for the third person. From the first second my teacher told me, I knew that for female, we have to say she and for male, we have to say he. But 30 years have passed and I still use “he” instead of “she” if not careful, especially when I don’t see the person in front of me. That means I have the knowledge but I don’t have the full ability. There are many similar examples in every language. So, my point here is, when you have a notebook, full of notes, an indication of solid knowledge from your teacher, don’t laugh in your dream, you are not there yet. When you have all the points in your head instead of your notebook, when you have them at the tip of your tongue and ready to go when you need them, then you are there.

In short, whatever knowledge that you know, it is not yours yet. Whatever language that you can use, that’s yours. In this connection, I want to give you a famous saying about money by one who has lots of money. He told people that whatever money you had in the bank under your name is not yours. Any money that you have spent, however, is yours. You never know what might happen to you next. If you get hit by a car and die, that money will be somebody else’s money. If you have spent the money for a glass of beer or your favorable dish, and you have them in your tummy, then that money is definitely yours. This is extreme of course, but again my point is, unless you have the language ability based on the knowledge, then that knowledge is not yours.

You are here with CLC, and you will spend, say, 12 weeks learning Chinese. By the time you have finished your program, you are not going to let people see a notebook full of “knowledge points”, you are going to use in front of them what you have in your notebook. Unless you are able to do that, you cannot convince people that CLC is good, that CLC is more than notes taking, and more than the explanation of knowledge.

Our whole program is designed to make sure that you know not only the knowledge but the ability to use that knowledge.

We talk about vocabulary, grammar and phonology in a language program. Think of this, even the people who have been studying Chinese grammar cannot agree with each other, whether a certain structure is right or wrong, whether we should say this or that. Language is complicated. Maybe everything should have an explanation but we just don’t know. So back to your classroom, when you are confused by certain grammar points or the minor differences between certain things, just ask yourself, or ask your teacher: Can we use this in this kind of situation? The “why” part is difficult and can be left for a later stage after you can use it properly.

Out of the sixty people here, less than 5% will be grammarians, or phoneticians who can explain the “why” behind what we say, but almost all of you will be language users who can say the right words in the right order with the correct pronunciation. Even our teachers or linguists who have been studying language for many years, we may or may not be able to tell you the “why” in many cases. As a native speaker, we can always tell you what to say and how to say it, which are closely related to language use. So spend your money and your time in the places that you need them most. And in order to do that you need to draw the line between the knowledge and the ability. If you just know what it is, that is not enough. You need to know how to use it, in what context you will be using it. If you don’t know why you are doing it for the time being, take it easy and, believe or not, you will either know later or you may find it not important as you move on.

Finally, try to get the best out of your teachers while you are here. They are all experienced and well trained. Like what I said last time, however, that you are the one who will find the best way to learn. Also remember that you are here to learn to use the language and not just to make your notebook full.

Now I will repeat what I say every time: Welcome to Hong Kong, you should try to make the best use of it while you are here. Welcome to CUHK, CLC is at the foot of the hill but don’t stop here, go on top of the hill and see what else we have on campus. And welcome to CLC. We are a big family with more than ten thousand people and we are almost fifty years old by now. We are the largest family in Teaching Chinese as a Second Language here in Hong Kong and you are all welcome here.

人事动态

Personalia – New Staff

大家好！我叫于亚平。在那个很特殊的年代，我 18 岁的时候就做了一名中学老师，比我的学生只大三岁。所以和很多雅礼的老师不一样：做老师在前，读大学和研究生在后。我感到十分幸运是以教师为我的终身职业。经历了一番走南闯北之后，我最近加入了雅礼中国语文研习所。这是一个多元化的大家庭。无论来自何方、何国，学习中文使我们走到了一起，这是我们的缘分，也是我的荣幸。老师们的敬业精神，同学们刻苦学习的态度，不但是我学习的榜样，也是我努力工作的动力。我喜欢雅礼，希望你们也喜欢！



于亚平老师 (普通话组)
Ms. YU, Yaping
Putonghua Programme Division

大家好！我叫陈旻(Man)，很高兴又回到了中文大学，回到了 CLC 工作。几年前我还在中大念书时，就已经是 CLC 的学生了。还记得当年上李虹老师、谢春玲老师的普通话课，是多么的愉快！上 CLC 的课简直是一种享受，学习气氛总是融洽活泼的。两位老师不厌其烦地解答了我许许多多在学习普通话上的问题，谢老师的高级普通话课更为我后来考 PSC 打下了扎实的基础。为此我真的要在这里再次感谢她！

事隔两年多，去了澳洲深造、教学的我怀着感恩的心，又回到了这里。再见到 CLC 的老师，真让人感到格外亲切！为了报答老师们的教导，现在作为 TA，我一定会为研习所、为老师们尽心尽力的服务，希望大家多多指教！



陈旻小姐 (行政组)
Miss CHAN, Man
Administration Division

大家好，我是苏洁，很荣幸能在这里跟大家见面。我毕业于香港公开大学中国语文教育系，获得硕士学位，从事普通话教学工作已有 8 年了，从事对外汉语教学工作也有 4 年了。在这段教学相长的生涯中，我获益匪浅。从一开始看着学生根本听不懂你讲什么，或者很吃力地用普通话跟你沟通，到后来能够舒服地、轻松地跟你用普通话沟通时，那种农人辛勤洒种、耕耘后，喜获丰收的满足感与快感，真是溢于言表。

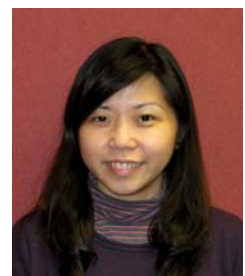
我热爱教学工作，热爱成为一个哺育花朵成长的园丁。加入雅礼中国语文研习所不久，已感受到许多同事的温情与友好，日后我定能克己尽责，为哺育更多美丽花朵的成长，献一份薄力。



黄苏洁老师 (普通话组)
Ms. WONG, Su Jye
Putonghua Programme Division

大家好！我是 2011 年 12 月新加入研习所的赵丽敏。在短短的几个月里，我已被老师对教学的热诚、同学对语言知识的渴求及同事之间互相帮助的精神，深深地感染了。我真的很开心可以加入研习所这个大家庭。

我衷心希望我能在未来的日子，对每一位老师和同事们有更深入的认识，广结良朋；并能尽快熟悉中文大学这个美丽的校园。



赵丽敏小姐 (行政组)
Miss CHIU, Lai Man
Administration Division

新春晚会 Spring Party 2012

新春晚会已于三月二十三日圆满结束。广东话组王祖彦同学和普通话组唐雅岚同学担任晚会司仪。

节目包括有长笛演奏、舞狮、唱歌、中国功夫、舞蹈、短剧表演及长笛演奏等等。今年亦加插抽奖的环节，增添热闹的气氛。晚会得以顺利完成，全赖老师们于课余时间为学生进行培训和指导。学生们的积极参与，让我们欢度了一个愉快的晚上。以下为学生彩排及表演的相片。



西藏舞练习 Tibetan dance practice



舞狮练习 Lion dance practice



咏春练习 Chinese kungfu practice (Wingchun)



中国功夫练习 Chinese kungfu practice (Shaolin)





大会司仪：唐雅岚同学(左)及王祖彦同学(右)



长笛演奏 Flute play



舞狮 Lion dance



西藏舞 Tibetan dance

广东话组同学大合唱 Cantonese chorus



日本民族舞 Japanese folk dance



普通话组同学大合唱 Putonghua chorus



普通话短剧 Short play in Putonghua



少林功夫 Chinese kungfu (Shaolin)



咏春表演 Chinese kungfu (Wingchun)





2012 Calendar

Regular credit-bearing programmes



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

Summer term 2012	4 June to 17 August. Orientation: 31 May
Fall term 2012	17 September to 7 December. Orientation: 13 September
Spring term 2013	21 January to 19 April. Orientation: 17 January



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+	Group A: 16-29 May (2 weeks) Group B: 13-26 June (2 weeks)	Xi'an, China	Limited seats
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	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	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

下期预告 Coming Issue

香港高等院校新学制普通话教学首届学术研讨会报告
Report on the First Academic Seminar on CSL (Putonghua) Education
Under the New Curriculum at Universities in Hong Kong

