

Language Matters

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The Chinese University of Hong Kong

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香港中文大學
雅禮中國語文研習所



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

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Editor/主編

Dr. Weiping WU

Associate Editor/副主編

Dr. LEE Siu-lun

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Ms. CHEN Fan

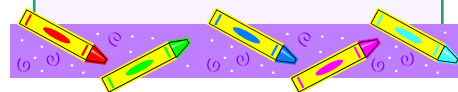
Ms. CHU Hsiao-mi

Ms. MAK Suet Chi

Dr. WONG Ho-pat

Production/製作

Ms. Doris WONG



From the Editor

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Editor, Language Matters
Chinese Language Centre
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Address : Continuing Education Section
Yale-China Chinese Language Centre
The Chinese University of Hong Kong
Fong Shu Chuen Building
Shatin, New Territories, Hong Kong, SAR

University Programme Section
Yale-China Chinese Language Centre
The Chinese University of Hong Kong
LG9, K.K. Leung Building
Shatin, New Territories, Hong Kong, SAR

Tel. : (852) 3943 6727
Fax : (852) 2603 5004
Email : clc@cuhk.edu.hk
Web site : <http://www.cuhk.edu.hk/clc>



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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。)

CLC 學習心得



崔竣豪 CHOI, Jun Ho
大學課程部 University Programme Section
CPTH4443 Fall Term 2011-12
Nationality: Korea

當我在參加中文大學的面試的時候我記得一個教授問我，“你為什麼想在香港學習？”那時候我回答，“最大的原因是因為我特別喜歡學語言，而且在二十一世紀的國際環境中會說兩到三種語言是一個非常有價值的事。我聽說由於中國和英國文化的共存，香港成爲一個多元化的地方，因此中文和英文都在使用。在這種環境下學習會是一個獨特的機會。”

來中文大學以後，我發現大學的 Chinese Language Centre (CLC) 有很多不同的課，多樣的資料，優秀的老師，而且在對漢語有興趣的外國人當中，CLC 已經是很出名的學院了。因此我本來只需要上五門中文課，可是已經上了大約十門不同的中文課。

由於 CLC 的幫助，現在我的中文進步了很多。我覺得中文大學的 CLC 有一些獨特的體系讓學生們學習得更高興，而且進步的速度也更快。第一是一個班的規模。語言課特別需要學生和老師不停的對話，多問問題並且多聯繫。聽說有很多其他外國的大學中文課有幾十個或幾百個學生在一個班學習，很難通過練習找到自己的錯誤。但是 CLC 的中文課最多只有二十個學生，所以有很多機會問問題，發現自己的錯誤並且及時改正。第二個優點是分立不同的部門。在同樣的水平下 CLC 的中文課分幾種不同的班，包括口語表達、語法、辭彙等等。如果這幾種不同的內容都包含在一個班的話學習效率會比現在低很多。

最後一個優點是課本上包括的資料。不像其他課本，CLC 的課本包括一些很有用的材料。從課本上我們可以瞭解中國的文化、歷史、現代的發展水平、未來工作上需要的知識等等。總之，對我來說 CLC 是我的“恩人”。沒有 CLC 的學習經歷，我的中文不可能進步得這麼快。

係唔係一定要買一部好嘅電腦呀？

孔家路 ROJO MARDONES, Carolina
廣東話組 Cantonese Programme Division
CCAN4415 Fall Term 2012-13
Nationality: Spain

而家科技日新月異，差唔多每個月電腦中心都出一部新嘅電腦。如果你買一部電腦，六個月之後，鋪頭有好啲嘅電腦賣，所以或者你覺得你嘅電腦就有用嘞。但係如果你哋諗我要乜嘢，唔係鋪頭賣乜嘢，我哋就唔會使太多錢買我哋唔需要嘅電腦。

如果我要電腦打 e-mail，打信同埋做會計，點解我要買有鏡頭，有大嘅記憶體，有好多電腦遊戲嘅手提電腦呀？

好似一個親戚嘅朋友，有一日，佢去車行買車。佢睇吓唔同嘅類型嘅車。一陣之後，佢叫售貨員：「我想買呢架車，但係我唔要收音機。」嗰個售貨員話：「唔緊要，價錢係一樣嘅。」我嘅朋友話：「好呀！噉唔使收音機。」售貨員覺得奇怪：「但係唔使錢！點解你唔要收音機呀？」我朋友話：「因為我揸車嗰陣時鍾意同家人傾偈。如果自己揸，我覺得諗吓嘢好啲。如果一個人俾一件婚紗你，你會唔會用嗰件婚紗呀？」

售貨員話：「我係男人，當然唔會着嗰件婚紗。」我朋友話：「但係唔使錢！點解你唔要個件婚紗呀？」售貨員話：「我明白。」

我覺得我嘅朋友好啱。佢決定佢要乜，唔係第二啲人決定佢要乜。所以，我覺得唔係一定要買一部最好最新嘅電腦。我哋要買啱自己用嘅。



居港感言

我在香港這個國際城市住了差不多五年。在這段時間裏我經歷過很多，也長了不少見識。這開闊了我的視野，也開闊了我的胸懷。要談感想的話，該從那兒說起呢？

我的文化背景、生活方式和思想模式和香港人的在許多方面有明顯的差異。我到了這個陌生的環境，不論是語言還是工作，任何事情都得從頭學習及適應。

雖然我是在農場長大的，可是我非常喜歡住在這個充滿活力的都市。依我看香港在世界上真是數一數二的。既有高樓大廈，也很容易接觸大自然；香港有華人，也有來自世界各國的人。在香港能享受到豐富的文化生活。

另外，在語言方面，我有機會掌握了基本的普通話。雖然多數香港人的母語是廣東話，不過會說普通話的人越來越多，練習普通話的機會在與日俱增。

對我來說，香港最突出的優勢之一就是自由。有新聞自由、宗教自由、言論自由，還有跟世界各地進行貿易的自由。

從我的觀察中發現，這個社會也存在著一些矛盾。特別值得一提的是私人空間和人際關係，還有生活水平方面。

首先談談私人空間。香港的人口密度極高，坐火車時前後左右都是人，大家站得非常近，好像沒有私人空間。但另一方面，人們往往在某個地方住了很久卻還不認識鄰居。

另外，香港人非常愛用手機。由於網路的發達，人們可以跟許多人同時保持聯繫。但是很多年輕人過分依賴網路，面對面的交流卻越來越少，因此人與人之間的距離越來越遠。

在生活水平方面，人們拼命地追求物質享受，可是卻沒有時間享受生活。而且，爲了追求更高的生活水平，卻犧牲了家庭。這實在是得不償失。

總的來說，香港跟世界其他的大都市有一些相似之處，也有很多與眾不同的地方。有機會在這個特別的城市學習和工作，我真的非常榮幸。在未來的日子裏，我還想進一步瞭解香港，尤其想多瞭解香港人。我相信，人是一個城市最大的財富、最值得發掘的寶貝。



唐雅嵐 TOMLINSON, Annerine
普通話組 Putonghua Programme Division
CPTH4606 Fall Term 2012-13
Nationality: South Africa

I have been living in this cosmopolitan city of Hong Kong for almost 5 years now. It has broadened horizons and enlarged my heart. During this time I have experienced and learned so much that I would not know where to start, if I am to share my impressions.

In many aspects, my cultural background, lifestyle and way of thinking are very different from the Hong Kong way of thinking and doing things. I had to adapt and learn many new things from scratch, after arriving in this unfamiliar environment. That included language and work environment.

Even though I grew up on a farm, I actually really like living in this lively big city. I really think that Hong Kong is one of the world's best. Hong Kong has a combination of high rise buildings as well as nature, it's people include Asian people as well as people from all over the world, which allows for a very rich and diverse cultural lifestyle.

In terms of language, I had the opportunity to acquire basic Mandarin proficiency. Even though Cantonese is the mother tongue of most of Hong Kong citizens, more and more people are able to converse in Mandarin, which increases the opportunity to practice Mandarin.

In my opinion, Hong Kong's freedom is one of its most outstanding advantages. Hong Kong has freedom of press, religious freedom, freedom of speech as well as free trade.

Observing this society, I have noticed a few interesting contradictions: Most notably with regards to personal space and interpersonal relations, and living standard.

Let me start with personal space and interpersonal relations. Because of Hong Kong's population density, it sometimes feels as if one has no personal space. While traveling on the train you will have people standing really close to you on all sides. But I also found that even though many people have been staying in one place for a long time, they would not know who their neighbors are.

Another interesting observation concerns Hong Kong people and their mobile phones. They are constantly using their phones. Because of the advancement in internet technology people can maintain contact with large number of people, but many young people spend so much time on the internet that face to face interaction becomes less and less, resulting in distant human relationships.

In terms of living standard, it seems as if people sometimes work so hard to be able to live a life of materialistic pleasure, that they end up not really having time to enjoy life. And in the process of raising their standard of living, they often sacrifice their family life, which defeats the purpose in a way.

In summary, in many aspects Hong Kong is very much like other cosmopolitans, but is also very unique in many ways. I am really honored to have the opportunity to live and have studied in such a special city. I still want to explore Hong Kong more and get to know its people. I believe that a city's real wealth and treasure are its people.

普粵對比

Comparison Between Putonghua and Cantonese

陳凡老師 Ms. CHEN Fan
Putonghua Programme Division
普通話組

張冠雄老師 Mr. CHANG Kwun Hung
University Programme Section
大學課程部

李春普老師 Mr. LI Chunpu
University Programme Section
大學課程部

尹嘉敏小姐
Ms. WAN Ka Man

普通話 Mandarin : 邁 mài

廣東話 Cantonese : 躡 naam/ laam

英文 English : to step; to stride; to step forward



詞義

邁：抬腿向前走，邁出步子，跨過。例如：「模特在天橋上邁著貓步」、「病得邁不開腿」等等。又指邁步、向前邁一大步、邁進新領域、邁過門檻等等。例如：「進了這個中學就差不多一隻腳已經邁進了大學。」中國的婚姻傳統中，保留了「邁火盆」的習俗。新娘子進門，很多地方都有邁火盆的習慣。新娘跨過門前的火盆，寓意婚後的生活紅紅火火，也有驅除邪惡等涵義。

普通話的「邁」相當於粵語的「躡」。例如：一腳躡過去、大步躡過。這個「大步躡過」，字面是指大步跨過去，但是引申義是指一個人走過困頓，避開苦難(escape from disaster)，像以下這句粵語：「醫生話病人接受深切治療之後，已經冇生命危險，總算大步躡過。」(Yī sāng wah behngyáhn jipsauh sāmchit jihliuh jīhauh, yíhgīng móuh sāngmihng ngáihhím, júngsyun daaihboh naamgwo.)

普通話

美美：上個禮拜我的香港朋友雪兒結婚，我當她的伴娘。她進新房之前，一定要先邁過火盆。聽說這樣會帶來吉利和好運。

Shàngge líbài wǒde xiānggǎng péngyou Xuě'ér jiéhūn, wǒ dāng tāde bànniáng. Tā jìn xīnfáng zhīqián, yīdìng yào xiān màiguò huǒpén. Tīngshuō zhèyàng huì dàilái jíli hé hǎoyùn.

小明：這張照片裡那個女孩子就是你的朋友吧？她把臉都蓋著，甚麼也看不到，不怕被火燒傷嗎？

Zhèzhāng zhàopiàn lǐ nàge nǚháizi jiùshì nǐde péngyou ba? Tā bǎ liǎn dōu gàizhe, shénme yě kànbudào, bú pà bèi huǒ shāo shāng ma?

美美：不用怕，其實前一天晚上我們已經跟雪兒練習了很多次，就是閉着眼睛走都沒問題！

Bùyòng pà, qíshí qián yītiān wǎnshang wǒmen yǐjīng gēn Xuě'ér liànxí le hěnduō cì, jiù shì bizhe yǎnjīng zǒu dōu méi wèntí.

廣東話

阿 May：上個禮拜我嘅香港朋友雪兒結婚，我做佢嘅伴娘。佢入去新屋之前，要躡過一個火盆先至得。聽見話，咁樣會帶嚟吉利同好運啫。

Seuhnggo láihbaai ngóhge Hēunggóng pàhngyáuh Syutyih gitfān, ngóh jough kéuihge buhnéung. Kéuih yahphei sānngúk jīchih, yiu naamgwo yātgo fópūhn sīnji dāk. Tēngginwah, gámyéung wúih daai làih gātleih túhng hóuwahn wóh.

明仔：張相裡面嗰個女仔就係你個朋友啫？佢瞓住塊面，乜都睇唔到，怕唔怕俾啲火燒親啫？

Nījēung séung léuihbihng gógo néuihjái jauh haih néih go pàhngyáuh làh? Kéuih mūhngiyuh faai mihn, māt dōu tái hndóu, pa hpa béi dī fō sūchān ga?

阿 May：唔使驚，其實嗰晚我哋已經同雪兒練習咗好多次，真係咪埋眼¹都識行囉！

Msái gēng, kèhsaht kàhmmáahn ngóhdeih yíhgīng túhng Syutyih lihnjaahpjó hóudō chi, jānhaih mī màaih ngáahn dōu sīk hàahng lo!

¹ 「咪埋眼」即普通話的「閉眼睛」，英文是 close one's eyes. 參考 Language Matters, No. 29, Autumn 2010.

“準”、“准” (zhǔn) 辨

謝春玲博士 Dr. XIE Chun Ling
University Programme Section
大學課程部

漢
字
演
變

準篆

准隸 (桐柏廟碑)

准楷 (歐陽詢)

“準”字小篆左旁是水，意符，以水面之平取平之意；右旁是隼，聲符，表示讀音。準、隼二字古音是同韻部的，所以“準”字是一個形聲字。到了隸書，聲符簡作“隼”，又改意符“彳”為“冫”，以區別於水名（淮河）“淮”字。楷書簡體“准”就是用了沿用古體的方法，沿用漢碑寫作“准”。在使用繁體字的國家和地區，“準”和“准”的使用是有分工的：“準”字本義指水準。古人釋：“謂水之平也。天下莫平於水。”引申指測平器具。又引申表示：

- ① 標準，法則。比如：準繩、準則、基準、水準。
- ② 準確，正確。比如：準星、對準、音準。這一義項又再引申指確實，一定。比如：準保、準信兒、定準、一準等。
- ③ 射箭的標的。例如：瞄準。

而“准”字則只用於表示在合乎法則的情況下准許，允許。例如：准予、核准、獲准等。此義不能寫作“準”。簡化字則全部意義都合併作“准”一個形體了。



瞄準標靶一擊即中

Generic and specific topics in CSL teacher training: Do teachers practice what they preach?

(adopted from “Generic and specific topics in CSL teacher training: From beliefs to practices”, a paper presented in CARLA LTE international conference, Minnesota, USA, 21 May, 2011)

Abstract

Language institutes always concern about language teachers' views and beliefs about language. Teachers taking a structural view and teachers taking socio-cultural views may result in different classroom activities and as result affects learners' learning focus and learning outcomes. Nowadays most language teachers at university level already had formal training in linguistics, TESOL and language teaching theories. Traditional language teachers' education provides trainings in skills of teaching, for examples, how to handle questions in language classrooms, how to effective organize learning activities, etc. However, in the language teaching field, it is important for the teaching team to share consistent language views. This paper focuses on the training of language beliefs. We will look at how difficult it is to elicit teachers' language views and beliefs. We will look at how classroom observations can help in this aspect of teachers' training.

Introduction: Essentials in language teachers' training

There is a common belief that teacher education “is thus concerned with providing opportunities for trainees to develop their knowledge, awareness, beliefs, and skills, and finding ways of establishing connections among these dimensions of teaching through the experience of teaching itself and through reflecting on that experience.” (Richards, Ho & Giblin 1996)

Language teachers' trainings include three basic areas:

1. Knowledge – contains linguistic knowledge, pragmatic knowledge and cultural knowledge of the target language
2. Skills – relate to technique of handling classes, question & answer techniques, techniques of handling class time, etc.
3. Views and beliefs about language and language learning – structural, pragmatics and socio-cultural perspectives.

李兆麟博士 Dr. Siu-lun LEE
University Programme Section
大學課程部

How and how well teachers develop in these dimensions become crucial in language teaching. In this paper, I am focusing on teachers' beliefs about language through observing teaching activities, which is observing the reflection of beliefs in practices.

Teachers' beliefs: Structuralism and Socio-cultural theories about language teaching

There are lots of discussions and comparisons (Richards & Rodgers 1986) about structuralism (Noam Chomsky 1957) and socio-cultural theories about language teaching and learning (John Searle 1969, M. A. K. Halliday 1973, Dell Hymes 1972, John Gumperz 1972, Henry Widdowson 1972, 1978, Lev Vygotsky 1986) approaches in language teaching. Structuralists focus on language form. A language contains a set of rules, rules of pronunciation, rules of grammar, etc. Learning of a language means understanding and producing the language according to these rules. Teachers taking this view will consider accuracy and correctness as the main focus in classroom activities. On the other hand, socio-cultural theories focus on language use. Questions like, “Can the students use the target language to communicate”, “how fluent and proficient students can use the language in real life settings”, “how could teachers improve students' language use in different real life settings” are major concerns. Languages are learnt for communication, for establishing social network and for accomplishing real life tasks. Language views can be reflected in

language textbooks, curriculum planning and teachers' classroom activities.

Keywords in teaching Chinese as a foreign language nowadays are "proficiency based" and "pragmatic based". A series of teachers' trainings focuses on pragmatic based and proficiency based teaching techniques has been carried out. This paper focuses on teaching activities observation and how teachers' beliefs about language and language teaching show in their teaching activities. In CLC, all teachers will go through a 2-year teachers' training series. The training series focus on proficiency-based teaching. The training series consist of Micro and Macro levels. Micro-level trainings contain language specific trainings, for examples teaching of sounds & tones, vocabulary teaching, etc. Micro-level trainings also include teaching skills trainings, such as using multimedia classroom and question & answer technique, etc. Macro-level focuses on beliefs about language and about language learning.

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Observing the classrooms: Differences in language beliefs observed in language classrooms

In CLC CUHK, Cantonese teachers' teaching experience ranges from over 30 years to 3 months. A cross-sectional analysis has been done. The study is published in (Lee 2012), showed different theoretical beliefs affect classroom activities and compared the differences between different classroom behaviours.

Conclusion

Teachers' beliefs about language are important in language classrooms. However, it is difficult to elicit teachers' beliefs in questionnaire survey and interviews but better reflected in classroom teaching activities. Classroom observation is an effective tool to understand our teachers' beliefs and provide data for teacher trainers to plan further trainings. The classroom observation data showing different sets of features are reflected in teachers' classroom behavior in different training stages. Teachers' language beliefs and beliefs about language learning can be changed via continuous trainings.

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

學術講座
Academic Seminar

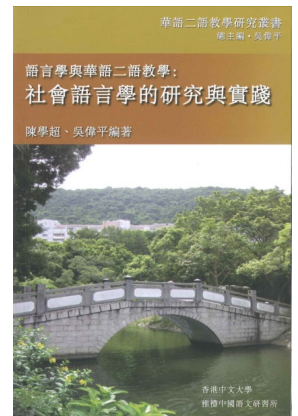
講題：語法研究的程序問題
日期：二零一二年十二月十三日
講者：陸丙甫教授
Prof. Lu Bingfu



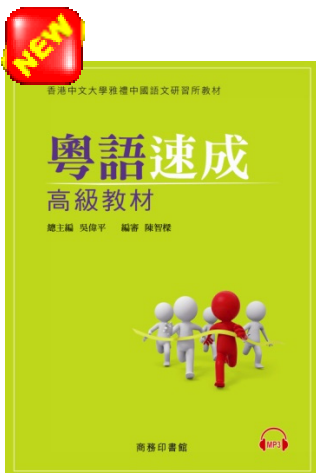
新書推介
New Book

「語言學與華語二語教學」第二冊，主題「社會語言學的研究與實踐」現已出版！本書分語言研究篇和課堂實踐篇兩大部份，前者重點是與語言教學密切相關的語言學研究，此部份論文的作者從宏觀的角度提出自己華語習得的一些研究課題的看法，包括語音、語義與詞彙、語用、語料的難度劃分和書面語變體等。後者細分為語言本體教學、教學法與課堂活動，以及語言能力培訓三個環節，各章的共同特點是有多年教學經驗的教師從自己的教學實踐出發，與讀者分享在對外漢語教學，包括粵語教學的一得之見。所有文章，剛入行的老師讀起來當然受益匪淺，對有經驗的教師來說也不乏啓迪。

定價 HK\$100，歡迎親臨購買或郵購，郵購請備足夠郵資（每本 HK\$8.2）的回郵 A4 信封，支票抬頭請寫「香港中文大學」。

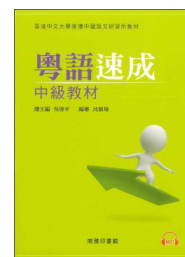


語言學與華語二語教學第二冊



粵語速成高級教材
總主編：吳偉平
編審：陳智樑
商務印書館，2013. 連 CD HK\$110

研習所教材編寫工作的近期目標是完成針對香港本地人士的普通話系列教材<<南人北語>>，以及針對說普通話人士的粵語系列教材<<粵語速成>>。經過所內上下的共同努力，2013年春季正式出版<<粵語速成·高級>>，整套<<粵語速成>>系列正式完成，在商務印書館屬下各書店有售。



粵語速成中級教材
總主編：吳偉平
編審：沈敏瑜
商務印書館，2012.
連 CD HK\$100



粵語速成初級教材
總主編：吳偉平
編審：李兆麟
商務印書館，2010.
連 CD HK\$98



人事動態

Personalia – New Staff

Hi! 我是陳謙，來自中國河北，畢業於北京廣播學院(現中國傳媒大學)的播音專業和河北師範大學新聞傳播學院，畢業後一直在廣播電臺工作，歷任廣播電臺 DJ、記者、節目製作人和河北省級、國家級普通話水平測試員工作，普通話一級、一級播音員職稱。多年的普通話水平測試工作使我對普通話的語音教學研究產生了濃厚的興趣。2012 年六月我到香港中文大學攻讀普通話教育文學碩士課程，2013 年初又有幸成為雅禮中國文化研習所的一名教師。在雅禮這個開放的學術平臺上，我願盡自己最大的努力服務這裡的學生。



陳謙 (大學組)
Mr. CHAN, Him
University Programme Division

大家好，我是李倩徽。我最怕別人問我的問題就是：“你是哪裡人？”其他人一句話可以回答的問題，我卻需要一連串的注解。我的樣貌及口音都給予人北方人的第一印象，可是我卻偏偏是個南方人。我父親是廣東人；母親是上海人。他們在北京工作、成家，我就自然地出生初長在北京了。之後又隨父母客居廣西，江西，上海，廣州，香港……由於父母都是南方人，說不出標準的普通話，所以在我的成長中就被刻意地保留了這個帶點京腔的普通話，因此也誘發了我對語言的極大興趣，大學本科選擇了當年冷門的日語。1989 年有幸被 CLC 錄取為兼職導師。我熱愛這份工作，於 1991 年辭職，前往日本深造，攻讀應用語言學碩士課程，誰知陰差陽錯卻移居了美國洛杉磯 16 年，現在很高興又回歸到 CLC 這個大家庭來了。回來後深深感受到 CLC 與時並進，不斷進步。在此也感謝各位新舊同事這 2 個月來對我的幫助和指導，讓我很快地融入了 CLC 這個既熟悉又陌生的教學平臺。最後，藉此新春之際，祝 CLC 全體全人：如意吉祥！平安健康！



李倩徽老師 (普通話組)
Ms. LI, Sin Ching
Putonghua Programme Division

韓國著名影星訪問本所校友

Korean TV stars visited CLC alumni

2012 年 11 月 24 日，韓國電視節目 “My Queen” 在香港取景，韓國著名影星金民鐘及金秀路訪問本所校友 (1986 年入學) 金滢泳、鄭渡璟夫婦，以及當年教過他們的老師。

Korean TV Programme “My Queen” footage production in Hong Kong. Celebrated Korean TV star Mr. KIM Min Jong and Mr. KIM Soo Ro interviewed CLC 1986 alumni couple, Mr. KIM Woon Young and Ms. JEONG Do Kyung, together with CLC teachers.



左起：本所實習生金樞玲、金民鐘先生、朱小密老師、王浩勃老師、金秀路先生、本所實習生鄭宇晶及麥雪芝女士。
From left: CLC student trainee Miss Ariel KIM, Mr. KIM Min Jong, Ms. CHU Hsiao-mi, Dr. WANG H. B., Mr. KIM Soo Ro, CLC student trainee Miss JEONG Woo Jeong, Ms. Ellen MAK.



校友金滢泳(左一)及兒子 Daniel Kim (右一)在研習所普通話課室與普通話老師合照。註：因拍攝要求校友鄭渡璟當天不在學校現場。

Alumni Mr. KIM Woon Young (left) and his son Daniel Kim (right) having a picture in the Putonghua classroom with CLC Putonghua teachers. Note: alumni Ms. JEONG Do Kyung was asked to excuse on that day by the TV programme team for a genuine interview of her teachers and family members.

五十周年活動 – 硬筆書法比賽 50th anniversary event – Chinese Penmanship Competition

硬筆書法比賽已於 2012 年底完成，一共收到 35 份有效作品，得獎名單如下：

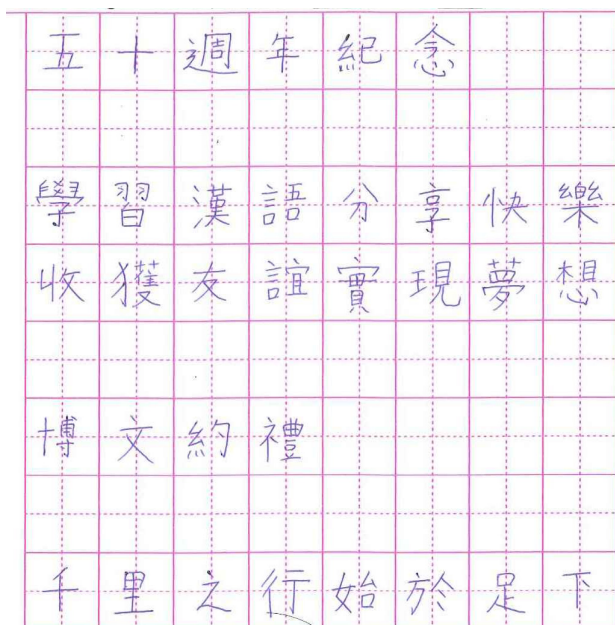
Chinese Penmanship Competition was completed in late 2012. The Centre received 35 valid submissions. List of winners is shown below:

非漢字文化圈組別

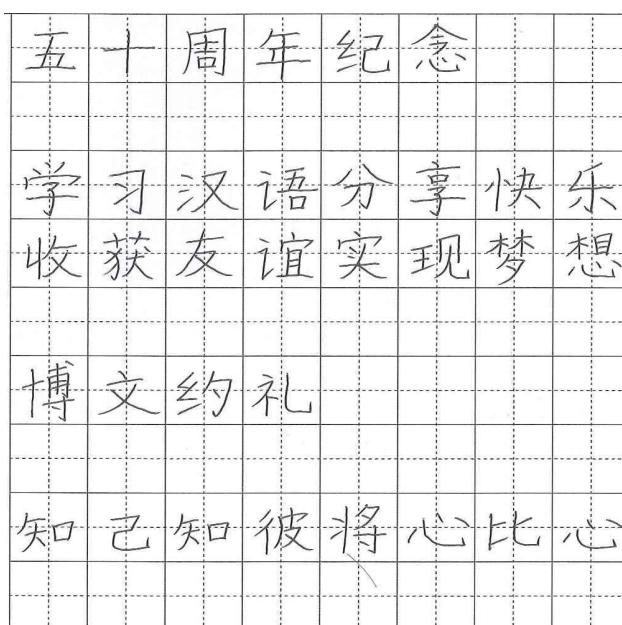
獎項	中文姓名	英文姓名	國籍
一等獎	林筠霞	LAM Jessica	英國
二等獎	胡莞琛	WOO Mandy	加拿大
三等獎	馬蓮娜	MAESTRI Magoalena	波蘭
入圍獎	梁婉德	LEUNG Elaine	加拿大
	方子碧	FEARNSIDE Chioe Kimmie	英國
	黃慧怡	WONG Maria	美國

漢字文化圈組別

獎項	中文姓名	英文姓名	國籍
一等獎	本田祐美子	HONDA Yumiko	日本
二等獎	谷口春香	TANIGUCHI Haruka	日本
三等獎	饗庭泉	AIBA Izumi	日本
入圍獎	金榮嬌	KIM Young Gyo	韓國
	桑野博志	KUWANO Hiroshi	日本
	西田真樹	NISHIDA Maki	日本



Ms. Jessica LAM
林筠霞 作品



Ms. Yumiko HONDA
本田祐美子 作品

其他作品可到 CLC Facebook 相片簿瀏覽 (facebook.com/CLCCUHK)

香港中文大學 五十周年校慶啓動典禮・健步行暨嘉年華 CUHK 50th Anniversary Kick-off Ceremony Walkathon and Carnival

今年是香港中文大學創校五十周年，亦為研習所創立五十周年紀念。為慶祝這個意義重大的日子，在所長號召下本所共約四十名教職員及家眷、學生及校友參加了中大於1月27日舉行的「中大五十周年校慶啓動典禮・健步行暨嘉年華」，與幾千位中大師生校友共賀金禧。

The Chinese University of Hong Kong (CUHK) turns 50 in 2013, and so is CLC. To commemorate this significant milestone, after the call of CLC director, nearly 40 CLC teachers, staff, students and their families joined the CUHK 50th Anniversary Kick-off Ceremony • Walkathon and Carnival on 27 January, to celebrate the special moment of the golden jubilee.



研習所步行隊
The CLC walking team



嘉年華會中研習所攤位及主持攤位的教職員
The CLC booth and the responsible staff in the carnival

研習所五十周年網頁
CLC 50th Anniversary home page
www.cuhk.edu.hk/clc/50



語言與文化研究特刊
Language Matters:
Language and Culture Research
Special Issue

收錄 Language Matters 自 2002 年創刊以來至 2012 年底研習所教職員發表過的論文。

Collection of teachers' academic papers ever published in Language Matters during 2002 to 2012.

網址 Website:
www.cuhk.edu.hk/clc/newsletter



校友來鴻 Letter from alumni

Nalin SURI (印度)

廣東話班 (1974-1975)

前印度駐英國最高特派專員，前印度駐北京大使，現已退休

Nalin SURI (India), Cantonese class 1974-75

Retired High Commissioner of India to UK and
ex-ambassador of India in Beijing



Dear Dr. Wu,

At the outset I would like to compliment you and your colleagues at the Yale-China Chinese Language Centre on the occasion of its 50th anniversary. As one of the older alumni I am particularly proud that the Centre has over the years grown from strength to strength.

I joined the Centre in October 1974, and even though it was a long time ago, my memories of that occasion are still quite fresh. As an Indian Foreign Service officer, at the start of my career I had opted to study Chinese as my compulsory foreign language and had expected to be asked to learn Mandarin. But just before leaving for Hong Kong I was advised that I would have to learn Cantonese. Mandarin was supposed to be tough enough to learn with its four tones but Cantonese with its seven tones sounded forbidding! As we crossed over to Kowloon on the Star Ferry on the first day of school I wondered whether I would be able to cope.

The first few weeks were not easy because mastering the intricacies of the tones was like going through a series of nightmares. But with the help of a very friendly and supportive faculty I navigated that phase till I realized that it was all in the head which I did not have to move around to articulate any particular tone in question! The greatest credit for this goes to our then class head Ms. Wong Nga Ching who along with being a tough task master was also a gentle guide who helped us foreigners wade in and then begin to confidently swim into spoken Chinese. The other faculty members were equally supportive and positive in their approach.

As the weeks passed and I moved simultaneously into the intricacies of the written language life became more complicated and my studies kept me more engrossed than before. On account of my professional requirements I had to increasingly focus on the written language. This was not quite normal for most foreigners learning Cantonese but the Centre was flexible and arranged individual classes for me for this purpose. This was a new dimension and written Chinese including newspaper reading required even harder work and application. My teachers were firm but patient and ever helpful and I was able to successfully cross this bridge too with their advice and support.

While living in Hong Kong, to hear the language spoken and written on billboards and other public places and facilities was a great help in learning the language. For instance, I learnt a very large number of characters from advertisements and public notices!

During our stay at school our teachers organized social outings to help us get familiar with the Chinese life style, food and daily conversation. We were even taught how to order Chinese food! This was very enjoyable and a productive activity of which I have fond memories.

Before I knew it a year and a half had passed and I had to wean myself away from School and get back to full time professional work as a diplomat. The discipline, rigour and hard work that goes into learning to speak, read and write Chinese with some degree of fluency and accuracy has held me in good stead in my professional career of 38 years as an Indian diplomat. More importantly, study of the Chinese language greatly facilitated my work on China where I also served as India's Ambassador from 2003 to 2006.

I recall my time at the Yale-China Centre of the CUHK with nostalgia, pride and warmth. It helped shape my future career and develop a greater understanding of India's biggest and most important neighbor, its people and its traditions.

I wish the Centre further success in the years ahead.

「人間小廚」感恩茶會 Gratitude tea reception for pantry facilities donor

研習所大學課程部所處的梁詠琚樓低層地下，獲香港佛光道場滿蓮法師慷慨捐助，為茶水間購置基本設施並命名「人間小廚」。滿蓮法師於2013年1月28日到訪中文大學並出席由研習所及人文學科研究所於「人文雅集」聯合舉辦的感恩茶會，出席單位包括中國語言及文學系、歷史系、文化及宗教研究系和拓展及籌募處。

University Programme Section of the Centre is located at the lower-ground floor of Leung Kau Kui Building (KKL). With the generous donation of Manlan Shih of Fo Guang Vihara (a master of a Buddhist organization), the pantry there is now equipped with brand new fixtures and fittings and is named “Renjian xiaochu”, literally means the kitchen for mortals. Co-hosted with the Research Institute of Humanities, we were honored to invite Manlan Shih’s presence in a gratitude tea reception held at the Arts and Humanities Hub on 28 Jan 2013. Participants included representatives from Department of Chinese Language and Literature, Department of History, Department of Cultural and Religious Studies and Office of Institutional Advancement.



香港佛光道場滿蓮法師（後排右六）與梁詠琚樓低層地下的同事於感恩茶會中合照。
Manlan Shih of Fo Guang Vihara (6th right, back row) and users of KKL-LG Pantry at the tea reception.

春季晚會 Spring Party 2013

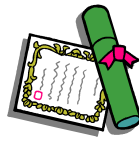


春季晚會已於三月十五日完滿結束。廣東話組黃惠貞同學、柳在炯同學和普通話組梅若妍同學、張藍同學擔任晚會司儀。

表演節目包括舞獅、唱歌、民族舞、旗舞、朗誦、短劇等等。今年亦有抽獎的環節，氣氛相當熱鬧。春季晚會得以順利完成，全賴師生們積極參與以及所內同仁通力合作，特此謹致以萬二分謝意！以下為當晚部份節目的相片。



2013 calendar



Regular credit-bearing programmes

Putonghua, Cantonese and Chinese Reading for non-native speakers

Location: CUHK Shatin campus

www.cuhk.edu.hk/clc/regular.htm

Summer term 2013	- 4 June to 23 August - Orientation: 31 May
Fall term 2013	- 16 September to 6 December - Orientation: 12 September

Hong Kong PRINCH (Language & Culture Immersion in HK), Fall 2013

A 3-credit **Putonghua/ Cantonese** course for CUHK International undergraduates and exchange students and CLC Cert./ Dip./ A. Dip/ students.

Date: September 18 to December 4, 2013 (every Wednesday. Special activities on weekend subject to further notice).

Highlights: (1) A trio of teaching modes is adopted to include language knowledge (big class), language activities (small class) and language practices (visits). Each session puts emphasis on applications and actual practices. (2) Carefully selected assistant teachers coach students at a ratio of 1:5 students.

Themes: history and tradition, business and enterprise, economy and living, modern living, education and culture.

Programme details will be available in June. A general introduction of PRINCH is available at www.cuhk.edu.hk/clc/princh



Summer intensive short programmes

www.cuhk.edu.hk/clc/summer

S2 (4 weeks)	July 4-31	PTH Level 1, CAN Level 1	Open to all
S3 (3 weeks)	August 5-23	PTH Level 1	
* International Summer School (ISS, 5 weeks)	July 2- August 5	PTH Level 1-2, CAN Level 1	For current university students and high school seniors who have received a confirmed offer from recognized universities
* International Summer School-Chinese Language Programmes (ISS-CLP, 3 weeks)	August 9-30	PTH Level 1-4	

*Programmes run by CUHK Office of Summer Programmes

Evening/ weekend part-time programmes



- Putonghua, Cantonese and Chinese Reading for non-native speakers
- Putonghua and Cantonese for native Chinese speakers

Most classes start in January, April, July and October, with some in May and September.

Location: Tsim Sha Tsui Learning Centre/ Shatin campus

www.cuhk.edu.hk/clc/part-time