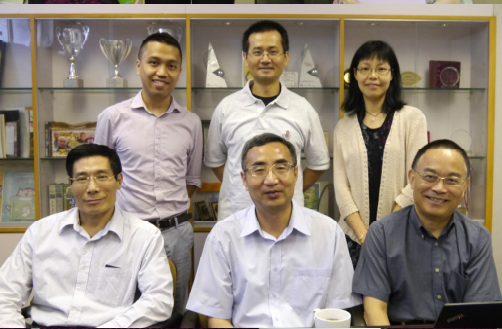


# Language Matters

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

Issue no.43 @ Summer 2015



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Online reading

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

香港中文大學  
雅禮中國語文研習所



# 中秋節

## Mid-Autumn Festival

二零一五年九月二十七日

(農曆八月十五日)

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

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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Fong Shu Chuen Building  
The Chinese University of Hong Kong, Shatin, N.T., Hong Kong

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 2000 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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# 參加舞獅表演有感

## My impression as a Lion Dance performer



有川奈奈 ARIKAWA Nana (back row second left)  
大學課程部 University Programme Section  
CCAN2213 Spring Term 2014-15  
Nationality: Japanese

### 普通話 Putonghua

大學一年級的春季，廣東話老師邀請了我到國際學生晚會上表演和介紹中國南獅。開頭我很害怕在大家面前講廣東話，因為來香港學習還沒到一年，只學了一個學期的廣東話，還沒有自信，而且覺得自己的發音不標準。但是後來通過一個星期一次的練習，我慢慢習慣了聽老師們講的廣東話，還能自己用廣東話問問題了。

表演的那一天，我在打鉞的時候也一直在擔心表演後負責「介紹南獅」的演講，所以拍照的時候也笑得不够自然。上台演講時我的手、腳和聲音都在發抖，但是老師們在我介紹舞獅的動作的時候讓我鬆了一口氣。因為我在介紹動作時，他們穿上了舞獅的服裝，戴上了獅子的頭，開始示範那些我在介紹的動作。當我看到觀眾們笑出來的時候，我知道他們聽懂了我講的廣東話，所以很开心。在感激老師們帶給我驚喜的同時也充滿了成就感。

我是一個害羞的人，但是我想感謝老師們給我一個很好的機會在大家面前說廣東話，讓我不只學到了廣東話的發音，也讓我在以後說我的第四語言時更有自信！感謝老師邀請我參加舞獅表演和介紹南獅。

### 廣東話 Cantonese

大學一年級嘅春季，我嘅廣東話先生叫我參加國際學生晚會，上台表演同介紹中國南獅。一開始嘅時候我好驚喺大家面前講廣東話，因為嚟咗香港讀書仲未夠一年，淨係學咗一個學期嘅廣東話，仲未夠膽講，而且覺得自己嘅發音唔標準。但係後尾經過每個禮拜一次嘅練習，我慢慢習慣咗聽我啲先生講嘅廣東話，仲可以用廣東話問問題添嘍。

到咗表演嗰日，我打鑼鑼嗰陣時一直擔心表演之後負責「介紹南獅」嘅演講，所以影相嘅時候都笑得唔自然。上台演講嗰陣我嘅手、腳同把聲都喺度震，但係先生佢咁嚟我介紹舞獅嘅動作嘅時候令我放鬆晒。因為我喺度介紹動作嗰陣時，佢咁着住舞獅嘅衫，戴上獅子嘅頭，開始示範嗰啲我介紹嘅動作。當我睇見觀眾笑出嚟嗰陣，我好開心佢咁聽得明我講嘅廣東話。喺感激幾位老師帶俾我驚喜嘅同時亦都好有成就感。

我係一個好怕醜嘅人，但係我想感謝我嘅先生俾咗我一個好好嘅機會喺大家面前講廣東話，令到我唔只學多咗廣東話嘅發音，以後用我嘅第四語言傾偈重更有自信添！多謝老師邀請我參加舞獅表演同介紹南獅。

### 日本語 Japanese

大学一年生の春、広東語の先生に誘われて国際生のディナーショーで獅子舞を演じた。初めはみんなの前で広東語を話すのがとても怖かった。なぜなら香港に来て大学に通い始めてまだ一年も経たずで、広東語も一学期しか習っていないから、発音もまだまだ標準ではなく自信が無かったからだ。しかし一週間に一回の練習に通い、先生たちの広東語にも慣れて始めて、自分で質問も出来るまでになった。

ディナーショー当日、獅子舞音楽隊のシンバルを打っている時も“獅子舞紹介”のスピーチに緊張し、最後の写真撮影も自然と笑えていなかった。ステージに上がると私の手も足も声も全てが震えたが、先生たちが獅子舞の動きを説明する際に私を落ち着かせてくれた。動きを説明している時、先生たちが獅子舞の衣装を着て、獅子の頭をかぶって、私が紹介している獅子舞の動作を観客に分かりやすいように踊って見せてくれた。観客の笑い声が聞こえた時、私の話している広東語が通じたのが嬉しくなり、先生たちの優しいサプライズに感謝すると同時に達成感を感じた。

恥ずかしがり屋の私をたくさんの人の前で広東語を喋る機会を与えてくれたことにとっても感謝している。広東語の正しい発音方法を学んだだけではなく、第四言語を話す自信につながった！獅子舞パフォーマンスとスピーチに誘っていただき、ありがとうございました。

PTH 普 打鉞 dǎ bó

CAN 粵 打嗒嗒 dá chàhchá

ENGLISH play cymbals



## Comparison Between Putonghua and Cantonese

李姍姍老師 Ms. LI Shanshan  
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沈敏瑜老師 Ms. SHEN Minyu  
Cantonese Programme Division  
廣東話組

普通話 Mandarin : 紮 zā

廣東話 Cantonese : 紮 jaat

英文 English : to tie, to bind;  
bunch



### 詞義

這個字單獨使用時，普通話和粵語的意思都是「捆，束」，作動詞，例如「紮辮子」（普）/「紮辮」（粵）。但有時搭配的對象不同，如普通話可以說「紮著一條皮帶」，粵語應該說「攞住一條皮帶」。粵語中「紮」還常用作量詞，如「一紮花」，相應的普通話是「一束花」。

含有「紮」的合成詞有「紮染」、「結紮」、「包紮」，普粵是一樣的。廣式點心中有「雞紮」，就是把雞塊、芋頭等用腐皮卷在一起。

有些粵語俗語中的「紮」並非「捆，束」的意思，如「紮職」意為「升職」，「跳跳紮」/「紮紮跳」是形容人蹦蹦跳跳，很活潑。下面小故事中的「紮馬」意思是「蹲馬步」，「紮」大概是說練功夫時要「搭」好架子吧。

### 普通話 Putonghua

- 姐姐：你幹嘛起床不梳頭，在這兒蹦蹦跳跳的，還把音樂聲音開那麼大？
- jiějie: Nǐ gàn má qǐ chuáng bù shū tóu, zài zhèr bèng bèng tiào tiào de, hái bǎ yīn yuè shēng yīn kāi nà me dà?
- 小妹：我要練好舞步，做韓星！
- xiǎo mèi: Wǒ yào liàn hǎo wǔ bù, zuò hán xīng!
- 姐姐：你連韓國人都不是，做什麼韓星？
- jiějie: Nǐ lián Hánguó rén dōu bú shì, zuò shén me hán xīng?
- 小妹：做做夢也行嘛。
- xiǎo mèi: Zuò zuò mèng yě xíng ma.
- 姐姐：小妹，無論做什麼都要先打好基礎，比方說，學功夫，要先練好蹲馬步。做明星也是這樣。
- jiějie: Xiǎo mèi, wú lùn zuò shén me dōu yào xiān dǎ hǎo jī chǔ, bǐ fāng shuō, xué gōng fu, yào xiān liàn hǎo dūn mǎ bù. Zuò míng xīng yě shì zhè yàng.
- 小妹：做明星要打好什麼基礎？無敵的歌喉，還是絕世的演技？
- xiǎo mèi: Zuò míng xīng yào dǎ hǎo shén me jī chǔ? Wú dí de gē hóu, hái shì jué shì de yǎn jì?
- 姐姐：都不是！要多練字，簽名才好看嘛。好了，你現在把頭髮紮起來，給我洗碗都洗了再說吧。
- jiějie: Dōu bú shì! Yào duō liàn zì, qiān míng cái hǎo kàn ma. Hǎo le, nǐ xiàn zài bǎ tóu fā zā qǐ lái, gěi wǒ bǎ wǎn dōu xǐ le zài shuō ba.

### 廣東話 Cantonese

- 家姐：你做咩起身唔梳頭，喺度跳跳紮噉，仲開到啲音樂咁大聲呀？
- gājē: Néih jowh mē héisān m̀sòtəuh, háidouh tiutiujəat gám, juhng hōidou dī yāmgohk gam daaihsēng a?
- 細妹：我要練好啲舞步，做韓星！
- saimú: Ngóh yiu lihn hóu dī móuhbouh, jowh Hòhn sīng!
- 家姐：你都唔係韓國人，做咩韓星呀？
- gājē: Néih dōu m̀həih Hòhngwok yəhn, jowh mē Hòhn sīng a?
- 細妹：發下夢都得啫。
- saimú: Faatháh muhng dōu dāk jē.
- 家姐：細妹，無論做乜嘢都要打好基礎先嘅，譬如話，學功夫，要練好紮馬先。做明星都係噉。
- gājē: Saimú, m̀duhleuhn jowh mātyéh dōu yiu dáhóu gēichó sīn ge, peiyùhwah, hohk gūngfū, yiu lihn hóu jaatmáh sīn. Jowh mihngsīng dōu haih gám.
- 細妹：做明星要打好乜嘢基礎呀？無敵嘅歌喉，定係絕嘅世演技呀？
- saimú: Jowh mihngsīng yiu dáhóu mātyéh gēichó a? M̀duhdihk ge gōhəuh, dihngəih jyuhtsaige yíngəih a?
- 家姐：都唔係呀！要練多啲字，簽名先至靚嘍嗎。噲，你而家紮起啲頭髮，同我洗晒啲碗再講啦。
- gājē: Dōu m̀həih a! Yiu lihn dōdī jih, chīmméng sīnji leng gā ma. Nəh, néih yìghā jaathéi dī təuhfaat, t̀hng ngóh sáisaai dī wún joi góng lā.

## 朱小密老師

學術活動組組長



編者按：2013 年底本所的五十周年聚餐中，有一個自由拍照的時段，來自五湖四海男女老少的學生，一群一群的像小蜜蜂般擁到朱小密老師跟前，用普通話說：“朱老師，謝謝您！”，“朱老師，您好嗎？”，“朱老師，很久不見啦！”……與朱老師同桌的編者忍不著眼眶紅了，連忙騰出座位讓師生久別重逢。這一期的專訪，讓各位認識服務中大超過三十年的朱小密老師及她的工作。

除了廣東話組長外，本所甚麼組長都當過，你可以簡單介紹一下自己的背景嗎？甚麼崗位是您最喜歡的？

我在 1982 年底因結婚的關係從臺灣到香港，1984 年加入中大。之前在香港大學的語言中心任兼職語言教師。過去在所裏曾當過普通話組組長、大學課程組組長及學術活動組組長<sup>1</sup>。在不同的崗位，會看到事物的不同方面，因此更理解每個崗位的難處。教書還是我最愛的一個崗位。

### 難忘的學生及校友的故事

50 周年的聚會的確是讓人激動的時刻。語言教師的幸運就在於我們不單純地傳授知識，而是從上課的第一天起就努力幫助學生使用目的語來溝通，因此我們比較容易跟學生建立良好的關係。難忘的故事實在太多了，比方說有的學生每年都會寄來闔家歡賀卡，讓我分享她孩子長大的過程；也有學生在旅遊時會寄來明信片興奮地報告一下，他在旅遊時用上中文了；還有闊別多年的學生會突然發來電郵問候，告訴我他們因為工作關係又回到了亞洲。2009 年的時候收到一位捷克學生寄來的照片，照片裏有在沙地上用漢字寫出的“朱老師新年快樂”幾個大字，是我收到最難忘的賀卡。

說起難忘，我還想起數年前有位日本女士，80 年初在 CLC 學習過漢語，利用假期來探望老師，結果發現她認識的老師已退休。儘管我們並不相識，但看見她對小樓裏的一切，窄窄的走廊、傳統的張貼式壁報版、曾經用來懸掛

出席表的一排小鉤子都顯得難忘不捨。於是我邀請她在毫不現代化的小辦公室兼教室裏坐了一會兒，憑藉著我們對 80 年代的 CLC 的共同記憶，我們像老朋友一樣地談話。除了回憶起在 CLC 上課的情況，她還告訴我，她把在 CLC 的經歷也融入了她當時正在創作的小說《許願樹》當中。老式的火車、來自不同世界的人、遠離煩囂的城市……看來在 CLC 學習真是一段讓她感到非常浪漫的經歷。

市面上已有各式各樣的華語二語教材，為甚麼學術活動組要編寫研習所的新教材？

市面上的確已有許多華語二語教材，不論是研習所過去所採用的，還是近年在中國大陸、北美等地新編的，當中有些教材也編得很不錯，但我們仍希望有一套能配合我們研習所以語用為綱的原則的材料，正如所長吳偉平博士所提出的，在這套教材當中，應當包括以功能為目標的典型結構以及為結構服務的典型語境。這是一個艱巨的任務，但我相信隨著漢語作為第二語言的教學本體研究不斷發展，再加上在研習所老師們的通力合作，將來會有一套適合我們課程的教材出現。

### 退休前想完成的工作

希望能繼續完善與教材配套的輔助材料。其實這是一項永遠也做不完的工作，只有在退休那天才會停止。

### 贈言本所教職員及學生

對於老師，我想說的是，能在研習所教書是幸運的，有機會接觸不同類型的課程和學生，也有一群樂於分享的同事。只要用心去教，很快就能提升自己的教學能力。對於學生，中文跟所有其他外語一樣，只要有興趣，有耐性就一定能學好。

<sup>1</sup> 學術活動組(簡稱“AAD”)是研習所一個策略性的小組，由多位資深老師兼任，工作範疇有四方面：教材編寫、老師培訓、語言測試及課程檢討

## Ms. CHU Hsiao-mi (Chu laoshi) Head, Academic Activities Division (AAD)

Editor's note: CLC celebrated her 50<sup>th</sup> anniversary in 2013 and there was a photo-taking session during the alumni homecoming dinner. Students from different generations and all corners of the land flocked to the front of Chu laoshi. They spoke in Putonghua, "Thank you Chu laoshi", "Chu laoshi, how are you?", "Chu laoshi, it's a long time not seeing you!" The editor on the same table with Chu laoshi was touched by this scene and spared her seat at once for the students to picture with their beloved teacher. This issue of PEOPLE featured Chu laoshi, a veteran teacher who has been serving CUHK for over 30 years.

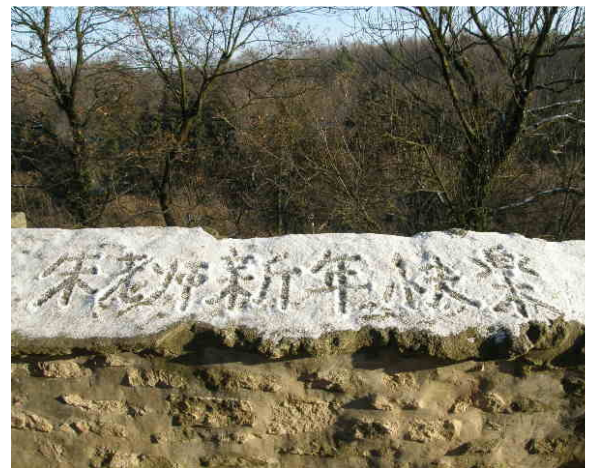
excitedly that they used Chinese language in their travel; some students not connected for ages, greeted me by email all of a sudden and told me that they returned to Asia again due to job posting. In 2009, I received a photo sent by a student from Czech Republic. On the photo, it was the writing on a sandlot in big Chinese words "Happy new year to Chu laoshi". This perhaps is the most unforgettable greeting card I have ever received.

**You had been the head of all the divisions in the Centre except the Cantonese programme division. Can you tell us in brief about your background? Which position do you like best?**

I came to Hong Kong from Taiwan in late 1982 after getting married. I joined CUHK-CLC in 1984. Before that, I served as a part-time instructor in the Language Centre of HKU. In CLC, I had been the head of the Putonghua Programme Division, the University Programme Division and the Academic Activities Division<sup>1</sup>. I gained perspectives from different work capacities and could have a better understanding about the difficulties in each position. Nevertheless, teaching is still the position I like best.

**Share some unforgettable students and alumni stories.**

The 50<sup>th</sup> anniversary gathering was undoubtedly an emotional moment. The fortune of a language teacher is that we are not simply imparting knowledge. We try hard from the very first day to help students to communicate in their target language. So, it is relatively easier for us to build good relationship with students. There are so many unforgettable stories to recall. For example, a student sent in family greeting card every year and shared with me the stages of development of her child; several students sent me postcard to report



I could also remember a Japanese lady who learned Chinese language in CLC during early 80s. She came to CLC during her holiday some years ago to revisit the teachers. Very soon she found out that the teachers she knew had already retired. I saw her recalling with nostalgia the every little thing in the small building of CLC: the narrow corridor, the traditional bulletin board, the row of hooks which was used to hang the attendance record... Although we did not know each other, I invited her to join me for a chat in a small and outdated office cum classroom. With our collective memories of the 80s, we chatted like old friends. Apart from reminiscence about the lesson time "good old days", she also told me that she had blended her experience in CLC in her creative work, a fiction called "The Wishing Tree":

the old-fashioned train, people from different parts of the world, the city away from the hustle and bustle... It seems that the study in CLC has given her a very romantic experience.

**There are already many different kinds of Chinese as a Foreign/ Second Language (CSL) textbooks in the market. How come the AAD still compile new textbooks for CLC?**

It is true that there are already many teaching materials for Chinese as a Foreign/ Second language learners. Some were used by the Centre. Some were newly published in places like mainland China and North America. Some materials are not bad indeed. Nevertheless, we still want a set of teaching materials which is in alignment with the language proficiency oriented principle of the Centre. As what Dr. Weiping WU, the director of the Centre aspired and proposed, this set of materials should include not only the structures that serve the functions, but the typical contexts that serve the functions. This is indeed an arduous mission. But I believe that, along with the continuous development on the research in the realm of Teaching Chinese as a Foreign/ Second Language, coupled with the concerted effort of the CLC teachers, a customized set of teaching materials for our own curriculum will appear in the future.

請掃描QR碼

Scan the QR code for full version of the interview  
[www.cuhk.edu.hk/clc/newsletter/ChuHM\\_Sum2015.htm](http://www.cuhk.edu.hk/clc/newsletter/ChuHM_Sum2015.htm)

閱讀全文版  
Text



**Special tasks before retirement**

I hope to continuously optimize the complete set of teaching materials and any supplementary learning resources. This is in fact an endless assignment which will only stop on the day of my retirement.



**Words of advice to staff and students**

To teachers, all I want to say is to cherish the teaching career in the Centre. It is because here you can get in touch with different course types and students. There is also a band of good colleagues who are glad to share. As long as you teach with your heart, you will advance your teaching skill quickly. To students, Chinese is similar to other foreign languages. As long as you embrace it with interest and patience, you can surely learn Chinese language well.

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<sup>1</sup> The Academic Activities Division (acronym "AAD") is a strategic structure in the Centre. Concurrently served by various veteran teachers, AAD works on 4 scopes namely teaching materials project, teacher training project, language assessment project and curriculum review project.

秋季末首播錄像  
Video Debut end of Autumn

## 周遍條件句“不論……都……”使用的偏誤分析\*

Error analysis of universal qualification structure “Bdǐj n.....dōu.....”

摘要：在教學過程中筆者發現學生對“不論……都……”句型掌握得不好，有各種各樣的錯誤。有的錯誤像是句型結構問題，有的像是詞匯問題，有的像是學生母語負遷移影響的問題，為了解釋這些問題，筆者通過使用香港中文大學雅禮語文研習所 COPA 語料庫歸納總結後發現問題出在句型結構。通過使用“北京大學中國語言學研究中心語料庫”筆者最後將“不論……都……”歸納成四個更具體的句型結構，“不論 adj.不 adj.、不論多麼 adj.、不論+疑問詞、不論 A 還是 B”。在教學過程中將這四個小句型分開講解、練習、由難而易、循序漸進。

關鍵詞：COPA 語料庫；教學；“不論……都……”

### 一、語料和方法

本文語料來自香港中文大學雅禮中國語文研習所開發的電腦普通話口語水平核試（Computerized Oral Proficiency Assessment），以下簡稱為 COPA。COPA 共有三級。分別為中級（Intermediate）、高級（Advanced）、特級（Superior）。每級又分為甲乙兩等。本文語料來源就是從外國留學生參加 COPA 考試的口語語料，選取了使用“不論……都……”的語句 32 條，從中找出典型偏誤的用例 14 個。通過對這 14 個偏誤句型進行分類、比對，對有偏誤的句子進行分析。但為了對留學生發生偏誤的語句進行分析，我們需要對該句式有所瞭解。

### 二、留學生的偏誤類型和分析

筆者對學生使用“不論……都……”的 14 個錯誤用例進行了逐個分析，對其中的錯誤粗略分為三種類型：（1）句子結構問題，這種錯誤主要是學生對句子結

劉 鍵老師 Mr. LIU Jian  
Putonghua Programme Division  
普通話組

構的誤用；（2）主語的錯用和漏用；  
（3）副詞“都”的錯用。

#### 2.1 句子結構問題

（1）\*老師的問題不論難，都能回答。

（2）\*不論天氣好，我們應該都每天鍛煉身體。

（3）\*不論明天聽寫嗎？我們都要寫漢字。

（4）\*不論在中國，美國，日本，大家都要吃飯。

（5）\*不論地位高、有錢，都要尊重別人。

（6）\*不論老還是年青人都應該鍛煉身體。

（7）\*我希望不論國家不同，我們一起努力的話都能做到。

上例都是句子結構出現了問題，例

（1）中學生沒有用好“adj.不 adj.”結構，而且這個句子兩個分句的主語不同，學生丟失了第二個句子的主語。這個句子應該改為“老師的問題不論難不難，我都能回答。”或“老師的問題不論多麼難，我都能回答。”例（2）的問題跟例（1）的問題一樣，在此不做累述。例（3）是學生沒把“不論有沒有”這個句子結構用好，這個句子可以改為“不論明天有沒有聽寫，我們都要學漢字。”例（4）是對“是 A 還是 B”這個結構沒有掌握好，句子可以改為“不論在中國還是在美國、日本，大家都要吃飯。”例（5）偏誤發生在“多麼 adj.”這一句子結構上，句子應該改為“不論地位多高，多有錢，都要尊重別人。”



例(6) 句子結構沒有錯，但在“是 A 還是 B”句型中 A 與 B 應該是保持一致和平衡的，這個錯誤可能是學生粗心所致，也可能是學生沒有掌握好是 A 還是 B”句型。句子可以改為“不論老人還是年青人都應該鍛煉身體。”例(7) 是比較典型的用錯“不論+疑問詞”句型的例子，而且這個句子也缺少成分。句子可以改為“我希望不論什麼國家，只要我們一起努力的話都能做到。”從上述例子我們不難看出，學生對“不論……都……”的擴展結構掌握得不好。除了對結構掌握得不好以外，“不論……都……”句型在主語和“都”的使用在不同程度上也存在一些問題。

### 三、小結及對“不論……都……”教學的建議

通過分析留學生使用“不論……都……”的偏誤，我們發現留學生對該句型的掌握還存在一些問題。從數量上看，句型結構偏誤的比例比較高，接下來是副詞“都”的誤用，這可能跟學生誤用副詞“都”本身有關。主語的偏誤也是一個主要的錯誤，這主要還是由

於主語不一致所導致的問題。從偏誤類型來看主要來自兩個方面：一個方面來自於教師的語釋誤導，老師在教學過程中沒有給學生解釋清楚；第二個方面是學生的語內影響。

對留學生“不論……都……”使用偏誤的分析將有助於改進教學。在教授一個語法點以前應該考慮語法的結構、功能和最佳語境(2003, 馮勝利)在教學過程中應該列出“不論……都……”句型，然後把此句型的其他分項一一介紹出來，由易而難(2001, 尚奚強)，在學習的過程中老師也應該強調主語和副詞“都”的問題，給出合適的情景讓學生練習，比如可以以結婚夫妻雙方結婚發誓時為場景練習此句型。同時，通過對偏誤句型的初步統計後發現學生最容易發生錯誤的句型是

“不論+疑問詞(什麼、怎麼、誰、哪兒……)”，和“不論多(麼) adj. ……都……”

發生偏誤最少的句型是“不論 adj. 不 adj. ……都……”，其他句型的錯誤率差不多，所以在教學過程中應該先介紹學生最容易接受的，最後介紹有疑問詞的句式。

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\* Presented in The Fifth Annual Conference of Asia-Pacific Consortium of Teaching Chinese as an International Language, The University of Melbourne, Australia, 24 - 25 August, 2013



## CSLTARS News

The First “International Forum on Linguistics and Chinese Education (IFOLICE)” was held at UC Davis, California, USA from 9 – 10 May 2015.

IFOLICE was initiated and organized by 8 universities from USA, Beijing and Hong Kong. The main purpose of the Forum was to advocate the use of linguistic research results in teaching Chinese as a second language (CSL). This purpose is similar to the mission of “Chinese as a Second Language Teaching and Research Society (CSLTARS)”. Yale-China Chinese Language Centre of The Chinese University of Hong Kong, one of the founders of CSLTARS, also promotes the connection (a bridge) between linguistic research and Chinese language teaching. IFOLICE, in addition to invited speeches, calls for papers from all over the world and provides a platform for researchers, CSL teachers and graduate students to exchange ideas and research results.

The first IFOLICE was jointly organized by UC Davis University and Columbia University. The Forum received 258 papers within which 74 papers were selected for presentation after blind reviews. Of the 74 papers, 14 were keynote speeches. Professor Lu Jianming, a renowned linguist, from Peking University was invited to the Forum and presented a keynote paper entitled, “Re-study ‘ba’ structure from language information structure perspectives”.

Director of CLC, Dr. WU Weiping; AAD members of CLC, Dr. XIE Chunling and Dr. LEE Siu-lun; as well as CLC teacher, Mr. CHAN Kin Wing; have their papers selected by the Forum committee. Director Wu’s paper was invited as one of the keynote speeches.

Papers presented in the Forum had a wide coverage of topics, including research on linguistic structure, teaching materials development, CSL teaching research based on structural analysis, CSL teaching research based on pragmatic framework & contexts, second language acquisition research, etc.

There were scholars noticed that there might be examples of language use which violate traditional linguistic rules and suggested the notion of “Special Language Zones”. There were exciting discussions concerning the notion and characteristics of such “Special Zones”. Most participants of the Forum agreed that both research focusing on linguistic theories and research on CSL teaching should have both “theoretical and practical aspects” which mean that theoretical research should not only reach certain level of abstractness with generalizable patterns, but also be “applicable and practical” so that the theories can be concretely applied to tackle problems in a systematic manner and can be operated in actual teaching practices. As a result, all the papers presented in the Forum had one common characteristic, i.e. focusing on transferring results of theoretical research into teaching practices.

The Forum was closed with an interactive roundtable section, which provided a fair opportunity for famous scholars as well as graduate students to participate in discussions. Each speaker expressed ideas within 2 minutes during the roundtable section. Different ideas and even contrasting views were observed. Professor Xu Jie from University of Macau summed up that “different schools of thoughts and scholars with different views should have opportunities to exchange ideas and respect the differences”. The first IFOLICE was ended in this positive academic atmosphere.

The next IFOLICE will be jointly organized by Peking University and Beijing Language and Culture University in Beijing next year.

LEE, Siu-lun  
18 June, 2015

## CSLTARS 會訊

首屆“語言學與漢語教學國際論壇（IFOLICE）”於 2015 年 5 月 9 日至 10 日在美國加州大學戴維斯分校召開。

該論壇是由美國、北京和香港八所大學從事語言學研究及漢語教學的學者共同發起創辦並輪流主辦的一個學術年會，宗旨是提倡以堅實的語言學研究為基礎促進與提升漢語二語教學。這個宗旨與本所為創辦人之一的“語言學與華語二語教學國際研討會（CSLTARS）”所提倡的在語言研究和華語二語教學實踐之間架起一座橋的理念有異曲同工之妙，但 IFOLICE 採取全球徵稿而非專家應邀主講的方式，為從事語言學研究及漢語教學的教師、學生提供了一個學習、研究和交流的平台。

本屆論壇由加州大學戴維斯分校與哥倫比亞大學共同舉辦。論壇收到論文提要 258 篇，通過匿名評審選出 74 篇接受為論壇報告，其中 14 篇為大會報告。著名語言學家，北京大學教授陸儉明教授參加了本次論壇並在大會作了題為“從語言信息結構視角重新審視與認識‘把’字句”的學術報告。

本所所長吳偉平博士、AAD 成員李兆麟博士、謝春玲博士，以及陳健榮老師的論文入選本屆論壇，吳所長的論文還被選為大會報告論文。

入選本屆論壇的論文關注的角度很廣泛，有在此領域以往較少受到關注的語言學家的研究，有關本體研究、教材開發、結構

為綱的教學、語用框架下的語境教學、二語習得研究等等，還有學者注意到語言運用中可以有條件突破慣常語言規律約束的語言運用領域，別開生面地劃出“語言特區”，並且探討了“特區”的性質與類型。不論是側重語言學理論的研究還是側重漢語教學研究，與會者的共識是要“上天落地”，比喻理論研究的抽象性、概括性、普遍性及規律性探討不僅要有高度，還要“落地”，讓理論研究在教學應用中體現具象性、操作性、針對性及機制性。因此，本屆論壇入選論文的共同特點是，注重把理論研究的成果轉化到教學實踐上。

論壇在最後一個環節全體參與、互動對話的圓桌會議把高潮推到極致。無論是名聲享譽海內外的“大腕”級學者還是名不見經傳的學生輩均有機會平等參與，每人 2 分鐘，各抒己見，暢所欲言。各持己見者之間也形成尖銳對峙，足見本論壇是一個敞開學術爭鳴的論壇。最後，澳門大學徐杰教授倡議不同學派不同觀點之間應“擴大交集，尊重差異”，更集中體現了這種求同存異、互相尊重的學術胸懷，引起與會者廣泛共鳴。首屆“語言學與漢語教學國際論壇（IFOLICE）”正是在這種氛圍下圓滿結束。

第二屆年會將由北京大學、北京語言文化大學聯合主辦，於明年在北京召開。

謝春玲

18 06 2015



## 學術講座 CLC Seminars

**講題：非華語學生華文教學問題探討**  
**日期：二零一五年四月二十八日**  
**講者：施仲謀教授 Prof. SI Chung Mou**  
 (香港教育學院中國語言學系教授)



**講題：“差強人意”到“強差人意”——一個正在發生的語言變異**  
**日期：二零一五年六月二十五日**  
**講者：朱慶之教授 Prof. ZHU Qingzhi**  
 (香港教育學院中文系系主任)

**講題：對比分析與二語研究**  
**日期：二零一五年六月二十五日**  
**講者：周小兵教授 Prof. ZHOU Xiaobing**  
 (中山大學國際漢語學院院長)



周小兵教授(前排右四)及朱慶之教授(前排右六)與一眾與會者合照。

## 中山大學國際漢語學院交流活動

大學組 尚晴老師

我們一行7人於3月13日上午11點順利抵達廣州中山大學，受到基地主任周小兵、副主任張世濤親切接待，二位共同主持了交流座談會。在座談會上，對方介紹了全球漢語教材現狀和漢語教材編寫等情況，本所老師介紹了研習所的基本情況並就香港本地生專題普通話課程的教材編寫提出了問題讓雙方進行討論，會後互贈禮品及教材。

下午，基地老師帶我們參觀了全球漢語教材信息展示中心和實體教材區，老師們對漢語教材歷史發展的詳實資料，特別是珍貴的語音史料很感興趣。本組普通話任課老師也根據對方提供的書單，翻閱了商貿、時事和醫藥等相關教材，豐富的教材資源令老師們大開眼界，尤其是商貿普通話的教材種類非常齊全。由於時間有限，我們打算回來後根據書單提供的信息繼續考查，對方也表示有需要可以再去基地查閱資料。老師們均表示不枉此行。



# 春季晚會 Spring Party 2015

春季晚會已於 3 月 27 日完滿結束。晚會司儀分別由普通話組馬凱倫同學、山田里香同學及廣東話組麥傑華同學、柴美蘭同學擔任。

當日中午有王琪老師指導的摺燈籠、包水餃工作坊以及廣東話組同學田中佳代子教授的花飾卷壽司示範。

而晚上表演節目包括有舞獅、唱歌、民族舞、朗誦、短劇等等。當晚大會亦提供了不少美食，而同學和老師們也帶來美味的食品，讓大家歡度了一個愉快的晚上。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，特此謹致以誠摯謝意！以下為當晚部份節目的相片。

司儀(左起)：柴美蘭同學、麥傑華同學、馬凱倫同學及山田里香同學。

MC (from left): CHAIDACH Kanyapach, CHAPPLE Matthew, KALANDER Marcus & YAMADA Rika.

王琪老師(右)示範包水餃。  
Dumpling workshop by Ms. WANG Qi (right).

田中佳代子同學(中)示範花飾卷壽司。  
Sushi demonstration by Ms. TANAKA Kayoko (centre).



## 吳所長迎新日信息

### Welcome Message from CLC Director at Orientation (Summer 2015)



#### Your journey as a language learner

My name is Weiping Wu and I'm the Director of this Centre. It's my pleasure to welcome you all today. In my welcome remark, I would like to talk about your journey as a language learner and what may happen on the way.

Today is the end of your journey to Hong Kong but the beginning of a life-long journey in learning language. That journey is much longer than you expected. Once you are here, you are a learner and Cantonese or Putonghua will be part of your life from now on. This journey of yours may become the beautiful dream that you've ever had, or it can be a nightmare for some of you. We cannot expect everything to be nice and beautiful, but as long as you hang on, I am sure you will be rewarded no matter how frustrated you might be at times. The language you are learning here today will give you a new perspective of the world and of yourself. You are what you wear, you are what you eat and you are also what you speak, even if you can't speak yet. In short, the journey we talk about will have happy times and sad times, just like any other journey. You may find yourself overjoyed because you have achieved your goal a little bit ahead of your expectation, you may also find yourself frustrated because no matter how hard you try you never reach that "A" ahead of you. As a language learner, you should remember that the scores don't mean much but the ability to speak really matters.

As for the length of the journey, some of you will be here for one semester, some of you one year, but the journey as language learner is lifelong and will be part of your life from now on. After you leave us, do try to keep up with what you might have learned here. The decision to be here today is the result of your own judgment. You must have been considering all kinds of possibilities and opportunities and that decision was made with a clear mind. So even if it might not turn out to be what you were expecting, don't give up too easily simply because of the difficulties in the learning process. Stick with it, learn whatever you can, and try to keep up with the language one your own by making use of materials you have from our programme, including textbooks and tapes, and from TV news and anything else that you can find. You will eventually be rewarded as long as you hold on to it, and you will feel thankful for one of the best decisions of your life. So stick to your learning and trust the decision that you made before coming here.

Now that you are here to learn a language, but what is language? Whatever you may have learned here, the sound, the vocabulary, the grammar, they are just ingredients for the dish, not the dish itself. Just like a raw fish, if you don't cook it, then it can't be served. In addition to the language knowledge you learn in the classroom, you also need to learn how to use it, how to turn the ingredients into a dish. Then what you've acquired in the classroom will make sense when you use it, meaning other people can understand what you say. My point is, you are not

here to "buy language" from our programme like you buy a fish from the market. You should be prepared to learn how to cook that fish.

When you use the language you learn in context, other problems will occur. If I say "we are happy here today", what is "we"? We Hong Kong people here? We from CLC as a group? We need a context before we understand what that "we" refers to. One more example, "apple" can be the fruit we eat, can be a newspaper here in Hong Kong, or a code for some investment plan (e.g. investment package for staff working for the company that owns the "Apple Daily"). One word in different contexts can mean totally different things. Moreover, when you use language, you always use it in the cultural context. That means you need to learn about cultural rules associated with the language you use. For example, long time ago, there was a "propaganda department" in mainland China, but the word "propaganda" is quite derogatory in English (unlike "*xuanchuan*", which does not have that connotation in the Chinese culture). If you happen to use a word in the wrong context, it would be embarrassing or even disastrous. Teachers can't tell you everything about all the contexts for the word you learn in class, you have to get it on your own by using it. We have a course named "PRINCH" (Pragmatic Internship in China), which provides opportunities for you to use what you learn in the real situations. You can join us when you are level 3 or above.

Finally, remember all the notes in your notebook are just bits and pieces of language knowledge and not your ability to use Chinese. What we call vocabulary and grammar patterns may contribute to what you say, but the true meaning of what you say will depend on when, where, how, to whom, and why you say it. Feel good about your notebook but don't think that you know a lot about Chinese because of all the notes there, not yet. Try to use what you have in that notebook in real life whenever you have a chance. If you think you've got all things correct while using it, but people still can't follow you, it is most likely that you may have the right language in the wrong context. Of course there are other possibilities from a sociolinguistic perspective. Some Chinese, when facing the Caucasian face with high nose and blue eyes, would not expect Chinese to come out of that mouth. Since they are not prepared and caught by surprise, they just fail to understand you. In this case, believe in yourself, take it easy and give them some time to realize that you are indeed speaking Chinese! Or you can simply tell them "I am going to speak Chinese to you now". Then, say it, repeat it and they will understand.

Again, welcome to Hong Kong, welcome to CUHK, welcome to CLC!

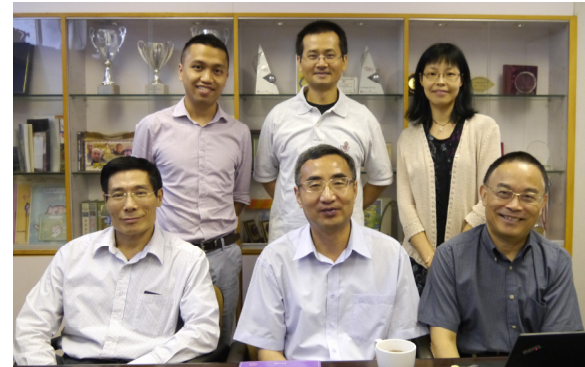
## 校外課程評審小組專家到訪 Visit by External Programme Reviewers

按中大要求，所有高等文憑課程每4年進行1次校外評審。本所共有兩個高等文憑課程，“對外漢語高等文憑課程(普通話)”及“對外漢語高等文憑課程(廣東話)”在2015年分別進行第一次及第二次校外課程評審。6月24-26日評審小組到訪本所，成員有香港教育學院中文系系主任朱慶之教授及廣州中山大學國際漢語學院院長周小兵教授。

兩位專家在第二天主持學術講座，講題分別是「對比分析與二語研究」及「從“差強人意”到“強差人意”——一個正在發生的語言變異」，並在三天裏為普通話課程及廣東話課程進行觀課、參觀設施、與負責課程的組長開會及讓師生預約面談，最後與所長及有關組長開會，並對課程提出了不少富建設性的意見。

In compliance with the quality assurance policy in CUHK, all Advanced Diploma (A. Dip) programmes are required to conduct external review once every four years. There are altogether two A. Dip programmes in CLC. The A. Dip PTH and A. Dip CAN, performed its first and second external review respectively in 2015. The panel visited the Centre on 24 to 26 June, consists of 2 members namely Prof. ZHU Qingzhi, Head, Department of Chinese Language Studies, The Hong Kong Institute of Education; and Prof. ZHOU Xiaobing, Head, School of Chinese as a Second Language, Sun Yat-Sen University, China.

The two experts of the field hosted an academic forum on the second day, with topics “Comparative Analysis and Research in the Second Language” and “From Idiom <cha qiang ren yi> to <qiang cha ren yi>, a Paradigm Shift in Progress”. Throughout the 3 days, the 2 reviewers carried out various quality assurance activities for both the Putonghua and Cantonese programmes, such as class audits, facilities inspection, meeting with programme heads and personal consultation with teachers and students. The visit was concluded by a meeting with the CLC director and programme heads and constructive recommendations were received for the programmes.



前排左起：周小兵教授、朱慶之教授、吳偉平所長  
後排左起：陳智樑先生(廣東話組組長)、王浩勃博士(普通話組組長)、麥雪芝女士(行政組組長)  
(From the left) Front: Prof. ZHOU Xiaobing, Prof. ZHU Qingzhi, CLC director Dr. Weiping WU  
Back: Mr. Kelvin CHAN (CPD head), Dr. Jonathan WONG (PPD head), Ms. Ellen MAK (ADM head)

## 廣東話學生 中國語言文化實踐課 (香港) PRINCH in Hong Kong for CANTONESE students


CCAN 4653 (3 credits) Fall term only 只限秋季

Small groups	小組活動
Personalized feedback	個人化反饋
A lot of practice	大量練習
Active learning	主動學習
Outside classroom visits	走出課室探訪
Native speaker interaction	與當地人交流

Meet locals from all walks of life: local primary and secondary school, cooking in a kitchen with locals, LEGCO and council meeting observation, farm visit, public riding school, booth running, Ocean Park Academy, Cantonese final presentation to the public etc.

**Date:** September 23 to December 9, 2015 (reports on Wednesday morning).

 [www.cuhk.edu.hk/clc/princh](http://www.cuhk.edu.hk/clc/princh)

 (852) 3943 6727



## Putonghua (Standard Chinese), Cantonese and Chinese Reading Programmes

For non-native and native Chinese speakers

Classroom in Tsim Sha Tsui and CUHK Shatin campus\*



### *Fall Term 2015*

**Daytime Regular (Full-time) Programmes:** 21 September to 11 December. Orientation: 17 September

Application deadline: (visa sponsorship needed) 22 June. (HKID holder) 10 September

**Weekday Evening Part-time Programmes:** Early October to mid-December

**Saturday Part-time Programmes:** Mid-September to mid-December



### *Spring Term 2016*

**Daytime Regular (Full-time) Programmes:** 25 January to 22 April. Orientation: 21 January

Application deadline: (visa sponsorship needed) 25 October 2015. (HKID holder) 14 January 2016

**Weekday Evening Part-time Programmes:** Mid-January to late March

**Saturday Part-time Programmes:** Mid-January to early May

\* Classroom location, full-time/ part-time study mode, day-time/ night-time options are subject to course type and the available schedule.

## 漢語水平考試 2015 HSK (Hanyu Shuiping Kaoshi)

HSK is an international standardized exam that tests and rates Chinese language proficiency. It assesses non-native Chinese speakers' abilities in using Chinese language in their daily living, academic learning and profession.

**Coming tests in CUHK:** August 16 (Sunday), December 6 (Sunday)

Tests opened (subject to minimum enrolment): HSK level 1 to 6

HSKK beginner, intermediate and advanced level

Test site: Yasumoto International Academic Park, Lower Campus, CUHK

Online registration: [www.chinesetest.cn](http://www.chinesetest.cn) More information at [www.cuhk.edu.hk/clc/hsk](http://www.cuhk.edu.hk/clc/hsk)

**HSK**  
Chinese Proficiency Test

汉语水平考试