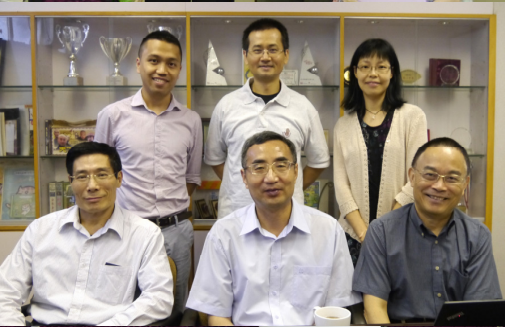




Language Matters

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





中秋节 Mid-Autumn Festival

二零一五年九月二十七日

(农历八月十五日)

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 / 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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3. Focus : Should be related to either learning or teaching Chinese, including cultural aspects of language learning.

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参加舞狮表演有感

My impression as a Lion Dance performer

普通话 Putonghua

大学一年级的春季，广东话老师邀请了我到国际学生晚会上表演和介绍中国南狮。开头我很害怕在大家面前讲广东话，因为来香港学习还没到一年，只学了一个学期的广东话，还没有自信，而且觉得自己的发音不标准。但是后来通过一个星期一次的练习，我慢慢习惯了听老师们讲的广东话，还能自己用广东话问问题了。

表演的那一天，我在打钹的时候也一直在担心表演后负责「介绍南狮」的演讲，所以拍照的时候也笑得不够自然。上台演讲时我的手、脚和声音都在发抖，但是老师们在我介绍舞狮的動作的时候让我松了一口气。因为我在介绍动作时，他们穿上了舞狮的服装，戴上了狮子的头，开始示范那些我在介绍的動作。当我看到观众们笑出来的时候，我知道他们听懂了我讲的广东话，所以很开心。在感激老师们带给我惊喜的同时也充满了成就感。

我是一个害羞的人，但是我想感谢老师们给我一个很好的机会在大家面前说广东话，让我不只学到了广东话的发音，也让我在以后说我的第四语言时更有自信！感谢老师邀请我参加舞狮表演和介绍南狮。



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

广东话 Cantonese

大学一年级嘅春季，我嘅广东话先生叫我参加国际学生晚会，上台表演同介绍中国南狮。一开始嘅时候我好惊喺大家面前讲广东话，因为嚟咗香港读书仲未够一年，净系学咗一个学期嘅广东话，仲未够胆讲，而且觉得自己嘅发音唔标准。但系后尾经过每个礼拜一次嘅练习，我慢慢习惯咗听我啲先生讲嘅广东话，仲可以用广东话问问题添嘍。

到咗表演嗰日，我打镲嗰阵时一直担心表演之后负责「介绍南狮」嘅演讲，所以影相嘅时候都笑得唔自然。上台演讲嗰阵我嘅手、脚同把声都喺度震，但系先生佢咁介绍舞狮嘅动作嘅时候令我放松晒。因为我喺度介绍动作嗰阵时，佢咁着住舞狮嘅衫，戴上狮子嘅头，开始示范嗰啲我介绍嘅动作。当我睇见观众笑出嚟嗰阵，我好开心佢咁听得明我讲嘅广东话。喺感激几位老师俾我惊喜嘅同时亦都好有成就感。

我系一个好怕丑嘅人，但系我想感谢我嘅先生俾咗我一个好好嘅机会喺大家面前讲广东话，令我唔只学多咗广东话嘅发音，以后用我嘅第四语言倾偈重更有自信添！多谢老师邀请我参加舞狮表演同介绍南狮。

日本語 Japanese

大学一年生の春、广东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广东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、广东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。しかし一周間に一回の練習に通い、先生たちの广东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、私の話している广东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。

耻ずかしがり屋の私をたくさんの人の前で广东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。广东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 打钹 dǎ bó

CAN 粵 打喳喳 dá chàhchà

ENGLISH play cymbals



Comparison Between Putonghua and Cantonese

李姗姗老师 Ms. LI Shanshan
University Programme Section
大学课程部

沈敏瑜老师 Ms. SHEN Minyu
Cantonese Programme Division
广东话组

普通话 Mandarin : 扎 zā

广东话 Cantonese: 扎 jaat

英文 English: to tie, to bind;
bunch



词 义

这个字单独使用时，普通话和粤语的意思都是「捆，束」，作动词，例如「扎辫子」（普）/「扎辫」（粤）。但有时搭配的对象不同，如普通话可以说「扎着一条皮带」，粤语应该说「挽住一条皮带」。粤语中「扎」还常用作量词，如「一扎花」，相应的普通话是「一束花」。

含有「扎」的合成词有「扎染」、「结扎」、「包扎」，普粤是一样的。广式点心中有「鸡扎」，就是把鸡块、芋头等用腐皮卷在一起。

有些粤语俗语中的「扎」并非「捆，束」的意思，如「扎职」意为「升职」，「跳跳扎」/「扎扎跳」是形容人蹦蹦跳跳，很活泼。下面小故事中的「扎马」意思是「蹲马步」，「扎」大概就是说练功夫时要「搭」好架子吧。

普通话 Putonghua

广东话 Cantonese

姐姐： 你干嘛起床不梳头，在这儿蹦蹦跳跳的，还把音乐声音开那么大？

jiějie: Nǐ gānmá qǐchuáng bù shūtóu, zài zhèr bèngbèngtiàotiào de, hái bǎ yīnyuè shēngyīn kāi nàme dà?

小妹： 我要练好舞步，做韩星！

xiǎomèi: Wǒ yào liàn hǎo wǔbù, zuò hánxīng!

姐姐： 你连韩国人都不是，做什么韩星？

jiějie: Nǐ lián Hánguó rén dōu búshì, zuò shénme hánxīng?

小妹： 做做梦也行嘛。

xiǎomèi: Zuò zuò mèng yě xíng ma.

姐姐： 小妹，无论做什么都要先打好基础，比方说，学功夫，要先练好蹲马步。做明星也是这样。

jiějie: Xiǎomèi, wúlùn zuò shénme dōu yào xiān dǎ hǎo jīchǔ, bǐfāng shuō, xué gōngfu, yào xiān liàn hǎo dūn mǎbù. Zuò míngxīng yěshì zhèyàng.

小妹： 做明星要打好什么基础？无敌的歌喉，还是绝世的演技？

xiǎomèi: Zuò míngxīng yào dǎ hǎo shénme jīchǔ? Wúdí de gēhóu, háishì juéshìde yǎnjì?

姐姐： 都不是！要多练字，签名才好看嘛。好了，你现在把头发扎起来，给我把碗都洗了再说吧。

jiějie: Dōu búshì! Yào duō liànzì, qiānmíng cái hǎokàn ma. Hǎo le, nǐ xiànzài bǎ tóufa zā qilai, géi wǒ bǎ wǎn dōu xǐ le zài shuō ba.

家姐： 你做咩起身唔梳头，喺度跳跳扎噉，仲开到啲音乐咁大声呀？

gājē: Néih jòuh mē héisān m̀sòt'auh, háidouh tiutiuj'aat gám, juhng hōidou dī yāmgohk gam daaihsēng a?

细妹： 我要练好啲舞步，做韩星！

saimú: Ngóh yiu lihn hóu dī móuhbouh, jòuh Hòhn sīng!

家姐： 你都唔係韩国人，做咩韩星呀？

gājē: Néih dōu m̀haih Hòhngwok yàhn, jòuh mē Hòhn sīng a?

细妹： 发下梦都得啫。

saimú: Faatháh muhng dōu dāk jē.

家姐： 细妹，无论做乜嘢都要打好基础先嘅，譬如话，学功夫，要练好扎马先。做明星都係噉。

gājē: Saimú, m̀duhleuhn jòuh mǎtyéh dōu yiu dáhóu gēichó sīn ge, peiyùhwah, hohk gūngfū, yiu lihn hóu jaatmáh sīn. Jòuh mihngsīng dōu haih gám.

细妹： 做明星要打好乜嘢基础呀？无敌嘅歌喉，定係绝嘅世演技呀？

saimú: Jòuh mihngsīng yiu dáhóu mǎtyéh gēichó a? M̀duhdihk ge gōh'auh, dihng haih jyuhtsaige yíngēih a?

家姐： 都唔係呀！要练多啲字，签名先至靚啲吗。噏，你而家扎起啲头发，同我洗晒啲碗再讲啦。

gājē: Dōu m̀haih a! Yiu lihn dōdī jih, chīmméng sīnji leng gā ma. Nàh, néih yìhgā jaathéi dī t'auhfaat, t'uhng ngóh sáisaai dī wún joi góng lā.

朱小密老师

学术活动组组长



编者按: 2013 年底本所的五十周年聚餐中, 有一个自由拍照的时段, 来自五湖四海男女老少的学生, 一群一群的像小蜜蜂般拥到朱小密老师跟前, 用普通话说: “朱老师, 谢谢您!”, “朱老师, 您好吗?”, “朱老师, 很久不见啦!”……与朱老师同桌的编者忍着眼眶红了, 连忙腾出座位让师生久别重逢。这一期的专访, 让各位认识服务中大超过三十年的朱小密老师及她的工作。

除了广东话组长外, 本所甚么组长都当过, 你可以简单介绍一下自己的背景吗? 甚么岗位是您最喜欢的?

我在 1982 年底因结婚的关系从台湾到香港, 1984 年加入中大。之前在香港大学的语言中心任兼职语言教师。过去在所里曾当过普通话组组长、大学课程组组长及学术活动组组长¹。在不同的岗位, 会看到事物的不同方面, 因此更理解每个岗位的难处。教书还是我最爱的一个岗位。

难忘的学生及校友的故事

50 周年的聚会的确是让人激动的时刻。语言教师的幸运就在于我们不单纯地传授知识, 而是从上课的第一天起就努力帮助学生使用目的语来沟通, 因此我们比较容易跟学生建立良好的关系。难忘的故事实在太多了, 比方说有的学生每年都会寄来阖家欢贺卡, 让我分享她孩子长大的过程; 也有学生在旅游时会寄来明信片兴奋地报告一下, 他在旅游时用上中文了; 还有阔别多年的学生会突然发来电邮问候, 告诉我他们因为工作关系又回到了亚洲。2009 年的时候收到一位捷克学生寄来的照片, 照片里有在沙地上用汉字写出的“朱老师新年快乐”几个大字, 是我收到最难忘的贺卡。

说起难忘, 我还想起数年前有位日本女士, 80 年初在 CLC 学习过汉语, 利用假期来探望老师, 结果发现她认识的老师已退休。尽管我们并不相识, 但看见她对小楼里的一切, 窄窄的走廊、传统的张贴式壁报版、曾经用来悬挂

出席表的一排小钩子都显得难忘不舍。于是我邀请她在毫不现代化的小办公室兼教室里坐了一会儿, 凭借着我们对 80 年代的 CLC 的共同记忆, 我们像老朋友一样地谈话。除了回忆起在 CLC 上课的情况, 她还告诉我, 她把在 CLC 的经历也融入了她当时正在创作的小说《许愿树》当中。老式的火车、来自不同世界的人、远离烦嚣的城市……看来在 CLC 学习真是一段让她感到非常浪漫的经历。

市面上已有各式各样的华语二语教材, 为甚么学术活动组要编写研习所的新教材?

市面上的确已有许多华语二语教材, 不论是研习所过去所采用的, 还是近年在中国大陆、北美等地新编的, 当中有些教材也编得很不错, 但我们仍希望有一套能配合我们研习所以语用为纲的原则的材料, 正如所长吴伟平博士所提出的, 在这套教材当中, 应当包括以功能为目标的典型结构以及为结构服务的典型语境。这是一个艰巨的任务, 但我相信随着汉语作为第二语言的教学本体研究不断发展, 再加上在研习所老师们的通力合作, 将来会有一套适合我们课程的教材出现。

退休前想完成的工作

希望能继续完善与教材配套的辅助材料。其实这是一项永远也做不完的工作, 只有在退休那天才会停止。

赠言本所教职员及学生

对于老师, 我想说的是, 能在研习所教书是幸运的, 有机会接触不同类型的课程和学生, 也有一群乐于分享的同事。只要用心去教, 很快就能提升自己的教学能力。对于学生, 中文跟所有其他外语一样, 只要有兴趣, 有耐性就一定学好。

¹ 学术活动组(简称“AAD”)是研习所一个策略性的小组, 由多位资深老师兼任, 工作范畴有四方面: 教材编写、老师培训、语言测试及课程检讨

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

Editor's note: CLC celebrated her 50th 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 Division¹. 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 50th 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 reminiscenced 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.

请扫描QR码

Scan the QR code for full version of the interview
www.cuhk.edu.hk/clc/newsletter/ChuHM_Sum2015.htm

阅读全文版
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.

¹ 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.

秋季末首播录像
Video Debut end of Autumn

周遍条件句“不论……都……”使用的偏误分析*

Error analysis of universal qualification structure “Bdij n……dōu……”

摘要：在教学过程中笔者发现学生对“不论……都……”句型掌握得不好，有各种各样的错误。有的错误像是句型结构问题，有的像是词汇问题，有的像是学生母语负迁移影响的问题，为了解释这些问题，笔者通过使用香港中文大学雅礼语文研习所 COPA 语料库归纳总结后发现问题出在句型结构。通过使用“北京大学中国语言学研究语料库”笔者最后将“不论……都……”归纳成四个更具体的句型结构，“不论 adj.不 adj.、不论多么 adj.、不论+疑问词、不论 A 还是 B”。在教学过程中将这四个小句型分开讲解、练习、由难而易、循序渐进。

关键词：COPA 语料库；教学；“不论……都……”

一、语料和方法

本文语料来自香港中文大学雅礼中国语文研习所开发的电脑普通话口语水平核试（Computerized Oral Proficiency Assessment），以下简称 COPA。COPA 共有三级。分别为中级（Intermediate）、高级（Advanced）、特级（Superior）。每级又分为甲乙两等。本文语料来源就是从外国留学生参加 COPA 考试的口语语料，选取了使用“不论……都……”的语句 32 条，从中找出典型偏误的用例 14 个。通过对这 14 个偏误句型进行分类、比对，对有偏误的句子进行分析。但为了对留学生发生偏误的语句进行分析，我们需要对该句式有所了解。

二、留学生的偏误类型和分析

笔者对学生使用“不论……都……”的 14 个错误用例进行了逐个分析，对其中的错误粗略分为三种类型：（1）句子结构问题，这种错误主要是学生对句子结

刘 键老师 Mr. LIU Jian
Putonghua Programme Division
普通话组

构的误用；（2）主语的错用和漏用；（3）副词“都”的错用。

2.1 句子结构问题

（1）*老师的问题不论难，都能回答。

（2）*不论天气好，我们应该都每天锻炼身体。

（3）*不论明天听写吗？我们都要写汉字。

（4）*不论在中国，美国，日本，大家都要吃饭。

（5）*不论地位高、有钱，都要尊重别人。

（6）*不论老还是年青人都应该锻炼身体。

（7）*我希望不论国家不同，我们一起努力的话都能做到。

上例都是句子结构出现了问题，例

（1）中学生没有用好“adj.不 adj.”结构，而且这个句子两个分句的主语不同，学生丢失了第二个句子的主语。这个句子应该改为“老师的问题不论难不难，我都能回答。”或“老师的问题不论多么难，我都能回答。”例（2）的问题跟例（1）的问题一样，在此不做累述。例（3）是学生没把“不论有没有”这个句子结构用好，这个句子可以改为“不论明天有没有听写，我们都要学汉字。”例（4）是对“是 A 还是 B”这个结构没有掌握好，句子可以改为“不论在中国还是在在美国、日本，大家都要吃饭。”例（5）偏误发生在“多么 adj.”这一句子结构上，句子应该改为“不论地位多高，多有钱，都要尊重别人。”

例(6)句子结构没有错,但在“是A还是B”句型中A与B应该是保持一致和平衡的,这个错误可能是学生粗心所致,也可能是学生没有掌握好是A还是B”句型。句子可以改为“不论老人还是年青人都应该锻炼身体。”例(7)是比较典型的用错“不论+疑问词”句型的例子,而且这个句子也缺少成分。句子可以改为“我希望不论什么国家,只要我们一起努力的话都能做到。”从上述例子我们不难看出,学生对“不论……都……”的扩展结构掌握得不好。除了对结构掌握得不好以外,“不论……都……”句型在主语和“都”的使用在不同程度上也存在一些问题。

三、小结及对“不论……都……”教学的建议

通过分析留学生使用“不论……都……”的偏误,我们发现留学生对该句型的掌握还存在一些问题。从数量上来看,句型结构偏误的比例比较高,接下来是副词“都”的误用,这可能跟学生误用副词“都”本身有关。主语的偏误也是一个主要的错误,这主要还是由于

主语不一致所导致的问题。从偏误类型来看主要来自两个方面:一个方面来自于教师的语释误导,老师在教学过程中没有给学生解释清楚;第二个方面是学生的语内影响。

对留学生“不论……都……”使用偏误的分析将有助于改进教学。在教授一个语法点以前应该考虑语法的结构、功能和最佳语境(2003,冯胜利)在教学过程中应该列出“不论……都……”句型,然后把此句型的其他分项一一介绍出来,由易而难(2001,肖奚强),在学习的过程中老师也应该强调主语和副词“都”的问题,给出合适的情景让学生练习,比如可以以结婚夫妻双方结婚发誓时为场景练习此句型。同时,通过对偏误句型的初步统计后发现学生最容易发生错误的句型是

“不论+疑问词(什么、怎么、谁、哪儿……)”,和“不论多(么)adj.……都……”

发生偏误最少的句型是“不论adj.不adj.……都……”,其他句型的错误率差不多,所以在教学过程中应该先介绍学生最容易接受的,最后介绍有疑问词的句式。

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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 会讯

首届“语言学与汉语教学国际论坛（IFOLICE）”于2015年5月9日至10日在美国加州大学戴维斯分校召开。

该论坛是由美国、北京和香港八所大学从事语言学研究及汉语教学的学者共同发起创办并轮流主办的一个学术年会，宗旨是提倡以坚实的语言学研究为基础促进与提升汉语二语教学。这个宗旨与本所为创办人之一的“语言学与华语二语教学国际研讨会（CSLTARS）”所提倡的在语言研究和华语二语教学实践之间架起一座桥的理念有异曲同工之妙，但IFOLICE采取全球征稿而非专家应邀主讲的方式，为从事语言学研究及汉语教学的教师、学生提供了一个学习、研究和交流的平台。

本届论坛由加州大学戴维斯分校与哥伦比亚大学共同举办。论坛收到论文提要258篇，通过匿名评审选出74篇接受为论坛报告，其中14篇为大会报告。著名语言学家，北京大学教授陆俭明教授参加了本次论坛并在大会作了题为“从语言信息结构视角重新审视与认识‘把’字句”的学术报告。

本所所长吴伟平博士、AAD成员李兆麟博士、谢春玲博士，以及陈健荣老师的论文入选本届论坛，吴所长的论文还被选为大会报告论文。

入选本届论坛的论文关注的角度很广泛，有在此领域以往较少受到关注的语言学家的研究，有关本体研究、教材开发、结构

为纲的教学、语用框架下的语境教学、二语习得研究等等，还有学者注意到语言运用中可以有条件突破惯常语言规律约束的语言运用领域，别开生面地划出“语言特区”，并且探讨了“特区”的性质与类型。不论是侧重语言学理论的研究还是侧重汉语教学研究，与会者的共识是要“上天落地”，比喻理论研究的抽象性、概括性、普遍性及规律性探讨不仅要有高度，还要“落地”，让理论研究在教学应用中体现具象性、操作性、针对性及机制性。因此，本届论坛入选论文的共同特点是，注重把理论研究的成果转化到教学实践上。

论坛在最后一个环节全体参与、互动对话的圆桌会议把高潮推到极致。无论是名声享誉海内外的“大腕”级学者还是名不见经传的学生辈均有机会平等参与，每人2分钟，各抒己见，畅所欲言。各持己见者之间也形成尖锐对峙，足见本论坛是一个敞开学术争鸣的论坛。最后，澳门大学徐杰教授倡议不同学派不同观点之间应“扩大交集，尊重差异”，更集中体现了这种求同存异、互相尊重的学术胸怀，引起与会者广泛共鸣。首届“语言学与汉语教学国际论坛（IFOLICE）正是在这种氛围下圆满结束。

第二届年会将由北京大学、北京语言文化大学联合主办，于明年在北京召开。

谢春玲

18 06 2015



学术讲座 CLC Seminars

讲题：非华语学生华文教学问题探讨
日期：二零一五年四月二十八日
讲者：施仲谋教授 Prof. SI Chung Mou
(香港教育学院中国语言学系教授)



讲题：“差强人意”到“强差人意”——一个正在发生的语言变异
日期：二零一五年六月二十五日
讲者：朱庆之教授 Prof. ZHU Qingzhi
(香港教育学院中文系系主任)

讲题：对比分析与二语研究
日期：二零一五年六月二十五日
讲者：周小兵教授 Prof. ZHOU Xiaobing
(中山大学国际汉语学院院长)



周小兵教授(前排右四)及朱庆之教授(前排右六)与一众与会者合照。

中山大学国际汉语学院交流活动

大学组 肖晴老师

我们一行7人于3月13日上午11点顺利抵达广州中山大学，受到基地主任周小兵、副主任张世涛亲切接待，二位共同主持了交流座谈会。在座谈会上，对方介绍了全球汉语教材现状和汉语教材编写等情况，本所老师介绍了研习所的基本情况并就香港本地生专题普通话课程的教材编写提出了问题让双方进行讨论，会后互赠礼品及教材。

下午，基地老师带我们参观了全球汉语教材信息展示中心和实体教材区，老师们对汉语教材历史发展的详实资料，特别是珍贵的语音史料很感兴趣。本组普通话任课老师也根据对方提供的书单，翻阅了商贸、时事和医药等相关教材，丰富的教材资源令老师们大开眼界，尤其是商贸普通话的教材种类非常齐全。由于时间有限，我们打算回来后根据书单提供的信息继续考查，对方也表示有需要可以再去基地查阅资料。老师们均表示不枉此行。



春季晚会 Spring Party 2015

春季晚会已于3月27日圆满结束。晚会司仪分别由普通话组马凯伦同学、山田里香同学及广东话组麦杰华同学、柴美兰同学担任。

当日中午有王琪老师指导的折灯笼、包饺子工作坊以及广东话组同学田中佳代子教授的花饰卷寿司示范。

而晚上表演节目包括有舞狮、唱歌、民族舞、朗诵、短剧等等。当晚大会亦提供了不少美食，而同学和老师们也带来美味的食品，让大家欢度了一个愉快的晚上。春季晚会得以顺利完成，全赖师生们积极参与以及所内同仁通力合作，特此谨致以诚挚谢意！以下为当晚部份节目的相片。

司仪(左起): 柴美兰同学、麦杰华同学、马凯伦同学及山田里香同学。

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

王琪老师(右)示范包饺子。
Dumpling workshop by Ms. WANG Qi (right).

田中佳代子同学(中)示范花饰卷寿司。
Sushi demonstration by Ms. TANAKA Kayoko (centre).



吴所长迎新日信息

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!

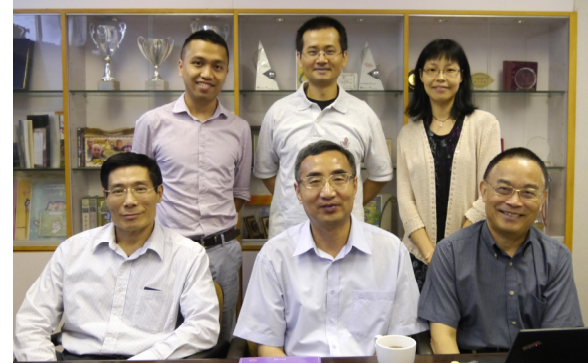
校外课程评审小组专家到访 Visit by External Programme Reviewers

按中大要求，所有高等文凭课程每4年进行1次校外评审。本所共有两个高等文凭课程，“对外汉语高等文凭课程(普通话)”及“对外汉语高等文凭课程(广东话)”在2015年分别进行第一次及第二次校外课程评审。6月24-26日评审小组到访本所，成员有香港教育学院中文系系主任朱庆之教授及广州中山大学国际汉语学院院长周小兵教授。

两位专家在第二天主持学术讲座，讲题分别是「对比分析与二语研究」及「从“差强人意”到“强差人意”——一个正在发生的语言变异」，并在三天里为普通话课程及广东话课程进行观课、参观设施、与负责课程的组长开会及让师生预约面谈，最后与所长及有关组长开会，并对课程提出了不少富建设性的意见。

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、朱庆之教授、吴伟平所长
后排左起：陈智梁先生(广东话组组长)、王浩勃博士(普通话组组长)、麦雪芝女士(行政组组长)
(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)

广东话学生 中国语言文化实践课 (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

 (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.

汉语水平考试 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 More information at www.cuhk.edu.hk/clc/hsk

HSK
Chinese Proficiency Test

汉语水平考试