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Mid-Autumn Festival

Language Matters is a CLC Newsletter, which is

- a platform for teachers at CLC and other similar institutions to share views
- a workshop for awareness of basics in testing
- a student corner for Chinese learners to share their experience and concerns
- an update with comments on all teaching materials
- a bulletin board to publicize all CLC related news and activities

Teaching / 教師園地

Teacher's forum, for TCFSL teachers to exchange views and share experience.

Testing / 語言測試

For discussions on issues related to testing.

Learning / 學生園地

Student corner for CLC students to share their learning experience.

Materials / 教材信息

Updates, comments and issues related to teaching materials in TCFSL.

Activities / 中心動態

CLC academic activities (e.g. conferences, services, research outcome, etc.)

From the Editor

Starting in 2003, Language Matters(LM) is published regularly 4 times a year. Submissions for publication are welcome from all CLC teachers and students, as well as those who are involved with either teaching or learning Chinese (including Putonghua and Cantonese). All submissions should be sent to:

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

Please note the following when sending us any submissions:

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 programs and individuals in the field of teaching Chinese as a Second or Foreign Language, both local and international, in either electronic or printed form.

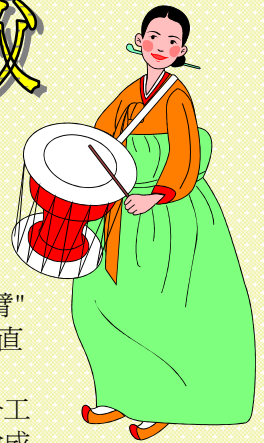
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漢、韓量詞的比較

王淑秋 (普通話組)



一般認為漢語是一種量詞豐富的語言。除了少數成語和文言格式,如"三頭六臂" "四鄉八鎮" "一針一線"等,漢語量詞的使用是強制的。數詞和名詞或者動詞不能直接結合,必須通過量詞的中介。

漢語中,表示對人或事物計量時,必須用個體量詞。漢語這類量詞數量較多,分工較細。特定的名詞需要有特定的量詞來搭配,如"一把椅子"和"一張桌子"不能說成"一張椅子"和"一把桌子"。

名詞所代表的事物,有的可以計數,有的不可以計數。可計數的事物如"個"、"位"、"隻"、"間"、"所"、"座"等。"個"用於人,也用於沒有專用量詞的物。"位"專門用於人表示客氣或尊重,"隻"則用於成雙的東西的一件,和沒有專用量詞的動物。"間"、"所"、"座"用於建築物等。不可計數的或不大論個計數的事物如"尺"、"寸"、"里"、"畝"、"頃"等。

另外,表示行為動作的量叫做動量,如"陣"、"次"、"趟"、"遍"、"頓"等。

韓語和漢語在數量詞的應用上差別很大。首先需要瞭解兩種語言的數量詞不同搭配方法。

一: 更換法

現代漢語的一個特點是廣泛應用適合於各種事物的不同量詞。漢語的量詞遠比韓語豐富得多。漢語中常說"一條魚"、"一頭牛"、"一口豬"、"一匹馬"、"一隻老虎"。在韓語中,這幾種動物只用一種量詞"마리",漢語卻各有專用的量詞。如把漢語數量詞翻譯成韓語時,許多量詞找不到一對一相對應的量詞,如下所示:

- "一隻" "一個" "一件" "一項" "一種" — 한 개
- "一台" "一架" — 한대
- "一幢" "一所" "一間" — 한채
- "一雙" "一對" "一副" — 한쌍
- "一回" "一次" "一趟" "一遍" "一下" "一遭" "一番" "一場" — 한번

二: 倒置法

在一般情況下,漢語數量詞在句子中的位置與韓語不同,例如韓語的"西服三套"和"襪子一雙",在漢語中是"三套西服"和"一雙襪子"。在表示人或事物單位的名量詞中,韓語習慣於把數量詞放在名詞之後與名詞做同位語。漢語則習慣於把數量詞放在名詞之前做名詞的定語。只有特殊情況之下,強調數量在句中的作用時,韓語才把數量詞放到名詞前去。

而表示動作和行為單位的動量詞,韓語數量詞位於動詞之前,漢語則是漢語數詞和動量詞結合,位於其後。如漢語中的"去了一趟"相對應韓語的"一趟去了"。

三: 添加法

韓語數詞可以不帶量詞,直接加到名詞上,漢語一般名量詞,動量詞都不能省略,總以一個數量短語的形式出現。

- 如 한사람 (一人) — 一個人
- 등불하나 (一燈) — 一盞燈
- 한공장 (一工廠) — 一個工廠

以上是比較漢韓兩種語言量詞的三種分類方法,總括來說,漢、韓語言的量詞都不能單獨使用,但是漢語的量詞必須和數詞使用。而韓語的數詞也可以不帶量詞,直接加名詞。

參考書目

조한번역교과 장민 편저 (하다)

Teaching

教師園地



在教學過程中應如何 改正學生的錯誤

關彩華 (廣東話組)

在語言學習的過程中，犯錯誤是自然的現象。教師應該知道如何改正學生的錯誤和甚麼錯誤應該改。過度改正學生錯誤有下列缺點：

- (1) 破壞學生學習的信心
- (2) 破壞學習一種外語的樂趣
- (3) 使學生嘗試說話的欲望受到損害
- (4) 浪費太多的時間改正不重要的錯誤，而忽略較嚴重的錯誤

雖然過度改正學生的錯誤有缺點，但是，在語言學習的過程中，改正錯誤是不應該廢除的。對學生來說，教師改正那些妨礙溝通、容易引起誤會和時常出現的錯誤，會幫助學生更熟練地運用所學習的語言。

哪些錯誤需要改正——

根據學生的語言能力，決定哪些錯誤應該加以改正。初級水平：改正那些妨礙交際的錯誤。中級水平：改正那些常常出現的錯誤。高級水平：改正那些有誣蔑影響的錯誤。

改正錯誤的準則——

- (1) 是否可以理解——引起誤會或不能理解的錯誤需要改正。因為學習語言的目的是交流意見，互相溝通。
- (2) 時常出現的錯誤——這是指整班學生或個別學生常犯的錯誤。注意改正那些妨礙溝通的較關鍵性的錯誤，而不是那些出現在獨立句子中的個別的錯誤。
- (3) 與教學重點有關的錯誤——這是指學生對剛學習的內容犯錯誤時，必須加以改正。
- (4) 考慮個別學生的需要——對一些長期修讀語言的學生，必須著重改正那些和語法有關的錯誤。成年人在文法上犯錯誤得到改正時，所得到的益處比兒童大。有些學生比較喜歡教師改正他們的錯誤。有些學生則不太喜歡時常被改正。據筆者的經驗，日本學生屬於前者，歐美學生屬於後者。老師能多了解學生的文化背景便能較容易掌握甚麼時候該改和甚麼錯誤該改了。





口語測試問答錄(續)

吳偉平

口語測試是香港中文大學新雅中國語文研習所的研究項目之一。本所專業人員在舉辦以普通話教學和測試為主題的講座和工作時，接觸了不少困擾前綫老師的問題，其中一些較有普遍性的問題以問答的形式整理成文，供從事普通話教學，對口語測試感興趣的老師參考。



Q5: 老師之間評分不一樣怎麼辦?

Testing

語言測試

A : 不同的老師評分不一致是常見的問題，首先得知道不一樣的原因，才能對症下藥，力求一致。填空題和聽寫這一類題型的不一致很容易解決，一般都是尺度把握的問題，比如用的詞語是否與答案意義相同或相近，學生字寫得太潦草扣分不扣分等，這些都可以通過協商取得一致意見。老師之間各持己見，難以妥協的往往都與開放性問答題有關。原因之一是老師各有不同的標準，語音、語法、詞彙量、流利程度、答案是否言之有物、所提供的信息正確與否、所用言語與說話人和說話場合是否有衝突，這些都可以成為評分的標準。有的老師重視語音，有的重視語法，對某位考生的評估有爭議，本質上可能是不同的語言觀和教學觀的衝突，考生的表現只是這種衝突的在具體問題上的體現而已。

就算是語言觀和教學觀相同的老師，對同樣的標準也有不同的解釋和尺度。同是重視語音的老師，有人認為單音重要，每個字的聲母、韻母、聲調都得到位，有人覺得只要能達意，個別音沒到位也可以得分。

參加工作坊的老師有不少人因為同事之間評分不一致而深受困擾，在試圖說服別人之前，最好先弄清楚自己和對方在評分標準和尺度掌握上有甚麼根本的衝突。只要在大的理念上有共同的基礎，同事之間在學生分數上的具體差異應該不難解決。

另一個常見的原因是受平時學生表現影響，先入為主。有的學生平時表現很好，考試的時候馬失前蹄，任課老師給分往往比其他老師的分數高。如果是單獨測試，老師有時比較容易受前後考生影響，中等的學生在好學生後面可能會拿低分，在較差的學生後面則可能會得到較高的分數。這些也可以帶來分數上的不同，是老師要注意的地方。

主考老師之間分數是否一致是測試學中一個必須面對的問題，好的考官之間應該有較高的相關係數，也就是說，一個考生，不管是甲老師還是乙老師評分，其結果應該基本一致，這樣的評核才有信度。問答題是口語測試中效度較高的評估形式，不少老師其實對這一題型的複雜性認識不足，以為隨便出個題目，讓學生說說話就能考出水平。希望關於“開放題目如何評分”的問答（參見 Q6）對這些老師能有所幫助。

Testing

語言測試



Q 6：開放型題目如何評分？

A： 開放型（Open questions）題目留給學生自由發揮的空間，是評估學生實際口語能力的高效度題型。老師在評分時，首先必須就評分標準達成共識，常見的標準可以從三方面討論。第一是答案的內容，學生都說了些甚麼？是否回答了問題？評分時老師之間應該先統一標準。比如描述課室，可以要求學生細講一點，也可以羅列十幾點，不過老師必須都按事先同意的原則評分，不能隨心所欲，才能保證考試的信度。

第二是答案的形式，學生是怎麼說的？重點在語言本身的正確程度，包括語音、語法、詞匯或表現形式（語段結構、言語組織、邏輯、條理等）。有的老師喜歡把語言形式量化，規定錯了幾個音就扣多少分，好像規定得越細就越科學。其實開放題目的重點是內容，有了太多關於語言形式的具體規定，評分時往往拘泥局部而忘了整體，反而把內容放到次要的位置上，這是本末倒置。

第三方面是學生所給的答案是否得體，考的是學生量體裁衣的能力。語言水平高的人，不管用普通話、廣東話還是英文，都會注意語境問題，包括說話對象（師長、同學、朋友、弟妹等），說話的場合（正式、非正式等），恰如其分地使用成語、俚語、禮貌用語。

不管是甚麼水平的考生，老師都可以按照第一、二方面的標準進行評估，不過往往只有高水平的考生，才能有足夠的語料讓老師從第三方面進行評估。儘管如此，老師也要注意從低年級開始培養學生對語境的敏感性，因為語言的運用始終離不開特定的語言環境和上下文。既然把語境作為評核的標準，出題時就應該考慮如何合理地包括語境因素，這已經不是三言兩語可以說清楚的問題了。

下期預告：開放型題目與大規模口語水平測試

Next issue： Presentation at the 4th International Conference on Chinese Language Pedagogy.

My Journey to Putonghua

邱耀治 Khoo, Alan

PTH 3215B (Summer Term 2002 - 2003)

Growing up in British colonial Singapore post Japanese war, dialects were the common thread amongst the Chinese diaspora living in what was then known as the Straits Settlement. I spoke Cantonese with my mother, Fujian or Hokkien as we called it with my father and Teochew (Chaozhou) with workers in my dad's company. But as children growing up, China was far away, distant and a country even our second generation parents knew little about. The few relatives we had from China that visited once in a while, seemed like people from another planet. They dressed differently and spoke differently or so it seemed to us. We conferred upon them the derogative term "sinkeh" meaning roughly country bumpkin.

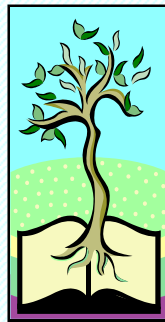
As the winds of change blew across Asia, there were stirrings of nationalism and independence. In Singapore there grew a great divide amongst the English-educated population and the Chinese-educated. This divide escalated as the city plunged headlong into the struggle for self-rule and later independence. By now the British strove to strike an educational balance and introduced Mandarin lessons into the English curriculum. We did traditional Chinese for I think half an hour each day. It was a half-hearted attempt to redress the wrong and those of us who were already steeped in the English language felt ourselves too Anglicised to be bothered.

And so on to college and working life. Those of us who spoke English readily found jobs whilst our "Chinese-educated" friends had it rough. Later on as my career took me to various countries in Asia, the English language was the common and preferred language of communication. English was the vogue. When in later years I settled in the United States, the little Putonghua that I knew had evaporated. But it was also in America that I became conscious of my Chineseness. It was in America that I learned I could never run away from my roots. I resolved then to begin the journey back to my Chinese ethnicity. A corporate transfer took me back to Hong Kong and the opportunity to study Chinese.

China was emerging and the timing could not be more apt. However, it was easier said than done. The demands of work meant very little

time for studies and it was a great struggle to squeeze in an hour or two each week to meet with an sweet old lady from Beijing to learn the bopomofo's. After six tortuous months I shelved the idea until such a time when I could take it up more seriously and at a pace I could control. That time came last year when I completed my assignment and felt that I finally had time on my hands at last. For me, a two-month research of the best places to study Putonghua in Hong Kong resulted in only one choice; the Yale-in-Asia program at the Chinese Language Center of the Chinese University. I had decided to begin from the beginning and enrolled in the Level 1 program. From the outset it was evident that the CLC had a set of excellent instructors totally dedicated to their calling. They were demanding but yet sensitive to the needs of individual students. And they had to.....the students ranged from all ages and came from all corners of the globe. For me initially it was a breeze but as the days grew into weeks and months, the studies became tougher....and tougher. I used to scorn at people who studied by rote but I can now say with certainty that there is no other way to learn Chinese characters but by sheer rote. Now almost after nine months, I can comfortably distinguish the xi's from the xu's and the shi's from the ci's. And most of all thank God, no more Shan Ben and Jin Zhongyi.

Going forward, the single biggest hurdle for me, and I suspect for most of my fellow students, lies in character recognition. By any stretch it is no mean task, some would even say masochistic, to try and recognize up to 150 new words a week and with two written tests in between. Heavens know what's in store for us as we go into the new term in September! However, one thing is clear. The learning process at the CLC is excellent, is interactive, is fun and makes the notion of studying truly enjoyable. I believe the standards and objectives set by the CLC are achievable and designed to allow a student to be proficient in Putonghua in the shortest possible time. By the time I finished my full course at the CLC, I should be able to fulfill my own objective of learning to converse in the Chinese national language and at the very least be able to read a Chinese language newspaper.



Learning

學生園地



影島 Kageshima, Runa
CAN 4615 (Spring Term 2002 - 2003)

對我嚟講，學廣東話對我現在嘅自己有好多嘅影響。因為實際係噉樣，我而家係香港讀緊廣東話。嚟香港留學之前都嚟過好多次。本來我係一個好容易驚嘅人，所以一個人去外國就真係驚。但係去香港就唔係。就算唔識講廣東話，我都唔怕一個人嚟香港。

我讀中學時好鍾意一個香港明星，時時都睇佢嘅戲。睇港產片之前，我唔清楚香港人用乜嘢語言。我以為係中國度度都用普通話。睇好多戲，越嚟越聽得出，原來有普通話同廣東話嘅分別。嗰陣時我好想學廣東話，因為好想同嗰個明星見面，跟住用廣東話同佢傾偈。所以一定要學廣東話，而且我覺得廣東話嘅音好好聽同埋好似聽起嚟會精神啲。如果我都識講廣東話嘅話應該會好開心。但係中學嗰陣時有錢去廣東話學校。過咗幾年，已經放棄咗學廣東話。有一年參加公司嘅旅行嚟香港。嗰陣時第一次聽倒電影對白以外嘅廣東話。

嗰次之後嚟過幾次，識倒香港朋友，所以我決定咗讀廣東話。係日本，我住嘅地方好少教廣東話嘅學校。好彩我搵到一間好細嘅語言學校。好唔好彩有第二個人讀廣東話，所以學費非常貴。開始學嘅時候真係好開心，好想快啲識好多廣東話。但係每個星期只係一次，每次一個鐘頭啫，一定唔夠時間，一離開學校就完全係日文嘅世界。我

四圍嘅人連“你好”都唔識聽，噉樣就有乜用廣東話嘅機會。所以上堂學過嘅滙好快就會唔記得。

我嚟香港之前諗咗幾年先至決定嚟讀書。雖然我好想我嘅廣東話進步，但係有好多嘢擔心。係外國嘅生活可唔可以習慣呢？係學校跟唔跟得上呢？會唔會有朋友呢？……等等。

我而家諗翻發覺呢次我出國留學嘅結果其實好好。係而家嘅學校開始學廣東話，雖然最初有啲羅馬拼音嘅困難，但係真係自己都覺得有進步。關於學廣東話之外嘅嘢，我嘅認識都多咗。最大嘅收穫係識倒好多朋友。佢哋係唔同嘅國家嚟嘅，語言都唔同，但係我哋可以用廣東話溝通。同佢哋一齊傾偈，已經算係練習廣東話。大家都知道廣東話邊度好難。

對我哋羅馬拼音好有用。一睇就知道發音同聲調。廣東話最難嘅係聲調，如果講錯就會變成第二個意思。有時好驚。俾心機記住啲字嘅羅馬拼音就唔會講錯。

有時俾香港人問「點解學廣東話？」「點解你唔學普通話呢？」。因為我真係鍾意廣東話，有乜特別其他原因。

學廣東話越讀越難，但係越學越開心。而家我可以同香港朋友講關於心裏面嘅事，但係仲未完全明白佢地講嘅嘢。如果我一路噉讀落去，或者將來可以同佢地噉交。

我真係要再勤力啲讀書嘍。

嚟香港學廣東話真開心！



Learning

學生園地

Materials

教材信息

廣東話教材簡介

《粵語速成教材》

由新雅中國語文研習所粵語老師合作編寫，(鄭陳小萍,盧譚飛燕,曹鄧麗絲,梁振邦,李兆麟合編)
一本適合說普通話人士學習粵語的教材。

Cantonese for learners proficient in Putonghua

A collaborative work of CLC teachers

香港是個國際城市，掌握兩文三語已成為不少在香港生活和工作人士的基本要求。在有越來越多的香港人想學普通話的同時，也有越來越多的外來人士為了融入香港社會想要學好粵語，其中又以來港學習的內地學生有最迫切的需要。說普通話人士學習粵語與說粵語人士學習普通話有相同之處，也有不同的地方。相同的是克服發音上的困難不太容易，如翹舌音、舌面音和聲調等等是粵語人士學習普通話在語音上的難點；但粵語中的鼻音、塞音韻尾、閉口韻尾、長短韻母和六個聲調等對說普通話的人來說可能難度更高。最明顯的不同是，說粵語人士只要是能閱讀中文的，在學習普通話時就不會對於普通話的詞語或句型感到陌生，以一般的日常會話來說，在理解時的最大困難只是在於語音的不同。而說普通話的人在學粵語的時候則會接觸到一些不會在普通話中出現的漢字和用詞，一些沒有相對應漢字的語音，又或是一些與普通話相同但含義不同的詞語，一些特有的受外來詞語影響而出現的譯音詞語，如士多，菲林等，一些因忌諱而改變說

法的詞語，如本來叫做通書的曆書變成了“通勝”，還有不少比較複雜的語尾助詞。這些都使初學粵語的普通話人士感到困惑，有時候還會引起誤會。

編寫《粵語速成教材》的目的就是希望能幫助學習粵語的普通話人士在最短的時間內掌握粵語語音，並且希望能夠提高他們在說粵語時遣詞造句的準確度。全書分兩個部分，第一部分是語音介紹，採用的是耶魯拼音；第二部分一共有十課，每課話題均圍繞著香港生活，初到香港的人也能藉此多瞭解一點香港文化。每課的編排包括六個部分，有對話、生詞、實用辭彙、語法/句型解釋、語音練習以及情景說話練習。其中對話部分有耶魯拼音及中國字兩個版本；所有的詞語與句型的挑選都以普通話與粵語的對比為原則，生詞部分除了有耶魯拼音和中國字，還有普通話和英文的翻譯。另外，每課都附有幫助學習者掌握耶魯拼音的課後練習。相信學習者在學完這本書之後，不單能學到一些應付日常生活的簡單粵語，還能學好拼音掌握自學的能力。

Special Announcement : Invitation to Anniversary Dinner and Reception

親愛的校友：
您好。

日子有如白駒過隙，今年已經是新雅中國語文研習所成立的四十周年了。爲了慶祝這個大日子，研習所在今年裏舉辦了一連串的活動，包括中國文化簡介活動，漢語比賽，學術講座，師生聯誼活動等等。在十一月二十八日舉行的周年茶會和周年聚餐將會是全年活動的高潮。我們誠意邀請您來參加這個難得的聚會。

爲了讓大家都舊地重遊的機會，茶會和聚餐的地點分別安排在研習所的方潤華堂以及在研習所附近的崇基教職員聯誼會紫荊閣餐廳。詳細安排如下：

茶會

日期：2003年11月28日星期五
時間：下午5點至6點30分
地點：香港中文大學新雅中國語文研習所方潤華堂

Reception

28 November 2003, 5:00 pm to 6:30pm, Fong Yun Wah Hall

聚餐

日期：2003年11月28日星期五
時間：晚上7點正
地點：香港中文大學崇基校園崇基教職員聯誼會紫荊閣餐廳

Celebration Banquet

28 November 2003, 7:00pm, Chung Chi Staff Club

新雅中國語文研習所 40周年茶會及聚餐 CLC 40th Anniversary Reception and Celebration Banquet

Dear CLC Alumni,
Greetings from CLC!

All of us sometimes tend to forget how time flies. Many of you may not realize that this year is the 40th anniversary of the New-Asia--Yale-in-China Chinese Language Center.

On this special occasion, CLC has a series of activities all the year round, including academic forums, special interest group for academic discussions, cultural activities and speaking contests. Among the up-coming activities is the reception and the anniversary banquet on the 28th of November, which is the highlight of our celebration program. We sincerely hope that you will join us. To provide you with a chance to revisit the beautiful Chung Chi Campus and the unforgettable CLC buildings, the reception will be held at the Fong Yun Wah Hall, one of the CLC buildings, while the dinner party will be at the Chung Chi Staff Club. See details above.

回條及訂票表

Reply Slip and Reservation Form

- 本人將 出席 / 不克出席* 2003年11月28日茶會。
I shall / shall not* be able to attend the reception held on 28 November 2003.
- 本人將 出席 / 不克出席* 2003年11月28日周年聚餐。
I shall / shall not* be able to attend the celebration banquet held on 28 November 2003.
- 本人擬定購餐券 _____ 張。(餐券每張港幣150元正，每桌12人)
I would like to reserve _____ ticket(s). (Tickets are HK\$150 each. Each table has seating for 12 people.)

* 請在適合欄內加上“✓”。Please use “✓” to check the appropriate box.

付款辦法：請附上劃線支票，抬頭請寫香港中文大學。

Payment method: Please enclose a crossed check made payable to “The Chinese University of Hong Kong”.

姓名：_____ 聯絡電話：_____ 電郵：_____
Name: _____ Contact number: _____ Email: _____

畢業/就讀年份：_____ 簽名 Signature: _____
Year(s) of Graduation / Studying: _____

請於 2003 年 11 月 8 日前寄回此柬或傳真至(852) 26035004。如有查詢請致電 (852) 26096727 黃小姐，或電郵至 jessiewong@cuhk.edu.hk。

Please return this slip or fax to (852) 26035004 before 8 November 2003. Any enquiries, please contact Ms. Jessie Wong at (852) 26096727 or via email jessiewong@cuhk.edu.hk

Activities

中心動態

New Asia--Yale-in-China Chinese Language Center The Chinese University of Hong Kong Events of the 40th Anniversary Celebration



Activities
中心動態

Calligraphy

held on June 17, 2003

coordinator:

Ms. Kan Chou May

Ms. Mok Chi Tang



Chinese Painting

held on June 26, 2003

coordinator:

Ms. Tang Li-si

Mah Jong

held on July 11, 2003

coordinator:

Ms. Naoko Umeki

Ms. Tam Fee Yin

Ms. Chan Siu Ping

Mr. Lee Siu Lun



Chinese Chess

held on July 22, 2003

coordinator:

Mr. Wong Shek



CLC Seminars and Activities

Activities
中心動態

Date	Descriptions	
19/7/2003	講題：大學普通話工作坊	講者：陳凡老師及韓彤宇老師
21/6/2003	講題：語言教師培訓工作坊（三）	講者：黃雅貞老師及鄧麗絲老師

Photos of the farewell party for Mrs. Dolfin Hsi-ching(鐸周西京) (the first Exemplary Teaching Awardee, CLC)



Exemplary Teaching Award at the Chinese Language Center

For the year of 2002-2003, two part-time instructors, Mr. Poon Ming of the Putonghua Division and Mrs. Tsao Tang Li-si of the Cantonese Division became the recipients of the Exemplary Teaching Award (ETA) of the New Asia--Yale-in-China Chinese Language Center (CLC). The award presentation ceremony was held on 30th August, 2003 in Fong Yun Wah Hall, participated by all teaching staff of CLC.

Prof. Jack Cheng, Pro-Vice-Chancellor of the University, presented certificates to the awardees. In his speech after the ceremony, Professor Cheng highly praised the awardees on their outstanding performance in teaching. He also noted that part-time instructors at CLC have been making great contributions to CLC's normal operation and receiving the ETA is one indication of recognition for their efforts.

Dr. Wu, current CLC Director, said at the ceremony that the award, established four years ago, was to give recognition to distinguished instruction. Criteria for nomination include high rating in course evaluations over the past two years and contributions to CLC. The nominee has to obtain at least half of the votes cast by all teaching staff before receiving the Award.

Mr. Poon has been a Putonghua instructor at the Center for 14 years and Mrs. Tsao teaches Cantonese since she joined CLC in 1990. Their pedagogy and quality of teaching are constantly praised highly by students. They have not only had excellent performance in both teaching and related academic activities, but also contributed significantly to University and community services. Mr. Poon has participated in many RTHK Putonghua programs as a master and advisor. His latest contribution to CLC include participation in "Me as part of CLC", one of the many celebration programs for the Center's 40th Anniversary. Mrs. Tsao serves the CLC Staff Association for many years and actively participated in a variety of CLC programs and activities. She said at the ceremony that hearing a student say "Good morning" would make her happy all day. It's not surprising that she is liked by all her students.



Prof. Jack Cheng (right) presents a certificate to Mr.Poon Ming (center).



Prof. Jack Cheng (right) presents a certificate to Ms. Tang Li-si (center).