



# Language Matters

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

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## \* 要 Contents 目 \*

Message From the Editor 稿约 .....2

### Learning 学生园地

农历新年祝福语 — 广东话组学生.....3  
游离在大陆和香港之间 — 雷 拓.....4

### Teaching 教师园地

张冠雄、李春普、李姗姗 — 普粤对比.....5  
王浩勃博士 — 专访 .....6-8

### Research 语言与文化研究

肖 晴 — The Influence of Task-Based Teaching Method on  
Motivation of Chinese Language Learners.....9-10

### Publication 出版

CSLTARS news :  
Introduction of CSLTARS publications.....11-12

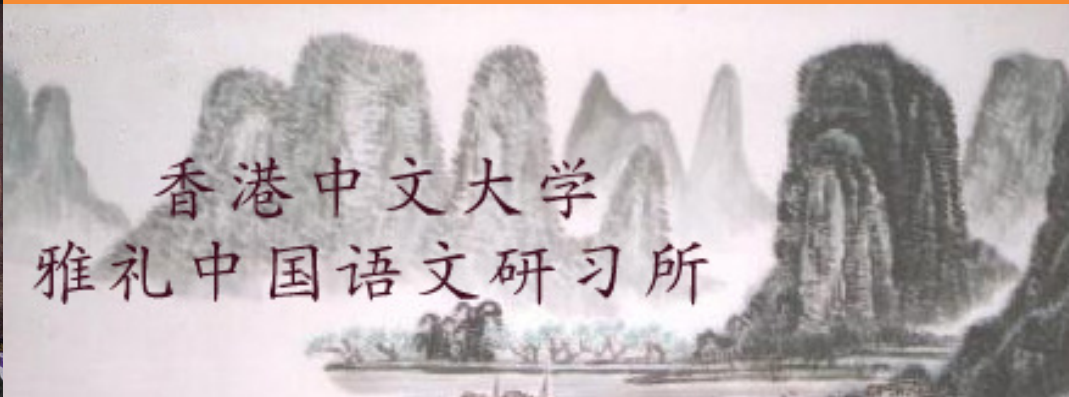
### Activities & News 动态与信息

- ★ 学术讲座（周小兵教授） ..... 13
- ★ 优秀教师奖 2013-14   ★ 研习所教职员联谊聚餐 2015 .....14
- ★ Putonghua (Standard Chinese), Cantonese and Chinese Reading Programmes
- ★ 2015 HSK (Hanyu Shuiping Kaoshi).....15
- ★ Putonghua(Standard Chinese), Cantonese and Chinese Reading Programmes
- ★ 暑期华语人士对象——广东话及标准普通话课程
- ★ CUHK International Summer School Chinese language courses 2015 .....16

### Online reading

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

香港中文大学  
雅礼中国语文研习所





# 2015 乙未羊年

## Year of the Ram

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.

Editor/主 编  
Dr. Weiping WU

Associate Editor/副主编  
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Production/制 作  
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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:

Editor, Language Matters  
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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.

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

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

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



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# New Year wishes from students of Cantonese Programme Division

学生园地  
Learning

广东话组学生写下嘅农历新年祝福语

新年快乐! 天天开心, 时时快乐, 分分精彩!!

新年明けましておめでとうございます。

毎日愉快で、毎時間楽しく、毎分すばらしいときでありますように!

Chinese Name: 胜又英  
English Name: KATSUMATA, Aya  
Class: C-CAN 1115  
Where are you from? Japan

gáudóu síuie gānnihw wāndóuh nāhm pāhngyóuh gānsyuh gitfan la. ^^

케이코 누나 제발 올해는 남자친구 만나고 결혼하세요. ㅋㅋㅋ

Chinese Name: 李相炖  
English Name: LEE, Sangdon  
Class: C-CAN 2115  
Where are you from? Korea

祝你身體健康。

幸福き年と倒りますように。

Chinese Name: 长沼芳実  
English Name: NAGANUMA, Yoshimi  
Class: C-CAN 2115  
Where are you from? Japan

亲斤年快樂。大吉大利。身體健康。

आप का नव वर्ष शुभ रहे!

(Hope your new year is auspicious lucky/good.)

Chinese Name: 刘迪雅  
English Name: NAIR, Tara  
Class: C-CAN 3115  
Where are you from? India

恭喜發財 身體健康 萬事如意

あけましておめでとうございます

a ke wa shi te o me de to o go za i ma su

Chinese Name: 畑宏子  
English Name: HATA, Hiroko  
Class: C-ADV-B  
Where are you from? Japan

Sām nihm faai lohk! Sām tái gihnhōng! Bóuh bóuh gōusīng!

MEILLEURS VŒUX !..

BONNE ANNÉE

Chinese Name: 范伟乐  
English Name: DE FRANCQUEVILLE, Nicolas  
Class: C-CAN 3115  
Where are you from? France

Sān nihw Faai lohk! bōuh bóuh gōu sīng!  
Gūng héi faat chōih! sān tái gihnhōng!

Mis mejores deseos para ti en este nuevo año.

Buena Salud, buen dinero, trabajo ♡ ♡ ♡ ♡  
felicidad

Chinese Name: 林铭聪  
English Name: RAMIREZ FLORES, Miguel Angel  
Class: C-CAN 1115  
Where are you from? Mexico

KUNG HEI FAT CHOI

Matigayang bagóng taon! (literally, Happy New Year)

Chinese Name: 苏乐诚  
English Name: SOLIS, Ronald Azarcon  
Class: C-CAN 3115  
Where are you from? Philippines

# 游离在大陆和香港之间



今年，我不会回家过年。其实，我不回的是两个家。第一个家远在德国，所以我没有时间回去；第二个家是我在中国的家，是因为……实际上，也是因为没有时间，所以不能回去。

我家的情况比较复杂。我是德国人，我在香港中文大学读博士，我的妻子来自大陆陕西。我们住在深圳，所以我过年的时候得遵守三个地方的规矩与风俗，因此每年过年的时候都很头疼。

首先，中国和欧洲过年的习惯不一样，德国只有阳历，没有农历，我们每年都是1月1号过年。而1月1号在中国大陆并不算一个很重要的节日，人们只会放一天假。香港呢，阳历1月1号和农历一月初一都算是过年，所以香港人过两次年。不过正是因为过两次年，每一次好像都没有那么重要，所以春节的时候在香港只放三天假。

最后的结果就是我去哪里过年都不方便。1月1号回德国很麻烦，因为我妻子在大陆工作，不能放假，而香港的大学又很早就开始上课。春节的时候回我妻子的家也很难，因为我在香港放假的时间太短。因此，我感觉自己总是游离在大陆，香港和德国之间，哪一头都不靠岸。

不过，每一个问题都有一个解决办法。今年，我的岳父岳母和小姨子会来深圳陪我们过春节。这样，尽管我们不回家，我们还是能跟家人一起过年！

雷 拓 Reto Winckler  
大学课程部 University Programme Section  
CPTH4513  
Nationality: Germany



# 普 粤 对 比

## Comparison Between Putonghua and Cantonese

张冠雄老师 Mr. CHANG Kwun Hung  
University Programme Section  
大学课程部

李春普老师 Mr. LI Chunpu  
University Programme Section  
大学课程部

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

普通话 Mandarin: 削 xiāo  
广东话 Cantonese: 削 seuk

英文 English: sharpen or peel  
with a knife



### 词 义

现代汉语中常用的义项是「用刀斜着去掉物体的表层」，一般都是单用一个「削」字，如削铅笔，削雪梨。

如果用于合成词，读作「xuē」，和削(xiāo)同义，如剥削、削减、削弱。粤语在这点上跟普通话是相同的。「削」字的粤音只有一个，读作「seuk」。然而，「削铅笔、削雪梨」这些说法，粤语均使用其他动词。「削铅笔」粤语叫「刨铅笔」(pàauh yùhnbāt)，削铅笔的卷笔刀(pencil sharpener)粤语叫「铅笔刨」(yùhnbāt páau)；「削雪梨」粤语叫「批雪梨」(pāi syutlèih)。

### 普通话

圆圆: 妈妈,您在忙什么呢?  
Yuányuan: Māma, nín zài máng shénme ne?  
妈妈: 我在给你削苹果呢。专家说上午吃水果好,平时你上学不方便,今天周末,我给你削了一个苹果和一个梨,一会儿别忘了吃掉。  
Māma: Wǒ zài gěi nǐ xiāo píngguǒ ne. Zhuānjiā shuō shàngwǔ chī shuǐguǒ hǎo, píngshí nǐ shàngxué bù fāngbiàn, jīntiān zhōumò, wǒ gěi nǐ xiāo le yí gè píngguǒ hé yí gè lí, yíhuìr bié wàng le chī diào.  
圆圆: 妈妈,先别聊水果了,还是帮我看看怎么削铅笔吧。我今天的作业老师要求用铅笔做,我这两只铅笔的笔芯都断了,偏偏削铅笔的卷笔刀也坏了,您看该怎么办啊?  
Yuányuan: Māma, xiān bié liáo shuǐguǒ le, háishi bāng wǒ kànkàn zěnmē xiāo qiānbǐ ba. Wǒ jīntiān de zuòyè lǎoshī yāoqiú yòng qiānbǐ zuò, wǒ zhè liǎng zhī qiānbǐ de bǐxīn dōu duàn le, piānpiān xiāo qiānbǐ de juǎnbǐdāo yě huài le, nín kàn gāi zěnmē bàn a?  
妈妈: 没事儿,圆圆,不用急,我们一会儿去楼下的文具店再买个卷笔刀。实在不行,妈妈就用削果皮的刀给你削铅笔。  
Māma: Méi shìr, Yuányuan, búyòng jí, wǒmen yíhuìr qù lóu xià de wénjùdiàn zài mǎi gè juǎnbǐdāo. Shízài bù xíng, māma jiù yòng xiāo guǒpí de dāo gěi nǐ xiāo qiānbǐ.  
圆圆: 哦,那我就放心了。  
Yuányuan: Ò, nà wǒ jiù fàngxīn le.  
妈妈: 那先把水果吃了吧。  
Māma: Nà xiān bǎ shuǐguǒ chī le ba.  
圆圆: 好的。谢谢妈妈!  
Yuányuan: Hǎo de. Xièxie māma.

### 广东话

圆圆: 妈妈,您忙紧乜嘢呀?  
Yùhnyún: Māhmā, néih mòhnggán mātých a?  
妈妈: 我帮你批紧苹果皮呀。专家话上昼食生果好,平时你上堂唔方便,今日係周末,我帮你批一个苹果同一个梨,一阵间唔好唔记得食咗佢。  
Māhmā: Ngóh bōng néih pāigán pihnggwó pèih a. Jyūngā wah seuhngjau sihk sāanggwó hóu, pihngsih néih séuhngtòhng hngfōngbihn, gāmyaht haih jāumuht, ngóh bōng néih pāi yātgo pihnggwó tùhng yātgo léi, yātjahngāan hngóu hngeidāk sihkjók kéuih.  
圆圆: 妈妈,咪讲生果住啦,您仲係帮我睇吓点样刨铅笔啦。我今日嘅功课先生话要用铅笔做,我呢两支铅笔嘅笔芯都断咗嘍,咁啲个铅笔刨都坏埋,您话点算呀?  
Yùhnyún: Māhmā, máih góng sāanggwó jyuh lā, néih juhng haih bōng ngóh táiháah dímyéung pàauh yùhnbāt lā. Ngóh gāmyaht ge gūngfo sīnsāang wah yiu yuhng yùhnbāt jough, ngóh nī léuhngjī yùhnbāt ge bātsām dōu tyúhngjók la, gam ngāam go yùhnbātpáau dōu waaih māaih, néih wah dímsyun a?  
妈妈: 冇事嘅,圆圆,唔使急,我哋一阵间去楼下嘅文具铺买返个铅笔刨。认真唔得,妈妈就用批皮嘅刀帮你刨铅笔啦。  
Māhmā: Móuhsih ge, Yùhnyúhn, hnsái gāp, ngóhdeih yātjahngāan heui lauhhah ge mähnggeuihpóu máaih fāan go yùhnbātpáau. Yíngjān hndāk, mähmā jauh yuhng pāipèih ge dōu bōng néih pàauh yùhnbāt lā.  
圆圆: 哦,噉我就放心嘍。  
Yùhnyún: Óh, gám ngóh jauh fongsām la.  
妈妈: 噉你食咗啲生果先啦。  
Māhmā: Gám néih sihkjók dī sāanggwó sīn lā.  
圆圆: 好嘅,唔该妈妈!  
Yùhnyún: Hóu ge, hngói mähmā!

## 王浩勃博士

研习所 2013-14 年度优秀教师奖得主  
进修部普通话组组长



### 小时候从内地来港定居，遇到了甚么挑战？

我在青岛出生，祖籍是福建，在中一的时候全家移民来港。当年我曾经被人叫做“阿灿”<sup>1</sup>，经历过身份及语言认同上的挣扎和改变。例如，刚来香港时我曾经希望自己不会说闽南话，直到在大学副修日语的时候发现日语的发音在闽南方言里几乎都有，才意识到这其实是个优势。回想起来也是挺有意思的。

### 毕业于中大工商管理学院，为甚么后来当了老师？

我从小就想和父亲一样，当个老师。但父母经历过文革，对一些老师的悲惨遭遇心有余悸，所以我妈妈就把我原来报的中文系、艺术系、生物系三个志愿改成了市场学、会计学和商业管理（GBM/ General Business Management）。不过我毕业以后，还是因缘际会入了这行，圆了小时候的梦。

### 曾做过一年交换生。有甚么印象深刻的事？

我大三后到东京亚细亚大学做了一年交换生，期间在日本的“居酒屋”当过服务员，夏天也去了北海道 homestay。记得我回东京后那个新年，homestay 的日本妈妈给我寄来了一张机票，让我去她家过年。我就这样当了一个月的啃老族。期间除了练习日语，还饱尝了零下三十几度严冬的滋味（我对小时候青岛的冬天已经没有印象了）。我结婚后去看望过那位妈妈，她也来香港看过我。有趣的是她因为认识我的缘故，后来开始学英语，还学得不错，现在能进行基本的交际。我们所五十周年时前校长金耀基教授的题词是“语言路，文化缘”。我一看就觉得描写的就是我身边发生的事。

### 做教学行政工作最满足的地方在哪里？

我第一次承担行政工作是 1999 年。这十多年的组长生涯中最满足的是能陪伴着一些零经验的老师一起成长，第二是能尽力帮助有需要的学生解决一些困难。

### 作为研习所首位拿过三次优秀教师奖的老师<sup>2</sup>，你认为优秀教师应具备甚么特质？

首先感谢所长给我的机会，也要感谢同事们的支持。拿了优秀教师奖不代表就有资格为优秀教师定标准，只能从个人的角度（主要是从行政的角度和根据个人对学生的了解）来作点分享：我觉得其一是要有团队精神，性格要好，才能和学生相处融洽，和大部分上下级、同事之间也相处融洽。其二就是要热爱这份工作。另外就是要了解学生的需要，配合他们的程度进行教学。在跟学生互动方面，我也还在学习如何调动学生的积极性，在不伤面子、不损自尊的前提下，严格要求他们努力学习。

### 有同学认为语言可以自学，也认为单人班更好，你的看法如何？

如果要自学，除了动机和自律性，还得看你有多少有利条件。比方说住在中国人的家里，或者是配偶是中国人，而且家里的人不会外语、只能用中文沟通。有这些条件的话，自学日常口语当然比较容易。不过，即使有上述条件，如果想学读写，提高到看电视新闻和看报纸的程度，讨论比较专门的内容，恐怕还是需要专业的老师教了。

我遇见过一些自学初级内容的学生来插班。他们表示自学到一个地步就上不去了，需要跟着一个课程，按部就班地学。

一对一的教学效果也并不是很好，因为老师在实际操作上会迁就学生（往往是减速而不是提速）。而跟着课程有系统地学习，由于进度是基本固定的，这能给学生一定的良性压力，比较有利于学习。

<sup>1</sup> “阿灿”源自 70 年代末一套流行电视剧，是剧中一名新来港内地人的名字，后被用作对内地新移民的蔑称多年。

<sup>2</sup> 王老师获得研习所优秀教师奖的年份分别为 2001-02 年，2007-08 年及 2013-14 年。按研习所规定，每位老师最多只能获奖三次。



## Dr. WONG, Ho-put, Jonathan

CLC Best Teacher Award 2013-14

Head, Putonghua Programme Division, Continuing Education Section

### **What challenges did you encounter after moving in HK from mainland China since childhood?**

I was born in Qingdao and my ancestral home is Fujian. My whole family moved to Hong Kong and I studied from secondary one in Hong Kong. I was being called “Ah Chuan”<sup>1</sup>. I experienced struggle and change in my identity and language. For example, upon arrival in HK, I had wished not to be able to speak Minnan dialect. Until the time when I studied Japanese as minor in the university, I had discovered that Minnan dialect has most of the pronunciation in Japanese. I was delighted that I got the edge. That was a meaningful adventure in my recollection.

### **Being a graduate of Business Administration, why have you become a teacher?**

It was my aspiration since childhood to become a teacher like my father. Yet, my parents had gone through the Cultural Revolution and the tragic outcome of some teachers had brought them lingering fear. So, my mother changed my enrolment preference, from Chinese language, fine arts and biology into marketing, accountancy and general business management respectively. After my graduation, however, I entered into the teaching profession by chance and completed my fond dream since childhood.

### **You were an exchange student for 1 year. Any impressive story?**

At the end of my year 3 study, I went to Tokyo and studied as an exchange student in Asia University. I worked as a waiter in some Japanese pubs (Izakaya) and went to Hokkaido for homestay in summer. After I returned to Tokyo,

the host of the homestay (a Japanese mother) sent me an air-ticket inviting me to spend the New Year vacation in her house for one month. Apart from practicing Japanese, I could taste fully a frosty winter at -30°C (I had no childhood recollection of the winter in Qingdao anymore). After getting married, I revisited that mama and she also came to HK to see me. It is interesting to see that, the mama started to learn English after our acquaintance and she is now able to do basic social conversation. During the CLC’s 50<sup>th</sup> anniversary, Prof. Ambrose KING, the former president of CUHK, has given CLC an inscription – “On the Path of Language and Culture”. That theme struck a deep chord in me and was exactly the description of my personal experience.

### **What is the satisfaction in working on academic administration?**

My first time taking administration responsibility was in 1999. Throughout the decades as a division head, I am delighted to walk together with some new teachers who had zero experience and see them shine. Tried my best to solve problems for students in need is another source of my satisfaction.

### **Being a 3-time winner of the CLC Best Teacher Award<sup>2</sup>, what do you think about the special quality needed for a good teacher?**

First, I would like to thank the director of the Centre who has given me the opportunities, and to my fellow colleagues who are supportive. Receiving the award does not implied that I am qualified to give “good teacher” a definition. I just want to share my personal thoughts (mainly from the angle of administration and my understanding

of the students): firstly, team spirit and good character. They are indispensable to relate harmoniously with most of the students, colleagues, superiors and subordinates. Secondly, is to love the job. The other requirement will be the understanding of the need of the students and to adapt the teaching based on their level. Regarding the interaction with students, I am still learning how to arouse students' motivation; to kindle their interest in learning; to strictly spur them to work hard without hurting their faces and self-esteem.

**Someone said that one can self-learn a language and single-private class is even better. What is your viewpoint?**

To self-learn a language, apart from motivation and self-discipline, you have to consider whether you have the other favorable factors. For example, whether you are living in a Chinese family and having a spouse who is a Chinese, and the sole language used at home is Chinese and not the other foreign languages. If that is the case, self-learning of daily oral conversation is certainly easier. However, even if you own the conditions above, but you want to advance your reading and writing skill to a level

of good comprehension of TV news and newspaper, or to discuss professional content, I am afraid that only professionally trained teachers can teach you. I met students who self-learned elementary level and came to our school. They mentioned that they faced a bottle-neck in self-learning and could not advance anymore. They wanted to follow a curriculum and to learn progressively.

Single-private class may not exactly reap good learning outcomes. It is because in the actual operation, the teacher will usually accommodate the student (usually deceleration instead of acceleration). The pace of a school curriculum is basically fixed and to learn systematically will give one healthy pressure which is favorable to learning.

<sup>1</sup> “Ah Chaan” is originated from a well-known Hong Kong TV drama in the late 70s. It was the name of a new immigrant from mainland China featured in the drama. The name had been eventually used as a contemptuous term or ethnic slur for some years against the new immigrants from mainland China.

<sup>2</sup> Dr. Wong was the recipient of CLC Best Teacher Award in academic year 2001-02, 2007-08 and 2013-14 respectively. According to the regulations of the Centre, a teacher can at most receive the award for 3 times.

请扫描QR码

Scan the QR code for full version of the interview

[www.cuhk.edu.hk/clc/newsletter/WongHB\\_Spr2015.htm](http://www.cuhk.edu.hk/clc/newsletter/WongHB_Spr2015.htm)

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text



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video



本专访由雅礼研习所助教韦丹莉及传理系学生何绰忻协助制作。(特此鸣谢)

Special thanks to Ms. Dolly WEI, Teaching Assistant and Miss. HO Cheuk Yan, student from the School of Communication and Journalism in assisting the interview production.



# The Influence of Task-Based Teaching Method on Motivation of Chinese Language Learners

Task-based Instruction is an approach to language learning that emphasizes the completion of communicative tasks in the target language, as opposed to focusing on teaching language features *per se*. (Willis, D. and Willis, J. 2007; Nunan, D. 1999) This paper reports the results of a study designed to measure the effects of Task-based Instruction on the motivation of students learning Mandarin.

## The Study

The experimental group was 24 students in 6<sup>th</sup> and 7<sup>th</sup> grade Mandarin classes at a private Canadian international school in Hong Kong. The control group was 37 students in 5<sup>th</sup> and 8<sup>th</sup> grade Mandarin classes at the same school. During the 7 week study, the experimental group completed task-based lessons on the topics of Healthy Eating and Shopping.

Three methods were used to measure the impact of the task-based lessons on the motivation of students in the experimental group compared with students in the control group. First, at the beginning and the conclusion of the study, students in the experimental and control groups were given a written questionnaire. The questionnaire was based on Dornyei's "Questionnaire's in Second Language (2003) and consisted of 26 questions designed to measure internal motivation, external motivation, individual

肖 晴老师 Ms. XIAO Qing  
University Programme Section  
大学课程部

objective, and classroom anxiety using the Liker five-point scale (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; and 5-Strongly Agree). SSPS was used to analyze the results of 22 valid questionnaires from the experimental group and 36 from the control group. Second, the classroom teachers of students in the experimental group were trained to observe performance of students with regard to student responses, engagement level, participation in learning, and learning results, and at the conclusion of the study the observations were collected and analyzed using a table "Classroom Observation Scale-Dimensions of Students' Studying Motivations (Pre-Test)," which recorded the motivation levels of students with respect to listening, speaking, reading, writing, cooperation, self-initiation, academic goal achievement, and other factors. Third, during the last three weeks of the study, students in the experimental group were interviewed using a questionnaire designed to measure their affective response to the task-based lessons. The results of the interviews were collected and analyzed at the conclusion of the study.

### The Results of the Study

SPSS analysis of the written questionnaires showed statistically significant differences in the levels of internal motivation and anxiety in the experimental group compared to the control group:

	Control Group		Experimental Group	
	Pre-study	Post-study	Pre-study	Post-study
Internal Motivation	<b>22.22</b>	<b>22.11</b>	<b>22.36</b>	<b>22.91</b>
External Motivation	22.39	23.06	23.95	22.14
Individual Objective	18.92	18.44	19.23	18.27
Anxiety	<b>14.06</b>	<b>14.50</b>	<b>15.05</b>	<b>15.73</b>

The values for three of the 7 questions relating to internal motivation for the experimental group increased, one stayed the same, and three decreased. The questions that decreased were “Learning Chinese is a hobby for me,” “I don’t enjoy learning Chinese but I know that learning Chinese is important to me,” and “I wish I could learn Chinese in an easier way, for example, without going to class,” the latter two of which were reverse questions. The average values of questions relating to anxiety for the experimental group showing a statistically significant increase were “I am afraid other students will laugh at me when I speak Chinese,” “I feel uncomfortable if I have to speak Chinese in my Chinese class,” and “I don’t like to speak often in Chinese class because I am afraid that my teacher will think I am not a good student.”

Classroom observations of the experimental group showed significant improvement in student cooperation, listening, reading, and writing, particularly with respect to:

- Student ability listen to teachers and feel interested in the subject;
- Student ability to listen to classmates and feel interested in the subject;
- Student ability to actively resolve problems in text materials;

- Student use of characters for writing;
- Student cooperation; and
- The number of participants, time, process and quality of student engagement.

The results of the oral interviews suggest that a majority of students preferred task-based lessons as they thought they could learn more, and faster, with them; that they were challenging; that through discussion and communication with classmates they could acquire knowledge outside of textbooks and more practical vocabulary; and that the learning process was very interesting.

### Conclusions

The results of the study suggest that Task-based Instruction can have a positive effect on the internal motivation of students learning Mandarin, but that, due to the increased demands placed on oral and written performance, task-based lessons can also heighten student anxiety. This in turn suggests that task-based lessons should be included in the Mandarin curriculum, but that teachers should also take steps to maintain student anxiety within productive levels.



## CSLTARS news: Introduction of CSLTARS publications

Introduction of *Linguistics and CSL Teaching and Learning series (Book III) (Con't)*  
by LEE, Siu-lun

The third book of the “*Linguistics and CSL Teaching and Learning series*” is entitled *Theories and Practices in the Training of Pragmatic Abilities*. The book consists of two parts, namely “Language study and research” and “Classroom practice”. The first part focuses on linguistic research and theoretical frameworks related to CSL teaching. The second part includes research and summaries of experience in CSL classroom teaching.

The second part of the book collects academic papers including research of CSL scholars as well as summaries of teaching experience and observations from frontline teachers. It consists of 3 sections, namely “CSL corpus & teaching materials research”, “Language acquisition research & error analysis”, and “Teaching methodology & classroom activities”.

The first section, “CSL corpus & teaching materials research”, consists of 4 papers. The paper, “Pragmatic factors in building country-specific inter-language corpus” presents the construction of an inter-language corpus of CSL learners and proposes to start from pragmatic level and take pragmatic factors into consideration when building the Chinese inter-language corpus. “Design of spoken vocabulary list for learning Chinese as a second language” is another paper concerning CSL corpus. The authors discuss the importance of wordlists in CSL teaching and addresses two issues concerning teaching and learning of spoken languages supported by corpus data; one is the need to identify the core vocabulary in CSL teaching and the second one is how the spoken vocabulary is used in real life situations. The paper, “Teaching discourse pragmatics in the spoken mode: the case of *Working with Spoken Chinese*”, takes a published project—*Working with Spoken Chinese* as a sample to show how discourse pragmatic properties observed in natural conversation can be transformed into concrete materials and activities for CSL teaching and learning. The paper, “Analyzing pragmatic information in Cantonese as a second language textbooks”, discusses the information load of language textbooks and analyzes the presentation of pragmatic and sociolinguistic information, such as register (*Yuti*) information, in CSL teaching materials.

The second section, “Language acquisition research & error analysis”, is composed of 5 research papers focusing on various aspects about language acquisition in the CSL context. The paper, “Morphological awareness of Chinese compounds in Chinese learners”, is an experimental study analyzing the lexicon acquisition

process of CSL learners. Another paper, “The study of intermediate foreign students’ acquisition of the construction and use of Chinese question patterns on pragmatic domains”, investigates the acquisition of question patterns in pragmatic domains by CSL learners. The paper, “An analysis of the errors of foreigners participated in the Chinese oral proficiency test which based on pragmatic framework and a preliminary research about task-based language teaching”, analyzes pragmatic errors in an oral proficiency test. “A research on the usage of noun classifier and its teaching strategy based on computerized oral proficiency test” studies the usage and errors of noun classifiers of CSL learners when they took the Computerized Oral Proficiency test (COPA). The paper, “Analyzing *Yuti* errors of learners of Cantonese as a second language”, is the first study of *Yuti* and pragmatic errors of learners’ of Cantonese a second language in spontaneous speech.

The third section focuses on “Teaching methodology & classroom activities”. The section consists of 5 papers. The paper, “Effective inputs and outputs in language learning”, discusses the significant of setting clear learning outcomes in CSL teaching and how Mind Maps can be used to help CSL teaching and learning. The paper, “Speech acts of requesting in Chinese oral proficiency test”, investigates utterance-level speech acts and discusses important factors when turning authentic/semi-authentic language inputs into task-based language program and the question of how to incorporate authentic/semi-authentic inputs in language teaching activities as well as in CSL teaching materials. The two papers, “On the application of ‘semantic equivalent’ method in teaching colloquial Putonghua words: based on classroom teaching to Cantonese-speaking Putonghua learners” and “The use of task based on pragmatic points in beginner level of TCSL: a preliminary description” demonstrate the pedagogical design of two teaching methods in CSL, which aim at raising learners’ awareness of the pragmatic language use and provide systematic classroom practice of language use to CSL learners. The paper, “The influence of task-based teaching method on motivation of Chinese language learners”, analyzes the use of task-based approach in CSL teaching and found out that the task-based approach can strengthen learners’ learning interest and learners’ internal motivations.

All the papers in the second part of the book present some cutting-edge research and useful insights in CSL teaching to the readers.

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The introduction of the first part of the book has been published in *Language Matters*, issue 41, p. 11-12.

## CSLTARS 会讯：CSLTARS 出版介绍

### 《语言学与华语二语教学丛书（第三册）》简介(下)

谢春玲

语言学与华语二语教学丛书第三辑题为“语用能力培养的理论与实践”。本书由“语言研究篇”和“课堂实践篇”两部分组成。第一部分注重与华语二语教学相关的语言学理论方面的研究；第二部分则是华语二语课堂教学实践经验的研究和总结。

本书“课堂实践篇”收集了教学第一线教师课堂教学实践探索的论文，内容涵盖以下三个方面：一，语料库和教材研究；二，语言习得及偏误分析；三，教学方法及课堂活动。下文将分节进行简介。

关于语料库及教材研究共有四篇论文。〈汉语中介语语料库建构中的语用因素〉论及华语作为第二语言学习者的中介语语料库建设问题，提出了从语用的层面考虑把语用因素加入到中介语语料库建设中。〈基于语料库的口语教学词表设计〉是关于华语二语语料库的另一篇文章。作者讨论了词语表对华语二语教学的重要性，并就汉语口语教与学提出两个方面的思考：一是需要界定华语二与教学的核心词汇；二是如何把口语词汇应用于真实生活情境中。〈话语语用学与口语教材的编写和教学：以 Working with Spoken Chinese 为例〉以一本已经出版使用的教材 *Working with Spoken Chinese* 为例，说明基于自然口语的教材如何在教学活动中体现语用学的观念。〈粤语二语教材中的语用及语体信息〉则讨论语言教材中语言信息的负载问题，提出教学信息除了应包括语言学和相关的文化知识外，还应包括语用及语体信息。

关于“语言习得及偏误分析”方面包含了关注华语二语语言习得几个方面的5篇论文。〈留学生习得汉语复合词的语素意识〉是一篇分析留学生学习汉语词汇时体现出来的语素意识的实验研究。〈中级水平外国留学生在语用中建构汉语疑问句式的习得研究〉一文调查了留学生在语用中习得汉语疑问句的情况。〈基于“语用为纲”的口语测试中留学生偏误分析及任务型教学初探〉一文分析了在口语测试中的语用偏误。〈基于COPA口语语料库中普通话名量词使用情况的研究及教学策略初探〉用偏误分析和方差分析的方法研究COPA考试中留学生汉语

名量词的使用情况及出现的错误。〈粤语二语学习者的语体偏误分析〉一文则是第一篇分析粤语二语学习者在即兴演讲中语体及语用偏误的论文。

关教学方法及课堂活动方面的研究，也有5篇论文。〈语言学习中的有效输入与输出〉讨论明确学习效果的课堂设计的重要性及如何利用思维图解决教学中的问题。〈汉语口语水平测试中的“请求”言语行为初探〉一文调查了30位学习者在完成任务语篇中的话语言语行为，讨论任务型教学中仿真语料输入的重要性及在教材中如何体现真实语境的问题。此外，还有两篇关于课堂教学法尝试的论文，一篇是来自以粤语为母语的学习者的课堂实践：〈普粤口语词“对碰教学法”尝试〉；另一篇题为〈浅谈对外汉语初级班的“语用点”对话练习〉，两篇论文均旨在在课堂中提供母语与目的语词汇对接的平台，提高学习者的语用意识。还有一篇〈任务型教学对汉语学习者学习动机的影响〉的论文分析了任务型教学在课堂应用时可以有效增强学习者的学习兴趣，改变学习动机。

本辑论文集的论文不仅有语言学前沿研究的成果，也在二语教学领域为读者提供了颇有裨益的见解。

<sup>1</sup> 本书第一部分的介绍见 *Language Matters* 第41期，11-12页。





**讲题：教学理念、教学目的与教材编写**  
**日期：二零一四年十二月十八日**  
**讲者：周小兵教授 Prof. Zhou Xiaobing**

周教授演讲内容由研习所助教韦丹莉整理



由此，周教授指出以下 5 个解决方法：

- 1、开发的多媒体教材要实用而有效；
- 2、不同地域的教材需要中外合作来开发；
- 3、中小学及少年儿童的教材需要教育专家来开发；
- 4、动态式地开发语料库教材库，人人参与，共建共享；
- 5、建立评论、评估教材的电子平台。

对于如何编写和评估教材，周教授总结了 3 个步骤：

- 1、对客户需求和市场现有教材情况进行调研；
- 2、根据教学目标和学习者的特点组织各种专长、各个国家、性别均衡的教材编写班子
- 3、制定编写方案，做好明确分工

最后，周教授还就对外汉语语言点的教学进行了实例分析。周教授的讲座让与会者对什么叫做“没有最好的教材，只有最合适的教材”有了新的认识，受益匪浅。



所长吴伟平博士(左)和周小兵教授合照。  
 Dr. Weiping WU, CLC Director (left) and Prof. Zhou Xiaobing.

## 学术讲座 CLC Seminars

2014 年 12 月 18 日下午，广州中山大学的周小兵教授给本所教职员带来了一场引人思考又不失趣味的学术讲座。周教授通过一系列具体有趣的实例，介绍了现有对外汉语教材的现状，讨论了对外汉语教材编写需要注意的主要问题。

周教授首先以教材的本土性、不同级别教材生词的选择、编写教材所依据的教学大纲以及教学顺序这四个方面作为引子，通过大量的例子，让大家注意到了编写对外汉语教材时需要注意的问题。

在教材的本土性方面，周教授举了一个法国汉语教学的案例。某法国学校的汉语老师在教当地法国人如何用汉语说包饺子的时候，学生们学得都很苦恼。后来老师就改教他们怎么用汉语说做蛋糕，学生们就很高。因为当地人都会做蛋糕，这与他们的生活有密切的联系，也结合了当地的实际情况，对于这种熟悉的东西，学生们学起来相对好掌握，而且也有很多可以实际运用的机会。由此可见，编教材时，需要注意结合学生所在地的社会文化知识。周教授强调，教材编写和评估的一个重要问题就是如何将教材的通用性和本土性进行良好的结合，找到一个平衡点，以提高教学效益，减少因文化差异所带来的学习障碍。

接下来，周教授强调了语言教材的定义。他引用了以下观点“语言教材是引发学生学习和交际反应的刺激物，可以为学生提供他们所学语言的活材料，同时也可以提供学生应用和体验该语言的机会。”周教授强调，这也是一本好的语言教材的应该具备的要素。

根据中山大学国际汉语教材研发与培训基地收集的信息，周教授从形式、分类、教学媒介语、适用对象和出版信息五个方面全面介绍了全球对外汉语教材的现状。指出现有对外汉语教材存在的问题：

- 1、多媒体教材相对缺乏；
- 2、教材的本土化不够高；
- 3、读物类教材太少；
- 4、幼儿园、中小学教材以及专用的教材较少。





## 优秀教师奖 2013-14 Best Teacher Award 2013-14

雅礼中国语文研习所 2013-14 年度优秀教师奖获奖人简介

王浩勃老师是中大校友，毕业于新亚书院，加入本所多年，历任兼职导师、普通话组副组长、普通话组组长及学术组组长等职。王老师教学经验丰富，上课生动有趣，深受学生喜爱。除日常事务外，王老师从九十年代初起还担任考评局测试员、香港国语学会义务导师、中大国际交流部及本所国际生舞狮队义务教练等，并曾在香港电台主持推广普通话节目。在得奖年度王老师任教于本所大学部国际学生组，目前已转任进修部普通话组组长，负责该组的教学及行政工作。王老师也曾于 2002-03 年度及 2007-08 年度获本所优秀教师奖，此次获奖为王老师第三次获得该奖项，并同时晋身为研习所终身优秀教师。我们再次恭贺王老师获此殊荣，并期待王老师在日后的工作中为本所做出更大的贡献。



所长吴伟平博士(右)及文学院院长梁元生教授(左)颁授奖状予王浩勃老师(中)。

Dr. Weiping WU, CLC Director (right) and Prof. LEUNG Yuen Sang (left), Dean of the Faculty of Arts, presented a certificate of award to Dr. WONG, Ho-put, Jonathan (centre).

## 研习所教职员联谊聚餐 2015 CLC staff fellowship dinner

3月7日星期六晚，“教职员联谊会 2015 年春茗晚会”于尖沙咀百乐门酒楼举行。四十六名来自研习所各个部门的同事，欢欢喜喜共聚一堂。大家一边尽情享受美食，一边积极投入到联谊会准备的各项活动之中。席间，大家不仅爆笑连连，抽奖环节也是满载而归。平时难得一聚的同事们，当晚都洋洋得意，神采飞扬！联谊会恭祝全所同仁，在羊年青春洋溢，喜气洋洋！



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

For non-native and native Chinese speakers\*  
Classroom in Tsim Sha Tsui and CUHK Shatin campus\*



### Summer Term 2015

**Daytime Regular (Full-time) Programmes:** 4 June to 14 August. Orientation: 3 June  
Application deadline: (visa sponsorship needed) 4 March. (HKID holder) 27 May  
**Intensive 3 to 6 weeks Programmes:** (S2a) 8 to 27 July. (S2b) 28 July to 14 August  
**Weekday Evening Part-time Programmes:** mid-July to late September  
**Saturday Part-time Programmes:** late May to late August  
CUHK International Summer School- July Session (ISS- July): 30 June to 3 August  
CUHK International Summer School- August Session (ISS-CLP): 10 to 28 August



### 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

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

## 2015 HSK (Hanyu Shuiping Kaoshi) 汉语水平考试

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.



**2015 test dates in CUHK:** April 18 (Sat), August 16 (Sun), December 6 (Sun)

Tests opened (subject to minimum enrolment): HSK level 1 to 6. HSKK beginner, intermediate and advanced level.  
Test site: Yasumoto International Academic Park or Wu Ho Man Yuen Building, Lower Campus, CUHK.

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



# 暑期 华语人士对象 广东话及标准普通话课程

## 广东话 六周课程 7月8日 - 8月14日

减少地方口音，融入香港生活。

可分上下两部各三周进修，修毕整个课程有机会获得 <粤语(华语人士)证书>。



## 普通话 四周密集课程 7月20日 - 8月14日

迈向自如得体的运用，满足工作中的普通话的要求。持续进修基金可获发还款项课程，须符合指定条件。



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

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语言及  
文化  
活动

普粤  
对比



## CUHK International Summer School Chinese language courses 2015

For full-time undergraduate and high school senior who has received a confirmed offer from a recognized university.

**Cantonese and Putonghua programmes**

**July session** (5 weeks): June 30 to August 3, 2015

Putonghua programme with weekend excursion to Macau and Shenzhen.

**August session** (3 weeks): August 10-28, 2015

### See You This Summer



English version



Japanese version

Admission through the Office of Summer Programmes, CUHK. [www.cuhk.edu.hk/osp](http://www.cuhk.edu.hk/osp)