

Language Matters

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

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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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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.

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学习汉字的经验

My experiences in studying Chinese Characters

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PTH 3515A Spring Term 2012-13
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我想跟各位分享一下我学习汉字的经验。我从芬兰来，现在学习普通话，是三班的学生。我的母语很多方面都跟中文不一样，比方说，芬兰语的发音比中文容易多了，而中文的语法不如芬兰语难。另外，芬兰语用拼音文字而中文用汉字，这肯定是最大的区别。我听说有的外国人学习中文的时候只用拼音，不学汉字。对我来说，这个方法并不理想，因为学习汉字对学习中文和了解中国文化有很大的帮助。

对我来说中文的发音和声调很难，我常常听不懂中国人说的话，尤其是来自方言区的中国人说的话。但是如果我会写、会读汉字，我就能办一些简单的事，比方说，看地图，看火车或者公共汽车的时间表，看告示，什么的。去旅行的时候，能看懂汉字特别重要。

而且，我也很享受学习汉字，因为汉字除了有几千年的历史以外，还有很有意思的结构。为什么说学习汉字跟历史有关系呢？因为如果你认识了中国历史，比方说，如果你了解中国古代的人是怎么生活的，就比较容易明白某些汉字或者偏旁的结构。学习的时候我常常分析汉字，了解偏旁的意思、部首和声符，这样我就比较容易记住。除了这个方法以外我还有各种各样的学习方法。当然我最重要的学习工具是一支笔和一张纸。因为汉字非常容易忘掉，我差不多每天都要复习，一遍又一遍地写，尤其是不常用的汉字。另一个有用的方法是除了大学的教材以外，多接触别的中文书或者资料。这样我既能学习别的生词，又能练习和复习已经学过的汉字。

我走路和坐车的时候也练习汉字。香港的大街小巷都有五花八门的告示和海报，坐港铁的时候也有有线电视可以看。我先记下来一些汉字，然后尝试猜一猜是什么意思。很多时候我猜不到，但有的时候我又惊喜，因为我看懂了一篇新闻或者一个告示。

我希望各位同学好好儿享受在中文大学的学习生活。祝大家这个学期欢喜快乐，收获丰富！

I would like to share with you my experiences in studying Chinese characters. I originally come from Finland and currently study Putonghua on level three. Many aspects of my mother tongue are different compared to Chinese language. For example, the pronunciation of Finnish language is easier but, on the other hand, grammar is much more complicated than in Chinese. Additionally, the Finnish language uses alphabets but Chinese language uses Chinese characters, which definitely is the biggest difference between these two languages. I have understood that some foreigners study Chinese by only using Pinyin without studying Chinese characters at all. In my opinion, this studying method is not ideal, because studying Chinese characters helps a lot to understand Chinese language and culture.

The pronunciation and tones of Chinese are very difficult to me. Therefore, I often do not understand Chinese people when they talk, especially, if they come from an area of a different Chinese dialect. But if I can write and read Chinese, I can take care of some simple tasks like reading a map, looking train or bus timetables, reading announcements, etc. Understanding of Chinese characters is especially important when you travel in China.

Furthermore, I also enjoy studying Chinese characters, because they have thousands of years of history, and also very interesting structure as well. Why do I say that there is a connection between studying Chinese characters and Chinese history? Because if you know Chinese history, for example, understand ancient Chinese people's way of living, then it is also easier to understand the structure of certain Chinese characters or radicals. When I study characters, I often analyze them and try to understand the meaning, the key radical and phonetic component of the characters. This way it is easier to memorize them. In addition to this method I also have other sorts of studying methods. Of course, my most important tools are a pen and a piece of paper. Because Chinese characters are very easy to forget, I need to review them almost every day and write them again and again, especially rarely used characters. Another useful method is to use also other Chinese books or material in addition to the teaching material of the University. By doing this I can study new words and also practice and review those characters already learnt.

I also practice characters when I am walking or onboard a bus or train. There are all kinds of sign, bills and posters everywhere in Hong Kong and while travelling on MTR it is possible to watch the cable TV. First, I try to remember some characters and then to guess the meaning of the text. Quite often I do not get it correctly, but sometimes I am both surprised and delighted when I have understood a piece of news or an announcement.

I hope that every fellow student enjoys his or her studies at the Chinese University. I wish the very best school term to all of you! Harvest and enrich!

2023年的我

2023年の私

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我来给大家介绍一下「2023年的我」。

2023年就是十年以后，到时候我是三十岁。我希望我二十二岁就大学毕业，开始工作，三年后二十五岁时就结婚。而且婚后三年二十八岁时生孩子。两年后，我希望生第二个孩子。所以，2023年的我已经结婚并且有两个孩子。我希望我的丈夫是日本人。我们在日本生活过得很好。

我希望在机场工作，做地勤人员。我一边儿工作，一边儿照顾孩子。每天送孩子去幼儿园。而我的丈夫每天工作都很忙。他是消防员。每天很晚回家。但是我们都有假期。每个星期日，我们跟孩子一起带上自己做的饭菜去公园玩，踢踢足球，跳跳绳，还有打打羽毛球。我不太会运动，但是我丈夫什么都会。我每天做饭，照顾孩子和丈夫。工作一天比一天累。我的妈妈也一样。她也每天做饭，照顾我和爸爸，还工作，太辛苦了。我越来越能理解妈妈。所以我和妈妈的关系也越来越好。十年以后我就三十岁了，比现在老多了，我需要锻炼身体了。我喜欢跑步，所以每天早上早起跑步。我希望我十年以后的生活很平凡：跟最爱的人结婚，生孩子，做喜欢的工作。对我来说，这就是最大的幸福。

皆さんに私の2023年についてご紹介したいと思います。2023年は10年后で、私は30才です。22才で大学を卒業し、その後仕事を始めたいと思います。なので、5年後の25才で結婚し、3年後の28才で第一子を産み、そのまた2年後に第二子を産む。だから、2023年の私はすでに結婚していて、2人の子どもがいて母親になっているでしょう。夫は日本人です。日本での家庭生活を堪能しています。私の夢は空港でグランドスタッフとして働くことです。

仕事をしながら子育てもし、子ども達を保育園に送っていくという毎日。夫も仕事で忙しい日々。彼は消防士として働いて、毎晩帰宅するのが遅いです。仕事に追われながらも私たちは休暇を有意義に過ごします。毎週日曜日にはお弁当を持って、子ども達と一緒に公園に遊びに行きます。サッカー、縄跳び、バドミントンをしたりします。私は運動が苦手ですが、夫は何でもできます。

私は毎日ご飯を作り、子ども達の面倒をみます。仕事は忙しくなっていく一方です。これは私の母も同じです。毎日働きながらもご飯を作ってくれて、子どもの面倒をみてくれる。私は母親の大変さを理解できるようになり、母との関係はますます良くなっていくでしょう。

10年后は30才であり、今より年をとります。体力作りを始めなければいけません。毎日早起きをランニングをします。ランニングはわりと好きです。

私の10年後の生活はいたって平凡です。しかし、私は最愛の人と結婚し、子どもを産み、好きな仕事に就く。私にとってこれらが最大の幸福と言えるでしょう。

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I first moved to Hong Kong to live more than 20 years ago and shortly after met and married “Mahk Taai Taai”. I am now very happy to call Hong Kong my home. Aside from Mahk Taai, the thing I like most about Hong Kong is that side by side we have many busy places and many beautiful natural green spaces.

So, I was very excited last April when the division head, Mr. Chan and his Cantonese teachers invited us for a Mini-PRINCH Farm Visit to the Hong Kong Women Christian Association Farm in Fanling. Despite having lived in Hong Kong for so long and having a wife and two sons who speak Cantonese, my Cantonese is still very bad. So while I was excited, I was also very nervous about speaking with farm volunteers “only” using Cantonese.

On the day of the visit we were lucky to have very good weather and about 15 students from all levels joined together for the journey. I was relieved to know that even those with much better Cantonese than me were also a bit nervous but this also made me even more nervous.

However, as soon as we arrived the nerves disappeared. Why? First, the location was beautiful and peaceful. Just like being back in the country areas of Australia, only a lot more humid! Second, we actually had to do farm work which was great but also tough. Finally, and most importantly, the farm volunteers who were our hosts and language partners were so patient, kind, energetic and funny that there was no thought of fear in engaging with them.

The farm visit was a wonderful experience on many different levels. Of course we had the chance to practice our Cantonese in a real environment which was very valuable. It was also inspiring to hear how fluent those in higher classes were. But most of all it was very interesting to see this less seen side of Hong Kong life and the enthusiastic spirit of the volunteers.

I'm looking forward to the next mini-PRINCH event.



我係二十年前搬嚟香港住嘅。我啱啱嚟香港就识咗麦太太，两年之后我哋就结咗婚。我而家好开心叫香港做我嘅屋企。除咗麦太太之外，喺香港我最钟意嘅嘢係香港有好多好忙嘅地方，亦都有好多好靚嘅绿色嘅地方。

所以，四月广东话组组长陈先生同我哋嘅老师叫我哋去 mini-PRINCH 参观粉岭嘅基督教女青年会健康长者农场嗰阵时我好兴奋。虽然我住喺香港好多年，太太同两个仔都讲广东话，但係我广东话真係讲得唔好，所以，可以参观农场我一方面好兴奋，一面方好惊净係用广东话同嘅志愿者讲嘢。

参观嗰日我哋好好彩，因为天气好好。来自各级嘅十五个学生同我哋一起去。我一听倒高班嘅同学都好惊，就比较安心，不过亦都更加紧张，因为佢地嘅广东话讲得好过我好多。

不过我一去到就唔惊嘞。点解？第一，嗰个地方真係好靚好平静，好似澳洲嘅乡下地方嘅，不过潮湿好多。第二，我哋要做农场嘅工作。呢啲嘅工作好好玩不过都好难做。最后，同最紧要嘅，係嗰啲长者真係好有耐心，好好人，好有精力又好好笑，所以我哋同佢地讲嘢一啲都唔惊。

去个农场参观真係好好嘅经历，因为有机会练习广东话真係好珍贵。听到高班同学讲广东话讲得好正都令我好鼓舞。不过最好嘅就係，见到香港生活嘅另一面同嗰啲志愿者嘅热情同正能量。

我好期待下一次 mini-PRINCH!



麦杰华(右) CHAPPLE Matthew (right)

Comparison Between Putonghua and Cantonese

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李春普老师 Mr. LI Chunpu
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大学课程部

尹嘉敏小姐
Ms. WAN Ka Man

普通话 Mandarin: 够 gòu

广东话 Cantonese: 够 gau

英文 English: to reach for, enough



词 义

「够」有一个常用的义项就是：（用手、脚等）伸向不易达到的地方去接触或拿取，常用于够得着、够不着结构中。

够得着：gòu de zháo [be able to reach] 用手、脚等可触摸到、达到的意思。如：长颈鹿够得着树上的叶子。

够不着：gòubùzháo [beyond reach] 不能触到、不能摸到；超出能力、限度、范围。如：妈妈，我站在椅子上也够不着橱柜上的糖果盒。

「够」在粤语只能表达「足够」[enough]这个意思。「够得着」和「够不着」在粤语相应的说法是「掂得到 dimdākdóu」和「掂唔到 dim ĩndóu」。「掂」就是触摸、触碰。例如「唔熟嘅生意千祈唔好掂」，就是说不熟悉的买卖和业务已经超出自己的能力和限度，所以千万不要碰它们，这便类似英文谚语「A wise man cares not for what he can't have」了。

普通话

主持人：张导，您觉得我们该怎么对待幸福？
Zhǔchírén: Zhāngdǎo, nín juéde wǒmen gāi zěnmē duìdài xìngfú?

张导演：我觉得幸福就像挂在树梢上的果实，聪明的智者会绕树三圈，够得着就摘下来，够不着就想办法，实在够不着就选择离开。
Zhāng dǎoyǎn: Wǒ juéde xìngfú jiù xiàng guà zài shùshāo shàng de guǒshí, cōngmíng de zhìzhě huì rào shù sānquān, gòu de zháo jiù zhāi xià lái, gòu bù zháo jiù xiǎngxiang bànfǎ, shízài gòu bù zháo jiù xuǎnzé líkāi.

主持人：那不聪明的人会怎样呢？
Zhǔchírén: Nà bù cōngmíng de rén huì zěnyàng ne?

张导演：那些贪婪的笨蛋会在树下左三圈右三圈，够又够不着，走又不舍得走，最终是精疲力尽、伤心欲绝。
Zhāng dǎoyǎn: Nàxiē tānlán de bèndàn huì zài shù xià zuǒ sānquān yòu sānquān, gòu yòu gòu bù zháo, zǒu yòu bù shěde zǒu, zuìzhōng shì jīngpí lìjìn, shāngxīn yùjué.

主持人：您的意思是，够得着的幸福才是你的，够不着的幸福就不属于你，要学会放手。
Zhǔchírén: Nín de yìsi shì, gòu de zháo de xìngfú cái shì nǐ de, gòu bù zháo de xìngfú jiù bù shǔyú nǐ, yào xué huì fàngshǒu.

张导演：对，你总结得非常好。
Zhāng dǎoyǎn: Duì, nǐ zǒngjié de fēicháng hǎo.

广东话

主持：张导演，你话幸福係咩嘢？
jyúchìh: Jēung douhyín, néih wah hahngfūk haih mēyéh?

张导演：我觉得幸福就好似树上面嘅果实，聪明人会围住棵树兜几圈，掂到就摘落嚟，掂唔到就谗吓办法，认真冇计就走人。
Jēung douhyín: Ngóh gokdāk hahngfūk jauh hóuchíh syuh seuhngmihng ge gwósaht, chūngmihngyáhn wúih wàihjyuh pō syuh dāu géi hyūn, dim dóu jauh jaahklohklāih, dim ĩndóu jauh nám baahnfat, yíngjān móuhgái jauh jáu yáhn.

主持：噉，唔聪明嘅人会点呢？
jyúchìh: Gám, ĩchūngmihng ge yáhn wúih díng nē?

张导演：嗰啲贪心嘅蠢才会喺树下面左兜右兜，掂又掂唔到，走又舍不得走，收尾咪筋疲力尽、伤心欲绝嘍。
Jēung douhyín: Góidī tāamsām ge chéunchòih wúih hái syuh hahmihng dāu làih dāu heui, dim yauh dim ĩndóu, jáu jauh ĩnsédāk jáu, sāumēi maih gānpèih lihkjuehn, sēungsām yuhkjyuh ĩlō.

主持人：你嘅意思係，掂得到嘅幸福先至係你嘅，掂唔到嘅幸福就唔属于你，要学识放手。
jyúchìh: Néih ge yisī haih, dim dāk dóu ge hahngfūk sīnji haih néih ge, dim ĩndóu ge hahngfūk jauh ĩnsuhkyū néih, yiu hohksīk fongsáu.

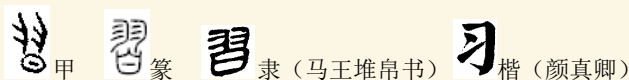
张导演：啱嘍，你总结得非常好。
Jēung douhyín: Ngāam la, néih júngit dāk fēisēuhng hóu.

学“习”（習）xí

谢春玲博士 Dr. XIE Chun Ling
University Programme Section
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汉字演变

“学”和“习”二字经常连在一起“表示从阅读、听讲、研究、实践中获得知识和技能”（《现代汉语词典》第6版 P1479）。我们在本刊第20期已经解说过“学”字了。那么，“习”字又作何解呢？“习”字是一个有很长历史的字，甲骨文已经有这个字了。请看下面“习”字的形体演变：



甲骨文上部是羽，本指鸟类的毛，在这里代表鸟类；下部是日，二者都为意符，鸟在日间习飞，所以字中有“日”，这是一个会意字，取意鸟类试飞。小篆把“日”讹作“白”。隶书沿袭了小篆。唐代楷书简体“习”是用了保留特征、局部代全体的方法，保留上部“羽”字中的“习”代替全字，删除了其余部件。如今的简化字沿用了唐代楷书简体。

“习”字本义指鸟类频频试飞。引申指反复练习。比如：习字、习作、复习、讲习、温习、学习、演习、预习、自习

又引申表示：

- ① 习惯：习气、习俗、习性、恶习、积习、陋习
- ② 经常地：习见、习闻、习以为常
- ③ 学习：习武、习艺



习武

母语为英语的初级学生在普通话语流中的声调发音问题

张欣 陈艾舒*

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University Programme Section
大学课程部

关于英语为母语的外国学生普通话声调发音问题的研究大多集中在静态声调发音偏误上，分析材料大多为二语学习者对着字表朗读的单字调、双字调组合或者三字调组合，分析短语、句子、段落篇章层面上声调发音问题的文献还非常少。本文旨在这一空缺方面做一些探索，以自发连续语流为材料，探讨母语为英语的初级学生的声调发音问题。主要探讨：(1)英语强弱交替的重音模式是否会造成学习者语流中倾向使用普通话声调系统中高低对立的两级平调，如果是，这种趋势仅出现在词汇层面还是会在全句范围内出现？(2)英语语调是否会影响学习者在语调短语边界位置音节的声调？(3)以英语为母语背景的学习者在语流中是否有“平调化”的趋势？(4)母语迁移的影响是否会随着学习者水平的提高而降低？最后，针对连续语流中学生存在的声调问题，本文将结合教师的经验，提出建议和设想。

● 口语语料来源

本文分析的语料来自香港中文大学雅礼中国语文研习所初级学生的口语录音。一共选取了4名初级母语为英语的留学生的自然连续口语录音作为分析对象。四名学生的母语均为英语，一名女生来自墨西哥，三名男生来自美国。家中没有亲人会说普通话。调查时，4名学生都在香港中文大学学习普通话，其中2名学生E1和E2为零起点学生，在初级班<上>(level one)学习；另外两名学生E3U和E4U曾经学过普通话半年到一年的时间。他们的普通话水平高于E1和E2一个级别，E3U和E4U在初级班<下>(level one upper)学习。

- 供分析口语录音的导出方式、语料转写和声调标注方法（此部份内容请详见全文：张欣、陈艾舒（2012）〈母语为英语的初级学生在普通话语流中的声调发音问题〉，载陈学超，吴伟平编着，《语言学与华语二语教学：社会语言学的研究与实践》。）
- 讨论与结论
- “高-低”对立的声调组合特点与英语词重音的影响

为什么母语为英语的学习者在词汇、句子层面的声调带有“高-低”对立的特点。我们认为这是英语词重音模式的影响。我们的语料中显示了发音者在词、句层面“高-低”T1T3声调组合的高频出现。这和英语韵律系统中强弱交替的重音模式十分相似。说明这四位发音者将英语韵律特点迁移到了汉语中。这一发现在以往的很多研究中也都被提及和解释。（Lu, J.M. 1992; Chen, Q. 1997, 2000; White, C.M., 1981; Liao, R. 2008）这一特点在我们的语料中也都被证实。但是，我们的语料显示，发音者E1、E2“高-低”对立的声调组合要远多于E3U、E4U。E1、E2是零起点学生，被编排在初级<上>学习。E3U、E4U在初级<下>学习，他们学习普通话半年到一年了。所以，我们推测，这种“高-低”对立的声调组合特点出现在零起点学生的机率较高。随着学生普通话水平的提高，这种母语韵律迁移的影响会逐渐减少。

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● 句子和短语边界位置音节声调上扬受英语语调影响

我们的语料显示，发音人在发句尾音节的时候，倾向用上扬调代替该音节的字本调。而且这种倾向不仅仅在句尾出现，也在短语末尾出现。我们认为这一句末语调上扬的倾向有两方面的原因：英语语调影响使得语调短语边界位置上扬。同时，汉语水平不高的发音者用“升调”表达对自己所说内容“不确定，寻求肯定，未完待续”的语义。

● 教学建议

针对以上问题，在语言教学中，为了帮助母语为英语的学习者更准确地把握语流中的普通话声调，我们认为教师可以尝试从以下几个方面入手：

第一，教师给学生的声调训练要从单音节向双音节、多音节声调组合过渡。以练习“组块(chunk)”的方式层级递进地培养学生对语流声调的感知和产出。比如：“茶——两杯茶——喝两杯茶——想喝两杯茶——我想喝两杯茶。”这种材料可以用于学生的朗读或者听辨训练。“组块(chunk)”的练习方式也可以帮助学生加强对语流声调的记忆。

第二，有意义、有趣味地练习语流中的声调。由于声调教学集中在初级阶段，学生词汇量相当贫乏，教师只能使用陌生词汇进行发音练习，这种方法容易使学生丧失学习兴趣。那么，如何使声调教学成为对学生有意义的学习，是需要教师和教材设计者思考的问题。比方说，“数字教学法”，0—10这11个数字在生活中运用广泛，比如电话号码、时间、价钱、数量等等，可以提供非常丰富的教学材料而并不显得枯燥。有意义的数字字符串可以练习不同的声调组合，还可以练习三声变调组合。教师可以利用数字进行充分的模仿发音、听辨和记忆练习，并根据学生的学习能力循序渐进增加教学难度。

第三，声调教学是具有长期性和连贯性的。初级阶段的学生要掌握单字调区别词汇意义的功能，随着汉语水平的提高，教师也要帮助学生把握汉语语流中声调变化的特点。比方说，教师可以结合课文中的对话对学生进行语调的朗读训练。此外，也可以利用多媒体资源，如电影电视，或者一些在现实生活中拍摄的录像对话，为学生提供真实的语境，让学生模仿、听辨，训练他们对普通话语流声调的感知和产出。

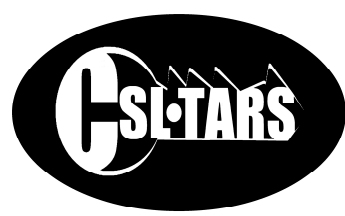
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附加信息：

This paper was presented in Hong Kong Institute of Education (2011-11-25 to 2011-11-27) International Conference on Chinese Language Learning and Teaching in the Digital Age 「汉语数码化教与学」国际会议



The 4th International Symposium on Linguistics and CSL Teaching and Learning held at the Minzu University in China, Beijing

“The 4th International Symposium on Linguistics and CSL Teaching and Learning” was held on 18 May, 2014 at the Minzu University of China. After the first three CSL international symposiums had been successfully held in previous years (the First symposium was organized by Yale-China Chinese Language Centre in 2007; the Second symposium was held by Shaanxi Normal University in 2010; & the Third symposium was co-organized by Yale-China Chinese Language Centre, Department of Chinese Language-Research Centre for Chinese Linguistics & Department of Linguistics and Modern Language of The Chinese University of Hong Kong in 2013), this is the first CSL international symposium held by universities in Mainland China after the establishment of Chinese as a Second Language Teaching and Research Society (CSLTARS) in 2013. In the opening ceremony of the symposium, the organizer, Dean of College of International Education, Professor WU Yinghui represented Pro-Vice-chancellor MA Wenxi of Minzu University of China to deliver an opening remark.

Professor WU in his welcome speech said, “Today we gather grand masters and famous teachers” to participate in the symposium. The symposium invited famous linguists and experts in the CSL field to participate and deliver speech. Invited speakers include, Professor CUI Xiliang (Vice President of International Society for Chinese Language Teaching, President of the Beijing Linguistic Society & Chancellor of the Beijing Language and Culture University); Professor JIA Yimin, (Chancellor of Huaqiao University); Professor FENG Shengli from The Chinese University of Hong Kong; Dr. WU Weiping (Director of the Chinese Language Centre of The Chinese University of Hong Kong & The founding president of CSLTARS); Professor CHU Chengzhi (Vice President of Chinese Language Teachers Association) from the Chinese Department of University of California, Davis; Professor ZHENG Tongtao (Dean of Overseas Education College of Xiamen University); Professor WU Yongyi (Dean of the Department of Teaching Chinese as a Foreign Language of the East China Normal University); Professor CHEN Xuechao

(former President of the International Institute of Shaanxi Normal University); and Professor HU Xiaoqing (Dean of School of International Studies in Ludong University).

Participants came from Beijing, Yunnan and Hong Kong, including professors, associate professors, doctors, as well as Ph.D. students. There were also over one hundred graduate students from different universities joining this symposium. The theme of the symposium was “Theories and Innovations in Chinese as an International Language”.

In the morning session, five experts presented various topics in CSL teaching and learning. Topics include, Development of dynamic and progressive levels of international demand for Chinese teachers (WU Yinghui), Cultural issues in overseas Chinese teaching (CHEN Xuechao), Major issues in second language teaching (CUI Xiliang), Reflection on cultural issues in Chinese teaching in the US (CHU Chengzhi), and Syntax & drills in CSL teaching (FENG Shengli). During the afternoon session, scholars continued to discuss important issues in the CSL field. Topics include, Theoretical significance and practical value of Chinese interlanguage corpus building (HU Xiaoqing), The issue of cultural propagation in CSL teaching and learning (JIA Yimin), Teachers of different cognitive styles and the differences in their use of classroom teaching strategies (WU Yongyi), A systematic approach to CSL teaching and learning: An anti-clockwise approach (WU Weiping) and The issues of dynamic complex systems and foreign language teaching (ZHENG Tongtao). All the presentation topics were stimulating and well-received. Participants were actively participating and interacting with the speakers during the question & answer session. Active discussions among speakers and participants pushed the symposium to its climax. The symposium concluded with active academic exchanges.

LEE, Siu-lun
Secretary of CSLTARS
18th May, 2014

第四届语言学与华语二语教学国际学术研讨会 在北京中央民族大学召开

“第四届语言学与华语二语教学国际学术研讨会”于2014年5月18日在北京中央民族大学召开。这是继第一届（香港中文大学雅礼中国语文研习举办）、第二届（陕西师范大学举办）、第三届国际学术研讨会（香港中文大学雅礼中国语文研习所、中文系汉语语言学中心及语言学系举办）及华语二语教研学会成立后，由内地国际汉语教育机构主办的又一届华语二语教学国际学术会议。宣读论文之前，主办单位——中央民族大学国际汉语学院院长吴应辉教授代表中央民族大学副校长马文喜及主办方致欢迎词。

吴院长在欢迎词中说，“今天的大会堪称大师、名师云集”，参加本届研讨会并在会上作专题报告的著名语言学家、华语二语教学专家有北京语言大学校长、世界汉语教学学会副会长崔希亮教授，华侨大学校长贾益民教授，香港中文大学冯胜利教授，香港中文大学雅礼中国语文研习所所长、华语二语教研学会创会会长吴伟平博士，加州大学戴维斯分校中文部主任、美国中文教师学会副会长储诚志教授，厦门大学海外教育学院院长郑通涛教授，华东师范大学对外汉语学院院长吴勇毅教授，陕西师范大学陈学超教授，鲁东大学国际教育学院院长胡晓清教授共十人。

与会者中有教授、副教授、博士、博士生六十余人，硕士生一百余人，分别来自中国的北京、云

南、香港等省区的高校，本届会议的主题为“国际汉语教学理论与实践创新”。吴院长在欢迎词中引用了一句流行语来形容本次会议：“高端大气上档次；低调奢华有内涵。”

上午，五位专家学者在各自的报告中就国际汉语师资需求的动态发展性与层次递进性问题（吴应辉），海外华语教材的文化内化问题（陈学超）、第二语言教学需要研究什么问题（崔希亮）、从文化超载与文化空载的冲突思考对美国中文教育中若干文化问题（储诚志），以及汉语教学中的语法与操练（冯胜利）等议题进行了探讨。下午的会议，另外五位学者就汉语中介语语料库建设的理论意义与实践价值（胡晓清），华语二语教学中的文化传播问题（贾益民），不同认知风格的教师在课堂教学策略运用上的差异研究（吴勇毅）、华语二语教学系统工程：语用为纲的逆向设计（吴伟平）以及动态复杂系统与对外汉语教学的关联问题（郑通涛）等方面的精彩发言令与会者大开眼界。会议还分别安排了与会者与报告人的问答互动环节。下午专家学术争鸣把会议气氛推向高潮，大会圆满结束。

华语二语教研学会秘书
谢春玲
18.05.2014

中国语言文化实习课—北京 PRINCH in Beijing (Language & Culture Immersion)

39 名学生在大学课程部老师刘震霞及助教王天啸的带领下参加了为期 14 天的北京 PRINCH (中国语言文化实习课)。本次活动于 2014 年 5 月 19 日至 6 月 1 日期间举行, 接待院校为中央民族大学。北京 PRINCH 是中国教育部万人计划的组成部分, 有 9 名中大本科生获得资助参加课程, 其他参加者包括 18 名普通话组学生及 12 名中大国际商贸及中国企业课程项目中来自美国南卡大学的交换生。PRINCH 贯彻“用中学”的理念, 让学生在参观、探访等实践活动中提高普通话的交际沟通能力, 实践的主题包括历史、教育、宗教、企业、民生、文化、传媒等等。

39 students led by Ms. LIU Zhen Xia from the University Programme Section and the teaching assistants joined PRINCH, a language and culture immersion programme held in Beijing. This practical module was held during 19 May to 1 June 2014 for 14 days and the host school was Minzu University of China. 2014 PRINCH was generously sponsored by the Ministry of Education in China and 9 CUHK undergraduate students received special subsidy to join the programme. Other participants included 18 students from the Putonghua Programme Division and 12 exchange students from University of South Carolina, a strategic partner of the CUHK International Business and Chinese Enterprise programme. PRINCH facilitates learners to assimilate and internalize language and culture through practices in real-life context. Practical themes included history, education, religion, business, livelihood, culture and media etc.



中央民族大学国际教育学院院长吴应辉教授及 2014 PRINCH 领队老师、本所大学课程部国际学生组组长刘震霞老师。
Prof. WU Ying Hui, Dean, College of International Education, Minzu University of China and Ms. LIU Zhen Xia, head teacher for 2014 PRINCH, division head for International Student Division, University Programme Section, CLC.



研习所所长吴伟平博士(后排右一)、领队老师刘震霞(前排右一)与民大小老师, 摄于小老师培训后。
Dr. Weiping WU, CLC director (back row first right), Ms. LIU Zhen Xia, head teacher of 2014 Princh (front row third right) and teaching assistants from Minzu University. Photo taken after teacher training workshop.



PRINCH 2014 小老师及学生心声

中大本科生

梁颖茵: 文化体验和课堂学习兼备, 我们了解了很多北京的文化。来之前我给自己定了一个目标 —— 要带一个地道的“儿化音”回去, 现在看来, 这个目标已经达成!

麦海晴: 我学到了很多规范的普通话用语, 普通话水平进步不少。

曾郁芸: 我们很开心能接触很多本地人, 还有民大的少数民族的同学!

普通话组学生

倪克: 我建议中文学生都来参加 PRINCH 的活动, PRINCH 对我帮助很大。虽然我们的小老师不停地“欺负”我们, 我们还是很喜欢她!

石田香理: 我觉得 PRINCH 最好的地方是有很多练习口语的机会, 同时我还可以认识很多同学、老师和中国朋友。

宋妮雅: PRINCH 在一个友好的气氛中进行, 我很轻松, 我不怕说错中文。老师们能耐心仔细地解答我们的问题, 我也建议大家参加明年的 PRINCH。

南卡交换生

冯子坡: PRINCH 很好玩儿, 我的中文水平每天都在提高!

叶菁菁: 以前和中国人聊天儿, 我非常紧张, 现在通过老师的帮助, 我不再紧张了!

韦仁: 在 PRINCH, 我觉得我的中文越来越好, 而且我的听力提高了。

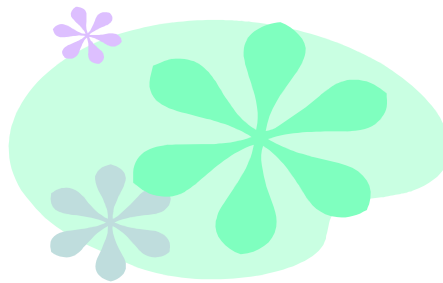
小老师

徐越龙: PRINCH 语用为纲, 用中学, 学后用的教学理念很棒, 对学生的语言进步很有帮助。

卫晓迪: 我结识了来自世界各地的朋友, 我收获很多, 感触很深, 也让我更清楚地认识到怎么做一名优秀的汉语老师, 所以我很感谢香港中文大学给我这次机会。祝愿所有的同学汉语越说越好! 一起感受中国的魅力。

孙香凝: 我的学生让我非常有成就感, 我每天交给他们的生词、语法, 他们都能在第二天的报告中正确使用出来, 我想这是在课堂教学中做不到的, 他们能学得更多!





人事动态

Personalia – New Staff

与粤语教学结缘，始于修读张洪年老师的「粤语研究与应用」。对中文系学生而言此为选修科，但我知道这是语文教育学系中文组的必修科，也只有这一门课如此特殊。原以为肯定学得轻松，选读了之后才发现自幼「熟习」的母语殊不简单，自此更钟情粤语。

由于地域、政治等因素，粤语保留了较多上古至中古时期中原汉语之特色，包括雅言之语法。元代以后汉语受蒙、满、日、欧之影响甚深，失其本貌，单凭「现代汉语」实在无法领略传统中国语言文化之神髓。

无论来自外地或中国各地，只要希望学好中文，粤语固为合适之门径；即使本地人亦应进修母语，学好思维语言才能学好任何语言。愿与各位共同进步！



郑嘉俊老师 (广东话组)
Mr. CHENG Ka Zeon
Cantonese Programme Division

大家好！我是陈施敏，Sarah。我于香港出生和长大，亦是中文大学的毕业生，能成为雅礼中国语文研习所的一分子，很是荣幸。大学毕业后我曾于小学任教，及后随外子到德国留学，除了教广东话外，我亦从事德语教学工作。在刚过去的几年里，因为希望能专心照顾一对年幼子女，我休息了好一段日子，现再次踏上职场，心中又战兢又兴奋。我会十分珍惜这个工作的机会，虚心向各位老师和前辈学习，请大家多多指教！

在过去的面试和工作坊中，老师们都很亲切友善、用心教学，大家就好像一个大家庭一样，令我印象深刻。很期待能正式开始广东话的教学工作，成为大家的一分子，和大家一同努力！



陈施敏博士 (大学课程部)
Dr. CHAN Sze Mun
University Programme Section

各位好！我叫黄映文，是英文系本科毕业的。其实我在很久以前就有教外国人广东话的经验了-就是从我在匈牙利当交换生的时候开始。还记得那时候，我还是个中学生，在拼音和音标方面的认识几乎是零，也不太懂什么语法的。我只能用一些自创的方式去教别人广东话，不伦不类的。现在想起来，自己也觉得很可笑！不过，就是从那时候开始，我对语言的兴趣就越来越大。后来，我又去过英国和内地分别修读英文系和中文系的课程，使自己在语言学方面有更深入的认识。



黄映文老师 (大学课程部)
Ms. WONG Ying Man
University Programme Section

所以，能够加入雅礼中国语文研习所这个大家庭，从事有关语言教学的工作，我真的感到非常的荣幸和高兴。有机会的话，我也希望能够逐一去认识你们，并请大家多多指教！谢谢！

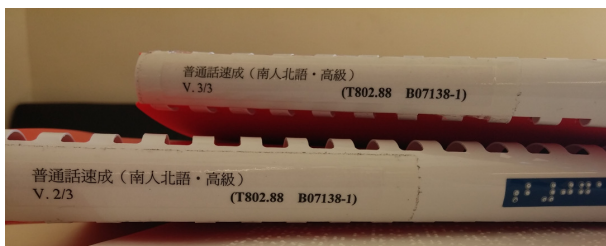
优秀教师奖 2012-13 Best Teacher Award 2012-13

得奖者：进修课程部普通话组老师黄楹女士
Recipient: Ms. HUANG Ying, Putonghua teacher from the Putonghua Programme Division, Continuing Education Section



黄楹老师(左)除了获研习所颁发优秀教师奖外，亦同时得到香港中文大学文学院颁予优秀教师奖状。

点字课本 Braille code textbook



靠小小嘴唇「亲吻」一字一句、在2013中文学文凭试创佳绩的失明兼弱听女生曾芷君，凭坚毅奋斗的精神「吻」出大学之路，入读中大翻译系。

今年暑期课程，曾芷君同学修读本所普通话高级课 CPTH3703A，她每天带着三大本点字课本来到教室，坐在离老师最近的地方听课。她视力和听力不如普通学生，朗读的同时需要用嘴唇来辨识文字。她与其他17位同学一起顺利完成课业，并取得优异成绩。

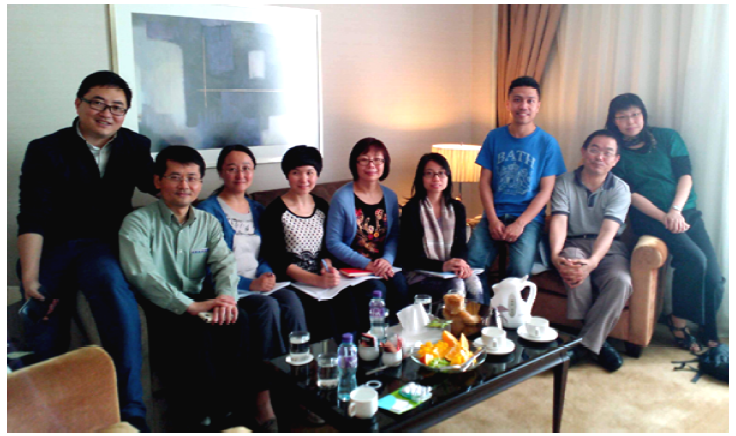
肖晴老师 Ms. XIAO Qing
University Programme Section
大学课程部

所务会退思会

CLC Management Committee Retreat

本所今年的退思会于 2014 年 4 月 24 至 25 日, 在香港黄金海岸酒店举行。在本次退思会, 所务会成员及应邀与会老师和职员讨论了研习所的发展方向, 确定了加强课程建设、提高教学质量的方针。

The CLC Management Committee members left the hustle and bustle of the daily operation for a short while and joined together in a retreat on 24-25 April 2014, at Hong Kong Gold Coast Hotel. The leaders explored the various development directions and discussed the different channels to enhance learning outcome of the programmes.



图片左起: 刘键老师*、王浩勃博士*、刘震霞老师、肖晴老师、舒雅丽博士、袁静文女士、陈智梁老师、吴伟平所长、麦雪芝女士。出席会议者还包括李兆麟博士及龙心怡女士*。(* 非所务会成员, 特邀参加会议)

Photo from left to right: Mr. LIU Jian*, Dr. WONG Ho Put*, Ms. LIU Zhen Xia, Ms. XIAO Qing, Dr. SHU Ya Li, Ms. Carmen YUEN, Mr. Kelvin CHAN, Dr. WU Weiping, Ms. Ellen MAK, Dr. S. LEE and Ms. Shadow LUNG* also attended the retreat.

(* not a Management Committee member and joined the retreat by invitation).

非华语中学生访问中大

Visit by Non-Chinese Speaking Local Students

2014年7月3日, 本所接待官立嘉道理爵士中学(西九龙)中四级及中五级师生一行约120人参观中大。全港约有1万5千多名非华语学生就读本港公立及直资学校, 以少数族裔为主, 该校是非华语生数目较多的一所学校。活动当日, 来访学生由本所老师和助教陪同, 参观了中大文物馆、图书馆及书院主要景点, 还试用了本所研制的计算机口语水平评核(COPA)。但愿这次的课外活动在增进学生对中文大学的认识之余, 也能激励他们更加努力地学习中文。

120 teachers and students from secondary 4 to 5 of Sir Ellis Kadoorie Secondary School (West Kowloon) visited CUHK on 3 July 2014. CLC was the host for this visit. There are around 15000 non-Chinese speaking students studying in local public schools and subsidized schools in Hong Kong. Ethnic minority students are the major composition. The visiting school is one of the local schools having the most non-Chinese speaking students. Students were invited to try COPA (Computerized Oral Proficiency Assessment), a language testing tool developed by the Centre. The students also visited the Art Museum in CUHK, the Library and the signature sites located in the different colleges on campus. The visit served as a kind of post-exam/ extra curricula activity to Chinese language and culture subject. We do hope that this event has given the students some encouragement and meaning in their study of Chinese language.



在康本国际学术园六楼的语言实验室试用英粤版计算机口语水平测试(COPA-C4F)。

Experienced the Cantonese for English speakers version of COPA in the language labs located at the 6th floor of Yasumoto International Academic Park.

幼儿听得懂你的广东话吗? 幼儿园迷你 PRINCH

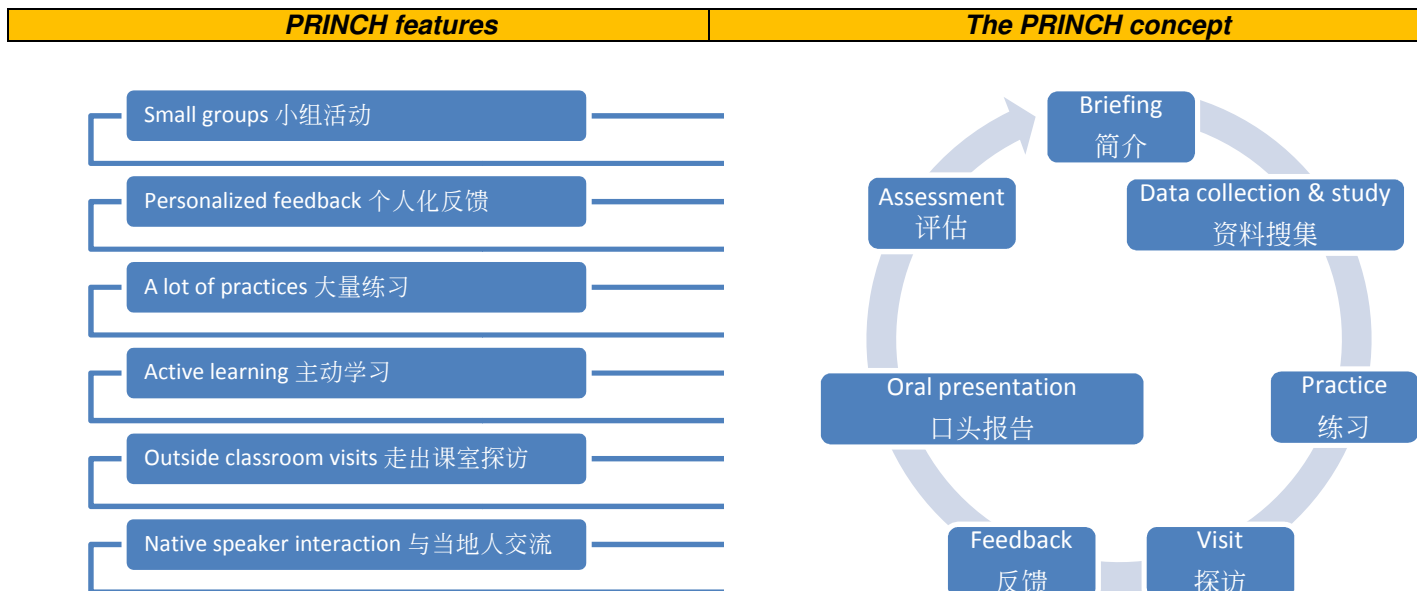
Can Preschoolers Understand Your Cantonese? Mini princh@kindergarten

5 位外籍同学为了实践所学的课题, 于 6 月 30 日前往明我幼儿园探访。在探访过程中, 同学用广东话访问了幼儿园的老师、向小朋友们介绍了自己的国家、回答了孩子的提问, 之后还与孩子们进行了小组活动。与小朋友互动确实是对外语学习者语言能力的一大考验, 孩子们直率天真的提问, 更为这次的语言实践增添了不少欢乐。这次语言实践活动获得明我幼儿园暨幼儿园(奥运校区)的大力协助, 衷心感谢。

FIVE students from the Cantonese Programme Division took the challenge of mini-princh held in a local kindergarten on June 30 to actualize the language they learned in class. Students introduced their home country in Cantonese to the kids and answered questions. They joined them in small group activities and interviewed the teachers. The straight forward questions raised by the cheerful kids brought fun and joy in the occasion and tested further the language proficiency and reaction of our students. Through this event, the students learned to speak appropriately in a real-life setting and to build up more understanding about the culture and the system in Hong Kong. Our sincere thanks to the supporter of this ad-hoc activity - Dominic Savio Kindergarten & Nursery (Olympic Campus).

广东话 PRINCH —— 中国语言文化实践课（香港） 只限秋季 Cantonese PRINCH (Language & Culture Immersion in Hong Kong) Fall Term only

A 3-credit course in *Cantonese* as a foreign/ second language for CLC Cert./ Dip./ A. Dip and university students.



Date: September 24 to December 10, 2014 (usually Wednesday morning). Special visits/activities on other weekday(s) and weekend(s) subject to further notice.

Themes: education, culture and arts, city-business and enterprise, economy and living etc.
More information at www.cuhk.edu.hk/clc/princh

广东话一周日间密集课程

为新来港内地研究生而设, 不限院校

日期: 8月25日至29日星期一至五

时间: 早上9时至12时

生活所需、外出购物、校园活动、人际关系

特邀在港工作或学习的前辈现身说法, 有助建立本地社交群体

收费及详情见 www.cuhk.edu.hk/clc/C4P_PTG.htm



Study Programmes & Services 2014

Regular award-bearing programmes 常规学历课程

Putonghua, Cantonese and Chinese Reading for non-native speakers

Location: CUHK Shatin campus

Fall term 2014	22 September to 11 December. Orientation: 18 September
Spring term 2015	19 January to 17 April. Orientation: 15 January
Summer term 2015	4 June to 14 August. Orientation: 3 June

www.cuhk.edu.hk/clc/regular



Evening/ weekend part-time programmes 晚间/周末兼读课程

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

- Putonghua and Cantonese for native Chinese speakers

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

Location: Tsim Sha Tsui Learning Centre/ Shatin campus

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

