



Language Matters

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

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

香港中文大學
雅禮中國語文研習所





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 / 學生園地

For CLC students and alumni to share their learning experience.

Teaching / 教師園地

For Chinese teachers to exchange views.

Research / 語言與文化研究

For discussions on language and culture.

Activities & News / 動態與信息

CLC activities and news in teaching Chinese as a foreign/second language.

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From the Editor

Language Matters(LM) is published regularly 3 times a year. Submissions for publication are welcome from all CLC teachers, students and alumni, as well as those who are involved with either teaching or learning Chinese (including Putonghua and Cantonese). Please send to:

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1. Language : Either in English or in Chinese.
2. Length : Between 300 to 500 words, no longer than 800 words in any case.
3. Focus : Should be related to either learning or teaching Chinese, including cultural aspects of language learning.

LM is distributed to about 2000 programmes and individuals in the field of teaching Chinese as a Second or Foreign Language, both local and international, in either electronic or printed form.

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(本刊文章均為作者一得之見，不一定代表中心觀點，引用本刊文章者請註明出處。)

New Year wishes from students of Cantonese Programme Division

學生園地
Learning

廣東話組學生寫下嘅農曆新年祝福語

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: 勝又英
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: 李相燉
English Name: LEE, Sangdon
Class: C-CAN 2115
Where are you from? Korea

祝你身體健康。

幸勿忘年と別れまうように

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

亲新年快樂。大吉大利。身體健康。

आप का नव वर्ष शुभ रहे!

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

Chinese Name: 劉迪雅
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: 范偉樂
English Name: DE FRANQUEVILLE, Nicolas
Class: C-CAN 3115
Where are you from? France

Sān nihm 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: 林銘聰
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: 蘇樂誠
English Name: SOLIS, Ronald Azarcon
Class: C-CAN 3115
Where are you from? Philippines

游離在大陸和香港之間



今年，我不會回家過年。其實，我不回的是兩個家。第一個家遠在德國，所以我沒有時間回去；第二個家是我在中國的家，是因為……實際上，也是因為我沒有時間，所以不能回去。

我家的情況比較複雜。我是德國人，我在香港中文大學讀博士，我的妻子來自大陸陝西。我們住在深圳，所以我過年的時候得遵守三個地方的規矩與風俗，因此每年過年的時候都很頭疼。

首先，中國和歐洲過年的習慣不一樣，德國只有陽曆，沒有農曆，我們每年都是1月1號過年。而1月1號在中國大陸並不算一個很重要的節日，人們只會放一天假。香港呢，陽曆1月1號和農曆一月初一都算是過年，所以香港人過兩次年。不過正是因為過兩次年，每一次好像都沒有那麼重要，所以春節的時候在香港只放三天假。

最後的結果就是我去哪裡過年都不方便。1月1號回德國很麻煩，因為我妻子在大陸工作，不能放假，而香港的大學又很早就開始上課。春節的時候回我妻子的家也很難，因為我在香港放假的時間太短。因此，我感覺自己總是游離在大陸，香港和德國之間，哪一頭都不靠岸。

不過，每一個問題都有一個解決辦法。今年，我的岳父岳母和小姨子會來深圳陪我們過春節。這樣，儘管我們不回家，我們還是能跟家人一起過年！

雷 拓 Reto Winckler
大學課程部 University Programme Section
CPTH4513
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普粵對比

Comparison Between Putonghua and Cantonese

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University Programme Section
大學課程部

普通話 Mandarin : 削 xiāo
廣東話 Cantonese : 削 seuk

英文 English : sharpen or peel
with a knife



詞義

現代漢語中常用的義項是「用刀斜著去掉物體的表層」，一般都是單用一個「削」字，如削鉛筆，削雪梨。

如果用於合成詞，讀作「xuē」，和削(xiāo)同義，如剝削、削減、削弱。粵語在這點上跟普通話是相同的。「削」字的粵音只有一個，讀作「seuk」。然而，「削鉛筆、削雪梨」這些說法，粵語均使用其他動詞。「削鉛筆」粵語叫「刨鉛筆」(pàauh yùhnbāt)，削鉛筆的卷筆刀(pencil sharpener)粵語叫「鉛筆刨」(yùhnbāt páau)；「削雪梨」粵語叫「批雪梨」(pāi syutlèih)。

普通話

圓圓： 媽媽，您在忙什麼呢？
Yuányuan: Māma, nín zài máng shénme ne?
媽媽： 我在給你削蘋果呢。專家說上午吃水果好，平時你上學不方便，今天週末，我給你削了一個蘋果和一個梨，一會兒別忘了吃掉。
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.
圓圓： 媽媽，先別聊水果了，還是幫我看怎麼削鉛筆吧。我今天的作業老師要求用鉛筆做，我這兩隻鉛筆的筆芯都斷了，偏偏削鉛筆的卷筆刀也壞了，您看該怎麼辦啊？
Yuányuan: Māma, xiān bié liáo shuǐguǒ le, háishi bāng wǒ kànkàn zěnme 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 zěnme bàn a?
媽媽： 沒事兒，圓圓，不用急，我們一會兒去樓下的文具店再買個卷筆刀。實在不行，媽媽就用削果皮的刀給你削鉛筆。
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.
圓圓： 哦，那我就放心了。
Yuányuan: Ò, nà wǒ jiù fàngxīn le.
媽媽： 那先把水果吃了吧。
Māma: Nà xiān bǎ shuǐguǒ chī le ba.
圓圓： 好的。謝謝媽媽！
Yuányuan: Hǎo de. Xièxie māma.

廣東話

圓圓： 媽媽，您忙緊乜嘢呀？
Yùhnyún: Māmā, néih mòhnggán mātých a?
媽媽： 我幫你批緊蘋果皮呀。專家話上晝食生果好，平時你上堂唔方便，今日係週末，我幫你批一個蘋果同一個梨，一陣間唔好唔記得食咗佢。
Māmā: Ngóh bōng néih pāigán pihnggwó pèih a. Jyūngā wah seuhngjau sihk sāangwó hóu, pihngsih néih séuhngtòhng fhfōngbihn, gāmyaht haih jāumuht, ngóh bōng néih pāi yātgo pihnggwó tūhng yātgo léi, yātjahngāan fhóu fhgeidāk sihkjó kéuih.
圓圓： 媽媽，咪講生果住啦，您仲係幫我睇吓點樣刨鉛筆啦。我今日嘅功課先生話要用鉛筆做，我呢兩支鉛筆嘅筆芯都斷咗嘍，咁啲個鉛筆刨都壞埋，您話點算呀？
Yùhnyún: Māmā, máih góng sāangwó jyuh lā, néih juhng haih bōng ngóh táiháh dímyéung pàauh yùhnbāt lā. Ngóh gāmyaht ge gūngfo sīnsāang wah yiu yuhng yùhnbāt jough, ngóh ní léuhngjī yùhnbāt ge bātsām dōu tyúhngjó la, gam ngāam go yùhnbātpāau dōu waaihmaaih, néih wah dímsyun a?
媽媽： 冇事嘅，圓圓，唔使急，我哋一陣間去樓下嘅文具鋪買返個鉛筆刨。認真唔得，媽媽就用批皮嘅刀幫你刨鉛筆啦。
Māmā: Móuhsih ge, Yùhnyúhn, fhśái gāp, ngóhdeih yātjahngāan heui lāuhhah ge mǎhngueihpóu máaihfhāan go yùhnbātpāau. Yíngjān fhđāk, māmā jauh yuhng pāipèih ge dōu bōng néih pàauh yùhnbāt lā.
圓圓： 哦，噉我就放心嘍。
Yùhnyún: Óh, gám ngóh jauh fongsām la.
媽媽： 噉你食咗啲生果先啦。
Māmā: Gám néih sihkjó dī sāangwó sīn lā.
圓圓： 好嘅，唔該媽媽！
Yùhnyún: Hóu ge, fhgói māmā!

王浩勃博士

研習所 2013-14 年度優秀教師獎得主
進修部普通話組組長



小時候從內地來港定居，遇到了甚麼挑戰？

我在青島出生，祖籍是福建，在中一的時候全家移民來港。當年我曾經被人叫做“阿燦”¹，經歷過身份及語言認同上的掙扎和改變。例如，剛來香港時我曾經希望自己不會說閩南話，直到在大學副修日語的時候發現日語的發音在閩南方言裏幾乎都有，才意識到這其實是個優勢。回想起來也是挺有意思的。

畢業於中大工商管理學院，為甚麼後來當了老師？

我從小就想和父親一樣，當個老師。但父母經歷過文革，對一些老師的悲慘遭遇心有餘悸，所以我媽媽就把我原來報的中文系、藝術系、生物系三個志願改成了市場學、會計學和商業管理（GBM/ General Business Management）。不過我畢業以後，還是因緣際會入了這行，圓了小時候的夢。

曾做過一年交換生。有甚麼印象深刻的事？

我大三後到東京亞細亞大學做了一年交換生，期間在日本的“居酒屋”當過服務員，夏天也去了北海道 homestay。記得我回東京後那個新年，homestay 的日本媽媽給我寄來了一張機票，讓我去她家過年。我就這樣當了一個月的啃老族。期間除了練習日語，還飽嘗了零下三十幾度嚴冬的滋味（我對小時候青島的冬天已經沒有印象了）。我結婚後去看望過那位媽媽，她也來香港看過我。有趣的是她因為認識我的緣故，後來開始學英語，還學得不錯，現在能進行基本的交際。我們所五十周年時前校長金耀基教授的題詞是“語言路，文化緣”。我一看就覺得描寫的就是我身邊發生的事。

做教學行政工作最滿足的地方在哪裏？

我第一次承擔行政工作是 1999 年。這十多年的組長生涯中最滿足的是能陪伴著一些零經驗的老師一起成長，第二是能盡力幫助有需要的學生解決一些困難。

作為研習所首位拿過三次優秀教師獎的老師²，你認為優秀教師應具備甚麼特質？

首先感謝所長給我的機會，也要感謝同事們的支持。拿了優秀教師獎不代表就有資格為優秀教師定標準，只能從個人的角度（主要是從行政的角度和根據個人對學生的瞭解）來作點分享：我覺得其一是要有團隊精神，性格要好，才能和學生相處融洽，和大部分上下級、同事之間也相處融洽。其二就是要熱愛這份工作。另外就是要瞭解學生的需要，配合他們的程度進行教學。在跟學生互動方面，我也還在學習如何調動學生的積極性，在不傷面子、不損自尊的前提下，嚴格要求他們努力學習。

有同學認為語言可以自學，也認為單人班更好，你的看法如何？

如果要自學，除了動機和自律性，還得看你有多少有利條件。比方說住在中國人的家裏，或者是配偶是中國人，而且家裏的人不會外語、只能用中文溝通。有這些條件的話，自學日常口語當然比較容易。不過，即使有上述條件，如果想學讀學寫，提高到看電視新聞和看報紙的程度，討論比較專門的內容，恐怕還是需要專業的老師教了。

我遇見過一些自學初級內容的學生來插班。他們表示自學到一個地步就上不去了，需要跟著一個課程，按部就班地學。

一對一的教學效果也並不是很好，因為老師在實際操作上會遷就學生（往往是減速而不是提速）。而跟著課程有系統地學習，由於進度是基本固定的，這能給學生一定的良性壓力，比較有利於學習。

¹ “阿燦”源自 70 年代末一套流行電視劇，是劇中一名新來港內地人的名字，後被用作對內地新移民的蔑稱多年。

² 王老師獲得研習所優秀教師獎的年份分別為 2001-02 年，2007-08 年及 2013-14 年。按研習所規定，每位老師最多只能獲獎三次。

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 Chaan”¹. 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 50th 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 Award², 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.

¹ “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.

² 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.

請掃描QR碼

Scan the QR code for full version of the interview

www.cuhk.edu.hk/clc/newsletter/WongHB_Spr2015.htm

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本專訪由雅禮研習所助教韋丹莉及傳理系學生何綽忻協助製作。(特此鳴謝)

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 6th and 7th grade Mandarin classes at a private Canadian international school in Hong Kong. The control group was 37 students in 5th and 8th 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

尚 晴老師 Ms. XIAO Qing
University Programme Section
大學課程部

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	22.22	22.11	22.36	22.91
External Motivation	22.39	23.06	23.95	22.14
Individual Objective	18.92	18.44	19.23	18.27
Anxiety	14.06	14.50	15.05	15.73

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 teaching¹. 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.

¹ The introduction of the first part of the book has been published in *Language Matters*, issue 41, p. 11-12.

CSLTARS 會訊：CSLTARS 出版介紹

《語言學與華語二語教學叢書（第三冊）》簡介(下)

謝春玲

語言學與華語二語教學叢書第三輯題為“語用能力培養的理論與實踐”。本書由“語言研究篇”和“課堂實踐篇”兩部分組成。第一部分注重與華語二語教學相關的語言學理論方面的研究¹；第二部分則是華語二語課堂教學實踐經驗的研究和總結。

本書“課堂實踐篇”收集了教學第一線教師課堂教學實踐探索的論文，內容涵蓋以下三個方面：一，語料庫和教材研究；二，語言習得及偏誤分析；三，教學方法及課堂活動。下文將分節進行簡介。

關於語料庫及教材研究共有四篇論文。〈漢語中介語語料庫建構中的語用因素〉論及華語作為第二語言學習者的中介語語料庫建設問題，提出了從語用的層面考慮把語用因素加入到中介語語料庫建設中。〈基於語料庫的口語教學詞表設計〉是關於華語二語語料庫的另一篇文章。作者討論了詞語表對華語二語教學的重要性，並就漢語口語教與學提出兩個方面的思考：一是需要界定華語二與教學的核心詞彙；二是如何把口語詞彙應用於真實生活情境中。〈話語語用學與口語教材的編寫和教學：以 Working with Spoken Chinese 為例〉以一本已經出版使用的教材 *Working with Spoken Chinese* 為例，說明基於自然口語的教材如何在教學活動中體現語用學的觀念。〈粵語二語教材中的語用及語體信息〉則討論語言教材中語言信息的負載問題，提出教學信息除了應包括語言學和相關的文化知識外，還應包括語用及語體信息。

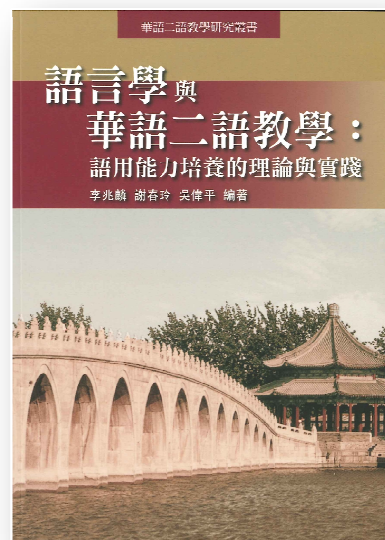
關於“語言習得及偏誤分析”方面包含了關注華語二語語言習得幾個方面的5篇論文。〈留學生習得漢語複合詞的語素意識〉是一篇分析留學生學習漢語詞彙時體現出來的語素意識的實驗研究。〈中級水平外國留學生在語用中建構漢語疑問句式的習得研究〉一文調查了留學生在語用中習得漢語疑問句的情況。〈基於“語用為綱”的口語測試中留學生偏誤分析及任務型教學初探〉一文分析了在口語測試中的語用偏誤。〈基於COPA口語語料庫中普通話名量詞使用情況的研究及教學策略初探〉用偏誤

分析和方差分析的方法研究COPA考試中留學生漢語名量詞的使用情況及出現的錯誤。〈粵語二語學習者的語體偏誤分析〉一文則是第一篇分析粵語二語學習者在即興演講中語體及語用偏誤的論文。

關教學方法及課堂活動方面的研究，也有 5 篇論文。〈語言學習中的有效輸入與輸出〉討論明確學習效果的課堂設計的重要性及如何利用思維圖解決教學中的問題。〈漢語口語水平測試中的“請求”言語行為初探〉一文調查了 30 位學習者在完成任務語篇中的話語言語行為，討論任務型教學中仿真語料輸入的重要性及在教材中如何體現真實語境的問題。此外，還有兩篇關於課堂教學法嘗試的論文，一篇是來自以粵語為母語的學習者的課堂實踐：〈普粵口語詞“對碰教學法”嘗試〉；另一篇題為〈淺談對外漢語初級班的“語用點”對話練習〉，兩篇論文均旨在在課堂中提供母語與目的語詞彙對接的平台，提高學習者的語用意識。還有一篇〈任務型教學對漢語學習者學習動機的影響〉的論文分析了任務型教學在課堂應用時可以有效增強學習者的學習興趣，改變學習動機。

本輯論文集的論文不僅有語言學前沿研究的成果，也在二語教學領域為讀者提供了頗有裨益的見解。

¹ 本書第一部分的介紹見 *Language Matters* 第 41 期，11-12 頁。



講題：教學理念、教學目的與教材編寫

日期：二零一四年十二月十八日

講者：周小兵教授 Prof. Zhou Xiaobing

周教授演講內容由研習所助教韋丹莉整理



由此，周教授指出以下 5 個解決方法：

- 1、開發的多媒體教材要實用而有效；
- 2、不同地域的教材需要中外合作來開發；
- 3、中小學及少年兒童的教材需要教育專家來開發；
- 4、動態式地開發語料庫教材庫，人人參與，共建共享；
- 5、建立評論、評估教材的電子平台。

對於如何編寫和評估教材，周教授總結了 3 個步驟：

- 1、對客戶需求和市場現有教材情況進行調研；
- 2、根據教學目標和學習者的特點組織各種專長、各個國家、性別均衡的教材編寫班子
- 3、制定編寫方案，做好明確分工

最後，周教授還就對外漢語語言點的教學進行了實例分析。周教授的講座讓與會者對什麼叫做“沒有最好的教材，只有最合適的教材”有了新的認識，受益匪淺。



所長吳偉平博士(左)和周小兵教授合照。
Dr. Weiping WU, CLC Director (left) and Prof. Zhou Xiaobing.

學術講座 CLC Seminars

2014 年 12 月 18 日下午，廣州中山大學的周小兵教授給本所教職員帶來了一場引人思考又不失趣味的學術講座。周教授通過一系列具體有趣的實例，介紹了現有對外漢語教材的現狀，討論了對外漢語教材編寫需要注意的主要問題。

周教授首先以教材的本土性、不同級別教材生詞的選擇、編寫教材所依據的教學大綱以及教學順序這四個方面作為引子，通過大量的例子，讓大家注意到了編寫對外漢語教材時需要注意的問題。

在教材的本土性方面，周教授舉了一個法國漢語教學的案例。某法國學校的漢語老師在教當地法國人如何用漢語說包餃子的時候，學生們學得都很苦惱。後來老師就改教他們怎麼用漢語說做蛋糕，學生們就很高興。因為當地人都會做蛋糕，這與他們的生活有密切的聯繫，也結合了當地的實際情況，對於這種熟悉的東西，學生們學起來相對好掌握，而且也有很多可以實際運用的機會。由此可見，編教材時，需要注意結合學生所在地的社會文化知識。周教授強調，教材編寫和評估的一個重要問題就是如何將教材的通用性和本土性進行良好的結合，找到一個平衡點，以提高教學效益，減少因文化差異所帶來的學習障礙。

接下來，周教授強調了語言教材的定義。他引用了以下觀點“語言教材是引發學生學習和交際反應的刺激物，可以為學生提供他們所學語言的活材料，同時也可以提供學生應用和體驗該語言的機會。”周教授強調，這也是一本好的語言教材的應該具備的要素。

根據中山大學國際漢語教材研發與培訓基地收集的信息，周教授從形式、分類、教學媒介語、適用對象和出版信息五個方面全面介紹了全球對外漢語教材的現狀。指出現有對外漢語教材存在的問題：

- 1、多媒體教材相對缺乏；
- 2、教材的本土化不夠高；
- 3、讀物類教材太少；
- 4、幼兒園、中小學教材以及專用的教材較少。



優秀教師獎 2013-14 Best Teacher Award 2013-14

雅禮中國語文研習所 2013-14 年度優秀教師獎獲獎人簡介

王浩勃老師是中大校友，畢業於新亞書院，加入本所多年，歷任兼職導師、普通話組副組長、普通話組組長及學術組組長等職。王老師教學經驗豐富，上課生動有趣，深受學生喜愛。除日常事務外，王老師從九十年代初起還擔任考評局測試員、香港國語學會義務導師、中大國際交流部及本所國際生舞獅隊義務教練等，並曾在香港電台主持推廣普通話節目。在得獎年度王老師任教於本所大學部國際學生組，目前已轉任進修部普通話組組長，負責該組的教學及行政工作。王老師也曾於 2002-03 年度及 2007-08 年度獲本所優秀教師獎，此次獲獎為王老師第三次獲得該獎項，並同時晉身為研習所終身優秀教師。我們再次恭賀王老師獲此殊榮，並期待王老師在日後的工作中為本所做出更大的貢獻。



所長吳偉平博士(右)及文學院院長梁元生教授(左)頒授獎狀予王浩勃老師(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).

研習所教職員聯誼聚餐 2015 CLC staff fellowship dinner

3月7日星期六晚，“教職員聯誼會 2015 年春茗晚會”於尖沙咀百樂門酒樓舉行。四十六名來自研習所各個部門的同事，歡歡喜喜共聚一堂。大家一邊盡情享受美食，一邊積極投入到聯誼會準備的各項活動之中。席間，大家不僅爆笑連連，抽獎環節也是滿載而歸。平時難得一聚的同事們，當晚都洋洋得意，神采飛揚！聯誼會恭祝全所同仁，在羊年青春洋溢，喜氣洋洋！



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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) 漢語水平考試

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.

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暑期 華語人士對象 廣東話及標準普通話課程

廣東話六週課程 7月8日 - 8月14日

減少地方口音，融入香港生活。

可分上下兩部各三週進修，修畢整個課程有機會獲得
<粵語(華語人士)證書>。



普通話四週密集課程 7月20日 - 8月14日

邁向自如得體的運用，滿足工作中的普通話的要求。
持續進修基金可獲發還款項課程，須符合指定條件。

 www.cuhk.edu.hk/clc/summer

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口語
為重

即學
即用

語言及
文化
活動

普粵
對比



Application closes soon

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