

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

宝荣武 — 香港失势..... 3
夏添恩 — 外交官学广东话..... 4
郑淑华 — 香港街道名称演变..... 5
金德姬 — 来香港学习的理由..... 6

Teaching 教师园地

谢春玲 — 汉字演变..... 7
陈 凡、张冠雄、尹嘉敏 — 普粤对比..... 8

Research 语言与文化研究

寇志晖 — 关于二语教学中正音工作的几点探讨..... 9-10

Activities & News 动态与信息

★ 学术讲座..... 11
★ 新生注册日..... 12
★ 恭喜! 恭喜! 小生命的诞生 ★ 长期服务奖..... 13
★ 工作假期计划与汉语课程建议..... 14-15
★ 人事动态 ★ 最新消息..... 16

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Language Matters is the official Newsletter of CLC, which serves as

- a student corner for Chinese learners to share their experience and concerns
- a platform for teachers at CLC and other similar institutions to share 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 CFL.

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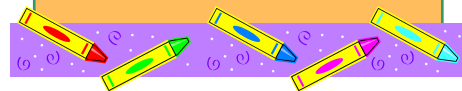
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From the Editor

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

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(本刊文章均为作者一得之见，不一定代表中心观点，引用本刊文章者请注明出处。)



香港失势

Has Hong Kong Lost Its Edge

以“香港失势!?”为题的第七届中大演讲比赛已于三月四日举行，本所学生宝荣武同学获得普通话组(非母语)的优异成绩。以下为宝同学的演讲内容。

各位评判好，观众朋友们好。今天我想说的题目是“香港失势!?”

“香港失势!?”这个题目好像是对香港的一种看法。但是，不论这个看法是对还是错，有两个地方首先必须肯定。第一，在历史上，香港有一定的影响力和优势，比别的地方好。如果这不是现实，怎么可以说失了势?第二，这些影响力和优势近年可能减少了。我说这个不太可能，因为我不相信真的是这样。

关于上述的第一点，本人认为香港以前的影响力和优势是从金融、贸易、航运、通讯等方面来的。这是因为香港的投资者和公司非常了解国际经济情况，作出了准确的判断。但另一方面，关于我刚才提到的第二点，现在香港给人失势的感觉是因为人们普遍觉得中国内地的吸引力比较大，所以我们都感觉到投资者决定离开香港，搬到中国内地去。但是，我不认为因为这样香港便失去了优势。我并不认同“香港失势”这个说法。

首先说中国内地的经济发展带领全世界，的确是真实的。他们已经是世界第二大的经济体，许多人猜想很快会成为第一。同时，很多香港的工厂搬到中国，加上遇到金融风暴的难题，导致不只是低学历的人失业率很高，学历高的人才也不容易找工作，这一点也是真的。这个现实是很明显的。所以有很多人认为香港失势，这很容易明白。可是，有没有失势的感觉可是要靠你从什么角度来考虑这个问题。如果大家看清楚，不难发现香港公司因为在中国内地有大量的投资，使得广东省和其它中国很多地方发展起来。而且，是香港先进的管理人才在背后参与和领导这些发展。我觉得香港一直带领着中国内地经济发展，是不可以否认的事实。2010年的今天，香港对中国内地的影响力还是非常大，因为香港常常做龙头，领导国家走向未来。从客观的角度去看，我自己真的不敢说中国国际化的金融中心失了势。

最后，别忘记大部分海外和国内公司选择在香港开设总部。而且，香港是全中国最自由的地方，法律制度方面更是全国最完善的，是国家的典范，香港的影响力和优势，不只是在经济方面，也在社会方面。

由于上述的原因，我不能接受“香港失势”这句话。香港仍然扮演着领导的角色。

谢谢!

Esteemed judges of the panel and members of the audience; I wish a good day to all of you. Today, the topic I'm going to discuss is whether or not Hong Kong is losing its edge.

This topic is currently in vogue, as there are many who think Hong Kong's best days are in the past. No matter if the statement is true or false, there are two issues presumed by such a supposition. First, that Hong Kong historically had influence and advantages in comparison to other territories in the Asia region; otherwise you wouldn't discuss how Hong Kong is losing its edge, because to lose something you must first possess it. Secondly, the advantages previously held by Hong Kong have perhaps diminished in recent years, although, I don't believe such a statement to be true as I shall discuss.

Regarding the first point, I believe Hong Kong's edge historically lay in the fields of finance, trade, shipping, communications, etc. This is because Hong Kong's companies and investors understand the international trade scene, and make smart investment decisions. On the other hand, regarding the second point, the reason people feel Hong Kong has lost its edge in recent years is because of mainland China opening up for trade, and the competition Hong Kong faces from this, so people think investors have left Hong Kong and set up shop on the mainland. The thing is I don't feel this phenomenon has degraded Hong Kong's advantage.

It's true that the mainland Chinese economy leads the whole world in growth, and is already the second largest economy, soon to be the first if current estimates are correct. At the same time, many Hong Kong factories have moved to the mainland, and if you factor in the current economic crisis, not only unskilled laborers have trouble finding work, but highly educated people are also having trouble getting a job. This obvious state of affairs leads many to believe that Hong Kong has lost its edge. But, all this hinges upon how you consider the facts. If you look closely, it's not hard to realize that much of the investment in mainland China comes from Hong Kong, and that Guangdong province as well as other parts of China has been developed predominantly by Hong Kong investors and companies. It is often Hong Kong managers and work force personnel leading China's rise in the background. To me, Hong Kong's role in leading Chinese development is an undeniable fact. Today, Hong Kong's influence on mainland economic affairs is stronger than ever, and often leads the country to a better future. From an optimistic standpoint, I cannot say that China's international financial center has lost any advantages it previously had, Hong Kong is strong.

Lastly, we should not forget that the majority of international and domestic Chinese companies select Hong Kong to set up their head offices. Furthermore, Hong Kong is China's freest city, enjoying the rule of law, exhibiting the most transparency in Chinese politics, and is a shining example of what China can become. Hong Kong's edge lies not only in economics, but also in this aspect of its society based on law and freedom.

For all these reasons and more, I cannot say that Hong Kong has lost its edge, but rather that Hong Kong is leading the way for China.

Thank you all.

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外交官学广东话

The story of a diplomat in learning Cantonese

I decided to come to Hong Kong and to learn Cantonese at the same time. Or perhaps I should say that these decisions were taken for me. In September 1996 I was sent to Hong Kong as a young British diplomat, first to spend ten months at the Yale-China Chinese Language Centre at The Chinese University of Hong Kong, and then to work at the British Consulate-General in Hong Kong.

I had already started learning Cantonese in London, and thought my standard was pretty good when I arrived. But I soon realized how much more I had to learn.

First of all, there was the issue of tones. I understood the idea, but just hadn't got it right in practice. It probably hadn't dawned on me just how integral the tones were to the language. One 'ma' sounded much like another at that stage ... But after some thorough drilling from one of the fiercer teachers at the CLC, the point started to sink in. The lesson for me was to take the tones seriously from the start!

Second up was vocabulary. One of the fascinating things about Cantonese is the rapid pace at which the language develops. There always seem to be new words and phrases. This meant that the language had changed somewhat in the thirty years which had elapsed since the publication of the textbook I used in London and my arrival in Hong Kong. Do you say 'nī douh' or 'nī syu' for 'here'? And who could I find to teach me the latest foul language ('chōu háu')?

The third challenge was more of a practical one. I had learnt the Sidney Lau transcription method for Cantonese, whereas CLC used the Yale system. There are other romanizations circulating too. This is one problem that today's learners of Putonghua don't have to grapple with given the standardized pinyin in use in the mainland today (and in Hong Kong, but not in Taiwan). As for most foreigners learning Cantonese, some sort of romanized way of spelling was essential for me in my learning process, though you still need to get the tones right too!

So these were some of the issues that I had to grapple with, under the watchful eyes of CLC's teaching staff. In addition there were intensive lessons in written Chinese, during which Mr. Lee (Léih Sīn Sāang) expertly guided me through the many different ways of

combining those very innocuous-looking characters which I peered at through my newly-acquired spectacles.

Was it all worth it? My answer is a resounding 'yes!'.

Let's leave aside for the moment the fact that, on the side, I improved my language skills through the means that was recommended by most locals I chatted to (including the teachers): 'pillow-talk Cantonese'. Lucy has indeed been a life-changing part of the Cantonese experience for me.

But from a professional point of view, learning Cantonese was hugely rewarding. Speaking the local language anywhere enables you to talk to people right across society, to participate in events and activities which are not available to those who only speak English, and to soak up the 'feel' of a place. After I finished my language course and started work in the Consulate-General, I was able to talk to some of the political and other local figures who were not so comfortable talking in English. Whether you are in Hong Kong or Guangdong working for a government, business, charity, or any other organization, local Cantonese language skills bring huge benefits.

Cantonese is also a good foundation for that more widely-spoken Chinese dialect, Putonghua. In fact, when I started learning Putonghua before I left Hong Kong the first time, it soon became clear that there were some tricks to transferring the skills: second and fifth tone in Cantonese nearly always become third tone in Putonghua for example. It doesn't work as well the other way round.

Learning Cantonese was hard work, lots of it. At the same time, though, the word that most often springs to mind when people ask me what it was like learning Cantonese is 'fun'. You have to enjoy a challenge, of course, but one of the great things about this language is the enthusiasm, tempered by occasional bewilderment, which you see when you manage to use your newly-acquired skills in public. Suddenly the taxi drivers relax: 'néih sīk góng!' (you can speak Cantonese).

Note: Tim enjoyed his first spell at Chinese University so much, he was British Consul-General in Chongqing from 2004-2007 and previously worked for the British foreign service in Hong Kong and London. he returned in January 2008 to embark on a PhD in Chinese Studies. He is now researching and writing on China for a wide range of audiences.



香港街道名称演变

The evolution of street name in Hong Kong

各位同学大家好，我嘅演讲题目係香港街道名称演变。



香港虽然地少人多，但係因为佢有一段好丰富嘅历史，街道嘅名称随着时间不断演变，到而家，香港街道密布，街道嘅名称千变万化，出街嘅时候，时时会见一啲好有趣或者好奇怪嘅街名。今日，就想同大家分享下自己对香港街道名称嘅研究。

香港而家大概有四千几条街道，随住香港嘅不断发展，城市不断扩大，街道命名嘅方式都有所改变，使用过嘅街道命名嘅方式主要有6种，即係话用总督，有突出贡献嘅人士，地产发展商，中国内地城市嘅名或者当地特征同寓意吉祥嘅命名。

早期嘅道路不少都係用总督名命名嘅，譬如话弥敦道。相信大家嚟香港之前就听过呢条街。周星驰有一部好出名嘅电影，叫做《算死草》，里面有一人叫做阿欢，佢嘅发型好特别，就係咪弥敦道9号剪嘅。除咗弥敦道之外，比较出名嘅仲有轩尼诗道。由张学友，汤唯主演嘅《月满轩尼诗》即係以轩尼诗道为主题嘅爱情电影。

位于尖沙咀嘅么地道係为咗纪念印度商人么地嘅。佢对香港大学嘅成立有好大嘅贡献。另外，相信大家知道中大有个何东夫人堂，噉大家仲知唔知有条街叫做何东道呢。何东曾经係香港嘅首富。香港以前有句俗语用于话一个人自不量力，即係“你以为你係何东㗎”呢句话足以显示何东先生对香港嘅贡献啦。但係对唔住各位，我搵唔到佢嘅相，净係搵到一张佢哋两夫妇墓地嘅相。

以地产发展商命名嘅街道有旭龘道，因为呢条街发展商叫做罗旭龘。后来呢，随着香港同内地嘅商业来往嘅加强，有啲街道就用内地城市嘅命名，例如上海街，广东道等等嘢。

郑淑华 Zheng Shuhua
大学组 University Programme
Division (CAN 3013 Spring 09-10)
Nationality : China

以街道特征命名嘅又点呢？首先，我想问大家知唔知有一条街位于香港岛湾仔区，曾经係香港嘅著名印刷品制作同门市集中地呢？用呢条街道为歌名嘅香港流行歌曲仲得到好多音乐大奖，呢条街就係喜帖街。呢条街而家重建紧，重建之后，好有可能会失去佢本来嘅特征，对于文化保护嚟讲，算係一种损失。

而家，就好流行用寓意吉祥嘅词嚟命名街道，譬如「鸿图道」，「安宁里」、「百子里」等等。因为啲人嘅生活水平提高，更加注意居住环境同风水。

讲完香港街道命名嘅方式之后呢，我要做一个总结，好多香港嘅街道背后都有故仔，记录每一处嘅历史、文化同民族色彩等。喺历史嘅角度嚟睇，反映出殖民影响嘅变小同本地化嘅加强。另外一方面，街道名称又反映出随着民主化都市化嘅发展，人名命名化同地方特色都渐渐消失，街道嘅命名方式变得简单化。而家，大家生活水平提高，更加关心居住环境同风水，所以，而家新命名嘅街道都重视吉祥嘅含义。

我觉得，街道就係一个城市嘅血脉，通过了解街道名称嘅演变，可以帮助我哋深入了解一个城市嘅内涵。如果有机会，我想走遍香港嘅每一条街，记低每一个街名。



旭龘道 Kotewall Road



广东道 Canton Road



弥敦道 Nathan Road

来香港学习的理由

Why I study in Hong Kong

金德姬 Kim Derky
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同学们好！我从2009年1月到2010年4月在中文大学学普通话。记得我告诉朋友们说我打算去香港学普通话的时候，我周围的人都说，“在香港学习普通话？为什么？”问得对！香港的主要语言是广东话，去那儿学习普通话别人觉得有点奇怪。但是我的回答是“在香港的生活是你想象不到的！”香港被称为“东方之珠”，除了夜景和摩天大楼以外，香港的魅力还挺多的。

我决定来香港的理由是香港有独特的风格。众所周知，香港是亚洲国家当中对外国人最开放的城市之一。市区处处都很容易看到外国人。来自世界各个地方的人都融入了这个城市的生活。这形成了香港的独特性。

其次，在香港我可以参加各种各样的国际文化活动。比如说，香港国际电影庆典，跨国公司或者有名的单位举行的活动等。享受丰富的文化环境也是住在香港的乐趣之一。

最后，我可以了解香港人和中国内地人的不同想法。在香港我可以接触内地来的留学生们和学习普通话的香港人，有些人对中国政府的做法有意见，有些人希望跟中国内地多合作等等。来自中国 and 香港的人想得还是很不一样。

总之，过去一年的香港生活是我的人生当中很难忘的事情。我觉得离开香港以后也会继续想起在香港的生活！

안녕하세요. 저는 지난 2009년 1월부터 올해 4월까지 홍콩중문대학교에서 중국어를 배웠습니다. 처음 홍콩에서 중국어를 배우겠다고 했을 때 주변사람들은 같은 말을 했습니다. “홍콩에서 중국어를? 왜?” 맞습니다. 광둥어가 제 1언어인 홍콩에서 중국어를 배운다는 건 언뜻 봐도 이해하기 어렵습니다. 하지만 저는 곧바로 이렇게 대답했습니다. “홍콩에서 생활한다는 건 상상 그 이상이거든요!” ”동양의 진주”라고도 불리는 홍콩의 아름다운 야경과 마천루 이외에 제가 홍콩을 선택하게 된 이유는 홍콩의 독특한 분위기 때문이었습니다. 모두 알다시피, 홍콩은 다른 아시아의 도시들 중에서도 외국인에게 개방적인 도시 중 하나입니다. 도심 곳곳에서 외국인들을 쉽게 볼 수 있고 세계 곳곳에서 온 사람들이 이 도시에 융화되어 생활하고 있습니다. 이는 홍콩만의 독특한 분위기를 형성하였습니다.

그 다음은 홍콩에서 열리는 다양한 국제 행사에 참여할 수 있다는 것이었습니다. 예를 들면, 홍콩국제영화제와 세계적인 기업이나 단체에서 주최하는 행사를 쉽게 볼 수 있습니다. 다양한 문화행사를 누릴 수 있다는 것 또한 홍콩에서의 즐거움 중 하나입니다.

마지막으로는 홍콩과 중국의 변화하는 모습을 볼 수 있다는 점입니다. 홍콩으로 와서 공부하는 중국본토의 유학생들과 중국어를 공부하는 홍콩사람들, 한쪽에서는 중국 정부에 대한 반대시위를 하고 있으면서도 힘을 합쳐 함께 -하는 모습은 같은 듯 하면서도 다른 듯 한 중국과 홍콩의 관계를 말해주는 것 같습니다.

학기를 마무리하면서 지금 드는 생각은 지난 1년 여간의 홍콩생활은 제 인생에서 잊을 수 없는 시간들이었습니다. 아마 한국에 돌아가서도 홍콩에서의 생활이 생각 날 것 같습니다.

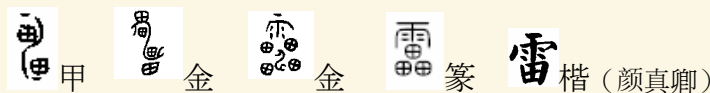


说“雷” léi

谢春玲老师 Ms. Xie Chun Ling
University Programme Division
(大学组)

曾被评为网络上最火爆流行语的“雷”字，在网络语言中表示“震惊”的意思，而且比“震惊”的程度还要深，近来国内媒体也频频用它来形容令人震惊的人和事件。由“雷”再引申出的“雷人”，就是形象地说某个事件让人震惊，感觉像被雷击过一样，也成为网络最流行词语。

甲骨文已有雷字，它的古今发展演变如下图所示：



“雷”字甲骨文像电闪雷滚之形，是个象形字。金文形一沿袭甲骨文，形二上部增“雨”为意符，表明字义与下雨有关。小篆沿袭金文形二而略简，已经失去电闪雷鸣之初形，成为会意字。楷书下部省为一“田”。

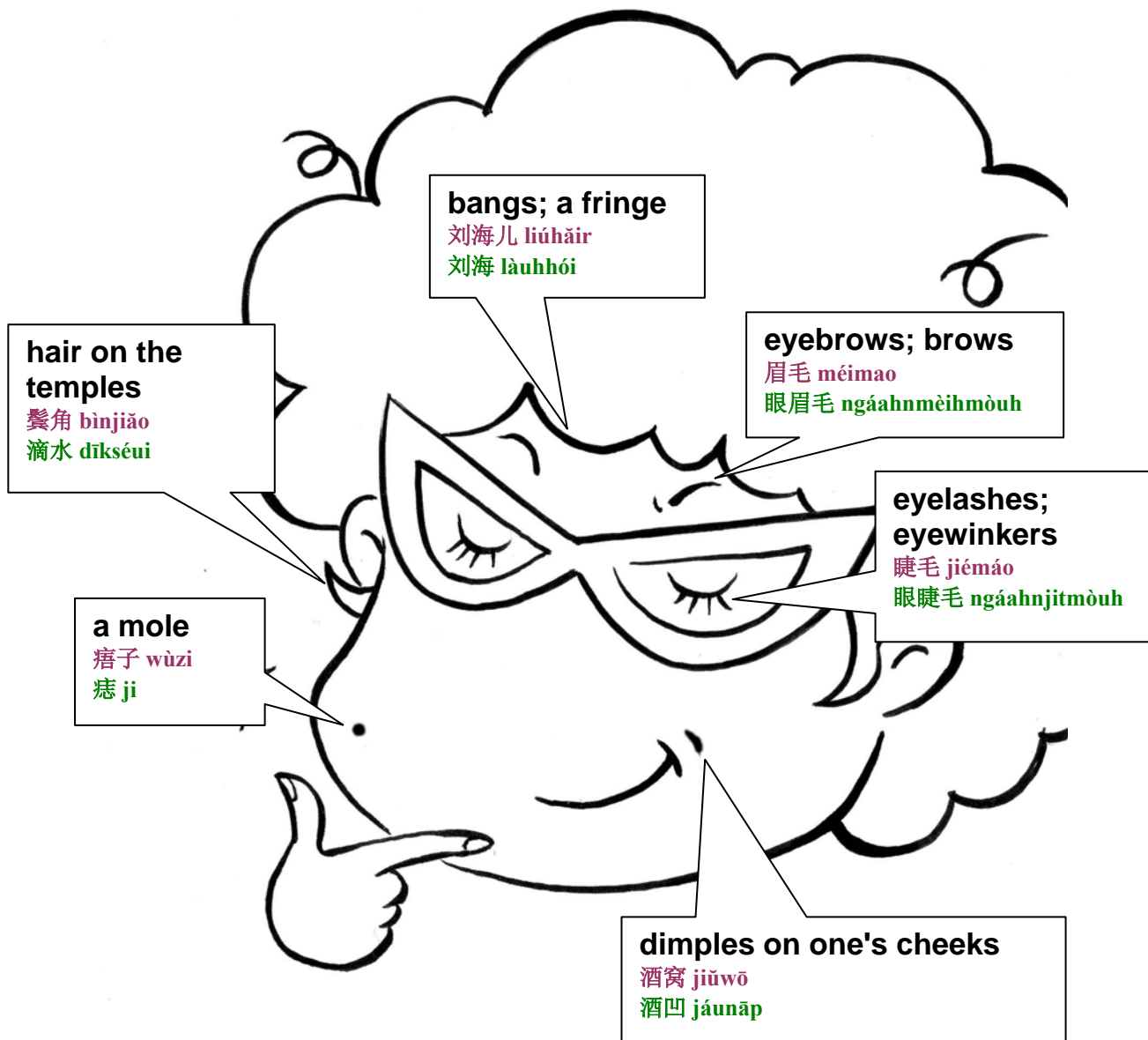
“雷”字本义指带异性电的两块云相接近时，因放电而发出的强大声音，可以组成雷电、雷击、雷鸣、雷雨、雷暴等词，引申指军事上用的爆炸武器，例如：雷管、地雷、扫雷、探雷、炸雷等。如今在网络上用来表示“震惊”、“使震惊”、“惊吓”等意思，比如：雷人、很雷、雷倒.....等。



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张冠雄老师 Mr. Chang Kwun Hung
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Cantonese Programme Division
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英 English
普 Putonghua
粤 Cantonese

关于二语教学中正音工作的几点探讨

Implications about Pronunciation Correction in Teaching Chinese as a Foreign Language

寇志晖老师 Ms. Kou Zhi Hui
University Programme Division
(大学组)

在汉语作为第二语言的学习过程中，学生要经历很多困难和挑战。不同语言背景，不同语言能力的学生在听、说、读、写这四个方面遇到的困难有所不同。就‘说’而言，我们会从语音、用词用句、流利度、意义的表达和传递等方面来进行衡量。语音是其中的一个重要的因素，它会影响到说话者的语言面貌和交际意义的实现。帮助学生正音，让他们在能够准确使用相关词汇、句型的情况下，更清晰、顺畅地进行表达或交际是汉语教学工作中的重要一环。由于研究的需要，笔者曾经对日韩学生进行过语音偏误的调查和研究。过程中也涉及到对学生进行正音的环节。在此，笔者欲以日韩学生的正音为例，从学习者的母语语音系统、正音的困难和条件等出发，探讨一下汉语教学过程中的正音工作。

学习者的母语语音系统

在对外汉语教学的课堂上，教师经常同时面对日、韩及其它不同国家的学习者，我们应具备有的放矢的语音教学策略以兼顾不同母语学习者的语音学习。我对日、韩学生曾经做过的语音调查研究显示，不同母语的负迁移，导致日、韩学生的主要语音偏误不同。在教学过程中，要指导语音的掌握，必须先清楚地了解两者语音偏误的不同趋势，然后做出有针对性的教学设计。如果教师对学习者的母语语音系统有一定的了解的话，就能鼓励和提示正迁移，预防和提醒负迁移，提高效率，也能有效地利用母语与目的语之间的相似或相同点来引导语音模仿，达到事半功倍的效果。一般来说，纠正学习者的语音习得偏误的主要阶段应该是在汉语学习的初级阶段，到了中、高级后还不能纠正的发音一般都会被看作是化石化了的偏误，所以教师们可以掌握的是学习者母语的初级阶段的内容，特别是语音系统方面，这

可以成为教师在进行语音教学时开启困难之门的钥匙。当然，另一方面语音教学过程中有关教学难点和经验的总结，对语音教学全面的设计也具有支持的作用。

正视正音的困难和条件

了解了学习者汉语语音习得中的负迁移、偏误成因之后，更现实的问题是：开展正音工作应具备哪些条件呢？纠正发音是语言教学中不可缺少的一环，教师们听到学习者的语音错误时，常会不厌其烦地示范并纠正，但是教师们都有这样的经验，正音往往达不到预期的目的，学习者大多能即时纠正偏误及模仿出准确的读音，但在实际使用过程中又会故态复萌。

我曾经针对日、韩学生的语音偏误设计过一次正音训练，正音结果表明，送气音、韵母 an [an]等仍是日本学生的主要语音困难所在；而舌尖前音 c [ts^h]、z [ts]仍然是韩国学生的主要语音困难所在。在正音时，学生会按照我的要求注意他们的发音，如：喜欢[ci xuan]、上课[san sk^hx]等，他们能够跟着我的示范，准确地发出这些音，但是一旦他们自己说话或回答问题时，又会恢复原状，发成[ci fan]、[cian k^hwu]等一贯的偏误形式。另外，日本学生的送气音和韵母 an [an]、韩国学生的舌尖前音 c [ts^h]、z [ts]等的僵化（Fossilization）情况，说明了虽然日、韩学生对大部分存在困难的音节有纠正的能力，能在教师有计划及准确的指导下，暂时克服困难，将语音模仿到位。不过，由于习惯成自然，来自母语语音系统中的独特的发音习惯和惯用的发音部位对学习者的第二语言语音实践的限制很大，要冲破这些限制，不但要看学习者的语言能力，还要求学习者有知错改错的毅力和坚持，教师们在这些方面应给予学习者适当的提醒和鼓励，正视这些正音的困难和条件。

学习者对自己的二语语音习得困难应有准确的认识

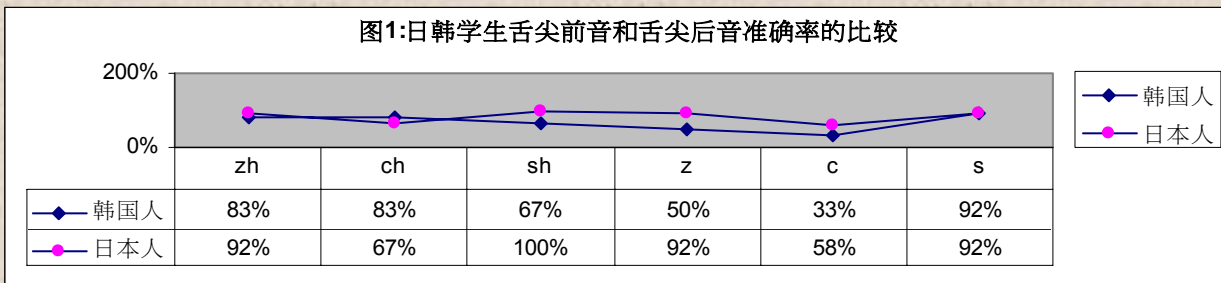
找出真正的负迁移，可以让正音过程有理可依，有据可循，科学地制定教学计划。不同语言间会存在细微差别，因此二语习得过程中，成人不时要调整和修改一些已知的概念，这给二语习得带来一定的困难。”（黄冰 2004：17）我们可以看到，学习者在接收第二语言（本文指汉语）的同时，他们的母语系统的特性也在影响着他们，这看起来像一场斗争。一方面，学习者努力地去避免来自母语根深蒂固的习惯的影响（负迁移）；另一方面，努力地接收来自第二语言的新的概念。在这场斗争的过程中，一部分母语语音系统的特性就不知不觉地转移到第二语言的习得中去了。当教师们了解了偏误的来源，并制定方法进行正音时，学生的配合也是相当重要的。首先他们要对自己的二语语音习得困难有准确的认识；其次刻苦的模仿练习也是必不可少的，例如，坚持准确发音的口型和舌位并对某些语音进行适当的记忆也是有帮助的。

由图 1 可见，日、韩学生的舌尖前音和舌尖后音的准确率的趋势是不同的，其中除了 **ch[tʂʰ]** 以外，其他音的掌握都是日本人的比较好。学习语言不但要因人而异、而且要因地制宜，不能只依赖文

献的总结和指引。由于语言能力、学习目的（工作，休闲，考试等）、学习方法、以往的其它二语的学习经验等各方面都不相同，我们如何充分了解自己所面对的学生的情况是很重要的，对于他们的偏误侧重点、不同的偏误趋势、不同的偏误原因等都应有所掌握，否则，一味地重复强调与他们无关的所谓偏误，会让学习者莫名其妙，这可能反而更干扰和混淆了他们的学习。

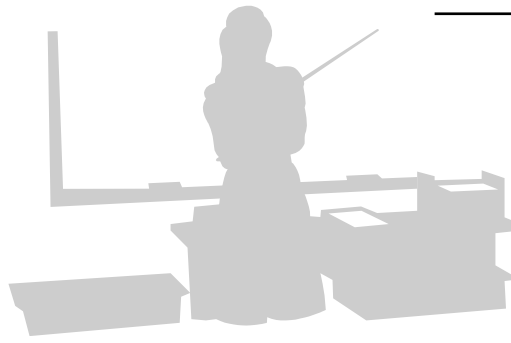
从人文主义教育思想的观点来看，我们要顾及学习者们的语言背景、语言能力。由于我们所面对的学习者大都是成人，在正音时也要顾及他们的自尊心，要避免“穷追猛打”。在进行正音工作前，先做到准确地估计和预期他们可能出现的语音偏误现象，了解真正的语音困难所在，再制定正音计划，对于一些化石化了的语音，并没有必要执着。由于发音习惯限制了他们对新语音的操作能力，正音结果能达到所说的“可接受性(acceptability)”就行了。在正音后，应观察他们的语音是否向正确发音靠拢了。在认真研究学习者母语语音特征、考察学习者目的语偏误、总结原因、实行正音计划之后，我们的正音工作就基本达到目的了。

日、韩学生语音偏误趋势不同，正音重点不同（图 1 选自寇志晖硕士论文）



参考文献列于寇志晖硕士论文（2006）：

THE INTERFERENCE AND TRANSFER OF FIRST LANGUAGE TO THE ACQUISITION OF THE SECOND LANGUAGE



学术讲座 CLC Seminars

本所荣幸地邀请到国家语言文字委员会副主任、教育部语言文字资讯管理司司长李宇明教授来所演讲。讲座 2010 年 3 月 29 日下午于方润华堂举行。

李宇明教授的研究领域涵盖现代汉语语法学、心理语言学、应用语言学、儿童语言学和语言规划。现已出版专著十余部，发表论文三百余篇，并多次获得学术研究优秀成果奖。李教授强调此次是以学者身分与大家共同思考、交流座谈。本次讲座的题目是“海外华语教学特点及教学”。李教授首先谈了制定语言政策主要要考虑的两个问题：一是要推动语言生活的和谐。为此应该处理好以下四种关系：1) 普通话和方言的关系，

2) 境内民族语言，主要是民族共同语与少数民族语言的关系。3) 本土语言和外语的矛盾。4) 境内汉语与海外华语的关系。二是要让语言和语言知识最大限度地为国家服务。此后，与会老师就“粤方言的标准及教学”、“针对香港少数民族裔进行中文教学”以及“华语教学资源共用”等不同方面的问题向李教授请教，并展开讨论。

参加本次讲座的除本所全职和兼职教师外，还有来自香港理工大学、香港职业训练局属下院校的同行教师。讲座内容从宏观着眼，高瞻远瞩，使人视野开阔，同时激发思考，大家受益良多。



左起：所长吴伟平博士、李宇明教授及陈凡老师。



与部分与会者合影。

新生注册日 Orientation

1. CLC 夏季常规课程
2. 中大商学院国际贸易及中国企业学(IBCE)伙伴 --- 南卡罗莱纳州大学暑期汉语课程
日期:2010年6月4日

1. CLC Regular Summer Term
2. Putonghua programme for CUHK Business Admin. Faculty International Business & Chinese Enterprise Programme (IBCE) partner --- South Carolina University
Date: June 4, 2010



夏季常规课程注册日，所长吴伟平博士致欢迎辞。



研习所所长、老师及南卡罗莱纳州大学老师及工商管理学院职员们的合照。



师生一起共进午餐。



摄于天人合一亭。

IBCE homepage (CUHK):
<http://www.cuhk.edu.hk/prog/ibce/>

IBCE homepage (South Carolina U):
<http://moore.sc.edu/masters/academicprograms/masterofinternationalbusiness.aspx>

恭喜！恭喜！小生命的诞生 Congratulations to the newborn babies



长期服务奖 Long service

行政组资深职员何庆群女士于 2010 年 4 月获中文大学颁发二十五年长期服务奖。在同一机构服务超过二十五年，真是殊不简单。何女士工作认真、态度热诚，值得我们学习。



工作假期计划与汉语课程建议 Working Holiday Scheme and CLC Chinese Language Course Suggestions



To foster cultural and educational exchange and to reinforce the bilateral relationships between Hong Kong and the participating countries, the HKSAR government has established the Working Holiday Scheme. Through the scheme, overseas young people aged 18 to 30 can gain valuable experience while living and working in HK. During their stay abroad, they can gain a better understanding of the cultural and social developments of HK. The new experience that they gain would help enhance their self-confidence, adaptability and interpersonal skills.

Eligibility and entitlement

National passport holders of the participating countries between 18 and 30 years old who are ordinarily residing in their home country and whose main intention to Hong Kong is for holiday are welcomed to join the Scheme. Successful applicants will be allowed to stay up to 12 months in Hong Kong and take up temporary employment for not more than

three months with the same employer. Depends on countries, participants can enroll into short educational course(s), including CLC Chinese language courses, to equip themselves for their short-term employment and giving more fun to their holiday in HK.

Application for Working Holiday Visa

Completed application form together with the required documents may be sent either (1) to the HK Immigration Department by post directly or (2) by post or in person to any of the Chinese diplomatic and consular missions in the participating country.

Inbound working holiday in HK for eligible residents of the participating countries:

http://www.immd.gov.hk/ehhtml/hkvisas_10.htm

Outbound working holiday for eligible HK residents to the participating countries: <http://whs.esdlife.com/>

Countries that have bilateral Working Holiday Scheme agreement with the HKSAR (as at July 2010)
(Information on in-bound working holiday in HK only)

Countries (in alphabetical order)	Annual quota	Number of study or training courses allowed	CLC course suggestions
Australia	5000	any number (course duration of not more than 3 months)	<ul style="list-style-type: none"> - 1 weekday evening course - 1 regular school term - Foundation Certificate Programme in Putonghua for Non-native Chinese Speakers 普通话（非华语人士）基础证书课程 (July daytime only) - Foundation Certificate Programme in Cantonese for Non-native Chinese Speakers 粤语（非华语人士）基础证书课程 (July daytime only) - Other Summer daytime short course(s)
Canada	200	any number (cumulative duration of courses not more than 6 months)	<ul style="list-style-type: none"> - Certificate Programme in Putonghua as a Foreign/ Second Language 普通话(对外汉语)证书课程 - Certificate Programme in Cantonese as a Foreign/ Second Language 粤语(对外汉语)证书课程 - Foundation Certificate Programme in Putonghua for Non-native Chinese Speakers 普通话（非华语人士）基础证书课程 - Foundation Certificate Programme in Cantonese for Non-native Chinese Speakers 粤语（非华语人士）基础证书课程 - 2 regular school terms - 3 school terms of week-day evening courses - 1 school term of week-end course - Summer daytime short course(s)
Germany	150	one only (course duration of not more than 6 months)	<ul style="list-style-type: none"> - Certificate Programme in Putonghua as a Foreign/ Second Language 普通话(对外汉语)证书课程 - Certificate Programme in Cantonese as a Foreign/ Second Language 粤语(对外汉语)证书课程 - Foundation Certificate Programme in Putonghua for Non-native Chinese Speakers 普通话（非华语人士）基础证书课程 - Foundation Certificate Programme in Cantonese for Non-native Chinese Speakers 粤语（非华语人士）基础证书课程 - 1 school term of week-end course - 1 Summer daytime short course
Ireland	100	not allowed	- Not applicable
Japan	250	one only (course duration of not more than 6 months)	- Same as Germany
New Zealand	400	one only (course duration of not more than 3 months)	- Same as Australia

Note: Bilateral agreement with **Korea** is under construction.

人事动态 Personalia – New Staff

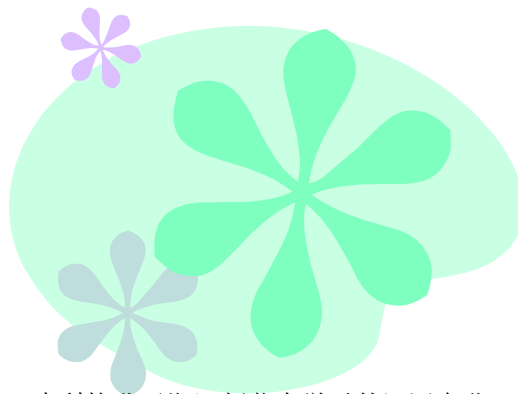


大家好！我是黄楹。本科毕业于浙江师范大学对外汉语专业，之后在香港中文大学获得汉语语言学及语言获得文学硕士。我很喜欢与来自不同文化背景的朋友交流和学习。一直以来，我对汉语教学充满了热情，在平时教学过程中，我也在不断摸索和总结有效、可行的教学方法与经验。

能够成为雅礼中国语文研习所的一员，我感到十分荣幸，这不仅圆了我继续从事对外汉语教学的梦想，更让我有机会向经验丰富的老师学习和请教。在今后的工作中，我会尽最大的努力去提高自己的教学水准和教学技能，从而更好地为研习所服务。

最后，希望在今后的工作中可以与大家共同进步，也祝愿大家工作愉快、万事如意。

黄楹老师 (普通话组)
Ms. Huang Ying
Putonghua Programme Division



最新消息 Updates

研习所课程资料 Application for CLC Chinese language courses



CLC programme type	New school term date	Web-site
Full-time regular programmes	January, June and September	www.cuhk.edu.hk/clc/regular.htm
Part-time evening/ weekend courses	January, April, July, October	www.cuhk.edu.hk/clc/e_ssp.htm
Summer day-time short courses	June, July, August	www.cuhk.edu.hk/clc/summer.htm

Note: major levels of Putonghua, Cantonese and Chinese reading courses are offered in most of the school terms above.