

# Language Matters

## 雅禮中國語文研習所通訊

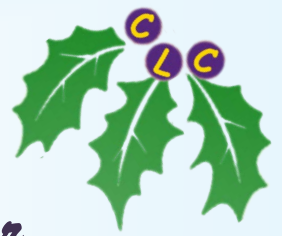
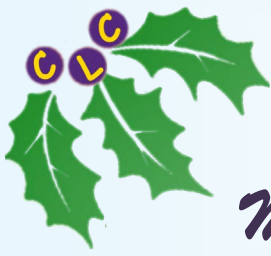
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Online reading: <http://www.cuhk.edu.hk/clc/language-matters>



# 聖誕及新年快樂

*Merry Christmas and Happy New Year*

## Language Matters 雅禮中國語文研習所通訊

### About Us 關於我們

**Language Matters is the official Newsletter of CLC, which serves as**  
《雅禮中國語文研習所通訊》是雅禮中國語文研習所的官方通訊，我們致力成為

- **A place for learners of Chinese to share their experience;**  
華語學習者的學習園地，分享各自的學習經驗；
- **A platform for teachers of CLC and similar institutions to share their views;**  
華語教師的交流平台，分享教學的心得；
- **A platform to share notes on language and culture;**  
語言與文化愛好者的研究園地，分享研究的成果；
- **A bulletin board for CLC activities and related news in our field.**  
雅禮中國語文研習所的公告板，分享我們所和相關領域的活動與新聞。

### Submission Guidelines 稿約

*Language Matters* is published 3 times a year. Submissions for publication are welcome from CLC teachers, students, and alumni, as well as those who are involved in the teaching or learning of Chinese (Putonghua and Cantonese). Please send your manuscript to:

Editor, Language Matters  
Yale-China Chinese Language Centre  
Fong Shu Chuen Building  
The Chinese University of Hong Kong,  
Shatin, New Territories, Hong Kong

《雅禮中國語文研習所通訊》每年出版三期。歡迎雅禮中國語文研習所的老師、同學、校友及其他與華語教學和學習相關之人士投稿。請將稿件寄送到：

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方樹泉樓  
雅禮中國語文研習所  
雅禮中國語文研習所通訊編輯部

#### Notes for submission:

1. Language: English and/or Chinese.
2. Length: 300 to 500 words, no longer than 800 words.
3. Content: Related to teaching or learning Chinese, including the cultural aspects of language learning.

#### 投稿注意事項：

1. 語言：中文或英文。
2. 長度：300 到 500 字，儘量不要超過 800 字。
3. 內容：與華語教學和學習有關的話題，包括與語言學習有關的文化議題。

The views and opinions expressed in the journal are those of the authors and do not necessarily reflect the position of CLC.  
Please acknowledge sources if quotation from content is made.

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# From the Editor

## 編者的話

**Prof. HOYAN Hang Fung, Carole 何杏楓教授**  
**CLC Director 雅禮中國語文研習所所長**

歷經一年多的網課，大學於本學期恢復面授，校園終於熱鬧起來。

研習所近來喜事連連，李兆麟博士榮獲大學「2020 年通識教育模範教學獎」、劉震霞老師榮獲大學「2021 年教學創新博覽會」的「教學創新表彰獎」、劉鍵博士喜得千金，謹致賀忱！

本期兩篇特稿，李兆麟博士跟大家分享其教學理念、伍東林先生記錄「教學創新博覽會」參賽經過，可見本所教師在照顧同學學習需要和把教學與現代科技結合方面的努力。

本期的「學習園地」，美國同學康茉莉向我們介紹她家裏的特殊成員——唐狗 Izzy。在新冠疫情的特殊時期，Izzy 為她的生活帶來了樂趣和溫暖。曾有讀者問過，「學習園地」裏的中文稿，都由外國同學執筆嗎？對，都是同學自己寫的，推薦老師最多是稍加潤飾。康茉莉同學多年來在研習所修讀了六個普通話課，她是從中文零基礎開始的。進修部的同學每週上五天課，跟老師感情深厚，她在離港前還特別帶著一對兒女回來跟老師道別。

本期的「教學園地」，有李耘老師和李春普老師向大家介紹本所的進修部普通話課程和為書院開設的工作坊。香港中文大學校園優美，是修習語言的好地方。我們的課程重視「用中學」，希望同學可以從生活學語言，並把所學活用於生活。我們的進修部固然提供各種證書和文憑、大學部的老師亦會為同學提供面向普通話公開試的特訓，但相信師生疫後共聚、在酒樓邊吃點心邊學語言，才是同學最嚮往的時光。

### Editor-in-chief 主編

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### Managing Editor 副主編

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### Editors 編輯

**Mr. CHANG Kwun Hung 張冠雄**

**Dr. LEE Siu-lun 李兆麟**

**Dr. WONG Ho Put 王浩勃**

### Production 製作

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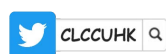
Address: **Continuing Education Section**  
Yale-China Chinese Language Centre  
Fong Shu Chuen Building  
The Chinese University of Hong Kong  
Shatin, New Territories, Hong Kong

地址：香港新界沙田香港中文大學  
方樹泉樓  
雅禮中國語文研習所  
進修課程部

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

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

香港新界沙田香港中文大學  
梁錫珪樓  
雅禮中國語文研習所  
大學課程部



## 2020 年通識教育模範教學獎 Exemplary Teaching Award in General Education in 2020

李兆麟博士 Dr. LEE Siu-lun

大學課程部廣東話組組長

UPS Cantonese Programme Division Head  
and UPS Coordinator

Dr. Lee Siu-lun was awarded the Exemplary Teaching Award in General Education in 2020. Dr. Lee has taught two General Education courses, namely UGED1146 Chinese Language, Culture and Language Learning and GENA1113 Student-oriented Teaching and Seminar. --Editor

### Teaching Philosophy

Teaching is my career. I believe teaching should be able to help students' development both professionally and personally, should be constructive to our community, and last but not least should be enjoyable.

When I teach Cantonese/Chinese as a second language, I am glad that I can not only convey linguistic knowledge to students, but also train students to use the target language appropriately and have them appreciate a different culture. I trust that good language skills and cultural appreciation help students study and work harmoniously and effectively in an internationalized and globalized context.

My research interests include applied linguistics, Cantonese studies, Chinese linguistics, sociolinguistics, language, culture, as well as language teaching pedagogy. I trust that academic research can not only contribute to the content matter, but also improve teaching methodology as well as the understanding of students' needs.

### Understanding of General Education Objectives

When teaching the two General Education courses, UGED1146 Chinese Language, Culture and Language Learning and GENA1113: Student-oriented Teaching and Seminar, I enjoy discussing with students and exchanging views on particular issues. Since students are of different professional and even cultural backgrounds. For instance, UGED1146 involves a mixture of international students, Mandarin-speaking students and local students, so it is exciting to engage in meaningful discussion with them concerning the links and issues connecting language, culture, society, and individuals. I believe that cultural understanding and respecting people's differences are good qualities that should be promoted in education. Indeed, cultural understanding and mutual respect are one of the major themes of UGED1146.



From the left: Prof. Hoyan Hang Fung, Carole (CLC Director and Nominator), Prof. Poon Wai-yin (Pro-Vice-Chancellor/Vice-President), Dr. Lee Siu-lun (UPS Cantonese Programme Division Head and UPS Coordinator), Prof. Leung Mei-yee (Former Director of University General Education)

There are also student research projects and presentations in the two General Education courses I am teaching. It is an extraordinary experience to walk with students and see them initially develop their idea through reading famous texts and sources in related literature, then strengthen their thoughts through constructive discussions and research, and finally consolidate their ideas in a presentation and in an academic paper. I am very happy to lead students doing research of their interests, and General Education courses provide students opportunities to learn different research methodologies and apply these research skills in their study and career.

### **Belief about Teaching and Learning**

I believe education can help students develop in three areas:

1. Specific knowledge and skills which enable students to develop a specific area of interest and career and to further their study or research in a specific area and become passionate experts and professionals in that area, which can benefit the community.
2. Broad intellectual perspectives which enable students to connect academic knowledge in relation to their career and personal development, to increase their curiosity in other specific areas and find out the interrelationship among different academic areas as well as professions; broad intellectual perspectives will also enable students to develop interest in issues of the ever-changing world with logical and critical minds.
3. Language and communication skills that enable students to express themselves, to effectively communicate with others, to understand and appreciate their own culture, as well as to respect cultures of other people.

The world that we are living in is ever changing and full of new challenges. University students are facing unexpected issues and questions at work, in personal life and in the community. The three areas are inter-related and are inevitably important for students: Students with specific knowledge can look at specific issues profoundly and gradually develop as experts in particular fields. Students with good language and communication skills have more chances to develop excellent interpersonal communication and to communicate with people of other culture. Students with broad intellectual perspectives are able to approach unanticipated issues from different angles, to collect and connect available knowledge/resources to find possible solutions, as well as to understand their own personal strengths and weaknesses. These three areas together help students develop as experts and professionals with a wider perspective. I believe this makes university a place to cultivate students with life-wide and life-long learning capabilities. I will continue to do my best to work towards this direction.

(Source: Office of University General Education)

# CLC 在 2021 年教學創新博覽會 獲教學創新表彰獎

## CLC Wins an Award for Pedagogical Innovation at the Teaching and Learning Innovation Expo 2021

伍東林先生 Mr. WU Bill Lin

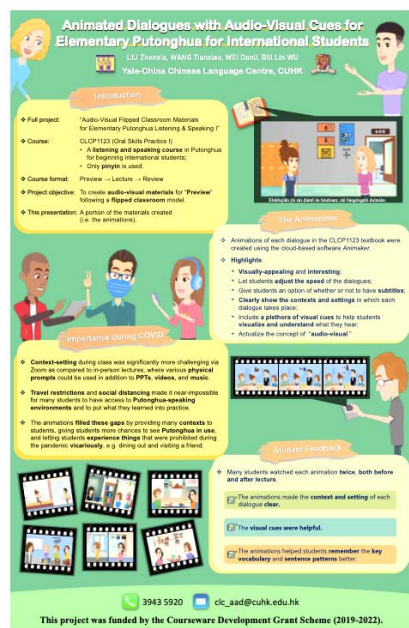
大學課程部普通話組教學助理

Teaching Assistant of Putonghua Programme Division  
University Programme Section

由本所大學課程部普通話組組長劉震霞老師主持的“Audio-Visual Flipped Classroom Materials for Elementary Putonghua Listening & Speaking I”計劃，獲邀參加由 CLEAR、ELITE 和 ITSC 聯合舉辦的 Teaching and Learning Innovation Expo 2021，並榮獲「教學創新表彰獎」。

今年的 Expo 由七月二十六日至七月三十日在網上進行，我們參展的海報題為“Animated Dialogues with Audio-Visual Cues for Elementary Putonghua for International Students”，主要介紹項目中製作的課文動畫。

“Audio-Visual Flipped Classroom Materials for Elementary Putonghua Listening & Speaking I”項目由“Teaching Development and Language Enhancement Grant (TDLEG)”的“Courseware Development Grant Scheme (CDGS)”資助，主要目的是為 CLCP1123 新教材的每一課製作一套教學輔助材料，包括課文動畫和 voiceover PPT。動畫是將教材中的對話“影像化”，而 voiceover PPT 則是對每一課的主要語言點進行解釋。這些材料是根據翻轉課堂的理念來製作的，學生預習時可以使用這些材料，更有效地做好課前準備。



獲獎海報

劉老師邀請了王天嘯、韋丹莉兩位同事和我於 2021 年春季學期參與此項目。我們在 2021 年春季學期試用了部分材料，得到了正面的反饋：學生反映輔助材料能幫助他們更好地記住課程的內容。

此項目中的動畫是用 Animaker 軟件製作的。與單純的文字和錄音不同，動畫包括很多視覺提示來幫助學生理解他們所聽到的，實現 audio-visual 這個概念。根據學生的反饋，我們還增加了一個可選字幕的選項，令動畫的使用更加靈活。

我們的海報成功入圍獲獎海報，因此我們團隊參加了入圍候選人的問答環節。評審團認為該項目融合了聽覺和視覺來強化學生的學習效果，尤其是對於入門聽說課來說，這種方式卓有成效。此外，評審團也肯定了該項目的實用性，認為這些動畫能直接幫助到學生，我們的海報最終榮獲了教學創新表彰獎。

我們非常期待這套動畫正式“上線”，也希望同學和老師們能給我們更多意見和反饋，讓我們有機會進一步修改和優化這套材料，以期更好地服務各位學習者。



The teaching enhancement project “Audio-Visual Flipped Classroom Materials for Elementary Putonghua Listening & Speaking I,” led by CLC’s head of the Putonghua Programme Division University Programme Section Ms. Liu Zhenxia, was presented in the Teaching and Learning Innovation Expo 2021, jointly organized by CLEAR, ELITE, and ITSC, and won an award for pedagogical innovation.

This year’s Expo was held online from 26 July to 30 July. Our poster, titled “Animated Dialogues with Audio-Visual Cues for Elementary Putonghua for International Students,” featured the animations of the textbook dialogues created in the project.

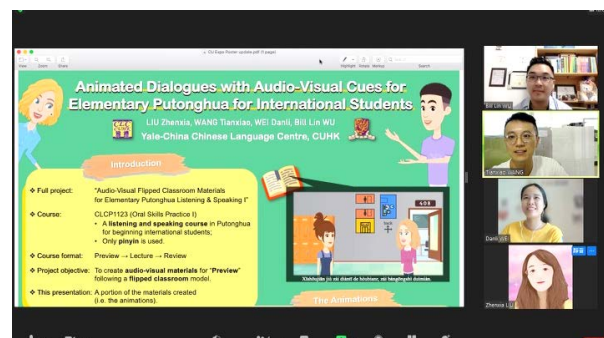
The project “Audio-Visual Flipped Classroom Materials for Elementary Putonghua Listening & Speaking I” was funded by the Courseware Development Grant Scheme (CDGS) under the Teaching Development and Language Enhancement Grant (TDLEG), and the ultimate goal of the project was to create a set of accompanying animations and voiceover PPTs for each lesson in the new textbook for CLCP1123. The animations are of the dialogues in the textbook, and the voiceover PPTs are short explanations of key sentence patterns in the lessons. We developed the materials following a flipped classroom approach, where students can use these materials during their preparation for each of the lessons and better prepare for lecture.

Ms. Liu invited Mr. Wang Tianxiao, Ms. Wei Danli, and I to work on this project during the Spring 2021 semester. We piloted a portion of the materials during the semester and student feedback was overwhelmingly positive, with students indicating that the new materials helped them remember the course content better.

The animations were created using a cloud-based software called Animaker. As opposed to just plain text and recordings, the animations include many visual cues to help students understand what they hear, actualizing the concept of audio-visual. Following student feedback, we also added an option for students to choose whether or not they want subtitles included for even more flexibility.

Our poster was among those shortlisted for an award and the team attended the Q&A sessions for shortlisted candidates to answer various questions from the posters awards judging panel. The judges were particularly impressed with the project’s use of audio-visual aspects to enhance student learning, especially for a beginner’s Putonghua listening and speaking course. Furthermore, the judges praised the project for the inclusion of various emotions and for being a practical one that directly benefits students’ learning. Ultimately, our poster won the commendation award for pedagogical innovation.

We look forward to the official launch of the full set of animations and hope that students and teachers can give us more feedback so that we can further modify and optimize the materials and better serve all learners.



From top to bottom: Mr. Wu Bill Lin, Mr. Wang Tianxiao, Ms. Wei Danli and Ms. Liu Zhenxia

## 我家的特殊成員 Special Member in My Family



文章錄音

Epigraph: Having a dog can be a wonderful way to make friends, exercise and explore all of the beautiful scenic landscapes that Hong Kong has to offer. While not everyone likes dogs, pets of all kinds can provide companionship and joy, especially during the unprecedented and sometimes lonely days of the COVID19 pandemic.

剛搬到香港不久，我和老公就領養了一隻狗。我們給牠取名叫“Izzy”。牠不大也不小，雖然是只唐狗，但看起來像是德國牧羊犬。牠很乖，在我們眼中是家庭的一份子。

對我們住在香港的人來說，養狗是很好的“愛好”。為什麼呢？對我來說養狗有三個不同的好處：

第一，狗可以幫主人交朋友。每天晚上，我都帶 Izzy 去外邊散步。散步的時候，能遇到很多帶着狗散步的主人。大家有共同的愛好，就很容易交朋友。每天早上和晚上，在路上常常能遇到帶狗散步的人，大家越來越熟悉，從點頭、微笑到問好、閒聊。五年多後的今天，大家都有孩子了，我們都還是朋友。我們一起過生日、過聖誕節、過新年什麼的，開心極了。我們都開玩笑說，如果沒有狗，我們很可能不會認識對方，所以要感謝狗給我們介紹了許多好朋友。

第二，狗讓主人更常運動。狗需要很多運動，特別是香港的狗。香港就像許多大城市一樣，房子一般都很小，加上沒有院子，唯一的選擇就是帶狗外出。新冠肺炎肆虐的時候，大家都更需要多去外邊，多做運動，增強體質。每天 Izzy 都要外出三、四次，一共兩個多小時，我們的運動量也大大增加了。

第三，狗給主人帶來溫暖。新冠肺炎期間，我們都更需要友誼，而狗是人最好的朋友，狗對主人的忠誠更勝於人與人之間的忠誠。現在，世界上很多人大概都有孤單寂寞的感覺，見不到家人，見不到朋友，大部分的人沒辦法去旅行；甚至有很多人要居家辦公，連同事也

見不到。如果家裡有狗，我們的生活就會多一些感情，多一些愛，多一些樂趣，這樣就不會那麼孤獨。

我們家的 Izzy 每天都給我們帶來歡笑和幸福感。當然，不喜歡狗或者怕狗的人可以養貓、龜、魚什麼的。只需要付出一點兒時間、空間、金錢、耐心和愛心，生活會更多姿多彩。



作者跟兒子和 Izzy 合照

A photo of the author with her son and Izzy



作者臨回國前帶着一對兒女回學校與王浩勃博士和劉震霞女士告別

Before returning to US, the author taking her children back to CUHK to bid farewell to Dr. Wong Ho Put and Ms. Liu Zhenxia

康茉莉（美國 USA）



CATELLI, Melissa

進修課程部（普通話）

Continuing Education Section (Putonghua)

2016-2018 年

推薦老師：王浩勃博士 Dr. WONG Ho Put



# 為什麼是 CLC

## Why CLC

李耘女士 Ms. LI Yun

前進修部普通話組組長

Former CES Putonghua Programme Division Head  
and CES Coordinator

服務過北京、美國和香港的多個中文項目之後，我在想，為什麼學生要選擇 CLC？什麼是 CLC 的特色，讓我們不同於其他項目？

第一當然是 CLC 的多元化。香港是一個多文化、多種族的社會，我們的學生也來自世界各地，來自各行各業，擁有不同風俗習慣和興趣愛好。從語言學習的角度來看，多元的環境激發學生的好奇心，讓他們樂於討論共同關心的話題，交流彼此的看法，而且，當然是用中文！另一方面，他們在瞭解中國、瞭解香港的同時，也在介紹自己國家和文化中的點點滴滴。比如說，在我們的一個演講活動中，你可以聽到泰國的公益組織、印尼的疫情、在美國如何申請大學、在蘇里南流行什麼水上運動……是語言學習，也是文化交流。



2019 年雲南大理 PRINCH 體驗茶道

Experience the tea ceremony in 2019 PRINCH in Dali, Yunnan Province

第二，學以致用的教學目標。CLC 固然提供證書和文憑，但我們最看重的不是通過考試，而是教會學生在現實生活中運用中文。語言知識的講解只是教學的一部分，在我們的課堂上，更多的是師生問答、分組討論、角色扮演……學生用老師精心設計的話題，模擬現實生活中會真正發生的對話，為他們在生活、工作、校園里運用中文做好準備。

第三，以學生為中心。從上述教學模式和方法可以看出，我們的課堂需要學生的參與，而且參與越多收穫越大。教學理念如此，課程設置和行政安排也是如此。我們努力配合學生的不同特點和需求，老師在教學中會兼顧不同背景學生的學習習慣，也針對各種學習目標提供豐富的課程。如果你是日本同學，可能漢字不成問題，那麼我們的重點會是說得標準、說得流利；如果你是需要進修的在職人士，我們有夜晚或週末的課程可供選擇；如果你身處海外或不方便通勤，那麼網絡學習也會讓你身臨其境，實現與老師同學的交流互動……

其實可說的還有很多，比如說靈活性、對學生的關注、強大的行政支援，甚至中大美麗的校園，這些都是 CLC 的吸引力所在。那麼你呢，為什麼是 CLC？

After serving many Chinese programs in Beijing, the United States and Hong Kong, I was thinking, why should students choose CLC? What are the characteristics of CLC that make her different from other programs?

The first is, of course, her diversity. Hong Kong is a multicultural and multiracial society. Our students come from all over the world, come from all walks of life, and have different customs and hobbies. From the perspective of language learning, the diverse environment stimulates students' curiosity. It makes them willing to discuss topics of common concern, exchange views with each other, and, of course, use Chinese!

On the other hand, while they understand Mainland China and Hong Kong, they also introduce bits and pieces of their own country and culture. For example, in one of our class presentation sessions, you can hear about public welfare organizations in Thailand, the epidemic in Indonesia, applying for universities in the United States, and what water sports are popular in Suriname... It is all language learning and cultural exchanges.

Second is the teaching goal of applying what has been learned. CLC provides certificates and diplomas, but instead of passing the exam, what we value most is teaching students to use Chinese in real life. The explanation of language knowledge is only part of the teaching. In our classrooms, it is more about Q&A, group discussion, role-playing, etc. Students use topics carefully designed by the teachers to simulate real-life conversations that will actually happen for them, so they are prepared to use Chinese in life, at work, and on campus.

Third, we take the students as the centre. It can be seen from the above teaching models and methods that our classrooms require the participation of students. The more participation, the greater the gain. These are our teaching beliefs, and our curriculum and administrative arrangements follow accordingly. We work hard to meet the different characteristics and needs of students. Teachers take into account the learning habits of students of different backgrounds and also provide rich courses for various learning goals. If you are a Japanese student, Chinese characters may not be much of a problem, then our focus will be to speak correctly and fluently; if you are a working professional who wishes to pursue further studies, we have evening or weekend courses to choose from; if you are overseas or it is inconvenient to commute, then online learning will also let you have an immersive experience and interact with teachers and classmates.

There are many more things that can be said, such as flexibility, attention to students, strong administrative support, and even the beautiful campus of CUHK. These are all just some of the many selling points of CLC. So, what about you? Why CLC?

## 為雅禮協會舉辦的語言文化活動

### Language and Culture Activities for Yale University Graduates

王浩勃博士 Dr. WONG Ho Put

進修部普通話組組長

CES Putonghua Programme Division Head  
and CES Coordinator

In the spring term, two language and cultural activities were organized for the Yale University graduates. The Yale University graduates studied Cantonese or Putonghua at CLC and were happy to learn more about Hong Kong in the half-day Putonghua trip to the Hong Kong Cemetery and the seafood Cantonese day camp in Sai Kung.

耶魯大學每年都有兩位畢業生通過雅禮協會的安排在中大擔任外教（外籍教師），教授英語等科目兩年，這些英語外教大部分都在 CLC 讀過粵語或普通話。今年春季，因疫情稍緩，CLC 為雅禮協會的外教組織了以下語言文化活動。

#### 普通話半日遊

2 月 17 日舉行，參觀位於跑馬地的香港墳場，瞭解香港開埠初期的歷史。當日應四位在職外教的請求，安排了三會普通話的本地年輕人一同參與，沿途依限聚令分小組進行文化交流，雅禮協會負責人 Andrew Junker 教授也隨團參觀。



攝於露營場地  
Photo at the camp site

#### 暑期活動：

7 月 29 日，新一屆的兩位外教 Kento 和 Victor 完成隔離後，我為他們接風洗塵。Kento 是來自夏威夷的日裔美國人，他在 8 月 21 日到訪香港墳場時在日本人墓區駐足良久，也對與孫中山相關的楊衢雲等人的墳墓饒有興趣。原來他與孫中山算是校友：孫中山在檀香山就讀的高中，正是他的母校。

#### 粵語日營：

4 月 18 日舉行，由香港國語學會會員郭詠詩夫婦承辦，於其西貢露營場地舉行。我們當天早上在沙田會合後，就乘大巴到西貢碼頭買海鮮，然後到營地邊煮邊吃邊聊，傍晚方歸。詠詩夫婦非常好客，更熱情地為兩位外教介紹本地粵語演講活動。



王博士(導賞員)與 Kento 和 Victor 共進早午餐  
Dr. Wong having brunch with Kento and Victor



## 為逸夫書院開設的語文工作坊 Language Workshops for Shaw College

李春普先生 Mr. LI Chunpu

大學課程部普通話組  
Putonghua Programme Division  
University Programme Section

本所在 2021-22 學年上學期為逸夫書院開設了「普通話水平測試試前精讀班」和「Survival Cantonese」兩個工作坊。

「普通話水平測試試前精讀班」為同學應考普通話水平測試（PSC）做好準備，課程由大學課程部普通話組老師李春普先生任教，逢星期二晚上7時至9時上課，課程共計八學時。



李春普先生於普通話工作坊  
Mr. Li Chunpu at the Putonghua workshop

「Survival Cantonese」面向非華語新生，教授廣東話的日常生活用語，課程由進修部廣東話組陳英敏先生任教，逢星期一晚上7時至9時上課，課程共計十學時。其中一次課由陳先生和學生大使帶著同學到崇基教職員餐廳共進晚餐，在晚餐中學習相關的生活用語。



陳英敏先生在崇基教職員餐廳主持廣東話工作坊  
Mr. Chan Ying Man having Cantonese workshop at  
Chung Chi College Staff Canteen

In the first term of the 2021-22 academic year, CLC opened two workshops for Shaw College: “Intensive Reading in Preparation for the Putonghua Proficiency Exam (Putonghua Shuiping Ceshi)” and “Survival Cantonese”.

“Intensive Reading in Preparation for the Putonghua Proficiency Exam (Putonghua Shuiping Ceshi)” is designed to help prepare

students for the Putonghua Proficiency Exam. The workshop is conducted by Mr. Li Chunpu of the Putonghua Programme Division University Programme Section and is held every Tuesday evening from 7PM to 9PM. The summative duration of the combined workshops is eight hours.

“Survival Cantonese” is designed for non-Chinese speaking students and introduces them to daily conversations in Cantonese. The workshop is conducted by Mr. Chan Ying Man of the Cantonese Programme Division Continuing Education Section and is held every Monday evening from 7PM to 9PM. The summative duration of the combined workshops is ten hours, of which one lesson is dedicated to having Mr. Chan and the student ambassadors take the workshop attendees to the Chung Chi Tang Student Canteen to have dinner and put the daily conversations learned in the workshops to use in real life.

# 普粵對比

## Comparison Between Putonghua and Cantonese

張冠雄先生 Mr. CHANG Kwun Hung  
進修部廣東話組組長  
Head of Cantonese Programme Division  
Continuing Education Section

李春普先生 Mr. LI Chunpu (圖) 李珊珊女士 Ms. LI Shanshan  
大學課程部普通話組  
Putonghua Programme Division  
University Programme Section

香港浸會大學語文中心  
Language Centre  
Hong Kong Baptist University

普通話 Mandarin :

搬 bān ; 扛 káng ; 叼 diāo ;  
抬起 táiqǐ ; 打 (傘) dǎ

廣東話 Cantonese :

擔 dāam

英文 English :

move something heavy or bulky;  
lift up something with both hands;  
with a cigarette dangling from one's lips;  
hold up an umbrella



### 釋 義

「擔」在粵語和普通話中都有動詞、名詞兩個詞性，相應的讀音也不同。作動詞時在普通話中讀 dān，在粵語中讀 dāam；作名詞時在普通話中讀 dàn，在粵語中讀 daam。

「擔」做動詞、名詞時的基本義項，普通話和粵語也是一樣的，動詞義項是：用肩挑，承當；名詞義項是：擔子，作量詞。

動詞「擔」在粵語中還有其他幾個義項是普通話沒有的：1. (用手) 搬，如「擔張櫈過嚟」，普通話說搬把椅子過來；2. (用肩) 扛，如「擔住把鋤頭」，普通話說扛着鋤頭；3. (用嘴) 叼，如「他擔住支煙行街」，「貓媽媽擔住一隻貓仔返屋企」，普通話說他叼着一支香煙走路，貓媽媽叼着一隻小貓回家；4. 抬起(頭)，如「你擔高個頭」，普通話說你抬起頭來；5. 打(傘)，如「落雨要擔遮」，普通話說下雨天要打傘。

粵語說「擔大旗」，意思是拿着令旗，比喻居領導地位，有權指揮或做決定。如「你哋幾個邊個擔大旗」，普通話說你們幾個誰是領頭兒的。



對話錄音

### 普通話 Putonghua

(新學期開學第一天，午飯時間，張老師來到校內某餐廳吃午飯，遇到了正在吃飯的李老師，於是聊了起來。)

(Xīn xuéqī kāixué dìyī tiān, wǔfàn shíjiān, Zhāng lǎoshī láidào xiàonèi mǒu cāntīng chī wǔfàn, yùdào le zhèngzài chīfàn de Lǐ lǎoshī, yúshì liáo le qǐlái.)

### 廣東話 Cantonese

(新學期開學第一日，午飯時間，張老師嚟到校內某間餐廳食晏，撞到喺度食緊飯嘅李老師，於是傾起上嚟。)

(Sān hohkkèih hōihohk daih yātyaht, nghfaahn sihgaa, Jēung lóuhsī làihdou haauhnoih máuh gāan chāantēng sihk ngaan, johngdóu hái douh sihkgánfaahn ge Léih lóuhsī, yūsih kīnghéisiéhnglāih.)

普通話 Putonghua

張老師：嗨，李老師，好久不見了，你一切都好嗎？

Zhāng Hēi, Lǐ lǎoshī, hǎojiǔ bú jiàn le, nǐ lǎoshī: yíqiè dōu hǎo ma?

李老師：我都好，張老師，你怎麼樣？

Lǐ lǎoshī: Wǒ dōu hǎo, Zhāng lǎoshī, nǐ zěnmeyàng?

張老師：我也都好。你辦公室離這兒那麼遠，怎麼也到這兒來吃午飯了？

Zhāng Wǒ yě dōu hǎo. Nǐ bàngōngshì lí zhèr lǎoshī: nàme yuan, zěnmeyě dào zhèr lái chī wǔfàn le?

李老師：別提了！今天開學，恢復面授，同學們都返校了，我們辦公室附近的幾個餐廳都人滿為患，我只好跑到這裡來吃飯，沒想到人也不少。

Lǐ lǎoshī: Bié tí le! Jīntiān kāixué, huīfù miànshòu, tóngxuémen dōu fǎn xiào le, wǒmen bàngōngshì fùjìn de jǐ ge cāntīng dōu rén mǎn-wéihuàn, wǒ zhǐhǎo pǎodào zhèlǐ lái chīfàn, méi xiǎngdào rén yě bù shǎo.

張老師：是啊，現在哪個餐廳人都多，不像上網課期間人那麼少。唉，原來立在這裡的菜單哪兒去了？

Zhāng Shì a, xiànzài nǎge cāntīng rén dōu lǎoshī: duō, bú xiàng shàng wǎngkè qījiān rén nàme shǎo. Āi, yuánlái lì zài zhèlǐ de càidān nǎr qù le?

李老師：你抬頭往左邊看就看到了。他們知道開學了人會多，所以就把菜單掛得高些，這樣大家都能看到。對了，張老師，你從旁邊搬把椅子過來，坐我這兒，咱們倆邊吃邊聊。

Lǐ lǎoshī: Nǐ táitóu wǎng zuǒbian kàn jiù kàndào le. Tāmen zhīdào kāixué le rén huì duō, suǒyǐ jiù bǎ càidān guà de gāo xiē, zhèyàng dàijiā dōu néng kàndào. Duì le, Zhāng lǎoshī, nǐ cóng pángbiān bān bǎ yǐzi guòlái, zuò wǒ zhèr, zánmen liǎ biān chī biān liáo.

廣東話 Cantonese

張老師：嗨，李老師，好耐冇見嘅，你幾好嗎？

Jēung Hāai, Léih lóuhsī, hóu noi h móuh gin la, lóuhsī: néih géi hóu ma?

李老師：過得去啦，張老師，你點呀？

Léih lóuhsī: Gwodākheui lā, Jēung lóuhsī, néih dím a?

張老師：都係噉啦。你 office 離呢度咁遠，點解都嚟呢度食晏呀？

Jēung Dōu haih gám lā. Néih office lèih nīdouh lóuhsī: gam yúhn, dímgái dōu làih nīdouh sihk ngaan a?

李老師：唔好提嘅！今日開學，恢復面授，啲同學都返晒學校嘅，我哋 office 附近幾間餐廳都爆晒棚，我唯有跑到呢度嚟食飯，冇諗到嚟嘅人都唔少。

Léih lóuhsī: Mhóu tǎih la! Gāmyaht hōihohk, fūifuhk mihnsauh, dī tūnghohk dōu fānsaai hohkhaauh la, ngóhdeih office fuhgahn géigāan chāantēng dōu baasaaipāahng, ngóh waihyáuh páaudou nīdouh làih sihkfaahn, móuh námduo làih ge yáhn dōu mǐsú.

張老師：係呀，而家邊間餐廳都咁多人，唔似上網課嗰排咁少人。咦，本來棟喺度個菜單去咗邊度呢？

Jēung Haih a, yihgā bīngāan chāantēng dōu gam lóuhsī: dō yáhn, mǐchíh séuhngmóhng gópái gam síu yáhn. Yí, búnlòih duhng háidouh go choidāan heuijó bīndouh nē?

李老師：你擔高個頭望吓左邊就睇到嘅嘅。佢哋知道開咗學人會多返，所以就將個菜單掛得高啲，噉樣大家都睇到嘅。係嘅，張老師，你喺旁邊擔張櫈過嚟，坐埋嚟我度，我哋一邊食一邊傾。

Léih lóuhsī: Néih dāamgōu go tauh mohnggháh jóbihn jauh táidóu ge la. Kéuihdeih jīdou hōijó hohk yáhn wúih dōfāan, sóyih jauh jēunggo choidāan gwaidāk gōudī, gámyéung daaihgā dōu táidóu la. Haih la, Jēung lóuhsī, néih hái pòhngbīn dāam jēung dang gwoláih, chóhmáaih làih ngóh douh, ngóhdeih yātbihn sihk yātbihn kīng.



普通話 Putonghua

張老師：好的。我先去點餐，然後就過來。  
Zhāng Hǎo de. Wǒ xiān qù diǎn cān, ránhòu  
lǎoshī: jiù guòlái.

(不久，張老師的飯來了，他們邊吃邊聊，很快就吃完了，然後一起向餐廳門口走去…)

(Bùjiǔ, Zhāng lǎoshī de fàn lái le, tāmen biān chī biān liáo, hěnkuài jiù chīwán le, ránhòu yìqǐ xiàng cāntīng ménkǒu zǒu qù.....)

李老師：唉，又下雨了，最近的天氣真跟小孩子的臉似的，說變就變。

Lǐ lǎoshī: Āi, yòu xià yǔ le, zuìjìn de tiānqì zhēn gēn xiǎoháizi de liǎn shìde, shuō biàn jiù biàn.

張老師：沒事沒事，我帶傘了，我打傘送你去校巴士吧。

Zhāng Méishì méishì, wǒ dài sǎn le, wǒ dǎ sǎn  
lǎoshī: sòng nǐ qù xiàobā zhàn ba.

李老師：謝謝！還是你想得周到。昨天聽同事說，王教授現在是你們部門的頭兒，新領導怎麼樣？

Lǐ lǎoshī: Xièxie! Háishì nǐ xiǎng de zhōudào. Zuótiān tīng tóngshì shuō, Wáng jiàoshòu xiànzài shì nǐmen bùmén de tóuér, xīn lǐngdǎo zěnmeyàng?

張老師：王教授現在擔子很重，要做的事太多了。不過，我相信他能扛下來。

Zhāng Wáng jiàoshòu xiànzài dànzi hěn  
lǎoshī: zhòng, yào zuò de shì tài duō le. Búguò, wǒ xiāngxìn tā néng káng xiàlái.

李老師：那就好。校巴來了，我先走了，改天我們再聚。

Lǐ lǎoshī: Nà jiù hǎo. Xiàobā lái le, wǒ xiān zǒu le, gǎitiān wǒmen zài jù.

張老師：好，我們再約。

Zhāng Hǎo, wǒmen zài yuē.  
lǎoshī:

廣東話 Cantonese

張老師：好呀，我去叫嘢食先，跟住就過嚟。  
Jēung Hóu a, ngóh heui giu yéh sihk sīn,  
lóuhsī: gānjyuh jauh gwolàih.

(冇幾耐，張老師叫嘅嘢食嚟嘢，佢哋一邊食一邊傾，好快就食飽嘢，跟住一齊向餐廳門口行過去…)

(Móuh géinoih, Jēung lóuhsī giu ge yéh sihk làih la, kéuihdeih yātbihn sihk yātbihn kīng, hóu faai jauh sihk báau la, gānjyuh yāтчàih heung chāantēng mūnháu hàahnggwoheui.....)

李老師：唉呀，又落雨嘢，最近嘅天氣真係同細路仔嘅面色一樣，話變就變。

Léih lóuhsī: Aiya, jauh lohkyúh la, jeuigahn ge tīnhei jānhaih tùhng sailouhjái ge mihnsīk yātyeuhng, wah bin jauh bin.

張老師：有事有事，我帶咗遮嘢，我擔把遮送你去校巴士啦。

Jēung Móuh sihk móuh sihk, ngóh daaijó jē la,  
lóuhsī: ngóh dāam bá jē sung néih heui haauhba jaahm lā.

李老師：唔該晒！都係你諗得周到。嚟日聽同事話，王教授你哋部門擔大旗，新阿頭點呀？

Léih lóuhsī: M̀gōisaai! Dōu haih néih námđāk jāudou. Káhmyaht tēng tùhngsih wah, Wòhng gausauh hái néihdeih bouhmùhn dāam daaihkhèih, sán a-táu dím a?

張老師：王教授而家擔子好重，要做嘅嘢太多嘢。不過，我相信佢擔得起。

Jēung Wòhng gausauh yihgā daamjí hóu  
lóuhsī: chúhng, yiu jouh ge yéh taai dō la. Bātgow, ngóh sēungseun kéuih dāamdākhéi.

李老師：噉就好嘢。校巴嚟嘢，我走先嘢，第日飲茶再傾。

Léih lóuhsī: Gám jauh hóu la. Haauhba làih la, ngóh jáu sīn la, daihyaht yámchàh joi kīng.

張老師：好呀，我哋再約。

Jēung Hóu a, ngóhdeih joi yeuk.  
lóuhsī:

# 從“學習策略”到“自我調節學習”的轉變 ——更加聚焦於學習過程的研究

## From Learning Strategy to Self-regulated Learning: A Study with a Focus on the Learning Process

Research in Second Language Acquisition has recently begun to identify and study the key process through which students self-regulate their academic learning. We wish to present a general overview of how the researchers shifted their interest from Learning Strategy to Self-regulated Learning. Then, the implications of Self-regulated learning perspectives on students' achievements in learning Chinese as a Second Language are considered.

孫磊先生  
Mr. SUN Lei  
lsun@cuhk.edu.hk  
大學課程部普通話組  
Putonghua Programme Division  
University Programme Section

第二語言學習，是一個艱苦的過程，而學習結果也會呈現出巨大的差異。在漢語作為第二語言的實際教學中，我們發現許多漢語學習者往往在接近或達到中級水平後就停滯了，而能在聽、說、讀、寫各方面都達到母語者水平的人，就少而更少了。這其中，固然有學習的客體——漢語本身的特點所造成的難度（如漢字、讀音等）；另一方面，從學習的主體——學習者來講，“其個體原因（如認知、語言學能、年齡、心理情感等方面）也是影響到語言學習的重要因素（Griffiths, 2009）”。<sup>[1]</sup>

“教育心理學和二語學習領域的相關研究表明，自我調節學習可以有效促進學習者的學習效果（李愛萍，2017）”。<sup>[2]</sup> 培養學習者的自我調節學習能力，是保證漢語學習效果的重要前提。對漢語學習者自我調節學習能力的研究，將有助於我們更深入瞭解漢語的學習過程，發現漢語自我學習調節的規律和特點，從而開展更有效的教學。

過往關於“學習策略”的研究為“自我調節學習”提供了大量的理論和研究基礎，學界對“學習策略”進行延伸、擴展，拓展了“自我調節學習”這一新的研究領域，而“自我調節學習”也是目前國際二語學習領域所採用的最流行概念。

不同學者從不同角度，對自我調節學習的定義和特徵進行了闡述，我們更傾向於自我調節學習既是一個動態過程，也是一種學習能力。因此，本文將自我調節學習定義為：學習者從元認知、動機和行為等方面，制定學習計劃、選擇學習策略、監控學習過程、評價學習結果的過程或能力。

漢語因其自身的特點，使其成為了世界上最難學的語言之一。開展有關自我調節能力的研究，使學生具備自我調節學習的能力，就顯得尤為重要。



李愛萍於 2017 年先後發表了兩篇論文，從整體上回顧了當前二語習得和對外漢語領域中“自我調節學習”研究的發展，並特別指出“對外漢語教學的特點和現狀亟待關注漢語學習者的自我調節學習，因此，需要進一步培養漢語學習者的自我調節學習能力，以提升對外漢語教學效果。”<sup>[3]</sup>

劉元滿（2020）以新西蘭短期來華留學生作為研究對象，將他們的文化適應作為研究主題，通過對學生每週提交的用母語撰寫的反思日誌進行分析，指出“學習者採用了多種自我調節策略，最終達到較為正向的文化適應狀態。”並對短期來華漢語留學課程的教學形式、教師意識、學生心理建設以及管理輔助支持等方面都提出了建議。<sup>[4]</sup>

近年來，特別是近一年以來，由於新冠肺炎的影響，使得很多課程都轉為網上教學。學界也出現了一些關於網上學習這一大背景下，漢語學習者進行自我調節的相關研究。如張慧穎（2021）在其碩士論文中，以在北京外國語大學通過騰訊會議平臺參與授課的馬來西亞學生為調查對象，以 Tseng（2006）“詞彙自我調節能力問卷”的改編問卷為調查工具，調查了遠程交互模式背景下，不同性別、不同學習水平、不同學習時長的馬來西亞漢語學習者的詞彙學習自我調節能力，“探究了其詞彙學習自我調節能力在不同子維度上的發展特徵及細節性特徵。同時，分析了各維度特徵與其自我調節能力的相關性特徵。”<sup>[5]</sup>

陳晨（2021）通過對國內外二語線上學習中自我調節的實證研究及分析，提出了與對外漢語教學領域密切相關的研究建議：“一、從研究的情境來看，目前多數研究集中在英語作為第二語言的學習領域，漢語作為二語學習的線上自我調節研究幾乎還是空白。二、現有的調查量表多數不是專門為二語線上學習開發的，對於語言學習中的具體要素涉及不全面，因此有待開發更具針對性的量表。三、在對外漢語教學領域，學習者自我引發、自我指導的主動學習特徵顯著，需要我們關注學習者的自我調節學習能力。”<sup>[6]</sup>

總體而言，對外漢語學界對於自我調節學習的研究，還處於初創階段。首先，較之對外漢語領域的其他研究，比如學習策略，有關自我調節的研究數量相對不多，研究手段也比較單一（多數以文獻回顧和量性研究為主），研究議題亟待豐富。其次，在理論上，如同之前學習策略的研究需要與漢語自身特點相結合一樣，我們迫切需要發展與漢語自身特點相結合的理論體系，才可能使這一領域迎來新的發展。

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## 本校新任協理副校長(校外聯繫及推廣)到訪本所 Newly-appointed Associate Vice-President (External Engagement and Outreach) Visits CLC



金江先生(右二)與本所全人於方潤華堂合照  
Mr. Pearcey (second from the right) and the CLC  
management team in Fong Yun Wah Hall

本校新任協理副校長(校外聯繫及推廣)金江先生於 2021 年 10 月 8 日到訪本所，跟本所全人會面，了解本所的工作情況，並討論未來的發展方向。

Mr. Laurie Pearcey, the newly-appointed Associate Vice-President (External Engagement and Outreach) of the University, visited CLC on October 8, 2021. He met with CLC's management team to get an understanding of the current situation of CLC and to discuss the future development of the centre.

## 2020 年度長期服務獎

### 2020 Long Service Award

所長在 2021 年 9 月 17 日的全體教師及工作人員會議中頒發長期服務獎予大學部普通話組組長劉震霞女士和進修部廣東話組組長張冠雄先生。兩位老師已加入中大 15 年，我們向他們表示衷心的祝賀！

The CLC Director presented Long Service Awards to Ms. Liu Zhenxia, Head of the Putonghua Programme Division University Programme Section, and Mr. Chang Kwun Hung, Head of the Cantonese Programme Division Continuing Education Section, at the Staff Plenary Meeting on 17 Sep 2021. Both of them have served CUHK for 15 years. Our hearty congratulations to them!



劉震霞女士(左)和所長何杏楓教授(右)  
Ms. Liu Zhenxia (left) and Prof. Hoyan Hang  
Fung, Carole (right)



張冠雄先生(左)和所長何杏楓教授(右)  
Mr. Chang Kwun Hung (left) and Prof. Hoyan  
Hang Fung, Carole (right)

## 語常會資助的職業中文課程



### SCOLAR's Vocational Chinese Language Programme

本所的「2021/22 至 2022/23 學年已離校非華語人士職業中文課程」獲香港教育局語常會語文基金資助，此計劃由進修部廣東話組聯絡人張冠雄先生負責，現已公開接受報名。

CLC received funding from the Hong Kong Education Bureau's Language Fund for the programme "Vocational Chinese Language Programme for Non-Chinese Speaking School Leavers for the 2021/22 and 2022/23 School Years." The programme is headed by Mr. Chang Kwun Hung, head of the Cantonese Programme Division Continuing Education Section, and enrolment is now open!

## 劉鍵博士喜得千金

### Dr. LIU Jian Welcomes His Baby Girl



進修部普通話組劉鍵博士於 8 月 30 日喜得千金。本所全人祝福劉博士家庭幸福美滿、女兒健康成長！

Dr. Liu Jian, teacher of the Putonghua Programme Division Continuing Education Section, welcomed his baby girl on 30 August. Warmest congratulations on the arrival of Dr. Liu's sweet baby and all the best to his family!

## 王浩勃博士出任年度最佳學生獎評審

### Dr. WONG Ho Put Serves as an Adjudicator for the "Student of the Year Awards"

王浩勃博士代表本所進修部普通話組擔任《南華早報》“2020-2021 年度最佳學生獎——語言學（普通話）”的評審。

Dr. Wong Ho Put represented Yale-China Chinese Language Centre to serve as an adjudicator for the "Student of the Year Awards - Linguistics (Putonghua) 2020/21," organised by the *South China Morning Post*.







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