

# Language Matters

## 雅礼中国语文研习所通讯

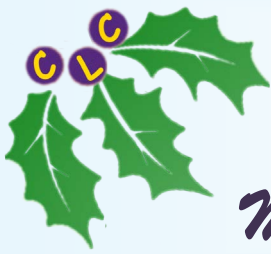
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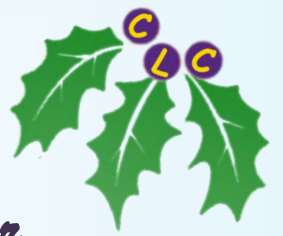
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Online reading: <http://www.cuhk.edu.hk/clc/language-matters>



# 圣诞及新年快乐



*Merry Christmas and Happy New Year*

## Language Matters 雅礼中国语文研习所通讯

### About Us 关于我们

**Language Matters is the official Newsletter of CLC, which serves as**  
《雅礼中国语文研习所通讯》是雅礼中国语文研习所的官方通讯，我们致力成为

- **A place for learners of Chinese to share their experience;**  
华语学习者的学习园地，分享各自的学习经验；
- **A platform for teachers of CLC and similar institutions to share their views;**  
华语教师的交流平台，分享教学的心得；
- **A platform to share notes on language and culture;**  
语言与文化爱好者的研究园地，分享研究的成果；
- **A bulletin board for CLC activities and related news in our field.**  
雅礼中国语文研习所的公告板，分享我们所和相关领域的活动与新闻。

### Submission Guidelines 稿约

*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

《雅礼中国语文研习所通讯》每年出版三期。欢迎雅礼中国语文研习所的老师、同学、校友及其他与华语教学和学习相关之人士投稿。请将稿件寄送到：

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方树泉楼  
雅礼中国语文研习所  
雅礼中国语文研习所通讯编辑部

#### 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.

#### 投稿注意事项：

1. 语言：中文或英文。
2. 长度：300 到 500 字，尽量不要超过 800 字。
3. 内容：与华语教学和学习有关的话题，包括与语言学习有关的文化议题。

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.

本刊文章均为作者观点，不代表本所立场，引用本刊文章敬请注明出处。



# From the Editor

## 编者的话

**Prof. HOYAN Hang Fung, Carole 何杏枫教授**  
**CLC Director 雅礼中国语文研习所所长**

历经一年多的网课，大学于本学期恢复面授，校园终于热闹起来。

研习所近来喜事连连，李兆麟博士荣获大学「2020 年通识教育模范教学奖」、刘震霞老师荣获大学「2021 年教学创新博览会」的「教学创新表彰奖」、刘键博士喜得千金，谨致贺忱！

本期两篇特稿，李兆麟博士跟大家分享其教学理念、伍东林先生记录「教学创新博览会」参赛经过，可见本所教师在照顾同学学习需要和把教学与现代科技结合方面的努力。

本期的「学习园地」，美国同学康茉莉向我们介绍她家里的特殊成员——唐狗 Izzy。在新冠疫情的特殊时期，Izzy 为她的生活带来了乐趣和温暖。曾有读者问过，「学习园地」里的中文稿，都由外国同学执笔吗？对，都是同学自己写的，推荐老师最多是稍加润饰。康茉莉同学多年来在研习所修读了六个普通话课，她是从中文零基础开始的。进修部的同学每周上五天课，跟老师感情深厚，她在离港前还特别带着一对儿女回来跟老师道别。

本期的「教学园地」，有李耘老师和李春普老师向大家介绍本所的进修部普通话课程和为书院开设的工作坊。香港中文大学校园优美，是修习语言的好地方。我们的课程重视「用中学」，希望同学可以从生活学语言，并把所学活用于生活。我们的进修部固然提供各种证书和文凭、大学部的老师亦会为同学提供面向普通话公开试的特训，但相信师生疫后共聚、在酒楼边吃点心边学语言，才是同学最向往的时光。

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大学课程部



## 2020 年通识教育模范教学奖 Exemplary Teaching Award in General Education in 2020

李兆麟博士 Dr. LEE Siu-lun

大学课程部广东话组组长  
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 年教学创新博览会 获教学创新表彰奖

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

伍东林先生 Mr. WU Bill Lin

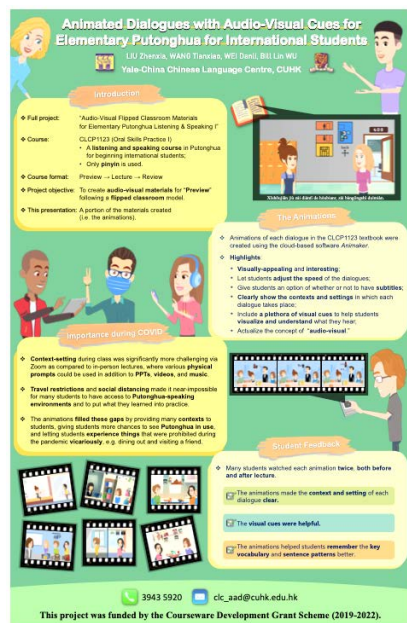
大学课程部普通话组教学助理

Teaching Assistant of Putonghua Programme Division  
University Programme Section

由本所大学课程部普通话组组长刘震霞老师主持的“Audio-Visual Flipped Classroom Materials for Elementary Putonghua Listening & Speaking I”计划，获邀参加由 CLEAR、ELITE 和 ITSC 联合举办的 Teaching and Learning Innovation Expo 2021，并荣获「教学创新表彰奖」。

今年的 Expo 由七月二十六日至七月三十日在网上进行，我们参展的海报题为“Animated Dialogues with Audio-Visual Cues for Elementary Putonghua for International Students”，主要介绍项目中制作的课文动画。

“Audio-Visual Flipped Classroom Materials for Elementary Putonghua Listening & Speaking I”项目由“Teaching Development and Language Enhancement Grant (TDLEG)”的“Courseware Development Grant Scheme (CDGS)”资助，主要目的是为 CLCP1123 新教材的每一课制作一套教学辅助材料，包括课文动画和 voiceover PPT。动画是将教材中的对话“影像化”，而 voiceover PPT 则是对每一课的主要语言点进行解释。这些材料是根据翻转课堂的理念来制作的，学生预习时可以使用这些材料，更有效地做好课前准备。



获奖海报

刘老师邀请了王天啸、韦丹莉两位同事和我于 2021 年春季学期参与此项目。我们在 2021 年春季学期试用了部分材料，得到了正面的反馈：学生反映辅助材料能帮助他们更好地记住课程的内容。

此项目中的动画是用 Animaker 软件制作的。与单纯的文字和录音不同，动画包括很多视觉提示来帮助学生理解他们所听到的，实现 audio-visual 这个概念。根据学生的反馈，我们还增加了一个可选字幕的选项，令动画的使用更加灵活。

我们的海报成功入围获奖海报，因此我们团队参加了入围候选人的问答环节。评审团认为该项目融合了听觉和视觉来强化学生的学习效果，尤其是对于入门听说课来说，这种方式卓有成效。此外，评审团也肯定了该项目的实用性，认为这些动画能直接帮助到学生，我们的海报最终荣获了教学创新表彰奖。

我们非常期待这套动画正式“上线”，也希望同学和老师们能给我们更多意见和反馈，让我们有机会进一步修改和优化这套材料，以期更好地服务各位学习者。



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

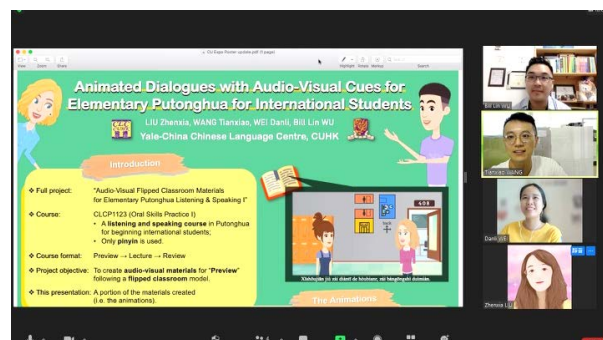
Teaching Development and Language Enhancement Grant (TDLEG), and the ultimate goal of the project was to create a set of accompanying animations and voiceover PPTs for each lesson in the new textbook for CLCP1123. The animations are of the dialogues in the textbook, and the voiceover PPTs are short explanations 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

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



文章录音

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.

刚搬到香港不久，我和老公就领养了一只狗。我们给它取名叫“Izzy”。牠不大也不小，虽然是只唐狗，但看起来像是德国牧羊犬。牠很乖，在我们眼中是家庭的一份子。


对我们住在香港的人来说，养狗是很好的“爱好”。为什么呢？对我来说养狗有三个不同的好处：

第一，狗可以帮主人交朋友。每天晚上，我都带 Izzy 去外边散步。散步的时候，能遇到很多带着狗散步的主人。大家有共同的爱好，就很容易交朋友。每天早上和晚上，在路上常常能遇到带狗散步的人，大家越来越熟悉，从点头、微笑到问好、闲聊。五年多后的今天，大家都有孩子了，我们都还是朋友。我们一起过生日、过圣诞节、过新年什么的，开心极了。我们都开玩笑说，如果没有狗，我们很可能不会认识对方，所以要感谢狗给我们介绍了许多好朋友。

第二，狗让主人更常运动。狗需要很多运动，特别是香港的狗。香港就像许多大城市一样，房子一般都很小，加上没有院子，唯一的选择就是带狗外出。新冠肺炎肆虐的时候，大家都更需要多去外边，多做运动，增强体质。每天 Izzy 都要外出三、四次，一共两个多小时，我们的运动量也大大增加了。

第三，狗给主人带来温暖。新冠肺炎期间，我们都更需要友谊，而狗是人最好的朋友，狗对主人的忠诚更胜于人与人之间的忠诚。现在，世界上很多人大概都有孤单寂寞的感觉，见不到家人，见不到朋友，大部分的人没办法去旅行；甚至有很多人要居家办公，连同事也见不到。如果家里有狗，我们的生活就会多一些感情，多一些爱，多一些乐趣，这样就不会那么孤独。

我们家的 Izzy 每天都给我们带来欢笑和幸福感。当然，不喜欢狗或者怕狗的人可以养猫、龟、鱼什么的。只需要付出一点儿时间、空间、金钱、耐心和爱心，生活会更多姿多彩。

康茉莉 (美国 USA)   
CATELLI, Melissa  
进修课程部 (普通话)  
Continuing Education Section (Putonghua)  
2016-2018 年  
推荐老师：王浩勃博士 Dr. WONG Ho Put



作者跟儿子和 Izzy 合照  
A photo of the author with her son and Izzy



作者临回国前带着一对儿女回学校与王浩勃博士和刘震霞女士告别

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



# 为什么是 CLC

## Why CLC

李耘女士 Ms. LI Yun

前进修部普通话组组长

Former CES Putonghua Programme Division Head  
and CES Coordinator

服务过北京、美国和香港的多个中文项目之后，我在想，为什么学生要选择 CLC？什么是 CLC 的特色，让我们不同于其他项目？

第一当然是 CLC 的多元化。香港是一个多文化、多种族的社会，我们的学生也来自世界各地，来自各行各业，拥有不同风俗习惯和兴趣爱好。从语言学习的角度来看，多元的环境激发学生的好奇心，让他们乐于讨论共同关心的话题，交流彼此的看法，而且，当然是用中文！另一方面，他们在了解中国、了解香港的同时，也在介绍自己国家和文化中的点点滴滴。比如说，在我们的一个演讲活动中，你可以听到泰国的公益组织、印尼的疫情、在美国如何申请大学、在苏里南流行什么水上运动……是语言学习，也是文化交流。



2019 年云南大理 PRINCH 体验茶道  
Experience the tea ceremony in 2019 PRINCH in Dali, Yunnan Province

第二，学以致用教学目标。CLC 固然提供证书和文凭，但我们最看重的不是通过考试，而是教会学生在现实生活中运用中文。语言知识的讲解只是教学的一部分，在我们的课堂上，更多的是师生问答、分组讨论、角色扮演……学生用老师精心设计的话题，模拟现实生活中会真正发生的对话，为他们在生活、工作、校园里运用中文做好准备。

第三，以学生为中心。从上述教学模式和方法可以看出，我们的课堂需要学生的参与，而且参与越多收获越大。教学理念如此，课程设置和行政安排也是如此。我们努力配合学生的不同特点和需求，老师在教学中会兼顾不同背景学生的学习习惯，也针对各种学习目标提供丰富的课程。如果你是日本同学，可能汉字不成问题，那么我们的重点会是说得标准、说得流利；如果你是需要进修的在职人士，我们有夜晚或周末的课程可供选择；如果你身处海外或不方便通勤，那么网络学习也会让你身临其境，实现与老师同学的交流互动……

其实可说的还有很多，比如说灵活性、对学生的关注、强大的行政支援，甚至中大美丽的校园，这些都是 CLC 的吸引力所在。那么你呢，为什么是 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?

# 为雅礼协会举办的语言文化活动

## Language and Culture Activities for Yale University Graduates

王浩勃博士 Dr. WONG Ho Put

进修部普通话组组长

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.

耶鲁大学每年都有两位毕业生通过雅礼协会的安排在中大担任外教（外籍教师），教授英语等科目两年，这些英语外教大部分都在 CLC 读过粤语或普通话。今年春季，因疫情稍缓，CLC 为雅礼协会的外教组织了以下语言文化活动。

### 普通话半日游

2月17日举行，参观位于跑马地的香港坟场，了解香港开埠初期的历史。当日应四位在职外教的请求，安排了三只会普通话的本地年轻人一同参与，沿途依限聚令分小组进行文化交流，雅礼协会负责人 Andrew Junker 教授也随团参观。



摄于露营地  
Photo at the camp site

### 暑期活动：

7月29日，新一届的两位外教 Kento 和 Victor 完成隔离后，我为他们接风洗尘。Kento 是来自夏威夷的日裔美国人，他在8月21日到访香港坟场时在日本人墓区驻足良久，也对与孙中山相关的杨衢云等人的坟墓饶有兴趣。原来他与孙中山算是校友：孙中山在檀香山就读的高中，正是他的母校。

### 粤语日营：

4月18日举行，由香港国语学会会员郭咏诗夫妇承办，于其西贡露营地举行。我们当天早上在沙田会合后，就乘大巴到西贡码头买海鲜，然后到营地边煮边吃边聊，傍晚方归。咏诗夫妇非常好客，更热情地为两位外教介绍本地粤语演讲活动。



王博士(导赏员)与 Kento 和 Victor 共进早午餐  
Dr. Wong having brunch with Kento and Victor



## 为逸夫书院开设的语文工作坊 Language Workshops for Shaw College

李春普先生 Mr. LI Chunpu

大学课程部普通话组  
Putonghua Programme Division  
University Programme Section

本所在 2021-22 学年上学期为逸夫书院开设了「普通话水平测试试前精读班」和「Survival Cantonese」两个工作坊。

「普通话水平测试试前精读班」为同学应考普通话水平测试（PSC）做好准备，课程由大学课程部普通话组老师李春普先生任教，逢星期二晚上7时至9时上课，课程共计八学时。



李春普先生于普通话工作坊  
Mr. Li Chunpu at the Putonghua workshop

「Survival Cantonese」面向非华语新生，教授广东话的日常生活用语，课程由进修部广东话组陈英敏先生任教，逢星期一晚上7时至9时上课，课程共计十学时。其中一次课由陈先生和学生大使带着同学到崇基教职员餐厅共进晚餐，在晚餐中学习相关的生活用语。



陈英敏先生在崇基教职员餐厅主持广东话工作坊  
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.

# 普粤对比

## Comparison Between Putonghua and Cantonese

张冠雄先生 Mr. CHANG Kwun Hung  
进修部广东话组组长  
Head of Cantonese Programme Division  
Continuing Education Section

李春普先生 Mr. LI Chunpu  
大学课程部普通话组  
Putonghua Programme Division  
University Programme Section

(图) 李姗姗女士 Ms. LI Shanshan  
香港浸会大学语文中心  
Language Centre  
Hong Kong Baptist University

普通话 Mandarin :

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

广东话 Cantonese :

担 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



### 释 义

「担」在粤语和普通话中都有动词、名词两个词性，相应的读音也不同。作动词时在普通话中读 dān，在粤语中读 dāam；作名词时在普通话中读 dàn，在粤语中读 daam。「担」做动词、名词时的基本义项，普通话和粤语也是一样的，动词义项是：用肩挑，承担；名词义项是：担子，作量词。

动词「担」在粤语中还有其他几个义项是普通话没有的：1. (用手)搬，如「担张凳过嚟」，普通话说搬把椅子过来；2. (用肩)扛，如「担住把锄头」，普通话说扛着锄头；3. (用嘴)叼，如「他担住支烟行街」，「猫妈妈担住一只猫仔返屋企」，普通话说他叼着一支香烟走路，猫妈妈叼着一只小猫回家；4. 抬起(头)，如「你担高个头」，普通话说你抬起头来；5. 打(伞)，如「落雨要担遮」，普通话说下雨天要打伞。

粤语说「担大旗」，意思是拿着令旗，比喻居领导地位，有权指挥或做决定。如「你哋几个边个担大旗」，普通话说你们几个谁是领头儿的。



对话录音

### 普通话 Putonghua

(新学期开学第一天，午饭时间，张老师来到校内某餐厅吃午饭，遇到了正在吃饭的李老师，于是聊了起来。)

(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.)

### 广东话 Cantonese

(新学期开学第一日，午饭时间，张老师嚟到校内某间餐厅食晏，撞到喺度食紧饭嘅李老师，于是倾起上嚟。)

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

普通話 Putonghua

张老师：嗨，李老师，好久不见了，你一切都好吗？

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

李老师：我都好，张老师，你怎么样？

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

张老师：我也都好。你办公室离这儿那么远，怎么也到这儿来吃午饭了？

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

李老师：别提了！今天开学，恢复面授，同学们都返校了，我们办公室附近的几个餐厅都人满为患，我只好跑到这里来吃饭，没想到人也不少。

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

张老师：是啊，现在哪个餐厅人都多，不像上网课期间人那么少。唉，原来立在这里的菜单哪儿去了？

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?

李老师：你抬头往左边看就看到了。他们知道开学了人会多，所以就把菜单挂得高些，这样大家都能看到。对了，张老师，你从旁边搬把椅子过来，坐我这儿，咱们俩边吃边聊。

Lǐ lǎoshī: Nǐ tái tóu wǎng zuǒbian kàn jiù kàndào le. Tāmen zhīdào kāixué le rén huì duō, suǒyǐ jiù bǎ càidān guà de gāo xiē, zhèyàng dàjiā 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

张老师：嗨，李老师，好耐冇见嘍，你几好吗？

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

李老师：过得去啦，张老师，你点呀？

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

张老师：都係嘅啦。你 office 离呢度咁远，点解都嚟呢度食晏呀？

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

李老师：唔好提嘍！今日开学，恢复面授，啲同学都返晒学校嘍，我哋 office 附近几间餐厅都爆晒棚，我唯有跑到呢度嚟食饭，冇谗到嚟嘅人都唔少。

Léih lóuhsī: Mhóu tái la! Gāmyaht hōihohk, fūifuhk mihnsauh, dī tūnghohk dōu fānsaai hohkhaauh la, ngóhdeih office fuhgahn géigāan chāantēng dōu bausaai pāahng, ngóh wàihyáuh páaudou nīdoh làih sihkfaahn, móuh nám dou làih ge yáhn dōu m̀sú.

张老师：係呀，而家边间餐厅都咁多人，唔似上网课嗰排咁少人。咦，本来栋喺度个菜单去咗边度呢？

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

李老师：你担高个头望吓左边就睇到嘍。佢哋知道开咗学人会多返，所以就将个菜单挂得高啲，噉样大家都睇到嘍。係嘍，张老师，你喺旁边担张凳过嚟，坐埋嚟我度，我哋一边食一边倾。

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 gwolàih, chóhmàaih làih ngóh douh, ngóhdeih yātbihn sihk yātbihn kīng.



普通話 Putonghua

张老师：好的。我先去点餐，然后就过来。  
Zhāng Hǎo de. Wǒ xiān qù diǎn cān, ránhòu  
lǎoshī: jiù guòlái.

(不久，张老师的饭来了，他们边吃边聊，很快就吃完了，然后一起向餐厅门口走去...)

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

李老师：唉，又下雨了，最近的天气真跟小孩子的脸似的，说变就变。

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

张老师：没事没事，我带伞了，我打伞送你去校巴士吧。

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

李老师：谢谢！还是你想得周到。昨天听同事说，王教授现在是你们部门的头儿，新领导怎么样？

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

张老师：王教授现在担子很重，要做的事太多了。不过，我相信他能扛下来。

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

李老师：那就好。校巴来了，我先走了，改天我们再聚。

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

张老师：好，我们再约。

Zhāng Hǎo, wǒmen zài yuē.  
lǎoshī:

廣東話 Cantonese

张老师：好呀，我去叫嘢食先，跟住就过嚟。  
Jēung Hóu a, ngóh heui giu yéh sihk sīn,  
lóuhsī: gānjyuh jauh gwolàih.

(有几耐，张老师叫嘅嘢食嚟嘍，佢哋一边食一边倾，好快就食饱嘍，跟住一齐向餐厅门口行过去...)

(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 mùnhháu hàahnggwoheui.....)

李老师：唉呀，又落雨嘍，最近嘅天气真係同细路仔嘅面色一样，话变就变。

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

张老师：冇事冇事，我带咗遮嘍，我担把遮送你去校巴士啦。

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

李老师：唔该晒！都係你谗得周到。嚟日听同事话，王教授喺你哋部门担大旗，新阿头点呀？

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

张老师：王教授而家担子好重，要做嘅嘢太多嘍。不过，我相信佢担得起。

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

李老师：噉就好嘍。校巴嚟嘍，我走先嘍，第日饮茶再倾。

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

张老师：好呀，我哋再约。

Jēung Hóu a, ngóhdeih joi yeuk.  
lóuhsī:

# 从“学习策略”到“自我调节学习”的转变 ——更加聚焦于学习过程的研究

## 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.

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第二语言学习，是一个艰苦的过程，而学习结果也会呈现出巨大的差异。在汉语作为第二语言的实际教学中，我们发现许多汉语学习者往往在接近或达到中级水平后就停滞了，而能在听、说、读、写各方面都达到母语者水平的人，就少而更少了。这其中，固然有学习的客体——汉语本身的特点所造成的难度（如汉字、读音等）；另一方面，从学习的主体——学习者来讲，“其个体原因（如认知、语言学能、年龄、心理情感等方面）也是影响到语言学习的重要因素（Griffiths, 2009）”。<sup>[1]</sup>

“教育心理学和二语学习领域的相关研究表明，自我调节学习可以有效促进学习者的学习效果（李爱萍，2017）”。<sup>[2]</sup> 培养学习者的自我调节学习能力，是保证汉语学习效果的重要前提。对汉语学习者自我调节学习能力的研究，将有助于我们更深入地了解汉语的学习过程，发现汉语自我学习调节的规律和特点，从而开展更有效的教学。

过往关于“学习策略”的研究为“自我调节学习”提供了大量的理论和研究基础，学界对“学习策略”进行延伸、扩展，拓展了“自我调节学习”这一新的研究领域，而“自我调节学习”也是目前国际二语学习领域所采用的最流行概念。

不同学者从不同角度，对自我调节学习的定义和特征进行了阐述，我们更倾向于自我调节学习既是一个动态过程，也是一种学习能力。因此，本文将自我调节学习定义为：学习者从元认知、动机和行为等方面，制定学习计划、选择学习策略、监控学习过程、评价学习结果的过程或能力。

汉语因其自身的特点，使其成为了世界上最难学的语言之一。开展有关自我调节能力的研究，使学生具备自我调节学习的能力，就显得尤为重要。



李爱萍于 2017 年先后发表了两篇论文，从整体上回顾了当前二语习得和对外汉语领域中“自我调节学习”研究的发展，并特别指出“对外汉语教学的特点和现状亟待关注汉语学习者的自我调节学习，因此，需要进一步培养汉语学习者的自我调节学习能力，以提升对外汉语教学效果。”<sup>[3]</sup>

刘元满（2020）以新西兰短期来华留学生作为研究对象，将他们的文化适应作为研究主题，通过对学生每周提交的用母语撰写的反思日志进行分析，指出“学习者采用了多种自我调节策略，最终达到较为正向的文化适应状态。”并对短期来华汉语留学课程的教学形式、教师意识、学生心理建设以及管理辅助支持等方面都提出了建议。<sup>[4]</sup>

近年来，特别是近一年以来，由于新冠肺炎的影响，使得很多课程都转为网上教学。学界也出现了一些关于网上学习这一大背景下，汉语学习者进行自我调节的相关研究。如张慧颖（2021）在其硕士论文中，以在北京外国语大学通过腾讯会议平台参与授课的马来西亚学生为调查对象，以 Tseng（2006）“词汇自我调节能力问卷”的改编问卷为调查工具，调查了远程交互模式下，不同性别、不同学习水平、不同学习时长的马来西亚汉语学习者的词汇学习自我调节能力，“探究了其词汇学习自我调节能力在不同子维度上的发展特征及细节性特征。同时，分析了各维度特征与其自我调节能力的相关性特征。”<sup>[5]</sup>

陈晨（2021）通过对国内外二语线上学习中自我调节的实证研究及分析，提出了与对外汉语教学领域密切相关的研究建议：“一、从研究的情境来看，目前多数研究集中在英语作为第二语言的学习领域，汉语作为二语学习的线上自我调节研究几乎还是空白。二、现有的调查量表多数不是专门为二语线上学习开发的，对于语言学习中的具体要素涉及不全面，因此有待开发更具针对性的量表。三、在对外汉语教学领域，学习者自我引发、自我指导的主动学习特征显著，需要我们关注学习者的自我调节学习能力。”<sup>[6]</sup>

总体而言，对外汉语学界对于自我调节学习的研究，还处于初创阶段。首先，较之对外汉语领域的其他研究，比如学习策略，有关自我调节的研究数量相对不多，研究手段也比较单一（多数以文献回顾和量性研究为主），研究议题亟待丰富。其次，在理论上，如同之前学习策略的研究需要与汉语自身特点相结合一样，我们迫切需要发展与汉语自身特点相结合的理论体系，才可能使这一领域迎来新的发展。

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## 本校新任协理副校长(校外联系及推广)到访本所 Newly-appointed Associate Vice-President (External Engagement and Outreach) Visits CLC



金江先生(右二)与本所同仁于方润华堂合照  
Mr. Pearcey (second from the right) and the CLC management team in Fong Yun Wah Hall

本校新任协理副校长(校外联系及推广)金江先生于2021年10月8日到访本所,跟本所同仁会面,了解本所的工作情况,并讨论未来的发展方向。

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 年度长期服务奖

### 2020 Long Service Award

所长在2021年9月17日的全体教师及工作人员会议中颁发长期服务奖予大学部普通话组组长刘震霞女士和进修部广东话组组长张冠雄先生。两位老师已加入中大15年,我们向他们表示衷心的祝贺!

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!



刘震霞女士(左)和所长何杏枫教授(右)  
Ms. Liu Zhenxia (left) and Prof. Hoyan Hang Fung, Carole (right)



张冠雄先生(左)和所长何杏枫教授(右)  
Mr. Chang Kwun Hung (left) and Prof. Hoyan Hang Fung, Carole (right)

## 语常会资助的职业中文课程



### SCOLAR's Vocational Chinese Language Programme

本所的「2021/22 至 2022/23 学年已离校非华语人士职业中文课程」获香港教育局语常会语文基金资助，此计划由进修部广东话组联络人张冠雄先生负责，现已公开接受报名。

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!

## 刘键博士喜得千金

### Dr. LIU Jian Welcomes His Baby Girl



进修部普通话组刘键博士于 8 月 30 日喜得千金。本所同仁祝福刘博士家庭幸福美满、女儿健康成长！

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学生奖评审

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

王浩勃博士代表本所进修部普通话组担任《南华早报》“2020-2021 年度最佳学生奖——语言学（普通话）”的评审。

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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