

论文题目 泰国学生使用汉语约量结构之偏误分析与教学对策

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摘要

汉语约量结构用来表示不确定的数量，其使用频率较高，可是在对外汉语教学中往往忽略了其重要性。汉语表达约量的结构非常多，本论文主要对相邻数字连用、“X+前后、左右、上下”和“多、几、来、把”三种约量结构进行了研究，并分析与探讨了泰国学生使用汉语约量结构的偏误及其原因，进而对泰国学生学习汉语约量结构提出了相关的教学建议。

本论文以皇太后大学商务汉语专业的学生为调查对象，通过问卷调查收集语料，分析与统计出的偏误情况包括：（1）相邻数字连用：“X + 十 + N_1N_2 ”结构学生却误加重复部分及在中间加上“、”，学生偏误结构为“ $N_1、N_2$ ”；（2）“X+前后、左右、上下”结构中最难的“X”是表示时段的“X”；（3）“多、几、来、把”结构中，“来”和“把”对泰国学生来说非常陌生，是学习难点。偏误类型可总结为误加、误代及错序偏误。而出现上述偏误的原因与语际迁移、语内迁移、教学及教材密切相关。因此教学上必须注重汉泰约量结构及汉语约量结构本身之间的对比，同时要精讲多练、严格纠错、完善教材，并且给予汉语约量结构足够的重视。

关键词：汉语约量结构/泰国学生/偏误分析/教学对策

Independent Study Title

An Error Analysis of Thai Learners' Usage in Chinese

Approximation Structures and Its Teaching Strategy

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ABSTRACT

Chinese approximation structures are used to approximately express numbers. They are frequently used but are less prominent in teaching Chinese as a foreign language. Various approximation structures exist in Chinese. This research focuses on the study of two neighboring numbers, “X+qianhou, zuoyou, shangxia” structures and “duo, ji, lai, ba” structures. In addition, an analysis of common errors by Thai learners and their causes will be done as well. Finally, suggestions will be offered on how to teach Chinese approximation structures to Thai learners.

The respondents of this study were Mae Fah Luang University's students majoring in Business Chinese. The data collection was done by questionnaire. The findings are: (1) in two neighboring numbers: the Chinese structure is “X + shi + N_1N_2 ” but the students' common error is “ $N_1 \setminus N_2$ ”. They repeat the same part of the number and mistakenly added the punctuation mark “\ ” between two numbers, (2) In the “X+qianhou, zuoyou, shangxia” structures, when “X” refers to a period of time, it becomes the most difficult structure for Thai learners, (3) “duo, ji, lai, ba”, “lai” and “ba” are unfamiliar to Thai learners. Consequently, they are difficult for them to produce correctly. Common error types of Thai learners are addition errors, substitution errors and sequential errors. The causes of errors are closely related to interlingual transfer,

intralingual transfer, teaching and teaching materials. Teaching approximation structures should emphasize an analysis of approximation structures in Chinese language and a comparison of those approximation structures with those in Thai. Moreover, learners should have these lessons clearly explained and they should be well trained and strictly corrected. Teaching materials should be enhanced and Chinese approximation structures must be given more attention.

Keywords: Approximation Structures / Thai Learners / Error Analysis / Teaching

