

试析造成学生成语误用的文化因素

Effects of Cultural Difference in Chinese Idioms Misusage

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中心内容

本研究以中高级班的教学为实例，以学生书面语、口语的输入和输出中的成语的误解与误用为例文、例句，分析造成汉语成语使用偏误的文化因素，提出成语教学对策。

成语教学的必要性—语言学习目标

- * 成语教学任务存在于中文学习的各个阶段。
- * 年级越高，成语教学的任务越重。
- * 成语教学肩负语言知识和文化的双重使命。
- * 成语掌握的多少和运用的准确与否是衡量学生汉语水平的重要标准。

成语教学的必要性—语言学习目标

听力：能听懂口语中常用的**成语**、俗语、惯用语等。

对口语里不完整或不规范的语句，能正确理解

语义 能正确理解语义，不发生误听。

阅读：凭借上下文，准确领会词语的引申义、活用义、

多义词所呈之单项义以及**成语**、熟语的含义。

（资料来源：《中国汉语水平考试大纲（高等）》）

成语教学的必要性—语言学习目标

一级目标：初步了解简单的汉语故事、典故中的文化内涵。

二级目标：初步了解汉语中最常见的简单**成语**故事、某些典故的文化内涵。

三级目标：基本了解汉语中最常用的**成语**故事和典故的文化内涵。

四级目标：进一步了解汉语中常用**成语**、俗语、某些典故中的文化内涵。

五级目标：语言技能(听)：理解一些**成语**、俗语的意思，领悟他人话语中暗含的意思；(读)读懂有一定长度**带有一些成语**、俗语、比喻的叙述性文章，准确理解其含义。

文化知识：了解汉语中常用**成语**、俗语和某些典故的文化内涵。

(资源来源：国家汉办《国际汉语教学通用课程大纲》)

成语教学的必要性—语言学习目标

AP Chinese Language & Culture: Conversation/Culture Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none">• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail• Smoothly connected sentences	<ul style="list-style-type: none">• Natural pace and intonation, with minimal hesitation or repetition• Accurate pronunciation (including tones), with minimal errors• Consistent use of register appropriate to situation	<ul style="list-style-type: none">• Rich and appropriate vocabulary and idioms, with minimal errors• Wide range of grammatical structures, with minimal errors
5	VERY GOOD Suggests excellence in interpersonal speaking	<ul style="list-style-type: none">• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail• Connected sentences	<ul style="list-style-type: none">• Smooth pace and intonation, with occasional hesitation and repetition• Occasional errors in pronunciation (including tones)• Consistent use of register appropriate to situation except for occasional lapses	<ul style="list-style-type: none">• Appropriate vocabulary and idioms, with sporadic errors• Variety of grammatical structures, with sporadic errors

(资料来源: Collegeboard AP Central.

http://apcentral.collegeboard.com/apc/public/repository/ap11_chinese_presentational_speaking.pdf

成语教学的必要性—语言学习目标

AP Chinese Language & Culture: Conversation/Culture Presentation

4	GOOD Demonstrates competence in interpersonal speaking	<ul style="list-style-type: none">• Directly addresses prompt and provides an appropriate response• Sentences may be loosely connected	<ul style="list-style-type: none">• Generally consistent pace and intonation, with intermittent hesitation and repetition• May have several errors in pronunciation (including tones), which do not necessitate special listener effort• May include several lapses in otherwise consistent use of register appropriate to situation	<ul style="list-style-type: none">• Mostly appropriate vocabulary and idioms with errors that do not generally obscure meaning• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning
3	ADEQUATE Suggests competence in interpersonal speaking	<ul style="list-style-type: none">• Directly addresses prompt and provides a basic but appropriate answer• Disconnected sentences	<ul style="list-style-type: none">• Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension• Errors in pronunciation (including tones) sometimes necessitate special listener effort• Use of register appropriate to situation is inconsistent or includes many errors	<ul style="list-style-type: none">• Limited appropriate vocabulary and idioms with frequent errors that sometimes obscure meaning; intermittent interference from another language• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning

(资料来源: Collegeboard AP Central.

http://apcentral.collegeboard.com/apc/public/repository/ap11_chinese_presentational_speaking.pdf

成语教学的必要性—语言学习目标

AP Chinese Language & Culture: Story Narration/E-Mail Response

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational writing	<ul style="list-style-type: none">• Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length	<ul style="list-style-type: none">• Consistent use of register appropriate to situation	<ul style="list-style-type: none">• Rich and appropriate vocabulary and idioms, with minimal errors• Wide range of grammatical structures, with minimal errors
5	VERY GOOD Suggests excellence in presentational writing	<ul style="list-style-type: none">• Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus• Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length	<ul style="list-style-type: none">• Consistent use of register appropriate to situation except for occasional lapses	<ul style="list-style-type: none">• Appropriate vocabulary and idioms, with sporadic errors• Variety of grammatical structures, with sporadic errors

(资料来源: Collegeboard AP Central.

http://apcentral.collegeboard.com/apc/public/repository/ap11_chinese_presentational_speaking.pdf

成语教学的必要性—语言学习目标

AP Chinese Language & Culture: Story Narration/E-Mail Response

4	GOOD Demonstrates competence in presentational writing	<ul style="list-style-type: none">• Narration tells a complete story consistent with stimulus but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected	<ul style="list-style-type: none">• May include several lapses in otherwise consistent use of register appropriate to situation	<ul style="list-style-type: none">• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning
3	ADEQUATE Suggests competence in presentational writing	<ul style="list-style-type: none">• Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences	<ul style="list-style-type: none">• Use of register appropriate to situation is inconsistent or includes many errors	<ul style="list-style-type: none">• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning

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成语教学的必要性—教材

Second Year Chinese

Integrated Chinese: 30 个成语 (Level 2)

Third Year Chinese

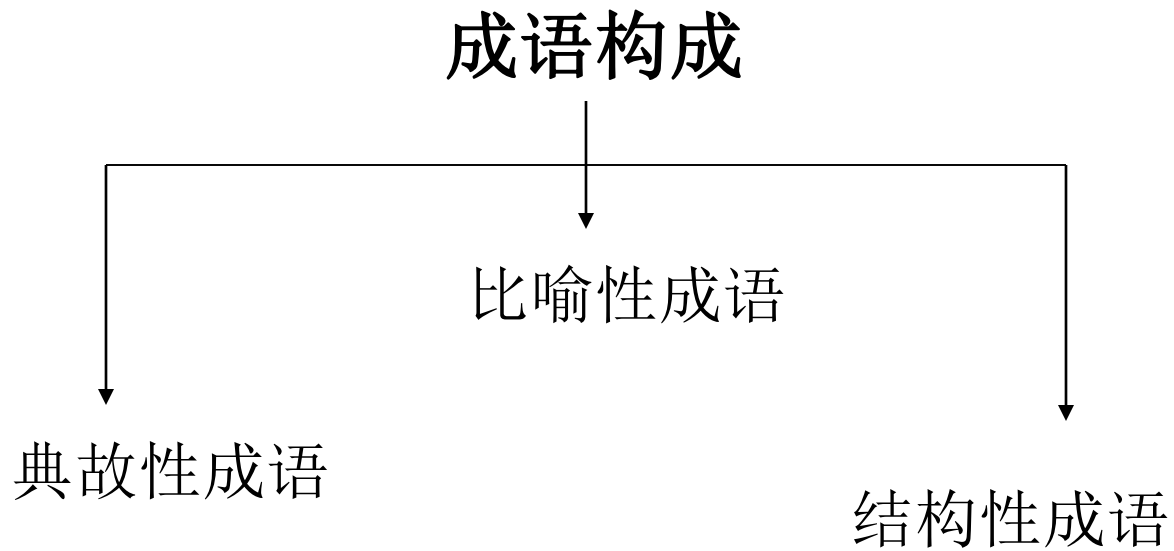
Reading Into a New China:

近100个成语 (Level 1 & Level 2)

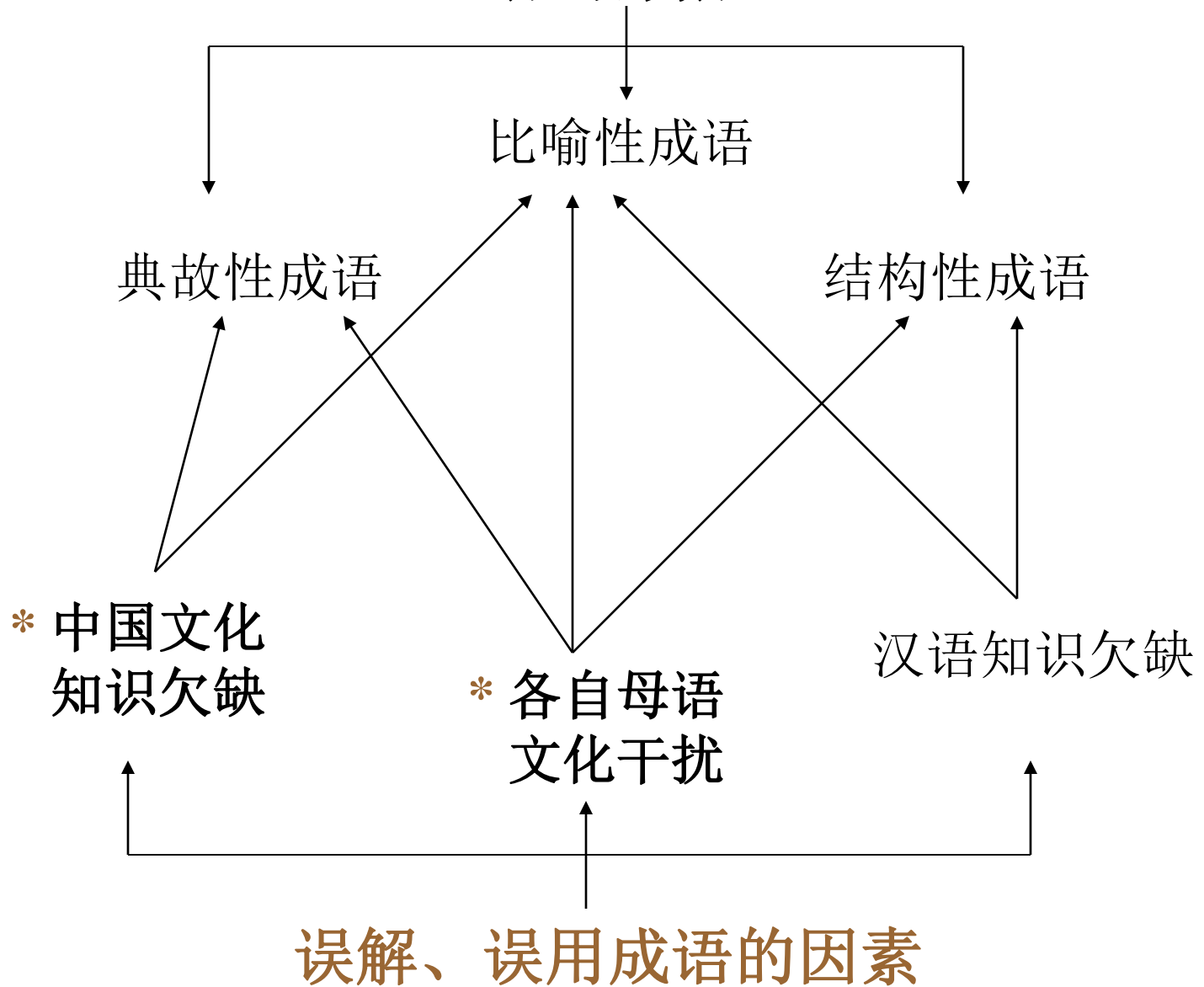
汉语视听说教材《中国百姓身边的故事》

《电梯上的故事》：27min. 25个成语

从成语构成分析造成成语偏误的原因



成语构成



成语偏误产生的文化因素

缺乏中国文化知识：

1. 我非常爱我的女朋友，一定会对她从一而终的。
2. 两个同屋终于破镜重圆了。
3. 妈妈虽然已五十多岁了，但在我心目中还是那么年轻、漂亮，我相信她是明日黄花。

（注：“明日”是指重阳节后一天，“黄花”即菊花。指已失去价值的报道或已失去效应的事物。）

成语偏误产生的文化因素

思维方式及制度文化差异：

4. 我们三个好朋友从高中的时候就相敬如宾，并且都到了加州大学洛杉矶分校。
5. 中国的独生子女大多把自己当作天之骄子，他们的父母为了他们呕心沥血，他们却不愿意赡养自己的老人。

成语偏误产生的文化因素

对色彩把握不准，造成褒贬误用：

6. 美国超市中的垃圾食品如雨后春笋地出现在人们的饭桌上。
7. 在中国，只要考上大学，就可一人得道，鸡犬升天。
8. 几天不见，他完全改头换面了，让我几乎不认识他了。
9. 中国的经济发展了，可是环境污染、贫富差距等问题也都应运而生了。
10. 到处有人买玫瑰。看来情人节在中国满城风雨地流行起来了。
There are people buying roses everywhere. It looks like Valentine's Day has become increasingly popular in China.

成语偏误产生的文化因素

汉语成语借入其他语系后产生语义、词形差异：

11. 在夏令营中，我和其他朋友走马看山地旅游了一些名胜古迹。
12. 老一代中国人都想跟爱人偕老同穴，可是80后、90后的夫妻不追求天长地久的婚姻了，他们只要“曾经拥有”就够了。

成语偏误产生的文化因素

汉语成语借入其他语系后词形得以保留，但被添以新意：

13. 比尔·盖茨、乔布斯等成功企业家都有一个共同的特点，那就是他们遇到事情后能够一刀两断。

(注：日语中“一刀两断”意为“果断对事情做出判断和快速地处理”。)

成语偏误产生的文化因素

韩、汉成语对比：

韩国

走马加鞭
盖棺事定
铁石肝肠
山尽水穷
粉骨碎身
十中八九
多才多能
千载一遇

深根固柢
人事不省
同工异曲

中国

快马加鞭
盖棺论定
铁石心肠
山穷水尽
粉身碎骨
十有八九
多才多艺
千载一时

VS

根深蒂固
不省人事
异曲同工

成语偏误产生的文化因素

日、汉成语对比：

日本

云散雾消
奇想天外
青天霹雳
佳人薄命
平穩无事
独一无二
优柔不断
感慨无量
拱手傍觀
粗衣粗食
寬仁大度

VS

中国

云消雾散
异想天开
晴天霹雳
红颜薄命
平安无事
独一无二
优柔寡断
感慨万千
携手旁观
粗茶淡饭
宽宏大量

成语偏误产生的文化因素

韩、日、汉成语对比：

韩国

左顾右盼
贤母良妻

日本

右顧左眄
良妻賢母

中国

左顾右盼
贤妻良母

中国文化知识空缺造成阅读中的不解和误解

价值观念：大公无私、誓死捍卫、谦虚谨慎

地理文化：一马平川、泾渭分明、开门见山

宗教文化：心心相印、借花献佛、五体投地

认知差异：狐朋狗友、关门打狗、猪狗不如

成语教学对策

- * 改变将成语纳入词汇教学的传统方式，把语言教学与文化教学结合起来。
- * 进行汉外成语语义对比，发挥学生母语的正迁移的作用，减少母语负迁移。
- * 引导学生进行汉外文化比较，培养跨文化交际能力。
- * 以选修课形式开设成语课程，以对成语进行更深刻的讲解。

主要参考资料

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谢谢大家！

Thank you for Your
Time