

摘要

题目：基于 HSK 动态作文语料库中关于外国学生的书信写作偏误
情况与教学建议

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本文的研究以《基于 HSK 动态作文语料库中关于外国学生的书信写作偏误情况与教学建议》为题，在 HSK 动态作文语料库中题为《一封写给父母的信》中来自马来西亚、印度尼西亚、越南和泰国四个国家共 86 篇语料中，采取随机抽样的方法，每个国家抽取五篇语料共 20 篇语料为研究对象。研究目的是：归纳 HSK 动态语料库 2.0 中关于《一封写给父母的信》外国学生的书信写作偏误情况，针对偏误分析的结果为书信写作教学提出建议。以文献分析法、语料分析法和偏误分析法来总结马来西亚、印度尼西亚、越南和泰国四个国家的学生在书信写作时产生的偏误情况，并针对偏误情况提出相应的教学建议得出以下结论：

通过对马来西亚、印度尼西亚、越南和泰国的 4 个国家的共 20 篇语料的总结可以得出，来自马来西亚与泰国的学生在格式方面的偏误率更高，都占格式方面总偏误情况的 25.88%，印度尼西亚

24. 71%，越南 23. 53%。在称谓语、问候语、正文、祝福语和署名与日期部分，署名与日期的偏误率最高为 35. 3%，其次是祝福语 20%，正文 17. 65%，称谓语 17. 65%，最后则是问候语 9. 41%。而在语用方面则是印度尼西亚学生的偏误率最高约 30. 55%，越南 25. 94%，泰国 24. 78%，马来西亚 18. 73%，在词汇、语法、汉字和标点部分，词汇的偏误率最高为 42. 65%，汉字 36. 31%，标点 13. 83%，语法 7. 20%。格式部分的偏误率占总偏误率的 19. 68%，语用部分的偏误占总偏误率的 80. 32%。

针对以上对语料的归纳和总结可以提出的共性建议主要有：加强书信写作基本格式教学和提高对书信写作教学的重视。异性建议主要有：马来西亚学生应加强格式训练、印度尼西亚学生应加强词汇训练、越南学生应加强标点训练、泰国学生应加强汉字训练。

关键词：HSK 动态作文语料库，外国学生，书信写作，偏误分析

Abstract

Title : Errors in Letter Writing and Teaching Suggestions for Foreign Students Based on HSK Dynamic Composition Corpus

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The research entitled "Errors in Letter Writing and Teaching Suggestions for Foreign Students Based on HSK Dynamic Composition Corpus" aimed to summarize the writing errors of foreign students in "A Letter to Parents" in HSK Dynamic Corpus and to provide suggestions for letter writing teaching based on the results of error analysis. The search of the HSK Dynamic Composition Corpus found a total of 694 compositions from 23 countries entitled "A Letter to Parents". This research examined a total of 86 compositions from Malaysia, Indonesia, Vietnam, and Thailand and extracted 20 compositions by random sampling to summarize and present the biased situation from both format and pragmatic aspects. The methods are composition analysis and error analysis.

The result showed that the students from Malaysia and Thailand made the most errors in formatting (25.88%), while the students from Indonesia made the most errors in pragmatics. (24.71%) Vietnam (23.53%). In the part of the address, greeting, body, blessing, and signature and date, the highest rate of errors was signature and date (35.3%), followed by blessing (20%), content (17.65%), name (17.65%) and greeting (9.41%). In practice, the highest error rates was Indonesia (30.55%), Vietnam (25.94%), Thailand (24.78%), and Malaysia (18.73%), respectively. In terms of vocabulary, grammar, Chinese characters, and punctuation, the highest error was in vocabulary

(42.65%), Chinese characters (36.31%), punctuation (13.83%), and grammar (7.20%). The format was found at 19.68% of the overall error while, the pragmatics was found at 80.32% of the overall errors.

The suggestions from the conclusion were as follows: strengthening the teaching of the basic formats of letter writing and emphasizing more on the teaching of letter writing. Suggestions from the other gender mainly included that Malaysian students should strengthen format training, Indonesian students should strengthen vocabulary training, Vietnamese students should strengthen punctuation training, and Thai students should strengthen Chinese character training.

Keywords: HSK Dynamic Composition Corpus, Foreign Students, Letter Writing