摘要

题目：东南亚国家学生学习汉语动结式语法的偏误分析

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本论文以《东南亚国家学生学习汉语动结式语法的偏误分析》为题目，以泰国、老挝和越南三个东南亚国家的汉语学习者为研究对象，研究目的是从 HSK 动态作文语料库中分析比较东南亚国家留学生在学习汉语动结式的偏误情况，分析东南亚国家留学生在汉语动结式的表达上存在偏误的原因，针对东南亚国家留学生汉语动结式教学提出建议。通过偏误分析法进行数据统计分析，研究结果如下：

通过从 HSK 动态作文语料库中考察东南亚国家汉语留学生在汉语动结式的偏误情况，把搜集到的偏误语料分为"不该用 VR 而用、该用 VR 而不用、选词不当、助词多余、成分残缺、否定不当和语序混乱"这七大类，前四类再具体细分小类。统计偏误数据发现泰国、越南、老挝留学生习得汉语动结式时最常发生三类偏误："不该用 VR 而用"、"该用 VR 而不用"以及"选词不当"，尤其是"不该

用 VR 而用"这一偏误类型在泰国留学生的偏误中占比高达 32.2%，其次是母语为越南和老挝的留学生，占比分别为 31.7%和 28.9%。

泰国留学生最易出现的两类偏误是"不该用 VR 而用"和"选词不当"，分别占比 32.2%和 31.1%；出现最少的偏误类型是"成分残缺"、"语序混乱"和"否定不当"，均占比 4.4%。

越南留学生最易出现的两类偏误是"不该用 VR 而用"和"该用 VR 而不用"，分别占比 31.7%和 33.3%；出现最少的偏误类型是"成分残缺"和"否定不当"，均占比 1.7%。

老挝留学生最易出现的偏误是"不该用 VR 而用"、"该用 VR 而不用"和"选词不当"，而且这三类偏误占比差不多，分别为 28.9%、22.3%和 23.7%；出现最少的偏误类型是"否定不当"，占比 2.6%。

通过分析东南亚国家汉语留学生在汉语动结式的表达上存在偏误的原因，发现主要原因有以下三点：1.目的语过度泛化。2.动结式本身难度的影响。3.教师教学和教材编排不当的影响。通过对统计结果的分析，提出几点教学建议：1.教学顺序循序渐进。2.情景化教学。3.教学方法灵活多样。4.编排顺序要恰当。5.课后习题要丰富多样。

关键词：汉语动结式，语法偏误，东南亚国家学生

Abstract

Title : An Error Analysis on Learning Chinese Resultative Construction of Southeast Asian Students

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The research entitled "An Error Analysis on Learning Chinese Resultative Construction of Southeast Asian Students" aimed to analyze HSK dynamic composition corpus, compare errors among the foreign students in three countries of southeast Asian countries; Thai, Laos, and Vietnam, analyze the causes in Chinese Resultative verb form, and propose the suggestions for teaching Chinese verb form for foreign students in southeast Asian countries. Statistical analysis of the data was as follows:

From examining the errors of Chinese students from HSK dynamic composition corpus of Southeast Asian countries, the errors found were divided into misuse of VR (verb-resultative), using VR in substitution, improper word choice, redundancy, incompleteness, negative, and word order confusion. The seven categories were found and the first four categories were arranged into specific subdivision types. The three errors mostly found in Thailand, Vietnam, and Laos students in studying Chinese verb changing were: misuse of VR, using VR in substitution and improper word choice. The errors were mostly found in Thai students using VR (32.2%), while errors found in foreign students using Vietnamese and Laos as mother tongues accounted for 31.7% and 28.9% respectively, while the least frequent error was misuse of VR, confused word order, and improper negative, both accounted for 4.4 %.

The two main types of errors by Vietnamese students were the misuse of VR, which accounted for 31.7% and 33.3% respectively, while the least error was the incomplete composition, and the improper negative, both accounted for 1.7%.

The most common errors of Lao students were misuse of VR, Using VR in substitution and the improper word choice and the proportion of all three errors were similar were 28.9%, 22.3%, and 23.7% respectively; the error least found was the improper negative (2.6%).

By analyzing the cause of the errors in learning Chinese resultative construction of Chinese language students in Southeast Asian countries, it is found that the main reasons were as follows: 1. Excessive usage of the target language.2. The influence of the difficulty of the dynamic junction itself.3. The influence of teachers' teaching and teaching materials arrangement. From the analysis of the statistical results, several teaching suggestions were recommended as follows: 1. Teaching step by step,2. Teaching based on the situation, 3. Flexible and diverse teaching methods 4. The appropriate teaching order, and 5. The exercises after class.

Keywords: Chinese Translation, Grammar Bias, Students from Southeast Asian Countries