

语言教学与研究

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主 编
施春宏

编辑部主任
李先银

编 辑
高晓虹 王正刚

特约编辑
郝美玲 陈 默

英文审订
张 旭

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LANGUAGE TEACHING

and

LINGUISTIC STUDIES

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汉语国际化的若干问题

柯彼德

提要 文章分八个部分:一,纪念“对外汉语教学”与《语言教学与研究》40年以来引人注目的成就;二,汉语教学在国际化过程中仍然面临的关键问题;三,汉语拼音在汉语教学以及推广中国语言和文化中必不可少的作用;四,中国国内外关于汉语国际化的一些认识问题;五,中国语言和文化“走出去”的障碍:“汉字长城”;六,非汉语人名、地名拼写的“原形”原则:“名从主人”的问题;七,汉字和汉语拼音文字在国际上的作用与分工互补;提倡贯彻“双文制”的计划;八,21世纪中国语言与文化“走出去”的前途与展望。

关键词 对外汉语教学;汉语(教学)国际化;汉语拼音文字;双文制

Some problems concerning the internationalization of the Chinese language

Peter Kupfer

Abstract In the introduction a short survey of the beginning of Teaching Chinese as a Foreign Language as an academic subject and the successful publication of *Language Teaching and Linguistic Studies*, the most influential periodical of TCFL in China, is presented. Our international cooperation and networking in this field started in the early 1980s, establishing some kind of “TCFL Silk Road”. Nevertheless, still several key problems are facing the teaching and spreading of Chinese in the world. Since the late 1950s the official Romanization system *Hanyu Pinyin* has become an indispensable instrument of TCFL, making Chinese language and culture known to the world. However, prejudices in China as well as in the world continue to obstruct the significance of globalizing Chinese language. The crucial problem for opening up Chinese language and culture to the world turns out to be the traditional Chinese writing system, also defined as “Great Wall” for foreigners in approaching and understanding China. One outstanding example of obstacles in the communication of China with the rest of the world is the “Han-ization” of international personal and geographical names in the Chinese media which includes the spelling of minority names within China. Therefore, this paper suggests a gradual use of the original writing of such names in Chinese texts in their Romanized versions, as can be seen for instance in Hong Kong newspapers. Last but not least, like numerous renowned scholars before, the author brings forward strong arguments for the implementation of *Hanyu Pinyin* as China’s second official writing

system mainly designed to international usage and the establishment of the recognized practice of two equal and mutually complementary writing systems. Otherwise, the actual opening up of Chinese language and culture to the world in the 21st century might remain an illusion.

Keywords Teaching Chinese as a Foreign Language (TCFL); internationalization of Chinese language (teaching); *Hanyu Pinyin* writing system; establishment of two equal writing systems

(柯彼德 德国美因兹大学)

语音意识和词素意识在初级水平 留学生汉语阅读中的作用

郝美玲 汪凤娇

提要 语音意识和词素意识在汉语阅读中的重要性引发了关于汉语儿童相关问题的大量研究,但是在汉语作为第二语言的阅读发展中,相关研究却非常罕见。本研究以初级汉语水平学习者 of 研究对象,首次考察了语音意识和同形词素意识在留学生汉字阅读准确性、词语阅读准确性和词语切分流畅性中的作用。结果发现,语音意识和词素意识均可显著预测汉字阅读准确性和词语阅读准确性,并且语音意识的预测作用强于词素意识。汉字阅读和词语阅读的相似性大于差异性。基于此,我们建议,在初级阶段的阅读教学中,最好能加强语音意识和词素意识的训练,同时研究者要积极寻找帮助学习者从语流中有效进行词语切分的线索。

关键词 语音意识;词素意识;字词阅读准确性;词语切分流畅性

The role of phonological awareness and morpheme awareness in Chinese reading among Chinese beginning learners

Hao Meiling and Wang Fengjiao

Abstract The relative importance of phonological awareness and morpheme awareness in Chinese reading has triggered a lot of research on Chinese children, but in the field of reading development of Chinese as a second language, relevant research is very rare. In this study, the role of phonological awareness and homomorphic awareness in the accuracy of Chinese character reading, word reading, and word segmentation fluency are investigated for the first time. The results show that both phonological awareness and morpheme awareness can significantly predict the accuracy of Chinese character reading and word reading, and that phonological awareness has a stronger predictive effect than morpheme awareness. The similarity between Chinese character reading and word reading is greater than the difference. Based on this, we suggest that in the primary stage of reading teaching, it is better to strengthen the training of phonological awareness and morpheme awareness, while researchers should actively look for clues to promote learners' word segmentation.

Keywords phonological awareness; morpheme awareness; character and word reading accuracy; word segmentation fluency

搭配强度与结构类型对中高级泰国汉语学习者限制性搭配加工的影响

常新茹

提要 本文采用短语可接受性判断任务考察了搭配强度、结构类型和语言水平对泰语背景中级和高级汉语学习者词语搭配加工的影响。研究发现,词语搭配强度和语言水平对学习者的词语搭配加工具有显著影响,但是词语搭配的结构类型效应不显著,这可能是由于学习者受母语搭配知识的影响。基于研究结论本文可以为汉语二语教学提出两点建议:一是充分重视限制性搭配尤其是与学习者母语不一致的限制性搭配的教学,强化词语搭配的训练;二是在编写教材和编纂学习词典的过程中注重选用限制性搭配作为配例。

关键词 搭配加工;限制性搭配;搭配强度;结构类型;汉语水平

A study of the influence of collocational strength and structure types on the processing of restricted collocations by intermediate and advanced Chinese learners from Thailand

Chang Xinru

Abstract This paper investigates the effects of collocational strength, structure types and language proficiency level on the processing of restricted collocation by intermediate and advanced Chinese learners from Thailand via a phrase-acceptability judgment task. The study finds that the collocational strength and language level have significant influence on learners' processing of collocations, while the structure types do not show significant effect. This may be due to the influence of the learners' native language. Finally, based on the research conclusions, this study puts forward two suggestions for TCSL: restricted collocations, especially the incongruent collocations whose meanings cannot be translated directly by learners' native language, deserve much attention and practice in the class time; cases of restricted collocations should be chosen as examples when compiling teaching materials and dictionaries.

Keywords collocation processing; the restricted collocations; collocational strength; structure types; Chinese proficiency level

(常新茹 100083 北京语言大学汉语国际教育研究院)

“产出导向法”教学中输入促成环节的设计与实施

季 薇 桂 靖 朱 勇

提要 针对汉语综合课教学中学生“学多用少”的问题,本文借鉴“产出导向法”理论,尝试对中级汉语综合课的语言“输入促成环节”进行教学设计,并根据课堂实施过程的分析,探讨如何通过“内容—语言形式—话语结构”环环相扣的输入促成方式帮助学生有效产出,实现学以致用的教学目标。教学实验结果表明,促成环节对提高中级水平汉语学习者成段表达能力和篇章建构能力具有积极作用。

关键词 产出导向法;输入促成;教学设计;篇章产出

The productive process of Chinese language teaching activities in the production-oriented approach

Ji Wei, Gui Jing and Zhu Yong

Abstract Guided by the Production-Oriented Approach (POA), this article explored how to modularize the selected teaching materials, design and implement progressive activities in hierarchical steps to enable students to achieve successful Chinese language learning. Based on the teachers' and students' appreciated reflections, this study analyzed principles for effective designing and teaching practice. The results of the retrospective evaluation on students' spoken Chinese production and discourse construction also proved the effectiveness of these language enabling activities.

Keywords Production-Oriented Approach; input enabling activities; teaching design; discourse production

(季薇 桂靖 朱勇 100089 北京外国语大学中文学院)

交流性语言和非交流性语言

齐沪扬 邵洪亮

提要 交流性语言和非交流性语言的区分应该是所有语言内部最上位的一种语用分野,它对包括句法结构和语用成分在内的语言形式具有重要的制约作用。我们可以根据语言表达中的交互语气和实时交际功能区分交流性语言与非交流性语言。“实时交互性”是交流性语言的最大特征。交流性语言的基本表述单位是交流句。句末语气词是交流句的显性形式标记,句类则是判断交流句的功能依据。我们还可以通过考察某些特定语言成分与语气词的共现情况,以及对特定句类的选择情况,确定这些语言成分“互动参与度”的高低。

关键词 交流性语言;交流句;实时交互性;语体;句末语气词;句类;互动参与度

Real-time interactive language and non-real-time interactive language

Qi Huyang and Shao Hongliang

Abstract The distinction between real-time interactive language and non-real-time interactive language is the uppermost pragmatic distinction of all languages. This distinction has remarkable influence on linguistic forms, including syntactic structure and pragmatic components. Real-time interactive language and non-real-time interactive language can be distinguished by interactive mood and real-time communicative function. Real-time interactive sentences being its basic communicative units, real-time interactive language is characterized by its real-time interactivity. Sentence final modal particles are explicit markers of real-time interactive sentences, while sentence types of different functions are functional markers of real-time interactive sentences. Furthermore, the degree of the interactivity of some specific language elements can be confirmed by the co-occurrence of these specific language elements and modal particles, as well as the choice of particular sentence types.

Keywords real-time interactive language; real-time interactive sentence; real-time interactivity; linguistic stylistic style; sentence final modal particle; sentence type of different function; the degree of interactivity

(齐沪扬 311121 杭州师范大学国际教育学院)

(邵洪亮 20083 上海外国语大学国际文化交流学院)

语气词与言者态度

崔希亮

提要 汉语以及汉语周边的一些毗邻语言都有丰富的语气词系统。这些语气词的意义和功能到底是什么众说纷纭。近来越来越多的人认为语气词跟语言中的情态范畴有密切的关系。本文认为语气词与言者态度的关系非常密切。言者态度包括言者立场、观点、判断和预设等。言者态度可以分为不同的意义范畴,不同的语气词与这些意义范畴之间的关系错综复杂,这要结合具体的句式和其他因素进行判断。

关键词 语气词;态度;情绪;主观性

Modal particles and the speaker's attitudes

Cui Xiliang

Abstract There are many modal particles in Chinese and some adjacent languages. Grammarians have different opinions on the meaning and function of these modal particles. Recently, more and more people think that modal particles are clearly related to the category of modality in language. This paper holds that modal particles are closely related to the speaker's attitude. The speaker's attitude includes the speaker's stance, viewpoint, judgment and presupposition. The attitude of the speaker can be divided into different semantic categories, and the relationship between different modal particles and these semantic categories is complicated. In this way, its construal would be adapted by combining specific sentence patterns and other factors.

Keywords modal particle; attitude; emotion; subjectivity

(崔希亮 100083 北京语言大学汉语国际教育研究院)

汉语对话中的句法合作共建现象初探

关 越 方 梅

提要 本文讨论了汉语自然口语对话中句法的合作共建的现象。文章指出,在日常口语对话中,一个句法结构上完整的语句可以由不同说话人说出的相邻话轮共同构建。说话人产出的话语,能够对于尚未产出的话语形式产生投射,这种投射是句法合作共建的基础。通过对汉语对话中句法合作共建现象的初步观察,说明了合作共建单句、合作共建复句的话轮形式,并通过后续话轮验证描述了言者交际意图是如何在谈话进程中对合作共建产生影响的。

关键词 会话;句法;合作共建;投射性;互动语言学

A preliminary study of syntactic collaborative construction in Mandarin conversations

Guan Yue and Fang Mei

Abstract This paper discusses the phenomenon of syntactic collaborative construction in naturally occurring Chinese conversations. It argues that in daily conversation, a syntactically complete sentence can be co-constructed by different speakers in adjacent turns. The utterance produced by the speaker allows projection of the remaining part of a sentence-in-progress, which is the basis of syntactic cooperation. Through the preliminary observation and analysis of the syntactically collaboratively built sentences in Mandarin Chinese conversations, this paper outlines the forms of simple sentences and compound sentences in collaborative construction, and describes how a participant's communicative intention affects collaborative construction in the conversation process through the next-turn proof procedure.

Keywords conversation; syntax; collaborative construction; projectability; Interactional Linguistics

(关 越 102488 中国社会科学院大学研究生院)

(方 梅 100732 中国社会科学院语言研究所)

情态解读与句法层级的互动

——以“要”为例

高 亮

提要 “要”是一个多义情态词,其基本情态义为意愿情态,其他情态解读是在多种解释性成分的影响下浮现的。这些成分包括主语和谓词、句式、时体范畴以及语气范畴等。研究发现:主语、谓词以及句式构成的事件能否表达意愿性是“要”获得动力情态的关键因素;时体范畴对情态解读的影响作用主要表现在现实性方面;不同的语气范畴倾向解读为不同的情态意义。上述解释性成分实际上处于不同的句法层级,它们对情态解读获得的影响作用不同。整体来看,句法层级越高的解释性成分对情态解读的影响作用越大;反过来,对情态解读的认识又可以帮助验证句法层级的高低。情态解读与句法层级之间表现出明显的互动关系。

关键词 情态;基本情态义;多义性;解释性成分;句法层级

The interaction between modal interpretation and syntactic hierarchy: Taking *yao* as an example

Gao Liang

Abstract *Yao*(要) is a polysemous modal word, whose basic modal meaning is volitive modality, and other modal interpretations emerge because of various explanatory elements around *yao*. This paper analyzes the following explanatory elements, including subject, predicate, sentence patterns, tense and mood markers. We find that A. Whether an event composed of subject, predicate and sentence pattern can express willingness is the key factor for *yao* to obtain the dynamic modality. B. The effect of temporal category on modality interpretation is mainly manifested in the aspect of reality. C. When *yao* is used in different moods, it tends to be interpreted as different modal meanings. The above explanatory elements are in fact at different syntactic levels, and they have different effects on modal interpretation. On the whole, the higher syntactic hierarchy the explanatory components are in, the greater impact on modal interpretation it has. There is an obvious interaction between modal interpretation and syntactic hierarchy.

Keywords modality; basic modal meaning; ambiguity; explanatory elements; syntactic hierarchy

与松散同位有关的标目性序数词的语法性质

邹玉华

提要 目前对松散同位看法的分歧,与对标目性序数词语法性质的看法有一定关系。该结构中序数词是名词性成分,且是定指成分,它与其后成分的句法关系是同位关系。序数词与插说、连词具有一定的相似性,但序数词不是插说,它与其后成分具有直接的结构关系和语义关系;序数词也不是连词,它可作句子成分且只在语义上起关联作用。

关键词 松散同位;序数词;插说;连词

The grammatical nature of heading ordinal numerals related to loose apposition

Zou Yuhua

Abstract The different opinions towards loose apposition at present have bearing on the views of the grammatical nature of ordinal numerals in headings. The nature of ordinal numeral in this structure is nominal, of a definite reference, and appositional to the following syntactic elements. The ordinal numeral is to some degrees similar to parenthesis or conjunction, but is different from parenthesis in that it has a direct structural and semantic relationship with the following elements, and differs from conjunction for it can serve as a sentence constituent, playing a connection function in semantics.

Keywords loose apposition; ordinal numeral; parenthesis; conjunction

(邹玉华 102249 中国政法大学人文学院)

程度义“有 N”结构的实证研究

李静波

提要 本文核查了语料库中近 8 万条例句,采用构式搭配分析法考察了“有 N”结构中准入词与动词“有”、准入词与形容词的搭配强度。研究发现,表事件属性的准入词与“有”搭配强度极高,表人属性的与“有”搭配强度较低;准入词的强描述性语义成分集中在“大、高(深)、强、多(足)、好”等语义上,而非准入词与这些形容词搭配关系不强,甚至多为排斥关系。“有 N”结构的“量大、程度高”义是准入词的强描述性语义成分的显现。

关键词 “有 N”结构;准入词;描述性语义特征;搭配强度

An empirical study of “you N” construction with degree implication

Li Jingbo

Abstract With the reference of Gries' collocation analysis, this article computes the collocation strength of participating words with *you* (有) in “you N” constructions and with adjectives by checking nearly 80,000 exemplars. It reveals that words denoting event attributes are of extremely high collocation strength with *you*, while words denoting human attributes relatively weak. Participating words are highly descriptive, denoting bigness, highness (depth), strength, etc., while non-participating words do not normally, actually nearly never, collocate with adjectives carrying those meanings. The meaning of “big amount/high degree” in “you N” constructions corresponds to the strong descriptiveness of participating words.

Keywords “you N” construction; participating words; descriptive features; strength of collocation

(李静波 363000 闽南师范大学外国语学院)

定中式比喻复合词比喻跨度的 分级及影响因素研究

尉方语

提要 比喻跨度指比喻复合词从喻体到本体的联想距离,与比喻被理解的难易程度呈正比,与比喻复合词的词义透明度呈反比。定中式比喻复合词比喻跨度的大小主要受六个因素影响:本体的显隐、相似点、词素间的语义结构关系、本体喻体的相似程度、限定成分的提示程度、频率。六个因素对比喻跨度的影响力和适用范围各不相同,按照影响力的大小对所考察的定中式比喻复合词的比喻跨度进行分层级排序。

关键词 定中式比喻复合词;比喻跨度;联想距离;本体喻体;词义透明度

A study on the classification and influencing factors of metaphor span of metaphorical partial compound words

Wei Fangyu

Abstract The metaphor span refers to the associative distance between the tenors and vehicles of metaphorical compound words, which is proportional to the difficulty of the metaphor being understood, and inversely proportional to the meaning transparency of the metaphorical compound words. The size of the metaphor span is mainly influenced by six factors: the explicitness or hiddenness of tenors, the similarity point, the semantic structural relationship between the morphemes, the similarity degree between the tenors and vehicles, the indicative degree of the qualifying component, and the frequency. The influence and application scope of the six factors are different, and according to the influence, the hierarchical ordering of the metaphor span of all metaphorical partial compound words within the scope of corpus is achieved.

Keywords metaphorical partial compound word; metaphor span; associative distance; tenor and vehicle; meaning transparency

(尉方语 250100 山东大学文学院)