

臺灣華語教學研究

Taiwan Journal of Chinese as a Second Language

2020 年（12 月）第二卷，總第 21 期

Number 2, December 2020, Volume 21

特約主編：鍾榮富

Guest Chief Editor: Chung, Raung-Fu

1.

篇名：越南受試者的華語聲調聽辨研究

A Study on the Perceptual Identification of Mandarin Tones by Vietnamese Learners

作者：劉慧娟 Hui-Chuan Liu

頁次：3-38

摘要：本研究分析越南華語學習者的華語聲調聽辨表現，旨在呈現聲調聽辨學習的發展歷程，並探討聲調聽辨的難易度及影響聲調聽辨的因素。研究收集 7 位初級受試者五個學習階段的語音聽辨語料。測驗的材料為四個詞彙聲調組合的單音節詞及雙音節詞。研究結果顯示：（1）四個聲調在各階段的正確率呈現一致的排序，由高到低依序為三聲/二聲 > 四聲/一聲。受試者在半年到一年的時間以內可以掌握三聲和二聲的聽辨，但是一、四聲對於受試者而言學習難度高，歷經一年半的時間仍無法達到 90% 的正確聽辨。（2）四個聲調的聽辨表現呈現不同的發展變化，一聲的特徵為受試者的個別差異大，四聲的特徵是正確率起伏大。（3）四個聲調的聽辨乖誤數量達顯著的差異，聽誤形式主要為一、四聲的混淆，其次為二、三聲的混淆。（4）影響華語聲調聽辨的因素除了跨語言的語音相似度以外，還包括目標語的語內干擾以及聲調組合的語境因素。根據研究結果，本文提出幾點針對越南受試者的華語聲調教學建議。

This study analyzes Vietnamese Mandarin learners' perceptual identification of Mandarin tones, aiming to reveal the development of learners' mastery of Mandarin tonal identification, and to explore the ranking order of learning difficulty, as well as linguistic factors affecting perceptual identification. Data of 7 beginning learners were collected at five different learning stages. The stimuli were composed of monosyllabic and disyllabic words with the four lexical tones. The results showed, first, that in terms of accuracy rate, the four tones had a consistent ranking order in all five stages. Tone 3 and Tone 2 were identified more accurately than Tone 4 and Tone 1. Learners mastered the perceptual identification of Tone 3 and Tone 2 within 6 to 12 months of learning. Tone 1 and Tone 4 were difficult for learners, and the accuracy rates of both were below 90% after 18 months of learning.

Second, the four tones exhibited different developmental patterns. Among them, Tone 1 displayed great intra-individual differences, and Tone 4 showed a large fluctuation in accuracy rate. Third, there was a significant difference in the distribution of errors among the four tones. Errors involved a major confusion between Tone 1 and Tone 4 and a minor confusion between Tone 2 and Tone 3. Finally, besides the influence of cross-language phonetic similarity, factors involved in the perceptual identification of Mandarin tones also included interlanguage interference within Mandarin and the contextual influence of tonal combinations. Based on the results, some pedagogical suggestions are proposed for teaching Mandarin tones to Vietnamese learners.

關鍵詞：華語、聲調、聽辨、偏誤、越南受試者、語音相似度

Mandarin, tone, perception, Vietnamese learners

2.

篇名：華語聲調學習教材的設計與效果：以提升日本籍學習者的語音能力

Design and Effects of Chinese Tone Teaching Material: To Improve Pronunciation of Japanese Learners

作者：康茗淞、長谷川圓、伊藤篤 Ming-Sung Kang, Hasekawa Madoka, Ito Atsushi

頁數：39-64

摘要：本文針對日本籍華語學習者的學習動機以及學習與教授華語時所面臨的難題，藉由基礎能力實驗來調查適合日本籍華語初學者的訓練手法與問題設計，以克服學習上的難點並找尋較高效率的自主學習方法。在華語的教學以及關於聲調能力的調查研究中，有些研究顯示，學習經驗豐富的華語學習者，其聲調正確率低於初學者。文獻多以傳統的教學方法與練習做為單字、片語或句子的發音成效的指標。本研究以未曾學過華語的日籍學習者為對象，設計針對華語初學者對於三種教材（NHK 教材，及我們設計的原型與優化版教材）的訓練，實驗後進行教材使用狀況、成績、對教材的看法產生什麼樣的影響等問卷調查。本研究除了顯示學習者對於不同的教材反映之外，還希望能提供現今聲調教學的改進方向與提示。

The aim of this paper is to investigate the training methods and tasks that are suitable for Japanese learners to overcome the difficulties in learning Chinese. The research is essentially based on the learning motivation of Japanese learners and the difficulties they faced in learning Chinese. The main target is tone, which is quite challenging, even for learners who have studied Chinese for years. Sometimes, it is quite strange to find that senior learners production of Chinese tones is even worse than that of beginners. Further examination leads to the finding that the teaching methods of Chinese tones for Japanese learners are confined to practice and drills, more of the Audio-lingual tradition in fact. To improve Japanese learners' learning of Chinese tones, we had a new design in which training materials and evaluation of the training are compared. We

investigated the impact of different material designs on the usage status, motivation, and performance of the material users. The experimental results show the learning effectiveness and potential of perceptual training. We considered that this research can provide an empirical foundation for improving Chinese tone ability in the future.

關鍵詞：華語教材、華語聲調、發音學習、聽辨訓練、教材設計

Chinese teaching material, Chinese tone, pronunciation learning, perceptual training, teaching material design

3.

篇名：Using a Corpus-aided Pronunciation Instruction on Mandarin Tones Training for Cantonese Learners

基於語料庫輔助的國語發音教學

作者：Hsueh-Chu Chen, Jing-Xuan Tian 陳雪珠、田璟瑄

頁數：65-98

摘要：This study developed a corpus-aided pronunciation instruction on Mandarin Tones and investigated the effectiveness of this approach. Three cases, two males and one female, participated in five face-to-face training sessions and two online self-learning sessions about Mandarin tones. Pre- and post-tests were first used to measure the three cases' production of Mandarin tones. Follow-up interviews were conducted after each training session to evaluate the changes of their attitudes toward the corpus-aided task design, the corpus-aided Mandarin teaching approach, and the effectiveness of corpus-aided pronunciation instruction. The results showed that corpus-aided pronunciation instruction was effective and helped the participants improve significantly in the quality of the production of Mandarin tone 2 and tone 4 compared with their performances in the pre-test. The interview results showed that the corpus-aided tasks were well designed. Case 1 (male) and Case 3 (female) were motivated and attracted by corpus-aided instruction at the beginning of the training session. Case 2 (male), who had held a negative attitude toward the application of corpus-aided Mandarin tone instruction and learner samples, changed his views to a positive attitude in Week 5 because of his in pronunciation. This approach has significant implications for Mandarin teaching, and particularly for teaching Mandarin as a second language in Hong Kong and other bilingual Chinese contexts.

本文設計了基於語料庫輔助的國語發音教學課程，並對此課程進行了評估。本研究用此種發音教學法，設計了五堂面授課程和兩堂網上課程。三位受試者，二男一女，參加了課程並參與評估。本文採用前後測試，以及每堂課程之後作後續採訪。受試者對文中所用的發音教學設計、發音教學法，以及教學成效三方面作評估。實驗結果指出，基於語料庫輔助的國語發音教學是有效的，其幫助受試者提

升了國語陽平（2 聲）和去聲（4 聲）的發音。訪談結果表明受試者對文中所用的國語發音教學持有正面的態度，並且認為課程設計很好。受試者 1 和 3 從課程開始時，就被基於語料庫輔助的國語發音教學吸引，並且對國語學習很有動力。受試者 2 從一開始對此教學法持有負面的態度，但至第五週轉變為正面肯定。這種轉變的原因是來自他在國語發音上的提升。此教學方法有很重要的教學啟示，並且可以被廣泛應用到香港或其他華語雙語情境的國語教學課堂。

關鍵詞：發音教學、普通話聲調、學習者語料庫、師資教育

pronunciation instruction, Mandarin tones, learner corpora, teacher education

4.

篇名：Phonetic Contrast in CFL Learners' Production of Mandarin Fricatives

華語為外語學習者的華語擦音聲學之對比研究

作者：Yu-Rung Yang, Qiu-Xue Si 楊玉蓉、司秋雪

頁數：99-147

摘要：It is the goal of this article to investigate, on the basis of phonetic contrast, CFL (Chinese as a foreign language) learners' production of Mandarin fricatives and affricates. Six male subjects from Japan, Vietnam, and Thai, together with one native speaker of Mandarin Chinese were recruited. The topic of CFL learners' difficulties in terms of Mandarin fricatives and affricates is not new in essence. However, most of the literature is based on researchers' observation or perception judgment. A gap emerges between the subjective observations and what is reflected in acoustic phonetics. The basic motivation of this article is, among others, to provide CFL learners as well as teachers with an empirical study on phonetic contrast in cues like onset duration, lower band of energy frequency (peaks), and CV transition. The results indicate that most of the CFL learners produce Mandarin fricatives and affricates purely by substituting them with the similar or equivalent alveolar fricatives of their own languages. Some implications, theoretical as well as empirical, are also discussed.

本文的主要目的是經由語音聲學的分析來探討華語與日本、越南、泰國等三國華語學習者的華語擦音的語音差異，並從這些差異中，討論未來華語教學上的理論與經驗上的可行方向。過去有關華語教學的語音，大都是由教師或研究者的耳聽方式來判斷，至於實際上有何語音差異，迄今仍沒有完整的研究。本論文除了補足這方

面的不足之外，還想透過聲學分析理解華語擦音的語音特質，如擦音音長、擦音的頻率低點（頻率頂點）、擦音到母音（CV）的共振峰過渡段等聲學特質，瞭解華語學習者遇到的語音困難。本文的擦音，包括擦音（fricatives）和阻擦音（affricates）。語料分析之後，本文試著探論華語教學的理論與經驗啟示。

關鍵詞：擦音、阻擦音、語音聲學、華語音韻學

fricative, affricate, acoustic phonetics, Mandarin phonology