

汉语使役结构研究与日韩留学生偏误分析

252000

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摘要:

关键词:

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2001

"S+ +O +V"

2004

"make let"

" " 2011

1

2

3

4

• •

• •

• •

• •

V

2010

"S+ / / / +O + V"

V

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5 *

6 *

5

" "

" "

6

"

"

"

" S+ / / / +O+V"

" O"

" "

" / +

"

" V"

4

" S+V +O"

" S+V+O"

7

. .

8

. .

9

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10

. .

11

. .

12

" " " . "

" "

" "

" "

" "

" "

12

" "

2011

1995

" S+V +O"

" S+ +O+V"

" S+ +O +V"

" S+V +O"

"

" "

"

1.

" S+V +O"

" V "

" S+ +O +V"

" V"

13

. .

→

.

. .

14

. .

→

. . .

15

. .

→

.

. .

" " " " " "

16

. .

→

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. . .

17
 →
 18
 →
 3 " " " " " " " " " " " "

19 *
 " " " " " " " " " " " "

20
 21

2.
 " S+V +O" " S+ +O +V" " V"

1 " V" " " " " " V" " "

22
 →
 23

→
 2 " V" " " " V"

24
 →
 24 " " " " " " " " " " " "

3.

25
 → *
 26
 → *
 27
 → *
 28
 → *
 " S+V +O" " V "
 " V₁" " S+ +O +V" " V"

" V₁"
 1 " V + "
 " V + " " V " " " " V + "

	S+ V +O		S+ +O +V		" V "
		" V "			
25	" "	" "	26	" "	
	" "	" "		" "	25
		+ "			
26					
29					
		. .			
↔		. . .			
30		. . .			
↔		. .			
31		. .			
↔		— . .			
32		. .			
↔		. .			
31	32	. .			
" V + "	" "	" " → "	" " " → "	" "	"
2		" " " " "	" "	"	
		" " " " "	" " " " "		

V

1. V

37 *

38 *

39 *

40 *

41 *

42 *

6

V

37 41 42

37'

勞

41' 이 귀신 이야기가 아이를 놀라게 하였다.

42' 이 귀신 이야기가 아이를 무섭게 했습니다.

" 37' " 勞 " " 勞 "

" " " " " 勞 " " " " " "

37

" 게하다

“ ” “ ” 38 39 40
“ ” “ ” “ ”

38′ 39′ 40′ “ ” “ ” “ ” 슬프게하다 /
38 39 40

2.

43 *
44 *
45 *
46 *

47 *

V 43 - 47 “ / / ” “ ”
“ ” “ ” “ ” “ ” “ ” “ ” “ ” “ ”

43 - 47 /
43′ 實 遺

44′

45′ 예전에 한국에서 놀라게하는 한 사건이_발생했다.

46′ 미소를머금고 당시를 회상하면 우리를유쾌하게하는 사건이다.

47′ 단지 감동하게하는 몇마디 말로 나를 설득시켰다.

“ / / / ” “ ”
/ “ / / / ”
43′ - 47′ “ 놀라게하다、유쾌하게하다、
감동하게하다.”

“ / / / ”

“ ”

“ ”
 / “ S+ +O+V ” “ S+V +O ”
 / “ S+O+V ” / “ S+O+V 게하다 ”
 “ S+ +O+V ”
 “ S+V +O ” /

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The Study of Causative Constructions of Chinese and the Error Analysis of Japanese and Korean Learners

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Abstract This paper mainly introduces the two kinds of causative constructions of Chinese Lexical causative construction and periphrastic construction and analyzes their interconversion between each other In addition on the basis of ontological research it analyzes the error types—omission the wrong selection of sentence structure and other mistakes that Japanese and Korean students usually make when they use the Chinese causative constructions. Then it interprets the main reason that Japanese and Korean students make this negative transfer by influencing of mother tongue. At last make several recommendations in the process of teaching.

Key words causative construction description interconversion error types the reason of error