

# 汉语研究与语言教学

黎天睦

汉译文选

Studies on Chinese and Language Teaching

—Chinese Translations of Selected Papers by Timothy Light



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(美) 黎天睦 著



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## 图书在版编目 (CIP) 数据

汉语研究与语言教学: 黎天睦汉译文选/黎天睦著.

北京: 北京语言大学出版社, 2008. 10

ISBN 978-7-5619-2204-0

I. 汉… II. 黎… III. ①汉语—文集 ②语言教学—文集  
IV. H1-53 H09-53

中国版本图书馆 CIP 数据核字 (2008) 第 161879 号

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书 名: 汉语研究与语言教学: 黎天睦汉译文选

责任编辑: 王亚莉

封面设计: 张 静

责任印制: 汪学发

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出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 邮政编码: 100083

网 址: [www.blcup.com](http://www.blcup.com)

电 话: 发行部 82303650/3591/3651

编辑部 82303647

读者服务部 82303653/3908

网上订购电话 82303668

客户服务信箱 [service@blcup.net](mailto:service@blcup.net)

印 刷: 北京新丰印刷厂

经 销: 全国新华书店

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版 次: 2008 年 10 月第 1 版 2008 年 10 月第 1 次印刷

开 本: 787 毫米 × 1092 毫米 1/16 印张: 27.25

字 数: 418 千字 印数: 1 - 1000 册

书 号: ISBN 978 - 7 - 5619 - 2204 - 0/H. 08193

05500

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## 序

黎教授是我深深敬重的学者和好友，但我还是第一次读到他收在本书中的全部文稿。在学习这些文稿时，我好像就跟黎教授坐在一起，面对面地交谈，共同回忆和研讨。这让我把他的身影同他的学术智慧和业绩更加清晰地联系在了一起。我看到的是一位非凡的人物：他从一个聪明的汉语学习者成长为一名责任心极强的汉语教师（他也是英语教师），又成长为一位敏锐和求实的语言学家；他喜欢中国，热爱汉语和汉语教学，无论是在汉语教师的岗位上，还是在大学中文系主任和大学校长的岗位上，他都十分重视在汉语研究和汉语教学领域跟中国同行的交流与合作；通过交流与合作，黎教授对中国语言学和对外汉语教学作出了历史性的贡献。

黎教授的学术优势和学术成就跟他作为一个汉语学习者和一名汉语教师的身份密不可分。他对汉语的学术敏锐性来源于他把汉语学习者、汉语教师和语言学家的多重眼光聚焦于汉语，看到了一般人看不到的东西；他的求实精神来源于一名汉语教师的责任心，为了让学生学得更快、更好地勤恳求索，提出了许多富有启发性的理论观点和教学主张。我相信，只要读一下这部著作，大家都会得出与我相同的结论。

黎教授的这部著作内容广泛而深刻，我没有能力对它的学术价值作全面的评价。作为一名汉语教学工作者，我感受最深的是黎教授关于汉语教学研究和跟汉语教学关系密切的汉语研究。我下面要谈的学习心得是举例性的。

从事汉语作为第二语言教学的教师都知道，学生最大的学习难点包括“了、着、过”的用法。在众多的研究中，黎教授从“着”出发再联系“了、过”的研究使我得到了

最大的启发。他说：“‘着’对于汉语学习者相应语法点的掌握及汉语教师教学活动的开展均构成了极大的障碍。而教材通常会着重选择对其与英语的动作、状态进行体标记-ing的表层相似关系加以强调。我们认为，此种处理方式势必引发母语负迁移现象的出现，进而导致学生出现由于语义理解模糊而造成的语法点的规避、误用等现象。”“我们认为，只有在汉语宏观的时体系统下对‘着’加以研究，才可正确地对其语义特征加以揭示。我们还想进一步指出，汉语动词的时体系统宏观上受到了一个统摄全局的概念的制约。该概念从根本上有别于制约英语或任何其他印欧语系语言动词时体标记的规则系统，虽表现为一个简单概念，对汉语时体系统的影响却甚为深广。”（见《“着”还被关在门外呢——“着”的核心语义研究》）这一十分中肯的论述不但击中了汉语作为第二语言教学的时弊，而且击中了汉语语言学的时弊，尤其是后者。汉语语言学的时弊在于许多汉语研究者习惯于用印欧语系语言的眼光看待汉语，用西方语言学的理论指导汉语研究。把印欧语系语言的时体系统硬生生地套在汉语的脖子上，是实例之一。汉语语言学是汉语教学最重要的理论依据，汉语语言学理论上怎么说，汉语教师就怎么教。用教西方语言的方法教授汉语是汉语语言学导致的必然结果。黎教授在这里提出了“汉语宏观时体系统”的概念，指出“汉语动词的时体系统宏观上受到了一个统摄全局的概念的制约”，并指出这个概念“从根本上有别于制约英语或任何其他印欧语系语言动词时体标记的规则系统”，至少对我个人来说，这些见解可谓一语惊醒梦中人。尽管不一定所有的人都能完全接受黎教授关于“着”以及“了、过”语义特征的具体结论，但是他研究这个问题的视角的启发性作用是毋庸置疑的。

黎教授的另一项重大贡献是关于汉语语序问题的研究。他在《汉语语序及语序变化》一文中指出：“我们认为，汉语是话题优先的语言，……汉语的话题用以表征那些‘旧的’‘已知的’‘共享的’信息，而句子的其他部分则主要通过提出‘新’信息来对已知信息加以评论。可见，汉语句子的此种构成模式同‘整体—部分’固定名词短语完全一致。”“由于汉语‘整体—部分’名词短语的语序模式是严格固定的，我们可以由此归纳出以下‘整体先于部分’的原则：当一个名词短语涉及整体与部分关系的表达时，整体先于部分出现。”黎教授的这一论述从根本上揭示了汉语的语序规则，因此受到了广泛的重视，实际上已被普遍接受。

重视汉语特点的研究，强调汉语不同于印欧语系语言，是黎教授的一贯精神。早在30年前，黎教授就发现了汉语的组合特征及其类型学意义。他在考察越南语、汉语等“单音节”“孤立语”声调起源的论文中，把汉语的“单音节”定义为“几乎每个音节都具有相应的语素所指”的“语素音节 (morphosyllable)”，“以同诸如印欧语系、犹他—阿兹提克语族以及阿尔泰语系等语言中的音节加以区分”。在分析“语素音节”特征的基础上，黎教授把“组合”概括为汉语的类型学特征。他说：“同时我们认为，某指定语言沿流模式的决定性因素包括该语言结构具有的各种类型学特征。其中汉语沿流模式的决定性因素包括：汉语具有的语素音节特征 (morphosyllabicity)、序列制约在音系学中的重要地位、声调特征（仅针对现代汉语）、屈折变化的缺失、语素音节词干构词法 (word building through the concatenation of morphosyllabic stems) 以及句法（至少在某种程度上）对词法的反映和复制等。我们也可将汉语的以上类型学特征概括



于,自20世纪50年代中期以来它以最快的速度为众多的人口提供了一门通用的语言,这在以往任何时候、在其他任何地方都是看不到的。改革没有遇到任何障碍,在如今对中国至关重要的问题中,几乎不存在不同语言群体之间的矛盾冲突。”与此同时,他也为缺少这一领域的理论研究而感到惋惜。他说:“中国缺乏编码转换的系统研究,对于方言如何影响个人的语言能力也缺乏清楚的了解,也不知道人们对MSC(即现代标准汉语——笔者注)和对当地方言的态度相对值(relative value)。没有人系统地研究人们从学校教育中获得了什么,也没有人研究在学校外人们又得到了什么。在非汉语领域,事实上所有和双语现象有关的问题都值得研究,因为还从未有人涉足过该领域。”鉴于这样的情况,他甚至情不自禁地“向中国政府公开呼吁,这样的研究应该进行”。“如果关于这些问题的研究得以进行,中国及世界其他国家都将受益匪浅。”他希望开辟的研究领域,还包括拼音化是否可行的问题。他十分委婉地对一度受到重视的拼音化方向表示担忧。“然而语言政策的最终目标却引起了激烈的争议,很多人不同意用拼音来取代汉字。关于这项极端的改革会给人们及中国的多语现象带来什么影响,研究工作还十分欠缺。少数民族语言的文字拼音化问题没有引起太大的争议,这只是因为涉及人数较少而已。这里我再次重申,我们所作的研究太少了,尤其是关于汉语拼音化是否能简化阅读的问题。”我们从《汉语拼音文本和汉字文本阅读速度的对比》一文中可以看到,黎教授对拼音化的担忧不是毫无根据的。此文讲的是黎教授自己在教学实践中的体会和所做的一次阅读速度对比试验,他的教学实践和试验的结果证明:即使是使用拼音文字的美国学生,汉语拼音在阅读心理上也不受欢迎;即使是在汉字教学滞后的情况下,跟阅读汉字文

本相比，阅读拼音文本的速度也没有显出明显的优势。

我上面谈到的学习心得十分肤浅，只是希望大家知道，黎天睦教授的这部著作语言学家固然不能不读，就是对学习语言学和语言教学的学生来说，也是难得的优秀读物。当然，黎教授的这部著作并没有完全包括黎教授对中国语言学和对外汉语教学的全部贡献。我上面提到的他对中国语言学和对外汉语教学的历史性的贡献还表现在其他方面。例如，他曾多次到中国访问和讲学，他在北京语言学院（今北京语言大学）讲学的讲稿《现代外语教学法——理论与实践》（北京语言学院出版社，1987）是我国出版的第一部关于汉语作为第二语言教学的学术专著，对推动我国对外汉语教学的学科建设发挥了重要的作用。他在担任俄亥俄州立大学中文系主任期间，通过建立合作关系帮助北京语言学院培养了一大批学术骨干，这批学术骨干至今还活跃在中国语言学教学和汉语作为第二语言教学的岗位上，发挥了并且继续发挥着重要的作用。

我敬重黎天睦教授，是敬重他在语言学和语言教学上的贡献；我把黎教授视为自己的好友，是因为他喜欢中国，热爱汉语和汉语教学，他是中国人民的朋友。

黎教授七十大寿将至，借此机会，祝他健康长寿！

吕必松

2008年9月

## Author's Preface

This volume owes its existence to Professor Lu Bisong. It was his idea to have some articles of mine translated into Chinese and published in Beijing, and he arranged for the organizing and coordinating which has resulted in publication. I am deeply grateful to him for this honor. Professor Lu is literally the founder of the field of Teaching Chinese as a Foreign or Second Language. His devoted work as a teacher and subsequently administrator at the Beijing Language Institute (now the Beijing Language and Culture University) not only led to thousands of foreign students becoming competent in Chinese, but laid the groundwork for the initiation of this field in China and for the integration of teaching Chinese elsewhere in the world with instruction in China. His presidency of the Institute in the 1980's initiated the transformation of the Institute into a university of international stature, one within which both major theoretical and major pedagogical advances have been made, and from which excellent teachers, teaching materials, and course schemes have emanated. His founding of the International Association for the Teaching of Chinese in the 1980's gave a worldwide scholarly home for research and experimentation in the field, and today the Association is the de facto "umbrella" organization for the regional and national associations of Chinese language teachers in various parts of the world.

In addition, his early work as a textbook writer and editor and his later work in theory and method of teaching and in the structure and development of the Chinese language have provided all of us with models of clarity, insight, and precision, models which the rest

I have been especially fortunate that I had the privilege of meeting Professor Lu in 1973, when I was asked to accompany the first delegation of Chinese language specialists from China on a visit through the United States. The friendship which began with that trip has continued over thirty-five years. It is a friendship through which I have been immeasurably enriched, not only professionally, but deeply personally as well. Both of us are now well advanced in years. It is at this stage of life that we humans realize more and more that whatever achievements we may have had grow small in comparison with the blessings of friendships. I feel that particularly profoundly with Lu Bisong. In ways that defy words to express, this friendship has become closer over the years despite the fact that spread throughout all of these years, our total time together in the same city has been less than a year. What a wonderful friendship!

\* \* \*

I wish also to offer my thanks to the Beijing Language and Culture University and to its University Press for publishing this book. When I say that this is an honor, I am certainly not exaggerating either my feelings or the facts. If what I wrote in the 1970's and 1980's

had any use for others at the time of writing, I am doubtful of their having any current value. The Press's confidence that they might continue to astonish me and humble me.

It has been my good fortune that the Press's editor assigned to this project has been Ms. Wang Yali. A tireless worker, Ms. Wang has been encouraging throughout the process, and also understanding of my own delays in getting material to her. She has made this book far better than it would have been without her, and she has made it a pleasure to work on it. What errors there may be here are my own fault and certainly not hers.

Finally I want to offer my special thanks to Professor Cui Yonghua, Professor Liu Xun and Professor Wang Xiaojun for their high concern and enormous help during the publication of this collection of papers.

\* \* \*

As I think over the pieces included here, it strikes me how much each one is a response to particular issues that I was facing at the time in my own struggles to understand how Chinese is structured and operates and how we foreigners actually learn the Chinese language. I am not a systematic thinker. Though I have numerous times outlined systematic grammars of Chinese, I have never been able to write one because my attention and motivation have always been captured by specific problems that seemed to me important, intriguing, and about which I found myself thinking day and night. That episodic approach seems to me to have provided such consistency as there might be to unite the disparate essays included here.

Beyond that, I suppose that there have been three themes or modes of approach that are evident. The first such theme-and by "first" I mean both chronologically first in my working experience

and first in being the theoretical underpinning for whatever else I have tried to write—has been some points of the underlying “language logic” of the Chinese language which makes that language different from my own native language, English. Every language has certain underlying conceptual codes which permeate that language. These “conceptual codes” of our many languages are generally not available to conscious retrieval by us as native speakers—unless we examine simultaneously how aspects of our language operate and how we ourselves (and fellow native speakers) —actually speak in different situations. Nor, in earlier years were they generally addressed in formal linguistic analyses of languages, and particularly were not usually addressed in textbooks, though increasingly both linguistic analyses and pedagogical grammars are highlighted by profound insights. Points of internal “language logic” are found at all linguistic levels, phonology, morphology, syntax, discourse, pragmatics. For the foreign learner, grasping that internal logic is ultimately the heart of the language acquisition process, and until one begins to grasp that “language logic” one is overwhelmingly speaking one’s native tongue with sounds and sentence patterns of the target language. While most of us who attempt to learn Chinese (and certainly this writer) will always remain partly speakers of our own native languages via a Chinese medium, the degree to which we master major facets of the internal logic of Chinese is the degree to which we begin to sound more like normal speakers and less like foreign intruders.

My attempts to explore the nature and implications of the structure of the Chinese syllable, the morphology and syntax of the resultative construction, the basic word order of Chinese, and the semantics of verbal aspect in Chinese and the Cantonese final particle system have all been efforts directed towards grasping small pieces of

the natural logic of the Chinese language.

The second theme that has repeatedly drawn me to work has been to try to figure out ways of teaching and learning that will be ever more effective. For me, at least, I think that perhaps two general principles have become my most important guidelines through study of others' works and personal trial and error.

One of those principles is that students need to hear and read several times the amount of language as they need to produce in order for them to begin to produce natural utterances. The work of Harris Winitz and others on the "comprehension method" has been most enlightening. The epiphany came for me not from directly reflecting on my own teaching, but from reading their work and then suddenly realizing why some things had seemed easy in Chinese and some nearly impossible. The "easy" things-though, of course, they were not at all easy, but the result of hundreds of hours of exposure-included realizing at some point that when I heard spoken Cantonese in Hong Kong I could generally tell when a sentence was correct and when it was not, even though I didn't understand the meaning of the sentence. This was not in any sense an unusual feat. It was simply the result of having heard my wife speak Cantonese with her friends and relatives over many hundreds of hours and of my spontaneously and entirely without any intent doing what young children do regarding their native language, grasp its principles of systemic organization without realizing that they are doing so.

The second principle of language teaching and learning that I slowly learned over a long time is that *activity which uses the target language in a realistic context is the most valuable thing that can be done in any language course*. Drilling and explanation both have important uses, but they achieve little unless much more time



haps for the first time in our history, intelligent, outgoing, and fearless language learning, similar to their counterparts in other countries. As a result, the best of American attainment in Chinese has soared to a level that I would never have imagined would be seen in my lifetime. This is illustrated most dramatically by the results of the debate sponsored in 2007 between Qing Hua University students and excellent students from major universities in Europe, Japan, and the United States. In general, one may justly say that, so far a foreign-language acquisition is concerned, there is a real and palpable (even if only vaguely defined) global standard of expectations among students of foreign languages and today the best students from all countries quickly discover that standard of expectations and work to meet it.

What I have tried to write on study abroad, organizing language programs, initiating Asian studies in institutions which have nothing at all in their curricula regarding Asia, the training of Sinologists, and the progress that we as a field seem to be making has all been at least implicitly pointed towards a recognition of a generally very high standard of Chinese language attainment amongst European and Asian students of the language and an insistence that Americans should extend effort to meet that standard.

Timothy Light

October 2008

黎天睦汉译文选

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## 自序（译文）

这部论文集能够面世首先要感谢吕必松教授。是他建议将我的部分文章译成中文并在北京出版，此后又多方组织和协调，最终促成了本书的正式出版。我对吕教授给予我的这份荣誉深表感激。吕教授是中国对外汉语教学领域的奠基人之一。在他执教及随后担任北京语言学院（今北京语言大学）院长期间，吕教授和他的同事们的不懈努力不仅使得成千上万的外国学生学会了汉语，还为对外汉语教学在中国的发展及在世界各地的普及奠定了基础。20世纪80年代至90年代中期，吕教授时任北京语言学院院长，在此期间该学院完成了向一所大学的转变，并凭借完善的主体理论和教学法优势赢得了国际声誉，同时培养了一批优秀的对外汉语教师，出版了一系列对外汉语教材，并形成了一整套课堂教学设计体系。同期由吕教授等创办的世界汉语教学学会使世界各国对外汉语教学的学术研究和教学经验都有了交流的平台，今天这一学会实际上已成为世界上各国家和地区的汉语教学学会的核心组织。

此外，吕教授无论是早期的教材编写和杂志编辑工作，还是后期的教学理论、教学法及汉语语言结构和发展的研究工作，都以其明晰的解释、深刻的洞察力和严谨的学术态度为我们树立了学习的榜样，这些都是我们渴望遵循的，同时也是我们（尤其是我自己）所望尘莫及的。他曾担任主编的期刊《世界汉语教学》将我们这一领域的最佳面貌以最高标准呈现给了世人。

1973年，中国语言学家代表团首次访美，我作为访团的陪同，有幸认识了吕教授，并与之建立起了至今长达35年的友谊。这段友谊使我无论在学术上还是自身修养方面都