

A STUDY OF THE MISUSE OF GRADE A CHINESE CHARACTERS FROM THE HSK VOCABULARY BY FOREIGN LANGUAGE STUDENTS

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Abstract: From the perspective of second language acquisition, based on the HSK dynamic composition corpus, this paper studies the misuse of Grade A Chinese characters in the Chinese Proficiency Vocabulary and Chinese Character Grade Outline. First, it collects the statistical data on the Chinese character Bias and analyze their types. Second, it studies the difficulty of acquisition and the order of acquisition of foreign students' grades A Chinese characters. Finally, from the perspective of the characteristics of Chinese characters and the law of language acquisition, the paper proposes countermeasures related to teaching Chinese characters in the second language acquisition courses.

Keywords: Grade A, corpus, acquisition, bias, Chinese character teaching

1. Introduction

The research on the analysis of Chinese character errors mainly began in the late 1990s. During this period, researchers mainly focused on the summary of the research results of the predecessors in this field and the theoretical methods used. The research object of this paper is the A-level Chinese characters in the Chinese Proficiency Vocabulary and Chinese Character Grade Outline for Chinese teaching as the second language. The reason why Grade A is chosen is that they are the most basic and commonly used Chinese characters in Chinese teaching as a second language. They have strong ability to form words, and they have a great degree of relevance to commonly used Chinese spoken language, including a large number of commonly used surnames, names, place names, etc. Correctly acquiring these Chinese characters is very helpful for the correct use of Chinese characters by international students.

This research can provide reference for the development of the Grade A Chinese character syllabus and examination syllabus as well as the preparation

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and teaching implementation of Grade A Chinese character textbooks. From the perspective of the characteristics of Chinese characters and the law of language acquisition, through the analysis of the errors in the acquisition of Chinese characters, we can sum up the types of errors in the acquisition of Chinese-level Chinese characters, and explore ways to solve the bias of foreign students. The method is applied to the teaching of Chinese characters, which will help to improve the efficiency and level of Chinese character teaching.

2. Methods

The corpus at the base for this research is all from the HSK dynamic composition corpus of Beijing Language and Culture University. In this paper, the corpus of the type analysis of the grade A errors of foreign students is selected from the “word processing” part of the corpus processing in the corpus.

(1) Corpus Research

This paper uses a large-scale Chinese interlanguage to mark the information corpus to study the difficulty and acquisition order of Chinese characters. In the past, there were more studies on acquisitions, using simple inductive questionnaires and special test methods to obtain data. The subjectivity of the investigators is inevitable, and it is difficult to accurately and comprehensively reflect the acquisition status of second language learners. The corpus research rule can avoid this deficiency.

(2) Methods for statistical and sample data analysis

This research mainly includes statistics on the use cases of the sampled Chinese characters in the interlanguage corpus, and statistics on the types of errors. This is the most basic method used when dealing with corpora.

3. Results and discussion

(1) The distribution of errors in the acquisition of Grade A Chinese characters

Through the retrieval of the HSK dynamic composition corpus, we counted 81 Chinese characters with the highest frequency, and calculated the total number of occurrences, the frequency of errors, and the frequency of errors of the 81 Chinese characters in the corpus. In the dynamic composition corpus, there are 81 Chinese characters with the highest frequency of Chinese characters. By comparing the two, it can be seen that there are 81 Chinese characters with the highest frequency of occurrence and 31 of the 81 Chinese

characters with the highest frequency of use. The emergence of Chinese characters at the same time is the intersection of the two, and thus has become the focus of our research. There are 30 of these words belonging to the Grade A word: “的”、“我”、“是”、“有”、“们”、“这”、“个”、“为”、“以”、“时”、“来”、“对”、“会”、“学”、“所”、“说”、“得”、“想”、“么”、“样”、“国”、“母”、“现”、“问”、“题”、“过”、“话”、“后”、“还”、“解”. The following table shows the distribution of the acquisition errors of 30 Grade A Chinese characters based on the 81 Chinese characters with the highest frequency of occurrence and the 81 Chinese characters with the highest frequency of use:

Table 1: Distribution of acquisition bias of high-frequency A-level Chinese characters

Character	Total frequency	Frequency of errors	Error rate
的	200281	1382	0.69%
我	100452	1414	1.408%
是	73175	375	0.512%
有	50669	334	0.659%
们	48168	2459	5.105%
这	38057	3864	10.148%
个	34990	1514	4.327%
为	29715	2111	7.104%
以	29583	360	1.217%
时	25019	1783	7.127%
来	24881	905	3.637%
对	24613	996	4.047%
会	23780	1194	5.021%
学	23049	810	3.514%
所	17705	575	3.248%
说	17645	938	5.316%

得	16553	305	1.843%
想	16473	378	2.295%
么	15927	501	3.146%
样	15920	602	3.781%
国	15669	517	3.3%
母	15262	506	3.315%
现	13979	1074	7.683%
问	13200	831	6.295%
题	12918	777	6.015%
过	12168	976	8.021%
话	12143	672	5.534%
后	11982	650	5.425%
还	11288	1081	9.577%
解	10761	851	7.908%

(2) Analysis of the Errors in Grade A Chinese Character Acquisition

The glyphs, the pronunciations, and the meanings of the characters are the three elements of Chinese characters. The main reason why foreign students produce errors in Chinese characters is the glyphs, pronunciations, and meanings of Chinese characters are not accurate. In terms of Chinese character glyphs, because there are a large number of similar or similar stroke shapes and stroke variants, it is difficult for foreign students who are accustomed to writing pinyin characters to distinguish subtle differences between Chinese characters with small pen shapes. The understanding of strokes is still in a relatively vague stage. When foreign students who use the phonetic alphabet as their mother tongue to learn their native language, they usually establish the connection between the pronunciation and the meaning of the words. However, when learning Chinese characters, it is necessary to establish the connection between the glyphs, the pronunciation and the meaning of the words.

① Glyph bias

For example, “社” is written as “ㄣ 土” because “ㄣ” and “ㄣ” are similar here. There are many similar forms in Chinese, such as “厂” and “厂”, “亻” and “彳”. It is similar in shape without rules. It is difficult for students to distinguish them easily, which increases the difficulty of writing for international students.

When foreign students learn Chinese characters, they often do not pay enough attention to the details, their writing is not accurate enough, and the length of strokes and the shape of the zigzag are incorrect. For example: “土” is written as “士”, “贝” is written as “见” and so on. The existence of these basic characters also increases the difficulty of writing for foreign students. It is difficult for international students to quickly grasp the specific stroke structure when writing.

The incidence of component deformation errors account for 53% of the total bias, which is the largest proportion. The errors that students make in this part are mainly due to the nonstandard writing of components and the deformation of components. Through the observation of the example, the author finds that the component deformation errors of the A-level Chinese characters are caused by the complexity of some parts of the Chinese characters.

The mistake of the component appear when the foreign students add something to the Chinese character when writing a grade A Chinese character. This bias accounted for 21% of the component error. For example: (彳、彳); (厂、厂); (尸、尸); (田、由); (甲、申); (口、日); (日、目); (木、本) etc.

The lack of parts, that is, in the process of writing A-level Chinese characters the students will lose the parts of the standard Chinese characters, which account for 5% of the total errors of the parts. Parts are often missing when the students write Chinese characters, especially in words with more complicated glyphs, for example: “做” is written as “故”, “想” is written as “相”, “像” is written as “象”. Foreign students are unclear about the various components that make up Chinese characters. The overall memory of the fuzzy impressions can easily lead to carelessness in the face of complex Chinese characters, thus losing parts and causing writing errors.

② Pronunciation bias

For the same pronunciation, for example “公交” is written as “工交”; “很近” is written as “很进”; “时候” is written as “时后”; “以后” is written as “已后”. (The former one in the example is correct in writing).

For the similar pronunciation, for example “两块” is confused with “凉快”; “眼睛” is confused with “眼镜”; “年纪” is confused with “年级”.

③ Meaning bias.

The shape of a pictophonetic character indicates its meaning, but it is not that each shape represents a single meaning, there are many different forms, which represent similar meaning. For example: “个” and “米”, “尸” and “户”, “讠” and “口”, “辶” and “走”. Some middle-level and high-level students have a deeper understanding of the ideographic functions of Chinese characters, but they do not really understand different shapes may indicate similar meaning, so it has caused “决定” to be written as “快定”, “米饭” as “米米反”, and the Chinese characters produced by the analogy of Chinese characters appear more in the middle and high stages.

Many students have mistyped the words “考” and “老”, “少” and “小”. In a certain sense, the meaning of these Chinese characters is related, and sometimes it is not easy to distinguish.

Writing bias caused by the meaning of Chinese characters are relatively few, such as: “早”, “中”, “晚” and “上”, “中”, “下”, “早上” written as “早午”, “上” written as a different word “午”. The reason for this kind of writing bias is that students often think of the meaning of the words to be expressed in the process of writing, and then carry out the transformation from meaning to form. When there is a problem in this transformation process, this kind of writing will be biased.

(3) The order of acquisition of grade A Chinese characters

The acquisition order of Chinese characters is one of the factors directly affecting the effect of Chinese characters teaching. If the order of Chinese character acquisition in the primary stage is reasonable and the teaching method is lively and interesting, it will alleviate the problem of Chinese learning. The purpose of this study is to provide learners who use Chinese as a second language, especially those who are not in the Chinese character culture circle, with a reference sequence for learning Chinese characters and to reduce the difficulty of learning Chinese characters. On the other hand, it helps teachers to teach Chinese characters better. The following is a description of the order of acquisition of Chinese characters using the “correct use of Chinese characters relative frequency method”.

Table 2: Correct use of Chinese characters relative to high frequency Class A Chinese characters (in descending order of relative accuracy of Chinese characters)

Character	Total frequency	Frequency of errors	Error rate
父	1159	0	0
大	844	1	0.118%
一	2963	5	0.169%
去	457	1	0.219%
中	758	2	0.264%
人	2623	7	0.267%
自	869	3	0.345%
而	776	3	0.387%
不	2579	10	0.388%
的	8839	39	0.441%
上	831	4	0.481%
生	1212	7	0.578%
和	886	6	0.677%
所	698	6	0.86%
我	3085	33	1.07%
母	1193	20	1.676%
了	1562	27	1.729%
国	451	77	17.073%
来	895	167	18.659%
会	1411	354	25.089%
学	921	233	25.299%
个	1578	401	25.412%
么	597	154	25.796%
对	1106	286	25.859%
说	632	172	27.215%
们	1827	500	27.367%
样	515	146	28.35%
这	1389	414	29.806%
时	962	310	32.225%
为	1438	560	38.943%

The Chinese characters selected in the above table are all very high-frequency Chinese characters. For those Chinese characters listed in the front: “父” “大” “一” “去” “中” “人” “自” “而” “不” “的” “上” “生” “和” “所” “我” “母” “了” the relative correctness rate of the use is very high, with the error rate of the last character “了” being the highest, which is only 1.729%. The relative correctness rate of the last 13 Chinese characters is much lower, with the error rate of the first character “国” being the best, which is 17.073%.

4. Conclusion

Grade A Chinese character acquisition bias are unconsciously deviating from the target language when foreign students read and write Chinese characters. This kind of mistake is systematic and regular. The ultimate goal of the author’s analysis of the errors in Chinese character acquisition is to serve the teaching. Studying the acquisition bias of Grade A Chinese characters, theoretically we can discover the law of acquisition of Grade A Chinese characters and deepen our understanding; in practice, we can guide our teaching and better help foreign students acquire Grade A Chinese characters.

(1) Teaching according to the frequency of use and the frequency of mistakes of Grade A Chinese characters

According to the author’s statistics on the frequency of occurrence of A-level Chinese characters of foreign students, not all Chinese characters in the Grade A are subject to written errors. Some foreign students have few errors when writing Grade A Chinese characters. This may be only temporary. Some Chinese characters have low frequency of use, complicated stroke structure and have weak word formation ability, but there are few errors with them. So for this kind of Chinese characters, you cannot teach or just ask students to read it, such as “咖”, “啡”, “咳”, “嗽” and the like. In addition, some strokes are simple and foreign students can write Chinese characters with low frequency of error. These singular characters have strong ability to form words. Students should learn these Chinese characters earlier, which is beneficial to ensure the recurrence rate of Chinese characters, so the students have sufficient time to practice in the subsequent Chinese character learning, such as “火”, “牛”, “羊”, “米”, etc.

In summary, according to the frequency of use of Class A Chinese characters and the frequency of errors, Class A word teaching is carried out. The author suggests that Chinese characters with high frequency of use and low frequency of error should be given priority; next, Chinese characters with low

frequency of use and low error frequency; finally, Chinese characters with low frequency of use and high error frequency.

(2) Teaching grade A Chinese characters according to the learning stage

Chinese character learning is a long-term process. In the primary stage, teachers should guide foreign students to form a correct view of Chinese characters. "From the perspective of learners, many scholars have mentioned that the process of learning Chinese characters will be unconscious. The structural analysis of Chinese characters is carried out." So in the primary stage, foreign students have just formed an unstable system stage for the relationship between Chinese characters and meanings. Teachers should pay attention to the teaching of components, strengthen standardized training. In the early process of acquiring Chinese characters, the awareness of Chinese characters could be gradually established. Standardized teaching and training on Chinese characters can also be carried out in entertainment. Psycholinguistics research shows that people receive 83% of what they see and 11% of what they hear, while the memory of the person is maintained, and the audio-visual combination can reach 65%. If the students happily learn what they want to learn in the primary Chinese character learning stage, then the Chinese character learning will become more fun, and the students' enthusiasm for learning Chinese characters can be improved. It can be combined with the multimedia technology that has been developed in recent years. Expand its application in the teaching of second language Chinese characters.

In the intermediate stage of studying Chinese characters, teachers should pay more attention to the writing of Chinese characters and strokes. At this stage, foreign students have a unified understanding of the relationship between Chinese characters and meanings. The writing of Chinese characters has strict requirements, and the method of comparison can be used to strengthen the study of characters similar in shape and characters similar in pronunciation, and improve the accuracy of students' use of Chinese characters. For the study of strokes, you can do Flash animations about 800 grade A Chinese characters, which can reduce the visual obstacles caused by teachers' handwritten Chinese characters errors, and reduce the time for teachers to display Chinese characters on the blackboard. Therefore teachers have more time to walk down the platform to guide students in writing Chinese characters.

The advanced stage of A-level Chinese character learning should be a stage of Chinese character refinement. At this stage, teachers should pay more attention to the students' whole-word writing, and appropriately use the methods of classification and summarization to deepen the understanding of

foreign students on the rules of A-level Chinese characters, and to improve the accuracy of the use of Class A Chinese characters.

(3) Teaching Class A Chinese Character in Context

Context has an important influence on the interpretation of Chinese characters. It is difficult for Chinese characters to leave the context and develop independently. In the study of Chinese characters, Chinese primary school students has always adopted the literary word method. This method has a good effect on the Chinese character learning for the native people, but it is not effective for non-native people. Because if the specific entities of Chinese characters are isolated, and there is no connection between the glyphs, between the glyphs and the words or the meanings of the words, let a person remember and write a large number of specifics in a short period of time.

Through context, we can enable students to better distinguish between “用” and “佣”, “牙” and “呀”, so that students can find different usages of Chinese characters in the same context, thus improving the recognition and recognition ability of Chinese characters by foreign students. With the development of time, the text of the teacher’s teaching can be some small stories or adaptations of the original articles, that is, kind of teaching materials specifically for the teaching of Grade A Chinese characters. The editor can distribute the words that need to be mastered in each stage in each article, so that the students can repeatedly read and recognize the words, so as to achieve the purpose of remembering the words, not only remembering the words, but also getting familiar with them. By reading and recognizing Chinese characters in the context, foreign students learn Chinese characters while learning Chinese.

Students can learn Chinese characters in the context, and can avoid some mistakes. If you add special Chinese characters to strengthen the Chinese characters’ strokes, and cultivate the Chinese characters of the students, you can achieve results through a two-winged approach. This requires teachers to work hard on the creation of context to achieve the best effect of Chinese teaching. Words should be used in phrases, phrases should be used in sentences, sentences should be used in texts, and all these language components should be used in dynamic situations as much as possible. Therefore, learning a language in a dynamic context can amplify the butterfly effect of associated variables and increase the chances of proper use by foreign students.

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