

## 大学英语四、六级统考作文中动名搭配错误统计分析

刘萍<sup>1</sup>,郝涂根<sup>2</sup>

(1、上海交通大学 技术学院,上海 200231;2、安庆师范学院 外语系,安徽 安庆 246001)

**摘要:**通过对1040篇随机抽样的大学英语四、六级考生作文中的实词搭配错误进行的频数统计分析,发现在六类实词搭配的错误中,动名搭配的错误频数较高,且具有显著性。如以中心词 knowledge 与 serve 为例,有针对性地分别对抽样作文、目的语语料库进行检索,然后再进行频数比较分析,发现这两个中心词的典型意义与动名搭配在四、六级作文与英语语库中相差甚大,母语的负迁移和学生环境是作文动名搭配错误的主要原因。因此,要使大学英语教学水平有所突破,就必须在教材编写与词汇教学方面更多地关注英语词汇的典型用法与典型搭配。

**关键词:** 大学英语; 作文; 动名搭配错误; 统计

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英语实词搭配错误,特别是其中的动名搭配错误是学习者在语言输出过程中常犯的错误,也是制约大学英语四、六级考试作文成绩提高的一个重要因素。有鉴于此,笔者对1040篇四、六级随机抽样作文中的实词搭配偏差进行了归类和附码,对动名搭配错误进行了检索和分析,试图根据实证分析努力寻得造成学习者动名搭配错误的客观原因与规律,以期对大学英语教学的改进以及教材的编写有所裨益。

本文所采用的研究方法是语料库方法(corpus linguistic approach),它是定性与定量研究的结合。通过作文抽样,对于学习者中介语的特点可以做到充分的描述。笔者从大学英语四、六级考试委员会中心(2)所辖的300多所高校中随机抽样了24所三种类型(综合类、师范类、理工类)学校中共计1040篇四、六级考生的作文。由于分值在6分以下的作文语言支离破碎,缺少研究价值,故此笔者剔除了6分以下的抽样作文。

针对四、六级考生在作文考试中的实词搭配错误,我们首先有必要对“搭配”概念有所界定。所谓“搭配”通常体现为词项在长期使用过程中逐步形成的习惯结伴关系,在具体的使用过程中,“搭配”体现为一些限制词语如何同时使用的规则,例如,哪些前置词与特定动词同时出现或

哪些动词与名词同时出现。由于本篇论文涉及实词搭配调查分析,所以对实词(内容词)的定义亦应有所交代。实词是指称事物、品质、状态或动作,单独使用时具有意义(词汇意义 lexical meaning)的词,主要有名词、动词、形容词和副词,如 book(书), run(跑), musical(音乐的), quickly(快)。基于以上对实词与搭配的说明,可知实词搭配主要发生于名词、动词、形容词和副词四种词汇的各种不同有效的组合之中。这种搭配关系不同于 Halliday & Hasan 所称谓的“词项同现”而只是一种“受控制的”相邻实词的有效意义搭配。在作文搭配错误归类中,笔者参考了《广州外语外贸大学》的附码归类和代码,对1040篇作文中实词搭配错误进行了附码(tagging)。

根据对检索行的具体统计,1040篇作文中六类实义词汇搭配错误共计826例,并使用 MicroConcord 检索软件对抽样作文中实义词汇的错误搭配频数分别进行了统计。其中动名词搭配的错误频数为479,其所占的均数为57%。在六类词汇搭配错误中,动名搭配的错误频率和所占均数最高。仔细分析这些错误,笔者发现四、六级考生作文中的动名搭配反映出他们的心理词汇结构(mental lexicon),以及搭配词汇的提取深受汉语中词语搭配或同现知识的影响,考生的动名搭

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•• 作者简介:刘萍(1965-),女,安徽芜湖人,上海交通大学技术学院英语系讲师,硕士,主要从事语料库语言学、英语教学法研究;郝涂根(1962-),男,安徽潜山人,安庆师范学院外语系副教授,硕士。

配选择倾向表明了学生在语言知识内化过程中对目的语典型意义的理解和消化不够全面,因此在词汇的搭配过程中,学生易于受到汉语的干扰,套用汉语的思维方式,采用英汉语际间的逐词翻译,或曰意义投射,从而出现搭配异常现象。例如,学生将“接电话”(answer the telephone),“开支票”(make out/write out a check),“接受手术”(have/undergo an operation),“举一个例子”(give an example),错误地表达成 receive the telephone, open a check, receive an operation, raise an example. 对此,我们采用了对比分析的方法,将其原因大致归纳为:母语的负面迁移(语际迁移错误)和学习环境(比如:教学中的误导、英汉词典中的直观释义)的影响。限于篇幅,笔者从大量的动名搭配错误中,提取两个较具代表性的词汇 knowledge 和 serve,利用 MicroConcord 检索软件对 1 040 篇作文语料进行检索分析。以下为 knowledge 的检索行。

MicroConcord—7/12/01 11:14:09 AM

26 hus [wd3, s-] he could aquire [fml, -] much knowledge. But he doesn't know that

28 ives, we must grasp some scient [fml, -] knowledges [np5, -] and then use them.

33 a teacher. Being a teacher [wd4] needs knowledge, patience, skills etc. First,

34 udents' slowness [fm2] in-accepting new knowledge, I shall not be rude to them.

37 , the students only obtain professional knowledges, and can't take part in pratis.

41 ly through these ways do we attain many knowledges, that we can't gain in class.

42 tudent, he must not only study the book knowledge, but also study the social kno

45 some society [wd2] work to improve our knowledge. For me, I am ready to study

47 nl, s-] firstly, we can't forget the old knowledge. Fathermore [fml, -] we can imp

63 ge students should master comprehensive knowledges [fm2, -]. So it is necessary f

66 n this way, can you extend your English knowledge, speak English more freely and

70 earn [cc3, - 6] and know more the world's knowledge. Now I very difference [wd3, s]

以 knowledge 为中心词,笔者对 1 040 篇作文进行了逆向检索,发现经常与其搭配的相关动词为 get, have, learn, study, grasp, enrich, master 等。在此,笔者又参考了 LOB, BROWN,

以及 JDEST 语料库,对 knowledge 与以上诸动词的搭配频率作出统计与比照(见下表)。

表一:

	四、六级 抽样作文	LOB	BROWN	JDEST
learn	123	0	0	0
get	25	0	0	1
have	21	14	9	19
study	21	0	0	0
master	13	0	0	0
grasp	11	0	0	0
acquire	11	0	0	0
increase	5	1	1	0
enrich	4	0	0	0
obtain	4	0	0	2
enlarge	5	1	0	0
broaden	3	0	1	0
enwide	3	0	0	0
widen	1	1	0	1
deepen	1	0	0	2
accumulate	1	2	0	2

(注:JDEST 为上海交通大学科技英语语料库)

从统计的频数可以看出,学生习惯使用的搭配动词在目的语中不见使用或极少使用,这说明四、六级考生在选择与 knowledge 搭配的动词时深受汉语负迁移的影响。“知识”一词在中国人的思维中具有有别于英美等民族的含义,在汉语中“结伴”能力较强。比如:学习知识、拥有知识、获取知识、积累知识、掌握知识;丰富知识、扩充知识、加深知识等。诚然,上述部分汉语动词搭配词组在目的语中可以找到完全对等的表达词语,如 acquire/obtain knowledge (获取知识), broaden/enlarge/widen knowledge (扩充知识), accumulate knowledge (积累知识),学习者完全可以套用母语的思维方式和语言规则把这些词组译成目的语,但决不能由此推断“学习知识”、“拥有知识”、“掌握知识”、“丰富知识”可用目的语表达成“learn/study knowledge”, “have knowledge”, “master/grasp knowledge”, “enrich knowledge”, 因为目的语中根本不存在上述诸种搭配。值得注意的是,动词 have 的确能够与 knowledge 搭配,但此时 knowledge 的词义却非“知识”,而是“了解、认识”。例如:

1) Every Englishman has some knowledge, however slight, of the work of our greatest writer.

每个英国人或多或少都对我们最伟大的作家的作品有所了解。(取自目的语语料)

2) They have a wide knowledge of everyday things, and a keen interest in their particular city

and state. 他们对日常事情所知甚广,对自己所在的城市和州深为关切。(取自目的语语料)

3) When person get a job, he must have a long time to the job and when they have a large knowledge in a field, he can obtain success through his hard work on the other hand. .... (取自抽样作文)

从语料库的对比情况来看,汉语中的典型搭配在英语中往往不是典型或正确的用法。

动词 serve 的使用情况也颇具典型性。在动名搭配中,学生倾向于将 serve 与 society, people, country 搭配使用。这种用法在英语语料库中却不明显。英语中,serve 与 purpose, sentence, god, time 的搭配频率最高。具体情况参见表二、表三中的统计频数:

表二, serve 与相关名词搭配在 1040 篇作文中出现的频数

serve 的搭配名词	频数
society	67
people	40
country	9
society(属拼写错误)	7

表三, serve 与相关名词搭配在 Brown 语料库中出现的频数

serve 的搭配名词	频数
purpose	8
sentence	6
god	5
time	5

为了更直观地说明问题,现将 Brown 语料库和四、六级抽样作文检索的实例展示如下:

MicroConcord—7/12/01 3:52:27 PM

10 s. It is a proposal that justice now be served by means other D11 1480 than the

29, It P07 1200 was for love that he had served the Navy. To have someday that lo.

37. to manipulate the present stereotype to served B27 0700 their own ends. The obje

64 0 of experimentation, and used it as it served his purpose; yet E22 1200 was ne

66 res on E23 0670 the full sheet when it serves my final purpose. "I am thoroug

67 painting, E23 0730 unless the position serves the design of the whole compositi

71 men's A06 1910 suffrage amendment. She served one four-year term on the nationa

104 t F23 1825 . We served our national interests, and by so

108 27 1320 tradition, a red wine should be served at approximately room temperature

141 ys for a saving word from his zealously served idol, W&R& G40 1440 Hearst. That

153 ders proposed by Sir Anthony Eden would serve G72 1720 a useful purpose. Genera

(材料取自 Brown 语料库)

MicroConcord—7/12/01 3:34:58 PM

1 1, 1-] can know it throught [fm1, -] the serve [wd2. 1-] for the society In my o

2 the world from [pp1] practising. We can serve [vp1] for [wd5] the people outside

3 ly. so that I have many chance [np6] to serve [np6] people. I will use [cc3] my

4 [np6, 1-] and watch TV every day, we can serve [vp1, -1] for the people in our spa

5, [sn1, s-] another way we can use is to serve [vp1, -1] to the society. By these

(材料取自四、六级抽样作文)

为什么学习者总是将 serve 与 society, people, country 搭配在一起呢? 原因有二: 首先, 在汉语中“为人民服务”, “为国家服务”, “为社会服务”使用得极为频繁, 学生不能不受其影响; 其次, 在各种英汉词典和《大学英语教学大纲》中, “为……服务”总是列为 serve 的第一义, 学习者往往据此产生错觉, 误以为汉英动名搭配关系在此是完全一致的。其实, 根据英语语料库提供的信息, serve 与 people, country 在目的语中搭配极为罕见, 和 society 搭配更无先例可援

另外, 从表四可以看出, 本族语人常常把 serve 与 purpose, sentence, time, god 搭配, serve 的词义随着搭配词的不同而改变, 分别为“适合”、“经历”、“为…尽职责”。显而易见, “serve”的核心词义和学生掌握的词义迥然有别, 也与词典、教科书强调的意义截然不同, 诚如李文中先生所言, “大量基于语料库的研究表明, 不少词汇意义和用法在真实的语言材料中的表现同传统语法和词典的定义及描述并不一致。”<sup>[1]</sup>

由于动名词搭配偏差在学生所犯的误差中最显著, 其表现出的非英语特性值得语言教师和工作者的深思。这些问题反映出大学英语现行教材和教学都存在着严重不足。尽管目前流行的几套教材各有特色, 优点颇多, 但都存在着一个通病: 对词的典型意义和搭配缺乏应有的重视, 每篇课文后仅列出课文中出现的生词和短语, 缺少对生词重要词义的强调和典型搭配的罗列。从大学英

语教学的现状看,虽然交际法日益受到重视,但以语法为中心的教学法依然占领着大多数课堂,真正有效的词汇教学方法研究深入得不够。在英语教学过程中,学生片面地进行大量的多项选择题、句型转换题、完型填空题、阅读理解题等诸如此类的题型训练。即便是词汇教学,学生也只是停留在词汇的基本意义的识别,对词汇其它重要词义关注不够,特别是对通过词汇的有效搭配习得语言的方式关注不够,导致的结果是学生的产生性技能发展滞后。在 30 分钟的作文考试中,只能采用意义的投射来解决词汇的搭配问题,作文的分值始终在低水平上徘徊。

针对以上问题,笔者认为可从以下两方面进行考虑,以寻得一些可行的解决方法:

1、根据目的语语料库重新编写大学英语教材。语料库是应用计算机技术对大量自然语言材料进行处理、存储,以供自动检索、索引以及统计分析的大型资料库。它能够提供更英语语言典型结

构、搭配及用法的可靠信息。在教材编写过程中,除应在生词部分给出单词重点词义及搭配外,还应在练习部分针对重点词义和搭配设计出灵活多样的巩固性习题。

2、摒弃基于语法的外语教学法,吸收词汇法的优点,探索词汇教学的新路子。词汇法认为,人类语言交际的最小单位不是单个词,而是占自然话语 90% 的固定和半固定模式化了的“板块”(chunk)结构(包括词语的搭配)。因此,外语教学中教师应帮助学生找出语言材料中各种词语搭配,特别是动名搭配,并给学生提供语境对之进行大量的练习,使学生在使用中获得语言运用的自信。同时,还应引导学生自觉比较母语和目的语各自词汇典型搭配的不同点,以使学生在英语的具体运用中实现语际间的正迁移。

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## An Analysis of Verb-noun Lexical Collocation Errors in CET Compositions and its Enlightenment

Liu Ping, Hao Tu-gen

(Technical School, Shanghai Jiaotong University, Shanghai 200231, China)

**Abstract:** This paper aims at carrying out a statistical investigation into the six categories of the lexical collocation errors covered in 1040 CET composition sample. From the statistics based on the concordance lines, we find 826 cases of problematic lexical collocations in the 1040 CET composition sample. Through the statistical investigation, the writer manages to calculate the relative frequency of the lexical collocation errors and tries to evaluate the gravity of each categorical error. Based on the findings, the writer assigns priority to the verb-noun collocation errors, the most prominent problems in the six categories of lexical collocation errors. Some explanations of the causes of the collocation anomalies have been made and appropriate remedial measures proposed accordingly.

**Key words:** college English, composition sample, lexical collocation error, verb-noun collocation error

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## Historical Review of Realization of Fair Judicature in the West

LUO Ben-qi

(Political, Law and Economic Dept, Anqing 246011, China)

**Abstract:** The realization of fair judicature in the West has experienced the process from informed truths to discovering ones, whose purpose is from the unity, division of fair substance to emphasizing the both the impartial procedure, whose pattern developed from the independent doctrine of state powers and the litigant to mutual permeation since World War II. People's persistent pursuit of fairness is the internal force to realize the fairness of Western judicature while the increasing quality of the judicial staff is its essential guarantee.

**Key words:** fair judicature; realization; judicial staff