

外籍學生中文錯字之研究

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摘要

本研究之目的在於藉由繁體漢字錯誤以檢視以中文為第二語言學習者與台灣本地學習中文的學童在認知發展。該錯字的排序是根據觀察其漢字書寫產生的錯字得來的，包括筆畫數、部件、以及結構(部件的相對位置)的影響。共有48人參與本實驗，其中包括24位在台灣學習中文的外國學生，以及24位在中台灣某小學的三年級學生。實驗要求受測者寫76個漢字，這些漢字是從受測者的教科書收集而來的。並透過錯誤分析來蒐集資料以及計算其漢字錯誤次數。實驗結果顯示外國學生與台灣小學生在筆畫及部件上學習產生困難，這顯示筆畫及部件在學習中文的重要性。並且，兩者之間筆畫錯誤以及部件錯誤有顯著不同，這顯示外籍學生在學習新字時並沒有做意義上的連結。而且，外籍學生的練習不夠。然而，結構錯誤顯著少於筆畫以及部件錯誤。這指出學生對漢字構字規則的認知範疇比漢字字型來的早。再者，以筆畫、部件、和結構的錯誤次數來做排序，外籍學生與台灣小學生並無不同。但是從筆畫、部首、以及結構錯誤來看，兩組排序則出現顯著不同。可能的解釋是，對外籍學生來說，部首只是筆畫的結合，他們尚未成熟發展對部首的認知範疇。然而對台灣小學生來說，部首是包含意義的，他們已發展一定程度對部首的認知範疇。

關鍵詞：以中文為第二語言學習者；台灣本地中文學習者；中文錯字；部首的認知範疇

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