

文化課程對法語教學的助益

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中文摘要

語言是人與人之間聯繫的主要工具，也是一個廣泛而深入的學科，因為它反應了一個民族的思維方式以及邏輯型態。它記錄了一個社會的發展，更負載著文化傳承的使命。而文化是一個社會的生活模式，它代表著一個民族看待世界的角度及其生活模式。小到衣食住行，大到風俗習慣、行為規矩、價值理念等，都表現在其中。不同的文化背景反映出不同的語言體系。所以，有人說語言是記錄文化的符號。

學習外語並不容易，它並不單是一種語言單位的研習，它牽涉到認識、了解、並學習一種不同的文化。語言和文化之間的關係密不可分，有人說：「外語的學習也是第二文化的學習。」這句話明確指出了文化在外語學習中所佔的比重。

學習者通常會對與自己文化型態接近的語言體系有親切感，學習上也比較容易領會。但對生長在中國社會中的台灣小孩來說，歐洲語言就很難學習了，因為語系不同，文化差異更大。

每次問學生為什麼學法文，總是聽到這樣的回答：法國是一個浪漫的國家，法語聽起來很優美，所以我想學法文。有著這樣的觀念，他們在開始學法文時，都會相當失望。因為法文文法的繁複，與原先他們羅曼蒂克的期待大相逕庭。對他們而言，法文的邏輯實在太難理解了。

法文源自印歐語系，形態上富含變化，名詞、形容詞、冠詞，都有陰陽性、單複數的差別，動詞更依人稱、時間、語態作各種變化。而且句子中的語言單位位置是可以顛倒的。十三年的法文教學經驗告訴我，教授語文不能僅限於語言學的範圍，需要從不同的文化層面切入，呈現多樣性的社會風貌才行，譬如：

白色在中國適合任何場合，而在法國則是黑色適合任何場合。

法國人勾選一樣東西時肯定是劃X，而中國人劃X則是否定的表示。

中國人和日本人一樣，考慮回答時經常會沉默。但是在法國，沉默會被談話者認為是不尊重的表現，必須很快回答他的問題才是禮貌。

當學生了解中法文化的差異之後，他們比較能接受法文的特性，也更有企圖心去學好法語。如果我們用道家的陰陽思想來詮釋語言和文化的緊密關係，語言範疇像是陽，文化像是陰，兩者是相輔相成的。所以，為了讓教學達到理想的成效，必須讓學生瞭解文化的差異，以減少對法文的隔閡感，這樣的教學才能事半功倍。

The effectiveness of Cultural Studies

to the French teaching and learning

(Abstract)

Each language, the heritage of a specific culture, reflects a complex system of formulating its thinking and logic. Foreign language learning involves not only knowing the linguistic form of the target language but also understanding and tolerating the unique culture. Due to the complexity between two different language systems and cultures, Taiwanese students seem to have fewer advantages in learning European languages than those from the Western cultures.

“France is a romantic country and French sounds beautiful! That’s why I learn French.”, a common answer from students when asked their purposes of learning French. Unfortunately, with such a notion, beginning learners may soon turn great anticipation to great frustration resulting from the unexpected complex French grammatical system. For them, the logic of French is too difficult to be comprehended.

French, which belongs to the Indo-European family of language, contains a very complicated system of grammatical gender (e.g. masculine and **feminine**), grammatical number category (e.g. singular or plural), syntax, and verb variation. If languages are compared to different genres of painting, French is like an Impressionist painting which is often constrained by the use of light and shadow in its changing qualities. In Taiwan, French teaching has been overemphasized on the learning of grammar, vocabulary, and intonation with less attention on cultural awareness. From my thirteen years of French teaching experience, I understand that both linguistic competence and cultural awareness deserve equal attention in the foreign language classroom. Cultural studies help students understand the fundamental differences between their native languages and the target languages.

From my experiences in teaching French culture at Da-Yeh University and Chinese Culture University, I propose that cultural courses should be consisted of various topics in order to demonstrate the multi-dimensions of the society. For examples:

- White is considered by Chinese to be acceptable in most occasions compared to black in France.
- The check mark (X) denotes positive in French; whereas it means negative in Chinese.
- Chinese and Japanese often keep silent when they are thinking for an answer; however, in France, silence in conversation is considered disrespectful. A quick

response is usually expected and considered as good manner.

After students have a better appreciation of the cultural differences in Chinese and French, they will be able to accept the unique characteristics of French with higher learning motivation. Language and culture can be regarded as Yin and Yang respectively in Taoism as both are closely related. Neither one can exist without the other. Therefore, cross-cultural awareness training is needed in order to eliminate language learners' psychological barriers to learning French.