兩岸微短劇之詞彙分析與教學應用

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摘要

　　在網路與多媒體世代的華語教學實務中，除課堂中的程式化教材外，學習者自行透過網路影音內容習得華語，也愈來愈常見。微短劇於2023年在中國網域興起，隨即受到閱聽大眾的喜愛而風行。外語者在學習華語的過程，經常能接觸到微短劇，並以此驗證自身的華語理解能力。快速推出的海量微短劇，可說是未來華語教學的重要輔助工具。在相關研究未臻成熟之際，本文嘗試選取兩岸微短劇各一部（《穿越黑暗擁抱你》（臺灣）與《我回到十七歲的理由》（中國））作初步的語料分析，檢視微短劇的語言特質，評估其作為補充教材之可行性。結論顯示：除少數與劇情相關的詞彙，難度落於基礎二～三級以外，兩劇高頻詞多落於《臺灣華語文能力基準》基礎第一級核心詞；由於高頻詞對於理解劇情未必有幫助，故復以TF-IDF方法，逆向呈現出凸顯情節推進所需之場景關鍵詞，分析其難度，以確認適用的教學方法。此外，在兩岸用語比較上，差異詞不多，且集中於生活詞彙與語氣用法，對理解影響有限，挑選部分常見詞彙解說，引入文化識讀，為較合宜的教學策略。基於「可理解輸入—語境推論—互動輸出」的任務化教學流程，本文設計了將微短劇集引入課堂的教學環節，以增強學生的學習動機。

關鍵字：微短劇　聽力理解　口語詞彙　華語教學　跨文化理解

Lexical Analysis and Teaching Applications of Micro-Short Dramas in Taiwan and Mainland China

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Abstract

This study takes two cross-strait micro-short dramas—*Embrace You Through the Darkness* (Taiwan) and *The Reason I Returned to Seventeen* (China)—as its corpus. Using the Chinese subtitles from YouTube, the texts were segmented and cleaned with Jieba, then analyzed through a two-layered approach combining word frequency and TF-IDF to explore their lexical composition and assess their feasibility as supplementary teaching materials.

Findings indicate that aside from a small number of plot-specific words, whose difficulty exceeds Level 2–3, most high-frequency words in both dramas fall within the Level 1 core vocabulary of the *Taiwan Chinese Language Proficiency Standards*. However, these high-frequency words do not necessarily aid in comprehension of the storyline. Therefore, TF-IDF was employed to highlight key scene-related terms essential for plot development, and their difficulty levels were examined to determine suitable teaching methods.

In terms of lexical differences between Taiwan and Mainland China, mainly in everyday expressions and tone markers, exerting limited impact on comprehension. Explaining selected common divergent terms and introducing cultural literacy are thus proposed as more effective teaching strategies.

Grounded in the task-based teaching cycle of "comprehensible input – contextual inference – interactive output," this study further designs a classroom module integrating micro-short dramas to enhance students' learning motivation.

Keyword: Micro-short drama, Listening comprehension, Spoken vocabulary, Teaching Chinese as a second language, Cross-cultural understanding

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