

洋名字的“中国味儿”

ON SELECTING CHINESE NAMES FOR FOREIGN STUDENTS

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2009年，我作为汉语教师来到匈牙利罗兰大学孔子学院任教。孔子学院的学生们都对中国很感兴趣，很多人向我发出请求：“能不能帮我取个中文名字？”

要给每个学生都起个让他们满意的中文名可不是件容易的事。取名之前，我对学生们的个人意愿进行了小调查。结果发现，90%的学生都愿意有个中文名字，其中30%的学生希望得到一个地道的中国名字，另外60%希望中文名字既地道，又能与自己的母语名字有语音上的联系。

了解了学生的需求后，我开始着手准备。首先逐个了解学生匈牙利语名字的发音，有些名字很容易联系到中文。比如“Szofia”这个常见的西方名字，我给出的中文名字是“宋菲雅”，没有直译成“索菲亚”，因为“宋”这个典型的汉语姓氏能赋予这个名字更多的中国味儿。

但更多的名字是很让人费神的，尤其是同姓或同名现象。比如有两个学生同姓，他们都姓“Sarhany”，第一个音节的读音介于汉语的“沙”和“夏”之间。匈牙利人学习汉语拼音时，区别“x”和“sh”是难点，很多学生都读不准“上”和“下”这两个字的发音。所以，为了区分这个

舌面音“x”和舌尖后音“sh”，我分别给了他们“沙”和“夏”两个姓氏。

跟中国人的名字一样，匈牙利学生不仅同姓的多，同名的也多。好好利用这一现象，可以让我们的汉语语音教学达到事半功倍的效果。比如，有两个女生都叫“Petra”。正在为难之时，我突然想到：匈牙利语里的辅音是不区分送气和不送气的，匈牙利学生对这两者很难把握好，所以类似“饱”和“跑”这两个字的读音他们经常混淆。于是，我把“贝贝”和“佩佩”这两个名字分别送给这两个女生。我还告诉全班同学：一定要注意区分“b”和“p”，不然就叫错人了！果然，同学们开始格外在意区分送气音和不送气音。

针对匈牙利学生学习汉语时的发音难点，我给他们的名字中设置了很多类似的“陷阱”。再比如“e”这个韵母，他们容易发成英语里的egg中的“e”。那么，在他们的名字中，我有意识地多用含有这个读音的汉字，如“何”、“柯”、“乐”等等。

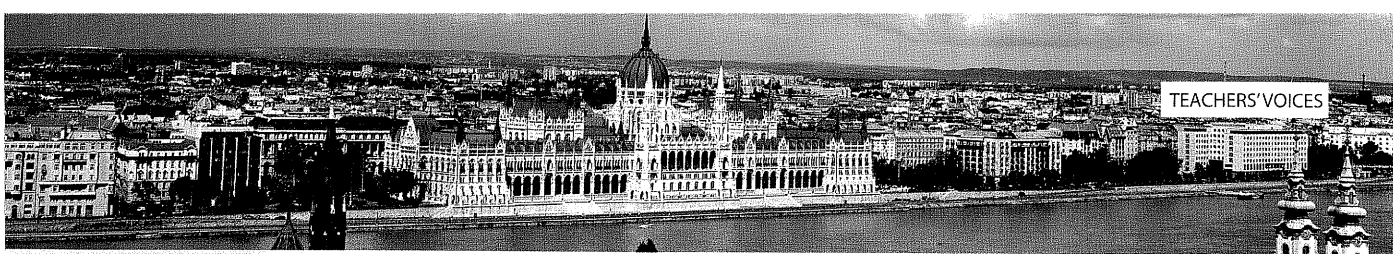
一方面要将语音教学融入学生的中文名字中，另一方面还要尽量将名字的含义与学生的喜好相结合。“Gabor”是个非常普通的匈牙利名字，有时候一个班里有三四个男生都叫这个名字，全叫“高博”

就很没劲了。我们给其中一个取名为“高步云”，大家拍手叫好！还有一个学生热爱武术，我们给他取了个颇具侠气的名字“孙云龙”，让他欣喜不已！

所以，别看一个中文名字只有短短的两三个字，其实里面包含着大技巧呢！而我觉得最大的技巧只有两个：“尊重”和“用心”。我们必须尊重学生的意愿；在帮助学生挑选中文名时要用心，不要随意甩一堆中文名字给学生选，而应该针对他们母语名字的读音或者他们的喜好来起名，这样才能更好地激发他们学汉语的兴趣，有效地促进教学。■

I came to work as a Chinese teacher at the Confucius Institute at Eötvös Loránd University (ELTE) in Hungary in 2009. The students here are very interested in Chinese and many of them asked me to give them a Chinese name.

It is no easy to satisfy every student. Before giving them Chinese names, I conducted a small survey. The result shows 90 percent of the students would like to have a Chinese name; of these, 30 percent want an authentic Chinese name and the other 60 percent want their Chinese names to sound Chinese



but be pronounced like their Hungarian names.

Knowing their requirements, I started the work. First I made clear the Hungarian pronunciation of their names. Some of the names can quickly remind of Chinese names. For example, I translate the common name "Szofia" to "Song Feiya" instead of "Suo Feiya" because "Song" is also a common surname in China and it sounds more Chinese.

But most of the names are not easy to translate, especially when two or more people share the same name. For instance, there are two students, both surnamed "Sarhany." The first syllable pronounces like "sha" or "xia." For Hungarian students, it is difficult to differentiate "x" and "sh." Many students can't precisely pronounce "shang" (meaning "up")

tiating aspirated and un-aspirated consonants, like "pao" and "bao." So I came up with the Chinese names "Beibei" and "Peipei" for the two girls. I told the class to pay attention to "b" and "p," otherwise they would call the wrong person. As a result, the students began paying more attention to the difference between aspirated and un-aspirated consonants.

In dealing with the pronunciation difficulties Hungarian students have, I set up a few "traps" in their Chinese names. For example, the students often mistake the Chinese vowel "e" for the English "e" in "egg." Then I adopted more Chinese characters containing this vowel, like "He," "Ke" and "Le."

On one hand, I try to integrate phonetic education with selecting Chinese names; on

the other hand, I try to match the meanings of the Chinese names with the students' wishes. "Gabor" is a very common Hungarian name. Sometimes, there are three or four Gabors in one class. It would be confusing and boring if they were all called "Gao Bo." So we named one of them "Gao Buyun," literally meaning "high-step-cloud," which the class like very much. There is another student who loves Wushu. So we gave him a swordsman-style name "Sun Yunlong," meaning "cloud dragon." He is very excited about the name.

Now you see, short as Chinese names are, it takes

great skills to choose the best ones. I think the most importantly they should be "respectful" and "thoughtful." We should respect the students' own wishes and avoid simply giving a long selection for the students to choose for themselves. We should also take into consideration their native pronunciations and their own likes in the hope of stimulating their interest in Chinese language and culture and facilitating Chinese education. ■



■ 祝敏 (前排右一) 与学生们合影。
Zhu Min (first right in the front)
and her students.

and "xia" (meaning "down"). Therefore, I named them "Sha" and "Xia" respectively to help them differentiate the two similar pronunciations.

As with Chinese names, there are similar family names similar given names in Hungary. Taking advantage of this phenomenon can help when teaching Chinese phonetics. For instance, there are two girls, both named "Petra." The Hungarian students have difficulty in differen-