

## 摘要

**题目：**基于 HSK 动态作文语料库泰国学生词汇偏误的研究

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本篇论文的研究目的是对 HSK 动态作文语料库中泰国学生出现的词汇偏误的情况、造成词汇偏误的原因以及给泰国学生的词汇习得和教师的词汇教学提出建议来进行分析，运用偏误分析法，随机对 100 篇 HSK 动态作文语料库中泰国学生出现的 47 条词汇偏误进行分析，得出以下结论：

通过研究将泰国学生出现的词汇偏误将偏误分为：词义偏误（占比 53%）、词性偏误（占比 19%）、搭配偏误（占比 24%）、语用偏误（占比 4%）四大类型。

从泰国学生学习汉语词汇的内外两个的角度找寻偏误产生的原因，将原因分为母语负迁移、目的语负迁移、学习环境的影响三类。

从“教”与“学”两方面提出了减少偏误产生的教学与学习策略：对泰国教师词汇教学提出了加强词汇讲解深度、改变传统教学方式、强化训练教师的汉语能力的相关建议；并对学习者提出了减少词汇偏误产生的认知策略、关联策略、情感策略的相关建议。

**关键词：**泰国学生，词汇偏误，HSK 动态作文语料库 2.0

## Abstract

**Title :** A Research on Vocabulary Errors of Thai Students Based on HSK Dynamic Composition Corpus

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The purposes of this research were to analyze the vocabulary errors of Thai students in the HSK dynamic composition corpus, the causes of vocabulary errors, and to provide suggestions for Thai students' vocabulary acquisition and teachers' vocabulary teaching by using the error analysis method. The lexical errors made by Thai students from 47 items in the 100 HSK dynamic composition corpus were analyzed. The following conclusions were as follows: The vocabulary errors made by Thai students divided into the following four types: meaning errors accounted for 53%, part-of-speech errors accounted for 19%, and collocation errors accounted for 24%, and four main types of pragmatic errors accounted for 4%. The causes of errors from the internal and external perspectives of Thai students learning Chinese vocabulary could be divided into three categories: negative transfer of native language, negative transfer of target language, and the impact of the learning environment.

From the two aspects of "teaching" and "learning", teaching and learning strategies recommended to reduce errors are proposed for Thai teachers' vocabulary teaching to strengthen the depth of vocabulary explanations, change traditional teaching methods, and strengthen the training of teachers' Chinese abilities; Moreover, relevant suggestions on using cognitive strategies, association strategies, and emotional strategies to reduce vocabulary errors were also needed to support learners.

**Keywords:** Thai Students, Vocabulary Errors, HSK Dynamic Composition Corpus 2.0