

## 摘要

**题目：**2010–2024 年汉语作为第二语言教学法研究综述

**作者姓名：**陈纺

**学位：**文学硕士

**专业：**国际中文教育

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**导师：**

**主导师：**陈尊严博士

**副导师：**朱鸿泰博士

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本论文的研究目的是收集2010–2024年与汉语作为第二语言教学法相关的文献并运用文献综述法进行研究，主要从典型的教学法、教学法的使用说明、教学法的应用情况三个方面归纳整理，从而得出汉语作为第二语言教学法的研究现状。2019年末，新冠疫情开始席卷全球，汉语教学受到严重影响。因此，在线汉语教学已经成为一种常态。所以一些学者正在研究在线汉语教学法。

通过收集2010–2024年与汉语作为第二语言教学法相关的文献，并运用文献综述法进行归纳整理，在典型的教学法方面，主要分析研究较多的综合课教学法、口语教学法、文化教学法和汉字教学法。在教学法的使用说明方面，则主要对阅读课、语音课、语法课、写作课以及词汇课这五种课型的教学方法进行介绍。在教学法的应用情况方面，研究侧重分析以上九类教学课型中对教学法的应用情况。

通过整理文献，我们发现“汉语热”已成为不可阻挡的趋势，因为随着中国的综合国力和对外开放程度的增加，世界各国人民对中国的关注也越来越多。汉语教学法的研究也变得越来越重要。随着教学法的改进，许多学者将教学法用于汉语教学，并取得了良好的效果。此外，研究汉语阅读、语音、语法、写作和词汇的教学法很少，笔者认为应该加强研究。在应用情况方面，任务型教学法是最常见的教学方法，除了在语音课中没有使用外，在口语、文化、汉字、阅读、语法、写作、词汇和综合课这八种课型中都有研究者曾使用它们进行过教学研究。其次有学者分别在6、6和5种课型中选择使用情景教学法、游戏教学法和支架式教学法进行研究。然后有学者在四种课型中选择使用体验式教学法和交际教学法。本文研究典型的教学法可以让学者认识到当前教学法研究的趋势；而教学法的说明则帮助学者认识到教学法的使用；教学法的选用情况可以帮助学者更清晰地选择自己想研究的教学法。

**关键词：**汉语作为第二语言，教学法，研究综述，研究现状，研究建议

# Abstract

**Title :** A Review of Research on Methodologies of Teaching Chinese as a Second Language from 2010 to 2024

**Author :** Miss Chen Fang

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## Advisors

Dr.Somyos Chanboon

**Major-Advisors**

Dr.Danuphong Cheewinwilaiporn

**Co-Advisors**

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The purpose of this paper was to collect literature related to Chinese as a second language teaching methods from 2010 to 2024. The literature review method was used to conduct research by summarizing and organizing into three aspects: typical teaching methods, instructions for teaching methods, and application of teaching methods, to draw the current status of research on Chinese as a second language teaching methods. At the end of 2019, the new crown epidemic began to sweep the world, and Chinese teaching was severely affected. Therefore, online Chinese teaching has become a norm however, some scholars are studying online Chinese teaching methods.

The data was collected by collecting literature related to Chinese as a second language teaching methods from 2010 to 2024 and summarized them using the literature review method, in terms of typical teaching methods, the main analysis was on the comprehensive teaching methods, oral teaching methods, cultural teaching methods, and Chinese character teaching methods, which were more studied. In terms of the instructions for teaching methods, the teaching methods of five types of classes, namely reading, phonetics, grammar, writing, and vocabulary are introduced. In terms of the application of teaching methods, the research focuses on analyzing the application of teaching methods in the above nine types of teaching classes.

"Chinese fever" is a growing trend due to China's growing national strength and global attention. Studying Chinese teaching methods has become increasingly

important, with many scholars applying these methods to Chinese teaching and achieving good results. However, there are few teaching methods for studying Chinese reading, phonetics, grammar, writing, and vocabulary, as well as other aspects of Chinese culture. The author believes that research should be strengthened. In terms of the application, task-based teaching method is the most common teaching method. Except for not using it in phonetics classes, researchers have used it in eight types of classes, including oral, culture, Chinese characters, reading, grammar, writing, vocabulary and comprehensive classes. Secondly, some scholars chose to use situational teaching methods, game teaching methods, and scaffolding teaching methods in 6, 6, and 5 types of classes for research. Then some scholars chose to use the experiential teaching method and communicative teaching method in four types of classes. The study of typical teaching methods in this article can make scholars realize the trend of current teaching method research; the description of teaching methods can help scholars realize the use of teaching methods; the selection of teaching methods can help scholars choose the appropriate teaching methods.

**Keywords:** Chinese as a Second Language, Pedagogy, Research Review, Research Status, Research Recommendations