

摘要

题目：2019–2024 年国际中文教育线上讲座热点问题研究

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本研究以“2019–2024 年国际中文教育线上讲座热点问题研究”为题目，以系统搜集的国际中文教育线上讲座为研究对象，运用文献综述和内容分析法，深入探讨了 2019 至 2024 年国际中文教育线上讲座的热点问题，研究目的是通过对这一时期内国际中文教育线上讲座的系统研究，揭示该领域内的核心议题和发展趋势，并为未来国际中文教育研究的创新和完善提供建议。总结如下：

首先是对 2019–2024 年国际中文教育线上讲座热点问题分类统计。将搜集到的这 211 个国际中文教育线上讲座，按照时间顺序进行编号，逐一对其主讲内容分析，发现线上讲座热点问题研究涉及的 15 个研究类型，通过逐年分析，揭示了各年国际中文教育线上讲座的数量、占比及关注焦点。其次是分析 2019–2024 年国际中文教育线上讲座热点研究类型，考察了这一时期线上讲座数量变化趋势及影响因素、来源分布情况和讲座数量居前主讲人，分别分析并

总结了这些现状可能会导致的问题，随后确定并深入探讨了国际中文教育学科建设研究、发展与评价研究等八个核心热点研究类型，揭示了国际中文教育领域的研究重点和发展趋势。

最后是提出未来国际中文教育发展研究的建议。基于数据分析提出的建议分为两个部分：一是针对线上资源整合不足、资源可及性降低、讲座内容同质化等问题，提出针对性建议包括加强线上资源整合、构建线上讲座数据库、多元化讲座团队。二是从宏观角度出发的建议包括夯实基础理论、优化全程评价、革新教学理念、聚焦课堂实效、乘科技东风、溯源语言本体、完善培养闭环、多元传播赋能等。研究不仅为国际中文教育领域的学术研究提供了新的视角和数据支持，也为研究实践者提供了可行的建议和发展方向。

关键词：国际中文教育，线上讲座，热点问题，研究类型，研究建议

Abstract

Title : A Study on Hot Issues in Online Lectures for International Chinese Education
from 2019 to 2024

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This study entitled "A Study on Hot Issues in Online Lectures for International Chinese Education from 2019 to 2024," used the systematically collected online lectures in international Chinese education as its research subject by employing literature review and content analysis methods to analyze the hot issues of online lectures in international Chinese education from 2019 to 2024. The purposes of the study were to reveal the core topics and development trends in this field through systematic research on online lectures during this period and to provide suggestions for the innovation and improvement of future international Chinese education research. The summary is as follows:

Firstly, a classification and statistical analysis of the hot issues in international Chinese education online lectures from 2019 to 2024 was conducted. The 211 collected international Chinese education online lectures were numbered in chronological order, and their main content was analyzed one by one, revealing 15 types of research involved in the study of hot issues in online lectures. By analyzing year by year, the number, proportion, and focus of international Chinese education online lectures each year were revealed. Secondly, the analysis of the hot research types of international Chinese education online lectures from 2019 to 2024, examining the trends and influencing factors of the number of online lectures during this period, the distribution of sources, and the top lecturers in terms of lecture quantity. The current situation and potential

problems were analyzed and summarized, and eight-core research types, including research on the construction of international Chinese education disciplines, and development and evaluation studies, were identified and discussed in depth, revealing the research focus and development trends in the field of international Chinese education.

Finally, suggestions for future research on international Chinese education development are proposed. The recommendations based on data analysis are divided into two parts: The first suggestion is to respond to problem issues such as insufficient online resource integration, the reduction of resource accessibility, and the consistency of lecture content, while the direct recommendations include strengthening online resource integration, constructing an online lecture database, and diversifying the lecture team. The second part consists of macro-level suggestions, including consolidating foundational theories, optimizing comprehensive evaluation, innovating teaching concepts, focusing on classroom effectiveness, leveraging technology, tracing back to language essence, improving the training cycle, and empowering diverse communication. The study not only provides new perspectives and data support for academic research in the field of international Chinese education but also offers feasible suggestions and development directions for practitioners in research and practice.

Keywords : International Chinese Education, Online Lectures, Hot Issues, Research Types, Research Suggestions