

## 摘要

**题目：**2022–2024 年汉语直播带货用语的研究及教学建议

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本文的研究目的是分析归纳 2022–2024 年直播带货视频中的直播带货互动话语分析与词汇研究，为汉语作为第二语言学习者及汉语教师开展的汉语教学提出相关建议。研究对象为带货主播李佳琦，董宇辉在“双十一”活动期间的直播语料，采用语料分析法，对产出语料进行收集分析并归纳总结，结合互动语言学及多模态话语分析相关知识考察其中的语料。得出以下结论：

通过分析将直播带货话语可以分为七种类型：营销刺激型用语、稀缺构建型用语、社交认同型用语、信任强化型用语、情感调动型用语、功能突出型用语、细节展示型用语。根据直播带货的综合分析可以分为三类：直播带货的互动形式分析、多模态互动分析、直播带货的词语分析。

通过对 2022–2024 年汉语直播带货用语的分析，本论文从教师和学生两个方面提出不同的相关教学及学习建议。对教师的建议

为：教学内容上重视中文教学互动功能、教授形式上丰富多模态话语、网络词汇学习启发；对学生的建议为：结合真实语境学习、关注多模态资源、利用网络平台参与互动与输出练习、注意语言的规范与语境的切换。

**关键词：**汉语直播带货用语，直播带货用语类型，直播带货互动话语，多模态互动分析，教学建议

## Abstract

**Title :** A Study on the Language Used in Chinese Live-Streaming E-Commerce from 2022 to 2024 and Teaching Recommendations

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The purposes of this study are to analyze and summarize the interactive discourse analysis and vocabulary research of live streaming e-commerce in live streaming videos from 2022 to 2024, and to put forward relevant suggestions for Chinese teaching for Chinese as a second language learners and Chinese teachers. The research object is the live broadcast corpus of the live streaming anchors of Li Jiaqi and Dong Yuhui during the "Double Eleven" event. The corpus analysis method is used to collect, analyze, and summarize the output corpus, and the corpus is examined in combination with the relevant knowledge of interactive linguistics and multimodel discourse analysis. The following conclusions are drawn:

Through analysis, the discourse of live streaming e-commerce can be divided into seven types: marketing stimulation terms, scarcity construction terms, social identity terms, trust enhancement terms, emotion mobilization terms, function highlighting terms, and detail display terms. The comprehensive analysis of live streaming e-commerce can be divided into three categories: interactive forms of live streaming delivery analysis, multi-model interaction analysis, and word analysis of live streaming delivery.

Through analyzing the terms used in Chinese live streaming from 2022 to 2024, this paper proposes relevant teaching and learning recommendations from both the teacher and student perspectives. The recommendations for teachers are: focusing on

the interactive function of Chinese teaching in teaching content, enriching multi-model discourse in teaching form, and inspiring online vocabulary learning; the recommendations for students are: combining learning with real context, paying attention to various resources, using online platforms to participate in interactive exercises, and pay attention to language norms and context switching.

**Keywords:** Language used, Live-Streaming E-Commerce, Discourse Analysis, Teaching recommendations