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博 士 学 位 论 文

泰国大学生汉语学习策略研究

The research of Chinese language learning  
strategies for Thai University students

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## 摘要

偏误研究是汉语作为第二语言教学的重要课题，也是近年来对泰国学生汉语习得研究的一个热点问题；同时，随着语言学家对学习者的心理动机愈发重视，学习者的学习策略研究也引起了学者浓厚的兴趣。笔者将两个重要方面结合起来——从学习策略视角对汉语偏误进行研究，探讨学习策略对泰国大学生汉语习得过程中产生偏误的影响。为了达到该研究目的，本文做了大胆的尝试，一是笔者搜集泰国大学生的汉语写作文本，并且使用北京语言大学HSK动态语料库作为偏误研究参考；二是为了更真实地贴近泰国大学生汉语习得现状，笔者对该群体的学习策略进行了问卷调查、习得观察和当面访谈；三是使用教学课堂对学习者的学习策略进行相关培训。在这三个研究基础上，笔者采用定量分析与定性分析研究相结合的方法，从学习策略的角度出发，对泰国大学生的汉语习得偏误进行了较为深入的研究。

研究结果显示，学生使用的诸多学习策略中，按照平均分划分，居于最高频度等级的是社交策略、补偿策略，其次是情感策略、元认知策略，认知策略和记忆策略。学习策略与学习者的偏误（词汇和语法）存在密切相关性。学习策略对偏误产生影响。最后，笔者使用学习策略在课堂上做实验教学，实验的效果良好。

**关键词：**泰国学生；汉语学习策略；偏误类型；策略培训

## Abstract

Error in Chinese is not only an important issue in a second language teaching, but also as a hot issue for Thai students studying Chinese in recent years. Similarly, linguists found that psychological motivations of learners were increasingly important, strategy learning also attracted great interest of scholars. This paper combined two important aspects from the perspective of Chinese language learning strategies error and to examine the impact of strategies teaching on errors in Thai students learning Chinese. To achieve these purposes, the researcher firstly collected students' Chinese writing in Thailand and the use of Beijing Language and Culture University HSK dynamic corpus as errors in reference. Secondly, for realistically closer to Thai students' acquisition in Chinese language in the status quo, the researcher conducted a survey, observation and face to face interviews with the students. Finally, the researcher used classrooms for training learners' learning strategies. The quantitative and qualitative analysis data from these three studies revealed Thai students' errors in Chinese writing at a university level with in-depth details.

The results from the average score showed that a number of students learning strategies employed the highest frequency in social strategy, followed by compensation strategy, affective strategies, metacognitive strategies, cognitive strategies and memory strategies respectively. Additionally, learning strategies were closely correlated with learners' errors (vocabulary and grammar). Learning strategies had an impact on the error. Finally, the researcher used learning strategies in the classroom teaching experiment with effective results from the teaching on students' Chinese writing.

**Keywords:** Thai students learning Chinese learning strategies error type strategy training

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