

## 摘要

在当前以流动性为特点的全球化背景下，中国政府提出诸多政策推动汉语国际传播与高等教育国际化，汉语国际教育专业留学生作为汉语传播的本土化群体在其中扮演重要角色。目前，汉国教专业留学生的教育问题备受学界关注，然而少有学者关照其汉语学习目的。因此，本文以国家对汉国教专业留学生的培养目标以及相关支持政策为背景，论证选取社会文化范式下二语习得动机研究中Darvin和Norton（2015）提出的二语“投资”理论的可行性，针对以往二语“投资”目的研究的不足（缺乏对目的语环境下，某一群体中，学习者在个体和群体层面表现出的多元、动态、矛盾的二语“投资”目的的关注等），选用Q方法和深度访谈法，分析汉国教专业留学生群体在目的语语境下的汉语“投资”目的的类型以及其影响因素。本研究拓展了对于语言规划目标研究的理解，从实证角度说明微观个体层面的语言学习目的值得关注。此外，本研究进一步阐释了二语“投资”理论，就汉国教专业留学生汉语“投资”目的类型这一问题，研究表明汉语国际教育专业留学生的汉语“投资”目的呈现出多元、动态、矛盾的特点。首先，汉国教专业留学生汉语“投资”目的在个体内部以及个体间表现出多元化，含三种类型：文化资本与经济资本主导型“投资”目的、经济资本主导型“投资”目的、文化资本与体验感主导型“投资”目的。其次，汉国教专业留学生的汉语“投资”目的具有动态性，学习汉语一段时间后，学习者把获得体验感等作为其目的之一。最后，研究表明学习者的汉语“投资”目的表现出极大的功利性，但其汉语“投资”目的的功利性在学习者群体和个体层面表现出矛盾的特点。就汉国教专业留学生汉语“投资”目的类型的影响因素而言，学习者的汉语“投资”目的存在个体差异，但均受到汉语意识形态以及学习者目前和想象身份认同的影响。因此，学校、学院和教师应深耕国家对汉国教专业留学生的培养目标，使留学生的汉语“投资”目的契合国家对汉国教专业留学生的政策培养要求。此外，为培养高质量的汉国教专业人才，提升学习者对于目的语的投入，教师要引导留学生形成为获得经济资本、文化资本、体验感等多元化的汉语“投资”目的。

**关键词：**汉语国际教育专业留学生；语言学习者“投资”目的；Q方法

## Abstract

In an era of globalization characterized by mobility, China's government has formulated a series of policy to promote international communication of Chinese and internationalization of higher education. As a localized group for the international communication of Chinese, foreign students majoring in Teaching Chinese to Speakers of Other Languages(TCSOL) play an important part in that process. The education of TCSOL foreign students has received much attention from academic in recent years. However, most of the existing research pays no attention to their Chinese learning objectives. Drawing on the training objectives and relevant supporting policies for TCSOL foreign students, informed by the model of language learner investment by Darwin and Norton (2015) and based on the Q-methodology and in-depth interviews, this study explores the objectives of investment in Chinese learning for TCSOL foreign students and the factors influencing them. The findings reveals that objectives of investment in language learning at the micro level deserve more attention, and that the TCSOL students' investment in Chinese learning is characterized by diversification, dynamic and contradiction. Objectives of investment in Chinese learning for TCSOL foreign students mainly involve the following three types, economic capital and cultural capital-driven investment objectives, economic capital-led investment objectives, and cultural capital and experience-oriented investment objectives. They are generally affected by learners' ideology pertaining to Chinese and their existing and imagined identity. Therefore, it is necessary to explore the training objectives of TCSOL major in our nation, so that the objectives of investment in Chinese learning for TCSOL foreign students will be in line with them. Meanwhile, to produce high-quality TCSOL talents and encourage TCSOL students' investment in Chinese, teachers should guide foreign students to form diversified Chinese learning investment objectives.

**Key words:** foreign students majoring in Teaching Chinese to Speakers of Other Languages(TCSOL) ; investment objectives of language learner; Q-methodology