国际汉语教学学报（2026）
第 07 卷 · 第 03 期 1-4 https://doi.org/10.46451/ijclt.260401

“数字人文与国际中文教育”专刊主持人语

数字人文视域下的国际中文教育：范式转型与实践探索

王亚敏 *
北京大学，中国

杜月明 *
南开大学，中国

宾帅 *
北京大学，中国

数字人文（Digital Humanities）作为数字技术与人文社会科学深度交叉的新兴领域，正在为人文学术研究带来方法论层面的深刻变革。数字人文是用数字工具、技术及媒介为人文学科研究提供新视角、新方法、新思路的重要范式。在新文科建设背景下，国际中文教育正处于转型发展的关键期。从“细读”（close reading）走向“远观”（distant reading），从文本阐释延展至数据驱动，这一范式转型不仅重塑了传统人文学科的研究方式，也为国际中文教育注入了新的理论视角与实践工具。在全球化与智能化交汇的时代语境下，如何借助数字技术推动国际中文教育的教学创新、学习变革与学术拓展，已成为学界共同关注的重要议题。

本专刊收录的 12 篇论文，正是这一跨学科探索的前沿成果。这些研究立足于真实的教学场景与学习数据，聚焦数字人文视域下的教学干预、学习机制、语言分析与技术伦理，体现出鲜明的实证取向与方法论自觉。基于研究议题的内在逻辑，本专刊将 12 篇论文整合为以下三个主题，以勾勒数字人文视域下国际中文教育研究的前沿图景。

一、智能技术赋能的教学干预与学习机制

本主题聚焦于人工智能、语音识别、学习分析及数字书写工具在课堂教学中的应用与效果评估。胡月宝、贺禹婷（2026）开发了智能课堂话语分析系统，提出 AI 可作为预标注与趋势分析工具，探索人机协同处理课堂语料的效率与偏差。伍秋萍、邢滨钰、吴诗妤、周洳冰（2026）通过两学年的迭代教学设计，探索 AI 在多模态创作教学中的介入路径，对比教师主导与双师协同的反馈差异。石柳、赵文君、王譞翾（2026）基于“汉音语声”小程序，结合语音学习模型与自我决定理论，验证了数字工具在语音习得中的长效机制。康雪、王曦悦、余兰心、祁峰（2026）探讨了 ChatGPT 在留学生作文语体纠偏中的应用效能，为智能化写作教学提供了实证支持。张福亚（2026）聚焦人机协同反馈对汉语二语学术写作的影响，揭示其在情感与认知投入方面的显著提升，亦点出行为投入转化的现实瓶颈。Jiang、Shen & Wang（2026）则比较了手写与打字两种书写模式对阿拉伯青少年汉字学习的影响，发现二者在形音关联与形义关联上的差异，

* 通讯作者。联系电邮：wangyamin@pku.edu.cn; ddddym@yeah.net; binshuai@stu.pku.edu.cn

呼吁在数字化时代采用“适龄友好”的教学策略。这些研究充分展现了智能技术在教学实践创新中的潜力与限度，也为理解数字化学习机制提供了多元视角。

二、语言特征的量化分析与计算建模

本主题聚焦于借助语料库、计算语言学与统计建模手段，揭示汉语的语言规律与学习者的习得特征。陈永胜、王雪琳（2026）运用计量风格学方法考察汉语幽默语言的多维特征，揭示了幽默生成中的词汇偏好、语义特点与情感结构。郑博心（2026）基于大规模语料库，采用多重对应分析方法，比较汉语本族语者与学习者在“把”字句与“使”字句选用中的原型特征，提出“核心—边缘”层级教学模式。Bian & Gao（2026）则构建了数据驱动的 HSK 四级智能练习系统，通过动态诊断学习者错误，实现个性化“i+1”干预，显著提升了学习成效。上述研究为汉语本体及习得研究的量化建模分析提供了坚实的方法论基础。

三、数字资源的开发应用与技术伦理

本主题涵盖数字教学资源的设计开发、文化传播路径以及技术应用中的伦理反思。刘路、张英傲（2026）以“中文＋体育”教学视频为样本，构建多模态符号共情分析框架，系统阐释了数字资源如何通过视听协同与叙事设计激发学习者的文化共鸣。周万勤、朱宇（2026）则将 RAG 技术与自建中医汉语语料库结合，构建了支持知识总结、问答生成与教学计划自动化的资源生成框架，显著提升了专门用途汉语教学资源的适配性与教师备课效率。肖锐、刘玲、杨蓉、张邝弋（2026）以海外中文教学机构为场景，对四种大语言模型展开情感与学段倾向测评，揭示其在内容输出中存在的隐性偏差，提出加强算法公平性与内容多样性的现实路径。这一主题的研究既关注数字资源的建设与传播效能，也深入审视技术应用背后的价值取向与社会影响，体现出技术理性与人文关怀的双重自觉。

综上所述，本专刊所收录的 12 篇论文，既展示了数字人文视域下国际中文教育研究的前沿图景，也为后续的理论建构与实践探索奠定了坚实基础。我们相信，在数字技术与人文精神的交融共生中，国际中文教育必将迎来更加开放、多元、智能的发展路径。诚邀海内外学者以此为契机，持续深耕，共同推动这一领域的繁荣发展。

参考文献

Aw, Guat Poh (胡月宝), & He, Yuting (贺禹婷). (2026). 人机协同下的课堂话语分析：新加坡小学华文 AI 试点研究 [Classroom Discourse Analysis in Human–AI Collaboration: Evidence from a Pilot Study in Singapore Primary Chinese Classrooms]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 5-19. https://doi.org/10.46451/ijclt.260402

Bian, N., & Gao, Q. Constructing a Data-driven Language Proficiency Pathway: An Intervention with an HSK-4 Intelligent System. *International Journal of Chinese Language Teaching, 7*(3), 133-152. https://doi.org/10.46451/ijclt.260411

Chen, Yongsheng (陈永胜), & Wang, Xuelin (王雪琳). (2026). 汉语幽默风格多维语言特征计量研究——以相声文本为例 [A Multidimensional Quantitative Study of the Linguistic Features of Chinese Humorous Style: A Case Study of Xiangsheng Texts]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 101-113. https://doi.org/10.46451/ijclt.260409

Jiang, C., Shen, D., & Wang, Y. The Effects of Handwriting and Typing on Chinese Character Learning in the Digital Age: *Evidence from Arab Adolescent Learners. International Journal of Chinese Language Teaching, 7*(3), 82-100. https://doi.org/10.46451/ijclt.260408

Kang, Xue (康雪), Wang, Xiyue (王曦悦), Yu, Lanxin (余兰心) & Qi, Feng (祁峰). (2026). ChatGPT 辅助留学生作文语体纠偏实践效能研究 [Evaluation on the Practical Efficacy of ChatGPT in Assisting International Students with Genre-Style Correction in Writing]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 53-68. https://doi.org/10.46451/ijclt.260406

Liu, Lu (刘路), & Zhang, Ying'ao (张英傲). (2026). " 中文 +" 数字教学资源共情传播的多模态话语研究 [A Multimodal Discourse Study of Empathetic Communication in "Chinese+" Digital Teaching Resources]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 153-167. https://doi.org/10.46451/ijclt.260412

Shi, Liu (石柳), Zhao, Wenjun (赵文君), & Wang, Xuanxuan (王譞翾). (2026). 基于"汉音语声"小程序的汉语语音学习效能驱动机制研究 [Research on the Driving Mechanism of Chinese Pronunciation Learning Effectiveness Based on the *HanPhonic* Mini Program]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 38-52. https://doi.org/10.46451/ijclt.260405

Wu, Qiuping (伍秋萍), Xing, Binyu (邢滨钰), Wu, Shiyu (吴诗妤), & Zhou, Rubin(周洳冰). (2026). 从教师主导到双师协同：AI 赋能汉语二语者多模态创作教学迭代研究 [From Teacher-Led to Teacher-AI Collaboration: An Iterative Study on AI-Empowered Multimodal Composition Teaching for Chinese L2 Learners]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 20-37. https://doi.org/10.46451/ijclt.260403

Xiao, Rui (肖锐), Liu, Ling (刘玲), Yang, Rong (杨蓉) & Zhang, Kuangyi (张邝弋). (2026). 大语言模型的教育伦理评估研究——以海外国际中文教学机构评测为例 [Research on Educational Ethics Evaluation of the Large Language Models: A Case Study of Overseas International Chinese Language Teaching Institutions' Evaluation]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 182-193. https://doi.org/10.46451/ijclt.260414

Zhang, Fuya (张福亚). (2026). 人机协同反馈对汉语二语学术写作反馈投入的影响研究 [The Effect of Human-AI Collaborative Feedback on Feedback Engagement in Chinese L2 Academic Writing]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 69-81. https://doi.org/10.46451/ijclt.260407

Zheng, Boxin (郑博心). (2026). 汉语学习者"把"字句与"使"字句原型使用特征的多变量统计建模 [Multivariate Statistical Modeling of Prototype Usage Features in *ba* and *shi* among Learners of Chinese as a Second Language]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 114-132. https://doi.org/10.46451/ijclt.260410

Zhou, Wanqin (周万勤), & Zhu, Yu (朱宇). (2026). 语料库增强的 RAG 大模型在中医汉语教学资源生成中的应用研究 [Application Research on Corpus-Enhanced RAG Large Language Models in the Generation of Teaching Resources for Chinese as a Foreign Language in Traditional Chinese Medicine]. 国际汉语教学学报 [International Journal of Chinese Language Teaching]，*7*(3), 168-181. https://doi.org/10.46451/ijclt.260413

作者简介

王亚敏，北京大学博士，北京大学对外汉语教育学院博雅博士后、讲师。研究方向为技术赋能国际中文教育、二语习得、教师发展。相关成果发表于《外语教学与研究》《世界汉语教学》《语言教学与研究》《语言文字应用》《现代外语》、Frontiers in Psychology 等。

杜月明，北京大学博士，南开大学汉语文化学院讲师。研究方向为计算语言学、二语习得。相关成果发表于《语言文字应用》《现代外语》、Lecture Notes in Computer Science 等。

宾帅，北京大学对外汉语教育学院博士研究生。研究方向为计算语言学、语料库语言学、中文语体。相关成果发表于《世界汉语教学》《语言教学与研究》、Journal of Second Language Writing、Assessing Writing 等。

International Journal of Chinese Language Teaching (2026)
Vol. 7 (3) 1-4 https://doi.org/10.46451/ijclt.260401

Digital Humanities and International Chinese Education: Paradigm Transformation and Practical Exploration

Yamin Wang
Peking University, China

Yueming Du
Nankai University, China

Shuai Bin
Peking University, China

As an emerging interdisciplinary field that deeply integrates digital technology with the humanities and social sciences, Digital Humanities is driving a profound methodological transformation in humanities research. Digital Humanities represents an important paradigm that employs digital tools, technologies, and media to provide new perspectives, methods, and approaches for humanities research. In the context of New Liberal Arts construction, International Chinese Education is at a critical juncture of transformational development. The shift from "close reading" to "distant reading," extending from textual interpretation to data-driven approaches—this paradigmatic transformation not only reshapes research methods in traditional humanities but also injects new theoretical resources and practical tools into International Chinese Education. Against the backdrop of globalization and intellectualization, how to leverage digital technology to promote pedagogical innovation, learning transformation, and academic expansion in International Chinese Education has become an important topic of common concern in the academic community.

The twelve papers included in this special issue represent cutting-edge achievements in this interdisciplinary exploration. Grounded in authentic teaching scenarios and learning data, these studies focus on pedagogical intervention, learning mechanisms, language analysis, and technological ethics from the perspective of Digital Humanities, demonstrating a distinct empirical orientation and methodological self-awareness. Based on the internal logic of research themes, this special issue integrates the twelve papers into the following three themes, aiming to outline the frontier landscape of International Chinese Education research from the Digital Humanities perspective.

1 Intelligent Technology-Empowered Pedagogical Interventions and Learning Mechanisms

This theme focuses on the application and effectiveness evaluation of artificial intelligence, speech recognition, learning analytics, and digital writing tools in classroom teaching. Aw & He (2026) developed an intelligent classroom discourse analysis system, proposing AI as a pre-annotation and trend analysis tool to explore the efficiency and bias of human-machine collaboration in processing classroom discourse data. Wu, Xing & Wu (2026) conducted a two-year iterative instructional design to investigate the integration pathways of AI in multimodal creative teaching, comparing the differences in feedback

between teacher-led and teacher-AI collaborative models. Shi, Zhao & Wang (2026), based on the "Hanyin Yusheng" mini-program and integrating the Speech Learning Model with Self-Determination Theory, validated the long-term mechanisms of digital tools in phonetic acquisition. Kang, Wang, Yu, & Qi (2026) explored the effectiveness of ChatGPT in assisting international students with stylistic error correction in compositions, providing empirical support for intelligent writing instruction. Zhang (2026) focused on the impact of human-human-AI collaborative feedback on L2 Chinese academic writing, revealing its significant enhancement of emotional and cognitive engagement, while also identifying the bottleneck in transforming behavioral engagement. Jiang, Shen & Wang (2026) compared the effects of handwriting and typing on Chinese character learning among Arab adolescents, discovering differences in orthographic-phonological and orthographic-semantic associations, and calling for "age-appropriate" teaching strategies in the digital age. These studies fully demonstrate the potential and limitations of intelligent technology in reshaping teaching processes and provide diverse perspectives for understanding digital learning mechanisms.

2 Quantitative Analysis and Computational Modeling of Language Features

This theme focuses on revealing the linguistic patterns of Chinese and the acquisition characteristics of learners through corpora, computational linguistics, and statistical modeling. Chen & Wang (2026) employed a metrical stylistics approach to examine the multidimensional features of humorous language in Chinese, revealing the lexical preferences, semantic characteristics, and affective structures involved in humor generation. Zheng (2026), based on large-scale corpora and using multiple correspondence analysis, compared the prototypical features of native Chinese speakers and learners in their selection of ba-sentences and shi-sentences, proposing a "core-periphery" hierarchical teaching model. Bian & Gao (2026) constructed a data-driven intelligent practice system for HSK Level 4, which dynamically diagnoses learner errors and implements personalized "i+1" interventions, significantly improving learning outcomes. These studies provide a solid methodological foundation for quantitative modeling and analysis in Chinese language ontology and acquisition research.

3 The Development, Application and Technical Ethics of Digital Resources

This theme encompasses the design and development of digital teaching resources, cultural dissemination pathways, and ethical reflections on technology application. Liu & Zhang (2026), using "Chinese+Sports" teaching videos as samples, constructed a multimodal empathic analytical framework, systematically elucidating how digital resources stimulate learners' cultural resonance through audiovisual synergy and narrative design. Zhou & Zhu (2026) integrated RAG technology with a self-built traditional Chinese medicine Chinese corpus to construct a resource generation framework that supports knowledge summarization, question-answer generation, and automated lesson planning, significantly enhancing the adaptability of Chinese for Specific Purposes (CSP) teaching resources and the efficiency of teacher lesson preparation. Xiao, Liu, Yang & Zhang (2026), using overseas Chinese teaching institutions as research contexts, evaluated four types of large language models for emotional and educational stage tendencies, revealing implicit biases in their content output and proposing practical pathways to enhance algorithmic fairness and content diversity. Research under this theme not only concerns the construction and dissemination effectiveness of digital resources but also delves into the value orientations and social impacts behind technology applications, reflecting a dual consciousness of technological rationality and humanistic concern.

In summary, the twelve papers collected in this special issue not only showcase the frontier landscape of International Chinese Education research from the perspective of Digital Humanities but also lay a solid foundation for subsequent theoretical construction and practical exploration. We believe that in the integration and synergy of digital technology and humanistic spirit, International Chinese Education will

surely embrace a more open, diverse, and intelligent development path. We sincerely invite scholars at home and abroad to seize this opportunity to further their research and jointly promote the prosperity and development of this field.

Yamin Wang, Ph.D. from Peking University, Boya Postdoctoral Fellow and Lecturer at the School of Chinese as a Second Language, Peking University. Research interests include technology-enhanced International Chinese Education, second language acquisition, and teacher development. Relevant publications have appeared in *Foreign Language Teaching and Research, Chinese Teaching in the World, Language Teaching and Linguistic Studies, Applied Linguistics, Modern Foreign Languages, Frontiers in Psychology,* and etc.

Yueming Du, Ph.D. from Peking University, Lecturer at the College of Chinese Language and Culture, Nankai University. Research interests include computational linguistics and second language acquisition. Relevant publications have appeared in *Applied Linguistics, Modern Foreign Languages, Lecture Notes in Computer Science,* and etc.

Shuai Bin, Ph.D. candidate at the School of Chinese as a Second Language, Peking University. Research interests include computational linguistics, corpus linguistics, and Chinese register studies. Relevant publications have appeared in *Chinese Teaching in the World, Language Teaching and Linguistic Studies, Journal of Second Language Writing, Assessing Writing,* and etc.