

## 摘要

题目：中泰非言语交际差异及汉语教学应对策略研究

作者姓名：颜如玉

学位：文学硕士

专业：国际中文教育

日期：2024

导师：

主导师：陈尊严博士

副导师：朱鸿泰博士

本论文的研究目的是分析归纳中泰非言语交际间的差异及产生差异的原因，再针对中泰非言语交际差异对汉语教学提出相关应对策略。研究对象是中国知网 CNKI 中的中国和泰国的非言语交际差异。采用文献分析法，对文献中的中国和泰国的非言语交际差异进行分析，并阐述产生差异的原因，再根据中泰非言语交际对汉语教学提出相关应对策略。

通过对中国知网 CNKI 搜集到的 40 篇文献中的中泰非言语交际差异归纳分析，按照毕继万（1999）教授的分类方法进行了系统的分类，可以分为 4 类，分类结果如下：体态语（社交中涉及到的身体姿态、手部动作、腿部及脚部动作）、副语言（课堂及教学中的沉默与停顿、音量控制）、客体语（生活中的妆容、气味、服饰）、环境语（空间装饰习惯、时间观念、颜色、温度感应）。

通过对中泰非言语交际差异文献的归纳分析，从而得出中泰非言语交际差异的产生主要受到思想文化、社会信仰以及政治三个方面因素的综合影响。

通过对中泰非言语交际差异的成因进行分析，再结合笔者在泰国的教学实践经验以及学到的理论知识，提出一些相关的建议：针对教师层面，首先，教师应树立正确的文化意识，提升文化差异意识；其次，教师需要根据具体的教学环境，灵活选择适宜的教学方法；最后，教师应从体态语、副语言、客体语和环境语四个方面入手，不断提升自身的跨文化非言语交际能力。针对学生层面，一是学生要端正自身的学习态度；二是要正确看待中国文化；三是提高跨文化适应能力。

**关键词：**非言语交际，中泰非语言交际，汉语教学，应对策略

# Abstract

**Title :** A Study on Nonverbal Communication Differences Between China and Thailand  
and Strategies for Chinese Language Teaching

**Author :** Miss Yan Ruyu

**Degree :** Master of Arts

**Major Field :** Teaching Chinese as an International Language

**Academic Year :** 2024

**Advisors**

Dr.Somyos Chanboon

**Major-Advisors**

Dr.Danuphong Cheewinwilaiporn

**Co-Advisors**

---

The purposes of the study were to analyze and summarize the differences in nonverbal communication between China and Thailand, explain the reasons for the differences and then propose relevant strategies for Chinese teaching based on the differences in nonverbal communication between China and Thailand. The research object was the differences in nonverbal communication between China and Thailand in China National Knowledge Infrastructure (CNKI). This research used the literature analysis method. The differences in nonverbal communication between China and Thailand in the literature were analyzed, and the reasons for the differences were explained.

Then, relevant strategies for Chinese teaching were proposed based on the nonverbal communication between China and Thailand through the inductive analysis of the differences in non-verbal communication between China and Thailand in 40 documents collected from China National Knowledge Infrastructure (CNKI), a systematic classification was conducted according to the classification method of Professor Bi Jiwan (1999), which could be divided into four categories as follows: body language (body posture, hand movements, leg and foot movements involved in social interaction), paralanguage (silence and pauses in classroom and teaching, volume control), object language (makeup, smell, clothing in life), and environmental language (spatial decoration habits, time concepts, colors, temperature sensing).

Through the inductive analysis of the literature on the differences in non-verbal communication between China and Thailand, it was concluded that the differences in non-verbal communication between China and Thailand are mainly influenced by the three factors: ideology and culture, social beliefs, and politics.

By analyzing the causes of the differences in non-verbal communication between China and Thailand, combined with the author's teaching practice experience in Thailand and the theoretical knowledge learned, some relevant suggestions are put forward: For teachers, first, teachers should establish correct cultural awareness and enhance awareness of cultural differences; second, teachers need to flexibly choose appropriate teaching methods according to the specific teaching environment; finally, teachers should start from body language, paralanguage, object language, and environmental language to continuously improve their cross-cultural non-verbal communication ability. For students, first, students should correct their own learning attitude; second, they should correctly view Chinese culture; third, they should improve their cross-cultural adaptability.

**Keywords :** Non-verbal Communication , Sino-Thai Non-verbal Communication, Chinese Teaching, Coping Strategies