

## 摘要

**题目：**泰国清莱皇家大学汉语专业学生清莱府导游视频中的口语  
偏误分析研究

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本论文以《泰国清莱皇家大学汉语专业学生清莱府导游视频中的口语偏误分析研究》为题，分析研究了泰国清莱皇家大学人文学院中文系 2022 届汉语专业大二学生的 37 个导游视频，旨在全面剖析泰国清莱皇家大学的学生在汉语学习过程中，尤其是在口语表达中出现的偏误现象。研究内容聚焦于语音、语法、词汇、语用及语篇偏误五个维度，通过详细的实例分析与理论探讨，揭示了偏误的具体表现和成因，并为泰国学生的汉语口语教与学提供针对性的改进建议。

在语音偏误领域，研究揭示了泰国学生在声母、韵母及声调方面的显著发音偏差。具体而言，声母偏误主要表现为舌尖音，如 zh/ch/sh/z/c/s 的发音混淆；韵母偏误则集中于前后鼻音的发音错误；声调偏误则涉及四声及多音字的混淆、轻声的使用不当等问题。

在语法偏误方面，泰国学生常出现句子成分的遗漏、误加、误代和错序的问题。词汇偏误主要体现在用词不当、词语搭配错误及词义重复。语用偏误则表现为在言语语用和交际语用两个层面上的不恰当性。至于语篇偏误，泰国学生在中文表达中常出现语义不连贯、表意不明和句式杂糅的问题。通过对典型例句的深入分析，本研究认为泰国清莱皇家大学学生汉语口语偏误的主要成因可归结为三个核心因素：负迁移的影响、学习环境的制约以及汉语知识储备的不足。基于对偏误成因的分析，本文提出了针对性的教与学建议，旨在优化教师的教学方法和学生的学习策略。

本论文的研究不仅有助于深入了解泰国学生在汉语口语学习中的偏误现象及其成因，更为汉语教师提供了丰富的教学参考和启示。未来研究可进一步扩大研究范围探讨不同阶段泰国学生的口语偏误，以及多元化的教学策略在实际教学中的应用效果。

**关键词：**泰国学生，口语偏误，偏误分析

# Abstract

**Title :** An Analysis of Oral Errors in Tour Guide Videos About Chiang Rai by Chinese Major Students at Chiang Rai Rajabhat University, Thailand

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This paper entitled " An Analysis of Oral Errors in Tour Guide Videos About Chiang Rai by Chinese Major Students at Chiang Rai Rajabhat University, Thailand" The objectives of this study were to examine and analyze oral errors in 37 tour guide videos about Chiang Rai produced by second-year Chinese major students from the department of Chinese studies, Faculty of Humanities, Chiang Rai Rajabhat University in 2022. The research focused on five dimensions of error phenomena: phonetic, grammatical, lexical, pragmatic, and discourse errors that occurred in the Chinese learning process, especially in spoken expression, among students at Chiang Rai Rajabhat University. The data were analyzed through detailed example analysis and theoretical discussion on specific manifestations and causes of these errors to provide targeted suggestions for the teaching and learning of the Chinese spoken language for Thai students. In the area of phonetic errors, the study revealed significant pronunciation deviations in Thai students regarding consonants, vowels, and tones. especially, consonant errors mainly manifest as confusion in the pronunciation of apical sounds, such as zh/ch/sh/z/c/s. The vowel errors were concentrated on the mispronunciation of front and back nasal sounds, and tone errors involved confusion of the four tones and the improper use of neutral tones.

In terms of grammatical errors, Thai students often encounter issues such as omission, addition, substitution, and misordering of sentence components. Lexical

errors were mostly found that there were the improper word choice, incorrect collocations, and semantic repetition. Pragmatic errors are manifested as inappropriateness at both the linguistic and communicative levels. As for discourse errors, Thai students often face issues such as semantic incoherence, unclear meaning, and mixed sentence patterns in Chinese expressions. Through in-depth analysis of typical sentences, it can be concluded that the main causes of spoken Chinese errors among students at Chiang Rai Rajabhat University can be attributed to three core factors: the influence of negative transfer, constraints of the learning environment, and insufficient knowledge of Chinese language. Based on the analysis of the causes of errors, this paper proposes targeted teaching and learning suggestions to optimize teachers' teaching methods and students' learning strategies.

The research of this paper not only helps to gain a deeper understanding of the error phenomena and causes in Thai students' Chinese spoken language learning but also provides rich teaching references and insights for Chinese teachers. Future research can further the scope to explore the spoken errors of Thai students at different stages and the effect of using various teaching strategies in actual teaching.

**Keywords:** Thai Students, Oral Errors, Error Analysis