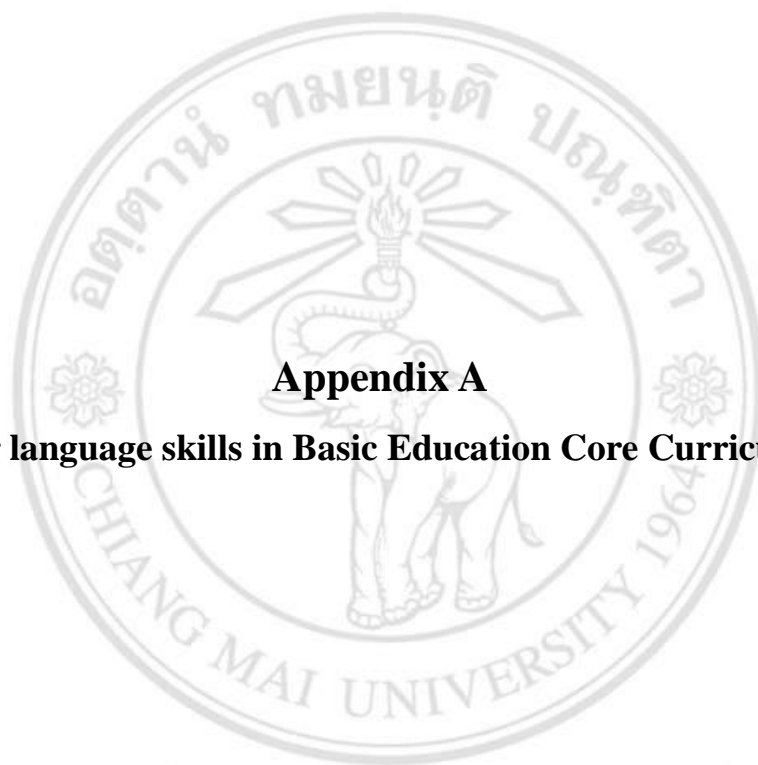




## Appendix

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## **Appendix A**

### **Four language skills in Basic Education Core Curriculum**

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Table 1 Four language skills in Basic Education Core Curriculum

Level	Focus	Listening %	Speaking %	Reading %	Writing %	Others %
P1	<b>L:</b> simple words/sentences, models <b>S:</b> alphabet, sounds, simple words /sentences, models <b>O:</b> activities, collecting terms	16.88	70.31	0	0	12.81
P2	<b>L:</b> simple words/sentences, models <b>S:</b> alphabet, sounds, simple words /sentences, models <b>R:</b> simple sentences <b>O:</b> activities, collecting terms	17.19	67.19	3.13	0	12.49
P3	<b>L:</b> words, sentences, dialogues, simple tales, models <b>S:</b> differences of alphabet, words, sentences, models <b>R:</b> words, sentences, simple chants <b>O:</b> activities, collecting terms	15.56	64.72	8.61	0	11.11
P4	<b>L:</b> words, sentences, simple texts, models <b>S:</b> differences of alphabet, words, sentences, interpersonal communication <b>R:</b> words, sentences, simple texts, chants <b>O:</b> activities, collecting terms	8.25	61.25	8.00	12.50	10.00
P5	<b>L:</b> sentences, short texts, dialogues <b>S:</b> similarities and differences of pronunciation and festivals, sentences, interpersonal communication <b>R:</b> sentences, texts, short poems <b>W:</b> interpersonal communication, own needs <b>O:</b> activities, collecting terms	9.00	48.25	14.00	18.75	10.00

Table 1 Four language skills in Basic Education Core Curriculum (Continued)

Level	Focus	Listening %	Speaking %	Reading %	Writing %	Others %
<b>P6</b>	<b>L:</b> sentences, dialogues, simple tales and stories <b>S:</b> similarities and differences of pronunciation and festivals, interpersonal communication <b>R:</b> texts, tales, short poems <b>W:</b> interpersonal communication, own needs <b>O:</b> activities, collecting terms	6.50	48.25	16.50	18.75	10.00

Source: Calculated from the Basic Education Core Curriculum (2013)

The calculation method is explained as follows:

- 1) N: number of items in each level,  
 $N(p1)=16, N(p2)=16, N(p3)=18, N(p4)=20, N(p5)=20, N(p6)=20$
- 2) 1 main skill in 1 item (Eg. The main skill is Speaking), in this item,  
 $S\%=1/N$
- 3) 2 main skills in 1 item (L & S), in this item:  
 $L\%=1/N*1/2; S\%=1/N*1/2$
- 4) 1 main skill (S) and 1 supplementary skill (L) in 1 item, in this item:  
 $S\%=1/N * 95\%; L\%=1/N * 5\%$
- 5) 1 main skill (S) and 2 supplementary skills (L & R) in 1 item, in this item:  
 $S\%=1/N * 90\%; L\%=1/N * 5\%; R\%=1/N * 5\%;$
- 6) 4 main skills (L & S & R & W) in 1 item, in this item:  
 $L\%=S\%=R\%=W\%=1/N*1/4$

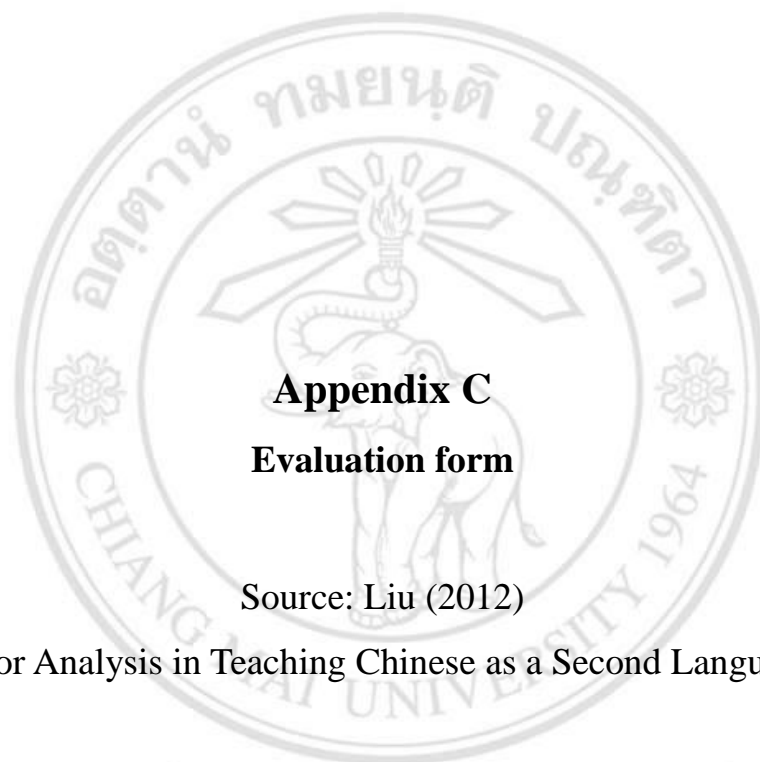


**Appendix B**  
**Assessment outline**

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Table 2 Assessment outline

Alphabet/ sounds (20)	Words (14)	Models (5)	Sentences (daily conversation) (6)
<b>Initials (13)</b>	<b>Monosyllabic words(9)</b>	(1) Zhè shì... 这是... (นี่คือ...) (2) Wǒ yǒu ... 我有... (ฉันมี...) (3) Wǒ de... 我的... (...ของฉัน) (4) Xiàn zài ...diǎn. 现在...点。 (ตอนนี้...โมง) (5) Wǒ xǐ huān... 我喜欢... (ฉันชอบ...)	(1) A: Xièxie! 谢谢! B: Bú kè qì! 不客气! (2) A: Duì bù qǐ. 对不起。 B: Méi guān xi. 没关系。 (3) A: Qǐng jìn. 请进。 B: Xièxie. 谢谢。
(1) k h	kè zhè 课 这 (บทเรียน) (นี้)		
(2) j q x	jiǎo qī 脚 七 (เท้า) (เจ็ด)		
(3) zh ch sh r	zì cāi sì 字 猜 四 (คำว่า) (เดา) (สี่)		
(4) z c s	yú èr 鱼 二 (ปลา) (สอง)		
(5) n			
<b>Finals (5)</b>			
(5) ü üe ün üan			
(6) er	<b>Disyllabic words (5)</b>		
	hóngsè chibǎng 红色 翅膀 (สีแดง) (ปีก) xióngmāo lǎoshī 熊猫 老师 (หมีแพนด้า) (ครู) qúnzi 裙子 (กระโปรง)		
<b>Tones (2)</b>			
(1) á ǎ			
(2) ó ǒ			
(3) í ĭ			
Page 6	课(P10); 认 (P11); 猜(P20); others (P58)	P7	P6
Source: Textbook of Grade 1 students in Primary School (Tiyan Hanyu 1)			



## **Appendix C**

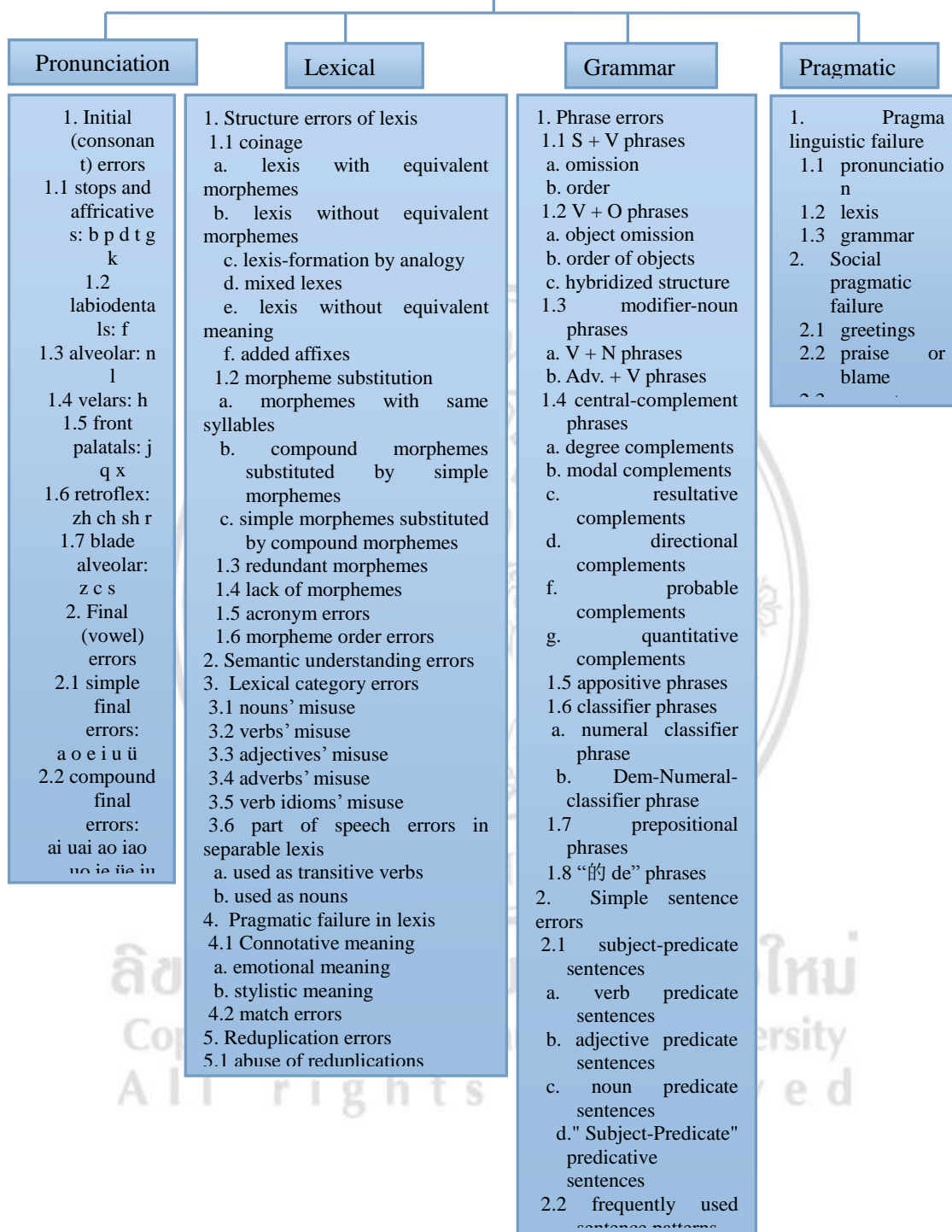
### **Evaluation form**

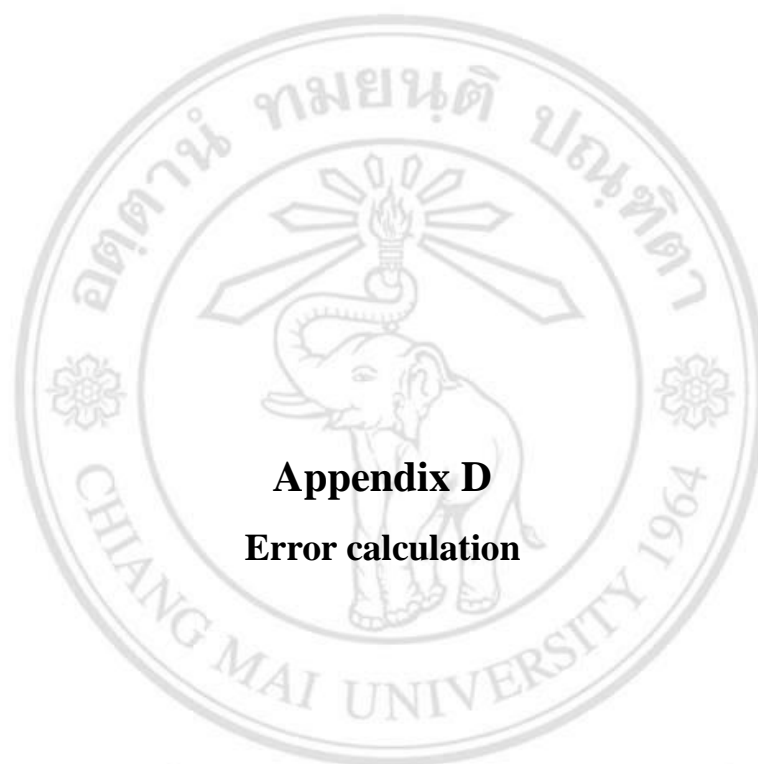
Source: Liu (2012)

Error Analysis in Teaching Chinese as a Second Language

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## Level of errors





**Appendix D**  
**Error calculation**

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Table 3 Error calculation

Error Type		Number of Errors				Percentage (%)
<b>1. Alphabet/ sound (pronunciation error )</b>		Chen	Mei	Jing	Average	<b>75.12</b>
<b>1.1 Initial (Consonant) Errors</b>						
<b>Stop and affricative</b>	k	19	19	14	17.33	3.72
<b>Alveolar</b>	n	2	3	2	2.33	0.50
<b>Velar</b>	h	24	22	23	23.00	4.94
<b>Front palatal</b>	j	17	16	13	15.33	3.29
	q	23	23	21	22.33	4.80
	x	19	19	19	19.00	4.08
<b>Retroflex</b>	zh	24	24	23	23.67	5.08
	ch	25	25	25	25.00	5.37
	sh	24	22	24	23.33	5.01
	r	26	26	25	25.67	5.51
<b>Blade alveolar</b>	z	25	25	24	24.67	5.30
	c	25	25	25	25.00	5.37
	s	17	19	19	18.33	3.94
<b>1.2 Final (Vowel) Errors</b>						
<b>Simple final</b>	ü	16	15	11	14.00	3.01
<b>Compound final</b>	ie	1	0	1	0.67	0.14
	üe	5	5	4	4.67	1.00
<b>Nasal</b>	ng	3	3	1	2.33	0.50
	an	1	1	1	1.00	0.21
	üan	8	8	5	7.00	1.50
	ün	4	4	1	3.00	0.64
<b>Retroflex</b>	er	21	19	18	19.33	4.15
<b>1.2 Tone Errors</b>	Rising Tone	3	3	5	3.67	0.79
	Falling-rising Tone	25	24	23	24.00	5.15
	Light Tone	5	5	6	5.33	1.14
<b>2. Words (Lexical errors )</b>		<b>7.05</b>				
<b>2.1 lexis with equivalent morphemes</b>		8	7	8	7.67	1.65
<b>2.2 added affixes</b>		6	6	6	6.00	1.29
<b>2.3 lack of morphemes</b>		12	11	12	12	2.58
<b>2.4 morpheme order errors</b>		7	7	7	7.00	1.53
<b>3. Models(Grammar errors )</b>		<b>4.08</b>				

Table 3 Error calculation (Continued)

Error Type	Number of Errors				Percentage (%)
3.1 “的 de” phrase	19	19	19	19.00	4.08
4. Sentences (Pragmatic errors )	13.75				
4.1 pronunciation errors	39	37	41	39.00	8.38
4.2 greetings	4	4	4	4.00	0.86
4.3 thanks or apologies	21	21	21	21.00	4.51
Total	478	477	451	465.66	100

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## **Appendix E**

**Comparison between Thai language and Chinese language**

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Source:

- [1] *A New Concise Course on Linguistics for Students of English*, Dai Weidong, He Zhaoxiong, 2010
- [2] *Core Curriculum for Elementary schools*, Chinese Ministry of Education
- [3] *The Basic Education Core Curriculum*, The Ministry of Education, Thailand
- [4] Thai Alphabet
- [5] Chinese Pinyin

Table 4 Comparison between Thai language and Chinese language

Grade		Chinese language	Thai language	1 <sup>st</sup> language acquisition
Natural Acquisition  M: month; Y= Year	1-4 M	: a o e i u...	-ะ -า -ิ -ี -ึ... ...	sounds
	9-12 M	Baba(dad) Mama(mom)...	พ่อ(dad) แม่(mom)...	First words
	2 Y	Mama chifan (mom eat): Mom, I want to eat.	แม่ กิน(mom eat): Mom, I want to eat.	2-word utterances
	2Y & 6 M	Yao da tao (want big peach): I want a big peach.	เอา พีช ใหญ่ (want peach big): I want a big peach.	3-word sentence
	<b>Difference:</b> the word order			
	3 Y	Buyao langfei shiwu(Don't waste the food).	ไม่ต้องเสียอาหาร(Don't waste the food).	Imitating certain roles
	3-4Y	<b>Parent:</b> Gei ni de bingjiling(give baby ice-cream) <b>Parent:</b> Ni gai shuo shenme?(you should say what?) <b>Child:</b> Xiexie.(Thanks) Parent: Dui. (Right)	<b>Parent:</b> ให้ไอศกรีมลูก (give ice-cream baby) <b>Parent:</b> ควรพูดอย่างไร <b>Child:</b> ขอบคุณ <b>Parent:</b> ถูกต้อง	Parents' comments
	<b>Difference:</b> word order			

Table 4 Comparison between Thai language and Chinese language (Continued)

Grade		Chinese language	Thai language	1 <sup>st</sup> language acquisition
School curriculum	P1 (5-6 Y)	Listening		
		1.to understand teachers’ questions and classmates answers  2.to concentrate when listen to others	1.listen to simple suggestions and instructions that are to be followed.  2. answer questions and verbally present about materials listened to and viewed.	
		Similar requirements		
School curriculum	P1 (5-6 Y)	Speaking		
		1.to say initials, finals, tones, whole syllables and Chinese numerals.  2. to use polite expressions: Duibuqi(sorry); Meiguanxi(It doesn’t matter); Xiexie(Thank you)	1.to say consonants, vowels, innovations and Thai numerals  2.to make simple sentences.	
		Differences:  (1) Initials and finals: ü er h j q x z c s zh ch sh r (2) Tones: 3 <sup>rd</sup> tone(falling-rising tone) Light tone  (3) Word order		

Table 4 Comparison between Thai language and Chinese language (Continued)

Grade		Chinese language	Thai language	1 <sup>st</sup> language acquisition
		<b>Reading</b>		
		1.to read 150 Chinese characters 2.to read text fluently and emotionally 3.to understand the words, phrase and sentences in the text. 4.to read simple readings with Pinyin.	1.read aloud words, alliterations and short texts. 2.tell meanings of words and text read. 3.answer questions about what has been read 4.present summaries of readings.	
		<b>Difference:</b> For Chinese, it does not require the summarizing skills at this stage.		
School curriculum	P1 (5-6 Y)	<b>Writing</b>		
		1.to write initials, finals and syllables in the right form.  2.to write 150 Chinese characters  3. to write simple sentences.	.1.write in regular script by using full space between the lines. 2.write communic actions by using simple words and sentences. 3.have good writing manners.	
		<b>Difference:</b> Chinese has 2 parts---Pinyin and Characters. Students must write both of them with right manners.		

Table 4 Comparison between Thai language and Chinese language (Continued)

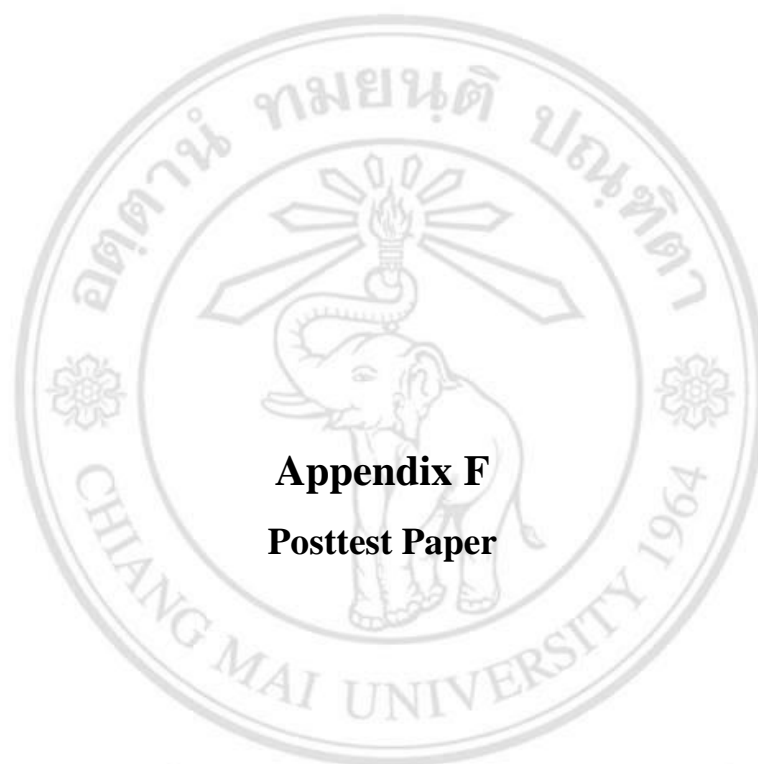
Grade		Chinese language	Thai language	1 <sup>st</sup> language acquisition
	P2 (6-7Y)	<b>Listening</b>		
		1.to understand one simple story told by others	1.listen to complicated suggestions and instructions that are to be followed.	
		2.to relate the general ideas after listening	2.tell the essentials from listening and viewing.	
		3.to listen to others carefully and keep thinking at the same time	3.state the essentials of materials listened to and viewed.	
		Similar requirements		
School curriculum	P2 (6-7Y)	<b>Speaking</b>		
		1. to say initials, finals, tones, whole syllables and Chinese numerals.	1.to say consonants, vowels, innovations and Thai numerals.	
		2.to say light one	2.to arrange words into sentences in line with communication objectives	
		3.to recite the Chinese Pinyin Alphabet	3.to choose standard Thai language and dialects appropriate to the occasion.	
		<b>Differences:</b>		
		(1)Initials and finals:		
		ü / r /		
		j q x		
		z c s		
		zhi chi shi		
		(2)Tones:		
		3 <sup>rd</sup> tone(falling-rising tone)		
		Light tone		
		(3)Word order		

Table 4 Comparison between Thai language and Chinese language (Continued)

Grade		Chinese language	Thai language	1 <sup>st</sup> language acquisition
School curriculum	P2 (6-7Y)	Reading		
		1.to read 250 Chinese characters 2.to read text fluently and emotionally 3.to recite texts in textbook 4.to learn how to read silently 5.to understand the words and sentences based on context and own experience 6.to read simple readings with Pinyin.	1.accurately read aloud words, alliterations, texts and simple verses 2.explain meanings of words and text read. 3.pose and ask questions about what has been read 4.identify the essentials and details from readings.	
		Differences: Thai students needn't recite the texts in the textbook.		
		Writing		
		1.to write initials, finals and syllables in the right form.  2.to write 250 Chinese characters 3. to write simple coherent sentences.  4. to write short stories based on a specific occasion.	1.write in regular script by using full space between the lines.  2.write short stories about their experiences.  3.write short stories from imagination.  4. have good writing manners.	

Table 4 Comparison between Thai language and Chinese language (Continued)

Grade	Chinese language	Thai language	1 <sup>st</sup> language acquisition
		<b>Difference:</b> (1) Chinese has 2 parts---Pinyin and Characters. Students must rite both of them in the right manners. (2) The word order in the sentence. (3) The direction and sequence of the characters are difficult for Thai students.	



**Appendix F**  
**Posttest Paper**

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## 1. Alphabets / tones (20)

### 1.1 Initials (13)

- (1) k h (2) j q x  
(3) zh ch sh r (4) z c s (5) n

### 1.2 Finals (5)

- (5) ü üe ün üan (6) er

### 1.3 Tones (2)

- (7) é ě (8) ú ǔ

## 2. Words (14)

### (1) Monosyllabic words (9)

zhè	shì	shū	hǎo	sì	jiě	xué	ěr	yú
这	是	书	好	四	姐	学	耳	鱼
นี้	คือ	หนังสือ	ดี	สี่	พี่สาว	เรียน	หู	ปลา

### (2) Disyllabic words (5)

lǎo shī	zài jiàn	xǐ huan	wǒ de	qǐng zuò
老师	再见	喜欢	我的	请坐
ครู	สวัสดี (ลาก่อน)	ชอบ	ของฉัน	เชิญนั่ง

## 3. Models (5)

- (1) Wǒ ài... (2) Nǐ hǎo (3) Qǐng...  
我爱... 你好。 请...  
ฉันรัก... สวัสดี เชิญ...  
(4) Zhè shì... (5) xǐ huan  
这是... 喜欢...  
นี่คือ... ชอบ...

#### 4. Sentences (daily conversations 6)

(1)



(2)



(3)

zhè shì shu  
í ?  
这是谁?

Zhè shì wǒ de yé ye.  
这是我的爷爷。



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### Publications

Dongmei Liu and Teeraporn Saeheaw, “*A Study of Pronunciation Learning Incubators to Improve Prathom 2 Students’ Chinese Speaking Skills*”, World Academy of Researchers, Educators, and Scholars in Business, Social Sciences, Humanities and Education (In association with the Academy of World Finance, Banking, Management and IT) Congress Proceedings Volume 1, No. 1, July 2015.

