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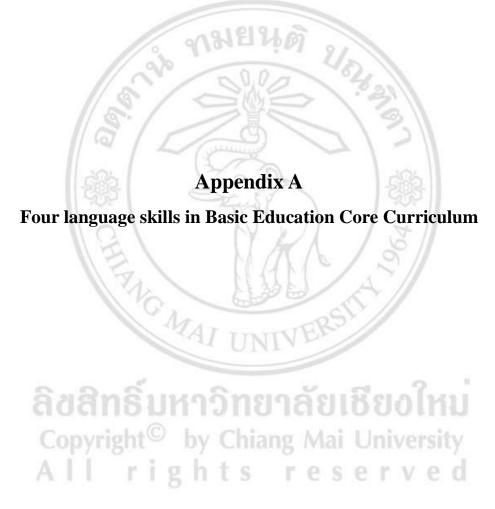


Table 1 Four language skills in Basic Education Core Curriculum

Level	Focus	Listening	Speaking	Reading	Writing	Others
		%	%	%	%	%
	L: simple words/sentences, models					
P1	<b>S:</b> alphabet, sounds, simple words	16.88	70.31	0	0	12.81
	/sentences, models					
	O: activities, collecting terms					
	L: simple words/sentences, models					
P2	<b>S:</b> alphabet, sounds, simple words					
	/sentences, models	17.19	67.19	3.13	0	12.49
	R: simple sentences	4	2/2			
	O: activities, collecting terms	0,00		800		
	L: words, sentences, dialogues,	三侧三	> /	21/		
P3	simple tales, models	- B		1 3		
	<b>S:</b> differences of alphabet, words,	15.56	64.72	8.61	0	11.11
	sentences, models			100	. \ \	
	<b>R:</b> words, sentences, simple chants	E 37			ŕ	
	O: activities, collecting terms		))		//	
	L: words, sentences, simple texts,	TY A	//	100	//	
P4	models	MA	10/	2	/	
	<b>S:</b> differences of alphabet, words,	8.25	61.25	8.00	12.50	10.00
	sentences, interpersonal	(C)	291	· //		
	communication	TINIT	JEK			
	<b>R:</b> words, sentences, simple texts,	OIVI				
	chants			-	2 "	
	O: activities, collecting terms	ายก	ลยแ	OBC	เหม	
	L: sentences, short texts, dialogues	Chian	A/~:	Limited	moits.	
P5	<b>S:</b> similarities and differences of	Chiang	, iviai	Unive	ISILY	
	pronunciation and festivals,	t s	res	erv	e d	
	sentences, interpersonal	9.00	48.25	14.00	18.75	10.00
	communication					
	<b>R:</b> sentences, texts, short poems					
	W: interpersonal communication,					
	own needs					
	O: activities, collecting terms					

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

Level	Focus	Listening	Speaking	Reading	Writing	Others
		%	%	%	%	%
	L: sentences, dialogues, simple					
P6	tales and stories					
	<b>S:</b> similarities and differences of					
	pronunciation and festivals,					
	interpersonal communication	6.50	48.25	16.50	18.75	10.00
	R: texts, tales, short poems					
	W: interpersonal communication,	19191	8			
	own needs	ar shi	9/-			
	O: activities, collecting terms	0,00	76	of and		

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,

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:

$$L\% = S\% = R\% = W\% = 1/N* \frac{1}{4}$$



Table 2 Assessment outline

Alphabet/ sounds	<b>Words (14)</b>	Models (5)	Sentences (daily
(20)			conversation) (6)
Initials (13)	Monosyllabic		
	words(9)	(1) Zhè shì 这是	A: Xièxie!
(1) 1- 1-	kè zhè 课 这	(นี่คือ) (2) Wŏ yŏu	谢谢! B: Bú kè qi!
(1) k h	(บทเรียน) (นี้) jiăo q <del>ī</del>	我有 (ลันมี)	不客气!
(2) j q x	脚七	(10 Ha))	(2) A: Duì bù qĭ.
(3) zh ch sh r	(เท้า) (เจ็ค) zì cāi sì	(3) Wŏ de	对不起。
(4) z c s	字 猜 四   (คำว่า) (เคา) (สิ่)	我的 (ของฉัน)	B: Méi guān xi. 没关系。
(5) n	yú èr 鱼 二	13	3
		(4) Xiàn zàidiǎn.	(3) A: Qǐng jìn.
Finals (5)	\$ L=	现在…点。 (ตอนนี้โมง)	请进。 B: Xièxie.
(5) ü üe ün üan		(5) Wǒ xǐ huān 我喜欢	<b>谢谢</b> 。
1/1/2	D: 111: 1 (5)	(ฉันชอบ)	ŏ //
(6) er	Disyllabic words (5)	MM / S	
	hóngsè chìbǎng 红色 翅膀	30 6	
	(สีแคง) (ปีก)	TIERS!	
	xióngmāo lǎoshī 熊猫 老师	VIVE	
0 0	(หมีแพนด้า) (ครู)	V 01	2 1
ରିଧର	qúnzi 裙子	ยาลัยเชีย	อโหม
Tones (2)		ang Mai Uni	versity
AII		reser	
(1) á ă			
(2) ó ŏ			
(3) í ĭ			
Page 6	课(P10); 认 (P11); 猜(P20); others (P58)	P7	P6
Source: Tex	tbook of Grade 1 students	s in Primary School (Tiy	an Hanyu 1)

# **Appendix C Evaluation form**

Source: Liu (2012)

Error Analysis in Teaching Chinese as a Second Language

## Level of errors

#### Pronunciation

1. Initial (consonan t) errors 1.1 stops and affricative s: bpdtg k 1.2 labiodenta ls: f 1.3 alveolar: n 1 1.4 velars: h 1.5 front palatals: j q x 1.6 retroflex: zh ch sh r 1.7 blade alveolar: zcs 2. Final (vowel) errors 2.1 simple final errors: aoeiuü 2.2 compound final errors: ai uai ao iao no ie iie in

#### Lexical

- 1. Structure errors of lexis 1.1 coinage lexis with equivalent morphemes b. lexis without equivalent morphemes c. lexis-formation by analogy d. mixed lexes e. lexis without equivalent meaning f. added affixes 1.2 morpheme substitution a. morphemes with same syllables
  - h. compound morphemes substituted by simple morphemes c. simple morphemes substituted
  - by compound morphemes

    1.3 redundant morphemes
  - 1.4 lack of morphemes
  - 1.5 acronym errors
  - 1.6 morpheme order errors
- 2. Semantic understanding errors
- 3. Lexical category errors
- 3.1 nouns' misuse
- 3.2 verbs' misuse
- 3.3 adjectives' misuse
- 3.4 adverbs' misuse
- 3.5 verb idioms' misuse
- 3.6 part of speech errors in separable lexis
- a. used as transitive verbs
- b. used as nouns
- 4. Pragmatic failure in lexis
- 4.1 Connotative meaning
- a. emotional meaning
- b. stylistic meaning
- 4.2 match errors
- 5. Reduplication errors
- 5.1 abuse of reduplications

### Grammar

- 1. Phrase errors 1.1 S + V phrases
- a. omission
- b. order
- 1.2 V + O phrases
- a. object omission
- b. order of objects
- c. hybridized structure
  1.3 modifier-noun
  phrases
- a. V + N phrases
- b. Adv. + V phrases
- 1.4 central-complement phrases
- a. degree complements
- b. modal complements
- c. resultative complements
- d. directional complements
- f. probable complements
- g. quantitative complements
- 1.5 appositive phrases
- 1.6 classifier phrases
- a. numeral classifier phrase
- b. Dem-Numeralclassifier phrase
- 1.7 prepositional phrases
- 1.8 "的 de" phrases
- 2. Simple sentence errors
- 2.1 subject-predicate sentences
- a. verb predicate sentences
- b. adjective predicate sentences
- c. noun predicate sentences
- d." Subject-Predicate" predicative sentences
- 2.2 frequently used

#### Pragmatic

- 1. Pragma linguistic failure
- 1.1 pronunciatio
- 1.2 lexis
- 1.3 grammar
- 2. Social pragmatic failure
- 2.1 greetings
- 2.2 praise or blame

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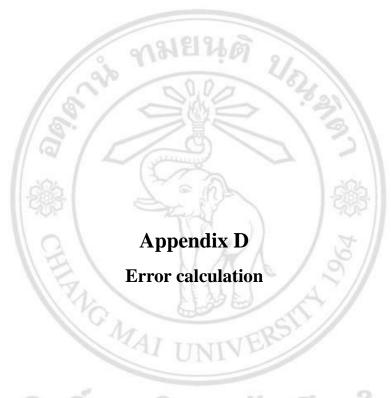


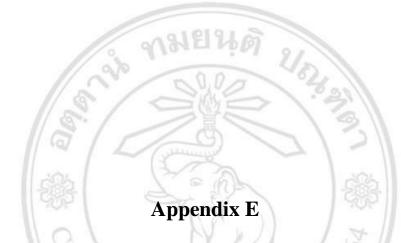
Table 3 Error calculation

Error Type			Numl	Percentage		
						(%)
1. Alphabet/ sound (p	ronunciation error )	Chen	Mei	Jing	Average	75.12
1.1 Initial (Consonant)	Errors					
Stop and affricative	k	19	19	14	17.33	3.72
Alveolar	n	2	3	2	2.33	0.50
Velar	h	24	22	23	23.00	4.94
	j	17	16	13	15.33	3.29
Front palatal	q	23	23	21	22.33	4.80
	X	19	19	19	19.00	4.08
	zh	24	24	23	23.67	5.08
	ch	25	25	25	25.00	5.37
Retroflex	sh	24	22	24	23.33	5.01
// "	T	26	26	25	25.67	5.51
<u>.c</u> .	Z	25	25	24	24.67	5.30
Blade alveolar	c	25	25	25	25.00	5.37
11	S	17	19	19	18.33	3.94
1.2 Final (Vowel)		11/	</th <th>. /</th> <th>80/</th> <th></th>	. /	80/	
Errors	5.	16.49	M	-/-	5//	
Simple final	ü	16	15	11	14.00	3.01
Compound final	ie	1	0	29	0.67	0.14
	üe	5	5	4	4.67	1.00
	ng	3	3	1	2.33	0.50
Nasal	an	200	15	0.15	1.00	0.21
ดบดา	üan	8	8	5	7.00	1.50
Copyri	ght un by C	4	4	lai L	3.00	0.64
Retroflex	er	21	19	18	19.33	4.15
1.2 Tone Errors	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
2. Words (Lexical err	ors)				7.05	
2.1 lexis with equivalen	t morphemes	8	7	8	7.67	1.65
2.2 added affixes		6	6	6	6.00	1.29
2.3 lack of morphemes		12	11	12	12	2.58
2.4 morpheme order er	rors	7	7	7	7.00	1.53
3. Models(Grammar	errors )		1	<u> </u>	4.08	1

Table 3 Error calculation (Continued)

Error Type	Number of Errors		rors	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





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

Gra	de	Chinese language	Thai language	1 <sup>st</sup> language acquisition
Natural Acquisition	1-4 M	:aoeiu	-ะ −ๅ − <u>ิ</u> −ื − ื	sounds
M: month; Y= Year	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 พืช ใหญ่ (want peach big): I want a big peach.	3-word sentence
0	0 0	<b>Difference</b> : the wor	d order	11
a	3 Y	Buyao langfei shiwu(Don't waste the food).	ไม่ต้องเสียอาหาร(Don't waste the food).	Imitating certain roles
A	3-4Y	Parent: Gei ni de bingjiling(give baby ice-cream) Parent: Ni gai shuo shenme?(you should say what?) Child:	Parent: ให้ไอศกรีมถูก(give ice-cream baby)Parent: ควรพูดอย่างไรChild: ขอบคุณParent: ถูกต้อง	Parents' comments
		Xiexie.(Thanks) Parent: Dui. (Right)  Difference: word or	der	

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

Grade		Chinese language	Thai language	1 <sup>st</sup>
Grade		Chinese language	I hai language	language
				acquisition
School	0			
curriculum	(5-6 Y)	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.	
	19		⇒ /.5.	
	10.	Similar ı	requirements	
School	P1	Sp	eaking	1
curriculum	(5-6 Y)	1.to say initials, finatones, whole syllable and Chinese numerated 2. to use polite expressions: Duibuqi(sorry); Meiguanxi(It doesn matter); Xiexie(Thank you)	consonants, vowels, innovations and Thai numerals  2.to make simple	
តិបត់ Copy A I	righ r	- 27	reserve	fl.j ity d

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

Grade		Chinese language	Thai language	1 <sup>st</sup> language
		R	acquisition	
	20,00	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.  Difference: For Chi the summarizing ski	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.	
School curriculum	P1 (5-6	Writing	1) / 7	
Carriculani	Y)	<ul><li>1.to write initials, finals and syllables in the right form.</li><li>2.to write 150 Chinese characters</li><li>3. to write simple sentences.</li></ul>	.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.	IIJ
Copy A I	<b>Difference:</b> Chinese has 2 partsPinyin and Characters. Students must write both of them with right manners.		d d	

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

Grade		Chinese language	Thai language	1 <sup>st</sup>
		gg-		language
				acquisition
	P2	Listening		
	(6- 7Y)	1.to understand one simple story told by others  2.to relate the general ideas after listening  3.to listen to others carefully and keep thinking at the same time	1.listen to complicated suggestions and instructions that are to be followed.  2.tell the essentials from listening and viewing.  3.state the essentials of materials listened to and viewed.	
4		Similar requirements		
School	P2	Speal	king	
curriculum	(6-7Y)	1. to say initials, finals, tones, whole syllables and Chinese numerals.  2. to say light one 3. to recite the Chinese Pinyin Alphabet 4. to answer questions with complete sentence in Mandarin 5. to speak politely with complete sentences.  Differences: (1) Initials and finals:	.1.to say consonants, vowels, innovations and Thai numerals. 2.to arrange words into sentences in line with communication objectives 3.to choose standard Thai language and dialects appropriate to the occasion.	ity

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

Grade		Chinese language	Thai language	1 <sup>st</sup>
				language
				acquisition
School	P2	Reading		
curriculum	(6-7Y)	1.to read 250	1.accurately read	
		Chinese characters	aloud words,	
		2.to read text	alliterations, texts	
		fluently and	and simple verses	
		emotionally	2.explain	
		3.to recite texts in	meanings of	
		textbook	words and text	
	// 0	4.to learn how to	read.	
10	110	read silently	3.pose and ask	
	60	5.to understand the	questions about	
//	S. /	words and	what has been	
///	3./	sentences based on	read	
// "	V /	context and own	4.identify the	
	. /	experience	essentials and	
	2	6.to read simple	details from	
11/90	P. 1	readings with	readings.	1
11	- 1	Pinyin.	)) / / -/	
1// 9	1 L	<b>Differences:</b> Thai	students needn't	
	7 1	recite the texts in the		
	Ti	Writ	ting	
- 1	Vi	1.to write initials,	1.write in regular	
	110	finals and syllables	script by using	
		in the right form.	full space between the lines.	
		2.to write 250		
00	6	Chinese characters	2.write short	11
ลขส	ทธา	เหาวทยาล	stories about their	1U
-	6	3. to write simple	experiences.	6.0
Copyr	ight <sup>©</sup>	coherent sentences.	Mai Univers	ity
AII	_ :	a h to =	3.write short	, a
AII	1.1	4. to write short	stories from	c u
		stories based on a	imagination.	
		specific occasion.		
			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
	Difference:		
	(1) Chinese has 2 par	rtsPinyin and	
	Characters. Stude	ents must rite both	
	of them in the rig	tht manners.	
	(2) The word order in the sentence.		
	(3) The direction and sequence of the		
	characters are dif	ficult for Thai	
	students.		





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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 ŭ

## 2. Words (14)

(1) Monosyllabic words (9)

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

(2) Disyllabic words (5)

lǎo shīzài jiànxǐ huanwǒ deqǐng zuò老师再见喜欢我的请坐กรูสวัสดี (ลาก่อน)ชอบของลันเชิญนั่ง

## 3. Models (5)

- (1) Wŏ ài...
- (2) Nǐ hǎo
- (3) Qĭng...

我爱...

你好。

归...

ฉันรัก...

สวัสดิ

រណ្ឌវពិ...

- (4) Zhè shì...
- (5) xĭ huan

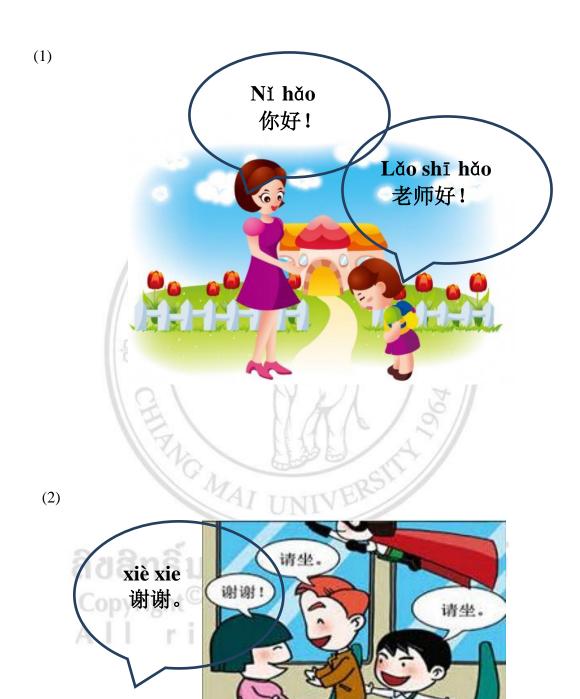
这是...

喜欢...

นี่คือ...

ชอบ...

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



zhè shì shu í?

这是谁?

Zhè shì wǒ de yé ye. 这是我的爷爷。



## **CURRICULUM VITAE**

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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.

