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附錄

此附錄為本論文之英文簡略版

CHAPTER I

INTRODUCTION

1.1 Rationale

The Chinese language course at Chulalongkorn University in Thailand already has a 34-year long history. In 1973, the course was opened as a foreign language elective course. Eight years later, in 1981, the Chinese language course for foreign language elective course was offered as a Chinese Language Major. Since then, the Chinese language as a major in the Faculty of Arts at Chulalongkorn University has developed greatly, cultivating a lot of talented students with a deep knowledge of Chinese linguistics and literature. As the Chinese Language Major has undergone great changes, we intend to synthesize it and issue guidelines based on as a standard.

The Chinese Language Major gives a lot of importance to linguistics. Most of the courses cover all aspects of the language. We often say that “language is flexible”, which is why people often create new uses of language, and sometimes one language is influenced by another. When the majority of the language users accept the mistakes and variations within the language, such uses gradually become the ‘correct forms’. Therefore, language is never stable; it changes all the time. That is why we have to keep revising our curriculum.

The Chinese Language Major is always developing the curriculum in order to keep it standard. Learning a language primarily focuses on the abilities in communication, which are listening, speaking, reading and writing. The Chinese Language Major has already been providing courses in these four abilities and the researchers intend to analyze all the abilities students have after finishing each course in the whole curriculum. Following the analysis, the researchers will design and compile “Chinese Proficiency Guidelines: A Case Study of Chulalongkorn University Students”. Our research team consists of Apisara Pornrattananukul, responsible for analyzing listening ability, Pattra Pichetsilpa, responsible for speaking ability, and Sansanee Ek-atchariya, responsible for reading ability. In this paper, we only focus on the listening ability, so this thesis is entitled “Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students”. The speaking and listening abilities can be found in separate theses, namely “Everyday Chinese Speaking Proficiency Guidelines: A Case Study of Chulalongkorn University Students” and “Chinese Reading Proficiency Guidelines: A Case Study of Chulalongkorn University Students”.

In this thesis, the curriculum of the Chinese Language Major for the year 2006 is analyzed. To do this, ACTFL (American Council on the Teaching of Foreign Languages) Chinese Proficiency Guidelines is used as the reference. ACTFL Chinese Proficiency Guidelines depend upon the standards of the United States government, and it uses practical abilities, including listening, speaking, reading, writing, and cultural understanding, to divide proficiency into three levels: Novice, Intermediate, and Advanced.

The question may be asked, “We already have the ACTFL Chinese Proficiency Guidelines, which are the universal guidelines, so why do we have to

design ‘Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students?’” This is because the objective of ACTFL Chinese Proficiency Guidelines is for daily interpersonal communication skills, whereas the curriculum of Chulalongkorn University’s Chinese Language Major is not so. The objective of this curriculum is to train graduates who (1) have a good knowledge in the Chinese language and Chinese literature, so that they can study further and become Chinese language experts, Chinese language researchers or Chinese language lecturers in the university; (2) are able to apply their Chinese language knowledge to their future jobs effectively, and do further research as well; (3) are creative, ethical together with vision. Consequently, there are some parts of the ACTFL Chinese Proficiency Guidelines that are not quite appropriate for Chulalongkorn University students. Thus, we believe that this is worthy of study.

1.2 Objectives of the Thesis

1) To design proficiency guidelines in Chinese listening for Chulalongkorn University students majoring in Chinese.

2) In order to design a proficiency test of Chinese listening for Chulalongkorn University students majoring in Chinese and select the proper materials.

1.3 Hypothesis of the Thesis

Chulalongkorn University students’ listening abilities are higher than ACTFL Chinese Listening Proficiency Guidelines.

1.4 Scope of Study

1) To focus on Chulalongkorn University students majoring in Chinese, and design the Chinese listening proficiency guidelines, which are divided into Novice, Intermediate, and Advanced levels, for use in teaching Chinese listening at Chulalongkorn University.

2) To focus only on the listening abilities, to design “Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students”.

1.5 Thesis Methodology

1) To study and analyze the ACTFL Chinese Listening Proficiency Guidelines with “language functional trisection” and find out the criteria used as the standard.

2) By observing the objectives of the Chulalongkorn University Chinese curriculum, teaching materials, teaching contents, teaching methods, and the extent of the ACTFL “language functional trisection”, the level of students’ listening ability in each course is summed up, then the principles used for dividing levels in Chulalongkorn University students’ Chinese listening proficiency guidelines are concluded.

3) To vertically and horizontally compare ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese language proficiency guidelines, and also find out the differences. The horizontal plane will discuss differences in content between both. The vertical plane will consider the progression of Chinese listening abilities from novice to advanced level.

1.6 The Significance and Effect

1) To design a standardized “Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students”

2) To suggest the design of Thailand’s Chulalongkorn University Chinese students listening proficiency test and the selection of appropriate listening materials.

1.7 The Framework

According to the papers, this thesis structure is divided into three parts:

The first part (CHAPTER 2): This chapter introduces the content and analysis of the ACTFL Chinese Proficiency Guidelines. First, each level in every aspect of the “language functional trisection”, including language function, language context (content) and language accuracy is studied. Then the progression from novice to advanced is discussed, and the obtained results will be used for analysis in the third part.

The second part (CHAPTER 3): The main content is Chulalongkorn University Chinese Language curriculum and its analysis. First, Chulalongkorn University’s Chinese Language Curriculum is introduced, and also each course’s requirement discussed. Then, based on the curriculum objectives, the levels of Chinese listening of Chulalongkorn University students are decided, which also are divided into Novice, Intermediate and Advanced. In addition, the progression of listening learning of Chulalongkorn University students is discussed.

The third part (CHAPTER 4): The content of this part is the comparability of ACTFL CPG and the Chulalongkorn Curriculum. The results of CHAPTER 2 and CHAPTER 3 are used for the analysis.

1.8 The Limitations

This study is limited to analyzing the Chinese Curriculum of Chulalongkorn University and setting “Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students”; however, there is no practical test. The guidelines are issued in order to let interested persons use this study in designing the standard of Chinese Listening Proficiency Test, as well as selecting the appropriate materials for Chinese listening.

CHAPTER II

ACTFL (AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES) CHINESE PROFICIENCY GUIDELINES

This chapter mainly discusses the listening skills of the Chinese Proficiency Guidelines (CPG) of the American Council on the Teaching of Foreign Languages (ACTFL).

2.1 The Origin of ACTFL Chinese Proficiency Guidelines

In the last few decades, foreign language teaching in the USA has focused and frequently discussed the topic of objectives and methods used in foreign language teaching. In particular, ACTFL has played a leading role in tackling the problem of how to improve foreign language learners' ability in using the language. After some discussion, it was found foreign language teaching in the USA that only advocating the "communicative competence" on the paper was not enough. Addressing the problem of what should be real "communicative competence" as well as how to classify the language level of the learners, a more objective and exact criteria had to be created. Finally, a general language ability criterion was created, which was commonly used for every foreign language. It was called "Generic Proficiency Guidelines".

The standard of this criterion was directly influenced by the foreign language schools and other institutions of the US government. For several decades, these schools had trained diplomatic personnel and other staff in the US government in foreign languages, and also tested their language skills. Therefore, they could provide direct material of how to decide the language proficiency of the learners. According to the testing standard of the government's language schools, ACTFL divided language ability into listening, speaking, reading, writing and cultural understanding. Each skill was classified into 3 levels: Novice, Intermediate and Advanced.

After the Generic Proficiency Guidelines were issued, the committee continued to promote another 6 language-specific sets of proficiency statements for Spanish, French, German, Russian, Chinese and Japanese. In 1984, the committee for drawing Chinese Proficiency Guidelines began convening to write the guidelines. After the first draft was completed, the committee sent it to peer Chinese teachers in many universities to solicit their opinions. In order to determine the level of proficiency in Chinese, the CPG committee paid attention to the "Language Functional Trisection", containing function statements, context statements, and accuracy statements, coupled with the particular condition of the Chinese language before making the different levels of proficiency in listening, speaking, reading, writing and cultural understanding skills. In 1986, therefore, the ACTFL Chinese Proficiency Guidelines were issued under the title of "Chinese Proficiency Guidelines of the American Council on the Teaching of Foreign Languages" or "ACTFL CPG". In this thesis, it will be referred to as "CPG".

As this research only focuses on the ability of listening skill, the ACTFL CPG-Listening is looked at as follows:

2.2 The Content of ACTFL Chinese Proficiency Guidelines

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in listening, speaking, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion. The language-specific guidelines exemplify in Chinese the characteristics of each level of the generic guidelines. The examples do not constitute an exhaustive list or a discrete set required at a particular level, but rather the suggested functional samples of non-native ability in Chinese.

This research only focuses on listening ability, therefore, ACTFL CPG Listening is presented as follows:

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice

The Novice level is characterized by an ability to recognize learned material and isolated words and phrases when strongly supported by context.

Novice-Low: No practical understanding of spoken Chinese. Understanding is limited to high frequency social conventions, e.g., *xièxie*, *zàijiàn*, isolated words, e.g., *Zhōngguó*, *rén*, *shū*, Chinese loan words in English, e.g., chop suey, and names of well-known Chinese cities, e.g., *Běijīng*, *Táiběi*.

Novice-Mid: Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae, e.g., *Nǐ hǎo ma?* *Nín guì xìng?*, and very simple memorized material relating to everyday objects and situations, e.g., *Duō-shǎo qián?* *Wǒ mǎi bào*. Confuses words that are similar in sound, e.g., *xǐhuan* vs. *xīwàng*, or different only in tones, e.g., *mǎi* vs. *mài*.

Novice-High: Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends some sentence-length utterances in situations where the context aids understanding, such as at the table, in a restaurant or store, or on a train or bus. Phrases recognized have for the most part been pre-learned, e.g., *Qǐng hē chá*. Comprehends limited vocabulary and some simple questions/statements about family numbers, age, address, weather, time, daily activities, and interests, e.g., *Jiějie jǐsui le?* *Nǐ xǐhuan kàn diànyǐng ma?* Misunderstandings arise from failure to identify correct word order and/or grammatical particles, e.g., *Dōu bù xiǎng mǎi*. vs. *Bù dōu xiǎng mǎi*. Understands even tailored speech with difficulty but gets some main ideas.

Intermediate

The intermediate level is characterized by an ability to understand main ideas and some facts from interactive exchanges and simple connected aural texts.

Intermediate-Low: Comprehension areas include such basic needs as: meals, lodging, transportation, time, simple instructions, e.g., *Sāndiǎn chà yíkè*, and routine commands, e.g., *Wǒ kànkàn nǐde hùzhào*. Misunderstandings frequently arise from lack of vocabulary or from faulty processing of syntactic information often caused by strong interference from the native language, e.g., *dào Shànghǎi zuò huǒchē* vs. *zuò huǒchē dào Shànghǎi*, or by the imperfect and partial acquisition of Chinese grammar, e.g., *zuǒbiārde chēzhàn* vs. *chēzhānde zuǒbiār*, or lexical items, e.g., *shàng yízhàn* vs. *xià yízhàn*.

Intermediate-Mid: Limited understanding of topics beyond a variety of survival needs, such as personal history and leisure time activities, e.g., *Nǐ shì zài nǎr zhǎngdà de?* Evidence of beginning to understand basic constructions, such as comparatives, e.g., *gēn...yíyàng*, and directional endings, e.g., *V + chūqù*. Evidence that major word-order differences are understood, e.g., pre-verbal "time when" vs. post-verbal "time spent". Understanding of grammatical structures allows recognition of future and past references either by verbal participles, e.g., *le*, *zhe*, or time words, e.g., *dàqiántiān*, *yǐjīng*.

Intermediate-High: Able to understand major syntactic constructions, e.g., *Shì-de-focus*, *bǎ-disposal*, *bèi* passive, resultatives, but miscommunication still occurs

with more complex patterns, e.g., jiào/ràng passive, lián-emphasis/contrast, chùle-exclusion/inclusion. Still has to ask for utterances to be repeated, shows increasing ability to use lexical, grammatical, situational, and pragmatic cues to help decode partially understood messages.

Advanced

The Advanced level is characterized by an ability to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation, including some topics where comprehension is complicated due to an unexpected sequence of events.

Advanced: Able to understand face-to-face, non-technical speech in standard Chinese spoken by a native speaker in controlled context (with repetition, rewording, deliberate enunciation, slower speed). Able to get the gist of some radio and TV broadcast if language used is not highly stylized or mixed with elements of classical Chinese. Understands everyday topics, well known current events, routine matters involving school and work, and simple description and narration about current, past, and future events, e.g., Zuijìn Měiguóde jīngjì qíngxíng zěnmeyàng? Zhōng-Měi guānxi xiànzài yǒu shénme xīnde fāzhǎn?

Advanced-Plus: Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure (including unfavorable listening conditions). May still be deficient or uneven in completely comprehending some conversations or discussions due to inadequate vocabulary or less-than-adequate knowledge of set phrases and idioms and/or more complex syntactic structures taken from classical Chinese, e.g., hékuàng, zhìyú.

Superior

The Superior level is characterized by an ability to understand concrete and abstract topics in extended discourse offered by speakers using native-like discourse strategies.

Superior: Sufficient comprehension to understand the essentials of all speech in standard Chinese, including hypothesis, supported opinion, and technical discussions within a special field. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations in reasonably clear telephone calls, radio and TV broadcasts, oral reports, and public addresses on non-technical subjects. Can understand some classical Chinese vocabulary and structures commonly used in formal speeches and broadcasts. Can understand common idioms as well as common honorific terms, and high frequency slogans. May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect or accent, but can often detect emotional overtones and make inferences (understand “between the lines”).

2.3 The Content Structure of ACTFL Chinese Proficiency Guidelines

According to a closer examination of ACTFL CPG, the CPG listening skill is mainly divided into 3 levels: Novice, Intermediate and Advanced with each level also being subdivided into 3 classes. Each level clearly indicates that learners in different levels possess different abilities in Chinese listening. In the listening skill, novice learners have a very limited listening ability. Generally, they can understand only that within the scope of basic daily life. Their listening ability is limited to specific

isolated words and utterances that have been memorized. Intermediate learners can cope with the scope of basic survival and social needs, can also understand simple conversations, but still encounter some misunderstandings. For advanced learners, whether the content is concrete or abstract, the structure is simple or complex, they can cope very well. In the listening skill, novice learners have a very limited listening ability. Generally, they can read only that within the scope of basic daily life. Their listening ability is limited to specific isolated characters and combinations that have been memorized. Intermediate learners can cope with the scope of basic survival and social needs, can also read simple connected prepared materials or short passages, but still encounter some misunderstandings. For advanced learners, whether the content is concrete or abstract, the structure is simple or complex, they can cope very well. The researchers think that discussion of the ACTFL CPG should explore 3 perspectives: (1) the content of each level, (2) the hierarchical improvement of the listening proficiency, and (3) the classification principles of the ACTFL CPG.

2.3.1 Language Functional Trisection

Levels of proficiency on the ACTFL CPG scale can be distinguished by considering the three interrelated criteria underlying the proficiency descriptions: The Language Functional Trisection.

2.3.1.1 Definition of Language Functional Trisection

According to the results of the closer examination on ACTFL CPG, it is found that each level description of the guidelines respects the functional trisection, containing function statements, context statements, and accuracy statements. In the following part, each element of language functional trisection is explained, then the content of each level analyzed. The language functional trisection includes:

- 1) Function: refers to what the user does with the language.
- 2) Context and content: The term context refers to the various situations in which an individual uses the language, content refers to the types and ranges of topics addressed through conversation.
- 3) Accuracy: refers to a host of factors that, with a given situation, topic, and task, respond to the questions "how" and "how well".

2.3.1.2 Language Functional Trisection in Relation to ACTFL Chinese Proficiency Guidelines

In each level of listening ability of ACTFL CPG, language functional trisection is inconsistent with the characteristics. The cooperation between the content of each element in language function and the level of listening ability in ACTFL CPG is therefore summarized and analyzed.

A. Language Function

At the novice level, the listener's understanding is limited to high frequency social conventions, isolated words, Chinese loan words in English, and names of well-known Chinese cities. After that, there is sufficient comprehension to understand some memorized words within predictable areas of need. Some sentence-length utterances in situations where the context aids understanding are comprehended. Even tailored speech is understood with difficulty but the listener gets some main ideas.

At the Intermediate level, the listener's comprehension areas include such basic needs as: meals, lodging, transportation, time, simple instructions, and routine commands. The listener has limited understanding of topics beyond a variety of survival needs, such as personal history and leisure time activities. An increasing ability to use lexical, grammatical, situational, and pragmatic cues to help decode partially understood messages is shown.

At the Advanced and the Superior level, the listener is able to understand face-to-face, non-technical speech in standard Chinese spoken by a native speaker within a controlled context (with repetition, rewording, deliberate enunciation, slower speed). This type of listener is able to get the gist of some radio and TV broadcasts if the language used is not highly stylized or mixed with elements of classical Chinese. A remarkable ability and ease of understanding is often shown, but comprehension may break down under tension or pressure (including unfavorable listening conditions). Comprehension is sufficient to understand the essentials of all speech in standard Chinese, including hypothesis, supported opinion, and technical discussions within a special field. These listeners have broad enough vocabulary that they rarely have to ask for paraphrasing or explanations.

Language Function		
Novice	Low	No practical understanding of spoken Chinese.
	Mid	Sufficient comprehension to understand some memorized words within predictable areas of need.
	High	Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends some sentence-length utterances in situations where the context aids understanding.
Intermediate	Low	Comprehension areas include such basic needs and routine commands.
	Mid	Limited understanding of topics beyond a variety of survival needs, such as personal history and leisure time activities.
	High	Able to understand major syntactic constructions but miscommunication still occurs with more complex patterns.
Advanced		Able to understand face-to-face, non-technical speech in standard Chinese spoken by a native speaker in controlled context. Understands everyday topics, well known current events, routine matters involving school and work, and simple description and narration about current, past, and future events.
Advanced-Plus		Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure (including unfavorable listening conditions).

Language Function	
Superior	Sufficient comprehension to understand the essentials of all speech in standard Chinese. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation.

Table 2-1 Language Function in Relation to ACTFL Chinese Proficiency Guidelines

B. Language Context and Content

At the novice level, there is sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae, and very simple memorized material relating to everyday objects and situations. After that, some sentence-length utterances in situations are comprehended where the context aids understanding, such as at the table, in a restaurant or store, or on a train or bus. Phrases recognized are for the most part been pre-learned. Limited vocabulary is comprehended as well as some simple questions/statements about family numbers, age, address, weather, time, daily activities, and interests.

At the Intermediate level, there is a limited understanding of topics beyond a variety of survival needs, such as personal history and leisure time activities. Comprehension areas include such basic needs as: meals, lodging, transportation, time, simple instructions, and routine commands.

At the Advanced and the Superior level, the listener understands everyday topics, well known current events, routine matters involving school and work, and simple descriptions and narration about current, past, and future events. The listener is able to get the gist of some radio and TV broadcasts if the language used is not highly stylized or mixed with elements of classical Chinese. Then, at the highest level, the listener can follow accurately the essentials of conversations in reasonably clear telephone calls, radio and TV broadcasts, oral reports, and public addresses on non-technical subjects. Some classical Chinese vocabulary and structures commonly used in formal speeches and broadcasts can be understood as well as common idioms and common honorific terms, and high frequency slogans.

Language Context and Content		
Novice	Low	No ability to deal with any situation.
	Mid	Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae and very simple memorized material relating to everyday objects and situations.
	High	Comprehends limited vocabulary and some simple questions/statements about family numbers, age, address, weather, time, daily activities, and interests.

Language Context and Content		
Intermediate	Low	Comprehension areas include such basic needs as: meals, lodging, transportation, time, simple instructions and routine commands.
	Mid	Limited understanding of topics beyond a variety of survival needs, such as personal history and leisure time activities.
	High	Limited understanding of topics beyond a variety of survival needs.
Advanced		Understands everyday topics, well known current events, routine matters involving school and work, and simple description and narration about current, past, and future events.
Advanced-Plus		Understands everyday topics, routine school and work areas and also concrete discussion in specialized fields.
Superior		Sufficient comprehension to understand the essentials of all speech in standard Chinese, including hypothesis, supported opinion, and technical discussions within a special field.

Table 2-2 Language Context and Content in Relation to ACTFL Chinese Proficiency Guidelines

C. Language Accuracy

The novice listener confuses words that are similar in sound, e.g., xǐhuan vs. xīwàng, or different only in tones, e.g., mǎi vs. mài. Misunderstandings arise from failure to identify correct word order and/or grammatical particles, e.g., Dōu bù xiǎng mǎi. vs. Bù dōu xiǎng mǎi.

At the intermediate level, the listener's misunderstandings frequently arise from a lack of vocabulary or from the faulty processing of syntactic information often caused by strong interference from the native language, or by the imperfect and partial acquisition of Chinese grammar, or lexical items. Grammatically, there is evidence of a beginning to understand basic constructions, such as comparatives, e.g., gēn...yíyàng, and directional endings, e.g., V + chūqù. There is also evidence that major word-order differences are understood, e.g., pre-verbal "time when" vs. post-verbal "time spent". Understanding of grammatical structures allows recognition of future and past references either by verbal participles or time words. Also, they are able to understand major syntactic constructions, e.g., Shì-de-focus, bǎ-disposal, bèi passive, resultatives, but miscommunication still occurs with more complex patterns, e.g., jiào/ràng passive, lián-emphasis/contrast, chùle-exclusion/inclusion. The listener still has to ask for utterances to be repeated, shows increasing ability to use lexical, grammatical, situational, and pragmatic cues to help decode partially understood messages.

At the advanced and superior level, the listener may still be deficient or uneven in completely comprehending some conversations or discussions due to inadequate vocabulary or less-than-adequate knowledge of set phrases and idioms and/or more complex syntactic structures taken from classical Chinese, e.g., hékuàng,

zhiyú. Native speakers may not be understood if they speak very quickly or use some slang or unfamiliar dialect or accent, but emotional overtones can often be detected and inferences, understanding “between the lines”, made.

Language Accuracy		
Novice	Low	Not understand.
	Mid	Confuses words that are similar in sound or different only in tones.
	High	Misunderstandings arise from failure to identify correct word order and/or grammatical particles. Understands even tailored speech with difficulty but gets some main ideas.
Intermediate	Low	Misunderstandings frequently arise from lack of vocabulary or from faulty processing of syntactic information often caused by strong interference from the native language or by the imperfect and partial acquisition of Chinese grammar or lexical items.
	Mid	Evidence of beginning to understand basic constructions. Evidence that major word-order differences are understood. Understanding of grammatical structures allows recognition of future and past references either by verbal participles.
	High	Still has to ask for utterances to be repeated, shows increasing ability to use lexical, grammatical, situational, and pragmatic cues to help decode partially understood messages.
Advanced		Able to get the gist of some radio and TV broadcast if language used is not highly stylized or mixed with elements of classical Chinese.
Advanced-Plus		May still be deficient or uneven in completely comprehending some conversations or discussions due to inadequate vocabulary or less-than-adequate knowledge of set phrases and idioms and/or more complex syntactic structures taken from classical Chinese.
Superior		May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect or accent, but can often detect emotional overtones and make inferences.

Table 2-3 Language Accuracy in Relation to ACTFL Chinese Proficiency Guidelines

2.3.2 The Hierarchical Improvement of the Listening Proficiency

The concept of proficiency, as represented in the ACTFL CPG, is often referred to in terms of a progression or continuum. It is described this way in order to stress two fundamental characteristics. First, proficiency is not defined as a series of discrete-point equidistant steps or as a system with broad leaps and underlying gaps.

Rather, as a representation of communicative growth, the levels describe a hierarchical sequence of performance ranges. Second, each level of proficiency subsumes all previous levels in a kind of “all before and more” system so that succeeding levels are characterized both by overlap and refinement.

2.3.2.1 Language Function

The term function refers to what the user does with the language. Language function lets us know whether the listener really understands what the speaker is saying. The following continua of task ranges are roughly represented through the listening proficiency progression:

basic recognition of surface meaning	-----	real comprehension of language content
concrete description	-----	abstract evaluation

a) From basic recognition of surface meaning to real comprehension of language content.

Here, ‘recognition’ refers to knowing the literal meaning and main idea of the word or sentence from the speaker, whereas ‘comprehension’ refers to carrying out tasks that lie within the realm of the speaker’s intended purpose.

b) From concrete description to abstract evaluation

The lower levels which orient all concerned regarding who or what is where and what is happening or supposed to happen and those which convey information about real-world occurrences or existing objects and events, here represented as ‘concrete’. At the upper end of the continuum are analysis and evaluation of shared background events to the highly individualized, culture-bound texts in which shared information and assumptions are at a minimum and personal input is paramount, here represented as ‘abstract’.

According to the above discussion, we can roughly conclude the listening proficiency progression as follows:

Hierarchical Improvement \ Level	Novice	Intermediate	Advanced / Superior
basic recognition of surface meaning ---- real comprehension of language content	recognize	recognize	comprehend
concrete description ---- abstract evaluation	concrete	concrete	abstract

Table 2-4 The Hierarchical Improvement of Language Function of the Listening Proficiency

2.3.2.2 Language Context and Content

The term 'context' refers to the various situations in which an individual uses the language. The context in terms of listening proficiency highlighted several key considerations, including predictable situation, familiarity, and degree of integration.

The term 'content' refers to the types and ranges of topics addressed through conversation. The following continua might be constructed to reflect the situational expectations with which listeners approach the situation:

- ability to deal with the situation
- relationship between real experience, cultural background and language skills
- relationship between familiarity of the language content and language skills

a) Ability to deal with the situation

The listener's ability at the lower level is limited to daily life situations. The continua progresses from daily life situations, including rudimentary social needs, such as family and residence, to occupational needs and professional interest in specialized fields.

b) Relationship between real experience, cultural background and language skills

An aspect of a listener's proficiency would thus involve the amount and type of relevant information the listener is able to feed into the message in order to decrease his distance from the speaker's frame of reference. Such relevant information includes the listener's real experience in China or Taiwan, and his/her background knowledge about Chinese culture.

c) Relationship between familiarity of language content and language skills

The guidelines continua progresses from familiar context, including rudimentary social needs, such as family and residence, to the unfamiliar areas of context, such as work situations and some specialized fields.

The hierarchical improvement of the listening context and content can be represented as follows:

Hierarchical Improvement \ Level	Novice	Intermediate	Advanced / Superior
Ability to deal with situation	daily life	daily life / occupational needs	professional field
Relationship between real experience, cultural background and language skills	none	none	have
Relationship between familiarity of language content and language skills	familiar	familiar	unfamiliar

Table 2-5 The Hierarchical Improvement of Language Context and Content of the Listening Proficiency

2.3.2.3 Language Accuracy

Accuracy refers to a host of factors that, with a given situation, topic, and task, responds to the questions “how” and “how well”, which can be presented as the following continua:

frequent misunderstanding	.....	occasional misunderstanding
repetition	.....	fluency
linguistic simplicity	.....	linguistic intricacy

a) From frequent misunderstanding to occasional misunderstanding

Applied to the domain of message reception, this translates into fidelity of comprehension in meeting listener purpose or speaker intent. It is very common for the lower learners that misunderstandings usually arise because their knowledge in the target language is very limited. The more competent the learners are, the less misunderstandings occur.

b) From repetition to fluency

Because of limited knowledge and lack of vocabulary, listeners at the lower level often ask for repetition or the speaker to talk at a slower speed. The continuum progresses to fluent in the advanced level and the listener does not need repetition.

c) From linguistic simplicity to linguistic intricacy

This is contained in the language used continuum and is a factor involving the manner in which the speaker develops a message and identifies and approaches the listener. At the earliest levels, the used word is couched in some nonambiguous environment context which lies outside the language of the message and allows for listener dependence on situational referents or physical cues. Messages at the lower end of the range may also contain frequent exemplification, redundancy, repetition of thought through rephrasing and summation.

The above discussion can be concluded as the following progression:

Hierarchical Improvement \ Level	Novice	Intermediate	Advanced / Superior
frequent misunderstanding ---- occasional misunderstanding	frequent	frequent	occasional
repetition ---- fluency	repeated	repeated	fluent
linguistic simplicity ---- linguistic intricacy	simple	simple	complicated

Table 2-6 The Hierarchical Improvement of Language Accuracy of the Listening Proficiency

2.3.3 Classification Principle of ACTFL Chinese Proficiency Guidelines

According to Prof. Li Ying Zhe, when we distinguish the level of language proficiency, we have to respect the real ability of a person in communicative competence. To decide the language ability of an individual, we have to look at:

- a) when one says or writes, how creative or active a manner one has
- b) when one listens or reads, what passive comprehension one presents

However, whether it is active or passive ability, generally, it is shown in three aspects:

1. Language production or language comprehension always takes place in a certain situation, which is affected by the social and cultural background.
2. Language production or language comprehension has to be conformed to the specific qualification of the language. Generally, it is shown while one is expressing communicative skills or understanding the specific function of the language.
3. Language production or language comprehension is usually shown in the language used. To differentiate the language ability of a person, we have to see that in a particular situation or a specific language function whether one can use appropriate vocabulary, and correct grammar to understand or express one's purpose.

When language is used in the social environment, it is always used in four aspects: daily life needs, social demands, professional requirements, and abstract concepts. On the one hand, we can decide the language level from the range of scope that one can use the language. On the other hand, these four aspects are also vertically related to each other. That is the language ability of a person begins from being able to deal with daily life needs, then social and occupational demands, until being able to understand abstract concepts or make a certain theoretical discussion. When we distinguish the level of language ability, we do not count how much vocabulary and grammar one knows, but we look at whether one can really use appropriate vocabulary and grammar to achieve one's purpose.

According to the above three conditions on the performance of the language skills, the different levels of language ability - novice, intermediate, and advanced - are framed. We believe that the novice learners can produce very limited language skills only in a narrow scope of daily life and social needs. He/she can talk about some topics which are very easy and familiar, such as personal, family, weather, health etc. He/she also can use only the vocabularies and structures which have been memorized.

Intermediate learners can deal with a wide range of daily life and social needs. Although he/she is still limited to talk about the familiar topics, he/she can use longer sentences with his/her own words and not what he/she has memorized.

Advanced learners can handle every situation, whether it is daily life or professional needs; whether it is physical or spiritual topics, his/her language production and language comprehension is unlimited. He/she can discuss concrete topics, such as travel, entertainment etc, as well as abstract topics, such as religion, politics, expressing some opinions etc. We believe that when the language level of a person is high, it is assumed that he/she possesses ideal language ability in all four skills. He/she can use language as a tool for handling social and professional needs.

Level	Classification Principle of ACTFL CPG
Novice	-able to understand very limited language ability in the aspects of narrow life and social needs -able to handle elementary needs dealing with the very familiar areas, as food, clothing etc. -able to handle very limited social situations with politeness
Intermediate	-able to handle with much broader scope in day-to-day needs and social situations -able to handle successfully a variety of uncomplicated context, as basic and communicative tasks and social situations
Advanced	-sufficient comprehension in all situations they faced -full control over one's professional interests as well as general discussion

Table 2-7 Classification Principle of ACTFL Chinese Proficiency Guidelines

2.4 Conclusion

According to the results of this chapter, the following major conclusions can be made:

- 1) The level of the ACTFL CPG is universal. The level definitions do not specify any particular materials or teaching methods that need to be controlled but guidelines, instead, are more generalized performance criteria that must be met at each level of proficiency.
- 2) The components of language proficiency that underlie the ACTFL CPG descriptions entirely correspond with the communicative competence.

CHAPTER III

CHULALONGKORN UNIVERSITY CHINESE CURRICULUM

In the last chapter, the ACTFL Chinese Proficiency Guidelines were discussed. During the discussion, 3 perspectives were explored: (1) the content of each level, (2) the hierarchical improvement of the listening proficiency, and (3) the classification principles of the ACTFL CPG. In this chapter, the Chinese listening capability of Chulalongkorn University's students majoring in Chinese is discussed. The whole Chinese curriculum of Chulalongkorn University is considered, including the curriculum objectives, the material used in each subject, total hours, course description and teaching method. Language functional trisection (language function, language context (content) and language accuracy) is also used to analyze what listening capability each student will have when they finish each subject and decide which level of listening proficiency students should belong to, whether it is novice, intermediate or advanced. Finally, the results of the curriculum analysis is interpreted to sum up the principles used for classifying Chulalongkorn University Chinese Listening Proficiency.

3.1 Chulalongkorn University Chinese Curriculum

The Chinese language Major of Chulalongkorn University was established 26 years ago, in 1981. The Chinese curriculum construction is created by the objectives of the course, but language is flexible, it is never stable and changes all the time. Due to this, although our curriculum construction is stable, the course content and teaching method is flexible. That means it has to be changed according to the times. Therefore, each year of students have a different content, whereas the scope of each subject is still the same. This chapter will mainly analyze the whole curriculum in the latest academic year of Chulalongkorn University, which is the year 2006. Chulalongkorn University students majoring in Chinese have to study Chinese for 4 years. The curriculum contents are as follows:

3.1.1 Objectives of the Curriculum

Chulalongkorn University's students majoring in Chinese have to study Chinese for four years. The objectives of the curriculum are to produce graduates who are:

(1) have a good knowledge in the Chinese language and Chinese literature, so that they can study further and become Chinese language experts, Chinese language researchers or Chinese language lecturers in the university.

(2) are able to apply their Chinese language knowledge to their future jobs effectively, and do further research as well.

(3) are creative, ethical and long-vision.

3.1.2 Structure of the Curriculum

In order to achieve these objectives, our students have to study a 4-year Chinese course. There are more than 20 courses in the Chinese language major, which can be divided into 2 types: those of Chinese language and those of Chinese culture. The courses can be classified as follows:

Year	Subject	Hrs/ Week	Weeks	Hrs/ Semester
1 st Year	Chinese 1	5	17	85
	Chinese 2	5	16	80
2 nd Year	Chinese 3	4	15	60
	Chinese 4	4	15	60
	Chinese Conversation 1	4	15	60
	Chinese Conversation 2	4	15	60
	Chinese Computer Program	3	15	45
3 rd Year	Chinese Public Speaking	4	15	60
	Chinese Reading 1	4	15	60
	Chinese Reading 2	4	15	60
	Classical Chinese 1	4	15	60
	Classical Chinese 2	4	15	60
	Chinese Grammar	4	15	60
	Evolution of the Chinese Characters	3	15	45
	Chinese Phonetics	4	15	60
	Translation: Chinese-Thai	4	15	60
	Chinese for Business	4	15	60

Year	Subject	Hrs/ Week	Weeks	Hrs/ Semester	
4 th Year	Chinese from Audio-Visual Media	4	15	60	
	Reading of Chinese Newspaper 1	4	15	60	
	Chinese Writing 1	4	15	60	
	Chinese Writing 2	4	15	60	
	History of Chinese Literature 1	4	15	60	
	History of Chinese Literature 2	4	15	60	
	Seminar in Modern Chinese Fiction	4	15	60	
	Translation: Thai-Chinese	4	15	60	
				Total	1,515

Table 3-1 Structure of the Chulalongkorn University Chinese Curriculum

3.1.3 Course Description and Teaching Methods

1st Year

Chinese 1: Sound system of Standard Chinese; basic vocabulary used in everyday life; kinship, clothing, body parts, food, utensils and numbers, with emphasis on correct pronunciation; knowledge of 500 Chinese characters.

Chinese 2: Vocabulary on directions, travels, communication; basic Chinese grammatical structures and sentence patterns with emphasis on conversation practice; knowledge of 1,000 Chinese characters.

2nd Year

Chinese 3: Vocabulary in the fields of art, culture, philosophy and religion, with emphasis on reading for main ideas; knowledge of 1,500 Chinese characters.

Chinese 4: Basic technical vocabulary in the fields of science, social sciences and business, with emphasis on reading for main ideas; knowledge of 2,000 Chinese characters.

Chinese Conversation 1: Listening and speaking skills in Chinese; conversation practice with emphasis on the right choice of words in various situations.

Chinese Conversation 2: Listening and speaking skills in Chinese; recounting events and stories from actual experience, films and videotapes; presentation of ideas.

Chinese Computer Program: Skills in using Chinese computer programs; data processing of Chinese in various systems; searching information from various websites.

3rd Year

Chinese Public Speaking: Skills in Chinese public speaking; expression of ideas, use of verbal and nonverbal languages for persuasive purpose.

Chinese Reading 1: Chinese vocabulary and expressions used in selected essays, short stories and articles on Chinese history; reading comprehension.

Chinese Reading 2: Reading of selected long essays in Chinese, complicated prose works, and critical writings on Chinese history for summary.

Classical Chinese 1: Vocabulary and sentence structures of classical Chinese in selected articles on Chinese philosophy and wisdom.

Classical Chinese 2: Vocabulary and grammar of classical Chinese in comparison with those of modern Chinese.

Chinese Grammar: Characteristics and structures of Chinese with emphasis on parts of speech, sentence patterns, meaning and final particles; writing complex Chinese sentences.

Evolution of the Chinese Characters: evolution of the Chinese characters from those used in ancient inscriptions up to the modern character system; Chinese character structure in different periods.

Chinese Phonetics: Standard Chinese sound system: consonants, vowels, tones liaison, accent and intonation; pronunciation practice in language laboratory with emphasis on correcting pronunciation.

Translation: Chinese-Thai: Translation of different types of prose from Chinese into Thai; problems in translating Chinese into Thai.

Chinese for Business: Chinese vocabulary and expressions used in domestic and international trade, business and banking; culture, traditions and psychology in doing business of the Chinese; speaking and writing skills in business.

4th Year

Chinese from Audio-Visual Media: Chinese language from media: film, radio and television, with emphasis on identifying main ideas and discussion.

Reading of Chinese Newspaper1: Reading of local and international news in Chinese newspapers; vocabulary, expressions and style of news writing.

Chinese Writing1: Writing of everyday Chinese: personal letters, diaries and reports.

Chinese Writing 2: Chinese writing on conventional matters: invitation cards, greeting cards; writing of business letters, application forms, other forms and short articles.

History of Chinese Literature 1: History of Chinese literature from the beginning to pre-Tang Dynasty; reading and analysis of excerpts from masterpieces of each period.

History of Chinese Literature 2: History of Chinese literature from the Tang Dynasty up to the present time; reading, analysis and evaluation of excerpts from masterpieces of each period.

Seminar in Modern Chinese Fiction: Characteristics, plots and styles of selected modern Chinese short stories and novels.

Translation: Thai-Chinese: Translation of different types of prose from Thai into Chinese; problems in translating Thai into Chinese.

3.2 Language Functional Trisection in Relation to Chulalongkorn University Chinese Curriculum

Language Functional Trisection includes language function, language context (content), and language accuracy. In the listening skill, language function refers to what the user does with the language while he/she is listening; language context and content refers to the various situations and topics in which an individual uses the language to achieve his purpose; language accuracy refers to how accurate a user uses the language. In the following part, the listening ability of Chulalongkorn University students after finishing each course is discussed.

3.2.1 First Year

Most of Chulalongkorn University's first year students are zero beginners, so the scope of each course taught in the first year is limited to the needs of daily life. Therefore, the students are able to handle routine behavior using basic communication.

1. Chinese 1

Students' listening ability is limited to understanding isolated words and learned phrases in the basic needs of daily life conversation; however, the speaker's pronunciation must be accurate at rather slow speeds, sometimes students need repetition. Students have chances to practice conversation with native Chinese teachers every week. In addition, teachers use multimedia as teaching materials to improve students' listening ability.

We consider this course to be in the novice level, because it involves the basic needs of life areas, and students' listening ability is very limited.

2. Chinese 2

Chinese 2 continues to use the same set of teaching materials and teaching methods as Chinese 1. Although the vocabulary has been expanded, the scope of learning is still limited to basic needs of life areas. Students have the ability to find out the main idea of what they are listening to. Students have chances to practice conversation with Native Chinese teachers every week. In addition, teachers use multimedia as teaching materials to improve students' listening ability.

This course also belongs to the novice level, since it is the same scope as the Chinese 1 course.

3.2.2 Second Year

The second year students have to study 5 courses: Chinese 3 and Chinese 4 mainly teach Chinese social and cultural knowledge, as well as training listening, speaking and reading skills. Chinese Conversation 1 and Chinese Conversation 2 mainly focus on improving the listening and speaking ability of the students, so that they can communicate with Chinese people. The course Chinese Computer Program aims to make students able to practically use computer programs in Chinese.

1. Chinese 3

The content of this course consists of Chinese culture, philosophy, and religious beliefs. Besides increasing vocabularies, students should gain a better understanding of Chinese culture, customs and ways of thinking. This course focuses on all language skills training, including listening, speaking, reading, and writing. In terms of listening, many classroom activities help improve students' listening ability, such as oral reports and class discussion.

This course although consists of various Chinese cultural knowledge, it belongs to the novice level. We think that its content is still in the scope of actual occasion that students will encounter in everyday life, such as Chinese food, Chinese houses, and tourism places. Moreover, their listening ability is still limited to what they have learned before.

2. Chinese 4

The content of this course includes society, health, culture, economics, environment, and news. Its purpose is to strengthen listening, speaking, reading, and writing ability. In terms of listening, students can improve their listening ability by listening to native Chinese teachers using Chinese to teach them. In addition, many classroom activities help to improve students' listening ability, such as oral reports and class discussions.

This course is in the scope of school and work situations in everyday life, so it is considered to be in the novice level.

3. Chinese Conversation 1

This course is mainly concerned with speaking and listening skills training. It requires students to be able to participate in a general conversation on the topics of everyday life, such as ordering a meal, and also requires them to speak on familiar topics, like personal interests. In terms of listening, students must be able to understand the main idea of the conversation in order to keep the conversation going. The content of conversation begins to include feeling expressions. If students are not familiar with the situation or the conversation is too long, these might be hard to understand.

We decided to put this course in the novice level, as its content is limited to everyday needs, and the ability of students are limited to basic communication as well.

4. Chinese Conversation 2

Chinese Conversation 2 continues to use the same set of teaching materials and teaching methods as Chinese Conversation 1. The scope of the two subjects are similar as well with the only difference between the two being the difference of language context. Due to the expansion of vocabulary and language context, students are able to attempt some more communicative tasks. Students' listening ability is gradually improved by listening to native Chinese teachers and participating in class activities.

This course is also in the novice level, since its scope is still limited to everyday needs.

5. Chinese Computer Program

The purpose of this course is to improve students' listening and speaking ability. Students have to understand native Chinese teachers order in order to practice using Chinese computers. In terms of vocabulary, the scope of learning is expanded to a specialized field; students are able to understand basic Chinese computer vocabulary.

Although this course is in the second year, we have decided not to consider the level of language proficiency by year of studying, but by its content. We believe that its content has exceeded the scope of daily lives. So we think that this course should belong to the intermediate level.

3.2.3 Third Year

The third year students learn 10 courses in total. Many courses deal with Chinese linguistics, such as Chinese Characters, Chinese Grammar, Classical Chinese etc.

1. Chinese Public Speaking

This course is mainly speaking skills training, but it also helps improve listening ability, because students have to listen to other students speaking to give some opinions or to participate in class discussions. In addition, a native Chinese teacher always evaluates and discusses their speaking in Chinese, and they must understand the teacher to improve their speaking ability.

We decided to put this course in the novice level, as its content is limited to everyday needs.

2. Chinese Reading 1

Although this course is aimed at practicing students' reading ability, it also helps improve students' listening ability by increasing their vocabulary and participating in class activities. Students' vocabulary is expanded to Chinese politics, history, and society. Moreover, through the reading materials, students can learn more and understand more of ancient Chinese society. Then, improving students' listening ability through class activities and including listening to other students' oral reports, class discussion, and teacher's evaluation.

We considered this course to be in the intermediate level, since its scope has already surpassed areas of everyday social life.

3. Chinese Reading 2

This course continues to use the same set of teaching materials and teaching methods as Chinese Reading 1. Students can increase their vocabulary, including within Chinese political, historical, and social areas. Moreover, through the reading materials, students can learn more and understand more of contemporary Chinese society. Students' listening ability is gradually improved by listening to native Chinese teachers speaking Chinese and participating in class activities, such as class discussions.

As the scope of the two reading courses are similar, we think that this course belongs to the same level as the Chinese Reading 1, which is the intermediate level.

4. Classical Chinese 1

This course focuses on the vocabulary and sentence structures of classical Chinese in selected articles on Chinese philosophy and wisdom. Students are able to understand classical Chinese words which are still frequently used at present. Because of native Chinese teachers, students have the chance to improve their listening ability. In addition, class activities also help enhance listening ability.

We think this course belongs to the intermediate level since its scope has already surpassed areas of everyday needs. Although its content tends to enter the scope of specialized fields, we think it is just the basic part of the linguistic

professional knowledge. Students have only basic understanding, but they are unable to cope with this area of knowledge.

5. Classical Chinese 2

This course continues to use the same set of teaching materials and teaching methods as Classical Chinese 1. Students' listening ability is improved by listening to a native Chinese teacher and participating in class activities.

As the scope of the two courses are similar. Therefore we think this course also belongs to the intermediate level.

6. Chinese Grammar

Since foreign students have to depend on grammar to learn foreign languages, this course helps students to understand Chinese easier. The major content of this course is Chinese grammatical knowledge, such as Chinese syntax, parts of speech, and sentence structure analysis. As students have better understanding of Chinese grammar, the accuracy of listening may improve. Moreover, through the class discussions and reports, students also have the opportunity to practice their listening skills.

As the scope of this course has surpassed the areas of everyday needs, we considered this course to be in the intermediate level. Although its content tends to enter the scope of the linguistics specialized fields, most of its content is still limited to the basic knowledge of Chinese Grammar. Therefore, we believe that this course has not yet reached the advanced language proficiency level.

7. Evolution of the Chinese Characters

The major content of this course includes the evolution of Chinese characters, and characters' structure. Although this course is conducted in a series of lectures, students have the chance to improve their listening skill as well. Because of the native Chinese teachers, students have the chance to improve their listening ability. In addition, class activities also help enhance listening ability.

The teaching materials are written by the course instructor. In order to make it easy and suitable for foreign students, the language used is not at a high level. In addition, the contents are only basic concepts of this field. Thus, we think it should belong to the intermediate level.

8. Chinese Phonetics

The objective of this course is for students to understand the system of Chinese phonetics. This course helps students clearly distinguish each phonetic symbol; it also improves students' listening ability.

This course is in the intermediate level. Although its content belongs to the scope of linguistics profession, it is only at the basic level. It can give students only basic knowledge of Chinese phonetics which can be applied to real communication, and to be further studied.

9. Translation: Chinese-Thai

Most of the content of this course focuses on writing translation, but there is an oral translation exercise part. Since it is a simultaneous translation, students must have the ability to understand what the speaker says and quickly translate it into Thai. In addition, they can also increase their vocabulary knowledge, such as Chinese idioms.

According to the scope of study, this course should be in the intermediate level. The teaching materials are the real essays, which are aimed to be read by Chinese people in general, and are not written specially for foreigners. In addition, if the students' language ability has not reached the definite level, it would be hard for them to carry out the translation.

10. Chinese for Business

This course is aimed at practicing students' speaking and writing ability within the scope of Chinese for business in order to be used in a future career. Students are not only able to use business Chinese properly, but they also have some basic knowledge of China's economic and commercial situation. In addition, this course also helps improve students' listening skill by listening to a native Chinese teacher and participating in class activities.

This course belongs to the scope of specialized area, which is very important for work situations. However, the course contents only include basic knowledge of business Chinese. After the course, students are required to be able to understand sentences or clauses on the topics relevant to the text. They are not required to be an expert in expressing business Chinese. Thus, we considered this course to be in the intermediate level.

3.2.4 Fourth Year

The courses taught in the fourth year mostly deal with Chinese language areas, including Chinese literature, Chinese writing and translation. As for the matter of improving listening ability, this is the responsibility of Chinese from Audio-Visual Media and is also included in each course activity.

1. Chinese from Audio-Visual Media

This course mainly focuses on listening ability. The teacher selects multimedia as teaching materials, such as radio programs, television programs, and movies. Its content is about Chinese society and Chinese culture. Students have to find out the main idea of the materials. In addition, they also participate in class discussion. This course helps improve students' listening ability a lot.

According to the scope of the study, the teaching materials are all the multimedia which are actually used in China, such as television programs, broadcasts, and films. These materials are not targeted at foreign students, but for the ordinary Chinese. Therefore, to understand these materials, students' language ability must reach a certain level. We believed this course has already entered a part of the advanced level.

2. Reading of Chinese Newspaper 1

Students are not only required to be able to understand the newspaper reports and articles, but they are also required to be able to understand the discussion on the topics relevant to the news.

We believed this course has already entered a part of the advanced level. Chinese newspaper has its own unique style of writing, which is considered to be a high-level language.

3. Chinese Writing 1

The main purpose of this course is to improve students' writing ability. However, through the writing practice, they can expand their vocabulary and grammatical knowledge. Moreover, students also have the chance to improve their listening ability by listening to native Chinese teachers and participating in class discussion.

We considered this course to be in the intermediate level since its scope remains limited to everyday life and a part of work situations.

4. Chinese Writing 2

This course is a continuation of Chinese Writing 1, using the same set of teaching materials and teaching methods. Students can improve their listening ability through class activities.

This course belongs to the same scope as the Chinese Writing 1, thus we also put it in the intermediate level.

5. History of Chinese Literature 1

This course is aimed to provide knowledge of Chinese literature for students. As for the listening practice, students can listen to a native Chinese teacher speaking Chinese and participate in class discussions on the topics relevant to Chinese literature.

The teaching materials used are prepared by Chulalongkorn Chinese curriculum; the contents include the explanation of styles of Chinese literature in each dynasty. Its purpose is to give students only a basic knowledge of Chinese literature for further study. Thus, this course is considered to be in the intermediate level.

6. History of Chinese Literature 2

This course is a continuation of Chinese Literature 1, using the same set of teaching materials and teaching methods. Students' listening ability is improved by listening to native Chinese teachers and participating in class discussions on the topics relevant to Chinese literature.

This course belongs to the same scope as the Chinese Literature 1, thus we also place it in the intermediate level.

7. Seminar in Modern Chinese Fiction

The content of this course focuses on the knowledge of modern Chinese fiction, expanding students' vocabulary area into modern Chinese fiction areas.

Students have the opportunity to listen to a native Chinese teacher teach them and also have to participate in class discussion.

As the language used in Chinese fiction is complicated, it is difficult for those who are not a Chinese native to understand. So this course is decided to be in the advanced level.

8. Translation: Thai-Chinese

This course focuses on Thai-Chinese translation; it does not help improve the Chinese listening skill. Students can only revise and increase their vocabulary knowledge.

Since the scope of this course is limited to the basic needs of life, study, and work situations, it is considered to be in the intermediate level.

In conclusion, the subjects of Chulalongkorn University Chinese curriculum can be classified into three different types: First, the Comprehensive Course, a course which practices four types of language skills namely listening, speaking, reading, and writing, such as Chinese 1 and Chinese 2. Second, the Particular Skill Course, a course which lets students practice each aspect of the ability to use language, including listening, speaking, reading, writing and translation, such as Chinese Conversation, Chinese Reading and Chinese from Audio-Visual Media. Third, the Lecture Courses which focus on training Chinese majors in professional knowledge, such as Chinese literature, Chinese grammar, and Chinese Characters. Such courses are mostly in the higher years of studying.

Although our curriculum is divided into three different courses, listening proficiency training, there is a mutual influence between all three. At the beginning, the students have to study the comprehensive course in order to gain a basic ability in using the language. When their language ability reaches a certain level, they move onto the knowledge areas of the linguistics and literature fields. However, although the content of such courses do not correspond with communicative competence, the teaching methods of each course are helpful. The teachers try to arrange various activities, such as prepare texts before class, supplementary reading in order to let the students have opportunities to practice their reading ability, and oral reports, class discussion in order to let the students have opportunities to practice their speaking and listening ability.

3.3 Classification Principle of the Chinese Listening Proficiency Guidelines of Chulalongkorn University Chinese Curriculum

3.3.1 Novice Level

There is sufficient comprehension to understand others speaking simple sentences in simple conversation. Vocabulary for comprehension is limited to simple elementary needs and very simple memorized material relating to everyday objects and situations. Students are able to understand rather short utterances at a slow speed. Misunderstandings arise from failure to identify correct word order or grammatical

particles. Because of confusion between words that are similar in sound, students often have to ask for utterances to be repeated.

Language Function	Language Content and Context	Language Accuracy
- simple sentences - simple conversations	- daily life area	- frequently misunderstand - slower speed - repeated

Table 3-2 Classification Principle of the Novice Level of Chulalongkorn University Chinese Curriculum

3.3.2 Intermediate Level

Comprehension areas include such basic needs and routine school and work areas, including the basic knowledge of the Chinese major specialized field. They have the ability to identify the main idea when listening to native Chinese teachers teaching in Chinese; in addition, they are able to understand others' opinion, oral reports and simple evaluations. Understanding of grammatical structures allows major syntactic constructions. An increasing ability to use lexical, grammatical, situational, and pragmatic cues to help decode partially understood messages is shown. Miscommunication occurs slightly with more complex patterns. Speech can be faster.

Language Function	Language Content and Context	Language Accuracy
- understand opinions - comprehend oral report - understand simple evaluation - decode messages	- daily life area - abstract terms - basic knowledge of Chinese major	- less misunderstanding - faster speed

Table 3-3 Classification Principle of the Intermediate Level of Chulalongkorn University Chinese Curriculum

3.3.3 Advanced Level

A broad variety of everyday school and work situations, including within the Chinese major professional field are understood. There is sufficient comprehension to understand the essentials of all speech in standard Chinese. There is a broad enough vocabulary that paraphrasing or explanation is rarely asked for. Students can follow accurately the essentials of conversations in oral reports, and public addresses on non-technical subjects or within the Chinese major professional field.

Language Function	Language Content and Context	Language Accuracy
- understand evaluation - understand discussion - understand practical language used	- Chinese major field - routine school and work area - other specialized fields	- fluent - rarely misunderstand - normal speed

Table 3-4 Classification Principle of the Advanced and Superior Level of Chulalongkorn University Chinese Curriculum

3.4 The Hierarchical Improvement of Listening Proficiency of Chulalongkorn University Chinese Curriculum

3.4.1 Language Function

basic recognition of surface meaning	.....	real comprehension of language content
concrete description	.....	abstract evaluation

a) From basic recognition of surface meaning to real comprehension of language content

Students at the novice level are able to know the literal meaning and main idea of the words or sentences of the speaker. They just understand what they have learned but sometimes that is not the real meaning of the speaker. When they reach the intermediate level, they begin to comprehend the language content. At the advanced and superior level, students have the ability to carry out tasks that lie within the realm of speaker-intended purpose, that is, students are able to comprehend the real meaning of the speaker.

b) From concrete description to abstract evaluation

At the beginning, students can understand only the description of the answer of who, what, where and when, which is called 'concrete'. At the intermediate level, students are able to understand both concrete and abstract things. The reason is that intermediate courses always require students to participate in class discussion, so students have the ability to comprehend others' opinion and evaluation, which is called 'abstract'. Then, when they reach the advanced and superior level, they have enough ability to understand abstract evaluation.

According to the above discussion, we can roughly conclude the listening proficiency progression as follows:

Level \ Function	Novice	Intermediate	Advanced / Superior
basic recognition of surface meaning ---- real comprehension of language content	recognize	begin to comprehend	comprehend
concrete description ---- abstract evaluation	concrete	concrete / abstract	abstract

Table 3-5 The Hierarchical Improvement of Language Function of Chulalongkorn University Chinese Curriculum

3.4.2 Language context and content

ability to deal with situation

relationship between real experience, cultural background and language skills

relationship between familiarity of the language content and language skills

a) Ability to deal with situation

The novice level students' understanding is limited to daily life situations, which are the most familiar situations to students. Then, at the intermediate level, students are also able to deal with the professional field, which is the basic knowledge of the Chinese major specialized field. Finally, the advanced and superior level students definitely have the ability to deal with their professional field.

b) Relationship between real experience, cultural background and language skills

At the beginning of their studies, the students have already had some real experience and cultural background about Chinese things. The reason for this is that Chinese culture has had a large influence on Thai culture. At the advanced and superior level, students have gained more experience about Chinese and its cultural background, which will enable them to easily get in touch with Chinese people in the future.

c) Relationship between familiarity of language content and language skills

Students, at the novice level, only understand what they are familiar with the most, such as daily life needs. Then, the progression continues to unfamiliar things. Therefore, the intermediate, advanced and superior level students are able to deal with unfamiliar areas of context, such as work situations and some specialized fields. The intermediate level students begin to understand unfamiliar things. When they reach the advanced and superior level, they rarely have problems dealing with unfamiliar experiences or situations.

The hierarchical improvement of the listening context and content can be represented as follows:

Level	Novice	Intermediate	Advanced / Superior
Context and Content			
Ability to deal with situation	daily life	daily life / professional field	professional field
Relationship between real experience, cultural background and language skills	some	have	have
Relationship between familiarity of language content and language skills	familiar	familiar / unfamiliar	unfamiliar

Table 3-6 The Hierarchical Improvement of Language Context and Content of Chulalongkorn University Chinese Curriculum

3.4.3 Language Accuracy

frequent misunderstanding	-----	occasional misunderstanding
repetition	-----	fluency
linguistic simplicity	-----	linguistic intricacy

a) From frequent misunderstanding to occasional misunderstanding

At the beginning, misunderstandings frequently arise from students' confusion of similar sounding words and limits in vocabulary. After a period of practicing, students at the intermediate level have fewer misunderstandings, but they sometimes get confused. At the advanced and superior level, students occasionally misunderstand what the speaker says.

b) From repetition to fluency

The novice students sometimes ask for utterances to be repeated or to be spoken at a slower speed. The reason is that they are not sure whether their understanding is correct. After a while of having practiced their listening, they can listen to the speaker fluently. There is no need to ask for repetition.

c) From linguistic simplicity to linguistic intricacy

The novice level students are able to understand the simplest language used, both vocabulary and grammar aspects. At the intermediate level, their listening ability develops to understand rather complicated language. When they reach the advanced and superior level, they have the ability to comprehend complicated language.

The above discussion can be concluded as the following progression:

Level	Novice	Intermediate	Advanced / Superior
frequent misunderstanding ---- occasional misunderstanding	frequent	sometimes	occasional
repetition ---- fluency	repeated	fluent	fluent
linguistic simplicity ---- linguistic intricacy	simple	simple / complicated	complicated

Table 3-7 The Hierarchical Improvement of Language Accuracy of Chulalongkorn University Chinese Curriculum

3.5 Conclusion

According to the analysis and discussion in this chapter, the following conclusions can be reached:

1) The Chinese Proficiency Guidelines of Chulalongkorn University is a specific classification of listening ability. We do not intend to use it as a general guideline for other university students since it is aimed to be used as a proficiency guideline for Chulalongkorn Chinese-major students.

2) The components of listening proficiency that underlie the Chulalongkorn University proficiency guideline descriptions entirely correspond with the communicative ability.

CHAPTER IV

THE COMPARABILITY OF ACTFL CHINESE PROFICIENCY GUIDELINES AND CHULALONGKORN UNIVERSITY CHINESE CURRICULUM

In Chapter 2, ACTFL CPG was discussed and it was found that (1) CPG belongs to the universal guidelines and (2) CPG completely corresponds with so-called “communicative competence”. In Chapter 3, the Chulalongkorn University Chinese language curriculum was mainly discussed and “Chulalongkorn University Chinese Listening Proficiency Guidelines” were designed. As the result of the analysis, it is found that Chulalongkorn University guidelines also depend upon “communicative competence”, but it is appropriate for Chulalongkorn University students only, and not for other university students, which is to say it is not universal. In this chapter, the difference between both guidelines is mainly discussed.

It is already known that ACTFL CPG is not based on the amount of hours, the particular teaching materials used or the pedagogical methods, whereas the Chulalongkorn University guidelines are inevitably concerned these matters. As the result, many differences are to be found between both guidelines. Therefore, both guidelines will be compared in vertical and horizontal planes. The vertical plane discusses the differences between both, dealing with the content of ability in each level. The horizontal plane will consider the progression of Chinese listening ability from novice to advanced.

Guidelines Level	ACTFL Chinese Proficiency Guidelines	Chulalongkorn University Chinese Curriculum
Novice	Able to understand very limited language ability in the aspects of narrow life and social needs	Sufficient comprehension to simple elementary needs and very simple memorized material relating to everyday objects and situations.
Intermediate	Able to handle with much broader scope in day-to-day needs and social situations	Comprehension areas include such basic needs and specialized fields, including the basic knowledge of Chinese major special field.
Advanced / Superior	Sufficient comprehension in all situations they faced	Sufficient comprehension to understand the essentials of all speech in standard Chinese, including Chinese major professional field.

Table 4-1 The Comparability between ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Curriculum

In this chapter, we continue an analysis on other two aspects: 1) the vertical comparability, which is the difference of levels between ACTFL CPG and Chulalongkorn University Chinese curriculum in relation to language functional trisection; 2) the horizontal comparability, this concerns the progression from the novice level to the superior level.

4.1 The Content Structure of ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Curriculum

This section mainly discusses the different content in each level, regarding the aspect of language functional trisection.

4.1.1 The Novice Level

Guidelines Functional Trisection	ACTFL Chinese Proficiency Guidelines	Chulalongkorn University Chinese Curriculum
Language Function	- isolated words - simple utterances - simple sentences	- isolated words - simple utterances - simple sentences - simple conversations - identify main idea
Language Content and Context	- daily life area	- daily life area
Language Accuracy	- similar in sound - repeated - slower speed	- similar in sound - repeated - slower speed

Table 4-2 The Content Structure of the Novice Level ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Curriculum

4.1.1.1 Language Function

1) Ability to understand isolated words

The language function of ACTFL CPG and Chulalongkorn University Chinese curriculum's novice levels are similar. We know that learning a language always starts from the simplest unit, so the earliest level's ability is limited to understanding isolated words. Thai students take advantage of this because some Thai words are from the Chinese language. Therefore, Thai students' listening ability can improve rapidly.

2) Ability to understand utterances and sentences

Both novice levels also have the ability to understand pre-learned short utterances. Then they begin to understand simple sentences composed of commonly used words in simple structures.

3) Ability to understand conversations

The novice level of ACTFL CPG does not have the ability to understand conversations yet; the ability is still limited to simple utterances and they are not able to maintain the continuity of a conversation.

4) Ability to identify main idea

Chulalongkorn University Chinese curriculum's novice level is able to identify the main idea of simple conversation, description and narration. Because students have to participate in class activities, such as oral reports, class discussion in Chinese, students' listening ability can improve quickly.

4.1.1.2 Language Context and Content

1) Daily life area

The novice levels only have the ability to deal with daily life situations, which is the most familiar situation to them, such as topics of family, age, address, weather, time, daily activities, hobbies, etc. The courses in Chulalongkorn University Chinese curriculum that we have decided belong to novice level are Chinese 1, Chinese 2, Chinese 3, Chinese 4, Chinese Conversation 1 and Chinese Conversation 2. All of these courses are in the scope of daily life situations.

4.1.1.3 Language Accuracy

1) Accuracy of phonetics

At the novice level, ability is still limited, so misunderstandings often occur when the sounds are similar, such as 'mǎi / mài', 'dōu / duō'. However, this kind of mistake can be solved by practicing for a period of time.

2) Accuracy of grammar and vocabulary

The novice level student is unable to understand complex sentences. The structures that they comprehend are the structures similar to their native language. The more the structures are different, the more they face difficulty. Besides, because of the inadequacy of vocabulary, misunderstandings always occur for the novice.

3) Repetition and speed

In order to understand the utterances, the novice level of ACTFL CPG has to pause for thinking and also ask for utterances to be repeated or spoken at a slower speed. Chulalongkorn University students also ask for utterances to be repeated and at a slower speed, especially when they learn with native Chinese teachers.

4.1.2 The Intermediate Level

Guidelines Functional Trisection	ACTFL Chinese Proficiency Guidelines	Chulalongkorn University Chinese Curriculum
Language Function	- simple conversations - description and narration	- description and narration - simple evaluation - decode messages
Language Content and Context	- daily life area	- daily life area - abstract terms - basic knowledge of Chinese major

Guidelines Functional Trisection	ACTFL Chinese Proficiency Guidelines	Chulalongkorn University Chinese Curriculum
Language Accuracy	- grammatical mistake - repeated - long sentence misunderstanding	- correct grammar - quite normal speed - no misunderstanding

Table 4-3 The Content Structure of the Intermediate Level ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Curriculum

4.1.2.1 Language Function

1) Ability to understand conversation

For the intermediate level, the student under ACTFL CPG has the ability to understand simple conversation in expanded daily life areas, such as one's autobiography. Chulalongkorn University students already have this kind of ability.

2) Ability to understand explanation and description

ACTFL CPG's ability is limited to understanding the main idea of description and narration in a familiar and simple scope, such as the topics of the individual, family, hobby, etc. Nevertheless, Chulalongkorn University students' ability is to understand description and narration in expanded scope. They also comprehend partly technical speech, including Chinese culture.

3) Ability to understand evaluation

Chulalongkorn University students are able to understand simple evaluation, because they have to participate in class discussion where teachers and other students always exchange their opinions and evaluation. Besides, sometimes the opinion and evaluations are not superficial in meaning and students also have the ability to decode messages for speaker-intended purpose.

4.1.2.2 Language Context and Content

1) Daily life area

At the intermediate level, both of the guidelines are able to deal with daily life areas, but the scope of comprehension is expanded to outside the topics of basic needs, such as hiring a house, in an office or school, directions, etc. Apart from this, Chulalongkorn University students have to understand class activities, so they have the ability to deal with abstract speech, such as thoughts, ideas, opinions, etc.

2) Routine school and work area

Chulalongkorn University students have the ability to understand routine and work areas, which is the basic knowledge of a Chinese major. The intermediate courses consist of Chinese Computer Program, Chinese Public Speaking, Chinese Reading 1, Chinese Reading 2, Classical Chinese 1, Classical Chinese 2, Chinese Grammar, Evolution of the Chinese Characters, Chinese Phonetics, Translation: Chinese-Thai, Chinese for Business, Chinese Writing 1, Chinese Writing 2, History of Chinese Literature 1, History of Chinese Literature 2, and Translation: Thai-Chinese. When they finish all of these courses, they can apply them in their future career.

4.1.2.3 Language Accuracy

1) Accuracy of grammar

The difference is that for students under ACTFL CPG, misunderstandings still arise from complex structure in long sentences, while Chulalongkorn University students do not have any misunderstandings arising from grammatical structure.

2) Repetition and speed

The intermediate level of ACTFL CPG still asks for utterances to be repeated. Misunderstandings still occur. For Chulalongkorn University students, they can understand speech at normal speed and with less misunderstanding. Their listening ability can improve quickly because most of the intermediate courses are taught by native Chinese teachers.

4.1.3 The Advanced and Superior Level

Guidelines Functional Trisection	ACTFL Chinese Proficiency Guidelines	Chulalongkorn University Chinese Curriculum
Language Function	- non-technical speech - concrete discussion - technical discussion - decode messages	- practical speech - topic evaluation - discussion on linguistics field (Chinese major)
Language Content and Context	- daily life area - routine school and work area - specialized field	- daily life area - linguistics field (Chinese major) - other specialized field
Language Accuracy	- normal speed - not understand dialect - unfamiliar technical terms - inadequate vocabulary, such as: classical Chinese	- normal speed - fluent - rarely misunderstand

Table 4-4 The Content Structure of the Advanced and Superior Level ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Curriculum

4.1.3.1 Language Function

1) Ability to understand utterances

The advanced and superior level of ACTFL CPG is able to understand face-to-face, non-technical speech in standard Chinese spoken by a native speaker in a controlled context (with repetition, rewording, deliberate enunciation, slower speed). Chulalongkorn University students also have this ability. Besides this, they can understand practical speech on some radio programs, some television programs and some movies, etc. This ability can be applied to continue their study or to work in the future.

2) Ability to understand discussion and evaluation

The advanced and superior level of ACTFL CPG is able to understand specific concrete discussion and evaluation in a familiar specialized field. Chulalongkorn

University students have this ability to understand class discussion and evaluation as well.

3) Ability to decode messages

Due to the fact that students with advanced and superior level ability have been practicing for rather a long time and they have had a lot of experience, they are able to comprehend the realm of speaker-intended purpose.

4.1.3.2 Language Context and Content

1) Daily life area

At the advanced and superior level, under both of the guidelines students have the ability to deal with all kinds of daily life areas. They can show remarkable ability and ease of understanding in everyday topics, well known current events, routine matters involving school and work, and simple description and narration about current, past, and future events.

2) Specialized field

Apart from the daily life area, students at the advanced and superior level are able to understand some specialized field depending on the listener's interest. For Chulalongkorn University students, they have to understand Chinese major field and some other fields, which consist of the Chinese from Audio-Visual Media, Reading of Chinese Newspaper 1, and Seminar in Modern Chinese Fiction courses. These courses can increase the students' amount of vocabulary and certainly give them advantages for future study and careers.

4.1.3.3 Language Accuracy

1) Accuracy of grammar

There is no misunderstanding arising from grammatical structures anymore. Their ability remains stable in this aspect.

2) Speed

The speakers can speak naturally while the listeners can listen fluently. However, there are some problems with dialects that the listeners are not familiar with. For daily life areas, the advanced and superior level listeners rarely misunderstand the speakers.

3) Technical terms

The advanced and superior level listeners still have problems with unfamiliar technical terms in specialized fields.

4.2 The Hierarchical Improvement of Listening Proficiency of ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Curriculum

In the last section, the difference in the content of language proficiency between CPG and Chulalongkorn University guidelines was compared. In the following part, the language progression from novice to advanced is going to be compared vertically. Based on the analyzed results of Chapter 2 and Chapter 3, it is found that the hierarchical improvement of CPG listening proficiency is very different

from that of Chulalongkorn University guidelines. Therefore, the differences in detail are discussed as follows.

4.2.1 Language Function

basic recognition of surface meaning	.....	real comprehension of language content
concrete description	.....	abstract evaluation

4.2.1.1 From basic recognition of surface meaning to real comprehension of language content

Here, 'recognition' refers to knowing the literal meaning and main idea of the word or sentence that the speaker says, whereas 'comprehension' refers to carrying out tasks that lie within the realm of speaker-intended purpose.

The difference between ACTFL CPG and Chulalongkorn University Chinese curriculum is at the intermediate level. The former still understands only a basic recognition of surface meaning, while the latter begins to comprehend the language content. This is because of the class activities that students have to participate in; students' listening ability improves rapidly. Similarly, in advanced and superior level, both are able to comprehend the real meaning of the speaker.

Level \ Guidelines	Novice	Intermediate	Advanced / Superior
ACTFL Chinese Proficiency Guidelines	recognize	recognize	comprehend
Chulalongkorn University Chinese Curriculum	recognize	begin to comprehend	comprehend

Table 4-5 The Comparability of 'From basic recognition of surface meaning to real comprehension of language content'

4.2.1.2 From concrete description to abstract evaluation

The term 'concrete' refers to who or what is where and what is happening or supposed to happen and that which conveys information about real-world occurrences or existing objects and events. The term 'abstract' refers to analysis and evaluation of shared background events to the highly individualized, culture-bound texts in which shared information and assumptions are at a minimum and personal input is paramount.

At the novice level, both can understand only the description of the answer of who, what, where and when - the 'concrete'. At the intermediate level, the novice level of ACTFL CPG remains at understanding concrete things, while Chulalongkorn University students are able to understand both concrete and abstract things. The reason is that intermediate courses always require students to participate in class discussion, so students have the ability to comprehend others' opinions and evaluations - the 'abstract'. Then, when they reach the advanced and superior level, they have enough ability to understand abstract evaluation and the corresponding level at the ACTFL CPG is the same.

Level \ Guidelines	Novice	Intermediate	Advanced / Superior
ACTFL Chinese Proficiency Guidelines	concrete	concrete	abstract
Chulalongkorn University Chinese Curriculum	concrete	concrete / abstract	abstract

Table 4-6 The Comparability of 'From concrete description to abstract evaluation'

4.2.2 Language context and content

ability to deal with situation

relationship between real experience, cultural background and language skills

relationship between familiarity of the language content and language skills

4.2.2.1 Ability to deal with situation

The listener's ability at the lower level is limited to daily life situations. The continua progresses from daily life situations, including rudimentary social needs, such as family and residence, to the occupational needs and the professional interest in specialized fields.

Both novice level's understanding is limited to daily life situations, which are the most familiar situations to students. Then, at the intermediate level, students are also able to deal with daily life situations. The difference is that ACTFL CPG are limited to routine school and work areas while Chulalongkorn University Chinese curriculum students have already gone into the professional field - the basic knowledge of the Chinese major specialized field. Finally, both advanced and superior levels have the ability to deal with their professional field.

Level \ Guidelines	Novice	Intermediate	Advanced / Superior
ACTFL Chinese Proficiency Guidelines	daily life	daily life / routine school and work	professional field
Chulalongkorn University Chinese Curriculum	daily life	daily life / professional field	professional field

Table 4-7 The Comparability of 'Ability to deal with situation'

4.2.2.2 Relationship between real experience, cultural background and language skills

An aspect of a listener's proficiency thus involves the amount and type of relevant information the listener is able to feed into the message in order to decrease his distance from the speaker's frame of reference. Such relevant information includes the listener's real experience in China or Taiwan, and his background knowledge about Chinese culture.

This is the most different point between ACTFL CPG and the Chulalongkorn University Chinese curriculum. Since Chinese culture influences Thai culture a lot, most Thai people already have some experience or background about Chinese things. At the beginning, this is true for Chulalongkorn University students, while the novice and intermediate levels of ACTFL CPG still have no experience or knowledge of cultural background. Both the advanced and superior levels have experience or knowledge of cultural background.

Level	Novice	Intermediate	Advanced / Superior
Guidelines			
ACTFL Chinese Proficiency Guidelines	none	none	have
Chulalongkorn University Chinese Curriculum	some	have	have

Table 4-8 The Comparability of 'Relationship between real experience, cultural background and language skills'

4.2.2.3 Relationship between familiarity of language content and language skills

The guidelines continua progresses from familiar context, including rudimentary social needs, such as family and residence, to the unfamiliar areas of context, such as work situations and some specialized fields.

Both of the guidelines, at the novice level, only understand what they are familiar with the most, such as daily life needs. Then, the progression continues to unfamiliar things. ACTFL CPG's ability is to understand unfamiliar things at the advanced and superior level, while Chulalongkorn University Chinese curriculum's students are able to deal with unfamiliar things since the intermediate level.

Level	Novice	Intermediate	Advanced / Superior
Guidelines			
ACTFL Chinese Proficiency Guidelines	familiar	familiar	unfamiliar
Chulalongkorn University Chinese Curriculum	familiar	familiar / unfamiliar	unfamiliar

Table 4-9 The Comparability of 'Relationship between familiarity of language content and language skills'

4.2.3 Language Accuracy

frequent misunderstanding	.....	occasional misunderstanding
repetition	.....	fluency
linguistic simplicity	.....	linguistic intricacy

4.2.3.1 From frequent misunderstanding to occasional misunderstanding

Applied to the domain of message reception, this translates into fidelity of comprehension in meeting listener purpose or speaker intent. It is very common for the lower learners that misunderstandings arise because their knowledge of the target language is very limited. The more competent the learners are, the less misunderstandings occur.

Because of the confusion of words that are similar in sound and the deficiency of vocabulary, ACTFL CPG's novice and intermediate levels as well as Chulalongkorn University Chinese curriculum's novice level frequently misunderstand what the speaker says. After a period of practicing, Chulalongkorn University students at the intermediate level have fewer misunderstandings, although they sometimes get confused. Finally, the advanced and superior levels of both guidelines occasionally misunderstand what the speaker says.

Level \ Guidelines	Novice	Intermediate	Advanced / Superior
ACTFL Chinese Proficiency Guidelines	frequent	frequent	occasional
Chulalongkorn University Chinese Curriculum	frequent	sometimes	occasional

Table 4-10 The Comparability of 'From frequent misunderstanding to occasional misunderstanding'

4.2.3.2 From repetition to fluency

Because of limited knowledge and lack of vocabulary, listeners at the lower level often ask for repetition or a slower speed. The continuum progresses to fluency in the advanced level and the listener does not need repetition.

The novice and intermediate levels of ACTFL CPG have to ask for utterances to be repeated, while this only occurs in the novice level of Chulalongkorn University Chinese curriculum. Both the advanced and superior levels have no need to ask for repetition. They can listen fluently.

Level \ Guidelines	Novice	Intermediate	Advanced / Superior
ACTFL Chinese Proficiency Guidelines	repeated	repeated	fluent
Chulalongkorn University Chinese Curriculum	repeated	fluent	fluent

Table 4-11 The Comparability of 'From repeated to fluent'

4.2.3.3 From linguistic simplicity to linguistic intricacy

This is contained in the language used continuum, which are factors involving the manner in which the speaker develops a message and identifies and approaches the listener. At the earliest levels, the used word is couched in some nonambiguous environment context which lies outside the language of the message and allows for

listener dependence on situational referents or physical cues. Messages at the lower end of the range may also contain frequent exemplification, redundancy, and repetition of thought through rephrasing and summation.

Both novice levels are able to understand the simplest language used, both in regard to vocabulary and grammar aspects. At the intermediate level, ACTFL CPG's abilities are still limited to simple language while Chulalongkorn University students' listening ability develops to understand rather complicated language. When they reach the advanced and superior level, both of them have the ability to comprehend complicated language.

Level	Novice	Intermediate	Advanced / Superior
Guidelines			
ACTFL Chinese Proficiency Guidelines	simple	simple	complicated
Chulalongkorn University Chinese Curriculum	simple	simple / complicated	complicated

Table 4-12 The Comparability of 'From linguistic simplicity to linguistic intricacy'

4.3 Conclusion

Based on the above vertical and horizontal analysis, the following can be concluded:

1) Each aspect of the hierarchical proficiency of Chulalongkorn University Chinese curriculum is higher than the ACTFL Chinese Proficiency Guidelines.

2) The improvement of students in the Chulalongkorn University Chinese curriculum is faster than ACTFL Chinese Proficiency Guidelines.

Chulalongkorn University Chinese Curriculum	ACTFL Chinese Proficiency Guidelines	Content
Advanced / Superior	Superior	Sufficient comprehension to understand the essentials of all speech in standard Chinese. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect or accent, but can often detect emotional overtones and make inferences (understand "between the lines").

Chulalongkorn University Chinese Curriculum	ACTFL Chinese Proficiency Guidelines	Content
Intermediate	Advanced-Plus	Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure (including unfavorable listening conditions). May still be uneven in completely comprehending some conversations or discussions due to inadequate vocabulary.
	Advanced	Able to understand face-to-face, non-technical speech in standard Chinese spoken by a native speaker in controlled context (with repetition, rewording, deliberate enunciation, slower speed). Understands everyday topics, well known current events, routine matters involving school and work, and simple description and narration about current, past, and future events.
	Intermediate-High	Able to understand major syntactic constructions but miscommunication still occurs with more complex patterns.
Novice	Intermediate-Mid	Limited understanding of topics beyond a variety of survival needs, such as personal history and leisure time activities. Evidence of beginning to understand basic constructions.
	Intermediate-Low	Comprehension areas include such basic needs and routine commands.
	Novice-High	Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends some sentence-length utterances in situations where the context aids understanding.
	Novice-Mid	Sufficient comprehension to understand some memorized words within predictable areas of need.
	Novice-Low	No practical understanding of spoken Chinese.

Table 4-13 The Comparability between ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Curriculum

Here are the conclusions of the differences between ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese guidelines, including further explanations:

1) The Chulalongkorn University Chinese listening proficiency guidelines only focus on the main objective of the curriculum, that is, to produce graduates who

are fully adept and knowledgeable in the Chinese language and Chinese literature, so that they can study further and become Chinese language experts, Chinese language researchers or Chinese language lecturers in the university. Unless the level of proficiency is quite high, it is impossible to reach the superior level.

2) The Chulalongkorn University Chinese listening proficiency guidelines are for students who are majoring in Chinese. Apart from learning Chinese, they have to learn about other aspects of linguistics. This is the reason why students' ability improves so quickly.

3) The Chinese language and Thai language are in the same language family, which is the Sino-Tibetan family. Therefore, phonetics, vocabulary and grammar are rather similar. This can help Thai students to learn Chinese language easier and also has an influence on the improvement of students' listening ability.

CHAPTER V

CONCLUSION

According to the results of the comparison between ACTFL CPG and Chulalongkorn University Chinese listening proficiency guidelines in Chapter IV, we can prove that although our Chinese listening guidelines are rather different from ACTFL CPG. Importance is still given to communicative competence, and the Chinese listening guidelines are also very suitable for Chulalongkorn University students. In this chapter, "Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students" is summarised.

5.1 Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students

Novice Level

Students have sufficient comprehension in understanding others speaking simple sentences in simple conversation. Vocabulary for comprehension is limited to simple elementary needs and very simple memorized material relating to everyday objects and situations. They are able to understand rather short utterances at a slow speed. Misunderstandings arise from failure to identify correct word order or grammatical particles. Because of confusion in words that are similar in sound, often utterances are asked to be repeated.

Intermediate Level

Comprehension areas include basic needs, routine school and work areas, including the basic knowledge of the Chinese major specialized field. Students have the ability to identify the main idea when listening to native Chinese teachers teaching in Chinese as well as being able to understand others' opinion, oral reports and simple evaluations. Understanding of grammatical structures allows major syntactic constructions. An increasing ability to use lexical, grammatical, situational, and pragmatic cues to help decode partially understood messages is shown. Miscommunication slightly occurs with more complex patterns. Speech can be faster.

Advanced Level

Students have an understanding of a broad variety of everyday school and work situations, including within the Chinese major professional field. There is sufficient comprehension to understand the essentials of all speech in standard Chinese. They have a broad enough vocabulary and rarely have to ask for paraphrasing or explanation. Students can follow accurately the essentials of conversations in oral reports, and public addresses on non-technical subjects or in the Chinese major professional field.

Level	Language Function	Language Content and Context	Language Accuracy
Novice	- simple sentences - simple conversations	- daily life area	- frequently misunderstand - slower speed - repeated
Intermediate	- understand opinions - comprehend oral report - understand simple evaluation - decode messages	- daily life area - abstract terms - basic knowledge of Chinese major	- less misunderstanding - faster speed
Advanced / Superior	- understand evaluation - understand discussion - understand practical language used	- Chinese major field - routine school and work area - other specialized fields	- fluent - rarely misunderstand - normal speed

Table 5-1 The Conclusion of Chulalongkorn University Chinese Listening Proficiency Guidelines

5.2 The Uses of “Everyday Chinese Listening Proficiency Guidelines: A Case Study of Chulalongkorn University Students”

5.2.1 The Suggestion for Listening Test

1) The content of the test must be according to communicative competence, but not the progression of the students. The traditional Chinese language examination is always based on the number of Chinese characters and grammatical structures which students learn. If two persons know 1,000 Chinese characters, but those Chinese characters are not the same, is their ability also the same? We think that students' ability is not how many Chinese characters or grammatical structures they have learned, but that concern should be given to these three conditions:

Firstly, language comprehension depends upon the qualifications and functions of the language which can be shown in general communicative skills.

Secondly, language comprehension must be according to the specific situation, and this situation is limited by social and cultural conditions.

Thirdly, the differences of language comprehension levels can mostly be seen in a particular situation. Language function should be used appropriately to achieve the purposes that they have to understand.

2) The purpose of the test is to distinguish students' listening ability, whether their ability is good enough to communicate with other people, whether students can use language as a tool of communication, and whether they can deal with various social and professional needs.

5.2.2 The Suggestion for Selection of the Teaching Materials

1) To comprehensively design the content of teaching materials: the use of listening and speaking materials in practicing conversations, and reading materials in practical reading on different writing styles such as letters, factual pieces, newspapers, narration, articles, fiction etc.; these materials should be related to daily life, social situations and occupational needs; the materials should be from China or Taiwan, for authentic purposes. These materials are allocated to each level, the content should suit the social, cultural situation and students' needs.

2) To plan the usages of materials: to train the lecturers how to use materials, to supervise the practical use of the materials, to ask for the lecturers' opinions about the materials, and to adjust the materials to conform to students' needs.

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