A STUDY OF CHINESE LANGUAGE ASSESSMENTS IN TWO
INTERNATIONAL PRIMARY SCHOOLS IN BANGKOK, THAILAND:
TEACHERS' PERCEPTIONS OF ASSESSMENT APPROACHES,
PROBLEMS AND THE QUALITY

Sui Shuang

A Thesis Proposal Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
In Curriculum and Instruction
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND
2011
A STUDY OF CHINESE LANGUAGE ASSESSMENTS IN TWO INTERNATIONAL PRIMARY SCHOOLS IN BANGKOK, THAILAND: TEACHERS’ PERCEPTIONS OF ASSESSMENT APPROACHES, PROBLEMS AND THE QUALITY

Sui Shuang
I.D. No. 5219417

A Thesis Proposal Submitted in Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND
2011
Thesis Title: A STUDY OF CHINESE LANGUAGE ASSESSMENTS IN TWO INTERNATIONAL PRIMARY SCHOOLS IN BANGKOK, THAILAND: TEACHERS’ PERCEPTIONS OF ASSESSMENT APPROACHES, PROBLEMS AND THE QUALITY

By: SUI SHUANG

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: DR. YAN YE

Accepted by the Graduate School of Education, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

(Dr. Sangob Laksana)
Dean of the Graduate School of Education

Thesis Examination Committee

Chair
( Assoc. Prof. Dr. Supit Karnjanapun )

Member/Advisor
Dr. Yan Ye

Member/Inside Reader
( Asst. Prof. Dr. Richard Lynch )

Member/Outside Reader
( Asst. Prof. Dr. Sirirat Petchasaengsri )
ABSTRACT

I.D. No.: 5219417

Key Words: CHINESE LANGUAGE ASSESSMENTS, TEACHERS’ PERCEPTIONS, APPROACHES, PROBLEMS, THE QUALITY, INTERNATIONAL PRIMARY SCHOOLS, BANGKOK

Name: SUI SHUANG

Thesis Title: A STUDY OF CHINESE LANGUAGE ASSESSMENTS IN TWO INTERNATIONAL PRIMARY SCHOOLS IN BANGKOK, THAILAND: TEACHERS’ PERCEPTIONS OF ASSESSMENT APPROACHES, PROBLEMS AND THE QUALITY

Thesis Advisor: DR. YAN YE

This study tried to find the approaches, problems and the quality of Chinese language assessment used by in international primary schools in Bangkok from the perceptions of the teachers surveyed. The study had 3 objectives, which were to: 1) investigated the current approach of Chinese language assessment used in international primary school in Bangkok; 2) identified the problems of Chinese language assessment used in international primary school in Bangkok, and finally: 3) analyzed the quality of Chinese language assessment used in international primary school of Bangkok.

This study surveyed 28 teachers from two international schools in Bangkok, namely Singapore International School of Bangkok and Concordian International School of Bangkok. The study instrument focused on the current approach of Chinese language assessment and the problems of Chinese language assessment that those teachers used in their classroom. Based on the collected data, the researcher wanted to analyze the quality of Chinese language assessment and provided suggestions for
improving Chinese language assessment used in international primary school in Bangkok.

This study found that: (1) the current approaches of Chinese language assessment that the respondents used in the two sampling international primary schools of Bangkok such as “dictation”, “multiple-choice question” and “true or false” and so on; (2) the problems of Chinese language assessment that the respondents met in the two sampling international primary schools of Bangkok such as “The types of questions are not enough to assess students’ multiple language ability”, “The content is too simplistic to assess the students’ real language abilities, compare to their age characteristics.” and “Students still make similar mistakes to the ones that they made mistakes in previous tests.” and so on; (3) the quality of Chinese language assessment that were used in the two sampling international primary schools of Bangkok were: (a) The application of the approaches of Chinese language assessment had limitations, they were short of authentic assessment factors; (b) In this survey, the findings data showed that students’ learning diversities were ignored; (c) In this survey, the finding data also showed that positive washback was not working well in the students’ study life; (d) Chinese language assessments of the two sampling schools of Bangkok were lack of formative assessment factors.

This study also gave recommendations to the school teachers, administrators, leaders and future researchers: (1) Teachers should know that besides the text book knowledge, the approaches of Chinese language assessment should be authentic and combining with the real life of students; (2) In Chinese teaching, teachers should consider the diversity of the students’ learning background and teach them by special
way; (3) In Chinese teaching, teachers also should stress on the influence of positive washback and formative assessment; (4) School administrators should consider the benefits of teachers, should provide suitable staff professional training which referred to Chinese language assessment; (5) Educational leaders should help teachers become more aware of Chinese language assessment.
I am very indebted to my thesis advisor, Dr. YAN YE, for I couldn’t finish this thesis without her patience, tireless assistance and straight-forwardness to fixing problems with my research. She is a tremendous value to her department at Assumption University and I wish her and her career all the best for the future.

I wish to thank the professors at Assumption University in the department of Education for their great work in teaching us present and future teachers. I must remark that they’ve studied so hard to toil so much and receive so little reward. I hope the knowledge that they’ve improved teachers like myself gives them some satisfaction.

I wish to thank my dear friends: Ryan, Leanne, David and Kristin. English is not my mother tongue, is not my major course as well. My dear friends help me check the mistakes of grammar and vocabulary one by one, support me finish my thesis writing as proper way. I love them all forever.

I wish to thank my old boyfriend, because of him, I came to Thailand and study in Assumption University for improving myself; Because he walked away from my life, so I also get strong power to finish this thesis as soon as possible.

I also wish to thank myself, on the way of thesis writing, no matter what the difficulty is, I still keep doing, I still try my best to overcome it. That causes who I am today. I love myself.

Finally, many thanks should be given to all the teachers and administrators at Singapore International School, and Concordian International School who have given up their time to help me with my research. You are all valuable but unrecognized parts of Thai society and I wish you all the best.

Sui Shuang
# CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPYRIGHT</td>
<td>..................................................................................</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>..................................................................................</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>..................................................................................</td>
<td>v</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>..................................................................................</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>..................................................................................</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>..................................................................................</td>
<td>ix</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

- Background of the Study ................................................................. 1
- Statement of the Problem ................................................................. 6
- Research Questions ........................................................................ 8
- Research Objectives ....................................................................... 9
- Theoretical Framework ................................................................... 9
- Conceptual Framework .................................................................. 11
- Scope of the Study ........................................................................ 13
- Definitions of Terms .................................................................... 13
- Significance of the Study .............................................................. 14

## CHAPTER II REVIEW OF LITERATURE

- Theories and Concepts of Assessment ........................................... 16
- Various Approaches of Assessment ................................................. 19
- Language Assessment .................................................................... 23
- Holistic Background of This Study ................................................ 38
# CHAPTER III RESEARCH METHODOLOGY

<table>
<thead>
<tr>
<th>Research Design</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>41</td>
</tr>
<tr>
<td>Sample</td>
<td>42</td>
</tr>
<tr>
<td>Research Instrument</td>
<td>42</td>
</tr>
<tr>
<td>Validation and Reliability of the Instrument</td>
<td>45</td>
</tr>
<tr>
<td>Collection of Data</td>
<td>45</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>46</td>
</tr>
<tr>
<td>Summary of the Research Process</td>
<td>47</td>
</tr>
</tbody>
</table>

# CHAPTER IV RESEARCH FINDINGS

| Research Objective One                               | 49 |
| Research Objective Two                               | 54 |
| Research Objective Three                             | 58 |

# CHAPTER V CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

| Findings                                             | 64 |
| Conclusion                                           | 71 |
| Discussion                                           | 73 |
| Recommendations                                       | 84 |

# REFERENCES

| .................................................................................................. | 90 |

# APPENDICES

| .................................................................................................. | 94 |

- Appendix A: Questionnaire in English                  | 94 |
- Appendix B: Questionnaire in Chinese                  | 101 |
- Appendix C: Survey Feedback Form                      | 107 |

# BIOGRAPHY

| .................................................................................................. | 110 |
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Table 1 of Students’ Progression Levels in the CEFR</td>
<td>27</td>
</tr>
<tr>
<td>2. Table 2 of Summary of the Research Process</td>
<td>47</td>
</tr>
<tr>
<td>3. Table 3 of Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Listening Test</td>
<td>49</td>
</tr>
<tr>
<td>4. Table 4 of Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Oral Test</td>
<td>50</td>
</tr>
<tr>
<td>5. Table 5 of Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Reading Test</td>
<td>51</td>
</tr>
<tr>
<td>6. Table 6 of Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Writing Test</td>
<td>53</td>
</tr>
<tr>
<td>7. Table 7 of Teachers’ Perceptions of Current Problems of Chinese Assessment towards Contents of Test in Classes</td>
<td>54</td>
</tr>
<tr>
<td>8. Table 8 of Teachers’ Perceptions of Current Problems of Chinese Assessment towards Ways of Tests in Classes</td>
<td>55</td>
</tr>
<tr>
<td>9. Table 9 of Teachers’ Perceptions of Current Problems of Chinese Assessment towards Learning Effects in Classes</td>
<td>57</td>
</tr>
<tr>
<td>10. Table 10 of Summary of Current Approaches of Chinese Language Assessment Used in the Two Sampling Schools of Bangkok</td>
<td>64</td>
</tr>
<tr>
<td>11. Table 11 of Summary of Current Problems of Chinese Language Assessment Used in the Two Sampling Schools of Bangkok</td>
<td>66</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conceptual Framework of this Study</td>
<td>12</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This chapter presented a brief of the study that described the background of the study, statement of the problem, research questions, research objectives, theoretical framework, conceptual framework, scope of the study, definitions of terms and significance of the study.

Background of the Study

Since 1978, the economic reform and opening-up policy made China move with the tide of globalization. During the process of the development, China had the best economy growth in the world for 33 years. According to the report “Analysis of the “Chinese fever” phenomenon ”of Xinhua News Agency [Cited from Xinhua Education News of Xinhua News Agency on line (11th August, 2010), and the state news agency of the People’s Republic of China is a major news and information collecting and distribution center in China]. With broad market potential, China had been focused on by international society, and set off continuous “China fever”. This “China fever” included “Chinese language fever” which was not only reflected in the numbers increased of foreign students who came to China for learning Chinese year by year, but also was manifested in the numbers of the increased of oversea foreigners who wanted to learn Chinese in their own countries.

Under this condition, in the current 10 years, Chinese as a foreign language had been valued widely by different government of countries, and each government had formulated a policy to develop Chinese education in their respective country. The Republic of Kazakhstan was one of the earliest countries which develop Chinese education in higher education in 21st Century. Even the president of the Republic of
Kazakhstan could speak fluently Chinese in a conference. Portland State University of Oregon of the USA had adjusted to make Chinese from an elective course to a major course, and the other state universities of the USA had constantly set Chinese as a major course. In 2007, Jawaharlal Nehru University of India co-operated with Bei Jing University of China, Vellore Institute of Technology co-operated with Zheng Zhou University of China, to set two Confucius Institutes in India for developing Chinese education. In France, 10 years ago, there were only 5,000 middle school students who studied Chinese, but starting in 2009, there were almost 25,600 middle school students who studied Chinese, 16,000 university students who studied Chinese as foreign language, and almost 2000 primary students had been studying Chinese also. In Russia, “Chinese fever” had started. Many Russian people wanted to study Chinese to know the culture and life of China. With the economic development of China, the relationship between China and Argentina had become more close together. Many people who lived in Argentina want to study Chinese for getting a job, trade, travel or education; In Mexico or even Latin America, there were many Confucius Institutes which had been founded to spread Chinese knowledge and Chinese culture to make people who lived in those areas understand what the real China was. In current Korea, Chinese had become one of 3 most necessary skills to Korean university students. [The statistics above were cited from “Analysis of the ‘Chinese fever’ phenomenon” of Xinhua News Agency, (11th August, 2010)]

At the same time, many oversea Chinese or people of Chinese descent anticipated the hope and opportunity from continuous China’s development, and started to pay attention to the study of Chinese of their next generation. Even some overseas Chinese people sent their children to China to learn Chinese. With the tide of globalization, there were more and more Chinese people who moved overseas for
study, business or to settle permanently. So it was possible that there were more and
more overseas Chinese schools that were going to be found and some good quality
Chinese teachers would be provided possibly as well. It was also very convenient that
the application of Internet abroad and the spread of Chinese TV program had helped
service long-distance Chinese language education.

All the above told us that with economic development of China and trade co-
operation between China and the other countries, Chinese language study could make
up for a lack of English; Chinese culture was one of main important contents of the
culture of the world. It was need widely known by academics who worked in the area
of cultural research, that learning Chinese language was necessary for those who
wanted to study Chinese culture; to many young people who could not speak Chinese,
studying Chinese was popular and useful for their lives and jobs. So the Chinese fever
would be spread to the entire world.

“Chinese fever” had spread to the whole world, under this recent events, in
Asian countries, many friendly neighbors of China had paid more attention to the
development of China, where they recognized the positive economic tendency of
China, and wanted to co-operate with China in different areas even more. Thailand
was one of most active countries, which were involved in Chinese language study in
Asia. Thailand and China had always been friendly neighbors in their history. The
people of the two countries had good communication with each other since ancient
history in their economy, politics, culture, and so on. Because of the different
communion of trade and cultural activities in Thailand, lots of Thai-Chinese people
had lived in Thailand by many generations, and many Thailand people also worked
and lived in China. So it was possible that provide a natural familiarity between the
two countries’ people to speak and study Chinese. This was because in Thailand,
studying Chinese had a strong background. In the education area, the Thai government had co-operated with the Chinese government to promote Chinese study in different grades school of Thailand. The “Chinese volunteer teacher project” was a good example. Since 2003, the “Chinese volunteer teacher project” started to work in Thailand and many Chinese teachers were sent to Thailand as volunteer teachers to teach Chinese in different kinds of schools. In 2003 Chinese language courses were set in 242 schools, and in 2008 the number of schools had increased to more than 1,100 schools; the students who studied Chinese were 50,000 in 2003, but in 2008, the number of students had increased to 400,000 [Cited from Gu Shi Hong (2008, 30th, May). News: Ministry of Education of Thailand positively appraised “Chinese volunteer Teacher Program”]. In the governmental situation, the Royal Thai princess Maha Chakri Sirindhorn set a good example for some Thai people who wanted to learn Chinese. Because of political reasons, in the history of Thailand, the Thai government once prohibited Thai people to study Chinese. Since 1980, the Royal Thai princess Maha Chakri Sirindhorn started to study Chinese and persisted in learning Chinese to today, now she not only could speak proficient Chinese, but also could write Chinese calligraphy. The princess of Royal Thai Maha Chakri Sirindhorn made great influence to promote the development of Chinese education in Thailand. After 1980, many different types of schools in Thailand set up Chinese courses, and the subject of Chinese as foreign language had developed very fast in Thailand [Cited from Overseas Chinese Language and Culture Education Online (2010, December 01). Princess Maha Chakri Sirindhorn visited Overseas Chinese University, and supported Chinese Education Development]. This is why we could see “Chinese fever” in Thailand today.
Based on the researcher’s working experience and observation, because of the diverse types of history, policy, background and emphases of knowledge structures, Chinese language assessment which were used in different countries and areas were set up in diverse ways to evaluate the effect on students’ learning. In general, by the researcher’s investigation and the facts of current Chinese language assessments used in the world, there were some Chinese language assessments, which were very popular in the world and are known and used widely in different countries. Example of these include: Chinese assessment of HSK, Chinese assessment of IGCSE, Chinese language assessment of Singapore Chinese language education and so on. In generally, those assessments as above were designed by (1) the Countries’ ministry of education, like Singapore, Malaysia, China.(2) Local ministry of education of China, like Taiwan and Hong Kong; (3) Overseas or domestic universities, social foundations and organization, and (4) individuals who were well-known and who have overseas Chinese teaching experience. Even if the set of assessments were different, those assessments basically included four main approaches of assessment which were used to evaluate the quality of the learners’ Chinese are listening, oral, writing and reading, So the students’ learning quality would be evaluated depending on those basic approaches demonstrated of Chinese language assessment as above. Based on the results of the students’ Chinese language tests which included oral, listening, reading and writing exams, the teachers would decide the level of the students’ Chinese learning. The primary schools of overseas countries almost all followed those assessment approaches as mentioned above to evaluate students’ learning. (Some contents referred to the approaches of assessment above were cited from “IPSLE English Language” on line, “HSK” on line and “Cambridge International Examinations” on line)
Teaching Chinese language as foreign language had been done for many years in Thailand. Based on the researcher’s own teaching experience, by her observation, different types of Chinese language assessment had been used or modified for the use of the different departments of the schools. But all the schools had their own ways to assess their students, some of which were quite effective and satisfy students and parents, while others were not effective and do not satisfy students and parents. Therefore, the issue of Chinese language assessment had so many problems in this researcher’s eyes.

Thus, this study aimed to investigate what are the current approaches of Chinese language assessment, to identify the problems of Chinese language assessment, to determine the quality of Chinese language assessment used in international primary schools of Bangkok.

**Statement of the Problem**

Recently, with the continuous development of China and friendly relations between China and Thailand, Chinese as a Foreign Language (CFL) was regarded as important by Thai students and parents who thought of learning Chinese in their schools. There were different types of assessments of Chinese as Foreign Language, which were from other countries and were being used in primary schools of Bangkok. Even while those assessments were being used for different needs of schools, the main approaches of those assessments were similar, such as listening, speaking, reading and writing tests. So the students’ ability was being evaluated by those types of assessments. As a Chinese teacher, the researcher had observed some students who were learning the Chinese language in primary schools of Bangkok, and she saw that some approaches of Chinese language assessments were not complete and comprehensive, so they could not be effective to evaluate the real skills of the
students’ Chinese language. Those Chinese language assessments also had problems, which were related to the contents of test, the methods of testing and the learning effects of students. Sometimes the examination results could not satisfy or convince the parents, students and the schools’ requirements, so these issues had not been solved. In general, where Chinese as a Foreign Language (CFL) was popular in the overseas countries, there were four main approaches to assessment of CFL, such as listening, oral, reading and writing tests. By the researcher’s observation, during the time when Chinese language assessments were being used in primary schools in Bangkok, there were general problems of assessment approaches such as:

The approaches of Chinese language assessment of CFL lacked any kind of authentic assessment and formative assessment. The approaches of Chinese language assessment were too simplistic to stimulate the students’ interest and motivation in learning; and teachers who were in charge of the design of Chinese language assessment often ignored those issues. Some approaches of testing just focused on the contents of textbook, so that they could not be able to evaluate the students’ authentic skill.

The approaches of Chinese language assessment of Chinese as a Foreign Language ignored the students’ background and personal learning development diversity, so that it was not fair to evaluate all of students who came from different countries and study in the same international primary school in Bangkok.

Regarding the ways of assessment, the efficiency of uses of a Chinese test was too low, so that it could not stimulate the students’ motivation to learning. Some schools often tested the students’ Chinese ability once or twice an academic year (12 months), so the students often slacked off in their learning motivation or ignored the importance of the learning content; they were lazy to revise the old knowledge, which
they have learned, or they just waited for the review work from the instruction of
teachers. If schools properly arranged the test efficiently during the academic year, it
would be a good motivator for the students to make them learn more and learn more
effectively.

Sometimes, the learning results of students were not good after the test. Students often forgot what they had learned after the test. Some of the students still made similar mistakes that the ones they made in the previous test, they also felt that they did not learn any new material from the test. The test often scared students, so the students did not feel happiness from the test contents.

Seeing these problems above, this researcher decided to conduct a study on Chinese language assessment in an international primary school in Bangkok, in order to investigate the approaches, to identify the problems of Chinese language assessment, therefore it would analyze the quality of Chinese language assessment used in international primary schools of Bangkok, Thailand.

**Research Questions**

1. What were the current approaches of Chinese language assessments used in international primary school in Bangkok?

2. What were the problems of students’ Chinese language assessments in international primary school in Bangkok?

3. From the perceptions of the teachers surveyed, how could the quality of Chinese language assessment be analyzed?
Research Objectives

1. To investigate the current approaches of Chinese language assessment used in international primary school in Bangkok.

2. To identify the problems of Chinese language assessment used in international primary school in Bangkok.

3. To analyze the quality of Chinese language assessment used in international primary school of Bangkok.

Theoretical Framework

This study was going to investigate the approaches, problems and quality of the Chinese language assessment based upon general theories of assessments and theories of language assessment.

Assessment was a process that played a vital role in learning and teaching. Some experts included Airasian (1994), and Eggen (1998) and Woolfolk (1998). Airasian (2001) had given insights and developed concepts about assessment. The assessment concept that was applied in this study was obtained from the works of these authors.

Airasian (2001) said that Assessment approach was like a tool that in general, was used to assess students’ learning process and effects, in the education area, such as paper-and-pencil methods, observation methods and oral question methods. He said that the characteristic of a good assessment were validity and reliability.

Lynch (2003) summarized the definition of validity from Messick’s work on assessment. In his article, Messick’s definition of Validity was that “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales supported the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment.”
Norman E and C. Keith (2009) said that if we wanted to infer that our assessment indicates that students had good “reasoning ability” or not, we needed some evidence that could support the fact that the assessment results actually reflected that construct; and those evidence also could prove that that the assessment was useful for predicting or estimating some other performance. The evidence mentioned above was validity of assessment.

Instruction was what teachers guided students to learn in their classes during the teaching and learning process.

Norman E and C. Keith (2009) pointed out that the relation between instruction and assessment was close, in instructional process, when the assessment properly designed and appropriately used, they could contribute to more effective instruction and greater student learning. The relation could be expressed as a chart as below:

**Chart of the relation between assessment, learning and instruction**

Based on the foundation of the theory of assessment, with the development of practice of assessment, Jon Mueller (2005) gave a new idea related to assessment, called authentic assessment. He believed that it was a form of assessment, in which students were asked to perform real-world tasks that demonstrated meaningful application of essential knowledge and skills.

With the development of language assessment, Hornberger, Shohamy and Elana (2008) also gave a new term to Language assessment. They talked about
assessments which assess the learner’s multiple abilities on one language’s proficiency or achievement standards.

About washback, an author, named Lynch (2003) summarized the concepts of assessment Washback from Samuel Messick’s work on assessment which had been widely applied to language assessment. Messick pointed out that washback meant that teaching & learning & testing interacted and influenced and supported. Positive washback meant that teaching and learning and testing interacted, influenced and supported one another in positive ways. Negative washback meant they do not.

Formative assessment was a type of assessment that during the process of teaching and learning, teachers observed students’ conditions and got feedback from them, then teachers adjusted their teaching details to fit the needs of students, help their learning.

Conceptual Framework

The researcher investigated the approaches of Chinese language assessment (CLA) and identified the problems of Chinese language assessment in the two international primary schools of Bangkok, namely Singapore International School of Bangkok (SISB) and Concordian International School of Bangkok, using a questionnaire, which was divided into two parts: approaches of Chinese language assessment and problems of Chinese language assessment. The questionnaire surveyed the perception of the two schools Chinese teachers towards to those questions, then the researcher analyzed the quality of Chinese language assessment used in international primary schools of Bangkok from this result of questionnaire. So the conceptual framework was shown in Figure 1.
Contraction of Chinese Language Assessment: CLA

Figure 1 Conceptual Framework on the Investigation of the approaches of CLA and Identification of the problems of CLA
Scope of the Study

This survey was conducted in the year of 2011~2012 year, only in two international primary schools of Bangkok in Thailand. The study used a questionnaire to be given to all the Chinese teachers in those two international primary schools.

The study only investigated the current approaches of the students’ Chinese language assessment, identified the problems of Chinese language assessment and analyzed the quality of Chinese language assessment which was used in those 2 international primary schools of Bangkok.

The response of the questionnaire might be limited by the respondents’ personal biases and other subjective factors.

Definitions of Terms

For better understanding of this study, the following terms were operationally defined:

*International Primary schools of Bangkok*: in this study, pointed at different curriculum background international primary schools which enrolled students whose ages were 6 -12 and which teach simplified Chinese language as Second language and other required courses; In this study, it referred to Singapore International School of Bangkok (SISB) and Concordian International School of Bangkok(CIS).

*Chinese language assessment*: in this study, it referred to the assessment of Chinese language teaching in the two international primary schools of Bangkok mentioned above.

*Chinese language assessment approach*: in this study, it referred to the current approaches of Chinese language assessments in the two international primary schools of Bangkok mentioned above, such as listening, oral, reading and writing tests and so on.
Quality of Chinese language assessment: in this study, it referred to the level of quality, which was close to the standard of validity of the Chinese language assessment or not in the two international primary schools of Bangkok above.

Problems of Chinese language assessment: in this study, it referred to the problems, which existed in Chinese language assessment, including the contents of Chinese language assessment, the ways of testing and the learning effects of Chinese language assessment in the two international primary schools of Bangkok.

Teachers’ perceptions of approaches, problems and the quality: in this study, it referred to the Chinese teachers’ perceptions who worked in those two sampling international primary schools of Bangkok towards to the approaches, problems and the quality of Chinese language assessment which were used in their classroom.

Validity: in this study, it referred to the accuracy of inferences and interpretations we made from the results or “scores” of Chinese language assessment.

Reliability: in this study, it referred to the consistency of Chinese language assessment’s results under different conditions.

Pin Yin: in this study, it meant that a system for being used to transliterate Chinese characters into the Roman alphabet. It was developed in China in 1958.

Significance of the Study

This study benefited to teachers who taught Chinese as foreign language or even some foreign language teachers in primary schools of Bangkok to examine their normal teaching assessments, found the similar problems or mistakes, and corrected them. At the same time, this survey provided many summaries of Chinese language assessment approaches, which were helpful for teachers’ lessons and observation in the real classroom. The identification and suggestions of the quality of Chinese
language assessment also were a reference, which was used for improving the teacher’s lessons and practice in the real classroom or other fields of study.

This study was valuable for the administrators and institutions that promote evaluation of teaching and learning development. The administrators and institutions should promote their curriculum development so in step with education evolution; adjusted the details of assessment of the curriculum in accordance with the requirements of students and teachers. Thus, this study might be able to provide a reference for the administrators and institutions and gave a direction for them.

It was useful to enhance students’ learning motivation, interests and learning results in foreign language learning. Students needed appropriate assessment approaches to evaluate their study, and a good assessment approach could be able to improve their interest and learning results effectively during the process of their study. This survey advised administrators and teachers to focus on the assessment approaches, quality and problems of students and evaluated some parts of their work and policy by proving suggestion to improve the quality of language assessment, giving many examples of approaches of language assessment and finding more problems of language assessment. It promoted the development of language assessment. It finally could able to reinforce the students’ learning confidence and motivation, benefited the teachers’ work and promote efficiency of the students’ learning and teachers’ work.
CHAPTER II

REVIEW OF LITERATURE

This part of the study aimed to present theories, concepts, and ideas related to assessment. In order to reach this goal, the researcher decided to divide the literature review into 4 parts as follows: Theories and Concepts of Assessment, Various Approaches in Assessment, Language Assessment and Holistic Background of This Study.

Theories and Concepts of Assessment

Theories of assessment:

Assessment was a process that played a vital role in learning and teaching. Experts including Airasian (2001), Christine, H., Lee, C., Bethan Marshall and Wiliam (2006) had given insights and concepts about assessment. The assessment concept that was applied in this study was obtained from the works of these authors.

Airasian (2001) claimed that the process of collecting, synthesizing, and interpreting information to aid in decision-making was called assessment. Christine, H., Lee,C., Bethan Marshall and Wiliam (2006) observed that assessment for learning was usually informal, embedded in all aspects of teaching and learning, and conducted by different teachers as part of their own diverse and individual teaching styles.

Airasian (2001) also found that there were differences between assessments, tests, measurements, and evaluations. Assessment was a general term that includes all the ways that teachers gather information in their classrooms. Measurement was the process of quantifying or assigning a number to pupil performance. Evaluation involved judging the quality of a pupil’s performance or determining a possible
course of action. Evaluation describes the merit, worth, goodness, or desirability of pupil performance. Common assessment approaches included tests, observations, interviews, oral questions, portfolios, projects, among others.

Lynch (2003) summarized the concepts of assessment Wash back from Samuel Messick’s work on assessment which had been widely applied to language assessment. Messick pointed out that washback meant that teaching & learning & testing interacted and influenced and supported. Positive washback meant that teaching and learning and testing interacted and influenced and supported one another in positive ways. Negative washback meant they did not.

Norman E and C. Keith (2009) pointed out that the relation between instruction and assessment was close, in instructional process, when the assessment properly designed and appropriately used, they could contribute to more effective instruction and greater student learning; oppositely, the assessment which was not designed properly or not used appropriately could not contribute to more effective instruction and greater student learning. The assessment, instruction and student learning influenced each other.

**Concepts of a good assessment**

How to evaluate an assessment was good or bad? Many authors had given their recommendations, such as Airasian, Madhabi Chatterji and Norman E. Airasian (2001) contended that a good assessment should have Validity and Reliability. Validity was the key to obtaining high-quality and meaningful assessment decisions. Without validity, assessment data would not lead to correct decisions. Sireci (2007) argued that he can’t agree with Lissitz and Samuelsen that approach validity independent of the testing context and purpose of the testing; he was a believer in validity evidence based on test content and a specific purpose. He also said that
evaluating test validity was not a one-time event, but was a continuous process. Airasian (2001) also claimed that the second important factor of a good assessment was its consistency, stability, or reliability. Reliability was not concerned with the appropriateness of the assessment information collected, only with its consistency, stability, or typicality. Appropriateness of assessment information was a validity concern. Reliability did not exist on an all-or-nothing basis, but in degrees: high, moderate, or low. Some types of assessment information were more reliable than others. Reliability was a necessary but insufficient condition for validity. An assessment that provided inconsistent, atypical results could not be relied upon to provide information useful for decision making. Validity and reliability were important criteria for all types of classroom assessments, not only for paper-and-pencil assessment.

Another author Chatterji (2003) said that an assessment system that performs well should generate information possessing three qualities: validity, reliability, and utility. Validity referred to the accuracy of inferences and interpretations we made from the results or “scores” of an assessment tool. Validity should be the most important consideration guiding our assessment development and selection efforts. Reliability referred to the consistency of an assessment’s results under different conditions. Supposed you were asked to perform a given assessment task repeatedly, such as the typing of a letter. Environmental distractions affect reliability of results. Utility or usability deals with the practicality of using an assessment in particular circumstances. This book would submit that usability/utility of assessments was not as important a consideration in designing, selecting, or applying assessments as validity or reliability. Thus, to build a well-functioning assessment procedure, utility had to be carefully balanced against the two other properties that we examined in this chapter.
Norman E. G. (2006) also claimed that two important factors of a well-designed assessment procedure were validity and reliability. Validity referred to the appropriateness and meaningfulness of the inferences we made from assessment results from some intended use. Reliability referred to the consistency of assessment results. Both the validity and reliability of assessment results could be provided for during the preparation of assessment procedures. So improving validity and reliability of assessment results was significant to teacher.

Various Approaches of Assessment

Standardized Assessment

Airasian (2001) said that standardized assessment procedures were those that followed the same administration, scores and interpretations for all test takers, regardless of where or when they were assessed. Standardized assessments were given to different students in different places, but always under the same administration, scoring, and interpretation. The main reason for standardizing assessment procedures was so that if did not have the condition of administration, scoring and interpretation distorting the comparison, scores of students’ assessment could be compared across students. The Scholastic Aptitude Test (SAT) and the American College Testing Program Test (ACT) were examples of standardized tests. The students would take the same test, under the same conditions, same directions and in the same amount of time. More over, the results of the test would be scored and interpreted the same way for all test takers. Most standardized tests were constructed by companies or organizations outside of local school systems.

Standardized assessments were accompanied by precise and detailed information about administration procedures, including how much time students could
have, what students were to be told before administration begins, and other such
details.

**Non-Standardized Assessment**

Airasian (2001) said that non-standardized assessments procedures were made
by teachers which were intended for one-time with a single group of students at a
single point in time. Few teacher-made assessment instruments were standardized.
Most were constructed for personal classroom used and reflected the particular
instruction provided in that classroom. The information from the assessment was used
to determine the performance of students in that single class, and the teacher had no
internal or desire to administer the same test to students in other classes for
comparative purposes. Essentially, the instruments of non-standardized assessment
which was made by teachers were intended for one-time. Thus, they did not need to
be standardized. Many of teachers’ did not plan observations of their students’
behavior also were classified as non-standardized assessments. These fleeting,
infrequently occurring, unpredictable, seldom-repeated classroom observations
represented a rich and important, though non-standardized, form of assessment data.
Teachers made decisions by using these idiosyncratic observations about individual
students and the class as a group.

It was necessary to note that standardized assessments and non-standardized
did not have some gaps that which one was more very important. When one desired to
make comparisons among students in many different classrooms and locations,
standardization would be only important; a standardized assessment procedure was
not needed, in case of comparison beyond a single classroom was not desired.
Standardization had to do with the type of comparison one wished to make, either
within or beyond a single classroom and the rigidity of administrative conditions that flowed from the desired comparison.

**Group Assessment**

Airasian (2001) said that group assessment, whether standardized or not, was more efficient to administer than individually administered ones. In the same amount of time needed to gather information from one student, group administered procedures gather information from a whole class. However, the cost of this efficiency was the loss of rapport, insight, and knowledge about each examinee that results from individually administered assessment. It involved paper-and-pencil tests that permitted many students to work simultaneously on a task. When the task was assessed and involved in procedures such as reading, giving a speech, assembling equipment, or reciting a poem, group administered procedures could rarely be used for assessment. Informal group assessment occurred in the classroom, primarily through teacher observation.

**Authentic Assessment**

Theories and Concepts of Authentic Assessment

Authentic Assessment was sometimes called as performance assessments, which according to Richard, J. (1987), was called upon the examinee to demonstrate specific skills and competencies that was to apply the skills and knowledge they had mastered.

As for the performance assessment, it engaged worthy problems or questions of importance. In this assessment, students must use knowledge to fashion performances effectively and creatively. The tasks were either replicas of or
analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.

Authentic assessment was regarded as a form of assessment which students were asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills by Mueller, J. (2005).

**Types of Authentic Assessments**

Feuer and Fulton (1993) said that there were numerous types of authentic assessment used in classrooms today. The range of possibilities was sufficiently broad that teachers could select from a number of options to meet specific purposes or adapt approaches to meet instructional and student needs. Teachers already used many of these types of assessments as follows: (1) Oral Interviews: the teacher asked students questions about personal background, activities, readings, and interests. (2) Story or Text retelling: the students retold main ideas or selected details of text experienced through listening or reading. (3) Writing Samples: the students generated a narrative, expository, persuasive, or reference paper. (4) Projects/ Exhibitions: the students completed a project in the content area, working individually or in pairs. (5) Constructed-Response Items: the students responded in writing to open-ended questions. (6) Teacher observations: the teacher observed student attention, response to instructional materials, or interactions with other students. (7) Portfolios: it was a focused collection of student work to show progress over time.

**Formative Assessment**

About development of formative assessment, many authors had given their claims. Christine H., Lee, C., Bethan and Wiliam (2006) said that an assessment activity could help learning if it provided information to be used as feedback by
teachers, and by their students in assessing themselves and each other, to modify the teaching and learning activities in which they were engaged. Such assessment became formative assessment when the evidence was used to adapt the teaching work to meet learning needs. Black and Wiliam's "Inside the Black Box: Raising Standards Through Classroom Assessment" (Phi Delta Kappan, October 1998) provided strong evidence from an extensive literature review to show that classroom "formative" assessment, properly implemented, was a powerful means to improve student learning. Formative assessment occurred when teachers fed information back to students in ways that enabled the student to learn better, or when students could engage in a similar, self-reflective process. If the primary purpose of assessment was to support high-quality learning (principle one in Principles and Indicators for Student Assessment Systems), then formative assessment ought to be understood as the most important assessment practice.

Language Assessment

Theories of Language Assessment

Many authors had given their views about language assessment. Hornberger, N, H., Shohamy, Elana (2008) pointed out that Language assessment was an assessment which assessed a learner’s multiple abilities of one language’s proficiency or achievement standards. Its main focus was the assessment of first, second or other language in the school, college, or university context; assessment of language used in the workplace; and assessment of language in the immigration, citizenship, and asylum contexts. Language assessment was the way to measure a student’s learning of languages; it was a gauge of what a student knows and/or could do and, more indirectly, of how well instruction was proceeding. Language assessment was using a
systematic way to find what an economy, province, or state would like to establish as the framework for instructions.

Hornberger, N, H., Shohamy, Elana (2008) also pointed out that language assessment should be based on Language Policies and Language Content Standards, which made clear what students would be expected to know and be able to do as a result of having participating in language learning experience. Language Performance Standards were important because they determined which areas and levels of student performance would be examined in order to assess their learning. The assessment might cover listening, oral, reading, writing or cultural understanding. It might place equal weight on knowledge (understanding how the language worked theoretically) and proficiency (ability to use the language practically), or might give greater weight to one or the other.

An author, Kathleen M. B (1998) provided some recommendations for the purpose of language assessment. She said that some tests were able to test learner’s potential talent or capacity for learning language. This capacity was referred to as an “aptitude for language learning”, so tests called “aptitude tests” were designed to assess this construct. A kind of language test, named “dominance test” was especially related to contexts. Sometimes proficiency (or other) tests were used for making specific decisions. For example: the TOEFL (test English as foreign language) as an admissions test for universities. An admissions test intended to provide information about whether a candidate succeeded or not in a particular program; the students placed in a particular level of a program, the teachers in the program used iagnostic tests to identify their students’ strengths and weaknesses. Diagnostic tests were very closely related to the syllabuses of the specific classes so that the teachers could decide precisely how to gear the instruction to be most appropriate for the students in
that class. During the course of instruction, teachers might want to determine how well their students were doing with the material that had been covered; tests or quizzes that were used as part of an ongoing assessment procedure during the course of instruction were referred to as “progress tests”. It should be apparent that progress tests must be very closely tied to the course content. So, according to the different purposes of language assessment, the teacher could use different language assessment to evaluate the learners’ learning effects.

**Approaches of Foreign Language Assessment**

With the development of globalization, many countries have started positively to encourage the use and learning of the language of others, as one part of communication and co-operation strategies, so foreign language learning was very welcomed by each country. In order to evaluate the candidates’ level of second language proficiency, foreign language tests had been set by correlative language councils, such as: “TOEFL iBT Test”, “IELTS”, “Chinese HSK”, “language test of IGCSE ”,”YCT” and so on. In order to evaluate candidates’ learning, the assessments of those foreign language tests also were set. By researcher’s observation, so far, there had been consistent approaches of assessments used that were for different foreign language tests. Reading, writing, oral and listening tests were the four main consistent approaches of one foreign language assessment.

TOEFL Test was a registered trademark of Educational Testing Service (ETS). The first test administered in 1964, and had since been taken by more than 23 million students. In 2005, the internet-based test (iBT) had progressively replaced both the computer-based and paper-based tests, and many countries had set test centers of it. Now TOEFL iBT Test was one of the most popular foreign language tests in the world. Reading, writing, oral and listening skills were emphasized by The
TOEFL iBT test. TOEFL iBT used integrated tasks that combined more than one skill, just as in real academic settings, hoping it could reflect how language was really used, and at the same time, could represent the best practices in language learning and teaching. The TOEFL iBT tests all four language skills that were important for effective communication: oral, listening, reading, and writing. So, the test format was set by four test sections: Reading, Listening, Speaking, and Writing, those four sections also were approaches of TOEFL iBT assessment.

IELTS (International English Test System) was established in 1989, was an international standardized test of English language proficiency. It was managed by University of Cambridge ESOL Examinations, the British Council and IDP Education Pty Ltd. IELTS was accepted by many countries, such as Australia, Canada, Irish and so on. The structure of IELTS Test included four main sections: Reading, Oral, Speaking, and Writing same the approaches of TOEFL iBT assessment.

TOEFL iBT Test and IELTS both of were both popular foreign language tests in the world. The Reading, Listening, Oral, and Writing tests were still being used as main approaches which evaluated candidates’ foreign language proficiency; However TOEFL iBT Test and IELTS focused on testing university students and adults. There were some foreign language tests that served for young children of Primary level, such as: “Cambridge Primary English Test” and Singapore “IPSLE” English Test, which were a kind of examination which evaluate young children’s English.

“University of Cambridge International Examinations (ICE)” was a very popular provider of international qualifications for students aged between years 14 to 19, in the world. There were over 150 countries in the world which offered ICE examinations and qualifications. It was founded in 1858 as a department of Cambridge University. “Cambridge Primary” of CIE started since 2004 and was
called “The Cambridge International Primary Program (CIPP).” The students who joined “Cambridge Primary” were aged between years 5 to 11. Its curriculum framework was English also it included the option English as Secondary Language. The “CIPP” also through internationally benchmarked test, provided an optional testing structure to assess learner performance and reported progress to students and parents. The Cambridge Primary English as Second Language curriculum framework was created and designed by Cambridge University ESOL examinations, ESOL Examination (English for Speakers of Other Languages Examination) was one department of University of Cambridge International Examinations, The curriculum framework was based on the CEFR (Council of Europe’s Common European Framework of Reference for Languages), which was used widely both within and beyond Europe to map learners’ progression in English. Student progression in each strand within the curriculum frameworks was mapped in terms of the common reference levels in the CEFR.

Table 1: Students' progression levels in the CEFR

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic user</td>
<td>Independent user</td>
<td>Proficient user</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students study English systematically and then could move to the higher level from A1 to C2 depending on their rate of progress. The assessments at key transition pointed across the curriculum related to Cambridge ESOL’s international suite of English language assessments for learners –multi-skilled, externally certificated tests from University of Cambridge ESOL Examinations.

In general, Assessment of English Language of ESOL was divided into 5 strands: reading, writing, use of English, listening and speaking. There were two tests
which were used in Primary Level, called “PET (preliminary English test)” and “KET (key English test)” of ESOL examination for young learners who were in Primary level. “PET” was for the young learner of primary level whose English level was basic. “PET” was at the level B1 of CEFR. There were three papers of “PET”: Paper 1: reading and writing. The approach of Paper 1 assessment was to read text which included newspaper, journals, magazines, and then used vocabulary and structure to write short message, letter or stories around 100 words; or completed an exercise involving changing the meaning of sentences. Paper 2 was a listening test whereby recorded spoken materials were given to test students’ understanding of the meaning of the discussion or announcement, about everyday life. Students needed to follow the attitude and intentions of the speakers. Paper 3: An Oral test. Its approach was that of a conversation between examiner and student, and they asked and answered question; also students could talk freely about what he/she like or dislike. “KET” was at level A2 of CEFR, it also was a basic exam to find students’ strengths and weaknesses in English. “KET” also had three papers: Paper 1: Reading and Writing: Its approach of test was that of simple information was given, such as: newspapers or magazines and students should be able to understand the meaning, then fill gaps with simple sentences or write a short pieces around 25 words; Paper 2: Listening test: Its approach of test was that of some reasonably slow spoken materials or an announcement was given, then students should show their ability to understand; Paper 3: Oral test: Its approach was that of two students will participate in oral test whereby they should demonstrate that they could take part in conversation by asking simple questions and answering simple questions.

“IPSLE (The Singapore International Primary School Exam)” was the international vision of Singapore’s Primary School Leaving Examination (PSLE),
IPSLE was an exam taken at the End of Primary Education for overseas students. It provided recognized certification of the achievement that students had attained and benchmarking for all pupils attending overseas schools who were interested in benchmarking against Singapore standards.

The approaches of English Language Assessment of “IPSLE”, which assessed candidates, were grouped into 4 parts, as below: Paper 1: Writing, Paper 2: Language Use and Comprehension, Paper 3: Listening Comprehension and Paper 4: Oral Communication. Paper 1: Writing: there were two given topics, candidates should choose one of two topics and wrote a composition of at least 150 words. Paper 2: Language Use and Comprehension: this part would assess students’ abilities to comprehend textual information and correctly use language, such as, appropriately used vocabulary in given contexts, correct use of grammar, punctuation and spelling; gave a reason to support an opinion based on a given text; construct meaning, made predictions, inferred and drew conclusions using text and language features and contextual clues; followed the development of ideas in a text. Paper 3: Listening Comprehension: many texts would be provided, such as, announcements, speeches, telephone conversations and instruction communication to students. The students’ abilities of understanding which related to those spoken language was the assessed. Paper 4: Oral Communication: there were two parts in Paper 4: A topic for conversation was given to a student and then students would converse with the examiner to show his/her ability. Read Aloud: a reading passage was given to students, and then they should read this passage with appropriate expression and rhythm, students’ pronunciation and articulation of words was also assessed. The main approaches of English Language Assessment of “IPSLE” had been widely used in the overseas countries for overseas pupils who wanted to benchmark against the
Singapore standard. Therefore, clearly English as Second Language Assessments in Primary Level were widely used in the world, but how about the Chinese as Second Language Assessment in Primary Level in the world was? What approaches of Chinese as Foreign Language Assessment in Primary Level currently preferred.

The Approaches of Chinese as Foreign Language Assessment of Primary Level

With the China’s rapid economic development, Chinese as Foreign Language had become one of the most popular languages for learners in the world. So far, Chinese as Foreign Language test such as “HSK (Hanyu Shuiping Kaoshi; Chinese proficiency test)”, ”YCT(Young Learners Chinese Test)”, ”IGSCE-Cambridge Primary of Chinese as Second Language Test” and “IPSLE-Chinese as Second Language Test” were well known in the world. Many candidates who chose Chinese as Foreign Language to prove their abilities of Chinese proficiency.

“HSK (Hanyu Shuiping Kaoshi; Chinese proficiency test)” started on 1984 at Bei Jing Language and Culture University, and in 1992, it was made a national standardized test. In 2005, there were regular host sites over in 150 countries and this test had been taken around 1 million times. HSK was similar to English TOEFL as the aims of this test was to provide a certificate of professional and educational language proficiency in Chinese for candidates who were non-Chinese native speaker and wanted to go to China for university study or other purposes. HSK test had 11 ranks, the basic test would cover ranks 1 to 3; the elementary/intermediate test would cover 3 to 8 ranks; the advanced test would cover ranks 9 to 11. The basic test and elementary/intermediate tests would include four main areas of test: Reading comprehension, Listening comprehension, Grammar structure and Writing expression. Excluding the contents of test, the advanced test of HSK would include two additional portions: spoken and written. The written expression portion required
the learner to write Chinese characters. Aside from the written expression portion, the other type of test questions would be set as multiple-choice. So, according to the real ability of candidate’s Chinese proficiency, they would choose the appropriate level test of HSK, such as basic test, elementary/intermediate test, or advanced test. Of course, the different levels of the HSK test also required different numbers of Chinese characters which the candidate must master. Normally, Primary level candidates often chose basic test or elementary/intermediate test as their Chinese proficiency test. In addition to HSK, there was a professional Chinese as Second Language proficiency Test which was called “YCT”.

YCT (Youth Chinese Test) had been set by China “Han Ban/Confucius Institute Headquarters” since 2004. It was a national standardized test for non-native Chinese speaker whose ages were under 15 years. The aim of this test was that evaluated their authentic skill of Chinese language after candidates had mastered the basic Chinese vocabulary. The certification of YCT could be used in applying for school transfers, scholarships or study abroad. According to young learner’s psychological, real study conditions and physiological characteristics, this test was divided into 3 levels to suit the needs of different countries’ candidates, and each level requires different numbers of Chinese character. No matter what background the candidate was, each of them could find a suitable test system to evaluate the real level of their Chinese proficiency objectively. The Level 1 test required candidates to master at least 300-500 Chinese characters. The Level 2 required candidates to master at least 600-1100 Chinese characters. The Level 3 required candidates to master at least 900-1700 Chinese characters. The format of YCT exam papers were: Listening test, Reading and Comprehension test and Writing test. The Level 1 test only included a Listening and Comprehension test and a Reading and comprehension test, it did not
included writing test; but the Level 2 and Level 3 test all included a Listening and Comprehension test, a Reading and Comprehension test and a writing test. The approaches of each level’s test were very different: Listening and Comprehension test of level 1 test had two approaches to assess candidate’s listening abilities. The two approaches were: “True or False” and “Banked cloze”. Once pictures and spoken materials had been given, candidates needed to identify which one was correct and choose the right answers. The approaches of the Reading and Comprehension test were “Conversed cloze” and “Multiple-choice”. According the relationships between contexts, candidates filled in the most appropriate Chinese characters. The level 2 test included three parts, they were: Listening and Comprehension test, Reading and Comprehension test and Chinese characters writing. The approaches of the Listening and Comprehension test of level 2 were “listen to spoken materials and choose the correct pictures” and “listen to conversation and do a multiple-choice”. The approaches of Reading and Comprehension test of level 2 test were “Unscramble the sentences” and “short essay reading and comprehension”. The instruction of questions was given and one must answer the question by writing the Chinese characters on the paper. The level 3 test included Listening and Comprehension test, Reading and Comprehension test and Writing expression test. The approaches of Listening and Comprehension test included “listen and choose the correct picture”, “listen to a conversation and do a multiple-choice” and “listen to short essay and do a multiple-choice”. The approach of writing expression was one whereby a directed topic was given and learners must write a short essay in Chinese characters, according to the requirement of direction. So these above were general approaches of YCT level 1, level 2 and level 3 tests. “IPSLE”, ”HSK” and “YCT” were very popular Chinese as
Second Language Assessments which had been implemented for many years around the world.

In general, the general format of those Chinese Language Assessments were set up as 4 main parts such as Chinese listening tests, Chinese oral tests, Chinese reading tests and Chinese writing tests. According to those general approaches of Chinese as Second Language Assessments mentioned above, combining with the teaching experience and teaching experiment of the researcher and other Chinese teachers who worked in Bangkok, the details of the Chinese listening, oral, reading and writing tests were summarized as follows:

**Approaches of Chinese Listening Tests**

Listening was one of the most important communication skills between people. Listening meant that paying attention and making a conscious effort to process what you hear. In the process of language teaching and learning, listening tests were very necessary procedures to assess candidates’ language learning efforts. Therefore, the approaches of listening tests had been set and researched seriously by some examination experts. Normally, the approaches of listening test were expressed as follows:

1. “dictation”;
2. “listen to the spoken material and choose the correct picture”;
3. “listen to the spoken material and answer a “True or False” question”;
4. “listen to a conversation or short essay and answer a multiply-choice question”;
5. “listen to the spoken material and answer a ‘banked cloze’ question”;
6. “listen to the spoken material and fill in the blank with appropriate Chinese characters”;
7. “listen to a spoken essay and write the main content down with short sentences”;
8. “listen to the spoken material and choose the correct “pin-yin” answer”; 
9. “listen to the spoken material and mark the correct tone for the ‘yun-mu’ of ‘pin-yin’ ”;
10. “listen...
to the pronunciations of the words and mark the correct “pin-yin” for the right words” and so on.

The diversity of the approaches of listening test provided a big space that students could express their listening abilities fully, on the other hand, assessed the students’ listening ability from the different angles.

**Approaches of Chinese Reading Test**

Reading was a very important procedure of one language learning and teaching and in general, a reading test was often set as an exam paper such as vocabulary, grammar, comprehension, analysis, summary, and so on. Reading practices were very useful to improve the learners’ comprehensive abilities. Therefore, the normal approaches of reading tests were often set as follows: (1) “Read a text such as a newspaper or journal and then fill in the gaps with simple sentences or write a short answer of around 25 words”; (2) “Correct grammar or parts of speech mistake”; (3) “Choose the appropriate vocabulary: a context is given then students choose the appropriate vocabulary to respond with”; (3) “A text is given, then students write a reason to support an opinion based on this text”; (4) “Make the predictions based on a given text”; (5) “Find the meaning based on a given text”; (6) “Evaluate the significance based on a given text”; (7) “Infer and draw conclusions after reading a text”; (8) “Describe the language features and find the contextual clues”; (9) “Read an essay and then answer a multiple-choice question”; (10) “Make sentences”; (11) “Look at a picture and write the appropriate characters or “pin-yin” down”; (12) “Look at a picture and choose the appropriate sentence from the answer sentences”; (13) “Unscramble the sentences”; (14) “Unscramble the vocabulary which is given and make a correct Chinese sentence”.
These approaches of reading tests would benefit students, trying to tap the potential of their language comprehensive ability. On the other hand, reading tests also stimulated the motivation for the students to practice reading skills and through reading exercises.

**Approaches of Chinese Oral Test**

An oral test was an important procedure that assesses students’ authentic oral skills of one language learning. By using oral test, the students would show their real oral skills and ability to react with respect the question of the examiner. The format of oral tests was that it was conducted for individual candidates by a single examiner. It was recorded and re-assessed by another examiner. The test had two or three parts and lasted a maximum of 12 minutes. In order to assess the students’ real language ability in such a short time, the approaches of oral tests were arranged such as (1) “Interview. The examiners interview the students and the students answer it”; (2) “Conversation: a topic is given and then the students have a conversation with examiners”; (3) “Read aloud: An essay is given to students and then they should read the essay with appropriate expression, rhythm, pronunciation and articulation”; (4) “Recite traditional Chinese poetry or idioms”; (5) “Tell a Chinese story”; (6) “Give a short speech in Chinese”; (7) “Do a short Chinese debate”; (8) “Sing a Chinese Song”; (9) “Conversation between students: a topic is given then the two students ask and answer questions to each other to demonstrate their oral ability”; (10) “Group conversation. A topic was given then students were separated into small groups and finally they discussed the content of topic and shared their own opinion in Chinese”. All of above were standard approaches of oral tests, which regularly appeared in language tests.

**Approaches of Chinese Writing Tests**
In general, a writing test was a paper-based assessment. Its purpose was to assess students’ writing skills and knowledge of grammar and vocabulary. The content of a writing test was arranged in two parts. Normally, the students were given a short text or pictures in the first part, such as e-mail, letter or some story pictures. According to the guideline, the students would write a reply or a reaction. The second part would give a brief instruction with some story pictures or two or three alternatives. The students wrote an essay according to the content of the pictures or chose one of the alternatives to write the essay. The first part and second part all required a certain number of words. In general, the approach of the writing test was like this: (1) “Read a text such as a newspaper or journal and then use vocabulary and structure to write a short message, letter or story of around 100 or more words”; (2) “A topic is given, then write a short essay with Chinese characters according to the directions”; (3) “Two topics are given to students, then they choose one of them and write an essay of around 400 words”; (4) “A text is given, the students read it first and then write a reaction of around 400 words which refers to the main content of this text”; (5) “Look at pictures and then according to the meaning of the pictures and students’ imagination, write a story with Chinese characters”.

So these above were general approaches of listening, oral, reading and writing tests of Chinese as Second Language, which had been implemented for many years around the world. So what about were the qualities of those approaches of Chinese Language Assessment? What were the problems of those approaches of Chinese Language Assessment?

The Qualities and Problems of Chinese Language Assessment of Chinese as Foreign Language in Primary Level
Chinese as Foreign Language teaching had become more popular in the world, so the language teaching and the assessment of Chinese language ability were very important to learners and teachers. Learners wanted to evaluate their real level of Chinese proficiency by recognized assessment; Therefore the exam result and comments from the assessment would become an agent which could stimulate learner’s learning motivation and passion. Good approaches of the assessment would guide and help teachers to evaluate learners effectively; simultaneously teachers could get feedback from the test result showed by the most appropriate approaches, enabling them to correct their teaching implementation to use in the classroom. The approaches of Chinese as Second Language assessment had been used in real teaching and learning of Chinese teachers. Score was not the most significant aspect of language test. “Communicative competency” was a more important standard in which to judge the effectiveness of assessment in a language test. But by this researcher’s observation, in actually primary schools, Chinese teachers still focused on the score of learners, paying less attention to the quality of the Chinese language assessment and they failed to test the authentic skill of learners’ Chinese language by using appropriate approaches of the Chinese language assessment. Many students who were “high score with low authentic ability” often feel at a loss when they attempt to communicate with the Chinese people; however some learners whose exam scores were not very high could communicate in Chinese flexibly fluently. What caused these consequences?

As we know, a good assessment should have two characteristics: Validity and reliability. This meant that the Chinese language assessment should be able to evaluate students’ real ability, and the assessment effect of the students’ learning should be relatively steady. In fact, many Chinese language assessments were not able
to evaluate the students’ authentic skills, only emphasizing the score of the students’ learning effect. The format of assessment in its designs was too simple to evaluate the diversity of the students’ Chinese language skill. The approaches of assessment were too old, focusing on the main content of the textbook, so they could not meet the needs of the students in real life, caused some students to hate taking exams; also some students did not return knowledge from previous tests. Another problem was the frequency of testing was too low; in an academic year, the students had just one or two opportunities to be assessed by a language test. Studying a language could not only just depend on the students’ self-consciousness; it also needed appropriate tests to stimulate the students’ learning and motivation. The low frequency of tests also could not enhance the students’ learning process, resulting in the students quickly forgetting what they had learned after the test, or some students just reviewed the old knowledge for testing. After the test, students would throw the textbook and made similar mistakes to the ones they made in precious tests. Therefore, this researcher would like to focus on the approaches of Chinese language assessment and research the qualities and problems of Chinese language assessment, and thus providing a reference for educators, teachers and researchers who were concerned with this issue.

**Holistic Background of the Sampling Schools**

Singapore International School of Bangkok (SISB) was founded in 2001 with co-operative effect of concerned Singaporean and Thai parents. It was the first Singapore international school in Bangkok, Thailand. SISB chooses Singapore national curriculum as their own curriculum, along with the best practices in leading international school, and aimed to develop fluency in Chinese, English and Thai. The school’s vision was “to be a leading international school Thailand”, and the mission
of school was to aspire to have their students became academically able, critical thinkers, life-long learners and global citizens in a learning environment which was intercultural, international and multi-lingual in its outlook, and rigorous, creative and nurturing in its approach. This school was fully authorized to test IPSLE (International Primary School Student Leaving Exam) in Bangkok of Thailand by the Singapore Ministry of Education. English was the main language instruction of SISB. In June 2011, SISB got CIS accredited too.

Singapore International School of Bangkok (SISB) believed that each student of SISB was unique individual with special talent and the desired to succeed and that every student was important and his or her parent was a partner of school. It was therefore SISB’s professional duty and responsibility to develop the potential of all of students entrusted to them for their education.

SISB also believed in the importance to ensure all students grow intellectually, socially, morally, physically and culturally and so the students would become responsible, achieving and contributing members of society.

The education objectives of SISB were that to sustain a strong and effective learning environment characterized by holistic teaching and academic achievement, inspired in its students a love of learning which shall be lifelong, to develop critical and innovative thinking as part of the learning process, to enhance students’ communicative capability in at least two languages; to encourage its students to live a healthy lifestyle in which physical activities played a part and foster a caring and creative environment that promotes mutual respect, cultural tolerance and social responsibility.

4.2 Historical Background of Concordian International School of Bangkok, Thailand (CIS)
Concordian International School of Bangkok (CIS) was founded in 2001. It was an IB program School. This school was well-known for teaching 3 language (English, Thai and Chinese), and students were involved in 3 language learning starting from kindergarten to the high school. CIS was accredited by New England Association of Schools and Colleges (NEASC), Council of International School (CIS) and the Thai Ministry of Education and full authorized by the International School Baccalaureate Organization (IBO).

Concordian International School of Bangkok (CIS) was striving to provide a world-class education through effective and innovative teaching based on the principles and objectives of the International Baccalaureate Organization. It also wanted to provide a safe environment that equipped the students with essential skills, concepts and knowledge. The school provided opportunities for students to work independently and collaboratively with the goal of helping them to learn to solve problem. Moreover, the school wanted to make students became to an active citizen and leaders. Students should respect the others, and co-operate with the others, Chinese and English were the main instruction language of School and so on.

CIS wanted to be a model school embodying in its mission statement: Concordian promoted academic excellence while nurturing young people to become moral and intellectual leaders, people of dignity, integrity and compassion, who wanted to make a difference in the world and so on.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presented the research methods and procedures that were used by the researcher in conducting the study. It included the research design, respondents of the study, instrument, collection of data, and statistical tools used in the analysis of data.

Research Design

This study was designed by using a questionnaire as instrument to survey the respondents’ perceptions of the two sampling schools, aimed to investigate the current approaches of Chinese language assessment used in international primary schools in Bangkok; to identify the problems of Chinese language assessment in these schools; to analyze the quality of Chinese language assessment.

This study used the quantitative method of using descriptive statistics to analyze the collected research data.

Population

This study was conducted in Singapore International School of Bangkok and Concordian International School of Bangkok; the criteria for selecting the sample international primary schools were:(1)The selected international primary schools must be independent international primary schools that are internationally reputed in Bangkok, Thailand;(2)all Chinese courses in these selected schools must be compulsory courses taken by the school’s pupils;(3) the type of Chinese hand-writing used in the course must be simplified Chinese style and the text book and some related materials must be published in simplified Chinese style;(4)the selected Chinese teachers must work in these international primary schools as a formal...
Chinese language teacher and teaching Chinese to pupils studying from primary 1 to 6; part-time teachers and part-time students are not eligible candidates for this study.

Hence, according to the criteria, the two international primary schools that were selected in Bangkok are Singapore International School of Bangkok (SISB) and Concordian International School of Bangkok.

Sample

According to Krejcie and Morgan (1970) Abbreviated Table of Sample Sizes (S) required for selected population Size (N), the population of Chinese teachers who worked in Singapore international school of Bangkok was 15 (N), and the population of Chinese teacher who worked in Concordian International school was 13 (N), in this study, the total population of Chinese teacher was 28, which is smaller than 50, thus, the sample was all the Chinese teachers who worked in these two international primary schools, those teachers were teaching students from primary 1 to primary 6 who studied Chinese (simplified) as major required course in two international primary schools of Bangkok.

Research Instrument

The researcher prepared a questionnaire with the guidance from her major advisor.

Secondary data was acquired from reading books, theses, dissertations, and journals, which had a bearing on the present study. The first draft of the questionnaire was presented to the major advisor for suggestions and for improvement of the instrument.

In this study, the 28 teachers (100% of the respondents) were the 15 (100% of the population) Chinese teachers from Singapore international school of Bangkok and the 13(100% of the population) Chinese teachers from Concordian international
school of Bangkok; 2 or 7% of the respondents were male, while 26 or 93% of them were female; 13 or 46% of the respondents were 20-30 years old, 11 or 39% of them were 30-40 years old, 3 or 11% of them were 40-50 years old, 1 or 4% of them was over 50 years old. 11 or 39% of the respondents’ teaching experiences were less than 5 years, 11 or 39% of the respondents’ teaching experiences were around 6-10 years, 4 or 14% of the respondents’ teaching experiences were around 10-20 years, 2 or 7% of the respondents’ teaching experience were over 21 years. Those respondents all had primary teaching experience. 1 or 4% of the respondents’ degree of education background was teacher diploma; 18 or 64% of the respondents’ degree of education background were teacher bachelor; 6 or 21% of the respondents’ degree of education background were teacher master; 3 or 11% of the respondents’ degree of education background were non-teacher bachelor.

In gathering the data, the researcher used questionnaire as instrument in this study.

In conducting the study, this study used a questionnaire to investigate the current approaches of Chinese language assessment and identify the problems of Chinese language assessment. The questionnaire consists of two parts and they were as below:

**Questionnaire part1**

Questions about current approaches of Chinese language assessment used in primary school classrooms and investigated the current approaches used.

In part 1, according to the general format of language test, the current approaches of Chinese language assessment were divided into 4 main parts, such as listing test, oral test, reading test and writing test. Each part of the test listed at least five general approaches of testing. For example, in the listening test, the approaches
were “dictation”, “listen to the spoken material and choose the correct pictures” and so on. The respondents ticked the box, which was in front of the approach, which the researcher provided according to their perception.

**Questionnaire part 2**

Questions about the approaches used in Chinese language assessment by teachers so as to identify the problems of these approaches.

In part 2, according to the general problems of Chinese language assessment which the researcher investigated in her teaching experience, the problems of Chinese language assessment were divided into 3 parts: such as contents of test, ways of test and learning effects. Each part of the problems of Chinese language assessment was listed 8 general statements which related to the case of the problems of Chinese language assessment. The questionnaire also presented “Strongly Agree-Agree-Neutral-Disagree-Strongly Disagree” based on a 5-point Likert Scale. The respondents ticked the appropriate answer to present their attitude towards to those statements. The following scoring scheme was used based on the given rank of appropriateness:

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

In “Appendix C”, there were the details about the questionnaire content’s validators, which referred to their names, their expertise and their comments.
Validation and Reliability of the Instrument

In order to get an accurate understanding of the questionnaire, the two parts of the questionnaire were translated into Chinese, because Chinese was the mother-tongue of the Chinese teachers who were working in the two selected international schools. To avoid misunderstanding and to facilitate the comparison of the results, anticipated answers from the translated questions were discussed with five Chinese teachers who had the bilingual abilities in understanding Chinese and English. They were: Jin xin; Zhang Wanhong; Lu ting; Zhao Jingji; and Luo yong. The questionnaire was administered after these five teachers confirmed the accuracy of translation.

To ensure the validation of the study, the researcher sought three experts’ help to view the content of the questionnaire and the questionnaire was used after experts’ inspect.

The reliability of the Instrument was established by using Cronbach’s alpha. This value was 0.857 indicating a high level of reliability.

Collection of Data

In August of academic year (2011-2012), the researcher chose 22 and 23 of August as the survey duration. The researcher requested permission from Head of Chinese Department of Concordian International School of Bangkok through a letter before the day that the researcher distributed the questionnaire. When the researcher was permitted to survey in this school, she distributed the questionnaire. After the distribution of the questionnaire, the researcher sought the help of a friend, who was a Chinese teacher in the Chinese Department of Concordian International School of Bangkok to retrieve the questionnaire. The second day, the researcher went to Singapore International School of Bangkok which was the researcher’s working
school. She got the permission from the head of Chinese department of SISB first, distributed the instrument personally to the respondents, and retrieved them personally from the respondents.

**Data Analysis**

The researcher used statistical techniques in the analysis and interpretation of the data collected. SPSS version 11.5 was used in processing the data for ease and accuracy.

1. For Objective number 1: “To investigate the current approaches of Chinese language assessment used in international primary schools in Bangkok”, Descriptive Statistics was used to compute the frequency and percentage of the approaches of Chinese language assessment.

2. For Objective number 2: “To identify the problems of Chinese language assessment in international schools in Bangkok”, Descriptive Statistics was used to compute the means of the problems of Chinese language assessment.

3. For Objective number 3: “To analyze the quality of Chinese language assessment used in international primary schools of Bangkok”, content analysis based on the findings of Objectives 1 and 2.

So in this study, the researcher distributed the questionnaire which was divided into 2 parts to all of the Chinese teachers who were in the two sampling international primary schools of Bangkok, and then used quantitative method of using descriptive statistics to analyze the collected research data which was answered by the responders.
Table 2: Summary of the Research Process

<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of data or Sample</th>
<th>Data collection method or Research instrument</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To investigate the current approaches of Chinese language assessment used in international schools in Bangkok</td>
<td>Singapore international school (SISB) Concordian International school (CIS) Sample: totally 28 Chinese teachers who worked in the two sampling schools in Bangkok</td>
<td>Questionnaire</td>
<td>Descriptive Statistics Compute the frequency and percentage</td>
</tr>
<tr>
<td>2. To identify the problems of Chinese language assessment used in international schools in Bangkok</td>
<td></td>
<td></td>
<td>Descriptive Statistics Compute the means</td>
</tr>
<tr>
<td>3. To analyze the quality of Chinese language assessment used in international primary schools of Bangkok</td>
<td></td>
<td></td>
<td>Content analysis based on the findings of Objective 1 and Objective 2.</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presented the data and information gathered from the responses of 28 teachers (100% of the respondents) who were the 15 (100% of the population) Chinese teachers from Singapore international school of Bangkok and the 13(100% of the population) Chinese teachers from Concordian international school of Bangkok. The researcher used validated questionnaire to survey the respondents’ perceptions towards the approaches of Chinese language assessment and the problems of Chinese language assessment in their own classrooms.

Of the respondents, 2 or 7% stated that they were male, while 26 or 93% stated that they were female.

Of the respondents to the survey, 13 or 46% answered that they were 20-30 years old; 11 or 39% answered that they were 30-40 years old; 3 or 11% answered that they were 40-50 years old; 1 or 4% answered that she was over 50 years old.

Of the respondents, 11 or 39% answered that their teaching experiences were less than 5 years; 11 or 39% answered that their teaching experiences were around 6-10 years; 4 or 14% answered that their teaching experiences were around 10-20 years; 2 or 7% answered that their experiences were over 21 years. Those respondents all had primary teaching experiences.

Of the respondents, 1 or 4% answered that her degree of education background was teacher diploma; 18 or 64% answered that their degree of education background were teacher bachelor; 6 or 21% answered that their degree of education background were teacher master; 3 or 11% answered that their degree of education background were non-teacher bachelor.
Of the respondents, 28 or 100% answered that they were full time teachers of their schools; 28 or 100% answered that their nationalities were Chinese (including two Chinese teachers who were from Taiwan of China).

The data and information that was collected from the respondents were presented in the following sections in the sequence of the objectives contained in Chapter 1.

**Research Objective One**

Research Objective One was to investigate the current approaches of Chinese language assessment used in international schools in Bangkok. To analyze the data of Objective One, frequency and percentage were calculated to establish the teachers’ perceptions towards to their uses of current approaches of Chinese language assessment.

**Table 3: Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Listening Test**

<table>
<thead>
<tr>
<th>Approaches of Chinese Language Assessment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dictation</td>
<td>21</td>
<td>75%</td>
</tr>
<tr>
<td>2. Listen to the spoken material and choose the correct picture</td>
<td>18</td>
<td>64.3%</td>
</tr>
<tr>
<td>3. Listen to the spoken material and answer “True or False” question</td>
<td>16</td>
<td>57.1%</td>
</tr>
<tr>
<td>4. Listen to a conversation or short essay and answer a multiply-choice question</td>
<td>19</td>
<td>67.9%</td>
</tr>
<tr>
<td>5. Listen to the spoken material and answer a “blanked cloze” question</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>6. Listen to the spoken material and fill in the blank with appropriate Chinese characters</td>
<td>12</td>
<td>42.9%</td>
</tr>
<tr>
<td>7. Listen to a spoken essay and write the main content down with short sentences</td>
<td>6</td>
<td>21.4%</td>
</tr>
</tbody>
</table>
Approaches of Chinese Language Assessment

Listening test part

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Listen to the spoken material and choose the correct “pin-yin” answer</td>
<td>9</td>
</tr>
<tr>
<td>9. Listen to the spoken material and mark the correct tone for the “yun-mu” of “pin-yin”</td>
<td>6</td>
</tr>
<tr>
<td>10. Listen to the pronunciations of the words and mark the correct “pin-yin” for the right words.</td>
<td>11</td>
</tr>
</tbody>
</table>

This was “Listening test part” of approaches of Chinese language assessment. It contained the frequency and percentage of the teachers’ perceptions of current Chinese assessment listening test approaches used in their Chinese language classes. The highest frequency was for Listening Test-“Dictation”, the frequency was 75%; the lowest frequency was “Listen to the spoken material and answer a “banked cloze” question” and “Listen to a spoken essay and write the main content down with short sentences a short Chinese debate”, the frequency was 21.4%.

Besides those approaches above of Listening test, the respondents also gave an extra Listening test approach such as “Listen to the conversation, and recite the content of the conversation again” for this part.

Table 4: Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Oral Test

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview. The examiners interview the candidates and the candidates answer it</td>
<td>25</td>
</tr>
<tr>
<td>2. Conversation: a topic is given and then the candidates make a conversation with examiners.</td>
<td>23</td>
</tr>
<tr>
<td>3. Read aloud: An essay is given to candidates and then they should read the essay with appropriate expression, rhythm, pronunciation and articulation.</td>
<td>20</td>
</tr>
<tr>
<td>4. Recite traditional Chinese poetry or idioms</td>
<td>5</td>
</tr>
</tbody>
</table>
### Approaches of Chinese Language Assessment

#### Oral test part

<table>
<thead>
<tr>
<th>Approach</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Tell a Chinese story</td>
<td>11</td>
<td>39.3%</td>
</tr>
<tr>
<td>6. Give a short speech in Chinese</td>
<td>7</td>
<td>25%</td>
</tr>
<tr>
<td>7. Do a short Chinese debate</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>8. Sing a Chinese Song</td>
<td>11</td>
<td>39.3%</td>
</tr>
<tr>
<td>9. Conversation between candidates: a topic is given then two candidates ask and answer questions to each other to demonstrate their oral ability</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>10. Group conversation. A topic is given then candidates are separated into small groups and finally they discuss the content of topic and share their own opinion in Chinese.</td>
<td>10</td>
<td>35.7%</td>
</tr>
</tbody>
</table>

This was “Oral test part” of approaches of Chinese language assessment. It contained the frequency and percentage of the teachers’ perceptions of current Chinese assessment Oral test approaches used in their Chinese language classes. The highest frequency was for Oral test “Interview. The examiners interview the candidates and the candidates answer it”, the frequency was 89.3%; the lowest frequency was “Do a short Chinese debate”, the frequency was 7.1%.

Besides those approaches of Oral test above, the respondents also gave an extra Reading test approach such as “A picture has given, according to the content of the picture, please tell a story.” for this part.

### Table 5: Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Reading Test

<table>
<thead>
<tr>
<th>Approach</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read a text such as a newspaper or journal and then fill in the gaps with simple sentences or write a short answer of around 25 words</td>
<td>11</td>
<td>39.3%</td>
</tr>
<tr>
<td>2. Correct grammar or parts of speech mistake</td>
<td>9</td>
<td>32.1%</td>
</tr>
<tr>
<td>Approaches of Chinese Language Assessment</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Reading test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Choose the appropriate vocabulary:</td>
<td>22</td>
<td>78.6%</td>
</tr>
<tr>
<td>a context is given then candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choose the appropriate vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to respond with.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A text is given, then candidates</td>
<td>8</td>
<td>28.6%</td>
</tr>
<tr>
<td>write a reason to support an opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>based on this text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Make the predictions based on a</td>
<td>8</td>
<td>28.6%</td>
</tr>
<tr>
<td>given text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Find the sentence which is the core</td>
<td>14</td>
<td>50%</td>
</tr>
<tr>
<td>idea of a given text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Evaluate the significance based on</td>
<td>10</td>
<td>35.7%</td>
</tr>
<tr>
<td>a given text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Summarize the gist of a paragraph</td>
<td>15</td>
<td>53.6%</td>
</tr>
<tr>
<td>after reading a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Describe the language features and</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>Find the contextual clues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Read an essay and then answer a</td>
<td>17</td>
<td>60.7%</td>
</tr>
<tr>
<td>multiple-choice question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Make sentences</td>
<td>17</td>
<td>60.7%</td>
</tr>
<tr>
<td>12. Look at a picture and write the</td>
<td>13</td>
<td>46.4%</td>
</tr>
<tr>
<td>appropriate characters or “pin-yin”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Look at a picture and choose the</td>
<td>12</td>
<td>42.9%</td>
</tr>
<tr>
<td>appropriate sentence from the answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Unscramble the sentences</td>
<td>18</td>
<td>64.3%</td>
</tr>
<tr>
<td>15. Unscramble the vocabulary which is</td>
<td>15</td>
<td>53.6%</td>
</tr>
<tr>
<td>given and make a correct Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This was “Reading test part” of approaches of Chinese language assessment. It contained the frequency and percentage of the teachers’ perceptions of current Chinese assessment Reading test approaches used in their Chinese language classes. The highest frequency was for Reading test “Choose the appropriate vocabulary: a context is given then candidates choose the appropriate vocabulary to respond with”, the frequency was 78.6%; the lowest frequency was “Describe the language features and Find the contextual clues”, the frequency was 17.9%.
Besides those approaches of Reading test, the respondents did not give any extra approaches of Reading test for this part.

Table 6: Teachers’ Perceptions of Current Chinese Assessment Approaches Used in Writing Test

<table>
<thead>
<tr>
<th>Approaches of Chinese Language Assessment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing test part</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Read a text such as a newspaper or journal and then use vocabulary and structure to write a short message, letter or story of around 100 or more words.</td>
<td>11</td>
<td>39.3%</td>
</tr>
<tr>
<td>2. A topic is given, then write a short essay with Chinese characters according to the directions</td>
<td>23</td>
<td>82.1%</td>
</tr>
<tr>
<td>3. Two topics are given to candidates, then they choose one of them and write an essay of around 400 words</td>
<td>8</td>
<td>28.6%</td>
</tr>
<tr>
<td>4. A text is given, the candidates read it first and then write a reaction of around 400 words which refers to the main content of this text</td>
<td>10</td>
<td>35.7%</td>
</tr>
<tr>
<td>5. Look at pictures and then according to the meaning of the pictures and candidates’ imagination, write a story with Chinese characters.</td>
<td>24</td>
<td>85.7%</td>
</tr>
</tbody>
</table>

This was “Writing test part” of approaches of Chinese language assessment. It contained the frequency and percentage of the teachers’ perceptions of current Writing test approaches of Chinese language assessment used in their Chinese language classes. The highest frequency was for Writing test “Look at picture and then according to the meaning of the pictures and candidates’ imagination, write a story with Chinese characters”, the frequency was 85.7%; the lowest frequency was “Two topics are given to candidates, then they choose one of them and write an essay of around 400 words”, the frequency was 28.6%.

Besides those approaches above of Writing test, the respondents also gave some extra Writing test approaches such as “A composition’s beginning has given,
according to the content of beginning, please continue to write the rest parts.”, “A story has given, in order to change the result of the story, please rewrite the story.”, “A summary of the story has given, please rewrite the story with more details.”, “some key words have given, please write a story that should use those key words.”, and “write a letter to your friends, family or teachers” for this part.

In Table 3 to 6, all the approaches of Chinese language assessment provided in the survey were chosen by the respondents.

**Research Objective Two**

Research Objective Two was to identify the problems of Chinese language assessment used in international schools in Bangkok. To analyze the data of Objective Two, means was calculated to establish the teachers’ perceptions towards to the problems of Chinese language assessment.

<table>
<thead>
<tr>
<th>Contents of test</th>
<th>Number of Respondents</th>
<th>Means</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are too many questions to finish.</td>
<td>27</td>
<td>2.4643</td>
<td>.69293</td>
</tr>
<tr>
<td>2. The content is too text book-centered, it ignores to assess the authentic knowledge in students’ real life in the Chinese language.</td>
<td>27</td>
<td>3.3704</td>
<td>.88353</td>
</tr>
<tr>
<td>3. The questions include too many strange words.</td>
<td>27</td>
<td>2.9259</td>
<td>.87380</td>
</tr>
<tr>
<td>4. The content does not relate to the students’ life.</td>
<td>27</td>
<td>3.0000</td>
<td>.87706</td>
</tr>
<tr>
<td>5. The content ignores students’ diversity in ability in the Chinese language.</td>
<td>27</td>
<td>3.0370</td>
<td>.97985</td>
</tr>
<tr>
<td>6. The content is too simplistic to assess the students’ real language abilities, compare to their age characteristics.</td>
<td>27</td>
<td>2.9259</td>
<td>.87380</td>
</tr>
</tbody>
</table>
Total score of Teachers’ Perceptions of Current Problems of Chinese Assessment towards Contents of Test in Classes was 2.9654 out of 5. This was “Contents of test part” of current problems of Chinese language assessment. It contained the means of the teachers’ perceptions of current problems of Chinese language assessment used in their Chinese language classes. One of the respondents did not answer any survey questions in this part. The highest means was for Contents of test “The content is too textbook-centered, it ignores to assess the authentic knowledge in students’ real life in the Chinese language”, the means was 3.3704; the one of the lowest means was “There are too many questions to finish”, the means was 2.4643. Besides, “The content does not relate to the students’ life”, “The content is often over the general ability of the students’ grade level.”, “The content is too simplex to assess the students’ real language abilities, compare to their age characteristics.” and “The content ignores students’ diversity in ability in the Chinese language” also were chosen by the respondents as the relatively high means.

Table 8: Teachers’ Perceptions of Current Problems of Chinese Assessment towards Ways of Test in Classes

<table>
<thead>
<tr>
<th>Ways of test</th>
<th>Number of Respondents</th>
<th>Means</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are many multiple-choice questions.</td>
<td>27</td>
<td>2.5556</td>
<td>.69798</td>
</tr>
<tr>
<td>Ways of test</td>
<td>Number of Respondents</td>
<td>Means</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>--------------------</td>
</tr>
<tr>
<td>2. There are many questions in which it is needed to write with Chinese characters.</td>
<td>27</td>
<td>3.3704</td>
<td>.88353</td>
</tr>
<tr>
<td>3. There are too many tests in the academic year.</td>
<td>27</td>
<td>2.5556</td>
<td>.69798</td>
</tr>
<tr>
<td>4. The types of questions are not enough to assess students’ multiple language ability.</td>
<td>27</td>
<td>2.9259</td>
<td>.87380</td>
</tr>
<tr>
<td>5. The testing time is too short to assess students’ language ability.</td>
<td>27</td>
<td>2.5556</td>
<td>.69798</td>
</tr>
<tr>
<td>6. The numbers of tests are too less to stimulate students’ learning motivation or assess students learning effects effectively in an academic year.</td>
<td>27</td>
<td>2.5926</td>
<td>.74726</td>
</tr>
<tr>
<td>7. There are too many types of questions to answer in a short time.</td>
<td>27</td>
<td>2.5926</td>
<td>.74726</td>
</tr>
<tr>
<td>8. The test is often set as a paper and this makes students feel boring.</td>
<td>27</td>
<td>2.5556</td>
<td>.69798</td>
</tr>
</tbody>
</table>

* Note: Two questions were not answered by the respondent in this part.

Total score of Teachers’ Perceptions of Current Problems of Chinese Assessment towards Ways of Test in Classes was 2.7130 out of 5. This was “Ways of test part” of current problems of Chinese language assessment. It contained the means of the teachers’ perceptions of current problems of Chinese language assessment used in their Chinese language classes. One of the respondents did not answer any survey questions in this part. The highest means was for Ways of test “There are many questions in which it is needed to write with Chinese characters”, the means was 3.3704; the one of the lowest means was “There are too many tests in the academic year” and “The testing time is too short to assess students’ language ability” and “The test is often set as a paper and this makes students feel boring.”, the means was 2.5556. Besides, “There are many questions in which it is needed to write with
Chinese characters.” and “The types of questions are not enough to assess students’ multiple language ability.” also were chosen by the respondents as the relatively high means.

**Table 9: Teachers’ Perceptions of Current Problems of Chinese Assessment towards Learning effects in Classes**

<table>
<thead>
<tr>
<th>Learning effects</th>
<th>Number of Respondents</th>
<th>Means</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will forget what they learned quickly after the test.</td>
<td>28</td>
<td>2.8519</td>
<td>.98854</td>
</tr>
<tr>
<td>2. Students do not learn any new knowledge from the test.</td>
<td>27</td>
<td>2.4643</td>
<td>.69293</td>
</tr>
<tr>
<td>3. Students seldom go back to review the mistakes which they made in the exam.</td>
<td>28</td>
<td>3.8929</td>
<td>.87514</td>
</tr>
<tr>
<td>4. Students still make similar mistakes to the ones that they made mistakes in previous tests.</td>
<td>28</td>
<td>3.0370</td>
<td>.97985</td>
</tr>
<tr>
<td>5. Students only review the contents for the test. After the test, they do not want to review the knowledge at all.</td>
<td>28</td>
<td>2.8519</td>
<td>.98854</td>
</tr>
<tr>
<td>6. Students concerned about the scores of the test more than the knowledge which they can use in their life.</td>
<td>28</td>
<td>2.9259</td>
<td>.87380</td>
</tr>
<tr>
<td>7. After tests, the students’ Chinese didn’t get improve much.</td>
<td>27</td>
<td>2.5556</td>
<td>.69798</td>
</tr>
<tr>
<td>8. Students’ test scores are always very low regardless the forms of testing.</td>
<td>28</td>
<td>2.4643</td>
<td>.69293</td>
</tr>
</tbody>
</table>

* Note: Two questions were not answered by the respondent in this part.

Total score of Teachers’ Perceptions of Current Problems of Chinese Assessment towards Learning effects in Classes was 2.8805 out of 5. This was “Learning effects part” of current problems of Chinese language assessment. It contained the means of the teachers’ perceptions of current problems of Chinese language assessment used in their Chinese language classes. One of the questions did not be answered by the respondent in this part. The highest means was for Learning
effects “Students seldom go back to review the mistakes which they made in the exam”, the means was 3.8929; the one of lowest means was “Students’ test scores are always very low regardless the forms of testing” and “Students’ test scores are always very low regardless the forms of testing.”, the means was 2.4643. Besides, “Students still make similar mistakes to the ones that they made mistakes in previous tests.” and “Students only review the contents for the test. After the test, they do not want to review the knowledge at all.”, “Students will forget what they learned quickly after the test” and “Students concerned about the scores of the test more than the knowledge which they can use in their life.” also were chosen by the respondents as the relatively high means.

**Research Objective Three**

Research Objective Three was to analyze the quality of Chinese language assessment used in international primary schools of Bangkok.

Based on the finding of Objective one and Objective two, the researcher analyzed the quality of Chinese language assessment used in international primary schools of Bangkok.

**From the findings of Objective One and Objective Two, the researcher analyzed the quality of Chinese language assessment as follows:**

1. Most of the approaches that were existed in this survey had been applied well in the two sampling schools of Bangkok, but some of the approaches of Chinese language assessment in Table 3 to 6 were not often applied in the respondents’ real teaching. The application of the approaches of Chinese language assessment had limitations.

Some approaches such as “Recite traditional Chinese poetry or idioms”, “Do a short Chinese debate”, “Conversation between two candidates” and “Give a short
speech in Chinese” and the other approaches which related to the authentic skills of the students’ Chinese language learning got very low frequencies relatively. Besides, in Table 7 “Contents of test”, the respondents also gave high means score to the problem of Chinese language assessment “The content is too text book-centered, it ignores to assess the authentic knowledge in students’ real life in the Chinese language.” Authentic assessment was a type of assessment that tested the students’ real abilities to use the knowledge solving problems in the real lives.

Feuer and Fulton (1993) said that some authentic approaches such as “Story or Text telling”, “Project” were being used for the students’ diverse purposes and needs. In overseas countries, except paper test as a fixed test style, the foreign students who study Chinese as foreign language in international primary schools needed flexible approaches of assessment to assess their language abilities in different ways, to show their real abilities to solve problems by using diverse approaches such as authentic assessment. Authentic assessment was a good assessment to assess their language abilities relatively equally and stimulated the students’ learning motivations and made them felt fun during the process of the exam as well. In this survey, the data of survey proved that the respondents did not often use authentic approaches of Chinese language assessment to assess the students’ language abilities, and the respondents also concerned this problem. So the researcher found that Chinese language assessment used in international primary school of Bangkok was short of authentic factors.

(2) In this survey, the findings data showed that students’ learning diversities were ignored.

In table 7 “Contents of test”, the respondents also gave high means score to the problems of Chinese language assessment “The content ignores students’ diversity
in ability in the Chinese language.” Chinese language assessment as a foreign
language assessment assessed the foreign students who studied Chinese in the oversea
countries.

Hornberger, N., H., Shohamy and Elana (2008) pointed out that Language
assessment was an assessment which assessed a learner’s multiple abilities of one
language’s proficiency or achievement standards. In the oversea countries such as in
Thailand, some of the students had Chinese background in their families, but some of
them were not, if the teachers used same approaches of Chinese language assessment
to assess all of the students who learned Chinese together, it was not fair to each of
the students, and the students also could not be assessed their real language multiple
abilities and achievement standards.

(3) In this survey, the finding data also showed that positive washback was not
working well in the students’ study life.

In Table 3 “Learning effects” part, the respondents also gave high means
scores to the problems of Chinese language assessment “Students seldom go back to
review the mistakes which they made in the exam”, “Students seldom go back to
review the mistakes which they made in the exam” and “Students still make similar
mistakes to the ones that they made mistakes in previous tests”.

Lynch (2003) summarized the concepts of assessment Washback from Check
Samuel Messick’s work on assessment which had been widely applied to language
assessment. Messick pointed out that washback means that teaching & learning &
testing interacted and influenced and supported. Positive washback meant that
teaching and learning and testing interacted and influenced and supported one another
in positive ways. Negative washback meant they did not. In this survey, many of the
respondents thought that their students were lazy and careless in Chinese study, the
researcher thought that if this case really happened in their teaching lives, the mean was that their teaching and learning and testing interacted and influenced and supported one another in negative ways. Except the students’ personal fault, the teachers also needed to evaluate their works in teaching and testing, what caused the tests scared the students? What caused the students often forgot what they had learnt and what caused the students made the similar mistakes to the ones that they made mistakes in previous tests, and what methods the teachers should apply to solve the problems.

(4) Chinese language assessments of the two sampling schools of Bangkok were lack of formative assessment factors.

In this survey, in “Learning effects”, the respondents gave high means scores to the problem “Students still make similar mistakes to the ones that they made mistakes in previous tests” and “Students only review the contents for the test. After the test, they do not want to review the knowledge at all”, “Students concerned about the scores of the test more than the knowledge which they can use in their life” , and “Students will forget what they learned quickly after the test”. The researcher thought that if the teachers often evaluated the students’ learning effects by using suitable approaches or got survey to get feedback from students’ suggestions towards their learning conditions during the teaching and learning process and then adjusted their teaching methods and instruction, it might be able to reduce the negative learning effects of the students.

Formative assessment was a type of assessment which during the teaching and learning process, teachers observed their students’ learning processes and got feedback from their students, then they adjusted their teaching methods for improve the students’ learning.
Norman E and C. Keith (2009) pointed out that the relation between instruction and assessment was close, in instructional process, when the assessment properly designed and appropriately used, they could contribute to more effective instruction and greater student learning.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presented a brief review of how this study was conducted, what instruments were used to gather the data, as well as the study’s findings, conclusions, discussion, and its recommendations for the sampled schools and for future study.

The study tried to investigate the current approach of Chinese language assessment used in international primary school of Bangkok; To identify the problems of Chinese language assessment used in international primary school of Bangkok, and then to analyze the quality of Chinese language assessment used in international primary school of Bangkok.

A sample of two international primary schools of Bangkok was selected. The schools that were selected were Singapore international school of Bangkok and Corncordian international school of Bangkok. Surveys were given to all the Chinese teachers in the above mentioned schools. A total of 28 surveys were given to teachers in those schools, and 28 respondents returned the surveys.

Three objectives were formulated in the study. The first objective was to investigate the current approach of Chinese language assessment used in international primary school of Bangkok. The second objective was to identify the problems of Chinese language assessment used in international primary school of Bangkok. Finally, the third objective was to analyze the quality of Chinese language assessment used in international primary school of Bangkok.
Findings
In this survey, the questionnaire included two main parts, the Part 1 was for “approach of Chinese language assessment”, and the Part 2 was for “problems of Chinese language assessment”. All the Chinese teachers who worked in the two sampling schools completed the questionnaire of this survey, and according to the results of the research data, the researcher found the findings of this survey as below:

1. Current approaches of Chinese language assessment used in the two sampling schools of Bangkok:

Table 10: Summary of Current Approaches of Chinese Language Assessment Used in the Two Sampling Schools of Bangkok

<table>
<thead>
<tr>
<th>Approaches of Chinese Language Assessment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening test part</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Dictation</td>
<td>21</td>
<td>75%</td>
</tr>
<tr>
<td>2. Listen to the spoken material and choose the correct picture</td>
<td>18</td>
<td>64%</td>
</tr>
<tr>
<td>3. Listen to a conversation or short essay and answer a multiply-choice question</td>
<td>19</td>
<td>68%</td>
</tr>
<tr>
<td>4. Listen to the spoken material and answer a “blanked cloze ” question</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>5. Listen to a spoken essay and write the main content down with short sentences</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>6. Listen to the spoken material and mark the correct tone for the “yun-mu” of “pin- yin”</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>Oral test part</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Interview. The examiners interview the candidates and the candidates answer it</td>
<td>25</td>
<td>90%</td>
</tr>
<tr>
<td>2. Conversation: a topic is given and then the candidates make a conversation with examiners.</td>
<td>23</td>
<td>82%</td>
</tr>
<tr>
<td>3. Read aloud: An essay is given to candidates and then they should read the essay with appropriate expression, rhythm, pronunciation and articulation.</td>
<td>20</td>
<td>71%</td>
</tr>
<tr>
<td>Approaches of Chinese Language Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oral test part</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Recite traditional Chinese poetry or idioms</td>
<td>5</td>
<td>18%</td>
</tr>
<tr>
<td>5. Do a short Chinese debate</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>6. Conversation between candidates: a topic is given then the two candidates ask and answer questions to each other to demonstrate their oral ability.</td>
<td>5</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approaches of Chinese Language Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading test part</strong></td>
</tr>
<tr>
<td>1. Choose the appropriate vocabulary: a context is given then candidates choose the appropriate vocabulary to respond with.</td>
</tr>
<tr>
<td>2. Describe the language features and Find the contextual clues</td>
</tr>
<tr>
<td>3. Read an essay and then answer a multiple-choice question</td>
</tr>
<tr>
<td>4. Make sentences</td>
</tr>
<tr>
<td>5. Unscramble the sentences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approaches of Chinese Language Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing test part</strong></td>
</tr>
<tr>
<td>1. A topic is given, then write a short essay with Chinese characters according to the directions</td>
</tr>
<tr>
<td>2. Two topics are given to candidates, then they choose one of them and write an essay of around 400 words</td>
</tr>
<tr>
<td>3. Look at pictures and then according to the meaning of the pictures and candidates’ imagination, write a story with Chinese characters.</td>
</tr>
</tbody>
</table>
2. Current Problems of Chinese language assessment used in the two sampling schools of Bangkok:

Table 11: Summary of Current Problems of Chinese Language Assessment Used in the Two Sampling Schools of Bangkok

<table>
<thead>
<tr>
<th>Contents of test</th>
<th>Number of Respondents</th>
<th>Means</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content is too text book-centered, it ignores to assess the authentic knowledge in students’ real life in the Chinese language.</td>
<td>27</td>
<td>3.3704</td>
<td>.88353</td>
</tr>
<tr>
<td>2. The content does not relate to the students’ life.</td>
<td>27</td>
<td>3.0000</td>
<td>.87706</td>
</tr>
<tr>
<td>3. The content ignores students’ diversity in ability in the Chinese language.</td>
<td>27</td>
<td>3.0370</td>
<td>.97985</td>
</tr>
<tr>
<td>4. The content is too simplistic to assess the students’ real language abilities, compare to their age characteristics.</td>
<td>27</td>
<td>2.9259</td>
<td>.87380</td>
</tr>
<tr>
<td>5. The content is too hard to assess students’ real language abilities, comparing with their age’s characteristics.</td>
<td>27</td>
<td>2.9630</td>
<td>.85402</td>
</tr>
<tr>
<td>6. The content is often over the general ability of the students’ grade level.</td>
<td>27</td>
<td>3.0370</td>
<td>.97985</td>
</tr>
</tbody>
</table>

Note: One respondent did not answer the questions in this part.

<table>
<thead>
<tr>
<th>Ways of test</th>
<th>Number of Respondents</th>
<th>Means</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are many questions in which it is needed to write with Chinese characters.</td>
<td>27</td>
<td>3.3704</td>
<td>.88353</td>
</tr>
<tr>
<td>2. The types of questions are not enough to assess students’ multiple language ability.</td>
<td>27</td>
<td>2.9259</td>
<td>.87380</td>
</tr>
</tbody>
</table>

* Note: One respondent did not answer the questions in this part.

<table>
<thead>
<tr>
<th>Learning effects</th>
<th>Number of Respondents</th>
<th>Means</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will forget what they learned quickly after the test.</td>
<td>28</td>
<td>2.8519</td>
<td>.98854</td>
</tr>
<tr>
<td>Learning effects</td>
<td>Number of Respondents</td>
<td>Means</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1. Students will forget what they learned quickly after the test.</td>
<td>28</td>
<td>2.8519</td>
<td>.98854</td>
</tr>
<tr>
<td>2. Students seldom go back to review the mistakes which they made in the exam.</td>
<td>28</td>
<td>3.8929</td>
<td>.87514</td>
</tr>
<tr>
<td>3. Students still make similar mistakes to the ones that they made mistakes in previous tests.</td>
<td>28</td>
<td>3.0370</td>
<td>.97985</td>
</tr>
<tr>
<td>4. Students only review the contents for the test. After the test, they do not want to review the knowledge at all.</td>
<td>28</td>
<td>2.8519</td>
<td>.98854</td>
</tr>
<tr>
<td>5. Students concerned about the scores of the test more than the knowledge which they can use in their life.</td>
<td>28</td>
<td>2.9259</td>
<td>.87380</td>
</tr>
</tbody>
</table>

* Note: Two questions were not answered by the respondent in this part.

1.1 In “Listening test” part, according to the perceptions of the respondents, the researcher got the frequency and percentage data of “Listening test” approaches of Chinese language assessment and listed them in order: the most highest frequency was 75%, it was for the approach “Dictation”; the frequency of the approach “Listen to a conversation or short essay and answer a multiply-choice question” was 67.9%; the frequency of the approach “Listen to the spoken material and choose the correct picture” was 64.3%; the frequency of the approach “Listen to the spoken material and answer “True or False” question” was 57.1%; the frequency of the approach “Listen to the spoken material and fill in the blank with appropriate Chinese characters” was 42.9%; the frequency of the approach “Listen to the pronunciations of the words and mark the correct “pin-yin” for the right words” was 39.3%; the frequency of the approach “Listen to the spoken material and choose the correct “pin-yin” answer” was 32.1%; the frequencies of the 3 approaches “Listen to the spoken material and answer a “banked cloze ” question”, “Listen to a spoken essay and write...
the main content down with short sentences” and “Listen to the spoken material and mark the correct tone for the “yun-mu” of “pin- yin”” were 21.4%.

1.2 In “Oral test” part, according to the perceptions of the respondents, the researcher got the frequency and percentage data of “Oral test” approaches of Chinese language assessment and listed them in order: the highest frequency was 89.3%, it was for the approach “Interview. The examiners interview the candidates and the candidates answer it”; the frequency of the approach “Conversation: a topic is given and then the candidates make a conversation with examiners” was 82.1%; the frequency of the approach “Read aloud: An essay is given to candidates and then they should read the essay with appropriate expression, rhythm, pronunciation and articulation” was 71.4%; the frequency of the approaches “Tell a Chinese story” and “Sing a Chinese Song” was 39.3%; the frequency of the approach “Group conversation. A topic is given then candidates are separated into small groups and finally they discuss the content of topic and share their own opinion in Chinese” was 35.7%; the frequency of the approach “Give a short speech in Chinese” was 25%; the frequency of the approaches “Recite traditional Chinese poetry or idioms” and “Conversation between candidates: a topic is given then the two candidates ask and answer questions to each other to demonstrate their oral ability” was 17.9%; the frequency of the approach “Do a short Chinese debate” was 7.1%.

1.3 In “Reading test” part, according to the perceptions of the respondents, the researcher got the frequency and percentage data of “Reading test” approaches of Chinese language assessment and listed them in order: the highest frequency was 78.6%, it was for the approach “Choose the appropriate vocabulary: a context is given then candidates choose the appropriate vocabulary to respond with”; the frequency of the approach “Unscramble the sentences” was 64.3%; the frequencies of the
approaches “Summarize the gist of a paragraph after reading a text” and “Unscramble the vocabulary which is given and make a correct Chinese sentence” were 53.6%; the frequency of the approach “Find the sentence which is the core idea of a given text” was 50%; the frequency of the approach “Look at a picture and write the appropriate characters or “pin-yin” down.” was 46.4%; the frequency of the approach “Look at a picture and choose the appropriate sentence from the answer sentences” was 42.9%; the frequency of the approach “Read a text such as a newspaper or journal and then fill in the gaps with simple sentences or write a short answer of around 25 words” was 39.3%; the frequency of the approach “Evaluate the significance based on a given text” was 35.7%; the frequency of the approach “Correct grammar or parts of speech mistake” was 32.1%; the frequencies of the approaches “A text is given, then candidates write a reason to support an opinion based on this text,” and “Make the predictions based on a given text” were 28.6%; the frequency of the approach “Describe the language features and Find the contextual clues” was 17.9%.

1.4 In “Writing test” part, according to the perceptions of the respondents, the researcher got the frequency and percentage data of “Writing test” approach of Chinese language assessment and listed them in order: the highest frequency was 85.7%, it was for the approach “Look at pictures and then according to the meaning of the pictures and candidates’ imagination, write a story with Chinese characters”; the frequency of the approach “A topic is given, then write a short essay with Chinese characters according to the directions” was 82.1%; the frequency of the approach “Read a text such as a newspaper or journal and then use vocabulary and structure to write a short message, letter or story of around 100 or more words” was 39.3%; the frequency of the approach “A text is given, the candidates read it first and then write a reaction of around 400 words which refers to the main content of this text ” was
35.7%; the frequency of the approach “Two topics are given to candidates, then they choose one of them and write an essay of around 400 words” was 28.6%.

2.1 In the “Contents of test” part, according to the responses of the researcher got the means data of the “Contents of test” problems of Chinese language assessment and listed them in order: the highest men score was 3.3704, it was for the problem “The content is too text book-centered, it ignores to assess the authentic knowledge in students’ real life in the Chinese language”; the mean score of the problems “The content does not relate to the students’ life.” was 3.0000, and “The content ignores students’ diversity in ability in the Chinese language” was 3.0370; the mean score of the problem “The questions include too many strange words” was 2.9259; the mean score of the problem “The content is often over the general ability of the students’ grade level” was 3.0370; the mean score of the problem “The content is too simplistic to assess the students’ real language abilities, compare to their age characteristics” was 2.9259; the mean score of the problem “The content is too hard to assess students’ real language abilities, comparing with their age’s characteristics” was 2.9630; the mean score of the problem “There are too many questions to finish” was 2.4643.

2.2 In “Ways of test” part, according to the responses of the respondents, the researcher got the means score data of the “Ways of test” problems of Chinese language assessment and listed them in order: the highest means score was 3.3704, it was for the problem “There are many questions in which it is needed to write with Chinese”; the means score of the problem “The types of questions are not enough to assess students’ multiple language ability” was 2.9259; the means score of the problem “There are too many types of questions to answer in a short time.” and “There are too many types of questions to answer in a short time” were 2.5926; the
means score of the problem “There are many multiple-choice questions”, “The testing time is too short to assess students’ language ability.” “There are too many tests in the academic year” and “The test is often set as a paper and this makes students feel boring.” were 2.5556.

2.3 In “Learning effects” part, according to the responses of the respondents, the researcher got the means score data of the perceptions of the respondents of the problems of Chinese language assessment and listed them in order: the high means score was 3.8929, it was for the problem “Students seldom go back to review the mistakes which they made in the exam”; the means score of the problem “Students still make similar mistakes to the ones that they made mistakes in previous tests” was 3.0370; the means score of the problem “Students only review the contents for the test. After the test, they do not want to review the knowledge at all” and “Students will forget what they learned quickly after the test” were 2.8519; the means score of the problem “Students concerned about the scores of the test more than the knowledge which they can use in their life” was 2.9259; the means score of the problem “After tests, the students’ Chinese didn’t get improve much” was 2.5556; the means score of the problem “Students do not learn any new knowledge from the test” and “Students’ test scores are always very low regardless the forms of testing” were 2.4643.

Conclusions

From the findings, the following conclusions were drawn:

1.1 In general, in “Listening test” part of the approaches of Chinese language assessment, the approaches “Dictation”, “Multiple -Choice question”, “True or False question” and “Sound Identification question” were popularly used by the Chinese teachers who worked in the two sampling schools.
1.2 In general, in “Oral test” part of the approaches of Chinese language assessment, the approaches “Interview”, “Conversation” and “Read an essay aloud” were popularly used by the teachers who worked in the two sampling schools.

1.3 In general, in “Reading test” part of the approaches of Chinese language assessment, the approaches “Choice question”, “Unscramble the sentences”, “Summarize a gist of a paragraph”, “Find the sentence which is the core idea of a given text” and “Unscramble the vocabulary and Make a sentence” were popularly used by the teachers who worked in the two sampling schools.

1.4 In general, in “Writing test” part of the approaches of Chinese language assessment, the approaches “Look at the pictures and write a story”, “A topic is given, then write a short essay with Chinese characters according to the directions” were popularly used by the teachers who worked in the two sampling schools.

2.1 In general, in the “Contents of test” part of the problems of Chinese language assessment, the total means of it was 2.9654, it seemed that the teachers had felt the problems in their classes. The teachers preferred to the views of the test contents were too text book–centered and the test contents ignored the students’ personalities, language background and level diversities, age characteristics and authentic skill of their real lives.

2.2 In general, in the “Ways of test” part of the problems of Chinese language assessment, the total means of it was 2.7130, it seemed that the teachers had felt the problems in their classes. The teachers preferred to the views of the ways of the tests were too simplistic to assess the students’ language multiple abilities.

2.3 In general, in the “Learning effects” part of the problems of Chinese language assessment, the total means of it was 2.8805, it seemed that the teachers had felt the
problems in their classes. The teachers preferred to the views of that the students were keeping negative attitudes to prepare or review before or after the examination.

3.1 In general, about the quality of Chinese language assessment in this study, most of the approaches of Chinese language which were existed in this survey were applied well in the two sampling schools of Bangkok, but the approaches of Chinese language assessment also had limitation such as: 1) some approaches of Chinese language assessment were too text book–centered and simplistic, ignored to assess the students’ authentic skills; 2) the approaches of Chinese language assessment ignored the students’ learning diversities; 3) the positive washback was not working well in the students’ study life; 4) the Chinese language assessment of the two sampling schools in this study was lack of formative assessment factors.

Discussion

1. Approaches of Chinese language assessment

In Table 3 to 6, the frequencies data were the results that what approaches of Chinese language assessment the respondents often used in their class. The respondents gave their perceptions to the researcher. There were 4 basic parts of the approaches of Chinese language assessment existed in Part 1 of the questionnaire, they were “Listening test”, “Oral test”, “Reading test” and “Writing test”.

In “Listening test” part, according to the perceptions of the respondents, the researcher got the frequency and percentage data of “Listening test” approaches of Chinese language assessment and listed them in order: the most highest frequency was 75%, it was for the approach “Dictation”; the frequency of the approach “Listen to a conversation or short essay and answer a multiply-choice question” was 67.9%; the frequency of the approach “Listen to the spoken material and choose the correct
picture” was 64.3%; the frequency of the approach “Listen to the spoken material and answer “True or False” question” was 57.1%; the frequency of the approach “Listen to the spoken material and fill in the blank with appropriate Chinese characters” was 42.9%; the frequency of the approach “Listen to the pronunciations of the words and mark the correct “pin-yin” for the right words” was 39.3%; the frequency of the approach “Listen to the spoken material and choose the correct “pin-yin” answer” was 32.1%; the frequencies of the 3 approaches “Listen to the spoken material and answer a “banked cloze” question”, “Listen to a spoken essay and write the main content down with short sentences” and “Listen to the spoken material and mark the correct tone for the “yun-mu” of “pin-yin”” were 21.4%.

Thus it could be seen that in “Listening test” part, the approaches “Dictation”, “Multiple-Choice question”, “True or False question” and “Sound Identification question” were popularly used by the teachers. According to the researcher’s teaching experience, combining with the characters of Chinese teaching and learning in Thailand, “Dictation” was a very direct method for assessing the results of that whether the students could remember the Chinese characters or not; but sometimes the Chinese teachers only tested some single Chinese characters without any specific context provided, so that students just had to mechanically remember the Chinese characters without any fun. “Multiple-Choice question” was a traditional method to assess the multiple abilities of the students’ Chinese language learning; it was good method that could assess the students’ multiple abilities such as reading abilities, analysis abilities and so on; but sometimes the “Multiple-Choice question” just was designed by choosing “A or B or C or D”, so that some of the students just make a choice without rational analysis, so the “Multiple Choice question” might be impossible to assess the real abilities of the students, the number of it should not be
set too many, otherwise, the real Chinese language abilities of the students could not
be assessed exactly. The advantage and disadvantage of the “True or False question”
was similar with that of the “Multiple Choice question”; “Sound Identification
question” was a good method to assess the abilities of the students’ listening and
reaction, it was also a good way to correct the tone of the foreign students, improve
their adaptabilities of language, corrected their Chinese speaking; combining with the
real conditions of Thai students’ Chinese learning, setting this type of question was a
good way to assess the students’ listening abilities.

In “Oral test” part, according to the perceptions of the respondents, the
researcher got the frequency and percentage data of “Oral test” approaches of Chinese
language assessment and listed them in order: the highest frequency was 89.3%, it
was for the approach “Interview. The examiners interview the candidates and the
candidates answer it”; the frequency of the approach “Conversation: a topic is given
and then the candidates make a conversation with examiners” was 82.1%; the
frequency of the approach “Read aloud: An essay is given to candidates and then they
should read the essay with appropriate expression, rhythm, pronunciation and
articulation” was 71.4%; the frequency of the approaches “Tell a Chinese story” and
“Sing a Chinese Song” was 39.3%; the frequency of the approach “Group
conversation. A topic is given then candidates are separated into small groups and
finally they discuss the content of topic and share their own opinion in Chinese” was
35.7%; the frequency of the approach “Give a short speech in Chinese” was 25%; the
frequency of the approaches “Recite traditional Chinese poetry or idioms” and
“Conversation between candidates: a topic is given then the two candidates ask and
answer questions to each other to demonstrate their oral ability” was 17.9%; the
frequency of the approach “Do a short Chinese debate” was 7.1%. 
Thus it could be seen that in “Oral test” part, the approaches “Interview”, “Conversation” and “Read an essay aloud” were popularly used by the teachers. “Interview” was a traditional method for assessing the foreign students’ oral abilities, this method normally had one or two fixed oral topics, then were chosen by the students, at the limited time, the examiner would question the students according to the contents of the oral topics and then observed the expressions of the students. By using this method, the teacher could easily observed the students’ language abilities and their reaction towards to the questions that what the examiner asked at the limited time; but some of the students might be not show their real Chinese language abilities well, because the interview time was very short, or the examiner scared them, or the students were not familiar with the oral topics, so when applying the approach “Interview”, the examiner should think of those factors which were possible to impact the oral results of the students. “Conversation” was a good way to assess the students’ language abilities. The examiners and the students were talking together according to the oral topic had provided, the students felt relaxed and dared to show their opinion; but some of the examiners spoke too many strange words that the students never heart before, and this condition would impacted the understanding of the students; so the examiners should be careful to avoid to using too many strange words and try to question the questions from easy to hard, in order to encourage the students to dare to show what they knew. “Read an essay aloud” was a very traditional way to assess the students’ reading skills; it also could assess the pronunciation of the students’ Chinese speaking and the students’ conditions of recognizing Chinese characters. It often was set as an essay with amount of Chinese characters according to the students’ grade levels. The teachers should be careful to give an essay of which the contents were full with strange words that the students did not learn before. This method was being used
popularly in the Chinese teaching of Bangkok, but “Read an essay aloud” was not a way to assess the students’ Chinese oral abilities in every way, the students just read an essay passively, but could not show their language skills flexibility, so this approach could not only be used for testing the students’ oral abilities.

In “Reading test” part, according to the perceptions of the respondents, the researcher got the frequency and percentage data of “Reading test” approaches of Chinese language assessment and listed them in order: the highest frequency was 78.6%, it was for the approach “Choose the appropriate vocabulary: a context is given then candidates choose the appropriate vocabulary to respond with”; the frequency of the approach “Unscramble the sentences” was 64.3%; the frequencies of the approaches “Summarize the gist of a paragraph after reading a text” and “Unscramble the vocabulary which is given and make a correct Chinese sentence” were 53.6%; the frequency of the approach “Find the sentence which is the core idea of a given text” was 50%; the frequency of the approach “Look at a picture and write the appropriate characters or “pin-yin” down.” was 46.4%; the frequency of the approach “Look at a picture and choose the appropriate sentence from the answer sentences” was 42.9%; the frequency of the approach “Read a text such as a newspaper or journal and then fill in the gaps with simple sentences or write a short answer of around 25 words” was 39.3%; the frequency of the approach “Evaluate the significance based on a given text” was 35.7%; the frequency of the approach “Correct grammar or parts of speech mistake” was 32.1%; the frequencies of the approaches “A text is given, then candidates write a reason to support an opinion based on this text.” and “Make the predictions based on a given text” were 28.6%; the frequency of the approach “Describe the language features and Find the contextual clues” was 17.9%.
Thus it could be seen that in “Reading test” part, the approaches “Choice question”, “Unscramble the sentences”, “Summarize a gist of a paragraph”, “Find the sentence which is the core idea of a given text” and “Unscramble the vocabulary and Make a sentence” were popularly used by the teachers. “Unscramble the sentences” was a method for assessing the foreign students’ understanding and logical thinking abilities; many sentences were given without order, the students should read and understand the meaning of the sentences and then list the sentences one by one in order. Before doing this type of question, the teacher should train the students how to do, and practice some similar questions; the examiner also could not set those questions with too many sentences, in case of the students could not find the answer at the limited time; in the other hand, the topic of the sentences should refer to the students’ life field, to make sure the students can answer the questions by using their personal life experience. “Summarize a gist of a paragraph” was a usual method which also was often used in Chinese teaching and learning of Bangkok. “Summarize a gist of a paragraph” was being used to assess the students’ understanding and analysis towards to the content of an essay; an essay was given, then the students summarized the gist from the essay. In the real case of Chinese teaching of Bangkok, this type of question was a “high level” question which should be used in Primary 3 and above. Because the Primary 1 and 2 students were very weak at understanding and analysis skills, the teachers could not assess the students’ Chinese abilities by using this type of question, even thought the high level students were tested this question, they also needed the training during the time when normal curriculum Chinese teaching and learning. So the examiner should be careful to use this question for assessing the foreign students. ”, The advantage and limitation of the approach “Find the sentence which is the core idea of a given text” was similar with the
approach “Summarize a gist of a paragraph”. The approach “Unscramble the vocabulary and Make a sentence” was a method to assess the students’ Chinese grammar. Many Chinese vocabulary were given without order, the students should list them up in order, to make sure that the list of the vocabulary can become a correct Chinese sentence. This approach was a good way to assess the students’ study of Chinese grammar; in the other hand, this approach was limited for the Primary low level students who just learnt Chinese at the beginning. So using this approach to assess the high level students was not suitable or meaningful.

In “Writing test” part, according to the perceptions of the respondents, the researcher got the frequency and percentage data of “Writing test” approach of Chinese language assessment and listed them in order: the highest frequency was 85.7%, it was for the approach “Look at pictures and then according to the meaning of the pictures and candidates’ imagination, write a story with Chinese characters”; the frequency of the approach “A topic is given, then write a short essay with Chinese characters according to the directions” was 82.1%; the frequency of the approach “Read a text such as a newspaper or journal and then use vocabulary and structure to write a short message, letter or story of around 100 or more words” was 39.3%; the frequency of the approach “A text is given, the candidates read it first and then write a reaction of around 400 words which refers to the main content of this text ” was 35.7%; the frequency of the approach “Two topics are given to candidates, then they choose one of them and write an essay of around 400 words” was 28.6%.

Thus it could be seen that in “Writing test” part, the approaches “Look at the pictures and write a story”, “A topic is given, then write a short essay with Chinese characters according to the directions ” were popularly used by the teachers. The approach “Look at the picture and write a story” was a good method to assess the
students’ understanding and writing abilities, it was often used for assessing the low level students (such as P1 and P2 students)’ Chinese writing abilities in some international primary schools of Bangkok. Some pictures were given, the students observed the contents of the pictures carefully, according to their understanding towards to the contents of the pictures, the students wrote a story with Chinese characters; the contents of the pictures were fixed and the meaning of the pictures was obvious and simplistic, but the imagination of the students were different, they could show their personal opinion by different way, so this writing test approach was good way to assess the students’ writing abilities, it provided a big space to the students for showing their own Chinese writing abilities with simple style; but it was a little bit easy if it was used to assess the high level students such as P5 or P6 students. Another writing approach “A topic is given then write a short essay with Chinese characters according to the directions” also provided a big space to the students, to let them create the story according to their imagination and directions, it was often used in Chinese teaching and learning of Bangkok. This test also could assess the students’ abilities of understanding and analysis towards to the topic given, also assess the conditions of the students’ multiple writing skills, but this approach was a little bit hard to assess the Primary 1 and 2 students.

2. Problems of Chinese language assessment

In Table 7 to 9, the researcher surveyed the perceptions of the respondents that what problems of Chinese language assessment they often met in the class. There were basic 3 parts in the Part 2 of the questionnaire such as “Contents of test”, “Ways of test” and “Learning effects”.
In the “Contents of test” part, according to the responses of the researcher got the means data of the “Contents of test” problems of Chinese language assessment and listed them in order: the highest means score was 3.3704, it was for the problem “The content is too text book-centered, it ignores to assess the authentic knowledge in students’ real life in the Chinese language”; the means score of the problems “The content does not relate to the students’ life.” was 3.0000, and the means score of the problems “The content ignores students’ diversity in ability in the Chinese language” was 3.0370; the means score of the problem “The content is often over the general ability of the students’ grade level” was 3.0370, the means score of the problem “The content is too hard to assess students’ real language abilities, comparing with their age’s characteristics” was 2.9630; the means score of the problem “The content is too simplistic to assess the students’ real language abilities, compare to their age characteristics” and “The questions include too many strange words” were 2.9259; the means score of the problem “There are too many questions to finish” was 2.4643.

Thus it could be seen that in the “Contents of test” part, the teachers preferred to the views of test contents were too text book – centered and ignored the students’ personalities, language background and level diversities, age characteristics and authentic skill of their real lives. According to the responses of the teachers, we could see that the problems as above of Chinese language assessment were really existed in Chinese language teaching and learning of Bangkok, the teacher also concerned those problems. Contents of test was too text book-centered could not stimulate the learning motivation of the students, also could make them feel bored to learn Chinese; ignoring the language background and level diversities would be not fair to assess the abilities of the students; the test content was not close to the students’ real life and their ages, it would not make students understand the knowledge well and get fun from Chinese
study. Hornberger, Nancy H, Shohamy, Elana (2008) pointed out that Language assessment was an assessment which assessed a learner’s multiple abilities of one language’s proficiency or achievement standards, the contents of test was too text book –centered, ignored the diversities of the students, ages, and even their real life experiences, it would not be possible assess a learner’s multiple abilities of one language’s proficiency or achievement standards properly.

In “Ways of test” part, according to the responses of the respondents, the researcher got the means score data of the “Ways of test” problems of Chinese language assessment and listed them in order: the highest means score was 3.3704, it was for the problem “There are many questions in which it is needed to write with Chinese characters.”; the means score of the problem “There are many questions in which it is needed to write with Chinese characters” was 2.5556; the means score of the problem “The types of questions are not enough to assess students’ multiple language ability.” was 2.9259; the means score of the problem “The numbers of test are too less to stimulate students’ learning motivation or assess students learning effects effectively in an academic year” and “There are too many types of questions to answer in a short time” were 2.5926; the means score of the problem “There are many multiple-choice questions”, “There are too many tests in the academic year ” and “The testing time is too short to assess students’ language ability” were 2.5556.

Thus it could be seen that in the “Ways of test” part, the teachers preferred to the views of the ways of test were too simplistic to assess the students’ language multiple abilities. The examiners often used paper test, writing many Chinese characters or some traditional fixed approaches to assess the foreign students’ Chinese language abilities, made the students felt bored, in the other hand, those fixed approaches might limit the students’ expression in every way. Feuer and Fulton
(1993) said that some authentic approaches such as “Story or Text telling”, “Project” were being used for the students’ diverse purposes and needs. Some types of approaches such as debate, singing, telling Chinese story might be possible to stimulate the abilities of the students’ Chinese language skill, interested the students to join into the test positively.

In “Learning effects” part, according to the responses of the respondents, the researcher got the means score data of the perceptions of the respondents of the problems of Chinese language assessment and listed them in order: the high means score was 3.8929, it was for the problem “Students seldom go back to review the mistakes which they made in the exam”; the means score of the problem “Students still make similar mistakes to the ones that they made mistakes in previous tests” was 3.0370; the means score of the “Students concerned about the scores of the test more than the knowledge which they can use in their life” was 2.9259; the means score of the problem “Students will forget what they learned quickly after the test” and “Students only review the contents for the test. After the test, they do not want to review the knowledge at all” were 2.8519; the means score of the problem “After tests, the students’ Chinese didn’t get improve much” was 2.5556; the means score of the problem “Students do not learn any new knowledge from the test” and “Students’ test scores are always very low regardless the forms of testing” was 2.4643.

Thus it could be seen that in the “Learning effects” part, the teachers preferred to the views of that the students were keeping negative attitudes to prepare or review before or after the examination, generally, after the tests, the students’ learning effects were not improve a lot, the students also made similar mistakes in their Chinese study. Those problems were being existed in the students’ real lives impacted the students’ learning motivation, it also made the teachers felt tired and hard to carry
on their normal teaching works, then teaching, learning and testing would interact with negative way.". Lynch (2003) summarized the concepts of assessment Washback from Check Samuel Messick’s work on assessment which had been widely applied to language assessment. Messick pointed out that washback means that teaching & learning & testing interacted and influenced and supported. Positive washback meant that teaching and learning and testing interacted and influenced and supported one another in positive ways. Negative washback meant they did not. Besides of the problems of the students’ personal attitudes, did the teachers have no responsibilities at all?

**Recommendations**

1. **Recommendations for Practice**

   To improve the quality of Chinese language assessment in international primary school of Bangkok, the following recommendations are made:

   1. Teachers should know that besides the text book knowledge, the approaches of Chinese language assessment should be authentic and combining with the real life of students. Learning Chinese as foreign language has been working many years in Thailand, in order to stimulate the learning motivation of the students, improve their learning effects, besides following the text book to teach the students, teachers should create some useful approaches of Chinese language assessment which fit the ages’ characteristics and diverse needs of the students, assess them how to use Chinese language in their real life for solving problem; guide them how to learn knowledge from easy to hard, from the ones that they are familiar to the strange ones that they never learn before; stimulate them to join in the progress of Chinese language assessment and get fun from the assessment. There was a well-known ancient phrase
in China: “纸上得来终觉浅，绝知此事要躬行”, the mean was “Knowledge that is acquired from books is always shallow. To have a profound understanding one must put it into practice of real life”. The contents of the testing should combine textbook with real life, try to widen the students' field of vision, should not be textbook-centered.

2. In Chinese teaching, teachers should consider the diversity of the students’ learning background and teach them by special way. In Bangkok, by the observation of the researcher, many international primary schools which are teaching Chinese have different language background students; some of them have Chinese language background, but some of them do not have Chinese language background at all. So if teachers mix those types of the students together and teach them with same teaching materials or assess them with same exam paper, it should be not fair to the students. Teachers should separate the students into different groups according to their real learning background, and then give suitable instructions and assessment to them, encourage the students to learn with fun, to gain with confidence. “Relax! Be patient and enjoy yourself. Learning foreign languages should be fun.” The approaches of the test should be authentic and multiple, try to combine with music, debate, telling story and so on. The approaches of test should be close to the characters of the students’ ages, providing a relaxed and interesting environment for the students then the students could dare and enjoy expressing their advantage in Chinese language abilities.

3. In Chinese teaching, teachers also should stress on the influence of positive washback and formative assessment. Even thought some of the students slack off their Chinese learning, but most of the students are possible to be guided to a right way for improving their Chinese study. Teachers should often observe the conditions of the
students, often get feedback from them, then adjust the teaching details which may be not useful to the students’ learning effects; teachers’ teaching instructions and students’ learning should combine with the assessment and interact and support each other by positive way; teacher should think of the details of instruction, students’ learning and assessment, make students can learn more and feel fun on the Chinese learning progress. Ancient famous educator Confucius also said “教学相长”, the mean was that “Thoroughly to teach another is the best way to learn for yourself” In order to stimulate the students’ learning motivation and nurture students’ positive learning attitude, The teachers should often evaluate the progress of the teaching and learning and testing, adjust the teaching and testing methods, modify the details of teaching and testing, help the students’ learning, make teaching and learning and testing interact, influence and support in positive way and then benefit the students and themselves. Stressed on the application of formative assessments, the teachers should evaluate the students’ learning conditions and get feedback from the students during the Chinese language teaching and learning process, and then adjust their teaching approaches to fit the students’ diverse needs at all the academic time; help them solve the problems which appeared in their Chinese language study. Did not leave too many tests at the end of the academic time, arrange the assessments properly.

4. School administrators should consider the benefits of teachers, should provide suitable staff professional training which refers to Chinese language assessment. Sometimes, school should provide some Chinese language assessment seminars, books and other career learning opportunities for teachers to improve their assessment qualities. School administrators also should consider making a policy for evaluating the quality of Chinese language assessment of Chinese teachers, then provide
appropriate suggestions or correct the mistakes which may be appeared in the assessment.

5. Educational leaders should help teachers become more aware of Chinese language assessment. Educational leaders should push to educate existing teachers how to make, use, correct and improve Chinese language assessment properly; educational leaders should push to have teacher colleges and universities spend more curriculum time on Chinese language assessment as it is an especial benefit to new teachers.

2. Recommendations for Future Research

Recommendations for future research regarding Chinese language assessment, assessment approaches, problems and quality are:

1. Research should be conducted on the specific, individual guidelines of approach of Chinese language assessment. Therefore, researchers should study to see what approaches else of Chinese language assessment are being used in a sampling schools in an oversea country, for example, in writing test part of Chinese language assessment, there is an approach, named “write a letter to your friend who lives far away from you”.

2. Research should be conducted with the specific, individual problems of Chinese language. As an example, a researcher could look into the effects of Chinese language assessment and students feel it boring that their examination often be conducted as a pencil-paper test, instead of just looking at the general term of Chinese language assessment Problems. Again, more specific and detailed research would give teachers more information to see the problems of Chinese language assessment.

3. Research should be conducted with the specific, individual quality of Chinese language assessment. For instance, regarding quality of Chinese language assessment, it could be found from the findings analysis of Chinese language assessment
approaches and problems. Although there are many variables to study, this detailed research would give teachers, school administrators and educational leaders’ lots of information to handle Chinese language assessment.

4. Questionnaire should be conducted to better understand the condition of Chinese language assessment. This would reduce any survey bias and would give researches better or new insight into Chinese language assessment.
REFERENCES


Chatterji, M. *Designing and Using Tools for Educational Assessment*, New York, PEASON and AB


Singapore International School of Bangkok, Retrieved from http://www.sisb.ac.th/


Youth Chinese Test information, Retrieved from http://columbiachineseschool.org/YCT-Information.pdf

Youth Chinese Test level 4 examination paper sample, Retrieved from

Youth Chinese Test, Retrieved from
APPENDICES

APPENDIX A

Questionnaire of

A STUDY OF CHINESE LANGUAGE ASSESSMENTS IN INTERNATIONAL PRIMARY SCHOOLS OF BANGKOK, THAILAND: APPROACHES, PROBLEMS AND THE QUALITIES

The responders’ personal information:

(According to your real condition, please tick the blank as follows)

Your age are ( ) 20------30 years old; ( ) 30------40 years old;
( ) 40------50 years old; ( ) above 51 years of teaching:
( ) less than 5 years ( ) 6-10 years
( ) 11-20 years ( ) above 21 years

Your degree is:
( ) PHD of Education ( ) Master degree of Education
( ) Bachelor degree of Education ( ) other degrees and Major course

You are:
( ) Chinese native speaker ( ) Non-Chinese native speaker

You are:
( ) Female ( ) Male

This questionnaire is divided into 2 parts:
Part1: Approaches of Chinese Language Assessment
Part2: Problems of Chinese Language Assessment
Part 1: Approaches of Chinese Language Assessment

Direction: From the following different approaches of Chinese language assessment, Please tick the important approach of Chinese language assessment which you always use, according to your perception.

<table>
<thead>
<tr>
<th>Listening test</th>
<th>Oral Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Dictation</td>
<td>☐ Interview. The examiners interview the candidates and the candidates answer it</td>
</tr>
<tr>
<td>☐ Listen to the spoken material and choose the correct picture</td>
<td>☐ Conversation: a topic is given and then the candidates make a conversation with examiners.</td>
</tr>
<tr>
<td>☐ Listen to the spoken material and answer “True or False” question</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to a conversation or short essay and answer a multiply-choice question</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to the spoken material and answer a “blanked cloze” question</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to the spoken material and fill in the blank with appropriate Chinese characters</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to a spoken essay and write the main content down with short sentences</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to the spoken material and choose the correct “pin-yin” answer</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to the spoken material and mark the correct tone for the “yun-mu” of “pin-yin”</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to the pronunciations of the words and mark the correct “pin-yin” for the right words</td>
<td></td>
</tr>
<tr>
<td>☐ Others________(please be specific)</td>
<td></td>
</tr>
</tbody>
</table>
### Oral Test
- Read aloud: An essay is given to candidates and then they should read the essay with appropriate expression, rhythm, pronunciation and articulation.
- Recite traditional Chinese poetry or idioms
- Tell a Chinese story
- Give a short speech in Chinese
- Do a short Chinese debate
- Sing a Chinese Song
- Conversation between candidates: a topic is given then the two candidates ask and answer questions to each other to demonstrate their oral ability.
- Group conversation. A topic is given then candidates are separated into small groups and finally they discuss the content of topic and share their own opinion in Chinese.
- Others (Please be specific)

### Reading test
- Read a text such as a newspaper or journal and then fill in the gaps with simple sentences or write a short answer of around 25 words.
- Correct grammar or parts of speech mistake
- Choose the appropriate vocabulary: a context is given then candidates choose the appropriate vocabulary to respond with.
- A text is given, then candidates write a reason to support an opinion based on this text.
- Make the predictions based on a given text
Find the sentence which is the core idea of a given text

Evaluate the significance based on a given text

Summarize the gist of a paragraph after reading a text.

Describe the language features and Find the contextual clues

Read an essay and then answer a multiple-choice question

Make sentences

Look at a picture and write the appropriate characters or “pin-yin” down.

Look at a picture and choose the appropriate sentence from the answer sentences

Unscramble the sentences

Unscramble the vocabulary which is given and make a correct Chinese sentence

Others (Please be specific)

Writing test

Read a text such as a newspaper or journal and then use vocabulary and structure to write a short message, letter or story of around 100 or more words.

A topic is given, then write a short essay with Chinese characters according to the directions

Two topics are given to candidates, then they choose one of them and write an essay of around 400 words

A text is given, the candidates read it first and then write a reaction of around 400
<table>
<thead>
<tr>
<th>words which refers to the main content of this text</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Look at pictures and then according to the meaning of the pictures and candidates’ imagination, write a story with Chinese characters.</td>
</tr>
<tr>
<td>☐ Others________(Please be specific)</td>
</tr>
</tbody>
</table>
## Part 2: Problems of Chinese Language Assessment (CLA)

Direction: Please give our opinions of the general problems with CLA. Please tick the box that best matches your feelings with CLA.

<table>
<thead>
<tr>
<th>Content of test</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Neutral 3</th>
<th>Disagree 4</th>
<th>Strongly Disagree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are too many questions to finish.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The content is too textbook-centered, it ignores to assess the authentic knowledge in students’ real life in the Chinese language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The questions include too many strange words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The content does not relate to the students’ life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The content ignores students’ diversity in ability in the Chinese language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The content is too simplistic to assess the students’ real language abilities, compare to their age characteristics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The content is too hard to assess students’ real language abilities, comparing with their age’s characteristics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The content is often over the general ability of the students’ grade level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ways of test</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Neutral 3</th>
<th>Disagree 4</th>
<th>Strongly Disagree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are many multiple-choice questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There are many questions in which it is needed to write with Chinese characters.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. There are too many tests in the academic year.

4. The types of questions are not enough to assess students’ multiple language ability.

5. The testing time is too short to assess students’ language ability.

6. The numbers of test are too less to stimulate students' learning motivation or assess students learning effects effectively in an academic year.

7. There are too many types of questions to answer in a short time.

8. The test is often set as a paper and this makes students feel boring.

<table>
<thead>
<tr>
<th>Learning effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will forget what they learned quickly after the test.</td>
</tr>
<tr>
<td>2. Students do not learn any new knowledge from the test.</td>
</tr>
<tr>
<td>3. Students seldom go back to review the mistakes which they made in the exam.</td>
</tr>
<tr>
<td>4. Students still make similar mistakes to the ones that they made mistakes in previous tests.</td>
</tr>
<tr>
<td>5. Students only review the contents for the test. After the test, they do not want to review the knowledge at all.</td>
</tr>
<tr>
<td>6. Students concerned about the scores of the test more than the knowledge which they can use in their life.</td>
</tr>
<tr>
<td>7. After tests, the students’ Chinese didn’t get improve much.</td>
</tr>
</tbody>
</table>
泰国曼谷市的国际小学的中文评估——

有关其方法、问题和质量研究的调查问卷

受访者个人信息：
根据您的个人真实情况，请在以下合适的括号中画对号：

您的年龄是：
( ) 20------30 岁之间； ( ) 30------40 岁之间；
( ) 40------50 岁之间； ( ) 51 岁以上。

教龄：
（ ）少于五年； （ ）6-10 年之间；
（ ）11-20 年之间； （ ）21 年以上。

您的学历是：
(  ) 教育学博士生； (  ) 教育学研究生；
(  ) 教育学本科生； (  ) 其他的学历或者其他的专业。

您的中文是：
(  ) 母语； (  ) 非母语。

您是：
(  ) 女性； (  ) 男性。

此调查问卷将分为两大部分：
第一部分：中文评估的方法
第二部分：中文评估的问题。
## Part 1: 中文评估的方法:

指示说明：根据您的看法，从以下中文评估的众多方法中，选出您常用的方法，并在前面的方框内画上对号。

### 听力测试
- 看写
- 听阅读材料，选出正确的图片
- 听阅读材料，判断“对”或“错”
- 听对话或短文，从几个选项中选出正确答案
- 听阅读材料，然后选词填空
- 听阅读材料，然后在空白处填上合适的汉字
- 听阅读材料，用简短的句子写出阅读材料所要表达的主要内容
- 听阅读材料，选出正确的拼音
- 听阅读材料，标出正确的调号
- 听汉字发音，然后为此汉字标出正确的拼音
- 还有其他的方法？__________（请写出名称）

### 口语测试
- 现场交谈、主考官和考生面对面交流
- 会话：一个题目已经给出，考生围绕题目内容和主考官进行交流会话。
- 朗读短文：一篇短文已经准备给了考生，考生将以正确而清晰地语音、节奏、语调朗读此短文。
- 背诵中国古诗或成语
<table>
<thead>
<tr>
<th>阅读理解测试</th>
</tr>
</thead>
<tbody>
<tr>
<td>读一篇文章（如报纸或杂志上的文章），在文章中的空白处写上适当的句子使整篇文章意思连贯，或者读完文章之后根据提问写下大约25字左右的答案。</td>
</tr>
<tr>
<td>纠正句子的语法错误或者挑出句子的毛病</td>
</tr>
<tr>
<td>词语填空：一篇短文已经准备给了考生，考生根据上下文意思选合适的词语，然后填空</td>
</tr>
<tr>
<td>一篇文章已经准备给了考生，考生根据此文章的内容写出理由或者原因来表达或者证明自己的观点</td>
</tr>
<tr>
<td>根据已给文章内容写出自对故事情节发展的预测</td>
</tr>
<tr>
<td>根据已给文章内容找出表达文章中心思想的句子</td>
</tr>
<tr>
<td>评价已给文章内容的意义</td>
</tr>
<tr>
<td>概括文章段落大意</td>
</tr>
<tr>
<td>描述文章语言表达特点或找出文章线索</td>
</tr>
<tr>
<td>阅读所给文章，做相关选择题</td>
</tr>
<tr>
<td>造句</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>写作测试</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Part 2: 中文评估的问题

指示说明: 以下有关中文评估的常见问题，请给出您个人的中肯看法，并在最能表达您的感受的那一栏里面对号。

<table>
<thead>
<tr>
<th>测试的内容</th>
<th>1. 考试题太多了学生常答不完。</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 考试内容求本求末, 忽略了去考察学生在日常生活中的实际语言能力与知识。</td>
</tr>
<tr>
<td></td>
<td>3. 考题中有太多的生学生词。</td>
</tr>
<tr>
<td></td>
<td>4. 考试内容没有联系学生实际生活。</td>
</tr>
<tr>
<td></td>
<td>5. 考试内容求本求末, 忽略了学生在中文语言学习上和水平上的多样性。</td>
</tr>
<tr>
<td></td>
<td>6. 考试内容太单一了, 和他们的实际年龄特点相比, 没有考出他们的实际水平。</td>
</tr>
<tr>
<td></td>
<td>7. 考试内容太难了, 和他们的实际年龄特点相比, 不能考出他们的实际水平。</td>
</tr>
<tr>
<td></td>
<td>8. 考试内容常常超出学生所在年级的, 应该能接受得了的能力。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>考试方式</th>
<th>1. 选择题太多了。</th>
</tr>
</thead>
</table>
2. 有很多题需要用写汉字的方式来完成。

3. 一学年的考试特别的多。

4. 考试题型太少，没法考出学生语言综合能力。

5. 考试时间给的太短了，没法考出学生语言能力。

6. 一学年里考试次数太少了，没法激发学生的学习主动性，也没法有效地评估出学生的学习效果。

7. 短时间内考试题型太多了，没法认真仔细回答。

8. 考试题常常用卷纸的方式给出，学生觉得很单调乏味。

<table>
<thead>
<tr>
<th>学习效果</th>
<th>1. 考试过后，学生很快就忘记了学过的东西。</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 学生们没从考试中学到什么新知识。</td>
</tr>
<tr>
<td></td>
<td>3. 学生们很少在考试后去回顾上一次考试做错过的题。</td>
</tr>
<tr>
<td></td>
<td>4. 学生们还是会犯上次考试犯过的、类似的错误。</td>
</tr>
<tr>
<td></td>
<td>5. 学生们只为了考试而复习学过知识，考试过后，他们就不愿意再复习那些知识了。</td>
</tr>
<tr>
<td></td>
<td>6. 学生们关心他们的考试分数远远超过关心他们实际生活中可能使用到的知识。</td>
</tr>
<tr>
<td></td>
<td>7. 考试过后，学生的中文仍没太大的进步。</td>
</tr>
<tr>
<td></td>
<td>8. 不管考试方式如何，学生的考试分数一直都不高。</td>
</tr>
</tbody>
</table>
APPENDIX C
Survey Feedback Forms
Expert Analysis of the Survey used for the Study

A STUDY OF CHINESE LANGUAGE ASSESSMENTS IN INTERNATIONAL PRIMARY
SCHOOLS IN BANGKOK, THAILAND: TEACHERS’ PERCEPTIONS OF ASSESSMENT
QUALITY AND PROBLEMS AND THE QUALITY

Sui Shuang
I.D. No. 5219417

A Thesis Proposal Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2011

Content is good!!!
I just made some suggestions for
improving English grammar to add
clarity.

Brother Tom
Survey Feedback Form

Thank you for taking the time to review the survey for the Master’s Degree Thesis of Sui Shuang at Assumption University in Thailand. The survey is titled “A Study of Chinese Language Assessment in Primary School in Bangkok, Thailand: Teachers’ Perceptions of Approaches, Problems and the Quality”

The survey’s objective is to 1) investigate the current approach of Chinese language assessment used in international primary school in Bangkok, 2) identify the problems of Chinese language assessment used in international primary school in Bangkok, and finally 3) analyze the quality of Chinese language assessment and provide suggestions for improving Chinese language assessment in international primary school of Bangkok.

1) What did you think about the survey? Is the survey clear and easy enough to understand? Does it properly question the current approaches and problems of Chinese language assessment used in international primary school in Bangkok from teachers’ perceptions?

_The questions are clear and easy to understand._

2) What mistakes, if any, does this survey have? How could this survey be improved?

_None._

Please write any other comments that you may have for the survey.

_It covers Morgan’s taxonomy, which is good._

Your Name: Surapee Sorajjakool
Your Email: Surapee.woinyou@gmail.com
Signature: [Signature]

Thank You
Survey Feedback Form

Thank you for taking the time to review the survey for the Master’s Degree Thesis of Sui Shuang at Assumption University in Thailand. The survey is titled “A Study of Chinese Language Assessment in Primary School in Bangkok, Thailand: Teachers’ Perceptions of Approaches, Problems and the Quality”

The survey’s objective is to 1) investigate the current approach of Chinese language assessment used in international primary school in Bangkok, 2) identify the problems of Chinese language assessment used in international primary school in Bangkok, and finally 3) analyze the quality of Chinese language assessment and provide suggestions for improving Chinese language assessment in international primary school of Bangkok.

1) What did you think about the survey? Is the survey clear and easy enough to understand? Does it properly question the current approaches and problems of Chinese language assessment used in international primary school in Bangkok from teachers’ perceptions?

It is quite complicated and too many detail that need give some comment at once in Chinese but I was wondering about language in the questionnaire. I want to copy Chinese version.

2) What mistakes, if any, does this survey have? How could this survey be improved?

I myself don’t know the nature of Chinese language may be you need to let the Chinese teacher who is capable to understand both language and have some experience in this content (I did answer)

3) Please write any other comments that you may have for the survey.

Approach: Mr. Usama, Faculty of Art, AU.

SINCE 1969

Your Name: ________ Your Email: Wallam 54@ hotmail.com
Signature: ________
BIOGRAPHY

Sui Shuang was born in the northeast of China. She finished the bachelor study of Chinese language literature and went to Thailand as a Chinese volunteer teacher. In 2009, she studied in ABAC of Thailand.

Sui Shuang had been stayed in Bangkok 4 years, and she worked in an international school of Bangkok. She loved to play yoga or listened music. The happy thing to her was that her students could speak Chinese very well.