CRITICAL DOMAIN KNOWLEDGE OF THAI PRODUCTIVE VOCABULARIES LEARNING FOR CHINESE COMMUNITY

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Abstract - Culture shock is temporary, and everybody goes through it to some extent in the process of cultural adaptation. The language proficiency is good way to solution this problem. So research sample is 1st year Chinese university students in Chiang Mai who try to use Thai language in their daily life for survival. From the questionnaire, interview 12 Chinese students who comes Thailand study in first year that they try to survive in Thai language by learning Thai language via application. According to the application analysis, the results showed that application consists of 10% of productive vocabularies and 90% of receptive vocabularies. Regarding this, students faced difficulty to adapt themselves in new culture, and caused unhappy life in their six to twelve months after their arrival. To solve the research problem, experts were interviewed to extract the critical domain for survival. This seven domains cover food, shopping, transportation, fall ill, life style, daily life conversation and accommodation.

Index Terms - Culture Shock, Cross-Culture Adaptation, Receptive and Productive Vocabularies, W-Curve

I. INTRODUCTION

Nowadays, the outbound rate in every country is increasing year by year. In China, from 2009-2016, the number of outbound visitors was growing at a compound rate of 14.4% years. In 2016, the number of outbound visitors reached 122 million, up 4.3% from the same period. The number of outbound visitors in the first half of 2017 was 62 million 30 thousand, up 5% from the same period of the previous year. From these data, we can know travel, study or live abroad is become easy things at present. But when we stay in new country for a while time, the culture shock will become the big problem. Although "culture shock" is generally understood as a temporary shock felt when confronted by different cultural customs, ways of thinking and behavior patterns, it actually refers to a psychological state of depression caused by the experience of successive failures in unfamiliar social situations. Culture shock is temporary, and everybody goes through it to some extent in the process of cultural adaptation. General symptoms of culture shock include: irritation, homesickness, loneliness, nervousness, loss of appetite, sleeplessness, feeling tired, hypersensitivity or excitability, confusion etc. As a result of culture shock, you may lose your motivation to talk with other people or to attend classes. Most of these psychological reactions are, again, very natural in the process of cultural adjustment. If you take time to cope with each single event in your life, you will be able to overcome these emotions sooner or later. Research objectives are i) Identify the critical situation of cross cultural adaptation of 1st year Chinese university students; ii) Develop Chinese-Thai productive vocabularies domains for survival to improve samples productive vocabularies knowledge.

II. LITERATURE REVIEW

2.1 Cross-Cultural Adaptation

Cross-cultural adaptation represents in essence a common process of environmental adaptation. A model of cross-cultural adaptation based on socio psychological adjustment theory and applied to the findings of decades of cross-cultural investigations is presented. It holds that all adjustment is a cyclical and recursive process of overcoming obstacles and solving problems in present-environment transactions. Used cross-culture adaptation to support my research and become the background. Through this theory draw forth culture shock and choose language for a solution. Because my target group is 1st year Chinese student who study in Chiang Mai. So when they just come to Thailand, they will experience cross-culture adaptation.

2.2 W-Curve

Early studies described culture shock as a stage model that resembled a U-curve in terms of people's pattern of adjustment (Lysgaard, 1955). Three stages of culture shock were described as contact with the host culture, conflict with the host culture, and adaptation to the host culture. The predicted pattern suggests progression from the initial excitement and optimism about entering the new culture to a downward shift in morale, which reflect cross-cultural difficulties and accompanying negative affect. In the third stage of adaptation and recovery, there is a shift towards the top of the U-curve as strategies for managing in the host culture are mastered and morale improves. A W-curve model was proposed as an expansion of the theoretical tenets of culture shock (Gullahorn & Gullahorn. 1963). This revised model takes into consideration an additional stage of adjustment when

people return to their home culture.

Through this theory understand directions and significance of research. Knows culture shock's process impact on cross culture groups. Depend on it, researcher want to through language part to solve culture shock for 1st year Chinese students. So that they can adjust to normal as soon as possible.

2.3 Receptive and Productive Vocabularies

This experimental study investigates the differential effects of three conditions (no-negotiated pre-modified input, negotiation without "pushed output" [Swain, 1985], and negotiation plus pushed output) on L2 learners' vocabulary comprehension and acquisition (receptive and productive). Analyses of variance performed on the data indicated that: (a) negotiated interaction had a positive effect on the comprehension of L2 words; (b) only negotiated interaction that incorporated pushed output appeared to have promoted both receptive and productive acquisition of words as well as an increase in productive word retention; and (c) negotiated interaction plus output did not promote receptive acquisition more than negotiation without output, but it was more effective in promoting productive acquisition. The findings of this study provide empirical evidence for the important role of negotiation in facilitating the comprehension and acquisition of L2 vocabulary, which suggests that output plays a key role within the negotiation process for productive lexical acquisition. Because choose language to solve this problem. So researcher definition of the problem that how to quick learned and used new language in daily life. Depend on the theory, researcher will choose productive vocabularies for teaching target group. The productive vocabulary is more useful than receptive vocabulary in daily life.

2.4 Conceptual Framework

Figure 1 explains how to integrate all selected theories to form the conceptual framework.

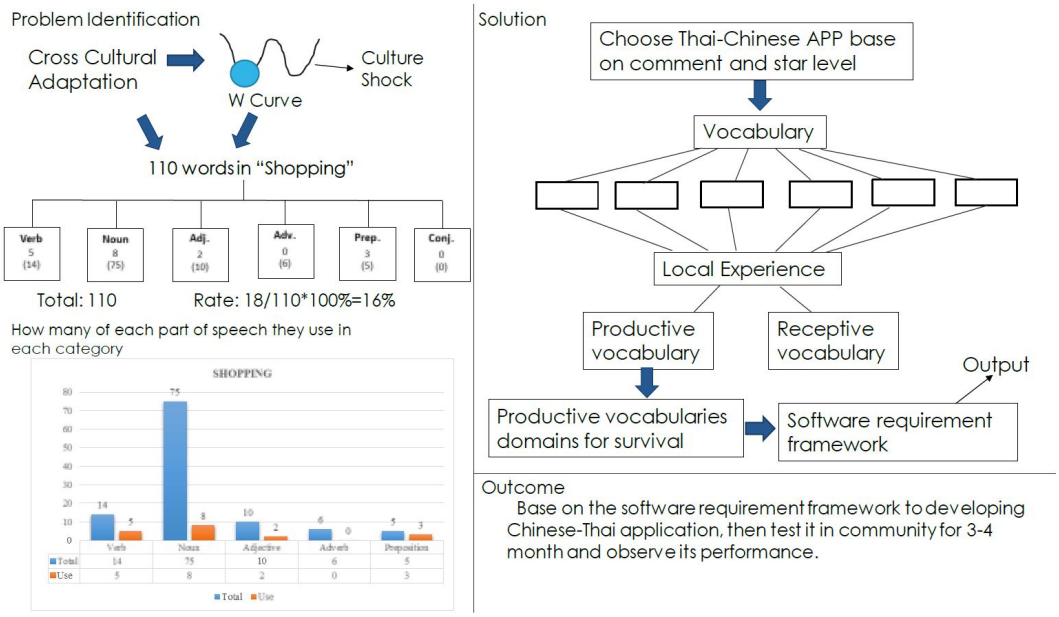


Figure 1 conceptual framework

Conceptual framework covers two major section which are problem identification and solution. From the cross cultural adaptation, understand it has the "W-curve" in the process and meet culture shock. Then choose the language proficiency to solve this problem.

Depend on the target group's life style and opinion, analysis Thai-Chinese applications' vocabulary base on comment and star level. In this process, researcher could analysis the part of productive and receptive vocabularies' practicability. From the result could understand the critical issue which cause Chinese communities difficulties adaptation in new culture. So make the productive vocabularies domains for survival. The research output is software requirement framework.

III. METHODOLOGY

3.1 Sample Selection

In this research, the 10 samples are 1st year Chinese university students in Chiang Mai who try to use Thai language in their daily life for survival.

3.2 Interview samples

Samples are 1st year Chinese students in Chiang Mai University who try to use Thai language in their daily life for survival. To get the broad ideas how those Chinese acquire Thai language, questionnaire is

utilized with the aim to collect broad survey of their learning Thai behavior. Questionnaire consists of two questions namely i) What channel do you learn Thai language? and ii) Please rate the important of learning Thai language in Thailand. After that, those questionnaires were delivered to twelve Chinese students in their first year of their university study.

3.3 Interview Experts (qualitative analysis)

After that, experts (referring to Chinese people who stay in Thailand more than five years and can be able to speak Thai fluency) are interviewed in order to get some advises. Design an interview questions that get experiences from them.

- Which part of language problem you meet in you daily life when you just come Thailand and can't speak Thai?
- How do you solve these problems?
- What do you think which part of domain in daily life will meet these problems for 1st year Chinese students?

For these three interview questions from experts aim to understand they meet the language problems in their daily life when they arrived in Thailand at first year. Through these questions, researcher could identify research directions and understand these domains are demand and usefulness for 1st year Chinese students. Experts live in Thailand a long time so they have experience.

3.4 Chinese-Thai Application Analysis (quantitative analysis)

Researchers interviews 12 Chinese 1st year students. Based on their Chinese-Thai online learning experiences, they did suggest application namely Hu Jiang Online School, Easy to learning Thai and Thai course. Then, the second step is that researchers select those suggested application based on stars' level. After that, those applications were analyzed by using productive and receptive vocabularies theories.

IV. RESULT& DISCUSSION

Objective 1 results the critical situation of cross cultural adaptation of 1st year Chinese university students

Twelve first year Chinese students in Chiang Mai University were interviewed 'How they learn Thai language in their daily life for survival?'. To get the broad ideas how those Chinese acquired Thai language, interview was utilized to collect broad survey (see Table 1).

Table 1 Questionnaire of 12 Chinese students' methods of learning Thai language

Name	Channel				
	Visual learning		Face to Face		
	YouTube	Chinese-Thai language App	Thai Language Training	Ask Thai friends and self-study	Never Learned
No.1	√	√			
No.2			√		
No.3				√	√
No.4	√			√	
No.5	√	√		√	
No.6				√	
No.7	√			√	
No.8					√
No.9				√	
No.10	√			√	
No.11	√	√		√	
No.12	√	√		√	
Total	7	4	1	9	2

The 9 out of 12 students learn Thai language through self-study. 7 students prefer to study through YouTube, and 4 study via Chinese-Thai language App channel. 2 did not learn Thai language, and only one student joins Thai Language Training. According to the analysis, most of students choose free and convenience tools to study Thai Language. From Table 1, 7 students chose YouTube to learn Thai-Chinese language while Chinese-Thai Application is the second selection. Referring to language learning theory, interactive learning from multifunction will drill and bring up language learning level much better than one-way communication. To serve the target group life style, in this research highlights Chinese-Thai Language Application by analyze productive vocabularies. To further analyze the important domain, mix methods (qualitative and quantitative data collection) are used to identify the problem. Three Chinese experts who live in Thailand more than four years and speak Thai fluently were interviewed. The qualitative data illustrated as below.

Table 2 Questionnaire of 3 expert's advices

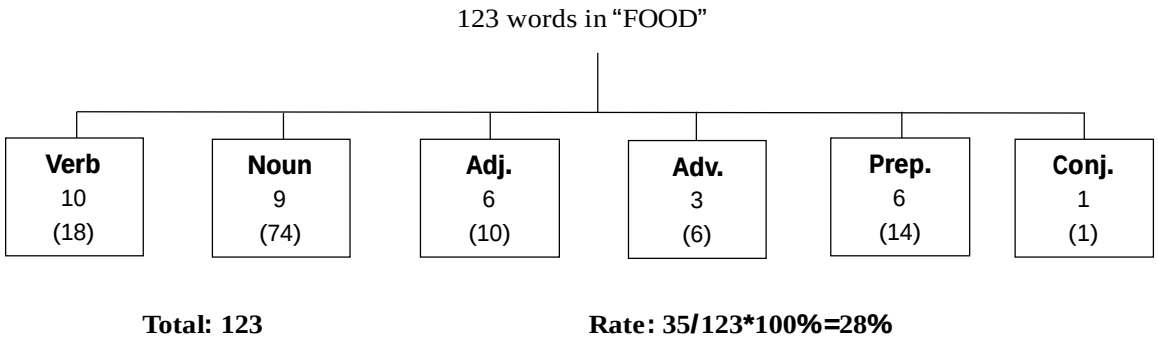
Name	Meet the problem when they just come to Thailand					
	Food	Shopping	Transportation	Travel	Fall ill	Life Style
No.A	√	√	√	√	√	√
No.B					√	√
No.C	√	√				

Based on experts' experiences, those six domains conclude food, shopping, transportation, travel, fall ill, and life style (see Table 2). Quantitative data collection utilized application analysis. Depend on the students' suggestion in Table 1, researcher chose three Chinese-Thai application, and analyzed every domains' productive and receptive vocabularies (see Table 3).

Table 3 Application analysis

Present App channel	Food	Shopping	Transportation	Travel	Fall ill	Life Style
Hu Jiang Online School	X	X	X		X	X
Easy to learning Thai	X	X	X	X	X	X
Thai course	X	X		X	X	X

To get clear understanding on percentage comparison between productive and receptive vocabularies, an example of food domain analysis is shown in Figure 2.



Total: 123 **Rate: 35/123*100%=28%**

How many of each part of speech they use in each category

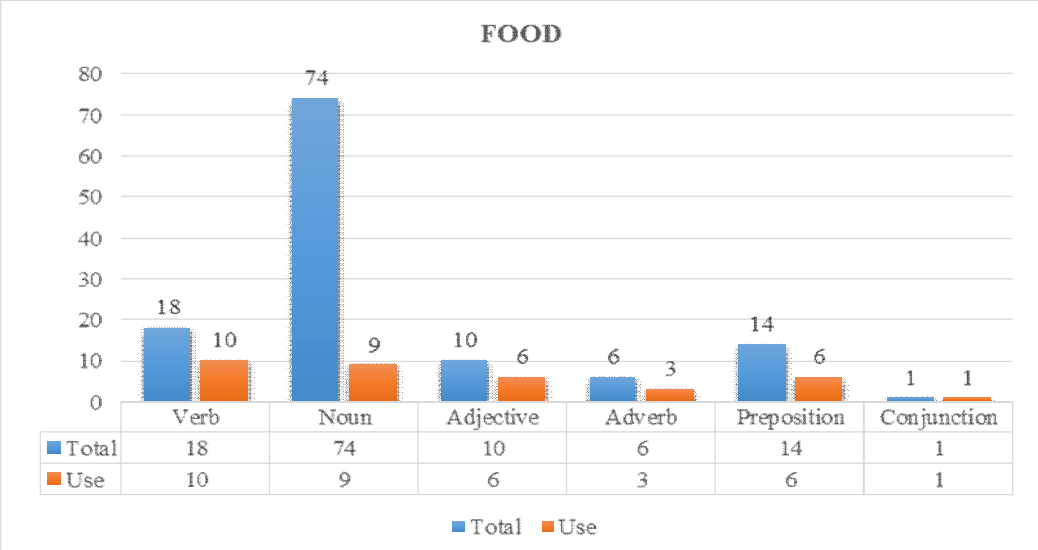


Figure 2 Example of Thai-Chinese language application analysis in 'Food Domain'

Besides, all critical domain vocabularies are compare in percentage in Table 4.

Table 4 Ratio of productive and receptive vocabulary in six domains

Domain	Productive Vocabularies %	Receptive Vocabularies %
Food	28%	72%
Shopping	16%	84%
Transportation	7%	93%
Travel	0%	100%
Fall ill	0.8%	99.2%
Life Style	2.2%	97.8%

The critical issue of Chinese-Thai application is Passive language. Problem statement Existing Chinese-Thai application contains 10% of productive vocabularies (active vocabularies) and receptive vocabularies (passive vocabularies) 90%. So passive language is the critical issue which cause Chinese communities difficulties adaptation in new culture. Objective 2 results develop Chinese-Thai productive vocabularies domains for survival to improve samples productive vocabularies knowledge. (Table 5). To confirm the key domains are really needed for users, researcher designed 12 questions based on W-curve and culture shock theory.

Table 5 Domain knowledge analysis

	Domain A	Domain B	Domain C
Title	Shopping & buying	Life style	daily life conversation
Sub	bargain	taking bus in the university	
		having the hair cut	
		order drink at the bar	
Title	Food	Transportation	Accommodation
Sub	Eating	going out	Renting the room
		catching the bus	
		asking for direction	
Title	Falling ill		
Sub	buy medicine		
Sub	explain the symtom in the hospital		

The results from Table 5 and experts' advices in Table 3 are a little different. Table 3, experts suggest six important domains while Table 5 Chinese students as users prefer those six domain and request one more domain which is 'Accommodation'. User opinions are that accommodation is considered as a big problem when they arrived in Thailand. They need find the place to live and communicate with office staff. So these seven domains are practical and urgent need to solve that users think.

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