



**USING MIMES AND MINI ACTS IN A MATHAYOM 1 COURSE TO
IMPROVE CHINESE SPEAKING SKILLS OF THAI STUDENTS**



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Abstract

This study, with a one group Pre/Post-test design, aimed to investigate whether mimes and mini acts could improve Thai students' Chinese speaking skills and explore students' satisfaction towards the one-month-long course. The study employed mixed-methods approach. The study employed 1) Pre-test-Post-test measurement to collect quantitative data to collect quantitative data and 2) a questionnaire with semantic differential scale questions and 3) an observation checklist to collect qualitative data. A sample of 40 students randomly sampled using the opportunity sampling method were divided into ten groups with four students each.

The result showed that the average Post-test score was 9.70 ($\bar{x}=28.70$) higher than the Pre-test score ($\bar{x}=19.00$). The Post-test scores in other skills (i.e. expression and body language, teamwork, creativity, and appropriacy of the topic) and speaking skills (i.e. fluency, pronunciation, and vocabulary) after instructed through mimes and mini acts were higher than the pre-test scores. The qualitative data from the observation checklist analyzed using the 3Cs method revealed students' high satisfaction in five aspects: teaching, the teacher's personality, learning environment, teaching materials and facilities. The result of the questionnaire with semantic differential scale questions with a rating scale from 1 (most negative) to 7 (most positive) indicated that the majority of students showed a high level of satisfaction ($\bar{x}=5.95$ - $\bar{x}=6.60$). It can be concluded from the findings that mimes and mini acts were effective techniques for Chinese speaking instruction. Chinese language teachers were recommended to be aware of the significance of the affective domain and cooperative learning, ensuring that students feel relaxed while learning to speak Chinese. (Total 152 pages)

Keywords: Mime, Mini Act, Teaching Chinese Speaking

Student's Signature..... Thesis Advisor's Signature.....

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research objectives, research questions, scope of the study, conceptual framework, limitations of the study, significance of the study, and definitions of terms.

1.1 BACKGROUND OF THE STUDY

Looking around the world, with the development of China and the improvement of its international status, there has been a worldwide “Chinese fever”. Overseas Confucius Institutes of Chinese have become a place for people from all over the world to learn Chinese language and understand Chinese culture, they are also a platform for cultural exchanges between China and foreign countries. Overseas Confucius Institutes are bridges for strengthening friendship and cooperation between the Chinese people and people from all over the world (Zhao, 2017).

There are more than 60 countries and regions around the world, such as Russia, Australia, and Ireland, have included Chinese exams in the primary and secondary school exams or college entrance examinations. In 2016, South Africa claimed Chinese as a second foreign language in its national education system. After South Africa, Mauritius, Tanzania, Zambia and other countries also claimed Chinese in their national education systems (Lan, 2019).

Compared with other countries, the “Chinese fever” in neighboring countries seems to be hotter. In 2018, the number of students taking the HSK test in Pakistan increased by four times compared with 2015. In 2019, Saudi Arabia announced that

Chinese would be included in the curriculum of all stages of education in the Kingdom. In Vietnam, watching Chinese TV series online has become an important part of young people's lives. Japanese media reported on the topic of "the world sees China" constantly. In 2018, the cumulative number of Japanese students studying in China has exceeded 240,000, and this number is still growing rapidly (Dao, 2017).

Especially, Southeast Asia is the second largest Chinese language speaking region in the world, with more than 20 million Chinese speakers. In addition to Chinese as an official language in Singapore, Chinese is the second most spoken language in Malaysia, with 5.25 million speakers. Chinese primary and secondary schools are all over the country. In Cambodia, Chinese is the second most spoken language after Khmer, with 320,000 speakers. In Brunei, Chinese is the second most spoken language with 60,000 speakers (Srichampa, Burarungrot & Samoh, 2018).

Thailand, which is a part of Southeast Asia and border with China, deeply influenced by the economy and culture of China. Thailand is the top 3 country with population of 7,630,000 speaking Chinese, that is, one in less than 10 people is learning Chinese. At present, Chinese has become second largest foreign language in Thailand after English (Chayakul, 2017).

The rapid development of Chinese in Thailand makes Chinese teaching mainly presents the following features: The population of learning Chinese is growing. The scale of teaching is extending; modern Chinese teaching is paid more attention. In some schools, they set up Chinese classes to teach any kind of subjects in Chinese. The professional teaching of Chinese is developing, with the development of Chinese professional education and academic education, Chinese teaching tends to develop towards middle and primary schools (Thaiger, 2020).

From the above-mentioned current context, it can be concluded that at least four factors are now popularizing Chinese language learning:

The first and most significant factor is economy. China, which has the world's largest population, provides an unprecedented market and unlimited business opportunities for the world. More and more foreign companies are coming to China to invest and trade in the Chinese market, which requires a large number of people who understand Chinese and Chinese culture. At the same time, more and more Chinese companies are investing overseas, and these overseas Chinese companies also need a large number of "foreigners" who can speak Chinese well (EveryCRSReport, 2019).

The second factor is the development of technology, which makes communication easy and convenient. Many people choose to study Chinese as a result of the attraction of e-commerce. As the world's fastest growing e-commerce country, China has attracted many global users (Francois et al., 2018).

The third factor is Chinese culture. China is an ancient civilization with a long history and splendid culture. The power of culture attracts some people who wish to come to China, and some universities in Europe and the United States have begun to set up China Studies Centers to conduct specialized research on Chinese history, culture, politics, economy, philosophy, literature and art, and language. Thailand and China have a long history relationship (Zhong, 2019). This is also a reason why many Thais want to study Chinese.

The last factor is politics. China's social and political stability, in addition to the economic miracle, which is different from many countries in the world, and is also an attraction for some Chinese learners. The political activities between China and Thailand are also a factor that encourages many Thais study to Chinese (Zhong, 2019).

It is these factors mentioned above that make Chinese learning become important and popular in the world. It can be concluded that the economic, political and social factors are the driving force for the current popularity of the Chinese language learning.

It is commonly accepted that, foreign language learning best happens through interaction. Thus, speaking skill is the most important skill for learners (Koran, 2015). According to Kawinkoonlasate (2019), in the globalization era, if people want to get their desires fulfilled, they must express their thoughts clearly. Mastering speaking skills is vital for people to fulfill their goals and desires. Undoubtedly, speaking well in language learning becomes important in communication process (Koran, 2015).

Therefore, Chinese as a foreign language, a native language of a big economic country in the world, especially there is a relatively close relationship and a frequently trading between China and Thailand, studying Chinese speaking well is important for Thai students (Guo, Shin & Shen, 2020).

However, speaking skill, which is a productive skill, is such a complex process that it is hard for learners to speak fluently and correctly (Koran, 2015). The reasons of the poor speaking skills are mainly manifested in the following points:

- 1) Students do not have enough time to speak so that they can get a good grasp of a foreign language learning to be proficient in speaking.
- 2) Most students keep silent in the classroom or outside. This is because they feel anxious in a public and different social environment, or they may have other psychological reasons.
- 3) Teachers' teaching methods are always boring and when students do not actively participate in the activities in class, they may feel sleepy in the class.

In summary, speaking is an important language skill which is not easy to master. Exploring how to make students speak Chinese well is worth studying. This is what the study investigates.

1.2 STATEMENT OF THE PROBLEM

In Thailand, with the rising popularity of bilingualism and multilingualism and economy demands, Chinese becomes the second popular foreign language.

However, Chinese and Thai are very different in terms of the phonological linguistic and semantic system. Thus, there are many problems during the process of Chinese language acquisition. The following list presents the problems that may affect Chinese speaking learning from the teachers, the students and the supporting resources.

First, the problems may come from the teachers.

1) Teachers' teaching ways affect students' speaking skills (Supriyani, 2018). Traditional Chinese teaching methods make students sleepy and refusing to open their mouths to speak and interact with the teachers.

2) Teachers' teaching experiences affect students' speaking skills (Koran, 2015). If the teacher lacks teaching experiences, they dominate the class, and give students less time to practice speaking skills.

3) Teachers' knowledge may be limited. As a result, students may not learn a lot.

4) For speaking skills, maybe Chinese native speaker teachers are better suited but they have to know how to effectively teach non-native speaker students in Thailand.

Secondly, the problems may come from students. Students' problems are shown below.

1) Students' learning ways affect their ability to speak (Leong & Ahmadi, 2016). Most Thai students always use Thai phonetic transcription to help them read. That is why they cannot speak with accuracy.

2) Students' attitudes affect students' speaking (Leong & Ahmadi, 2016). If students do not like the teacher's teaching way, they always have excuses to escape from the class. In the end, they learn nothing.

3) Thai students are still trapped in the "losing face" attitudes (Supriyani, 2018).

Although many studies have been done to find out the best teaching techniques, there are still plenty of areas to explore. In this study, the focus is on the use of mimes and mini acts to enhance speaking skills. In brief, mimes are a technique to help students feel confident about speaking although they are not asked to speak even a word. Students feel more relaxed when they do not have to say anything but by using gestures, they will be able to express themselves and the meaning to convey. Mini-acts are very short scenes, similar to mini-role plays. Students will have to plan what to say but the load of speaking will not be too demanding. Only a few utterances are expected. When they performed these mini-acts in groups, students will feel more confident and not embarrassed if they make mistakes. According to Phuetphon, Chayanuvat and Sithitikul (2014), the role play techniques could empower students to communicate and significantly improve fluency, communication, accuracy and appropriate language use. The findings from this study are certainly useful for the field of Teaching Chinese as a second/foreign language.

To confirm what problems the students in the study had in learning Chinese speaking, the class teacher's interview given on 21 January 2021 at Samkhok school were concluded below:

1) Students like funny class, but most Chinese teachers only ask students to read most of the time following the teachers. As a result, they often feel bored and do not want to learn.

2) Students' Chinese speaking practice are only limited to what is in the text book. Students do not get any other extra knowledge as the textbook usually has its specific syllabus to follow.

3) Students study Chinese just because they have to take this prescribed subject and they do not have much interest in it.

4) Students can only speak Chinese with an open book. If there is no book, they understand what teacher says but cannot utter the language by themselves.

1.3 RESEARCH OBJECTIVES

- 1) To find out whether mimes and mini acts help students to improve Chinese speaking skills
- 2) To find out the students' satisfaction of Chinese language speaking learning

1.4 RESEARCH QUESTIONS

- 1) Can mimes and mini acts improve Thai students Chinese speaking skills?
- 2) What are the students' level of satisfaction of the learners towards mimes and mini acts?

1.5 HYPOTHESIS

Students would get better scores in the post test after the intervention with mimes and mini acts.

1.6 SCOPE OF THE STUDY

1.6.1 Location of the Study

This study was conducted at a local Thai School- Samkhok school, a public school which provides Chinese courses to students from primary to high school. It is in Pathum Thani with students studying Chinese.

1.6.2 Population and Samples of the Study

The population of the research consisted of all of the Secondary 1 level students, about 800 students, who were studying Chinese at the school in Thailand and

800 students were divided into classes randomly. According to opportunity sampling (Burns & Bush, 2000), which is a non-probability sampling technique to select participants who are available or close to hand. Participants in the study were one group of Mathayom 1 students which included 40 students. They were selected by opportunity sampling technique to participate in the study with one group pre/post experimental group design, which included 20 boys and 20 girls.

1.7 CONCEPTUAL FRAMEWORK

During this process, mimes and mini acts were two key activities adopted in this study to improve students Chinese speaking skills.

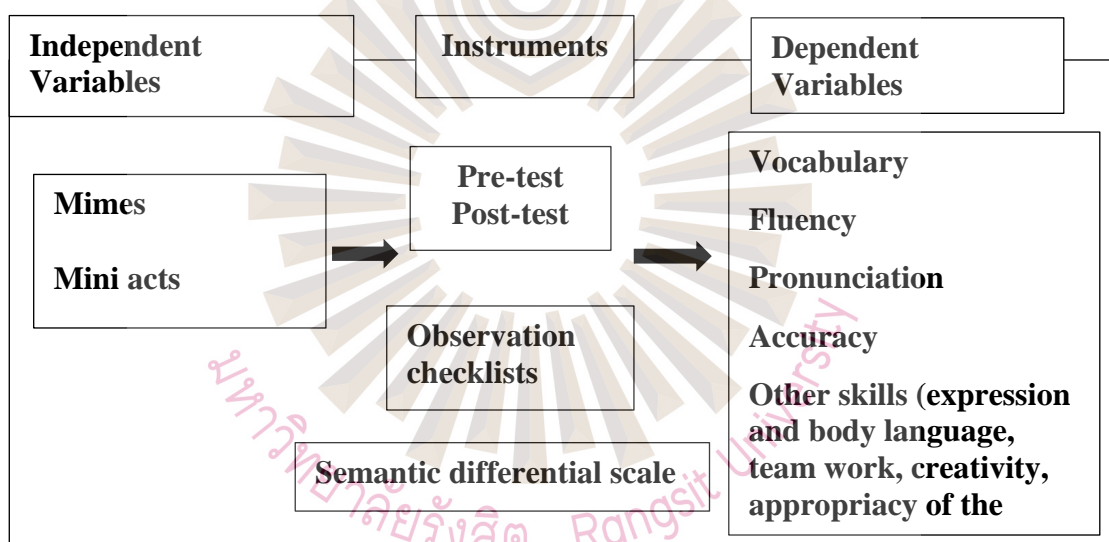


Figure 1.1 The Conceptual Framework

1.8 LIMITATION OF THE STUDY

The sample of the study is small, only limited to the school in this study. Therefore, the findings of the study will only be useful to the similar Chinese language learning contexts in schools throughout Thailand.

1.9 SIGNIFICANCE OF THE STUDY

This study aimed to explore activities that could be used to improve students' Chinese speaking skills. Mimes and mini acts, which have been found to work well in language teaching to improve students' speaking skills, were adopted in this study. The findings of this study will be useful for a few groups of stakeholders in the field of Teaching Chinese as a Foreign Language.

For teachers, this study may help them learn about other teaching techniques so that it is working well in speaking classes. What's more, mimes and mini acts require students to spend more time on face-to-face communication, while the teacher has less teaching time to give direct teaching. Thus, the teachers will change their roles from being teachers who transmit knowledge to facilitators who help students to learn by doing.

For students, students studying Chinese speaking with mimes and mini acts, will learn how to play and collaborate with peers. This studying process will interest students and develop their positive attitude towards learning Chinese as a foreign language.

For parents, the new teaching method allows students to learn actively and effectively. When they see how their children change in the Chinese speaking ability, they will not be worried about students' learning achievement.

For researchers, this study will help other researchers learn about another approach in language learning, especially speaking skill and explore more practical language teaching and learning methods continuously.

1.10 DEFINITONS OF TERMS

Mimes: Mime means the use of body gestures and facial expressions to express something or tell a story without any words. In this study, teacher used mimes to help students understand the meaning of words, phrases or sentences of the Spring Festival so that students understand the real culture of the Spring Festival.

Mini Acts: Mini-acts mean short stories acted out. Students used all the words or expressions they learned about the Spring Festival in the short scenes. There are 2 ways of using mini acts in class to help students understand the meaning of the phrases, sentences and the custom of the Spring Festival with mimes. 1) The teacher used mini acts to help students accurately speak key words, phrases, and sentences in a certain Spring Festival scenario and 2) When students had problems, they used some easy Chinese words to ask the teacher. The teacher would demonstrate how this short story would be done in her way as an example.

Mathayom 1 Students: Mathayom 1 students have basic English and Chinese speaking skills. Therefore, this level of students can understand basic conversation in a Chinese class but may be limited to simple Chinese.

Improve Chinese Speaking: Mathayom 1 students are expected to speak and express the words and simple sentences of Spring Festival well with mimes and mini acts because Spring Festival activities are held every year. It is also a good chance to enjoy learning to speak Chinese from real situations.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the related literature review. The topics covered consisted of The Education system in Thailand, Chinese Language learning in Thailand, Teaching Chinese Speaking Skills, Mimes and Mini Acts, Students' Satisfaction, Theories of Chinese Foreign Language Learning and Related Studies.

2.1 THE EDUCATION SYSTEM IN THAILAND

The Ministry of Education of Thailand provides education from pre-school to senior high school, six years for primary education, six years for secondary education, altogether nine years are basic education which includes six years for elementary school and three years for lower secondary school, those who wish to complete upper secondary grades must pass an entrance examination first, it is not compulsory, but the government provides free education until Grade 9.

2.1.1 Basic Structure

There are the stages in the Thai formal education system. It is shown below:

Table 2.1 Stages in the Thai Formal Education System

Typical Age	Stage		Level/Grade	Notes
4	Basic Education	Early Childhood	Variable (Typically Anuban 1-3)	
5		(Kindergarten)		
6				

Table 2.1 Stages in the Thai Formal Education System (Cont.)

Typical Age	Stage	Level/Grade	Notes		Typical Age
7	Basic Education	Elementary	Prathom 1		Educator in Thailand is not compulsory
8			Prathom 2		
9			Prathom 3		
10			Prathom 4		
11			Prathom 5		
12			Prathom 6		
13			Lower Secondary	Mathayom 1	
14		Secondary	Mathayom 1		
15			Mathayom 1		
16		Upper Secondary	General	Vocational	
17	Mathayom 4		Vocational certificate		
	Mathayom 5		(3 years)		
18	Mathayom 6				
...	Higher education		Variable		

Source: Ministry of education, 2009

Primary education in Thailand commences at the age of 6, Primary education is a basic education for 6 years. Primary education focuses on 8 key areas of learning.

Secondary education or Mathayom Suksa is divided into lower grades (1 to 3) and higher grades (4 to 6). Those who wish to complete upper secondary grades should pass the exams to enter the upper secondary level. At the lower secondary stage, students can either opt for general/academic upper secondary or vocational upper secondary education. For lower secondary school education, the teaching/learning time per day shall not exceed 6 hours. General education courses are offered at the

lower secondary school level, resulting in a lower secondary school certificate called Mathayom III (Thailandeducation.info, 2021). In one of the goals of education in Thailand, English as the first foreign language and Chinese as one of the second foreign languages.

Education in Thailand today has been reformed many times. No matter how many times reform of the education changed, Thailand is pursuing increased integration into the global education community, notably ASEAN partner countries. The number of collaborative programs between Thai and foreign education institutions is on the rise, and governments have emphasized internationalization of the Thai education system in recent years (OECD-UNESCO, 2016).

2.2 CHINESE FOREIGN LANGUAGE LEARNING IN THAILAND

Because of its developed tourism business, Bangkok has become one of the most popular cities for tourists; therefore, it attracts many foreigners to visit the city for travel and business activities. Later with the deepening of the exchanges between China and Thailand and the increase of Chinese tourists, Chinese has become the second most foreign language spoken in Thailand. Especially with the influx of Chinese tourists in recent years, more and more Thai are learning Chinese as second popular foreign language.

2.2.1 The Differences among the First, Second, Foreign languages

In Thailand, the Thai language is the mother tongue, as the first language of the Thais. The mother is a language that people learn from the first day of their birth and keep learning it. However, the language is learned naturally. It begins when a baby is born to parents with that linguistic background. The first language is a deviation and used to explain the language adopted at birth. One widely accepted conception of the first language is that people were born in a particular country and raised to speak the language of that country during the critical period of their

development (Saniei & Abedi, 2018). The first language is also learned naturally in the natural environment.

When a language is learned as a second language, it means the learners will have opportunity for exposure to the target language outside of the classroom in various aspects of life such as in public communication, in trade, higher education, and administration or even a law court. It is a language adopted in countries which use two or three languages as their official languages. In this way, people in the countries are required to have a good command of the language that is of that status (Saniei & Abedi, 2018).

Normally, when a language is learned as a foreign language, the language learner is not exposed to the target language outside of the classroom in a variety of settings, and it is not widely spoken or used by the people of a community, society or nation. In other words, it refers to any language other than that spoken by the people of a specific place. The language is often learned as a subject in the syllabus. (Saniei & Abedi, 2018).

Chomsky (1928-2008), who was an advocate of universal language, pointed out that “every child can learn language.” (Miesel, 2011). Language acquisition normally means first language acquisition, learning with no instruction required and before school starts (Miesel, 2011). Second language acquisition generally refers to any language other than the mother tongue or the first language, which is a complex, multifaceted phenomenon and the new language is obtained consciously. However, second language acquisition and foreign language acquisition are different. Second language learners learn the type of language necessary for communication outside the classroom, while foreign language learners may only concentrate on what is taught in the classroom.

In this study, the intervention lessons were designed based on the concept of Chinese as a foreign language. This means students were not expected to know everything in the target language. However, they should be able to communicate in

basic Chinese to express themselves in the content they need to master—the Spring Festival.

2.2.2 Chinese as a Foreign Language in Thailand

Chinese culture has a long history in Thailand, and because of the policies and economics, Chinese language learning is booming in Thailand (Lee, 2015), it stimulated the development of Chinese teaching and culture.

To adjust to the demand of Chinese language talent, most Thai school open Chinese course. According to the data from the Office of the Basic Education Commission of Thailand, it recorded that there are about 166 government schools and 187 private schools provided Chinese course to primary and secondary schools (Kanoksilapatham, 2011). Both Thai government and Chinese government offered a huge effort to support Chinese teaching and learning (Kaur, Young & Kirkpatrick, 2016).

With the “Chinese fever” development, in recent years, large-scale non-governmental Chinese education institutions in Thailand have expanded their education scale by chain operation. There were 91 private Chinese language education institutions registered nationwide in Thailand, and in 2013, 9 institutions established their main schools in Bangkok (XiBuXueKan, 2019).

At the same time, Thai people have a positive attitude to study Chinese. In “attitudes towards Chinese language learning”. Huilin and Pimurai (2016) stated that girls preferred to study Chinese than boys and students in Chinese Language Program hold more positive attitudes towards Chinese language learning than those in English and Mathematics. Similarly, Hui (2019) from Thais’ interviews discovered that Thais have a neutral and an affirmative attitude towards Chinese loanword, and believe that loanwords make the Thai language richer and more diverse.

Chinese language learning promoted Chinese culture development and the culture also greatly influence Thai people's life (Dao, 2014). Especially in Spring Festival, most schools will hold Chinese Spring Festival activities, even the Thai King will go to China Town to celebrate Chinese New Year with Chinese (Chula News, 2020).

In a short, because the relation between China and Thai closer and closer, Chinese as a second popular foreign language is highly shown in economic, culture and education aspects (Kanoksilapatham, 2011).

2.3 TEACHING CHINESE SPEAKING SKILLS

Speaking is the most important skills in any language learning. It asks learners to use language to transmit and chat information in a proper way in any situation. It is often emphasized in new language learning because according to experts in listening and speaking, it is a skill to begin with (Nasir, 2018).

2.3.1 Definitions of Speaking

In the dictionary, "speak" means to express thoughts, opinions, or feelings orally. In language learning, speaking is a process which builds and shares meaning through the use of verbal and non-verbal symbols in any contexts. (Chaney & Burk, 1998). Different researchers give different definitions of speaking.

Table 2.2 The Definitions of Speaking

Scholars	Year	Definitions
Wyld, Burn, Reed, Brown	1997	Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Table 2.2 The Definitions of Speaking (Cont.)

Scholars	Year	Definitions
Baker, Westrup	2003	In classes, speaking means students repeat language words or sentences, or language conversation
de Saint Leger	2009	Speaking is a skill that involves public display ability in the classroom
Morozova	2013	According to most studies, speaking is one of the four macro skills necessary for effective communication in any language, especially when the speaker does not use the native language.
Nasir	2018	Speaking refers to what comes from feelings and thoughts expressed through the sequence of sounds, words and sentences.
Hamidova, Ganiyeva	2020	Using the correct words in the correct order and the correct pronunciation. Knowing when to know the message is essential and when not to understand precisely. Understand how to think about who is talking to whom, under what circumstances, about what, and for what reason.

In one word, the speaking skills mean that a person can send the message from himself/herself to listeners' accurately by using correct words, sentences and sound in first or second or other foreign languages. Speaking's main function is to carry the meaning intended by the speaker.

2.3.2 Students Speaking Competencies

Speaking is a process to delivery information through mouth. If students want to learn speaking well, there are some components that students should master. There are 5 components of speaking skills. According to Harris and Umeda (1974), to

market speaking skill, students need to master comprehension, fluency, pronunciation, vocabulary and grammar. These are the five areas that most teachers pay close attention to no matter what technique of teaching they use.

Vocabulary is the key point for learning a language. Speakers cannot express themselves if they don't have sufficient words. Knowing and using words correctly is the first step to learn to speak in a language (Nguyen & Bui, 2016).

Grammar is the way to make students speak language in a right form. Richards and Rodgers (1986) states that grammar ability is that students' ability to manipulate the language structure in appropriateness.

Pronunciation refers to students speaking language in correct tones, phonemes, rhythm. This component is important to make the process of speaking easy to understand.

Fluency means when students speaking there is less pauses like "um, ers". It involves speaking accurately and fluently, when they speaking don't need to spend more time to search more words.

Comprehension is the ability to understand others words or repeat others words in speaking process. It is a key ability to response to others.

Speaking competencies is a vital skill behind an appropriate and effective communication process. As Zekeri (2004) said: "Oral speaking skills were the number one skill that college graduates found useful in working world."

2.3.3 Teaching Chinese Speaking Skills

Spoken Chinese is an important means of communication in real life and an important part of life culture. Spoken language teaching also occupies an important

position in the process of students learning Chinese. Therefore, how to teach learners effectively is vital.

From the behavior theory, behaviorists focus on external forces that shape a child's language and sees these children as a reactor to these forces (Hulit, Fahey & Howard, 2014). That is, student learning is influenced by the environment. The teacher is committed to creating a real and good language environment for students, bring the spoken language that occurs in daily life to the classroom.

According to Semantic-Cognitive Theory, which explains the relationship between language learning and cognition, the person who wants to communicate determines the words and word order the people use. Therefore, it is necessary to improve the scientific nature of the teacher's explanation, the language in teaching and learning is clear and accurate, easy to understand, it also enlightens and guides students to think (Kaput, 2018).

2.3.4 Teaching Speaking Activities in Class

When asked Chinese language learners about their speaking, most of them answer that: I have learned Chinese for a long time, but I still cannot speak. Even if I know what to say, it is hard for me to speak it out. Obviously, the essence of the language is speaking (Defrioka, 2017), language learners should open their mouth and speak a lot rather than listening. To get the learner to practice production and interaction, teachers' teaching activities in the classroom is very important.

Information gap is an effective way because it makes every student have chance to speak extensively in the target language. Defrioka (2017) in his study mentions that implementation of information gap activities can better improve the students' speaking ability and students were active to interact with their teacher and other students.

In the speaking class with picture strip stories technique, Novianda (2017) states in his research that applying picture strip stories in speaking class obviously improved students' scores, such as pronunciation, grammar, vocabulary, fluency and comprehensibility, these sub-skills of speaking were all better improved because of the picture strip stories.

Similarly, experts suggested that the teacher should design more speaking activities to improve students' oral production, but the materials should not be translated into students' mother language. This recommendation is mentioned because the results of the study showed that speaking activities made students comfortable and easy to exchange their ideas during the speaking performance (Bocanegra & Ramirez, 2018).

Speaking as a vital part of foreign language teaching, in the Eleventh Grade students' study results, the short dialogue technique satisfied students and gave students more chance to communicate in English on the primary level. What is worth noticing is that the teacher needs to know students' capability for a good design of a lesson (Nadia, 2019).

What's more, the socio-drama speaking class is the most helpful way to develop and practice speaking for students. Students practice link by link to build their communication with acceptance standards, then speaking well during the process with aspects of speaking sub-skills (Nehe, Mayuni & Rahmat, 2018).

As for role play technique in the speaking teaching class, Elisa (2019) concluded that it brought social situation into class, during this process, students obtain the new way to practice speaking and learn from other students to improve their own speaking skills and performance. Especially, students have a wide range of speaking chances and they are very willing to join the learning without any forces.

The same teaching technique was used in another study. It showed that the role play technique is an effective way in a speaking class and it helps students to

overcome some negative emotions such as shyness and fear of making mistakes and motivates their studying interests (Lutfi, Sutopo & Rukmini, 2018). The same conclusion was shown in Rafsanjani, Suwandi and Bharati's study (2020) which suggests that during the role play process, the teacher needs to be a facilitator not a manager so that students can explore more by themselves.

Another about teaching speaking activities in class was the study of the Indonesian EFL speaking learning. The researcher found that implementing more activities in the speaking class gave students a positive perception, but the results also suggested that the activities should match the students' needs and insights (Nugroho & Nartiningrum, 2020).

In short, these activities require that students produce the language themselves in various situations for which they have to select appropriate language for use. Together with the choice of language by the speaker, the learning environment must be supportive rather than negative towards their learning.

2.4 MIMES AND MINI ACTS

This section discusses the benefits of mimes and mini-acts and how they can be used in a language speaking class.

2.4.1 Mimes

Mime has been developed from pantomime. Most mimes are accompanied by sounds like speech supplied by a narrator, chorus, or the mime performer (Leabhart, 1989). The mime in the primitive culture was related to religion, worship, celebration and so on (Cambridge Technicals, 2021). It is very important now in class because of its effective way to motivate students to act in the class and make them aware of its importance as a form of communication (Trinity College London, 2017).

The prepared mimes encourage students to participate in narrative, characterization communication, subtext/thought process, so that students fully understand the narrative, subtext and characters (Trinity College London, 2017). In the performance of mime, learners are required to concentrate, focus and invent. For key skills and techniques, students should pay attention to gesture, manipulation of objectives, storytelling, movement and character physicalisation (Cambridge Technicals, 2021). In the group mimes, successful shows should convey the clear messages through group interaction and reaction. It involves facial expression, creativity, bodily movement and interaction with environment and others (Trinity College London, 2017).

2.4.2 Mimes Applied in Chinese Speaking Class

Mimes can be applied in a speaking class which requires students to use gestures but no words. Having students mime situations out of the book but useful in daily life can increase students' motivation for learning.

Because mime is a process for actors to interact with body languages. This feature gives language learners a chance to interact with others. It is an effective way to interest students' interaction, engagement and language retention. Similarly, Halliday acknowledged that language learning is a "construction" process, pointing out that "a child must construct language, but he does not do it alone, but interacts with others to do it. Others are not merely providing models, but actively participate in the construction process with him" (Halliday, 2004).

Just as all the studies found that, language acquires meaning in interaction and use, rather than in the knowledge that speaker possesses, and mime teaching technique provides a good way to learn foreign language speaking learners.

This Mime game can be regarded as a potential material in teaching and learning process to motivate students' interest. The students remember faster when they are happy, relaxed and unthreatened in class, and if they can mime means they have already understood the content of what they learned. This has a lasting effect on them. For example, they practice dialogue by acting as two very old people who are nearly deaf, and they want to have meals outside. They use gestures to express they want to take taxi and so on. This shows they know the meaning of what they have learned (Mahmoud, 2020).

The other way is teaching mime game to teach long and boring sentences in a certain situation, because it is difficult for students to determine the subject, verb, and object in a sentence. Students easily forgot about what the teacher taught in class because of no enough time for students to practice. All of these were caused by a lack of motivation in teaching and learning but mime makes class interesting. Hertia and Tiarina (2014) found that the researcher used act out as a guessing game with mime to catch students' attention and develop student interests to make students enjoy practicing sentences.

It is commonly known that language is related to culture. When teaching a foreign language, the teacher often finds some words and sentences are hard to explain very well, but it will be easy for students to understand the actor's action and emotions. For example, shaking head means "no" in most of countries, but in India, it means "yes" (Mahmoud, 2020).

Using mime games makes students active and focus on what teacher taught, so learning will be more effective. Lestari (2014) reveals that teaching grammar with mime game is more effective. The researcher found that when he proceeded in the mime game class to teach students grammar, the atmosphere of the class was very good and students were active. They were so excited that they like to act on stage and learned grammar from the way of mime.

2.4.3 Mini Acts

Mini acts refer to short drama with words (Chayanuvat, 1996). In language learning process, mini acts are expressing something in a form of a mini a story, there are more wealth of mini acts to advance students' study (Chayanuvat, 1996). The mini acts help to convey meaning and to compensate for speech difficulties (Goldin-Meadow & Singer, 2003)

There are 6 aspects to explain mini acts these kind of teaching techniques in Chayanuyat (1996, p. 120, 130) as listed below.

- 1) Teachers don't talk the whole time and will never fall into the trap of too much TTT (Teacher Talking Time).
- 2) Students participate actively in class. Planning must be done by students and each of them helps to create a mime or a mini-act.
- 3) Students work in groups and get ideas from each other.
- 4) Students use their imagination and integrate the things exist in real life to display what they learned from the classes.
- 5) Students enjoy the activities with groups without teachers' interference.
- 6) A group of mixed abilities of students can share their skills to perform in class successfully.

2.4.4 Mini Acts Applied in The Chinese Speaking Class

Mini acts are different from mime, mini acts mean during the process students or teachers can use words to explain, it is very useful to remind students when they cannot remember how to speak. This process is a good way to solve problems or to help students to understand something new. The gestures help to convey meaning and to compensate for speech difficulties (Goldin-Meadow & Singer, 2003). Therefore, gesture is a good tool for foreign language learning.

About this way of teaching, these acts enable almost every student to engage the class to imitate, mimic, express themselves through mini act. Maley and Duff (1994) mentioned it long time ago: mini acts are activities which give students an opportunity to use their own personality in creating the words or sentences on which part of the language class is to be based.

In the eyes of international students, the Chinese language has always been their “soft underbelly” in their learning. Although teacher has been learning Chinese for several years and teacher has strong writing, listening and reading skills, the spoken Chinese is still full of “foreign tunes”. Therefore, teachers should use body language to help students lay a good language foundation when they are teaching pronunciation, and then learn Chinese in depth (Zhou et al., 2018).

Mouth shapes is a good way to learn Chinese vowels. Mandarin in Chinese is divided into thirty-nine vowels, and vowels are mainly composed of vowels. Therefore, the connection of vowels among international students is very important for the study of Chinese pronunciation. Teachers can use mouth shapes to show the pronunciation of vowels, so that students will understand it more easily (Chen , Liou & Chen, 2019).

In order to develop fluency, it is necessary to follow certain conditions: (a) the activity should be focused on the interests of the students; (b) the activity should include students’ prior experience; and (c) the activity should be performed at a higher level often using time constraints. From the drama which used in the class, students are attracted by the show (Molina & Briesmaster, 2017).

In terms of tone practice, when foreign students learn Chinese, tone is one of the difficulties. Teachers should use gestures in addition to writing infinite marks on the blackboard. Through the use of body language, students can be guided to make a lot of connections, thereby improving their oral skills (Chen et al., 2019).

For the teaching of verbs, there are many words that express actions in Chinese. For example: “pinch”, “beat”, “pull”, “twist”, “blow”, etc., and for example, there are many verbs that express laughter, such as: “sneer”, “big laugh”, “wry smile” and many more. Chinese verbs are difficult to explain, and it is not easy for students to understand when explained in Chinese. This is because teachers should use appropriate body language to teach, so that students can naturally understand the meaning of Chinese verbs (Wang, Qufu & Geng, 2019).

In Chinese nouns of teaching, teachers can use body language to explain the nouns, such as “blackboard”, “table”, “map”, etc. The teacher uses his fingers to refer to the specific nouns. The real object will not only be easy for students to understand, but will also form a deep impression (Chen et al., 2019).

When speaking of language knowledge, teachers of Chinese as a foreign language can use their body language appropriately to make the complex language knowledge of Chinese vivid. When explaining pronouns, teachers can put international students in different positions and point out the scope of “us”, “them” and “you”, so that students can understand Chinese better in the fun learning (Muhammad, 2016).

What has been received so far about that when students learning by doing and become active learners, they will be allowed to speak better in a foreign language. Especially, when mimes and mini acts need to design classroom activities, not only their speaking skill may be better, but also their attitudes forward learning will be improved. They may enjoy the lessons better because they can also study outside the classroom in their own free time.

2.5 STUDENTS’ SATISFACTION

Students’ satisfaction is very important for students’ effectively learning. Therefore, if teacher wants to have an efficient class, they should know what students’ satisfaction is and how to improve students’ satisfaction.

2.5.1 Definitions of Satisfaction

Satisfaction, the word had been defined in 1976 by Locke, “satisfaction” is an emotional reaction or affection to objects. A relatively comprehensive answer about it is from “Longman Dictionary of Contemporary English” (Andersen, 1989). It explains that the “satisfaction” means contentment (pleasure); something that pleases, a fulfilment of need/desire, payment of a claim/money owned, condition of being fully persuaded (certainty), and the chance to defend /regain one’s honor in a duel.

2.5.2 Factors Affecting Students’ Satisfaction

Students’ satisfaction is their short-term attitude to the educational experiences, equipment, and services, and their satisfaction of this educational process will be affected by many factors (Supriyani, 2018). There are many studies found students’ studying behavior always affected by many reasons.

Hamad and Hadrawi (2017) stated four reasons which will affect students’ satisfaction: instructor’s dominance, lack of interactive, a lot of tasks, fear of committing mistakes. Not only these factors but also the length of course will affect students’ feeling to class. If the longer the course length, the lower satisfaction of students (Turley & Graham, 2019). Many other studies also indicated that students’ motivation affected by factors like teaching materials, class environment, facilities school provides, and teachers’ skills and personality, even includes other students’ participation in class (Davis, L. & Davis, F., 1990).

Likewise, some studies pointed out that if teachers engage students in class, then they will be very happy and students’ satisfaction will be higher. (Rajabalee & Santally, 2020) claim that a good teaching environment, good teaching materials, the

participation of a good teacher will enhance students' motivation to speak and class satisfaction in a speech class (Qutob, 2018).

In summary, from previous studies, learning environment, teacher's personality and teaching skills, teaching materials and classroom facilities, even the length of the class time and many other things will influence students' satisfaction.

2.6 THEORIES OF CHINESE FOREIGN LANGUAGE LEARNING

In the area of Chinese as a foreign language, many theories point out how to make the class effective and interesting to help students improve their target language skills. The following sections indicate the theories that are part of the theoretical framework of this study.

2.6.1 Students Centered Learning

The conception of Student-centered learning is based on the constructivist educational theory advocated by Jean Piaget (1896-1980), a Swiss clinical psychologist. Piaget observed that, in contrast to rote learning, children cognitively construct knowledge and meaning through new experiences and interactions.

Student-centered learning is most simply defined as a learning method in which learners can choose not only what to learn, but also topics and methods of interest (Rogers, 1983). In other words, the learning environment is intrinsically responsible and active for learners, in contrast to the emphasis on teacher control and the coverage of academic content in traditional teaching methods (Cannon, 2000). In addition, when learning topics are related to their lives, needs and interests, learners will find the learning process more meaningful and actively participate in the creation, understanding and connection of knowledge. (McCombs & Whistler, 1997).

Student-centered classrooms involve the roles and responsibilities of learners and lecturers, the delivery of teaching strategies and changes in learning itself. These are all different from the traditional teacher-centered classrooms. In a student-centered classroom, learners need to be personalized, interactive and integrated. Personalization ensures that learners have the right to create their own activities and choose their own authentic materials. Learners interact through group learning and interact with one another. In the learning process, learners combine what they have learned with previous learning and construct new meanings (Moffett & Wagner, 1992).

Learner-instructor interaction refers to interaction between the learner and the trainer. It is useful for learners to understand content, enhance learners' self-awareness and self-assessment, gain an appreciation for different opinions, and implement ideas on the job.

Learner-learner interaction refers to interaction between learners, with or without the teacher's instruction. This way is useful for training interpersonal skills, acquiring personal knowledge and studying to deal with uncertainty or new situations.

Learner-content interaction, which is a form of interaction in distance education process, it may be in a form of text, audio, video, and computer simulation/application. In essence, the students are aware of the open possibilities for information which is widely available. It is important for the complete educational process.

2.6.2 Active Learning

Students will learn more when the studying process is student's centered learning; therefore, active learning is very important to students. This kind of learning method involves discussion, practice, application and review. Bonwell and Eison (1991) stated that active learning is "a method of learning in which students are

actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement.”

The American philosopher John Dewey had a huge influence on education in the early 20th century. Dewey defined a child-centered approach, rather than a curriculum-centered or teacher-centered approach. Dewey’s theory supports active learning. First of all, students need to do some knowledge preparation before real learning. Secondly, the curriculum must include practical content to help learners participate. Third, learning should be child-centered, not curriculum-centered. This will help cognitive development, not just remember concepts.

In the development of active learning methods, Soviet psychologist Lev Vygotsky (1896-1934) said that when children experience more in their own learning experience, they can achieve great results and gain more experience. Under the guidance of this theory, Vygotsky’s work has made important achievements in teaching planning, social interaction in the classroom, monitoring of the learning process and overall evaluation (Serhat, 2020).

The hallmark of active learning is that students learn by actively participating in the interaction with the environment. By interacting with the environment, students can construct and develop new and more complex thought processes. This practical and constructive learning method is in sharp contrast with the traditional behaviorist method. In the traditional behaviorist method, students passively accept knowledge.

Active learning methods believed that interaction is essential for thought development. Therefore, in active learning classrooms, it is common to see students sitting in their seats, feeling enthusiastic about the activities. This method originated from Dewey, who believed that in 1998 “the body, behavior and passion should be involved”. In other words, learning is a result of action, feeling and brain while at work. Proponents of active learning believe that learner participation is essential to higher levels of achievement (Jess, 2015).

2.6.3 Communicative Language Teaching (CLT)

From the term CLT, it is obviously that this technique is a kind of teaching that involves communication and language, it is mostly used in foreign language learning to help improve students' language speaking.

Communicative approach is based on the idea that learning language successfully means understanding the real background meaning of the words. In other words, in a situation, students speak by adopting natural language acquisition strategies without thinking. Communicative Language Teaching has a basic goal for communication which is different from the Grammar Translation Approach. Chomsky (1928-2008) says: "...current standard structural theories of language were incapable of accounting for the basic characteristic of language-the creativity and uniqueness of sentences."

CLT is a kind of language teaching based on a theory that language is communication. Hymes (1972) stated that the goal of language teaching is "communicative competence." In a number of influential books and papers, Halliday expounded the powerful theory of language function and supplemented Hyams' views on the communicative competence of many CLT writers.

Halliday (1975) says language has 7 basic functions for children who are learning their mother tongue: tool function-to obtain things; supervision function-to control the behavior of others; interactive function-to establish interaction with others; personal function-to express personal feelings and meaning; heuristic function-to learn and discovery; Imagination function-create an imaginary world; representation function-convey information.

2.7 RELATED STUDIES

This section covers related studies that are attempts to improve speaking skills of students learning a foreign language.

Alshehri (2017) collected data from preparatory English teachers in a state university in Saudi Arabia, using a mixed method of questionnaires and follow-up interviews to explore the attitude of EFL teachers of using the learner's mother tongue (L1) in class. The questionnaire came from 104 EFL teachers from the United States, India and Pakistan. In addition, semi-structured interviews were conducted with five teachers to gain insight into their attitudes towards using L1 in EFL classrooms. The results of the study provide insights into teachers' attitudes towards using L1. The results show that when learning a foreign language, students will be affected by their mother tongue. They use the first language to help them learn foreign languages.

Role play activity is the most popular useful way in language learning process. "Role play is a good way for students to speaking in group, which will reduce students' shyness, fear and nervousness in front of their classmates or in public." (Fadilah, 2016). The study found that when students practice spoken English, their mother tongue makes it difficult for them to use a foreign language. In addition, due to the lack of motivation to practice the second language in daily conversations they are also very shy and dare not participate in the conversation. In the process of research, the teacher discovered that the use of role-playing in the classroom can improve his oral English ability. Appropriate techniques used by English teachers also support their interest in practicing oral English.

Lewis and Kirkhart (2018) evidences that associating words with mini acts can promote the learning of new vocabulary in the process of second language

acquisition. The results show that when participants are encouraged to pay attention to the use of gestures when learning new words. Also, mini act promotes vocabulary acquisition. Further analysis shows that repeated mini act is the most helpful for learning words.

Speaking is the first way to communicate with others in a social community. Therefore, the study placed students in a specific situation. The main purpose of this research was to understand whether storytelling can improve students' oral English skills. The study collected data about the following topics: (1) the activity of the lecturer, (2) the activity of the students, and (3) the reaction of the students when telling a story in the oral class. The subjects of the study are 23 students of the N category in the second semester of the intensive English course at Hasyim Asy'ari University (UNHAS) Tebuireng Jombang in the 2016/2017 school year. The results showed that after communication in a situation environment, the students' oral English improved. Thus, placing students in a specific environment can improve their comprehension, fluency, vocabulary, grammar and pronunciation (Zuhriyah, 2017).

Nfor (2018) uses pantomime techniques to demonstrate a variety of literacy practices with an aim to show that the use of students in and out of the classroom creates a creative connection between language using and learning. The samples of this research consisted of 25 first-year English majors who were taught once a week at a national university in the Kanto region of Japan. The students went through two 90-minute oral lectures in an academic environment. The purpose of this one-year course was to develop English communication skills through pair and group activities. The course emphasized vocabulary, language learning activities and expressions to develop students' interpersonal skills. It was found that this one-year course developed English communication skills or interpersonal skills through pair and group activities.

In a speaking class, the researchers Abdullah, Lone and Balta (2020) used a combination of pre and post-speaking proficiency tests, observations and focus group interviews to test the effectiveness of students' oral English performance. The study population consisted of 27 undergraduates and used purposeful sampling techniques with quasi-experimental procedures. The analysis of quantitative and qualitative data shows that applying FCM in EFL oral English classroom is an effective method. The results of the study showed that student-centered class helped them stay focused, provided with a relaxing learning environment, enhanced communication with peers and developed independent learning skills improve students' participation and willingness in English conversation and their oral English ability.

Hartanto (2017) mentions that gestures help students' speaking in group presentations. Participants in this study were first-year students from the English Department of STKIP PGRI West Sumatra in the 2015/2016 academic year. They were divided into A and B categories. Group A repeated and followed the teacher and the result was they were bored and inactive. Group B spoke by using gestures to sing and play. The results showed that students in Group B got higher scores than those in Group A. Thus, the gesture teaching way was found to make the students active and open their mouths to express their expressions in group lectures.

Chinese is not an easy language to learn. The investigation was conducted in one Italian university and three secondary schools. Data for the study were collected from aural production, reading, writing, grammar and spoken interaction, a proficiency test created to adhere to these areas to evaluate students' perceptions. The result revealed that respondents agreed that learning Chinese was complex and a long-term process (Gabbianelli & Formica, 2017).

Foreign language speaking teaching and learning was difficult and boring for non-native speakers if the lessons were delivered by the teachers in class in a

traditional way. The study was conducted in a Russian university. Students were asked to select the materials appropriate to their levels and studied as well as assessed by themselves. The teachers observed them studying and found that the peer-assisted learning developed and practiced students' communicative skills and increasing motivation. They were more active, responsible and collaborative in this peer- tutoring foreign language speaking learning process (Makaroa, 2018).

Apdy and Asrifan (2019) designed the research by using pre-experimental method to explore whether Chinese mime game could develop the student vocabulary. Seventh Grade students of MTs As'adyah No. 5 Ongkoe Wajo were sampled. The vocabulary tests were applied in the pretest and posttest. The results showed that students got higher scores in the posttest than in the pretest, which meant that using Chinese mime games can develop the skill of vocabulary mastery of the students in the study.

In the view of the modern approaches in teaching speaking, Jabbarova (2020) states that teaching speaking methods should pay great attention to the results of the second language speaking contributed to the success of the learner in the school and success later in every phase of life. From the literature reviewed, discussions, role-plays, simulations, storytelling, interviewing, story completion, picture narrating, picture describing were common ways in speaking teaching. This is because all these techniques get the students to speak or practice speaking in various contexts.

In conclusion, these studies focus on improving students' foreign language speaking. One common approach is to get students to use the language for fluency, accuracy and self-confidence as well as teamwork skills from doing pair and group work.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the procedure of how to process the research to answer the research questions, including research design, population and samples, research instruments, validity and reliability, data collection procedures, and data analysis, ethical considerations of the study.

3.1 RESEARCH DESIGN

To study whether mimes and mini acts improve Thai students' Chinese speaking skills and whether students satisfied with this kind of class. This is a mixed methods research with pre/Post-test, observation checklist and semantic differential scale.

1) One group pre-test post-test were designed to compare students' scores before and after the study to judge whether or not students' Chinese speaking skills improved.

2) Observation checklist is used to record factors which affected students' behaviors and feelings of the class to analyze students' feelings of the whole class from class teacher observer's perspective.

3) Semantic differential scale was designed to ask students to choose the most related descriptive words that marched their feelings of the class.

This mixed methods research has more advantages than single method research (Mander, 2017) based on the following reasons:

1) Mixed methods research is more flexible and can be used in many research designs.

2) Combining qualitative and quantitative data helps the research to collect rich and comprehensive data from different data sources.

3) Quantitative data are shown in numbers, whereas qualitative data are shown in words that can be interpreted to cover feelings, emotions and opinions that are different to quantify.

3.1.1 Research Process

The first step of the study was submitting the Pre/Post-tests, observation checklist and semantic differential scale content to experts to evaluate the validity of the instruments. The second part was collecting data of the Pre/Post-tests, the observation checklist and the semantic differential scale step by step and the last step was analysis of data and conclusion of findings. The research design process is shown below:

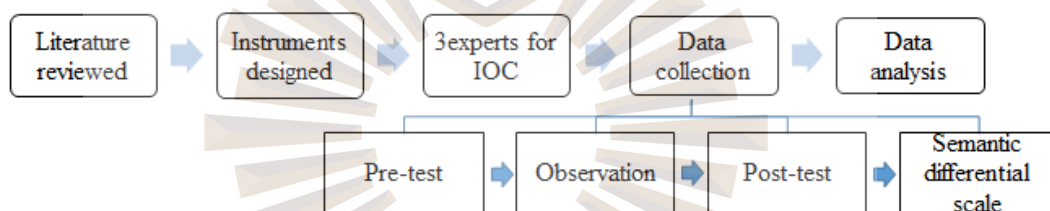


Figure 3.1 The Steps of Research Process

3.2 RESEARCH SITE

This study selected School- Smakhok school as the research site. It is a public school built in 1960 and located in Pathum Thani province. The school provides Chinese courses for students from primary to high school. The school uses basic education core curriculum and focuses on helping students acquire knowledge for their self-development.

Teachers who teach in this local Thai school are free to use any method of teaching during work day from Monday to Friday. Each class as a duration of 50-60 minutes. The school provides sufficient facilities for students' learning. The school has computer rooms and function rooms where students can use for educational purposes.

In Chinese classes, the school has one Chinese teacher and one Thai teacher who can speak Chinese well so that students can understand Chinese courses well and learn better.

3.3 POPULATION AND SAMPLES

There are about 2500 secondary students at Samkhok school, with 800 Mathayom 1 students and all the students divided into 20 classes randomly. The population of the research was 800 secondary 1 Thai students, one group of 40 students was selected as samples randomly in the Mathayom 1 level at the school, by opportunity sampling, a non-probability sampling technique to select participants who are available or close to hand (Burns & Bush, 2000). The group selected for the study had an equal number of boys and girls.

3.4 RESEARCH INSTRUMENTS

Research instruments are tools designed to collect data based on the research objectives. At the beginning of the study, the teacher gave students a Pre-test to evaluate students' speaking of Spring Festival knowledge. Then during the one-month study, the teacher gave 3 themes of the Spring Festival (the background of Spring Festival, Spring Festival Customs, Best Wishes of Spring Festival), which altogether included 15 words, 10 phrases, 2 sentences and 5 scenes. After finishing each topic, the students were asked to use mimes to explain the meaning of the words, phrases and sentences, and use mini- acts to play the scenes under the topic. The observer observed and recorded students' performance from the beginning of the study to the end of the study. In the last class, students took the test a Post-test to check their learning and speaking, and they filled out semantic differential scale instrument to express their feelings. In conclusion, the three research instruments consisted of in the study were:

- 1) One Group Pre/Post Test was selected as the research design to compare students' scores before and after the study to find out whether the students' Chinese speaking skills improved.

2) The Observation Checklist was used to record what happened in the class, students' behaviors and feelings of the class to analyze students' feelings from the observer's perspective.

3) The Semantic Differential Scale was designed to collect the students' satisfaction by choosing the words that reflected their feelings from eight pairs of opposites.

3.4.1 Intervention Instrument

The study was conducted in one month with 8 lessons of Chinese Spring Festival, each lesson lasting 60 minutes. The scenes, words, phrases, sentences were common ones used in the Spring Festival. Because many Chinese Spring Festival words and phrases were developed in the past and not expressed directly, students were required to use mimes to understand the meaning of the words or phrases and then they could speak them in their mini-acts in the specific scenes of Spring Festival. An example is the scene “拜年”. It means, from the first day to the fifth day of the Spring Festival, relatives and friends visit one another. When they meet, people are normally asked to speak “新年快乐”, but to the elder, the younger should speak “身体健康”. Then the house owner will serve the guests with sugar, melon seeds, peanuts, and so on, while the elder will give red envelopes to the younger people. In the lesson, the teacher first used mimes to help students understand “身体健康”. The teacher acted like an elderly about 100 years old but still has a strong body holding a big peach crutched with gourd. After watching the mimes, students learned to speak the word. The same steps were carried out with other words. At last, the students watched the video of the introduction of “拜年”, in which the words or phrases were in this scene with mini acts. Details of the lesson plans are shown below:

Table 3.1 Lesson Plans

Lesson	Activities
lesson 1	<p>Introducing and Pre-test</p> <p>1) Introduction: teacher and the teaching goals</p> <p>2) Grouping: 40 students divided into 10 groups</p> <p>3) Pre-test: picked up the pieces from the box, and used mimes and mini acts played the Spring Festival</p>
lesson 2	<p>The origin of “年”</p> <p>1) Warm up: Spring Festival song “新年好呀”</p> <p>2) Group learning: watched video; studied with group, mastered “放鞭炮”, “新年快乐”</p> <p>3) Using mimes and mini acts, students asked and teacher answered to understand “年”</p>
lesson 3	<p>1) Warm up: Writing Chinese word “福” to bless New Year</p> <p>2) Reviewed the story and asked teacher’s help to prepare to mime it</p> <p>3) Mimed the story to check whether students master the origin of “年” or not</p>
lesson 4	<p>Spring Festival Customs</p> <p>1) Warm up: Paper-cutting “春”</p> <p>2) Group learning: watched video and master 2 scenes “年夜饭”, “祭祖”, one word “身体健康”, one sentence “朋友提前拜个年, 好运一年接一年”</p> <p>3) Using mimes and mini acts, students asked and teacher answered to understand Spring Festival Customs</p>
lesson 5	<p>1) Warm up: played a short video “Kung Fu”</p> <p>2) Reviewed and asked teacher’s help to prepare to mini act the 2 scenes “年夜饭”, “祭祖”</p> <p>3) Mini acted the scenes to check whether students master the word and scenes or not</p>

Table 3.1 Lesson Plans (Cont.)

Lesson	Activities
lesson 6	<p>Best wishes of Spring Festival</p> <p>1) Warm up: played game “New Year’s Clap”</p> <p>2) Group learning: watched video and master 2 scenes “大扫除”, “拜年”, one word “恭喜发财”, one sentence “祝各位同学在新的一年里, 学习步步高升”</p> <p>3) Using mimes and mini acts, students asked and teacher answered to understand Best wishes of Spring Festival</p>
lesson 7	<p>1) Warm up: watch a short video about Spring Festival</p> <p>2) Reviewed and asked teacher’s help to prepare to mini act the 2 scenes “大扫除”, “拜年”</p> <p>3) Mini acted the scenes to check whether students master the word and scenes or not</p>
lesson 8	<p>Post test</p> <p>1) Reviewed all the knowledge learned in the class</p> <p>2) Post-test: picked up the pieces from the box, used what they learned to play the Spring Festival with mimes and mini acts</p>

3.4.2 Pre and Post Test

The content of the Chinese speaking Pre-test was adapted from the teaching materials would teach in class about the Chinese Spring Festival. The Pre-test included two parts:

The first part (2 minutes), the test was miming. Students picked up three pieces (“新年快乐”, “恭喜发财”, “身体健康”) which used mostly in the Spring Festival of rolled paper from a box. These phrases of Spring Festival usually used in the Spring Festival with good meanings, such as “恭喜发财” is sent to their best friends, relatives and people around for good jobs or prosperous business as students so that they become richer than before. One member of the group mimed to other

students who guessed what words were being mimed. The mimes were assessed by the mime analytical rubric.

Table 3.2 The Mime Analytical Rubric

No.	Aspect to Assess	Description				
		4 pts	3 pts.	2 pts.	1 pt.	0 pt.
1	Expression and Body Language	1. Vivid facial expression 2. Appropriate gestures 3. Clearly showing the meaning intended	1. Acceptable expression 2. Some appropriate gestures 3. Showing the meaning intended partially	1. Facial expression hard to understand 2. Confusing gestures	1. Wrong facial expression 2. Wrong gestures used	No miming
2	Teamwork	1. Working in teams with the group's best efforts 2. Showing attempt to successfully completing the task	1. Working in teams with some working harder than others 2. Showing partial attempt to successfully completing the task	1. Working in teams with the group's best efforts 2. Showing unclear attempt to successfully completing the task	1. Group cannot work well together 2. No help and support for group success shown	No miming
3	Creativity	Group showing creativity in presenting mimes	Group showing some creative idea in presenting mimes	Group showing simple and ordinary way in presenting mimes	Group using wrong style in presenting mimes	No miming
4	Topic	Appropriate topic that matches the word to mime	Acceptable topic that matches the word to mime	Topic showing no careful thought about how to mime	Wrong topic for the mimed word	No miming
TOTAL						
GRAND TOTAL						

The second part was asking students to act out the scenes from the Chinese Spring Festival, which they would learn about in class. There are 5 Spring Festival (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) scenes which Chinese are familiar with. Students picked up a rolled piece of paper created a complete mini story of their own creative design. Students need to present their stories in 3 minutes. The performance was assessed by the rubric of mini-act shown below:

Table 3.3 The Mini-Act Analytical Rubric

No.	Aspect to Assess	Description				
		4 pts	3 pts.	2 pts.	1 pt.	0 pt.
1	Expression and Body Language	1. Vivid facial expression 2. Appropriate gestures 3. Clearly showing the meaning intended	1. Acceptable expression 2. Some appropriate gestures 3. Showing the meaning intended partially	1. Facial expression hard to understand 2. Confusing gestures	1. Wrong facial expression 2. Wrong gestures used	No mini-act presented
2	Teamwork	1. Working in teams with the group's best efforts 2. Showing attempt to successfully completing the task	1. Working in teams with some working harder than others 2. Showing partial attempt to successfully completing the task	1. Working in teams with the group's best efforts 2. Showing unclear attempt to successfully completing the task	1. Group cannot work well together 2. No help and support for group success shown	No mini-act presented
3	Creativity	Group showing creativity in presenting mimes	Group showing some creative idea in presenting mimes	Group showing simple and ordinary way in presenting mimes	Group using wrong style in presenting mimes	No mini-act presented
4	Topic	Appropriate topic that matches the word to mime	Acceptable topic that matches the word to mime	Topic showing no careful thought about how to mime	Wrong topic for the mimed word	No mini-act presented
5	Accuracy	1 or 2 mistakes in acting out a mini-story	3 or 4 mistakes in acting out a mini-story	5 or 6 mistakes in acting out a mini-story	Too many mistakes	No mini-act presented
6	Fluency	Speak naturally and in strings of connected words	Signs of some hesitations and stop to think	Many pauses in order to search for words	Pauses interrupting the flow of speaking	No mini-act presented
7	Pronunciation	Clear and correct pronunciation	Many words are pronounced clearly but some are not clear	A few words are pronounced clearly but some cannot be understood	Few words are clear and many are not understood	No mini-act presented
8	Vocabulary	Appropriate vocabulary matching the story	Acceptable Vocabulary matching the story	Inappropriate vocabulary, some not right for the context	Wrong vocabulary for the context	No mini-act presented
TOTAL						
GRAND TOTAL						

In the Post-test, the content was the same as the Pre-test. In the first Miming part, (2 minutes), Students picked up three pieces (“新年快乐”, “恭喜发财”, “身体健康”) of rolled paper from a box (they might get different words). One member of the group mimed to other students who guessed what words were being mimed. The mimes were assessed by the mime analytical rubric (Table 3.2).

The second mini-acting part was asking students to act out the scenes from the Chinese Spring Festival, which they learned about in class. The same 5 scenes of the Spring Festival (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) were given. Students picked up a rolled piece of paper to find out the scene to create a complete mini story in 3 minutes. They should combine what they learned in the class, like best-wishes sentences, phrases, and custom behaviors to show what people do and speak in those situations. The performance was assessed by the rubric of mini-acts (Table 3.3).

3.4.3 Observation Checklist

3.4.3.1 Observation Checklist

The observation method is the most commonly used method in behavioral science. It is a process of recording the behavior of students without questioning or communicating with students (Bakeman & Quera, 2011). In this study, class observation by a teacher observer revealed what happened in the lessons. Especially, the observers would report how students did the activities on what problems they faced (Bakeman & Quera, 2011). Following are the details of the observation instrument in this study.

This observation checklist contained the topics representing the factors which may affect students' satisfaction from several studies and activities (Hartanto, 2017). The observation checklists were used in all the eight lessons:

Table 3.4 Observation Checklist

Observation Object	Record Examples	Observations
Teacher (teaching, personality)	Teacher gives students stickers to motivate students to speak in the class	
	Teacher answers students' questions slowly with mimes and mini acts and explain carefully	
Students (performance, emotion)	Students sit quietly and pay attention to the teacher's teaching	
	Students put up their hands and stand to answer questions in class	
Teaching materials	Students can use some words or sentences in a certain scene	
	Materials are various, different class students get different colorful teaching materials	
Environment	No one do other things but only talk about the Spring Festival in the class	
	The class is clean and is designed match to the topic of teaching	
Facilities	The class has media such as whiteboard, marker and duster	
	The Internet is available for teaching and learning	

All the five topics were used to reveal whether or not the students were satisfied with the lessons.

3.4.3.2 Observer Reliability

The observer was at Smakhok school and familiar with the students. She has been teaching Chinese for three years. The Thai teacher can speak Chinese, and she was clearly briefed about the observation checklist and what was expected in this study.

3.4.4 The Semantic Differential Scale

The semantic differential scale introduced and developed by Osgood (1916-1991) is a type of questionnaire for psychological measurement. It helps researchers to know participants' perceptions or attitudes. The original semantic differential questionnaire was a seven-point scales contained bipolar, contrasting adjectives. The intervals of the scales are supposed to be of equal distance. It captures the affective and cognitive components of participants' attributions to selected concepts on a multidimensional level. Different from other rating scales, the SD is universally applicable – It measures associations, motivations emotions attitudes, ect., for almost every concept (Ploder & Eder, 2015). Osgood pointed out that for each couple of a concept in the scale, the subject should indicate the direction of the association and its intensity, and toward a response or the negative of the response. After experimental, the 7-step scale was as standard (Houston, 2019). The scenes each pair were calculated into an average score and the percentage of mean score to analyze which level was mostly chosen by the students (Rosenberg & Navarro, 2017). The scale chosen by the students indicated how much they were satisfied with the class in that aspect.

This kind of questionnaire can be easily understood by students. For researchers, it is easy to calculate students' attitudes to the class from the scale.

Semantic differential questions simply ask where the participants' position is on a scale between two bipolar adjectives, such as “Happy-Sad,” “Boring-Interesting,” or “Like-Dislike.” It is normally divided into 7 levels. The questionnaire used in this study is shown below:

	1	2	3	4	5	6	7	
Unhappy	;	;	;	;	;	;	;	Happy
Bored	;	;	;	;	;	;	;	Interesting
Stressful	;	;	;	;	;	;	;	Relaxed
Unclear	;	;	;	;	;	;	;	Clear
Unfair	;	;	;	;	;	;	;	Fair
Impatient	;	;	;	;	;	;	;	Patient
Useless	;	;	;	;	;	;	;	Useful
Difficult	;	;	;	;	;	;	;	Easy
Dull	;	;	;	;	;	;	;	Enjoyable
Traditional	;	;	;	;	;	;	;	Technical

Figure 3.2 Semantic Differential Scale

3.5 VALIDITY

3.5.1 Validity

Validity means how accurately a method measures what it wants to measure. If research has high validity, that means it produces results that correspond to variations in the study. High reliability is one indicator that a measurement is valid. If a method is not reliable, it probably is not valid to obtain useful results, the methods used to collect data must be valid: the research must be measuring what it claims to measure. This ensures that your discussion of the data and the conclusions you draw are also valid (Picco et al., 2020). In this study, the pre and Post-test, the observation checklist, the semantic differential scale and the rubrics of mimes and mini acts were validated by three invited experts.

These instruments went through the step of Item Objective Congruence (IOC) to check data validity. It is a process by which content experts rate individual items based on the degree to which they measure specific objectives listed by the test developer (Rovinelli & Hambleton, 1977).

The Item-Objective Congruence (IOC) was used to evaluate the items of the questionnaire based on the score range from -1 to +1.

Congruent = + 1: If experts are certain that the item is a measure of an objective.

Questionable = 0: If experts are undecided about whether the item is a measure of an objective.

Incongruent = -1: If experts are certain that the item is not a measure of an objective.

The total point for each item must have the consistency value equal to or above 0.67 to +1 (Rovinelli & Hambleton, 1977).

If the total marks were equal to two (2), because two experts chose +1, while the other chose 0, the outcome of such item was $(2/3) = 0.67$.

In this study, IOC results of the three instruments were assessed at above 0.67. Both of the IOC results of the Pre-test and Post-test were 1; the IOC result of SDS was 0.93, the observation IOC result was 0.88. Thus, the three instruments used in the study showed high validity high scores.

3.6 DATA COLLECTION

Data collection was all done at Samkhok school.

3.6.1 Pre and Post Test Data Collection

At the beginning of the first class, in the first class, 40 students were divided into 10 groups, each group including 4 members. The group picked up three pieces (“新年快乐”, “恭喜发财”, “身体健康”) which were used mostly in the Spring Festival of rolled paper from a box. The show altogether was 2 minutes and teacher used the

rubric to give them the mime score. Then they picked up a rolled piece of paper from “大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖” these five scenes and created a completed mini story in 3 minutes. Groups presented one by one teacher assessed them following the standard of the rubrics. The simplified rubrics were shown below:

Table 3.5 The Rubric of Mimes

Items \ Scores	1	2	3	4
Topic				
Expression and Body Language				
Team Work				
Expression				
Creativity				
Score				

Table 3.6 The Rubric of Mini Acts

Items \ Scores	1	2	3	4
Fluency				
Pronunciation				
Accent				
Vocabulary				
Expression and Body Language				
Team Work				
Creativity				
Score				

In the Post-test, the content was the same as the Pre-test. In the first Miming part, (2 minutes). Students picked up three pieces (“新年快乐”, “恭喜发财”, “身体健康”) of rolled paper from a box (they might get different words). One member of the group mimed to other students who guessed what words were being mimed. The

mimes were assessed by the mime analytical rubric and scores were filled out simplified rubrics.

The second mini-acting part was asking students to act out the scenes from the Chinese Spring Festival, which they learned about in class. The same 5 scenes of the Spring Festival (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) were given. Students picked up a rolled piece of paper to find out the scene to create a complete mini story in 3 minutes. They combined what they learned in the class, like best-wishes sentences, phrases, and custom behaviors to show what people do and speak in those situations. The performance was assessed by the rubric of mini-acts and scores were filled out simplified rubrics.

3.6.2 Observation Data Collection

This checklist was recorded by from the beginning to observe all the lessons. The observer was a Thai teacher who can speak Chinese and was familiar with the students but she would not communicate directly with the students but record all the important happenings that she saw in the class, especially how the teacher conducted her lessons and how students worked together in groups. The ‘observation checklist had topics such as teaching, the teacher’s personality, the class atmosphere, the teaching materials and the facilities. An example of a recorded remark was “Students put up their hands and answer the questions positively.” The coding for this was about the atmosphere in class.

3.6.3 Semantic Differential Scale Data Collection

At the end of the class, the SDS was distributed to each of the 40 students. They were asked to tick “√” at the number (1-7) that most corresponded their true feelings.

3.7 DATA ANALYSIS

Different instruments required different ways of data analysis. The way each type of data was analyzed was explained below.

3.7.1 The Pre and Post Test

First, each subskill total scores of mime and mini act were calculated. Second, the data of Pre-test and Post-test scores were calculated by SPSS and got the t-test, mean, and standard deviation, then compared the Pre-test scores with Post-test scores.

3.7.2 Observation Notes

The data collected from the observer's notes were analyzed by using a coding system of the three Cs: Coding, Categorizing and Concept (Lichtman, 2013).

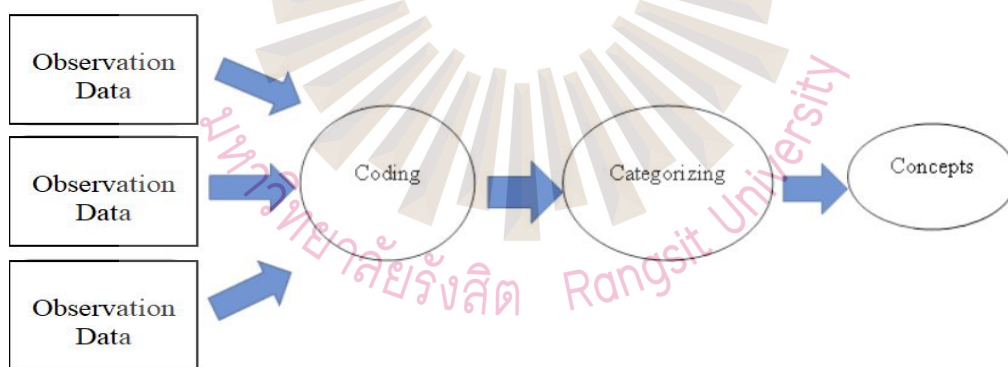


Figure 3.3 Three Cs of Data Analysis: Coding, Categorizing, Concepts

The content of the observation checklists would be coded what the phenomenon explained, and then gave a word or phrased to categorize it, the last step was explaining these categories with the aim to the students' satisfaction.

An example was illustrated below in Figure 3.2

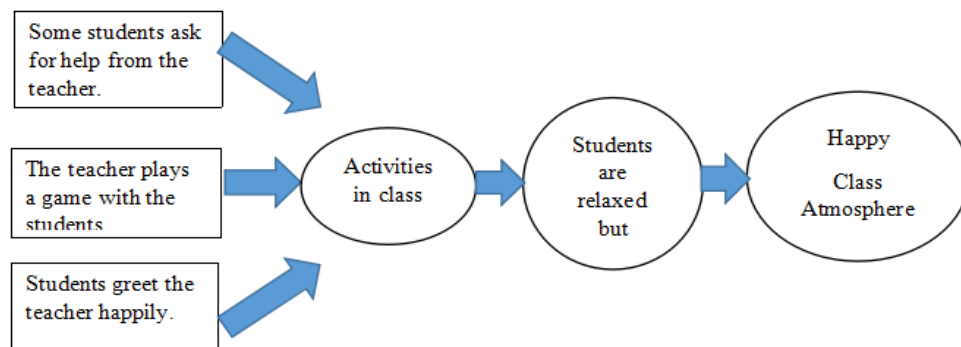


Figure 3.4 An Example of Three Cs Analysis

3.7.3 Semantic Differential Scale Data Analysis

The mean score of each bi-adjective was calculated, then the percentage of each mean score accounted for the total score (7) was calculated. The higher mean score, the higher satisfaction; the larger percentage, the higher satisfaction.

3.8 ETHICAL CONSIDERATIONS

Research ethics involves protecting the dignity of subjects and the disclosure requirements of research information. Normally, the main ethical issues in conducting research are: a) informed consent, b) benefit-no harm c) respect for anonymity and confidentiality d) respect for privacy (Carrozzo, 2015). Therefore, to get the data within the ethical manner, the ethics considered in this study were as follows:

1) The researcher got permission from the Director of Samkhok school and the students' parents to collect data from the research samples. In all steps of data collection, the researcher was very careful in ensuring the dignity, right and safety of the participants.

2) Researchers strictly follow the anonymity of research participants and the confidentiality of opinions. Privacy of the research participants was kept by only using number to refer to item such as student 1, student 2, and student 3. In addition,

participating in this study was voluntary for the students and they had the right to drop out of the study any time they wished.

3) The participants were protected by Documentary Proof of Exemption by Ethic Review Board of Rangsit University. DPE. No. RSU/ERM2021-012.



CHAPTER 4

DATA ANALYSIS

This chapter analyzes the data collected from 40 Mathayom 1 Thai students to answer the questions whether Thai students had improved their Chinese speaking skills and whether the students were satisfied with the class.

The Pre/Post-test Test, the observation checklists and the semantic differential scale were designed to get the data for the two research questions. One group Pre/Post Test experimental research designed was used to compare the students' scenes at the beginning of the course and at the end to assess students' Chinese speaking skills at two points in time. The second instrument adopted a qualitative research approved in which the observation checklist was used to record the behaviors of students and the teacher, and other related aspects to assess students' satisfaction of the lessons with mimes and mini-acts. The last instrument was the semantic differential scale, which collected students' feelings about studying in this class and students' satisfaction from students' scores were calculated in percentage and means.

The findings from the three instruments are shown below:

4.1 THE ANALYSIS OF THE STUDENTS' PRE-TEST AND POST-TEST RESULTS

This instrument was used to compare the results of Chinese speaking before and after the study; therefore, Paired T-test was used to analyze the Pre-test and Post-test scores.

4.1.1 Paired T-test

The results of the scores put into SPSS for analysis are shown in two related tables. Table 4.1 gives some basic statistical information of students' performance before and after the experiment. Table 4.2 shows the results of the statistical test.

Table 4.1 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	19.00	10	5.36	1.31
Post-test	28.70	10	4.14	1.70

Table 4.2 Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest Posttest	-9.70	2.91	0.92	-11.79	-7.62	-10.55	9	0.000

The average value shows the overall measurements of students' learning. From the tables, the mean of the Pre-test is 19.00, while the mean of the Post-test is 28.70 ($28.70 > 19.00$), and the mean in t-test is -9.70, which means the Post-test score is 9.70 higher than that of the Pre-test.

From what is shown, the S.D in the Pre-test is 5.36, while it is 4.14 in the Post-test. This indicates that not only students' scores were higher in the Post-test, but the gap among students shrank after the study.

From the second table, the value of Sig. is $P=0.00 < 0.05$. It means that there is a significantly difference between before and after the intervention.

4.1.2 The Comparison of the Rubric Scores of Mimes and Mini Acts

This part shows the students' scores in the rubrics of mimes and mini acts. All the results showed their improvement in the Post-test. Figure 4.1 and figure 4.2 clearly show score improvement of mimes and mini acts based on the mean scores from the rubrics. Look at Figure 4.1 below.

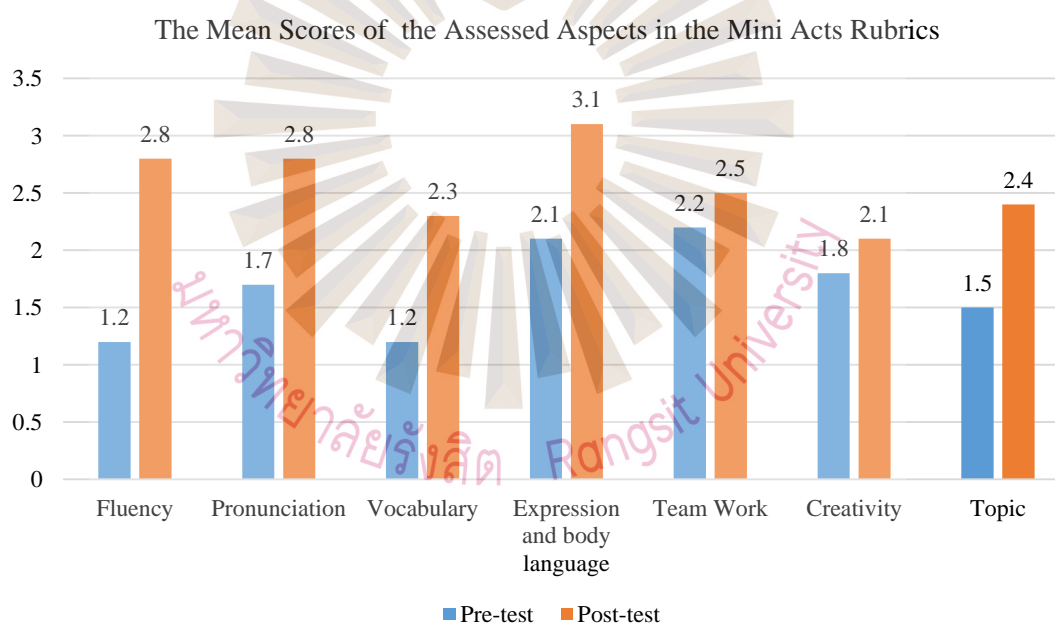


Figure 4.1 The Mean Scores of the Assessed Aspects in the Mini Acts Rubric

According comparison of 7 aspects of the mini acts in the Pre-test and Post-test mean scores, students made a big progress in fluency skills from score 1.2 in the Pre-test to 2.8 in the Post-test; an improvement of 1.1 scores in pronunciation skill from 1.7 to 2.8 in the protest. Vocabulary improved from 1.2 to 2.3 and expression and body language

skills comparatively improved 1 score to 3.1. Improvements in team work and creativity are both 0.3 scores. The students' topic skills improved from 1.5 to 2.4.

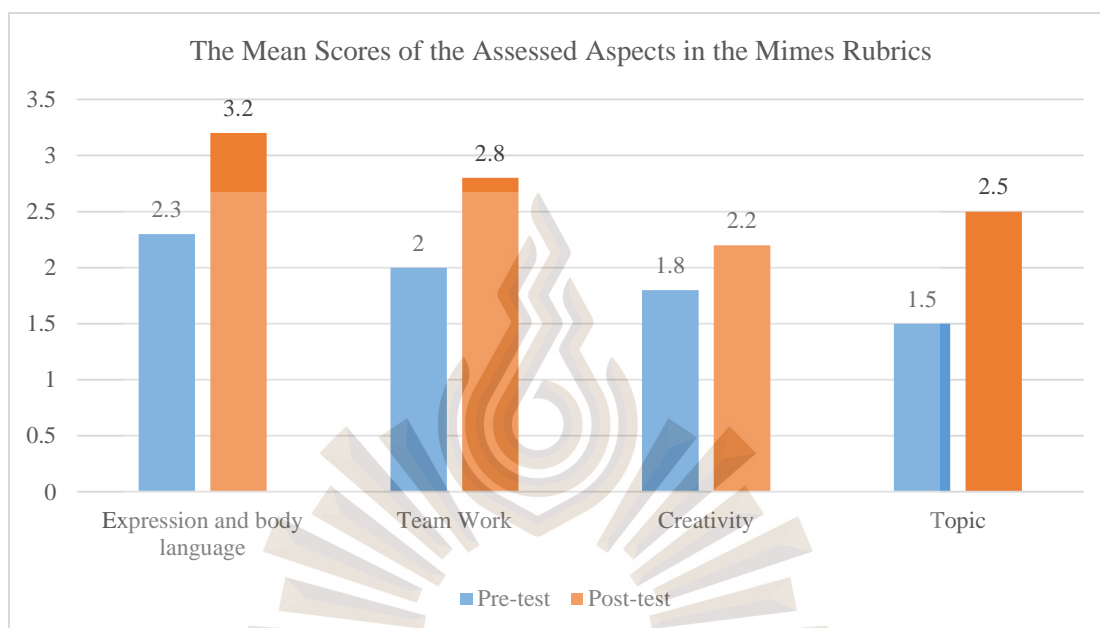


Figure 4.2 The Mean Scores of the Assessed Aspects in the Mimes Rubrics

There were four skills assessed in the mime rubrics. Expression and body language skills improved from 2.3 to 3.2, while 0.8 scores were improved from 2 to 2.8 in team work skill. Creativity skill slightly improved from 1.8 to 2.2. The last item, students improved 1 score in the topic skill from 1.5 in the Pre-test to 2.5 in the Post-test.

4.2 THE ANALYSIS OF OBSERVATION CHECKLISTS

This observation checklist mainly recorded what the observer saw in the class. Notes were made on the activities of the students and the teacher during the lessons. The main reason for this observation checklist was to find out the levels of students' satisfaction.

The observer was a Chinese language Thai teacher who has taught Chinese for three years. She was briefed on what the research would like her to observe and how to use the checklist. There were altogether eight observation checklists for the eight lessons taught by the researcher.

Table 4.3 below shows the topic that emerged as a result of the interpretation of the described actual words.

Here are the details of the records of the observation checklist.

Table 4.3 The Analysis of Observation Checklists

Lesson	Record Details	Analysis	Category
1	Teacher <u>takes teaching materials</u> to class <u>early</u> .	Teacher' s punctuality and preparation	Teacher's personality
	Teacher introduces herself and the rules to students and <u>explains the key words to students with mini acts</u> .	Teaching with an interesting way	Teaching way
	Students <u>keep silent</u> and listening to the new Teacher's introduction; <u>thus, not much interaction</u> .	Students are quiet and sit still	Class atmosphere
	Teacher asks students to ask her questions.	Teacher tries to encourage the students to talk.	Teaching way

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
1	<p>The Teacher gives students the story of “年” links and asks students to watch some clips at home,</p> <p><u>Students take out their phones at once to watch the clips.</u></p>	<p>Giving students materials and asking students to preview them</p> <p>Students are happy</p>	<p>Teaching materials</p> <p>Teaching way</p> <p>Class atmosphere</p>
2	<p>Students <u>greet the Teacher on their own initiative and ask the Teacher</u> what they are going to do and</p> <p>Teacher responds <u>with smile.</u></p> <p>The teacher sings Chinese New Year song with students to <u>warm up the class.</u></p> <p>The Teacher points out the important content and asks students to study what they learned at home by themselves in groups.</p>	<p>Good relationship</p> <p>Teacher is kind</p> <p>Teacher creates a lively atmosphere</p> <p>Teaching process</p>	<p>Class atmosphere</p> <p>Teacher’s personality</p> <p>Teaching way</p> <p>Class atmosphere</p> <p>Teaching materials</p> <p>Teaching way</p>

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
2	Because students use mobile phone, they are <u>very happy</u> and <u>take out the phone immediately</u> . Some students <u>play games or doing other things</u> on the phones	Most of students are happy in class	Class atmosphere
	When students <u>explore and study by themselves</u> , the teacher <u>checks group by group</u> .	Teaching process	Teaching way
	she <u>asks</u> students questions to know what students master and <u>explains</u> the students' questions <u>with body languages patiently</u> .	Teaching process Teacher is patient	Teaching way Teacher's personality
	Some students interact with the teacher. One group students mime to put some thing on the ground and light something, then a loud "peng" sound. Then they pointed their mouth asked teacher to pronounce the word.	Students are relaxed and happy	Class atmosphere
	Teacher teaches them “放鞭炮” and asked this group mimes it again and tell the other students. Other groups ask Teacher questions same way to understand the origin of “年”.	Teaching and leaning with mimes	Teaching way

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
2	The teacher asks students to review again by watching the clips at home.	Homework online	Teaching way
3	<p>Students greet Teacher first.</p> <p>Teacher <u>warms up</u> the class by getting students to write New Year Chinese characters.</p> <p>Students play jokes with Teacher when writing, teacher doesn't angry</p> <p>The teacher points out the important content and asks students to prepare to mime what they learned in the last class in group, and students ask Teacher for help when they have problems. The teacher <u>instructs with body language patiently.</u></p> <p>The teacher arranges the students' performance order <u>with games,</u></p>	<p>Good relationship</p> <p>Teacher uses a warm-up activity to begin her lesson.</p> <p>Teacher is kind</p> <p>Students present with mimes</p> <p>Teacher is patient</p> <p>Teaching with an interesting game</p>	<p>Class atmosphere</p> <p>Teaching way Teaching materials Class atmosphere</p> <p>Teacher's personality</p> <p>Teaching way</p> <p>Teacher's personality</p> <p>Teaching way Teaching materials</p>

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
3	Students gather together and guess the results of the game. The first group sighs, the last one cheers and others pat their chests and cheers.	Students are excited and happy	Class atmosphere
	When the group mimes the origin of “年” and doesn’t know how to speak because of nervousness, the Teacher <u>reminds them with mimes</u> and says something to <u>cheer them up</u> . They gradually relaxed and some students ,make exaggerated emotions	Teacher is kind and supportive Students enjoy the mimes without speaking	Teaching way Teacher’s personality Class atmosphere
	The space is small for groups to act out.	Facilities	Facilities
	The teacher gives students the Spring Festival Customs links and asks students to watch the clips	Teacher uses links, asking students to preview	Teaching way Teaching materials
	Students <u>take out their phones at once</u> to watch what the link content is.	Students are happy	Class atmosphere
	4	Students <u>greet the Teacher happily and ask Teacher</u> what they are going to study.	Good relationship between Teacher and students

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
4	The teacher teaches students Chinese New Year paper-cutting to <u>warm up</u> before the class.	Teacher points students with interesting and stimulating activities	Teaching way Teaching materials Class atmosphere
	The teacher points out the important content and asks students to study what they learned at home by themselves in groups.	Teaching process	Teaching way
	Boys are shy than girl.	Boys are inactive	Class atmosphere
	Teacher always praises boys on purpose.	Teacher is kind and responsible	Teacher's personality
	When students study with groups, the Teacher asks one number of the groups to do the phrases “身体健康” they learned with mini-acts, then <u>Teacher explain the phrases with mini-acts again and correct them to do better.</u>	Teaching process Teacher is patient	Teaching way Teacher's personality
	The teacher makes mistakes, <u>students laugh and stimulate teacher, the</u>	Teaching and learning with mini-acts	Teaching way
		Teacher is kind	Teacher's personality

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
4	<p><u>teacher just smiles and says sorry.</u></p> <p>The teacher asks students to do some revision by watching the clips.</p>	Studying online	Teaching way
5	<p>Students <u>greet Teacher happily, and show their own interesting things to Teacher.</u></p> <p>The teacher shows Chinese KongFu to students to warm up.</p> <p>The teacher points out the important content and asks students to prepare to mini act what they learned last class in groups, and students ask Teacher for help when they have problems. The teacher instructs with mini acts.</p> <p>The space is small for students to present,</p> <p>Students <u>ask teacher to decide the order of the show through games</u></p>	<p>Good relationship between teacher and students</p> <p>Teacher provides students with interesting and stimulating activities</p> <p>Teaching process</p> <p>Facilities</p> <p>Relationship between Teacher and students</p>	<p>Class atmosphere</p> <p>Teaching way</p> <p>Teaching materials</p> <p>Teacher's personality</p> <p>Teaching way</p> <p>Facilities</p> <p>Class atmosphere</p>

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
5	<p>Teacher <u>agrees without thinking</u>, students sit down quickly waiting for the game, the <u>teacher plays game with students together</u>, and other students play jokes with one group, and <u>the teacher follows the most students' willing arrange the group as the first one</u>, students gather together and wonder the results of the game, the <u>first group sighs, the last one cheers</u> and others pat their chests and cheers.</p> <p>When the group presents and doesn't know how to speak because of nervous, the <u>teacher reminds them with mimes</u> and says something to <u>cheers them up</u>.</p> <p>The boys are always shy than girls,</p> <p>teacher always praises boys on purpose</p> <p>When one group mini act the scene of Spring Festival Customs, if they make mistakes, other students laugh, the</p>	<p>Teacher is kind</p> <p>A good relationship between teacher and students</p> <p>Teaching process</p> <p>Teacher is kind and patient</p> <p>Boys are inactive</p> <p>Teacher is fair and kind</p> <p>Student present with mini acts and happy to</p>	<p>Teacher's personality</p> <p>Class atmosphere</p> <p>Teaching way</p> <p>Teacher's personality</p> <p>Class atmosphere</p> <p>Teacher's personality</p> <p>Teaching way</p>

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
5	<p>teacher asks the one who laughs does and speaks in right way, if student does well, the teacher gives he/she a sticker, if not, the teacher gives a seal, students happy to show themselves to make others happy with exaggerated mini act.</p> <p>The teacher gives students Spring Festival Best Wishes links and asks students to watch clips at home,</p> <p>and students take out their phones at once to watch what the link content is</p>	<p>show themselves</p> <p>Teacher punish students with a gentle way</p> <p>Homework online</p> <p>Students are happy</p>	<p>Teacher's personality</p> <p>Teaching way</p> <p>Teaching materials</p> <p>Class atmosphere</p>
6	<p>Students <u>greet the teacher happily</u>, some students <u>ask Teacher for help with</u> their text books questions.</p> <p>The teacher plays Chinese games with students to make students energetic.</p>	<p>Good relationship between students and teacher</p> <p>Teacher provides students with interesting and stimulating activities</p>	<p>Class atmosphere</p> <p>Teaching way</p> <p>Teaching materials</p> <p>Teacher's personality</p> <p>Class atmosphere</p>

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
6	The teacher points out the important content and asks students study what they learned at home by themselves in groups.	Teaching process	Teaching way
	While students are preparing the work, the teacher visits group by group with mimes and mini acts <u>to help them understand the meaning of Best Wishes of Spring Festival again and again without impatient.</u>	Teaching with mimes and mini acts Teacher is kind	Teaching way Teacher's personality
	Under Teacher's encouragement, boys are more positive than before, they put up their hands and answer the questions positively.	Students are more positive in class	Teacher's personality Class atmosphere
	The long sentence is difficult for students to speak completely, when Teacher speaks, students can do the words with mimes, but it is hard to speaks by themselves, the teacher finds the problem and asks students to read after her again and again patiently, and play games to help students understand and speak more times, until students can speak most of	Students understand course with mimes Teacher adjusts the teaching process a little to help students' speaking	Teaching way

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
	<p>the words by themselves.</p> <p>When students <u>use mobile phone, they are very happy</u> and take out the phone immediately. <u>Fewer students play games</u></p> <p>The teacher asks students review again by watching the clips at home.</p>	<p>Students are happy and concentrate on studying</p> <p>Homework online</p>	<p>Class atmosphere</p> <p>Teaching way</p>
7	<p>Students ask the teacher whether they play games in class.</p> <p>and Teacher responds friendly with smiles.</p> <p>The teacher shows the short video about Chinese New Year culture cartoon to students,</p> <p>The equipment of technology insufficient, students have to watch the short video with their own phone before the course.</p> <p>The teacher points out the important content and asks students to prepare to</p>	<p>Good relationship between students and the teacher</p> <p>Teacher is kind</p> <p>Teaching with funny material</p> <p>The equipment for teaching is insufficient</p> <p>Teaching process</p>	<p>Class atmosphere</p> <p>Teacher's personality</p> <p>Teaching materials</p> <p>Facilities</p> <p>Teaching way</p>

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
	<p>show what they learned last class in group, and students ask teacher for help when they have problems, the teacher instructs with mimes and mini acts. When teacher does gestures to asks students speaking, the students cannot speak fluently, and the <u>teacher isn't angry</u> and asks them review what they learned together, and then asks them to prepare to show.</p>	<p>Teacher is patient</p>	<p>Teacher's personality</p>
	<p>The teacher arranges the students' performance order <u>follow students' requirement</u> through games, students gather together and guess the results of the game, <u>the first group sighs, the last one cheers and others pat their chests and cheers.</u></p>	<p>Teacher is kind</p> <p>Students are active in class</p>	<p>Teacher's personality</p> <p>Class atmosphere</p>
	<p>When the group presents and doesn't know how to speak because of nervousness, the teacher <u>reminds them with mimes</u> and says something to <u>cheers them up.</u></p>	<p>Students present with mini acts</p> <p>Teacher is kind</p>	<p>Teaching way</p> <p>Teacher's personality</p>
	<p>Under teacher's encouragement, boys are more positive than before.</p>	<p>Students are positive</p>	<p>Class atmosphere</p>

Table 4.3 The Analysis of Observation Checklists (Cont.)

Lesson	Record Details	Analysis	Category
	The space is small for students to act out	Facilities	Facilities
	The teacher asks students review all the things what they learned again by watching clips at home.	Review online	Teaching way
8	The teacher follows the order in the first class to asks students show, and gives students <u>encouraging words</u> .	Teacher is kind	Teacher's personality
	The teacher writes the key contents with chalks in blackboard to get students to review the important contents of the Chinese New Year, and requires students present the show by integrate what they learned. <u>No matter what students show, good or bad, the teacher gives them good comments and stickers with encouragements and praises.</u> Students are very happy, and some groups want to show at once.	Students take test with mimes and mini acts	Teaching way
		Teacher is kind to students	Teacher's personality
		Students are happy in class	Class atmosphere
	The space is not enough for students act out.	Facilities	Facilities

The details of the records can be coded into five categories, and from the frequency of the categories, the highest is the “teaching way” with 32 times. The top

second frequency is “the class atmosphere” with 27 times. The third group is “teacher’s personality” with 22 times. “The teaching material” was found 10 times. The least mentioned is “facilities” with only 5 times.

In eight lessons, the frequency of the five key categories is shown in the following table:

Table 4.4 Frequencies of the Five Key Categories in Each Lesson

	Teaching way	Class atmosphere	Teacher’s personality	Teaching material	Facilities
Lesson 1	3	2	1	1	0
Lesson 2	5	5	2	1	0
Lesson 3	5	5	3	3	1
Lesson 4	5	3	3	1	0
Lesson 5	5	5	5	2	1
Lesson 6	5	3	2	1	0
Lesson 7	3	3	4	1	2
Lesson 8	1	1	2	0	1
Total	32	27	22	10	5

The actual words from the checklists indicate the following keywords.

1) Teaching way

“The teacher gives students the story of “年” links and asks students to watch them at home.”

“The teacher asks the students to review the lesson again by watching the links at home.”

“The teacher points out the important content and asks students to study what they learned at home by themselves in groups.”

“The teacher explains the key words to students with mini acts and asks the students to imitate her.

“During the class, the teacher answers and explains the students’ questions with mimes and mini acts patiently.”

Based on the recorded details of the lessons, the teacher taught in the ways as expected. She made it her responsibility to explain the lessons or how to complete the assignments as clearly as possible.

2) The Teacher’s Personality

The words recorded about the teacher were “Teacher takes teaching materials to class early.”, “Teacher responds with a smile.”, “Teacher instructs students with body language patiently”, “Teacher cheers them up”, “Teacher makes mistakes, students laugh and imitate the teacher”, “The teacher just smiles and says sorry.” These words show the teacher is kind and patient, and responsible for enhancing student learning. This shows that the teacher has good understanding of her students. She tries to facilitate more than directly teaches.

3) The Class Atmosphere

In the aspects of the study environment, one obvious point is changes of relationship between the students and the teacher. From the first lesson to the last lesson, some examples of students’ behavior in class are as follows:

“Students keep silent and listen to the new teacher’s introduction with little interaction”.

“Students greet the teacher on their own initiative and ask the teacher what they are going to do.”

“Students greet the teacher happily.”

“Students ask the teacher if they are going to play games today in the class.”

“The teacher arranges the students’ performance order with games, students gather

together and wonder the results of the game, the first group sighs, the last one cheers and others pat their chests and cheers.”

“Teacher makes mistakes, students laugh and simulate teacher, teacher just smiles and says sorry.”

“When one group act out the story, if they make mistakes, students laugh loudly the teacher ask the student who laughs to speak in the right way. If the student does well, the teacher gives the student a sticker; if not, the student will be asked to do an activity.”

From the data, it can be concluded that the class atmosphere was fun and lively. Students did not feel stressed or intimidated. Besides, they were not afraid of the teacher.

4) The Teaching Materials

For the teaching materials, the warm up materials and teaching materials are different:

“The teacher gives students the story of “年” links.”

“The teacher sings Chinese songs with students to warm up the class.”

“Teacher warms up the class by getting the students to write Chinese New Year characters.”

“The teacher gives students the Spring Festival Customs links”.

“The teacher teaches students’ Chinese New Year paper-cutting to warm up the class.”.

“The teacher shows Chinese KongFu to students to warm them up.”.

“The teacher gives students Spring Festival Best Wishes links.” “The teacher plays Chinese games with students to make students energetic before the formal course.”.

“The teacher shows the short video about Chinese Spring Festival culture cartoon to students.”.

To conclude, the teacher chose to use the materials well to prepare students for the lessons as well as to deliver the lessons.

5) The Facilities

The four times records for facilities with the same sentence: “The space is small for students to present.” This shows that for a class using mimes and mini acts, there is a need for more space, especially when the class was big with 40 students.

To sum up, what was found from the observation checklists revealed what happened in the class where mimes and mini-acts were used to enhance students’ Chinese speaking skills. The topics that emerged included five aspects: 1) Teaching Way 2) The Class Atmosphere, 3) The teacher’s personality 4) The Teaching Materials and 5) Facilities.

In conclusion, the five aspects also indicated that students were satisfied with the mime and mini-act lessons.

4.3 THE ANALYSIS OF SEMANTIC DIFFERENTIAL SCALE

Semantic differential scale (Osgood, 1916-1991) was used to record and further analyze the “connotative meaning” of emotional attitude in class towards various matters. This instrument is easy for the respondents to express their feelings. Choices about how they felt and what they thought about the lessons could be used to determine the levels of satisfaction of students.

In the scale, ten opposites were used to offer a range of feeling (with the numbers to indicate) from the most negative to the most positive scale. The table below shows the mean scores and percentage of the scores what level of students’ attitudes toward the Chinese speaking lessons using mimes and mini-acts.

Table 4.5 Students' Satisfaction Levels in the Semantic Differential Scales

	1	2	3	4	5	6	7		Mean	Percentage
Unhappy					4	8	28	Happy	6.60	94.29%
Boring				4	5	10	21	Interesting	6.20	88.57%
Stressful		1	1	3	4	11	20	Relaxed	6.08	86.86%
Unclear			4	3	4	9	20	Clear	5.95	85.00%
Unfair			1		3	10	26	Fair	6.50	92.86%
Impatient				5	5	9	21	Patient	6.15	87.86%
Useless				3	1	11	25	Useful	6.45	92.14%
Difficult				2	4	7	27	Easy	6.48	92.57%
Dull		1	1	1	7	8	22	Enjoyable	6.15	87.86%
Traditional				2	3	6	29	Novel	6.55	93.57%

As can be seen in this table, the full score of mean is 7, the full percentage is 100%, the higher score, the higher positive. From results of each item mean score, 40 students had a strong feeling of “Happy” with 6.60 score, which accounted for 94.29% of the full score (7), even the lowest score pairs (5.95), “Unclear- Clear”, shows percentage with 85%. Students felt mimes and mini acts was “Novel” and scored 6.55, accounted for 7 of 93.57%. For “Unfair-Fair”, the mean score is 6.50 with 92.86%, the percentages of “Difficult- Easy” and “Useless-Useful” are very close, are 92.57% with 6.48 and 92.14% with 6.45 respectively. For “Impatient-Patient” and “Dull-Easy”, both of them have the same score and percentage with the mean score 6.15, (87.86%). The mean scores of 40 students for “Boring-Interesting” is 6.20 of (88.57%), and for “Stressful-Stress” is 6.08 (86.86%).

The results of the semantic differential scale were in line with the results of the observation checklists: students were satisfied with the study and held a high level of satisfaction of the Chinese-speaking class with mimes and mini acts.

4.4 SUMMARY

It is evident that the lessons with mimes and mini-acts improved students' Chinese speaking skills. This is because students felt relaxed and enjoyed the lessons. They felt safe to study in the friendly atmosphere. The teacher acted as a facilitator more than a teacher who forced the students to learn. When students did not feel threatened, they dared to speak even with mistakes. Speaking is a productive skill, so generally speakers make a lot of mistakes in terms of vocabulary, pronunciation and grammar. The class, which functions as a community with supportive peers and a kind teacher, is a factor that keeps them to speak with confidence.

From the results of the study, the following conclusions were drawn:

Comparing the data taken from the Pre-test and the Post-test, the students in the study got better total scores in the Post-test. It is evident that students performed better in the study; students made a big progress in the final test. In the Post-test, the rubric scores of subskills of mimes and mini acts were higher than those of the Pre-test, which means in this study, mimes and mini acts are very useful for students' Chinese speaking skills improvement.

In the observation checklist actual words, five aspects are concluded as teaching ways, teacher's personality, class atmosphere, teaching materials and facilities, these factors affect students' satisfaction greatly. Besides, the results of semantic differential scale are in line with the conclusion of the observation checklists.

Therefore, it can be concluded that mimes and mini acts can be used to improve Thai students' Chinese speaking, and students are satisfied with the class.

CHAPTER 5

CONCLUSION

The following chapter is divided into three sections. The first is conclusion of the study from the findings derived after data analysis, the second, discussion of the findings of this research based on previous scholars' research to show the similarities and differences in relation to the theories, and the third, recommendations for use of the findings of the study and directions for future research.

5.1 CONCLUSION

The questions of this study are:

- 1) Can mimes and mini acts improve Thai students Chinese speaking skills?
- 2) What are the students' level of satisfaction of the learners towards mimes and mini acts?

The answers to the two research questions are revealed by the three instruments adopted for the study: the pre/Post-test score results, notes from the observation checklists, and the semantic differential scale. This section will conclude the study findings based on each research question as follows:

5.1.1 Research Question 1

Can mimes and mini acts improve Thai students Chinese speaking skills?

The comparison of the results of the Pre-test and the Post-test showed clearly that mimes and mini acts helped students improve their Chinese speaking.

In the paired t-test, at a significant difference of 0.0, the results showed that the students could improve their Chinese speaking skill. In the final test, the mean of the Post-test was 9.70 points more than that of the Pre-test. It indicated that students obtained higher scores after the study, and the S.D (5.36) in the Pre-test was bigger than the S.D. (4.14) in the Post-test. This showed in the Post-test that the students' scores were clustered closer to the mean than those in the Pre-test. In other words, group performance was better in the Post-test. Thus, it can be concluded that mimes and mini acts helped students make an improvement in the Chinese speaking learning class.

Comparing the scores of the Pre-test with those of the Post-test showed speaking skill enhancement. However, other subskills of speaking should also be studied to understand or to identify in which sub-speaking skills students could really improve. For mimes, students were assessed in four skill areas---Topic, Expression and Body Language, Team Work and Creativity. It was found that for both activities, mimes and mini-acts, students improved in all areas. In addition, in the mini-act rubrics, students were assessed in seven skill areas—Fluency, Pronunciation, Accent, Vocabulary, Expression and Body Language, Team Work and Creativity.

In summary, these teaching techniques, mimes and mini-acts benefited the Chinese speaking skill class.

5.1.2 Research Question 2

What are the students' levels of satisfaction of the learners towards mimes and mini acts?

This second research question was responded by data from the other two instruments--observation checklists and semantic differential scale.

Observation checklists recorded all the things related to what happened in the eight lessons. The topics that emerged included five aspects: 1) the teaching ways, 2)

the class atmosphere, 3) the teacher's personality, 4) teaching materials and 5) facilities.

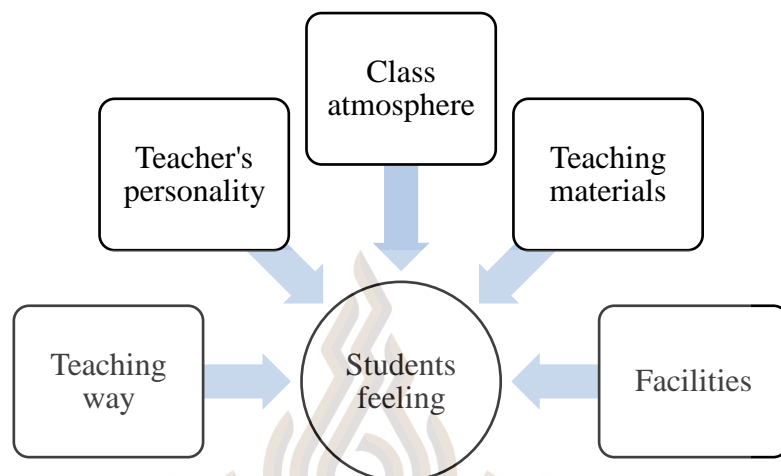


Figure 5.1 The Topics Reported in the Observation Checklist Notes

For teaching materials, from the warming up activities to doing mimes and mini-acts in class and students work out their own understanding at home. Thus, it was found that various and rich materials motivated students to learn in this class. They enjoyed this kind of type of class activities.

Teacher personality is another important dimension with high frequency. Teacher's personality is the key point in the record, which was mentioned many times. The teacher was patient and kind to students in teaching and greeting. These made students relaxed, as a result of the teacher's easygoing personality, even the shy boys were active later. In conclusion, students felt relaxed when the teacher's personality was supportive of their learning. All these lead to a strong claim that a high-quality teacher is extremely important in making students actively join the class and feel satisfied.

For class atmosphere, it can be clearly seen that students' attitudes and the atmosphere of the class caused an obvious change. Initially, students kept silent and

were inactive in the first class and as they participated in the class activities, they felt happy and relaxed. One outstanding point was that the relationship between students and the teacher. Students began from saying a simple 'Hello' to the teacher, and later asked the teacher about the course content to playing jokes with the teacher as well as asking for her help for their own Chinese homework. This process indicated that students studied in a relaxed and harmonious atmosphere, and this good relationship and relaxing environment gave students a good feeling to actively participate in the class.

Teaching ways in this study included many techniques to help students love the class and feel happy at the same time. Before the class, the teacher warmed up students with different activities, making students fresh in class. During the class, the teacher used mimes and mini acts as the main activities in the lessons, thus the students were excited with them. What's more, from the teaching process, the key words are "preview", "online learning at home", "study with group in class", "present", "review online at home", it makes students get closer attention from the teacher. This teaching model makes class interesting and builds a good studying atmosphere in class.

In conclusion, for students' satisfaction with a Chinese speaking class that adopts mimes and mini acts in the class, a high-quality teacher, good learning environment and new, various and interesting teaching materials are the factors that make the class active, different and attractive.

The third instrument, the semantic differential scale, was designed with eight pair items, and the data was taken from the responses of 40 students who chose the number for each pair (negative to positive) that truly reflected their feelings. The results of the mean scores and percentage revealed students' satisfaction.

The average score ranged of 40 students' satisfaction was from $\bar{x}=5.95$ to $\bar{x}=6.60$, they were very close to the 7 which represented the highest level of

satisfaction. For the mean scores of each item, each item mean score accounted for 85.00%- 94.29% of the full score (7), which means students had a high level of good feelings. In other words, students showed a high level of satisfaction with the mimes and mini in a Chinese-speaking class.

In conclusion, the results of the semantic differential scale were in line with the results of the observation checklists: students were satisfied with the study and held a high level of satisfaction of the Chinese speaking class with mimes and mini acts.

5.2 DISCUSSION

In conclusion, the results of the semantic differential scale were in line with the results of the observation checklists: students were satisfied with the study and held a high level of satisfaction of the Chinese speaking class with mimes and mini acts.

5.2.1 Improving Speaking and Other Skills of the 21st Century by Mimes and Mini Acts

Another finding from the study was that the students' scores were better in the Post-test of mimes and mini acts. So are other sub-skills which are desirable for the 21st Century. The details are shown below:

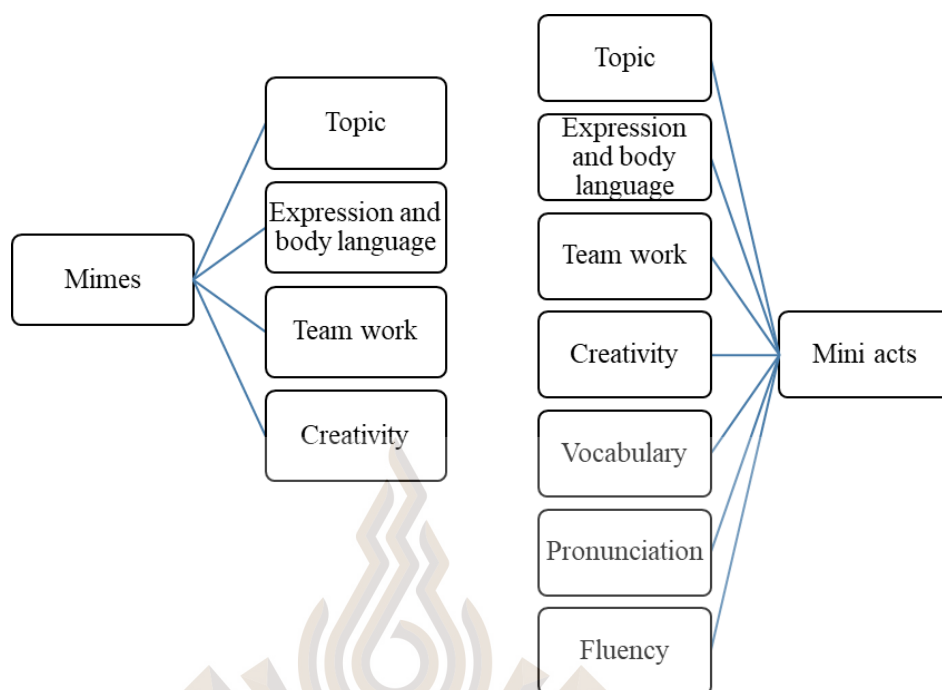


Figure 5.2 Mimes and Mini Acts Skills

From the above figure, mini-acts are found to improve three more significant aspects of speaking, which are vocabulary, pronunciation and fluency than mimes. Therefore, if students' foreign language ability is low, mimes can be used to help students feel confident. For mimes, students need to think of how to act. Alibali, Yeo, Hostetter and Kita (2017) are convinced that gestures help students to produce speech. Mimes can help students of any ability level to learn and practice in any other languages (Lesson Plans and Activities, 1998; Cambridge Technicals, 2021). Mimes do not ask students to think about the language that may be difficult to express to express themselves, especially for beginners (Lesson Plans and Activities, 1998; Trinity College London, 2017; Halliday, 2004; Mahmoud, 2020). Using and integrating body language should not be ignored by teachers teaching a foreign language (Azeez, A. & Azeez, Z., 2018; Trinity College London, 2017).

According to Stauffer (2020), the 4 C's of the 21st Century Skills are: critical thinking, creativity, collaboration and communication. These 4 C's are the skills students should have to survive in the modern world. If mimes and mini-acts are used effectively, students can improve the ability to create stories, think creatively,

collaborate with others and communicate effectively. Figure 5.3 above shows that mimes and mini-acts can lead to the activities that promote the 4 C's (Trinity College London, 2017).

5.2.2 Increasing Students Satisfaction

The teacher used mimes and mini acts to instruct the students in the class, and the students followed what the teacher guided them. Body language is an effective way to create a relaxing class atmosphere so that students study actively and happily (Lestari, 2014). This study demonstrates this point. In the details of the observation checklist, from students keeping silent and showing little interaction with the teacher to laughing with the teacher, even correcting other students' mistakes show that using mimes and mini acts help to activate the happy atmosphere and positive mood of study. Drama technology is an effective tool in the language class because it provides students with interesting and different ways to integrate their language learning process (Alvarado, 2017; Halliday, 2004; Hertia & Tiarina, 2014; Chen et al., 2019). If teaching content is boring, Hertia and Tiarina (2014) found that the researcher used acting-out as a guessing game with mime to catch students' attention and develop student interest to make students enjoy practicing. More than just speech is important in speaking a foreign language because the act of speaking itself involves eye contact, facial expression, posture and head movements (Stam, 2018; Mahmoud, 2020; Maley and Duff, 1994; Muhammad, 2016). Therefore, a lack of activities directed to the development of spoken language will result in poor speaking development (Bautista & Ruiz, 2017; Goldin-Meadow & Singer, 2003). That is the reason why many teachers try to simplify teaching a foreign language with the help of facial expressions and body movements to remedy the students' speech limitations (Yang, 2017; Chayanuvat, 1996; Zhou et al., 2018).

5.2.3 Self-directed Learning Technique Makes Students to Engage with Deep Learning

Students were divided into groups and studied by themselves in the class to finish the tasks and present. In this way, they created interesting content from their learning and helped one another by learning together. The lessons served the needs of the students, interests, cultural identities and life experiences (Kaput, 2018; Moffett & Wagner, 1992). Communication with group members makes the learning environment more enjoyable, more interactive, more interesting and effective (Nurmiati & Hasan, 2020; McCombs & Whistler, 1997). It is possible for schools to give students a fair chance to grow up literate, open-minded, and prepared to succeed (Miller, 2020; Bonwell & Eison 1991; Serhat, 2020). Especially in the practical class, students' performance results in student-centered learning (Abdullah, Lone & Balta, 2020). In the student-centered learning environment, students' minds became more broadened and creative in the relaxing atmosphere, so it helps increase student engagement and improve student performance (Hyun, Ediger & Lee, 2017). It allows students to focus on creating knowledge and focusing on skills such as analytical thinking and problem-solving skill (Demirci, 2017). The stage of self-study should be clearly stated in the course and discussed with students at the beginning to promote strategies related to deep learning, not surface learning (Wulf, 2019; Otter, Medina & Kalita, 2020; Li; 2017; Seif, 2018; Madsen, Thorvaldsen & Sollied, 2021).

5.3 RECOMMENDATIONS

This section describes how the findings of the study can be used and recommendations for future research.

5.3.1 The findings will be most beneficial to similar contexts to this study.

This study investigated what happened in a Chinese speaking class and students were assessed twice with the Pre-test at the beginning and the Post-test at the end. The findings will not be generalized to explain other contexts.

Based on the results and findings of the study, the following recommendations are made for ways to teach Chinese speaking.

5.3.1.1 Integrating Technology in Class

Nowadays, studying on line are becoming more and more popular, teachers must not only use mimes and mini acts to try to give students a lively class, but also combine new technology in class to make students independent learners.

5.3.1.2 Adopting Mimes and Mini Acts in a Chinese Speaking Class

In the process of oral teaching, teachers must effectively use mimes and mini acts to practice Chinese speaking as they make the class fun and active, while reducing fear of speaking Chinese in class.

5.3.1.3 Promoting Student-centered Learning Approach

Student-centered classrooms enable students to study with other students in order to complete the teacher's tasks during the self-directed learning process. When students are in control of their learning; they choose their own learning methods, student learning will increase.

5.3.2 Future researches should be done on other levels of Chinese speaking classes.

Students of different age ranges are believed to show varying creativity, critical thinking and communicative abilities. The lower levels may deal with simple mimes and mini-acts but the higher levels may demonstrate complex mimes and mini-acts which are truly exercises for speaking skills.



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APPENDIX A
LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Lesson: 1		
Course: Introduction the course to students		
Date: March 1st, 2021		
Duration: 60 minutes		
Teaching materials: --		
Learning Objectives:		
1. Students need to know what they will learn in this study, how long this study lasts and how they need to present in the final class		
2. Doing Pre-test to know students' basic Chinese speaking level before study		
Teaching and Learning Steps:		
Stages	Time	Activities
Introduction	5 minutes	<ol style="list-style-type: none"> 1. Teacher introduce herself 2. Telling to students they will learn Chinese about Spring Festival knowledge 3. Introduce the study to students, the study will last 8 lessons, students need to use mimes and mini acts to present in the final class and can explain it after presentation. 4. Helping students know hat is mimes and mini acts
Grouping	5 minutes	Each group includes 4 students, there are 10 groups, divided groups randomly by counting numbers 1-10.
Pre-tests	50 minutes	<ol style="list-style-type: none"> 1. Students picked up three pieces (“新年快乐”, “恭喜发财”, “身体健康”) which used mostly in the Spring Festival of rolled paper from a box to mime it. 2. At the same time, there are 5 Spring Festival (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) scenes which Chinese are familiar with. Students picked up a rolled piece of paper created a complete mini story of their own creative design. 3. Students prepared for ten minutes and presented two shows: 1) One member of the group mimed to other students who guessed what words were being mimed in two minutes. Teacher assessed them by the mime analytical rubric and gave them scores of each subskills of mimes. 2) Students presented their mini stories in 3 minutes. Teacher assessed each of their subskills of mini acts and gave scores by the rubric of mini-act
Homework	2 minutes	Give students the related video or text links about next class to ask students preview at home.

Lesson: 2		
Course: The origin of “年”		
Date: March 1st, 2021		
Duration: 60 minutes		
Teaching materials: 1. Internet 2. Phones or multimedia 3. Chalks and blackboard 4. Related links		
Learning Objectives: 1. Students understand the story of “Year” from the videos. 2. Students talk about the story and solve the problems they don’t understand with the help of teacher		
Teaching and Learning Steps:		
Stages	Time	Activities
Warm up	5 minutes	Sing a song of Spring Festival, “新年好呀”
Group learning	20 minutes	1. Students watch the video again and can mimes the origin of the “年” 2. Studying together with group and master the words: “年兽”, “饺子”, “春联”, “过年”, “鞭炮”
Asking questions	30 minutes	When students watch videos about the origin of the “年” and study the story and words, students can ask teacher questions with mini acts or mimes what they cannot understand by themselves, and teacher use mini acts or mimes to help students understand the story and words well.
Conclusion and homework	5 minutes	1. Teacher stresses the key points and concludes the class. 2. Give students the related video or text links about next class to ask students preview at home.

Lesson: 3		
Course: The origin of “年”		
Date: March 1st, 2021		
Duration: 60 minutes		
Teaching materials: 1. Internet 2. Phones or multimedia 3. Chalks and blackboard 4. Related links		
Learning Objectives: 1. Students understand the story of “Year” 2. Students can explain the story of “年” with mimes.		
Teaching and Learning Steps:		
Stages	Time	Activities
Warm up	5 minutes	Writing the word “福” to bless New Year
Review the story and prepare to mime it	20 minutes	1. Students review the story of “年” 2. Groups clear roles to mime the story 3. Ask teacher for help to instruct mimes
Mime “年” story	30 minutes	1. Students review the story of “年”, and the words “年兽”, “饺子”, “春联”, “过年”, “鞭炮” 2. Groups clear roles to mime the story and the words, and chose one they interested to mime 3. Ask teacher for help to instruct mimes 4. Students picked up one of pieces (“年”, “年兽”, “饺子”, “春联”, “过年”, “鞭炮”) rolled paper from a box to mime it.
Conclusion and homework	5 minutes	1. Teacher comments the mimes and concludes the class. 2. Give students the related video or text links about next class to ask students preview at home.

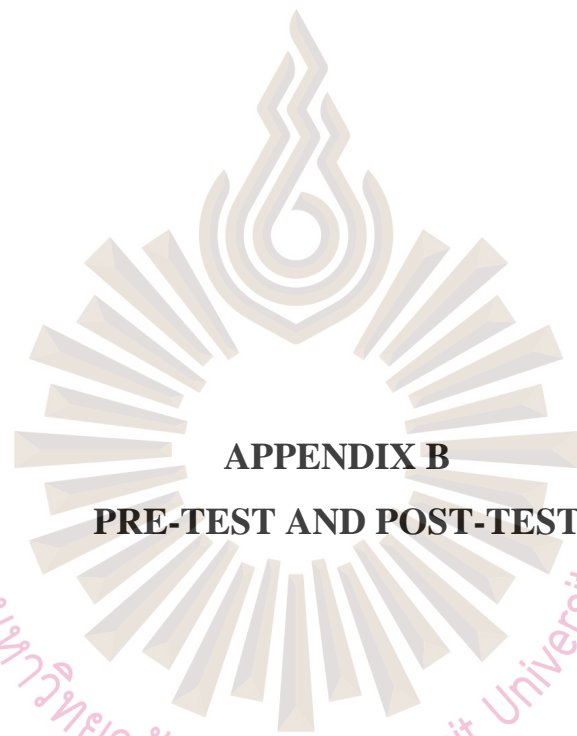
Lesson: 4		
Course: Spring Festival Customs		
Date: March 2nd, 2021		
Duration: 60 minutes		
Teaching materials: 1. Internet 2. Phones or multimedia 3. Chalks and blackboard 4. Related links		
Learning Objectives: 1. Students know what kind of classic customs in Spring Festival 2. Students know what kind of classic customs of Spring Festival should be used in certain situations.		
Teaching and Learning Steps:		
Stages	Time	Activities
Warm up	5 minutes	Paper-cutting “春”
Group learning	20 minutes	1. Students watch the video again and can understand five scenes of Spring Festival 2. Studying together with group and master the phrase and words in the 5 scenes (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”): “新年快乐”, “恭喜发财”, “身体健康”, “万事如意”, “生意兴隆”, “压岁钱”, “财神爷”, “团圆饭”, “贴对联”, “吃汤圆”
Asking questions	30 minutes	When students watch videos about Spring Festival Customs and study the, students can ask teacher questions with mini acts or mimes what they cannot understand by themselves, and teacher use mini acts or mimes to help students understand the story and words well.
Conclusion and homework	5 minutes	1. Teacher stresses the key points and concludes the class. 2. Give students the related video or text links about next class to ask students preview at home.

Lesson: 5		
Course: Spring Festival Customs		
Date: March 2nd, 2021		
Duration: 60 minutes		
Teaching materials: 1. Internet 2. Phones or multimedia 3. Chalks and blackboard 4. Related links		
Learning Objectives: 1. Students know what kind of classic customs of Spring Festival should be used in certain situations. 2. Students can describe it with mini acts		
Teaching and Learning Steps:		
Stages	Time	Activities
Warm up	5 minutes	Play a short “Kung Fu”
Review the customs and prepare to present it by mini acts	20 minutes	1. Students review the classic customs of Spring Festival 2. Groups clear roles to use mini acts to apply in situations 3. Ask teacher for help to instruct mini acts
With mini acts to show Spring Festival customs in a certain situation	30 minutes	1. Students review the five scenes of customs of Spring Festival 2. Groups clear roles to use mini acts play (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) 3. Ask teacher for help to instruct mini acts 4. Mini Acts shows a. Students use mini acts explain the 5 scenes of customs of Spring Festival by applying phrases in the scenes (“新年快乐”, “恭喜发财”, “身体健康”, “万事如意”, “生意兴隆”, “压岁钱”, “财神爷”, “团圆饭”, “贴对联”, “吃汤圆”) b. Teacher commented them and gave them different stickers to encourage them.
Conclusion and homework	5 minutes	1. Teacher comments the mini acts and concludes the class. 2. Give students the related video or text links about next class to ask students preview at home.

Lesson: 6		
Course: Best wishes of Spring Festival		
Date: March 2nd, 2021		
Duration: 60 minutes		
Teaching materials: 1. Internet 2. Phones or multimedia 3. Chalks and blackboard 4. Related links		
Learning Objectives: 1. Students know blessing words of Spring Festival 2. Students know what kind of blessing words of Spring Festival should be used in certain situations.		
Teaching and Learning Steps:		
Stages	Time	Activities
Warm up	5 minutes	Watch a short cartoon video about Spring Festival
Group learning	20 minutes	1. Students watch the video again and can understand the meaning of Wishes of Spring Festival 2. Studying together with group and master the sentences “祝各位同学在新的一年里，团团圆圆，健康快乐，学习步步高升”，“朋友提前拜个年，好运一年接一年”
Asking questions	30 minutes	When students watch videos about the Best Wishes of Spring Festival and study the sentences, students can ask teacher questions with mini acts or mimes what they cannot understand by themselves, and teacher use mini acts or mimes to help students understand the story and words well.
Conclusion and homework	5 minutes	1. Teacher stresses the key points and concludes the class. 2. Give students the related video or text links about next class to ask students preview at home.

Lesson: 7		
Course: Best wishes of Spring Festival		
Date: March 3rd, 2021		
Duration: 60 minutes		
Teaching materials: 1. Internet 2. Phones or multimedia 3. Chalks and blackboard 4. Related links		
Learning Objectives: 1. Students know what kind of Best wishes of Spring Festival should be used in certain situations. 2. Students can describe it with mini acts		
Teaching and Learning Steps:		
Stages	Time	Activities
Warm up	5 minutes	Playing game “New Year’s Clap”
Review the wishes and prepare to present it by mini acts	20 minutes	1. Students review the sentences “祝各位同学在新的一年里， 团团圆圆， 健康快乐， 学习步步高升”， “朋友提前拜个年， 好运一年接一年” 2. Groups clear roles to use mini acts to apply in scenes they studied 3. Ask teacher for help to instruct mini acts
Mini acted	30 minutes	1. a. Students use mini acts to play two sentences in the scenes which studied before to explain the Best wishes of Spring Festival 2. Group by group presents it in 3 minutes 3. Teacher gives score of students’ mini acts
Conclusion and homework	5 minutes	1. Teacher comments the mini acts and concludes the class. 2. Give students the related video or text links about next class to ask students preview at home.

Lesson: 8		
Course: Final presentation and post test		
Date: March 3rd, 2021		
Duration: 60 minutes		
Teaching materials: --		
Learning Objectives:		
1. Students present what they learned about Spring Festival by using mimes and mini acts		
2. Doing Post-test to know if students' Chinese speaking get improved		
Teaching and Learning Steps:		
Stages	Time	Activities
Review	5 minutes	Teacher helps students review what they learned of this Spring Festival topic
Preparing	10 minutes	1. Teacher give each group a specific task to use mime or mini acts to present a show 2. Students edit stories of Spring Festival with what they learned and present it
Post-test	50 minutes	1. Students picked up three pieces (“新年快乐”, “恭喜发财”, “身体健康”) which used mostly in the Spring Festival of rolled paper from a box to mime it. 2. At the same time, there are 5 Spring Festival (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) scenes which Chinese are familiar with. Students picked up a rolled piece of paper created a complete mini story of their own creative design. 3. Students prepared for ten minutes and presented two shows: 1) One member of the group mimed to other students who guessed what words were being mimed in two minutes. Teacher assessed them by the mime analytical rubric and gave them scores of each subskills of mimes. 2) Students presented their mini stories in 3 minutes. Teacher assessed each of their subskills of mini acts and gave scores by the rubric of mini-act.



APPENDIX B

PRE-TEST AND POST-TEST

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Pre Test

一、 你知道春节的祝福语吗？请做出动作并说出它。

1. 新年快乐
2. 恭喜发财
3. 身体健康

二、 你印象中的中国人是怎么过春节的？请选择下面的一个场景表现出来。

1. 大扫除
2. 年夜饭
3. 放鞭炮
4. 拜年
5. 祭祖



Post Test

一、 下面是一些春节的祝福语， 请用你的理解做出它。

1. 恭喜发财
2. 新年快乐
3. 身体健康

二、 如果你在中国你会怎么过春节并至少说出至少两句祝福语。

1. 大扫除
2. 年夜饭
3. 放鞭炮
4. 拜年
5. 祭祖





APPENDIX C

RUBRICS OF MIMES AND MINI ACTS

The Rubric of Mimes

Items	1 (poor)	2(normal)	3(good)	4(excellent)
Topic				
Expression and Body Language				
Team Work				
Creativity				
Score				

The Rubric of Mini Acts

Items	1 (poor)	2(normal)	3(good)	4(excellent)
Fluency				
Pronunciation				
Vocabulary				
Expression and Body Language				
Team Work				
Creativity				
Topic				
Score				



APPENDIX D
OBSERVATION CHECKLIST

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Observation Checklist Lesson One

Date: March 1st, 2021 Observer: Saruta

NO.	Remarks
1.	Teacher takes teaching materials to class early. Teacher introduce herself and the rules to students and explain the key words to students with body languages patiently.
2.	
3.	Teacher introduce herself and the rules to students and explain the key words to students with body language, and asks students to stimulate her to understand, doesn't follow and use Thai language text. The teacher gives students the story of “年” links and asks students watching at home
4.	
5.	The teacher gives students the story of “年” links.
6.	
7.	The teacher gives students links and students take out their phones at once to watch what the link content is
8.	
9.	Students keep silent most of the time and listening to the new teacher's introduction and less interaction. Teacher asks students to stimulate her to understand, doesn't follow and use Thai language text
10.	

Observation Checklist Lesson Two

Date: March 1st, 2021 Observer: Saruta

NO.	Remarks
1.	Students greet to teacher initiatively and ask teacher what they are going to do and teacher responds with smile.
2.	the teacher checks groups one by one, she asks students questions to know how students master and explain the students' questions with body languages patiently. Some students stimulate teacher sometimes.
3.	The teacher sings Chinese New Year song with students to warm up before the class.
4.	The teacher points out the important content and asks students study what they learned at home by themselves in group. When students explore and studies by themselves, the teacher checks groups one by one, she asks students questions to know how students master and explain the students' questions with body languages patiently The teacher asks students review again by watching the links at home.
5.	The teacher sings Chinese New Year song with students to warm up before the class.
6.	
7.	When students use mobile phone, they are very happy and take out the phone immediately. Some students have the reason to play games or doing other things but not study with phones
8.	
9.	Students greet to teacher initiatively and ask teacher what they are going to do and teacher responds with smile.
10.	The teacher sings Chinese New Year song with students to warm up before the class.

Observation Checklist Lesson Three

Date: March 1st, 2021 Observer: Saruta

NO.	Remarks
1.	Students greet to teacher initiatively. Students and teacher play jokes with other students when writing. the teacher instructs with body languages
2.	patiently. When the group presents and doesn't know how to speak because of nervous, the teacher reminds them with gestures and says something to cheers them up.
3.	Teacher warms up the class according to take students writing New Year Chinese Character. Students and teacher play jokes with other students when writing.
4.	The teacher points out the important content and asks students to prepare to show what they learned last class in group, and students ask teacher for help when they have problems, the teacher instructs with body languages. The teacher arranges the students' performance order through games. The teacher gives students the Spring Festival Customs links and asks students watching at home.
5.	Teacher warms up the class according to take students writing New Year Chinese Character
6.	The teacher gives students the Spring Festival Customs links and asks students watching at home.
7.	The space is small for groups to play.
8.	The teacher gives students links and students take out their phones at once to watch what the link content is.
9.	Teacher warms up the class according to take students writing New Year Chinese Character. Students and teacher play jokes with other students when writing.
10.	

Observation Checklist Lesson Four

Date: March 2nd, 2021 Observer: Saruta

No.	Remarks
1.	When students studying with groups, the teacher asks one number of the
2.	groups to do the phrases they learned with body languages, and teacher also explain the phrases with body gestures and words. The teacher makes mistakes, students laugh and stimulate teacher, the teacher just smiles and says sorry The boys are always more shier than girls, teacher always praises boys on purpose.
3.	The teacher teaches students Chinese New Year paper-cutting to warm up
4.	before the class. The teacher points out the important content and asks students study what they learned at home by themselves in group When students studying with groups, the teacher asks one number of the groups to do the phrases they learned with body languages, and teacher also explain the phrases with body gestures and words. The teacher asks students review again by watching the links at home.
5.	The teacher teaches students paper-cutting to warm up before the class.
6.	
7.	The teacher asks students review again by watching the links at home.
8.	
9.	The teacher teaches students Chinese New Year paper-cutting to warm up
10.	before the class

Observation Checklist Lesson Five

Date: March 2nd, 2021 Observer: Saruta

NO.	Remarks
1.	Students are very familiar with teacher, and show their own interesting things to teacher.
2.	<p>Students asks teacher to decide the order of the game through games, teacher agree without thinking, students sit down quickly waiting for the game, the teacher plays game with students together, and other students play jokes with one group, and the teacher follows the most students' willing arrange the group as the first one. When the group presents and doesn't know how to speak because of nervous, the teacher reminds them with gestures and says something to cheers them up. The boys are always more shier than girls, teacher always praises boys on purpose</p> <p>When one group presents show, if they make mistakes, other students laugh, the teacher ask the one who laughs does and speak in right way, if student does well, the teacher gives he/she a sticker, if not, the teacher gives a seal.</p>
3.	The teacher shows Chinese KongFu to students before the class.
4.	<p>The teacher points out the important content and asks students to prepare to show what they learned last class in group, and students ask teacher for help when they have problems, the teacher instructs with body languages.</p> <p>The teacher asks the one who laughs does and speak in right way, if student does well, the teacher gives he/she a sticker, if not, the teacher gives a seal.</p> <p>The teacher gives students Spring Festival Best Wishes links and asks students watching at home.</p>
5.	The teacher shows Chinese KongFu to students to warm up.
6.	The teacher gives students Spring Festival Best Wishes links and asks students watching at home
7.	The space is small for students to present.
8.	The teacher gives students Spring Festival Best Wishes links and asks students watching at home, and students take out their phones at once to watch what the link content is.

NO.	Remarks
9.	Students are very familiar with teacher, and show their own interesting things to teacher. The teacher shows Chinese KongFu to students to warm up.
10.	

Observation Checklist Lesson Six

Date: March 2nd, 2021 Observer: Saruta

NO.	Remarks
1.	Students are very familiar with the teacher, some students ask teacher for help of their text books questions.
2.	This part is difficult for students to speak completely, when teacher speaks and students can do the words with body languages, but it is hard to speaks by themselves, the teacher finds the problem and asks students to read after her again and again patiently, and play games to help students understand and speak, until students can speak most of the words by themselves. When students preparing, the teacher visits groups one by one and use gestures to help them again without impatient. Under teacher encouragement, boys are positive than before.
3.	The teacher plays Chinese games with students to make students energetic before the formal course.
4.	The teacher points out the important content and asks students study what they learned at home by themselves in group. The teacher visits groups one by one and use gestures to help them again without impatient. The teacher finds the problem and asks students to read after her again and again patiently, and play games to help students understand and speak, until students can speak most of the words by themselves. The teacher asks students review again by watching the links at home.
5.	The teacher plays Chinese games with students to make students energetic before the formal course
6.	

NO.	Remarks
7.	When students use mobile phone, they are very happy and take out the phone immediately. Less students play games
8.	The teacher asks students review again by watching the links at home.
9.	The teacher plays Chinese games with students to make students energetic before the formal course.
10.	

Observation Checklist Lesson Seven

Date: March 3rd, 2021 Observer: Saruta

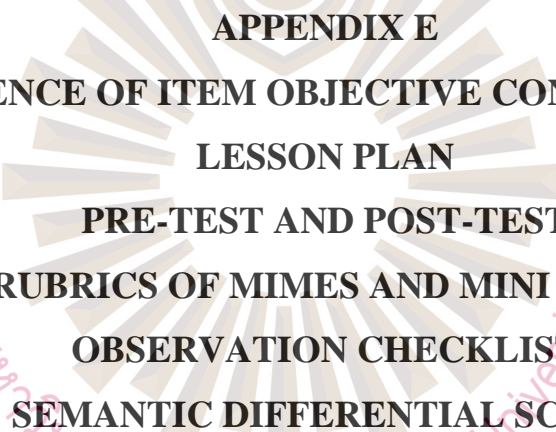
NO.	Remarks
1.	Students ask teacher whether they play game in class, and teacher responds friendly with smiles.
2.	<p>Students asks teacher to decide the order of the game through games, teacher agree without thinking, students sit down quickly waiting for the game, the teacher plays game with students together, and other students play jokes with one group, and the teacher follows the most students' willing arrange the group as the first one.</p> <p>When the group presents and doesn't know how to speak because of nervous, the teacher reminds them with gestures and says something to cheers them up</p> <p>Under teacher's encouragement, boys are more positive than before.</p>
3.	The teacher shows the short video about Chinese New Year culture cartoon to students
4.	<p>The teacher points out the important content and asks students to prepare to show what they learned last class in group, and students ask teacher for help when they have problems, the teacher instructs with body languages.</p> <p>The teacher arranges the students' performance order through games.</p> <p>The teacher asks students review all the things what they learned again by watching the links at home.</p>

NO.	Remarks
5.	The teacher shows the short video about Chinese New Year culture cartoon to students
6.	
7.	The equipment of technology is incomplete, students have to watch the short video with their own phone before the course. The space is small for students to present. The teacher asks students review all the things what they learned again by watching the links at home
8.	
9.	Students ask teacher whether they play game in class, and teacher responds friendly with smiles.
10.	The teacher shows the short video about Chinese New Year culture cartoon to students

Observation Checklist Lesson Eight

Date: March 2nd, 2021 Observer: Saruta

NO.	Remarks
1.	The teacher follows the order in the first class to asks students show, and gives students encourage to asks them don't worry. No matter what students show good or bad, the teacher gives them good comments and stickers as encouragements, students are very happy, and some groups want to show at once.
2.	
3.	The teacher writing the key contents with chawks in blackboard to take students review the important contents of the Chinese New Year.
4.	
5.	The teacher writing the key contents with chawks in blackboard to take students review the important contents of the Chinese New Year, the space is not enough.
6.	



APPENDIX E
EVIDENCE OF ITEM OBJECTIVE CONGRUENCE
LESSON PLAN
PRE-TEST AND POST-TEST
RUBRICS OF MIMES AND MINI ACTS
OBSERVATION CHECKLIST
SEMANTIC DIFFERENTIAL SCALE

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Item Objective Congruence (IOC) for Lesson Plans

NO.	Content	Experts Review		
		+1	0	-1
1	<p>Lesson: 1 Introduction the course to students</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Introduction:</p> <p>a. Teacher introduce herself</p> <p>b. Telling to students they will learn Chinese about Spring Festival knowledge</p> <p>c. Introduce the study to students, the study will last 8 lessons, students need to use mimes and mini acts to present in the final class and can explain it after presentation.</p> <p>d. Helping students know what is mimes and mini acts</p> <p>2. Grouping:</p> <p>Each group includes 4 students, there are 10 groups, divided groups randomly by counting numbers 1-10.</p> <p>3. Pretest:</p> <p>1. Students picked up three pieces (“新年快乐”, “恭喜发财”, “身体健康”) which used mostly in the Spring Festival of rolled paper from a box to mime it.</p> <p>2. At the same time, there are 5 Spring Festival (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) scenes which Chinese are familiar with. Students picked up a rolled piece of paper created a complete mini story of their own creative design.</p> <p>3. Students prepared for ten minutes and presented two shows: 1) One member of the group mimed to other students who guessed what words were being mimed in</p>			

	<p>two minutes. Teacher assessed them by the mime analytical rubric and gave them scores of each subskills of mimes. 2) Students presented their mini stories in 3 minutes. Teacher assessed each of their subskills of mini acts and gave scores by the rubric of mini-act.</p> <p>4. Homework:</p> <p>Give students the related video or text links about the origin of “年” to ask students preview at home.</p>			
2	<p>Lesson: 2 The origin of “年”</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Warm up:</p> <p>Sing a song of Spring Festival, “新年好呀”</p> <p>2. Grouping learning:</p> <p>a. Students watch the video again and can mimes the origin of the “年”</p> <p>b. Studying together with group and master the words: “年兽”, “饺子”, “春联”, “过年”, “鞭炮”</p> <p>3. Asking and answering questions</p> <p>When students watch videos about the origin of the “年” and study the story and words, students can ask teacher questions with mini acts or mimes what they cannot understand by themselves, and teacher use mini acts or mimes to help students understand the story and words well.</p> <p>4. Conclusion and homework:</p> <p>a. Teacher stresses the key points and concludes the class.</p> <p>b. Give students the related video or text links about next class to ask students review at home deeply.</p>			

3	<p>Lesson: 3 The origin of “年”</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Warm up:</p> <p>Writing the word “福” to bless New Year</p> <p>2. Review the story and prepare to mime it:</p> <p>a. Students review the story of “年”, and the words “年兽”, “饺子”, “春联”, “过年”, “鞭炮”</p> <p>b. Groups clear roles to mime the story and the words, and chose one they interested to mime</p> <p>c. Ask teacher for help to instruct mimes</p> <p>3. Mimes</p> <p>a. Students picked up one of pieces (“年”, “年兽”, “饺子”, “春联”, “过年”, “鞭炮”) rolled paper from a box to mime it.</p> <p>b. Teacher commented them and gave them different stickers to encourage them.</p> <p>4. Conclusion and homework:</p> <p>a. Teacher stresses the key points and concludes the class.</p> <p>b. Give students the related video or text links about Spring Festival Customs to ask students preview at home.</p>			
4	<p>Lesson: 4 Spring Festival Customs</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Warm up:</p> <p>Paper-cutting “春”</p> <p>2. Grouping learning:</p> <p>a. Students watch the video again and can understand five scenes of Spring Festival</p> <p>b. Studying together with group and master the phrase</p>			

	<p>and words in the 5 scenes (“大扫除”，“年夜饭”，“放鞭炮”，“拜年”，“祭祖”): “新年快乐”，“恭喜发财”，“身体健康”，“万事如意”，“生意兴隆”，“压岁钱”，“财神爷”，“团圆饭”，“贴对联”，“吃汤圆”</p> <p>3. Asking and answering questions</p> <p>When students watch videos about Spring Festival Customs and study the, students can ask teacher questions with mini acts or mimes what they cannot understand by themselves, and teacher use mini acts or mimes to help students understand the story and words well.</p> <p>4. Conclusion and homework:</p> <p>a. Teacher stresses the key points and concludes the class.</p> <p>b. Give students the related video or text links about next class to ask students review at home.</p>			
5	<p>Lesson: 5 Spring Festival Customs</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Warm up:</p> <p>Play a short “Kung Fu”</p> <p>2. Review and mini acts 5 scenes</p> <p>a. Students review the five scenes of customs of Spring Festival</p> <p>b. Groups clear roles to use mini acts play (“大扫除”，“年夜饭”，“放鞭炮”，“拜年”，“祭祖”)</p> <p>c. Ask teacher for help to instruct mini acts</p> <p>3. Mini Acts shows</p> <p>a. Students use mini acts explain the 5 scenes of customs of Spring Festival by applying phrases in the scenes (“新年快乐”，“恭喜发财”，“身体健康”，“万事如意”，“生意兴</p>			

	<p>隆”，“压岁钱”，“财神爷”，“团圆饭”，“贴对联”，“吃汤圆”)</p> <p>b. Teacher commented them and gave them different stickers to encourage them.</p> <p>4. Conclusion and homework:</p> <p>a. Teacher comments the mini acts and concludes the class.</p> <p>b. Give students the related video or text links about Best wishes of Spring Festival to ask students preview at home.</p>			
6	<p>Lesson: 6 Best wishes of Spring Festival</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Warm up:</p> <p>Watch a short cartoon video about Spring Festival</p> <p>2. Grouping learning:</p> <p>a. Students watch the video again and can understand the meaning of Wishes of Spring Festival</p> <p>b. Studying together with group and master the sentences “祝各位同学在新的一年里， 团团圆圆， 健康快乐， 学习步步高升”，“朋友提前拜个年， 好运一年接一年”</p> <p>3. Asking and answering questions</p> <p>When students watch videos about the Best Wishes of Spring Festival and study the sentences, students can ask teacher questions with mini acts or mimes what they cannot understand by themselves, and teacher use mini acts or mimes to help students understand the story and words well.</p> <p>4. Conclusion and homework:</p> <p>a. Teacher stresses the key points and concludes the class.</p> <p>b. Give students the related video or text links about next class to ask students preview at home.</p>			

7	<p>Lesson: 7 Best wishes of Spring Festival</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Warm up:</p> <p>Playing game “New Year’s Clap”</p> <p>2. Review the sentences and play it in one scene:</p> <p>a. Students review the sentences “祝各位同学在新的一年里， 团团圆圆， 健康快乐， 学习步步高升”，“朋友提前拜个年， 好运一年接一年”</p> <p>b. Groups clear roles to use mini acts to apply in scenes they studied</p> <p>c. Ask teacher for help to instruct mini acts</p> <p>3. Mime and Mini Acts</p> <p>a. Students use mini acts to play two sentences in the scenes which studied before</p> <p>b. Teacher commented them and gave them different stickers to encourage them.</p> <p>4. Conclusion and homework:</p> <p>Teacher comments the mini acts and concludes the class.</p> <p>Give students the related video or text links and ask students to review at home.</p>			
8	<p>Lesson: 8 Final presentation and post test</p> <p>Duration: 60 minutes</p> <p>Teaching and Learning Steps:</p> <p>1. Review:</p> <p>Teacher helps students review what they learned of this Spring Festival topic</p> <p>2. Posttest:</p> <p>1. Students picked up three pieces (“新年快乐”，“恭喜发财”，“身体健康”) which used mostly in the Spring Festival</p>			

	<p>of rolled paper from a box to mime it.</p> <p>2. At the same time, there are 5 Spring Festival (“大扫除”, “年夜饭”, “放鞭炮”, “拜年”, “祭祖”) scenes which Chinese are familiar with. Students picked up a rolled piece of paper created a complete mini story of their own creative design.</p> <p>3. Students prepared for ten minutes and presented two shows: 1) One member of the group mimed to other students who guessed what words were being mimed in two minutes. Teacher assessed them by the mime analytical rubric and gave them scores of each subskills of mimes. 2) Students presented their mini stories in 3 minutes. Teacher assessed each of their subskills of mini acts and gave scores by the rubric of mini-act.</p>			
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Experts Assessments of IOC Lesson Plans

NO.	Experts 1	Experts 2	Experts 3	IOC
1.	+1	+1	+1	1
2.	+1	+1	+1	1
3.	+1	0	+1	0.67
4.	+1	+1	+1	1
5.	+1	+1	+1	1
6.	+1	0	+1	0.67
7.	+1	0	+1	0.67
8.	+1	+1	+1	0.67
IOC	0.835			

Item Objective Congruence (IOC) for the Pre test

NO.	Content	Experts Review		
		+1	0	-1
1. Mini acts	你知道春节的一些祝福语吗？请作出动作并说出它。(Do you know some best wishes in Spring Festival? Please choose one and use mini acts to describe it.) 1. 新年快乐 2. 恭喜发财 3. 身体健康			
2. Mimes	你印象中中国人怎么过春节的？请选择下面的一个场景表现出来。(4)(In your imagination how Chinese spend their Spring Festival? Please choose one situation and mime it.) 1. 大扫除 2. 年夜饭 3. 放鞭炮 4. 拜年 5. 祭祖			

Experts Assessments of IOC Pre-test

NO.	Experts 1	Experts 2	Experts 3	IOC
1.	+1	+1	+1	1
2.	+1	+1	+1	1
IOC	1			

Item Objective Congruence (IOC) for the Post test

NO.	Objective	Experts Review		
		+1	0	-1
1. Mimes	<p>下面是一些春节的祝福语, 请用你的理解做出它 (Here are some Best Wishes of Spring Festival, please do it follow your understanding)</p> <ol style="list-style-type: none"> 1. 恭喜发财 2. 新年快乐 3. 身体健康 			
2. Mini acts	<p>如果你在中国你会怎么过春节并说出至少两句祝福语 (If you are in China, What will you spend your Spring Festival and Best wishes will you use. Using mini acts to present it to the whole class. Following are 5 situations that students can choose one to play it)</p> <ol style="list-style-type: none"> 1. 大扫除 2. 年夜饭 3. 放鞭炮 4. 拜年 5. 祭祖 			

Experts Assessments of IOC Post-test

NO.	Experts 1	Experts 2	Experts 3	IOC
1.	+1	+1	+1	1
2.	+1	+1	+1	1
IOC	1			

Item Objective Congruence (IOC) for the Rubric of Mimes

NO.	Items	Objective	Experts Review		
			+1	0	-1
1	Expression and Body Language	Students' facial expression is vivid and body gestures are appropriate and smooth, they will get 4 score. One point 1 score.			
2	Team Work	Students play together well with abilities and Knowledge. They are very clear their roles. All completed they will get 4 score, one point one score.			
3	Creativity	Students prepare props to show their results. The show has their own imaginations. One point 2 score.			
4	Topic	Students can express the topic of Spring Festival clearly The show demonstrates that they are miming. All completed they will get 4 score, one point 2 score.			

Experts Assessments of IOC Mimes

NO.	Experts 1	Experts 2	Experts 3	IOC
1.	+1	+1	+1	1
2.	+1	+1	+1	1
3.	+1	0	+1	0.67
4.	+1	+1	+1	1
IOC	0.92			

Item Objective Congruence (IOC) for the Rubrics

NO.	Items	Objective	Experts Review		
			+1	0	-1
1	Fluency	Students can speak Chinese smooth, only few times of hesitations or 1-2 unclear words, they will get 4 score. One point 1 score.			
2	Pronunciation	Students' pronunciation is good and can be understood by listeners, they will get 4 score. One point 2 score.			
3	Vocabulary	Chinese Spring Festival vocabulary students use is appropriate and correct to the activity, they will get 4 score, one point 2 score.			
4	Expression and Body Language	Students' facial expression is vivid and body gestures are appropriate and smooth, they will get 4 score. One point 1 score.			
5	Team Work	Students play together well with abilities and Knowledge. They are very clear their roles. All completed they will get 4 score, one point one score.			
6	Creativity	Students prepare props to show their results. The show has their own imaginations. One point 2 score.			
7	Topic	Students can express the topic of Spring Festival clearly. The show demonstrates that they are miming. All completed they will get 4 score, one point 2 score.			

Experts Assessments of IOC Mini acts

NO.	Experts 1	Experts 2	Experts 3	IOC
1.	+1	+1	+1	1
2.	+1	+1	+1	1
3.	+1	0	+1	0.67
4.	+1	+1	+1	1
5.	+1	0	+1	0.67
6.	+1	+1	+1	1
7.	+1	+1	+1	1
IOC	0.91			

Item Objective Congruence (IOC) for the Observation Checklist

NO.	Activities	Experts Review		
		+1	0	-1
1	The teacher is patient and kind when giving answers and instructing to students			
2	The teacher is fair in assessing students			
3	Students contribute to this study because of teacher's interesting teaching way			
4	Students are happy that teacher teaches them more about Spring Festival knowledge			
5	Students show that the teaching materials are very interesting to learn			
6	Students like the teaching materials			
7	The atmosphere that teacher creates makes students feel comfortable and like it			
8	The atmosphere which teacher creates is suitable for students' level so that students study easily			
9	The link and text materials are accessible to students			
10	There are more facilities provided to students learning in different ways			
11	Other comments			

Experts Assessments of IOC Observation

NO.	Experts 1	Experts 2	Experts 3	IOC
1.	+1	+1	+1	1
2.	+1	+1	+1	1
3.	+1	+1	+1	1
4.	+1	+1	0	0.67
5.	+1	+1	+1	1
6.	+1	+1	0	0.67
7.	+1	+1	0	0.67
8.	+1	+1	+1	1
9.	+1	+1	+1	1
10.	+1	+1	0	0.67
11.	+1	+1	+1	1
IOC	0.88			

Item Objective Congruence (IOC) for the Semantic Differential Scale

NO.	Content	Experts Review		
		+1	0	-1
1	Happy _____ Unhappy			
2	Bored _____ Interesting			
3	Unclear _____ Clear			
4	Stressful _____ Relaxed			
5	Unfair _____ Fair			
6	Impatient _____ Patient			
7	Useless _____ Useful			
8	Difficult _____ Easy			
9	Dull _____ Enjoyable			
10	Traditional _____ Novel			

Experts Assessments of IOC Semantic Differential Scale

NO.	Experts 1	Experts 2	Experts 3	IOC
1.	+1	+1	+1	1
2.	+1	+1	+1	1
3.	+1	+1	+1	1
4.	+1	+1	+1	1
5.	+1	+1	+1	1
6.	+1	0	+1	0.67
7.	+1	+1	+1	1
8.	+1	+1	+1	1
9.	+1	+1	+1	1
10.	+1	0	+1	0.67
IOC	0.93			



APPENDIX F
THE SCORES OF MIMES AND MINI ACTS RUBRIS

มหาวิทยาลัยรังสิต Rangsit University

Pre-Test Scores of Mini acts Rubric							
	Fluency	Pronunciation	Vocabulary	Expression and body language	Team Work	Creativity	Topic
Group 1	1	2	1	3	3	2	1
Group 2	1	2	2	3	3	1	2
Group 3	1	2	1	2	2	2	1
Group 4	1	1	1	1	1	1	1
Group 5	1	1	1	2	2	1	1
Group 6	2	2	2	3	3	3	3
Group 7	1	2	1	1	2	2	2
Group 8	1	2	1	2	2	2	1
Group 9	2	2	1	2	2	2	2
Group 10	1	1	1	2	2	2	1
Mean	1.2	1.7	1.2	2.1	2.2	1.8	1.5

Post-Test Scores of Mini acts Rubric							
	Fluency	Pronunciation	Vocabulary	Expression and body language	Team Work	Creativity	Topic
Group 1	3	3	3	4	4	2	3
Group 2	3	3	2	4	3	2	2
Group 3	2	3	2	3	2	2	2
Group 4	2	2	2	3	2	2	2
Group 5	3	3	2	2	2	2	2
Group 6	4	4	4	4	3	3	3
Group 7	3	3	2	3	3	2	3
Group 8	2	2	2	2	2	2	2
Group 9	3	3	2	3	2	2	3
Group 10	3	2	2	3	2	2	2
Mean	2.8	2.8	2.3	3.1	2.5	2.1	2.4

Pre-Test Scores of Mimes Rubric				
	Expression and body language	Team Work	Creativity	Topic
Group 1	3	3	2	1
Group 2	3	2	1	2
Group 3	2	2	2	2
Group 4	1	1	1	1
Group 5	3	1	1	2
Group 6	3	3	3	2
Group 7	2	2	2	2
Group 8	2	2	2	1
Group 9	3	2	2	1
Group 10	1	2	2	1
Mean	2.3	2	1.8	1.5

Pre-Test Scores of Mimes Rubric				
	Expression and body language	Team Work	Creativity	Topic
Group 1	4	4	3	3
Group 2	4	4	2	3
Group 3	3	3	2	3
Group 4	3	2	2	2
Group 5	3	2	2	3
Group 6	4	4	3	3
Group 7	3	2	2	2
Group 8	3	2	2	2
Group 9	3	3	2	2
Group 10	2	2	2	2
Mean	3.2	2.8	2.2	2.5



APPENDIX G
REGULATING PERMISSION TO COLLECT DATA

มหาวิทยาลัยรังสิต Rangsit University

RANGSIT UNIVERSITY

เลขที่: 0891
วันที่: ๕ ก.พ. 2564

College: Suryadhep Teachers College
Ref. No: STC 4800/0794

Subject: Request for Permission to Collect Data for a Master of Bilingual Research at Samkok School, Pathumthani

Mr. Chuchart Thiengtham
Director of Samkok School
Pathumthani, Thailand

Dear Sir,

Miss Shi Lei, Student ID: ...6204850... is now studying in the Bilingual Program in Education Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She is now planning to collect the data with three research instruments—the Pre/Post Test the Classroom Observation Checklist and the Semantic Differential Scale for her thesis entitled "Using Mimes and Mini-Acts in a Primary Level Course to Improve Thai Students' Chinese Speaking Based on the Flipped Classroom Model"

After completion, this thesis will be taken as partial fulfillment of the requirements for the Degree of Master of Bilingual Education. It is hoped that the research findings will be useful for all the parties concerned to use for their benefits. Thus, I would like to seek for your kind permission for the student, Miss She Lei, Student ID: ...6204850.. to collect the data in your school.

On behalf of Rangsit University, I truly appreciate all the help and support you can give in Miss Shi Lei's thesis endeavor.

Rangsit University
Muang-Ake, Pathayathin Rd.
Pathumthani 12000, Thailand
Tel: 02-7791-9757
E-mail: rangsit.ac.th

วันที่: 1 ก.พ. 64
เวลา: 09.00 น.

กลุ่มงานวิชาการ

กลุ่มงานระบบบริหารงาน

กลุ่มงานบุคลากร

กลุ่มงานสิ่งจลนศึกษา

กลุ่มงานชุมชนและประชาสัมพันธ์

Date: 8 February, 2021

Your sincerely,
Usaporn Swekwi
(Associate Professor Dr. Usaporn Swekwi)
Dean of Suryadhep Teachers College
Rangsit University

(นายชูชาติ เทียงธรรม)

เรียน ผู้อำนวยการโรงเรียน
โรงเรียน สอนภาษาจีน
ทางมหาวิทยาลัยรังสิต
ขอเรียนขอขออนุญาต
เพื่อทราบ
พร้อมขอ
กลุ่มงานวิชาการ

1, ก.พ. 64



มหาวิทยาลัยราชภัฏสุรินทร์ Rajabhat University T: (66) 2997 2200-20
 วิทยาลัยศึกษาศาสตร์ Rangsit University, Prachayathin Rd. F: (66) 2791 5757
 นครสุรินทร์ 32000 Prachayathin 12000, Thailand E: info@rju.ac.th



บันทึกข้อความ

หน่วยงาน แผนก/ วิทยาลัยครูสุรินทร์

โทร. 1275

ที่ วสท 4800/0793

วันที่ 8 February 2564

เรื่อง ขอรียนเชิญท่านเป็นผู้เชี่ยวชาญการตรวจเครื่องมือของนักศึกษาจำนวน 1 คน ในหลักสูตร

Master of Bilingual Education วิทยาลัยครูสุรินทร์ มหาวิทยาลัยราชภัฏ

สิ่งที่ส่งมาด้วย เอกสารเพื่อการประเมินคุณภาพของ Pre/Post Test, Classroom Observation

Checklist, Semantic Differential Scale และ Lesson Plans รวม 4 ชุด

เรียน ดร.จุลติศ คัญทัพ


ด้วยวิทยาลัยครูสุรินทร์ มหาวิทยาลัยราชภัฏ ได้จัดให้มีการสอบปรีกษาแก่นักศึกษานิพนธ์ของนักศึกษาจำนวน 1 คน คือ MISS SIII L.EI รหัสนักศึกษา ...6204850..... ในหลักสูตร Master of Bilingual Education วิทยาลัยครูสุรินทร์ มหาวิทยาลัยราชภัฏ โดยมี ผศ.ดร. อัญชลี ชยานุวัชร เป็นที่ปรึกษาวิทยานิพนธ์เรียบร้อยแล้วเมื่อวันที่ 18 ธันวาคม 2564 ดังนั้น ในขณะนี้นักศึกษาจัดเตรียมเครื่องมือ 4 ชิ้น คือ Pre/Post Test, Classroom Observation Checklist, Semantic Differential Scale และ Lesson Plans รวม 4 ชุด เพื่อเก็บข้อมูลสำหรับงานวิจัย ชื่อ "Using Mimes and Mini-Acts in a Primary Level Course to Improve Thai Students' Chinese Speaking Based on the Flipped Classroom Model" ซึ่งมีวัตถุประสงค์เพื่อที่จะสามารถพัฒนาความสามารถในการพูดภาษาจีนของนักเรียนชั้นมัธยมศึกษา

หลักสูตรพิจารณาแล้วมีความเห็นว่าท่านเป็นผู้ที่มีความรู้ความสามารถที่จะได้ให้ข้อคิดเห็นที่จะเป็นประโยชน์กับงานของนักศึกษา จึงขอรียนเชิญท่านเป็นท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือของนักศึกษาทั้ง 4 ชิ้นในครั้งนี้ วิทยาลัยครูสุรินทร์ ขอขอบพระคุณท่านเป็นอย่างสูงที่ให้ความอนุเคราะห์ มา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร. ชูภาพร เสวกวิ)

คณบดีวิทยาลัยครูสุรินทร์


MEMORANDUM

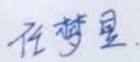
Faculty/College Suryadhep Teachers College **Tel:** 1275
Ref: STC 4800/0796 **Date:** 8 February 2021
Topic: Invitation to become an IOC expert for research instruments of a Bilingual Education student
Attachment: An IOC Form for Validity Checking of the Pre/Post Test, Classroom Observation Checklist, Semantic Differential Scale and Lesson Plans

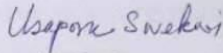
Miss. MENGYU REN
Lecturer of He Nan University of Animal and Husbandry Economy
Zheng Zhou, He Nan


Dear Madam,

Miss She Lei, a student in the Master of Bilingual Education Program of Suryadhep Teachers College, Rangsit University, has now passed her research proposal defense and is preparing her research instruments for use in the study. Her research is entitled **"Using Mimes and Mini-Acts in a Primary Level Course to Improve Thai Students' Chinese Speaking Based on the Flipped Classroom Model"**.

Thus, I would like to invite you to kindly be an IOC (Item Objective Congruence) expert for this study for the purpose of validity checking. Your kind support and contribution in this research activity will be greatly appreciated.



Yours sincerely,

 (Associate Professor Dr. Usaporn Swekwi)
 Dean of Suryadhep teachers College
 Rangsit University


MEMORANDUM

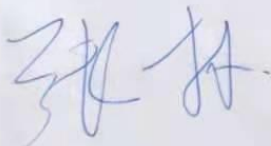
Faculty/College Suryadhep Teachers College **Tel:** 1275
Ref: STC 4800.0795 **Date:** 8 February 2021
Topic: Invitation to become an IOC expert for research instruments of a Bilingual Education student
Attachment: An IOC Form for Validity Checking of the Pre/Post Test, Classroom Observation Checklist, Semantic Differential Scale and Lesson Plans

Miss. LIN ZHANG
Lecturer of He Nan University of Animal and Husbandry Economy
Zheng Zhou, He Nan

Dear Sir,

Miss She Lei, a student in the Master of Bilingual Education Program of Suryadhep Teachers College, Rangsit University, has now passed her research proposal defense and is preparing her research instruments for use in the study. Her research is entitled "Using Mimes and Mini-Acts in a Primary Level Course to Improve Thai Students' Chinese Speaking Based on the Flipped Classroom Model".

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Yours sincerely,
Usaporn Swekwi
 (Associate Professor Dr. Usaporn Swekwi)
 Dean of Suryadhep teachers College
 Rangsit University

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The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a sunburst pattern of radiating lines. The text 'APPENDIX H' is centered over the logo.

APPENDIX H

DOCUMENTARY PROOF EXEMPTION BY ETHICS REVIEW

BOARD OF RANGSIT UNIVERSITY

มหาวิทยาลัยรังสิต Rangsit University

DPE. No. RSUERB2021-012



Documentary Proof of Exemption
By
Ethics Review Board of Rangsit University

DPE. No. RSUERB2021-012

Protocol Title Using Mimes and Mini Acts in a Secondary 1 Course to Improve Chinese Speaking Skills of Thai Students Based on the Flipped Classroom Model

Principle Investigator LEI SHI

Affiliation Suryadhep Teachers College, Rangsit University


How to review Exemption Review

This protocol complies with a "Research with Exemption"

Date of Approval: 07 / 04 / 2021

Date of Expiration: 07 / 04 / 2023

The aforementioned project has been reviewed and approved according to the Standard Operating Procedures by Ethical Committee of Research Institute of Rangsit University based on the Declaration of Helsinki and Good Clinical Practice

Signature..... 
(Assistant Professor Dr. Panan Kanchanaphan)
Chairman, Ethics Review Board for Human Research



BIOGRAPHY

Name	Shi Lei
Date of Birth	February 27, 1995
Place of Birth	Henan, China
Institution Attended	Henan University of Animal Husbandry and Economy, China Bachelor of Business ,2019 Rangsit University, Thailand Master of Education in Bilingual Education, 2020
Address	Henan, China 15837124925@163.com

