



**USING ROLE PLAY IN TEACHING CHINESE SPEAKING
SKILLS FOR A SPECIAL PURPOSE: A CASE STUDY
OF A PERFUME COMPANY IN THAILAND**

**BY
LINGYAO SONG**

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LINGYAO SONG

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Assoc.Prof.Marut Patphol, Ed.D.
Examination Committee Chairperson

Asst.Prof.Anchalee Chayanuvat, Ed.D.
Member

Nipaporn Chalermnirundorn, Ed.D.
Member and Advisor

Approved by Graduate School

(Asst.Prof.Plт.Off.Vanee Sooksatra, D.Eng.)

Dean of Graduate School

July 30, 2019

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Lingyao Song
Researcher

**6006861 : MAJOR: CURRICULUM AND INSTRUCTION;
M.Ed. (CURRICULUM AND INSTRUCTION)**

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The objectives of this study were to (1) examine the effectiveness of role play in enhancing Chinese speaking skills of perfume company staff in Thailand. (2) explore the learning satisfaction of the perfume company staff after using role play activities in learning Chinese. Mixed methods were employed and a group of 20 working staff who were working in a perfume company in Thailand was involved in the study. Four Lesson Plans of 120 minutes each (1 Lesson Plan = 2 Sessions) incorporating role play activities were used and taught for 8 sessions (2 sessions per week) with 20 participants within the time period of a month. The researcher collected the quantitative data through need analysis questionnaire, pretest as well as posttest scores and a qualitative data through focus group discussion (FGD).

The quantitative data were analyzed by paired sample t-test based on mean, standard deviation and significant value. The outcome of the learning achievement test score analysis revealed significant difference between the posttest mean ($\bar{x} = 3.51$) and pretest mean ($\bar{x} = 1.16$) with the mean difference of 2.35. The significance (P) value ≤ 0.01 which indicated significant increase in the posttest scores as compared to those of pretest. Analysis of the qualitative data of focus group discussion proved impact on students' learning satisfaction. The result showed that the use of role play activities was effective in enhancing Chinese speaking skills of perfume company staff in Thailand.

Student's SignatureThesis Advisor's Signature.....

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ABBREVIATIONS

Abbreviation	Meaning
CFL	Chinese as Foreign Language
HanBan	Chinese Language Council International
CSL	Communicative Language Teaching
HSK	Chinese Proficiency Test
EAF	English for Academic Purpose
EOP	English for Occupational Purpose
LSP	Language for Special Purpose
EFL	English as Foreign language
FGD	Focus Group Discussion
SD	Standard Deviation
IOC	Item Objective Congruence



CHAPTER 1

INTRODUCTION

This chapter presents the rationale of the study, objectives of the study, research questions and the significance of the study. Moreover, it also comprises the scope of the study, conceptual framework of the study, key terms definitions and the expected outcome of the study.

1.1 BACKGROUND AND RATIONAL OF THE STUDY

China has become a powerful economic engine since Deng Xiaoping's economic reformation beginning in the 1970s. In fact, China's economy has in recent years grown at an exponential rate, three times the rate of the United States' and faster than any other economy (Gu, 2005). China's remarkable accomplishments at the beginning of the 21st century have turned the country into a center of economic power in Asia, contributing to the promotion of Chinese language popularity both regionally and internationally. Moreover, with impressive profit potential and the low cost base of the Chinese workforce, global organizations are strengthening their operations in China. The success of these attempts lies in part in a good command of Chinese.

Since China has become a major player in the world economy, the demand for experienced professionals with Chinese language skills has increased dramatically. For people taking their first step into the job market, it is important to differentiate themselves from the crowd. Learning Chinese will provide you with an excellent chance to get a step ahead and attract the attention of future employers. Although English is still the most commonly used language for business, tourism and education communication in Asia, this is slowly but surely changing (Kanoksilapatham, 2012).

Mandarin Chinese, along with English and Spanish is one of the three most widely spoken languages in the world (Kevin, 2017). The first thought that gets in our mind when we think of Chinese is the complex diagrams (actually Chinese characters) which don't make any sense to any non-natives but it is the mode communication for 1.4 billion people in Mainland China. Especially in countries like Japan and Korea, and also in Indonesia, Thailand and Vietnam, Chinese is slowly becoming the most popular foreign language (Murali, 2018). If you take up the challenge to learn Chinese, you will not only be able to communicate with Chinese natives, but also more other Asians.

In view of the increasing economic exchanges between countries and China, it is also necessary to develop specialized business Chinese teaching for foreign workers. Business Chinese teaching involves some knowledge of Chinese business activities, information. Quite different from ordinary Chinese teaching, Business Chinese teaching is more targeted and professional.

Firstly, according to the latest data from the Ministry of Tourism and Sports of Thailand in 2018, the total number of foreign tourists to Thailand in 2017 exceeded 35 million, with the number of Chinese tourists exceeding 9.8 million, which was the highest proportion. Chinese tourists were still the biggest contributors to Thailand's tourism industry in terms of volume and revenue generation (Punta Parnu, 2018)

Secondly, in Thailand, English and Chinese have been included at every level of education as the second or foreign language among several 19 languages taught (Tangyuenyong & Choonharuangdej, 2010). Chinese language, in particular, has been offered as a foreign or second language, in both public and private schools in different programs of study. A research conducted by Luo & Limpapath (2016) in Thailand revealed that the students' attitudes towards the second or foreign language learning should benefit them in that the language would bring more opportunities and success to one's life. Students in Thailand who majoring in Chinese Language program, hold more positive attitudes than the students in the program of English and Mathematics, with a minor in Chinese.

Thirdly, Chinese studying in Thailand has been facing so many difficulties compared to other second language learning in Thailand. Ronnaphol (2016) stated that the ineffectiveness of the teaching and learning was students could not apply the knowledge to the real environment. Further, teachers lack the competency to teach and attract students' attention and enthusiasm.

Fourth, according to the association of Southeast Asian Nations (referred to as the ASEAN --Association of South-East Asia: ASEAN) economic development, political development and the variation tendency of Chinese economy, trade and foreign influence, as well as the need of Chinese talent in the workplace. Narueporn and Yang (2013) states that take the student as the center to promote the practice of classroom teaching, as well as arrangement of work based learning (Work-base learning) activities. The purpose of the practice of extra-curricular learning is to help students to explore, taking innovation spirit and the practice ability, giving ideas to students to actively participate in the natural activities and social life, so as to better complete the personnel training target.

In the 21st century education, there is a role play provides the opportunity for students to develop and revise their understanding and perspectives by exploring thoughts and feelings of characters in given situations. Saskatchewan Ministry of Education (2009, p. 46) mentioned that it could help students to improve empathy as they examine others' ideas, feelings, and points of view as first. Secondly, oral expression and interpretation skills as they use language to describe perceptions, emotions, and reactions; thirdly, decision-making and problem-solving skills as they gain experience in independent thinking and co-operative learning; and fourthly, speaking and listening abilities. Huang (2008) concludes that role play is really a worthwhile learning experience for both the students and the teacher. Not only students have more opportunities to "act" and "interact" with their peers trying to use the Chinese language, but also students' Chinese speaking, listening, and understanding will be improved. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. In this study, the staff represent certain character types in different

scenario which are sellers or buyers. The strong point of this activity is to form new language. staff also enjoy and relax while they are learning. Pollard (2008, p. 36) noted that role playing is a technique that involves students taking on a role and carrying out a discussion with each person playing their role.

Chinese learning for special purpose which is mostly used in working place can be recognized as business Chinese learning. Business Chinese has developed very rapidly in recent years. Spoken Business Chinese as the main business communicative activity is paid more and more attention by foreign learners. Thus, it is necessary to meet the needs of different learners (Jeffrey, 2005). In the past, there were very few classes which focused on business Chinese, though nowadays many Chinese classes have emerged specifically designed for people who do not have any background in the language.

Use of communicative classroom activities are based on small groups. The staff not only have a chance to play different roles, interact with peers and to communicate with in many different selling situations, but also apply their previous knowledge in several activities (JC. Richards, 2015). In this study, the participants are the staff in a perfume company in Thailand.

The reason why they were selected as the participants was that they had a big chance to deal with customers coming from China, and they had already known some basic communicative knowledge. However the researcher prepared needs analysis for the learners. From needs analysis, the other components of lesson plans design tended to fall into place. Once needs were identified, learning outcomes or objectives could be stated to reflect what those needs were and what the learners would able to do by the end of instruction.

The researcher has observed that staff who are working the shopping mall in Thailand still have the difficulty of using the target language for communicating effectively in real situation which refers to vocabulary, fluency, pronunciation and

comprehension in this study. As a result, the researcher has decided to use the role play to encourage staff to speak Chinese in a variety of different situation and help them learn to express the products and themselves. Additionally, the use of role play will help them improve their Chinese speaking ability, so that they are able to use the language in a more realistic and more practical way in real situations.

Thus, the aims of the study were to investigate the effectiveness of using role play situations to improve staffs' speaking skills for the staffs who were not competent in Chinese as well as their learning satisfaction. Also since they did not have a lot of opportunities to practice speaking Chinese in the company, this study, therefore, aimed to help to interact with their imaginary customers in Chinese classroom. Moreover, this teaching model was expected to improve staffs' satisfaction towards Chinese language learning.

1.2 RESEARCH OBJECTIVES

In this study, there are two objectives:

1.2.1 To examine the effectiveness of role play in enhancing Chinese speaking skills of perfume company staffs.

1.2.2 To explore the learning satisfaction of the perfume company staffs after using role play activities in learning Chinese.

1.3 RESEARCH QUESTIONS

With these concerned methods, questions are generated as follows:

1.3.1 Did role play activities enhance the perfume company staffs' in learning Chinese speaking skills?

1.3.2 What was the learning satisfaction of the perfume company staff after using role play activities in learning Chinese?

1.4 SCOPE OF THE STUDY

This research focused on developing Thailand perfume company staffs' Chinese speaking skills by using role play activities. In this study the data were collected from 20 staff of this perfume company in Thailand who enrolled in this project.

1.4.1 Participants

The participants of the study comprised of 20 adults of a perfume company in Thailand. Learners' age was around 35 years old with mixed genders.

1.4.2 Location of the study

The study was carried out in the perfume company. The company has been established for selling perfume products in few duty free malls in Thailand.

1.4.3 Timeframe

The study was carried out in the month of January to March, 2019. The teaching experiment lasted for four weeks, twice a week. Four lesson plans of 60 minutes were designed. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of the Study

Activity	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Literature Review	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Research Proposal	Red	Red	Red	Red					
Data Collection					Green	Green	Green		
Data Analysis & Report Writing								Blue	Blue
Final Defense									Purple

1.4.4 Content of Lesson Plans

For the study, researcher designed 4 lesson plans for 8 classes of 60 minutes in each class. The theme of the lesson was “Communication with Chinese Customers”. This study focused on teaching staff having the ability to communicate with the customers coming from China. Since this study was carried out for a special purpose, so there was no specific curriculum to follow, the lesson plans were designed after Need Analysis of learners that was done. By assuming, the speaking activities were developed based on the topics.

Table 1.2 Content of the Study

Lesson Plans	Topics
Test	Pretest
Lesson plan 1	Greetings
Lesson plan 2	Brand Name
Lesson plan 3	Number
Lesson plan 4	Payment Process
Test	Posttest

1.5 DEFINITION OF KEY TERMS

Role Play refers to the classroom activities that the staff of the perfume company in Thailand taking on different roles of humans in real life of shopping situation.

Chinese Speaking Skill refers to the ability of the staff of the perfume company in Thailand to express themselves correctly and suitably in different working situations in Chinese.

Chinese for Special Purpose refers to a program for the people who are already in an employment, with reference to the particular Chinese vocabulary and skills they need. In this study, the researcher focus on pronunciation, vocabulary, fluency and comprehension in different selling situation.

Staff in the Perfume Company refers to the staff of the perfume company in Thailand and are the research participants in this study.

Effectiveness of Role Play Activity refers to the staff can improve their Chinese speaking skill through role play activity in this study.

1.6 CONCEPTUAL FRAMEWORK OF THE STUDY

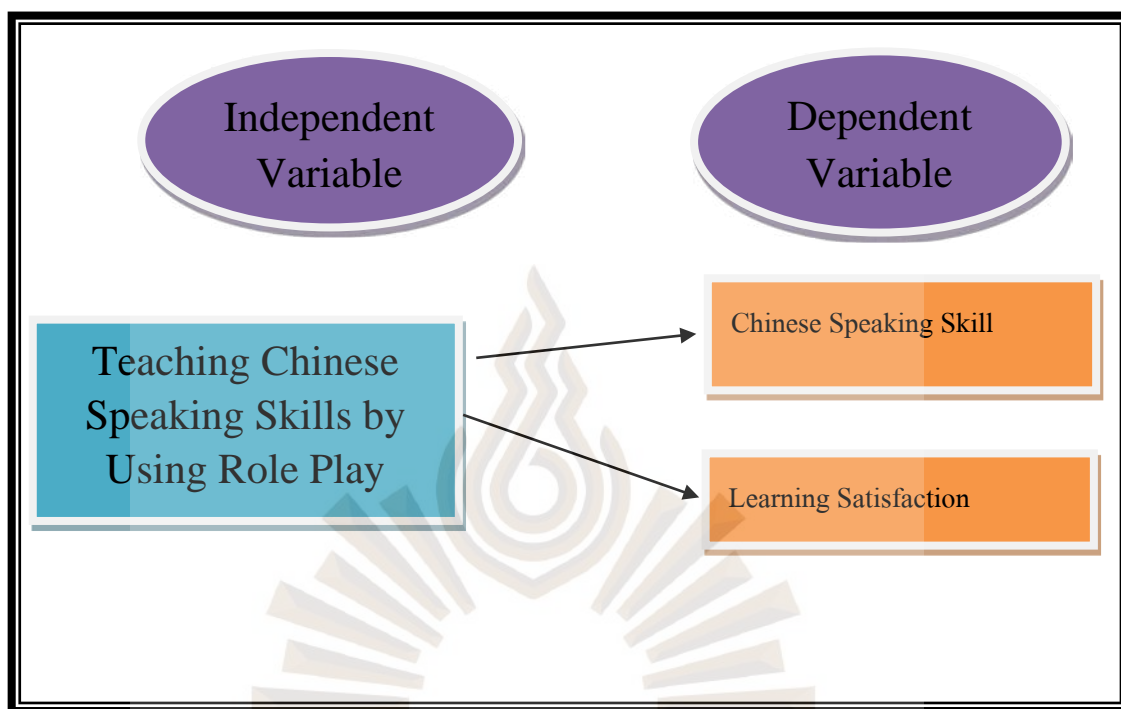


Figure 1.1 Concept Framework

As seen in the conceptual framework, independent variable was the teaching of speaking using role play which was used to enhance learners in learning Chinese speaking skill for a special purpose. The learner enhanced in Chinese speaking skill and their learning satisfaction were the dependent variables shown by the scores of the posttest compared with pretest.

1.7 RESEARCH HYPOTHESIS

Based on the review of the related literature mentioned before, the researcher states the hypothesis as follows:

1) The teaching and learning by the role play method would make a positive effect in enhancing staffs' Chinese speaking skills of the perfume company in Thailand.

2) The teaching and learning by the role play method would make positive learning satisfaction on staffs' Chinese speaking skills.

1.8 EXPECTED OUTCOME OF THE STUDY

The expected outcomes of the study were expected as follows:

1.8.1 To give idea to the teachers and help them develop the Chinese speaking skills by using role play activities.

1.8.2 And for the participants, the expected outcomes would their satisfaction of the study, they could communicate with their Chinese customers in their working position.



CHAPTER 2

LITERATURE REVIEW

This chapter presents the review of the related of literature and theoretical framework of the study. The results of other studies are closely related to the study are also discussed in this chapter.

2.1 HISTORY OF TEACHING AND LEARNING CHINESE AS A FOREIGN LANGUAGE

As China continues its rise on the global stage, demand for Chinese as a foreign language (CFL) continues to grow in European countries. In universities, enrolment on CFL courses is increasing and there is an emerging need to establish language programs to educate both students and teachers of CFL. Learning Chinese as a second or additional language for ethnic minority students who mainly from South Asian countries such as the Philippines, Indonesia, India, Nepal, and Pakistan (Zhang & Mette, 2014).

Considering that Chinese has a difficult writing system (Chinese characters). Phonological, morphological, and orthographic knowledge are all needed for character and word recognition, vocabulary learning, and Chinese text reading comprehension. One of the key issues in teaching and learning Chinese is teacher training, there are three major issues: the shortage of qualified Chinese language teachers, the professional standards for language teachers, and the pedagogical challenges for Chinese (Tsung & Cruickshank, 2011). And the increasing demand for Chinese language instruction has created many problems, one of which is the supply of 'high-quality trained' teachers. Another problem is the division between the European language teaching community and the Chinese teaching community, and this is

'exacerbated' by various efforts to quickly produce licensed Chinese teachers. Thus a professional standard is required.

2.1.1 Learning Chinese in Thailand

Thailand had the largest Chinese population in Southeast Asia. Ethnic Chinese made up 10 to 14 percent of the population of Thailand, or around 6 million to 9 million people (the range in numbers has to do with how mixed-blood Thai Chinese are counted). They are largely assimilated and many have intermarried with Thais. Bangkok has a large, influential Chinese community (Jeffery, 2014). According to historical situation, Thailand established relations with China since Sukhothai dynasty. From that time, many Chinese migrated to Thailand and had become the biggest minority group in the country. Along with the migration of the Chinese people to Thailand came the study of the Chinese language. Since then, Chinese language has been taught in Thailand for many years, but because of political reasons in the past, Chinese teaching has been stopped (Masuntisuk, 2009) In 1975, China and Thailand re-established diplomatic relationship. Modern Chinese teaching could continue to be taught from 1992, and in 1992 the study of the Chinese language was made to be a school subject in every level in school and had the same status as English, and also accessible to the public as China emerged as a major player in the world economy (Tangyuenyong & Choonharuangdej, 2010).

Masuntisuk (2009) stated that "Chinese schools" were the main Chinese language teaching sites. There were still some difficulties for Chinese teaching in Thailand: high demand, lack of professional teachers leads to ineffectiveness of teaching and learning; in appropriateness of textbook used as well as teachers lack the competency to teach and attract students' attention and enthusiasm.

According to Masuntisuk (2009), there were three types of schools that offer Chinese teaching in Thailand: Chinese schools, public schools and private schools. All students are required to learn Chinese in school, but the difference in the amount of hours spent teaching reflects the importance the schools' policy attached to the study

of Chinese language as in Table 2.1.

Table 2.1 Chinese Language Teaching Status in Thai Schools

Category	Chinese School	Public School	Private School
Kindergarten	compulsory	-	compulsory
Elementary	compulsory	-	compulsory
Middle School	compulsory	Elective subject/club	compulsory/elective
High School	compulsory	Study scheme/elective subject/club	compulsory/elective

Source: Masuntisuk, 2009, p. 2

Because of lacked non-native Chinese teachers teaching Chinese in Thailand, most Chinese teachers were native speakers, as they were from China. The textbooks came from two parts: one part was made by both Thai education ministry and Chinese Language Council International (HanBan); the other part was made in China, as they were original Chinese textbooks (Masuntisuk, 2009).

And from Table 2.1, Chinese was a compulsory subject or an elective subject in most schools in Thailand. Since there is no standardized curriculum, each school creates its own curriculum. This causes a lot of inconsistencies and incompatibilities.

2.2 SPEAKING SKILL

2.2.1 Definition of Speaking

According to Fulcher (2003), speaking was the verbal use of language to communicate with others. In the point of views of Crystal (2008) and Nirmawati (2015), speaking was the interaction between speakers and listeners. Speaking was the communication between people that communicating through sending and receiving a message by the use of language, and speaking was a productive skill of language learning and learners' skill made the learners able to use the target language to

communicate. It was an important part of everyday interaction.

Furthermore, Thintub (2007) stated that speaking was a behavior of communication utilizing languages that use listening skills. While Yamapai (2000) supported speaking with words, tones, and act to express emotions, knowledge, experience as well as the speakers needing the audience perception and responses. Also Waitayawanich (2002) stated that speaking was using speech, gestures and intonation to convey ideas to the listener in order for the listener to understand in the same way.

According to Cameron (2001) speaking was an activity of language to express a meaning in order to get the response from a listener. It could be assumed that speaking was the activity of a person to express his or her ideas, feeling or something in her/his mind to get a response from another person by spoken language. The other researchers have defined speaking follows:

Rubiati (2010) revealed five components that were generally recognized in the analysis of the speech process: (1) pronunciation (including the segmental features- vowels and consonants- and the stress and intonation patterns); (2) grammar; (3) vocabulary; (4) fluency (the ease and speed of the flow of speech); and (5) comprehension (for oral communication certainly requires a subject to respond to speech as well as to initiate it).

Spratt, Pulverness, and Williams (2005) stated that speaking was a productive skill, like writing. It involved using speech to express meaning to other people.

Richards (2008) stated that in speaking, we should tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

Caroline (2003) said that speaking was a basic oral communication among people in society. It was speaking which served as natural means of communication of

the members of the community for both expression of thought and a form a social behavior.

Mundhe (2015) explained that speaking was to expressed ideas opinions and desires and to established social relationship and friendships.

Wanhanasut (2008) defined speaking as an interactive action to communicate and to produce, receive, and process information.

From the above definitions, it can be inferred that speaking is communication between people that they are communicating through sending, receiving, expressing ideas, opinions or feelings to others by using language, words, and sounds.

2.2.2 The elements of speaking

Singpong (2002) suggested that the elements of speaking has effected speaking and consisted of four elements of speaking:

1) The speaker or sender is using language, tones, expressions and personality that is suitable with communication. The speaker has to observe, think, research and collect experiences for developing speaking skill to succeed.

2) A listener or receiver is an important person to a speaker. If a person succeeds in speaking, it depends on the listener too. The listener is a person who understands the message that is being told to them. So a good speaker will prepare information for the listener before speaking.

3) A message is information that the speaker conveys to a listener. The listener gets information and understands that good information with a clear purpose and scope.

4) A channel is the method that a speaker uses to transmit the message to the receiver by a language. The good speaker uses control languages in a clear and direct purpose.

Educational Research Techniques (2016) mentioned that the elements of speaking consisted of seven elements:

1) Speaker is the one who is attempting to share a message. A successful speaker needs to be convincing as well as possess authoritative knowledge of their topic. In addition, a speaker should have some enthusiasm for what they are sharing.

2) Message depends on the organizational skills of the speaker. The main points need to be clear and understandable. Ideas and supporting details need to be crafted in a way for maximum impact.

3) Channel is the medium through which the message comes.

4) Listener is the person who is receiving the message through a channel. To communicate effectively, a speaker must be able to empathize or see the world from the viewpoint of the audience.

5) Feedback is the message the listener sends to the speaker. This most often happens in face-to-face settings and involves body language. The speaker needs to monitor this and make necessary adjustments in their presentation in order to fully engage or convince the audience depending on their goal.

6) Interference is anything that slows down the effectiveness of communication when speaking.

7) Situation is the context in which the communication takes place. A speaker must keep in mind the situation when preparing. The appropriateness of jokes and criticism depends on the situation that one is required to share.

Underhill (2000) mentioned that the elements of speaking consisted of three elements:

1) A speaker is sending a message and information to a listener.

2) A message is information that the speaker sends to the listener.

3) A listener receives information from the speaker.

According to Course Hero (2016) mentioned that the basic communication model consisted of five elements of communication.

1) Sender: The sender plays the specific role of initiating communication. To communicate effectively, the sender must use effective verbal as well as nonverbal techniques. Speaking or writing clearly, organizing your points to make them easy to follow and understand, maintaining eye contact, using proper grammar and giving accurate information are all essential in the effectiveness of your message.

2) Receiver: The receiver means the party to whom the sender transmits the message. A receiver can be one person or an entire audience of people. In the basic communication model, the receiver is directly across from the speaker. The receiver can also communicate verbally and non-verbally. The best way to receive a message is to listen carefully, sitting up straight and making eye contact.

3) Message: The message may be the most crucial element of effective communication. A message can come in many different forms, such as an oral presentation, a written document, an advertisement or just a comment. In the basic communication model, the way from one point to another represents the sender's message traveling to the receiver.

4) Channel: The message travels from one point to another via a channel of communication. The channel sits between the sender and receiver. Many channels, or types of communication exist, from the spoken word to radio, television, an internet site or something written, like a book, letter or magazine.

5) Feedback: The last element of effective communication, feedback, describes the receiver's response or reaction to the sender's message. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

From the above definitions, the elements of speaking were clarified very well. If the speaker wants to give an effective speaking, good messages, good channel and good presentation are needed.

2.2.3 Communicative Competence

The communicative competence means learners' abilities, which leads them to interact with other speakers with correct meaning in each situation.

Richards (2006) supported that the communicative competence was grammar competence to produced sentences and learned how to create sentences, so grammar competence was important to build sentences. There were four benefits from grammar competences.

- 1) Using languages with different purpose and duty.
- 2) Using various languages that depends on the kind of listeners such as informal language or formal language.
- 3) Producing language and understanding different information of many kinds such as a story, report, interview, and conversation.
- 4) Knowing the methods for communication although it is limited to learn only one language.

Brown (2001) suggested that the communicative competence consisted of four skills.

- 1) Pronunciation is the way a word or language is spoken or produces the sounds speech that covered the way for the speaker to speak clearly. Communications will success if the speaker speaks clearly, so teaching pronunciation, stress and tone are very important.
- 2) Fluency is speaking competence that fluently and automatically in speaking
- 3) Vocabulary is a word, compound noun and idioms that speaker speaks correctly and fluently. The speaker speaks foreign languages and should know vocabulary enough and uses words correctly.
- 4) Accuracy is correctness of the language being produced by the speaker. The speaker will produce sentences or words like grammar structure and speak fluently.

From the above definitions, the communicative competence person needs to master in grammar pronunciation, vocabulary, fluency and correctly. Using correctly languages with propose, several of languages, correctly with situations, solve problems between communication.

2.2.4 Teaching of Speaking

Speaking is the way we communicate or relay feelings and desires to listeners by using speech. Speaking is a human behavior that concerns at least two people.

Spratt et al. (2005) suggested that speaking was a complex skill, and the learners in the classroom need help to prepare for speaking. So activities in a speaking lesson should follow this pattern:

- 1) Lead-in: an introduction to the topic of the lesson plus, sometimes, activities focusing on the new language.
- 2) Practice activities or tasks in which learners have opportunities to use the new language.
- 3) Post-task: activities in which learners discuss the topic freely or ask the teacher questions about the language used.

Brown (2001) identified that a pragmatic view of the language classroom, listening and speaking skills were closely intertwined. More often than not ESL curricula that treat oral communication skills will simply be labeled as “listening and speaking course.” Thus, the teachers must use appropriate, realistic and meaningful communication activities with the students as followed:

- 1) Conversational discourse: The bench-mark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of language.
- 2) Teaching pronunciation: There is a controversy over the role of pronunciation work in a communicative, interactive course of study. Because overwhelming majority of adult learners will never acquire an accent-free command of a foreign language.

3) Accuracy and fluency: All language performance centers on the distinction between accuracy and fluency. Both of them are very important while fluency may be needed more in speaking.

4) Affective factors: One of the obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting out that they are wrong, stupid, or incomprehensible. The teacher should encourage them to speak without fear.

5) Interaction effect: The greatest difficulty that learners encounter in attempts to speak is the interactive nature of most communications. Conversations are collaborative as participants engage in a process of negotiation of meaning.

2.2.5 Activities in a Communicative Language Teaching Classroom

Wallace, Stariha and Walberg (2007) mentioned that students could practice speaking in front of their peers who faced the same situation. Students could practice presenting information, answering questions and holding group discussion. Frequent classroom presentations and discussions enable teachers to diagnose and remedy problems.

Richard (2006) pointed that the activities of communicative language teaching (CSL) with more specific details, including:

1) Task-completion activities: puzzles, game, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

2) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

3) Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

4) Information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form. For

example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

5) Reasoning-gap activities: these involve deriving some new information from given information through the process of inference, practical reasoning, and working out a teacher's timetable on the basics of given class timetables.

6) Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information clues.

2.2.6 Chinese Speaking Ability

The council of Europe has provided a comprehensive and transparent system for describing levels of language proficiency and for the easy comparison of language qualifications as followed:

1) Proficient user

Mastery: Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Effective Operational Proficiency: Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes.

2) Independent user

Vantage: Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

Threshold: Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.

3) Basic user

Waystage: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Breakthrough: Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she

knows and things he/she has.

It is vital that the speaker finds out his speaking ability. After he finds out his weak points in speaking, so he can monitor himself or ask for help from others. To improve speaking skills, learners can not concern about making mistakes. It is often a benefit to learn from mistakes.

2.2.7 Teaching Chinese Speaking

Pronunciation, vocabulary and grammar are the three major elements of learning a language. Just like learning other languages, listening, speaking, reading and writing are the basic skills of learning Chinese. Majority communication activities occur in daily life between people was done by "speaking", so that speaking skill is important for communication.

According to Liu (2013), there were few difficulties in teaching Chinese:

1) The basic requirement for Chinese speaking class was let the student speak. Some students were willing to express themselves, willing to interact with teachers and classmates in class, and thus got a better learning effect. But some other students, for reasons like shyness or other cultural reasons, they just kept silent in class and failed to speak in the public, so that the teaching effectiveness was greatly reduced.

2) The teacher failed to carry out the point of interest of the students, or he/she had limited knowledge of how to organize the class. As a result, students had no participation in the class, the effectiveness of learning is affected.

3) As Chinese speaking skill learning was a gradual process, during the process, some students may not have significant development, lost of confidence and frustration in learning Chinese would increased.

Due to the complex and changeable expression forms of Chinese, if you want to learn Chinese well, you must have enough practice of speaking, and speaking is a difficult part of Chinese learning. In teaching Chinese as a foreign language, friction between teachers and students is inevitable due to cultural differences. Therefore, trust

and mutual respect must be established between teachers and students.

2.2.8 Rubric for Chinese Speaking Assessment

Hans (2014) mentioned that it was indispensable for the teachers to create rubric to evaluate speaking skills. There were different criteria for a speaking assessment, but it all can be concluded as follows:

- 1) Background knowledge: Relevant to the topic.
- 2) Fluency: It refers to the ability to speak smoothly and at an appropriate speed, without any unnatural pauses.
- 3) Coherence: It means being logical and consistent. To make it simple, the listener asks a question, the speaker can answer the question fully and understandable.
- 4) Vocabulary: To do well in this area, the speaker needs to have a wide ranging vocabulary and use that vocabulary accurately.
- 5) Grammar: The ability to avoid making grammar mistakes. The speaker has a wide enough range of grammar to be able to talk.
- 6) Pronunciation: The main consideration is that the speakers' speech is clear and easy to understand.

According to Chinese Proficiency Test (2018), normally called HSK divided the criteria and requirements of Chinese proficiency into six levels:

Level 1: Able to understand and use some very simple Chinese words and sentences to meet the specific needs of communication, with the ability to learn Chinese further.

Level 2: Able to use Chinese to communicate in the daily topics with simple and direct vocabulary, have the ability to achieve the level of elementary Chinese excellence.

Level 3: Able use Chinese to complete basic communication tasks in life, study and work.

Level 4: Talk about a wide range of topics in Chinese and communicate with native speakers more fluently.

Level 5: Can read Chinese newspapers and magazines, enjoy Chinese movies and TV programs, and give a relatively complete speech in Chinese.

Level 6: can easily understand the Chinese information you hear or read, and express yourself fluently in Chinese in oral or written form.

2.3 CHINESE FOR SPECIAL PURPOSE

Nowadays, the society becomes more and more global, having the ability to be bilingual or even multilingual is essential in order to communicate with diverse populations, particularly in a competitive global economy.

Casalena (2018) stated that global marketing became increasingly important, especially when products had a worldwide presence. A global or international marketing specialist is similar to a research analyst in that one will have to do quite a bit of analyzing and research. However, a marketing specialist works more towards improving a particular brand's presence in other countries, including China. Chinese language skills are a must for this position if a company or brand is trying to market their product in China. Strong marketing, design, administration and financial skills are also needed.

James (2011) explained that the impact of foreign-language competence on the job was visible across many dimensions: It created an environment in which employers and employees from diverse linguistic backgrounds were able to directly communicate about issues related to their workplace, and it facilitated inter employee communication, thus creating conditions for real collaboration—a more needed skill in the 21st-century workplace.

The Modern Language Association Ad Hoc Committee on Foreign Languages (Modern Language Association Ad Hoc Committee on Foreign Languages [M L A], 2007) argued that, directly and indirectly, the study of languages, their cultures, and literatures provided people with important job-related knowledge and skills that could give them a competitive edge.

Companies such as manufacturers and trading companies are good examples of the kinds of businesses where employees can use their Chinese language skills. In addition to companies with local production or sales facilities in China, numerous companies are working to expand their markets in the country. There is also an increase in the number of companies that employ Chinese nationals due to the rise in Chinese exchange students in Asian countries. Additionally, there are cases where Chinese language ability is required as a tool for internal communications. There is also a special test for Business Chinese, the full name of which is Business Chinese Test (BCT).

Wang (2016) stated the steps of business Chinese learning as follows:

1) Basic level of business Chinese

Students was learned to live and work in China, most of the requirements was in different environments of communication methods and skills. At this stage, teacher focused on pronunciation, vocabulary, sentence structure and basic Chinese cultural information. At the same time teacher helped establish the good communication in working place.

2) Intermediate level of business Chinese

In the intermediate stage, students was learned to express their views and related topics. Students was also learned to participate in confident negotiations and discussions.

3) Advanced level of business Chinese

To complete the advanced business Chinese course, students was required to conduct business negotiation, cooperation, investment and other related business activities with confidence and independence. Students need to be able to have direct business discussions in all business activities and get the business information they need from any newspaper or news report.

Bloomberg's study (2011), Mandarin Chinese was the most useful business language after English. Bloomberg (2011) ranked the top five languages as: Mandarin, French, Arabic, Spanish, and Russian (see Table 2.2).

Table 2.2 Top Business Languages Other Than English

Language	Number of Countries Where Language is Official	Number of Speakers, Millions	Population in Countries Where Official, Millions
Mandarin	1.0	845.0	1331.5
French	27.0	67.8	341.5
Arabic	23.0	221.0	361.7
Spanish	20.0	329.0	410.4
Russian	4.0	144.0	172.7
Portuguese	8.0	178.0	249.2
Japanese	1.0	122.0	127.6
German	6.0	90.3	109.3
Italian	4.0	61.7	68.4
Korean	1.0	48.8	48.7
Turkish	1.0	50.8	75.7

Source: Bloomberg (2011)

2.4 ROLE PLAY ACTIVITY

2.4.1 Definition of Role Play

Many researchers define role play in different ways.

According to Ments (1999), the word 'role' came 'from the word that was used to describe the roll of parchment on which an actor's part was written'. He also stated, "The concept of role acts as a short hand way of identifying and labeling a set of appearances and behaviors on the assumption that these appearances and behaviors are characteristic of a particular person and predictable within a given situation".

Woodhouse (2007) suggested how role play could be used as a beneficial technique for 'personal development' through case studies in 'healthcare strategy' with

a group of nursing students and how video recordings helped to observe the gradual progress of the individuals in 'a constructive way'.

According to Qing (2011), "Role play is defined as the projection in real life situations with social activities". Ments (1999) said, "In a role play each players act as a part of the social environment of the others and 220 provided a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group".

Mc Guire (2017) pointed that role playing was one kind of working through a scenario, a situation or a problem by assuming roles and practicing what to say and do in a safe setting. This kind of learning experience has several advantages and benefits when it is well organized by a good teacher or trainer. The guider can supplement their teaching methods with role playing in any content where it seems relevant. Even rehearsals of personal situations through role playing with trusted friend can prove beneficial learning opportunities.

Ladousse (2004) explained that role play was one of a whole gamut of communicative techniques which developed fluency in language students which promoted interaction in the classroom. Besides that, he stated that role play encouraged learner learning and sharing the responsibility for learning between teacher and learner. He pointed out that role play perhaps was the most flexible technique in the range of communicative techniques, with suitable and effective role-play activities, and teachers could meet an infinite variety of needs.

Heinich, Molenda, and Smaldion (2002) explained "role-playing" referred a type of simulation required playing or dramatizing a given situation in which the dominant feature was relatively open-ended interaction among peers. Being a useful method in the development of social skills, putting oneself in someone else position and in the motivation of learners has been proven. Counseling, interviewing, sales and customer services, supervision and management are the types of tasks lending them particularly to role-play.

Priscilla and Tazria (2010) described that when students were assigned a situation to role play in, they had put in the effort to think of the appropriate language that could be used to express their views and thoughts for communication. It also helped them to acquire speaking skill and oral fluency, which also helped to boost their confidence level. As speaking skill requires more 'practice and exposure', role play can play an effective role.

Role play in the classroom is a form of instruction in which you have students take the part of someone else so that they can understand a situation from a different perspective than they normally would. However, it is not a perfect form of instruction, as it has both advantages and disadvantages to its use.

2.4.2 Benefits of Role Play

Using role playing in the classroom can help teach learners in the class about certain situations in a relatable and dramatic fashion. This will cause the learners to better remember the situations, making role playing a good teaching method for new hypothetical theories. It allows the learners to play the roles of certain characters in these situations so they are able to see things from a new perspective.

Mc Guire (2017) said that when teachers conducted role playing, instructing students had the capability of developing deeper involvement and knowledge of about the issues at hand. Role play provided a safer environment to practice without real-life consequences. Teachers can observe realistic behavior in role playing that can be used to assess and diagnose where learners are in their level and development of knowledge. These observation assessments built into role playing instruction can also show how well learners can apply their learning.

Saskatchewan Ministry of Education (2009) pointed that it could help learners to empathy as they examine others' ideas, feelings, and points of view; oral expression and interpretation skills as they use language to describe perceptions, emotions, and reactions; decision-making and problem-solving skills as they gain experience in

independent thinking and co-operative learning; and speaking and listening abilities.

Holt and Kysilka (2006) mentioned that role play activities could be fun and lead to better learning. Because these activities use an interactional pattern between learners, they help foreign language learners to understand the importance of cooperation and to have an interest in learning.

Arham, Abdul Hakim, and Buahudin (2016) said that role play was very important in teaching speaking because it gave learners an opportunity to practice communicating in different social contexts and in different social roles. Besides that, it also allowed learners to be creative and to put themselves in another person's place for a while. Learners were not only passive learners but they become active learners since there are different activities that put them in an active process.

Goldenberg, Andrusyszyn, and Iwasiw (1994); Hemmingway and Lees (2001); Shankar (2006); Shearer and Davidhizar (2003) and explained that the effective use role play as followed:

- 1) It enhances communication. It demonstrates how people interact.
- 2) It highlights stereotyping.
- 3) It can be used to explore deep personal blocks and emotions.
- 4) It improves interpersonal skills.
- 5) It can be used with individuals or in group situations.
- 6) It increases empathy.
- 7) Students may become more aware of their own emotions.
- 8) It helps to identify emotions in others.
- 9) It helps individuals to learn to accept both their own feelings and those of others.
- 10) It develops a vocabulary with which to communicate feelings and emotions.
- 11) It may help students to separate their own feelings from those of others.
- 12) It may identify unethical practice.

13) It helps students to deal with difficult situations, such as suicide and breaking bad news.

14) It develops confidence and self-efficacy.

15) It develops cultural competence.

16) It is useful for a range of topics, including interviewing, counseling skills, personal relationships, team working (e.g. the multi-disciplinary team), leadership and cultural studies.

Holt and Kysilka (2006) confirmed that group work enlarged the availability of time available for oral interaction and permits many students to benefit from time allocated for speaking. Teaching in groups also reduced the inhibitions of the students who fell shy who cannot speak comfortably with the whole class. Role play can make all class be in engagement, and it can be interest and lead the whole group to be in a situation of effective learning.

2.4.3 Methods of Role Play

According to Cherif, Verma and Somevill (1998) stated that role play teaching would be divided into four stages:

- 1) Preparation and explanation of the activity by the teacher;
- 2) Role play activity to have a better understanding of the situation;

Discussion or the debriefing of the whole process.

There have already been some attempts to introduced a guide to set up a role play activity. Jan (2014) said if you were interested in trying out role-play there were a few practical questions that you should answer:

- 1) Where in the course/module would this approach work best?
- 2) Are there situations and interactions that students would benefit from being able to explore?
- 3) Would 'live' role-play be most appropriate or would it need to be staggered over a longer period of time?

4) Should the students take on all of the roles, will the tutor take a role, or can people with direct experience be involved, e.g. having a genuine client or patient play their own part?

5) How much technology should be involved? Which tools are most suited? What support would be needed? Are the students (and other tutors) ready for this?

Kodotchigova (2012) mentioned a step by step guide to set up a successful role play activity as followed:

Step 1: A situation for a role-play: Teacher should select role plays that interests students.

Step 2: Role play design: This step was to come up with ideas on how this situation may develop and the students' level of language proficiency.

Step 3: Linguistic Preparation: Teachers need to introduce any new vocabularies and expressions before the role play to make more confident acting out a role play.

Step 4: Factual Preparation: This step implied providing the students with concrete information and clear role description by using cue cards.

Step 5: Assigning the Roles: Teacher asked learners to act out a role play in front of the class. Mistake noted during the role play will provide the teacher with feedback for further practice and revision.

Step 6: Follow up: Once the role play was finished, spend more time on debriefing by asking every student's opinion about the role play and welcoming their comments.

Beyond that, Khemmani (2014) mentioned that techniques to set up more effective role plays as followed:

1) Preparing: Teacher sets clear goals, situations, and role plays. Develop situations as near as possible to a real-life situation. The learner sets the role play and content by themselves or they will try to solve the problem situations which set by the teacher.

2) Beginning the lesson: The teacher can encourage learners by many

ways. The teacher specified about the story that he/she prepared, and encourage the learners to think about the story.

3) Selecting players: Select the suitable players with the character's actions.

4) Preparing observers and audiences: The teacher explains to the audiences to help to understand the goals. The teacher should suggest about how to observe, how to record and the teacher makes the observation from the observers and audiences too.

5) Acting: Before that take place, learners may set scenes that the students can make easy. Teacher should close the observation if the students act out.

6) Analyzing and discussing acting: This is the most important step because it makes the learners clearly defined goals. The important technique is interview feeling and thinking of the players and the teacher records the information on the board.

2.4.4 Role Play in Classroom

Role play is a very flexible teaching approach because it requires no special tools, technology or environments, for example student could work through a role-play exercise just as effectively in a lecture hall as in a seminar room.

Krish (2016) clarified that the learners' feedback was divided into three categories as followed:

1) Preparation stage was the first learners' feedback that was recorded when the teacher started explaining. Learners start helping one another to decide who should talk. They enjoy work together and take pride in their roles.

2) Presentation stage was recorded when the learners perform a real life talk presentation. Throughout the presentation, the teacher took note of the positivity and tension, listened to others express their view, the confidence in speaking and amount of speaking words.

3) Post-presentation stage was recorded when the learners were given the opportunity to give their view and suggestion of the activity which could help the teacher prepare better future activities in other class.

Catherine (2010) also viewed the stages of role play as following:

1) Preparation:

Make sure learners have required background information to complete the task: Role play activities requires learners to have a basic understanding of some information. Assigned reading, attendance of lecture, or guided research may be required for students before they are ready to take on a new role.

2) During:

Create a “real-world” environment: Simulations and role-playing work best when it is as close to the real-world as possible.

Clearly define the each learner’s role: Make sure each learner has a clearly defined task.

Make sure learners have required information: Pose questions to the class or have a review before starting the simulation to ensure everyone is on the same stage.

3) After

Reflection: Have a moment for the learner to get feedback on their performance, either from the class as a whole, their partner/group, or from the instructor directly.

Schumann (2002) stated that role-playing of workplace situations allowed learners to practice applying their new knowledge before they had to face the real world. Role play enhanced learning in several important ways (1). Learners practice public speaking in a more relaxed format than that of a formal classroom presentation. In addition, role-playing gives learners an opportunity to respond to unanticipated questions or situations. Effective scenarios require learners to integrate learning from various courses as well as from their work experiences. The discussions can demonstrate that there are various solutions to a particular problem (2). Role play classes employ active learning and should engage all of the learners in each session. When the instructor also takes on a role, learners can become the “experts.”

There are many researchers who have given the meaning of role play. Nestel and Tierney (2012) described that role play activities could be performed in different ways; there were many variations on this theme. Learners can rotate through rules

within a single role-play with the intention of gaining insight into other roles or perspectives or players can be substituted at various points in the role play by observers. Role-playing allows students to prepare some of the information they plan to present, but also forces them to answer questions or discuss topics that they may not have anticipated. Many of the debates lead to interesting discussions about practices observed during work experiences or questions from previous coursework. The real world aspects of the course can be enhanced by inviting working professionals, such as a perfume appraiser or a perfume association tester, to participate in a class (Schumann, 2002). There are many kinds of role play to encourage the learners' speaking abilities, but only two of them that are considered in this study (Ladousse, 2004). One kind states having learners act as if they were components of a physical or biological system. The other kind involves an ethical issue. Learners act as humans in a situation where a decision must be made. Different learners are given brief descriptions of which you are, and may be a description of their feelings about the issue. Then the other learner acts out their roles and makes a decision about the issue.

Jantina (2017) explained that role play was a learning structure that allowed students to immediately apply content as they were put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. There were some effective influence of role play can be concluded from other researches as follows:

- 1) Role play activities are more practice revision activities than teaching activities, they are useful and more suitable for practicing an aspect of conversational proficiency than teaching new forms.
- 2) The instructor and students receive immediate feedback with regard to student understanding of the content.
- 3) Role play brings the outside world into the classroom, then it could have affective effects in terms of social interaction and cultural awareness.
- 4) Role play activities provide opportunities to react to these situations and to give the students a taste of real world.
- 5) Students take on a decision making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries.

6) Role play activities require active participation. The poorly motivated learners will be gradually drawn in to the activity when they see other students having a good time.

7) Real life situations and communications are unpredictable. Learners may learn all the correct forms of communication but may not know how to use them in real life appropriately.

John (2014) mentioned that role play has been a common training method among military branches, emergency response groups, and companies where quick decision-making is highly valued.

In conclusion, Role play provides a safe environment to encounter these scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles. Good role-playing requires good listening skills. In addition to understanding the words the other person is saying, it's important to pay attention to body language and non-verbal clues. Better to have your team develop these skills while role-playing than when they're trying to perform in the real world. No matter how outlandish a situation you create in a controlled environment, generally, something even more bizarre is bound to happen on the job. Role-playing will at least give your team the chance to get some experience in handling difficult situations and in developing creative problem-solving skills.

2.5 ADULT LEARNING

Hiemstra (2003) explained the term "adult" referred to someone having assumed financial and social responsibility for self and usually for others. Adult Education broadly defined means involvement by a person in learning throughout a lifetime. Involvement in learning can refer to formal programs designed for adults such as literacy classes, lecture series or informal learning involvement through self-study effort, church, community agency or private group.

Merriam (2001) pointed out tests provided that since older adults had less formal education and less opportunity to develop test taking skills, it only appeared

that they were less-capable learners than children. Children learn by building assemblies and sequences. Adults tend to spend more time making new arrangements than forming new sequences. Adult experiences and backgrounds tend to interfere with the learning of new concepts.

Every adult has various characteristics, and diverse aspects that impact each individual's learning experience. Awareness of those characteristics is important when looking at adult learning. According to McArthur (2009), there were few factors affect adult's learning improvement:

1) Race: "Race is a social construct used to organize people into groups according to their physical appearance" (Johnson-Bailey, 2002. p. 39). To be Asian, African American, Hispanic, Native American or Caucasian carries a different meaning with each classification. When participating in programs or classes as students, instructors or planners, the societal reigns of race are present.

2) Gender: Gendered behaviors and characteristics of masculinity and femininity tend to be based on socially and culturally determined beliefs rather than just psychological or biological sex differences.

3) Age: As adult learners, many different concerns arise due to the psychological thinking of individuals as well as the biological changes that cannot be controlled.

2.5.1 Adult Learning in Chinese Language

To talk about adult learning in Chinese language, we have to figure out why adult start to have interest in learning Chinese. According to Beiqing (2018), there were few reasons to explain why people start to learn Chinese as adult age:

1) China is currently the second largest economy in the world that has strong economic ties with world powerhouses such as the U.S., EU and etc.

2) Foreigners are attracted by Chinese culture and hope to have an in-depth understanding and experience of Chinese culture.

3) China has a huge market of business. More and more international companies keep an eye on the Chinese market.

That being said, one can only imagine the increase in demand for Chinese as a second language service. Grace (2015) explained that according to the Chinese Ministry of Education, there were 330 official institutions teaching Chinese as a foreign language around the world, with 40,000 foreign students enrolled. As of 2014, there were over 480 Confucius Institutes established on six continents. Confucius Institutes (孔子学院) are non-profit public institutions affiliated with the Ministry of Education of the Peoples Republic of China whose stated aim is to promote Chinese language and culture, support local Chinese teaching internationally, and facilitate cultural exchanges.

In 2010 alone, 750,000 people from around the world took the Chinese Proficiency Test (HSK). All these people from different industries, backgrounds are learning in hope to understand the often-misunderstood country better and benefit from knowing the most widely spoken language in the world whether it is for personal reasons or business opportunities.

2.6 RELATED RESEARCH AND STUDIES

Over the past years, many researchers studied on effects of using role play as a teaching method on foreign language teaching. Many researchers found out that using role play was more sufficient than traditional teaching, they conducted the investigation on the ways to improve achievement on teaching foreign language. Some related studies are summarized as followed:

Kohonen, Jaatinen, Kaikkonen, and Lehtovaara (2001) stated a study on learning language in a community classroom. The research examined that extending learning experiences from the foreign language classroom to the home and multilingual community focused on living in a global society. Language teachers should increase their abilities for developing their classroom as a collegial workplace and to expand their professional identity towards a language educator and a community developer.

Lin (2009) conducted a research on investigating role play implementation. The researcher tried to explore how Chinese EFL teachers could make effective use of role-play in their classroom teaching. The research explained that role play activities created an enjoyable and interesting learning environment in which students were encouraged to use their imaginations in designing and performing different roles and plots while employing authentic communication in the target language. It also stated that role play facilitated students' learning of the four language skills including listening, speaking, reading and writing, but it was apparent that the use of role play was more frequently involved in speaking and reading.

Niraula (2007) had an investigation on effectiveness of role play technique in teaching imperative. The research researched on both primary and secondary as sample group to meet the objectives of the study. Test items were used as the research tools in the study. The research found out that role playing technique was more effective than usual classroom teaching.

Huang (2009) studied on teaching Chinese as a second language and culture teaching. The research stated that language itself is a cultural phenomenon, it was a cultural carrier. Teaching Chinese as foreign language should focus on intercultural communication ability. It was actually to transform existing culture and knowledge to learner's own communication skills and improve learners' consciousness of intercultural communication in proper methods and techniques. Xing (2006) stated learning language aimed at how to acquire and use communicative competence. It was imperative for both teacher and learner to understand what kinds of factors will affect the learning performance and learning outcome.

Irianti (2011) carried out a research on using role play in improving students' speaking ability. This research used Classroom Action Research (CAR). The research concluded that role play activities could improve students' speaking ability, as it was shown by the score. It also proved that the positive response of the students toward the teacher's professionalism and their interest in learning speaking through the role playing technique.

Zhang (2015) researched on a Chinese teacher's exploration of teaching strategies. The research said that using conversation to promote language development was important for students with learning and behavior problems. If the teacher could plan some opportunities for students to engage in a conversation with their partners as they work, think and play, it would improve their learning use. The researcher suggested that Chinese teachers could use discussion groups instead of question-answer format in the classroom, and these conversations not to be long, the teacher could make students direct the topics.

Lourigan (2015) conducted a research on foreign language teaching towards Chinese teachers' experiences. The research described that the use of language for communication in "real life" situations, and highlights "what students could do with the language" rather than "what they know about language." Tsou (2005) noted that students' previous learning experiences could significantly influence their oral classroom participation behavior in the foreign-language learning classroom.

Putri and Sri Hariyati (2016) studied on improving students speaking ability by using role play. The research said that through tests and classroom observations, role play activities improved the speaking ability. Students had high participation in role play activities, it reduced their shyness and improves vocabulary and pronunciation.

To summarize this chapter, there have been a number of researchers conducted the research done in role play activities. The researchers related to the theoretical background and special background and special issues regarding of the use of role-play in foreign language learning. In addition, it was apparent that more research was needed to present a clear and comprehensive rationale for using role play in order to allow teachers to have a thorough understanding of the significance of role play in foreign language learning. Moreover, studies should be conducted in real classrooms to show its importance as well as teachers' and students' concerns for using role play.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the methodology used, including the research design, participants, research instruments and data analysis. This chapter also presents the reliability and validity of research instrument implemented in this study. This study aims at using role play activities to enhance Chinese speaking skills in certain situations to perfume company staff in Thailand and explore their learning satisfaction after using the role activities.

3.1 RESEARCH DESIGN

In this study, the research was a quasi-experimental study of a single group which was pretested and posttested design for quantitative data and qualitative data collection. The scores from both tests were analyzed by a computer program. The data were collected from various instruments including need analysis questionnaire, pretest, posttest, assessment of speaking ability and focus group interviews. Three professors checked the appropriateness and the validity of the instruments according to research objectives. The scores of IOC were calculated and analyzed. The average score of all instruments validity (IOC) in total was 0.95.

3.2 PARTICIPANTS AND LOCATION

3.3.1 The participants in this study were 20 participants (staff) working in the perfume company in Thailand. Participants' age were around 35 years old with mixed genders. They had limited experiences of dealing business with Chinese customers.

3.3.2 The study was carried out in the perfume company. The company has been establishing for selling perfume products in few duty free malls in Thailand.

3.3 RESEARCH INSTRUMENTS

Following research instruments were employed to gather quantitative data and qualitative data.

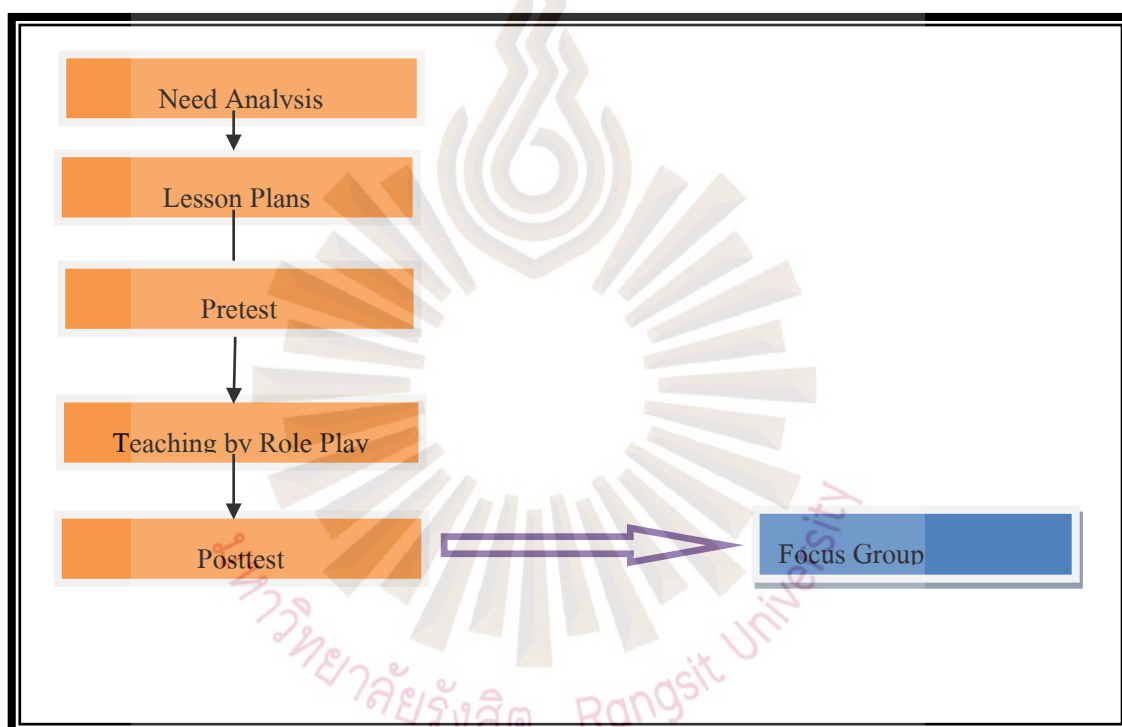


Figure 3.1 Illustration of Research Design

3.3.1 Need Analysis Questions

The need analysis questions were conducted at the very beginning of the study. Participants were given a questionnaire with specified questions to figure out what they wanted to learn through this study. The researcher developed the questionnaire according to foreign language speaking learning requirement and special request of the working situation. (see Appendix D)

3.3.2 Lesson Plans

The lesson plans were developed from the result of pre-questionnaire with staffs. These topics were about a basic conversation that could help learners easily to enhance Chinese speaking skill for a special purpose in the certain situations. (see Appendix F). The lesson plans details as follows:

Table 3.1 Lesson Plan Outline

Lesson	Topic	Learning Objectives	Hours
Lesson 1	Greetings	a. Participants will be able to pronounce at least five random words from the words selected from the short dialogue correctly after completing every activity.	2
Lesson 2	Brand Name	b. Participants will be able to give an example of each selected words at the end of the lesson correctly by given sentence. c. Participants will be able to answer the question at the end of the lesson correctly given by the teacher or other learners.	2
Lesson 3	Number	d. Participants will be able to make a conversation with other learner at the end of the lesson.	2
Lesson 4	Payment Process		2

The lesson plans using role play activities were developed by the researcher. The researcher taught twice a week for the duration of 4 weeks. Each class lasted 60 minutes. Lesson plans were implemented for the treatment sessions after the need analysis and after the role play intervention. This helped to analyze the effectiveness of role play activities in improving Chinese speaking skills. Lesson plans developing steps as follows:

- 1) The construction and the content of the lesson plans were planned and analyzed according to the result of need analysis questions.
- 2) The objectives of each plan and materials were set up by the researcher.
- 3) The lesson plans were submitted to the experts for checking its contents for reliability and validity.
- 4) The lesson plans were used for a teaching experiment with the participants.

Lesson developed in class as follows:

- 1) Participants were made into groups with two participants.
- 2) Participants instructed to read the dialogue and presented in front of the class.
- 3) Teacher helped and motivated participants to finish their practise on time. Teacher went around guiding them with an activity and giving appropriate examples if require.
- 4) At end of the class, participants were asked to perform in the selling situation in order to review the vocabulary and expressions what they have learn in the class.

3.3.3 Achievement Tests

The achievement tests contained role play conversation tests for testing the participants' learning achievement before and after the study. (See Appendix H). Participants were asked to speak on the same topic for both pretest and posttest. The achievement in this study was these 20 participants could express themselves in Chinese in different selling situations.

3.3.4 Focus Group Discussion

The focus group discussion was set after role play activities were done. Twenty participants were divided into 5 groups. The researcher and the participants conducted group discussion with specified questions to discuss what they had enhanced through

this study as well as their satisfaction of the study. (See Appendix J).

3.3.5 Rubrics

The rubrics was used to evaluate participants Chinese Speaking skill in their pretest and posttest. There were two teachers marking the participants scores during two tests (See Appendix L). One peer teacher was the HR staff of the company who could speak fluent Chinese. She was invited to evaluate pretest and posttest by using the rubrics.

3.4 VALIDITY

3.4.1 Validity for Need Analysis

Validity was defined as the means of measuring and meaningfulness, usefulness and appropriateness of the research instruments (Mohamad, Sulaiman, Sern, & Salleh, 2015). The index of item-objective congruence developed by Rovinelli and Hambleton (1977) is a procedure used in test development for evaluating content validity at the item development stage. In order to verify validity, the research instruments will give to three experts by utilizing the index of Item-Objective Congruence (IOC). One expert will be from China and the other two will be from Rangsit University. The IOC of the instruments will be calculated to see whether the item is aligned with the learning objectives or not. The researcher will calculate the total marks of the three experts for pretest and posttest by using the following formula

R= Total marks of experts

N= Number of experts

$$\text{IOC} = \frac{R}{N}$$

3.4.2 Validity for Lesson Plans

As the lesson plan were designed from the result of pre-questionnaire with staff, so all the lesson plans met the needs of staff. Certain topics could help learners easily to enhance Chinese speaking skill for special purpose in certain situations.

3.4.3 Validity for Achievement Tests

The method of this research applied role play activities through all lessons. In order to meet the objectives of this study to figure out whether role play activities can make positive effect in learning Chinese speaking skill or not. Set role play scenarios as achievement test were the direct way to check the improvements. Students were asked to do role play conversation. There are two roles in the test. One is sales person, the other one is customer. Each person has to ask three questions and answer your partner's questions. Scenarios in pretest and posttest were the same.

3.4.4 Validity for Focus Group Discussion

According to Peter (2017), focus groups could use in many types of research and could provide useful information. But it was important to conduct them in ways that made them reliable and valid. In this research, all participants were involved in the focus group discussion. They were divided into 4 groups with 5 participants in each group. This emphasis was on get detailed views of the participants, rather than get brief answers from a larger group, as was done with structured interviews and other methods.

3.4.5 Validity for Rubrics

One key to rubric validity was carefully selecting criteria with full scores of 4 that matched the concepts and skills taught. In this research, the research focused on Chinese speaking skill for special purpose. Speaking rubrics developed by Spoken Chinese Proficiency Grading Standards and Testing Guideline in 2010 was employed

to evaluate the speaking test. The participants did not have to speak very fluently but it should be understandable, and also they did not to memorize all Chinese words as long as they were able to express themselves in their working situation well enough.

3.5 DATA COLLECTION

Participants were required to do pretest before the study. Then the role play activities were involved into the study in teaching the speaking skill depending on the constructed lesson plans.

3.5.1 Consent of data collection

The researcher was granted permission from the company's head of HR department. She arranged the class so the researcher was able to apply role play activities with the participants.

3.5.2 Confidentiality

The researcher was ensured that all participants' information was to remain confidential pertaining to their participation in this study.

3.5.3 Ethics Consideration

An approval to carried out the study was obtained from Ethics Committee of Research Institute of Rangsit University (Letter of approval are attached in Appendix B). As the participants were adults, they were informed as sample for the study and were signed the participant sheets to ensure their legal and ethical rights by themselves.

3.6 DATA ANALYSIS

3.6.1 Quantitative Data Analysis

The collected data were analyzed by mean, standard deviation and T-test. In order to evaluate the effectiveness of the study, researcher used three methods to do comparison. T-test was applied to compare the scores of the pretest and posttest of the participants.

3.6.2 Qualitative Data Analysis

The collected data were analyzed by content analysis method. This enabled a more objective evaluation than comparing content based on the impressions of a listener.

3.7 RESEARCH PROCEDURE

The data collection was conducted in the year 2019. It composed of the following procedures:

- 1) The researcher went to the concerned company and built rapport with the concerned authority, discussed about using the language functions in appropriate situations.
- 2) The researcher had a questionnaire with specified questions to figured out what they want to learn through this study, which was called need analysis.
- 3) In collaboration with the head of the company, the researcher got a fixed period for carrying out the experimental teaching.
- 4) After the time fixed, the researcher experimented some activities to found out some references related to teaching Chinese for special purpose.
- 5) The researcher made lesson plans based on need analysis. Lesson plans were made to improve their speaking skill in order to communicate with customers. Four weekly lesson plans were designed, each weekly lesson plans

consisted of two periods consuming 1 hour per period each.

6) The researcher informed the participants the requirements of the study before class begin.

7) The researcher gave the pretest to the learners. The test was a role play scenario conversation test. Participants were required to act as a role and completed a communicative task.

8) The researcher taught the participants through role play activities that the researcher tried to create many dialogues with sales-based situation.

9) The researcher taught participants 8 classes through role play activities and at the end the researcher gave a posttest to the learners. The test was same as the pretest. The scores were collected by the participants from two tests would compared in order to see the improvements of participants.

10) The research conducted a focus group interviews with all participants to discussed the satisfaction of the study.

11) The research made an analysis of all collected data and found out the improvements during the study.

12) The research made a conclusion and findings after the study finished.

In summary, this chapter has explained the use of role play activities to enhance participants' Chinese speaking skill for special purpose: a case study of perfume company staff, the mixed methods study were administered. Pretest and posttest were used to collect data to find the improvement of speaking skill by using rubrics. Role play activities were implemented during the study to find out the effectiveness in improving speaking skills. All the ethical considerations were maintained in order to make sure the study was effectively and accountability.

CHAPTER 4

DATA ANALYSIS

The study was a quasi-experimental study of a single group which included a pretested and posttested design for quantitative data and qualitative data collection. Data were gathered with sample of 20 participants. Data analysis was conducted using a computer program. The research results can be presented in 3 parts as written below:

- 1) Need Analysis Questionnaire to Assess the Company Staffs' Speaking Needs of Chinese
- 2) Analysis of Pretest and Posttest by Descriptive Analysis
- 3) Analysis of Pretest and Posttest by Paired t-test
- 4) Satisfaction of Participants

4.1 QUANTITATIVE ANALYSIS

4.1.1 Need Analysis Questionnaire to Assess the Company Staffs' Speaking Needs of Chinese.

Table 4.1 Need Analysis Question 1

Answer	Number (person)	Percentage
Not at all	6	30.0
A little bit	14	70.0
Very well	0	0.0
Total	20	100.0

From Table 4.1 In the question, “I have basic knowledge of Chinese language (Only focus on Speaking)”, it was found that most of the participants chose “a little bit” which accounted for 70 percent. Six participants chose “not at all” as number of which accounted for 30 percent respectively.

Table 4.2 Need Analysis Question 2

Answer	Number (person)	Percentage
Fluency	4	20.0
Vocabulary	10	50.0
Grammar	1	5.0
Comprehension	5	25.0
Total	20	100.0

From Table 4.2, in the question “Which skills are emphasized in the class?”, it was found that most of the participants (10 staff) chose “Vocabulary” which was accounted for 50 percent of the total number of the participants. Five participants chose “Comprehension” which was accounted for 25 percent whereas four participants selected “Fluency” which was accounted for 20 percent and only 1 participant chose “Grammar” (5 percent).

Table 4.3 Need Analysis Question 3

Answer	Number (person)	Percentage
A class with lot of activities, pair/group work and projects.	5	25.0
Teaching only by the teacher & no activities by the students.	2	10.0
Teaching by the teacher & few activities during the class.	13	65.0
Total	20	100.0

From Table 4.3, in the question “What kind of class do you like?”, it was found that most of the participants (13staff) selected “Teaching by the teacher & few activities during the class” which was accounted for 65 percent. Five participants chose “A class with lot of activities, pair/group work and projects” which was accounted for 25 percent while only 2 participants chose “Teaching only by the teacher & no activities by the students” respectively.

Table 4.4 Need Analysis Question 4

Answer	Number (person)	Percentage
Working in pairs	10	50.0
Working alone	0	0.0
Working in groups (3 persons and above)	10	50.0
Total	20	100.0

From Table 4.4, In the question, “How do you prefer to do learning activities in the class?” It was found that most of the participants chose “Working in pairs” as same

as “Working in groups (3 persons and above)” as found the same number of 10 persons which was accounted for 10 percent.

Table 4.5 Need Analysis Question 5

Answer	Number (person)	Percentage
As a facilitator or guide	16	80.0
As someone in control of everything in class	4	20.0
As a spectator	0	0.0
Total	20	100.0

From Table 4.5, In the question “What kind of role do you like your teacher to have?”, it was found that most of the participants (16 staff) chose “As a facilitator or guide” which was accounted for 80 percent. Four participants selected “As someone in control of everything in class” which was accounted for 20 percent respectively.

Table 4.6 Need Analysis Question 6

Answer	Number (person)	Percentage
By hearing new words	5	25.0
By copying new words	10	50.0
By translating new words	5	25.0
Total	20	100.0

From Table 4.6, In the question, “How do you like to learn Vocabulary?”, it was found that most of the participants (10 staff) chose “By copying new words” as which was accounted for 50 percent. The answer “By hearing new words” and “By translating new words” which was found the same number of 5 participants or

accounted for 25 percent respectively.

Table 4.7 Need Analysis Question 7

Answer	Number (person)	Percentage
Watching videos	5	25.0
Reading aloud in class	12	60.0
Listening to CDs	3	15.0
Total	20	100.0

From Table 4.7, In the question, “What kind of teaching method you prefer in the class?”, it was found that most of the participants (12 staff) chose “Reading aloud in class” which was accounted for 60 percent. Five participants chose “Watching videos” which was accounted for 25 while 3 participants selected “Listening to CDs” which was accounted for 15 percent respectively.

Table 4.8 Need Analysis Question 8

Answer	Number (person)	Percentage
Doing oral practices	9	45.0
Discussing in the classroom	3	15.0
Playing games	8	40.0
Total	20	100.0

From Table 4.8, In the question, “What kind of teaching method you prefer in the class?”, it was found that most of the participants (9 staff) selected “Doing oral practices” which was accounted for 45 percent. Eight participants chose “Playing games” which was accounted for 40 whereas 3 participants chose “Discussing in the

classroom” which was accounted for 15percent respectively.

Table 4.9 Need Analysis Question 9

Answer	Favorite Topics	
	Number	(%)
A. Culture/Habit of China	7	7.8
B. Brand names in Chinese	15	16.7
C. Food	0	0.0
D. Advertising	9	10.0
E. Traveling	4	4.4
F. Flavour	0	0.0
G. Drama	0	0.0
H. Sports	0	0.0
I. Numbers	15	16.7
J. Famous people	8	8.9
K. Payment process in Chinese	17	18.9
L. Greeting	15	16.7
Total	90	100.0

Note: can answer more than 1 answer

From Table 4.9, In the question, “What are your favorite topics?”, it was found that the 3 top most of the participants chosen were the “Payment process in Chinese” was found as number of 17 persons which was accounted for 18.9 percent, followed by the answer “Brand names in Chinese”, “Greetings”, and “Numbers” were found the same number of 15 participants which was accounted for 16.7 percent. And 9

participants chose “Advertising” which was accounted for 10 percent respectively.

4.1.2 Analysis result of Pretest and Posttest by Descriptive Analysis

The first objective of the study was to examine the effectiveness of role play in enhancing Chinese speaking skills and their learning satisfaction of the perfume company staff. In this regards, the participants’ learning achievement in vocabulary, fluency, pronunciation, and comprehension were ascertained. The pretest and posttest were administered before and after the intervention of role play activity respectively. In order to identify the discrepancy between learning achievement scores in the pretest and posttest, a descriptive statistical analysis was computed.

Table 4.10 Mean Score and Standard Deviation of Pretest and Posttest

Test	Pretest			Posttest		
	\bar{X}	S.D.	Interpretation	\bar{X}	S.D.	Interpretation
Vocabulary	1.20	.410	Low	3.70	.470	High
Fluency	1.10	.308	Low	3.25	.639	High
Pronunciation	1.30	.470	Low	3.60	.598	High
Comprehension	1.05	.224	Low	3.50	.513	High
Total	1.16	.186	Low	3.51	.329	High

Note: 0-1.33 = Low; 1.34-2.67 = Moderate; 2.68-4.00 = High. (Source: Spoken Chinese Proficiency Grading Standards and Testing Guideline)

From Table 4.10 the pretest and posttest result by the analysis of mean score and standard deviation was found that

1) Pretest of Chinese language on the overall aspects was found in a low level as mean score is 1.16 (S.D. = 0.186). Once analysis each aspects, it was found that all aspects were in the low level which sort by order of mean score from

highest to lowest. The mean score of pronunciation was 1.30 (S.D. = 0.470); the mean score vocabulary was 1.20 (S.D. = 0.410); the mean score of fluency was 1.10 (S.D. = 0.308) and the mean score of comprehension was 1.05 (S.D. = 0.224) respectively.

2) Post-test of Chinese language on the overall aspects was found in a high level as the mean score is 3.51 (S.D. = 0.329). Once analysis each aspects, it was found that all aspects were in the high level which sort by order of mean score from highest to lowest. The mean score vocabulary was 3.70 (S.D. = 0.470); the mean score of pronunciation was 3.60 (S.D. = 0.598); the mean score of comprehension was 3.50 (S.D. = 0.513; and the mean score of fluency was 3.25 (S.D. = 0.639) respectively.

Table 4.11 Number, Percentage, Mean Score and Standard Deviation of Pretest

Test	Score (Number, %)				\bar{X}	S.D.	Interpet
	1	2	3	4			
Vocabulary	16 (80.0)	4 (20.0)	0 (0.0)	0 (0.0)	1.20	.10	Low
Fluency	18 (90.0)	2 (10.0)	0 (0.0)	0 (0.0)	1.10	.30	Low
Pronunciation	14 (70.0)	6 (30.0)	0 (0.0)	0 (0.0)	1.3	.470	Low
Comprehension	19 (95.0)	1 (5.0)	0 (0.0)	0 (0.0)	1.05	.224	Low
Total					1.16	.186	Low

Note: 0-1.33 = Low; 1.34-2.67 = Moderate; 2.68-4.00 = High. (Source: Spoken Chinese Proficiency Grading Standards and Testing Guideline)

From Table 4.11 the pretest result by the analysis of the test score and percentage each aspects of Chinese language, it was found that:

Vocabulary: most of the participants (16 staff) got 1 point out of 4 as found which was accounted for 80 percent. Four participants got 2 points which was accounted for 20 percent respectively. No one got 3 or 4 points.

Fluency: most of participants (18 staff) got 1 point out of 4 as found which was accounted for 90 percent. Two participants got 2 points which was accounted for 10 percent respectively. No one got 3 or 4 points.

Pronunciation: most of participants (14 staff) got 1 point out of 4 as found which was accounted for 70 percent. Six participants got 2 points which was accounted for 30 percent respectively. No one got 3 or 4 points.

Comprehension: most of participants (19 staff) got 1 point out of 4 as found which was accounted for 95 percent. One participants got 2 points which was accounted for 5 percent respectively. No one got 3 or 4 points.

Table 4.12 Number, Percentage, Mean Score and Standard Deviation of Posttest

Test	Score (Number, %)				\bar{X}	SD.	Interpet
	1	2	3	4			
Vocabulary	0 (0.0)	0 (0.0)	6 (30.0)	14 (70.0)	3.70	.470	High
Fluency	0 (0.0)	2 (1.0)	11 (55.0)	7 (35.0)	3.25	.639	High
Pronunciation	0 (0.0)	1 (5.0)	6 (30.)	13 (650)	3.60	.598	High
Comprehension	0 (0.0)	0 (0.0)	10 (50.0)	10 (50.0)	3.50	.513	High
Total					3.51	.329	High

Note: 0-1.33 = Low; 1.34-2.67 = Moderate; 2.68-4.00 = High. (Source: Spoken Chinese Proficiency Grading Standards and Testing Guideline)

From Table 4.12 the posttest result by the analysis of the test score and percentage each aspects of Chinese language, it was found that:

Vocabulary: most of the participants (14 staff) got 4 points out of 4 which was accounted for 70 percent. Six participants got 3 points out of 4 which was accounted for 30 percent respectively. No one got 1 or 2 points.

Fluency: most of the participants (11 staff) got 3 points out of 4 which was accounted for 55 percent. Seven participants got 4 points out of 4 which was accounted for 35 percent respectively. No one got 1 or 2 points.

Pronunciation: most of the participants (13 staff) got 4 points out of 4 which was accounted for 65 percent. Six participants got 3 points out of 4 which was accounted for 30 percent respectively. And 1 participant got 1 point out of 4 which was accounted for 5 percent respectively.

Comprehension: most of participants get 4 points as same number of participants get 3 points from the full score of 4 as found 10 participants which was accounted for 50 percent each. No one got 1 or 2 points.

4.1.3 Analysis of Pretest and Posttest by Paired – Sample T Test

Table 4.13 Compare the Differences of the Result by Using T test

Comparison	Pretest		Posttest		Mean Difference	t	P-value
	\bar{X}	S.D.	\bar{X}	S.D.			
1.Vocabulary	\bar{X}	S.D.	\bar{X}	S.D.	3.70 – 1.20	-21.794	.000*
	1.20	.410	3.70	.470	=2.50		
2.Fluency	\bar{X}	S.D.	\bar{X}	S.D.	3.25 – 1.10	-14.333	.000*
	1.10	.308	3.25	.639	=2.15		
3.Pronunciation	\bar{X}	S.D.	\bar{X}	S.D.	3.60 – 1.30	-15.657	.000*
	1.30	.470	3.60	.598	=2.30		
4.Comprehension	\bar{X}	S.D.	\bar{X}	S.D.	3.50 – 1.05	-21.466	.000*
	1.05	.224	3.50	.513	=2.45		
Overall 4 aspects	\bar{X}	S.D.	\bar{X}	S.D.	3.51 – 1.16	-28.687	.000*
	1.16	.186	3.51	.329	=2.35		
Significance level (p): < 0.05-significant							

From Table 4.13 It was found that:

Vocabulary: the mean of the pretest of the sample group was $\bar{X} = 1.20$ and the standard deviation was 0.41. In the posttest, the mean was $\bar{X} = 3.70$ and the standard deviation was 0.47. The mean difference between the pretest and the posttest was 2.50 showing an increase in the mean of the posttest.

Fluency: the mean of the pretest of the sample group was $\bar{X} = 1.10$ and the standard deviation was 0.31. In the posttest, the mean was $\bar{X} = 3.25$ and the standard deviation was 0.64. The mean difference between the pretest and the posttest was 2.15 showing an increase in the mean of the posttest.

Pronunciation: the mean of the pretest of the sample group was $\bar{X} = 1.30$ and the standard deviation was 0.470. In the posttest, the mean was $\bar{X} = 3.60$ and the standard deviation was 0.59. The mean difference between the pretest and the posttest was 2.30 showing an increase in the mean of the posttest.

Comprehension: the mean of the pretest of the sample group was $\bar{X} = 1.05$ and the standard deviation was 0.22. In the posttest, the mean was $\bar{X} = 3.50$ and the standard deviation was 0.51. The mean difference between the pretest and the posttest was 2.45 showing an increase in the mean of the posttest.

Overall 4 aspects: the mean of the pretest of the sample group was $\bar{X} = 1.16$ and the standard deviation was .186. In the posttest, the mean was $\bar{X} = 3.51$ and the standard deviation was .329. The mean difference between the pretest and the posttest was 2.35 showing an increase in the mean of the posttest. The significant value being 0.001, lower than 0.05 ($P < 0.05$) indicated that there was statistically significant rise in the posttest scores compared to the pretest scores.

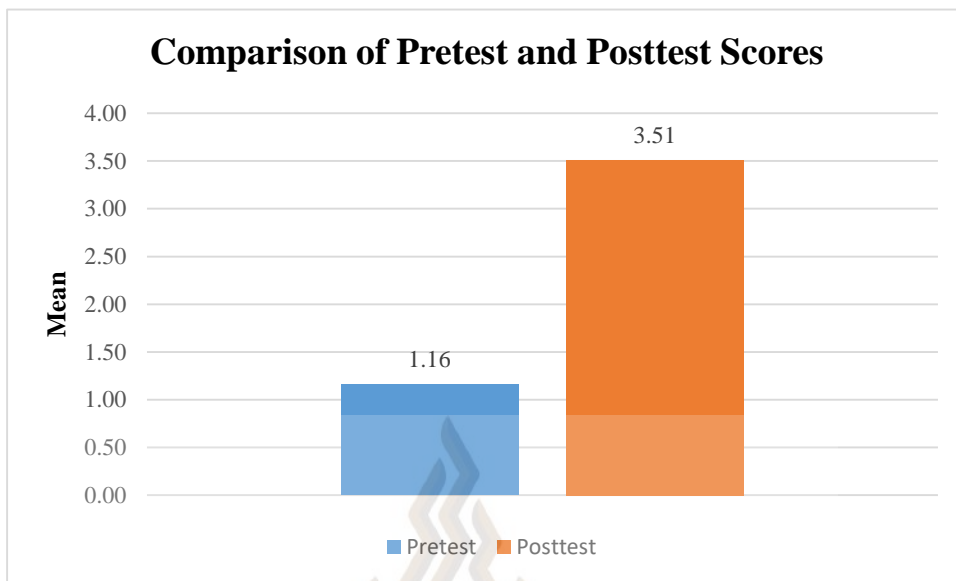


Figure 4.1 Comparison of Pretest and Posttest of 4 Aspects

Figure 4.2 illustrates the difference in the level of achievement of individual student in the pretest and the posttest. The posttest scores represented by the red line confirmed a significant increase in the score compared to the pretest scores (blue line). It reveals that every individual showed remarkable improvement in the posttest scores on the overall 4 aspects.

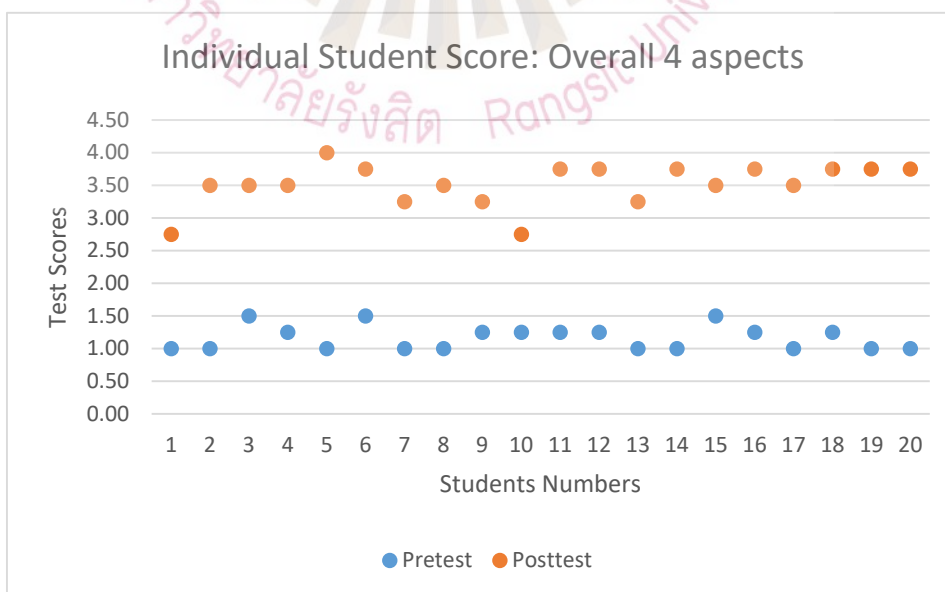


Figure 4.2 Individual participants performance of 4 Aspects

4.2 QUALITATIVE DATA ANALYSIS

4.2.1 Satisfaction of participants

Content analysis was used to analyze qualitative information from Focus Group Discussion. Ten open-ended questions were used with 5 groups of 4. The responses from the discussion were analyzed and the result of analysis was presented below:

Question 1: Did you have fun in the class?

It was found that all 5 focus groups had fun in the class which group 5 stated also that the role play activities were very interesting.

“Yes”. Focus Group 1 (FDG-1).

“Yes”. Focus Group 2 (FDG-2).

“Yes, role play activities are very interesting”. Focus Group 5 (FDG-5)

Question 2: Was an appropriate range of Chinese knowledge and speaking skills developed on your study?

All 5 focus groups agreed that it was an appropriate range of Chinese knowledge and speaking skills developed on their study which some of the group participants also stated that the teacher prepared very well, it was useful, the vocabulary were easy and easy to understand, and the vocabulary were those they want to learn exactly.

“Yes, teacher prepared very well”. Focus Group 1 (FDG-1).

“Yes, vocabulary are easy and easy to understand”. Focus Group 3 (FDG-3).

“Yes, the vocabulary are those we want to learn exactly”. Focus Group 3 (FDG-3).

Question 3: Did you think doing role play activities help you in learning Chinese? How?

All 5 focus groups agreed that doing role play activities helped them in learning Chinese. Some of them stated that while they played different roles, they were able to listen and talk to each other. Role play activities helped teach students in the class about certain situation in a related and dramatic fashion or role play activities allowed them to play the roles of sales and customer in different situation. Below are some of the statements from participants:

“Yes. Role play activities allows us to play the roles of sales and customer in different situation, so we are able to see things from a new perspective. And also give us enthusiasm in learning new language”. Focus Group 3 (FDG-3).

“Yes, in role play activities, we can get the opportunity to practice skills we might not use on a regular basis. Skills such as debating, reasoning and negotiating can be fixed in hypothetical situations”. Focus Group 4 (FDG-4).

“Yes, when teacher use role playing as instruction, we can have the capability of developing deeper involvement and knowledge about the issues at hand. And we have more chance to “act” and “interact” in different situation”. Focus Group 5 (FDG-5).

Question 4: Did the role play activities help you get on your understanding? How?

All 5 focus groups agreed that the role play activities helped them to get their understanding because it helped them to understood vocabulary easily and use vocabulary correctly in different situations. Role play activities could be used to develop skills which were needed to make learned information useful in the real world. Role play also allowed them to prepared some of information that they planed to present. They could try to understand the vocabulary, sentences, dialogue in a more

realistic way. Below present some of the statements from participants:

“Yes, it helps us to understand vocabulary easily and use vocabulary correctly in different situations”. Focus Group 1 (FDG-1).

“Yes. Depending on the intention of the activity, we can play a role similar to our own duty, and we are required to act and react depending on the requirements of the exercise.” Focus Group 2 (FDG-2).

“Yes. Role playing classes employ active learning and should engage all of us in each session. Effective scenarios require learners to integrate learning from various courses as well as from work experiences.” Focus Group 4 (FDG-4).

Question 5: Did you think role play is a good activity? Why?

The Group 1 and Group 4 agreed that the role play was a good activity. Focus groups who were agreed of this question was because role play activity was an excellent way of getting in practising any language. It was simulated to real life situations and allowed learners to act out what they would do in a real situation. Some of them thought role play could be a lot of fun and the learner’s partner could able to correct some mistakes. They were asked to listen out for both great bits of language that they would like to use, and some mistakes they heard. Below presents some of the statements from participants:

“Yes. Role play activities are an excellent way of getting in practising any language. They simulate real life situations and allow us to act out what we would do in a real situation”. Focus Group 1 (FDG-1).

“Yes. Role play activities will at least give us the chance to get some experience in handling difficult situation and in developing creative problem-solving skills”. Focus Group 3 (FDG-3).

“May be yes. It help us to understand the words the other person is saying, but not everyone is comfortable with role play activities, and this can affect performance. Some learners may fell intimidated by the idea of what they see as theatrics and maybe anxious about the training session if they know it contains a role play exercise.” Focus Group 4 (FDG-4).

Question 6: Did you understand the criteria being used to assess your work?

All 5 focus groups agreed that they could understand the criteria being used to assess their work. Some of them said that a role play exercise was an assessment activity in which learners could act out an imaginary scenario that closely mirrors a situation that could occur in the job they applied for. It could related to the reality work. And there was still someone participants felt embarrassing, exposing or even punishing, it was relied on the learners own understanding and applying. It was based on own experience that role play could generate relevant and engaging its full potential and discover how to use it well. Below are some of the statements from participants:

“Yes. A role play exercise is an assessment activity in which learners act out an imaginary scenario that closely mirrors a situation that could occur in the job we applied for”. Focus Group 1 (FDG-1).

“Yes. In role play activities, there is a related form of enactment which is used by employers as a basis for staff selection and to review the performance and development needs of key personnel.” Focus Group 3 (FDG-3).

“Yes. It is based on own experience that role play can generate relevant and engaging its full potential and discover how to use it well.” Focus Group 5 (FDG-5).

Question 7: In your experience, have you achieved what you expected to so far?

All 5 focus groups agreed that they had achieved what they were expected in their experience. Useful vocabulary, phrase, and sentences included in the classes. Some stated that teacher's preparation was good, and easy to understand through role play activities. They learned some useful information through this class. Below are the example of some statements from focus groups:

“Yes. I think teacher really analysis the result of the questionnaire that we done before. Useful vocabulary, phrase, and sentences included in the classes.” Focus Group 1 (FDG-1).

“Yes. Price, brand names, greetings, payment process are the basic steps of selling system. In order to complete the system, some phrases are needed.” Focus Group 2 (FDG-2).

“Yes. Teacher's preparation is good, and easy to understand through role play activities, we can put ourselves in the scenarios easily.” Focus Group 3 (FDG-3).

Question 8: Were you have the ability to communicate with Chinese people?

All 5 focus groups agreed that they had the ability to communicate with Chinese people which some groups were also stated that at least they could speak some words that customer could understand, and they could process the whole purchasing process in simple Chinese. Below are present some of the statement:

“Yes. At least we can say some words that customer can understand.” Focus Group 3 (FDG-3).

“Yes. We can process the whole purchasing process in simple Chinese.” Focus Group 5 (FDG-5).

Question 9: Which part of the class did you like the most? Why?

Many of them like to learn in different part or a similar part such as some of them like to learn new vocabulary, like to read word after the teacher because they felt it was interesting. However, some of the participants agreed and like almost the same way such as 1) about working in pairs because they could talk and learn from each other and it was a two-way learning; 2) the teacher's teaching methods. Below are present some of the statements from participants:

“I like to work with other learner, so we can learn from each other.” Participant 2, Focus Group 2 (FDG-2).

“I just like teacher's teaching ways, she did not give us so much pressure.” Participant 3, Focus Group 3 (FDG-3).

“I like studying through real situation, it helps me to remember new vocabulary.” Participant 1, Focus Group 5 (FDG-5).

“I like the way that teacher teach us how to pronounce the words (use Pinyin).” Participant 2, Focus Group 5 (FDG-5).

Question 10: Would you like to attend another Chinese class like this if you have another chance? Why?

It was found that all 5 focus groups agreed that they would like to attend another Chinese class like this if they have another chance. Because they found that Chinese was interesting through role play activities. And learning for a special purpose was suitable for them as there were a lot of Chinese customers, which it was important that they had to learn Chinese. Some of the statements from participants are present below:

“Yes. We find that Chinese is interesting through role play activities.” Focus Group 1 (FDG-1).

“Yes. We know that Chinese writing is difficult, but speaking is quite easy. So the class focusing on speaking skill is quite attractive.” Focus Group 3 (FDG-3).

“Yes. Interesting class arrangement, easy to put yourself in the situation, easy to understand, so that you can talk to your customer in a more effective way.” Focus Group 5 (FDG-5).



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

The study was a quasi-experimental study of a single group which included a pretested and posttested design for quantitative data and qualitative data collection. Data were gathered with sample of 20 participants. The conclusion, discussion and recommendation of this research can present as written below:

5.1 CONCLUSION

5.1.1 Quantitative Data

The results by the analysis of mean score and standard deviation revealed that the pretest of Chinese speaking skill on the overall aspects was found in a low level since mean score was only 1.16. By Analyzing each aspect of each speaking skills, it was found that all aspects were in the low level, being sorted by the level of mean scores from the highest to the lowest: Pronunciation, Vocabulary, Fluency, and Comprehension respectively.

Posttest result of Chinese speaking skills on the overall aspects was found in a high level as the mean score was 3.51. By analyzing each aspect, it was found that all aspects were in the high level. This could sorted by the level of mean scores from the highest to the lowest which were Vocabulary, Pronunciation, Comprehension, and Fluency respectively.

The mean difference between the pretest and the posttest of each aspect and overall 4 aspects were found the posttest mean were found each aspect and overall 4

aspects statistical significant at ≤ 0.01 level. The mean of the pretest and posttest of each aspects were

Vocabulary: the mean of the pretest was 1.20, the mean of posttest was 3.70. The mean difference between the pretest and the posttest was 2.50;

Fluency: the mean of the pretest was 1.10, the mean of posttest was 3.25. The mean difference between the pretest and the posttest was 2.15;

Pronunciation: the mean of the pretest was 1.30, the mean of posttest was 3.60. The mean difference between the pretest and the posttest was 2.30;

Comprehension: the mean of the pretest was 1.05, the mean of posttest was 3.50. The mean difference between the pretest and the posttest was 2.45;

Overall 4 aspects: the mean of the pretest was 1.16, the mean of posttest was 3.51. The mean difference between the pretest and the posttest was 2.35.

5.1.2 Qualitative Data

It was found all groups agree that 1) they had fun in the class; 2) it was an appropriate range of Chinese speaking skills developed on their study; 3) doing role play activities help them in learning Chinese; 4) the role play activities helped them to get their understanding; 5) they understood the criteria being used to assess their work; 6) they have achieved what they were expected in their experience; 7) they had the ability to communicate with Chinese people; 8) would like to attend another Chinese class like this if they have another chance because they found that Chinese was interesting through role play activities, specific purpose learning was suitable for them, the class focusing on speaking skill was quite attractive, they thought the next class they could learn more to express themselves and the arrangement of the class was interesting, easy to put themselves in the situation, easy to understand.

Most of participants agreed that the role play was a good activity. Approximately a half of the class liked it the most. Some of the participants agreed and liked working in pairs because they could talk and learn from each other as it was the two-way of learning. They also liked teacher's teaching methods such as when teacher gave an example; and the teacher allowed them to talk more and talk most of the time.

5.2 DISCUSSION

5.2.1 Result of Pretest and Posttest by Descriptive Analysis

The pretest and posttest result analyzed by mean score and standard deviation was found that:

Pretest of Chinese speaking skill on the overall aspects was found in a low level as mean score is 1.16. Once analysis each aspects, it was found that all aspects were in the low level which sort by order of mean score from highest to lowest. Pronunciation was 1.30; Vocabulary was 1.20; Fluency was 1.10; and Comprehension was 1.05 respectively. The result was found the low level of participants' Chinese speaking skill that might be because of all students were Thai and they were rarely experienced in learning and speaking Chinese resulted the pretest score was low in the overall and each 4 aspects however the result also found that the pronunciation was found higher score than the other aspects which might be because of it was about the first step of the speech process. This was in line with Rubiati (2010) revealed five components that were generally recognized in the analysis of the speech process: pronunciation (including the segmental features-vowels and consonants- and the stress and intonation patterns); grammar; vocabulary; fluency (the case and speed of the flow of speech); and comprehension (for oral communication certainly requires a subject to respond to speech as well as to initiate it).

Posttest of Chinese language on the overall aspects was found in a high level as the mean score is 3.51. Once analysis each aspects, it was found that all aspects were in the high level which sort by order of mean score from highest to lowest. Vocabulary was 3.70; Pronunciation was 3.60; Comprehension was 3.50; and Fluency was 3.25 respectively. After participants completed the study of Chinese speaking skill using Role Play, it was found that the Post-test result were in a high level of the overall and each aspects. This might be because of when participants completed the study of Chinese speaking skill by using role play, they had knowledge and understanding of the language and therefore they could do better in the test of all skills comprises of

vocabulary, fluency, pronunciation, and comprehension. The result of this study was in line with the result of the study of Putri and Sri Hariyati (2016) who studied on improving students speaking ability by using role play. The research said that through tests and classroom observations, role play activities improved the speaking ability. Students had high participation in role play activities, it reduced their shyness and improves vocabulary and pronunciation.

5.2.2 Analysis mean score of Pretest and Posttest by Paired – Sample T- Test

It was found that in the overall aspects and each aspects of Chinese speaking skills have an average score of posttest higher than pretest. When analysis using Paired t-test statistic to compare the difference mean score of pretest and posttest, it was found that there are difference mean score of the overall 4 aspects and each aspects with statistical significant ($p \leq 0.01$) as of the overall and each 4 aspects comprises of Vocabulary, Fluency, Pronunciation, and Comprehension.

The result of the study showed the effectiveness of role play in enhancing Chinese speaking skills of the participants from the perfume company staffs which resulted the posttest mean score had significant difference compared to the pretest mean score. This may be assumed that the role play had an effectiveness in enhancing the participants' Chinese speaking skills. This result was in line to the study of Niraula (2007) who had an investigation on effectiveness of role play technique in teaching imperative. The research found out that role play technique was more effective than usual classroom teaching. It was as well as in line with the study of Irianti (2011) who carried out a research on using role play in improving students' speaking ability. This research used classroom action research (CAR). The research concluded that role play activities could improve students' speaking ability, as it was shown by the score. It also proved that the positive response of the students toward the teacher's professionalism and their interest in learning speaking through the role playing technique.

5.2.3 Satisfaction of participants after using role play activities in learning Chinese

It was found that all participants and all groups had satisfaction after using role play activities in learning Chinese speaking skill.

The result of the study above showed the satisfaction of participants after using role play activities in learning Chinese. The result of this study was found in line with the result of the study of Lin (2009) who conducted a research on investigating role play implementation. The researcher tried to explore how Chinese EFL teachers made an effective use of role-play in their classroom teaching. The research explained that role play activities created an enjoyable and interesting learning environment in which students were encouraged to use their imaginations in designing and performing different roles and plots while employing authentic communication in the target language. It also stated that role play facilitates students' learning of the four language skills including listening, speaking, reading and writing, but it was apparent that the use of role play was more frequently involved in speaking and reading.

5.3 RECOMMENDATION

5.3.1 Recommendation to Chinese teacher and Chinese teaching schools

The result of the study could recommend to the Chinese teacher that role play has an effectiveness in enhancing Chinese speaking skills. Role play activities could help students in development in learning Chinese speaking ability.

Using role play activities in learning Chinese could prove the learning satisfaction of the participants therefore it would be recommended to any interested Chinese teachers and Chinese schools. It should be emphasized to the teachers who teach Chinese language and use role play as one of the important teaching techniques in the classroom to improve the students' speaking ability and also enhance student satisfaction.

Because the result of the study showed an effective way of using role play to enhance student's ability therefore it can recommend that Chinese teacher can use role play activities to apply with another topics or another student classes such as for younger students in the primary school or high school.

5.3.2 Recommendation to future research

The next research may apply role play technique in the other groups of participants such as young students or other industry staffs in Thailand or other country which consider Chinese as second language. In order to see that if the result of the study will be the same or difference with this study which can be confirm further about the effectiveness of the role play teaching technique in enhancing Chinese speaking skills.



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APPENDICES



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 circular emblem with radiating lines, and the university's name in Thai and English below it.

APPENDIX A

CONFIRMATION LETTER FROM THE EXPERTS

Dear Lingyao Song,

This is to confirm that I have read all the research instruments that you have developed for your study titled "Using Role Play in Teaching Chinese Skills for a Special Purpose: A Case Study of a Perfume Company in Thailand". These lesson plans, items for need analysis, items for focus group discussion, test items and rubrics are all valid and reliable.

I wish you all the best in your research endeavor.

Thank you



XIUJIN GUO

Head of Chinese Teaching Department
Chinaviz Language Institute, Thailand



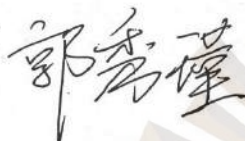
มหาวิทยาลัยรังสิต Rangsit University

Dear Lingyao Song,

This is to confirm that I have read all the research instruments that you have developed for your study titled "Using Role Play in Teaching Chinese Skills for a Special Purpose: A Case Study of a Perfume Company in Thailand". These lesson plans, items for need analysis, items for focus group discussion, test items and rubrics are all valid and reliable.

I wish you all the best in your research endeavor.

Thank you



JUNJIE WANG

Teacher

Yinxing Hospitality College of CUIT



มหาวิทยาลัยรังสิต Rangsit University

Dear Lingyao Song,

This is to confirm that I have read all the research instruments that you have developed for your study titled “Using Role Play in Teaching Chinese Skills for a Special Purpose: A Case Study of a Perfume Company in Thailand”. These lesson plans, items for need analysis, items for focus group discussion, test items and rubrics are all valid and reliable.

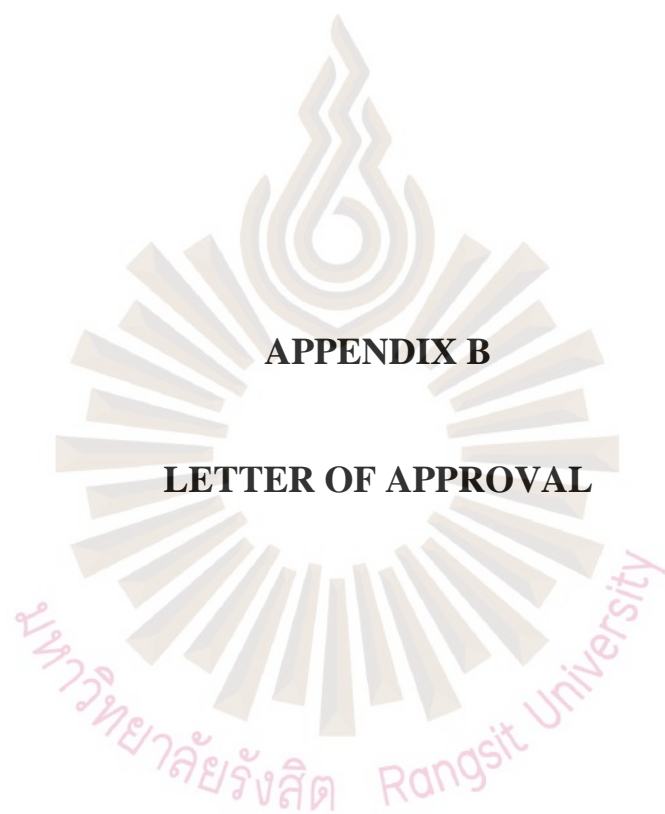
I wish you all the best in your research endeavor.

Thank you

Kritsada Sriphaew.

Asst. Prof. Dr Kritsada Sriphaew
Head of International College
Rangsit University, Thailand





APPENDIX B

LETTER OF APPROVAL



Managing Director
Coty Beauty Company
Ratchadapisek Road, Dindang, Bangkok, 1040

Date: 8 February 2019

Subject: Request for Permission to Collect Data at your company

Dear Sir/Madam,

Suryadhep Teachers College for the M. Ed. Program in Curriculum and Instruction would like to request your permission for Ms. Lingyao Song (ID:6006861) a Master's Degree student in the above mentioned programme to collect data for her thesis in the period of 22 February-15 March, 2019. The data obtained will be absolutely confidential and will only serve for educational purposes of Ms. Song's study.

Thank you for your kind consideration.

Truly yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Suryadhep Teachers College
Rangsit University
Muang-Ake, Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND

Tel +662-997-2222 ext. 1275, 1276
Fax +662-997-2222 ext. 1277

มหาวิทยาลัย Rangsit University

Rangsit University
Muang-Ake. Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND

Date: 15 February 2019

Subject: An Approval to carry out date collection

Sir(s)/Madam(s),

The Dean of Suryadhep Teachers College, Rangsit University, Thailand was written to the department to seek permission for Ms. Lingyao Song to collect data for her thesis.

In this regard, Coty Beauty Company is pleased to accord an approval for the candidates to collect data from the company allocated to them as per the attached letter from the Dean.

Therefore, you are requested to kindly facilitate them to carry out the data collection without disturbing the normal routine.

The letter dated 22 February-15 March, 2019 from the Dean of Suryadhep Teachers College, Rangsit University, Thailand is attached for your reference please.

Thank you

Sincerely yours,



Saruda Marungka

Managing Director

Coty Beauty Company

Ratchadapisek Road, Dindang, Bangkok, 10400, Thailand

DPE. No. RSUERB2019-014



**Documentary Proof of Exemption
By
Ethics Review Board of Rangsit University**

DPE.No.	RSUERB2019-014
Protocol Title	Using Role play in Teaching Chinese Speaking Skills for a Special Purpose: A Case Study of a Perfume Company in Thailand
Principle Investigator	Dr. Nipaporn Chalermirundorn
Co-Investigator	Lingyao Song
Affiliation	Suryadhep Teachers College
How to review	Exemption Review

This protocol complies with a “Research with Exemption”

Date of Approval: 06 / 03 / 2019

Date of Expiration: 06 / 03 / 2021

The aforementioned project have 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.....

Supachai Kunaratpruk, M.D.

Chairman, Ethics Review Board for Human Research



The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst shape at the top, a circular sunburst pattern in the middle, and the university's name in Thai and English at the bottom. The text 'APPENDIX C' is centered over the top part of the watermark.

APPENDIX C

PARTICIPANT INFORMATION

มหาวิทยาลัยรังสิต Rangsit University


RSU-ERB.004e Participant Information Sheet 18+


In this document, there may be some statements that you do not understand. Please ask the principal investigator or his/her representative to give you explanations until they are well understood. To help your decision making in participating in the research, you may bring this document home to read and consult your relatives, intimates, personal doctor or other doctors.

Title of Research Project:Using Role Play in Teaching Chinese Skills for a Special Purpose: A Case Study of a Perfume Company in Thailand.....

Name of Researcher:Lingyao Song.....

Research Site - Office and its telephone number available for contact both during and outside of office hours

.....0990955777.....

Funding source:

This research project aims to (briefly describe the research objectives in lay language), which expects the following benefits:
 ..This research is expected to develop staffs' Chinese speaking skills by using role-play activities of a perfume company staffs. It can help the staff to communicate with the customers from China who cannot speak Thai but only a little bit of English. Also teachers are expected to gain some positive knowledge for teaching adults speaking skill in learning second language for a special purpose.....

You are invited to participate in this research project because (indicate the important characteristics that suitable to be the research subjects).....you are the staff of this perfume company and you have a lot of chances to deal with customers who come from China.....

There will be (number of)20..... participants, and the research project will last for (days/months/years).
1 month.....

If you decide to participate in the research project, you will go through the following procedures. (Give a list to make the procedures easy to read. Instances are as follows.)

- Take medicines or receive surgery or something else;
- Indicate details of diagnosis or treatment such as how often will blood draws be taken, how much blood at each blood draw (indicate measurement in teaspoon or tablespoon), how long the suspension of food and water consumption before blood drawing, etc.;
- If normal treatment procedures are included, please clearly inform these procedures which are part of the research and which are part of the normal treatment;
- If placebos are used, this implies that the subject does not receive treatment. The subject therefore needs to be informed that he/she may be given the placebos. Indicate the proportion of the placebos to the real medicines used in the research;
- In case this is a research project in the field of social or behavioral sciences like conducting interviews, focus group discussions, or distributing questionnaires etc., details must be given including interview topics, number of interview questions, period and number of interview sessions. Will, there be audio/video recording, house visit?;



RSU-ERB.004e Participant Information Sheet 18+



- In case this is a research project in the field of social or behavioral sciences like conducting interviews, focus group discussions or distributing questionnaires, potential risks may include uneasiness or discomfort due to some questions. In these cases, subjects have the right not to reply to questions and/or withdraw from the study.

Risks that may occur during research participation (such as drug allergies or other side effects, chance of disablement or death. Indicate the proportion of risk such as one-tenth, two-thirds, etc.);




RSU-ERB.004e Participant Information Sheet 18+


If you do not participate in this research project, you will receive a standard diagnosis and treatment (such as a treatment by medicine instead of surgery or other details helpful to decision making).....

If adverse events/unanticipated events occur, what help will be given to the subject?(Indicate the name of the researcher whom the subject can contact for questions, injury or illness resulting from the research and mobile phone number)

Remuneration (if any)..... (Indicate if remuneration is given for research participation such as travel expense, compensation for time spent, medication fees, lab fees, etc.)

Expense (if any)..... (Indicate if the participant is to be responsible for any expense or not.)

If relevant information arises about the benefits and risks of the research project, the researcher will inform the subject immediately without any concealment.

Your private information will be kept confidential, it will not be individually disclosed, but it will be disseminated as part of the overall results. Individual information, however, may be examined by groups of persons e.g. funding organizations, the ethics committee.

You have the right to withdraw from the project at any time without prior notice. Moreover, the refusal to participate or the withdrawal from the research project will not affect the proper service or treatment that the subject will receive.

On the condition that you are not treated as indicated in this information sheet, you can contact the Chair of Rangsit University Institutional Review Board (RSU-IRB) at the office of RSU-ERB, Rangsit University, 52/347 Phahonyothin Rd, Tambon Lak Hok, Amphoe Muang, Pathum Thani Province 12000, Thailand (Building 1, 5th Floor, Room 504), Tel 66-2-7915688, Fax 66-2-7915689.

I thoroughly read the details in this document.

Signature..... Participant

(.....)

Date...../...../.....



The image features a large, faint watermark of the Rangsit University logo in the background. The logo is circular, with a central emblem resembling a flame or a stylized 'S' shape, surrounded by a ring of radiating lines. Below the emblem, the university's name is written in Thai script and English.

APPENDIX D

NEED ANALYSIS QUESTIONS

มหาวิทยาลัยรังสิต Rangsit University

Need Analysis Questions to Assess the Company

Staffs' Speaking Needs of Chinese

Dear Learners,

This is a questionnaire, not a test, which gives you the chance to express yourselves, your needs and wants about Chinese language and learning. It is necessary for you to give the true answers because your answers will help me plan our Chinese lessons in the way you really like and need.

Please pay attention to the following instructions:

- Answer all the questions
- Give true answers for you
- Don't write your name
- Put a √ in the answer that is true for you

Background Information

Are you learning Chinese outside company? Yes No

Gender: Male Female

Age:

1. I have basic knowledge of Chinese language (Only focus on Speaking).

- A. Not at all B. A little bit C. Very well

2. Which skills are emphasized in the class?

- A. Fluency B. Vocabulary C. Grammar D. Comprehension

3. What kind of class do you like?

- A. A class with lot of activities, pair/group work and projects.
 B. Teaching only by the teacher & no activities by the students.
 C. Teaching by the teacher & few activities during the class.

4. How do you prefer to do learning activities in the class?
- A. Working in pairs
 - B. Working alone
 - C. Working in groups (3 persons and above)
5. What kind of role do you like your teacher to have?
- A. As a facilitator or guide
 - B. As someone in control of everything in class
 - C. As a spectator
6. How do you like to learn Vocabulary?
- A. By hearing new words
 - B. By copying new words
 - C. By translating new words
7. What kind of teaching method you prefer in the class?
- A. Watching videos
 - B. Reading aloud in class
 - C. Listening to CDs
8. What kind of activities you prefer in the class?
- A. Doing oral practices
 - B. Discussing in the classroom
 - C. Playing games
9. What are your favorite topics? (Multiple Choice)
- A. Culture/Habit of China
 - B. Brand names in Chinese
 - C. Food
 - D. Advertising
 - E. Traveling
 - F. Flavour
 - G. Drama
 - H. Sports
 - I. Numbers
 - J. Famous people
 - K. Payment process in Chinese
 - L. Greeting
 - M. Others Please specify:

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst shape at the top, a circular emblem in the middle, and a circular arrangement of rays at the bottom. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a circular path around the bottom of the logo.

APPENDIX E

IOC FOR NEED ANALYSIS QUESTIONS

Item Objective Congruence (IOC) for the Need Analysis Questions

+1 - if the item clearly matches objectives or ensures that the following measures meet the stated objectives.

0 - if the item is unclear or unsure whether the measures meet the objectives or not.

-1 - if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives.

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
1. I have basic knowledge of Chinese language (Only focus on Speaking). A. Not at all B. A little bit C. Very well	+1	+1	+1	+1	Accepted
2. Which skills are emphasized in the class? A. Fluency B. Vocabulary C. Grammar	+1	+1	+1	+1	Accepted
3. What kind of class do you like? A. A class with lot of activities, pair/group work and projects. B. Teaching only by the teacher & no activities by the students. C. Teaching by the teacher & few activities during the class.	+1	+1	+1	+1	Accepted

<p>4. How do you prefer to do learning activities in the class?</p> <p>A. Working in pairs</p> <p>B. Working alone</p> <p>C. Working in groups (3 persons and above)</p>	0	+1	+1	+0.7	Accepted
<p>5. What kind of role do you like your teacher to have?</p> <p>A. As a facilitator or guide</p> <p>B. As someone in control of everything in class</p> <p>C. As a spectator</p>	+1	+1	+1	+1	Accepted
<p>6. How do you like to learn Vocabulary?</p> <p>A. By hearing new words</p> <p>B. By copying new words</p> <p>C. By translating new words</p>	+1	+1	+1	+1	Accepted
<p>7. What kind of teaching method do you prefer in the class?</p> <p>A. Watching videos</p> <p>B. Reading aloud in class</p> <p>C. Listening to CDs</p>	+1	0	+1	+0.7	Accepted

8. What kind of activities do you prefer in the class? A. Doing oral practices B. Discussing in the classroom C. Playing games	+1	+1	+1	+1	Accepted
9. What are your favorite topics? (you can select more than one) A. Culture/Social values of China B. Brand names in Chinese C. Food D. Advertising E. Traveling F. Drama G. Sports H. Numbers I. Famous people J. Payment process in Chinese K. Greeting L. Others (Please specify):	+1	+1	+1	+1	Accepted

APPENDIX F

LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Lesson Plan 1**Subject:** Chinese**Topic:** Greetings**Grade Level:** Adult**Class Strength:** 20 participants**Time:** 120 minutes(60 minutes/1 session).**Teaching and Learning Strategy:** Presentation, questions & answers, a role play activity**Teaching and Learning Materials:** Laptop, LCD projector**Lesson objectives:**

- a. Participants will be able to pronounce at least five random words from the words selected from the short dialogue correctly after completing every activity.
- b. Participants will be able to give an example of each selected words at the end of the lesson correctly by given sentence.
- c. Participants will be able to answer the question at the end of the lesson correctly given by the teacher or other learners.
- d. Participants will be able to make a conversation with other learner at the end of the lesson.

Vocabulary	
Chinese	English
上午好/下午好	good morning/good afternoon
你好	hello
谢谢	thank you
请问	May I ask...?
不客气	you are welcome
请	please
需要	need/wants
帮忙	help
不用了	no

Dialogue	
Sales: 下午好。	
Customer: 你好。	
Sales: 请问, 我能帮你什么吗?	
Customer: 不用了, 我只是看看。	
Sales: 好的。如果需要帮忙请告诉我。	
Customer: 好的, 谢谢。	
Sales: 不客气。	
Expressions	
我能帮你吗?	Can I help you?
有什么需要吗?	What are you looking for?
我只是看看	I just look around/I just have a look
如果需要帮忙	If you need help
请告诉我	Please let me know

1. Lesson instruction:

Teacher introduces the short dialogue to be discussed. (How to greet customer in Chinese)

2. Procedures in lesson development:

Session 1 (60 minutes)

Introduction (15 minutes)

- Teacher greets participants and motivates the participants by some questions and answers that they are related with the topic:
 1. How do you greet in Thailand?
 2. Do you know how to greet in China?
 3. Do you know how to greet in polite way in China

Lesson Development (45 minutes)

- Talking about greeting to customers and shares about vocabulary and questions.

- Teacher demonstrates speaking by doing speak aloud the dialogue and later learners will be asked to follow the assigned dialogue of their own.
- Writing vocabulary and questions on the board and asking the participants to read the situation followed teacher.
- Participants will be divided into groups to act each role. The students will be instructed to read the dialogue and present in front of the class.

Session 2 (60 minutes)

Learning activity (40 minutes)

- Asking the participants to make into groups with two participants.
- The participants read the situation and divide themselves to act each other and practice their conversation with their partner in front of the class.
- Teacher helps and motivates participants to finish their practise on time. Teacher goes around guiding them with an activity and giving appropriate examples if require.

After activity (20 minutes)

- Summarizing the lesson that has just been learnt.
- Checking vocabulary, pronunciations, expressions and sentences.
- Participants write vocabulary, pronunciations, expressions and sentences in their notebooks.

Evaluation

- Teacher randomly selects participants to read the vocabulary.
- Teacher let the participants make sentences in different situation to check whether they understand the meaning and how to apply.
- Teacher gives different questions according to role play dialogue, participants find the right expressions or words to answer.
- Participants will be requested to present the dialogue in front of the class. While participants presents, the rest of the groups will make note of the pronunciations.

Lesson Plan 2**Subject:** Chinese**Topic:** Perfume Brand**Grade Level:** Adult**Class Strength:** 20 participants**Time:** 120 minutes(60 minutes/1 session)**Teaching and Learning Strategy:** Presentation, questions & answers, role play activity**Teaching and Learning Materials:** Laptop, LCD projector**Lesson objectives:**

- a. Participants will be able to pronounce at least five random words from the words selected from the short dialogue correctly after completing every activity.
- b. Participants will be able to give an example of each selected words at the end of the lesson correctly by given sentence.
- c. Participants will be able to answer the question at the end of the lesson correctly given by the teacher or other learners.
- d. Participants will be able to make a conversation with other learner at the end of the lesson.

Vocabulary	
Chinese	English
香奈儿	Chanel
迪奥	Dior
波士	Hugo Boss
古驰	Gucci
祖玛珑	Jo Malone
巴宝莉	Burberry
爱马仕	Hermes
汤姆福特	Tom Ford
范思哲	Versace

男士	male
女士	female
推荐	recommend
介绍	introduce
新款	new arrival
卖/卖得好	sell/best seller
Dialogue	
<p>Sales: 下午好。</p> <p>Customer: 你好。</p> <p>Sales: 请问，我能帮你什么吗？</p> <p>Customer: 我想要买香奈儿的香水。</p> <p>Sales: 好的。请问你想要买男士香水还是女士香水呢？</p> <p>Customer: 我想要女士的。可以帮我推荐吗？</p> <p>Sales: 好的。我为你介绍吧！这是香奈儿的新款，卖得好！</p>	
Expressions	
我想要买...	I want to buy.../I am interested in...
男士香水/女士香水	Perfume for male/female
可以推荐吗？	Any recommendation?
我为你介绍	Let me introduce for you
这是XXX(品牌)的XX款	This is XX design of XXX(brand)

1. Lesson instruction:

Teacher introduces the short dialogue to be discussed. (Perfume brands in Chinese)

2. Procedures in lesson development:**Session 1 (60 minutes)****Introduction (15 minutes)**

- Before starting a new lesson, teacher gives a brief review of last class. Teacher ask them greet to each other.
- Teacher starts the new lesson by motivating the participants by some questions

and answers that they are related with the topic:

1. How many perfume brands do you know?
2. Do you know what are the famous perfume brands in China?
3. Do you know how to pronounce them?

Lesson Development (45 minutes)

- Talking about worldwide perfume brands and famous perfume brands in China.
- Teacher demonstrates speaking by doing speak aloud the dialogue and later learners will be asked to follow the assigned dialogue of their own.
- Writing vocabulary and questions on the board and asking the participants to read the situation followed teacher.
- Participants will be divided into groups to act each role. The students will be instructed to read the dialogue and present in front of the class.

Session 2 (60 minutes)

Learning activity (30 minutes)

- Asking the participants to make into groups with two participants.
- The participants read the situation and divide themselves to act each other and practice their conversation with their partner in front of the class.
- Teacher helps and motivates participants to finish their practise on time. Teacher goes around guiding them with an activity and giving appropriate examples if require.

After activity (20 minutes)

- Summarizing the lesson that has just been learn.
- Checking vocabulary, pronunciations, expressions and sentences.
- Participants write vocabulary, pronunciations, expressions and sentences in their notebooks.

Evaluation

- Teacher randomly selects participants to read the vocabulary.
- Teacher let the participants make sentences in different situation to check

whether they understand the meaning and how to apply.

- Teacher gives different questions according to role play dialogue, participants find the right expressions or words to answer.
- Participants will be requested to present the dialogue in front of the class. While participants presents, the rest of the groups will make note of the pronunciation.

Lesson plan 3

Subject: Chinese

Topic: Price

Grade Level: Adult

Class Strength: 20 participants

Time: 120 minutes(60 minutes/1 session)

Teaching and Learning Strategy: Presentation, questions & answers, role play activity

Teaching and Learning Materials: Laptop, LCD projector

Lesson objectives:

- Participants will be able to pronounce at least five random words from the words selected from the short dialogue correctly after completing every activity.
- Participants will be able to give an example of each selected words at the end of the lesson correctly by given sentence.
- Participants will be able to answer the question at the end of the lesson correctly given by the teacher or other learners.
- Participants will be able to make a conversation with other learner at the end of the lesson.

Vocabulary	
Chinese	English
零, 一, 二, 三, 四,	zero,one,two,three,four
五, 六, 七, 八, 九	five,six,seven,eight,nine
十	10

一百	100
一千	1000
一万	10000
泰铢	Baht
人民币	Yuan
换算	exchange to
大概	approximately/about
汇率	exchange rate
Dialogue	
Sales: 上午好。	
Customer: 你好。	
Sales: 请问, 我能帮你什么吗?	
Customer: 我想要买迪奥的男士香水。	
Sales: 好的。我为你推荐吧。	
Customer: 好的。	
Sales: 这是迪奥的旷野男士香水, 卖得好!	
Customer: 好的。请问多少钱?	
Sales: 这个五千两百泰铢。	
Customer: 换算成人民币大概是多少钱呢?	
Sales: 汇率是一比五, 大概是一千零四十元。	
Expressions	
多少钱	How much?
五千两百泰铢	5200 Baht
换算成人民币	Exchange to Yuan
汇率是一比五	Exchange rate is one to five
一千零四十元	1040 Yuan

1. Lesson instruction:

Teacher will introduce the short dialogue to be discussed.

2. Procedures in lesson development:

Session 1 (60 minutes)

Introduction (15 minutes)

- Before starting a new lesson, teacher will give a brief review of last class. Teacher will ask them to discuss with each other.
- Teacher will start the new lesson by motivating the participants by some questions and answers that they are related with the topic:
 1. Can you count from one to ten in Chinese?
 2. Do you know what is exchange rate?
 3. Do you know what is difference in expressing numbers between China and Thailand?

Lesson Development (45 minutes)

- Talking about and teach difference to express numbers between China and Thailand.
- Teacher demonstrates speaking by doing speak aloud the dialogue and later learners will be asked to follow the assigned dialogue of their own.
- Writing vocabulary and questions on the board and asking the participants to read the situation followed teacher.
- Participants will be divided into groups to act each role. The students will be instructed to read the dialogue and present in front of the class.

Session 2 (60 minutes)

Learning activity (30 minutes)

- Asking the participants to make into groups with two participants.
- The participants read the situation and divide themselves to act each other and practice their conversation with their partner in front of the class.
- Teacher helps and motivates participants to finish their practise on time. Teacher goes around guiding them with an activity and giving appropriate examples if require.

After activity (20 minutes)

- Summarizing the lesson that has just been learnt.
- Checking vocabulary, pronunciations, expressions and sentences.
- Participants write vocabulary, pronunciations, expressions and sentences in their notebooks.

Evaluation

- Teacher randomly selects participants to read the vocabulary.
- Teacher let the participants make sentences in different situation to check whether they understand the meaning and how to apply.
- Teacher gives different questions according to role play dialogue, participants find the right expressions or words to answer.
- Participants will be requested to present the dialogue in front of the class. While participants presents, the rest of the groups will make note of the pronunciations.

Lesson plan 4**Subject:** Chinese**Topic:** Payment**Grade Level:** Adult**Class Strength:** 20 participants**Time:** 120 minutes(60 minutes/1 session)**Teaching and Learning Strategy:** Presentation, questions & answers, role play activity**Teaching and Learning Materials:** Laptop, LCD projector**Lesson objectives:**

- a. Participants will be able to pronounce at least five random words from the words selected from the short dialogue correctly after completing every activity.
- b. Participants will be able to give an example of each selected words at the end of the lesson correctly by given sentence.
- c. Participants will be able to answer the question at the end of the lesson correctly

given by the teacher or other learners.

d. Participants will be able to make a conversation with other learner at the end of the lesson.

Vocabulary	
Chinese	English
打折	discount
打9折/8折/7折	Sale on 10%/20%/30%
付款	pay
信用卡	credit card
现金	cash
微信	Wechat
支付宝	Alipay
退税	Tax refund
Dialogue	
<p>Sales: 下午好。</p> <p>Customer: 你好。</p> <p>Sales: 请问，我能帮你什么吗？</p> <p>Customers: 我想要买祖玛珑的香水。</p> <p>Sales: 好的。为你推荐这款，你可以闻一下。</p> <p>Customers: 好的，我很喜欢。请问多少钱？</p> <p>Sales: 三千八百泰铢，你还可以退税。</p> <p>Customer: 太好了！请问这款打折吗？</p> <p>Sales: 这款打9折。请问你怎么付款呢？</p> <p>Customer: 我用现金付款。</p> <p>Sales: 好的。谢谢你。</p>	
Expressions	
你可以闻一下	You can smell it
这款打9折	This is design is on 10% discount

我就要这个	I will take this one
怎么付款	How would you like to pay?
谢谢你	Thank you very much

1. Lesson instruction:

Teacher will introduce the short dialogue to be discussed. (How to process the payment in Chinese)

2. Procedures in lesson development:

Session 1 (60 minutes)

Introduction (15 minutes)

- Before starting a new lesson, teacher will give a brief review of last class. Teacher will ask them to discuss with each other.
- Teacher will start the new lesson by motivating the participants by some questions and answers that they are related with the topic:
 4. How many payment methods do you know?
 2. Do you know how to process the payment?

Lesson Development (45 minutes)

- Talking about and teach payment method in China.
- Teacher demonstrates speaking by doing speak aloud the dialogue and later learners will be asked to follow the assigned dialogue of their own.
- Writing vocabulary and questions on the board and asking the participants to read the situation followed teacher.
- Participants will be divided into groups to act each role. The students will be instructed to read the dialogue and present in front of the class.

Session 2 (60 minutes)

Learning activity (30 minutes)

- Asking the participants to make into groups with two participants.
- The participants read the situation and divide themselves to act each other and practice their conversation with their partner in front of the class.

- Teacher helps and motivates participants to finish their practise on time. Teacher goes around guiding them with an activity and giving appropriate examples if require.

After activity (20 minutes)

- Summarizing the lesson that has just been learnt.
- Checking vocabulary, pronunciations, expressions and sentences.
- Participants write vocabulary, pronunciations, expressions and sentences in their notebooks.

Evaluation

- Teacher randomly selects participants to read the vocabulary.
- Teacher let the participants make sentences in different situation to check whether they understand the meaning and how to apply.
- Teacher gives different questions according to role play dialogue, participants find the right expressions or words to answer.
- Participants will be requested to present the dialogue in front of the class. While participants presents, the rest of the groups will make note of the pronunciation.

The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst shape at the top, a circular emblem with radiating lines in the middle, and the university's name in Thai and English at the bottom. The text "APPENDIX G" is centered over the logo.

APPENDIX G

IOC FOR LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) for the Lesson Plans

+1 - if the item clearly matches objectives or ensures that the following measures meet the stated objectives.

0 - if the item is unclear or unsure whether the measures meet the objectives or not.

-1 - if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
Lesson Plan 1	+1	+1	+1	+1	Accepted
Lesson Plan 2	+1	+1	+1	+1	Accepted
Lesson Plan 3	+1	+1	+1	+1	Accepted
Lesson Plan 4	+1	+1	+1	+1	Accepted

APPENDIX H

PRETEST AND POSTTEST



In this test, you are required to act as a role and complete the following communicative tasks: There are two roles in this test. One is sales person, the other one is customer. Each person has to ask three questions and answer your partner's questions. Please read the scenario below and complete the conversation.

Glossary: 售货员、顾客、你好、香水、价格、打折、帮助、付款、谢谢

Scenario 1:

Role A: You are a sale person in a perfume store.

Role B: You are a customer from China wants to buy a perfume for yourself. You are quite sensitive about the price.

场景一:

角色A: 你是香水销售店的一名销售人员。

角色B: 你是来自中国的顾客。你想要为自己买一瓶香水，你对价格的要求非常严格。

Scenario 2:

Role A: You are a sale person in a perfume store.

Role B: You are a customer from China wants to buy a perfume for your boyfriend. You don't care about the price.

场景二:

角色A: 你是香水销售店的一名销售人员。

角色B: 你是来自中国的顾客。你想要为你的男朋友买一瓶香水，你对价格没有要求。

Scenario 3:

Role A: You are a sale person in a perfume store.

Role B: You are a customer from China wants to buy a perfume for your mom. You want to an attractive and reasonable price.

场景三:

角色A: 你是香水销售店的一名销售人员。

角色B: 你是来自中国的顾客。你想要买一瓶香水给你的妈妈, 你想要一个物美价廉的价格。

Scenario 4:

Role A: You are a sale person in a perfume store.

Role B: You are a customer from China wants to buy a perfume for your boss.
You don't care about the price.

场景四:

角色A: 你是香水销售店的一名销售人员。

角色B: 你是来自中国的顾客。你想要买一瓶香水给你的老板, 你对价格没有要求。



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central emblem with a flame-like top, surrounded by a circular arrangement of radiating lines, and the university's name in Thai and English at the bottom.

APPENDIX I

IOC FOR PRETEST AND POSTTEST

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) for Pretest and Posttest

+1 - if the item clearly matches objectives or ensures that the following measures meet the stated objectives.

0 - if the item is unclear or unsure whether the measures meet the objectives or not.

-1 - if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
Scenario 1	+1	+1	+1	+1	Accepted
Scenario 2	+1	+1	+1	+1	Accepted
Scenario 3	+1	+1	+1	+1	Accepted
Scenario 4	+1	+1	+1	+1	Accepted

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst shape at the top, a circular emblem in the middle, and a circular arrangement of rays at the bottom. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a circular path around the bottom of the emblem.

APPENDIX J

FOCUS GROUP DISCUSSION

มหาวิทยาลัยรังสิต Rangsit University

Focus Group Discussion

Drection: Please answer the questions by giving as much information as you can.

1. Did you hve fun in the class?
2. Was an appropriate range of Chinese knowledge and speking skills developed on your study?
3. Did you think doing role play acivities help you in learning Chinese? How?
4. Did he role play activities help you get on your understanding ? How?5. Did you think role play is a good activity? Why?
6. Did you undertand the criteria being used to assess your work?
7. In your exerieence, have you achieved what you expected to so fa?
8. Were you have the ability to communicate with Chinese people?
9. Which part of the class did you like the most? Why?
10. Would you like to atend another Chinese class like this if you have another chance? Why?



APPENDIX K

IOC FOR FOCUS GROUP DISCUSSION



Item Objective Congruence (IOC) for Focus Group Discussion

+1 - if the item clearly matches objectives or ensures that the following measures meet the stated objectives.

0 - if the item is unclear or unsure whether the measures meet the objectives or not.

-1 - if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
1. Did you have fun in the class?	0	+1	+1	+0.7	Accepted
2. Was an appropriate range of Chinese knowledge and speaking skills developed on your study?	+1	+1	+1	+1	Accepted
3. Did you think doing role play activities helped you in learning Chinese? How?	+1	+1	+1	+1	Accepted
4. Did the role play activities help you get on your understanding ? How?	+1	+1	+1	+1	Accepted
5. Did you think role play was a good activity? Why?	+1	+1	+1	+1	Accepted

6. Did you understand the criteria being used to assess your work?	+1	+1	+1	+1	Accepted
7. In your experience, have you achieved what you expected to so far?	+1	+1	+1	+1	Accepted
8. After the class, did you have the ability to communicate with Chinese people?	+1	+1	+1	+1	Accepted
9. Which part of the class did you like the most? Why?	+1	+1	+1	+1	Accepted
10. Would you like to attend another Chinese class like this if you have another chance? Why?	+1	+1	+1	+1	Accepted

Rubrics for Role Play Speaking Test				
	Need Improvement 1 pt	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
<u>Vocabulary</u>	Participant had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Participant was able to use broad vocabulary words but was lacking, making him/her repetitive.	Participant utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
<u>Fluency</u>	Conversation is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand.	Conversation is slow and often hesitant and irregular. Sentences may be left uncompleted, but the participation is able to continue.	Conversation is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping words.	Participant effortless and smooth with speed that comes close to that of professional speaker.
<u>Pronunciation</u>	Participant was difficult to understand, quiet in speaking, unclear in pronunciation.	Participant was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication.	Pronunciation was very clear and easy to understand.
<u>Comprehension</u>	Participant had difficulty understanding the questions and topics that were being discussed.	Participant fairly grasped some of the questions and topics that were discussed.	Participation was able to comprehend and respond to most of the questions and topics that were discussed.	Participant was able to comprehend and respond to all of the questions and topics that were being discussed.

Adapted from: Spoken Chinese Proficiency Grading Standards and Testing Guideline (2010)

Marking Table		
Participant A:		
	Grade	Comments
Vocabulary		
Fluency		
Pronunciation		
Comprehension		
Participant B:		
Vocabulary	Grade	Comments
Fluency		
Pronunciation		
Comprehension		

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APPENDIX L

SPEAKING ASSESSMENT RUBRICS AND MARKING TABLE

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APPENDIX M

IOC FOR SPEAKING ASSESSMENT RUBRICS

Item Objective Congruence (IOC) for Speaking Assessment Rubrics

+1 - if the item clearly matches objectives or ensures that the following measures meet the stated objectives.

0 - if the item is unclear or unsure whether the measures meet the objectives or not.

-1 - if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives.

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
Vocabulary	+1	+1	+1	+1	Accepted
Fluency	+1	+1	+1	+1	Accepted
Pronunciation	+1	+1	+1	+1	Accepted
Comprehension	+1	+1	+1	+1	Accepted

BIOGRAPHY

Name	Lingyao Song
Date of Birth	May 5, 1991
Place of Birth	Sichuan, China
Institutions Attended	University of Ballarat, Australia Bachelor of Hospitality in Management, 2013 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2019
Address	Sichuan, China charlene.song0505@gmail.com

