

THE APPLICATION OF DRAWINGS TO ENHANCE CHINESE VOCABULARY SKILLS IN PRIMARY THREE THAI STUDENTS

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The objectives of this study were to (1) study the effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students and (2) investigate P-3 Thai students' satisfaction towards using drawings to enhance Chinese vocabulary skills. Mixed methods were employed and 1 section of 32 P-3 Thai students was involved in the study using a clustered random sampling method. Four lesson plans of 100 minutes each (1 Lesson Plan = 2 Sessions) and drawings were used and taught 8 sessions (2 sessions per week) with the sample group within the time period of a month. The researcher collected the quantitative data through achievement test, satisfaction questionnaire and collected the qualitative data through classroom observation (CO).

The qualitative data were analyzed using content analysis. The result showed that application of drawings enhanced P-3 Thai students' Chinese vocabulary skills. Also, students' satisfaction was high towards application of drawings to enhance Chinese vocabulary skills.

Student's Signature	Thesis Advisor's Signature

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ABBREVIATIONS

Abbreviation	Meaning
ISAT	International School Association of Thailand
CFL	Chinese as a Foreign Language
CO	Classroom Observation
IOC	Index of Item Objective Congruence
SD	Standard Division
FL	Foreign Language
HanBan	China National Office of Chinese International Language
	Council
HSK	Chinese Proficiency Test



CHAPTER 1

INTRODUCTION

This chapter elucidates the background and the rationale of the study; research objectives; research questions; research hypotheses; scope and the limitations of the study. It also provides the operational definitions and the expected outcomes of the study.

1.1 BACKGROUND AND RATONALE OF THE STUDY

China has five thousand years of history and recognized as one of the nests of human civilization. As the world's most populous country, China reached a total population of 1.4 billion in 2018 which equates to approximately one-fifth of the global population. Over the past 40 years of reform and opening up, China's economy has achieved sustained and rapid growth for a long time. In 2013, President Xi Jinping proposed the great initiative of "one belt and one road". China has signed cooperation agreements with more than 80 countries and international organizations. It not only promotes friendship and trust among peoples of all countries, but also promotes economic cooperation.

In the last few years, with the rapid development of Chinese economy, Chinese culture has been conveyed to wider and wider areas. Nowadays an increasing number of non-Chinese speakers have been learning Chinese as their second language, especially in the East Asian and Southeast Asian countries and regions (Li, Soon, & Siew, 2016).

In 2015, Grenfell & Harris stated that Chinese has become a major foreign language in the ranking of world languages. In addition, Chinese is becoming a

popular foreign language for students around the globe. it is currently more important than German and French.

According to Myers (2015), based on Statista databases, Chinese, the official language used in China, Taiwan and Singapore, was the second most widely spoken language. By 2019, the number of Chinese speakers rose drastically. The total number of native Chinese speakers is about 1.4 billion at the time of survey, which was nearly three times higher than their English-speaking counterparts. Clearly, Chinese is becoming a popular foreign language for students around the globe.

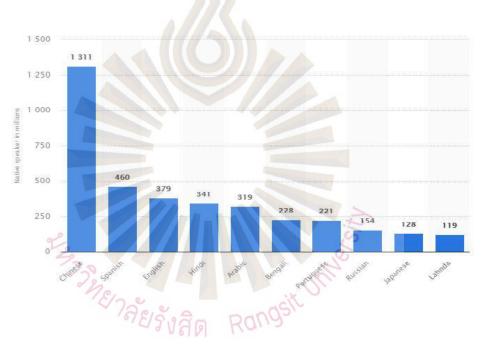


Figure 1.1 Top-Ten World's Most Spoken Languages by L1 Speakers (Millions)

Source: Myers, 2015

According to data published by the International School Association of Thailand (ISAT) in 2016, in Thailand, there are 120 international schools and 32 of them have Chinese subjects and 17 schools take Chinese language education as one of their main subjects (International School Association of Thailand, 2016).

Teaching young learners is a completely different situation as Öztürk (2007) stated for young learners their mood changes rapidly. Teachers should choose appropriate ways to attract their attention.

The biggest problem in teaching foreign languages to young learners is how to gain their attention. Young children are still learning how to concentrate and they always change their mood in a very short time. The teaching methods for adults may not be useful for young learners. Accordingly, teachers have to design some interesting and innovative activities related to teaching content (Binnur, 2017).

Naturally, young learners are always positive and energetic. They are eager to be appreciated by their teachers. When teachers assign tasks, they actively participate, even if they are not sure what to do. Once the task is found to be difficult to accomplish. They will soon lose interest and choose to give up (Cameron, 2001).

Chinese teaching, especially for children with zero bases in Chinese. In addition to helping them master the basic knowledge of Chinese and the basic skills of listening, speaking, reading and writing, and cultivating their ability to communicate in Chinese, teachers should help them build up their interest in learning Chinese, enhance their motivation for learning, and cultivate their ability to learn Chinese independently (Hsiao, 2013).

Vocabulary knowledge is essential in learning and teaching a foreign language. Additionally, the success of communication is dependent on accurate vocabulary understanding. Schmitt (2000, p.19) states that "lexical knowledge is central to communicative competence and to the acquisition of a second language. One of the key elements in learning of foreign language is mastering the L2' vocabulary". This meets Wilkins's (1972) point of view who stated that "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

According to Amir Toghyani (2017), early language learning for children is increasingly common. It has become an increasingly popular phenomenon for young children to start learning foreign languages in a globalized society. Although there is a large amount of literature that proves that teaching foreign languages through language immersion courses is effective at the early stage, Few studies have been conducted on how to teach new foreign language vocabulary to young learners.

In learning language's process, vocabulary, as one of the knowledge areas in language, plays a significant role for young learners. Linse and Nunan (2005) states that young learners' vocabulary development will affect their language development in the future.

Mustafa Altun (2015) mentions that vocabulary is absolutely necessary in language teaching and learning. It's a good way to teach vocabulary by drawings. Drawing objects on the board is so interesting for the young learners in that it allows students to easily acquaint themselves with new vocabulary and quick memorization. Teachers are not required to have professional drawing skills, yet a simple drawing can have a strong effect in enabling students to store vocabulary in their minds upon sight of the picturization (visualization) of words.

Along with other forms of expression like dance and storytelling, drawing has numerous developmental benefits. Choosing drawing to teach Chinese is not conditioned, no matter whether the classroom has whiteboard and Marker pen or blackboard and chalk. Generally, adults pay little attention to what children's paintings reflect, and sometimes they even ignore the importance of drawings in children's early education curriculum (Striker, 2001).

According to Kendrick and McKay (2004), drawings can be an effective communication tool in early education. Kendrick studied how the communication attained from children's drawings and the experience of sharing their life story can help to develop the understanding of literature. Kendrick investigated children's drawings as a new way of sensing their comprehension of literary works, and found

that the drawings provided a glimpse into the "spontaneous concepts" being developed by the children in relation to literacy.

Oğuz (2010) comments that drawings are a unique tool that reveals a child's thoughts, interests, and feelings. Oğuz also stated that a child's drawings can be interpreted as a representation of his or her intelligence and emotional experiences, as well as indirectly reflecting the child's inner world.

Horrocks (2009) believes using drawings is in the same field of expression as play and speech. Children show their sadness, happiness, and wishes through drawings, giving observers a better understanding about their relationship to the world and other concepts.

The main purpose of this study is to investigate the role drawings might play in improving children's Chinese vocabulary. It intends to reveal the relationship between children's drawings and their Chinese vocabulary skills through incorporating drawings in children's early language learning. The young participants in this study were all born in Thailand and were learning Chinese as a foreign language.

1.2 RESEARCH OBJECTIVES

- 1.2.1 To study the effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students.
- 1.2.2 To investigate P-3 Thai students' satisfaction towards using drawings to enhance Chinese vocabulary skills.

1.3 RESEARCH QUESTIONS

- 1.3.1 Would there be any effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students?
- 1.3.2 Would there be any high level of satisfaction with using drawings to enhance Chinese vocabulary skills in P-3 Thai students?

1.4 RESEARCH HYPOTHESES

- 1.4.1 Application of drawings could enhance P-3 Thai students' Chinese vocabulary skills.
- 1.4.2 P-3 Thai students' satisfaction was high towards application of drawings to enhance Chinese vocabulary skills.

1.5 SCOPE OF THE STUDY

1.5.1 Location of the study

The study was carried out in one of the International Schools in Pathum Thani, Thailand. The school offered education from kindergarten to high school levels. The school was established in 2002.

1.5.2 Population and sample of the study

Population: The population of the study consisted of 3 sections of 94 P-3 Thai students studying in one of the International Schools in Pathum Thani, Thailand. All students studied Chinese with their native speaker teachers. There were 32 students each in 2 sections and 30 students in 1 section. Students were in the age range of 8-9 years old with mixed genders and mixed abilities.

Sample: Researcher used a cluster random sampling to select a section of the population. There were 32 students in one section consisting mixed ability group chosen for the purpose of the study, comprised of 9 male students and 23 female students; ages from 8-9 years old.

1.5.3 Content of Lesson plans

For this study, researcher developed four lesson plans of 100 minutes each (50 minutes/session). The theme of the lesson was on "Drawings and Chinese Vocabulary" from the standardized text book of P-3 Thai students. The drawings were developed based on the theme and the content of the text. The students drew some pictures related to textbook vocabulary and took the tests of Chinese Vocabulary. They had two Chinese lessons per week. A total of sixteen Chinese words about food and drinks were taught. The students studied the words about fruits last academic year. The details of the content is shown in Appendix D.

Table 1.1 Content of the lesson plans

Lesson Plans	Content	Time Frame
Lesson Plan 1:	Learning Objectives:	Jan, 2019
Food and drinks	By the end of the lesson, each child should	
(vocabulary about	be able to:	
food and drinks)	1.Know the meanings of 果汁 fruit juice 牛	
	2.Can speak them in Chinese	
	Session 1:	
	Vocabulary about food and drinks:	
	果汁 fruit juice	
	牛奶 milk	
	糖果 candy, 巧克力 chocolate	

Table 1.1 Content of the lesson plans (Cont.)

Lesson Plans	Content	Time Frame					
	Session 2:	Jan, 2019					
	Students will draw pictures about food and						
	drinks.						
Lesson Plan 2:	Learning Objectives:	Jan, 2019					
Fruits (vocabulary	By the end of the lesson, each child should						
about fruits)	be able to:						
	1.Know the meanings of 菠萝 pineapple 苹						
	果 apple 香蕉 banana 榴莲 durian						
	2. Identify them with Chinese characters and						
	pinyin						
	Session 1:						
	Vocabulary about fruits:						
	菠萝 pineapple						
	苹果 apple						
200							
7)-	榴莲 durian						
	Session 2: Students will draw pictures about fruits.	Jan, 2019					

Table 1.1 Content of the lesson plans (Cont.)

Lesson Plans	Content	Time Frame						
Lesson Plan 3:	Learning Objectives:	Jan, 2019						
Chinese food	By the end of the lesson, each child should							
(vocabulary about	be able to:							
Chinese food)	1.Know the meaning of Chinese vocabulary							
	about Chinese food: 包子 steamed stuffed							
	bun 面条 noodle 火锅 hot pot 米饭 rice							
	2.Use sentence pattern "这是(This is)"							
	to introduce the things what they drew.							
	Session 1:							
4	Vocabulary about Chinese food:							
	包子 steamed stuffed bun							
	面条 noodle							
	火锅 hot pot							
90	米饭 rice							
3	Session 2:							
o'	Students will draw pictures about Chinese							
	food Pengal Rangs							

Table 1.1 Content of the lesson plans (Cont.)

Lesson Plans	Content	Time Frame				
Lesson Plan 4:	Learning Objectives:	Feb, 2019				
Snacks and Chinese	1. By the end of the lesson, each child					
food (vocabulary	should be able to:					
about snacks and	Know the meaning of Chinese vocabulary					
Chinese food)	about snacks and Chinese food:饺子					
	dumplings 冰淇淋 ice cream 汉堡包					
	hamburger 薯条 French fries					
	Use sentence patterns "这是(This is)"	Feb, 2019				
	Session1:					
	Vocabulary about snacks and Chinese					
	food:					
	汉堡包 hamburger					
4	冰淇淋 ice cream					
230	饺子 dumplings					
	Session 2: Students will draw pictures about snacks	Feb, 2019				
	and Chinese food.					

The vocabulary was selected from Experiencing Chinese (Compilation of the International Centre for Language Research and Development, Published in 2008) the P-3 students' Chinese textbooks. It was the sixth book in the series. The scope of content was from Lesson 1 to Lesson 4. Experiencing Chinese series of primary school textbooks were the key planning textbooks of the Chinese Language Council International Office (HanBan). They were mainly suitable for Thai primary school students in government and private schools.

1.5.4 Time Frame

The study was carried out during the second semester of 2018 academic year and it took 4 weeks (8 sessions) between the month of January and February. The entire study was conducted in approximately three months. Nevertheless, the researcher carried out the study in accordance to the timeline shown below.

Table 1.2 Time frame

Activities	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
		04	A						
Literature Review	A 4								
Research Proposal									
Data Collection									
Data Analysis									
Final Defense			1-1			7.2			

1.5.5 Conceptual Framework

For this study, there were two variables: independent and dependent variables as shown in the figure above. The independent variable was drawings and the dependent variables were Chinese vocabulary skills of the students and the students' learning satisfaction. The variables are shown in Figure 1.1

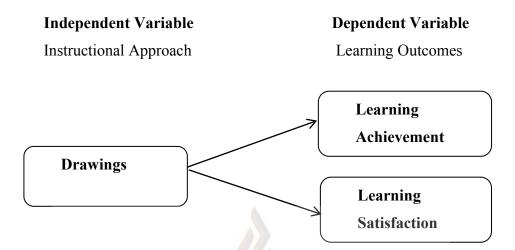


Figure 1.2 Independent and dependent variables

1.6 LIMITATIONS OF THE STUDY

- 1.6.1 The study was conducted with only one section of P-3 Thai students in one of the schools in Pathum Thani, Thailand. Therefore the finding could not be generalized to all the P-3 Thai students.
- 1.6.2 The study was constrained by time and it was limited to four lesson plans and eight sessions only. Therefore, the result of this study would vary had it been conducted for a longer period of time.
- 1.6.3 The research was limited to one school in Thailand, taking a broad view based on the outcome of the research seems unrealistic since academic performances differ from school to school.

1.7 OPERATIONAL DEFINITIONS

Application of Drawings refers to in the process of Chinese teaching, the application of drawings to be related to textbook content to help students memorize vocabulary.

Drawings refer to ask students use pencil and color strokes to express the meaning of words given by a teacher.

Vocabulary refers to the appropriate words according to situations to convey a message while speaking.

Enhance refers to improvement in the student's vocabulary skills including the advancement of the students' ability in memorizing vocabulary.

Chinese Vocabulary Skills refer to students reading and understanding the meanings of 16 Chinese words and being able to speak them which were selected from Chinese textbooks.

1.8 EXPECTED OUTCOMES OF THE STUDY

- 1.8.1 The study would point out the enhancement of the Chinese vocabulary skills of the students with the application of drawings.
- 1.8.2 The study would reveal an increased level of learning satisfaction in the students and the findings of this study would be helpful for the teachers using drawings.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews literature on teaching and learning Chinese as a foreign language, Chinese curriculum in Thailand, Chinese vocabulary, the importance of Chinese vocabulary, vocabulary development, drawings and visual, theoretical basis of drawings as a teaching method, and review of the related research in other languages teaching.

2.1 TEACHING AND LEARNING CHINESE AS FOREIGN LANGUAGE

Chinese, the traditional language of the Han nationality, is a common language in China and also as an international language. It belongs to the Sino-Tibetan language system. (Gil, 2011). The most common form of Chinese Mandarin is Putonghua, a modernized form of Mandarin, which borrows from several sub-dialects of Mandarin and has been painstakingly developed by the government of the People's Republic of China (PRC) since the 1950's (Li, Soon, & Siew, 2016). This is the form of Chinese that has been taught and learned in China and abroad for the last thirty years

The global impact of Mandarin Chinese and Chinese culture is obvious to all. Many studies have shown that the demand for Chinese language skills is increasing at this stage (Zhang & Linda, 2010).

Throughout history, languages around the world have become the most important within their sphere of influence. As new languages become more and more dominant, they are often replaced by other languages. (Ning, 2010). In the four decades of reform and opening, accompanied with the impetuous development of Chinese economy, trade between China and other countries is increasing. It has

become a popular trend in many countries to learn Chinese as a foreign language. (Scrimgeour, 2014). Many research results show that teaching Chinese as a foreign language needs more in-depth study. (Tsung & Cruickshank, 2011).

With more and more people around the world using Chinese, learning Chinese as a foreign language has become a global trend. Even though Chinese language is an ancient language, teaching Chinese as a foreign language is a new field to explore. (Zhao & Huang, 2010).

According to the latest statistics of Chinese International Language Council (Hanban), as of August, 2018, there have been 530 Confucius Institutes and 1113 Confucius Classrooms in 149 countries and regions. In addition, the number of students studying Chinese is also rapidly increasing with a number of countries listing Chinese as a compulsory subject. Chinese fever continues to heat up and Chinese is gradually becoming a powerful language (Wang, 2017).

2.2 CHINESE CURRICULUM IN THAILAND

There are a total of 19 foreign languages taught in Thailand, only English and Chinese are compulsory courses at all levels of the whole nation. There are 134 higher education institutions in Thailand have offered Chinese language and culture courses.

Chinese teaching in Thailand has its unique historical background. Before 1972, Thailand did not establish diplomatic relations with China, and the Thai government only allowed learning Chinese in primary school, but not in the secondary school (Tangyuenyong, S Choonharuangdej, 2010).

In 1992, the Thai government announced that private schools could teach Chinese. Since 2003, the first batch of volunteers of Chinese teachers were sent to Thailand by the Chinese International Language Council (Hanban). From the initial 21 volunteers to now, more than 1000 volunteers have been sent to Thailand every year. The number of volunteers sent to Thailand has increased year by year. Thailand has

become the country with the largest number of volunteers sent by the Hanban every year. Thai Ministry of Education Incorporates Chinese Language Teaching into the National Education System. As of 2018, China has sent 17169 volunteers to Thailand, covering more than 1,000 schools and colleges in 73 provinces of Thailand (He, 2017).

Economic exchange between Thailand and China has a long history, since as early as the 2nd century B.C., and continued to modern times without interruption. By 2010, China has become the largest exporter of Thailand also as the second largest source of imports and second largest trading partner. The proportion of Chinese in Thailand's total population is about 24-25%. Nearly a third of Thailand's total population is Chinese (Huang & Lu, 2011).

It is in order to promote cooperation and exchanges between Thailand and China to meet the expanding demands of all aspects. Thailand is committed to training talents of knowing Chinese for national development and construction services. In various regions of Thailand, there are many universities have opened Chinese professional undergraduate and MBA courses. People of all ages are very enthusiastic about learning Chinese, the number of people learning Chinese has risen constantly. Many kindergartens have set up Chinese classes (Wuttiphan, 2013).

2.3 THE IMPORTANCE OF VOCABULARY

Mastering vocabulary is the foundation of learning any language. It is also essential in learning and teaching a foreign language. The basic element of language learning skills is words. New words learned at each level are produced and understood as meaningful whole by being assembled with learned language grammar rules. Development of the word is also a condition that improves the ability to express (Yıldız, 2013).

"When students travel, they do not carry grammar books, they carry dictionaries" (Lewis, 1993, p. 122).

Phisutthangkoon and Panich (2016) define vocabulary as the words of language that encompass a word, phrases or several words which express specific meaning the way single word does and it can consist of three main aspects (form, meaning and use).

Alqahtani (2015) mentions that the vocabulary are the list of words or total number of words in a language with their meaning that one must possess to communicate efficiently. Vocabulary is the basis of speech and the most important in learning second language (Seffar, 2015).

Possessing wide range of vocabulary helps students to become independent learners by acquiring knowledge. It is essential in English language because the students cannot express or understand the language without sufficient vocabulary (Koizumi & In'nami, 2013).

It is also important for children to learn vocabulary. Children's vocabulary acquisition is an important predictor of later school success (Dickinson & Porche, 2011) and the total of adult verbal input is a strong predictor of the rate of vocabulary growth in young children (Anderson, A., Anderson, J., & Shapiro, 2005). Specifically, it is well established that verbal input from parents greatly impacts a child's vocabulary acquisition (Rowe, 2012). Having a strong vocabulary is also a necessary component to understanding and making sense of written material (Beck & McKeown, 2007; Kaiser & Roberts, 2011).

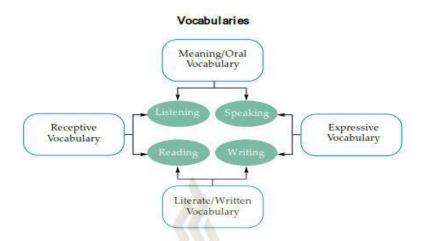


Figure 2.1 Vocabulary Forms
Source: Pikulski & Templeton, 2004

P-3 students in Thailand are just beginning to learn Chinese. For them, Chinese vocabulary is especially important.

2.4 VOCABULARY DEVELOPMENT

During early childhood, the brain is in a critical period of development that is optimal for language learning. According to the National Institute of Child Health and Human Development Early Child Care Research Network and Duncan (2003), the foundations for language and literacy begin in early childhood when children develop vocabulary and begin to use their vocabulary to communicate. There are many terms that are used when describing how and when young children learn vocabulary, including vocabulary acquisition, vocabulary development, semantics, and oral language. The various terms related to vocabulary simply refer to the words that a person is able to use (i.e., expressive vocabulary) or understand (i.e., receptive vocabulary) in a given language. On the contrary, language refers to the form, content, and use of the words in a child's vocabulary. Encouraging vocabulary development is so important during early childhood, because it is a time when children are able to acquire vocabulary rapidly.

Having a strong vocabulary is also a necessary component to understanding and making sense of written material (Beck & McKeown, 2007; Kaiser & Roberts, 2011). Simply put, if children do not have a strong vocabulary they will have difficulty developing the necessary skills to read and write, and if they are not familiar with the vocabulary in the text they will have difficulty with comprehension. Vocabulary has also been found to be one of the strongest predictors of early literacy and mathematics (Lonigan, & Whitehurst, 1998). Children need exposure and practice with math, science, and other "academic" vocabulary in order to fully comprehend the curricular concepts being presented.

Children who have a delayed vocabulary (i.e., delays in the amount of word use and word meaning) at the end of second grade have difficulty closing the vocabulary gap. Walker, Greenwood, Hart, and Carta (1994) found that when children were between five and ten years of age, vocabulary at 36 months of age was predictive of verbal ability, receptive and expressive language, and academic achievement.

2.5 VOCABULARY INSTRUCTIONAL STRATEGIES

Based on the work of Lipsky (2013) the following vocabulary instructional strategies were identified as effective for expanding children's vocabulary: questioning, expansions, recasts, intentional teaching of word meaning, fast mapping, modeling/illustrating, provide opportunities for word use, purposeful exposure to new words, define words, and discussing written form of words.

Strategy	Description or Example
Questioning	Ask child to say a word or define a word.
Expansions	Adult restates and then completes a child utterance to add meaning.
Recasts	Adult replies to child's utterance maintaining meaning but changing a component of the sentence incorporating elements that are slightly above the child's language level.
Intentionally teach word meaning	Use a variety of direct teaching strategies to teach word meaning.
Model or illustrate use of word	Teacher models how the word is used in context.
Provide opportunities for students to use newly learned words in a variety of contexts	Adult provides multiple opportunities for child to use the newly learned words (e.g., art activities, inquiry projects, concept mapping, and retell stories).
Provide purposeful exposure to new words	Storybook reading, teachers' use of words in context, and multimedia presentation that provides the label or meaning of a word.
Define words	Ask child to define words or provide definition of a word in context (e.g., while exploring objects in the science center the teacher holds up a pine cone and says "this is a pine cone, it grows on a pine tree and releases seeds when it opens").

Figure 2.2 Vocabulary Instructional Strategies

Source: Teresa, 2015

2.6 DRAWINGS AND VISUAL

The application of auditory and visual tools in language teaching is a common teaching method (Adem İşcan, 2017)

Even with all the ongoing research, there is no widely accepted rule for interpreting children's drawings, especially if they were spontaneous drawings. However, some clues have been identified from studies on children's drawings from different perspectives. Lowenfeld (1957) found that there are five stages of development in children's art depending on their ages.

While McGlynn (2011) found that discussing drawings with children could help clarify their thought processes, can accelerate a child's understanding of early literature, and also improve vocabulary. McGlynn also found that students' reading comprehension could be assessed through the analysis of their artwork (2011). These studies on children's drawings revealed clues about the perceptions and emotions children have about the world around them. Analyses of these drawings assisted both teachers and parents in gaining an enhanced understanding of their children in order to improve communication.

Coupling reading picture books with drawing pictures dramatically increases student engagement (McGlynn, 2011). A colorful picture is more engaging than words alone when communicating with students either verbally or through written expression. Moreover, specific graphics can help children enhance their memory of vocabulary and promote their oral expression. Children are drawn to picture books because of the colors and shapes. Pictures-books and drawings enhance the written story and allow the children to follow along better and increase their reading comprehension (Paris, A., & Paris, S., 2003). Miles (2000) emphasizes that drawings may allow children to relax and better communicate with adults. Educators may learn more about a child's psychological state by interpreting his or her drawing. Thus, a student's drawings can assist educators in understanding a child's thoughts and interests, and therefore guide children's learning.

Haig (2012) states that "Based upon research outcomes, the effective use of visuals can decrease learning time, improve comprehension, enhance retrieval, and increase retention."

2.7 DRAWINGS AS A TEACHING METHOD

While McGlynn (2011) found that discussing drawings with children would help clarify their thought processes, celerate a child's understanding of early literature, and also improve vocabulary.

However, through drawing, children can express abstract knowledge in a more specific and concrete way. Brooks stated that children's drawings help in the development of higher mental functions for those children that are given the opportunity to draw (Brooks, 2009).

Children's drawing was also effective for communicating deeper thoughts and emotions, giving both teachers and parents a better understanding of the children's mind. Drawing offers a powerful communication tool for transmitting ideas and concepts to others (Anning, 1997).

Drawing also enables young children to express what they know more comprehensively than they would be able to if they were limited to doing so solely by means of oral communication or writing (de la Roche, 1996) When a child talks about his or her drawing, the child's self-expression skills can be improved at the same time.

Moreover, communicating with children about their drawings may help children improve their vocabulary, which benefits their literature comprehension. When children apply new vocabulary to their drawings and use it in discussion, they are more likely to learn the specialized language they encounter in informational texts (Block, Gambrell, & Pressley, 2002).

Drawing enables children to transform ideas and concepts that they do not fully grasp into a more concrete and substantial form. Oğuz's (2010) study exposed that a child's drawings are influenced by his or her family and living environment.

Oğuz (2010) claimed that children often describe their happiness, unhappiness, future dreams, hopes, wants, and ambitions through their drawings, and that drawings can offer teachers and parents unparalleled insight into their child's mind.

Through providing children with opportunities to draw, parents and teachers can have a positive impact on the development of a child's ability to express themselves as well as increasing the child's creativity and self confidence (Oğuz,

2010). Adults could aid in increasing child's self-confidence by respecting the child's drawings, giving rewards, and providing positive responses (Oğuz, 2010). These positive interactions and encouragements can have a lasting effect and encourage further exploration of the child into the realm of personal expression.

According to Gardner (2011), humans have nine different kinds of intelligence that reflect different ways of interacting with the world. Each person has a unique combination or profile of such intelligence. Therefore, educators can guide a child to success by engaging the child's talent through drawing.

The inclusion of art classes in all levels of education has a positive effect on the classroom because it provides the skills students need to accurately represent things artistically. This then gives teachers the ability to integrate art into the classroom and provide context for lessons in all subjects (Nobori, 2012).

2.8 RELATED LEARNING THEORIES

2.8.1 Multiple Intelligence Theory

According to Gardner's (2011) theory of multiple intelligences, children and adults possess different types of intelligences. Gardner stated that human beings have nine different kinds of intelligence that are reflected through different methods of interacting with the world. Each person has a unique combination or profile of these intelligences. Teaching and learning is an interactive process and understanding the intelligences of the students can help to improve the educational process. He coined the term "artistic intelligence" as one key intelligence people have, different from linguistic or naturalistic intelligence or the other intelligences outlined in his theoretical postulations. His perspective and theoretical framework give credence to the fact that artistic intelligence is a hard-wired in each person and can be nurtured through exposure to artistic endeavors. Students seem to be drawn to expression through the visual and performing arts. Perhaps, through drawing, one can discover the learning modality that best suits a particular child.

Currently, there is a body of research investigating individual differences within the context of learning, the most prominent of which is the Multiple Intelligences theory. According to the Multiple Intelligence Theory, every student can be guided according to the profile of his or her developed intelligence. According to Gardner (2011), students who possess different types of minds will learn and comprehend in different ways. The processes by which students learn varies greatly; certainly, students would benefit from teachers presenting school lessons targeting different learning styles (Vincent & Ross, 2001).

According to Zhou and Brown (2015), Gardner's theory of multiple intelligence believes that the human beings are capable of nine different types of intelligence and challenges the earlier views of intelligence that believed that the human's intelligence is fixed to one throughout their entire life. It believes that every person is intelligent and capable in their own way and differs in learning style. Therefore, incorporation of teaching and learning strategies that take care different types of intelligence is must for better and meaningful learning. Nine multiple intelligence are: Verbal/Linguistic intelligence, Logical/Mathematical intelligence, Visual/Spatial intelligence, Bodily/Kinesthetic intelligence, Naturalistic intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence and Existential intelligence.

Verbal/Linguistic: Verbal/Linguistic intelligence is the learners' capability to use words, languages and understand the languages. It includes speaking, reading, writing, and other means of communication like written and oral communication.

Logical/Mathematical: Logical/Mathematical intelligence is an ability of the learners to work with statistics like collecting and organizing, analyzing and interpreting and concluding and predicting. Children who possess this intelligence recognize patterns and relationships and work with abstract symbols.

Visual/Spatial: Learners' ability of creating and handling of a mental representation is regarded as Visual/Spatial intelligence. Learners who possess this kind of intelligence are imaginative and learn easily and mostly from visual presentations like pictures, movies, videos, and demonstrations using props and models.

Bodily/Kinesthetic: Bodily/Kinesthetic intelligence is the capability of the learners to learn through the feelings that they sense in their bodies. Learners with this kind of intelligence enjoy and learn through dancing and moving, playing physical activities and acting things out.

Naturalistic: Naturalistic intelligence refers to an ability of the learners to identify and categorize plants, animals, and minerals. Learners who possess this kind of intelligence have the knowledge and skills to classify the species such as the animals and plants around them and prefer outdoors and hands-on learning.

Musical: Learners' ability in understanding, composing, and interpreting musical rhythm, tones and pitches is regarded as Musical intelligence. Learners with this intelligence enjoy listening music and learn better through music.

Interpersonal: Interpersonal intelligence is an ability of the learners to understand and handle the emotions, motivations, actions, and the moods of others. It includes good skills of interaction, good skills of communication and the aptitude of showing empathy towards the feelings of others. Learners who possess this kind of intelligence enjoy being with friends, working in groups and learn mostly through interacting with friends.

Intrapersonal: Intrapersonal intelligence is an ability of understanding one's own weaknesses, strengths, motivations, and emotions. In other words it is an ability to know or understand oneself. Learners with this intelligence learn better individually or when they are lone.

Existential: Existential intelligence is an ability of the learners to ask and contemplate the questions in regards to the survival including life and death. Learners with this intelligence learn better by making connection across the curriculum and involving with community.

2.8.2 Constructivist Theory

Individual constructivists theorists believe that knowledge is constructed more on a personal level from individual interaction and thoughts. Learning is not a process in which teachers simply transfer knowledge to students, but a process in which students construct knowledge themselves. Students do not simply receive information passively, but actively construct the meaning of knowledge, which can not be replaced by others. They promote learner centered and self discovery oriented selves (Pass, 2004).

Constructivism emphasizes the richness and diversity of students' experience world. It holds that learners do not enter learning situations empty-headed. In daily life and various forms of learning in the past, they have formed rich experience and a series of cognitive structures based on these experiences (Zhang, 2015).

In the traditional teaching process, classroom teaching is teacher-centered. In the view of constructivists, in the process of classroom teaching, teachers should take students as the center and students' learning as the center of classroom teaching.

Teachers should be the collaborators, facilitators, helpers, instructors and interlocutors of students' learning. Teachers are also one of the curriculum resources for students' learning (Pass, 2004).

Bruner (1978) believed on the active process of learning that the learners construct new concepts based on current and past acquired knowledge. In the constructivist theory the learners select information, transforms information,

constructs hypotheses, and makes decisions for developmental process. This developmental process provides meaning to the experiences and allows the individual to expand beyond the gained information.

2.9 RELATED RESEARCH AND STUDIES

Several studies have been conducted to examine the impact of drawings in teaching and learning language. This section provides the review of the related studies and previous research done on drawings.

In the study carried out by Leny (2006) on "Teaching Vocabulary through pictures to the kindergarten students" found that the use of pictures could help the students to understand the difficult words easily. The use of pictures made the vocabulary learning more easier and more interesting.

Minzhi (2015) conducted the study on "The Development of English and Chinese Oral Language through Drawing for Primary Grade Students" and the finding revealed that it was recommended to utilize drawings to assist language learning for all students in primary schools. Every elementary school or afterschool program should integrated drawinsg into the curriculum and provide such a class once or twice a week. Learning how to integrated drawings efficiently on a systematic level was a critical and valuable topic, worthy of its own study further on.

Mustafa Altun (2015), conducted the research on "The use of drawing in language teaching and learning" and discovered that drew objects on the board was very exciting for learners in that it allowed students to easily acquaint themselves with new vocabulary and quick memorization. Hendricks (2015), investigated on "Speed drawing for vocabulary retention". It aimed to analyze the drawing activity helps students remember vocabulary in class helped students to be more focused and open to language acquisition. The technique described here can be used for nearly any age and for any language level.

Joyce Ofosua Anim (2016) conducted the research on "The role of drawing in promoting the children's communication in Early Childhood Education." The research results show that drawings can be an effective form of communication in preschools and the active role teachers played in promoting children's communication through drawings. The results also prove that drawings can be used to promote interdisciplinary learning. Drawings has a positive impact on vocabulary acquisition in children's language development.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research design, research instruments, population and sample of the study, validity and reliability of the research instruments, data collection procedures and data analysis.

3.1 RESEARCH DESIGN

Mixed-methods is a type of research methodology which embeds qualitative data and quantitative data in a study. It provides an alternative method to traditional quantitative and qualitative approaches (Halcomb & Hickman, 2015).

Incorporation of the mixed methods provided a better, broader, and in-depth understanding of the complex phenomenon to enhance confidence, improve accuracy, and contribute to overall validity (McKim, 2017). Incorporation of the mixed-methods provide a better, broader and in-depth understanding of the complex phenomenon and enhance confidence, improve accuracy and completeness and contribute to the overall validity (McKim, 2017). Therefore, researcher used the mixed-methods to carry out the study. Including Pre-test and Post-test students filling out questionnaire. Classroom observation during the session.

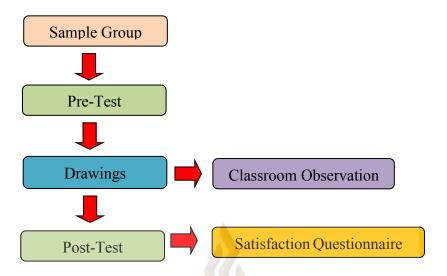


Figure 3.1 Illustration of Research Design

3.2 POPULATION AND SAMPLE OF THE STUDY

The total population of the study comprised of 94 students from three sections of P-3 students. The students' age range from 8-9 years old with mixed gender and mixed ability group of P-3. The researcher used a cluster random sampling to select a section of the sample population from the total population of 3 sections of p-3 students.

There were 32 students in one section consisting mixed ability group chosen for the purpose of the study, comprising of 9 male and 23 female students; ages from 8-9 years old. They were Extra Programme students. Extra Programme provided students with 90% of instruction in Thai in all subjects except English Language Arts. "EXTRA" meant increase number of hours in English Language. They learned Chinese for more than 3 years and had mastered basic listening, speaking, reading and writing. All Chinese lessons in the school were taught by native speakers. All of the students were born and educated in Thailand and Thai was their first language, despite coming from a variety of family backgrounds and cultures. Some of the students were from Chinese families and some had studied in after-school Chinese language training.

Table 3.1 The demographic information of the research participants

Gender	Male	Female	Total
Number	9	23	32
Percentage	28.1%	71.9%	100%
Age Group	8-9 Years Old		

3.3 RESEARCH INSTRUMENTS

3.3.1 Instructional Instrument

3.3.1.1 Lesson Plans

Researcher developed four Lesson Plans (Appendix D) of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating drawings were used in the class. The researcher taught 8 sessions (2 sessions per week) in the sample group in a duration of 1 month.

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 Achievement Test

In this research, the researcher used achievement test as the main instrument. The test consisted of 2 parts. Part 1 was a written test, including 16 questions. Part 2 was a spoken test consisting of 16 questions. One point per question in two parts. The full score was 32 points. The content of the test included 16 words which were taught during the 8-sessions experiment. These words were selected from Experiencing Chinese (Compilation of the International Centre for Language Research and Development, Published in 2008) the P-3 students' Chinese textbooks. The scope of content was from Lesson 1 to Lesson 4.

The Achievement Test consisted of 32 pictures. In Part 1, the students wrote the letter A,B.....or P in () for the correct picture. In Part 2, the students were asked to use this sentence pattern"这是......" to introduce the following pictures. (See Appendix B).

3.3.2.2 Satisfaction Questionnaire

The researcher administered Questionnaire (after the intervention) to collect data to determine P-3 Thai students' satisfaction with application of drawings to enhance Chinese vocabulary skills. The questionnaire comprised of 10 items. The questionnaire collected data through Likert Scale with 3 points ranging from, disagree to agree; 1=Disagree (unhappy expression), 2=Neither agree nor disagree (ordinary expression), 3=Agree (happy expression). (Appendix F) The researcher asked Thai teacher to explain every statement clearly to the students while rating the questionnaire to clarify their confusion to mark against each point on the Likert Scale.

The use of Likert scales, which called for a graded response to a series of statements, was a common means of assessing people's attitudes, values, internal states, and judgments about their own or others' behaviors in both research and clinical practice. Wright and Asmundson (2003) who changed the original 5-point Likert scale response format to a 3-point format to make it more easily understood by children. Thus, asking them to respond on a 5-point scale may be beyond their capacity (Mellor & Moore, 2014).

Table 3.2 Three-point Likert scale with mean score measuring level of satisfaction

Level of opinion	Scores	Scale for means	Description
Agree	3	2.34 - 3	High
Neither agree nor disagree	2	1.67 - 2.33	Moderate
Disagree	1	1 - 1.66	Low

3.3.3 Qualitative Data Collection Instruments

3.3.3.1 Classroom Observation (CO) Form

Observation is a method of collecting qualitative data in a research through systematically recording the behaviors of the participants during the activity. It helps researchers to understand the participants' feelings through their behaviors (Subba, 2016).

Classroom observation is an important method and basis for evaluating teachers and plays an important role in improving teachers' professional development (Martineza, Tautb, &Schaafa, 2016)

Drawings were used to enhance the effectiveness of P-3 Thai students' Chinese vocabulary skills. Two sessions (2nd and 8th) were observed during the session and collected qualitative data to examine effectiveness of application of drawings could enhance the effectiveness of P-3 Thai students' Chinese vocabulary skills.

3.4 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

3.4.1 Validity PEINAR Rangs

According to Singh (2017) the level to which any instrument measure what it proposed to measure is called validity or validity shows how well an instrument measures the objective of the particular study. Validity and reliability are necessary for effective and competent research as they are the heart of the study (Heale & Twycross, 2015). All the instruments were validated based on the Item Objective Congruence (IOC) by Turner and Carlson, (2003). IOC result index ranges from -1 to +1. The rating +1 on IOC refers to the accuracy of instruments to the stated objectives, however rating 0 shows that items are good, but not convincing enough to meet the stated objectives. Further, the rating -1 ensures that items are not clearly congruent in

meeting the objectives stated. The researcher adapted the given formula to compute IOC.

$$IOC = \sum \frac{r}{n}$$

Where r = sum of the scores of individual experts

n= number of experts

Therefore, the validity of the research instruments were evaluated by three experts (an expert from Rangsit University, Thailand and two senior teachers from China). (List of validators is attached in Appendix A). The Item Objective Congruence (IOC) was used to evaluate the items correspondence with the objectives based on the score +1, 0 and -1.

+1: the item is a measure of the objective

0: unsure or unclear whether the item is a measure of the objective

-1: the item clearly not a measure of the objective.

The formula for calculating IOC is $\sum \frac{r}{n}$ where 'r' represents the sum of the scores of individual experts and 'n' represents the number of experts. If the value for any test item is in between 0.67 to 1.00, the item is considered valid and acceptable and if the value is below 0.67 to -1, the item needs to be altered.

Three experts used IOC to validate the lesson plans, achievement tests, satisfaction questionnaire and classroom observation sheet. The ratings were discussed below:

- 1) One of the 4 lesson plans was rated +1 by two experts and 0 by one expert, which resulted in the average of 0.92 (Refer to Appendix E).
- 2) The IOC ratings for the satisfaction questionnaire were above 0.67 (Refer to Appendix G).
- 3) The IOC for the achievement tests were above 0.67 which indicated that the items were valid for the study. (Refer to Appendix I).

4) IOC for the classroom observation statements were above 0.67 that showed the items were congruent and valid ((Refer to Appendix K).

After the ratings assessed by three experts, the instruments were found valid and authentic to carry out the study as per the objectives of this research.

3.4.2 Reliability

Reliability refers to the consistency and stability of the test score or the extent to which measures are free from inaccuracy so that they can produce consistent result (Mohamad, Sulaiman, Sern, & Salleh, 2015). The main purpose of the reliability test is to find out the reasonable problem and effectiveness of the techniques or the instruments before implementing to the actual study, which reliability test result can inform possibility and identify alteration need in the actual study (Hazzi & Maldaon, 2015).

To evaluate the reliability of the attitude questionnaire, researcher conducted reliability test with another section of 32 P-3 Thai students before the actual study. Cronbach's Alpha Rating Scale was used to measure the reliability of the items. The total score was 0.75. Cronbach's Alpha Rating Scale which indicated acceptable.

Table 3.3 Cronbach's Alpha Rating Scale.

Cronbach's Alpha	Internal Consistency
$\alpha \ge 0.9$	Excellent
$0.9 > \alpha \ge 0.8$	Good
$0.8 > \alpha \ge 0.7$	Acceptable
$0.7 > \alpha \ge 0.6$	Questionable
$0.6 > \alpha \ge 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: as cited in Mohamad, et al., 2015.

3.5 DATA COLLECTION PROCEDURE

3.5.1 Approval and Ethical Consideration

Ethics has come to be a keystone for conducting a research. It was clearly stated in Essay in UK (2013) that negligence in ethical considerations in research can considerably sabotage people, researcher and the community in general. Data collection did not commence until after all the necessary permissions and approvals were received. An approval to carry out the study was obtained from Ethics Committee of Research Institute of Rangsit University. (Appendix B) Parents and participants were informed about the study and the permission to use their child as sample for the study were sought. Moreover, consent letters from the parent were also sought. (Appendix C) Anonymity and confidentiality of the participants were maintained at all times.

3.6 DATA ANALYSIS

3.6.1 Quantitative Data Analysis

The quantitative data were collected through achievement tests and satisfaction questionnaire were computed and analyzed using a computer program. Individual participant's level of Chinese vocabulary scores were compared according to their total scores of Pre-Test and Post-Test. Means and standard deviation were used to analyze the satisfaction questionnaire.

3.6.2 Qualitative Data Analysis

Content Analysis is described as the scientific study of content of communication. It is the study of the content with reference to the meanings, contexts and intentions contained in messages. Content analysis was first developed in the field of communication in the early 20th century, and then gradually adopted by

sociological, historical and political research institutes. Now content analysis has become a common educational research method. (Lv, 2011)

Foster (1996) used a more holistic approach in order to determine the identity of the anonymous author of the 1992 book Primary Colors. Content analysis was also useful for examining trends and patterns in documents. For example, Stemler and Bebell (1998) conducted a content analysis of school mission statements to make some inferences about what schools hold as their primary reasons for existence.

In this study, the content analysis is mainly used to analyze peer teacher observation.



CHAPTER 4

DATA ANALYSIS

This chapter presents the result analysis of the data collected through research instruments: achievement tests, satisfaction questionnaire, classroom observation. Data collected through achievement tests and satisfaction questionnaire were computed and analyzed using a quantitative method and data collected through classroom observation was analyzed using a qualitative method. The tables and charts are included to present the findings more clearly and vividly.

4.1 QUANTITATIVE DATA ANALYSIS

4.1.1 Data Analysis of Students' Learning Achievement

To answer the first research question 1.3.1, "Will there be any effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students?", Pre-Test and Post-Test were conducted using the same paper (questions in different order) to the sample group.

4.1.1.1 Individual students' pre-test and post-test analysis and results

Table 4.1 Individual students' pre-test and post-test scores

Student Number	Pre-test Scores	Post-test Scores	Improvement of Scores
1	18	22	+4
2	10	10	0
3	6	8	+2
4	4	9	+5
5	10	18	+8
6	15	27	+12
7	26	28	+2
8	12	12	0
9	16	19	+3
10	14	22	+8
11	18	18	0
12	20	23	+3
13	10	16	+6
14	10	12	+2
15	30	31	+1
16	20	22	+2
17	7310	Pand3/C	+5
18	6 6 6 1 2 1	12	+6
19	8	10	+2
20	6	14	+8
21	4	16	+12
22	8	18	+10
23	30	32	+2
24	12	26	+14
25	14	24	+10
26	16	29	+13

Table 4.1 Individual students' pre-test and post-test scores (Cont.)

Student Number	Pre-test Scores	Post-test Scores	Improvement of
			Scores
27	18	26	+8
28	10	10	0
29	12	16	+4
30	10	18	+8
31	6	12	+6
32	8	10	+2

Table 4.1 shows the students' pre-test and post-test scores as well as their score improvement. It exhibited that 28 out of 32 students had improvement in their learning achievement in the post-test. The improvement scores ranged from 1 point as the lowest to 14 points as the highest. The maximum improvement had been shown by student No. 24 with 14 points increased in the post-test.

4.1.1.2 Pre-test and Post-test Comparisons

Up to this point, Table 4.2 below presents the comparison of the pretests and post-tests.

Table 4.2 The comparison of the pre-tests and post-tests

Pre	-test	Post	-test	Mean Difference
Mean	SD	Mean	SD	18.28-13.03=5.25
13.03	6.82	18.28	7.00	

The scores of the students' pre-tests and post-tests were analyzed and compared in terms of mean, standard deviation (SD) and significance value (p). From the tables above, the mean scores of pre-test and post-test were 13.03 and 18.28 respectively, resulting in the mean difference of 5.25. This is illustrated in Figure 4.1

Comparison of Pre-test and Post-test Means 15 13.03 10 Pre-test Score Post-test Score

Figure 4.1 Comparison of Pre-test and Post-test Means

The statistical significance value (p) was lower than $.05(P \le .01)$ which indicated that there was statistically significant increase in the learning achievement scores. From the comparison; The mean score of the post-test (18.28) was higher than that of the pre-test (13.03).

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 small red squares confirmed a significant increase in the scores compared to the pretest scores (small blue squares). It reveals that every individual showed remarkable improvement in the posttest scores.

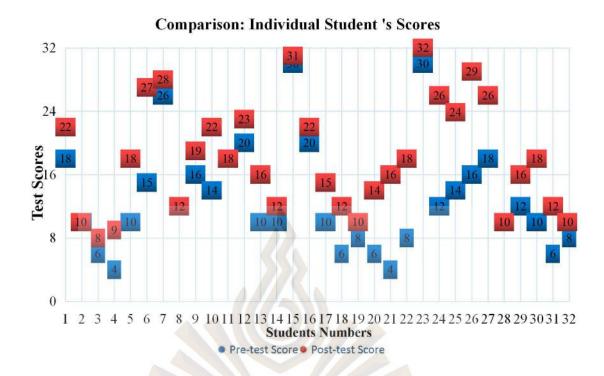


Figure 4.2 Comparison of Individual student's pretest and posttest scores

4.1.2 Data Analysis of Satisfaction Questionnaire

To answer the second research question 1.3.2., Will there be any high level of satisfaction with using drawings to enhance Chinese vocabulary skills inP-3 Thai students? Satisfaction Questionnaire was used for quantitative data collection (after the intervention). The data were analyzed with a computer program. Questionnaire contained 10 items and data were collected through Likert Scale (Likert, 1932) with three points ranging from, disagree to agree; 1=Disagree (unhappy expression), 2=Neither agree nor disagree (ordinary expression), 3=Agree (happy expression). Individual participant's scores were added to determine the level of satisfaction. Higher the scores indicated the higher level of satisfaction and lower the scores indicated the lower level of satisfaction of the participants. Table 4.3 shows the analysis results of satisfaction questionnaire as below:

Table 4.3 The analytic results of the satisfaction questionnaire

Item	Mean	SD	Level of Satisfaction
Satisfaction	2.63	0.39	High Satisfaction
questionnaire			

According to the data, the mean of satisfaction questionnaire was 2.63, the SD of satisfaction form was 0.39, the level of satisfaction was high.

In addition, the mean and standard deviation scores of students' learning satisfaction questionnaire. Table 4.4 Quantitative data and interpretation of students' learning satisfaction level.

Table 4.4 The students' learning satisfaction level of questionnaire

No	Items		SD	Level of
				Satisfaction
1	I had some basic knowledge of Chinese.	2.41	0.62	High
2	I liked learning Chinese.	2.69	0.47	High
3	It was easy to learn Chinese vocabulary.	2.59	0.50	High
4	I knew more Chinese vocabulary.	2.66	0.48	High
5	I liked drawings in learning Chinese.	2.50	0.57	High
6	It was interesting to learn Chinese vocabulary by drawings.		0.47	High
7	During Chinese class I felt enjoyable.	2.72	0.46	High
8	Drawings helped me remember Chinese vocabulary faster.	2.72	0.46	High
9	I liked to share my drawings with friends.		0.48	High
10	I hoped teacher would give drawings in Chinese vocabulary learning more frequently.		0.47	High
	Average	2.63	0.50	High

According to the data, the average mean of satisfaction questionnaire was 2.63, the average SD of satisfaction form was 0.5, the level of satisfaction was high.

4.2 QUALITATIVE DATA ANALYSIS

4.2.1 Analysis of Classroom Observation

In total of two sessions (2nd and 8th) were observed with the help of a peer teacher to supplement the quantitative data to answer the research question 1.3.1., "Would there be any effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students?" The overall data were organized and interpreted in two core themes: (1) Classroom Participation, (2) Mastering Chinese vocabulary.

Theme 1 Classroom Participation

Classroom observation revealed that students actively follow the teacher's instructions and they were interested in drawings. A few students didn't like drawings, the researchers asked these students to do exercise books or transcribed the words they have learned. The students thought those assignments were more difficult, so they chose to draw in the end. It was observed that the participants were enjoying the lesson. The participants were found happy to show their works.

"At first, the students were confused about which exercise book to use and whether it could be coloured. 25 students were actively engaged in the activity. Others are chatting and laughing so the classroom seems noisy." CO1

"Almost all the students involved actively in the drawings". CO2

Thus, the increase in numbers of participants actively participating in drawings depicted that the use of drawings can have a positive impact on students' learning Chinese vocabulary.

Theme 2 Mastering Chinese vocabulary

Classroom observation also exposed that most of the students mastered the Chinese words they have learned after drawings.

"Few students can answer the teacher's questions. They can't remember new words." CO1

"Most students remember the new words they have learnt. They liked to show their drawings to teacher." CO2

Therefore, above excerpt supported that the drawings played an effective role in enhance Chinese vocabulary skills in P-3 Thai students.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the conclusion form the results of data analysis, discussion of the findings and recommendation for future studies.

5.1 CONCLUSION

The objectives of this study were to study the effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students, and to investigate P-3 Thai students' satisfaction towards using drawings to enhance Chinese vocabulary skills. To achieve the objectives, the quantitative data were collected through achievement tests, satisfaction questionnaire; and the qualitative data were collected through classroom observation. The following conclusions were drawn after analyzing the data collected through mixed-methods.

5.1.1 The Result of Achievement Test Data Analysis

The first objective of the study was to examine the effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students. Pre-test (before the intervention) and Post-test (after the intervention) were conducted to the sample group to examine the outcome. According to the results, the P-value(2-taild) was ≤0.05. There were 28 out of 32 students had improvement in their learning achievement in the post-test. The improvement scores ranged from 1 point as the lowest to 14 points as the highest. The mean score of the post-test (18.28) was higher than that of the pre-test (13.03). The findings of the students' improved post-test scores confirmed the first hypothesis which stated that application of drawings can enhanced P-3 Thai students' Chinese vocabulary skill.

5.1.2 The Result of Satisfaction Questionnaire Data Analysis

The second objective of the study was to investigate P-3 Thai students' satisfaction towards application of drawings to enhance Chinese vocabulary skills.

According to the results, the mean of satisfaction questionnaire was 2.63, the SD of satisfaction was 0.39, the level of satisfaction was high. The students' level of learning satisfaction in Chinese knowledge category was regarded as of the High level with the average mean score of 2.61 and SD of 0.51. The students' level of learning satisfaction in Teaching Method category was regarded as of the High level with the average mean score of 2.65 and SD of 0.49.

Also, the result of satisfaction questionnaire data had matched with the hypothesis that P-3 Thai students' satisfaction is high towards application of drawings to enhance Chinese vocabulary skills.

5.1.3 The Result of the Classroom Observation Data Analysis

The prime purpose of the classroom observation was to supplement and confirm the findings of the quantitative data collected through satisfaction questionnaire.

Participants were observed participating actively. It was observed that participants were enjoying the lesson, motivated to share their works. Hence, the study concluded that the result of classroom observation supported the finding of quantitative data collected through satisfaction questionnaire proving that P-3 Thai students' satisfaction was high towards application of drawings to enhance Chinese vocabulary skills.

5.2 DISCUSSION

The results of Pre-test and Post-test revealed that application of drawings enhanced P-3 Thai students' Chinese vocabulary skills. Mustafa Altun (2015) also found that drawing objects on the board was very exciting for learners in that it allowed students to easily acquaint themselves with new vocabulary and quick memorization.

The result of satisfaction questionnaire data showed P-3 Thai students' satisfaction was high towards application of drawings to enhance Chinese vocabulary skills. However, the researchers found that many students did not read the questionnaire carefully. Some students got the questionnaires and quickly selected all the satisfactory options. Some students drew noses, eyebrows, ears or tears on the expression symbols. So for younger students, questionnaires may not be an appropriate method of investigation.

5.3 RECOMMENDATIONS

Based on the findings and conclusions made from the study, the following recommendations are proposed;

5.3.1 Recommendations for Implementation

- 1) The use of drawings has been found to enhance the Chinese vocabulary skills of primary three students. Therefore, the use of this technique should be encouraged in teaching Chinese vocabulary in the other levels too.
- 2) Drawings can be used in teaching other subjects such to examine if the technique bring similar outcomes.
 - 3) Teachers can employ drawings in enhancing Chinese writing skills.

5.3.2 Recommendations for Future Research

Considering some of the limitations of this study, the researcher recommends the following for further research:

- 1) This study was limited to a class of 32 P-3 of an International school. Further research is recommended with different grade levels and a larger sample size.
- 2) This study was constrained by time and was carried out within a month of experimental teaching, the researcher recommends further research to be conducted for a longer period in order to acquire more reliable and significant study result.
- 3) Similar study can be carried out in different class levels in different geographical areas. This will further help in validating the effectiveness of drawings and the findings presented in this study.



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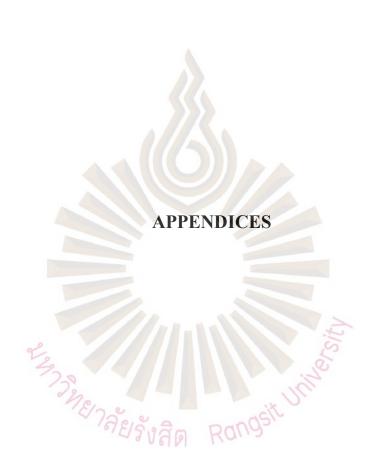
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APPENDIX A

CONFIRMATION LETTER FROM THE EXPERTS



Experts Who Validated the Instruments

Sl No.	Name	Position tile	Institution
1	Dr. Pathom Supreeyaporn	Lecturer	Rangsit University Thailand
2	Ms. Xiujin Guo	Senior Teacher Head of Chinese teaching Department	Chinaviz Language Institute, Thailand
3	Ms. Lina Deng	Senior Teacher	Liaoyang No. 1 Senior High School, China



Dear Xiaoxing Liu,

This is to confirm that I have read all the research instruments that you have developed for your study titled "The Application of Drawings to Enhance Chinese Vocabulary Skills in Primary Three Thai Students". The lesson plans, the items of achievement tests, the items for satisfaction questionnaire, and items of classroom observation form 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

Kauda,

Dear Xiaoxing Liu,

This is to confirm that I have read all the research instruments that you have developed for your study titled "The Application of Drawings to Enhance Chinese Vocabulary Skills in Primary Three Thai Students". The lesson plans, the items of achievement tests, the items for satisfaction questionnaire, and items of classroom observation form are all valid and reliable.

I wish you all the best in your research endeavor.

Thank you

邓丽娜

Lina Deng

Liaoyang No. 1 Senior High School, China

Rang



LETTER OF APPROVAL

Langsit University of Rangsit University

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

Date: 3 March 2019

Subject: An Approval to carry out data collection

Sir(s)/Madam(s),

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

In this regard, Yamsaard International School is pleased to accord an approval for the candidates to collect data from the university allocated to them as per the attached letter from the Dean.

Therefore letter dated 2 March to 31 March, 2019 from the Dean of Suryadhep Teachers College, Rangsit University, Thailand is attached for your reference please.

Thank you

Sincerely yours,

Major Austin Inskeep
Director of International Department

Yamsaard International School

Pathumtani 12000 THAILAND

DPE. No. RSUERB2019-040



Documentary Proof of Exemption By Ethics Review Board of Rangsit University

DPE.No.

RSUERB2019-040

Protocol Title

The Application of Drawings to Enhance Chinese Vocabulary Skills in

Primary Three Thai Students

Principle Investigator

Dr. Nipaporn Chalermnirundorn

Co-Investigator

Xiaoxing Liu

Affiliation

Suryadhep Teachers College

How to review

Exemption Review

This protocol complies with a "Research with Exemption"

Date of Approval:

29/05/2019

Date of Expiration:

29/05/2021

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 Kunaratnpruk, M

Chairman, Ethics Review Board for Human Researc



APPENDIX C

PARENTAL CONSENT LETTER

La Janest University Par Rangsit University



RSU-ERB.006e Participant's Legal Guardian Information Sheet the age between 7-12years old (For parent)



Manuscript Adjust No Date/
In this document, there may be some statements that you do not understa
Please ask the principal investigator or his/her representative to give
explanations until they are clearly understood. To help your decision making
participating in the research, you may bring this document home to read a
consult with your relatives, intimates, personal doctor or other doctors.
Title of project THE APPLICATION OF DRAWINGS TO ENHANCE CHINES
VOCABULARY SKILLS IN PRIMARY THREE THAI STUDENTS
Name of researcher Xiaoxing Liu
Location XXX PRIMARY SCHOOL IN PATHUM THANI
Work Location XXX PRIMARY SCHOOL IN PATHUM THANI
This protocol was conducted for Teaching and learning Chinese
Your children were invited to this research because your children as a student of P-3
meets the research requirements of the study.
There will be (number of)32participants Period of time that do this
research around1month
If parent accepted your children to join in this research; there are the lists as
follow.
1 Ensure attendance in class .
2 Complete the assignment.
3 Submit test papers.

Risks that may occur while participating in the research



RSU-ERB.006e Participant's Legal Guardian Information Sheet the age between 7-12years old (For parent)



If you are not permitted your children to join in this research, your children will receive

Your children will not receive any compensation in attending this research. Plus, you have to pay a medical fee for yourself. If you have any question about this research or something happen with your children, you can contact Xiaoxing Liu at Rangsit University Telephone: .809710345.

If we have more information about the advantage or disadvantage that related to this research, we will notify you as fast as we can.

The private information of your children will be kept in private but the result of this research will be presented in public. Information of individual researchers is probably inspected by some groups of committee, such as capitalists, institutions, or government organizations' inspectors and ethics review boards etc.

You can withdraw your children from the research at any time without any notifying in advance. An absence or cancellation from the research does not affect you and your children at all.

This research was considered from ethics review boards in Rangsit University. The location of the office is at Rangsit University Building 1 (5-504) 52/347 village of Muang Ake, Phaholyothin road Tambon Lak Hok, Amphoe Muang Pathum Thani Telephone/Fax 0-2791-5688 If you/your children receive the wrong behaviour, you can contact the president or secretary from this location and telephone number above.

	i am thoroughly read every data in this document.
	Signature
	Parent
()
	Date/

Appendix D

LESSON PLANS

Parsida Rangsit

Lesson Plan 1 : (Session : 1 & 2)

Subject: Chinese

Topic: Drawings about Chinese vocabulary(food and drinks)

Grade: Three

Class Strengths: 32 Students

Time: 100 minutes (Block Period 50 minutes/ 1 session)

Pupil's Background Knowledge: Children know basic Chinese. The students

know the drawing requirements assigned by the teacher.

Teaching and learning Strategy: Drawings, Question Answer and Presentation

Teaching and learning Materials: textbook, whiteboard ,marker pen, notebooks,

color pencils

Lesson Objectives: By the end of the lesson, each child should be able to:

✓ Know the meanings of 果汁 fruit juice 牛奶 milk 糖果 candy,

巧克力 chocolate

✓ Can speak them in Chinese

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)		
SESSION 1	-Greet students -Greet teacher			
Introduction	STEP 1: Introduction -Students will listen			
(5 Minutes)	-Teacher will ask following	answer the questions		
2	questions to review the lesson in	accordingly.		
	previous class and introduce the			
	lesson.			
	1. What are these food and drinks?			
	2. Do you like them?			
Lesson	STEP 2: Review	-Students will be asked		
Development	- Teacher will ask students open	to read the vocabulary.		
Activity 1	the textbook, review the Chinese			
(15 Minutes)	vocabulary about food and drinks.			

Activity 2	STEP 3: Classroom interaction	-Students will answer	
(15 Minutes)	-Teacher will draw some food and	the questions.	
	drinks on the whiteboard then ask		
	students "这是什么?(What is		
	this?)"		
Activity 3	STEP 4:Do exercise book	-Students will use the	
(15 minutes)	-Teacher will let students do some	exercise books.	
	exercise like multiple choice		
	questions and matching.		
	888		
SESSION 2	STEP 5:Drawings	-Students can draw both	
Activity 4	-Teacher will let students draw	the same pictures with	
(20 minutes)	pictures about the vocabulary.	teacher and different	
	-Teacher will give examples on the	ones.	
	whiteboard.	-If students want to	
	-Teacher will ask some students to	show their drawings will	
1	draw on the whiteboard.	raise up their hands.	
	11/1/1/1/1	-If time enough ,teacher	
20		will ask students to color	
375		the pictures.	
Activity5	STEP 6:Evaluation of teaching	-Students will show	
(20 minutes)	effect. The Range	their works and use	
	-Teacher will ask all students to	sentence pattern "这是	
	show their works to their	(This is)" to	
	classmates.	introduce the things	
		what they drew.	
Closure	STEP 7: Classroom interaction	-Students will answer	
(10 Minutes)	-Teacher will ask the following	the questions	
	question and close the lesson.	accordingly and close	
	What food and drinks do you	the lesson.	
	remember?		

Lesson Plan 2: (Session : 3 & 4)

Subject: Chinese

Topic: Drawings about Chinese vocabulary(fruits)

Grade: Three

Class Strengths: 32 Students

Time: 100 minutes (Block Period 50 minutes/ 1 session)

Pupil's Background Knowledge: Children know basic Chinese . The students

know the drawing requirements assigned by the teacher.

Teaching and learning Strategy: Show pictures, Drawings, Presentation and

Question Answer

Teaching and learning Materials: textbook, whiteboard ,marker pen, notebooks, color pencils

Lesson Objectives: By the end of the lesson, each child should be able to:

✓Know the meanings of 菠萝 pineapple 苹果 apple 香蕉 banana 榴莲 durian

✓ Identify them with Chinese characters and pinyin

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)	
SESSION 1	-Greet students	-Greet teacher	
Introduction	STEP 1: Introduction	-Students look at the	
(5 Minutes)	-Teacher will show some pictures	pictures and listen to	
2	about fruits and introduce what	teacher.	
	will learn today.		
Lesson STEP 2: Learn new vocabulary		-Students will be asked	
Development	- Teacher will ask students open	to read the vocabulary.	
Activity 1	the textbook, teach how to read the		
(15 Minutes)	words about fruits.		
Activity 2	STEP 3: Classroom interaction	-Students will answer	
(15 Minutes)	-Teacher will draw some fruits on	the questions.	
	the whiteboard then ask students		
	"这是什么?(What is this?)"		

Activity 3	STEP 4:Do exercise book	-Students will use the	
(15 minutes)	-Teacher will let students do some	exercise books.	
	exercise like trace the characters		
	and coloring.		
SESSION 2	STEP 5:Drawings	-Students can draw both	
Activity 4	- Teacher will let students draw	the same pictures with	
(30 minutes)	pictures about fruits.	teacher and different	
	-Teacher will give examples on the	ones.	
	whiteboard.	-If students want to	
	-Teacher will ask some students to	show their drawings will	
	draw on the whiteboard.	raise up their hands.	
		-If time enough ,teacher	
		will ask students to color	
		the pictures.	
Activity5	STEP 6:Evaluation of teaching	-Students will show	
(20 minutes)	effect.	their works and use	
	-Teacher will ask all students to	sentence pattern "这是	
	show their works to their	1.	
200	classmates.	(This is)" to	
723		introduce the things	
	TE/2000 a rait	what they drew.	
	"ชยรงสิต Rang"		

Lesson Plan 3: (Session : 5 & 6)

Subject: Chinese

Topic: Drawings about Chinese vocabulary(Chinese food)

Grade: Three

Class Strengths: 32 Students

Time: 100 minutes (Block Period 50 minutes/ 1 session)

Pupil's Background Knowledge: Children know basic Chinese . The students

know the drawing requirements assigned by the teacher.

Teaching and learning Strategy: Show pictures, Drawings, Presentation and

Question Answer

Teaching and learning Materials: textbook, whiteboard, marker pen, notebooks, color pencils

Lesson Objectives: By the end of the lesson, each child should be able to:

✓Know the meaning of Chinese vocabulary about Chinese food: 包子 steamed stuffed bun 面条 noodle 火锅 hot pot 米饭 rice

✓Use sentence pattern "这是 (This is)" to introduce the things what they drew.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
SESSION 1	-Greet students	-Greet teacher
Introduction	STEP 1: Introduction	-Students look at the
(5 Minutes)	-Teacher will show some pictures	pictures and listen to
	about Chinese food.	teacher.
Lesson STEP 2: Learn new vocabulary		-Students will be asked
Development	- Teacher will ask students open	to read the vocabulary.
Activity 1	Activity 1 the textbook, teach how to read the	
(15 Minutes)	words about Chinese food.	

Activity 2	STEP 3: Classroom interaction	-Students will answer
(15 Minutes)	-Teacher will draw Chinese food	the questions.
	on the whiteboard then ask	
	students"这是什么?(What is	
	this?)"	
Activity 3	STEP 4:Do exercise book	-Students will use the
(15 minutes)	-Teacher will let students do some	exercise books.
	exercise like trace the characters	
	and coloring.	
SESSION 2	STEP 5:Drawings	-Students can draw both
Activity 4	- Teacher will let students draw	the same pictures with
(20 minutes)	pictures about Chinese food.	teacher and different
	-Teacher will give examples on the	ones.
	whiteboard.	-If time enough ,teacher
	-Teacher will ask some students to	will ask students to color
	draw on the whiteboard.	the pictures.
Activity5	Activity5 STEP 6:Evaluation of teaching	
(20 minutes)	effect.	their works and use
3	-Teacher will ask all students to	sentence patterns "这是
	show their works to their	(== 1)
	classmates.	(This is)" to
	OBIVI (introduce the things
		what they drew.
Closure	STEP 7: Classroom interaction	-Students will answer
(10 Minutes)	-Teacher will ask the following	the questions
	questions and close the lesson.	accordingly and close
	What Chinese food do you like?	the lesson.

Lesson Plan 4: (Session: 7 & 8)

Subject: Chinese

Topic: Drawings about Chinese vocabulary(snacks and Chinese food)

Grade: Three

Class Strengths: 32 Students

Time: 100 minutes (Block Period 50 minutes/ 1 session)

Pupil's Background Knowledge: Children know basic Chinese. The students

know the drawing requirements assigned by the teacher.

Teaching and learning Strategy: Drawings, Question Answer and Presentation **Teaching and learning Materials:** textbook, whiteboard, marker pen, notebooks,

color pencils

Lesson Objectives: By the end of the lesson, each child should be able to:

✓Know the meaning of Chinese vocabulary about snacks and Chinese food:饺子 dumplings 冰淇淋 ice cream 汉堡包 hamburger 薯条 French fries

✓Use sentence patterns"这是什么?(What is this?)" to introduce the things what they drew.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)		
SESSION 1	-Greet students -Greet teacher			
Introduction	STEP 1: Introduction	-Students will listen and		
(5 Minutes)	- Teacher will ask following	answer the questions		
	questions to review the lesson in accordingly. previous class and introduce the			
	lesson.			
	1. What are these food?			
	2. Do you like them?			
Lesson	STEP 2: Learn new vocabulary	-Students will be asked		
Development	- Teacher will ask students open	to read the vocabulary.		
Activity 1	the textbook, teach how to read the			
(15 Minutes)	words about snacks and Chinese			
	food.			

Activity 2	STEP 3: Classroom interaction	-Students will answer
(15 Minutes)	-Teacher will draw snacks and	the questions.
	Chinese food on the whiteboard	
	then ask students "这是什	
	么?(What is this?)"	
Activity 3	STEP 4:Do exercise book	-Students will use the
(15 minutes)	-Teacher will let students do some	exercise books.
	exercise like multiple choice	
	questions and matching.	
SESSION 2	STEP 5:Drawings	-Students can draw both
Activity 4	-Teacher will let students draw	the same pictures with
(20 minutes)	pictures about the vocabulary.	teacher and different
	-Teacher will give examples on the	ones.
	whiteboard.	-If students want to
	-Teacher will ask some students to	show their drawings will
	draw on the whiteboard.	raise up their hands.
		-If time enough ,teacher
		will ask students to color
2		the pictures.
Activity 5	STEP 6:Evaluation of teaching	-Students will show
(20 minutes)	effect.	their works and use
	-Teacher will ask all students to	sentence patterns "这是
	show their works to their classmates.	(This is)" to
	Ciassinates.	introduce the things
		what they drew.
Closure	STEP 7: Classroom interaction	-Students will answer
(10 Minutes)	-Teacher will ask the following	the questions
	questions and close the lesson.	accordingly and close
	What snacks and Chinese food	the lesson.
	have we learned?	



APPENDIX E IOC FOR LESSON PLANS Rangsit

Item Objective Congruence for Lesson Plans

- 1. If rating is +1, the item clearly matches the objective or ensures that the following measures meet the objectives stated.
- 2. If the rating is 0,it means that that the item is unclear or unsure of whether the measures meet the objectives or not.
- 3. If the rating is -1, the item clearly does not match objectives or ensures that measures does not meet the stated objectives.

Lesson Plan No.	Rating by Expert 1	Rating by Expert 2	Rating of Expert 3	Average	Congruence	
Lesson 1	+1	+1	+1	+1	Congruent	
Lesson 2	+1	+1	+1	+1	Congruent	
Lesson 3	+1	+1	+1	+1	Congruent	
Lesson 4	+1	+1	+0	0.67	Congruent	
Poperage Rangsit Urive						

APPENDIX F

SATISFACTION QUESTIONNAIRE



Satisfaction Questionnaire

There are 10 items from 1 to 10. Please do rate each item in line with your own perspective by ticking (\checkmark) only once against each item. The Scale1 to 3 means as follows:

- 3- Agree
- 2- Neither agree nor disagree
- 1- Disagree

NO.	Items	3	2	1
1.	I had some basic knowledge of Chinese.	☺	(2)	8
2.	I liked learning Chinese.	©	☺	8
3.	It was easy to learn Chinese vocabulary.	0	(1)	8
4.	I knew more Chinese vocabulary .	©	☺	8
5.	I liked drawings in learning Chinese.	©	(1)	8
6.	It was interesting to learn Chinese vocabulary by drawings.	(3)	①	8
7.	During Chinese class I felt enjoyable.	©	⊜	8
8.	Drawings helped me remember Chinese vocabulary faster.	©	⊜	8
9.	I liked to share my drawings with friends.	©	⊜	8
10	I hoped teacher would give drawings in Chinese vocabulary learning more frequently.	©	☺	8

APPENDIX G

IOC FOR SATISFACTION QUESTIONNAIRE



Items	Expert	Expert	Expert	Averages	Congruence
	1	2	3		
1.I had some basic	+1	+1	+1	+1	Congruent
knowledge of Chinese.					
2.I liked learning Chinese.	+1	0	+1	0.67	Congruent
3.It was easy to learn	+1	+1	+1	+1	Congruent
Chinese vocabulary.					
4.I knew more Chinese	+1	0	+1	0.67	Congruent
vocabulary.					
5.I liked drawings in	+1	+1	+1	+1	Congruent
learning Chinese.					
6.It was interesting to learn	+1	+1	+1	+1	Congruent
Chinese vocabulary by					
drawings.					
7.During Chinese class I felt	+1	+1	+1	+1	Congruent
enjoyable.				1/8/-	
8.Drawings helped me	+1	+1	+1	+1	Congruent
remember Chinese	. 0		sit		
vocabulary faster.	ปรงสิต	Kaur	3		
9.I liked to share my	+1	+1	0	0.67	Congruent
drawings with friends.					
10.I hoped teacher would	+1	+1	+1	+1	Congruent
give drawings in Chinese					
vocabulary learning more					
frequently.					

APPENDIX H

SAMPLE PRE-TEST AND POST-TEST



Achievement Test: Pre-test and Post-test

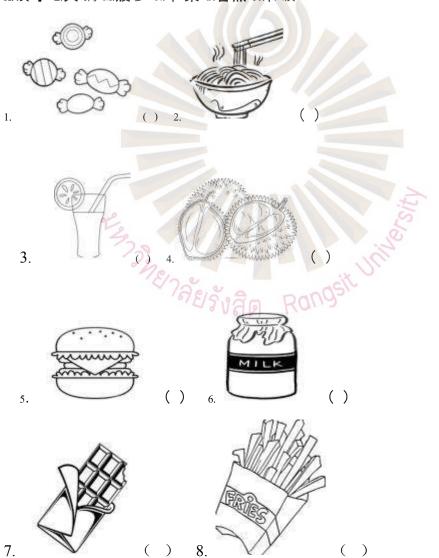
The achievement test consists of 2 parts. Part 1 is Written test, Part 2 is spoken test.

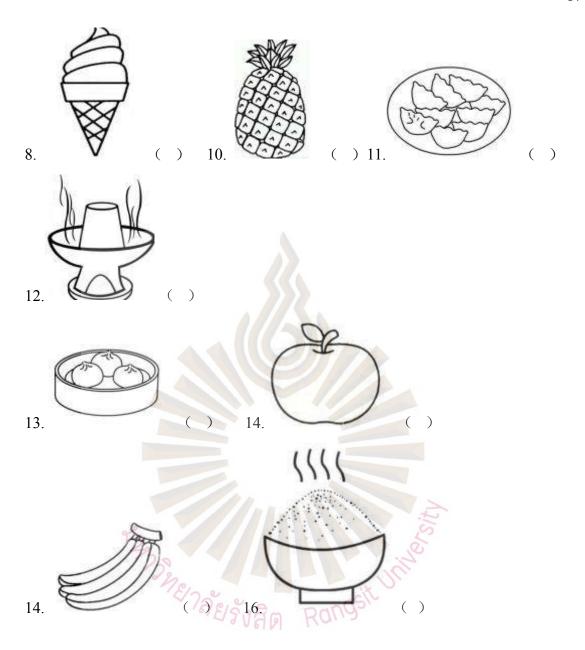
一. 将汉**字和拼音的字母序号写在相**应的图片后面的()里。 (16分)

Write the letter A, B.....or P in () for the correct picture.

A.果汁 B.面条 C.牛奶 D.榴莲 E.冰淇淋

 $_{c_{1}}$ $_{c_{1}}$ $_{c_{2}}$ $_{c_{3}}$ $_{c_{4}}$ $_{c_{5}}$ K.饺子 L.火锅 M.菠萝 N.苹果 O.香蕉 P.米 饭





二.请用"这是……"句型介绍下面食品。(16分)

Please use sentence pattern"这是……" to introduce the following pictures.



APPENDIX I

IOC FOR SAMPLE PRE-TEST AND POST-TEST



Item Objective Congruence for Learning achievement test items

Directions: Please check ($\sqrt{}$) the level of Item-Objective Congruence (IOC) for each item below. Your responses will be kept confidential.

- +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.

Part 1. Write the letter A,B.....or P in () for the correct picture.

Items	Expert 1	Expert 2	Expert 3	Averages	Congruence
táng guŏ	+1	+1	+1	+1	Congruent
1.糖果					
miàn tiáo	+1	+1	+1	+1	Congruent
2. 面 条					
guŏ zhī	+1	+1	+1	+1	Congruent
3.果汁				1/2/4	
liú lián	0	+1	+1	0.67	Congruent
4.榴莲	18/72°		-nasit	200	
hàn bǎo bāo	+1'777	van	(0) 1	+1	Congruent
5.汉 堡 包					
niú năi	+1	+1	+1	+1	Congruent
6. 牛奶					
qiǎo kè lì	0	+1	+1	0.67	Congruent
7.巧 克力					
shǔ tiáo	0	+1	+1	0.67	Congruent
8.薯 条					

bīng qí lín	+1	+1	+1	+1	Congruent
9.冰 淇淋					
10.菠萝	0	+1	+1	0.67	Congruent
jiǎo zi 11.饺子	+1	+1	+1	+1	Congruent
huǒ guō 12.火 锅	0	+1	+1	0.67	Congruent
bāo zi 13.包子	+1	+1	+1	+1	Congruent
píng guð 14.苹果	+1	+1	+1	+1	Congruent
xiāngjiāo 15. 香蕉	+1	+1	+1	+1	Congruent
mǐ fân 16.米 饭	+1	+1	+1	Sity+	Congruent

A Rangsit Urille

Part 2 Please use sentence pattern"这是......" to introduce the following pictures

Items	Expert 1	Expert 2	Expert 3	Averages	Congruence
.: Y . 1 . 1 . 1 . 1		. 4		. 4	
qiǎo kè lì 1.巧克力	+1	+1	+1	+1	Congruent
1.20 元 刀					
shǔ tiáo	+1	+1	+1	+1	Congruent
2.薯 条					
bīng qí lín	+1	+1	+1	+1	Congruent
3.冰淇淋		. 111/5			
bō luó					
4.菠萝	+1	+1	+1	+1	Congruent
jiǎo zi 5.饺子	+1	+1	+1	+1	Congruent
3.以丁					
huŏ guō	+1	+1	+1	+1	Congruent
6. 火锅	-1			1.5	Congruent
7	2			Sys	
táng guŏ	25 + 1	+1	+1	10171	Congruent
7.糖果	18/20		aci	0.	
miàn tiáo	+1	ังรับสิต -	Rangs	+1	Congruent
8. 面 条	' 1	11	- ' 1	' 1	Congruent
guŏ zhī	+1	+1	+1	+1	Congruent
9.果 汁					
liú lián	+1	+1	+1	+1	Congruent
10.榴莲					
hàn bǎo bāo	. 4	. 4	. 4	. 4	
nan bao bao 11.汉堡包	+1	+1	+1	+1	Congruent
11. 仅 空 已					
	l .	1			1

niú nǎi	+1	+1	+1	+1	Congruent
12.牛奶					Congruent
bāo zi 13.包子	+1	+1	+1	+1	Congruent
píng guð 14.苹果	+1	+1	+1	+1	Congruent
xiāngjiāo 15. 香蕉	+1	+1	+1	+1	Congruent
mǐ fān 16.米 饭	+1	+1	+1	+1	Congruent



APPENDIX J

CLASSROOM OBSERVATION FORM



Classroom Observation Form

Sl.	Statements	Yes	No	Remarks
No				
1	The students are actively involved in the			
	drawing activities.			
2	The students can complete the drawing			
	tasks assigned by the teacher on time			
3	The lesson is fun and interesting with			
	the drawings.			
4	The students volunteer to answer the			
	questions in the class.			
5	The students can memorize Chinese			
	vocabulary at the end of class.			

Comments:		
	320	
	2/E/200 acit Vice	
	ายรงสิต Rangs	
	Signature:	
	Date:	

Classroom Observation Form

SI. No	Statements	Yes	No	Remarks
1	The students are actively involved in the drawing activities.	✓		
2	The students can complete the drawing tasks assigned by the teacher on time		✓	Time is not enough
3	The lesson is fun and interesting with the drawings.	V		
4	The students volunteer to answer the questions in the class.	/		
5	The students can memorize Chinese vocabulary at the end of class.	1		

Comments: Some students don't	like drawings.
Accian some other tasks	
classroom is too nois	y!
3	Signature: Lim
Ingla .	
ั ^{/ลิย} รังสิต Ro	Date: 2019. 1. 20

Classroom Observation Form

SI. No	Statements	Yes	No	Remarks
1	The students are actively involved in the drawing activities.			
2	The students can complete the drawing tasks assigned by the teacher on time			
3	The lesson is fun and interesting with the drawings.	/		
4	The students volunteer to answer the questions in the class.	\checkmark	200	
5	The students can memorize Chinese vocabulary at the end of class.	V	7	

Comments: Give more time	to show
students' works	5
L.	8
725	Wild
^{हि} ने हा है । ते व	Signature: Lim
*	Date: 2019. 2. 18

APPENDIX K

IOC FOR CLASSROOM OBSERVATION FORM



Item Objective Congruence for The Classroom Observation Form

Directions: Please check ($\sqrt{}$) the level of Item-Objective Congruence (IOC) for each item below. Your responses will be kept confidential.

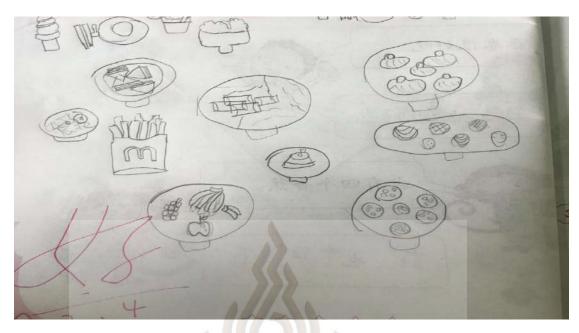
- +1 if the item clearly matches objectives or ensures that the following measures meet the stated objectives.
- **0** if the item is unclear or unsure whether the measures meet the objectives or not.
- **-1** if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives.

Items	1	An			
	Expert 1	Expert 2	Expert 3	Average	Remarks
1.The students are	+1	+1	+1	+1	Congruent
actively involved in					
the drawing activities.					
2.The students can	+1	+1	+1	+1	Congruent
complete the drawing		In I all		ity	
tasks assigned by the				Sy	
teacher on time			Iril		
3.The lesson is fun	72410	0	(15)*t1	0.67	Congruent
and interesting with	. 15/3/8	in Rai	19		
the drawings.					
4.The students	+1	+1	0	0.67	Congruent
volunteer to answer					
the questions in the					
class.					
5.The students can	+1	+1	+1	+1	Congruent
memorize Chinese					
vocabulary at the end					
of class.					

APPENDIX L

SAMPLES OF STUDENTS ASSIGNMENTS















BIOGRAPHY

Name Liu Xiaoxing

Date of Birth June 27, 1988

Place of Birth Liaoning, China

Institution Attended Liaoning Technical University, China

Bachelor of Arts, 2012

Rangsit University, Thailand

Master of Education in Curriculum and

Instruction, 2019

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