

THE APPLICATION OF IMMERSION TEACHING METHOD IN LEARNING CHINESE SPEAKING SKILL FOR GRADE 5 THAI STUDENTS

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Abstract

The objectives of this study were to (1) compare grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method and (2) investigate grade 5 Thai students' satisfaction in learning Chinese speaking skill using immersion teaching method. Mixed methods were applied and 1 section of 30 grade 5 Thai students was involved as an experimental group in the study using a clustered random sampling method. Four Lesson Plans of 100 minutes each (1 Lesson Plan = 2 Sessions) using immersion teaching were used and taught for 8 sessions (2 sessions per week) in the sample group within the time period of a month. The researcher collected the quantitative data through Pre-test and Post-test and collected the qualitative data through classroom observation (CO) and semi-structured interview.

The quantitative data were analyzed by standard deviation signed rank test. The qualitative data were analyzed by thematic analysis. The significance value was .02 which indicated that there was statistically significant enhanced learning in Chinese language speaking skill after the intervention. The result showed that the use of immersion teaching was effective in enhancing Grade 5 Thai students' Chinese language speaking and students' learning attitude was positive towards the use of immersion in learning Chinese speaking.

(Total 107 pages)

Keywords: Immersion Teaching, Chinese Language Speaking Skills

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Abbreviations

Abbreviation	Meaning
IOC	Item Objective Congruence
СО	Classroom Observation
TCFL	Teaching Chinese as Foreign Language



CHAPTER 1

INTRODUCTION

This chapter presents the study background and the rationale, objectives, research questions and research hypotheses. Moreover, it also comprises the scope of the study, the conceptual framework of the study, operational definitions and the expected outcomes of the study.

1.1 Rationale and Background of the Study

In the 21st century, with the economy continues to grow rapidly, China's international status continues to rise and more and more foreigners are learning Chinese. Wang and Lemmer (2015) state that as a result of the increasing frequency of international exchanges in economics, trade, science, technology, culture, education, art, and tourism with China, the demand for Chinese learning in the world has nowadays increased sharply. China needs to understand the world, and the world needs to understand China. Chinese, as a language, which exchanges science and technology, strengthens communication and understanding, and as a legal working language of the United Nations, increasingly plays an important media role. At the same time as the formation of a "China fever" in the world, it has naturally started a wave of learning Chinese, more and more people require learning Chinese to understand China and develop friendly and cooperative relations with China. However, due to conditions, only a small number of people can come to China to learn Chinese, and most of them can only study in their own country. In order to meet the growing demand for Chinese language learning abroad and promote the development of multiculturalism in the world, more and more teachers are going to the world to spread Chinese culture. According to a rough estimate by the Ministry of Education of the People's Republic of China, in addition to China (including Hong Kong, Macao and Taiwan), the number of people learning Chinese in the world has exceeded 100 million, including more than 60

million overseas Chinese, and more than 40 million learners and users in mainstream society in various countries.

Chinese has become the second largest foreign language in Thailand. As Lei (2007) states that the Chinese language gradually has become more popular. The Ministry of Education of Thailand has also developed a Thai Chinese language development plan to popularize Chinese language courses in all primary and secondary schools in Thailand for several years. In many areas of Thailand, not only universities, including primary and secondary schools, but also kindergartens have Chinese classes, and the number of schools that have added Chinese courses to primary education is still increasing. So far, more than 3,000 schools in Thailand have offered Chinese courses, and about 600,000 people are learning Chinese. But Thai students have also encountered a series of problems in the process of learning Chinese. The main reason is that most teachers still use traditional teaching methods to teach, without combining the teaching background of Thailand. These two methods are the most commonly used by teachers.

First, it is good at imitating simulation, but lacks initiative flexibility. Most teachers still use grammar-translation method. This method is based on systematic grammar knowledge teaching, relying on the mother tongue, and through translation means to enable students to master the second language. However, this method is mainly based on rote memorization, and the teaching content is boring, ignoring oral teaching (Liu, 2000). Due to age and basic restrictions, the general situation in the classroom is what the teacher teaches, and the students will follow the teacher. The advantage of this situation is that students can follow up and practice repeatedly in Chinese speaking. But this also reflects that students lack the necessary initiation and flexibility in learning, did not complete the preset "teacher asks students to answer" teaching plan.

Second, students are energetic, but their attention is easily distracted, especially in elementary school. In the elementary school classrooms in Thailand, you can always see such a situation. During normal classes, there are always students who move freely and run around in the classroom. However, most teachers also use the audio-lingual method. This teaching method emphasizes repeated practice of a large number of sentence structures to develop speaking and listening skills, but this method has serious shortcomings. This method is based on behavioral psychology. It treats humans and animals equally, and treats foreign language learners as if they are training animals. Learners only respond to stimuli and develop new language habits through reinforcement. Over-emphasizing that mechanical training is not only boring and tasteless, not attracting the interest of learners, but also ignores the gap of students' basic knowledge of language and the cultivation of language use ability (Liu, 2000). And when the teacher leads the students to play the game, if the students like it, they will always ask the teacher to reorganize the game. This also helps to increase the enthusiasm of students to learn Chinese. Because primary school students have a strong desire to express, they like to interact with teachers and hope to be recognized by teachers. Therefore, in the game, not only students' enthusiasm for learning can be enhanced, but also the purpose of teaching can be achieved through performance imitation or situational dialogue. However, it is worth noting that the concentration time for the primary school students is very short, especially Thai primary school students span. The common situation is that when the teacher is giving lessons, the students in the class have already moved freely. Therefore, teachers should pay attention to this problem when teaching.

In the global Chinese language boom, many primary schools in the United States and Canada have successively set up Chinese immersion teaching programs, and have achieved results. In addition, many international schools in other countries have also begun to adopt immersive courses. Now, with the Thai government's unremitting efforts, Thailand has also made great achievements in Chinese education. It has transitioned from the original experimental small-scale Chinese education model to teaching Chinese in preschool, primary and secondary schools, and higher education. The full coverage of teaching, therefore, the immersion teaching model is a unique and effective language teaching model, what will be the effect of using it in Chinese speaking skill in primary schools in Thailand? In the following section, the researcher would like to elaborate and evaluate the effect of the immersion teaching model in Thailand by comparing it with the traditional teaching methods.

According to the relevant research and studies, the study of Canadian immersive education in the 1970s focused on the achievements of students, and since the 1980s, the direction of research has shifted to the study of factors related to learning outcomes, such as individual differences in students, learning Motivation, learning purpose, etc. Now the research direction has shifted to the study of the teaching process in immersive projects. For example, Bigit (1993) and Tardi (1994) have proposed many theories and practical methods for immersion teaching, which provided us with a good academic environment for studying Chinese immersion teaching. Cui (2017) has also briefly reviewed the development of Chinese immersion in elementary schools in the United States in the article "The Development, Characteristics and Problems of Chinese Immersion Teaching in American Primary Schools", has analyzed the advantages, nature and characteristics of this teaching. The model of "Chinese teaching" and the model of "Chinese immersion teaching in elementary school" are divided in details. He believes that in the American Chinese immersion teaching in elementary schools, the main goal of teaching is to enable students to learn the knowledge of the subject and the target language. The ultimate goal is to enable students to learn the target language efficiently in a short time, that is, to study the target language.

Liu (2014) based on the cognitive characteristics of children's learning, has studied the implementation of game method in children's Chinese classroom through several specific teaching cases, and summarized the role of game method in children's language teaching. In American Chinese immersion teaching, learning is never a process in which teachers directly teach content and students learn mechanically. Instead, teachers design fun-filled and challenging teaching activities and students take the initiative to learn in order to complete classroom activities. In order to arouse students' interest and initiative, the game teaching method plays a very important role in learning.

After analyzing the psychological and behavioral characteristics of American children, Jin (2012) has introduced several teaching methods such as Chinese immersion teaching method, intuitive teaching method, TPR teaching method, activity teaching method, etc. including Chinese immersion teaching application. Song (2014) has introduced the use of task-based pedagogy in Chinese immersive classrooms in the

United States, and analyzed the existing difficulties of task-based pedagogy through classroom examples, and also proposed effective solutions. The teaching method does not distinguish between advantages and disadvantages, but lies in the use. The introduction of Chinese immersion teaching mode to Thailand is only used by Zhao (2015) in A preliminary study of Chinese Immersion language teaching mode in Thailand. The study analyzes the current status of Chinese immersion teaching in Thailand. Reading literature research and analysis of the immersion Chinese teaching model, providing valuable suggestions on the conditions of use of the immersion Chinese teaching model, but the study lacks actual teaching effects. In addition, most of the Chinese teaching in Thailand rarely involves the immersion teaching method.

According to all mentioned above, this study will include 4 methods of immersion teaching to analyze the achievement and satisfaction in learning Chinese speaking skill of grade 5 Thai students in primary schools. The selected methods of immersion teaching are Game-based Learning; Role-play; Scenario simulation; and Activity-based language learning. These are to be elaborated in more detail in Chapter 2. Apparently, each method will be carried out with one lesson topic during the treatment. It is expected that the results of the study will contribute to more effective teaching and learning Chinese as a foreign language in Thailand, especially in the primary levels as well as yield better learning outcomes for the students as a whole.

1.2 Research Objectives

1.2.1 To compare grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method.

1.2.2 To investigate grade 5 Thai students' satisfaction in learning Chinese speaking skill using immersion teaching method.

1.3 Research Questions

1.3.1 Would there be any differences in grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method?

1.3.2 How satisfied are grade 5 Thai students using immersion teaching method in learning Chinese speaking skill?

1.4 Research Hypothesis

1.4.1 There would be differences in grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method.

1.5 Scope of the Study

1.5.1 Population and Sample of the study

The population of study consisted of 2 classes of grade 5 students in a Thai primary school. Each class was composed of 30 students and the age of students ranges from 11-12 years old with mixed gender and mixed ability group. The researcher purposefully selected one class as a control group and the other as an experimental group. The students' grade in a Chinese course of the previous semester was analyzed to prevent any possible research bias in the study. The control group was taught by using a traditional teaching method whereas the experimental group was taught by using immersion teaching method.

1.5.2 Location of the Study

The study was carried out with 2 classes of grade 5 students in Thai primary school, in Bangkok, Thailand. The school consists of grade levels starting from Kindergarten to Grade 6. It is located in the central part of Thailand.

1.5.3 Content of the Study

The study was carried out with 4 lessons using immersion teaching method (each lesson consists 1 topic of 50 minutes). The topic was chosen in accordance to daily communication from the text book - Chinese 1(Jianjun & Bo, 2016). The contents consisting immersion teaching method of the lesson are shown in Table 1.1 below.

Table 1.1 Table of content for the treatment lessons

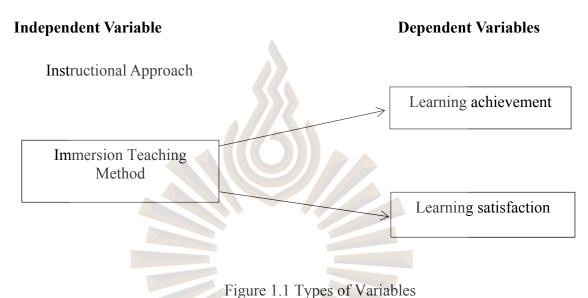
Lesson plans	Topics	Time
Lesson plan 1 (topic 1)	Self-introduction	Week 1
Lesson plan 2 (topic 2)	Time	Week 2
Lesson plan 3 (topic 3)	Weather Suga Bongsit	Week 3
Lesson plan 4 (topic 4)	Chinese New Year	Week 4

1.5.4 Time Frame

The study was carried out between the month of August and September during the first semester of academic year 2020. The study was conducted for four weeks. The researcher was to teach twice a week to both a control group and an experimental group. Each lesson lasted 50 minutes.

1.5.5 Variables

There were two types of variables; independent variable and dependent variables. Immersion Teaching Method was independent variable while dependent variables were learning achievement and learning satisfaction.



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1.6 Operational Definitions

Immersion teaching method refers to the second language-oriented language teaching model by creating language culture environment and ability to thing. The teaching methods for the immersion teaching model include Game-based Learning such as beating a drum to spreading a flower; Role-play by getting the students to play a role in a certain story; Scenario simulation by using cases or scenarios in a task; and Activity-based language learning by allowing the students to participate in discussions with the learning tool operations such as paper cutting, dumplings, Chinese songs, etc.

Learning achievement refers to the achievement in learning Chinese speaking by using a traditional method in a control group and immersion teaching method in an experimental group; all students' learning achievement are measured by pre-test, posttest and rubrics.

Students refer to grade 5 Thai students studying in one of the primary schools in Bangkok of Thailand.

Chinese speaking skill refers to the Chinese speaking skill which are based on the 4 topics chosen in the text book Chinese 1 published by The Southern Base of Confucius Institute Headquarters in 2016. These include Topic 1: self-introduction; Topic 2: how to express time; Topic 3: how to express weather conditions; and Topic 4: the customs and idioms of the Chinese New Year.

Satisfaction refers to grade 5 Thai students'satisfaction in learning Chinese speaking skill through immersion teaching method including teacher's teaching styles, class materials, learning ability and peer relationship and support. This was measured by using semi-structured interview and classroom observation by a peer teacher to experimental group.

Control group refers to a group of the students who were taught Chinese speaking skill using a traditional teaching method through memorization and recitation techniques based on the lessons in the textbook.

Experimental group refers to a group of the students who were taught Chinese speaking skill through immersion teaching method based on the lessons in the textbook.

1.7 Significance of the Study

1.7.1 The study would acquaint the students with the immersion teaching which will enhance their Chinese speaking skill achievement.

1.7.2 The study would increase the level of students' satisfaction in learning Chinese speaking skill.

1.7.3 The findings of the study would be beneficial to Chinese teachers in order to facilitate and improve their teaching effectiveness and ultimately for higher satisfaction in students' learning achievements.



CHAPTER 2

RELEVANT LITERATURE REVIEW

This chapter presents a review of the literature related to the study. It provides the theoretical background to issues related to the immersion teaching method and theories of learning Chinese speaking. The review covers the following topics:

2.1 Teaching and Learning Chinese as a Foreign Language (TCFL)

Chinese is one of the oldest languages in the world with the largest population. Teaching Chinese as a second language also has a long history. Since the Han Dynasty, some ethnic minorities have sent people to Chang'an to learn Chinese and Han culture, and some countries have also sent overseas students. In the Tang Dynasty, with the prosperity of the country, the economy, culture, and education developed, it was the heyday of the cultivation of foreign students in ancient China. Song, Yuan, Ming and Qing dynasties also accepted many foreign students, but by the Qing dynasty it had gradually declined. Since the beginning of the twentieth century, due to the aggression of the great powers and the scourge of war, the country has been declining, and fewer foreign students have come to study in China.

Since 1978, with the development of China's economy and society and the enhancement of its overall national strength, Chinese has become more and more influential in the world, and more and more people have learned and studied Chinese. 1978 was also the starting point for the development of the subject of Chinese as a Foreign Language. At this year's conference held by the Chinese Academy of Social Sciences, it was proposed for the first time that the teaching of Chinese as a Foreign Language should be studied as a specialized subject. Since the 1980s, many experts in linguistics, academic groups, and government education departments have continuously expressed their views on the academic status of Chinese as a foreign language. In 1983, experts formally proposed the subject name of "Teaching Chinese as a Foreign Language".

Mr. Zhu Dexi proposed in 1984 that teaching Chinese as a foreign language "actually this is a subject, but it has become a subject in other countries, and this requires research." Mr. Lin Tao also pointed out in 1984 that "the study of teaching Chinese as a foreign language is a subject and a theoretical subject."

After China's accession to the World Trade Organization and Beijing's successful bid for the Olympics, there has been a wave of learning Chinese around the world. In order to meet the needs of the booming Chinese language, China has established a special organization to promote Chinese language to the world. Since 2004, China has established Confucius Institutes overseas to teach Chinese and spread Chinese culture. By 2019, there are already 550 Confucius Institutes and 1172 Confucius Classrooms in 155 countries and regions around the world.

The current development of world Chinese language teaching presents the following two characteristics:

First, the number of people learning Chinese is growing rapidly, and the teaching scale is constantly expanding. Second, the trend of Chinese language teaching is developing towards middle and primary schools. However, some problems have also arisen. Generally speaking, the starting point for students to learn Chinese is relatively low, and most regions still cannot train advanced Chinese talents.

2.2 Teaching and Learning Chinese in Thailand

2.2.1 The History of Teaching and Learning Chinese in Thailand

The history of Chinese education in Thailand has gone through three stages.

1) 1908-1946 Thailand Chinese Education Overview

Large-scale Chinese immigration to Thailand began in the Ming Dynasty, mainly during the Ming and Qing Dynasties and the Republic of China. In the 16th to 18th centuries of the Ayutthaya Dynasty, the majority of Chinese came from Fujian and Guangdong commercial ports. During the Thonburi (1767-1782) dynasty, the king of Thailand, Zheng Zhao, was born in Chaozhou of China, so Chaozhou people were encouraged to flood into Thailand for business and cultivation.

During the Rama I (1782) period, Chinatown and the Chinese business district emerged, followed by the Thai economic development. The pace of Chinese immigration accelerated the influx of large numbers of labor immigrants, so that by the end of the 19th century Chinese had spread all over Thailand.

Due to the large scale of the Chinese, in order to strengthen the teaching of the mother tongue of the Chinese, the Chinese Association opened the first Chinese-language school, Huayi School, in Bangkok in 1908. Since then, the Overseas Chinese Association has established about 30 Chinese schools. During this period, the Chinese language school only taught Chinese, and the management staff also taught the Chinese in Mandarin (mandarin or dialect), which was not regulated by local government. In 1921, Thailand promulgated the Basic Education Law, and all public and private schools were under the jurisdiction of the Ministry of Education .Chinese children aged 7-14 in Thailand were required to study Thai for 25 hours a week. Chinese teachers must have a Thai level of elementary to teach. Therefore, the start of the course was legalized, but the teaching method was changed from Chinese to Thai and Chinese. In 1933, the Thai government stipulated that Chinese should be used as a foreign language, and teaching should not exceed 6 hours per week. During the Second World War, after Japan occupied Thailand, Thailand had no Chinese schools.

After the end of the Second World War, China became one of the five permanent members of the United Nations, and its international status gradually improved. In 1946, Thailand established diplomatic relations with China and signed the China-Thailand Treaty of Friendship. The restrictions on the opening of Chinese schools were almost all removed. Thailand once again experienced a wave of immigrants from China, reaching 161,000 in three years from 1946 to 1948. Against this background, the sealed Chinese schools in the Second World War have resumed school one after another, and Chinese teachers have been teaching Chinese again. The number of newly established Chinese schools has also increased substantially. By the end of 1946, the number of Chinese schools in Thailand had grown to about 600. In order to meet the increasing demand of Chinese schools, Jinde School of the Guest House has set up normal classes, and the number of Chinese teachers who have come to Thailand to make a living from China has increased.

2) 1947~1991 Thailand Chinese Education Overview

Since 1947, the Thai government has implemented anti-communist and anti-communist policies. After the founding of New China in 1949, due to the influence of ideology, Chinese was regarded as the language of socialist countries and Chinese education was strictly restricted. During this period, English, French, German, Japanese and other language training schools existed in large numbers, while Chinese language training schools were prohibited from being established. In addition, Thailand's immigration policy has also undergone major adjustments. In 1949, quota management for Chinese immigrants began, and the number of foreign immigrants began to be limited in 1950. The number of immigrants from each country entering Thailand did not exceed 200. Since 1950, there were practically no mainland Chinese citizens who have obtained permanent residency in Thailand. The era of large-scale Chinese immigration to Thailand was over. During this period, Chinese education policies showed strict restrictions. Since 1948, the establishment of a new Chinese school was not approved. The existing Chinese school was also subject to the following restrictions: The number of Chinese lessons did not exceed 10 hours per week. The shareholders and principals of the Chinese school must be Thai Chinese teachers. They must pass the Thai test and hold teacher certification. The Chinese school must use Chinese textbooks prepared by the Thai Ministry of Education. The content must not involve Chinese history and culture. Chinese teachers must be approved by the Thai police department before transferring to the school. Since 1963, the Chinese school has been allowed to run only four-year primary schools, gradually reducing the number of Chinese language teaching hours to five hours per week within three years.

This extreme control policy has led to a 40-year gap in Chinese language education in Thailand. Since there was no Chinese class after four years of primary school to middle school, and there was also difficulty in connecting with English and Thai, Chinese people often send their children to Thai schools. During this period, there were almost no new immigrants from the Chinese. The Chinese were almost completely Thai. Chinese was no longer their mother tongue. The Chinese were fully integrated into the local society. They used Thai names, believed in Buddhism, adopted Thai lifestyles and guidelines, and followed local culture and Tradition. By 1990, according to the National Literacy Survey of the National Bureau of Statistics of Thailand, only 95,700 people over 6 years old could read and write Chinese. The fault of Chinese education has led to a scarcity of Chinese talents in Thailand, which has seriously weakened the foundation of Chinese education.

3) Chinese education since 1992

China and Thailand firstly established diplomatic relations in 1975, and cultural exchanges between the two countries have become increasingly frequent. The older generations of Thai Chinese hope that their children would receive Chinese education, understand Chinese culture, and actively promote the revitalization of Chinese education. Since China's reform and opening up, the economic, trade and tourism between China and Thailand has developed rapidly, and its political and economic influence on Thailand has also been expanding. Chinese has gradually become one of Thailand's important tools for expanding international trade, and the demand for Chinese speakers has gradually expanded.

In the early 1990s, the Thai government announced the relaxation of restrictions on Chinese language education, allowing civilians to set up Chinese language training schools. The primary school of Chinese language teaching at the Chinese school was extended from 4 to 6 years, with a five-hour time limit per week. Since then, although the Thai government has changed frequently, the policy of relaxing Chinese education has maintained relative continuity. At present, Chinese has become the second foreign language other than English. Huawen Chinese can be taught from kindergarten to the third grade of high school. The weekly class hours were further increased to 10 hours. The Chinese school was allowed to hire teachers from abroad. The cancellation of Chinese teachers must have the sixth grade of Thai primary school. The required textbooks for the degree could also use textbooks written in mainland China as needed. In 1999, the Thai government listed Chinese as one of the subjects chosen for university entrance examinations.

Thai Chinese education has entered the best period of development. At present, almost all public and private universities in Thailand have Chinese departments, and Thai primary and secondary schools have also added Chinese courses. In November 1992, the Chinese Language Center of Thailand was established, becoming the first Chinese school approved to be established in more than 40 years. The teachers of this school were all professional teachers from Taiwan Province of China. In 1993, the Oriental Culture Academy of the Taihua Culture and Education Foundation was established. Most of the teachers were mainland high-education teachers and students. The peak period can reach 5,000. The two schools have established a more successful Chinese teaching model, and overseas Chinese groups and educational groups have followed suit to establish similar training schools, and started Chinese classes according to their respective plans.

After entering the 21st century, China-Thailand economic and trade relations have developed rapidly. China has become Thailand's largest source of tourists and Thailand's second largest trade. With the in-depth development of China-Thai relations, the peoples of the two countries have become closer and closer, from southern Thailand to northern Thailand, from remote villages to bustling cities, from kindergartens to higher education institutions, various forms of Chinese education are everywhere, and Chinese is becoming more and more popular in Thailand. Be popular. The promotion of Chinese in Thailand is inseparable from the strong support of the Thai royal family and government. Princess Sirindhorn of Thailand has visited China more than 20 years over the years, and has traveled all over the land of China, perseveringly studying Chinese and Chinese culture, and has high attainments in Chinese history, language, and culture. She has published many books on China, translated a large number of Chinese poems and novels. These have played an important role as a bridge and link for the Thai people to understand and study China. The Thai government attaches great importance to Chinese language education and has elevated it to the height of enhancing Thailand's overall competitiveness.

2.2.2 Current Situation of Teaching Chinese as a Foreign Language in Thailand

However, there are still some problems to be solved urgently in Chinese language education in Thailand.

One is the lack of qualified Chinese teachers. Despite the Thai government's policy to encourage Chinese language education due to the restrictions on Chinese language education before the 1980s, the local Chinese language talents in Thailand are extremely scarce. Most Chinese language teachers in Chinese schools are ethnic Chinese in Thailand, without strict formal training and limited knowledge, thus the teaching level is difficult to guarantee. The Chinese teachers in Thai schools are selected from the Thai teachers in various schools and rush to work after short-term training. Most of them have no Chinese foundation at all and no practical experience. At present, the development trend of Chinese language education in Thailand is no longer able to cope with short-term teacher training. The most urgent task is to train Chinese teachers and teachers from mainland China and Taiwan Province often cannot master the quality of Thai teaching and are therefore affected.

Second, the curriculum, teaching materials and teaching aids are not standardized. Thailand has trade with mainland China, Hong Kong and Taiwan, so students must accept both traditional and simplified Chinese characters. For Pinyin rules, we must learn both Chinese Pinyin and tone. Each Chinese school in Thailand is affiliated with its own Chinese society, and there is currently no harmonized standard in the subject standard. It also has different requirements in terms of teaching plans, teaching content, and examination methods, and there is no unified and systematic Chinese textbooks and assessment standards. In addition, due to many factors, traditional Chinese teaching methods have been used in Thai Chinese teaching for a long time. One pen, one mouth, and one textbook have become all the means of the Chinese classroom. The single method, rigidity, and backwardness are not conducive to mobilizing the enthusiasm of students to learn the language and the development of students' potential to learn Chinese. The third is the lack of continuity in the Chinese learning process. Thailand does not have a perfect Chinese syllabus, and the educational tasks, goals, requirements, and content are not standardized. The various levels of Chinese language teaching in various schools are arranged separately, and the inconsistency has led to the lack of cohesion in the Chinese language of primary schools, secondary schools, and universities. , Chinese courses in middle schools and universities all start from zero, which is a dilemma faced by Chinese education in Thailand for a long time.(Li, 2010)

2.3 The Use of Immersion Teaching Method in Teaching and Learning

2.3.1 Definitions of Immersion Teaching

Language immersion is basically a method developed to help people to achieve a second language, in which the language being taught is used specifically for instruction purposes.

Immersion programs that exist today actually originated in Canada in the 1960's, when middle-class English speaking parents campaigned for their children to be taught French through the experimental technique of language immersion. This offer teacher an opportunity to lead their student about appreciate and understand in French tradition and culture.

The immersion program provides students using the second language as a tool to study the subject. Comparing to the traditional language teaching programs, where the language is only used as a channel to help the student to learn the subject.

2.3.2 The Impact of Immersion Teaching on Education

The earliest immersion language teaching method originated in Canada. The early immersion teaching model was a syllabus developed by Canada for the teaching of French. Its target audience is those who are native speakers of schools other than English or French. The immersion language teaching model is used in the teaching of Chinese, according to the American Daily; the West Portal Elementary School in San Francisco is the first school in the United States to set up Chinese immersion courses in 1984. Therefore, I wanted to study how effective the immersion teaching model is in Thai elementary school teaching.

The Canadian immersion teaching method was founded in 1960, and it was the first new language teaching model pioneered by the French-speaking Canada. It uses a non-native different language as a direct teaching language while presenting the basic teaching model, that is, to create a language environment to "immerse" students. Because of the great success of immersion teaching in Canada, it has received widespread attention and high evaluation, and is called "a revolution in the development of second language learning and teaching".

In the 1970s, immersion teaching was introduced to the United States. The earliest appeared in the Spanish immersion project, followed by French, German and other projects. With the emergence of the global "Chinese fever", more and more states in the United States have appeared Chinese immersion teaching programs. The students of the immersive project are not only the second language users, but also the second language to master the subject knowledge that regular class students need to learn. On the one hand, various subject courses provide children with the opportunity to communicate in a second language and stimulate their desire to communicate in a second language. On the other hand, in the process of learning, children's cognitive ability also develops along with language ability.

According to different standards, immersive teaching can be divided into different types:

According to the starting time, immersion bilingual education can be divided into three types: early immersion, middle immersion and late immersion. Generally speaking, early immersion refers to immersion starting from kindergarten or the first or second grade of elementary school; middle immersion refers to immersion starting from the upper grade in elementary school; late immersion refers to immersion starting from junior or high school.

According to the proportion of second language or foreign language used, immersive bilingual education can be divided into two types: one is "full immersive bilingual education", at the beginning, the second language as a 100% language of instruction, two or three years later, The proportion of second language is reduced to 80%, and after three or four years, the proportion of second language is reduced to about 50%. Full immersion teaching is divided into full-day full immersion teaching or half-day full immersion teaching , Or pure classroom full immersion teaching; second is "partial immersion bilingual education", the proportion of second language always accounts for about 50%, there is full day partial immersion teaching, or alternate day full immersion teaching, or pure partial immersion teaching in the classroom.

According to the type of learner's mother tongue, there are single immersion and two-way immersion, single immersion refers to the class's students are all monolingual of the same native language, and a new language is learned through the immersion project; two-way immersion refers to the students who participate in the project which are both native speakers and target speakers. When learning subject knowledge, students use both the mother tongue and the target language, and use each other's mother tongue as the target language they will learn.

2.3.3 Use of Immersion Model in Teaching and Learning Chinese Language

The current research literature on the immersion Chinese teaching model is heavily concentrated on the use of the teaching model in schools in the United States, such as Ding (2012), "Analysis of the Immersion Chinese Teacher Training Model at the University of Hawaii, USA", starting with the teaching model to analyze immersion relevant problems of the teacher training model. Shao (2010), "The Feasibility of Immersion Chinese Teaching in American Kindergartens", using preschool children in the United States as an example, to analyze whether the immersion Chinese teaching model is feasible for it. Zhang (2014), "The Minnesota Model of Chinese Immersion Education: Practice, Experience, and Enlightenment", starting from the history of the Minnesota Immersion Chinese Model, combined with his own practical experience, drew inspiration. Lin (2014), "American Immersion Chinese Teaching" Features and problems-taking the Confucius Classroom at the University of Minnesota as an example", through feedback on immersion Chinese classroom teaching, summarized its characteristics, reflected on it at the same time, and then made recommendations. And some of the contents mentioned by Mr. Liu Xun in "Introduction to Chinese as a Foreign Language" in the language learning environment and Mr. Zhao Jinming's "Introduction to Teaching Chinese as a Foreign Language", as well as some master and essays. As for Chinese teaching in Thailand, there is little mention of the use of immersion Chinese teaching.

At present, most of the immersive Chinese teaching is used in summer projects in China. As these projects are becoming more and more popular, more and more research has been carried out on these projects. Ru, Feng, and Li (2011) in the article "Survey and Teaching Strategies of Chinese Teaching to American College Students in China for a Short Time" discussed the short-term suitable for American college students in the form of a survey from the perspective of classroom teaching, homework and testing. At the end of the article, the author also put forward corresponding teaching suggestions on the method of Chinese teaching. For example, teaching assessment could be frequent but the scope of the test should not be too extensive, and the content of the test should not be too much. Wen (2012) also focused on the analysis of the background, conditions, and teaching activities of the Chinese language program in China in the "Overview of Chinese Language Programs in the United States," in order to summarize the overall teaching concepts and development trends of both China and the United States. China's foreign language teaching career develops new ideas.

2.4 Chinese Speaking Skills

2.4.1 Definition of Speaking

The definition of speaking by experts and scholars has been studied for more than 100 years in the world. The first English linguist who studied spoken language, H Sweet, published "A Primer of Spoken English" in 1890. It has been pointed out that spoken English is "the spoken language of the educated British people." The British linguist H. Palmer in the book "A Grammar of Spoken English", believed the spoken English referred to "educated people (Especially in the south of England) the kind of English used in daily conversations or letters to close friends".

The linguist who attaches great importance to the study of speaking in contemporary China is Mr. Zhao Yuanren. His definition of speaking in "Chinese Speaking Grammar" is: "Speaking in the style of informal speaking" Beijing dialect in the middle of the 20th century.

Chen (1984) pointed out: Speaking is "the spoken language of people with various auxiliary means when they want to speak now, basically speaking in an informal speaking style: it includes the spoken language itself, but also the spoken expression (Refers to coherent words)." Chen Jianmin also pointed out that the so-called standard Chinese speaking, "should refer to the daily words of people who have spoken authentic Beijing dialect with secondary education or above." He believes that what these people say on informal occasions is the main language material for studying contemporary spoken Chinese, and it is a living textbook for foreigners to learn spoken Chinese.

Xu (1990) believes that "spoken language is a standard language, mainly in oral form (dialogue or monologue), used in informal situations, unprepared and unrestrained language."

2.4.2 The Components of Speaking Skill

In 1974, Harris put forward five components of speaking skill, which includes comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

It requires a subject to understand a message and give react to it in oral communication.

b) Grammar

Students are necessary to follow the "rules" of a language to form a correct sentence in a conversation. Consistent with the explanation put forward by Heaton (1978), that is, students have the ability to manipulate the structure and distinguish the inappropriateness of appropriate grammatical forms. The role of grammar is also to learn the correct methods to obtain language expertise in both oral and written forms.

c) Vocabulary

Vocabulary refers to an appropriate words for communication. Without sufficient vocabulary, they cannot communicate effectively or express their ideas in oral and written forms. Limited vocabulary is also an obstacle that hinders learners from learning languages. You cannot communicate without grammar, and you cannot communicate without vocabulary. Therefore, based on this explanation, the researchers concluded that if English language learners cannot fully master vocabulary, they will not be able to speak or write English correctly.

d) Pronunciation

Pronunciation is a way for students to express clearer language when speaking. The speech process refers to the components of grammar, which are composed of elements and principles that determine how sounds change and language styles. There are two features of pronunciation; phonemes and supra segmental features. Based on the above statement, the researchers concluded that pronunciation is the study of how people clearly produce knowledge of specific language words when they speak. In phonetics, pronunciation plays a vital role to make the communication process easy to understand.

e) Fluency

Fluency is the ability to read, speak or write easily, fluently and expressively. In other words, the speaker can read, understand and answer a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Oral fluency is the goal of many language learners. Signs of fluency include speaking fairly quickly, with only a few pauses and "ums" or "ers". These signs indicate that the speaker did not spend a lot of time looking for the language items needed to express the message. Based on the above points, the researchers concluded that another important factor is fluency. Fluency refers to someone's ability to be smooth and accurate, and pauses such as "ums" and "ers" are rarely used.

2.4.3 The Assessment of Speaking Skill

According to Harris' five components of speaking skill (1974). The assessment will be based on comprehension, grammar, vocabulary, pronunciation, fluency. In addition, the assessment includes 4 points, the details as follow:

Need Improvement	Satisfactory	Good	Excellent
1 points	2 points	3 points	4 points

Table 2.1	The assessment	t of spea	king skill
10010 -11	1110 0000000000000000000000000000000000		

2.4.4 The Aim of Speaking

Among all social relationships, interpersonal relationship is the most important relationship. The maintenance of interpersonal relationship is inseparable from speaking expression, which is the most direct way of human communication. Correct and proper speaking is like a lubricant between people, which can make us study and live in a harmonious atmosphere. If our speaking cannot effectively follow the basic rules of oral communication, then people-to-person communication is bound to be affected. In a modern society, spoken language plays a very important role in people's work. There are many occupations that use speaking as the main way of working: teachers, news media workers, literary and so on which are inseparable from time to time.

In today's society, the connections between people, between countries, and between various fields are getting closer and closer. We live in such a large and small "global village". To communicate well and quickly, people of course need to learn each other's language. And in the choice of spoken and written language, people often pay more attention to spoken language, because it is a face-to-face or voice-to-voice instant communication, and people's feelings and opinions can be expressed to the maximum.

2.4.5 Strategy of Teaching Speaking

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

2.4.5.1 Using minimal responses

ELT NEWS points out the language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2.4.5.2 Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

2.4.5.3 Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom (ELT NEWS, 2021).

2.5 Related Theories of Teaching and Learning

Immersion teaching is a double immersion teaching through language and culture, which can improve students' Chinese listening and speaking level and communication efficiency in a short period of time, helping students quickly adapt to the living environment and other courses of study. It involves linguistics, pedagogy, psychology and other fields. To support the theory of immersion teaching more effectively, it is necessary to find theoretical support from linguistics, pedagogy and psychology.

2.5.1 Linguistics

1) Krashen's input hypothesis theory

The famous American applied linguist Stephen Krashen (1985) has created five hypotheses for second language acquisition:

the Acquisition-Learning hypothesis;

the Monitor hypothesis;

the Input hypothesis;

the Affective Filter hypothesis;

the Natural Order hypothesis.

These five assumptions have an important influence on the teaching of second language acquisition. Among them, the input hypothesis proposes that language input should follow the "i+1" principle, that is, in order for language learners to be immersed from one stage to another higher stage, the language input provided by the teacher must include the following new content at one stage. Only in this way can learners continuously absorb new language materials and gradually improve their language skills. In the preparatory listening and speaking class, the language input given by the teacher to the students should also gradually import some new content. Since the preparatory students are in the early stage of learning, the Chinese foundation

is poor, so it is not appropriate to input more difficult content. It is a good practice to infiltrate cultural knowledge and communication habits into daily language teaching, which can help students to understand and acquire more quickly in the later listening and speaking class. This is consistent with the cultural penetration principle of immersion teaching.

2) Swain's output hypothesis theory

Canadian linguist Merrill Swain (1993) proposed the theory of output hypothesis. This theory originated from two important environmental factors in the 1980s: one is that information processing theory was the dominant theory of second language acquisition at the time, and the other is that Canadian immersion teaching research is popular. The theory proposes three functions of language output: the noticing/triggering function, the hypothesis testing function, the metalinguistic reflective function. The theory proposes three functions of language output: improving language fluency, hypothesis detection function, and output reflection function. The output hypothesis theory refers to "thinking" in the second language learning process, that is, "cognition" and "language acquisition" are referred to the synchronized status. One of the principles of immersion teaching is the synchronization of cognition and learning. It also proposes to denationalize, and advocates for students to integrate themselves into society as Chinese citizens, to experience Chinese language and culture, and to allow students to "cognize" and "language acquisition" achieves synchronization under the double immersion of language and culture.

3) Halliday's systemic functional linguistics

The famous British linguist M. A. K. Halliday founded one of today's mainstream schools of systemic functional linguistics, which has had a profound impact on the applied linguistics community. Halliday emphasized the symbolic characteristics of language, and thought that language is a potential of meaning and is one of the components of the entire culture. One of the language functions is the communicative function. The way of discourse and the tone of discourse are restricted by the context of the situation. Under the guidance of functional linguistics, listening and speaking teaching should not only ignore the language form itself, but also pay more attention to the context and expression of intention. Language that is out of context and expressing intent is inefficient, and is a manifestation of neglecting the

communicative function of language. Immersion teaching advocates the combination of social practice and teaching, with the help of social forces, to help students integrate into the language and cultural environment as soon as possible.(Zhou, 2011)

2.5.2 Pedagogy

1) Cultural Pedagogy

Cultural pedagogy was born in Germany in the early 20th century, and it is a kind of educational thought that has a great influence on pedagogy worldwide. The main purpose of cultural pedagogy is to try to discuss issues such as education and people, education and society, education and culture, education and life experience from the heights of humanities and cultural philosophy, and advocates cultivating students with cultural wealth and pursuing the development of personality. There are three characteristics of cultural pedagogy: one is the absorption of a variety of philosophical ideas, the second is the focus of research on educational philosophy, and the third is the emphasis on "education is a cultural process". Preparatory course for foreign students is a stage of language learning and a process of education. According to the ideas of cultural pedagogy, our preparatory teaching cannot be separated from the main purpose of cultural education, but should infiltrate cultural wealth in the teaching to cultivate students and promote the development of students' personality (Feng, 2005).

2) Comparative Pedagogy Rongsi

Comparative pedagogy is to compare the education of different countries, nations and regions in the world with dialectical materialism and historical materialism, study some common characteristics, development laws and general trends of education, and make scientific predictions. Comparative pedagogy has at least two cultural conventions: first, the problem of cultural barriers in comparative pedagogy research. Due to differences in historical and cultural traditions, individuals in different cultural traditions will have cultural barriers to communication, that is, cultural barriers. Second, the problem of cultural colonization in comparative pedagogy research is that people are subjectively too self-conscious about a certain culture. Comparative pedagogy has always been closely related to the teaching of Chinese as a foreign language. Only by finding out the similarities and differences between the languages and cultures of different countries can we better teach Chinese as a foreign language. The cultural conventions in comparative pedagogy have affected the rationality of comparative pedagogy research, and must be interpreted and transcended with culture as a foothold. Immersion teaching attaches importance to the influence of culture, bringing non-Chinese culture people into the environment of Chinese culture is conducive to the elimination of cultural barriers. (Fan & Liao, 2001).

2.5.3 Psychology

1) Cognitive psychology

Cognitive psychology is the basic psychological mechanism of human behavior. Its core is the internal psychological process that occurs between input and output. It mainly studies human cognitive processes, such as language, thinking, and memory. In the process of second language acquisition, people produce an understanding of language input in the brain, and then attract the attention of the brain, and then produce an "interlingual language", and finally form the expression of the second language. For those who are less proficient in second language, the time from input to output of language is often longer. This is because the interlanguage takes longer to produce. Immersion teaching advocates the synchronization of cognition and learning, completely immersing students in the Chinese and Chinese cultural environment, which can greatly shorten or even eliminate the reaction time of interlanguage, helping students to "talk out".

2) Cross-cultural psychology

Cross-cultural psychology is a branch of psychology that studies the commonness and difference of people's psychology under different cultural backgrounds, as well as the influence of social and cultural characteristics on psychology. When faced with a completely strange or suddenly changing cultural environment, people will have psychological conflicts, including culture, values, beliefs and other issues. In order to transcend psychological conflicts, intercultural communication subjects must go through three stages: cultural identity recognition, cultural empathy and cultural integration. Psychological conflicts have a significant negative impact on preparatory students who must pass the HSK exam in the short term. How to help students cross psychological conflict as soon as possible and enter normal learning state is a problem that teachers should pay attention. Immersion teaching enhances students' recognition of Chinese culture through the cultural infiltration in listening and speaking classes, and combines social practice with homework and practice to help students get rid of psychological conflicts and enter a good learning state as soon as possible.

2.6 Related Research and Studies

At present, there are still very few research results on Chinese immersion teaching. The research content can be roughly divided into the following three categories:

The first category is an overview of the Chinese immersive teaching model.

Cui (2017) briefly reviewed the development of Chinese immersion in elementary schools in the United States in the article "Development, Characteristics and Problems of Chinese Immersion Teaching in American Primary School" analyzed the advantages, nature and characteristics of such teaching, and analyzed The teaching model is divided in detail. He believes that in the immersion teaching of Chinese in primary schools in the United States, the main goal of teaching is to enable students to learn the knowledge of the subject and the target language, and the ultimate goal is to allow students to learn the target language efficiently, namely it is based on learning the target language.

Liang (2014) in "American Chinese Immersive School Teaching Model and Curriculum Review" believes that the American immersive teaching model also has many unresolved problems, such as cultural choices, lack of textbooks, and teaching of complex and simplified characters. Lin (2012) "Characteristics and Problems of "Immersive" Chinese Teaching in the United States" takes Confucius Classroom at the University of Minnesota as the research object, summarizes the characteristics of Chinese immersive teaching in his school, and puts forward some suggestions for the problems found, such as establishing a dedicated research team to support immersive Chinese projects and develop teaching materials suitable for immersive teaching.

The second category is an in-depth exploration of a certain aspect of Chinese immersion teaching.

Zhang (2016) carried out the study on "Characteristics of Children's Vocabulary Acquisition in Immersive Chinese Teaching-Taking the American Peninsula International School as an Example". Based on the characteristics of students' vocabulary acquisition with the immersion teaching method, taking practical application as an example, the relevant factors of setting up this course at the American Peninsula International School are analyzed. Under this teaching method, the reasons for this acquisition result appear.

Zhang (2015) "Immersive Grammar Teaching Overview" gave a comprehensive overview of immersive teaching methods, introducing the origin and development of the teaching method, as well as people's misunderstandings, problems in implementation, etc., which hoped to have some reflection and inspiration to the second language teaching.

Cui (2014) "Development of vocabulary outlines for immersive Chinese textbooks in elementary schools". It provided ideas for developing the syllabus of specific teaching materials for the development of vocabulary outlines used in the preparation of immersive Chinese textbooks for American primary schools, as well as the development of Chinese character outlines, grammatical outlines, functional outlines, topic outlines and evaluation standards, including development the basis, methods and processes.

The third category is the study of American Chinese immersion classroom teaching.

Li (2019) "Investigation of Language Classroom Teaching Activities in American Elementary Schools' Regular Chinese Classroom and Chinese Immersion Project". This article takes the Chinese classroom teaching activities of three regular teachers of an ordinary elementary school in the United States and the immersive Chinese project of an elementary school as research objects, divides the investigation units on the basis of the actual transcription. Then the author divides each unit into two angles of "teaching" and "learning",and analyzes it quantitatively, so as to explores some characteristics of regular Chinese classrooms and Chinese immersion classroom teaching activities in American primary schools.

In his article "Research on Immersion Chinese Teaching in American Primary Schools", Min (2016) put forward the study of children's language acquisition theory. It also introduces the development trend of Chinese teaching, education model and the future direction of immersion teaching, and finally proposes Chinese immersion teaching in American primary schools.

Feng (2016) "Analysis of American Early Chinese Immersive Classroom Teaching Design Cases" mainly analyzes the problems and defects of the early immersion teaching cases.

Zhai (2015) "Application and Thinking of Chinese Immersion Teaching Mode in American Elementary Schools-Taking Cascade Elementary School in Orem, Utah, United States as an example" combined with the experience of Chinese immersion teaching in American elementary schools The significance is worth learning.

Through the above research, it can be seen that the immersion Chinese teaching method is more widely used in the United States, Canada and foreign students in China, but in Thailand, few teachers currently use this method to teach. This study will be based on their own hands-on practice, through the record and data feedback of the real case of Chinese immersion teaching in Thai elementary school, analyze the effect of Chinese immersion teaching in elementary school in Thailand, reflect on the status of teaching, and put forward effective related treatment methods.



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 research 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). Therefore, the researcher was to use the mixed-methods to carry out the study. This study included pre-test and post-test, semi-structured interview and classroom observation during the session.

3.2 Population and Samples

3.2.1 Population

The population of the study consisted of 2 sections of 60 grade 5 Thai students studying in one of the Primary Schools in Bangkok. There were equally 30 students in each of section. The students were in the age range of 10-12 years old with mixed genders and mixed abilities. They had similar background of Chinese language skills.

The clustered random sampling was applied and involved 2 sections of grade 5 Thai students for the study. One was an experimental group and the other one was a control group; each section consisted of 30 grade 5 Thai students. The students were within the age range of 10-12 years old with mixed genders and also Chinese abilities.

	Experime	ental Group				
Gender	Male	Female	Total			
Number	17	13	30			
Percentage	56%	56% 44% 100%				
Age Group	10-12 Years old					
		Control group				
Gender	Male	Female	Total			
Number 2	15	15	30			
Percentage	ะ 27 สะ 50%	Rangs ^{50%}	100%			
Age Group	10-12 Years old					

Table 3.1 The demographic information of the research participants

3.3 Research Instruments

The researcher used 4 kinds of the research instruments to collect date for the study. These included 1) 4 lesson plans of 100 minutes each, 2) pre-test and post-test, 3) semi-structured interview, and 4) Classroom observation.

3.3.1 Lesson Plans

The researcher developed 4 Lesson plans of 100 minutes each (1 Lesson plan = 2 sessions) using immersion teaching method in the experimental class. The researcher taught 8 sessions (2 sessions per week) in the sample group for one and a half months and with the practice of Chinese speaking skills by using immersion teaching. The topics chosen were based on the books "Chinese 1" (See Appendix B). Four topics of Chinese speaking used to teach the content as shown in the table below:

Time	Lesson plans	Topics
The first week	自我介绍	你叫什么名字?(What's your name?)
		/我叫(My name is)
	(Self-introduction)	
The second week	时间的表达	现在几点了?(What time is it?)
		/现在点了。(It's clock.)
	(Expression of Time)	
The third week	天气的表达	今天天气怎么样?(How's the weather
و		today?)
L'a	(Expression of Weather)	S.
The fourth week	中国新年	新年快乐(Happy New Year)
	Enze	/吉祥如意(be as lucky as desired)
	(Chinese New Year)	109-

Table 3.2 List of topics to be taught four weeks

As the control group, the students were taught through a traditional teaching method which consists of memorization and recitation techniques based on the textbook chosen by the school.

3.3.2 Quantitative Data Collection Instruments

3.3.2.1 Achievement Tests

In this research, the researcher applied pre-test and post-test as the main instruments for both the experimental group and the control group. Pre-test and post-

test were the same questions but in different orders. The Pre-test was conducted before the treatment with the immersion teaching method. Post-test was given after the immersion teaching is treated to the same group of students. This was to compare the achievement scores of the participants before and after the use of immersive teaching methods. Also, the comparison was done between the achievement scores of the experimental group and of the control group.

3.3.2.2 Rubrics for Chinese Speaking Test

The rubrics were created and used to evaluate Chinese speaking skill of participants from pre-test and post-test. The rubrics normally were based on Harris' five components of speaking skill (1974). The rubrics included the evaluation on comprehension, grammar, vocabulary, pronunciation, fluency. In this study, there were two teachers; the researcher and another peer teacher teaching Chinese courses evaluated the students' speaking performance in pre-test and post-test respectively. (See Appendix J).

3.3.3 Qualitative Data Collection Instruments

The qualitative date of this study was collected through the semi-structured interview as well as classroom observation

3.3.3.1 Semi-Structured Interview

In order to understand each student's learning attitude of using immersion teaching, the researcher adopted semi-structured interview with each student under the experimental group at the end of the teaching. The semi-structured interview consisted of five items which were open-ended questions that helped the researcher to find indepth information about facts regarding the attitude of the interviewees.

The interview was held in the school canteen or a school library during students' free time. The researcher explained each statement clearly to the students during the interview. With the approval from the participants, the interview was recorded "face-to-face"; each student's interview took approximately 5-10 minutes. The recorded responses was written down, transcribed and translated into English by Thai

peer teacher who was teaching at the same school, and then the translated version was subsequently applied for data analysis (See Appendix F).

3.3.3.2 Classroom Observation (CO)

In addition, the researcher used the classroom observation instrument to observe the treatment sessions. The researcher had invited a peer teacher with the experience in teaching Chinese to conduct classroom observation by using the observation form. Peer observation of the study was proceeded for four times in the experimental group; each time conducted in the second session of the week. The purpose of this was to examine the students' learning satisfaction on using immersion teaching in learning Chinese speaking of Grade 5 Thai students in the experimental group (See Appendix I).

3.4 Validity and Reliability of Research Instruments

3.4.1 Content Validity

Mohamad, Sulaiman, and Salleh (2015) has pointed that validity is the means of measuring meaningfulness, usefulness and appropriateness of the research instruments. Content validity requires the use of recognized experts to assess whether the test project evaluates the defined content. In this study, the research instruments was reviewed and validated by clarify, including two senior Chinese teachers from China and a senior professor in Education from Thailand.

Item Objective Congruence (IOC) is generally used to evaluate the correspondence of items with the objectives based on scores + 1, 0 and -1.

- + 1: it proves that the item can meet the objective.
 - 0: uncertain or unclear whether the item can meet the objective or not.
- -1: the item obviously could not meet the objective.

The value of test item with IOC value between 0.67 to 1.00 is considered acceptable and valid, but if the value is below 0.67, it is considered invalid and need to be changed.

In the study, the IOC for lesson plans, pre-test and post-test, semi-structured interview questions and the observation form all scores are expected to be 0.67-1 which will be indicated that the items are valid and congruent for the further application for the study.

All the instruments for this study were validated and rated above 0.67 by the experts which indicated that the items were valid for the study. The IOC foe lesson plans, achievement test, semi-structured interview questions and classroom observation (CO) were rated +1 respectively.

3.4.2 Reliability

To check the reliability of the achievement test, the researcher conducted pilot test consists of the same questions type with another section of 30 Grade 5 students who were not part of the sample group. Kuder-Richardson formula 20 (KR-20) was applied to find out the reliability coefficient of the learning test items. The scores for KR-20 ranges from 0 to 1. The closer the score is to 1, the more reliable the test is.

Ru

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

Table 3.3 Cronbach's Alpha Rating Scale

Source: as cited in Mohamad et al., 2015

3.5 Data Collection Procedure

3.5.1 Approval and Ethical Consideration

To carry out the study in schools of Bangkok composed of the following steps:

1) Seeking permission of the concerned principal and class teacher to carry out the study.

2) Seeking permission of the parents to use their child as a sample for the study and of the participants.

3) The anonymity and confidentiality of participants to be maintained at all times.

4) An approval to carry out the study should obtained from the Ethics Committee of Research Institute of Rangsit University.

3.6 Data Analysis

According to two research objectives, the data collected was analyzed in two areas. Quantitative Data will acquire from the learning achievement test, which will use to analyze improvement in Chinese speaking skills of the sample group. Qualitative Data was collected from semi-structured interview, and classroom observation, which analyzed to find out the students' learning attitude in the sample group after using immersion teaching in learning Chinese speaking.

3.6.1 Quantitative Data Analysis

The quantitative data was from the scores of pre-test and post-test, which analyzed for the sample groups' learning achievement before and after immersion teaching. This was done to analyze the mean, standard deviation and paired sample ttest of the sample group which was used to analyze the data collected in pre-test and post-test.

3.6.2 Qualitative Data Analysis

The qualitative data was collected through the semi-structured interview and the classroom observation. Content analysis was currently one of many qualitative methods that could be used to detail data and explain its meaning. Thus, the researchers conducted content analysis and analyze qualitative data in this study. The student's responses was recorded, transcribed, translated and finally analyzed to answer the research objective in this study.



CHAPTER 4

DATA ANALYSIS

This chapter presents the result analysis of the data collected through research instruments: Pre-test and Post-test, semi-structured interview and classroom observation. Pre-test and Post-test were conducted to collect the data from 60 students that were divided into two groups (an experimental group and a control group) with 30 students in each group. Pre-test and Post-test data were computed and analyzed using a quantitative method. Semi-structured interview and classroom observation were carried out to collect the data from students in the experimental group and were 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 Pre-Test and Post-Test

To answer the first research question 1.3.1., Would there be any differences in Grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method? The pretest and post-test of control group and experimental group were conducted to compare the performance of grade 5 Thai students before and after using immersion teaching in Chinese speaking learning.

Pre-test (before the intervention) and Post-test (after the intervention) were conducted to test the sample group's learning achievement. Using mean and standard deviation and paired sample t-test, the data collected from Pre-test and Post-test were analyzed. 4.1.1.1 Individual students' Pre-test and Post-test analysis and results of an experimental group and a control group

Std. Code	Pre-test Scores	Post-test Scores	Improvement of Scores
S1	2	4	+2
S2	3	3	+0
S3	1	4	+3
S4	2	4	+2
S5	1	4	+3
S6	4	4	+0
S7	3		+1
S8	1	4	+3
S9	2	3	+1
S10	2	4	+2
S11	1	3	+2
S12	1	4	+3
S13	2	4	+3
S14	2 3	4	+1
S15	222	4 56	+2
S16	27 A E 15.95	a pandsit	+2
S17	3 3 3 6 7 6	4	+1
S18	4	4	+0
S19	1	4	+3
S20	2	3	+1
S21	4	4	+0
S22	2	4	+2
S23	1	3	+2
S24	3	4	+1
S25	3	4	+1
S26	3	4	+1

Table 4.1 Individual students' Pre-test and Post-test scores of experimental group

(Cont.	.)		
Std. Code	Pre-test Scores	Post-test Scores	Improvement of Scores
S27	3	4	+1
S28	2	4	+2
S29	3	4	+1
S30	1	3	+2

Table 4.1 Individual students' Pre-test and Post-test scores of experimental group

Table 4.2 Individual students' Pre-test and Post-test scores of control group

Std. Code	Pre-test Scores	Post-test Scores	Improvement of Scores
<u>S1</u>	3	3	+0
S2	3	3	+0
<u>S3</u>	2	3	+1
S4	2	4	+2
S5	1	2	+1
S6	2	3	+1
S7	2	3	+1
S8	3	4	+1
<u>S9</u>	3 2	2	+0
S10	223	3 5	+0
S 11	227815.95	m pariosit	+0
S12	2		-1
S13	2	2	+2
S14	4	4	+0
S15	2	2	+0
S16	3	4	+1
S17	3	3	+0
S18	3	3	+0
S19	3	4	+1
S20	2	3	+1
S21	3	4	+1

Std. Code	Pre-test Scores	Post-test Scores	Improvement of Scores
S22	3	2	-1
S23	1	2	+1
S24	3	3	+0
S25	1	1	+0
S26	3	4	+1
S27	3	3	+0
S28	2	4	+2
S29	3	2	-1
S 30	3	4	+1

Table 4.2 Individual students' Pre-test and Post-test scores of control group (Cont.)

Table 4.1 indicates that the students in an experimental group showed remarkable improvement of achievement scores between pre-test and post-test. The improvement of scores in the experimental group ranged from the lowest of 1 point to the highest of 4 points. There was no doubt that the Post-test scores were higher than the Pre-test scores in the experimental group.

As the control group, the improvement of scores ranged from the lowest of 1 points to the highest of 2 points. The scores of the Pre-test and Post-test of the control group showed that 12 participants' achievement scores did not increase whereas the other 18 participants' improvement scores were ranged from the lowest of 1 point to the highest of 4 points. Compared to the students who had the most improvement in the experimental group, the improvement of control group was not obvious.

A comparative statistical analysis using paired sample t-test was done within the analysis of the Pre-test and Post-test of the experimental group as well as the control group and independent t-test between the groups (i.e. comparison of Pre-test and Post-tests between the two groups). The inferential statistics t-test with P< 0.05 level of significance, mean, and standard deviation were used to interpret the results.

Table 4.3 The comparison of the Pre-test and Post-test within the experimental group and control group

Group	Test	Mean	Mean Difference	Standard	Sig(2-tailed)
				Deviation	
Experimental	Pre-test	2.21	3.79-2.21=1.58	1.01	0.00*
	Post-test	3.79		0.41	
Control	Pre-test	2.45	2.90-2.45= 0.45	0.74	0.00*
	Post-test	2.90		0.94	

Significance level (p) :< 0.05-Significant*

The scores of Pre-test and Post-test within the groups were compared in terms of mean, standard deviation and significance value (p). The mean of the pre-test and post-test scores of the experimental group were 2.21 and 3.79 respectively, resulting in an average difference of 1.58. Similarly, the mean of the Pre-test and Post-test scores of the control group were 2.45 and 2.90 respectively which resulted in the mean difference of 0.45. It can be clearly seen from the comparison that the mean of the experimental group was significantly higher than that of the control group.

The significance value (p) of the experimental group and the control group was 0.00, which indicated that compared with the two groups, the students' performance in the post-test had a statistically significant improvement. This is illustrated in Figure 4.1 below.

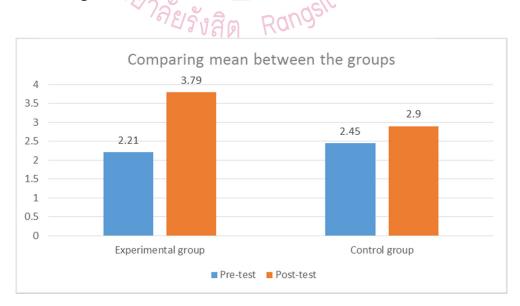


Figure 4.1 Comparison of Pre-test and Post-test within the groups

4.1.1.2 Pre-tests and Post-tests comparison between the groups

Table 4.3 The comparison of the Pre-test and Post-test between the experimental group and the control group.

Test	Group	Mean	Mean	Standard	Sig(2-tailed)
			Difference	Deviation	
Pre-test	Experimental	2.21	2.45-2.21=0.24	1.01	0.30
	Control	2.45		0.74	
Post-test	Experimental	3.79	3.79-2.90=0.89	0.41	0.00
	Control	2.90		0.94	

Table 4.4 Comparison of Pre-test and Post-test between the groups.

Significance level (p) :< 0.05-Significant*

Table 4.4 shows that the Pre-test mean of the control group was 2.45 and that of the experimental group was 2.21 which resulted in a mean difference of 0.24. The 2-tailed significance value (p) was 0.30 which indicated that there was no statistically significant difference between the Pre-test means of the two groups. Meanwhile, the results could be used to assume that the two groups had similar learning abilities at the beginning of the treatment.

The Post-test mean of the control group was 2.90 and the experimental group was 3.79 which resulted in a mean difference of 0.89. The 2-tailed significance value (p) was .01 which indicated that the post-test mean of the experimental group was significantly higher than that of the control group. Since the researcher hypothesized the students in the experimental group to receive treatment, and the results of learning chievement in the experimental group then were better than those of the control group. This is illustrated in Figure 4.2.

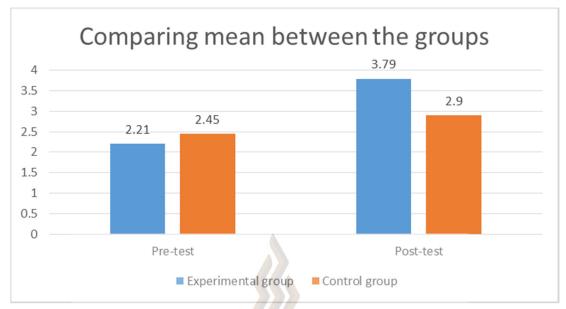


Figure 4.2 Comparison of Pre-test and Post-test between the groups

4.2 Qualitative Data Analysis

The qualitative data was collected through semi-structured interview and classroom observation continued to further respond to the research question 2 of the study, "How satisfied are Grade 5 Thai students using immersion teaching method in learning Chinese speaking skill?".

The interview was conducted at the end of the study with 10 volunteers who were grade 5 Thai students (5 boys and 5 girls) of the experimental group. To protect the study interviewees' privacy, they were marked as student 1 (S1), student 2 (S2), and student 3 (S3), etc. The students were allowed to speak in the language they felt comfortable to share their opinions on the study. Semi-structured interview thematic analysis was used to analyze the qualitative data from the responses obtained from 4 questions. Students' responses were recorded and translated for data analysis in English. Analysis results were described below:

Question 1: Which part of the class did you like or dislike most? How?

It was found that almost all participants preferred to use immersion teaching to learn Chinese speaking. The main reason was that immersion teaching included Game-

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based Learning such as beating a drum to spreading a flower; Role-play by getting the students to play a role in a certain story; Scenario simulation by using cases or scenarios in a task; and Activity-based language learning by allowing the students to participate in discussions with the learning tool operations such as paper cutting, dumplings, Chinese songs, etc. Through these Immersion teaching methods, students were able to understand Chinese speaking easier and felt more interested. Therefore, students were relatively satisfied with using immersion teaching to learn speaking. Some statements of participants are presented below to confirm their responses regarding to the use of Immersion teaching methods.

S1: "The part I like most is Scenario simulation, which I can use cases or scenarios to practice Chinese speaking, and I feel like I am in China."

S2: "What I like most is to play a role in a certain story with classmates. When I play a role I can learn Chinese speaking and I felt interesting."

Question 2: How did using immersion teaching help you speak Chinese better?

It was found that almost all participants felt that using immersion teaching to learn Chinese speaking is useful and interesting. The main reason was that immersion teaching helped the students to learn Chinese speaking. Therefore, students were relatively satisfied with using immersion teaching to learn speaking in class. Some of the statements are as follows:

S4: "The use of immersion teaching correctly and clearly can help me to practice Chinese speaking. The key points of immersion teaching are also clear, I can learn better."

S6: "Yes, I can say that immersion teaching help me learn Chinese speaking better because immersion teaching can help speaking and let me memorable better."

S7: "Yes, using immersion teaching helps me learn Pinyin better such as it can help me learn how to speak correctly and help my listening as well."

Question 3: Have you achieved what you expected for so far?

It was found that all participants said that they achieved what they expected through using immersion teaching in learning Chinese speaking. Although different students had different expectations, some students wanted to improve their speaking skills, some students wanted to improve their listening ability, and some of them wanted to improve their vocabulary memory, but they all apparently achieved their expectations more or less. Some views of participants to confirm their thought are as follows:

S3: "I have achieved what I have expected to improve Chinese speaking, I can speak some sentence fluently."

S5: "I can remember the vocabulary what I learn in the class."

S9: "My listening ability is better than before."

Question 4: How did you feel about working with your classmates?

It was found that all participants said that they felt interested and enjoyed working with the classmates in learning Chinese speaking. Students through cooperative learning helped and encouraged each other to learn Chinese speaking. Some views of participants to confirm their thought are as follows:

S8: "As a team, we can learn and progress together and we enjoy this feeling."

S10: "I have been learning a lot of knowledge and enjoying working together as a team."

4.2.2 Analysis of classroom observation

With the help of a peer teacher, in a total four sessions were conducted to complement the quantitative data to answer research question 1. "Will there be any differences in Grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method?" Five parts of the data were organized and interpreted: 1) Focus of the observation; 2) Observation notes; 3) What were really good aspects; 4) Action plan after the observation; 5) Recommendation and suggestions.

4.2.1.1 Focus of the observation

Focus of the observation was related to the themes of learning the Chinese speaking. It can be said that what is the theme of learning Chinese Pinyin consonants speaking and it will be the focus of the observation.

Focus of the classroom observation form 1: Learning Chinese speaking Self-introduction).

Focus of the classroom observation form 2: Learning Chinese speaking

(Time).

Focus of the classroom observation form 3: Learning Chinese speaking (Weather).

Focus of the classroom observation form 4:

4.2.1.2 Observation notes

Observation notes are to obtain the data from the teachers' reflection on teaching effects and understanding students' learning needs, improve teaching quality, and increase students' interest and confidence in learning Chinese. The responses from the observation are below.

Observation notes of peer observation form 1:

(1) Teaching materials are well prepared; (2) Teaching objectives of learning Chinese speaking (Self-introduction); (3) Few students' attention is not concentrated.

Observation notes of peer observation form 2:

(1) The material of teaching is well prepared; (2) Students' participation is active and between teacher and students have active interaction; (3)Some students had difficulty in learning Chinese speaking (Time) .

Observation notes of peer observation form 3:

(1) Teaching materials are well prepared;(2) The time allocated for teaching tasks is reasonable;(3) The form of activity is somewhat monotonous.

Observation notes of peer observation form 4:

(1)Teaching materials are well prepared; (2) The classroom atmosphere is very active; (3) Students are very enthusiastic about participating in activities.

4.2.1.3 What were really good aspects?

The good aspects in learning Chinese speaking of the students were that it helped the students who learned Chinese speaking in the experimental group to know clearly what to continue and to utilize in the learning classroom as well as to facilitate the development of learning. Students showed these really good aspects, they could enhance their learning achievement of learning Chinese speaking in future classes through these good aspects. The responses in this item are as follows. What were really good aspects (classroom observation form 1):

(1) Students have active interaction with the teacher; (2) The students be able to grasp the key points of the course in learning Chinese speaking (3) Students can make full use of the advantages of cooperative learning to train speaking skill; (4) The classroom atmosphere was very active, students were highly motivated to learn independently, and good teaching results have been achieved.

What were really good aspects (classroom observation form 2):

(1) Students and teacher's interaction is active; (2) Students can understand how to practice with classmates.

What were really good aspects (classroom observation form 3):

(1) The students can grasp the key point of learning Chinese speaking;(2) The students pay more attention to improve their Chinese speaking.

What were really good aspects (classroom observation form 4):

(1) Students actively participate in classroom activities; (2)Students' speaking skill of Chinese become fluently

4.2.1.4 Action plan after the observation

Action plan after the observation was how to take measures to solve problems and enhance learning and teaching. There are good aspects and bad aspects in teaching and learning. If there are bad aspects, we have to solve them to facilitate the development of learning in the future. The responses are below.

Action plan after the observation of classroom observation form 1:

Take more attention to the students who are not focused, to provide support and guidance for them.

Action plan after the observation of classroom observation form 2:

Students who are good at Chinese speaking can make a group with students who not good at Chinese speaking to help them to practice Chinese speaking skill.

Action plan after the observation of classroom observation form 3:

To think and enrich the background of Scenario simulation,; giving students the opportunity to learn additional words.

Action plan after the observation of classroom observation form 4:

Students should continue to train and practice Chinese speaking in the future.

4.2.1.5 Recommendation and suggestions

Through these recommendations and suggestions, it helped the students to enhance the understanding of the problems and function of using immersion teaching in learning Chinese speaking. It was also conducive to improve the learning Chinese speaking skill. It also promoted students' reflection on learning outcomes and improved their learning ability.

Recommendation and suggestions of classroom observation form 1:

A few students' attention is not concentrated; the students need to think about the motivation of them.

Recommendation and suggestions of classroom observation form 2:

If they are the poor students on learning Chinese speaking, the students should pay more attention to learning and the teacher can give guidance to them, or the good students can help them.

Recommendation and suggestions of classroom observation form 3:

Students need more diversified classroom activities, to make them feel fresh and interesting.

Recommendation and suggestions of classroom observation form 4:

Students like festivals and other topics very much and can add more activities to festival topics in the future.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

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

5.1 Conclusion

The objectives of this study were :

1) To compare grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method.

2) To investigate grade 5 Thai students' satisfaction in learning Chinese speaking skill using immersion teaching method.

To achieve the research objectives, the quantitative data were collected through achievement tests (Pre-test and Post-test scores); and qualitative data were collected through semi-structured interview and classroom observation (CO). 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 compare grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method. Pre-test (before the treatment) and Post-test (after the treatment) were conducted to the sample group to examine the learning outcome. A comparative statistical analysis was conducted within the group using a paired sample t-test to see the difference in the degree of achievement between the Pretest and Post-test. The mean of the Pre-test and Post-test scores of the experimental group were 2.21 and 3.79 respectively which resulted in the mean difference of 1.58. Similarly, the mean of the Pre-test and Post-test scores of the control group were 2.45 and 2.90 respectively which resulted in the mean difference of 0.45. The significance value (p) was .01 which indicated that there was a statistically significant increase in the scores of the Post-test as compared to that of the Pre-test in both groups.

The overall result of the study revealed that using immersion teaching in learning Chinese speaking for grade 5 Thai students enhanced their learning outcome and they were extremely contented when they are learning with using immersion teaching. The significant difference between the Post-tests scores of the control group and the experimental group showed that using immersion teaching in learning Chinese speaking had a positive impact on students' learning outcomes.

The findings of the students' improvement from Post-test scores confirmed the hypothesis that there were differences in grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method.

5.1.2 The Results of Semi-Structured Interview Analysis

The second objective of the study was to investigate grade 5 Thai students' satisfaction in learning Chinese speaking skill using immersion teaching method. A thematic analysis was used to analyze qualitative information from the semi-structured interview with 10 volunteers in the experimental group. Four questions were asked and all responses were audio-tape, translated and transcribed. Each question and the response were analyzed by the researcher.

The results of the interview revealed that most of the students favored the use of immersion teaching in learning Chinese speaking. This method obviously made learning interesting, enjoyable and fun. Immersion teaching helped students speak Chinese better. It also motivated the students to join the class activities more actively and helped to develop their confidence in learning Chinese since all of them had an opportunity to take actions with peers. The students also expressed that the contents of class such as Game-based Learning, Role-play, Scenario simulation, and Activity-based language learning all attracted them to pay more attention in learning and offered them a new effective learning method.

According to the interview, most interviewees said that the immersion teaching aroused their interest in Chinese speaking, and helped them to establish a systematic method of speaking Chinese. It was apparently a very significant direction for future educational development in this field.

Therefore, from the results of the semi-structured interview, the researcher concluded that the students had remarkable positive learning satisfaction after using immersion teaching in learning Chinese speaking skill.

5.1.3 The Results of the Classroom Observation Data Analysis

The main purpose of classroom observation was to supplement and verify the findings of the quantitative data. The data collected were analyzed using a thematic analysis.

According to the results of classroom observation collected from a peer teacher, it was observed that during the class, the students appeared to meet their learning needs and the teacher was able to carry out actively teaching. Most of the students were observed participating actively in the class and all activities. They were enjoying the lessons, motivated to take part in the class activities, and finished the assigned tasks successfully. With the results obtained from the peer teacher's observation, it can be concluded that the results of the classroom observation supported

the findings of qualitative data proving that grade 5 Thai students' satisfaction remarkably existed when learning Chinese speaking skill using immersion teaching method.

5.2 Discussion

This study had two major findings. The first outcome was that using immersion teaching improved Chinese speaking skills of grade 5 Thai students. In addition, the second finding was that grade 5 Thai students had a positive learning satisfaction after using immersion teaching in learning Chinese speaking. The discussion regarding the research results can be stated as follows.

5.2.1 Improving Chinese Language Speaking Skills

The first major finding of the study was found that using immersion teaching in learning Chinese speaking improved the learning achievement of grade 5 Thai students. This was evident from the achievement test results of the students which showed the mean difference of 1.58 in the Pre-test and Post-test of the experimental group. The Pre-test scores were almost equal in both groups indicated the similar ability of students in both control group and the experimental group before the treatment. The 2-tailed significance value (p) was 0.30 which indicated that there was no statistically significant difference between the Pre-test means of the two groups. Then the Post-test scores of both groups were compared and the post-test mean score of the experimental group was significantly higher than that of the control group with the 2-tailed significant value of .01.

Thus, this finding was similar to the one in the study of Zhai (2015) who investigated on using of immersion teaching in the classroom. He combined with the experience of Chinese immersion teaching in American elementary schools. He proved that using immersion teaching in teaching or learning was useful for learning a language as a foreign language. The students were more engaged and excited in their Chinese language learning.

The overall results of the study revealed that using immersion teaching in learning Chinese speaking for grade 5 Thai students improved their learning outcome. The significant difference between the Post-tests scores of the control group and the experimental group showed that using immersion teaching in learning Chinese speaking had a significantly positive impact on students' learning outcomes. The positive responses from the students concerned about the use of immersion teaching in learning Chinese speaking through the semi-structured interview and the classroom observation by the peer teacher also revealed that immersion teaching made the lesson more fun, interesting, and enjoyable; the students derived a great deal of satisfaction from the lessons.

5.2.2 Students' Learning Satisfaction

The semi-structured interview was carried out to explore the learning satisfaction of the students after this study. The interview consisted of four questions. The students shared their opinions and responses during the interview. According to the responses given by the students, immersion teaching method positively impacted their motivation, interest, interactivity, enhanced classroom participation and they showed better performance in Chinese speaking skill.

The results of the classroom observation were supplemented and supported the findings of the Pre-test and Post-test. The students participated actively in the Chinese speaking activities when immersion teaching was used. Students were made to work in groups and peers to share the ideas and practice their speaking skills together. The lesson was observed as enjoyable and interesting for them. They showed positive satisfaction and this subsequently helped improve their learning in Chinese speaking.

The study additionally found that teachers were able to continuously improve their information literacy, optimize the teaching model and structure, and the effect on teaching was immediately apparent. The immersion teaching also enabled teachers and students to improve their relationship and better understand each other, create a friendly relationship where they discussed problems and also developed a positive learning satisfaction.

5.3 Recommendations

The study found that the use of immersion teaching was effective in both enhancing the students' Chinese speaking skills and a positive attitude towards learning this language. Therefore, the following recommendations have been made based on the findings of the study in the hope that it possibly would assist the teachers and students in Chinese speaking classroom.

5.3.1 Recommendation for Practice

1) For the reason that the study found out the use of immersion teaching improved the learning achievement and learning satisfaction of the students, Chinese teachers are recommended to use immersion teaching during Chinese speaking as an alternative effective teaching method.

2) Teachers can also try to use the immersion teaching method to teach other skills of Chinese language such as listening reading or writing. Teachers are recommended to adapt and select any activity in this method which they think that it suits the level of the students.

3) Only a limited number of language teachers in China have so far used the immersion teaching. Thus, the teachers should be trained to use various immersion teaching as instructional tools.

4) No matter how efficient immersion teaching is, we still need to consider whether the teaching objectives can be achieved and whether the quality of the classroom can be guaranteed. In the process of using immersion teaching, we should continuously adjust the teaching design to achieve the deep integration of teaching and information development.

5.3.2 Recommendation for Future Studies

1) The study was limited to grade 5 Thai students. For any further studies, similar research would be conducted with a larger sample size and different grade levels.

2) To have more reliable and significant results, future studies need to be carried out for over a longer period of time or as more in-depth analysis.

3) The study limited itself to the use of immersion teaching in learning Chinese speaking only. Similar research can be conducted in learning other topics of future study.

4) This study focused on learning Chinese speaking of grade 5 in primary school. So it is not possible to generalize the findings reported here to other grade levels and other subject areas. Therefore, further study is required to analyze the effects of the methods on different topics and levels of grades.

With the data presented previously in this study, it may not be exaggerating to conclude that the use of immersion teaching in learning Chinese speaking has proved fruitful and beneficial to the students as well as teachers. In addition, both research objectives have been answered satisfactorily. Any interested Chinese language teachers; therefore, are recommended to try this method in their teaching. The researcher hopes that this research may contribute to more effective teaching and learning outcomes as well as positive satisfaction in learning Chinese speaking skill.

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APPENDIX A

LETTER OF APPROVAL



	Documentary Proof of Exemption
	By Barley Barrier Barrier Brown and B
E	Chics Review Board of Rangsit University
DPE. No.	RSUERB2020-060
Protocol Title	The Application of Immersion Teaching Method in Learning Chinese Speaking Skill for Grade 5 Thai Students
Principle Investigator	Rong Xie
Co-Investigator	Dr. Nipaporn Chalermnirundorn
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Exemption Review

This protocol complies with a "Research with Exemption"

Date of Approval:	07/10/2020
Date of Expiration:	07 / 10 / 2022

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

BISMEI 7 Stanature 300571/ RSU-ERB V ASupacha Kunaratupruk .Đ. Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

APPENDIX B

PARTICIPANTS INFORMATION



RSU-ERB.006 เอกสารชี้แจงสำหรับผู้ปกครองของเด็กอายุ ต่ำกว่า 7-12 ปี (สำหรับผู้ปกครอง) (Participant's Legal Guardian Information Sheet)

🛙 ต้นฉบับ

ในเอกสารนี้อาจมีข้อความที่ท่านอ่านแล้วยังไม่เข้าใจ โปรดสอบถามหัวหน้าโคร งการวิจัย หรือผู้แทนให้ช่วยอธิบายจนกว่าจะเข้าใจดี ท่านจะได้รับเอกสารนี้ 1 ฉบับ น **ก**ลับไปอ่านที่บ้านเพื่อปรึกษาหารือกับญาติพี่น้อง เพื่อนสนิท แพทย์ประจ ตัวขอ งท่าน แพทย์ท่านอื่น หรือผู้ที่ท่านต้องการปรึกษา เพื่อช่วยในการตัดสินใจเข้าร่วมการ ว

ชื่อโครงการ <u>The Application of Immersion Teaching Method</u> in Learning Chinese Speaking Skill for Gr ade 5 Thai Students

ชื่อผู้วิจัย <u>Rong Xie</u>

สถานที่วิจัย <u>Thanorpivitaya School</u> สถานที่ทำงาน <u>Thanorpivitaya School</u>

โครงการวิจัยนี้ทำขึ้นเพื่อ

To compare Grade 5 Thai students' learning achievement in Chinese speaking skill between a cont rol group and an experimental group using immersion teaching method.
 To investigate Grade 5 Thai students' satisfaction in learning Chinese speaking skill using immersion on t e a c h i n g m e t h o d .

<mark>เด็กในปกครองของท่าน</mark>ได้รับเชิญให้เข้าร่วมการวิจัยนี้เพราะ เด็กใ<mark>นปกครองขอ</mark> งท่า <u>have ages between 9-11 years old.</u>

จะมีผู้เข้าร่<mark>วมการวิจัยนี้ทั้งสื</mark>นประมาณ60.... คน ระยะเวลาที่จะท**ัวจัยทั้งสิ้**นป ระมาณ1.... เดือน

หากท่านตัดสินใจให้<mark>เด็กในปกครองของท่าน</mark>เข้าร่วมการวิจัย จะมีขึ้นตอนกา รวิจัยดังต่อไปนี้คือ

1. The students will take the pre-test first.

2. To use immersion teaching to teach students in experimental group and to teach students in control group with traditional method.

3. The students will take the post-test after the treatment.

ความเสียงที่อาจจะเกิดขึ้นเมื่อเข้าร่วมการวิจัย คือ ...The sample group will ha ve more challenge in learning process with new activities and metho d.

หากท่านมีข้อสงสัยที่จะสอบถามเกี่ยวกับการวิจัย หรือเกิดเหตุการณ์ไม่พึงประ

Participant's Legal Guardian Information Sheet version DD/MM/YYYY (Pleas e fill out the created date) Page 1

ALL OF THE OWNER		R			Ø	่ำกา	ว่า 7	-12	ปี (สำ	หรับ	ผู้ปร	าคร	อง)		มเด็ก		į	RSU	ERBI
			(P	arti	cipa	ant's	s Le	gal	Gu	ard	lian	Info	rma	tion	1 SI	heet)			Con Ser	
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สงค์จา	ากก	การ			-		ในป	กคร	รอง	ของ	งท่า	น ท่า	นสา	มาร	ຄື			ong	Xie	
้สงค์จา ท ี	ากร		ເວີຈັຍ	เข็น	กับเ	ด็กใ											R	-		_

หากมีข้อมูลเพิ่มเติมทั้งด้านประโยชน์และโทษทีเกี่ยวข้องกับการวิจัย**นี้ ผู้วิจัยจะแ** จังให้ทราบโดยรวดเร็วไม่ปิดบัง

ข้อมูลส่วนตัวของเด็กในปกครองของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธา รณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวม ข้อมูลของผู้เข้าร่วมก ารวิจัยเป็นรายบุคคลอาจมีคณะบุคคลบางกลุ่มเข้ามาตรวจสอบได้ เช่น ผู้ให้ทุนวิจัย, สถ าบัน หรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบ, คณะกรรมการจริยธรรมฯ เป็นต้น

ท่านมีสิทธิ์ถอนตัวเด็กในปกครองของท่านออกจากโครงการวิจัยเมื่อไดก็ได้ โดย ไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมการวิจัยหรือกอนตัวออกจากโครงการวิ จัยนี้ จะไม่มีผลกระทบใดๆ <mark>ต่อการบริการและการรักษาทีเด็กในปกครองของท่าน</mark>สมควร 2 1 o 5 บ LL. ଡ 21 5 1 ຈ 5 2 ก С ୭

โครงการวิจัยนี้ได้รับการพิจารณารับรอง จากคณะกรรมการจริยธรรมการวิจัยใน คนของมหาวิทยาลัยรังสิต ซึ่งมีส ำนักงานอยู่ที่ อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ชั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ถ.พหลโยธิน ต.หลักหก อ.เมือง จ. ปทุมธานี 12000 หมายเลขโทรศัพท์ 0-2791-5688 โทรสาร 0-2791-5689 หากท่านได้ รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ท่านสามารถติดต่อกับประธานคณะกรรมการฯ หรือเลข านุการฯ ได้ตามสถานที่และหมายเลขโทรศัพท์ ข้างต้น ข้าพเจ้าได้อ่านรายละเอียดในเอกสารนี้ครบถ้วนแล้ว

ิ ลงชื่อ ริงสิผ้ปกครอง

(.....)

Participant's Legal Guardian Information Sheet version DD/MM/YYYY (Pleas e fill out the created date) Page 2

APPENDIX C

EXPERTS WHO VALIDATED INSTRUMENTS



Sl. No	Name	Position Title	Institutes
1	Ratchaporn Rattanaphumma	Asst.Prof.Dr.	Suryadhep Teachers College
			Rangsit University
2	Lijia Li	Chinese Teacher	Silpakorn University
3	Liyu Luo	Chinese Teacher	Thanornompit School

Name of the Experts Who Validated the Instruments



APPENDIX D

LESSON PLANS



Subject: Chinese

Topic: Self-introduction

Grade Level: Grade 5 students

Class Strength: 20 participants

Time: 100 minutes (50 minutes 1 session).

Teaching and Learning Strategy: Presentations, beat a drum to spread a flower

Teaching and Learning Materials: Laptop, Projector

- ✓ Can understand the word and sentence.
- ✓ Can speak fluent words and sentences fluently.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
Stage & Duration <u>SESSION 1</u> Lesson Introduction (5 Minutes)	 Teacher's Activity(s) -Teacher will greet students and introduce the topic of the lessons with the following questions: ✓ Do you know how to introduce yourself? (in Chinese) -After students listen and answer the questions, teacher will review the words they already learned. 	Students' Activity(s) -Greet teacher -Students will listen and answer the questions accordingly.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
Lesson Development: (30 Minutes)	-Showing the new words and ask students if they know the words or not. -Teacher will explain the usage of these words	 Students will listen to the teacher and get understand of the new words. Students will know how to
	words -Teaching new words:你好(hello),同学 (classmate),老师(teacher),再见(bye), 谢谢(thanks),不客气(you are welcome),没关系(it's ok),对不起 (sorry),大家(everyone),高兴(happy), 认识(to know).	 spell the new words. -To read Chinese characteristics what is written on the board. -To remember the words through "beat a drum pass the
	 Writing the new words on the board and asking the students to read Chinese characteristics followed teacher write on board according textbook. Using "beat a drum pass the flower"activity in the class to stimulate each student to master these new words. 	flower" activity.
Lesson Closure: (15) minutes)	-Teacher will thank students for taking part in the research studies and to clarify the	-Students will ask the questions what they have
initiates)	doubt of the students, if any.	doubt.
SESSION 2 Learning Activity: (35	-Asking students to read new words before learning new sentences.	-Students will practice the words learned in session 1.
minutes)	-Teacher will teach new sentences and motivate students to finish their self- introduction on time and guide them with appropriate examples if require.	-Twenty people sat down in a circle, and one of them took the flowers; another one carried the drums with their backs or blindfolded. When
	Using "beat a drum pass the flower" activity in the class.	the drums sounded, everyone began to pass the flowers in sequence

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
		until the drums stopped. Whoever spends it at this time will come on stage to introduce himself in Chinese.
After Activity: (15 minutes)	- To summarize what students has been learned in the lesson.	-Students will speak words and sentences fluently.
	 -To check students' speaking of this topic. -Students write Self-introduction in Chinese in their notebooks. 	
Evaluation:	 Teacher selects students randomly to read th pass the flower" activity. Teacher lets the students introduce themselv 	
	-Students will be requested to introduce them	selves fluently without book.



Subject: Chinese

Topic: Expression of Time

Grade Level: Grade 5 students

Class Strength: 20 participants

Time: 100 minutes (50 minutes 1 session).

Teaching and Learning Strategy: Presentations, Role-play

Teaching and Learning Materials: Laptop, Projector

- \checkmark Can understand the word and sentence.
- ✓ Can speak fluent words and sentences fluently.

Stage & DurationTeacher's Activity(s)Students' Activity(s)SESSION 1-Teacher will greet students and give a brief review of last class. Teacher asks them to read the Chinese PinyinGreet teacher -Students will review the knowledge of last class and answer the questions accordingly.Lesson Introduction (5 Minutes)-Teacher starts the new lesson and introduce the topic of the lessons with the following questions:
SESSION 1review of last class. Teacher asks them to read the Chinese PinyinStudents will review the knowledge of last class and answer the questions accordingly.Lesson Introduction (5 Minutes)-Teacher starts the new lesson and introduce the topic of the lessons with the following questions:
new Chinese words.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
Stage & Duration Lesson Development:(30 minutes)	Teacher's Activity(s) -Showing the new words using PPT. -Teach New words and Pinyin of new words : 请问(excuse me),现在(now),点 (o'clock),分(minutes),吃饭(have a meal),早上(morning),起床(get up),开 始(start),工作(work),中午(noon),下 午(afternoon),回家(go home),晚上(at night),睡觉(sleep)。 -Writing the new words on the board and asking the students to read Chinese words followed teacher write on board according	Students' Activity(s) -Students will watch the PPT and listen to video carefully Students will listen to the teacher and get understand of the new wordsStudents will know how to speak the new wordsTo speak Chinese words written on the board.
Lesson Closure: (15 minutes)	textbook. -Teacher will thank students for taking part in the research studies and to clarify the doubt of the students, if any.	-Students will ask the questions what they have doubt.
SESSION 2 Learning Activity: (35 minutes)	 -Asking students to make into groups with two participants. -Teacher will teach new sentences and motivate students to finish their self-introduction on time and guide them with appropriate examples if require. Using "role-play" in the class to let students practice sentences. 	 Students will practice the sentences with their partner in the class. Through role playing, students are allowed to choose to play some professions, such as teachers, doctors, drivers, etc., to practice the expression of time. Let the students better master daily conversations.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
After Activity: (15	- To summarize what students has been	-Students will practice
minutes)	learned in the lesson.	sentences and make dialogue
		by themselves in Chinese.
	-To check students' speaking.	
	-Students make a daily dialogue about	
	"time" in Chinese with their partner.	
	-Teacher selects students to read the Chinese	words randomly.
Evaluation:	-Teacher lets the students' pair make daily already learned.	dialogue using the words they
	-Students pair will be requested to express da	ily dialogue in Chinese.



Subject: Chinese

Topic: Expression of Weather

Grade Level: Grade 5 students

Class Strength: 20 participants

Time: 100 minutes (50 minutes 1 session).

Teaching and Learning Strategy: Presentations, Scenario simulation

Teaching and Learning Materials: Laptop, Projector

- \checkmark Can understand the word and sentence.
- ✓ Can speak fluent words and sentences fluently.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
Stage & Duration <u>SESSION 1</u> Lesson Introduction (5 Minutes)	 -Teacher will greet students and give a brief review of last class. Teacher asks them to read the Chinese Pinyin. -Teacher starts the new lesson and 	Students' Activity(s) -Greet teacher -Students will review the knowledge of last class and answer the questions accordingly.
	 introduce the topic of the lessons with the following questions: ✓ How to express "weather" in Chinese? After students listen and answer the questions, teacher will start teaching the new Chinese words. 	

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
Lesson	-Showing the new words using PPT.	-Students will watch the PPT
Development:(30		and listen to video carefully.
minutes)	 Teach New words and Pinyin of new words : 晴天(sunny), 阴天(dull), 下雪 (snow), 下雨(rainy), 刮风(windy), 多 云(overcast)。 Writing the new words on the board and asking the students to read Chinese words followed teacher write on board according textbook. 	 Students will listen to the teacher and get understand of the new words. Students will know how to speak the new words. To speak Chinese words written on the board.
Lesson Closure: (15	-Teacher will thank students for taking part	-Students will ask the
minutes)	in the research studies and to clarify the doubt of the students, if any.	questions what they have doubt.
SESSION 2	-Asking students to make into groups with	-Students will practice the
Learning Activity: (35 minutes)	 two participants. Teacher will teach new sentences and motivate students on time and guide them with appropriate examples if require. Using "scenario simulation" in the class to let students practice sentences; Set a situation of some city and show these cities' weather in the PPT , and let students feel they were in these cities and guide them to use sentences and practice their speaking skill. 	sentences with their partner in the class. -Through scenario simulation, students are allowed to choose to "stay" in situation to practice the expression of weather. Let the students better master daily conversations.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)		
After Activity: (15	- To summarize what students has been	-Students will practice		
minutes)	learned in the lesson.	sentences and make dialogue		
	-To check students' speaking.	by themselves in Chinese.		
	-Students make a daily dialogue about "weather" in Chinese with their partner.			
Evaluation:	-Teacher selects students to read the Chinese -Teacher lets the students' pair make daily already learned.	·		
	-Students pair will be requested to express daily dialogue in Chinese.			



Subject: Chinese

Topic: Chinese New Year

Grade Level: Grade 5 students

Class Strength: 20 participants

Time: 100 minutes (50 minutes 1 session).

Teaching and Learning Strategy: Presentations, Activity-based language learning

Teaching and Learning Materials: Laptop, Projector

- \checkmark Can understand the word and sentence.
- ✓ Can speak fluent words and sentences fluently.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
Stage & Duration <u>SESSION 1</u> Lesson Introduction (5 Minutes)	Teacher's Activity(s) -Teacher will greet students and give a brief review of last class. Teacher asks them to read the Chinese Pinyin. -Teacher starts the new lesson and introduce the topic of the lessons with the following questions: ✓ How is Chinese New Year look like in your mind?	Students' Activity(s) -Greet teacher -Students will review the knowledge of last class and answer the questions accordingly.
	-After students listen and answer the questions, teacher will start teaching the new Chinese words.	

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
Stage & Duration Lesson Development:(30 minutes)	Teacher's Activity(s) -Showing the new words using PPT. -Teach New words and Pinyin of new words : 除夕(Lunar New Year's eve),春 歌(Spring-festival couplet),剪纸(paper-cutting),饺子(dumplings), 团圆饭 (family reunion dinner),红包(red envelopes),爆竹(firecrackers),拜年 (make New Year's call),压岁钱(gift money)。 -Writing the new words on the board and	Students' Activity(s) -Students will watch the PPT and listen to video carefully Students will listen to the teacher and get understand of the new wordsStudents will know how to speak the new wordsTo speak Chinese words written on the board.
Lesson Closure: (15 minutes)	asking the students to read Chinese words followed teacher write on board according textbook. -Teacher will thank students for taking part in the research studies and to clarify the doubt of the students, if any.	-Students will ask the questions what they have doubt.
SESSION 2	-Asking students to make into groups with two participants.	Students will practice the sentences with their partner in the class.
minutes)	 -Teacher will teach new sentences and motivate students on time and guide them with appropriate examples if require. Using "activity-based language learning" in the class: Show them Chinese New Year traditional culture video; Teach them paper cutting and couplets. And also teach them some "lucky words". 	-Through activity-based language learning, students are allowed to choose to paper cutting or couplets.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)		
After Activity: (15	- To summarize what students has been	-Students will practice		
minutes)	learned in the lesson.	sentences and make dialogue		
		by themselves in Chinese.		
	-To check students' speaking.			
	-Students make a daily dialogue about			
	"Chinese New Year" in Chinese with their			
	partner.			
	-Teacher selects students to read the Chinese	words randomly.		
Evaluation:	 -Teacher lets the students' pair make daily dialogue using the words they already learned. -Students pair will be requested to express daily dialogue in Chinese. 			



APPENDIX E

IOC OF LESSON PLAN



Sl. No		Rati	ng by Exp	oerts		
	Statem ents	Expert 1	Expert 2	Expert 3	IOC Average	Remarks
1	Lesson plan 1	+1	0	+1	0.67	Congrument
2	Lesson plan 2	0	+1	+1	0.67	Congrument
3	Lesson plan 3	0	0)	+1	0.33	Congrument
4	Lesson plan 4	0	+1	+1	0.67	Congrument
	Average	0.25	0.5	1	0.59	Congrument

Item Objective Congruence (IOC) for Classroom Lesson plan

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APPENDIX F

PRE – TEST AND POST - TEST



The achievement test consists of 2 parts.

Part One	Self- introduction	Participants are required to introduce themselves with the Chinese words they learned.
Part Two	Dialogue	Participants are required to complete the communicative tasks, which are involved "Time", and "Spring Festival".

Part 1 :

Self-introduction

Including: greeting, name, country, age, grade, hobby.

第一部分:

自我介绍

内容包括: 你好, 名字, 国家, 年龄, 年级, 爱好

Part 2:

Dialogue: Talk in pair. Including "Time" and "Spring Festival"

Glossary: morning, noon, afternoon, night, have a meal, friends, o' clock, minutes, visit friends, family.

第二部分:

·^{部分}: *「どういうの Ron9*」 对话:两人一组。包含"时间"和"春节"两个主题 词汇:早上,中午,下午,晚上,吃饭,朋友,点,分,看望朋友,家人

APPENDIX G

IOC RESULT OF PRE AND POST-TEST



Sl.		Rating by Experts				
No	State ment s	Expert 1	Expert 2	Expert 3	IOC Average	Remarks
1	Question 1	+1	+1	+1	+1	Congrument
2	Question 2	+1	+1	+1	+1	Congrument
	Average	+1	+1	+1	+1	Congrument

Item Objective Congruence (IOC) for Pre-test and Post-test



APPENDIX H

SEMI-STRICTIRED INTERVIEW



The Semi-Structured Interview with Open-ended Questions:

- 1) Which part of the class did you like or dislike most? How?
- 2) How did using immersion teaching help you speak Chinese better?
- 3) Have you achieved what you expected for so far?
- 4) How did you feel about working with your classmates?



APPENDIX I

IOC RESULT OF SEMI-STRUCTURED INTERVIEW



SI.		Rat	ing by Exp	erts		
No	Statements	Expert 1	Expert 2	Expert 3	IOC Average	Remarks
1	Which part of the class					
	did you like or dislike most? How?	+1	+1	+1	+1	Congruent
2	How did you feel about using immersion teaching to learn Chinese speaking in class?	+1	+1	+1	+1	Congruent
3	How did using					
	immersion teaching help you speak Chinese better?	+1	+1	+1	+1	Congruent
4	Did you think using the immersion teaching to learn Chinese speaking was a good method? Why?	0	+1	o Josit Uni	0.33	Congruent
5	Have you achieved what you expected for so far?	0 0	0	+1	0.33	Congruent
6	How did you feel about working with your classmates?	+1	+1	+1	+1	Congruent
	Average	0.67	0.83	0.83	0.78	Congruent

APPENDIX J

IOC RESULT OF CLASSROOM OBSERVATION FORM



CLASSROOM OBSERVATION FORM 1		
Observer:Liyu Luo	Teacher observed:Rong Xie	
Class:6/1	Date:4 August-5 August	

Focus of the observation: Learning Chinese speaking (Self-introduction).

Observation notes:1) Teaching materials are well prepared; 2) Teaching objectives of learning Chinese speaking (Self-introduction); 3) Few students' attention is not concentrated.

What were really good aspects:1) Students have active interaction with the teacher; 2) The students be able to grasp the key points of the course in learning Chinese speaking 3) Students can make full use of the advantages of cooperative learning to train speaking skill; 4) Class atmosphere was active, students took an active part in activities and good teaching effects were achieved.

Action plan after the observation: Take more attention to the students who are not focused, to provide support and guidance for them.

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Recommendation and suggestions: A few students' attention is not concentrated; the students need to think about the motivation of them.

CLASSROOM OBSERVATION FORM 2

Observer:Liyu Luo	Teacher observed:Rong Xie	
Class:6/1	Date: 11 August-12 August	

Focus of the observation: Learning Chinese speaking (Time) .

Observation notes:1) The material of teaching is well prepared; 2) Students' participation is active and between teacher and students have active interaction; 3) Some students had difficulty in learning Chinese speaking (Time).

What were really good aspects:1) Students and teacher's interaction is active;2) Students can understand how to practice with classmates.

Action plan after the observation:Students who are good at Chinese speaking can make a group with students who not good at Chinese speaking to help them to practice Chinese speaking skill.

Recommendation and suggestions: If they are the poor students on learning Chinese speaking, the students should pay more attention to learning and the teacher can give guidance to them, or the good students can help them.

CLASSROOM OBSERVATION FORM 3			
Observer:Liyu Luo	Teacher observed:Rong Xie		
Class:6/1	Date: 18 August-19 August		
Focus of the observation: Learning Chinese speaking (Weather).			
A			
Observation notes:1) Teaching materials are well prepared; 2) The time			
allocated for teaching ta	sks is reasonable; 3) The form of activity is somewhat		
monotonous.			

What were really good aspects:1) The students can grasp the key point of learning Chinese speaking; 2) The students pay more attention to improve their Chinese speaking.

Action plan after the observation: To think and enrich the background of Scenario simulation,; giving students the opportunity to learn additional words.

Recommendation and suggestions: Students need more diversified classroom activities, to make them feel fresh and interesting.

CLASSROOM OBSERVATION FORM 4				
Observer:Liyu Luo	Teacher observed:Rong Xie			
Class:6/1	Date: 25 August-26 August			
Focus of the observation: Lea	rning Chinese speaking (Chinese New Year).			
Observation notes: 1) Teaching materials are well prepared; 2) The classroom				
atmosphere is very active; 3) Students are very enthusiastic about participating in				
activities.				
What were really good aspects:1) Students actively participate in classroom				
activities; 2) Students' speaking skill of Chinese become fluently				
Action plan after the	e observation: Students should continue to train and			
practice Chinese speaking in the future.				
	ts is			
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Recommendation and suggestions: Students like festivals and other topics				
very much and can add more activities to festival topics in the future.				

APPENDIX K

CLASSROOM OBSERVATION FORM



Sl.		Rating by Experts				
INO	No Statements		Expert 2	Expert 3	IOC Average	Remarks
1	Focus of the					
	observation	0	+1	+1	0.67	Congruent
2	Observation notes					
		+1	+1	+1	+1	Congruent
3	What were really					
	good aspects	0	0	0	0	Congruent
4	Action plan after the					
	observation	+1	+1	+1	+1	Congruent
5	Recommendation					
	and suggestions	+1	+1	+1	+1	Congruent
	Average				Sit)	
	E - 20	0.6	0.8	0.8	0.73	Congruent
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Item Objective Congruence (IOC) for Classroom Observation

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APPENDIX L

RUBRICS FOR SPEAKING TEST



	Rubrics for Speaking Test					
	Need Improvement	Improvement Satisfactory		Excellent		
	1 pt	2pts	3pts	4pts		
Vocabulary	Participant has	Participant is able to	Participants utilize	Rich, precise and		
	inadequate vocabulary	use broad vocabulary	the words learned	impressive usage		
*		words but was lacking,	in class, in an	of vocabulary		
		making him/her	accurate manner	words learned in		
		repetitive	for the situation	and beyond of		
	responding.		given.	class.		
		((0))				
Fluency	Conversation is very	Conversation is slow	Conversation is	Participant		
	slow, stumbling,	and often hesitant and	mostly smooth	effortless and		
	nervous, and uncertain	irregular. Sentences	but with some	smooth		
	with response, except for	may be left	hesitation and	with speed that		
	short or memorized	uncompleted, but the	unevenness caused	comes close to		
	expressions. Difficult for	participation is able to	primarily by	that of		
	a listener to understand.	continue.	rephrasing and	professional		
	Le Anel Anel	Sind pandsi	groping words.	speaker.		

	Rubrics for Speaking Test				
	Need Improvement	Satisfactory	Good	Excellent	
	1pt	2pts	3pts	4pts	
Pronunciation	Participant is	Participant is	Pronunciation is	Pronunciation is very	
	difficult to	slightly good and did		clear and easy to	
	understand, quiet in	unclear with	not interfere with	understand.	
	speaking, unclear in	pronunciation	communication.		
	pronunciation.	at times, but			
		generally is fair.			
Comprehension	Participant has	Participant fairly	Participant is able	Participant is able to	
	difficulty	grasps some of the	to	comprehend and	
	understanding the	questions and	comprehend and	respond to all of the	
	questions and topics	topics that are	respond to most	questions and topics	
	that are being	discussed.	of the questions	that were being	
	discussed.		and topics that	discussed.	
	2		were discussed.		
Grammar	Poor ability to use	The grammar is	Basically, the	Participant can	
	grammar seriously	limited and the	grammar can be	accurately use the	
	affects the expression	ability to use it is	used accurately,	grammar, there may	
	of opinions and the	low.	there may be	be a small number of	
	continuity of		language errors,	language errors, but it	
	language.		but it will not	will not affect the	
			seriously affect	overall content.	
			the overall		
			content.		

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

& The Components of Speaking Skill (Harris, 1974)

Biography

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