USING SITUATIONAL TEACHING METHOD IN
LEARNING CHINESE SPEAKING SKILL
OF GRADE 8 THAI STUDENTS

BY

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Abstract

This mixed methods study was conducted to examine the effectiveness of Situational Teaching Method (STM) on grade 8 Thai students' Chinese speaking skill achievement and investigate grade 8 Thai students' satisfaction towards the use of the STM in learning Chinese speaking skill. The study was conducted in one of the schools in Thailand with 17 students over the period of four weeks. The quantitative data was collected through learning achievement tests (pretest and posttest). The qualitative data was collected from classroom observation and semi-structured interview.

The analysis of the pretest and posttest scores through mean, standard deviation, and t-test showed that the students had improved their scores in posttest as compared to pretest. The mean ($\overline{x}$) difference of 1.47 between pretest ($\overline{x}$ 1.71) and posttest ($\overline{x}$ 3.18) indicated that the use of STM improved the students' learning achievement. Moreover, the data collected from classroom observation and semi-structured interview revealed that the students had positive satisfaction in using STM to improve Chinese speaking skill. The mean ($\overline{x}$) rating of the classroom observation was 3.50 to 4 out of 4, which was rated as 'good' and 'excellent' on the Likert scale. This stated that students were motivated and satisfied to use STM to improve Chinese speaking skill. It had also developed their interest in the subject. Therefore, this study recommended using STM as one of the learning strategies to improve the academic achievement and satisfaction in learning Chinese speaking skill.

(Total 102 pages)

Keywords: Situational Teaching Method, Chinese speaking skill, Grade 8 Students

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

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Abbreviations

Abbreviation	Meaning
GDP	Gross Domestic Product
STM	Situational Teaching Method
WTO	World Trade Organization
Hanban	Chinese Language Council International

CHAPTER 1

INTRODUCTION

1.1 Background and Rationale of the Study

Entering the 21st century, the economy of China has developed rapidly. The comprehensive national strength has promoted largely. With the deepening of economic globalization, the wave of "Chinese fever" has been spreading all over the world, more and more Chinese-culture lovers begin to learn Chinese. So far, 47,000 full-time and part-time teachers and 1.86 million students with various academic backgrounds are enrolled in Confucius Institutes. Various cultural activities are held by Confucius Institutes. In the whole year, it has attracted approximately 13 million people around the world (Hanban, 2018).

In 2013, China put forward the "Belt and Road" policy. Economy and culture communication between China and its neighbor Southeast Asia have become much closer, especially with Thailand. In terms of trade, China has been Thailand's largest trading partner since 2013. In 2018, the bilateral trade amount reached $87.5 billion. In terms of tourism, the amount of Chinese tourists have taken the first place for so many years. In 2018, the number of Chinese tourists to Thailand exceeded 10 million for the first time, accounting for about 28 percent of the total number of foreign tourists to Thailand (Fan & Zhou 2019). The cooperation between China and Thailand has apparently promoted the development of Chinese language education in Thailand.

In addition, with the support of the Thai government, the status of Chinese language is growing increasingly in Thailand. In 1972, Thai government firstly allowed teaching Chinese language in secondary schools. In 1975, China and Thailand established diplomatic relations, the language and culture communication activities grow gradually. Several industries such as tourism, education, and trade, require a great number of Chinese language human resources; therefore, both Thailand and China work on the popularization of Chinese and Thai language in each country. In 1992, the prime minister of Thailand Anand Panyarachun announced that Chinese language shared the same status as other foreign languages. Thai adjusted the policy towards Chinese education in order to let Chinese language cover all levels of schools and universities (Wu, 2012). In 2006, the Ministry of Education of Thailand issued the strategic plan to promote Chinese language teaching in Thailand and also to improve national competitiveness (2006-2010) (Ministry of education of Thailand, 2006).

Due to the encouragement and policy supporting of Thai government, Chinese language education has developed rapidly in Thailand. According to the Confucius institute, by the end of 2017, more than 3,000 primary and secondary schools in Thailand have offered Chinese language courses and there are more than one million people are studying Chinese (The western journal, 2019).

Despite the increasing number of Chinese courses, teachers and learners in Thailand, the achievements are not obvious, especially in speaking. Speaking skill is an important part of language which plays a more direct communicative role in a modern society. Khamkhien (2010) also believes that speaking is a crucial part of second language learning and teaching. It is a comprehensive ability which contains pronunciation, vocabulary and language organization. The investigation of Sun (2009) shows that the Chinese learners in Thailand need more speaking skills than reading skills or writing skills.

According to the survey, there were three main problems among Thai students in learning Chinese speaking. First, mis-pronunciation; there is a big difference in the pronunciation system between Chinese and Thai. Su (2014) points out that the phonetic

differences between Chinese and Thai brings obstacles to Thai students. In her paper, she has compared and analyzed the obstacle from three aspects which are consonants, vowels and tones. The article points out that due to the guttural sounds in the Thai language system, they often have problems in pronouncing Chinese. Second, mis-use of words, students are often unable to speak precisely or clearly. It normally happens with inadequate words or less ability in managing words. Jing (2012) analyzes the words errors in Thai students' speaking from two aspects: Synonym confusion and quantifier, for example, "กิน" in Thai means "to eat" and "to drink". For example, "กินข้าว "and "กินน้ำ ", in Chinese means to eat and to drink water. Third, wrong orders of word, in speaking, Thai students often say some sentences that conform to the order of Thai language. According to Xu (2019), the word order rules of Chinese and Thai are quite different. For example, the Chinese says that I have two younger brothers, but the Thais say "ฉันมีน้องสองคน". In spoken Chinese, Thai students are influenced by the order rules of their mother tongue, so they have the common errors of attributive postposition and adverbial postposition.

Language is generally used for communication. Speaking is the most important element of communication. To improve speaking skills, language organization ability is required. Due to the cultural differences between China and Thailand, word-orders and expressions are quite different. For students in a non-target language environment, language organization needs environment. Lu (2012) points out that among the 600 Thai students surveyed, 46% have a weak motivation to learn Chinese. In the questionnaire survey on a curriculum setting and school environment, three aspects which are the most prominent include insufficient learning environment and atmosphere; insufficient classroom facilities, as there is no language environment and students have little chance to use Chinese in class and to speak after class, which leads to the decline of Chinese motivation.

To fulfill this gap, Situational Teaching can be an effective pedagogy to create an environment to enhance students' participation. According to Xu (2015), Situational Teaching Method (STM) is also called Audio-Visual Teaching Method, which is

combining vision and hearing together. This method is context-centered and makes full use of gestures, pictures, slides, multi-media, courseware and other teaching tools to create situations and cultivate students' listening and speaking ability. To make it easier, STM means that the teacher deliberately takes some measures to create some emotion and special environment for the students in Chinese class. Hu (2019) states that situational teaching is a strategy mainly realized through the following three methods:

First, simulated situation. Concentrate on an object and setting the necessary background to demonstrate a particular situation. When demonstrating the situation in real objects, the corresponding background should be taken into account, such as "the whale on the sea", "the swallow in the blue sky", "the gourd on the vine", etc., which can stimulate students' far-away association through the background.

Second, pictorial representation of situation. Picture is the one of the main means to display images. In order to visualize text content, using pictures to reproduce text situations. Text illustrations, specially drawn wall charts, clip art, stick figures and so on can be used to reproduce the text situation.

Third, performance play. There are two kinds of performance in situational teaching, entering the role and playing the role. It focused on the students themselves rather than the role in the text book. The role can be themselves or their own classmates, in this way, the role is bound to be warm, very naturally deepen the inner experience.

By applying STM, teachers can create a realistic environment for students in a non-target language environment. In other words, teachers can use different types of the situation setting according to different teaching topics flexibly. STM is student-centered; students can practice vocabulary, word order, expression, and improve their language organization ability. The STM is based on the constructivism theory. Teachers stimulate an actual situation for the students, so that the students can play a leading role and actively use the knowledge to build a new and effective cognition (Zhang, 2015).

As mentioned above, the application of STM in teaching the Chinese language may prove fruitful as well as the learning the Chinese language will infiltrate into students' daily life effectively. With all mentioned in this section, the researcher aims to investigate the effect of STM in the teaching grade 8 Thai students' Chinese speaking and also to encourage students to learn and enhance their satisfaction in learning the Chinese speaking skill. The researcher also hopes that this study may yield a lot of benefits to all stakeholders in teaching and learning Chinese as a foreign language.

1.2 Research Objectives

In this study, there were two objectives:

1.2.1 To examine the effectiveness of STM on grade 8 Thai students' Chinese speaking skill achievement.

1.2.2 To investigate grade 8 Thai students' satisfaction towards the use of the STM in learning Chinese speaking skill.

1.3 Research Questions

Research questions are generated as follows :

1.3.1 Would STM help enhance grade 8 Thai students' Chinese speaking skill achievement?

1.3.2 What was grade 8 Thai students' satisfaction after using STM in learning Chinese speaking skill?

1.4 Research Hypothesis

The researcher stated the hypothesis as follows:

STM would help enhance grade 8 Thai students' Chinese speaking skill achievement.

1.5 Research Framework

This research focused on the use of STM for grade 8 Thai students to learn Chinese speaking skill. The research framework was elaborated as follows:

1.5.1 Participants

The participants of this study comprised of 17 students of grade 8 Chinese class in a Thailand private school. The total numbers of students were 17 and the students' age was around 13 to 14 years old with mixed genders and mixed ability in Chinese.

1.5.2 Location of the Study

The study was carried out at a private school in Bangkok, Thailand. There were Chinese courses for the students from kindergarten to high school levels. There was only one Chinese class in each grade from grade 7 to grade 9.

1.5.3 Time Frame

This study was conducted in the first semester of the academic session between the month of August and September, 2020. The teaching experiment lasted for four weeks. The class session was conducted twice a week. Four lesson plans of 50 minutes were designed. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of the Study

Activity	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Literature Review	■	■	■	■	■	■	■	■	■	
Research Proposal	■	■	■	■	■	■				
Data Collection							■	■		
Data Analysis								■	■	
Report Writing				■	■	■	■	■		
Final Defense										■

1.5.4 Content of Lesson Plans

For the study, the researcher designed 4 lesson plans for 8 classes of 50 minutes in each class. The themes of each lesson were created based on a Chinese textbook, "Experiencing Chinese" (2010). The speaking activities were developed based on the following topics.

Table 1.2 Content of the Study

Lesson Plans	Topics	Situational Teaching Method
Test	Pretest	
Lesson plan 1	Greetings	Simulated situation, Pictorial representation of situation, Performance play (role play)
Lesson plan 2	Fruits	Physical display, Pictorial representation of situation, Performance play (role play)
Lesson plan 3	Animals	Pictorial representation of situation, Performance play (role play)
Lesson plan 4	Position	Pictorial representation of situation, Performance play (role play)
Test Posttest	Posttest	

1.6 Definitions of Terms

Situational Teaching Method refers to using physical display, pictorial representation of situation, performance play, simulated situation, imaginary situation and real situation based on different topics for teaching Chinese to grade 8 students.

Chinese Speaking Skill Chinese speaking ability refers to the ability of students to use vocabulary, word formation, sentence making and improve the accuracy of oral expression when using different types of STM. It was measured by achievement and satisfaction.

Learning achievement refers to the students' speaking skills which would be improved after using STM. This was measured by the scores collected from pretest and posttest.

Satisfaction refers to the students' satisfaction which can be obtained after using STM in learning Chinese speaking. This includes participation in the classroom, classroom atmosphere, the use of language and practice as well as the teacher. This is measured by the semi-structed interview and classroom observation.

1.7 Conceptual Framework of the Study

In this study, independent variable was teaching Chinese speaking skill by using STM and the students' achievement in Chinese speaking skill and their satisfaction towards the use of STM were the dependent variables.

Independent Variable   **Dependent Variables**

Speaking skill

Situational Teaching Method

Student's satisfaction
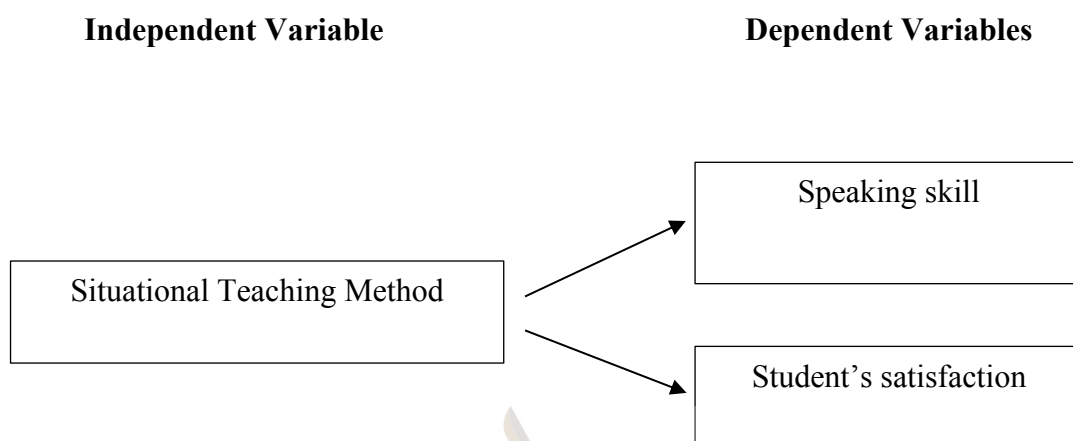
Figure 1.1 Independent Variable and Dependent Variables

1.8 Limitations of the Study

The current study had the following limitations:

1.8.1 The study was limited to a focus on grade 8 students in one of the Private schools in Bangkok, Thailand. So, it would be unreliable to generalize the results with the students in other levels.

1.8.2 The study time was short and the students could not practice adequately.

1.9 Significance of the Study

The significance of the study were stated as follows:

1.9.1 The use of STM would help improve Chinese speaking skill of grade 8 students in Thailand.

1.9.2 The study would show students' satisfaction in Chinese speaking skill by using STM.

1.9.3 To offer an alternative teaching technique to the teachers and help them to make full use of STM activities effectively to improve students' Chinese speaking skills as well as enhance their satisfaction in learning Chinese as a foreign language.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the development of Chinese in Thailand from three aspects, politic, economy, and culture, and explains the learning of Chinese in non-purpose contexts. This chapter also discusses the reasons for learning oral skills, the definition, classification and teaching methods of situational teaching methods. On this basis, it summarizes the related learning theory and literature related to the situational teaching method.

2.1 The Development of Chinese in Thailand

Language is a tool for human communication. We use it to express emotions, record life, and exchange ideas and experiences. Some people can use more than one language. Knowing another language may mean that you can have more job and education opportunities, expand your cultural horizon and communication circle, and express your point. With the increasing economic globalization, the second language affects people's lives. In the future, mastering and using the second language is becoming a trend (Cook, 2013).

2.1.1 Factors Affecting the Development of Chinese in Thailand

With the influence of economic globalization, the development of Chinese education in all countries of the world is on the rise. Among them, the development of Chinese language education is very representative in Thailand. The spread of Chinese language in Thailand is mainly due to the following factors:

First, political factors. This includes the policies of the Thai and Chinese government, in Thailand, many educational institutions are managed by the government.

Government's decisions directly affect education policies. Education policies are an important factors which influence government decisions as well. According to the research by Rathanaphol (1969), in Thailand, the policies and measures of Chinese language education in each period are different, some are rigid, and some are tolerant. One of the main reasons is the factors related to national politics and government.

With the dramatic change of political relations between China and Thailand, Thai Chinese education policy is mainly divided into three stages, assimilation stage, relaxation stage, and promotion stage, as shown in Table 2.1

Table 2.1 Thailand's Chinese Education Policy Implementation

Policies measures	
Assimilation stage (1950-1989)	In 1918, the Siam Civil Schools Ordinance also called the Civil Schools Ordinance began to restrict Chinese schools.
	In 1938, the Thai Prime minister promoted "Grand Thai Nationalism".
	In 1948, the Thai government began to implement an anti-China policy, strengthened control of overseas Chinese and adopted strict restrictions on Chinese education.
	After 1952, the Thai government imposed further restrictions on the teaching hours, teaching subjects, and teachers of the Chinese school.
	In 1960, the "Development of National Education Program" was announced, which stipulated that Chinese schools could only open four-year primary schools and must reduce the number of lessons.
	In 1975, after the establishment of diplomatic relations between China and Thailand, Chulalongkorn University began to include Chinese as an elective course for associate subjects.

Table 2.1 Thailand's Chinese Education Policy Implementation (Cont.)

Policies measures	
Assimilation stage (1950-1989)	In 1988, the Thai Chinese Chamber of Commerce and Industry submitted to the Thai Ministry of Education to open Chinese education.
Relaxation stage (1990-2000)	In 1991, the cabinet meeting of the Thai government adopted the report of the Ministry of Education to relax Chinese education and decided to implement a conditional opening policy for Chinese education.
	In 1998, the Thai Ministry of Education approved Chinese as a foreign language course for university entrance examinations.
Promotion stage (2001-Now)	In 2006, the Ministry of Education of Thailand launched the "Thailand Promoting Chinese Teaching Strategy" to improve National Competitiveness Strategy Planning (2006-2010)", so that all schools belonging to the government of Thailand offer Chinese courses.

Source: Worrachaiyut, 2012, p.51

According to Chinese government policy promotion, the Chinese government has established the Office of the National Chinese Language International Promotion Leading Group (Hanban) to promote the Chinese language. Among the 135 Confucius Institutes and Confucius Classrooms in 39 countries and regions in Asia, Thailand has 27 Confucius Institutes and Confucius Classrooms (Hanban).

On the other hand, the Chinese government has established the Chinese Language International Promotion Base (BASE). It not only invites Thai local Chinese language teachers to China's long-term and short-term training but it also provides for the international education of postgraduate scholarships, at the same time, the base training every year to the Thai Chinese volunteer teachers. In 2015 alone 1800 Chinese volunteer teachers through teaching training in Thailand became a professor of the Chinese language, an important force in Chinese culture (Sun, 2016).

Second, economic factor, here language is an important foundation of economics and trade between China and Thailand. With the development of China's economy, good trade relationship between China and Thailand has promoted the development of the Chinese language. Since 2009, China and Thailand have signed the Agreement on Expanding and Deepening Bilateral Trade Cooperation. Hence, the economic and trade cooperation between the two countries has continued to grow. Thai companies, banks and other trade associations have come to China to invest. China and Thailand have carried out high-speed railway and other cooperation projects.

According to statistics, as of the end of 2014, Thailand has invested as many as 4,015 projects in China, with an investment of with a total of $3.3 billion, China has signed labor contracts, contracted foreign projects and design consulting totaled $7.37 billion, and Thailand's non-financial cumulative total investment is $6.01 million. In this case, the importance of the Chinese language is highlighted. Public opinion in Thailand emphasized, "Thailand is adjacent to a country and a market with a population of more than 1 billion in Asia. Thais are not familiar with the Chinese and will cause losses to the country (Sun, 2016). In 2013, China put forward the "Belt and Road" policy. Economic relationship and cultural communication between China and its neighbors in Southeast Asia have become much closer, especially with Thailand. In terms of trade, China has been Thailand's largest trading partner since 2013. The bilateral trade amount was $87.5 billion in 2018. In terms of tourism, Chinese tourists have taken first place for so many years. In 2018, the number of Chinese tourists in Thailand exceeded 10 million for the first time, accounting for about 28 percent of the total number of foreign tourists in Thailand (Fan, 2019). The cooperation between China and Thailand has apparently promoted the development of Chinese language education in Thailand.

Third, cultural factors, these regard language as a carrier of culture and the development of the Chinese language is inseparable from the promotion of culture. Overseas Chinese are the main body of Chinese language exchange in folk between China and Thailand. According to Zhuang (2009), new estimate of the number of overseas Chinese in Southeast Asia, the number of Chinese in Thailand is about 7

million, accounting for nearly one-tenth of the total population. Although overseas Chinese in Thailand have been integrated into Thai society, they still retain their customs about Chinese culture.

In terms of life, overseas Chinese own and use Thai names, but starting from the second generation of Chinese born in Thailand, most Chinese will give their children a Chinese name, although Chinese names are rarely used in daily life. However, Chinese names will be used in Chinese family associations and worship ancestors. In the aspect of the family life of Chinese in Thailand, traditional Chinese family values and cultural values are also retained. Generally, Chinese families are three generations in the same family, respecting elders, filial piety and other fine traditions. In terms of customs and habits, the Chinese in Thailand have retained more traditional festivals such as the Spring Festival, Lantern Festival, Hungry Ghost Festival, Mid-Autumn Festival, and so on (Li, 2009). The Thai royal family is very supportive of learning Chinese. Princess Sirindhorn has made an important contribution to the promotion of Chinese. She has insisted on learning Chinese for many years, translating Chinese works, writing in Chinese, studying at Peking University and is employed as an honorary professor by Wuhan University, Sichuan University, etc. She was awarded the "Chinese Language and Culture Friendship Award". Princess Sirindhorn was enthusiastic about learning Chinese, using Chinese and promoting Chinese as a positive example for the Thai people. They used the princess as an example to study Chinese (Hu, 2014).

Based on the above factors, it can be seen that the existence and spread of the Chinese language in Thailand show profound influence in terms of education, communication, or culture as well as social life, economic trade and political diplomacy.

2.2 Learning Chinese in a Non-Target Language Environment

The Chinese language continues to develop in Thailand but learning Chinese in Thailand is in a non-target language environment. He (2015) states that learning Chinese in a target language environment is to learn Chinese in China. Due to a large number of Chinese information and language speaking opportunities, learners can hear

and see Chinese anytime, anywhere, at the same time; their own Chinese level can be tested in real-life immediately. Learning Chinese in a non-target language environment is far away from Chinese society and Chinese cultural background. It is lack of a real environment for Chinese communication. In the following part, three main aspects influencing Chinese learning in a non-target environment are to be discussed.

First, Chinese input is limited. Language not only needs to be continuously accumulated, but also requires diverse teaching materials and rich curriculums. Although Chinese education in Thailand has initially formed a hierarchical system of primary school-secondary school-university, the Ministry of Education of Thailand has not yet introduced a complete set of Chinese. The syllabus, schools at all levels, and all kinds of schools do not have uniform requirements on the time of Chinese language teaching, the selected textbooks, and the assessment standards. They are determined independently. Each school develops its own teaching evaluation standards and arranges the hours of Chinese classes independently. This situation can easily cause confusion or even interruption of students learning Chinese (Wu, 2012).

Second, there are a few opportunities to use Chinese communication. Language acquisition is generally the establishment of a habit, mainly relying on the practice of language use. In Thailand, students only speak Chinese in the Chinese classroom, and the learned Chinese grammar and language use rules are not practically used after class, which leads to students reading and writing but they cannot understand or speak and cannot communicate in Chinese.

Third, mother tongue thinking, thinking is the skill of the human brain and language is considered as a tool of thinking. Different ways of thinking have created different characteristics in different languages. Learning a language means learning the language's way of thinking. Xu (2019) points out that the word order rules of Chinese and Thai are quite different. For example, the Chinese say that I have two younger brothers, but the Thais say "ฉันมีน้องสองคน". In spoken Chinese, Thai students are influenced by the order rules of their mother tongue, so they have the common errors of attributive postposition and adverbial postposition.

From what mentioned in this part, it can be said that learning Chinese in Thailand is mainly affected by the language environmental factors.

2.3 Speaking Skills

2.3.1 Definitions of Speaking

Thornbury (2012) says that speaking is interactive and requires the ability to cooperate in the management of speaking turn.

Torky (2006) points out that speaking is one of the four language skills (reading, writing, listening, and speaking). It is a means for learners to express opinions and achieve goals or intentions when communicating with others. In almost any situation, speaking is the most commonly used language skill. In our communication, speaking is used twice as much as reading and writing.

According to Feng (2013), speaking is the main carrier of emotional communication, transmission of thoughts and feelings. In our daily life, most of the time is through speaking to complete communication with others. Speaking is the most convenient and effective way in our daily communication.

Murad and Smadi (2009) state that speaking involves generating, receiving, and processing information and it is an interactive process. Speaking requires learners to not only know how to produce specific language points such as grammar, pronunciation, or vocabulary (language ability), but also to understand when, why and in what way language (social language ability) is produced (Cunningham, 1999).

Argawati (2014, p 76) defines that speaking is an oral expression that involves not only the use of the right patterns of rhythm and intonation but also the right order to convey the right meaning.

From the above definitions, speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts.

2.3.2 Important for Teaching Speaking

Communication ability is very important in modern social communication and speaking is the primary skill of people's oral communication. The author directly quotes the words of these researchers for the reason of teaching them to speak. Bahadorfar and Omidvar (2014) have summarized those as follows:

1) Speaking is a crucial part of second language learning and teaching.

2) The mastery of speaking skills is a priority for many second languages or foreign language learners.

3) Our learners often evaluate their success in language learning as well as the effectiveness of their course on the basis of how much they feel they have improved in their spoken language proficiency.

2.3.3 The Goal of Teaching Speaking

Kayi, Syafiq, and Saleh (2012) state that today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative.

According to Stone and Hughes (2002), the goal of teaching speaking is communicative efficiency. Therefore, in learning to speak, students should be able to make themselves understood and they also should try to avoid confusion in the message due to its pronunciation, grammar and vocabulary and to observe the social rules that apply in communication situations.

In summary, students can abide by the corresponding social rules in different communication situations and express their ideas in the correct language.

2.3.4 Thai Students' Problems in Chinese Speaking Expression

Many researchers have applied several strategies in teaching and learning Chinese oral expression, However, Thai students show less achievement in Chinese speaking. According to Zhang (2015) concludes in her researcher that Thai students generally have great anxiety towards using Chinese language to conduct oral communication. This anxiety is commonly believed to be caused by lack of speaking skills. Lu (2011) sums the common problems in Chinese oral expression among Thai students, the results are as listed below:

1) Thai students pronounce Chinese less well and the poor pronunciation abilities always make students even shy of speaking in public.

2) Thai students lack the accuracy in word selection, there are many, there is great number of synonym and homonym existed in Chinese language. However, not all of these words can be changed freely; it depends on the part of speech and grammar function of the words.

3) Thai students' expressions are drab and dull, they normally use mono-form to express themselves, however, Chinese language is diversity and variety in expression, Chinese always use different words, phrases, and sentences to express a same idea or opinion. "画饼充饥", it directly translated into picturing a cake to satisfy hunger, it means has no practical effect. Moreover there are many words "以卵击石", "无济于事", etc. can be used to replace it.

4) Thai students have less abilities in using a full sentence to describe an item or express themselves. A series of incoherent words are often used in oral communication, rather than well-structured sentences.

2.3.5 Assessment of speaking skill

According to the general curriculum syllabus for Teaching Chinese as a Foreign Language developed by Hu (2014), the assessment of spoken Language is divided into five levels.

Level 1: Short words and phrases that are closely related to personal and daily life, basic numbers, simple greetings and salutation, the most basic classroom instruction and requirements and simple requests from others.

Level 2: Use simple words to introduce yourself or others, use simple words and phrases to communicate with others about familiar topics in daily life. Ask simple questions or give clear answers.

Level 3: Learn to use stress, pause, and tone check or thigh language to strengthen the tone. Engage in simple or everyday conversations about personal needs. Able to communicate with others on familiar topics in daily life and study and make simple statements. Can briefly describe common things, activities or a personal experience in personal or daily life. Can make a clear statement on some things in daily life and can briefly describe a phenomenon or situation.

Level 4: Ability to communicate with others in general social situations and carry on conversations on general topics. Participate in simple discussions and express your views clearly. Can make suggestions or opinions on something and give reasons.

Level 5: Understand a variety of communication and work terms that are slightly complicated in social or work environment. Understand the discussions or speeches related to my job or major, grasp the main points, put forward the basic facts and understand the viewpoints and arguments of the speakers. Understand speeches or speeches with familiar topics and complicated contents, grasp the key points and master the details.

2.4 Situational Teaching Method

2.4.1 Definition of Situation

Oxford dictionaries online (2020) Advanced Learner's English-Chinese Dictionary defines "situation" as all the circumstances and things that are happening at a particular time and in a particular place.

Lu (2011) mentions that linguists think that "situation is a general term for the context and context of the situation. The situation has two meanings. In a narrow sense, it refers to the context of the discourse; the other is broad and refers to a language project. The sum of conditions used in a broad social context."

Lu (2011) says that more linguists believe that "the sum of all internal and external conditions in people's communicative activities is the situation, which includes internal conditions, that is, psychological activities; external conditions refer to the social environment of language use, especially language communication. According to Language Information Formed by Interaction of Social Environment, all human communication activities take place under certain circumstances and in specific situations. When people's communicative activities are out of a certain situation, its existence is meaningless.

Therefore, scenarios are the primary conditions for human activities, especially communicative activities, and provide a broad platform for human activities to enable humans to continue to develop themselves. At the same time, scenarios are also an important link to maintain human social relations and social awareness, only in scenarios. The relationship established is the basis of human communication activities and broadens and deepens human social activities.

2.4.2 Definition of Situational Teaching Method

Lu (as cited in Honby,1981) explains that the Situational Teaching Method refers to "the teacher purposely introduces or establishes a scene with a certain emotional color and specific vividness in the teaching process to induce students to experience a certain emotional attitude, there by assisting students to understand and master knowledge and skills and help students develop psychological methods.

Wang, Wu, Yu, Li, and Chen (2010) believes that the Situational Teaching Method means that teachers should focus on the core of the teaching content and teaching objectives. In the teaching process, they strive to create a variety of scenarios that are as real and natural as possible, so that students can be close to the actual situation of life; in other words, to acquire language knowledge through imitation.

Huang, Yang, and Hwang (2010) has proposed three meanings of Situational Teaching. One is to create a situation based on the real-life of students, to help students understand the content taught by the teacher and then to acquire knowledge; the second is that the specific content of situational teaching is from the starting point, the scene created by the teacher is not only close to the specific teaching content, but also can resonate with the students' emotions, which helps to help students learn; and the third is to use emotional strategies in teaching, through the form of teacher-student, student-student interaction, let students feel a good emotional atmosphere which in turn enables them to complete knowledge building and ability enhancement in active situational thinking.

According Yang (2010), the Situational Teaching Method refers to "the teacher purposely introduces or establishes a scene with a certain emotional color and specific vividness in the teaching process, to induce students to experience a certain emotional attitude and then to help students understand and master knowledge and skills, and help students develop psychological methods.

By applying Situational Teaching Method, the teacher should be provided with a variety of tools such as pictures, multimedia, object and form, it can create a struck a chord with the students, centering on the scene, the language learning into real or half the real scene, students through sight, hearing, touch and other forms of all the senses and encourage them to active learning as well as to help them acquire knowledge in teaching. In short, Situational teaching focuses on the role of the situation, completes the construction of knowledge in the situation, and builds a bridge of emotional communication with students in the situation.

2.4.3 Theoretical Basis of Situational Teaching Method

2.4.3.1 Constructivism

Zhao (2008) pointed out that constructivist teaching is the basic theory of Situational Teaching, and Situational Teaching is the extension and development of constructivist teaching. "Constructivism" is also translated as "structuralism", which was first proposed by Swiss psychologist J. Piaget in the field of cognitive development. Later, many educators supplemented and perfected on this basis and finally formed the constructivist theory we know today. "Constructivist learning theory believes that teachers are not only the imparters and indoctrinates of knowledge but also the guides for organizing, guiding, helping and promoting learners to use the environmental factors such as scenarios, collaboration, and conversation to exert their learning enthusiasm and initiative. Situational teaching emphasizes giving a contextualized problem situation in teaching, using questions to guide language learning, or generating language habits through learning, broadening students' language and cultivating thinking. This learning method can fully mobilize students' potential and turn learning into students with subjectivity, initiative and independence, the process of continuous development and improvement.

Regarding the relevant theoretical studies of constructivism, the research on the theoretical basis of the situational teaching method is more representative. Li (2003) discusses the teaching model and teaching methods of Chinese as a foreign language under the theory of constructivism. The theoretical basis of teaching reform, Weng (2008), through the discussion of Saussure and other linguist theories, points out

that the situational teaching method is produced under the influence of structural linguistics and behavioral psychology. Situational teaching has a long history of development in second language teaching. It is an extension and development of constructivist teaching. Language learning is not a passive process of acceptance but a process of active construction.

In summary, the constructivist teaching theory emphasizes student-centeredness. Teachers play the role of organization, guidance, help and promotion in the entire teaching process. Students make full use of learning environmental elements such as scenarios, collaboration, and conversation to fully exert their subjective initiative and creative spirit. Eventually, the goal of actively constructing language learning is effectively achieved.

2.4.3.2 Krashen Language Input Theory

The language input theory was firstly proposed by the famous American linguist Krashen. Xu (2014) states that the input theory mainly includes the following aspects. Firstly, understandable input is a prerequisite for language acquisition. Krashen believes that the only way for humans to obtain language is to accept a large amount of "understandable input" and "input comprehension" means that the input of the speech material is mostly the language knowledge that the learner has understood and mastered, and only a small part is new knowledge or new language forms. The difficulty of the input material should be slightly higher than the current language knowledge level of the learner.

Language input must follow the "i+1" principle Krashen believes that if you want learners to get comprehensible input, you must follow the "I+1" principle. "I" refers to the language knowledge that the learner has understood, that is, the current language level of the learner, "I" is the new language form, that is, the next level of language development, from "I" to "I + 1" At this stage, there is a distance of language level. Teachers must grasp this distance, and input is understandable to students, so that they can reach the new language level expected by teachers. It can be seen from the several characteristics and principles of the input theory that the introduction of situations in situational teaching must satisfy four conditions, namely, meaningful, interesting and related, non-procedural. When using the situational method of teaching, you should pay attention to quoting the appropriate situation. The selected teaching

content should be slightly higher based on the students' comprehension. Try to make the situation interesting, meaningful to the students and related to the actual situation.

2.4.4 Classification of Situational Teaching

Regarding the classification of Situational Teaching Methods, Researchers divided the situation into different types according to different criteria.

Wilson and Keil (2000) divide the situation into three types: physical or task-based; environmental or ecological; social or interactive.

Li (2006) has discussed that according to the different effects of stimuli on students' senses or thinking activities, scenarios can be summarized into five categories: physical scenarios, simulated scenarios, verbal scenarios, imagined scenarios and inference scenarios. In the teaching process, to enable students to better enter the setting situation, whether it is simulated, intuitive, or imagined, reasoned, these require teachers to take certain means to set up.

Hu (2018) mention that if the creation of a teaching situation is regarded as a kind of teaching event, "classroom teaching events are divided into two types: preset events and non-preset events. That is, a pre-designed situation, and a temporary design situation during the teaching process.

Pu (2018) uses constructivist linguistic theory, second language acquisition theory, and behaviorist psychology theory as theoretical support to explain the principles and characteristics of the situational teaching method and divides the situational teaching method into three types. There are intuitive situational teaching methods, imaginary situational teaching methods and simulated situational teaching.

In summary, the classification of Situational Teaching is mainly related to different theories of teaching and learning language.

2.4.5 Methods of Situational Teaching

Through the setting of situation classification, the method of situation teaching can be drawn. It is mainly a method of demonstrating the situation in kind, a method of reproducing the situation through pictures and a method of experiencing the situation.

Zhu (2019) pointed out that in the process of creating natural scenarios, more methods of display actual objects can be used to enhance students' intuitive memory. Organizing a conversation around the physical object can enable teachers and students to question and answer and also allow students to practice with each other, which can strengthen teacher-student interaction and student-student interaction and promote classroom teaching.

Wang (2005) advocates: "In the teaching of Chinese as a foreign language, role-playing and symposium teaching methods are used to create a vivid, natural and interesting learning environment."

Liu (2006) said: "Teachers can bring some physics which can be modeled in the classroom, or can use the existing objects for intuitive teaching. Lively and interesting teaching scenes can stimulate students' brains, stimulate students' interest in learning, and enable students to stand firm. From intuitive knowledge to rationality knowledge."

Wang (2007) believe that there are four ways to create situations: "Live performance situations (integrating life into the classroom, from classroom to extracurricular), picture-rich situations (sketch, clip art) and performance Experience situations (in (in textbooks) play a role in fairy tales and reality, of course, music also illustrates this situation." Lu (2016) believes that the use of situational teaching can start from four aspects. Use pictures and objects to come. Demonstrate situational teaching. Situation, connect real life to show the situation, experience the situation with words, and use modern teaching methods to show the situation.

In short, the setting of situational teaching method should be determined according to the students' ability and teaching content. It is impossible to repeat only one teaching method in the context setting.

2.5 Related Research and Studies

Situational teaching method is an important teaching method for language teaching. There are a lot of related teaching methods such as direct situational teaching methods, simulated situational teaching methods, imaginary situations, real situations, interactive situations, etc. The following are the various teaching methods which are also related to this research.

Lu (2017) conducted research on language input and language output. Through comparative research and teaching experiments on the two classes, the experiment uses display pictures and objects, verbal descriptions and games to create scenarios and is used in elementary oral Chinese as a foreign language teaching. The results of the study show that the oral performance of the experimental class is higher than that of the control class. The study also shows that classroom teaching becomes vivid and interesting and students can learn Chinese in a relaxed and pleasant atmosphere. The interaction between teachers and students is more frequent, the communication process is smoother and more effective, and students' learning enthusiasm and interest in Chinese are also increasing.

Gui (2012) has described and analyzed the application of situational teaching methods in overseas Chinese classroom teaching. The study selected classrooms in first grade, fourth grade, and sixth grade as case teaching. In the three stages of review, new class learning and practice, a variety of scenarios are used for teaching, including picture scenarios, picture scenarios, life scenarios, action scenarios, imagination scenarios and classroom instant scenarios. Among them, the picture stage is mainly used in the review stage. The intuitiveness of the picture is used to help students recall the new words they have learned. The research results show that teachers create specific, close to real scenes according to the teaching goals, which can stimulate students' emotions and attract

students' attention. In order to make students accept passively as active thinking and cultivate students' ability to solve problems.

Li and Zhou (2016) aimed at zero-based spoken language teaching. She pointed out through questionnaire surveys and her own teaching practice that for zero-based spoken Chinese teaching, the simulated life situational teaching method was applied to spoken Chinese teaching to allow students to experience the real language environment. Studies have shown that the use of game methods in simulated life situational teaching method can increase student participation, and the stick figure method can increase students' interest in learning Chinese, and can also use Thai or English media language appropriately.

Hora and Ferrare (2013) studied the necessity of the situational teaching method in English reading. In the study, through a comparative experiment of two classes, the English reading method in class A uses the situational teaching method and the English reading method in class B uses the traditional teaching method. Data analysis of several English reading test scores shows that it is necessary to use situational teaching methods in high school English reading class, which can improve students' enthusiasm for learning English and students' English reading scores.

Zhu (2014) surveyed oral communication teaching in junior middle school. The results of the survey show that there is a lack of situationally in oral communication in junior middle school. For this purpose, 4 middle schools were selected as samples for the study. Each school draws 75 students, and a total of 300 students participate in the survey. This research used the "life situation-presupposed situation-reference situation-real situation-life situation" situation system for oral communication teaching. The research results show that in oral communication teaching, situational teaching should combine students' living environment, knowledge and experience, restore the students' life in the situation, let students play freely, and display the content of students' oral communication. Then, in specific oral communication, let the students conduct one-way or two-way dialogue and communication according to the topic and evaluate the

students' oral communication in the created classroom scenarios and the real scenarios outside the classroom.

To summarize this chapter, a number of researchers have studied situational teaching methods. However, most of the situational teaching research focuses on the study of English and the target language environment (teaching Chinese in China) and there is insufficient research on situational teaching in non-target language environments (teaching Chinese in countries other than China). Therefore, to improve the quality of Chinese language teaching, enrich the teaching methods of Chinese language teaching and allow teachers to deeply understand the significance of situational teaching in foreign language learning, more research is needed to provide a clear and comprehensive theoretical basis for the use of situational teaching. Besides, research should be conducted in real classrooms to show the feasibility of situational teaching methods and the attitudes of teachers and students towards using situational teaching.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the research design, participants, research instruments, ethical considerations and data analysis. As well as introduces the validity and reliability of the research instruments implemented in this study. The purposes of this research were to examine the effectiveness of STM on grade 8 Thai students' Chinese speaking skill achievement, and to investigate grade 8 Thai students' satisfaction towards the use of the STM in learning Chinese speaking skill.

3.1 Participants and Location

3.1.1 Participants

Since there was only one class of grade 8 in the school setting; therefore, this study included one class of 17 students in grade 8 Chinese class in a Thai private school, Bangkok. The participants were around 13 to 14 years old with mixed genders and Chinese background abilities.

3.1.2 Location

The study was conducted at a private school in Bangkok with only one Chinese class in grade 8 Chinese class and a total of 17 students. The researcher selected all 17 students in the Chinese class as the research participants. This school consists of students from kindergarten to grade 12. All students in all levels are required to study Chinese in this school.

3.2 Research Design

This research was a quasi-experimental in nature and a mixed research method was used in the study. The following was research design.
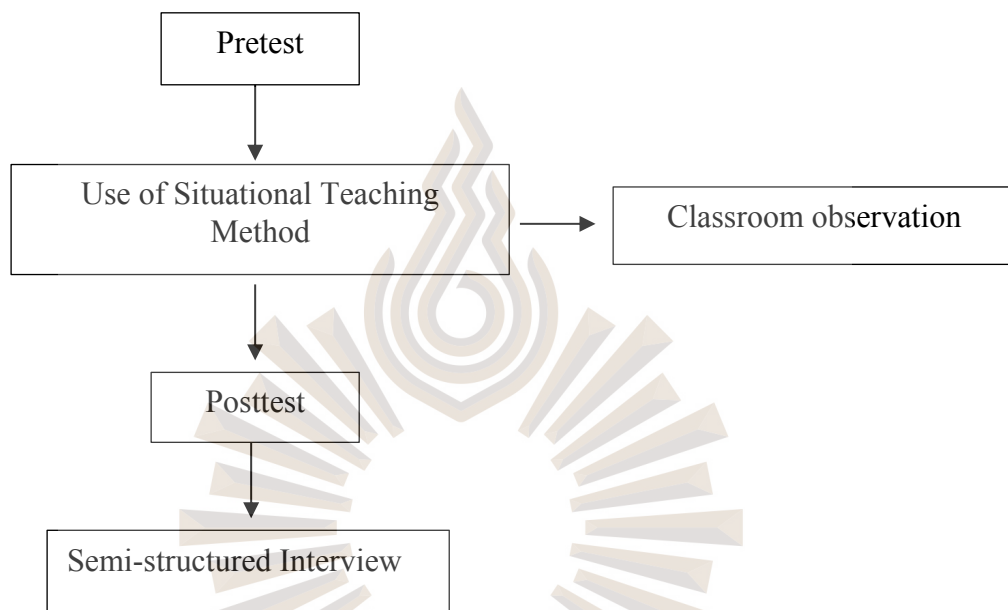
Figure 3.1 Illustration of Research Design

In this study, the research collected quantitative data through learning achievement tests whereas qualitative data would be collected using classroom observation and semi-structured interview. The test of achievement included pre-test and post-test. The purpose was to examine the effectiveness of the Situational Teaching Method in improving the students' speaking skills. Through semi-structured interview and classroom observation, the second research objective, to investigate the students' satisfaction towards the use of the Situational Teaching Method in Chinese speaking skills would be answered.

3.3 Research Instruments

This study applied the following four instruments to collect quantitative and qualitative data. This includes 4 lesson plans, achievement tests (pre-test and post-test), semi-structured interview as well as classroom observation.

3.3.1 Lesson Plans

The researcher designed four 100-minute lesson plans and the four topics were from the contents of the first to the fourth lessons of Experiencing Chinese. Twice a week, a total of 8 times, sessions would be carried out. The lesson plans using STM were developed by the researcher. The researcher taught twice a week for 4 weeks. Each class lasted 50 minutes. The lesson plan outline was shown in Table 3.1 below.

Table 3.1 Lesson Plan Outline

Lesson	Topic	Learning Objectives	minutes
Week 1	Greetings	To use greetings correctly To be able to use the sentence pattern: My name is... To be able to make simple conversations.	100
Week 2	Fruits	Learn to ask for fruit names and make requests. Learn Chinese quantitative expression.	100
Week 3	Animals	Learn to express affection. Learn to express the names of various animals.	100
Week 4	Position	Learn to describe the position of objects.	100

Source: standardized textbook Experiencing Chinese, 2010

3.3.2 Quantitative Data Collection Instruments

3.3.2.1. Achievement Tests

The achievement test refers to the instrument applied for the scores of pre-test and post-test of grade 8 students. The test consisted of 3 parts. Part 1 was words reading, part 2 was looking at the pictures and making sentences; part 3 was making sentences by using the new words freely. The pre-test was carried out before the treatment and the post-test was conducted after the treatment.

3.3.2.2. Rubrics

This rubrics was used to assess the students'' Chinese speaking skill. During the pre-test and the post-test, two teachers scored the participants (see Appendix J). One peer teacher was the Chinese teacher of the school. She was be invited to evaluate the pre-test and post-test by using rubrics.

3.3.3 Qualitative Data Collection Instruments

3.3.3.1 Classroom Observation Form

"Classroom observation is a method of directly observing teaching practice as it unfolds in real-time" (Hora, 2013). Four lessons were observed by a one teacher during the class and collected qualitative data to examine the effectiveness of using STM in helping enhance grade 8 Thai students' Chinese speaking skills.

3.3.3.2 Semi-structured interview

Wengraf (2001) believes that semi-structured interviewing was a simple qualitative data collection method. DiCicco-Bloom and Crabtree (2006) has also pointed out that it can combine individual and group interview methods, and can leave room for participants' language expression (Robert Wood Johnson Foundation [RWJF], 2008).

In this study, five questions were created for a semi-structured interview. All participants were asked to participate and give the responses regarding their satisfaction on the use of STM in teaching and learning Chinese speaking.

3.4 Reliability and Validity of Test

3.4.1 Reliability of test paper

Before testing the experimental group, the reliability and validity of the test paper were calculated based on the scores of 30 students in the grade 8. The reliability of the test paper was based on Cronbach's Alpha.

The coefficient Cronbach's Alpha was greater than 0.9, indicating high internal consistency. Cronbach's Alpha coefficient between 0.8 and 0.9, indicating good internal consistency.Cronbach's Alpha coefficient between 0.7 and 0.8 indicating general internal consistency. Cronbach's Alpha coefficient was below 0.7, indicating poor internal consistency. The reliability of the test paper was 0.893 and the Cronbach's Alpha coefficient was between 0.8 and 0.9, indicating that the internal consistency of the test paper was good. (See Appendix G for the Reliability Test Report)

3.4.2 Validity of test paper

Heale and Twycross (2015) state that validity could be defined as the extent to which a concept was accurately measured in a quantitative study. IOC was used to test the validity of the research. The score was mainly given by experts, the score was +1, 0, -1, the formula interpretation is as follows:

+1: The item was a measure of the objective

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

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

In this research, all instruments such as lesson plans, achievement tests, semi-structured interview and classroom observation form would be validated by 3 experts in Teaching and Learning Chinese as a Foreign Language and also in Education. Any item with IOC value 0.67 to 1.00 was considered acceptable and valid for further use in the

study. However, any test item with IOC value lower than 0.67 was considered invalid and needed to be changed.

3.5 Data Collection

As mentioned previously, the participants would be asked to do the pre-test prior to the treatment and then they would be asked to do the post-test after the treatment was completed. During the treatment, the data from classroom observation would be collected through peer teacher's feedback and finally the qualitative data from semi-structured interviewed would be collected at the end of the study.

3.5.1 Confidentiality

Researcher would ensure that all participants' information was kept confidential in this study. In addition, the consent letter would be send to the students' parents prior to the treatment.

3.5.2 Ethics Consideration

Considering that the participants were 13 to 14 years old, the researchers would inform their parents about the study and sent the consent form to the parents of 17 participants. In addition, the research would retain all ethical considerations to ensure that the research is effective and responsible.

3.6 Research Procedures

The data collection was carried out in the second half of 2020 Academic Year, including the following steps:

1) The researcher would formulate lesson plans based on experiential Chinese text books and design four weekly lesson plans, each weekly lesson plan consisting of two time periods, each period takes 50 minutes.

2) The researcher would have the students do pre-test. The test is a speaking test with a dialogue and also about asking the participants to answer questions.

3) The researcher chose the appropriate STM in the teaching process to teach and give students more opportunities to practice oral during the teaching process, for example, Physical display, Pictorial representation of situation, performance experience situation and simulated situation.

4) During the treatment, a peer teacher who was also teaching Chinese in the same school would be invited to observe students in the classroom during the teaching process.

5) In the end, the researcher let the students do the post test. This test was the same as the pre-test. The scores collected by the researcher from the two tests are compared to see the progress of the participants' learning achievement.

6) The researcher would accumulate and analyze all the collected data.

7) After the data analysis was done, the conclusions and discussion of the findings would be drawn and presented to answer all research questions and objectives.
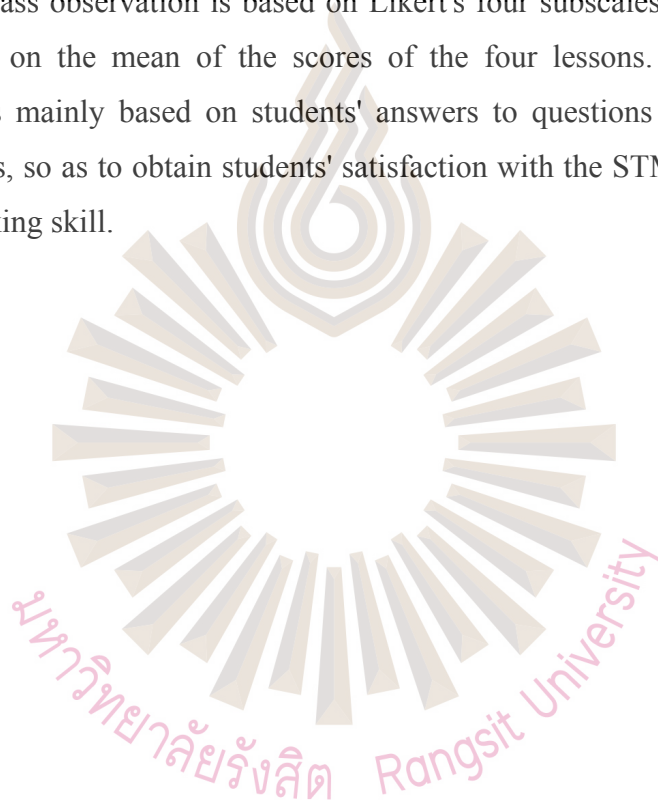
3.7 Data Analysis

3.7.1 Quantitative Data Analysis

This experiment was conducted among only one group of students. Pretest and posttest are designed and are the main instruments to collect the quantitative Data. The data will be anlayised by mean, standard deviation, mean difference, T- test and P-value.

And it aims to compare grade 8 Thai students' learning effectiveness in Chinese speaking skills and also to find out their differences towards using STM.

3.7.2 Qualitative Data Analysis

Qualitative data was analyzed the collected data through content analysis. Data collection would be obtained from classroom observations and semi-structured interviews. Class observation is based on Likert's four subscales analysis, which was mainly based on the mean of the scores of the four lessons. The semi-structured interview was mainly based on students' answers to questions and summarizes the commonalities, so as to obtain students' satisfaction with the STM applied to improve Chinese speaking skill.

CHAPTER 4

RESULTS OF DATA ANALYSIS

This chapter presents the results of the study collected from quantitative data including pretest, posttest and qualitative data including classroom observation and semi-structured interview.

As a quasi-experimental study, 17 students as the participants were involved throughout the study and afterwards the data analysis was conducted. The results were presented in the following sections.

4.1 QUANTITATIVE ANALYSIS

4.1.1 Analysis of Pretest and Posttest

After the reliability and validity tests of the test paper were done, the students were tested in order to investigate their Chinese speaking skill achievements before and after the treatment. The data was described according to the mean, standard deviation, T- test and P value.

Table 4.1 Mean Score and Standard Deviation of Pretest and Posttest

Test		Pretest			Posttest		
		$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level
Reading	pronunciation	1.52	0.605	Low	3.28	0.507	High
Describing	vocabulary	1.75	0.614	Low	3.76	0.437	High
	fluency	1.57	0.532	Low	3.24	0.562	High

Table 4.1 Mean Score and Standard Deviation of Pretest and Posttest (Cont.)

Test		Pretest			Posttest		
		$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level
Activities	vocabulary	1.81	0.609	Low	3.00	0.500	High
	pronunciation	1.93	0.498	Low	2.88	0.600	High
	fluency	1.71	0.426	Low	3.00	0.500	High
	comprehension	1.66	0.500	Low	3.12	0.600	High
Total		1.71	0.547	Low	3.18	0.586	High

Note: 0-1.33 = Low; 1.34-2.67 = Moderate; 2.68-4.00 = High.

Source: Spoken Chinese Proficiency Grading Standards and Testing Guideline

The tests were comprised by three parts which were reading, describing and activities. Based Table 4.1, the results revealed that the total mean score of the pretest = 1.71 and S.D. = 0.547. With this mean score, the students' Chinese speaking skill was regarded in a low level. By analyzing in each part, the mean score in reading pronunciation hold the least (mean = 1.52; S.D.=0.605). For activities part; stuents did better than the other parts with the mean score of vocabulary, pronunciation, fluency and comprehension performance were 1.81, 1.93, 1.71, and 1.66. Whereas the students perforemed the best in Describing during posttest with the mean score of vocabulary and fluency performance are 3.76 (S.D.=0.437) and 3.24 (S.D.=0.562). Moreover, these participants still show the lower proficiency in Pronunciation activities part with the mean score of 2.88 (S.D.=0.600).

Table 4.2 Number, Score, Mean Score and Standard Deviation of Pretest

Test		Scores (Number of students %)				Pretest		
		1	2	3	4	$\overline{X}$	S.D.	level
Reading	pronunciation	12 (71%)	2 (12%)	3 (17%)	0 (0%)	1.52	0.605	Low
Describing	vocabulary	6 (35%)	9 (53%)	2 (12%)	0 (0%)	1.75	0.614	Low
	fluency	7 (41%)	10 (59%)	0 (0%)	0 (0%)	1.57	0.532	Low
Activities	vocabulary	5 (29%)	9 (53%)	3 (18%)	0 (0%)	1.81	0.609	Low
	pronunciation	3 (18%)	11 (64%)	3 (18%)	0 (0%)	1.93	0.498	Low
	fluency	3 (18%)	14 (82%)	0 (0%)	0 (0%)	1.71	0.426	Low
	comprehension	6 (35%)	9 (53%)	2 (12%)	0 (0%)	1.66	0.500	Low
Total						1.71	0.547	Low

This table below showed the details of the students' achievement score in each part of pretest. According to the pretest scores above, 17 students' achievement in each part can be stated as follows.

In the reading part, pronunciation: 12 students got 1 point, accounting for 71% of the total number of the students. 2 students got 2 points, accounting for 12%. 3 students got 3 points, accounting for 17% of the total number. No one got 4 points.

In the describing part, vocabulary: 6 students got 1 point, accounting for 71% of the total number of the students. 9 students got 2 points, accounting for 53% of the total number. 2 students got 3 points, accounting for 12%. No one got 4 points.

In the describing part, fluency: 7 students got 1 point, accounting for 71% of the total number of the students. 10 students got 2 points, accounting for 59% of the total number. No one got 3 or 4 points.

In the activities part, vocabulary: 5 students got 1 point, accounting for 29% of the total number of the students. 9 students got 2 points, accounting for 53%. 3 students got 3 points, accounting for 18%. No one got 4 points.

In the activities part, pronunciation: 3 students got 1 point, accounting for 18% of the total number of the students. 11 students got 2 points, accounting for 64%. 3 students got 3 points, accounting for 18%. No one got 4 points.

In the activities part, fluency: 3 students got 1 point, accounting for 18% of the total number of the students. 14 students got 2 points, accounting for 82% total number. No one got 3 or 4 points.

In the activities part, comprehension: 6 students got 1 point, accounting for 35% of the total number of the students. 9 students got 2 points, accounting for 53%, 2 students got 2 points, accounting for 12%. No one got 3 or 4 points.

Table 4.3 Number, Score, Mean Score and Standard Deviation of Posttest

Test		Scores (Number of students %)				Posttest		
		1	2	3	4	$\overline{X}$	S.D.	level
Reading	pronunciation	0 (0%)	2 (12%)	8 (47%)	7 (41%)	3.28	0.507	High
Describing	vocabulary	0 (0%)	0 (0%)	4 (24%)	13 (76%)	3.76	0.437	High
	fluency	0 (0%)	1 (6%)	11 (64%)	5 (30%)	3.24	0.562	High
Activities	vocabulary	0 (0%)	2 (12%)	13 (76%)	2 (12%)	3.00	0.500	High
	pronunciation	0 (0%)	4 (24%)	11 (64%)	2 (12%)	2.88	0.600	High
	fluency	0 (0%)	2 (12%)	13 (76%)	2 (12%)	3.00	0.500	High
	comprehension	0 (0%)	2 (12%)	11 (64%)	4 (24%)	3.12	0.600	High
Total						3.18	0.586	High

According to the posttest scores in Table 4.3 above, 17 students' achievement in each part could be described as follows.

In the reading part, pronunciation: 2 students got 2 points, accounting for 12% of the total number of the students. 8 students got 3 points, accounting for 47%. 7 students got 4 points, accounting for 41%. No one got 1 point.

In the describing part, vocabulary: 4 students got 3 points, accounting for 24% of the total number of the students. 13 students got 4 points, accounting for 76%. No one got 1 or 2 points.

In the describing part, fluency: 1 student got 2 points, accounting for 6% of the total number of the students. 11 students got 3 points, accounting for 64%. 5 students got 4 points, accounting for 30%. No one got 1 point.

In the activities part, vocabulary: 2 students got 2 points, accounting for 12% of the total number of the students. 13 students got 3 points, accounting for 76%. 2 students got 4 points, accounting for 12%. No one got 1 point.

In the activities part, pronunciation: 4 students got 2 points, accounting for 24% of the total number of the students. 11 students got 3 points, accounting for 64%. 2 students got 4 points, accounting for 12%. No one got 1 point.

In the activities part, fluency: 2 students got 2 points, accounting for 12% of the total number of the students. 13 students got 3 points, accounting for 76 %. 2 students got 4 points, accounting for 12%. No one got 1 point.

In the activities part, comprehension: 2 students got 2 points, accounting for 24% of the total number of the students. 11 students got 3 points; accounting for 64%., 4 students got 4 points, accounting for 12%. No one got 1 point.

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

Table 4.4 Comparison of the Differences of the Achievement Tests

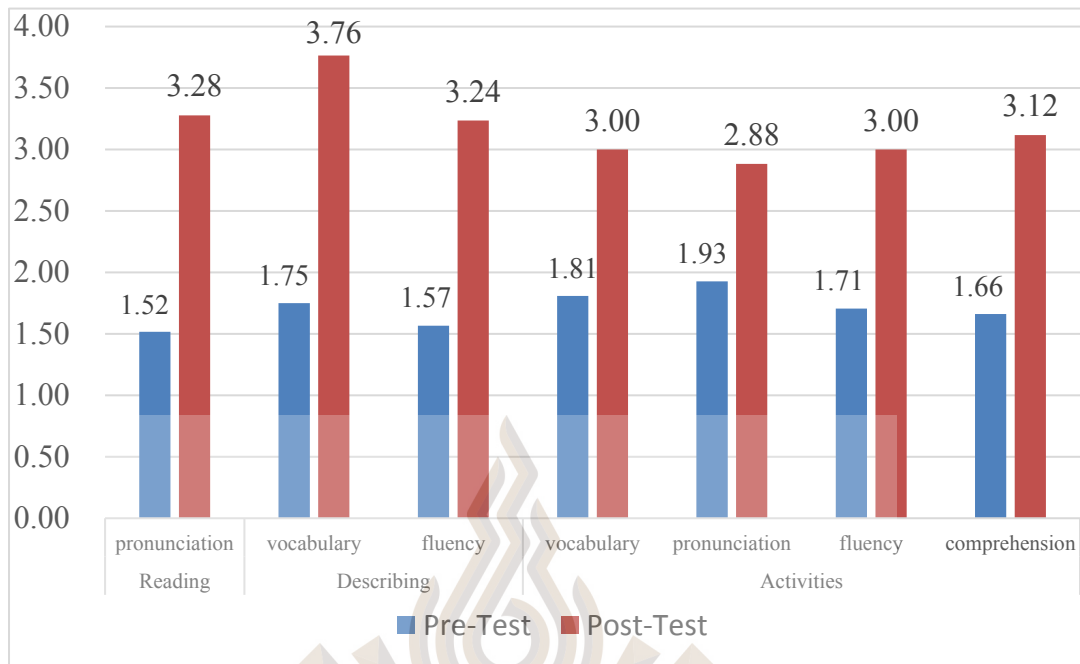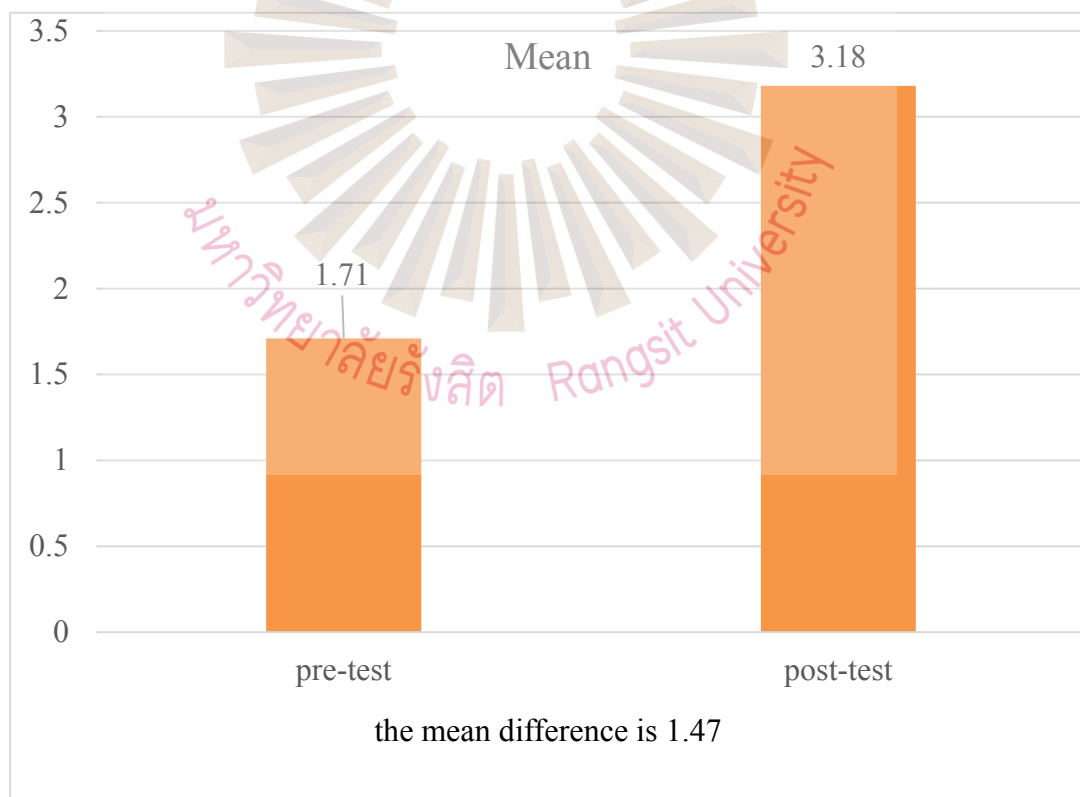| Comparison		Pretest		Posttest		Mean Difference	T-test	P-value
		$\overline{X}$	S.D.	$\overline{X}$	S.D.			
Reading	pronunciation	1.52	0.605	3.28	0.507	3.28-1.52 =1.76	-7.135	.000*
Describing	vocabulary	1.75	0.614	3.76	0.437	3.76-1.75 =2.01	-10.37	.000*
	fluency	1.57	0.532	3.24	0.562	3.24-1.57 =1.67	-8.967	.000*
Activities	vocabulary	1.81	0.609	3.00	0.500	3.00-1.81 =1.19	-5.374	.000*
	pronunciation	1.93	0.498	2.88	0.600	2.88-1.93 =0.95	-4.243	.000*
	fluency	1.71	0.426	3.00	0.500	3.00-1.71 =1.29	-7.628	.000*
	comprehension	1.66	0.500	3.12	0.600	3.12-1.66 =1.46	-6.231	.000*
Total		1.71	0.547	3.18	0.586	3.18-1.71 =1.47	-10.438	.000*
Significance level (p): < 0.05-significant								

Figure 4.1 The comparison of each part

Figure 4.2 Comparison of pre-test and post-test means

According to Table 4.4 above, the comparison of the differences of the achievement tests with P value could be stated below.

In the reading part, pronunciation: the pretest mean score was 1.52 (S.D.=0.605) and posttest mean score was 3.28 (S.D.=0.507). The mean difference between the pretest and the posttest was 1.76 with the significance level (p) <0.05.

In the describing part, vocabulary: the pretest mean score was 1.75 (S.D.= 0.614) and posttest mean score was 3.76 (S.D.=0.437). The mean difference between the pretest and the posttest was 2.01 with the significance level (p) <0.05.

In the describing part, fluency: the pretest mean score was 1.57 (S.D.=0.532) and the posttest mean score was 3.24 (S.D.=0.562). The mean difference between the pretest and the posttest was 1.67 with a significance level (p) <0.05.

In the activities part, vocabulary: the pretest mean score was 1.81 (S.D.=0.609) whereas the posttest mean score was 3.00 (S.D.=0.500). The mean difference between the pretest and the posttest was 1.19 with a significance level (p) <0.05.

In the activities part, pronunciation: the pretest mean score was 1.93 (S.D.=0.498) while the posttest mean score was 2.88 (S.D.=0.600). The mean difference between the pretest and the posttest was 0.95 with a significance level (p) <0.05.

In the activities part, fluency: the pretest mean score was 1.71 (S.D. =0.426) where the posttest mean score was 3.00 (S.D. =0.500). The mean difference between the pretest and the posttest was 1.29 with a significance level (p) <0.05.

In the activities part, comprehension: the pretest mean score was 1.66 (S.D.=0.500) while the data of the posttest mean score was 3.12 (S.D.=0.600). The mean difference between the pretest and the posttest was 1.46 with a significance level (p) <0.05.

The total mean score of the pretest was 1.71 (S.D.=0.547) whereas the total mean score of the posttest was 3.18 (S.D.=0.586). The mean difference between the pretest and the posttest was 1.47 which showed the significance level (p) <0.05.

4.2 Qualitative Data Analysis

4.2.1 Data Analysis of Classroom Observation

Table 4.5 Mean and Standard Deviation of the Classroom Observation

Three parts	Statements	Lesson 1	Lesson 2	Lesson 3	Lesson 4	$\overline{X}$	SD	Level
Teaching process	Lesson Introduction	4	4	3	4	3.75	0.50	Good
	Clear explanation	4	4	4	3	3.75	0.50	Good
	Good Communication	3	3	4	4	3.50	0.58	Good
	Classroom Practice	3	4	4	4	3.75	0.50	Good
Interaction type	Teachers and Students Interaction	4	4	4	4	4	0.00	Excellent
	Student and Student Interaction	4	4	4	4	4	0.00	Excellent
Students participation		3	4	4	4	3.75	0.50	Good

In a classroom observation, a peer teacher gave the feedback in main 3 parts including, altogether 7 statements using Likert Scale from excellent to poor (1 = poor,

2 = fair, 3 = good, and 4 =excellent). According to Table 4.6, the feedback can be explained as follows.

In the teaching process: lesson introduction, clear explanation and classroom practice were all rated in a good level with the mean of 3.75 (S.D.=0.50) Also, good communication item was rated in a good level with the mean of 3.50 (S.D.=0.58)

In interaction items, teachers and students interaction as well as student and student interaction were rated in an excellent level with the mean score of 4 with the standard deviation =0.00.

In students' participation item, it was rated in a good level with the mean score of 3.75 and S.D. is 0.50.

4.2.2 Data Analysis of Semi-Structured Interview

Qualitative data was collected mainly through semi-structured interview. At the end of the study, 17 grade 8 Thai students were interviewed. To protect the privacy of the study participants, they were numbered as student 1 (S1), student 2 (S2), and student 3 (S3), etc. Students were allowed to speak their favorite language to share their views on research. Qualitative data was composed of 5 open-ended questions. The students' responses were recorded, transcribed and translated into English for data analysis. The results were analyzed as follows:

Question 1: Did you enjoy the class? Which lesson? Why?

According to the students' responses, students enjoyed the classroom very much. They liked to import textbook knowledge in the way of situational teaching which was more interesting. The following are some excerpts from 2 students:

Table 4.6 Did you enjoy the class? Which lesson? Why?

1	"Yes, I enjoyed the class very much. I liked this way of teaching, especially the animal lesson. The teacher set up a situation of going to the zoo and shows us the animals. This way was very interesting."(Particpant 3)
2	"I liked the lesson of introducing the position. The teacher let us look at the picture to find the difference and describe that I had a profound influence on the position words. "(Particpant 10)

Question 2: How did you feel about using STM in learning Chinese speaking skills?

According to the results of students' interview, most students felt that situational teaching method was very useful to improve their Chinese speaking skill. It was not only interesting but also helped enhance the interaction with the teacher and the classmates. The following were some examples of the students' responses.

Table 4.7 How did you feel about using STM in learning Chinese speaking skills?

1	"Situational teaching made me feel that class is not boring anymore."(Particpant 7)
2	"Situational teaching was very helpful for me to remember vocabulary. " (Particpant 9)
3	" I liked this teaching method; my Chinese speaking skills and language organization ability had improved . "(Particpant 12)

Question 3: Which part did you like or dislike the most in our class? Why? Why not?

In the interview results, students really enjoyed the classroom teaching and activities. They liked the classroom in the way of situational teaching was utilized. Most of the students liked the physical display and role-play. The physical display allowed the students to participate in the classroom more actively and made them feel like participating more during the class time. Through role-play, it allowed them to play freely and have more opportunities to show their Chinese speaking skill. The following were excerpts from 3 students:

Table 4.8 Which part did you like or dislike the most in our class? Why? Why not?

1	"Yes, it was easy to take classes like this. I really liked the physical display because I could intuitively understand."(Particpant 5)
2	"I liked to talk with pictures and role-play. I could organize language by talking with pictures and consolidate the knowledge I had learned through role-playing and classmate exercises. " (Particpant 14)
3	" I liked the lesson about animals. The teacher set up the situation of going to the zoo in the power point and inserted role-playing games in it. I was impressed by the knowledge of this lesson . "(Particpant 16)

Question 4: Did you find situational teaching method interesting? Why?

The students all agreed that the situational teaching method was very interesting and attracted their attention well. The examples of the responses were shown below.

Table 4.9 Did you find situational teaching method interesting? Why?

1	"This method was very interesting. It not only mobilizes my enthusiasm for learning but I could also practice speaking sentences with my classmates, which was easier than usual class study."(Particpant 2)
2	"I liked this way of class; it was very interesting. It could help me deepen the understanding of words, see the real things like school bags and books. I could use the sentences I have learned and talk to my friends; it's so interesting. " (Particpant 13)

Question 5: How did you think about the atmosphere while our class was conducted?

According to the results of the interview in this question, most of the students thought that the learning and classroom atmospheres were relaxing, interesting and highly interactive. Some of the students' responses in this regard were presented as follows.

Table 4.10 How did you think about the atmosphere while our class was conducted?

1	"The learning atmosphere was very relaxed. I liked this way of learning very much. My Chinese speaking skills and vocabulary had improved."(Particpant 1)
2	"The atmosphere in the classroom was very good. The students actively answered the teacher's questions. In the classroom, there was a sense of participation. " (Particpant 13)

Up to this point, all results of the quantitative and qualitative data analysis in this study had been presented and elaborated. In the next chapter, the conclusion, discussion as well as recommendations for the further study were to be presented.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Based on the data in Chapter 4, the researcher would discuss three aspects in this chapter, as follows:

5.1 Conclusion

5.2 Discussion

5.3 Recommendation

5.1 CONCLUSION

This study was a quasi-experimental study with a group of participants of 17 and the experimental conclusions were developed based on the following two research questions:

1) Would STM help enhance grade 8 Thai students' Chinese speaking skill achievement?

2) What was grade 8 Thai students' satisfaction after using STM in learning Chinese speaking skills?

The data was collected and analyzed from pretest and posttest results, classroom observation and semi-structured interview.

5.1.1 Quantitative Data

The researcher adopted the results of the achievement test (pretest and posttest) to answer the first question. According to the pretest and posttest scores, it could be seen that the mean of all parts of the pretest was 1.71, all parts were in quite a low level. After

using the STM to teach, the mean of posttest was 3.18. The mean of the posttest was 1.47 higher than the pretest. The pretest and posttest were mainly divided into three parts, the three parts focus on different content, as shown below:

The first part, reading, it examined pronunciation performance, the mean of pretest was 1.52. Whereas the mean of posttest was 3.28. The mean difference between two tests was 1.76, statistically significant at ≤ 0.05 level. There was a significant difference between the pretest and posttest.

The second part was describing, which aims to test vocabulary and fluency while describing a situation. The mean of vocabulary aspect of pretest was 1.75 and the mean of posttest is 3.76; the difference between two tests is 2.01. The mean of fluency aspect of pretest was 1.57. For posttest, it was 3.24 and the mean difference was 1.67, statistically significant at ≤ 0.05 level. There was a significant difference between the pretest and posttest.

The third part were the activities. The activities, which mainly design to examine vocabulary, pronunciation, fluency, and comprehension abilities, the mean of vocabulary in pretest was 1.81; the mean of posttest was 3.00, and the difference was 1.19. The mean of pronunciation of pretest was 1.93. The mean of posttest was 2.88 and the difference was 0.95. The mean of fluency pretest was 1.71. The mean of posttest was 3.00 and the difference was 1.29. The mean of comprehension of pretest was 1.66. The mean of posttest was 3.12, and the difference was 1.46, statistically significant at ≤ 0.05 level. There was a significant difference between the pretest and posttest.

To compare both pretest and posttest, the mean value and standard deviation of the post-test are definitely higher than the pre-test. The smaller the T-test and P-value are, the larger the difference between pre-test and post-test will be. The total pre-test and post-test T test of this research was -10.438. statistically significant at ≤ 0.05 level. These evidently proved that the participants have improved after accepting the STM treatment. It can be seen as an effective method to assist students enhance their Chinese speaking skill achievement.

5.1.2 Qualitative Data

The researcher used the classroom observation and semi-structured Interview Analysis to answer the second question.

5.1.2.1 Classroom observation

There were mainly 4 scoring standards for classroom observation, 1 was poor, 2 were fair, 3 were good and 4 were excellent. Classroom observations were mainly evaluated from the teaching process, interaction, and student participation.

The teaching process mainly included the following contents: lesson introduction, clear explanation, good communication and classroom practice. After four lessons of observation, the mean of lesson introduction, clear explanation and classroom practice were 3.75. The mean of good communication is 3.50. In summary, the setting of the teaching process is reasonable and smooth.

The interaction included the following: teachers to students' interaction and student to student interaction. After four lessons of observation, the mean of teachers and student's interaction was 4. The mean of student to student interaction was 4. In summary, in the classroom, teachers and students, students and students were highly interactive.

Students' participation: After four lessons of observation, the mean of students' participation was 3.75. In summary, students actively participated in the classroom.

5.1.2.2 Semi-structured Interview Analysis

After the study, the semi-structured interview was mainly for 17 Thai students. The content of the interview was to understand the students' satisfaction with the use of situational teaching methods.

In summary, it was found that students were satisfied with the use of situational teaching, mainly as follows:

(1) They enjoyed the classroom and actively participate;

(2) During their learning, their Chinese speaking skills had been appropriately improved;

(3) STM facilitated the students' understanding in Chinese speaking skill;

(4) The activities in the situational teaching were very interesting and improved the students' enthusiasm in learning;

(5) The classroom atmosphere was relaxing and active, which enhanced the interaction between students and students, teachers and students, and also created an environment for practicing the Chinese speaking skill.

To sum up, in the classroom observation, the teacher's evaluation was at a good level, which proved that the research was good in the organization and procedure; for the semi-structured interview, the students' satisfaction to the interview was positive, which proved that the students in this research had a high degree of satisfaction with teaching method. The results of classroom observation and semi-structured interview were positive. The peer's teacher and all the participants showed positive attitudes towards the use of STM. They were satisfied with the given lessons and well-organized classroom.

5.2 DISCUSSION

This research discussion mainly focuses on two research objectives.

5.2.1 Research Objective 1 - To examine the effectiveness of STM on grade 8 Thai students' Chinese speaking skill achievement.

To compare the learning achievement of grade 8 Thai students, pretest and posttest were conducted before and after the use of situational teaching method with a sample group of 17 students. Finding that the mean scores of pretest was in a low level ($\overline{x}$= 1.71). The mean scores of posttest was in a high level ($\overline{x}$= 3.18). The mean difference of pretest and posttest was 1.47, significance level (p): < 0.05. Test scores had improved significantly. The test was divided into three parts, reading, describing and activities. All three parts were at a low level. Reading mainly tests pronunciation, the mean difference of pronunciation was 1.76; describing mainly tests vocabulary and fluency, the mean difference of vocabulary was 2.01. The mean difference of fluency was 1.67;

activities mainly test vocabulary, pronunciation, fluency and comprehension. Mean difference of vocabulary was 1.19. The mean difference of pronunciation was 0.95. The mean difference of fluency was 1.20, and the mean difference of understanding was 1.46, all parts significance level (p): < 0.05, its means that posttest scores improved significantly.

The results of this study were consistent with Ma's ((2014) study of improving students' Chinese speaking skill through situational teaching. According to the study, it was easier to improve students' Chinese speaking skill by integrating life situations into classroom learning. After a period of learning, vocabulary, pronunciation, fluency and comprehension of speech would be significantly improved.

5.2.2 Research Objective 2- To investigate grade 8 Thai students' satisfaction towards the use of the STM in learning Chinese speaking skills.

The instruments used for the second objective of the study were classroom observation and semi-structured interview.

There were four classroom observations. The content of classroom observation had three parts: teaching process, interactivity, and student participation. The teaching process included four contents: lesson introduction (mean=3.75), clear explanation (mean=3.75), good Communication (mean=3.50), classroom Practice (mean=3.75); interactive type has two contents: teachers and Students Interaction (mean=4), Student and Student Interaction (mean=4); Students participation (mean=3.75). For the Likert scale score, all the observations above were at 3 to 4 points, which was in the good and excellent stage. Therefore, classroom observation data shows that the use of situational teaching methods had a positive impact on the classroom participation and interactivity of grade 8 students.

The semi-structured interview was carried out at the end of the study to find the students' opinion towards the use of situational teaching methods to improve Chinese speaking skill.

According to the results of the interview, all students thought that the course was interesting and happy. This learning method was better than the traditional learning method because it required students to actively participate in the classroom. "Classes are very interesting. I am not passively learning. My classmates are very active." was shared by most students during interviews. This discovery was supported by Worrachaiyut (2012) who reported that students can learn Chinese in a relaxed and pleasant atmosphere. The interaction between teachers and students were more frequent, the communication process was smoother and more effective and students' learning enthusiasm and interest in Chinese are also increasing.

Therefore, the above content explained how the use of STM in the classroom had a positive impact on students' overall learning.

5.3 RECOMMENDATIONS

5.3.1 Recommendation for Apply

According to the design and research of this study, some suggestions were put forward for the STM to improve Chinese speaking skill:

1) Before setting up a situation, teachers need to be familiar with the textbooks, teaching content, carefully investigate the learners' cultural background, existing knowledge structure level, interests, hobbies, and learning purposes, etc.

2) In teaching, the setting of the situation should appear hierarchically and orderly in each lesson.

3) For difficult language knowledge, teachers should try to use relatively simple scenes to help students understand and master, or use visual and auditory scenes such as pictures and videos to help students understand.

5.3.2 Recommendation for Further Research

Situational teaching is not only limited in improving Chinese speaking skill but also can be adopted to improve other language skills or even to draw inferences from one another, to transfer to other subjects. When using STM, pay attention: when students start learning Chinese, they imitate first and then apply them to similar situations. Once they are far away from familiar situations. It is easy to make mistakes or unable to express. Therefore, when designing a scenario, focus more on controlling the amount of new words, minimize the appearance of vocabulary, sentence patterns that students have not learned and provide more contexts that are relevant to the learner.

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APPENDICES

APPENDIX A

LETTER OF APPROVAL

Dear parents.

With the advancement of Chinese courses in the school, the school hopes to conduct experimental Chinese education in order to find more suitable teaching methods for students. The school guarantees that the experiment will not affect normal teaching and will not involve any privacy issues,

Thank you very much for your understanding and support

Sincerely yours

Dear Yifan Jiang,

This is to confirm that I have read all the research instruments that you have developed for your study titled "Using Situational Teaching Method in Learning Chinese Speaking Skill of Grade 8 Thai Students". These lesson plans, items for classroom observation, items for Semi-structured Interview, test items and rubrics are all valid and reliable.

I wish you all the best in your research endeavor

Thank you.

XIUJIN GUO
Head of Chinese Teaching Department
Chinaviz Language Institute, Thailand

APPENDIX B

LESSON PLANS

Lesson Plan 1

Subject: Chinese

Topic: Greetings

Grade Level: Grade eight

Student's number: 17

Time: 110 minutes (50 minutes/1 session)

Teaching and Learning Strategy: Physical display, Pictorial representation of situation, Performance experience situation and simulated situation

Teaching and Learning Materials: Experiencing Chinese, PowerPoint, picture

Lesson objectives:

To use greetings correctly

To be able to use the sentence pattern: my name is...

To be able to make simple conversations

Session 1 (50 minutes)
Lesson introduction (10 minutes): simulated situation
The teacher use greetings enter the topic directly： The teacher use Thai langue saying: สวัสดี, ฉันชื่อ…… Then use Chinese langue say: 你好，我叫…… let the students feel that สวัสดี means greetings. Ask the students to say สวัสดี to their classmates Then use Chinese langue say: 你好
New Words (10 minutes): Pictorial representation of situation
你好   nǐ hǎo   hello 什么   shén me   what 姓   xìng   surname 我   wǒ   I 是   shì   is
Conversation (25 minutes): Pictorial representation of situation

The teacher use PowerPoint to present conversation

1.Explain that Wang and Li are names

2.Explain the sentence pattern:. Hello, I'm...

王飞飞:你好!我是飞飞	Wang Fei Fei：Hello! I'm FeiFei
李明:你好, 飞飞	Li Ming:Hello, FeiFei
王飞飞:再见	Wang Fei Fei：Bye
李明:再见	Li Ming:Bye

Classroom practice (8 minutes): Performance play（Role play）

Divide the students into groups of two and let the students play the role of Wang Fei Fei and Li Ming to practice conversation.

Teacher observes and corrects students' pronunciation and expression

Homework: Performance play（Role play）

Let students practice according to their own way of greeting in real life

session 2 (50 minutes)
Lesson introduction (10minutes): simulated situation
selecting 6 students randomly and asking them to use the now words to ask others' names or introduce their own names.
New Words (10 minutes): Pictorial representation of situation
再见 zài jiàn   bye 叫   jiào   name 你   nǐ   you
Conversation (25 minutes): Pictorial representation of situation
The teacher use PowerPoint to present conversation

王飞飞:你好,我叫飞飞,你叫什么?	Wang Fei Fei: Hello, my name is Fei Fei. What's your name?
李明:我姓李,叫李明。飞飞,你姓什么?	Li Ming: My family name is Li. My name is Li Ming. Feifei, what's your last name?
王飞飞:我姓王。	Wang Fei Fei: My name is Wang.

Classroom practice (10 minutes): Performance play（ Role play）
Divide students into groups of three Let students organize their own language and practice conversation with their peers in three roles of Wang Fei Fei, Li Ming and teacher Teacher observes and corrects students' pronunciation and expression
Homework: Performance play （ Role play）
Ask the classmates' Chinese names and make a class directory

Lesson Plan 2

Subject: Chinese

Topic: Fruits

Grade Level: Grade eight

Student's number: 17

Time: 100 minutes (50 minutes/1 session)

Teaching and Learning Strategy: Physical display, Pictorial representation of situation, Performance experience situation simulated situation

Teaching and Learning Materials: Experiencing Chinese, Physical, picture

Lesson objectives:

Learn to ask for fruit names and make requests

Learn Chinese quantitative expression

Session 1 (50 minutes)
Lesson introduction (10 minutes): Physical display
The teacher showed the fruit in physical display The teacher shows the name of the fruit Teacher: I like durian, what fruit do you like Students organize language expressions
New Words (10 minutes): Pictorial representation of situation
个   gè   one   香蕉   xiāng jiāo   banana 人   rén   person   菠萝   bō luó   pineapple 要   yào   want
Conversation (25 minutes): Pictorial representation of situation
The teacher by showing the pictures 1. Explain the pattern of the sentence 2. Know the number of fruits

一、二、三, 三个人	One, two, three, three person
我 要 一 个 榴 莲	I'd like a durian.
我 要 三 个 木 瓜	I want three papayas.
我 要 五 个 香 蕉	I want five bananas.

Classroom practice (8 minutes): Pictorial representation of situation

Divide the students into groups of two

Teacher observes and corrects students' pronunciation and practice the dialogue

Homework: Performance play（ Role play）

Let students practice according to their own way in real life

session 2 (50 minutes)
Lesson introduction (5 minutes): Pictorial representation of situation
The teacher shows the quantity of fruit by pictures first.
New Words (10 minutes): Pictorial representation of situation
榴莲　　　　　　liú lián　　　durian 木瓜　　　　　　mù guā　　　papaya 两　　　　　　　liǎng　　　　two 苹果　　　　　　píng guǒ　　　apple
Conversation (25 minutes): Pictorial representation of situation

The teacher use PowerPoint to present conversation

Showing pictures of fruit

老师:你要什么? 张红:我要一个菠萝,谢谢! 老师:马丽,你呢? 马丽:我要两个苹果,谢谢!	Teacher: What do you want? Zhang Hong: I'd like a pineapple, please! Teacher: How about you, Mary? Mary: I'd like two apples, please.

Classroom practice (13 minutes): Performance play（Role play）
Divide the students into two groups and let the students organize their own language, the number and requirements
Homework: Performance play（Role play）
Practice stating quantities and requirements when buying fruit

Lesson plan 3

Subject: Chinese

Topic: Animals

Grade Level: Grade eight

Student's number: 17

Time: 110 minutes (50minutes/1 session)

Teaching and Learning Strategy: Physical display, Pictorial representation of situation, Performance experience situation simulated situation

Teaching and Learning Materials: Experiencing Chinese textbook, PowerPoint, picture

Lesson objectives:

Learn to express affection.

Learn to express the names of various animals.

session 1 (50 minutes)
Lesson introduction (10 minutes): Pictorial representation of situation
The teacher shows pictures of animals Teacher: I like pandas. Student: I like …….
New Words (10 minutes): Pictorial representation of situation
他　　tā　　he　　鱼　　yú　　fish 它　　tā　　it　　大象　　dà xiàng elephant 喜欢　　xǐ huān like　　动物　　dòng wù animals
Conversation (20 minutes): Pictorial representation of situation
The teacher use PowerPoint to present conversation

他喜欢大象。	He likes elephants.
我也喜欢大象	I like elephants, too
她喜欢狗。	She likes dogs.
我也喜欢狗。	I like dogs, too.
它喜欢鱼。	It likes fish.
我也喜欢鱼。	I like fish, too

Classroom practice (13 minutes): Performance play（ Role play）

Divide the students into groups of three and let the students play the role of he and

she and it to practice conversation.

Teacher observes and corrects students' pronunciation and expression

Homework (2 minutes): Performance play（ Role play）

Make sentences with animals. Practice with a partner

session 2 (50 minutes)
Lesson introduction (10minutes): Pictorial representation of situation
The teacher shows pictures of animals The teacher asked what animal do you like
New Words (10 minutes): Pictorial representation of situation
她　　　　　tā　　　　she 猫　　　　　māo　　　　cat 狗　　　　　gǒu　　　　dog 也　　　　　yě　　　　also
Conversation (25 minutes): Pictorial representation of situation
The teacher use PowerPoint to present conversation Showing pictures of animals

宋猜 :你喜欢什么动物?	Song Chai: What animals do you like?
马丽:我喜欢猫,你呢?	Mary: I like cats, don't you?
宋猜:我喜欢狗。你喜欢狗吗?	Song Chai: I like dogs. Do you like dogs?
马丽:我也喜欢狗。	Mary: I like dogs, too.

Classroom practice (10 minutes): Performance play（ Role play）
Divide students into groups of two Let students organize their own language and practice conversation with their peers in three roles of Song Chai and Mary Teacher observes and corrects students' pronunciation and expression
Homework: Performance play （ Role play）
Make sentences with animals. Practice with a partner

Lesson plan 4

Subject: Chinese

Topic: Position

Grade Level: Grade eight

Student's number: 17

Time: 110 minutes (50minutes/1 session)

Teaching and Learning Strategy: Physical display, Pictorial representation of situation, Performance experience situation and simulated situation

Teaching and Learning Materials: Experiencing Chinese textbook, PowerPoint, picture

Lesson objectives:

Learn to describe the position of objects.

session 1 (50 minutes)			
Lesson introduction (10 minutes): Pictorial representation of situation			
The teacher shows pictures of things Teacher: Where are the books? Student: Books are ……			
New Words (10 minutes): Pictorial representation of situation			
看	kà	look 下边	xià biān under
电脑	diàn nǎo computer 书	shūe	book
在	zài	at, in ,on 哪儿	nǎ er where
Conversation (20 minutes): Pictorial representation of situation			
The teacher use PowerPoint to present conversation Distinguish between him it and her			

看,这是我的电脑,电脑 在桌子的 上边。	Look, this is my computer. It's on the top of the desk.
看,那是哥哥的足球,足球在桌子的下边。	Look, that's my brother's football. It's under the table.
看,那是姐姐的书,书在桌子的下边。	Look, that is my sister's book. The book is under the table.

Classroom practice (13 minutes): Performance play（ Role play）

Divide the students into groups of three. Put your school supplies in different places and describe them

Teacher observes and corrects students' pronunciation and expression

Homework (2 minutes): Performance play（ Role play）

Make sentences with animals. Practice with a partner

session 2 (50 minutes)
Lesson introduction (10minutes): Pictorial representation of situation
The teacher shows pictures of things The teacher asked What's on the table
New Words (10 minutes): Pictorial representation of situation
桌子　　　zhuō zǐ　　　table 上边　　　shàng bian　　on 足球　　　zú qiú　　　footable 手机　　　shǒu jī　　　phone 旁边　　　páng biān　　beside
Conversation (25 minutes): Pictorial representation of situation
The teacher use PowerPoint to present conversation Showing pictures of position of things

李明:妈妈,我的书在哪儿? 妈妈:书在桌子的上边, 电脑 旁边。 李明:我的手机在哪儿? 妈妈:手机在书的旁边。	Li Ming: Where are my books, mum? Mum: The books are above the desk, next to the computer. Li Ming: Where is my mobile phone? Mom: The phone is next to the book.

Classroom practice (10 minutes): Performance play（ Role play）
Divide students into groups of two Let students organize their own language and practice conversation with their peers in three roles of Li Ming and mam Teacher observes and corrects students' pronunciation and expression
Homework: Performance play （ Role play）
Make sentences with animals. Practice with a partner

APPENDIX C

IOC FOR LESSON PLANS

Item Objective Congruence (IOC) for the Lesson Plans

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

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

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

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
Lesson plan 1	1	1	1	1	Accepted
Lesson plan 2	1	1	0	0.67	Accepted
Lesson plan 3	1	1	1	1	Accepted
Lesson plan 4	1	1	1	1	Accepted

APPENDIX D

PRETEST AND POSTTEST

ACHIEVEMENT TESTS

Subject: Chinese   **Total Marks:** 100

Name: …………………………….   **ID Number:** …………………….

I. Reading

Directions: Read the following items loudly, correctly, and clearly (36 points)

1. Pinyin (16points)

nǐ   hǎo   shén me   zài jiàn   xiāng jiāo

2. Read Chinese Characters (20points)
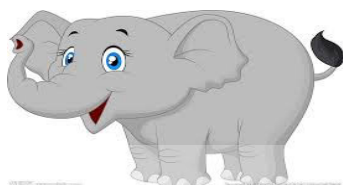
姓   喜欢   旁边   榴莲   两

II. Describing

Directions: Look at the following pictures, add the missing word, and read them. (32 points)

3.这里有一个_____   **4.**手机在桌子

5. 那里有两只_____

6. _____ ，我叫李明

III. Activities

7. Group Work

Directions: In pairs, design a dialogue based on the theme of positions. (16 points)

Duration: 2 minutes

Topic: position

Sentence pattern: This is..., That is..., etc

8. Individual work

Directions: Introduce yourself based on the given information. (16point)

Duration: 3 minutes

Contents: Name, Age, Family, Hobbies, Friends, Classmates

------------------------------------END---

APPENDIX E

IOC FOR PRETEST AND POSTTEST

Item Objective Congruence (IOC) for Pretest and Posttest

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

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

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

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
Question 1	0	1	1	0.67	Accepted
Question 2	0	1	1	0.67	Accepted
Question 3	0	1	1	0.67	Accepted
Question 4	0	1	1	0.67	Accepted
Question 5	0	1	1	0.67	Accepted
Question 6	0	1	1	0.67	Accepted
Question 7	0	1	1	0.67	Accepted
Question 8	0	1	1	0.67	Accepted
Question 9	0	1	1	0.67	Accepted
Question 10	0	1	1	0.67	Accepted
Question 11	0	1	1	0.67	Accepted
Question 12	0	1	1	0.67	Accepted
Question 13	0	1	1	0.67	Accepted
Question 14	0	1	1	0.67	Accepted
Question 15	0	1	1	0.67	Accepted

APPENDIX F

CLASSROOM OBSERVATION

CLASSROOM OBSERVATION FORM

4: Excellent   **3: Good**   **2: Fair**   **1: Poor**

Time:		Place:			
Observer name					
Subject					
Topic					
Statements		4	3	2	1
Teaching process	1. Lesson Introduction				
	2. Clear explanation				
	3. Good Communication				
	4. Classroom Practice				
Interactive type	1. Teachers and Students Interaction				
	2. Student and Student Interaction				
Students participation					

APPENDIX G

IOC FOR CLASSROOM OBSERVATION

Item Objective Congruence (IOC) for Classroom Observation

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

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

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

Statements		Expert 1	Expert 2	Expert 3	IOC	Remarks
Teaching process	**Lesson Introduction**	1	1	1	1	Accepted
	Clear explanation	1	1	1	1	Accepted
	Good Communication	1	1	1	1	Accepted
	Classroom Practice	1	1	1	1	Accepted
Interactive type	**Teachers and Students Interaction**	1	1	1	1	Accepted
	Student and Student Interaction	1	1	1	1	Accepted
Students participation		1	0	1	0.67	Accepted

APPENDIX H

SEMI-STRICTIRED INTERVIEW

Semi-Structured Interview

Student No.

The open questions of the semi-structured interview are as follows:

1）Did you enjoy the class? Which lesson? Why?

2) How did you feel about using STM in learning Chinese speaking skills?

3) Which part did you like or dislike the most in our class? Why? Why not?

4) Did you find situational teaching method interesting? Why?

5) How did you think about the atmosphere while our class was conducted?

APPENDIX I

IOC FOR SEMI-STRUCTURED INTERVIEW

Item Objective Congruence (IOC) for Semi-Structed Interview

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

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

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

Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
Question 1	1	1	1	1	Accepted
Question 2	1	1	1	1	Accepted
Question 3	1	1	1	1	Accepted
Question 4	1	1	1	1	Accepted
Question 5	0	1	1	0.67	Accepted

APPENDIX J

RUBRICS

	Rubrics for Situational Teaching Speaking Test			
Level	Vocabulary	Pronunciation	Fluency	Comprehension
Excellent (4 points)	Rich, accurate and flexible use of words.	Pronunciation standard, clear, no pauses	Participant effortless and smooth with speed that comes close to that of professional speaker.	Participants can understand and respond to all questions and topics discussed.
Good (3 points)	The participants used the words they had learned in class and used them in combination with the situation.	Pronunciation standard, clear, It doesn't affect communication	The conversation was smooth, with hesitation and imbalance due to rephrasing and groping for words	Participate in discussions that understand and answer most questions and topics.
Satisfactory (2 points)	Participants can use a wide range of words, but repeat them.	Participants sometimes had difficulty pronouncing words clearly	The sentence may not be complete, but the participation may continue.	Participants can understand a small number of issues and discuss the topic briefly.
Need Improvement (1 points)	Participant has insufficient vocabulary to express his/her thoughts, which hinders the student's response.	Participants can't pronounce clearly, pause	The conversation was very slow, halting, nervous and uncertain. It's hard for the listener to understand.	Participants have difficulty understanding the topic and cannot discuss it

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

APPENDIX K

RELIABILITY TEST RESULT OF LEARNING

ACHIEVEMENT TEST

Reliability Test Result of Learning Achievement Test

Reliability Statistics

Cronbach's Alpha	N of Items
.893	15

Biography

Name	Yifan Jiang
Date of birth	February 12, 1994
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