



**THE DEVELOPMENT OF CHINESE ORAL EXPRESSION USING
NURSERY RHYMES OF GRADE 3 THAI STUDENTS**

**BY
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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2022**

Thesis entitled

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was submitted in partial fulfillment of the requirements
for the degree of Master of Education in Curriculum and Instruction

Rangsit University
Academic Year 2022

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ACKNOWLEDGEMENTS

I would like to thank all the people who supported me during my dissertation.

First and foremost, I would like to thank my advisor ,Dr.Techameth Pianchana. He gave me a lot of guidance, strength and confidence,and my dissertation was completed entirely under his patient guidance. I would also like to thank my program director, Dr.Nipaporn Sakulwongs, who encouraged me,supported me and helped me.In my difficult journey of studying in a foreign country, assistant professor Dr.Nipaporn Sakulwongs and advisor Dr.Techameth Pianchana gave me so much warm strength. I was also very grateful to my thesis committee , Associate Professor Dr. Marut Patphol for his kind and considerable recommendations.

Then, I would like to thank my students, they are a group of little angels. With their participation, I have completed the thesis. Without their pure love, I could not continue.

Last, I would like to thank my family, especially my mother. The year 2022 is an extremely difficult year for us. My mother was in the hospital and I was also sick .But my mother did not give up, and I got through everything with the support of my friends.

The longer I lived in Thailand ,the more I believed in fate . During the time I was researching and writing a paper , I sincerely thank the people who helped me . On this path, flowers and thorns coexist. I think it is fate that we can walk this path together.

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6106518 : Ying Huang
 Thesis Title : The Development of Chinese Oral Expression Using Nursery Rhymes of Grade 3 Thai Students
 Program : Master of Education in Curriculum and Instruction
 Thesis Advisor : Techameth Pianchana, Ph.D.

Abstract

The objectives of this study were to compare grade 3 Thai students' achievement in learning Chinese oral expression before and after using Nursery rhymes and to investigate grade 3 Thai students' satisfaction towards using Nursery rhymes in learning Chinese. A group of 30 Thai students was the sample group. The study adopted mixed method research. Four lesson plans which lasted for 100 minutes were developed and taught for 8 sessions within the time period of one months. The quantitative data was collected through achievement tests (pre-test and post-test). The qualitative data was collected through semi-structured interview.

The findings revealed that Nursery Rhymes was an effective method to enhance grade 3 Thai students' learning achievement in learning Chinese oral expression with the post-test mean score was 36.60, which was 13.57 higher than the mean score of the pre-test of 23.03. The semi-structured interview results indicated that students enjoyed the given lessons, and were satisfied with the class activities.

(Total 111 pages)

Keywords: Nursery Rhymes, Chinese Oral Expression, Grade 3 Thai Students

Student's Signature Thesis Advisor's Signature

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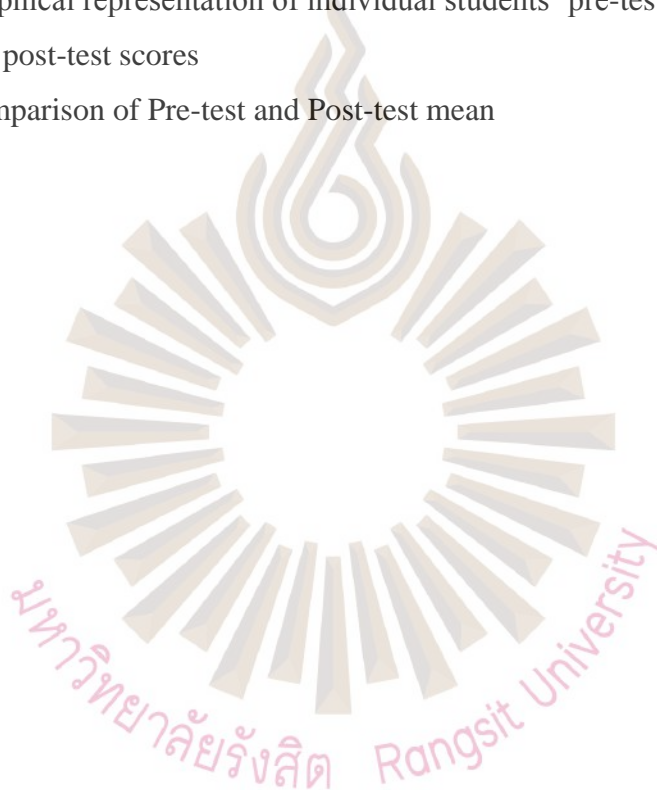
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CHAPTER 1

INTRODUCTION

This chapter presents the background and rationale of the study, objective of the study, research question and scope of the study. It further highlights the limitations of the study, terminology, and the significance of the study.

1.1 Background and Rationale of the Study

As a bridge and tool for human communication and mutual understanding, language promotes the emergence and development of human civilization (Chen, 2014; Li, 2005). From the perspective of social function, language is a mean of transportation and an effective way of communication between different people. From the perspective of economic function, there is a direct correlation between economic development and language transmission, which lays a certain foundation for economic development. From the perspective of cultural function, language also carries the continuous development of culture, which is a kind of condensation of national culture (Xi, 2015).

With the continuous advancement of the world globalization, the number of people learning Chinese in the world is also increasing year by year. Chinese has become a world popular language. The promotion of Chinese education can enable more and more countries to have a deeper understanding of the culture and language of the Chinese nation.

Thailand, which is to the south of China has been in diploma relations with China since ancient times (Chen, 2000). Zhou (1988) explained Thailand is China's close neighbor. The interaction between the two countries can be traced back to thousands of years ago. Since the establishment of the Sukhothai Dynasty in the 13th

century, the relationship between the two countries has become increasingly close. A large number of modern Chinese emigrated to Thailand, adding ties of relatives between the two countries. Based on the report released by Ministry of Tourism and Sports in 2018, there are around 38 million Chinese tourists visited Thailand, which brought huge economic benefits and greatly promoted the exchange of language and culture.

Language interaction also becomes more and more frequent with the increasingly close relationship between the two countries. According to Center for Language Education and Cooperation (2018) Thailand now has the second largest number of Chinese learners in the world, which is about 800,000 people. 16 Confucius Institutes, 20 Confucius Classrooms were built up, and thousands of schools has opened Chinese courses. Since 2003, more than 17000 volunteers have been sent to Thailand (Liang, 2019). Chen (2006) stated Chinese has already become a compulsory course for Thai students. The group of Chinese learners has gradually expanded from college to secondary school and primary school, and even some have started to learn Chinese since kindergarten (Wang, 2015).

As we mentioned earlier, language is a bridge and a tool for human communication. Oral expression which refers to language learners can express their ideas and describe a specific scene or object properly, clearly, coherently and accurately. It's the key for early-stage language learner. Pan (2011) pointed out that people learn languages for communication, oral expression is not the only form of communication, but without doubt, it is the most common, direct, and important form. Thailand has achieved the popularization of Chinese language in the all grades, most language learners' oral expression ability should reach a certain level, however, Thai students generally show less efficiencies in oral expression.

Xie (2011). The Application of Children's Songs in Elementary Chinese Class in Thailand - Taking Flying Middle School as an Example. *Journal of the University of Yunnan*, CN53—1045/N, 23-28. There are several reasons led this circumstance. Zhang (2019) summarized as three aspects. First, lack of motivation in learning

Chinese language. Chinese is a Second, lack of language knowledge accumulation. Third, lack of confidence. Chinese is a complex language which is quite different from Thai language (Gong, 1988; Song, 2013). If language learners lose motivation in the Enlightenment period of language learning, it will have a great impact on the learner's subsequent learning and accumulation. When they make some mistakes repeatedly, it will directly affect their confidence in continuing to learn. Therefore, these three factors are progressive and closely related and finally caused language anxiety among Thai students.

How to solve this problem? There are many researchers that come up with a bunch of possible methods. In this research, the researcher will adopt nursery rhymes as a method to improve grade 3 Thai students' Chinese oral expression.

Nursery rhymes are generally recognized as ballad created for children. Xie (2019) further explained nursery rhymes is a form of art that are sang by children widely, with concise structure and smooth tunes. It is suitable for listening and easy to sing. Feng (1923) clarified some basic characteristics of nursery rhymes which are artistic, playful, life, and full of educational function.

To select nursery rhymes as a method to improve grade 3 Thai students' Chinese oral expression is based on its' characteristics.

Firstly, nursery rhymes can adjust the classroom learning atmosphere and arouse children's interest. Music always affects people's emotions; The creation core of nursery rhyme is to benefit children's physical and mental. The tunes are lively and easy to mobilize the atmosphere (An, 2013). Many nursery rhymes are playful and interactive, which can alleviate the boredom of a traditional classroom (Zhang, 2020).

Secondly, nursery rhymes mostly contain the characteristics of living, and has certain educational significance. Therefore, most content are highly related to our daily use of words. Moreover, Yang (2021) declared that nursery rhymes contain strong rhythmicity, it helps children to memorize quickly, and form deep memory with

practice. Children accumulate knowledge with fun.

Thirdly, singing a nursery rhyme is a form of performance. Encouraging children to sing nursery rhymes in front of their families, classmates and at other occasions, which can make children more cheerful and confident Zhang (2020).

In this research, the researcher aimed to help grade 3 Thai students of a private school to improve their Chinese oral expression. The research was not separated by the children's original curriculum. The researcher studied the textbook and choose corresponding nursery rhymes, then developed a series of materials and tests for the children. All the collected data discovered whether to apply nursery rhymes is an effective method to improve grade 3 Thai students' Chinese oral expression and they were satisfied with this method.

1.2 Research Objectives

1.2.1 To compare grade 3 Thai students' Chinese oral expression achievements before and after using the application of nursery rhymes.

1.2.2 To explore grade 3 Thai students' satisfaction towards learning with the application of nursery rhymes.

1.3 Research Questions

1.3.1 Would there be any improvement in Chinese oral expression of grade 3 Thai students after the application of nursery rhymes?

1.3.2 What would be grade 3 Thai students' learning satisfaction towards the application of nursery rhymes?

1.4 Research Hypothesis

1.4.1 There would be an improvement in grade 3 Thai students' Chinese oral

expression after the application of nursery rhymes.

1.4.2 There would grade 3 Thai students be satisfied in learning Chinese towards the application of nursery rhymes.

1.5 Scope of The Study

1.5.1 Location of the study

The study was launched in a private school which consisted of Kindergarten to Primary levels' in the Nonthaburi province of Thailand.

1.5.2 Participants

There were 2 classes of Grade 3 students at the private school in Nonthaburi Province that was the participants of research. The ages were around 8 to 12 years old, including 15 girls and 15 boys with mixed abilities in the Chinese language. Most of them have learnt Chinese since the Kindergarten. In this research, the researcher used population as a sample group.

1.5.3 Content of the Study

The researcher conducted the research among a class of grade 3 Thai students. Four lesson plans were be designed which were be taught for 8 sessions. Each session lasted for 50 minutes. The researcher aimed to improve grade 3 Thai students' oral expression with the application of nursery rhymes. Youth Chinese Test (YCT) Standard Course 2, published in 2016, is the formal textbook. All the adapted nursery rhymes and lesson content that were used came from this book as a reference.

1.6 Conceptual Framework

The research contained two kinds of variables, independent variable and dependent variable. The independent variable was the application of nursery rhymes, and the dependent variables were Chinese oral expression improvement and Students' learning satisfaction.

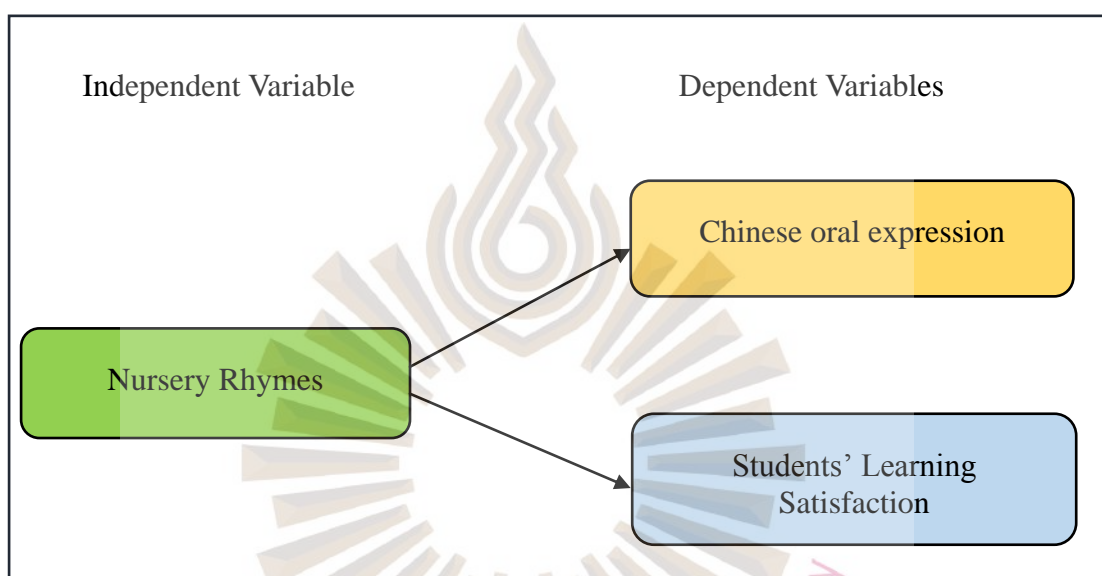


Figure 1.1 Independent Variable and Dependent Variables

1.7 Limitation of The Study

1.7.1 The research was carried out in a class of grade 3 Thai students. The results may have a lack of representativeness. Therefore, the findings may not be generalized to all the grade 3 Thai students in Thailand.

1.7.2 The research process of data collection was accomplished in one month. Therefore, the data may not be comprehensive enough to be used as a reference to the entire population.

1.8 Definition of The Key Terms

Nursery Rhyme refers to the application of nursery rhymes for teaching on grade 3 Thai students. It is a simple and catchy song with children as the audience. In this research, there are 4 nursery rhymes; 认识五官 (Know your face), 小燕子(Little swallow), 宝贝, 宝贝(Baby, baby), 如果开心你就拍拍手 (If you're happy, clap your hands) will be adopted as the core of teaching. The steps for teaching are; Lesson introduction, Teaching Strategy, Lesson Development and Lesson Summary.

Chinese Oral Expression refers to grade 3 Thai students' ability to express their thoughts and emotions in oral language in order to communicate with others. In this research, grade 3 Thai students should be able to express themselves firmly and confidently, cooperate with appropriate gesture and eye contact. Furthermore, students also possessed certain ability to use words and sentence accurately, express their objective concepts clearly, accurately, coherently and appropriately without language diseases. In this research, the researcher designed rubrics to assess the pre-test and post-test of the students' Chinese oral expression.

Students' Learning Satisfaction refers to grade 3 Thai students have a pleasant feeling in the application of nursery rhymes, a strong motivation for learning, a positive learning satisfaction and language acquisition in early childhood literature. The researcher conducted a semi-structured interview which contained 8 questions to investigate students' satisfaction.

Grade 3 Thai Students refers to 30 grade 3 Thai students from a private school in Bangkok, Thailand. They will be taught four nursery rhymes which related to the school curriculum.

1.9 Significance of The Study

1.9.1 The application of nursery rhymes yielded more achievement in grade 3 Thai students' Chinese oral expression.

1.9.2 The results of the research will help more Chinese teachers to integrate nursery rhyme teaching method in teaching Chinese language.



CHAPTER 2

LITERATURE REVIEW

This chapter is a review of literature related to teaching Chinese as a foreign language, the role of oral expression in learning Chinese, how to evaluate oral expression efficiency. It also presents nursery rhymes and the application and development of nursery rhymes in language education. Further, reviews on related theories and researches. In this research, the researcher has studied the related documents and research as follows.

2.1 Teaching Chinese as Foreign Language (TCFL)

2.1.1 History of Teaching Chinese as a Foreign Language

Language is a tool of thinking and communication. As one of the most widely used languages in the world, Chinese has played an important role in national communication. Cheng (as cited in Wang, 2014) the history of Chinese teaching has been recorded can be traced back to the Han Dynasty (BC202~ AD220). The famous general Zhang Qian got through the Silk Road and promoted the cultural and economic exchanges between Europe and the countries along the Silk Road. In particular, the introduction of Buddhism has brought a lot of work in the interpretation of scriptures. Kumarajiva, Paramartha, Xuanzang, and Yijing they are known as the four greatest translator in ancient China were also well-known monks (Wang, 2014).

Every development of TCFL is brought about by political, economic and cultural strength. To compare with ancient time, nowadays the world is highly integrated with the impact of science and technology. Therefore, the spread of Chinese learning has become very fast (Yi, 2020). Fu (2015) mentioned that the TCFL in China began in 1950. Tsinghua University established a special Chinese language course for

exchange students from Eastern Europe and received the first batch of foreign students. It is the first institution specialized in TCFL. In 1990, in order to ensure the quality of teachers group, Ministry of Education of the PRC has issued document No. 12 to assess and determine the efficiency of Chinese teachers. In 1992, Chinese Proficiency Test (HSK) has been issued. TCFL has gradually formed a sound system. Until now, there are 541 Confucius Institutes (CIs) and 1170 Confucius Classrooms all over the world (Wang, 2021).

2.1.2 Teaching Chinese as a Foreign Language in Thailand

China and Thailand are close neighbors. Bilateral relations have maintained sound and steady development, with frequent interaction of leaders and extensive and in-depth exchanges and cooperation in various fields, there is a deep friendship between the people. According to Li (2016) the establishment of diplomatic ties between China and Thailand has a long history. On July 1st, 1975, China and Thailand formally established diplomatic relations, and bilateral friendly cooperative relations in various fields have developed comprehensively and smoothly. In recent years, the rapid development of economic and trade relations between China and Thailand has presented an unprecedented favorable trend. In 2010, the China - ASEAN free trade area was fully established. Thailand implemented zero tariffs on 90% of the products imported from China and China exempted tariffs on 93% of the products imported from ASEAN. China became Thailand's largest exporter and its second-largest trading partner (Fang, 2014).

With the prosperity of economics, Cultural interaction is also developing at an unprecedented rate. Thailand also maintains the close relationship with China in learning and teaching Chinese. According to the annual report of Hanban (2018), China has set up 125 Confucius Institutes and 114 Confucius Classrooms in Asia. Thailand accounts for 16 and 21 respectively, second only to South Korea, it is the country with the second largest number of Confucius Institutes in Asia. There are more than 200 Chinese language schools sponsored by overseas Chinese and ethnic Chinese, covering most areas of Thailand. Chinese has reached full grades coverage in

Thailand; more than 50 colleges and universities offer Chinese and related majors to the public (Zhao & Qin, 2019).

2.2 Chinese Oral Expression

It is widely recognized that language learning includes listening, speaking, reading and writing, as well as Chinese. For early age to juvenile children, listening and speaking are particularly important. O'Malley (2015) illuminated that oral expression is a person's ability in describing wants, ideas with using appropriate syntactic, semantic, pragmatic, and phonological language. Liu and Wu (2021) defined Oral expression is to use oral language to express one's thoughts and emotions, explain the causes and consequences of an event, and describe the characteristics or appearance of an object. Then she further explained for students who learn Chinese as a foreign language, oral expression refers to students can use standard pronunciation, intonation and appropriate vocabulary to express and describe.

When people communicate on a daily basis, we use more oral language. Ye (1979) pointed out that “语文” (Chinese language), “语” refers to oral language, “文” refers to written language, “语文” (Chinese language) is the comprehensive embodiment of oral and written languages. Wang (2016) pointed out that with the development of society, people's life is becoming more and more information-based, and social communication is becoming more and more frequent. Oral expression plays a more and more important role in social communication. Canale and Swain (as cited in Lightbown & Spada, 2021) stated that the main function of language is communication. The main unit of language is not only grammar, structural features, but also functional categories. Language is a system of expressing meaning. Therefore, a language learner should contain not only his knowledge of the language, but also the ability to use language knowledge in a society with multiple language environments properly (Gu, 2020).

To sum up, oral expression is an important component of language learning. However, how to assess a language learner's oral expression efficiency? The

communicative competence theory of Hymes (as cited in Finnegan, 2012) presented four characteristics of oral expression:

1) Grammatical Competence, it refers that language learners are able to create grammatically, phonetically, and lexically correct utterances;

2) Discourse Competence, language learners contain the ability to produce coherent and cohesive utterances;

3) Socio-Linguistic Competence, which refers to language learners can create appropriate utterances under certain occasions and is in line with social and cultural habits;

4) Strategic Competence, refers to language learners are able to solve communication problems as the problems arise.

2.2.1 Teaching Chinese Oral Expression

Gagne (as cited in Wan, 2015) published his theory in information processing, learning is a process of information processing, learners process the information from external stimulation. Learning is the combination of various processes in the learner's nervous system. Language Learners' development of oral expression competence partly consistent with this principle. According to Sun (2012), The development of oral expression competence can be divided into three stages:

1) Cognitive stage, language learners passively reproduce perceived corpus rely on recitation ability. At this stage, people usually have limited ability in language norms, pronunciation, and hard to make incoherent utterances and carry out dialogue.

2) Reuse and process stage, language learners are able to reproduce the perceived corpus, and can process it. Oral expression ability tends to be independent, master certain ability in language norms, pronunciation. Most importantly, they are able to create, understand, and participate in dialogues.

3) Creation and application stage, language learners can reproduce the perceived corpus with facility. They also contain the ability to extract the needed components from the corpus and re-create. Oral expression is coherent, accurate and with strong logic. Learners may no longer be participants in the dialogue, but

initiators.

In the classroom oral teaching of TCFL, oral expression has always been difficult to overcome. Therefore, during the teaching process, teachers should pay attention to carrying out phased teaching according to the actual level of language learners. For the students in the above three stages, the teaching focus is as follows (Sun, 2012):

1) Imitation stage, Brown and Lee (2015) believed learning oral expression should start with listening which helps to accumulate enough language knowledge. However, to digest and transform the language knowledge into effective utterances requires careful imitation and a lot of practice. Teacher can choose some simple and daily sentence structure to guide the students to imitate first, then analyze the content of and finally let them simulate it.

2) Narration stage, it is a comprehensive training in foreign language teaching. To describe something in details, the objects of description can be divided into people, supplies, food, places, leisure ways and events. Teacher is able to assign students some topic, sentence patterns or examples, and then asks the students to make oral description in class after preparation. It not only improves students' oral expression ability, but also further strengthens their word and sentence application ability.

3) Presentation stage, it refers to a brief introduction, analysis and discussion on a topic combined with audio-visual means. It is the main way to cultivate high language level and comprehensive expression ability. Teacher can provide some social topics for students to choose, students briefly describe the selected topic and use relevant materials to demonstrate and express their views on the topic.

Teaching oral expression is a highly practical course. The acquisition of knowledge and the cultivation of ability mainly come from practice, from continuous accumulation and repetition. Therefore, teachers need to conduct a practical and scientific method in their classroom. In this research, the researcher will put the emphasis in teaching oral expression on the imitation stage, because grade 3 Thai

students contain limited ability in Chinese language, and hard to make incoherent utterances.

2.2.2 The Evaluation of Chinese oral Expression

While teaching foreign language as a second language, the evaluation of oral expression has always been a difficulty. Teachers may unconsciously bring their subjectivity in the test scoring, and has the diverse understanding towards the evaluation criteria.

Zhai (2012) and Yuan (2018) conducted a study separately, and summarized the commonness of oral expression evaluation criteria for Chinese teachers. The results declared the evaluation system includes pause, speed, language knowledge, language content, expression logic, students' language foundation, and on-the-spot performance. To further explain the mentioned criteria as follow:

- 1) Audi impression, to examine the students' pause frequency and length, repetition, speed and volume;
- 2) Phonetic impression, to examine the pronunciation, intonation, and tone;
- 3) Lexical and Syntactical impression, to evaluate the validity and enrichment of using word and sentence.
- 4) Idea transition, to assess the clarity, logic, consistency, and integrality of the oral expression.
- 5) on-the-spot performance, to score the confidence, reflexes, and savvy.

In this research, the researcher adapted the evaluation criteria which is presented above and created a rubric to evaluate students' performance while the assessment is underway.

2.2.3 Learning Satisfaction towards Oral Expression

Satisfaction is a psychological state, which refers to a person's subjective evaluation of the quality of service, products, relationship, etc. (Ke & Sun, 2014). It is a concept usually widely considered by the service industry to regulate employees' behavior. However, now it is widely used in various industries, especially in the field of education. Learning satisfaction is the opinions of students about the lessons they receive and teachers. It can not only standardize teachers' teaching attitude, but also urge educators to innovate and improve existing teaching methods (Wen, 2015).

As stated by Zheng and Xiong (2016), learning satisfaction influences not only how well students do, class participation, attendance, performance, and teacher-students relationship, but also influences how much they enjoy the time at school. Learning satisfaction generally include students' perception towards learning and teaching, organization of the education process, class atmosphere (Razinkina et al., 2018). To be detailed:

- 1) Satisfaction survey helps teachers to put the focus on the parts that students are interested in or lack of with limited resources;
- 2) It helps to investigate the condition of students, provide basis for understanding students' needs;
- 3) It helps to find out the possible shortcomings in the classroom, and make teachers' teaching standardized.

2.3 Applied Teaching Methods

With the rapid development of TCFL, many teaching methods have been adopted by many teachers in their oral expression classrooms. Each method has its own characteristics. There are 3 teaching methods listed below are commonly adopted by most teachers.

2.3.1 Situational Teaching Method

Situation which refers to “the set of things that are happening and the conditions that exist at a particular time and place” (Cambridge Advanced Learner’s Dictionary, 2013). Situational teaching method (STM), it means teachers intentionally introduce, create or stimulate a specific situation that is conforming to the teaching content (Gu, 2016). Xu (2016) presented that STM is the combination of audio and. It’s context-centered and makes full use of gestures, multi-medias, courseware and other teaching tools to create situations and cultivate students' listening and oral ability. Qiu (2015) concluded several ways to create situations as follow:

1) Life environment stimulation, to bring students into society and nature, select a typical scene from life as the object of students' observation, and vividly show it in front of students with the description of teachers' language.

2) Real object exhibition, to take the physical existed object as the center, set the necessary background slightly, and demonstrate a specific situation.

3) Picture Reproduction, pictures will be the main means to show the image. To encourage learners to reproduce the text content with pictures.

4) Role-play, to play a role in the text. The role in the text is no longer in books, learners enter and play roles by themselves, and practice with their classmates.

Wang and Wu (2016) mentioned the individual emotion has the functions to drive, strengthen and regulate people’s cognitive activities. Healthy and positive emotions play a positive role in initiating and promoting cognitive activities, while negative and unhealthy emotions hinder and inhibit cognitive activities. Situational teaching method is to arouse students' positive and healthy emotional experience in the teaching process, directly improve students' enthusiasm for learning, and make learning activities active and enjoyable for students.

Learning Chinese oral expression is inseparable from a certain atmosphere and environment. Students with limited Chinese language accumulation are often afraid of making mistake, therefore, they barely practice. Based on this problem,

teachers need to create an environment which are suitable for students to practice oral expression. Let students integrate with created environment, and be able to boldly have dialogue and communication with their classmates. The researcher can flexibly use multimedia to create an environment with vivid teaching texts and audio materials, give full play to the appeal and influence of teaching materials, require students to practice as much as possible.

2.3.2 Task-based Learning

Task is “a specific piece of work required to be done as a duty”, in language teaching, it refers to “an activity which is designed to help achieve a particular learning goal” (McIntosh, 2013). It is a teaching method was established based on constructivism. Students' learning activities must be combined with tasks or problems, to explore, guide and maintain learners' learning interest and motivation, create a real teaching environment, let students learn with real tasks, and enable students to have the initiative of learning. Students' learning is not only the transfer and transmission of knowledge from outside to inside, but also the process of students actively constructing their own knowledge and experience (Chen, 2014; Fu, 2015). Guo (2015) summarized the basic implementation processes of task-based teaching method:

1) To create a situation, enable students learning to occur in situations basically consistent with or similar to the actual situation. It is necessary to guarantee the learning situation are highly related to the current learning content, guide learners to enter the learning situation with real “tasks”, and make learning more intuitive

2) To confirm the tasks, in the created situation, choose authentic events or tasks closely related to the current learning content, so that students face a practical task that needs to be solved immediately.

3) To learn autonomously and cooperatively, instead of directly telling students how to accomplish the tasks, teachers provide students with relevant clues, such as what kind of data to collect and where to obtain relevant information. It emphasizes the development of students' ability of “autonomous learning”.

From the perspective of students, task-based learning is an effective learning method. It starts with simple examples, drives the learning of theory and the operation of knowledge, greatly improves the efficiency as well as interest of learning, and cultivates their self-study ability. When a “task” is completed, students will get a sense of satisfaction and achievement, which will stimulate their desire for knowledge and gradually form a virtuous circle of perceptual mental activities (Chen, 2014; Chen & Zhang, 2015).

Learning Chinese is a process of accumulation and practice. For students who learn Chinese as a foreign language, firstly, they lack the language environment. Secondly, teachers can't follow students at any time and supervise students' learning. Teacher assigns tasks related to oral expression to students, such as the different meanings of a word after its tone changes. Then the teacher helps students understand the content of the task and assists students in relevant retrieval. Students can learn relevant knowledge by themselves and complete the achievement presentation through their own practice. Students can keep practice without supervision, it help them to achieve as faster as they can in oral expression.

2.4 Nursery Rhymes

In this study, the researcher adopts nursery rhymes as the teaching medium. All the teaching methods presented above are practical and effective, however, to consider the actual conditions of students, situational teaching method and task-based learning requires students to master certain language knowledge. For students who have not studied Chinese for a long time, it will increase the difficulty of their learning, and lead to students' loss of interest. Based on the research, the application of nursery rhymes might work will with grade 3 Thai students.

2.4.1 The Concept of Nursery Rhyme

Wang (2017) stated nursery rhymes refers to the short rhyme style spread among the people, conforms to children's psychological characteristics and children

are willing to recite. Wang and Zhang (2020) defined nursery rhyme as songs created for children, it includes not only lively and short songs that can be sung for young children, but also some Chinese traditional songs. Further explained nursery rhymes are suitable for young-age children with less comprehension ability. Songs normally are vivid and full of fun; the content is created based on children's nature.

2.4.2 The Significance and Characteristics of Nursery Rhymes

Nursery rhymes are the first literature that most children come into contact with. The characteristics of children's songs determine that even if nursery rhyme is very short and simple, it has always been the cornerstone of children's enlightenment education (Wen, 2020; Yang, 2020). Several related researches have summarized the characteristics of nursery rhyme as follow:

1) Nursery rhyme is fastidious about rhyme and generally contain strong rhythmicity (Yang, 2020). Cambridge Advanced Learner's Dictionary (2013) explained "rhyme refers to the word at the end of a line has the same last sound as a word at the end of another line. Here's an example:

xiǎo yàn zi
a. 小燕子

chuān huā yī
穿花衣

nián nián chūn tiān dào zhè lǐ
年年春天到这里

The given example a is an excerpt from Chinese nursery rhyme 小燕子 (xiǎo yàn zi, *Little Swallow*). There are 3 lines, the first, second, and third line are end with the word 子 (zi), 衣(yī), and 里(lǐ) respectively. The last sound of these 3 words is all vowel sound-/i/. Song (2016) stated to put the words with the same rhyme in the specified position helps to enhance the sense of rhythm and musicality. Here's an example:

2) Some nursery rhymes can accompany with children's games and can mobilize children's movement obviously (Yang, 2020). Some nursery rhymes intelligently set up challenges, which stimulate children to overcome them by means of games, such as tongue twisters; some nursery rhymes inspire children to participate in the competition and experience the fun of conundrum. Here's an example:

b. shén me cháng cháng shàng tiān, nǎ yàng cháng cháng hǎi
 什么长长上天，哪样长长海

zhōngjiān
 中间？

What is the longest in the sky? What is the longest in the water?

yín hé cháng cháng shàng tiān, lián ǒu cháng cháng hǎi zhōng
 银河长长上天，莲藕长长海中

jiān
 间。

The Milky way is the longest in the sky, and the lotus root is the longest in the water.

The example b is the excerpt from two stanzas of Yunnan nursery rhyme 猜调 (cāi diào, *A Song of Riddle*). The first stanza gives the puzzle, and children can interact with singers according to their own life experience and knowledge accumulation. In the second stanza, answer will be given to audiences. The form of question and answer enhances the interactivity, let children think while having fun.

3) Nursery rhymes generally contain pedagogical meaning. 演小儿语 (yǎn xiǎo ér yǔ, *Nursery Rhymes*) is one of the earliest collection of North China nursery rhymes. The Heading notes of it is 蒙以养正 (méng yǐ yang zhèng), which means proper education content and social value should be given from childhood. Wang, Han, Fidrmuc,

and Wei, (2021) stated that Children's songs grasp the outstanding characteristics a certain thing or object and pass them on to children through concise and catchy words. Spreading knowledge in the form of nursery rhymes is far more interesting than conventional knowledge transferring. Here's an example:

pái pái zuò chī guǒ guo
c. 排排坐，吃果果

nǐ yī gè wǒ yī gè
你一个，我一个

Line up to eat fruit, you eat one, I eat one

This is a stanza of nursery rhyme 排排坐 (pái pái zuò, *Line Up*), The main purpose of this nursery rhyme is to teach children to keep order and learn to share. In addition to the dissemination of all kinds of knowledge, the cultivation of character also reflects the educational nature of nursery rhymes. Children's growth is in the process of gradual social standardization. Children's songs transmit certain social norms and moral concepts to children in a lively form (Wen, 2020; Yang, 2020).

4) Nursery rhymes are simple in the sentence of structure and contain many repetitions (Li, 2017). In order to make it easier for children to understand the lyrics, nursery rhymes usually adopt the most common and basic sentence structure. As the example above, commonly adopt the sentence we can use in our daily life, and the sentence structure is the most basic subject-predicate-object structure.

Based on these characteristics, the researcher adopted 4 nursery rhymes which are 认识五官 (Know your face), 小燕子 (Little swallow), 宝贝，宝贝 (Baby, baby), 如果开心你就拍拍手 (If you're happy, clap your hands). These four nursery rhymes contain strong rhythmicity, pedagogical meaning, and are simple in the sentence structure and contain many repetitions. 认识五官 (Know your face) and 如果开心你就拍拍手 (If you're happy, clap your hands) are the songs can be

accompany with children's games. It also matches the theme of grade 3 Thai students text book which are body, comparison and superlative, family member, and emotions.

In conclusion, nursery rhymes are simple but practical in language using, rhythmic in helping memory, fun in arising learner's interests, and educational in learning and cultivating moral. It is a very suitable method for children's language enlightenment.

2.4.3 Related Learning Theories of the Application of Nursery Rhymes

In order to carry out educational activities effectively, many specific research and pedagogy are accumulated. Especially the development of modern society and modern educational practice put forward newer and higher requirements for pedagogical theory. To apply nursery rhymes in learning Chinese oral expression, there are several related learning theories.

2.4.3.1 Essentialism

Essentialism, it is put forward by Karl Popper in 1935. To understand essentialism, essence should be clarified. It is "the intrinsic nature or indispensable quality of something, especially something abstract, which determine its character" (McIntosh, 2013). "Essence" is philosophically opposite to "phenomenon" and constitutes a pair of categories of dialectics. Lenin (as cited in Jin, 2019) stated the process of people's understanding of things is "from phenomenon to essence, from less profound essence to more profound essence". People carry out scientific research to reveal the essence through the phenomenon and grasp the direction of the development of things.

In the field of education, essentialism is a subject-based philosophy. Sahin (2018) explained the characteristics of learning and the teaching strategies of essentialism.

(1) Essentialism is student-centered, it aims to teach basic skill and train the mind. The core of this philosophy theory is the knowledge in foreign language, science, math, history, and technology.

(2) Essentialist believe that education should be step by step, focus on transmitting a series of progressive topics and promotion of students to the next level or grade.

(3) The common tools applied in essentialism are lecturing, memorization, repetition, practice, and assessment.

Teaching Chinese oral expression is actually teaching the basic language skills. In this research, students will be the class center, educator aims to improve Thai students' basic skill in oral expression gradually and promote them to begin more profound Chinese learning. The application of Nursery rhymes can help children to practice and memorize the given lessons, and also increase students' interests towards learning.

2.4.3.2 Pragmatism

Pragmatism is a philosophy theory which developed in the United States. Jhon Dewy is the representative of this theory. The fundamental principle of pragmatism theory is effect and function. Teachers should teach students the knowledge that are practical for life and encourage them to grow into better people (Tu, 2014; Wang, 2015). Chen and Zhao (2012) have further explained how this theory functions:

(1) Pragmatism is a student-centered education theory, it requires teachers to pay attention to students' personal characteristics, interests and needs. A good teacher must try to make himself unnecessary. He retreated behind the students and watched them to live and grow, and also help them when needed (Yan, 2015).

(2) The curriculum design should be practical. Education is life, education is the continuous transformation of experience, and school is society. The essence of learning is to acquire knowledge, not to obtain good scores or praise.

(3) Teachers should establish a cooperative, democratic and equal relationship between with students. Teachers stand in position of the students and become friends with them. A good relationship assists to achieve real personality education of children.

Using nursery rhymes in teaching Chinese oral expression, teacher should establish a good relationship with students and pay attention to their feeling towards lectures. All the chosen material and lesson design should focus on the future using, students learn the language to communicate rather than to earn better score.

2.4.3.3 Behaviorism

Behaviorism originated in the United States in the early 20th century. The representatives are Jhon Watson and B. F. Skinner. The learning process is an evolutionary process; Teaching is an art that combines students with the syllabus. To arranges events to promote learning. Teachers play the role of supervisors or intermediaries (Clark, 2018). Harasim (2017) clarified how to function behaviorism:

(1) The process of shaping behavior is the process of learning, all behaviors are either reflexes produced by a response to certain stimuli in the environment, or a consequence of that individual's experiences.

(2) Students' motivation can be brought out by both positive and negative reinforcement. Teachers pay attention to students' personality and characteristics, then give stimuli in time, can strengthen students' knowledge acquisition process.

(3) The reinforcement should be continuous. To encouraging students to strengthen memory, then knowledge can be transformed from short-term memory to long-term memory.

While the researcher conducts the oral expression lecture with the application of nursery rhymes, researcher should know their students as well. With the conducting of the lesson, teacher should learn to interpret students' psychologic situation, then give positive reinforcement or negative reinforcement when appropriate.

2.5 Related Researches and Studies

Recently, with the high-speed development of Chinese education, many researchers have applied nursery rhymes in TCFL to investigate its efficiency. The procedure and results of some research will be presented as follow:

Fang (2014) conducted a series of studies on Thai primary school students from the aspects of student characteristics, nursery rhyme classification, and its' characteristics. He concluded that choosing appropriate nursery rhymes and applying them in the teaching classroom can effectively improve the efficiency and quality of Chinese learning. When selecting nursery rhymes, we should ensure that the content of nursery rhymes is consistent with the teaching content, students' Chinese level and students' age. Nursery rhyme teaching can not only effectively consolidate and strengthen the learning content, but also make students more willing to accept Chinese.

Hu (2017) The author explained the supplementary role of songs in New Zealand primary school Chinese teaching from three aspects: pronunciation, vocabulary and grammar. She recognized the application value of the ballad teaching method in language teaching and cultural communication, and verified the demonstration that nursery rhymes can improve the confidence of New Zealand in learning Chinese.

Cui (2017) visited two Korea schools to investigate the teaching situation of Chinese classroom of the application of nursery rhymes, and conducted questionnaire survey and interview with Chinese teachers. Through this process, researcher learned the real situation of Chinese teaching, summarized the existing problems, and discussed how to use children's songs for Chinese teaching. The researcher mentioned that teaching Chinese to children should not only start from the learning purpose, but also pay attention to children's interest and self-confidence.

Dai (2018) on the basis that Chinese songs have achieved certain results in teaching Chinese as a foreign language, began to deeply study the application of Chinese songs in TCFL from three aspects: first, at the initial stage of learners' learning Chinese, attract their attention with vivid Chinese lyrics; second, teachers select some Chinese songs with pleasant melody and easy to sing; third, enhance the interest of Chinese classes in rich teaching forms, such as holding lyrics guessing competitions, Chinese song singing competitions and other activities.

Xie (2019) stated in her research on the application of nursery rhyme in teaching Chinese in Thailand that learning nursery rhymes can gradually improve student's oral and listening level, as well as reading and writing ability, and cultivate Chinese language sense and oral expression ability.

Wen (2020) a survey was conducted among Thai students to investigate whether nursery rhymes can help students improve their vocabulary size. The results show that this is an efficient way, but there are also some problems. For example, many teachers show that nursery rhyme resources are not concentrated enough, and most nursery rhymes are inconsistent with the teaching content

Wang (2020) conducted research to investigate the efficiency of the using of nursery rhyme in teaching Pilipino children Chinese. The author adopted 2 nursery rhymes which related to family member and social etiquette to teach primary school students. The results show that to Integrate children's songs into Chinese classroom teaching can not only mobilize the classroom atmosphere, but also effectively stimulate students' learning enthusiasm. The author also stated the shortcomings of nursery rhymes in TCFL are mainly reflected on time control. Teachers occupies a large proportion of time during the class, resulting the shorten of the time of systematic language learning.

CHAPTER 3

RESEARCH METHODOLOGY

This research devoted to improve grade 3 Thai students' Chinese oral expression with the application of nursery rhymes. In this chapter, the researcher explained the research methodology, it included the research design, participants and location, research instruments, validity and reliability of the research instruments, data collection procedures, and data analysis.

3.1 Research Design

Mixed methods were be adopted in this research, Bryman (2017) mixed methods research refers to the research mixed both quantitative research and qualitative research. Quantitative research put the focus on the problems related to digital. It can help people more accurately understand phenomena. Qualitative research refers to the process of collecting data through on-site observation, experience or interview, analyzing and in-depth studying social phenomena, summarizing rational concepts and reasonably explaining things under natural environmental conditions (McKim, 2017).

Therefore, there were be 2 types of data, which were quantitative data and qualitative data. The achievement tests were be used to collect the quantitative data, and a semi-structured interview was be conducted to collect the qualitative data. The achievement tests contained both pre-test and post-test. These two tests were be given to the students separately before and after the application of nursery rhymes to investigate students' achievement. The semi-structure interview was be conducted after the teaching process to find out their satisfaction towards the application of nursery rhymes in learning Chinese oral expression. The research procedures are as follows:

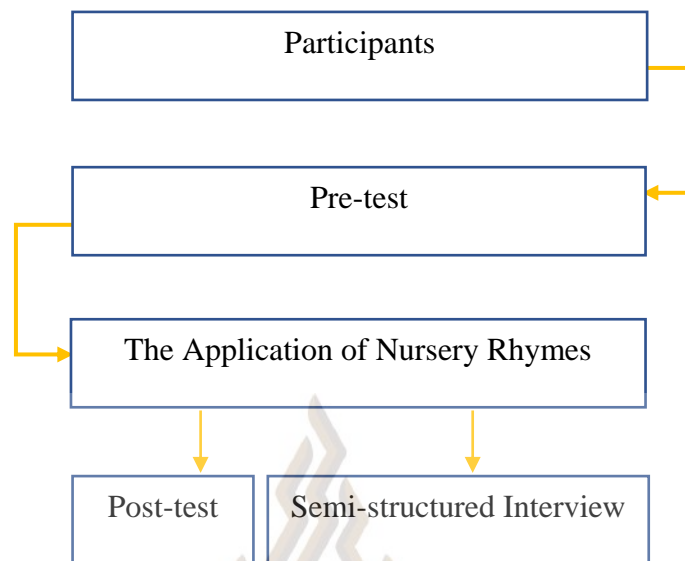


Figure 3.1 Research Design

3.2 Participants and Location

3.2.1 Participants

There are 2 classes of Grade 3 students of private school in Nonthaburi Province were be the participants of research. Their age was around 8 to 12, including 15 girls and 15 boys with mixed abilities levels in Chinese language. Most of them have learnt Chinese since the Kindergarten. In this research, the researcher used population as a sample group.

3.2.2 Location

The research was be carried out in a private school which consisted of Kindergarten to Primary levels at Nonthaburi Province of Thailand.

3.3 Research Instruments

This research used mixed methods; therefore, it included both quantitative data and qualitative data. Lesson plans were the main media. Achievement tests and semi-structured interview were applied respectively to investigate the efficiency of the intervention.

3.3.1 Lesson Plans

There were totally 4 lesson plans that were be taught for 8 sessions; each lesson plans were designed for 2 sessions per week. Each session lasted for 50 minutes. The researcher developed these four lesson plans with the theme of nursery rhymes. The objective of this research was to improve grade 3 Thai students' Chinese oral expression. The content of the lesson plans was the combination of nursery rhymes and grade 3 Thai students Text book. The content of each lesson plan is presented as follow:

Table 3.1 Basic Information of Lesson Plans

Lesson	Topics	Time Length (minutes)	Learning Objective
1	Know your face	Session 1: 50	<ol style="list-style-type: none"> 1. Students are familiar with the melody of nursery rhymes taught in each class, and can sing them individually; 2. Students understand the content of the lyrics; 3. Students are able to repeat, read, and pronounce the lyrics correctly; 4. Students master the vocabulary and sentence patterns related to
		Session 2: 50	
2	Adjective about size and appearance	Session 1: 50	
		Session 2: 50	
3	Family member	Session 1: 50	
		Session 2: 50	

Table 3.1 Basic Information of Lesson Plans (Cont.)

Lesson	Topics	Time Length (minutes)	Learning Objective
4	Emotions	Session 1: 50	the topic, and be able to apply what they have learned in the dialogue
		Session 2: 50	

As the main medium, nursery rhymes were run through all the lessons. The details about how to apply nursery rhymes in teaching Chinese oral expression are presented as follow:

Table 3.2 The Procedures of the Application of Nursery Rhymes in Teaching Chinese Oral Expression

Lesson Plan Components	Procedures
Introduction	Show students the pictures and videos related to the topic, and inquiry students according to their own situation.
Teaching Strategies	<p>1st step: Play the nursery rhymes in the class;</p> <p>2nd step: Lead the students to familiarize themselves with the lyrics;</p> <p>3rd step: Lead students to listen to the accompaniment, so that children can feel the music melody;</p> <p>4th step: Students follow teacher to slow down and sing the nursery rhymes, children mainly imitate teachers' performance;</p> <p>5th step: Students sing along with their body rhythm, and the teacher reminds them, as if they forget;</p> <p>6th step: Students and teachers work together to create new lyrics and bring some learned words into the sentences in the nursery rhymes.</p>

Table 3.2 The Procedures of the Application of Nursery Rhymes in Teaching Chinese Oral Expression (Cont.)

Lesson Plan Components	Procedures
Lesson Development	<ol style="list-style-type: none"> 1. The teacher divides the students into five to six groups and then let them perform the nursery rhymes learned in this class; 2. Teacher gives students some words and require them to use these words and the sentence structure learned in the nursery rhymes to speak with their team member.
Lesson Summary	<ol style="list-style-type: none"> 1. Give students the assignment to sing the song to their family; 2. Divide students into groups and ask them to create a nursery rhyme by themselves and share in the activity.

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 Chinese Oral Expression Tests

In this research, there were pre-test and post-test. These two tests were given to students before and after the nursery rhymes therapy were applied. Both pre-test and post-test were developed by the researcher based on the textbook and learned nursery rhymes. The contents were highly related to facial organs, adjectives, family members, and emotions. The test papers were the same, however, researcher adjusted the order of the items. Researcher found out the authentic level of students in Chinese oral expression, at the same time, the teacher slightly adjusted the lesson plans to suit the students' abilities. The post-test aimed to investigate whether grade 3 Thai students improved in Chinese oral expression after the application of the nursery rhymes.

3.3.2.2 Oral Expression Rubrics

A tool of scoring that explicitly describes the teachers' expectations towards participants' performance for an assignment or piece of work (Matshedisho, 2020). In this research, a rubric was used to evaluate grade 3 Thai students' performance in the pre-test and post-test.

As mentioned in Chapter 2, to evaluate students' Chinese oral expression, pause, speed, clarity, tone, volume, language knowledge, timing, and on-the-spot performance, such as eye contact and gestures should be counted in. The test separates into two parts, part one, two, three are all subjective questions. Which request students to pronounce the word correctly. And part four to five are objective questions. Students should be able to answer teacher's questions in a complete sentence, and be able to make a conversation under certain topics. An oral expression rubric which contains the criteria of voice, clarity, tone, volume, complete thoughts, eye contact, gesture, and timing will be used to evaluate student's performance. In order to reduce the bias and increase the fairness of the scoring process, the other two Chinese teachers at the same level was invited to participate in the scoring, and the average score was taken as the final results. The rubric was adapted from as attached follow:

Table 3.3 Oral Expression Rubrics

Behavior to be Measured	Criteria			
	4	3	2	1
1. Voice	Very good pausing, and good speed controlling throughout	Good pausing, and varied speed for effect enough	Acceptable pause and, varied speed for some not enough	Show less efficiency in pausing and speed controlling
2. Clarity	Speech is clear all of the time	Speech is clear most of the time	Parts of speech may be unclear	Speech is unclear in articulate

Table 3.3 Oral Expression Rubrics (Cont.)

Behavior to be Measured	Criteria			
	4	3	2	1
3. Tone	Consistently changes voice to engage audience	Changes voice to engage audience	Limited change in I voice to engage audience	No change in voice to engage audience
4. Volume	Use appropriate volume all of the time	Uses appropriate volume most of the time	Limited use of appropriate volume	Does not use appropriate volume
5. Complete Thoughts	Consistent use of sentence structure and word choice	Sufficient use of sentence structure and word choice	Limited use of sentence structure and word choice	Lack of sentence structure and word choice
6. Eye Contact	Consistent eye contact	Frequent eye contact.	Limited eye contact	No eye contact
7. Gestures	Consistently poised with appropriate gestures	Sufficiently poised with appropriate gestures.	Limited poise with limited use of appropriate gestures	No poise and inappropriate movement
8. Timing	Timing is consistently paced	Timing is sufficiently paced	Timing is inconsistent	No timing

3.3.3 Qualitative Data

3.3.3.1 Semi-Structure Interview

Semi-structured interview refers to informal interviews conducted according to a draft outline. This method has only a rough basic requirement for the questions to be asked. The interviewer can flexibly make necessary adjustments according to the actual situation during the interview. There are no specific requirements for the way and sequence of questions, the way the interviewees answer, the time and place of the interview, which shall be handled flexibly by the interviewer according to the situation (Li, 2020; Zhang et al., 2020).

In this research, the researcher conducted a semi-structure interview to thirty grade 3 Thai students after the application of nursery rhymes for satisfaction. The interview was carried out in the classroom, the researcher invited a Thai teacher to be the assistant during the interview. As a native Thai speaker, the Thai teacher reduced the tension of students in the interview and accurately conveyed the ideas of teachers and students. The responses were recorded and translated into English later.

3.4 Validity and Reliability of The Research Instruments

3.4.1 Validity

All the instruments of this research should pass the validity test. Validity test is a very important process to assess the developed materials and instruments are authoritative and can be applied to the further experiment. It is extent to which the adopted research instrument in the experiment measure exactly what the researcher wants them to measure (Heale & Twycross, 2015).

In this research, there were 4 research instrument which were lesson plans, Chinese oral expression tests, rubrics, and semi-structured interview. The Item-Objective Congruence was be used to rate all these research instruments. It is an evaluation process developed by Hambleton and Rovinelli in 1977. Three experts participated in the rating process. One was former Chinese teacher at the Confucius Institute at Chiang Mai University, Thailand, and the other two experts were senior Chinese teachers from China. The score range will be presented as follow:

- 1) Congruent = +1; the item clearly taps stated objective;
- 2) Questionable = 0; the item is unsure or unclear;
- 3) Incongruent = -1; the item definitely doesn't tap stated objective.

The valid score range of IOC is 0.67 to + 1. If the average score of three experts on an item is between 0.67 to 1, the item will be applied; otherwise, it will be deleted. For this research, all instrument have got IOC are +1.

3.4.2 Reliability

In this research, the achievement test was also be assessed by KR-20 to evaluate its reliability. Thirty students from different school but same grade joined the test. The test score was checked by KR-20. The final value of KR-20 in this study was 0.843, higher than 0.70. To ensure that the achievement test reliability and consistency.

3.5 Data Collection Procedures

The data collection procedure was launched while all the developed instruments passed the validity and reliability tests, the researcher obtained the approval from the school and students' parents, and then officially carried out the research.

3.5.1 Ethical Approval

In order to launch the research in this private school. The researcher applied an approval from Ethics Committee of Research Institute of Rangsit University. The

research project has been successfully approved; the projects No. is RSUERB2022-056. Researcher sent a letter to the parents of whom participated in the research to explain the situation and obtain the consent of the school.

3.5.2 Confidentiality

The personal information, family situation, test papers and interview records of participants were kept by the researcher, all information was kept confidential.

3.6 Data Analysis

3.6.1 Quantitative Data

In this research, the quantitative data was collected through the scores of two achievement tests (pre-test and post-test). And t-test was adopted as the main method to analyze the collected data. T-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups of data (Kim, 2015).

3.6.2 Qualitative Data

All the qualitative data in this research was from semi-structure interviews which were launched among grade 3 Thai students. The researcher recorded the whole interview, then, extracted on the paper and translated into English with the help of Thai teachers. After all, researcher use thematic analysis to interpret and analyze the data. In the analysis of qualitative data, the subject analysis of this study refers to the content characteristics of the extracted materials according to the needs of the subject. The researcher abstracts the theme concept from the students' replies, and separate into several themes.

CHAPTER 4

RESULTS

This chapter discusses the key findings of the research conducted on the topic, The Development of Learning Achievement and Chinese Oral Expression Using Nursery Rhymes of Grade 3 Thai Students. A quasi-experimental design was adopted by the researcher to analyse the data from two research objectives. The first was to compare grade 3 Thai students' Chinese oral expression achievement before and after using the application of nursery rhymes. The learning achievement tests were conducted on the target group before and after the treatment to investigate the learning achievement. The second was to explore grade 3 Thai students' satisfaction towards learning with the application of nursery rhymes. The students' satisfaction was examined from the semi-structured interview. The result analysis of the data collected was derived from the following research instruments: The quantitative data was gathered through pre-test and post-test which responded to research question one. The qualitative was gathered through semi-structured interview using thematic analysis to address research question two. The findings from the data are presented as follows:

- 4.1 Analysis of the students' Chinese oral expression achievement
- 4.2 Analysis of the students' satisfaction

4.1 Analysis of the students' Chinese Oral Expression Achievement

4.1.1 Analysis of Paired Sample T- Test

The data collected from pre-test and post-test was analyzed using paired samples T-Test (T-Test sampling) by using suitable software computer program as shown the Table 4.1 below.

Table 4.1 Paired T-Test on Chinese Oral Expression learning Achievements

Group	Pre-test		Post-test		Mean difference	T	P-value
	\bar{X}	SD	\bar{X}	SD			
Sample Group	23.03	3.05	36.60	2.51	- 13.57	-21.050**	0.000

* $p < 0.05$

As shown in table 4. 1 above, indicated a pre-test mean of 23.03 with a standard deviation of 3.05; The post-test mean was 36.60 and the standard deviation was 2.51. A difference of 13.57 was observed between pre-test and post-test means; The mean scores of the post-test were comparatively higher than the pre-test, which clearly showed that before using the intervention their Chinese oral expression learning achievement was low compared to the Chinese oral expression learning achievement after the intervention. The results of P-value 0.00 showed statistically significant gain that indicated significant increase in scores of post-tests as compared to pre-test (* $p < 0.05$)

4.1.2 Comparison of Pre-test and Post-test Scores of the Sample Group

The comparison between the pre-test and post-test scores of each individual in the sample group shown as in table 4.2.

Table 4.2 Pre-test & Post-test scores of the sample group

No.	Pre-test	Post-test	Increase in test scores	Percentage of Improvement
1	25	34	9	36%
2	24	35	11	46%
3	28	37	9	32%
4	24	37	13	54%
5	20	38	18	90%
6	24	34	10	42%

Table 4.2 Pre-test & Post-test scores of the sample group (Cont.)

No.	Pre-test	Post-test	Increase in test scores	Percentage of Improvement
7	22	38	16	73%
8	24	39	15	63%
9	23	40	17	74%
10	27	37	10	37%
11	23	36	13	57%
12	23	38	15	65%
13	29	38	9	31%
14	19	34	15	79%
15	20	40	20	100%
16	24	34	10	42%
17	27	40	13	48%
18	22	34	12	55%
19	23	33	10	43%
20	24	38	14	58%
21	23	38	15	65%
22	22	35	13	59%
23	22	40	18	82%
24	18	36	18	100%
25	20	40	20	100%
26	29	36	7	24%
27	24	35	11	46%
28	16	30	14	88%
29	21	35	14	67%
30	21	39	18	86%
Mean (\bar{x}) scores	23.03	36.60	13.57	59%

Table 4.2 shows the pre-test and post-test scores. It shows the improvement of students after learned Chinese by using nursery rhymes. In the pre-test, the highest score of the student is 29 and the lowest was 16 whereas the highest score of the student was 40, and the lowest score was 30 in the post-test. The student NO.15, NO.25 showed huge improvement with a difference of 20 points (100%). Student NO.26 showed the lowest increases of 7 points (24%). It shows the post-test scores is higher than pre-test scores.

The mean (X) scores of the pre-test and post-test were 23.03 and 36.60 respectively, resulting in a mean (X) difference of 13.57 (r=58.92%). It exhibited that all students had an improvement in their learning achievement during the post-test. Figure 4.1 below shows the participants' pre-test and post-test scores.

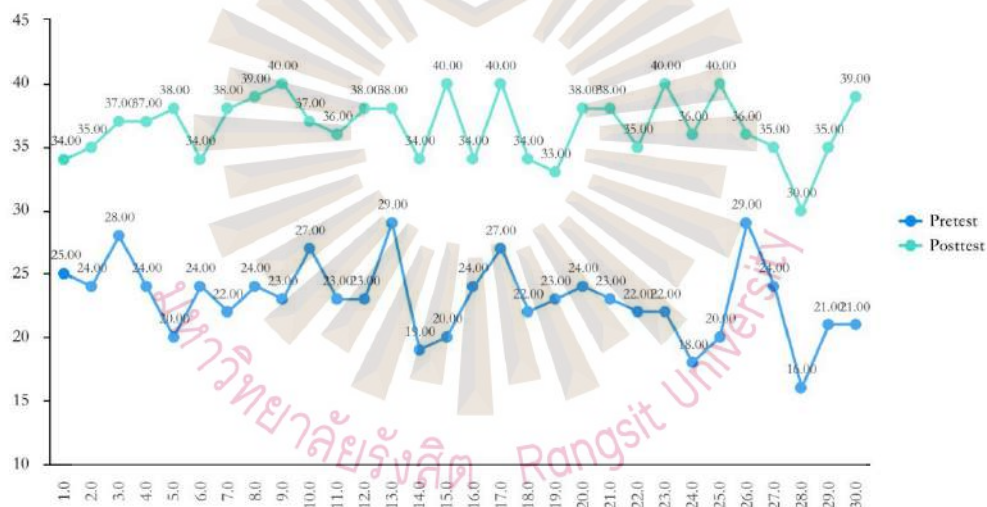


Figure 4.1 Graphical representation of individual students' pre-test and post-test scores

As shown, the blue line represents the pre-test score and the green line represents the post-test score. Therefore, it is clear that all students' scores increased in the post-test, suggesting that the nursery rhymes could improved the grade 3 thai students in Chinese oral expression.

In addition, Figure 4.2 shows the average scores of the pre-test and post-test.

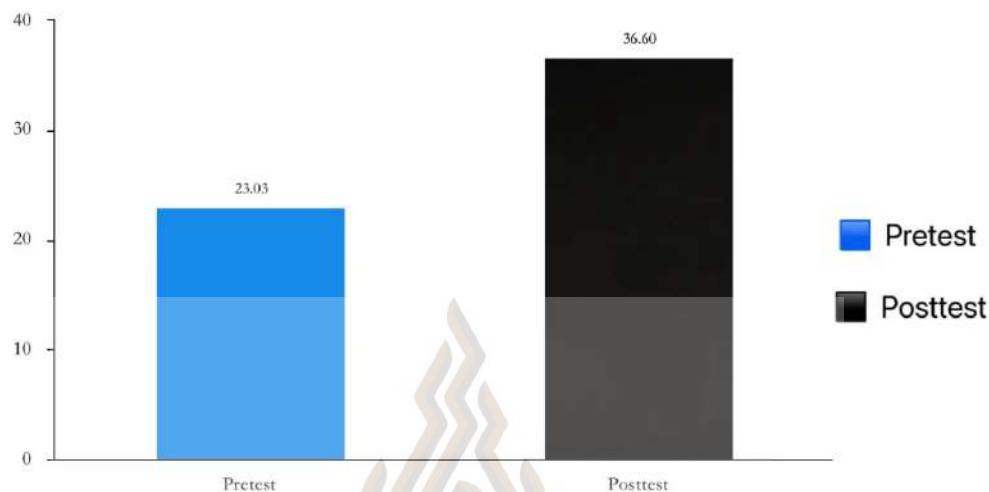


Figure 4.2 Comparison of Pre-test and Post-test mean

Figure 4.2 Shows the average scores of the pre-test and post-test, which are 23.03 and 36.60, respectively. The average score on the post-test is higher than the pre-test. The post-test scores represented by right bars confirmed a 13.57 points' increase over the pre-test scores represented by left bars. So, it indicated that the students could improve after using nursery rhymes.

4.2 Analysis of the students' satisfaction

This section introduces the results of the second research question in detail, That is to explore grade 3 Thai students' satisfaction towards learning with the application of nursery rhymes. The research results come from students' satisfaction interview.

There are three parts of the students' satisfaction interview analysis.

Part A: Motivation for learning

Part B: Learning Satisfaction

Part C: Language Acquisition in Early Childhood Literature

4.2.1 Motivation for learning

1) Question No. 1: Is the teacher giving students enough participation in teaching and learning?

Most students' answers reflect their interest in Chinese nursery rhymes, while most students who participate in Chinese nursery rhymes believe that compared with traditional Chinese teaching methods, it not only increases their attention, but also improves the quality of learning. The ultimate goal of language learning is to increase students' sense of participation in Chinese nursery rhymes, and then acquire language skills. For example, students' feelings about learning Chinese nursery rhymes are as follows:

"It's very interesting to participate in the recitation of children's songs. I think this kind of course arrangement not only rich our learning content, but also novel learning style is very attractive!" (Student NO.10, personal communication, November 9, 2022).

"I want to continue learning Chinese nursery rhyme. It 's very interesting!". (Student NO.3, personal communication, November 9, 2022).

2) Question No.2: How did you feel about using nursery rhymes to learn Chinese oral expression?

Most of the students' answers reflect their sense of learning. It is interesting to learn Chinese nursery rhymes. In addition, there is a substantial use of various rhetorizes, such as anthropomorphism, exaggeration, alignment, repetition, dual, and so on, which bring a thick interest to the students. Rhetorical is the art of glorifying the language and elevating all that is expressed, and there is no way to go without rhetorical word. Young children fully feel the abundance and beauty of the language in literature by reciting the nursery rhymes accepting its aesthetic fumigation, the infection of art, enlighten the mind, grow knowledge, and improve the quality of language. There is frequent vocalization that is beneficial in fostering children's expressive skills and enhancing learning motivation. Further interviews

were conducted as follows:

"Learning nursery rhymes makes me feel that I have mastered a lot of language usage, and my mother will praise me for speaking more and more vividly. I really enjoy this feeling." (Student NO.6, personal communication, November 9, 2022).

"I like to learn Chinese expression through nursery rhyme. It's simple and interesting. I think it's easy to learn". (Student NO.15, personal communication, November 9, 2022).

Therefore, the rhetorical devices in nursery rhymes have brought student's great interest. Speaking aloud helps to cultivate children's expression ability and learning motivation, and increases students' oral expression ability and learning achievements.

4.2.2 Learning Satisfaction

1) Question No.3: Are teaching and learning consistent with the objectives and content?

Most of students think that learning Chinese through Chinese nursery rhymes is very satisfactory, not only in learning motivation, but also in teaching methods. On the other hand, with regard to the course content arrangement, we will further interview the students and sort out their dialogues as follows:

"I don't know much about the teaching objectives, but I know I have learned a lot in the class of nursery rhyme. I think it is a good harvest, and I am also very satisfied with this teaching method". (Student NO.4, personal communication, November 9, 2022).

“I think my goal is to master Chinese well. It's not hard to learn Chinese through nursery rhymes. On the contrary, it's very interesting”. (Student NO.12, personal communication, November 9, 2022).

“What was the teaching objectives? Anyway, my mother said my Chinese perfectly and smoothly. I think that's enough”. (Student NO.15, personal communication, November 9, 2022).

2) Question No. 4: Is the course content arrangement reasonable?

For the course content arrangement, students think it is very simple and interesting to learn Chinese nursery rhymes through audio and video. Moreover, learning Chinese through Chinese nursery rhymes can gradually improve the level of Chinese learning. This way of learning will not make students feel difficult, on the contrary, it is easy for students to learn the Chinese language in their daily life. For the satisfaction of teaching materials appropriate and consistent with the lesson, further research is carried out through interviews as shown below.

“I'm very happy and satisfied to learn and read short stories with the use of the audio nursery rhymes. This is a very good and interesting way”. (Student NO.4, personal communication, November 9, 2022).

“It made reading stories interesting and lively”. (Student NO.2, personal communication, November 9, 2022).

“I think it's easy to learn spoken Chinese. I can accept it step by step”. (Student NO.16, personal communication, November 9, 2022).

3) Question No.5: Are teaching materials appropriate and consistent with the lesson?

Most of students are still very satisfied with teaching materials appropriate and consistent with the lesson. When students forget how to retell the

Chinese nursery rhyme, they will look up the expression in the book and confirm whether the expression is correct. This is a very good way of review, which not only accurately but also invisibly exercises students' secondary learning ability, which is conducive to their consolidation of Chinese expression. For the favorite part of the class, Further interviews were conducted as follows:

“I think the textbook is consistent with the content. When I forget how to read new words, I will ask my mother with the textbook, and my mother will teach me how to pronounce according to the textbook”. (Student NO.8, personal communication, November 9, 2022).

“The textbook can match with the content in the class. I think it can help me with my review”. (Student NO.13, personal communication, November 9, 2022).

4) Question No. 6: What did you like the most from the lesson?

Why?

Most of students prefer the stories in class, the performance actions and tunes of nursery rhymes. Chinese nursery rhymes can not only increase students' knowledge, but also coordinate students' performance actions, and cultivate sentiment in beautiful tunes. When students retell Chinese nursery rhymes to parents after class, parents often feel relieved and proud of students, and even reward students, forming a virtuous circle mechanism. Further interviews were conducted as follows:

“The teacher praised me for knowing a lot of little stories and truths, and I was willing to learn to speak with nursery rhymes. As I became better and better, my mother said she was very pleased”. (Student NO.1, personal communication, November 9, 2022).

“Some movements could better understand the Chinese culture, 4which was a little different from the Thai. It was very interesting”. (Student NO.14, personal communication, November 9, 2022).

“The melody of the nursery rhymes is different from that of the Thai. I think the melody of the Chinese nursery rhymes is very happy, and it sounds very happy”. (Student NO.17, personal communication, November 9, 2022).

Therefore, using nursery rhymes for oral Chinese teaching and learning gets the huge satisfaction from the learners.

4.2.3 Language Acquisition in Early Childhood Literature

1) Question No. 7: Does the use of nursery rhymes make you learn Chinese oral expression better? Why or why not?

Most of students think that oral Chinese expression is not difficult in the way of learning nursery rhymes, but very interesting. Based on the easiness of nursery rhymes, students can always have fun in learning Chinese nursery rhymes and pass the fun to other students. At the same time, when retelling nursery rhymes, students will imitate each other, treat themselves as a teacher, correct the mistakes among the children, and improve learning efficiency and interactivity. This is very important for the reinforcement of Chinese expression, and also shows that the teaching of oral Chinese with Chinese nursery rhymes is very efficient for students. Further interviews were conducted as follows:

"The teacher will sing nursery rhymes for me. If I often interact with the teacher, sometimes I will take the initiative to sing nursery rhymes for me and treat myself as a little teacher. Sometimes I have the illusion that speaking Chinese is like speaking my mother tongue". (Student NO.5, personal communication, November 9, 2022).

"The teacher will sing bilingual nursery rhymes for me. Although sometimes I don't know the name of the nursery rhyme, I sing two or three songs every day. I don't feel strange to different language and culture environments". (Student NO. 7, personal communication, November 9, 2022).

“It's not difficult to express my thoughts in Chinese. Now I can easily express my thoughts in Chinese”. (Student NO.18, personal communication, November 9, 2022).

2) Question No. 8: Would you continue to use nursery rhymes hereafter to learn Chinese oral expression? Why or why not?

In addition, most of students believe that they will continue to use Chinese nursery rhymes to further learn Chinese expressions. This shows that the teaching of Chinese nursery rhymes has coherence and applicability, which is conducive to students' language acquisition. Chinese plays a vital role in the media-based experience of Chinese nursery rhymes, which is conducive to the expression of children's language and the exchange of ideas. Further interviews were conducted as follows:

“I think it is not difficult to learn Chinese at all. It is interesting and simple to learn Chinese through nursery rhymes”. (Student NO.9, personal communication, November 9, 2022).

“I will continue to learn Chinese by nursery rhymes. It seems that I have learnt a language unconsciously”. (Student NO.11, personal communication, November 9, 2022).

“Chinese nursery rhymes is good at learning Chinese. I will keep learning”. (Student NO.18, personal communication, November 9, 2022).

Therefore, nursery rhymes can help students better learn oral Chinese expressions, and the teaching of oral Chinese nursery rhymes is very effective for students. Most students believe that they will continue to use Chinese nursery rhymes to further learn Chinese expressions. This shows that the learning of Chinese nursery rhymes has coherence and applicability, which is conducive to students' language acquisition.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the summary of the study and the details are presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives were stated for this study:

- 1) To compare grade 3 Thai students' Chinese oral expression before and after using the application of nursery rhymes.
- 2) To explore grade 3 Thai students' satisfaction towards learning with the application of nursery rhymes.

This study was conducted using a quantitative approach with a pre-test, a post-test, and a semi-structured interview on grade 3 Thai students . Based on the data, the following conclusions were drawn:

5.1.1 The Result of the Students' Chinese Oral Expression Data Analysis

The first objective of this study was to discuss the beneficial effects of students' Chinese oral expression achievement after using the Chinese nursery rhyme course. Next, the results of the pre-test and post-test were analyzed using paired-samples t-test to compare the differences in the learning performance of the sample group.

The results of comparative analysis of mean and standard deviation obtained by paired sample T-test show that all students' post-test scores are significantly higher than their pretest scores. The statistical results can be summarized as follows.

1) The statistical analysis of paired sample T test shows that the average score of post-test (36.60) is higher than that of pre-test (23.03), with an average difference of (13.57). The standard deviations of pre-test and post-test were (2.79) and (2.51) respectively. The average score of post-test is higher than that of pre-test. The significance value of T-test sample is 0.000, which shows that the students' post-test scores have improved significantly. The higher average post-test score shows that nursery rhymes have a positive effect on improving students' oral Chinese expression skills.

2) The highest and lowest scores of the pre-test are 29 and 16 respectively. The highest and lowest scores of the post-test are 40 and 30 respectively. The difference between these pre-test and post-test scores leads to the conclusion that the highest score of post-tests is 11 points higher than that of pre-test. The lowest score of the post-test is 14 points higher than that of the pre-test.

3) All 30 participants scored 30 points or above in the post-test, with a total score of 40 points. In contrast, among the 40 points in the pre-test, 3 students scored below 20, and the rest were between 20 and 30.

4) For all 30 students, all participants scored higher in the post-test than in the pre-test. The improvement scores range from 7 to 20.

The above quantitative data analysis concludes that after using nursery rhymes to learn oral Chinese expression, the oral Chinese expression ability of the grade 3 Thai students has been significantly improved .

5.1.2 The Result of the students' learning satisfaction Data Analysis

In order to determine the satisfaction of grade 3 Thai students with nursery rhymes, a semi-structured interview was conducted at the end of the study. A total of 30 students were interviewed. In order to analyze, thematic analysis is used. The researchers used a two-step process to analyze the answers provided by students. The

data under two themes are classified, including learning motivation, learning satisfaction of early children's literature. The survey results can be summarized as follows:

1) In most semi-structured interview, students' learning motivation is positive. They think that using nursery rhymes can not only increase the interest of learning Chinese characters, but also help them master more Chinese grammar. Most students also believe that the nursery rhymes sung by the teacher have created a phonetic effect for them, which is brisk and easy to understand. Using nursery rhymes will help them better master the vocabulary and grammatical elements of terms

2) The results of the semi-structured interview show that students are positively satisfied with using nursery rhymes to learn Chinese. Most notably, using nursery rhymes to speak and read strongly proves students' positive satisfaction with using nursery rhymes to learn Chinese.

The final data analysis results show that students are satisfied and motivated to use nursery rhymes to learn Chinese. In these activities, students find that learning nursery rhymes is very interesting, because it makes students understand Chinese easily, and catchy nursery rhymes add fun to the classroom, which not only reduces the difficulty of learning, but also optimizes the motivation of learning Chinese, not just for learning, but for being interested in Chinese.

5.2 Discussion

As noted above, the study found two key results. The first finding showed that beneficial effects of students' learning achievement after using the Chinese nursery rhyme course, A second finding was that grade 3 Thai students showed satisfaction regarding Chinese nursery rhymes. The following discussion evidently presented these findings in detail and explained how they addressed the research questions provided by this study.

5.2.1 The students' Chinese oral expression

The results of the study showed that the improvement of oral Chinese expression test scores of Thai students, 30 students in the sample group were tested before and after. The results show that the average score of post-test (36.60) is significantly higher than that of pre-test (23.03), with an average difference of 13.57. The results show that students' oral Chinese expression ability has been significantly improved after using nursery rhymes. Using nursery rhymes made them better understand the story and its meaning. According to Yao Tingyi articles believes that nursery rhymes have strong cultural characteristics, including not only the summary of life experience full of wisdom, but also rich folk legends and stories. Therefore, after the teaching of Chinese nursery rhymes, students' learning achievement has improved significantly. And also Ji Hyun Song believes that nursery rhymes can help children to communicate and understand society. At the same time, they not only have entertainment value, but also have the potential to promote the development of comprehensive language skills. Zhou (2022) proposed that in the teaching of nursery rhymes in lower grades, the creation of teaching situations by teachers when introducing them, and some interesting infiltration in the teaching of new words and story retelling will arouse the interest of lower grade pupils in oral expression. Research conducted by Lin (2016) also reported similar findings. According to the report, nursery rhymes can not only help students learn Chinese Pinyin and distinguish the pronunciation, shape and meaning of words, but also create nursery rhymes in reading and deepen their understanding of the text. Nursery rhymes make Chinese classes attractive. Wang (2011) pointed out that teaching Chinese as a foreign language is a kind of language teaching, and cultural teaching in the primary stage of teaching Chinese as a foreign language with nursery rhymes is conducive to protecting learners' learning enthusiasm and initiative.

Therefore, through learning Chinese nursery rhymes, reading and description are also easier. It greatly helps students to grasp the main points and elements of the story and makes the difficult text easy to understand and remember. Thus, all of the above findings addressed the answers to the first research question of the study.

5.2.2 Students' Satisfaction

Semi-structured interview tool is used to collect relevant data. The second goal is to conduct semi-structured interviews with students at the end of the course of using nursery rhymes to learn Chinese, so as to understand students' satisfaction with using nursery rhymes to learn spoken Chinese. The collected data are analyzed and thematic analysis is adopted.

According to the results, Qin Yanqiong assumed, nursery rhyme is a literary expression with vivid language, beautiful melody and pleasant listening. Nursery rhymes can be used as teaching materials to incorporate life into nursery rhymes so that students can learn Chinese vocabulary and grammar by singing. The teaching of nursery rhymes based on students is an open experience process. By participating in the teaching activities of nursery rhymes with teachers and small partners, students can interact with each other, gain their ideas and enjoy the pleasure of nursery rhymes in communication. Corresponds to Maykel verkufetu and Jochem Thijs also investigated the satisfaction of 1090 Dutch students and showed that students' satisfaction was dependent on the phonetic effect, while in the method of nursery rhyme teaching, gestures, dance, prosody, eye contact can all lead to better harmony and a pleasant and relaxed pedagogical atmosphere, which can mobilize students' emotions and achieve better satisfaction. Similarly, the theory of cognitive development stage was put forward by Jean Piaget, a famous Swiss educator and child psychologist. He believes that children's cognition is developed from low to high through assimilation, adaptation and balance on the basis of existing diagrams, and in this process, children will show their own attitudes, including satisfaction, disgust and rejection. These findings were supported by Zhou (2014), who reported that nursery rhymes are a popular form among students. Therefore. We can encourage students to create their own nursery rhymes, so that students can integrate boring content into nursery rhymes and know knowledge and the world in nursery rhymes. In the process of self-creation, students can increase their knowledge, help them accumulate words, train their thinking and enhance their oral expression ability. The study also shows that students prefer to use nursery rhymes in the future, which may be because the strategy

is easy to use, which not only gives full play to students' learning autonomy, but also greatly mobilizes their learning enthusiasm and arouses their desire for re-creation. This view is also supported by Kong (2021), who thinks that reading materials on nursery rhymes are of great benefit to cultivating junior students' reading interest and improving their reading ability. In the process of reading nursery rhymes, students gradually expand their literacy, read nursery rhymes correctly and fluently in Mandarin, gain initial emotional experience and improve their thinking ability, which are all components of reading ability. The students said that they had a lot of fun while nursery rhymes. They say that in the process of reading and communicating, they have a feeling that they are the real characters in nursery rhymes.

The characteristics of nursery rhymes, such as short and bright rhythm, are not only in line with grade 3 Thai students' learning interest, but also fit the recent development area of the language of grade 3 Thai students. Therefore, nursery rhymes are more suitable for children's learning, and express their satisfaction.

5.3 Recommendations

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

5.3.1 Recommendations for Implementation

- 1) The use of nursery rhymes to improve the oral Chinese level of grade 3 Thai students has been successful. Therefore, it is recommended to promote the use of nursery rhymes in the oral Chinese teaching to the other topic.
- 2) It is suggested that other Chinese teachers can applying to use nursery rhymes as a learning method for young children when learning Chinese in the early stage.

5.3.2 Recommendations for Future Research

Considering some limitations of this study, the researcher suggests the following for further research.

1) The subjects of this study are 30 students from Grade Three in Thailand. Therefore, comparable research with larger samples can be conducted in different regions, which is valuable for replication and helps to verify and ensure the credibility of the conclusions drawn from this research.

2) The research was time-limited and conducted over a one-school period, only 2 months. Therefore, further information may you have to increase time for collecting data maybe you can get more detail.

3) Nursery rhymes are found to be effective in Chinese Oral expression, so we can study their effectiveness in reading comprehension of other Chinese genres, such as Chinese reading.

All details regarding the data and the findings of the study have been presented. Before concluding this section, we noted that Chinese nursery rhymes have had a positive impact on students' Chinese oral expression and satisfaction. By learning Chinese nursery rhymes, grade 3 Thai students express themselves firmly and confidently, cooperate with appropriate gesture and eye contact. Furthermore, students also contain certain ability to use words and sentence accurately, express their objective concepts clearly, accurately, coherently and appropriately. On the other hand, teachers can evaluate students' performance by the criteria of voice, clarity, tone, volume, complete thoughts, eye contact, gesture, and timing, to ensure students' interest in learning Chinese. Therefore, nursery rhymes are an effective teaching method and innovative way of learning for students who have a pleasant feeling in the application of nursery rhymes and derived the motivation of continuous learning.

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APPENDIX A
LETTER OF APPROVAL



Acknowledgment of Human Research Ethics Approval from Rangsit University

Your research project has been successfully approved by the Human Research Ethics Committee of Rangsit University. One copy of Certification of Approval has been sent to you with the following details.

COA. No.	COA. No. RSUERB2022-056
Protocol Title	The Development of Chinese Oral Expression Using Nursery Rhymes of Grade 3 Thai Students
Principle Investigator	Ying Huang
Co-Investigator	Dr. Techameth Pianchana
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	10 June 2022
Date of Expiration:	10 June 2024

Please make sure that all the details on the Certification of Approval are correct, then, sign your name and send it back to the Research Ethics Office of Rangsit University.

- I approve that all the details are correct
- I would like to edit the Certification of Approval (Please edit the file and send it back to Research Ethics Committee -- Certification of Approval only)

Signed Ying Huang

(.....)

Date 11.06.2022



APPENDIX B

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

No.	Name	Position/Title	Institutes
1	Wang yuhui	Primary school Chinese teacher	Harbin Hongqiao No.1 Primary School, China
2	Zhang tianyu	Chinese teacher	Former Chinese teacher at the Confucius Institute at Chiang Mai University, Thailand
3	Liang guihua	Director of Chinese Teaching Department	Denla Trilingual International School, Thailand





APPENDIX C

IOC FOR LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for lesson Plans

- Rate+1,if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1,if the item does not clearly match the stated objectives.

Item No.	Attributes	Expert1	Expert2	Expert 3	Average	Congruence
1	Lesson plan1	+1	+1	+1	+1	Congruent
2	Lesson plan2	+1	+1	+1	+1	Congruent
3	Lesson plan3	+1	+1	+1	+1	Congruent
4	Lesson plan4	+1	+1	+1	+1	Congruent
Overall Average		+1				Congruent



APPENDIX D

IOC FOR LEARNING ACHIEVEMENT TESTS

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for learning Achievement Test

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

SI No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
1	Reading Question 1	+1	+1	+1	+1	Congruent
2	Reading Question 2	+1	+1	+1	+1	Congruent
3	Reading Question 3	+1	+1	+1	+1	Congruent
4	Reading Question 4	+1	+1	+1	+1	Congruent
5	Reading Question 5	+1	+1	+1	+1	Congruent
6	Reading Question 6	+1	+1	+1	+1	Congruent
7	Reading Question 7	+1	+1	+1	+1	Congruent
8	Reading Question 8	+1	+1	+1	+1	Congruent
9	Reading Question 9	+1	+1	+1	+1	Congruent
10	Reading Question 10	+1	+1	+1	+1	Congruent
11	Describing Question 1	+1	+1	+1	+1	Congruent
12	Describing Question 2	+1	+1	+1	+1	Congruent
13	Describing Question 3	+1	+1	+1	+1	Congruent
14	Describing Question 4	+1	+1	+1	+1	Congruent

SI No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
15	Listen and answer the Question 1	+1	+1	+1	+1	Congruent
16	Listen and answer the Question 2	+1	+1	+1	+1	Congruent
17	Listen and answer the Question 3	+1	+1	+1	+1	Congruent
18	Listen and answer the Question 4	+1	+1	+1	+1	Congruent
19	Activities 1	+1	+1	+1	+1	Congruent
20	Activities 2	+1	+1	+1	+1	Congruent
21	Singing Song 1	+1	+1	+1	+1	Congruent
22	Singing Song 2	+1	+1	+1	+1	Congruent
23	Singing Song 3	+1	+1	+1	+1	Congruent
24	Singing Song 4	+1	+1	+1	+1	Congruent
Overall Average		+1				Congruence



APPENDIX E

IOC FOR SEMI-STRUCTURED INTERVIEW

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for Semi-structured Interview

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

SI No.	Items	Expert1	Expert2	Expert3	Avg	Congruence
1	Is the teacher giving students enough participation in teaching and learning?	+1	+1	+1	+1	Congruence
2	How did you feel about using nursery rhymes to learn Chinese oral expression?	+1	+1	+1	+1	Congruence
3	Are teaching and learning consistent with the objectives and content?	+1	+1	+1	+1	Congruence
4	Is the course content arrangement reasonable?	+1	+1	+1	+1	Congruence
5	Are teaching materials appropriate and consistent with the lesson?	+1	+1	+1	+1	Congruence

SI No.	Items	Expert1	Expert2	Expert3	Avg	Congruence
6	What did you like the most from the lesson? Why?	+1	+1	+1	+1	Congruence
7	Does the use of nursery rhymes make you learn Chinese oral expression better? Why or why not?	+1	+1	+1	+1	Congruence
8	Would you continue to use nursery rhymes hereafter to learn Chinese oral expression? Why or why not?	+1	+1	+1	+1	Congruence
Overall Average		+1				Congruent



Item Objective Congruence for Rubrics

- Rate+1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Voice	+1	+1	+1	+1	Congruence
2	Clarity	+1	+1	+1	+1	Congruence
3	Tone	+1	+1	+1	+1	Congruence
4	Volume	+1	+1	+1	+1	Congruence
5	Complete Thoughts	+1	+1	+1	+1	Congruence
6	Eye Contacts	+1	+1	+1	+1	Congruence
7	Gestures	+1	+1	+1	+1	Congruence
8	Timing	+1	+1	+1	+1	Congruence
Overall Average		+1				Congruent



Lesson Plan 1**Subject:** Chinese**Topic:** Know your face**Grade Level:** Grade 3**Student's number:** 30**Time:** 100 minutes (50 minutes/1 session)**Teaching and Learning Strategy:** Nursery Rhymes**Teaching and Learning Materials:** Use Chinese Textbook (YCT), PowerPoint, Music**Lesson objectives:**

Let students know how to use “这是 (this is), 那是(that is)” sentence and facial features.

Session 1 (50 minutes)
Lesson introduction (5 minutes):
<p>The teacher introduced the class with a nursery rhyme of facial features:</p> <p>眼睛，这是我的眼睛 (Eyes, this is my eyes)</p> <p>看到小草青 (See the green grass)</p> <p>鼻子，这是我的鼻子 (Nose, this is my nose)</p> <p>闻到花儿香 (Smell the flowers)</p> <p>耳朵，这是我的耳朵 (Ears. This is my ear)</p> <p>听到妈妈呼唤我 (I heard my mother calling me)</p> <p>嘴巴，这是我的嘴巴 (Mouth. This is my mouth)</p> <p>快快大声来回答 (Answer quickly and loudly)</p> <p>眼睛，鼻子，耳朵，嘴巴 (Eyes, nose, ears, mouth)</p>

New Words (15 minutes):	
眼睛 yǎn jīng Eye	嘴巴 zuǐ bā Mouth
耳朵 ěr duō Ears	鼻子 bí zi Nose
这是 zhè shì This	那是 nà shì That
Conversation (20 minutes):	
The teacher uses PowerPoint to present conversation	
1. Show the facial features pictures and play songs.	
2. Explain the lyrics: What is this? What is that?	
A: 这是什么?	A: What's this?
B: 这是眼睛。	B: This is the eye.
A: 那是什么?	A: What's that?
B: 那是鼻子。	B: That's nose.
Classroom practice (10 minutes): Group practice	
Divide the students into two groups, one group sings, the other group pointed their facial features according to the songs.	
Teacher observes and corrects students' pronunciation and expression	
Homework: Practice nursery rhyme	
Let students share and practice this nursery rhyme with their parents.	

Session 2 (50 minutes)
Lesson introduction (10 minutes): Review the nursery rhyme
Sing facial songs, expand vocabulary, replace facial features with words has learnt before
Replace words the facial features (25 minutes):
<p>书包，这是我的书包 (School bag , this is my school bag)</p> <p>小小的书包 (Little schoolbag)</p> <p>桌子，那是我的桌子 (Table , this is my table)</p> <p>大大的桌子 (Big table)</p> <p>椅子，这是我的椅子 (Chair, This is my chair)</p> <p>小小的椅子 (Little chair)</p>
Classroom practice (15 minutes):
<p>Select students randomly to sing the created song.</p> <p>Teacher observes and corrects students' pronunciation and expression.</p>
Homework: Create new nursery rhymes in group:
Divide students into groups and ask them to create a nursery rhyme by themselves and share in the activity.

Lesson Plan 2**Subject:** Chinese**Topic:** Little swallow**Grade Level:** Grade 3**Student's number:** 30**Time:** 100 minutes (50 minutes/1 session)**Teaching and Learning Strategy:** Nursery Rhymes**Teaching and Learning Materials:** Use Chinese Test Book (YCT), PowerPoint, Music**Lesson objectives:**

Students are be able to use comparative and superlative adjectives like“更(more), 最(most) and 非常 (very)

Session 1 (50 minutes)	
Lesson introduction (5 minutes):	
<p>The teacher introduces the class with playing "Little Swallow" nursery rhyme, 小燕子, 穿花衣, (Little swallow, dressed in flowery clothes) 年年春天来这里, (Come here every spring) 我问燕子你为啥来 (I asked the swallow why you come) 燕子说: “这里的春天最美丽”(Swallow said: " The spring here is the most beautiful ")</p>	
New Words (15 minutes):	
美丽 měi lì Beautiful	可爱 kě ài lovely
高 gāo Tall	矮 ǎi Short
更 gèng More	最 zuì Most
非常 fēi cháng Very	
Conversation (20 minutes):	
<p>The teacher uses PowerPoint to present conversation</p> <ol style="list-style-type: none"> Show the pictures of “beautiful”, “lovely”, “tall”, and “short” and play songs. Explain the lyrics: Who is the most? Someone isthan someone? 	

Who is very.....?	
A:大象和蚂蚁, 谁更高? B:大象更高	A: Who is taller, the elephant or the ant? B: Elephant is taller.
A:长颈鹿,大象和蚂蚁, 谁最矮? B:蚂蚁最矮。	A: Who is the shortest, the giraffe, the elephant or the ant? B: Ant is the shortest.
A:谁的羽毛非常美丽? B:孔雀非常美丽。	A: Whose feathers are very beautiful? B: The peacock is very beautiful.
A:谁的耳朵最可爱? B:兔子耳朵最可爱。	A: Who has the cutest ears? B: Rabbit ears are the cutest.
Classroom practice (10 minutes): Group practice	
Divide the students into two groups, one group sings, the other group answer. Teacher observes and corrects students' pronunciation and expression.	
Homework: Go home and practice songs	
Let students share and practice this nursery rhyme with their parents.	

Session 2 (50 minutes)
Lesson introduction (10 minutes): Review the "Little Swallow"
Sing "Little Swallow" song, expand vocabulary, replace words has learnt before.
Replace words for your facial features (25 minutes):
<p>小蝴蝶，穿花衣, (Little butterfly, dressed in flowery clothes)</p> <p>天天早晨来这里, (Come here every morning)</p> <p>我问蝴蝶你为啥来(I asked butterfly why you came)</p> <p>蝴蝶说：“这里的花儿最美丽”(Butterfly said: The flowers here are the most beautiful")</p>
Classroom practice (15 minutes):
<p>Select students randomly to sing the created song.</p> <p>Teacher observes and corrects students' pronunciation and expression.</p>
Homework: Create new nursery rhymes in group:
Divide students into groups and ask them to create a nursery rhyme by themselves and share in the activity.



Lesson Plan 3**Subject:** Chinese**Topic:** Know your face**Grade Level:** Grade 3**Student's number:** 30**Time:** 100 minutes (50 minutes/1 session)**Teaching and Learning Strategy:** Nursery Rhymes**Teaching and Learning Materials:** Use Chinese Textbook (YCT), PowerPoint, Music**Lesson objectives:**

Let students know family appellation like“外公(grandpa), 奶奶(grandma) , and understand the relationship between family members.

Session 1 (50 minutes)**Lesson introduction (5 minutes):**

The teacher introduced the class with a nursery rhyme of body language:

爸爸的爸爸叫什么 (what's dad's dad's name)

爸爸的爸爸叫爷爷 (dad's dad called grandpa)

爸爸的妈妈叫什么 (what's dad's mom's name)

爸爸的妈妈叫奶奶(daddy's mom called grandma)

妈妈的爸爸叫什么(what's mom's dad's name)

妈妈的爸爸叫外公(mom's dad is grandpa)

妈妈的妈妈叫什么 (what's mom's mother's name)

妈妈的妈妈叫外婆(mother's mother is called grandma)

New Words (15 minutes):	
爷爷 yé ye Grandpa(Dad's dad)	奶奶 nǎi nai Grandma(Dad's mom)
外公 wài gōng Grandpa(Mom's dad)	外婆 wài pó Grandma(mom's mom)
叔叔 shū shu Uncle	姑姑 gū gū Aunt
舅舅 jiù jiù Uncle	阿姨 ā yí Aunt
Conversation (20 minutes):	
The teacher uses PowerPoint to present conversation	
1. Show the family member pictures and play songs.	
2. Explain the lyrics: Who is this? Who is that?	
A:这是谁?	A: Who is this?
B:这是奶奶。	B: This is the grandma
A:那是谁?	A: Who is that?
B:那是外公。	B: That's grandpa.
Classroom practice (10 minutes): Group practice	
Divide the students into two groups, one group sings, the other group pointed their family members according to the songs.	
Teacher observes and corrects students' pronunciation and expression	
Homework: Practice nursery rhyme	
Let students share and practice this nursery rhyme with their parents.	

Session 2 (50 minutes)
Lesson introduction (10 minutes): Review the nursery rhyme
Sing family member songs, expand vocabulary, replace family members with words has learnt before
Replace words the family members(25 minutes):
爸爸的兄弟叫什么 (what's dad's brother's name) 爸爸的兄弟叫叔叔 (Dad's brother is called uncle) 爸爸的姐妹叫什么 (what's the name of daddy's sister) 爸爸的姐妹叫姑姑 (Dad's sister is called aunt) 妈妈的兄弟叫什么 (what's the name of mom's brother) 妈妈的兄弟叫舅舅 (Mom's brother is called uncle) 妈妈的姐妹叫什么 (what's the name of mom's sister) 妈妈的姐妹叫阿姨 (mom's sister called aunt)
Classroom activities::Play roles (15 minutes):
Divide students into groups ,and one student is “me”, others are family members,let them to use nursery rhyme to play the roles by themselves and share in the activity. Teacher observes and corrects students' pronunciation and expression.
Homework: Sing and communicate
Let students sing the song to theirs family members. Use Chinese to call his family members.

Lesson Plan 4**Subject:** Chinese**Topic:** Emotions**Grade Level:** Grade 3**Student's number:** 30**Time:** 100 minutes (50 minutes/1 session)**Teaching and Learning Strategy:** Nursery Rhymes**Teaching and Learning Materials:** Use Chinese Textbook (YCT), PowerPoint, Music**Lesson objectives:**

Let students know how to use “开心(happy),伤心(sad)” words and facial features.

Session 1 (50 minutes)**Lesson introduction (5 minutes):**

The teacher introduced the class with a nursery rhyme of facial features and body language:

如果感到幸福你就拍拍手(If you're happy and you know it Clap your hands)

如果感到幸福你就拍拍手(If you're happy and you know it Clap your hands)

如果感到幸福就快快拍拍手呀(If you're happy and you know it

Never be afraid to show it)

看那大家都一起拍拍手(If you're happy and you know it Clap your hands)

如果感到伤心你就跺跺脚(If you're sad and you know it Stomp your feet)

如果感到伤心你就跺跺脚(If you're sad and you know it Stomp your feet)

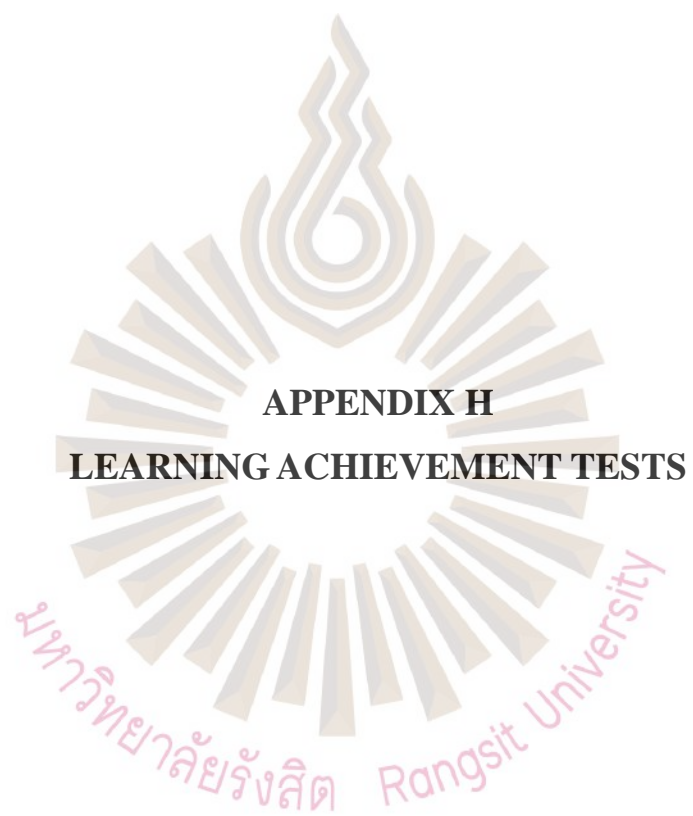
如果感到伤心就快快跺跺脚呀(If you're sad and you know it Stomp your feet)

看那大家都一起跺跺脚(If you're sad and you know it

Never be afraid to show it)

New Words (15 minutes):	
开心 kāi xīn Happy	伤心 shāng xīn Sad
生气 shēng qì Angry	害怕 hài pà Be afraid
累 lèi Tired	平静 píng jìng Clam
Conversation (20 minutes):	
The teacher uses PowerPoint to present conversation	
1. Show the pictures of “happy”, “sad”, “angry”, and “be afraid” and play songs. 2. Explain the lyrics: What dose he look like? What dose she feeling now?	
A:开心还是伤心?	A: Does she looks like happy or sad?
B:开心。	B: Happy.
A:生气还是害怕?	A: Does he looks like angry or scared?
B:生气。	B: Angry.
Classroom practice (10 minutes): Group practice “You do, I guess”	
Divide the students into two groups, one group sings and do the actions(such as angry), the other group students guess emotions and say it out loudly. Teacher observes and corrects students' pronunciation and expression	
Homework: Play with friends	
Let students share and practice this nursery rhyme with their friends or family members.	

Session 2 (50 minutes)
Lesson introduction (10 minutes): Review the nursery rhyme
Sing facial songs, expand vocabulary, replace facial features with words has learnt before
Replace words the facial features (25 minutes):
<p>如果感到平静你就眨眨眼 (If you feel calm you know it wink your eyes)</p> <p>如果感到平静你就眨眨眼 (If you feel calm you know it wink your eyes)</p> <p>如果感到平静你就眨眨眼呀 (If you feel calm and you know it, never be afraid to show it)</p> <p>看那大家都一起眨眨眼(If you feel calm you know it wink your eyes)</p> <p>如果感觉很累你就拍拍肩(If you're tired and you know it Pat on your shoulders)如果感觉很累你就拍拍肩(If you're tired and you know it Pat on your shoulders)如果感觉很累就快拍拍肩呀(If you're tired and you know it, Never be afraid to show it)</p> <p>看那大家都一起拍拍肩(If you're tired and you know it Pat on your shoulders)</p>
Classroom practice (15 minutes):
<p>Select students randomly to sing the created song.</p> <p>Play the song with body languages.</p> <p>Teacher observes and corrects students' pronunciation and expression.</p>
Homework: Create new nursery rhymes in group:
Divide students into groups and ask them to create a nursery rhyme by themselves and share their performances.



ACHIEVEMENT TESTS

Subject: Chinese Oral Expression	Total Marks: 40
Name: _____	ID Number: _____

I. Reading

Directions: Read the following item loudly, correctly, and clearly (10 points)

① . Read the following Pinyin (5 points)

yǎn jīng zuǐ bā měi lì tiào bá

② . Read the following Characters (5 points)

开心 生气 鼻子 走 矮

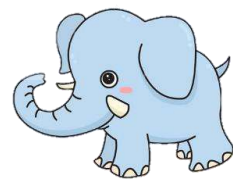
II. Describing

Directions: observe the given pictures, add the missing word, and read them. (8 points)

① . 这是_____



② . 长颈鹿____,大象



③ . 兔子_____萝卜



④ . 我很_____



III. Listen and answer the question

Directions: The teacher asks questions and the students organize their words to answer the question (8 points).

- ① . 你开心吗?
- ② . 你喜欢什么动物?
- ③ . 长颈鹿, 大象和蚂蚁, 谁最矮?
- ④ . 谁的羽毛非常美丽?

IV. Activities

① . Group Work

Directions: group in two, design a dialogue use the words “更(more), 最(most) and 非常(very) (5 points).

Form: a group of two

Duration: 2 minutes

Topic: facial features

Sentence pattern: This is..., that is...

Requirements: the dialogue should be grammarily correct, students pronounce clearly and correctly.

② . Group Work

Directions: group in two, design a dialogue use the words “更(more), 最(most) and 非常(very) (5 points).

Form: a group of two

Duration: 2 minutes

Topic: emotions

Sentence pattern: if.....?

Requirements: the dialogue should be grammarly correct, students pronounce clearly and correctly.

V. Singing

Directions: students choose one nursery from the given songs and sing it. (4 points)

- ① . 五官歌 (Know Your Face)
- ② . 小燕子 (Little Swallow)
- ③ . 宝贝宝贝 (Baby,Baby)
- ④ . 如果开心你就拍拍手 (If you're happy, clap your hands)

-----END-----





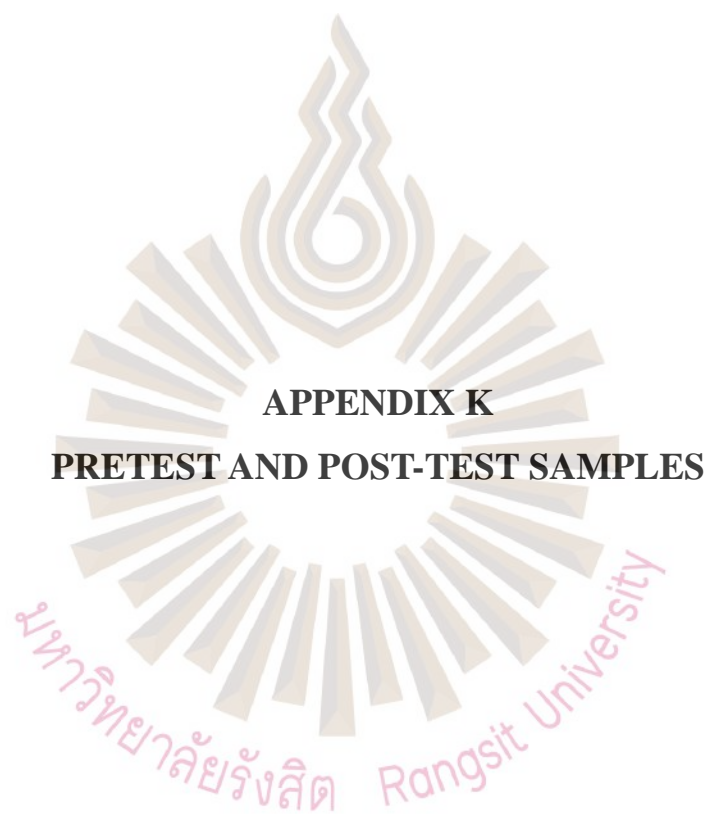
SEMI-STRUCTURED INTERVIEW			
Student ID:		Date of Interview	
Time:		Venue:	
Age:		Gender	
Question			
1.	Are teaching and learning consistent with the objectives and content?		
2.	Is the course content arrangement reasonable?		
3.	Is the teacher giving students enough participation in teaching and learning?		
4.	Are teaching materials appropriate and consistent with the lesson?		
5.	How did you feel about using nursery rhymes to learn Chinese oral expression?		
6.	What did you like the most from the lesson? Why?		
7.	Does the use of nursery rhymes make you learn Chinese oral expression better? Why or why not?		
8.	Would you continue to use nursery rhymes hereafter to learn Chinese oral expression? Why or why not?		



APPENDIX J
RUBRICS

RUBRICS

Behaviors to be Measured	Criteria			
	4	3	2	1
1. Voice	Very good pausing, and good speed controlling throughout	Good pausing, and varied speed for effect enough	Acceptable pause and, varied speed for some not enough	Show less efficiency in pausing and speed controlling
2. Clarity	Speech is clear all of the time	Speech is clear most of the time	Parts of speech may be unclear	Speech is unclear inarticulate
3. Tone	Consistently changes voice to engage audience	Changes voice to engage audience	Limited change in I voice to engage audience	No change in voice to engage audience
4. Volume	Use appropriate volume all of the time	Uses appropriate volume most of the time	Limited use of appropriate volume	Does not use appropriate volume
5. Complete Thoughts	Consistent use of sentence structure and word choice	Sufficient use of sentence structure and word choice	Limited use of sentence structure and word choice	Lack of sentence structure and word choice
6. Eye Contact	Consistent eye contact	Frequent eye contact.	Limited eye contact	No eye contact
7. Gestures	Consistently poised with appropriate gestures	Sufficiently poised with appropriate gestures.	Limited poised with limited use of appropriate gestures	No poised and inappropriate movement
8. Timing	Timing is consistently paced	Timing is sufficiently paced	Timing is inconsistent	No timing



ACHIEVEMENT TESTS

Subject: Chinese Oral Expression	Total Marks: 40
Name: <u>Amie</u>	ID Number: <u>18</u>

I. Reading

Directions: Read the following item loudly, correctly, and clearly (10 points)

① . Read the following Pinyin (5 points)

yǎn jīng zuǐ bā měi lì tiào bá

② . Read the following Characters (5 points)

开心 生气 鼻子 走 矮

5

II. Describing

Directions: observe the given pictures, add the missing word, and read them. (8 points)

① . 这是 yǎn jīng



② . 长颈鹿 gāo dà xiàng



③ . 兔子 bō luó



④ . 我很 le



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III. Listen and answer the question

Directions: The teacher asks questions and the students organize their words to answer the question (8 points).

- ①. 你开心吗? 2
- ②. 你喜欢什么动物? 1
- ③. 长颈鹿, 大象和蚂蚁, 谁最矮? 1
- ④. 谁的羽毛非常美丽? 1

5

IV. Activities

① . Group Work

Directions: group in two, design a dialogue use the words “更(more), 最(most) and 非常(very) (5 points).

Form: a group of two

Duration: 2 minutes

Topic: facial features

Sentence pattern: This is..., that is...

Requirements: the dialogue should be grammatically correct, students pronounce clearly and correctly.

② . Group Work

Directions: group in two, design a dialogue use the words “更(more), 最(most) and 非常(very) (5 points).

Form: a group of two

Duration: 2 minutes

Topic: emotions

2

2

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Sentence pattern: if.....?

Requirements: the dialogue should be grammarily correct, students pronounce clearly and correctly.

V. Singing

Directions: students choose one nursery from the given songs and sing it. (4 points)

- ① . 五官歌 (Know Your Face)
- ② . 小燕子 (Little Swallow)
- ③ . 宝贝宝贝 (Baby,Baby)
- ④ . 如果开心你就拍拍手 (If you're happy, clap your hands)

-----END-----



34

ACHIEVEMENT TESTS

Subject: Chinese Oral Expression

Total Marks: 40

Name: Amie

ID Number: 18

I. Reading

Directions: Read the following item loudly, correctly, and clearly (10 points)

① . Read the following Pinyin (5 points)

yǎn jīng zuǐ bā měi lì tiào bá

② . Read the following Characters (5 points)

开心 生气 鼻子 走 矮

II. Describing

Directions: observe the given pictures, add the missing word, and read them. (8 points)

① . 这是 yǎn jīng



② . 长颈鹿 gāo dà xiàng (ǎi)



③ . 兔子 bā 萝卜



④ . 我很 shāng xīn



III. Listen and answer the question

Directions: The teacher asks questions and the students organize their words to answer the question (8 points).

- ①. 你开心吗? 2
- ②. 你喜欢什么动物? 2
- ③. 长颈鹿, 大象和蚂蚁, 谁最矮? 1
- ④. 谁的羽毛非常美丽? 1

6

IV. Activities

① . Group Work

Directions: group in two, design a dialogue use the words “更(more), 最(most) and 非常(very) (5 points).

Form: a group of two

Duration: 2 minutes

Topic: facial features

Sentence pattern: This is..., that is...

Requirements: the dialogue should be grammatically correct, students pronounce clearly and correctly.

5

② . Group Work

Directions: group in two, design a dialogue use the words “更(more), 最(most) and 非常(very) (5 points).

Form: a group of two

Duration: 2 minutes

Topic: emotions

4

Sentence pattern: if.....?

Requirements: the dialogue should be grammarly correct, students pronounce clearly and correctly.

V. Singing

Directions: students choose one nursery from the given songs and sing it. (4 points)

- ①. 五官歌 (Know Your Face)
- ②. 小燕子 (Little Swallow)
- ③. 宝贝宝贝 (Baby,Baby)
- ④. 如果开心你就拍拍手 (If you're happy, clap your hands)

END

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APPENDIX L

RELIABILITY OF RESEARCH INSTRUMENTS

Reliability Test Result of Achievement Test

Reliability Statistics

KR-20	N of Items
.843	5

Paired Sample T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Total	23.0333	30	3.04544	.55602
	Post-Total	36.6000	30	2.51341	.45888

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test - Post-Test	-13.56667	3.53000	.64449	-14.88479	-12.24854	-21.050	29	.000

BIOGRAPHY

Name	Ying Huang
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