

EFFECTS OF TASK-BASED LANGUAGE TEACHING ON THAI KINDERGARTEN 3 STUDENTS' CHINESE SPEAKING SKILLS AND CONFIDENCE: A CASE STUDY OF A TRILINGUAL SCHOOL IN BANGKOK

BY

HAO WANG

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EFFECTS OF TASK-BASED LANGUAGE TEACHING ON THAI KINDERGARTEN 3 STUDENTS' CHINESE SPEAKING SKILLS AND CONFIDENCE: A CASE STUDY OF A TRILINGUAL SCHOOL IN BANGKOK

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Abstract

This experimental study aimed to enhance Thai kindergarten 3 (K3) students' ability to apply eighty Chinese words they learned in their kindergarten 1 and 2 in speaking as well as their confidence in Chinese speaking through the implementation of task-based language teaching (TBLT). A one group pretest-posttest design was implemented to investigate a sample group of 14 students at a trilingual school in Bangkok, the number of which was obtained through convenience sampling. The first hypothesis was tested using four instruments including a 16-week lesson plan from May to September, 2022, Chinese speaking tests, weekly assessments, and video records of the whole teaching and learning processes for the purpose of inter-rater reliability. Observational data obtained from the video records were also used to test the second hypothesis. Data were analyzed using paired-t test. The results of the first hypothesis confirmed that TBLT affected the students' Chinese speaking skills positively with a significant difference of .000 (P<0.05) and that game-based tasks allowed them to speak more Chinese. Data analyzed by a frequency distribution supported the second hypothesis; TBLT affected their confidence in speaking Chinese gradually and positively as evidenced by their active responses to the researcher as their teacher and discussions with their group members, their enthusiasm for doing different tasks, their willingness to ask the researcher for help and assist others during the lessons they liked, and their performance in tasks that suited them. These findings revealed that TBLT enabled the K3 students in the present context to use the Chinese vocabulary they learned previously to express themselves verbally and meaningfully with confidence. The implementation of TBLT for K2 and K3 students at the target school was also recommended.

(Total 137 pages)

Keywords: Task-based language teaching, Chinese speaking skills, Confidence; Thai kindergarten students

Student's Signature Thesis Advisor's Signature

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Chapter 1

Introduction

This chapter introduces background and context of the study, significance of the research problem, research objectives, research hypotheses, conceptual framework and definitions of key terms, as well as significance of research undertaken in this study.

1.1 Background of the Study

With the establishment of the world's first "Seoul Confucius Institute" in 2002, based on the report of Sun (2021), the number of Confucius Institutes and schools that offer Chinese language and culture courses around the world has increased, and the trend of Chinese internationalization has become stronger. By the end of 2020, more than 180 countries in different continents have carried out Chinese education, more than 70 countries have included Chinese in their national education systems, and the number of foreigners learning Chinese has exceeded 20 million. Since January 25, 2021, Chinese has officially become the official language of the United Nations World Tourism Organization.

Thailand is one of those 70 countries where Chinese has become a prominent foreign language. Yao (2019) mentioned that, as friendly countries with close relations, China and Thailand have increasingly frequent exchanges and common development of economy, foreign trade, and tourism. In 1998, the Ministry of Education of Thailand announced that Chinese would become one of the foreign language subjects for the university entrance examination. In 2001, Chinese was incorporated into the basic education system, and Chinese courses were gradually offered in primary and secondary schools throughout the country. Chinese Level Test known as HSK, Business Chinese Test (BCT), Youth Chinese Test (YCT), and other Chinese

proficiency examinations were also set up in various places. Thai students actively applied for the examination, and Chinese was gradually accepted and studied by the Thai people.

According to the statistics provided by the Ministry of Education of Thailand, Fu (2021) reported that more than 2,000 primary and secondary schools in Thailand currently offer Chinese courses, and the number of students learning Chinese in schools exceeds 1 million, ranking first in the world. From 2006 to 2019, after more than 10 years, there were 16 Confucius Institutes in Thailand, becoming one of the countries with the most intensive Confucius Institutes and the fastest development of Chinese teaching in the world, which was affirmed by the Thai government and welcomed by the people. Presently, Chinese has become the second largest foreign language other than English in Thailand, and learning Chinese is popular, especially among young Thai children. Li (2021) points out that not only primary and secondary schools, but also a large number of Thai kindergartens offer Chinese courses to students. More than 60% of all Thai learners of Chinese proficiency in Thailand.

The current trend to learn Chinese in Thailand has a growing demand for Chinese teachers in Thailand, thus many international and private kindergartens have set up Chinese courses, which are taught by native and non-native Chinese teachers. In Bangkok, several Chinese courses for kindergartens has become the core course with focus on YCT Chinese teaching. The YCT content encourages students to cultivate their listening, speaking, reading, and writing abilities, to pass the corresponding Chinese proficiency test and to lay a good foundation for Chinese learning in primary and secondary schools in the future. Take one school in Bangkok as an example, Klomkleo Kindergarten, where the researcher used to teach Chinese for one year in 2019. Most children aged 5 and 6 would pass listening, speaking, and reading skills for the Youth Chinese Test level 1 (YCT-1), which means they can recognize 80 required Chinese vocabulary, and can communicate in simple Chinese with Chinese people. The reason may be that students at this school learn Chinese in the classroom at least five hours a week and that teachers use a syllabus based on YCT Chinese.

1.2 Context of the Study

The trend of learning Chinese of YCT as a core course at Thai kindergartens includes Plengprasiddhi Sailom Kindergarten where the researcher has taught since December 2020. The school offers three language programs which include Thai, English and Chinese for kindergarten 1 (K1), kindergarten 2 (K2) and kindergarten 3 (K3) with the aims to improve their standard of early childhood education to match the modern international level. The first goal is to ensure successful developmentally appropriate learning and achievement in mathematics and reasoning, language and communication, the arts, science and nature, and physical development. The second goal is to help each student build the social and emotional skills that will be needed to successfully integrate into society. The school also encourages the students to master all language skills – reading, listening, speaking, writing, and talking – and to subsequently use it in their daily lives to expand their thinking under the teaching of the three language programs, which are Thai, English and Chinese.

Following the school's course syllabus, in regard to Thai language program, the students have a one-hour Thai language lesson per day, taught by a native Thai teacher who will be another homeroom teacher in the class. Following the goals of Thai program, the K3 students are expected to master all language skills such as reading Thai texts, dictating Thai vocabulary, telling Thai stories, as well as some basic life lessons, social experiences and the moral code before entering elementary school.

Concerning the English program, the students have a one-hour English lesson per day, taught by a native English teacher, as their homeroom teacher, who communicates with the students only in English. Following the goals of the English program, the K3 students are expected to master all language skills such as recognizing and reading English sentences and conversations, spelling English vocabulary and communicating with others in their daily lives.

The students need to learn Chinese one hour a week. At the school there are three Thai Chinese teachers as homeroom teachers who communicate with the students in Chinese and Thai. The researcher, as a native Chinese "walking teacher" who would go to teach the K1, K2, and K3 students in their respective classrooms only for the allocated lesson time. Unlike learning Thai and English, the students only learn Chinese one hour a week with their homeroom teacher and walking teacher. Moreover, most of the students at Plengprasiddhi Sailom Kindergarten are Thai, thus they need to learn Thai as their first language for an hour per day, learn English as their second language for one hour per day, and learn Chinese as their third language for one hour per week. Accordingly, Thai or English is used as a medium of instruction in the Chinese class because they have already acquired these two languages and can understand the instructions well. In the researcher's classes, she only uses English to teach because she cannot speak Thai.

For the teaching content of the Chinese program, the school has chosen the book "YCT Standard Course 1" to assist all the K1, K2, and K3 students to acquire the basic Chinese language skills of YCT-1, which is an international standardized Chinese language proficiency test for young foreign learners' reading and listening skills. The book contains 8 topics with 80 Chinese vocabulary of YCT-1, taught for an entire academic year to mainly assist the students in passing the test. Seventy vocabulary covering 6 topics and classroom language expressions were taught in the first term and these would be taught again in the second term along with 10 new vocabulary of two other topics.

Following the school's goals of the Chinese program, at the end of K1, the students would be in the stage of preproduction that the learners are in the silent period, they don't say the words and need a lot of language input around other people, thus the K1 students have some comprehension of the Chinese language, are able to recognise the flashcard pictures and say the correct Chinese word for the image shown, and lastly nodding "yes" or "no" during the Chinese class. At the end of K2, the students would be in the stage of early production that the learnes have limited comprehension and produce one or two words, thus the K2 students have limited comprehension of Chinese, can respond to a few words and do the activity by using keywords in Chinese class. After learning Chinese from the same book for two years in their K1 and K2, at

end of K3 the students are expected to pass YCT-1 (mastering 80 commonly used words and related simple grammar in Chinese with the ability to study further) or reach the stage of speech emergence (having both basic Chinese listening comprehension and oral Chinese skills with a few errors in grammar and pronunciation).

However, from the researcher's personal experience in teaching during December 2020, and March 2021, K3 students could not apply the 80 Chinese vocabulary they learned in their K1 and K2 to express themselves verbally and meaningfully in the Chinese class. They also looked bored and lacked confidence, perhaps because the teaching method the researcher used to help them learn Chinese speaking was translation from Chinese to English. In this situation, English was the medium of instruction in the classroom as she did not know Thai. The students did not have enough chance to practice their Chinese speaking skills because the researcher could not pay enough attention to help improve their Chinese speaking skills. In line with Jiang (2019, p.1), Thai learners aged between 5 and 6 are normally enthusiastic and lively with a strong desire to express and show practical ability. However, they can easily lose concentration in class if their teacher adopts a simple language teaching of translation method; and lose their interest to learn Chinese and their confidence to speak Chinese.

In addition, young learners like K3 students have a natural ability to learn a second language or a new language, as pointed out by Jiang (2019), where they begin to consciously cultivate their independence and ability to explore real world learning with great enthusiasm. When learning another language, they try to "search their previous language using experience for ways to act in the foreign language" (Cameron, 2001, p.39). Task-based learning (TBL) as a teaching method or task-based language teaching (TBLT) proposed by Willis (1996), is central to a communication task, a goal-oriented activity where students use their learned target language knowledge to accomplish a real outcome through listing, ordering and sorting, solving a problem, doing project or sharing and comparing experience (pp.23-27). It can be suitable for K3 students who are naturally curious and enthusiastic in learning something new,

since it is seen as a practical compromise between spontaneous language acquisition and goal-directed language teaching for them to explore the world and work with peers (Van den Branden, Van Gorp & Verhelst, 2009). Their anxiety can be lower; their confidence in speaking skills can be gradually improved right from the start of the pre-task stage to the end of language focus stage (Subekti, 2020).

1.3 Significance of the Research Problem

With the mentioned shortcomings in the researcher's current workplace, TBLT can be a practical teaching method to enhance the learners' Chinese speaking skills and confidence in speaking the language, because it is a way to promote student-centered approach and support "learning by doing" for kindergarten learners, using the target language in the process of performing tasks in the class. This encourages them to communicate with their classmates, build self-confidence and have interest in language use in the real world. A study by Du and Zhou (2001) confirmed that the model of completing tasks in the classroom allowed learners in a trilingual education context in the Philippines to participate actively, which resulted in better learning outcomes and higher satisfaction. The main reason was that trilingual learners as bilinguals have an advantage over monolinguals in learning a third language since they already have knowledge of their first language and a second language when they learn the third language.

In this study, Willis' (1996) TBLT model was adopted as a treatment. The model had three stages: pre-task, task-cycle and language focus. In the pre-task stage, the researcher introduced the topic the students learned in this class by using pictures, video or song and explained how to do the tasks to catch the students' interest. In the task-cycle stage, the researcher explained more about the sets of tasks and guided the students to do the task planning and report until they could do it by themselves and gave them positive feedback. In the language focus stage, the researcher guided them to identify and classify the Chinese sentences they learned that day, taught them some classroom expressions they used in the class and guided them to do the language practice by role play, a display, and story-telling. During the process of each stage, a

Chinese Thai teacher is an assistant to help the students understand what they need to do; and the students were allowed to use the Thai language when they were doing the tasks. In addition, the researcher walked around the classroom to provide help in the target language and encourage the students to help each other.

According to Subekti (2020), the model can help reduce young learners' anxiety and improve their confidence in language speaking skills right from the beginning in the stage of pre-task. They can be more confident in speaking the target language as they speak more in the following stages of task-cycle and language focus. A study in China where Wang and Liu (2020) used Willis' (1996) TBLT model to teach English as a foreign language, revealed the findings that TBLT was suitable for young students to learn the language and could cultivate their interest and satisfaction in learning it. TBLT not only improved the young learners' ability of learning the target language, but also established their confidence for communication in their speaking abilities, similar to Subekti's (2020) argument.

Research recommendations by Wang and Liu (2020) were also adopted to design the lesson plan in this study. They suggested that it was important to help the students understand the requirements and results of the task in the first stage and give the students more time to plan how to do the report in front of the class. This was fundamental to the second stage, in which the students needed to, not just present, but plan to do the task and then present their report to the class. The teacher needed to walk around the groups to monitor and provide them with help in the process of completing the task, while ensuring the students did not always only speak in their native language during the task. After reporting the task, the teacher needed to highlight important linguistic features and provide the students with an activity to practice the target language they learned in the class. More importantly, in the third stage, the teacher needed to correct the students' language mistakes before doing another practice.

Related studies conducted in different countries (e.g. Mohammad & Behroz, 2010; Hanif, 2018; Azlan, 2019; Bone et al., 2019; Seanghai et al., 2020)

confirmed that TBLT can help learners improve their English speaking skills. However, the studies about using TBLT to improve learners' Chinese speaking skills and confidence are rare. For example, in America, game tasks gave the best teaching results among other tasks, namely role play and handmade for primary school students to encourage them to speak Chinese and have fun with Chinese learning (Ding, 2018). In Korea, university (Gu, 2017) and primary school students (Jo, 2019) were encouraged to speak Chinese and enjoyed completing the activities of different topics because they liked the topics being taught and were given more time to practice speaking Chinese, which built up their confidence. Zou and Ning (2020) conducted their study with primary school students in Hungary; and Ma (2021) with international college students in China. They had the same suggestions, that when preparing lesson plans and designing tasks for the beginner level of oral Chinese teaching, it was important for teachers to consider their students' learning abilities and characters, as well as teaching materials or content of the book so as to keep them engaged in all the learning stages.

In Thailand, past studies (e.g., Guo, 2019; Xie, 2019; Yao, 2019; Jiang, 2019; Lin, 2019) reveal the importance of using appropriate teaching methods to enhance Thai kindergarten students' Chinese speaking skills; and once they improve the skills, they feel confident. There are not many studies applying TBLT to improve Thai students' Chinese speaking skills. In fact, research with kindergarten students as subject is rare. For example, Zhang (2019) found that TBLT could make classroom teaching more interesting and catch Thai university students' attention in the class, and it could improve their Chinese oral skills. Chen (2019) examined TBLT to make Thai primary school students more interested in tasks in Chinese teacher at Plengprasiddhi Silom Kindergarten, a trilingual education school for kindergarten students, the researcher was interested in applying Willis' (1996) TBLT model in her K3 Chinese classroom during semester 1/2022, from May 16 to September 2.

1.4 Research Objectives

To investigate the way in which TBLT affected the following:

- 1) Thai K3 students' Chinese speaking skills.
- 2) Thai K3 students' confidence in speaking Chinese.

1.5 Research Hypotheses

This study hypothesizes that:

- 1) TBLT can affect K3 students' Chinese speaking skills positively.
- 2) TBLT can affect K3 students' confidence in speaking Chinese positively.

1.6 Conceptual Framework

This experimental research is based on Willis' (1996) TBLT model, used to design the lesson plans; and as the treatment to affect K3 Thai students' Chinese speaking skills and confidence in speaking Chinese. The three sequential stages of TBLT were implemented to help Thai K3 students use the Chinese vocabulary they learned in their K1 and K2 to express themselves verbally and meaningfully. The researcher controlled TBLT as an independent variable, and the students' Chinese speaking skills and confidence in speaking Chinese as dependent variables shown in Figure 1.1.

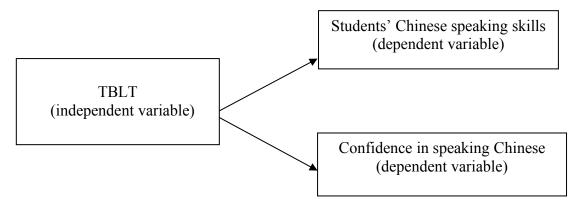


Figure 1.1 Conceptual Framework

1.7 Definitions of Key Terms

Task-based Language Teaching

Task-based language teaching refers to a teaching method which is central to goal-oriented activities students use their learned target language knowledge to accomplish a real outcome through listing, ordering and sorting, solving a problem, doing a project or sharing and comparing their experience.

Chinese Speaking Skills

Chinese speaking skills refer to K3 Thai students' ability to use Chinese vocabulary they learned in K1 and K2 to express themselves verbally and meaningfully with six topics adopted from this textbook YCT Standard Course 1 for their first semester: personal information, body parts, family members, dates, places, and animals.

Confidence

Confidence means a state in which the K3 students are sure of all aspects of themselves or are certain of their abilities in speaking Chinese. Active responses to the researcher, paying attention to how to do the task enthusiastically, active discussion with group work, willingness to ask for help and giving help to their peers, active report on the tasks, willingness to correct their mistakes, and cheerfulness to do the practice characterize their confidence in each stage. In the stage of pre-task, the students show their confidence when they respond to the researcher actively as they understand the topic (active responses to the researcher), and they pay attention to or observe how the researcher does the task with enthusiasm (paying attention to how to do the task enthusiastically). In the stage of task-cycle, the students continue to show their confidence when they discuss with peers in the group actively because they understand how to do the task (active discussion with group work), and they ask for teachers' help or peers' help without hesitation or willing to help other peers (willingness to ask for help and giving help to other peers), and report the tasks actively by raising their hand (active report on the tasks). In the stage of language focus, if the students correct their language mistakes guided by the researcher with willingness (willingness to correct their mistakes), and practice the main task cheerfully, they show their confidence to complete the task (cheerfulness to do the practice).

Thai Kindergarten 3 Students

This refers to K3 students who were enrolled in Plengprasiddhi Sailom Kindergarten during May and September, 2022.

A Trilingual Education School

The trilingual education school refers to Plengprasiddhi Sailom Kindergarten, which is a trilingual education school located in Bangkok.

1.8 Significance of Research

This research can be significant for Plengprasiddhi Sailom Kindergarten and teachers of Chinese in Thailand. For the kindergarten, the researcher could supply a 16-week lesson plan based on Willis' (1996) model for K3 students to improve their Chinese speaking skills and confidence in speaking Chinese. For teachers of Chinese at Thai kindergartens, this study can serve as a reference for using TBLT to teach the students who are in kindergarten levels to enhance Chinese speaking skills and boost their confidence, and it also gives some suggestions about the implementation of TBLT in the classroom.

Chapter 2

Literature Review

This chapter reviews the literature for the present studies of task-based language teaching (TBLT), it includes the definition, the development, children language ability development, and related studies.

2.1 The Definition of Task-based Language Teaching

This study is based on the task-based language teaching (TBLT) theory, which has been used in many research studies with different terms referring to the same theory. For example, Han (2014), Hanif and Halim (2018), Nurul, Sakinah and Melor (2019), Nadi and Ozcan (2020), and Ma (2021) used task-based teaching, task-based instruction, task-based learning, and TBLT. In this study, TBLT is used as it is easy to understand and show that the researcher would prefer to use this teaching approach, which is based on the given task being done during the language teaching. For this reason, it is important to understand the meanings of the term 'task'. (For the meaning of 'tasks' refer to Table 2.1 below). Chen (2019) defines TBLT as a task-centered way to organize language teaching and emphasizes the importance of tasks. There are some researchers who define the task in different ways as shown in Table 2.1.

Definitions of Task
The task is the different social activities that people do
every day in life. The activities such as borrowing a book,
writing a letter, shopping, or booking a room, require processes
of communication in order to complete the tasks in the real
world.

Table 2.1 The Definitions of Tas	Table 2.1	The	Definitions	of Tasl
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Table 2.1 The Definitions of Task (Cont.)

Researchers	Definitions of Task
	The task is the activity in the classroom, in which the
	learners need to follow the information from the teacher, using
Prabhu (1987)	their existing knowledge to think and then get the result. In the
	process of completing the task, the teacher needs to control and
	manage the time.
	The task is a communicative activity that the learners need
	to process, express, and use the target language. He proposes that
	the students need to focus on the expression of language
Nunan (1989)	meaning, not the language form, and that the task is also a
	complete communicative behavior which has a beginning,
	process and ending.
Willis (1996)	The task is a goal-oriented activity where students use their
	learned target language knowledge to accomplish a real outcome
	through listing, ordering and sorting, solving a problem, doing
	the project or sharing and comparing experiences (pp.23-27).
Yan, Fu, and	The task is the activity designed to interest the students
Wang (2018)	according to their age, interests, and cultural background,
	allowing them to work in groups in real and meaningful
	situations and to learn the target language by doing tasks.
L	LIJVAD ROUS

All of the above-mentioned researchers emphasize the students-centered teaching way and encourage the students to complete tasks according to their own specific knowledge. It can be said that the task can be defined as an activity and a way to encourage the students to complete the tasks by using the target language to achieve a real outcome, focusing on the language meaning and expression. It is comprehensive and similar to the researcher's idea to design the goal-directed activities as the task and to encourage her K3 students to have more opportunities to speak Chinese when they are doing the tasks. TBLT in this study is defined similarly to the study by Willis (1996), which is central to goal-oriented activities where students use their learned target language knowledge to accomplish a real outcome through listing, ordering and

sorting, solving a problem, doing project or sharing and comparing experience (pp.23-27).

2.2 The Development of Task-based Language Teaching

As a new theory, TBLT emerged in 1980, and it has been developed by different scholars influenced by these main theories, communicative language teaching (CLT), constructivism and second language acquisition (SLA).

Pradhu (1980), in one of his experiments with the communicative approach in Bangalore, South India, can be seen as the first person to attempt to use tasks as a classroom design unit. This experiment gave rise to the prototype of task-based classroom teaching and sparked widespread interest in the second language teaching community.

The theory of TBLT was then further developed. Nunan (1989) conducted the model design of task utilisation in communication teaching classes which included task goal, the input of task, detail of activity, the role of teachers and students, and the environment in the classroom. He also emphasized that tasks should be closely connected with real life, and the teaching activities involved by teachers should be closely connected with students' daily life, and paying more attention to the communication process of language.

TBLT was continually being developed from theory into practice. TBLT became a true pedagogy, beginning with Willis (1996), who divided the implementation of tasks into three stages: pre-task, task cycle, and language focus, providing teachers a model with theoretical guidance and step-by-step suggestions for implementing TBLT in the classroom. With the development of TBLT, Ellis (2003) combined second language research with second language teaching, summarized and sorted out the theories and research on TBLT in second language acquisition from multiple perspectives. Recently, Chen (2019) found that TBLT has attracted widespread attention in language teaching, and there are many scholars in many parts of the world conducting their studies on the use of TBLT in language teaching from various perspectives shown in Table 2.2.

Researchers	Development of TBLT
	TBLT emerged 1980, Pradhu
	(1980) conducted a communicative
	method experiment in Bangalore, South
Pradhu (1980)	India, where he assumed that students
	could learn a language by completing
	tasks; and proved this idea with
	experimental results. This experiment
	produced the beginnings of TBLT.
	The theory of TBLT was further
	developed. Nunan (1989) defined TBLT
	as a communicative task that was a
Nunan (1989)	classroom activity that required students
	to use the target language to understand,
E.	explain, practice, use or communicate.
ระ ราวิทยาลัยรังสิต	Init
I EI JACIE A	TBLT was continually being
<i>ี่ ปร</i> ังสต	developed from theory to practice.
	Willis (1996) proposed a TBLT model,
Willis (1996)	which divides the task into three stages:
	pre-task, task-cycle, and language focus.
	The model provides a theoretical basis
	and teaching mode for teachers to
	implement TBLT in the classroom.

Table 2.2 The Development of TBLT

Researchers	Development of TBLT
	More attention was paid to TBLT
	by the language teaching community.
Ellis (2003)	Ellis (2003) combined second language
	research with second language teaching,
	and proposed a new model of TBLT
	which included three stages: pre-task,
	during-task, and post task.
	TBLT has gathered widespread
Chen (2003)	attention in language teaching.

Table 2.2 The Development of TBLT (Cont.)

TBLT, as a theory, is influenced by Communicative Language Teaching (CLT). CLT, a language teaching approach, as Duff (2014) defines it, emphasizes communicating with others as being the foremost goal. CLT has several core principles such as developing the learners' confidence, fluency, strategies, and autonomy in L2. Past studies (e.g. Prabhu, 1987; Willis, 1996; Long, 1981; Ellis, 2003; Xi, 2019) show that cultivating communicative competence is the ultimate goal of language teaching in CLT, and that the CLT approach is divided into a strong version; and a weak version. The strong version proposes that learners develop their communicative competence in language communication, and excludes any explicit language teaching such as grammar teaching. The weak version proposes the learners develop their communicative competence by using any language teaching method, including grammar teaching, and that a communicative activity is just one of the ways to teach.

TBLT, as a kind of communicative approach of CLT, also developed the theory of CLT in language teaching. Chen (2018) concludes that in comparison with CLT, TBLT pays more attention to the goal and result of the task by pre-task, task-cycle and language focus. Furthermore, that it cultivates students' ability of using target language to communicate and solve problems, and that learning the target language is by doing the task which is related the real life. Therefore, TBLT is more specific on the goal of teaching and learning in L2 teaching, by providing a clear task to do and evaluation of the students' reporting of the task in the stage of language focus. It can thus be said that TBLT developed CLT.

TBLT is influenced by the Constructivism Learning Theory, which is an educational psychology theory put forward by a Swiss psychologist, Piaget (Song, 2013). He believes that cognition is constructed based on the learners' existing knowledge and experience, which is then called "Constructivism". It is student-centered, and the teacher is the helper, manager, and organizer in the process of teaching. He also holds that the learners take the initiative to build a new knowledge system in the existing knowledge system, constantly adjusting and reconstructing in the learning process, and learn together as a learning community in different environments such as conversation, situation, and cooperation.

In TBLT, the learners use their existing knowledge to gather new information and knowledge in the process of completing a task, and pay more attention to the communication in the groups, then construct, absorb and utilize the new knowledge in the real environment. Thus constructivism provides the educational psychology theory basis for TBLT. Chen (2019) mentions that task is the way to simulate daily communication, so the students are familiar with the task, they can use their existing knowledge to do the task and be interested in learning. In the process of completing the task, the students can reconstruct their existing language knowledge and acquire the new knowledge as they work in groups, cooperating with others and sharing the results of the task together. It shows the nature of construction-, student-centered-, and learning communities which are adopted in TBLT.

TBLT also is influenced by Second Language Acquisition (SLA) in that it promotes the development and maturity of TBLT. Krashen (1985) proposes Input Hypothesis where the learners get the language acquisition through input of understanding language that is suitable for the learners' ZPD (zone of proximal development), which is defined by the learners' existing knowledge "i". Higher new knowledge is added as "1" to "i +1". In TBLT, the learners need to receive language input to complete the task. When the learners receive enough language input, they need more chances output of the language in the process of undertaking the task. Moreover, the learners also need to communicate with others in the process of completing the task, as interaction is key for communicating fluently.

Interaction Hypothesis, which was put forward by Long (1985), believed that interactive input is more important than non-interactive input, and the input during interaction is easier to absorb. This means negotiation is made by both parties to understand each other's meaning and to choose and adjust the correct way of expression in the process of language communication. SLA emphasizes the importance of language input and output, also learners can then constantly use meaning negotiation in the process of completing tasks and increase opportunities for oral expression in TBLT. It can be said that Input Hypothesis and Interaction Hypothesis are adopted and developed in TBLT.

Therefore, with the development of TBLT, the model of TBLT was gradually used in foreign language teaching. Willis' (1996) TBLT model commonly used to teach older learners, is central to a communication task, a goal-oriented activity where students use their learned target language knowledge to accomplish a real outcome through listing, ordering and sorting, solving a problem, doing project or sharing and comparing experience (pp. 23-27). These tasks are as follows: (1) Listing task: students list relevant facts in a certain order or relationship around what they have learned such as Brainstorming, Memory tasks. (2) Ordering and sorting task: students summarize, conclude and classify what they have learned such as Classifying, Sequencing and Collecting sets tasks. (3) Solving a problem: students use target language to solve real-life problems they may encounter, based on their knowledge and ability to interpret and conclude such as Puzzles and Guessing tasks. (4) Doing project: students do this project task which includes listing, ordering and sorting, comparing, problem solving or personal experiences sharing tasks such as media projects. (5) Comparing task: students compare similar things and identify similarities and differences such as Matching task and Identifying task. (6) Sharing personal experiences: students communicate freely in the target language about their personal experiences such as survey task.

These tasks can be adapted for use with younger learners. Listen-and-do tasks, classifying tasks and puzzle tasks are other tasks suitable for younger learners up to the age of eleven or twelve as well. Through doing tasks in three sequential stages, younger learners, as language beginners, can also gain confidence in using the target language as they are given plenty of opportunities to interact with their friends in the target language in pairs and/or small groups without banning use of their mother-tongue (p.130). It should be noted that TBLT can encourage young beginners to achieve whatever they can, regardless of their little target language knowledge, as they have enough ability to understand and cope with doing the task-based activities, and they can use their learned vocabulary and sentences in a meaningful way. It is important not to expect them to communicate perfectly in the target language (pp. 118-130).

The three sequential stages that involve the tasks are pre-task, task-cycle, and language focus. In the first stage of pre-task, the teacher spends a longer time than in the original model for older learners to introduce the topic and the task using pictures, demonstrations and songs to the students to review the vocabulary they previously learned and help them understand how to do the task in the next stage. In the second stage of task-cycle, the teacher gives students more sets of tasks and informal explanations about the tasks so as to keep them interested. After the students complete the tasks in groups, the teacher guides them how to do the short planning and reporting until they accomplish it, so that they can report the results in front of the class with confidence. In the final stage of language focus, the teacher firstly identifies and classifies common words and phrases to the students to help them be more aware of language features they have already experienced in the second stage, such as singular and plural forms and basic sentence patterns for language analysis. Then Lastly, the teacher teaches some useful classroom language expressions in the target language and lets them practice the Chinese vocabulary used in different social situations, so that

they can transfer this language exposure to their own knowledge. Willis' (1996, p.116) TBLT model for young language beginners is shown in Figure 2.1 below.

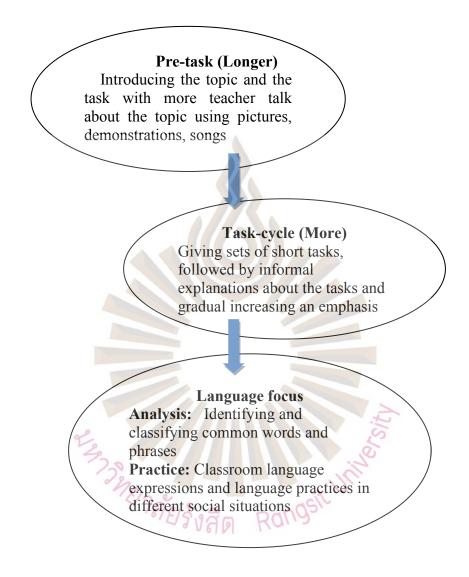


Figure 2.1 Willis' (1996) TBLT Model for Young Language Beginners Source: Willis, 1996, p.116

As a theory which is used in the TBLT classroom, Willis' (1996) TBLT model has been adopted by some researchers to do the task design. For example, Song (2013) applied Willis' (1996) model to design the tasks for Thai undergraduate students in the Chinese oral class. Through a questionnaire, it was found that with the implementation of teaching, the students' interest in learning Chinese; and confidence in speaking Chinese, were gradually enhanced, and their oral communication ability also

improved. Chen (2019) adopted Willis' (1996) model to do the task design for Thai primary school students. Through a questionnaire, it was found that after implementing TBLT in the Chinese class, most of the participants enjoyed learning Chinese by doing tasks and that TBLT could enhance their listening and speaking skills.

The model of TBLT was also further developed as Ellis (2003) proposed a TBLT model which was influenced by Willis' (1996) TBLT model and divided it into three stages: pre-task, during-task and post-task. In the stage of pre-task, the students need to be clear about the topic of the task, and understand the requirements and outcomes of the task; for example, learn about the language and background knowledge, and know how to do the task. In the stage of during-task, the students need to do the task in groups. In the stage of post-task, the students need to report the result of the task, get the feedback from the teacher and classmates, and then practice the language by another similar task. Yu (2013) said there was no difference between Willis' (1996) model and Ellis' (2003), but the Ellis' (2003) model is more reasonable, flexible, and practical, so the TBLT model had become stable and mature. Theories of TBLT were then applied around the world.

Nowadays, Willis' (1996) TBLT model is widely used in second language teaching research. Past studies (Yu, 2013; Song, 2013; Yan, Fu & Wang, 2018; Ding, 2018; Chen, 2019; Ma, 2021) show that Willis' TBLT model (1996) is effective in enhancing the learners' Chinese learning ability and suggested adopting Willis' TBLT (1996) model with their research contexts.

2.2.1 Task-based Language Teaching Model for the Present Study

In this study, Willis' (1996) model of TBLT was applied to K3 students at Plengprasiddhi Sailom Kindergarten in order to help them acquire Chinese speaking skills and move to the stage of speech emergence by encouraging them to use the Chinese vocabulary they learned in their K1 and K2 to express themselves verbally and meaningfully, and the model are as follows:

In preparation for the implementation of the tasks for the pre-task stage, the researcher must first introduce the Chinese vocabulary the students learned related to the topic, showing the pictures, songs or videos, and explanation in English. Thereafter, the researcher would introduce the task and give an example showing how to complete the task. However, because the students are too young and the researcher does not know Thai, the Chinese Thai teacher can assist the researcher explain how to do the task in Thai language. For example, after reviewing the Chinese vocabulary of "family members", the researcher will show the task while holding a picture of her own family and introduce the family members in Chinese, then complete the instruction of how to this task. If the students still don't understand how to do the task, the Chinese Thai teacher will assist in explaining how to do it in Thai language.

In the task-cycle stage, the students need to do the tasks individually or in groups with the sets of tasks. The researcher gives more sets of activities and instruction of the steps of these activities and walked around the classrooms to help the students, such as asking how to say the words in the target language. Because they are so young, they can use their native language to discuss the task with the group. In this process of doing the task, the students can get more confidence to plan the task and participate actively in groups. After completing the tasks, the researcher will guide the students how to do the short planning and reporting until the students have confidence to do it by themselves. For example, when the students are discussing within the group, they can use Thai language to discuss how to, for example, introduce their family in Chinese, so they could focus on the tasks, discuss the tasks, and come up with many ideas in Thai language and Chinese. If they experience the problem of not knowing how to say the word in Chinese, they can ask for help from the teachers or their peers and get answers easily, and thus they would feel confident in preparing for the report in Chinese. When the students are doing the report of the task, they need to present the task in class using the target language, and if they prepare enough, they will participate actively. For example, when the students introduce their family members in Chinese to the class, they are ready to do the report and raise their hands actively, and are cheerful when they get praise after reporting. Thus this process of task-cycle can help the students build their confidence in speaking Chinese by doing the task.

In the language focus stage, the researcher needs to give feedback after the students finish the report of the task, identifies and classifies the Chinese words they learned in the class, then teaches them some classroom language expressions that were used in this class. After that, the students practice the Chinese vocabulary used in different social situations to get more opportunities to practice their Chinese speaking skills. For example, after the students finish their report of their family, the researcher would give positive feedback, then identify and classify the important sentences, which include the Chinese words and classroom language expressions, to students. At the end of this stage, the students would practice the phrases and sentences in a role play.

2.3 Children Language Ability Development

Children were 3 and 6 years old at kindergarten. Li and Feng (2014) pointed out that the ages were an important time for language development, especially oral language development. The development of language in young children had a significant impact on the development of other areas of learning, Zhang (2019) advised that the Chinese language was a complex system, and summarized that young children around the world had a fundamentally similar process of language acquisition, with stages of phonological, vocabulary, grammatical, and pragmatic development.

For the development of language phonology, the ages of 2.5 and 4 are a period of rapid language development for children, with the most significant phonological progress occurring between the ages of 4 and 5. For the development of language vocabulary, vocabulary growth peaks at the ages of 3 and 5 in the children who prioritized the acquisition of vocabulary with a higher chance of repetition, vocabulary of interests and vocabulary that met a variety of needs.

For the development of language grammar, the children learned simple sentences earlier than compound sentences; and used these more often to express the meaning of language, preferring complete structures, simple grammar, and semantic images. For the development of language pragmatic competence, children who were between the ages of 3 and 6 were able to communicate socially and acquire language skills much easier.

Based on child psychology, Liang (2001) suggested that children who were between the ages of 5 and 6 enjoyed independent observation, hands-on experimentation, and inquiring activities; they still focused on concrete images but began to shift to abstract logical thinking; their ability to talk back and tell was further enhanced; their intentional behavior increased; and their personalities were furthermore formed.

Moreover, according to the development of children's attention, Chen (2017) suggested that children who are between the ages of 5 and 6 years old had further development of intentional attention, they were able to plan their access to relevant information, have the ability to organize and control their attention independently, use language to regulate their mental activities and behaviors, and maintain their attention for a longer period of time, especially when they encounter activities or games that interest them.

Following the above aspects of children's language ability, in this study, it is found the students who are between 5 and 6 years old have enough ability to pronounce Chinese vocabulary correctly and have mastered YCT-1 Chinese vocabulary they have learned in their K1 and K2. Additionally, they can learn Chinese speaking skills by using simple Chinese sentences because they have enough ability to communicate socially with their peers and acquire language skills. Moreover, they are eager to explore the world, prefer working with their peers, express themselves and focus more on the various activities they liked. Thus, TBLT, as a way to assign the goal-oriented activities to encourage the students use their learned target language knowledge to accomplish a real outcome, can also help the students learn Chinese speaking skills when they are doing the tasks and feel confident if they can complete the tasks. Therefore, it is suitable to the students who are young leaners to learn Chinese speaking skills in this study.

2.3.1 Stages of Second Language Acquisition (SLA) and Third Language Acquisition (TLA)

Chinese constitutes a Third language (L3) for this research. It is included in SLA as Susan, Jennifer and Luke (2020) defined SLA as the process of the learners learning another language after having first learned their native language. It could also refer to the learning of the third or fourth language. They also emphasize that, commonly, second language (L2) refers to any language learned after the first language (L1) has been learned, while, L3 is defined by Zhou, Wang, and Li (2020) as currently being learned in addition to the learner's L1 and L2. Therefore, the L3 learners are influenced not only by their native language but also by their L2. Past studies (Jin & Zhang, 2013; Wang, 2018; Hu, 2020; Zhou & Wang & Li, 2020) define TLA as the learning process of one or more language that the L3 learners acquire in addition to their L1 and L2, and the research of TLA originates from the SLA. This is even though it is more complicated, and additionally, they mainly pay attention to the linguistic elements and theoretical fields. In this research, most of the K3 students' L1 is Thai, their L2 is English, and their L3 is Chinese. Since the researcher does not know Thai, English is the medium of instruction in the Chinese class with a Thai Chinese teacher's assistance. Thus, Chinese as L2 or L3 should be considered in this study.

In SLA, the learners have different language stages. Hill and Flynn (2006) points out that Krashen and Terrell first explored the five stages of SLA in English learning classroom: 1) preproduction, that the learners are in the silent period, they don't say the words and need a lot of language input around other people, 2) early production, they have limited comprehension and produce one or two words, 3) speech emergence, they can make the simple conversations and correct grammar and pronunciation errors, 4) intermediate fluency, they have good comprehension and

make few grammatical errors, 5) advanced fluency, they have reached near-native speech level. Combined with the students in this study, the K3 students are between 5 and 6 years old, they get a lot of Chinese language input in the Chinese classroom, they can follow the teacher in repeating words, recognize the Chinese vocabulary, and do the activity by using keywords. However, most of them are not good at speaking Chinese, expressing themselves verbally and meaningfully, and are not confident. Thus, they are in the second stage of early production in SLA. They need more opportunities to practice their Chinese speaking skills. The researcher hopes the students can reach the stage of speech emergence by using TBLT at the end of semester 1, so this stage is adopted to design the weekly assessment to assess the students' learning results in each class.

Language transfer is a universal phenomenon in SLA and also should be considered in this research. Odln and Jarvis (1989) define it as the effects caused by commonalities and differences between the learner's learning of target language and other language(s) that have been acquired or not fully acquired. Odln (2004) also points out that language transfer has two kinds, the one is positive transference that can improve the progress and effectiveness of learning the target language. The other kind of language transfer is negative transference that can hinder the learning of the target language. Language transfer also happens in TLA, L3 learners already have knowledge of their L1 and L2, and their language transfer involves the influence of both L1 and L2. Wang (2018) points out that psychotypology, L2 status, and proficiency are the main factors that contribute to language transfer in language acquisition. He also finds that teaching Chinese phonetics should take into account not only the transfer influence of the L1 but also the transfer influence of L2, when the Thai learner' L1 is Thai, L2 is English, and L3 is Chinese. In this study, Chinese is also considered as L3 for the Thai students who learn Chinese speaking skills. As the students are so young, their L2 and L3 are limited. This follows Wang's (2018) opinion that the lower the proficiency of L3, the more L1 can influence TLA and facilitate learning. In facilitating the learning, the learners need to ask for help from the Thai Chinese teacher who acts as a translator when communicating with the students to reduce the influence of negative language transference.

Very little research on TBLT being used as a teaching method in the TLA research is available. Du and Zhou (2001) follow Willis' (1996) model of TBLT to design the lesson plans with different topics of the tasks such as "self-introduction", "greeting", "buying a ticket", "dinner party", "shopping", and "celebrating a festival". The learners whose L1 is Chinese and L2 is English, are interested to learn Tagalong language as L3 by using TBLT in the class. They also claim that TBLT is an effective and worthwhile teaching method in the use of TLA at a trilingual school. Therefore, it is possible to apply TBLT at a trilingual school.

2.3.2 Task-based Language Teaching and Affective Domain

TBLT is also related the learners' affective domain, Eliis, Skehan and Lambert (2019) point out in the book of "In Task-Based Language Teaching: Theory and Practice" that personal investment in Maehr's theory can provide a basis for the role of the learners play in performing tasks in the TBLT classroom. The learners have their own existing experience and knowledge and personal cultural background that would show in the class. Maehr's theory is formed by five aspects: 1) personal experience, 2) cultural context, which can be used in the teaching, 3) task design, 4) social expectations, and 5) information which can be controlled in the class. The teacher can change the design of the task, the building of social expectations in the class, and the provision of information in the class to directly affect the learners' performance in the TBLT classroom. He also points out that if the activity is meaningful, the learners will invest their own resources into the task, using their talents, time, and energy to complete the task. Thus, they can do the task well, and there are specific points that will show in the results of the task: 1) direction, the learners pay their attention to task, 2) persistence, the learners can keep on doing the task without the support and encouragement from the teacher, 3) continued motivation, the learners are willing to do the language focus after completing the task.

Nowadays, there are few studies that pay attention to the learners' affective domain in the TBLT classroom. Lambert (2019) conducts that the researcher and the

learners can get more opportunities to apply the suitable task which is related to the real situation in the TBLT classroom according to the learners' personal drives and experience. In this research, the K3 students are between 5 and 6 years old, most of them have mastered YCT-1 vocabulary and live in a non-Chinese society. They have less social experience and chances to speak Chinese outside of class. It is important to do proper instruction of cultural background, target vocabulary and of the task, and easy-to understand design of the tasks in this study. In addition, the encouragement and guide from the researcher is equally important in the class.

Confidence is one of the factors that affect the learners' performance in the TBLT classroom. It is defined by Che (2001) as the degree to which people are sure of themselves in many ways. In some specific areas, people can get self-sufficient when they discover that they are capable of performing an activity and successfully completing it. In speaking Chinese, the learners are highly confident that they are active to the response of the teacher, positive to speak Chinese and enjoyed doing the activity. Conversely, they are diffident, so that they are scared to speak Chinese with others, keep silent when doing the activity, and dare not have a conversation in Chinese in front of the class. Similar to the K3 students in this research, the researcher applied the TBLT model in order to help the K3 students boost their confidence in speaking Chinese in each stage which were supported by Subekti 's (2020) argument. In the pre-task stage, the students will build their confidence when they understand the background of the task, the Chinese words they learned, and the way to do the task because they have enough preparation for the task. In the task-cycle stage, they will improve their confidence when they are active in discussing group work, asking help from others, and reporting the task because they have more motivation in doing the task. In the language focus stage, they will become more confident when getting positive feedback from the teacher, summarize the language feature together, and practice with a mini task positively because they are cheerful to be done with work after completing the task.

Therefore, in this study, Thai children who were 5 and 6 years old, had sufficient cognitive language skills and unique psychological characteristics, as described above,

to improve their Chinese speaking skills and boost their confidence in speaking Chinese under the guidance of TBLT.

2.4 Related Studies

Previous studies in different contexts that applied Willis' (1996) TBLT to enhance foreign students' Chinese speaking skills revealed positive findings and suggestions. For example, in China, as pointed out by Ma (2021) with international college students, the application of TBLT at the beginner level of oral Chinese teaching in present studies is rare, but does provide some teaching strategies. The teaching strategies, such as in the stage of pre-task, are that the teacher needs to be well prepared for the class, as well as consider both the students' characteristics and the content of the textbook. In the stage of task-cycle, the design of the task cannot be too easy or too difficult for the students. Moreover, the teacher needs to be a good facilitator in the process of the students completing the task. In the stage of language focus, the teacher needs to record the results of students' reports and provide the mini tasks to practice the target language points. These above listed strategies can ensure the effective application of TBLT at the beginner level of oral Chinese class.

Similar to Ma (2021), in Hungary, Zou and Ning (2020) conducted their study with primary school students and found that TBLT and the design of Chinese teaching should be close to authentic situations. This was based on the introduction of questions, activities that were practiced in groups, and feedback from teachers that could improve the learners' level of Chinese speaking.

For children's oral Chinese teaching, some scholars focus on a students-centered approach by using Willis' (1996) model in TBLT. For example, in America, Ding (2018) demonstrated the applicability of TBLT based on the following: the primary school students' beginner level of oral Chinese teaching from the perspectives of foreign language policies, foreign language teaching, the particularity of primary Chinese classes for primary school students, the educational environment of primary school students, and the characteristics of child learners. Combined with her own teaching experience, she conducted three types of tasks which were based on Willis' (1996) model: game task, role play task and hand make task. The best teaching results was from the game task. It can be said that TBLT can interest the children to learn Chinese by using different types of tasks.

In Thailand, there are some related studies in Thai schools. For example, Zhang (2019) found that TBLT could make classroom teaching more interesting and catch the students' attention in the class, so TBLT could therefore improve the effect of the beginner level of Chinese oral class at a Thai university. As pointed out by Chen (2019) that when the teachers used TBLT in the Thai primary school, they should pay more attention to the design of the task suitable for the students' Chinese level, students' characters, and advantages. When preparing for the task, they should prepare fun activities to review the Chinese words. When implementing the task, it is important to control the time. When providing feedback, the teachers should correct the mistakes appropriately. In terms of the discipline and the intermediate language in the class, the teachers can ask for help from other native teachers to discipline the students, and to help explain the task.

For Thai kindergarten students' Chinese speaking skills learning in Thai contexts, past studies (e.g., Guo, 2019; Xie, 2019; Yao, 2019; Lin, 2019; Jiang, 2019) applied other teaching methods like games, pictures, situational topics, themes and total physical response to encourage them to speak the language and help them enjoy learning it. Those studies showed the same results in that during the process of Chinese learning, the students became more confident in speaking Chinese since they improved their Chinese speaking skills and were interested in learning it. In fact, it is difficult to find research implementing TBLT in a Chinese speaking class of kindergarten as Li (2021) reports that it is a new trend for kindergarten learners to study Chinese in Thailand. Only one study by Wang and Liu (2020) using Willis' (1996) model to enhance Chinese kindergarten students' English learning in China was found, reporting that TBLT was suitable for the students to learn English as it could cultivate their interest and satisfaction in language learning.

For the learners' confidence in Chinese speaking, Gu (2017) pointed out that South Korean students were afraid to speak and take part actively in the beginning level of Chinese oral class, and that based on the topic task, teaching under the guidance of TBLT can encourage the students to speak Chinese and enjoy the activities effectively. This is a new attempt to design the task by using a different topic, which combines the contents of the textbook with real life. Every student must participate in the task of the group, and furthermore, it provides them with the opportunity to show their own personality. For example, one student was poor in Chinese communication, but during the topic task of "hobby", he was excited to talk about his hobby of music. He ended the task with singing a Chinese song and received applause from his classmates. In the process of this task, the student got a chance to practice speaking and a positive feedback, which can build their confidence in speaking Chinese.

Similar to Gu (2017), Jo (2019) mentioned that TBLT was valued due to the way it emphasizes the task of language acquisition and the cultivation of communicative competence and communication strategies. It was also found that TBLT could encourage the Korean beginner level learners to get more opportunities to speak Chinese and improve their confidence in communicating in Chinese. Consequently, it can be said that when TBLT is applied to the Chinese oral class, it can boost learners' confidence because they become active learners with the tasks given, which is facilitated when doing tasks. However, there are few studies specifically of the effect of TBLT to improve the learners' confidence in speaking Chinese.

As more countries incorporate Chinese into their national education systems, the trend of younger Chinese learners is becoming more evident, along with the influence of YCT, which is a standardized international Chinese language proficiency test, for the primary and secondary learners whose native language is not Chinese. YCT is divided into YCT-1, for learners who have mastered 80 Chinese words, and YCT-2 for learners who have mastered 150 Chinese words. YCT-3 is for learners who have mastered 300 Chinese words, and lastly YCT-4, is for learners who have mastered 600 Chinese words (Hou, 2022). In Thailand, The Confucius Institute at Khon Kaen

University held the largest YCT exam of this year, with 8000 students taking the Chinese language test, according to the Hu (2019). More and more schools, even kindergartens, are using YCT as a standard for testing students' Chinese level test. At Plengprasiddhi Sailom Kindergarten, the school focuses on teaching YCT-1 Chinese courses for K1, K2, K3. Each level has different goals, and additionally, the school prepares K3 students who want to take the YCT-1 exam to achieve the certificate at the end of semester 2. Thus, it is possible to teach YCT-1 in kindergarten.

Chinese speaking tests are used frequently among foreign learners. Chen (2014) introduces two Chinese speaking tests, Oral Proficiency Interview (OPI) and Test of Spoken Chinese (TSC). OPI is a foreign language proficiency test that focuses on the test taker's ability to use the target language. The examiner and the test taker have a 10–30-minute continuous conversation, and the final score is based on the recording of this conversation. TSC, a Chinese spoken test which is based on the computer, is made by 'YBM ' which is a Korean education group. The examiner's evaluation is based mainly on the pronunciation, grammar, vocabulary, and fluency of the test taker. However, the OPI and TSL, which entails long conversations or using computers speaking tests, are difficult for young learners to take.-Moreover, the Chinese oral proficiency test (HSKK), a test made by the Center for Language Education and Cooperation, was pointed out by Yuan (2017) that it covers some specialized knowledge or strong social experience in the content of the exam. It is not suitable for the K3 students who are between 5 and 6 years old, since they have less social experience and cannot answer the questions such as "Why/How?" without pictures.

There is a special speaking test for YCT, which is YCT-koushi. It is divided into YCT-koushi elementary level test for YCT-3 learners, and YCT-koushi intermediate level test for YCT-4 learners (Hou, 2022). The YCT-koushi test consists of the following three parts: "Listening then repeat", "Post-listening answer", and "Look at the pictures and speak". These three parts test the learners' Chinese speaking skills, such as repeating the sentence, answering in the form of a sentence, and describing using sentences. This test focuses more on listening and having an understanding before speaking for young learners. In addition, the content of the YCT-koushi

elementary level test is mixed items with YCT-1 level, YCT-2 level, and YCT-3 level. To be consistent with the teaching of YCT-1 Chinese teaching in this research, and while considering the students' age and Chinese beginner level, the researcher adopted YCT-koushi test as the Chinese speaking test and selected the YCT-1 content from the YCT-koushi elementary level test as the exam items.

In conclusion, it is difficult to find research on the use of TBLT to affect the Thai kindergarten students' Chinese speaking skills and confidence at a trilingual school. Additionally, it is also hard to find research of specialized exams to test the students' Chinese speaking skills in kindergarten. In order to fill the gap in these research fields, the research adopted TBLT as a teaching way to find the effect of Chinese language studies on the Thai kindergarten students' Chinese speaking skills and confidence.



Chapter 3

Research Methodology

This chapter introduces the methodology of the research, which includes research design, population and samples, research instruments, validity and reliability of research instruments, research ethics clearance, and data analysis.

3.1 Research Design

In this research, TBLT was used as a treatment or an independent variable to improve Thai K3 students' Chinese speaking skills (dependent variable) and their confidence (dependent variable) in the Chinese speaking class. The one group, pretestposttest design was used in this experimental research as Jack and Norman (2009) define that a single group is measured or observed not only after being exposed to a treatment, but also prior. les รังสิต Rangsit เก่

3.2 Population and Samples

The population in this study was K3 students at Plengprasiddhi Sailom Kindergarten, enrolled in semester 1/2022, with a number of 62. Convenience sampling was suitable to select the target group as the researcher was assigned to teach a Chinese class for one hour a week, for it was a group available for her study (Jack and Norman, 2009). The class includes 9 boys and 5 girls who are non-native Chinese speakers from a Thai cultural background, and their first and second languages are Thai and English. Since they are between 5 and 6 years old, who are so young with limited language ability, a Thai Chinese teacher co-teaches to control the discipline in the class and communication.

3.3 Research Instruments

There are five research instruments. The Chinese speaking tests and weekly assessments were used to test the first hypothesis. The observations were for the second hypothesis, and the 16-week lesson plan was for the treatment. The video records were used for data collection throughout the whole process of the treatment.

3.3.1 The 16-week Lesson Plan

The 16-week lesson plan was used as the treatment was designed covering the entire term (one hour per week) based on the TBLT for young language learners with different types of tasks: listing, classifying, ordering and sorting, solving a problem, games and hand-made.

In the pre-stage, the researcher introduced the topic from the 'YCT Standard Course 1' Book using pictures, videos and songs to the students. English and Thai were used to give instructions for the task with a Chinese Thai teacher's help to guide the students to understand how to do the task.

In the task-cycle, the researcher explained to the students how to do the sets of tasks and walked around the classroom to give them help. After finishing the tasks, they were guided on doing the planning and the reporting until they could do it by themselves. They were also encouraged to help each other and/or ask for help in Chinese; the Thai language was allowed when they were doing the tasks. After reporting to the class, they were given positive feedback.

In the language focus, they were guided to identify and classify basic Chinese sentences based on conversations they have learned in the beginning of the class. Then they were taught some classroom language expressions and guided to do language practice through a role-play, a display, and a story-telling.

The topics for the lesson plans adopted from the book included 6 topics (personal information, body parts, family members, dates, places, and animals) with

required 70 vocabulary and classroom language expressions for the first term as shown in Table 3.1.

Week	1	2	3	4	5	6	7	8
Topic	Person	Person	Person	Family	Family	Family	Date	Date
	-al	-al	-al	membe	membe	membe		
	inform	inform	inform	-rs	-rs	-rs		
	-ation	-ation	-ation					
		and	and					
		body parts	body parts					
Main	你	你 你	你 你	这	他(he)	这	今天	你的
vocab	(you)	(you)	(you)	(this)	他 他	(this)	(today)	(your)
ulary	(you) 我 (I)	(you) 我(I)	(you) 我(I)	是(to	(she)	(tins) 是(to	(today) 明天	(your) 我的
J	代 (f) 什么	玖(l) 他(he)	玖(l) 他(he)	be)	(siic) 有(to	be)	(tom	(my)
	(what)	浥(to	浥(IIC) 是(to	我的	have)	我的	orro-	(my) 他的
	印以(be	be)	be)	(my)	liave) 没有	(my)	W)	(his)
	called)	進	认识	你 你	(don't	姐姐	几	(ms) 她的
	岁	(who)	(know)	(you)	have)	(older	(how	(her)
	(year	眼睛	(kilow) 不(no)	家	哥哥	sister)	many)	是(to
	old)	(eyes)	中国	(home)	(older	哥哥	月 月	be)
		个子	人	有(to 4	brother	(older	(month	Л
	(one)	(height	(Chine	have)		brother)	(how
			-se	他(he)	姐姐) **	号	many)
	+(ten)	鼻子	people	她	(older	爸爸	(numb-	月
		(nose)		(she)	sister)	(father	er)	(month
		耳朵	头发		爸爸		星期)
		(ears)	(hair)	(measu	(father	妈妈	(week)	号
		头发	眼睛了	Pre RO)妈妈	(mothe	星期	(numb-
		(hair)	(eyes)	word)	(mothe	-r) ≆⊓	─`(er)
		手	耳朵	人	-r) /⇒	和 (and)	Mond-	
		(hand)	(ears	(peopl-	家 (harma)	(and) 爱	ay)	
		脚	鼻子	e)	(home) 口	反 (love)	星期	
		(foot)	(nose)	哥哥	(measu	(IUVC) 家	天	
		高(tall)	手	(older brother	-re	(home)	(Sunda	
		不(no)	(hand))	word)	(nonic) 有(to	y)	
		大(big)	脚) 姐姐	人 人	have)		
		小	(foot)	(older	(peopl-	1(one).		
		(small)	个子	sister)	e)	10(t		
			(height	爸爸		en)		
) 直(ta11)	(father				
			高(tall) 士(big))				
			大(big)	/				

Table 3.1 The Topics and Vocabulary of 16-week Lesson plan

Week	9	10	11	12	13	14	15	16
Topic	Date	Places	Places	Places	Anima	Anima	Anima	Revie-
					-ls	-ls	-ls	W
Main	你的	你	商店	我(I)	大象	这	这儿	我(I)
vocab	(your)	(you)	(store)	在(at)	(elepha	(this)	(here)	叫(be
ulary	我的	我(I)	医院	家	-nt)	是(to	有(to	called)
	(my)	去(to	(hospit	(home)	长颈	be)	have)	1(one)
	是(to	go)	-al)	医院	鹿	长颈	猫(cat)	
	be)	哪儿	学校	(hospit	(giraff-	鹿	狗	10(ten)
	Л	(where	(school	al)	e)	(giraff	(dog)	眼睛
	(how))	商店	猫(cat)	e)	小	(eyes)
	many)	这	警察	(store)	狗	大象	(small)	大(big)
	月	(this)	局	(3000) 学校	(dog)	(elepha	鸟	是(to
	(month	那	(police	(school	鸟	-nt)	(bird)	be)
)	(that)	station		(bird)	在(at)	() 	月
	号	商店		警察	鱼	那儿	(fish)	(month
	(numb-	(store)	家	局	(fish)	(there)	大象)
	er)	医院	(home)	(police	小	小	(elepha	号
		(hospit	你	station	(small)	(small)	-nt)	(numb-
		-al)	(you))	大(big)	大(big)	长颈	er)
		学校	我(I)	,	这	猫(cat)	鹿	这
		(school	他(he)		(this)	狗	(giraff-	(this)
			她		是(to	(dog)	e)	我的
		警察	(she)		be)	自己		(my)
	2ª	局	去(go)		什么	(bird)		爸爸
	2	(police	在(at		(what)	(ond) 鱼		(father)
		station			喜欢	(fish)		喜欢
) 8/2	哪儿		(like)	(IIII) 我(I)		(like)
		家	(where	a Pa	n93	喜欢		大象
		(home)) • งศ	P RO		(like)		(elepha
			那儿			(nkc) 不(no)		-nt)
			(there)					
			这儿					
			(here)					
Μ	ain	这是什么	么? (Wh	at's this?) 那	。是什么?	(What'	s
Class	sroom	that?) 是不是? (Yes or no?) 对不对?						对?
	language (Right or not?)							
Expre	essions	不是。(No)不对。(Wrong) 再说一遍。(Say it again)						again)
		跟我读。(Repeat after me) 请举手.(Please hands up)						-
		大声读。(Read it out loud) 小声读。(Read in a						
			whisper) 你们听懂了吗? (Do you understand?)					
		-	「「「」」」。 「」」」」」」」」(Do you understand?) 「「」」」」」 「」」」」(Do you understand?) 「」」」」」 「」」」」」(」」」」」 「」」」」」(」」) 「」」」」」(」) 「」」」」(」) 「」」」)」(」) 「」」」)」(」) 「」」)」(」) 「」」)(」))					
		•				D) • III C	e quiet?	
	我有问题。(There is a question)							

Table 3.1 The Topics and Vocabulary of 16-week Lesson plan (Cont.)

同你的组员一起讨论,设法解决。(Discuss with your group
members and try to solve)你们有十分钟。(You have ten
minutes)
这个用中文怎么说? (How to say it in Chinese)
报告开始。(Reporting time)
有请下一组。(Next group please) 非常棒! (Excellent)
提问时间(Question and answer time)

Table 3.1 The Topics and Vocabulary of 16-week Lesson plan (Cont.)

Lesson Plans 1, 2 and 3 were about the topics of 'personal information' and 'body parts'. In Lesson Plan 1, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary to introduce themselves verbally and meaningfully through completion of some tasks. Thus the researcher started with a Chinese song called "Hello" and showed a student's card to introduce the topic for this class. A vocabulary activity including the cartoons picture with words was played to review the Chinese vocabulary in the pre-task stage. Each group received the cards by answering the questions from the researcher with group works (Collecting task). Then they created their own ID cards individually (Hand-made task) and introduced themselves to find the common point they all have in groups (Ordering and Sorting task). Before reporting their task results in front of the class, they discussed and planned how to report their results in groups while the researcher walked around to provide help in the task-cycle stage. The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today, by answering the researcher's questions with throwing a ball in the language focus stage. This is shown in Table 3.2.

Table 3.2 Lesson Plan 1

Lesson	plan 1 Week 1 Sub	ject: Chinese Spe	eaking Class					
Topic: Persona	l Information							
Time: 60 minu	tes							
	After this lesson, the students w	vill be able to:						
Goals	1. introduce themselves in Chin	iese.						
	2. ask questions to get others' names and ages in a basic way.							
Main	Main 你(you),我(I),什么(what) Main 1.你叫什么							
Vocabulary	叫(be called), 岁(year old), 一	Sentences	叫 3.你几岁?					
	(one)+(ten)		4. 我五岁。					
Classroom	这是什么?	(What's this?)						
Expressions								
	Teaching Proceed	lures						
	Introduction							
	1. Greet the students and check							
Pre-task	2. Play the "Hello" song in Ch	inese and encour	rage the students to					
(15 mins)	sing it.							
	3. Show one of the students' I	D cards provided	d by the school and					
	ask the students what they know	-	5					
	our topic.		, <i></i> ,					
	4. Use the vocabulary cards, wh	hich are cartoon r	victures with words					
	of the words they have learned	-	-					
	connot recall the words that f							
9								
	flash cards have been shown,							
	reviewed again by introducing							
	pictures. Then introduce the ser		ares.					
	5. Demonstrate how to do the t	N N						
	Collecting Task, Hand-make	Tásk, displaying	g Task					
	Each group collects the ca	rds by answering	the questions from					
	the researcher. They need to dr	aw their own sel	lf-portrait and write					
Task-cycle	down their name and age on	their card indiv	idually. Then, they					
(25 mins)	show their name cards and introduce themselves in groups, discuss							
()	how to introduce it in Chinese		U 1 /					
	groups, the teacher walks aroun	-	U					
	Planning	id and provides in	cip.					
	Each group needs to plan ho	w to report the r	equilte of the task in					
		w to report the r	coults of the task III					
	Chinese to the class.							
	Reporting		1					
	Each group takes turns in							
	by one to the class, and the teac	ther gives positive	e teedback.					

Table 3.2 Lesson Plan 1 (Cont.)

Language Focus (20 mins)	 Analysis Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. Correct the language mistakes made during presentations. Identify and classify basic Chinese sentences based on conversations they have learned Teach the classroom language expressions they used in the class. Practice Let the students practice the conversation by answering the teacher's question in Chinese. The teacher throws a ball and the student who catches it needs to answer the question, then throws the ball to another student.
Assessment	The teachers assess the students' learning results throughout the video recordings.

In Lesson Plan 2, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary to introduce others verbally and meaningfully through completing some tasks. Thus the researcher started with asking the students for their best friend's name (the student must be in our class) to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. The students, in groups, introduced their best friend to make other group members find out the photo of their friend (Matching task. Then each group needed to rank their friends following their age and introduce them to the class in the task-cycle stage (Listing task). Before reporting their task results in front of the class, they discussed and planned how to report their results in groups while the researcher walked around to provide help in the task-cycle stage. The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by a random game to introduce one student (display activity). This is shown in Table 3.3.

Table 3.3 Lesson Plan 2

Lesson	plan 2	Week 2	Subje	et: Chinese Spe	aking Class
Topic: Persona	al Informat	tion, body parts.			
Time: 60 minu	utes				
	After this	s lesson, the stud	ents will	be able to:	
Objectives	1. introdu	ace their friend i	n Chinese		
	2. ask and	d answer questic	ons in Chi	nese about their	friend.
		 我(I),他(he),是(1.他是谁? 2.他是
Main		艮睛(eyes), 个子(hei	, i	Main	我的朋友。
Vocabulary		耳朵(ears),头发(hai		Sentences	3.他的眼睛大。4.
		d),脚(foot),菁			他的个子高。
		(big), 小(small)			
Classroom		那是	什么? (V	What's that?)	
Expressions		TI		-	
		Teaching	Procedui	res	
Pre-task (15 mins)	 Greet the students and check their attendance. Ask the students' best friend's name in English, encourage the students to answer in Chinese, then introduce our topic. Use the vocabulary cards, which are cartoon pictures with words, of the words they have learned in K2, in a fast review. If they cannot recall the words, that flash card is set aside. After all the flash cards have been shown, the unknown flash cards will be reviewed again by introducing the meaning of the words by using pictures. Then introduce the sentences with pictures. Demonstrate how to do the task. 				
Task-cycle (25 mins)	Th members group neu introduce the teach Planning Each Chinese the Reportin Ea introduce	find out the pho eds to rank their them to the class ers walk around g group needs to p to the class.	uce their oto of thei friends ac ss. When and provi olan how urns to she ersonal in	r friend in group coording to their they are doing t de help. to report the res ow their group l formation one b	r ages and he task in groups, ults of the task in board and

Table 3.3 Lesson Plan 2 (Cont.)

Language Focus (20 mins)	 Analysis Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. Correct the language mistakes made during presentations. Identify and classify basic Chinese sentences based on conversations they have learned Teach the classroom language expressions they used in the class. Practice Put their names in a basket and the student pulls one name from the basket and they then have to introduce that student to the rest of the class.
Assessment	The teachers assess the students' learning results throughout the video recordings.

In Lesson Plan 3, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to get other people's information and describe their body features in a basic way through completing some tasks. Thus the researcher started with showing a cartoon video of Spiderman to introduce the topic for this class. A vocabulary activity including the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. The students, in groups, collected the information of one fictional person to complete the card by asking and answering questions (Collecting task). Then they talked about this person to let other groups find out this person's photo in the task-cycle stage (Matching task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by describing one person in conversation in the language focus stage. This is shown in Table 3.4.

Table 3.4 Lesson Plan 3

Lesso	n plan 3	Week 3	Subjec	t: Chinese spe	aking class
Topic: Person	nal Informatio	on. Body parts.			
Time: 60 mir	nutes				
	After this le	esson, the studer	nts will be	able to:	
Goals	1. ask o	others for basic	informatio	on and introduc	ce others in
	Chinese.				
		cribe other peop	le's body	features in Chi	inasa
Main Sentences	-	式(I), 他(he), 是(to		Main	1.你认识她吗? 2.
Sentences),中国人(Chinese		Sentences	我不认识她。3.她是
	头发(hair),眼	睛(eyes), 耳朵(ears	;),鼻子	Sentences	中国人。4.她的头
	(nose), 手 (ha	and),脚(foot),	个子		发长。
	(height), 高(tal	l),大(big),小(sma	11)		
Classroom		再说	一遍。(Sa	y it again)	
Expressions		Terekinel			
	Introductio	Teaching I	roceaure	es	
Pre-task (15 mins)	 Greet the students and check their attendance. Show a video of the cartoon that students know, such as Spiderman. Ask the students for information about the cartoon in English, get the answer then introduce our topic. Use the vocabulary cards, which are cartoon pictures with words, of the words they have learned in K2, in a fast review. If they cannot recall the words, that flash card is set aside. After all the flash cards have been shown, the unknown flash cards will be reviewed again by introducing the meaning of the words by using pictures. Then introduce the sentences with pictures. Demonstrate how to do the task. 				
Task-cycle (25 mins)	 Collecting Task, Matching Task Each group receives one calling card, and each group member receives different information on a card about the same fictional person. They need to ask other group members for information about this person. After collecting all information, they complete the calling card of this person. Then they talk about this person to let other group members find out this person's photo. While they are doing the task in groups, the teachers walk around and provide help. Planning Each group needs to plan how to report the results of the task in Chinese to the class. Reporting Each group takes turns to introduce the person's information to the class, while the teacher gives positive feedback. 				

 Table 3.4 Lesson Plan 3 (Cont.)

	Analysis						
	1. Summarize the results of all the group presentations and give big						
	stickers to the best group, and small stickers to other groups to						
Language	encourage students to actively participate in the task.						
Focus	2. Correct the language mistakes made during presentations.						
(20 mins)	3. Identify and classify basic Chinese sentences based on						
	conversations they have learned						
	4. Teach the classroom language expressions they used in the class.						
	Practice						
	Give another fictional person's picture to each student and let						
	them answer the question "Do you know him?" in Chinese and then						
	describe this person in Chinese.						
Assessment	The teachers assess the students' learning results throughout the						
	video recordings.						

Lesson Plans 4, 5 and 6 were about the topic 'my family'. In Lesson Plan 4, the research directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to introduce their family members through completing some tasks. Thus the researcher started with showing a family photo to introduce the topic for this class. A vocabulary activity included the cartoon family pictures with words was played to review the Chinese vocabulary in the pretask stage. The students, in groups, received the pictures of their family members by asking and answering "Do you have...?" from the researcher (Collecting task). Then they needed to introduce their family members by answering the students' questions to let them find out the correct family photo in the task-cycle stage (Matching task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based in conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by introducing one fictional person's family individually in the language focus stage. This is shown in Table 3.5.

Table 3.5 Lesson Plan 4

Lesson	plan 4 Wee	k 4 Subj	ect: Chinese spe	eaking class			
Topic: My Far	mily						
Time: 60 min	utes						
	After this lesson, the	e students will	be able to:				
Goals	1. introduce their fai	mily members	in Chinese.				
	2. ask and answer questions about introducing their family.						
	这(this),是(to be),我的	(my), 你		1.这是我的爸爸。2.			
Main	(you), 家(home), 有(to h	nave), 他(he),	Main	我家有4口人。3.这			
Vocabulary	她(she),口(measure word	d), 人(people),	Sentences	是妈妈。4.他家有3			
	哥哥(older brother), 姐姐	l(older sister),		口人。			
	爸爸(father),妈妈(mothe	er)					
Classroom			Yes or no?)				
Expressions			(No)				
	Teac	hing Procedu	ires				
Pre-task (15 mins)	 Show a photo of a family and ask the students what they know about it in English, encourage the students to answer in Chinese, then introduce our topic. Use the vocabulary cards, which are cartoon pictures with words, of the words they have learned in K2, in a fast review. If they cannot recall the words, that flash card is set aside. After all flash cards are shown, the unknown flash cards will be reviewed again by introducing the meaning of the words with pictures. Then introduce the sentences with pictures. Demonstrate how to do the task. 						
Task-cycle (25 mins)	members by asking researcher. Then th answering the stude family photo in grou teachers walk aroun Planning Each group neu in Chinese to the cla Reporting	in groups, rec g and answer ey need to in ents' question ups. While the d and provide eds to plan ho ass.	ing "Do you h troduce their fa s to let them fi ey are doing the help. ow to report the troduce their fa	amily members by nd out the correct task in groups, the results of the task mily in Chinese to			

Table 3.5 Lesson Plan 4 (Cont.)

Language Focus (20 mins)	 Analysis Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. Correct the language mistakes made during presentations. Identify and classify basic Chinese sentences based on conversations they have learned Teach the classroom language expressions they used in the class. Practice Give a random picture to each student that includes one fictional person's family. They need to stand in front of the class and introduce the family members from the picture.
Assessment	The teachers assess the students' learning results throughout the
	video recordings.

In Lesson Plan 5, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to ask others' family members through completing some tasks. Thus the researcher started with asking about the students' family members to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each group received one sheet of paper to collect the number of different family members by asking and answering in groups (Collecting task). Then they needed to introduce this family to let other groups to guess which family it is in the task-cycle stage (Matching task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by a role play in the language focus stage. This is shown in Table 3.6.

Table 3.6 Lesson Plan 5

Lesso	n plan 5	Week 5	Subject:	Chinese spea	aking class
Topic: My Fa	mily				
Time: 60 mir	utes				
	After this le	esson, the studer	nts will be al	ole to:	
Goals	1. introduce	e others' family	members in	Chinese.	
	2. ask and a	answer questions	s to others al	bout their far	nily in Chinese.
Main	他(he),她(she	e),有(to have),没有	钉(don't	Main	1.他有一个哥哥。2.
Vocabulary	have), 哥哥(o	lder brother), 姐姐(older sister),	Sentences	他家有4口人。3.
	爸爸(father),	妈妈(mother),家(ho	ome), 🗆		你有没有有妹
	(measure word), 人(people)			妹?。
Classroom	请	举手.(Please hand	s up) 对不对?	(Right or not?)	不对。(Wrong)
Expressions					
		Teaching I	rocedures		
Pre-task (15 mins) Task-cycle (25 mins)	Chinese, th our topic. 3. Introduce 4. Demonst Collecting Each a of differen Then they which fam groups, the Planning Each a Chinese to Reporting Each	e students answ e the sentences w rate how to do t Task, Matching group receives of t family memb- need to introdu- ily is on the b teacher walks a group needs to p the class. group takes tur	er in Englis with pictures he task. g Task one sheet of ers by askin ce this fam oard. When round and p lan how to p	h and Chines paper to cong and answilly to let of they are d rovides help. report the res	ve in English and se, then introduce llect the numbers vering in groups her groups guess loing the task in sults of the task in ers of their tota ositive feedback.
Language Focus (20 mins)	Analysis 1. Summar stickers to encourage s 2. Correct t 3. Identify conversation	ize the results o	f all the gro , and smal ely participa takes made basic Cl rned	bup presentat l stickers to tte in the task during prese hinese sente	ions and give big other groups to c. ntations. ences based or

 Table 3.6 Lesson Plan 5 (Cont.)

Lesson	plan 5 Week 5	Subject: Chinese speaking class			
	Practice				
	Have a conversation with	h the students to practice by answering the			
	question "Do you have?" in Chinese. One student will stand in				
	front of the class, and the other students can only ask one question				
	each of "Do you have	?" The student needs to answer, and other			
	students then guess how r	nany members are in the student's family.			
Assessment	The teachers assess the	students' learning results throughout the			
	video recordings.				

In Lesson Plan 6, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to introduce their family members through completing some tasks. Thus the researcher started with showing a cartoon video of 'Peppa the Pig and Family' to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each student drew their family individually (Hand-made task). Then they introduced their family and rank their family in the number of the family members in groups in the task-cycle stage (Listing task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by making a video of saying "I love my...." in Chinese in the language focus stage. This is shown in Table 3.7.

Table 3.7 Lesson Plan 6

Lesson plan 6 Week 6 Subject:			Subject: Chinese speaking class			
Topic: My F	Topic: My Family					
Time: 60 mi	nutes					
	After this lesson, the students will be able to:					
Goals	1. draw a picture of family tree and introduce the members in					
	Chinese.					
	2. express their love to their family in simple sentences in Chinese.					

Table 3.7 Lesson Plan 6 (Cont.)

Lesso	n plan 6 Week	6 Subject	: Chinese spe	aking class		
Main Vocabulary	这(this),是(to be),我(的 sister),哥哥(older brother),f (mother),和(and),爱(love), have),1(one)—10(ten),口(r (people)	爸爸(father),妈妈 家(home),有(to	Main Sentences	 1.这是我的姐姐。 2.我家有 5 口人。 3.我爱我的爸爸。 		
Classroom Expressions	跟我读。(Repeat after me) 大声读。(Read it out loud) 小声读。 (Read in a whisper)					
	1	ing Procedure	S			
Pre-task (15 mins)	 Introduction Greet the students and check their attendance. Let students watch a family cartoon video "Peppa the Pig and Family" and ask them what they know from it in English, encourage the students to answer in Chinese, then introduce our topic. Introduce the sentences with pictures. Demonstrate how to do the task. 					
Task-cycle (25 mins)	 Hand-made Task, Listing Task Each student needs to draw their family tree and trace the sentence "I love my father, mother" in Chinese. Then introduce their family and rank their family in the number of the family members in groups in Chinese. While they are doing the task in groups, the teachers walk around and provide help. Planning Each group needs to plan how to report the results of the task in Chinese to the class. Reporting Each group takes turns to show their family cards and introduce them to the class. while the teacher gives positive feedback					
Language Focus (20 mins)	 them to the class, while the teacher gives positive feedback. Analysis Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. Correct the language mistakes made during presentations. Identify and classify basic Chinese sentences based on conversations they have learned Teach the classroom language expressions they used in the class. Practice Make a short video one by one that shows the family cards, while saying "I love my" in Chinese and send the video to their parents after class. 					
Assessment	The teachers assess video recordings.	the students' le	earning resul	ts throughout the		

Lesson Plans 7, 8 and 9 were about the topic of 'dates'. In Lesson Plan 7, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to express the date through complete some tasks. Thus the researcher started with showing a calendar to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each student received a page of a calendar and found out their group which had the same month by asking in Chinese (Classifying task). Then they explained their own favorite day to let their group find out the day on the page of calender in the task-cycle stage (Matching task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by a role play in the language focus stage. This is shown in Table 3.8.

Lesson	plan 7 V	Week 7	Subject: (Chinese Spea	king Class
Topic: Dates.		11			
Time: 60 min	utes			Sit	
Goals	After this lesson, the students will be able to: 1. know how to say the date in Chinese. 2. ask and answer questions about the date in Chinese.				
Main Vocabulary	今天(today)。明天。 many),月(month), (week),星期一(Mo	号(number),	星期	Main Sentences	 1.今天几月几号? 2.明天星期几? 3.十号是星期天。
Classroom Expressions	你们听懂了吗? (Do you understand?) 懂了(yes)/不懂 (No)。				
Teaching Procedures					
Pre-task (15 mins)	and answer in 3. Use the volume words, of the	endar and a English, the ocabulary c words they	sk the stud en introduce cards, whic have learn	lents what the our topic. The are cartoo ed in K2, in	ney know from it on pictures with a fast review. If aside. After all

Table 3.8 Lesson Plan 7

 Table 3.8 Lesson Plan 7 (Cont.)

Lesson pla	an 7 Week 7 Subject: Chinese Speaking Class
	flash cards are shown, the unknown flash cards will be reviewed again by introducing the meaning of the words with pictures. Then introduce the sentences with pictures. 4. Model how to do the task.
Task-cycle (25 mins)	Classifying Task, Matching Task Each group receives a different page of a calendar, they then discuss how to introduce the date of this page in Chinese and pick out which day is their favorite day of that month on the page. When they are doing the task in groups, the teacher walks around and provides help. Planning Each group needs to plan how to report the results of the task
	in Chinese to the class. Reporting Each group takes turns to introduce the date of that calendar page and their own favorite day in Chinese to the class, while the teacher gives positive feedback.
Language Focus (20 mins)	 Analysis 1. Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. 2. Correct the language mistakes made during presentations. 3. Identify and classify basic Chinese sentences based on conversations they have learned 4. Teach the classroom language expressions they used in the class. Practice
Assessment	Give one calendar page showing the date and the students practice having a conversation with role play in pairs to ask the date in Chinese. The teachers assess the students' learning results throughout the
Assessment	date in Chinese.

In Lesson Plan 8, the researcher aimed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to express their birthday through completing some tasks. Thus the researcher started with asking their birthday date to introduce the topic for this class. A vocabulary activity including the cartoon pictures with words was played to review the Chinese vocabulary in the pretask stage. Each student asked their classmates for their birthdate in order to form a group with the same birthday month (Classifying task). Then they introduced their birthday to rank their birthday in groups in the task-cycle stage (Listing task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by a story telling about one toy's name, age and birthdate which they had discussed in the language focus stage. This is shown in Table 3.9.

Lesso	n plan 8	Week 8	Subject:	Chinese spea	king class	
Topic: Dates		. ///				
Time: 60 min	utes					
	After this lesso	n, the studen	ts will be al	ole to:		
Goals	1. express their	own and oth	ers' birthda	y in Chinese		
	2. ask and ansv	ver questions	about othe	rs' birthdays.		
	你的(your),我的(I	my),他的(his),	她的(her),		1.你的生日是几月几	
Main	是(to be),几(how	many, 月(month), 号	Main	号?	
Vocabulary	(number)			Sentences	2.我的生日是一月一	
					号。	
	2			S	3.他的生日是三月二	
	3			100	号。	
Classroom	请安静! (Be quiet)					
Expressions Teaching Procedures						
		Teaching P	rocedures			
	Introduction					
	 Greet the students and check their attendance. Ask the students questions such as "How old are you?" "When is 					
Pre-task	your birthday?	-				
(15	introduce our to	-	C		,	
mins)	3. Introduce the sentences with pictures.					
	4. Model how	to do the task	Κ.			
	Classifying Task, Listing task					
		•	-		eacher. They	
	need to ask the			•		
Task-cycle					ssmates have the	
(25 mins)	•		-	-	they introduced	
	the task, the tea				en they are doing	

	Table	3.9	Lesson	Plan 8	
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Table 3.9 Lesson Plan 8 (Cont.)

Less	Lesson plan 8		Subject: Chinese speaking class			
	PlanningEach group needs to plan how to report the results of the task inChinese to the class.ReportingEach group takes turns reporting their birthday date in Chinese tothe class, while the teacher gives positive feedback.					
Language Focus (20 mins)	 Analysis 1. Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. 2. Correct the language mistakes made during presentations. 3. Identify and classify basic Chinese sentences based on conversations they have learned 4. Taught the classroom language expressions they used in the class. Practice Give a toy to each group and they make a story for the toy. They also need to discuss the name, age, and birthday of the toy they got, and then to introduce the toy in Chinese to the class. 					
Assessment	The teachers video recordi		nts' learning results throughout the			

In Lesson Plan 9, the researcher aimed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to express their birthday through completing some tasks. Thus the researcher started with a video of a birthday party to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each student made a birthday card individually and send it to the students who they found by asking their birthdates in Chinese (Hand-made task), Then they needed to list their students birthdates they remembered in groups in the task-cycle stage (Memory task). The researcher gave each group positive feedback after reporting. And guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by describing a random picture of a birthday in Chinese sentences in the language focus stage. This is shown in Table 3.10.

Table 3.10 Lesson Plan 9

Lesso	n plan 9	Week 9	Subject:	Chinese spea	king class
Topic: Dates					
Time: 60 min	utes				
	After this les	son, the stude	nts will be a	ble to:	
Goals	1. ask questic	ons about birtl	ndays and sa	y "Happy Bi	rthday" in
	Chinese.				
	2. answer the	dates in Chir	iese.		
	你的(your),我自	的(my),是(to be)	, 几(how		1.你的生日是几月
Main	many), 月(mont	h), 号(number)		Main	几号?
Vocabulary				Sentences	2.祝你生日快乐!
					3.谢谢你的礼物。
Classroom	我有问题	. (There is a d	question)		<u> </u>
Expressions		Tooching	Procedures		
	Introduction		Frocedures		
Pre-task (15 mins)	 Show a video of a birthday party and ask the students what they know from it in English, encourage the students to answer in Chinese, then introduce our topic. Introduce the sentences with pictures and ask the questions about the date to each student in Chinese and if they answer correctly, they get the materials to decorate their birthday card. Demonstrate how to do the task. 				
Task-cycle (25 mins)	Each stud They then re of birth, and birthday?" in birthday card needed to list When they a and provides Planning Each gro Chinese to th Reporting Each gr	ceive a note f d they need n Chinese and d to and say t their classma are doing the help. oup needs to p the class.	make a birth rom the teac to ask their and find the "Happy Birth tes' birthdat task in grou blan how to ns to report	cher with one ir classmates correct per thday" in Ch tes they reme ups, the teach report the res their list of	another student. classmate's date classmate's date when is your son to send the inese. Then they mbered in groups ner walks around ults of the task in their classmates' er gives positive

Table 3.10 Lesson Plan 9 (Cont.)

Lesson pl	an 9 Week 9	Subject: Chinese speaking class
Language Focus (20 mins)	stickers to the best g encourage students to a 2. Correct the language 3. Identify and cla conversations they hav 4. Teach the classroo class. Practice Each student receiv	Its of all the group presentations and give big roup, and small stickers to other groups to actively participate in the task. e mistakes made during presentations. ssify basic Chinese sentences based on re learned om language expressions they used in the ves a random picture of birthday, they need to speak Chinese sentences about this picture.
Assessment	The teachers assess the video recordings.	students' learning results throughout the

Lesson Plans 10, 11 and 12 were about the topic 'places'. In Lesson Plan 10, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to express the places through completing some tasks. Thus the researcher started with showing pictures related to the places to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each student received one picture of a different place, and those with the same picture were grouped together after asking each other and answering to find the same place (Classifying task). Then they needed to design their map of different places with different positions in groups in the task-cycle stage (Problem solving task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by role play in the language focus stage. This is shown in Table 3.11.

Table 3.11 Lesson Plan 10

Lesson	plan 10 Week 10) Subje	ect: Chinese sp	beaking class	
Topic: Places					
Time: 60 min	utes				
	After this lesson, the stud	lents will be	able to:		
Goals	1. ask and answer the que	estion about	places in Chir	nese.	
	2. express the places in C	hinese.			
Main	你(you),我(I),去(to go),哪/	L	Main	1.你去哪儿? 2.我	
Vocabulary	(where), 这(this), 那(that),	商店	Sentences	去商店。	
	(store), 医院(hospital), 学校(so	chool),警察		3.这是哪儿? 4.这	
	局(police station), 家(home)			是医院。	
Classroom	同你的组员一起讨论, i	殳法解决。	(Discuss with y	our group members	
Expressions		and try to s	olve)		
	Teaching	g Procedure	es		
	Introduction				
Pre-task (15 mins)	 2. show the pictures with something related to the places and ask the students some questions such as "if you are sick, you need to go to see a doctor, so you need to go where?", encourage the students to answer in English or Chinese. Then introduce our topic. 3. Use the vocabulary cards, which are cartoon pictures and words, of the words they have learned in K2, in fast review. If they cannot recall the words, that flash card is set aside. After all flash cards are shown, the unknown flash cards will be reviewed again by introducing the meaning of the words with pictures. Then introduce the sentences with pictures. 4. Demonstrate how to do the task. 				
Task-cycle (25 mins)	Classifying Task, Problem Solving Task Each student gets a picture of one place. They will need to ask other students "Where will you go to?" in Chinese and get the answers one by one, to find classmates with the same place to go to and become a group. Then they need to discuss how to introduce this place in Chinese. Then they needed to design their map of different places with different positions in groups. When they are doing the task in groups, the teacher walks around and provides help. Planning Each group needs to plan how to report the results of the task in Chinese to the class. Reporting Each group takes turns to introduce their map in Chinese to the class. The teacher gives positive feedback.				

Table 3.11 Lesson Plan 10 (Cont.)

Le	esson plan 10 Week 10 Subject: Chinese speaking class
Language Focus (20 mins)	 Analysis 1. Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. 2. Correct the language mistakes made during presentations. 3. Identify and classify basic Chinese sentences based on conversations they have learned 4. Teach the classroom language expressions they used in the class. Practice Give each student one picture of one place and practice having a conversation by asking where it is in Chinese through role play.
Assessment	The teachers assess the students' learning results throughout the video recordings.

In Lesson Plan 11, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to ask and answer about the places through complete some tasks. Thus the researcher started with a sample map to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words which was played to review the Chinese vocabulary in the pre-task stage. Each group received one map, and the group had to state where each group member would go and make a note to count the number of the people in each place (Collecting task). Then each group needed to tell other groups how many people in each place they have and find the same number in the same place from the other groups in the task-cycle stage (Puzzles task). The researcher gave each group positive feedback after reporting. And guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by displaying one place at random in the language focus stage. This is shown in Table 3.12.

Table 3.12 Lesson Plan 11

Lesson	plan 11 Week 11 Subjec	et: Chinese sp	eaking class			
Topic: Places						
Time: 60 minu	ites					
	After this lesson, the students will be	able to:				
Goals	1. make a conversation of going to so	me places in	Chinese.			
	2. practice having a conversation of asking which way to go in					
	Chinese.		in all to go in			
		1	1日防大町110			
	商店(store), 医院(hospital), 学校(school),	Main	1.医院在哪儿?			
Main Vaaabulawy	警察局(police station),家(home),你(you),	Sentences	2.商店在那儿。			
Vocabulary	我(I), 他(he), 她(she), 去(go), 在(at), 哪	Sentences	3.他去学校。			
	儿(where),那儿(there),这儿(here)					
Classroom	你们有十分钟。(You	have ten minu	ites)			
Expressions						
	Teaching Procedures	5				
	Introduction					
	1. Greet the students and check their	attendance.				
Pre-task	2. Show a sample map with some pla					
(15 mins)	to answer what they see on the maj	o in English	and Chinese, then			
	introduce our topic.					
	3. Introduce the conversation with pictures.					
	4. Demonstrate how to do the task.					
	Collecting Task, Puzzles Task	n and difford	nt place they peed			
	Each group will receive one map and different place they need to go. They need to discuss how to design a conversation to ask each					
Task-cycle	group member's destination and make a route on the map. Then					
(25 mins)	each group needs to tell the other group how many people in each					
(25 mms)	place they have and find the same number in the same place from					
	the other groups. When they are doin					
	walks around and provides help.					
	Planning					
	Each group needs to plan how to	report the res	sults of the task in			
	Chinese to the class.					
	Reporting		6 (1 (1 1))			
	Each group takes turns reportin	g their result	s of the task while			
	the teacher gives positive feedback.					
	Analysis 1. Summarize the results of all the g	roun nrecenta	tions and give hig			
	stickers to the best group, and small					
Language	encourage students to actively partici					
Focus	2. Correct the language mistakes made	-				
(20 mins)	3. Identify and classify basic Chinese					

Table 3.12 Lesson Plan 11 (Cont.)

Lesson plan 11 Week 11		Subject: Chinese speaking class
	conversations they have lea 4. Teach the classroom lang Practice	arned guage expressions they used in the class.
		picture about location at random and ences.
Assessment	The teachers assess the s video recordings.	tudents' learning results throughout the

In Lesson Plan 12, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to introduce other's locations through completing some tasks. Thus the researcher started with showing a Chinese cartoon video of 'go home' to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each group collected the pictures of family members and places from other groups by asking and answering (Collecting task). Then each group discussed and explained how to pick up all family members with a short and safe way in groups in the task-cycle stage (Listing task). The researcher gave each group positive feedback after reporting and guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by a role play during the language focus stage. This is shown in Table 3.13.

Lesson	olan 12	Week 12	Subject:	Chinese spe	eaking class
Topic : Places					
Time: 60 minu	utes				
	After this le	esson, the stude	nts will be a	ble to:	
Goals 1. introduce some places in Chinese.					
	2. ask other	's location in C	hinese.		
	我(I), 在(at),	家(home), 医院(ho	ospital		1.爸爸在商店。
Main),商店(store)	,学校(school),警	警察局(police Main 2.我回家。		
Vocabulary station) Sentences 3.你姐姐?					

Table 3.13 Lesson Plan 12

Table 3.13 Lesson Plan 12 (Cont.)

Lesson	plan 12 Week 12 Subject: Chinese speaking class						
Classroom	这个用中文怎么说? (How to say it in Chinese)						
Expressions							
Teaching Procedures							
	Introduction						
Pre-task (15 mins)	 Greet the students and check their attendance. Have them watch a Chinese cartoon video that shows the way of going home and ask the students what they know from it in English, encourage the students to answer in Chinese, then introduce our topic. Introduce the conversation with pictures. Demonstrate how to do the task. 						
Task-cycle (25 mins)	Collecting Task, listing Task Each group collects the pictures of family members and places from other groups by asking and answering. They need to discuss in a group to figure out the best route to pick up all family members who are waiting in the places to go home in a short, safe way on the map. Also, they will discuss how to introduce the route in Chinese. When they are doing the task in groups, the teacher walks around and provides help.						
	PlanningEach group needs to plan how to report the results of the task inChinese to the class.ReportingEach group takes turns to introduce the route on the map inChinese. The teacher gives positive feedback.						
Language Focus (20 mins)	 Analysis Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. Correct the language mistakes made during presentations. Identify and classify basic Chinese sentences based on conversations they have learned Teach the classroom language expressions they used in the class. Practice Give each pair a picture and let them practice having a conversation of asking others' location in Chinese with role play.						
Assessment	The teachers assess the students' learning results throughout the video recordings.						

Lesson Plans 13, 14 and 15 were about the topic 'animals'. In Lesson Plan 13, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to express the animals' features

through completing some tasks. Thus the researcher started with showing a video of different animals to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each student received the part of an animal and found out what the animal it is in groups (Puzzles task). Then each group needed to introduce the animal they to let other groups found out that animal on the board in the task-cycle stage (Matching task). The researcher gave each group positive feedback after reporting. And guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by displaying their favorite animals in the language focus stage. This is shown in Table 3.14.

Table	3.14	Lesson	Plan	13
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Lesson	plan 13	Week 13	Subjec	t: Chinese sp	eaking class
Topic: Anima	als				
Time: 60 mir	nutes				
Goals	1. describe t	sson, the studen he animals in C heir favorite anim	hinese.	Sity	
Main Vocabulary	(dog), 鸟(bird)	长颈鹿(giraffe), 犭 , 鱼(fish), 小(smal 是(to be), 什么(w	1), 大了	Main Sentences	 1.它的鼻子长。 2.长颈鹿的个子高。 3.这是大象。 4.我喜欢小猫。
Classroom Expressions		报告开	始。(Re	porting time)	
Teaching Procedures					
Pre-task (15 mins)	 Play the y guess the an Use the void of the words recall the words shown, the u 	students and ch voice of differe imals by answe ocabulary cards they have learn ords, that flash c inknown flash c	nt animals ring in Chi , which are ned in K2, card is set a ards will b	and encoura inese. e cartoon pic in a fast revi aside. After a be reviewed a	age the students to tures with words, ew. If they cannot all flash cards are again by s. Then introduce

 Table 3.14 Lesson Plan 13 (Cont.)

Lesson	plan 13 Week 13 Subject: Chinese speaking class
	the sentences with pictures.4. Demonstrate how to do the task.
Task-cycle (25 mins)	Puzzles Task, Matching Task Each student in the group receives a picture that shows a part of the same animal. They need to describe their pictures one by one such as "it has a big nose" and collect the information and discuss which animal they got. Then each group needed to introduce the animal they to let other group found out that animal on the board. When they are doing the task in groups, the teacher walks around and provides help.
	PlanningEach group needs to plan how to report the results of the task in Chinese to the class.ReportingEach group takes turns to show their picture and introduce their animal in Chinese. The teacher gives positive feedback.
Language Focus (20 mins)	 Analysis 1. Summarize the results of all the group presentations and give big stickers to the best group, and small stickers to other groups to encourage students to actively participate in the task. 2. Correct the language mistakes made during presentations. 3. Identify and classify basic Chinese sentences based on conversations they have learned 4. Taught the classroom language expressions they used in the class. Practice Give each student a turn to pick their favorite animal and introduce it in Chinese to the class.
Assessment	The teachers assess the students' learning results throughout the video records.

In Lesson Plan 14, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to describe the animals' features and locations through completing some tasks. Thus the researcher started with an activity of having to guess the animals, to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each group collected different pictures of animals to design their zoo on the map by answering the researcher's questions about the animals Chinese vocabulary (Collecting task). Then each group introduced their zoo map that they designed in groups to the class to find

out the most popular zoo in the class in the task-cycle stage (Project task). The researcher gave each group positive feedback after reporting. And guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by expressing the animals they like or dislike in the language focus stage. And it is shown in Table 3.15.

Lesson	plan 14 Week 14	Subjec	t: Chinese sp	eaking class		
Topic: Animal	S					
Time: 60 minu	ites					
	After this lesson, the students	s will be	able to:			
Goals	1. introduce the animals in C	hinese.				
	 make a map of a zoo in Chinese. 					
Main	这(this), 是(to be), 长颈鹿(giraffe),		Main	1.这是长颈鹿。		
Vocabulary	(elephant), 在(at), 那儿(there), 小(Sentences	2.大象在那儿。		
v ocab unar y	大(big),猫(cat),狗(dog),鸟(bird),	鱼	Sentences	3.我喜欢小狗。		
	(fish), 我(I), 喜欢(like), 不(no)		É.	4.我不喜欢小猫。		
Classroom	有请下一组。	(Nex	t group please	2)		
Expressions	43					
Teaching Procedures						
	Introduction 1. Greet the students and che					
Pre-task	2. Show the different parts of			age the students to		
(15 mins)	guess the animals then answer in Chinese.					
	 Introduce the sentences with pictures. Model how to do the task. 					
	Collecting Task, Project Ta					
	Each group collects diff zoo on the map by answerin	1		Ũ		
Task-cycle						
(25 mins)	animal Chinese vocabulary. Then each group introduces their zoo map that they designed in groups to the class to find out the most					
	popular zoo in the class. When they are doing the task in groups, the					
	teacher walks around and provides help.					
	Planning		-			
	Each group needs to pla	an how	to report the	results of the task		
	in Chinese to the class.					

Table 3.15 Lesson Plan 14	Table	3.15	Lesson	Plan	14
---------------------------	-------	------	--------	------	----

Table 3.15 Lesson Plan 14 (Cont.)

Lesso	n plan 14 Week 1	Subject : Chinese speaking class				
	Reporting Each group takes turns to show their zoo map and introduce their animals in the zoo in Chinese. The teacher gives positive feedback.					
Language Focus (20 mins)	stickers to the best grou encourage students to act 2. Correct the language n 3. Identify and classi conversations they have 4. Taught the classroom Practice Each student picks	s of all the group presentations and give big up, and small stickers to other groups to tively participate in the task. mistakes made during presentations. ify basic Chinese sentences based on learned language expressions they used in the class. up each picture of animals and expresses by the sentences "I like" "I don't				
Assessment	The teachers assess the st video records.	tudents' learning results throughout the				

In Lesson Plan 15, the researcher directed the students to accomplish a real outcome that they could use Chinese vocabulary verbally and meaningfully to express the number and the features of the animals through completing some tasks. Thus the researcher started with showing a picture of animals and asking "Do you like....?" to introduce our topic for this class. A vocabulary activity included cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each group collected the numbers of different animals around the classroom (Verbal hide and seek task). Then they needed to count the numbers on the sheet to rank the number of animals in groups in the task-cycle stage (Listing task). The researcher gave each group positive feedback after reporting. And guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by displaying one animal at random to let the other students guess the animal in the language focus stage. And it is shown in Table 3.16.

Table 3.16 Lesson Plan 15

Lesson	plan 15 Week 15 Subje	ct: Chinese sp	eaking class
Topic: Anima	ls		
Time: 60 minu	utes		
	After this lesson, the students will b	e able to:	
Goals	1. express the number and the feature	res of the anim	als in Chinese
	1		
	2. practice having a conversation of	animals in Ch	inese.
	这儿(here),有(to have),猫(cat),狗		1.这儿有一只猫。
Main	(dog), 小(small), 鸟(bird), 鱼(fish), 大象	Main	2.它的耳朵大。
Vocabulary	(elephant), 长颈鹿(giraffe)	Sentences	3.这是鸟。
Classroom	非常棒! (E	xcellent)	
Expressions			
	Teaching Procedure	28	
	Introduction		
	1. Greet the students and check their		
Pre-task	2. Show the picture of animals		•
(15 mins)	like" in Chinese. Encourage the		wer in Chinese.
	3. Introduce the sentences with picture 4. Model how to do the task	ures.	
	4. Model how to do the task.	TT I	
	Verbal Hide and Seek Task, Listin	0	at animala aroun
	Each group collects the numb the classroom and receives a shee		
Task-cycle	need to find out the number of eac		
(25 mins)	and fill out the sheet to rank the		
(23 mms)	groups. When they are doing the ta		•
	around and provides help.	isk in groups,	the teacher walk
	Planning	5	
	Each group needs to plan how to	report the res	sults of the task in
	Chinese to the class.	1	
	Reporting		
	Each group takes turns to sho	w their sheet	and introduce the
	rank of the number of different an	nimals in Chin	nese. The teache
	gives positive feedback.		
	Analysis		
	1. Summarize the results of all the g		-
	stickers to the best group, and sm		
Language	encourage students to actively partic		
Focus	2. Correct the language mistakes ma		
(20 mins)	3. Identify and classify basic	Chinese sent	tences based of
	conversations they have learned		mad in the stars
	4. Teach the classroom language ex Practice	pressions they	used in the class.
	Give each student a picture of a	ne animal and	l let them

Table 3.16 Lesson Plan 15 (Cont.)

Lesson plan 15 Week 15		Subje	ect: Chinese speaking class	
describe this animal using Chinese words such as "it is very tall."				
the class. The others need to guess what that animal is.				what that animal is.
	The teachers assess the students' learning results throughout th			
Assessment	video recor	ds.		

Lesson Plan 16 was revision of all topics. The researcher directed the students to accomplish a real outcome that they could use all Chinese vocabulary they have learned verbally and meaningfully through completing some tasks. Thus the researcher started with telling a story about 'me' to introduce the topic for this class. A vocabulary activity included the cartoon pictures with words was played to review the Chinese vocabulary in the pre-task stage. Each student made a handbook individually (Hand-made task). Then they needed to explain their information from the book to let other group members classify them in different way in groups in the task-cycle stage (Classifying task). The researcher gave each group positive feedback after reporting. And guided them to identify and classify basic Chinese sentences based on conversations they had learned at the beginning of the class. Then the researcher taught the classroom expressions they used in the class and gave a practice of target language they learned today by asking others for information from the handbook to get the stickers in the language focus stage. And it is shown in Table 3.17.

	0/	C/Sigam	Pally			
Lesson plan 16 Week 16 Subject: Chinese speaking class						
Topic: Review	7					
Time: 60 minu	utes					
	After this les	sson, the stud	lents will be able to:			
Goals	1. express th	1. express their information in a basic way.				
	2. ask other'	s information	n in Chinese.			
	我(I),叫(be cal	lled), 1(one)1	0(ten),眼睛(eyes),大(big),是(to be),月(month),			
Main	号(number),这(this),我的(my),爸爸(father),喜欢(like),大象(elephant)					
Vocabulary						
Classroom Expressions 提问时间(Question and answer time)						

	no.			
Table 3.17 Lesson P	lan 16	·	Dan	dsit

Table 3.17 Lesson Plan 16 (Cont.)

Lesson p	Lesson plan 16Week 16Subject: Chinese speaking class				
	Teaching Procedures				
Pre-task (15 mins)	 Introduction 1. Greet the students and check their attendance. 2. Tell a story about "me" with pictures in English, encourage the students to answer what they know from the story in English or Chinese. Then introduce the sentences with pictures. 3. Model how to do the task. 				
Task-cycle (25 mins)	 Hand-made Task, Classifying Task Each student receives a blank book, and they need to draw themselves, family members, their home, and favorite animals, write down their age and birthday date in the blank book. Then 				
Language Focus (20 mins)	 Analysis Summarize the results of all the presentations and give big stickers to the best student, and small stickers to other students to encourage them to actively participate in the task. Correct the language mistakes made during presentations. Identify and classify basic Chinese sentences based on conversations they have learned Teach the classroom language expressions they used in the class. Practice Let each student ask one question they want to know to another student one by one, and when they get the answer, they put one sticker on the other's handbook. So, they need to ask and answer, to get the stickers. 				
Assessment	The teachers assess the students' learning results throughout the video recordings.				

The duration of each lesson was one hour. The stage of pre-task was 15 minutes, in which the teacher's main role was to guide the students. Thereafter was the stage of task-cycle, with a duration of 25 minutes, in which the students' main role were to do the task, and the teachers only needed to provide the help. After that, the stage of

language focus took place for 20 minutes, in which the researcher needed to summarize the results of the task and guide the students to practice the target language by doing another mini task. At the end of the mini task, the researcher and another native Chinese teacher needed to complete the assessment sheet to assess whether the students achieved the objectives of the lesson. In the whole teaching process, the researcher taught in Chinese and English. The Thai Chinese teacher helped the researcher translate in Thai to make sure all students understood the the tasks. In addition, due to the K3 students' Chinese ability were limited, they were allowed to use Thai and Chinese to discuss in groups during the task planning, but they needed to report the task in Chinese. The researcher and the Thai Chinese teacher provided help when the students asked.

3.3.2 Video Records

During the process of the pre-test, post-test and 16 lesson plans for 16 weeks., a video recorder was used to record the whole teaching and learning process in the classroom to assess whether the students understand the Chinese vocabulary which is used in the practice, do the practice in Chinese with simple sentences, achieve the learning goal, and speak Chinese with a few errors in grammar and pronunciation during the language focus stage. Those video recordings are also used to observe the students, whether they respond to the researcher actively as they understand the topic and observe how the researcher does the task with enthusiasm in the pre-task stage; whether they discuss with peers in the group actively because they understand how to do the task, ask for teachers' or peers help without hesitation or willing to help other peers, and report the tasks actively by raising their hand in the task-cycle stage; whether they respond actively to correct their language mistakes guided by the researcher with willingness, and practice the language cheerfully by raising their hand as they have confidence to complete the practice in the language focus stage in each lesson (see Appendix D).

3.3.3 The Chinese Speaking Tests

The Chinese speaking tests were used to pre-test K3 students' speaking skills before teaching them with TBLT method and post-test them at the end of the term. The researcher adapted the Chinese speaking test format from YCT-koushi elementary level Test. Center for Language Education and Cooperation (2020) is a permanent office of the National Leading Group for the Promotion of Chinese as a Foreign Language, with the function of developing and implementing the Chinese Language Proficiency Test. YCT-koushi Test which is made by Center for Language Education and Cooperation is defined as the Chinese speaking ability test for primary and secondary school students (including students who are between 5 and 6 years old). It is divided into YCT-kuoshi elementary level test and YCT-koushi intermediate level test.

As a test specifically for young children's Chinese speaking ability, the YCTkoushi test was based on three parts, 1) 'listening then repeating' for repeating the single sentence for each item; 2) 'post-listening answer' for answering briefly with a single sentence for each item; 3) 'look at the picture and speak' for saying something based on the pictures using two-three simple sentences (Hou, 2022). The candidates who pass the test can understand and express themselves orally in Chinese on more familiar everyday topics to meet basic communicative needs. In this study, the K3 students had learned YCT-1 during K1 and K2, and consequently most of them had mastered 80 YCT-1 vocabulary words. In addition, the researcher designed lesson plans using YCT-1 six topics: personal information, body parts, family members, dates, places, and animals. Thus the researcher chose YCT-koushi elementary level test format as the Chinese speaking test and selected the content of YCT-1 items from Official Examination Papers of YCT Speaking (2012), which is the latest version of the YCT-kuoshi test paper and is shown in Appendix C.

The Chinese speaking test which was adopted in this research is divided into three parts with the time limit of 15 minutes and 30 points in total. The first part was 'listening then repeating', consisting of five sentences. Students first listened to each sentence and then repeated it. They would have 2 minutes in total to repeat the five sentences after hearing each sentence. If they cannot repeat a sentence, they would lose the point, and moved on to the next sentence. The total score of this part was 5 points.

The second part was 'post-listening answer', consisting of five questions. Students would be asked each question and would answer one by one with a short answer. They would have 3 minutes in total to answer those five questions. If they could not answer a question, then they would move on to the next question and lose the point. The total score of this part was 10 points.

The third part was to 'look at the picture and speak', consisting of five pictures. Students needed to look at each picture and described it in Chinese. They would have 10 minutes in total for this part, and 2 minutes to prepare and describe each picture. When answering, they needed to describe the picture in two or three sentences. If they could not describe a picture within 2 minutes, they would lose the points. The total score of this part was 15 points.

In order to make this part suitable for the K3 students' age and limited English and Chinese ability, the researcher reduced the items from 15 to 5 in the first part, so that they had more time to understand the questions and think about the answer in the second part and third part. The Thai Chinese teacher also helped them with the instruction in Thai. The Chinese speaking test format is shown in Table 3.18.

Type of Test	Numbers	Scores (points)	Time (minutes)
Listening then repeating	5	5	2
Post-listening answer	5	10	3
Look at the picture and	5	15	10
speak			
Total	15	30	15

Table 3.18 Chinese Speaking Test Format

Since the YCT-koushi test does not have its own rubric, the researcher adopted The Oral Chinese Proficiency test (HSKK) rubric to the Chinese speaking rubric in this study. Li (2018) defined HSKK as a test to show candidates' ability to express themselves orally in Chinese, which was made of three levels: elementary, intermediate, and advanced. The rubric of HSKK was designed based on different types of the test, including 'listening then repeating', 'post-listening answer', 'postrepeating answer', 'read aloud', 'look at the picture and speak', and 'answer questions'. The HSKK rubric for 'listening then repeating', 'post-listening answer', and 'look at the picture and speak' is the same types of test as the YCT-kuoshi elementary level test. Therefore it was used in this study to measure the K3 students' Chinese speaking skills. Moreover, as K3 students had limited Chinese ability in YCT-1 without complicated grammar and long sentences, the researcher adopted the rubric of HSKK with three scales which are shown in Table 3.19.

Table 3.19 Chine	Table 3.19 Chinese Speaking Test Rubric					
	Chinese S	peaking Rubric				
Types of test		Descriptions				
Listening	1 point: Students	0.5 point: Students	0 points: Students			
then	could repeat the	could repeat the	could not repeat the			
repeating	whole sentence comprehensibly.	sentence partly.	sentence.			
Post-listening	2 points: Students	1 point: Students	0 point: Students			
answer	could understand the	could understand the	could neither			
	question well and	question and answer	understand the			
	answer ' のどういうの	comprehensibly with	question nor answer			
	comprehensibly in a	some key	it comprehensibly.			
	basic Chinese	vocabulary.				
	sentence.					
Look at the	3 points: Students	2 points: Students	0 point: Students			
picture and	could talk about the	could talk about the	could not use			
speak	picture	picture	Chinese vocabulary			
	comprehensibly	comprehensibly	to talk about the			
	using Chinese	using Chinese	picture			
	vocabulary related to	vocabulary related	comprehensibly.			
	the content of the	to the content of the				
	picture to produce at	picture to produce				
	least three sentences	less than three				
	with a few errors of	sentences with a few				
	grammar and	errors of grammar				
	pronunciation.	and pronunciation.				

Table 3.19 Chinese Speaking Test Rubric (Cont.)

	Chinese Speaking Rubric			
Types of test	Descriptions			
	1 point: Students could talk about the picture comprehensibly by only using some key vocabulary related to the content of the pictures.			

3.3.4 The Weekly Assessments

The weekly assessments adopted from the stage of speech emergence (Hill & Flynn, 2006) was used each lesson in the language practice of the final stage of task to triangulate the pre-and-post test results. The K3 students in this study are in the stage of early production which has limited comprehension, can speak a few Chinese words, and use the key words to respond in the activities at present. The researcher aimed to investigate whether using TBLT as the treatment could affect the students' Chinese speaking skills positively. If it could, their Chinese speaking ability would be in the stage of speech emergence. In this stage, they would have good comprehension, make simple sentences and have conversations, and make grammar and pronunciation errors. The researcher combines the stage of speech emergence with the students' learning behaviors in the class to assess their learning results during the language practice, which is shown in Table 3.20 (in each step, 0 point means 'rarely happening', 1 points mean 'sometimes happening', 2 points mean 'always happening').

Table 3.20 V	Weekly	Assessments	for	Each	Lesson
--------------	--------	-------------	-----	------	--------

Weel	Weekly Assessment Rubric during the Language Practice (Lesson)							
0 point means 'rarely happening'; 1 points mean 'sometimes happening'; 2								
	poi	nts mean 'always l	happening	,9				
Student	Understand the	Understand the Do the practice Achieve Speak						
No.	Chinese	in Chinese with	the	Chinese with	Total			
	vocabulary	simple	learning	a few errors in	Scores			
	which is used in	sentences.	goal.	grammar and				
	the practice.			pronunciation.				

Weekly Assessment Rubric during the Language Practice (Lesson)												
0 point means 'rarely happening'; 1 points mean 'sometimes happening'; 2												
			poii	nts me	an 'al	lways	hap	pening	3			
Scores	0	1	2	0	1	2	0	1	2	0	1	2

Table 3.20 Weekly Assessments for Each Lesson (Cont.)

3.3.5 The Observations

The researcher and another native Chinese teacher observed each student's learning behaviors that characterized their confidence in every stage with the use of video records, and ticked the observation sheets after each class. The researcher aimed to investigate how TBLT affects the students' confidence in the Chinese speaking class. The observations were based on the procedure of Willis' (1996) model of TBLT and it includes three stages: pre-task, task-cycle and language focus. In the stage of pre-task, the students respond to the researcher actively as they understand the topic, and they observe how the researcher does the task with enthusiasm. In the stage of task-cycle, the students discuss with peers in the group actively since they understand how to do the task. Furthermore, they will ask for teachers' or peers' help without hesitation, or help the peers positively, and then report the tasks actively by raising their hand. In the stage of language focus, the students correct their language mistakes guided by the researcher with willingness (respond actively), and practice cheerfully by raising their hand as they have confidence to complete the practice. Observations were conducted through the video records to see the K3 students' learning behaviors that characterized their confidence in every stage shown in in Table 3.21.

Lesson ()	Pre-	task	T	ask-cyclo	Language Focus		
Student No. ()	Respond to the research -er actively as they understa -nd the	Observe how the research -er does the task with enthusia -sm.	Discuss with peers in the group actively as they could	Ask for teach- ers' or peers help witho	Report the tasks activel y by raising their hand.	Correct their languag e mistake -s guided by the	Practice cheerfully by raising their hand as they have confidence to

Table 3.21 Observations	for Students?	Learning Rel	naviore ir	Each Lesson
Table 5.21 Observations	Ior Students	Leanning Der	laviois II	I Each Lesson

Lesson ()		Pre-task				Task-cycle				Language Focus				
	topi	topic.			tar ho	w to the	hesitat to ion. /Willin g to help other peers.		hesitat ion. /Willin g to help other		her wit nes (re dir	th lling ss. spon	compl the practic	
	Y	N	Y	Ν	Y	N	Y	N	Y	Ν	Y	N	Y	N
	e	0	e	0	e	0	e	0	e	0	E	0	E	0
	S		S		S	6	S		S		S		S	

Table 3.21 Observations for Students' Learning Behaviors in Each Lesson (Cont.)

3.4 Validity and Reliability of Research Instruments

3.4.1 Validity

In terms of validity of the research instruments, as Shun (2016) points out, a correlation between whether the test result detects what it is intended to detect and whether it achieves the intended purpose. The research invited three experts to evaluate the research tools by using the items-objective congruence (IOC) to ensure the instruments have validity (see Appendix B).

In IOC, each item was given the score based on following standards: 1) '+1' means that the item meets the stated objectives. 2) '0' means unsure or it is unclear whether the item can meet the stated objectives. 3) '1' means the item cannot meet the stated objectives. If the IOC value of each item is between 0.67 and 1.00, it is approved. However, if the IOC value of each item is between 0.67 and -1.00 when evaluated, it is not approved and needs to be changed in accordance to the suggestions

from the experts. For example, in the Chinese speaking test, the item of No.15 was marked '-1' from one expert for the reason that it was similar to No.12. The researcher found another YCT-1 item to change and received approved of this item. The results of IOC from three experts are shown in Table 3.22.

Table 3.22 IOC Results of Research Instruments

Research	Expert 1	Expert 2	Expert 3	Average	Result
Instruments					
Chinese	+1	+1	+1	+1	Approved
Speaking					
Tests		$((\bigcirc))$			
Weekly	+1	+1	+1	+1	Approved
Assessments					
Observations	+1	+1	+1	+1	Approved
16-week	+1	+1	+1	+1	Approved
Lesson Plan					

3.4.2 Inter-rater Reliability

Inter-rater reliability of this study instruments was defined as the degree of consistency of multiple raters scoring exams for the same group of people. As pointed out by He, He, Xi and Xu (2007) the more consistent the ratings, the higher the inter-rater reliability. Since there is no other native Chinese teacher in this school, to ensure the inter-rater reliability was credible, the researcher and another native Chinese teacher (YCT-1 Chinese teacher from another Thai kindergarten) separately scored the Chinese speaking tests as pre-test and post-test, as well as completed the weekly assessments and observations by observing the video records.

3.5 Research Ethics Clearance

Before data collection, the researcher applied for approval by ethics review board of Rangsit University through the Full Board Review. As Jack and Norman (2007) defined ethics are about questions of right and wrong, the researcher must confirm that they are conducting the particular research or performing certain procedures correctly. The researcher should address those problems, like protecting participants from harm, ensuring confidentiality of research data, and the question of deception of subjects when the researcher applies for research approval from Institutional Review Boards (IRB). In this study, because the participants were younger than 18 years old and received the treatment at the kindergarten, the researcher also applied for the permission of the school principal, the students, and their legal guardians to ensure the implementation of this study (see Appendix A).

3.6 Data Collection

Data collection was carried out after the approval of the University Ethics Review Board. Two consent letters were sent to the students and their parents, who then permitted the experiment, and the letter of placement was successfully accepted by the target school. At the beginning of the study, the researcher gave the students the Chinese speaking test as a pre-test. The researcher and another native Chinese teacher separately recorded the scores with the use of video recordings. After that, the researcher carried out the sixteen-week lesson plan in the classroom, one hour for one lesson a week and sixteen lessons for four months. The researcher and another native Chinese teacher separately observed the students' interactions in the classroom through video recording and ticked the observations (see Appendix F). During the language focus stage in each lesson, the researcher and another native Chinese teacher separately assessed the students' learning results by marking the weekly assessments (see Appendix E). After implementing the lesson plans, the researcher gave the students the same Chinese speaking test as a post-test. For the post-test, the researcher and another native Chinese teacher separately recorded the scores. During the process of teaching and collecting data, the Thai Chinese teacher helped the researcher as an assistant.

3.7 Data Analysis

According to Xu (2017) et al, a paired t-test is exactly the one-sample t-test based on the difference within each pair, and the samples are related. The researcher used paired t-test to check the magnitude of the difference between the mean and zero of the difference between the pairs from the Chinese speaking test as pretest and posttest, using SPSS version 28. At the significant level, if the "P" is less than 0.05, the difference between the K3 students' pre-test and post-test scores is significant. The researcher and another native Chinese teacher collected data separately from the pretest and post-test, thus the data from the pretest and posttest was analyzed by the average of two scores.

The weekly Assessments were also used to crosscheck the K3 students' Chinese speaking skills during each lesson. The researcher used the rating scales to assess the students' learning results during the language practice and interpreted based on the criteria in Table 3.23.

Rating Scales	ang-sRang	3-5	0-2
Degree of the learning	Excellent	Good	Moderate
results			

Table 3.23 Interpreting Criteria of Learning Results

Data from the observations were analyzed by a frequency distribution used to count occurrence of their learning behaviors characterizing their confidence in each stage during the 16-week lesson plan and interpreted based on the criteria adapted in Table 3.24.

Frequency	7	4-6	1-3	0
Descriptive	Always	Mostly	Seldom	Rarely
Rating				
Meaning	Highly	Moderately	Slightly	Diffident
	confident/	confident/	confident/Negative	/
	Positive effect	Positive	effect	Negative
		effect		effect

Table 3.24 Interpreting Criteria of Learning Behaviors Characterizing Confidence



Chapter 4

Research Results

This chapter reports the results of quantitative data from the research instruments.

4.1 The Quantitative Results

Quantitative data collected from the Chinese speaking pre-tests and post-tests, and weekly assessments were analyzed to test the first hypothesis while the observations to test the second hypothesis.

4.1.1 Results From Chinese Speaking Tests

Data collected from the 14 Thai K3 students' Chinese speaking pre-tests and post-tests. As shown in Table 4.1, all students scored higher in the post-test. Between the scores from the pre-test and the post-test, Students 2, 3, 5, 7, 8, 9, 10 and 12 showed the big difference that plus their scores more than five points. Students 1, 4, 13 and 14 showed the normal difference that plus five points. Students 6 and 11 showed the slight difference that plus their scores less than five points. In addition, only Student 5 plus ten points while only Student 11 plus two points.

Student No.	Pre-test Score	Post-test Score	Variation
1	15	20	+5
2	10.5	18	+7.5
3	20	26	+6
4	12	17	+5
5	15	25	+10

Table 4.1 Chinese Speaking Pre-test and Post-test Scores

Student No.	Pre-test Score	Post-test Score	Variation
6	11.5	16	+4.5
7	17	26	+9
8	11	18	+7
9	15	22	+7
10	11	17	+6
11	9	11	+2
12	15.5	22	+6.5
13	16	21	+5
14	8	13	+5

Table 4.1 Chinese Speaking Pre-test and Post-test Scores (Cont.)

From Table 4.2, all students' mean score is 13.321 on the pre-test and 19.43 on the post-test, with the post-test mean being 6.109 points higher than the pre-test mean.

 Table 4.2
 Paired Samples Statistics

	Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean						
Pair 1	Pre-test Score	13.321	14	3.3889	.9057						
	Post-test Score	19.43	14	4.586	1.226						

From Table 4.3, the correlations of all students' pre-test mean score and post-test mean is 0.918. As the significant value is 0.000 (P < 0.05), a paired t-test is applied.

Table 4.3 Paired Samples Correlations

	Paired Samples Correlations							
		N	Correlation	Sig.				
Pair 1	Pre-test Score & Post-test Score	14	.918	.000				

From Table 4.4, the paired t value of all students' pre-test scores and post-test scores is -11.471. The significant value is $0.000 \ (P < 0.05)$, thus there is a significant difference between the pre-test scores and post-test scores. A positive effect is showed on the Chinese speaking tests by using TBLT as a treatment.

	Paired Samples Test										
	Paired Differences										
				Std.	95% Conf	idence Interval					
			Std.	Error	of the Difference						
	1	Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)		
Pair 1	Pre-test Score	-6.1071	1.9921	.5324	-7.2573	-4.9569	-11.471	13	.000		
	- Post-test										
	Score										

Table 4.4 Paired Samples Test

4.1.2 Results From Weekly Assessments

Quantitative data collected from the 14 Thai K3 students' (N=14) learning results for 16 week lessons (L= 16) through video recordings. Students who scored 6-8 points received excellent learning results (E=Excellent). Students who scored 3-5 points received good learnig results (G=Good). Students who scored 0-2 points received moderate learning results (M=Moderate).

As shown in Table 4.5, Students 1, 3, and 7 consistently achieved excellent learning results in each lesson. They had good Chinese comprehension ability and were active in speaking Chinese while doing the tasks. Students 5 and 9 achieved excellent learning results in each lesson except one lesson that showed moderate results. It meaned they had good Chinese comprehension ability and willingness to learn Chinese speaking skills. Students 2, 4, 6, 8, 10, 12, 13 and 14 achieved excellent learning results in some lessons. They did better at the end of each topic and developed well in the last few lessons. Student 11 achieved good learning results in some lessons. This student was poor at Chinese vocabulary knowledge but did better in the last few lessons. All 14 students resulted in excellent and good levels in the last lesson that used a game task for the language practice. All these results supported the score differences between the pre-test and post-test.

]	Гhe s	core	of ea	ich le	esson	/Deg	ree o	f the	learn	ing r	esult	S	
N/L	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1 6
	8	6	6	6	8	8	6	8	6	8	6	8	8	8	8	0 8
1	0	0	0	0	0	0	0	-	E	0	0	0	0	0	0	0
	6	3	4	4	6	8	4	5	6	4	6	8	8	8	8	8
2	Ē		G			<u> </u>		<u> </u>	E	G		0	E		0	
	8	8	7	8	8	8	6	8	8	8	8	8	8		8	8
3							E								E	3
	3	2	5	4	4	6	2	5	4	4	5	7	5	6	6	6
4	G	M		G		E	Μ			G		E	G		Е	
	7	6	7	3	7	8	6	8	7	7	8	8	8	8	8	8
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	1	3	4	4	4	6	3	4	2	4	4	5	5	4	6	5
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Table 4.5 The Score of Each Lesson

4.1.3 Results From Observations

Quantitative data collected from observations of each lesson through video records were analyzed to test the second hypothesis. As shown in Table 4.6, Students 1, 3, 5, 7, 8, 9, 12 and 13 developed themselves from being moderately confident learners to being highly confident learners during Lessons 1 and 16. They were more confident when they found interesting topics and learned how to work with their group members to complete the tasks. Students 2, 6 and 10 developed themselves from being slightly confident learners to being highly confident learners during Lessons 1 and 16.

They learned how to work with others and ask for help from others in group work to build their confidence gradually. They also became more confident when they found the topics they liked and were familiar with. Students 4, 11 and 14 developed themselves from being slightly confident learners to being moderately confident learners during Lessons 1 and 16. They became more confident at end of the treatment (N=Student Number, L=Lesson Number, H=Highly confident, M=Moderately confident, S=Slight confident, D=Diffident).

 Table 4.6
 The Frequency of Student's Learning Behaviors Characterizing

 Confidence in Each Lesson

	The frequency of stu							dents' behaviors in each lesson/ meaning of descriptive rating										
N/L											<u> </u>							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	5	6	6	7	6	7	7	7	6	6	7	7	7	7	7	7		
1		Μ		Н	Μ		Η		N	N			ŀ	Ŧ				
	4	3	4	5	4	7	6	6	6	6	7	7	5	6	6	7		
2	Μ	S		Μ		Н]	M 🥖		H	ł		Μ		Н		
	6	7	7	7	7	7	7	7	7	7	7	7	7		7	7		
3	Μ							Н						_	I	Н		
	2	4	5	5	5	6	5	6	6	5	6	6	5	6	6	6		
4	S								N	Λ								
	5	5	6	5	5	7	6	6	6	7	7	75	6	7	7	7		
5		0	Μ			Н		М Н					M H					
	3	2	3	4	4	5	3	4	4	6	6	25	5	5	7	6		
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	6	6	7	TE	7	7	7	7	7	7.*	7	7	7	7	7	7		
7	Ν	Ν		~	12	Elg.	a	. 1	and	(HP)								
	4	5	5	5	5	6	9	5	5	5		6	6	6	6	7		
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	6	5	5	4	5	6	5	6	6	5	6	7	7	7	7	7		
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	4	4	5	5	6	6	6	5	6	3		6	5	7	7	7		
10					M					S	_	N	Λ		Н			
	1	3	4	4	4	4	3	3	5	3	3	4	5	5	6	4		
11		5		N	Λ		5	S M S					M			1		
	6	6	6	6	6	7	5	6	5	6	7	6	7	7	7	7		
12			Μ			Н]	M		Н	M]	H			

		The frequency of students' behaviors in each lesson/ meaning of														
N/L							de	escri	ptive	ratir	ıg					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	4	4	5	4	5	6	4	7	6	4	5	5	7	6	7	7
13				Μ				Η		l	M		Н	M	I	Η
	3	3	4	3	4	5	4	4	4	4	4	5	6	6	6	5
14		S	M	S				M								

Table 4.6 The Frequency of Student's Learning Behaviors Characterizing

Confidence in Each Lesson (Cont.)

4.1.4 Conclusion

Each student scored higher in their Chinese speaking post-test. Eight students showed significant score differences between the pre-test and the post-test with excellent learning results in the last few lessons. Four students showed moderate score differences with excellent and good learning results in the last few lessons. Two students showed a slight score difference but got good learning results in the last few lessons. Thirteen students were up to the stage of speech emergency that they had good Chinese comprehension ability of the Chinese listing and oral abilities, could speak sample Chinese sentences and speak Chinese positively though they made s a few errors in grammar and pronunciation.

In the classroom, each student's confidence was boosted with the treatment. Ten students enjoyed doing the tasks in groups and discussed actively. Eight students of different Chinese levels have learned how to ask for help from others and help others willingly. Each student performed better when they found the topics and tasks they liked. Only one student who was introverted had slight confidence on some topics she was not good at. All Thai K3 students' Chinese speaking skills improved along with their confidence in speaking the language at different levels from highly confident to slightly confident. Thus, TBLT was suitable for this group of students as it had positive effects on their Chinese speaking skills and confidence.

Chapter 5

Discussion, Conclusion and Recommendations

This chapter introduces the discussion of the findings, the conclusion from the research findings, and the recommendations for this study.

16

5.1 Discussion

This experimental research based on Willis' (1996) TBLT model, was used as the treatment to enhance those 14 K3 Thai students' Chinese speaking skills and confidence in speaking the language. Two hypotheses were tested.

5.1.1 Hypothesis 1: TBLT could affect K3 students' Chinese speaking skills positively.

The results confirmed the first hypothesis, for all the 14 students scored their post-test higher than their pre-test with the significant value of .000 (P < 0.05), which indicated positive effects of Willis' (1996) TBLT as the treatment on their Chinese speaking skills. In line with the weekly assessments, 13 of them could reach the stage of speech emergence in Chinese as they were able to understand the Chinese vocabulary used during the language practice, do the practice in Chinese with simple sentences, achieve the learning goal, correct their language mistakes guided by the researcher with willingness and practice the language cheerfully by raising their hand with confidence in completing the practice. One student, who had a poor foundation of Chinese vocabulary, tended to be nervous to do the individual practice and only made progress in using previously learned Chinese at the end of the treatment, could not yet reach this stage, consistent with the pre-test and post-test result of two. Three students

had excellent learning results throughout the treatment due to their solid foundation of Chinese vocabulary and active responses and discussions to do the tasks and practice.

Eleven students' learning slowed down at the beginning of the task of some topics to use Chinese vocabulary verbally and meaningfully, but they could cope with it faster toward the end of the language practice. It can be said that the use of TBLT for young language beginners like kindergarten students could help them gradually improve their Chinese speaking skills once they were given more chances to practice their Chinese speaking through lesson plans and tasks considerably prepared and designed (Zhang, 2019; Chen, 2019; Zou & Ning, 2020; Ma, 2021) with the main goal enabling them to use their learned Chinese vocabulary successfully. In addition, all students were able to speak Chinese well in Lesson 16 which included a game task as the language practice, similar to Ding (2018) demonstrating that game tasks could make the best results for American primary school students to learn Chinese speaking skills.

Both findings from the tests and the weekly assessments provided evidence in parallel with Van den Branden, Van Gorp and Verhelst (2009) that 5 and 6 years old children were keen to explore the world and had a great passion to complete the tasks, and that TBLT was suitable for kindergarten students to learn the target language in the classroom or as a foreign language. During the treatment, some students showed excellent or good learning results in each lesson, so it could be said that the treatment of TBLT worked well for this group of Thai K3 students. Some of them made excellent learning results in some lessons on different topics and tasks like family members, places, and animals, because they appeared interested in those topics and tasks. This finding was similar to Lambert's (2019) argument that the suitable tasks should be based on the learners' social experience, target language level and cultural background to encourage them to pay attention to the task, persistence to do the task without the teacher's support, and motivation to do the language focus after the task if the task and the topic are interesting to them.

5.1.2 Hypothesis 2: TBLT could affect K3 students' confidence in speaking Chinese positively.

The results confirmed the second hypothesis since all the 14 students developed their confidence throughout those 16 lessons gradually and positively. From Lessons 1 to 16, eight students improved their confidence from a moderate level to a high level, for young learners needed time to be familiar with TBLT and gain confidence to do the task in each stage. Once they became accustomed to the teaching, they engaged themselves in activities with confidence throughout the lessons (Willis, 1996). It can be said that TBLT could encourage young learners to speak Chinese and enjoy doing various types of tasks in different topics and similar to Jo (2019) that their confidence in speaking Chinese was built when they devoted their enthusiasm to the topics they liked. Obviously, the students were positive about learning Chinese and motivated to speak Chinese when they found the topics they were interested in, which was supported by Gu (2017) who emphasized that TBLT could encourage the students to speak Chinese and enjoy the activities positively with different types of tasks in different topics. They would build their confidence in speaking Chinese when they devoted their enthusiasm to the topics they liked.

In addition, three students appeared slightly confident in some lessons partly because they were quiet in the class at the beginning of the treatment and had poor Chinese vocabulary knowledge on some topics. It may also be that the task was not suitable for their Chinese level and learning characters which could make them lose interest and confidence to do the task (Zhang, 2019; Chen, 2019). However, their slight level of confidence increased to a moderate level for the rest of the lessons because they were allowed to use their mother tongue to discuss with their group members during the process of doing the tasks with the target language help from their classmates and the researcher. Thus they gained confidence to join the tasks enthusiastically (Willis, 1996). In line with Wang (2018) who reported that the more the students used L1, the better the positive language transfer in the classroom where their L3 level was limited. It can be said that the L1 teacher plays a vital role in the TBLT classroom in kindergarten, which was also supported by Chen (2019) who

discovered that an L1 teacher could help to control the discipline, communicate with the students, and explain the tasks for young learners in the Chinese class. Once they started being familiar with TBLT, most of them responded actively as they understood the topic, observed enthusiastically how to do the tasks, discussed positively with group work, asked for help or provided help willingly by learning Chinese speaking, and performed actively in reporting tasks.

At the end of the treatment, eleven students appeared to have high confidence while three of them had moderate levels due to their active responses to the researcher and discussions with their classmates in group work, enthusiasm to observe how to do different tasks and willingness to ask the researcher for help and assist others during the lessons they liked and the tasks that suited them. It could be said that TBLT as a teaching method could improve this group of Thai K3 students' confidence in Chinese speaking skills in line with Subekti (2020) who pointed out that the model could boost young learners' confidence.

Particular Student 11 was slightly confident learner in six lessons, because partly she was introverted in the class at the beginning of the treatment and was poor at Chinese vocabulary knowledge on some topics. She was moderately confident learner in the rest of the lessons because she could do better if the topics and tasks she was interested. She could speak Chinese louder than before, be willing to ask her peers's help, respond to the researcher positively after learning TBLT. It can be said that TBLT could also have positive effects on her confidence in speaking Chinese.

5.1.3 Limitation

This research was experimented in one group at one kindergarten where it followed the YCT-1 Chinese syllabus. The K3 students who were at YCT-1 Chinese level, had learned YCT-1 Chinese when they were at K1 and K2 circularly. Therefore, the findings could not be totally suitable for other Thai kindergarten with different Chinese syllabus and the students who are in other Chinese level.

5.2 Conclusion

While teaching Chinese to Thai kindergarten students in Thailand remains a new trend and research applying TBLT in the Thai Chinese classroom is rare, the present study implemented Willis' (1996) TBLT model for young language beginners as the treatment for the entire term of 16 weeks provides teachers of Chinese at the target school with positive findings. The model comprised three sequential stages of pre-task, task cycle and language focus with activities considerably designed to meet the needs of the target group of 14 Thai K3 students to apply the 80 Chinese vocabulary of YCT-1 they have learned from the same book for two years in their K1 and K2 as an L3 in the Chinese class for one hour per week to express themselves verbally and meaningfully (Chinese speaking skills) or reach the stage of speech emergence (having both basic Chinese listening comprehension and oral Chinese skills with a few errors in grammar and pronunciation) with confidence in speaking it. The 16-week treatment that was central to goal-directed tasks or activities could affect their Chinese speaking skills and confidence positively because they were given more time or chances to be active and enthusiastic learners with willingness to ask for help and assist other classmates and practice the language cheerfully, which were learning behaviors characterizing their confidence. Game tasks appeared the most suitable for this target group. The use of Thai or their mother tongue could also facilitate some students' learning processes that the model could gradually boost young learners' confidence right from the start of the task to the end of the language focus.

5.3 Recommendations

For research practice, it is recommended that other teachers of Chinese at Plengprasiddhi Sailom Kindergarten extend the present experiment to K2 students as they have already learned the 80 Chinese vocabulary that cover 8 topics from the same book circularly for a year in their K1 to see if they can recognize all the Chinese vocabulary and use itto express themselves comprehensibly.

For future studies, this research was only conducted among the K3 students at the target kindergarten in their first term. Willis' (1996) TBLT model for young language beginners can be further developed and implemented for K3 students in the second term.



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APPENDIXES



Appendix A

Certificate of Research Ethics Approval and Consent Letters for the School, Students and Parents



	Certificate of Approval By								
	Ethics Review Board of Rangsit University								
COA. No.	COA. No. RSUERB2022-046								
Protocol Title The Use of Task-Based Language Teaching to Enhance Thai Kindergarten Students' Chinese Speaking Skills and Confidence at a Trilingual Education School in Bangkok									
Principle Investigator	HAO WANG								
Affiliation	Suryadhep Teachers College, Rangsit University								
How to review	Full Board Review								
Approval includes	1. Project proposal 2. Information sheet								
	3. Informed consent form 4. Data collection form/Program or Activity plan								
Date of Approval:	12 May 2022								
Date of Expiration:	12 May 2024								
	prior mentioned documents have been reviewed and approved by Ethics Review								
Board of Rangsit Uni	versity based Declaration of Helsinki, The Belmont Report, CIOMS Guidelin								
and International Con	ference on Harmonization in Good Clinical Practice or ICH-GCP								
	(Associate Professor Dr. Panan Kanshanan								
	Chairman, Ethics Review Board for Human Research								



The Academic Director Plengprasiddhi Sailom Kindergarten 68/6-8 Soi Sailom 1 Rd, Phaholyothin 8 Samsennai, Phayathai, Bangkok, 10400

Date: 12 May 2022

Subject: Request for Permission to Collect Data at Your School

Dear Madam,

Suryadhep Teachers College for the M.Ed. Program in Bilingual Education would like to request your permission for Ms. Hao Wang (ID: 6305254) a Master's degree student in the above mentioned program to collect data for her thesis in the period of 16 May to 2 September 2022. The data obtained will be absolutely confidential and will only serve for educational purposes of Ms. Hao Wang' study.

Thank you for your kind consideration.

Truly yours,

Assoc.Prof.Dr.Usaporn Swekwi Dean of Suryadhep Teachers College

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

? 3 MEI 7 ลัยรัง

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

Information Sheet

Researcher: WANG HAO	Position: Chinese Teacheren
Research Place: Plengprasiddihi S	ailom Kindergarten
Research Date: 16 May to 2 Septe	mber, 2022 (• (RSU-ERI
teaching to enhance Thai kinderga	he way in using task-based language rten students' Chinese speaking skille about learning Chinese speaking skills
Research Procedures:	
task-based language teaching by video.	retest before the first class. ne students for four months by using g, and record the process of teaching and observe the students by video
 The students will receive a po The students will answer two 	
	rch, there will be a native Thai teacher he researcher communicate with the
or their parent or guardian	udents who do not wish to participate has declined consent to participate, ord their data and they will not be
no individual should be ic access individual data. Th using video and paper, and study, all videos and papers	
before the start of this research	ill be sent to the parents and students arch. If the parents and students have ct Wang hao at 084-998-1180.

RSU-ERB.004-3 เอกสารขี้แองผนวกหนังเสือแสดงเอตนายินยอมสำหรับเด็กอายู่ต่ำกว่า 12 ปี (Assent form for children age less than 12 years)

โครงการวิจัยนี้ทำขึ้นเพื่อจะศึกษาว่าแนวการเรียนการสอนแบบเน้นภาระงานจะช่วยเพิ่มความ (การบันตามาร์กินการพูด ภาษาจีนให้กับเด็กนักเรียนอนุบาลอายุ 5-6 ปีในโรงเรียนอนุบาลเปล่งประสิทธิ์สายลม (() (RSU-ERB)))

กรูชวนนักเรียนเข้าร่วมโกรงการนี้เพราะว่ากรูสอนภาษาจีนให้กับนักเรียนระคับอนุบาลอายุระไห้ที่ง 5-61 ซึ่งกรูโปากจะ ศึกษาว่าแนวการเรียนการสอนแบบเน้นภาระงาน (TBLT) เน้นกิจกรรมการสื่อสารจากสถานการณ์จริงนัคเรียนมีความมั่นใจ ในการพูดภาษาจีนในการสื่อสารไหม

ถ้านักเรียนอินคีร่วมโครงการนี้ นักเรียนจะได้รับการปฏิบัติดังนี้

- 1. ครูจะสอนภาษาจีนเป็นเวลาสี่เคือน
- 2. ก่อนการเข้าร่วมโครงการจะต้องทำแบบทคสอบก่อนเรียน
- 3. หลังเข้าร่วมโครงการได้หนึ่งเคือนจะต้องทำแบบทคสอบ
- ครูจะสังเกตปฏิสัมพันธ์ของนักเรียนในห้องเรียน
 5.หลังสอบครูจะถามนักเรียน 2 คำถาม

ครูจะคอยดูแล ซึ้แนะ ให้คำปรึกษา นักเรียนเป็นอย่างดี ไม่ให้นักเรียนมีความรู้สึกกคคันและเครียคในการสื่อสารภาษาจีน ระหว่างข้าร่วม โครงการถ้านักเรียนรู้สึกไม่สบายใจ อยากยุติการเข้าร่วมในโครงการนี้ นักเรียนสามารถบอกครูได้ตลอดเวลา และถ้านักเรียนหรือผู้ปกครองมีเรื่องสงสัยประการใคสามารถสอบถามครู Wang Hao ได้ หมายเลขไทรศัพท์ 0849981180

กรูจะเก็บเรื่องส่วนตัวนักเรียนเป็นความลับ ไม่เปิดเผยให้ใครทราบ

นักเรียนได้อ่านและเข้าใจรายละเอียดของโครงการแล้ว

🕑 ถ้านักเรียนเต็มใจ เข้าร่วมในโครงการนี้ลงชื่อ.

🛞 ถ้านักเรียนไม่เต็มใจเข้าร่วมโครงการนี้ ลงชื่อ......

100

Assent form version DD/MM/YYYY (Please fill out the created date)

RSU-ERB.005-3 หาวังถือแลดงเจตนายินยอม ๆ สำหรับผู้ปกกรองของเด็กอายุต่ำกว่า 12 ปี (สำหรับผู้ปกครอง) (Legal Guardian Informed Consent Form)

วันที่ _____ เดือน ____

ผู้ปกครองของเด็กชาย/เด็กหญิง

ข้าพเจ้า

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตุยใต้างๆ ที่เด็กในปกครองของ ข้าพเจ้าจะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่กาดว่าจะได้รับของการวิจัย ความเสียงที่อาชระได้ดุขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารที่แล้งผู้เข้าร่วมการวิจัย ทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดบิดบังชอน รัน

ข้าพเจ้าจึงสมัครใจให้เด็กในปกตรองของข้าพเจ้าเข้าร่วมในโครงการวิจัยนี้ :

ข้าพเจ้าได้ทราบถึงสิทธิที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติม ทั้งทางด้านประโยชน์และไทษจากการเข้าร่วมการวิจัย และสามารถดอน ตัวเด็กในปกครองของข้าพเจ้าหรืองดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบใด ๆ ต่อการทำกิจกรรมด้านต่าง ๆที่เด็กของข้าพเจ้าจะ เข้าร่วมในอนาคด และยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของเด็กในปกครองของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาขารณะ เป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หลังจากวิจัยเสร็จลิ้น คุณครู Wang hao จะลบข้อมูลการวิจัยที่ได้รับจากนักเรียนทันที เช่น ลบวิดีโอในชั้นเรียน

หากเด็กในปกครองของข้าพเจ้ามีอาการผิดปกติ รู้สึกไม่สบายกาย หรือมีผลกระทบต่อจิตใจของเด็กในปกครองของ ข้าพเจ้าเกิดขึ้นระหว่างการวิจัย ข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการ วิจัย หรือหากเกิดการบาดเจ็บ/เจ็บป้วย หรือหากเกิดเหตุการณ์ที่ไม่พึงประสงค์จากการวิจัยขึ้นกับเด็กในปกครองของ ข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ <u>นางสาว Wang Hao</u> ได้ที่หมายเลขโทรศัพท์ <u>0849981180</u> หรือ <u>อาจารย์ที่ปรึกษา</u> วิทยานิพนธ์ผู้ช่วยศาสตราจารย์คร.นพรัตน์ ธนานุรักษากุล ได้ที่หมายเลขโทรศัพท์ <u>082-3380703</u> ได้ตลอด 24 ชั่วโมง

หากเด็กในปกกรองของข้าพเจ้า ได้รับการปฏิบัติไม่ตรงตามที่ได้ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย ข้าพเจ้าจะสามารถติดต่อ กับประธานคณะกรรมการฯ หรือเลขานุการฯ ได้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ขั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ถ.พหลโยธิน ต.หลักหก อ.เมียง จ.ปทุมธานี 12000 หมายเลขโทรศัพท์ 5728 โทรสาร 0-2791-5689

<u> </u>	- ลียรังส	in Rangsi
	ผู้ปกครอง	ผู้ให้ข้อมูลและขอความยินยอม/หัวหน้าโครงการ วิจัย
1 .	วันที่	วันที่
ในกรณีผู้ปกล	เรองของผู้เข้าร่วมการวิจัยไม่สามารถย่าน จึงได้ลงลายมือชื่อไว้เร่	หนังลือได้ผู้ที่อ่านข้อความทั้งหมดแทนผู้ปกครองของผู้เข้าร่วมการวิจ ป็นพยาน

Legal Guardian Informed Consent Form version 6/19/2020

Page 1

Appendix B

Letters of Invitation for the IOC Experts





Memorandum

STC.4800/0388

22 April 2022 Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Boonsri Cheevakumjorn,

Our student, Miss Hao Wang student number 6305254, who has already completed her coursework and thesis proposal defense on 22 March 2022. Her research title is "The Use of Task-Based Language Teaching to Enhance Thai Kindergarten Students' Chinese Speaking Skills and Confidence at a Trilingual Education School in Bangkok". Currently, she is in the stage of collecting and analyzing data.

Miss Hao Wang has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

nsit

Sincerely yours,

Malivan Praditteera, Ed.D. Dean Suryadhep Teachers College Rangsit University



เหตุดำเมาส์ของสีกา Rangst University T. (66) 2997 2200-30 เมื่อขอก กะเฟะเสี่ยอื่น พันตายู่-Ake, Poholyothin Rd. F. (66) 2791 5757 จ.มักุปธามี 12000 Pottumthani 12000, Tholiond E. info#su.ac.th

STC.4800/0389

22 April 2022

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Suthida Soontornwipat,

Our student, Miss Hao Wang student number 6305254, who has already completed her coursework and thesis proposal defense on 22 March 2022. Her research title is "The Use of Task-Based Language Teaching to Enhance Thai Kindergarten Students' Chinese Speaking Skills and Confidence at a Trilingual Education School in Bangkok". Currently, she is in the stage of collecting and analyzing data.

Miss Hao Wang has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Ra

⁷ลัยรังสิต

Sincerely yours,

Malivan Praditteera, Ed.D. Dean Suryadhep Teachers College Rangsit University



มหาวิทยาจัยรังสิต เมืองเอท ก.พหลุโยธิน จ.ปทุมธามี 12000 (66) 2997 2200-30 (66) 2791 5757 Rangsit University Muang-Ake, Pahol thin Rd. Pathumthoni 12000, Thailand

www.rsu.ac.th

STC.4800/0387

22 April 2022

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Asst. Prof. Dr. Somruedee Khongput,

Our student, Miss Hao Wang student number 6305254, who has already completed her coursework and thesis proposal defense on 22 March 2022. Her research title is "The Use of Task-Based Language Teaching to Enhance Thai Kindergarten Students' Chinese Speaking Skills and Confidence at a Trilingual Education School in Bangkok". Currently, she is in the stage of collecting and analyzing data.

Miss Hao Wang has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Rangsit

Sincerely yours,

Malivan Praditteera, Ed.D. Dean Suryadhep Teachers College Rangsit University ^{่า}ล้ยรังสิต Appendix C

Chinese Speaking Test



Chinese Speaking Test

Rar

Name:Class:Score:1. Listening then repeating (5 items, 5 points, 2 minutes)

- 1. 我不认识他。
- 2. 我们现在去商店。
- 3. 我妈妈的眼睛很大。
- 4. 猫喜欢吃鱼。
- 5. 八月七号是我的生日。
- 2. Post-listening answer (5 items, 10 points, 3 minutes)
- 6. 明天星期几?
- 7. 你喜欢小狗吗?
- 8. 你朋友叫什么名字?
- 9. 今天是几月几号?
- 10. 你有没有妹妹?
- 3. Look at the picture and speak (5 items, 15 points, 10 minutes)
- 11.

- 13.

15.

14.

Appendix D

Video Recordings

Lengelsvan Rangsit

A mobile phone was used to record the process of teaching of the 16 lessons.



Appendix E

The Raw Data of the Weekly Assessment



Student No.	Unders Chines vocabu is used practic	e dary w in the	hich	Do th in Chi simple senter	inese e		1	eve the		with in g	ak Chi a few o ramma nuncia	errors r and	Total Scores
1	0	1	0	0	1	0	0	1	0	0	1	0	8
2	0	0	2	0	1	Ð	0	1	2	0	0	2	-16
3	0	1	Ø	0	1	0	0	1	2	0	1	Ø	8
4	0	0	2	0	0	2	0	Ø	2	O	1	2	3
5	0	1	Ð	0	1	0	0	1	2	0	0	2	1
6	0	D	2	0	1	2	0	1	2	0.	1	2	1
7	0	1	2	0	1	3	0	1	2	0	1	2	8
8	0	1	C	0	1	0	0	1	2	0	Ø	2	1
9	0	1	O	0	1	0	0	1	2	0	0	2	7
10	0	0	2	0	0	2	0	0	2	0	0	2	4
11	0	0	2	0	1	2	0	0	2	0	1	2	3
12	0	0	2	0	1	2	0	1	0	0	Ø	2	6
13	0	1	0	0	9	2	0	0	2	0	0	2	5
14	0 -	0	2	O El So	1	2	0	1	2	0	1	2	1

• pour	means '	rarely	happe	ening' :	; 1 poi 'alwa	nts m ys haj	ean 's ppenii	sometin ng'	nes ha	ppenii	ng'; 2	points	mean
Student No.	Unders Chinese vocabu is used practice	e lary w in the	hich	Do th in Ch simpl senter		tice with		eve the		with in g	eak Chi a few ramma nuncia	errors r and	Total Score
1	0		2	0	1	0	0	0	2	0	1	(2)	6
2	0	1	2	0	0	2	0	0	2	0	1	2	3
3	0	1	٢	0	1	2	0	1	2	0	1	0	6
4	0	0	2	0	1	2	0	1	2	0	0	2	2
5	0	0	2	0	1	3	0	1	(2)	0	0	2	6
6	0	1	2	0	0	2	0	Q	2	0	1	2	3
7	0	1	2	0	1	0	0	1	2	0	1	2	6
8	0	1	(2)	0	0	2	0	0	2	0	1)	2	5
9	0	1	2	0	1	2	0	1	2	0	1	2	7
10	0	0	2	0	1	0	0	Q	2	0	(1)	2	5
11	0	1	2	0	1	2	0	1	2	0	1	2	0
12	0	1	0	0	0	2	0	0	2	0	1	2	6
13	0	1	2	0	0	2	0	0	2	0	1	0	1
14	03	0	2	10 ยรัง	1	2	0	1	2	0	0	2	0

0 point	means	'rarely	happ	ening'	; 1 po 'alwa	ints n ys ha	iean ' ppeni	someti ng'	mes ha	ppeni	ng'; 2	points	mean
Student No.	Chine: vocab	ulary w i in the	hich					ieve the ning goo		with in g	ak Chi a few ramma nuncia	errors r and	Total Scores
1	0	1	0	0	0	2	0	0	2	0	1	2	6
2	0	1	0	0	1	2	0	Ð	2	0	1	2	4
3	0	1	Ð	0	1	2	0	1	(2)	0	1	2	7
4	0		2	0	0	2	0	(1)	2	0	1	2	5
5	0	1	2	0	1	D	0	1	E)	0	0	2	7
6	0	1	2	0		2	0	1	2	0	1)	2	4
7	0	1	0	0	1	2	0	1	0	0	1	2	8
8	0	1	3	0	1	0	0	1	(2)	0	0	2	7
9	0	0	2	0	1	Ø	0	0	2	0	1	0	6
10	0	1	12	0	1	2	0	1	0	0	1	2	7
11	0	0	2	0	1	2	6	1	2	0	1	2	1
12	0	1	0	0	1	3	0	0	2	0	0	2	6
13	0		2	0	Ð	2	0	0	2	0	0	2	4
14	0	1)	2	6	1	2	0	1	2	0	1	2	

าลยรังสิต Rangs

0 point	means 'ra	rely	happe				ean 'so penin		nes har	openin	g';2)	points	mean
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1	0	1	0	0	0	2	0	0	2	0	1	2	6
2	0	0	2	0	D	2	0	0	2	0	1)	2	4
3	0	1	0	0	1	2	0	1	3	0	1	3	8
4	0	0	2	0	1	2	0	1)	2	0	0	2	4
5	0	1	Ø	0	D	2	0	1)	2	0	0	2	44
6	0	1	.2	0	0	2	0	1	2	0	0	2	C
7	0	1	0	0	1	0	0	1	0	0	1	3	8
8	0	1	(2	0	0	2	0	1)	2	0	0	2	5
9	0	1	2	0	1	0	0	1	2	0	0	2	17
10	0	1	3	0	1	2	0	1	2	0	0	2	5
11	0	1	2	0		2	0	1	2	0	1	2	1
12	0	1	R	0	1	0	0	1	3	0	0	2	1-1
13	02	1	2	0	0	2	0	0	2	0	Ø	2	4
14	0	12	2	0	1	2	6	1	2	0	1	2	

้ลยรังสิต Rangs

0 point	means	'rarely	happo	ening' ;	1 poi 'alway	nts m ys haj	ean 's openis	sometii ng'	mes haj	ppeni	ng';2	points	mean
Student No.	Chines	alary w		Do the in Chi simple senter	inese v e			eve the		with in g	eak Chi a few o ramma nunciat	errors r and	Total Scores
1	0	1	Ø	0	1	0	0	1	0	0	1	Ø	8
2	0	0	2	0	1	0	0	1	0	0	0	2	6
3	0	1	0	0	1	B	0	1	3	0	1	0	8
4	0	0	2	0	0	2	0	0	2	0	0	2	4
5	0	1	2	0	1	3	0	1	3	0	Ø	2	1
6	0	0	2	0	0	2	0	0	2	0	0	2	4
7	0	1	D	0	1	0	0	1	0	0	1	0	8
8	0	1	0	0	0	2	0	1	2	0	0	2	5
9	0	1	0	0	1	0	0	1	2	0	1	0	8
10	0	0	2	0	0	2	0	0	2	0	0	2	4
11	0	Õ	2	0	1	2	0	1	2	0	0	2	2
12	0	1	2	0	1	0	0	1	3	0	1	Q	8
13	0	0	2	0	0	2	0	0	2	0	0	2	4
14	0	1	2	0 ยารัง	0	2	0	0	2	0	0	2	4

0 point	means	'rarely	happ	ening'	; 1 po 'alwa	ints m ys ha	nean ppen	'someti ing'	mes ha	ppen	ing' ; 2	points	mean
Student No.		se ilary wi l in the		in Ch simp	ne prac ninese le nces.			ieve the		with in g	eak Ch h a few gramma onuncia	errors ar and	Total Score
1	0	1	Ø	0	1	0	0	1	Ø	0	1	Ø	8
2	0	1	P	0	1	0	0	1	0	0	1	3	8
3	0	1	2	0	1	0	0	1	0	0	1	3	8
4	0	1	٨	0	0	2	0	1	2	0	1	(2)	6
5	0	1	0	0	1	2	0	1	Ø	0	1	2	8
6	0	1	2	0	1	2	0	1	0	0	1	2	6
7	0	1	Ø	0	1	Ø	0	1	B	0	1	2	8
8	0	1	3	0	1	B	0	1	2	0	0	2	7
9	0	1	0	0	1	0	0	1	2	0	1	Ø	8
10	0	1	(2)	0	1	0	0	1	2	0		2	7
11	0		2	0	0	2	0	0	2	0	0	2	4
12	0	1	0	0	1	0	0	1	C	0	1	0	8
13	0	1)	2	0	1	2	0	1	3	0	1	0	6
14	0	Ø	2	0	(1)	2	0	(7)	2	0	1	2	5

0 point	means '	rarely	happ	ening' ;	1 poi 'alway	nts m ys haj	ican 's ppenii	ometin ng'	mes ha	ppeni	ng';2	points	mean
Student No.	Unders Chinese vocabu is used practice	e lary wi in the					1 - 0 - 0 - 0 - 0 - 0	eve the ing gos		with in g	ak Chi a few ramma nuncia	errors r and	Total Score
1	0	0	2	0	0	2	0	1	0	0	1	0	6
2	0	0	2	0	0	2	0	0	2	0	0	2	4
3	0	1	0	0	0	2	0	1	0	0	0	2	6
4	0	0	2	0	1	2	0	1	2	0	0	2	2
5	0	0	2	0	1	3	0	1	2	0	0	2	6
6	0	0	2	0	0	2	0	0	2	0	1	2	3
7	0	1	3	0	1	3	0	1	3	0	1	2	8
8	0	0	2	0	D	2	0	0	2	0	D	2	4
9	0	0	2	0	Ø	2	0	0	2	0	0	2	4
10	0	(1)	2	0	0	2	0	0	2	0	D	2	4
11	0		2	0	1	2	0	1	2	0	1	2	1
12	0	0	2	0	0	2	0		2	0	0	2	4
13	00	0	2	0	0	2	0	D	2	0	0	2	4
14	0	51	2	0	1	2	0	1	2	0	0	2	ÌÌ

dersta inese cabula used in actice. 0 0 0 0	1 1 1	hich					eve the ing goa	ı.	with in gr	ak Chin a few c ramman nunciat	errors and	Total Scores
0	1 1	2 2	0					-	0	1	2	
0		2		0	2	0						8
0	1	-	0				1	2	0	0	2	5
		-		1	0	0	1	0	0	1	2	8
0		2	0	0	2	0	0	2	0	1	2	5
	1	0	0	1	D	0	1	2	0	1	(2)	8
0	0	2	0	0	2	0	0	2	0	1	2	4
0	1	0	0	1	0	0	1	2	0	1	2	8
0	0	2	0	1	0	0	1	2	0	0	2	6
0	1	0	0	1	Ø	0	1	2	0	1	2	8
0	1	0	0	0	2	0	0	2	0	0	2	5
0	1	2	0	1	2	0	1	2	0	1	2	1
0	1	0	0	1	3	0	1	2	0	1	2	8
02	1	3	0	0	2	0	0	2	0	0	2	5
0	0	2	0	0	2	0	1	.2	0	1	0	5
		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$									

0 point	means	'rarely	happ	ening'			iean 's ppenii		mes ha	ppeni	ng';2j	points	mean
Student No.	Chines	ulary w l in the	hich				100000000000000000000000000000000000000	eve the ing goa		with in g	ak Chin a few e rammar onunciat	and	Total Score:
1	0	1	2	0	0	2	0	0	2	0	1	Ø	6
2	0	1	0	0	0	2	0	1	0	0	1	2.	6
3	0	1	0	0	1	3	0	1	0	0	1	6	8
4	0	0	2	0	0	2	0	1	2	0	0	2	
5	0	0	2	0	1	3	0	1	0	0	1	0	4
6	0	1	2	0	1	2	0	1	2	0	1	2	2
7	0	1	0	0	1	2	0	1	2	0	1	2	6
8	0	0	2	0	Q	2	0	D	2	0	0	2	4
9	0	1	0	0	1	2	0	1	2	0	1	2	1 1
10	0	0	2	0	1	2	0	1	0	0	Ø	2	5
11	0	0	2	0	1	2	0	1	2	0	0	2	2
12	0	D	2	0		2	0	0	2	0	D	2	4
13	0	Ø	2	0	0	2	0	0	2	0	0	2	4
14	0	1	2	0	1	2	0	1	2	0	0	2	2

0 point	means	'rarely	happo	ening'	; 1 poi 'alway	nts m ys haj	ean 's ppenin	ometir 1g'	nes ha	ppeni	ng' ; 2	points	mean
Student No.	Chines	ulary w 1 in the	hich					eve the ing goa		with in g	eak Chi a few o ramma onunciat	errors r and	Total Score
1	0	1	0	0	1	0	0	1	Ø	0	1	2	8
2	0	0	2	0	0	2	0	D	2	0	1	2	
3	0	1	0	0	1	0	0	1	0	0	1	O	4
4	0		2	0	0	2	0	0	2	0	1	2	4
5	0	1	0	0	1	0	0	1	0	0	0	2	.7
6	0	1	2	0	0	2	0	0	2	0	0	2	4
7	0	1	0	0	1	3	0	1	0	0	1	Ð	8
8	0	0	2	0	Ø	2	0		2	0	0	2	3
9	0	1	2	0	1	2	0	1	0	0	0	2	4
10	0	0	2	0	1	2	0	1	2	0	0	2	7
11	0	0	2	0	1	2	0	1	2	0	0	2	2
12	0	1	Ø	0	0	2	0		2	0	Ø	2	5
13	0	D	2	0	1	2	0	D	2	0	0	2	4
14	0	D	2	10 ยรัง	1	2	0	1	2	0	6	2	2

0 point	means '	rarely	happ	ening'	1 poi 'alwa	nts m ys haj	ean ' ppeni	sometii ng'	mes ha	ppenii	ng'; 2	points	mean
Student No.	Unders Chines vocabu is used practic	e ilary w in the	hich	Do th in Ch simpl senter		tice with		ieve the		with in g	ak Chi a few o ramma nunciat	errors r and	Total Score:
1	0	1	Ø	0	Ø	2	0	0	2	0	1	2	6
2	0	1	0	0	0	2	0	0	2	0	1	2	6
3	0	1	0	0	1	0	0	1	Ø	0	1	0	8
4	0	0	2	0	0	2	0	0	2	0	1	D	5
5	0	1	0	0	1	0	0	1	0	0	1	Ø	8
6	0	0	2	0	0	2	0	1	2	0	Ø	2	4
7	0	1	0	0	0	2	0	0	2	0	1	0	6
8	0	1	2	0	1	2	0	1	2	0	1	-2-	
9	0	1	2	0	1	Ø	0	1	0	0		2	7
_10	0	-1-	-2-	0	1	2	0	1	2	0	1	2	
11	0	D	2	0	0	2	0	0	2	0	1	2	3
12	0	0	2	0	0	2	0	0	2	0	1	0	5
13	0	P	2	0	P	2	0	0	2	0	1)	2	4
14	0-	D	2	0 ยรัง	0	2	0	1	2	0	1	2	4

0 point	means 'r	arely	happe		1 poi 'alway				aes haj	ppenin	ıg'; 2	points	mean
Student No.	Underst Chinese vocabul is used practice	ary wl in the						eve the ing goa		with in gr	ak Chi a few amma nuncia	errors r and	Total Scores
1	0	1	2	0	1	2	0	1	3	0	1	(2)	8
2	0	1	2	0	1	2	0	1	(2)	0	1	2	8
3	0	1	0	0	1	2	0	1	2	0	1	2	8
4	0	0	2	0	1	3	0	1	2	0	1	2	7
5	0	1	12	0	1	2	0	1	2	0	1	0	8
6	0	1	2	0	0	2	0	D	2	0	1	2	5
7	0	1	2	0	1	2	0	1	2	0	1	2	8
8	0	1	3	0	1	2	0	1	2	0	1	2	8
9	0	1	2	0	1	0	0	1	0	0	1	3	8
10	0	1	0	0	1	0	0	0	2	0	Ð	2	6
11	0	0	2	0	0	2	0	1	2	0	1	2	3
12	0	1	2	0	1	0	0	1	0	0	1	0	8
13	0%	1	2	0	0	2	0	1	2	0	1	3	6
14	0	0	2	• ยรัง	0	2	0	0	2	0	1	3	5

0 point	means	'rarely	y happ	ening'	; 1 po 'alwa	ints n	iean	anguag 'someti ing'	mes ha	ppeni	ng'; 2	points	mean
Student No.	Chine	ulary w d in the	vhich	in C simp	he prac hinese ble ences.	tice with		ueve the ning go	-	with in g	eak Ch a few ramma	errors ar and	Total Scores
1	0	1	B	0	1	0	0	1	0	0	1	2	8
2	0	1	0	0	1	0	0	1	0	0	1	B	8
3	0	1	2	0	1	Ø	0	1	Ø	0	1	0	8
4	0	0	2	0	0	2	0	0	2	0	1	2	5
5	0	1	0	0	1	0	0	1	0	0	1	0	
6	0	1	2	0	0	2	0	1	2	0	1	2	8 5
7	0	1	3	0	1	D	0	1	Ø	0	1	2	8
8	0	1	0	0	1	2	0	0	2	0	1	2	
9	0	1	0	0	1	0	0	1	0	0	1	0	685
10	0	D	2	0	0	2	0	0	2	0	1	12	5
11	0	0	2	0	0	2	0	D	2	0	1	2	
12	0	1	0	0	0	2	0	0	2	0	1	0	3
13	0	0	2	0	0	2	0	0	2	0	1	2	4
14	0	0	2	0	0	2	0	Ø	2	0	1	Ø	5
	Week	dy Asso	essmen	t Rub	ric dur	ing th	ie La	nguage	Practi	ice (La	sson	4	
0 point						nts m	ean '	sometin					mean
Student No.	Chine vocab	ulary w d in the	hich	in Cl simp	ne prac	tice	Ach	ieve the ning gos		with in g	ak Ch a few ramma nuncia	errors ar and	Total Score
1	0	1	2	0	1	Ø	0	1	3	0	1	3	8

0 point	means	'rarely	happo	ening'	; 1 poi 'alwa	ints m ys hag	ean 's openin	sometin ng'	nes har	openin	g' ; 2	ooints r	nean
Student No.	Chine	ulary w	181	in Ch simpl	e prac inese e nces.			ieve the ning goa		with a in gr	ak Chir a few e ammar nunciat	and	Total Scores
1	0	1	2	0	1	0	0	1	3	0	1	0	8
2	0	1	0	0	1	0	0	1	Ø	0	1	2	8
3	0	-1-	-2-	0	1	2	0	1	-2	0	-1	-2	
4	0	1	٢	0	0	2	0	CD	2	0	1	Ø	6
5	0	1	Ð	0	1	0	0	1	0	0	1	3	8
6	0	0	2	0	0	2	0	0	2	0	Ø	2	4
7	0	1	Ø	0	1	0	0	1	0	0	1	0	8
8	0	1	Ð	0	1	0	0	1	0	0	1	0	8
9	0	1	B	0	1	O	0	1	0	0	1	2	8
10	0	1	0	0	1	Ø	0	1	@	0	0	2	7
11	0	0	2	0	0	2	0	0	2	0	1	2	3
12	0	1	0	0	0	2	0	Ø	2	0	1	0	16
13	0	1	0	0	Q	2	0	Ø	2	0	1	O	16
14	0	0	2	0	(1)	2	0	0	2	0	0	2	IL

0 point	means '	rarely	happe	ening'	; 1 poi 'alway	nts m ys haj	ean 's	sometin ng'	nes hap	penir	ıg';2	points	mean
Student No.	Chines	lary will in the						ieve the ning goa		with in g	ak Chin a few a rammar nuncial	errors r and	Total Scores
1	0	1	0	0	1	2	0	1	0	0	1	0	8
2	0	1	Ð	0	1	3	0	1	Ø	0	1	0	8
3	0	1	3	0	1	0	0	1	Ð	0	1	3	X
4	0	1	٢	0	0	2	0	0	2	0	1	B	6
5	0	1	Ø	0	1	0	0	1	0	0	1	3	X
6	0	1	Ø	0	0	2	0	0	2	0	1	Ø	1
7	0	1	0	0	1	O	0	1	Ø	0	1	3	8
8	0	1	0	0	1	0	0	1	Ø	0	1	B	8
9	0	1	6	0	1	0	0	1	0	0	1	D	8
10	0	1	0	0	1	B	0	1	2	. 0	0	2	7
11	0	0	2	0	0	2	0	0	2	0	0	2	4
12	0	1	Ø	0	1	0	0	1	2	0	1	B	
13	0	1	P	0	1	0	0	1	(2)	0	1	0	8
14	0	1	Ð	0	0	2	0	1	2	0	1	D	0

0 point	means	'rarel	y happ	ening'		ints n iys ha			imes ha	ppen	ing';	2 points	mean
Student No.	Chine	ulary v d in the	vhich	in Cl simp	he prachinese ble ences.			nieve the ning go		with	eak Cl h a few gramm onunci	errors ar and	Total Score:
1	0	1	O	0	1	0	0	1	0	0	1	Ø	8
2	0	1	Ø	0	1	0	0	1	Ø	0	1	3	8
3	0	1	0	0	1	Ð	0	1	2	0	1	B	8
4	0	1	0	0	0	2	0	0	2	0	1	O	6
5	0	1	0	0	1	0	0	1	0	0	1	O	8
6	0	0	2	0	0	2	0	0	2	0	1	0	5
7	0	1	Ø	0	1	0	0	1	B	0	1	3	8
8	0	1	B	0	1	0	0	1	0	0	1	2	8
9	0	1	2	0	1	0	0	1	Ø	0	1	3	8
10	0	1	0	0	0	2	0	Ø	2	0	1	Ø	6
11	0	0	2	0	O	2	0	O	2	0	1	2	5
12	0	1	Ø	0	1	0	0	1	0	0	1	2	8
13	0	1	0	0	1	0	0	1	0	0	1	0	8
14	0	0	2	0	0	2	0	0	2	0	1	0	5

Appendix F

The Raw Data of the Observations



Lesson (<u> </u>		Pre-	task			Ta	sk-cycl	e			Lang	uage	Focus	
Student No.	Respond Observe to the how the researche researche r actively r does as they the task understa nd the enthusias topic. m.		Discu with peers the group activ as th could unde nd he to do task.	s in p ely ey d rsta ow o the	Ask fo teache or pee help withou hesitat /Willin help o peers.	rs' rs it tion. ng to	Repo the ta active by raisin their hand.	isks ely ig	Correct their langu mista guide by the resea r with willin ss. (resp ng active	age kes ed rche n ngne ondi	Practic cheerf by rais their h as they have confid to com the practic	ully sing and / ence splete		
1	Ves	No	Yes	No	Yes	(1)	Yes	Ø	Nes	No	Pes	No	Ves	No
2	Fes	No	Yes	No	Yes	60	G	No	Yes	No	Yes	0	Yes	No
3	Kes .	No	Ves	No	Yeg	No	Yes	M	Yes	No	Yes	No	Yes	No
4	Yes	K9	Yes	No	Yes	M	Ø	No	Yes	Ø	Yes	Ng	Yes	NO
5	Yes	No	Kes	No	Yes	10	Yes	10	Ves	No	Yes	No	Yes	No
6	Veg	No	(Ce)	No	Yes	Ø	Yes	No	Yes	N	Yes	29	Yes	MO
7	Ve)	No	C	No	Yes	NO	Yes	No	YO	No	Yes	No	Yes	No
8	Yes	No	Ves	No	Yes	M	Yes	Ø	Yes	M	Yes	No	Yes	No
9	Ø	No	Yes	No	Yes	No	Yes	0	Yes	No	Yes	No	Yes	No
10	Ves	No	Yes	10	Yes	No	Yes	Ø	Yes	09	(Y)	No	Yos	No
11	Yes	Ø	Yes	0	Yes	Ø	Yes	M	Yes	NO	Yes	No	Yes	MO
12	Yeg	No	Ves	No	Yes	No	Yes	00	Yes	No	Yes	No	Yes	No
13	¥©	No	Yes	Ø	VO	No	Yes	0	Yes	NO	Yes	No	VO	No
14	Yes	10	Yes	No	Yes	NO	B	No	Yes	Mg	Yes	No	Yes	NO

Lesson (Z)		Pre-	task			Ta	isk-cyc	le			Lan	guage	Focus	
Student No.		e arche ively ey ersta ne	r doo the t with	the arche es ask	Disc with peer the grou activ as th coul unde nd h to do task.	s in p vely ey d ersta ow o the	Ask fi teached or peechelp witho hesita /Willi help c peers.	ers' ers ut tion. ng to other	Repo the tr activ by raisin their hand	asks rely ng	r wit willi ss.	uage akes ed ne arche h ngne oondi	Practic cheerf by rait their I as the have confic to com the practic	fully sing hand y lence nplete
1	Yes	No	Yes	No	YO	No	Yes	0	Yas	No	YC9	No	Yes	No
2	Yes	0	Yes	Ø	YOS	No	Yes	No	Yes	10	Yes	No	Yes	NO
3	O	No	0	No	Y	No	Yos	No	¥9	No	Yes	No	Yes	No
4	Yes	Ø	YO	No	Yes	No	Yes	No	Yes	No	Yes	D	Yes	19
5	Yes	No	YO	No	Os	No	Yes	0	Yes	No	Yes	No	Yes	No
6	Yes	0	O	No	Yes	0	Yes	10	Yes	M	10	No	Yes	Mg
7	Keg	No	0	No	Yos	No	Yes	Ø	Yes	No	Yes	No	YO	No
8	(es	No	Ø	No	YOS	No	Yes	0	Yes	Ng	YO	No	P	No
9	(es)	No	Yes	10	Yes	No	Ø	No	Yos	No	Yes	0	Ø	No
10	Ø	No	Yes	ed.	Ø	No	Yes	O	Yes	M	Yo	No	Yes	No
11	Yes	Ø	YCS	No	Yes	()	YO	No	Yes	Ng	Yes	No	Yes	10
12	Veg	No	Yes	No	Os	No	Yes	Ŋ	Yes	No	Yes	No	Yes	No
13	O	No	Yes	0	XOS .	No	Yes	NO	Yes	No	Yes	Ø	Yes	No
14	Ø	No	YO	No	Yes	Ø	Yes	09	Yes	M	Yes	No	Yes	NO

$(\underline{2})$	1.51	Pre-	task			Ta	sk-cycl	le	ALC: NO		Lang	uage	Focus	
Student No.	Resp to the resear acti as th unde nd th topic	e arche ively ey ersta ne	Obse how resear doe the ta with enth m.	the arche s ask	Discu with peers the group activ as the could unde nd ho to do task.	in p ely ey 1 rsta ow	Ask for teacher or pee help withou hesita /Willin help o peers.	ers' rs ut tion. ng to other	Repo the ta active by raisir their hand	isks ely ig	Correct their langu mista guide by the resea r with willir ss. (respond active	age kes d e rche n ngne ondi	Practic cheerfu by rais their h as they have confid to com the practic	ully ing and ence plete
1	Yes	No	(Tes)	No	0	No	Yes	Mg	YO	No	0	No	Ø	No
2	Yes	No	Yes	No	Ø	No	Yes	M	Q	No	Yes	M9	Yes	NO
3	Fes	No	E	No	0	No	Yos	No	YO	No	1 S	No	Y9	No
4	Ye	No	res	No	Yes	MO	Y	No	Yes	0	YO	No	YO	No
5	Te	No	res	No	Yes	Mg	Yos	No	0	No	Yes	No	VO	No
6	Yes	No	(Ces)	No	Yes	Ø	Ø	No	Yes	3	Yes	0	ey	No
7	Yes	No	Kes	No	Ø	No	0	No	10	No	Yes	No	B	No
8	Yes	No	Yes	No	Yes	1	Yes	O	O	No	Ø	No	Ø	No
9	0	No	¥es)	No	Yes	No	Yes	No	Yes	Ng	Yes	O	Yes	No
10	0	No	B	No	Yes	No	Yes	0	Yes	NO	19	No	O	No
11	Yes	Ø	Kes	No	B	No	10	No.	Yes	10	Yes	No	Yes	0
12	O	No	0	No	O	No	Yes	M9	(Os	No	Yes	No	Ø	No
13	O	No	Keg	No	Xey	No	Yes	Ø	Yes	0	Yes	No	Ø	No
14	Yes	(Ng	res	No	Yes	No	Yes	3	Yes	No	Yes	No	Yes	M

Lesson (())		Pre-	task			Tas	sk-cycle	e		1	Lang	age I	Focus	
Student No.	Resp to the resea r acti as the unde nd th topic	e rche vely ey rsta e	Obset how t resea r doe the ta with enthu m.	the rche s isk	Discu with peers the group active as the could under nd ho to do task.	in ely ey l rsta	Ask for teacher or peer help withou hesitat /Willir help of peers.	rs' rs it ion. ng to	Report the tas active by raising their hand.	sks ly	Corre their langu guide by the resear r with willin ss. (respond ng active	age kes d crche i ngne ondi	Practice cheerfu by raisi their ha as they have confide to comp the practice	lly ng nd nce plete
1	YS	No	10	No	()	No	(Ce)	No	6	No	1	No	(B)	No
2	Yes	No	C	No	Yes	(M)	Yes	6	Ves	No	Fes	No	res	No
3	0	No	YO	No	Yes	No	Yes	No	tes	No	tes	No	Yes	No
4	Yos	No	8	No	Yos	No	C	No	Yes	1	(res)	No	Yes	Ø
5	Yos	No	Yes	No	Yes	No	Yes	10	Fes	No	(reg)	No	Yes	KO)
6	Yes	No	10g	No	Ves	No	Yes	No	Fes	No	Yes	NO	Yes	0
7	1 S	No	Ø	No	C	No	Yes	No	0	No	tes	No	(es)	No
8	B	No	0	No	Yos	No	Yes	No	Xes	No	Yes	No	Yes	1
9	Yes	No	Yes	09	Yes	1	Ves	No	Yes	No	C	No	Yes	No
10	VO	No	(C)	No	Yes	1	Yes	No	(Yês)	No	KO)	No	Yes	No
11	Yes	0	Yes	No	Yes	No	Yes	0	Yes	No	Nes	No	G	No
12	100	No	Yes	No	Veg.	No	Yes	0	60	No	(e)	No	Xe3	No
13	Yes	O	to	No	0	No	Yes	No	Red	No	Yes	No	Yes	No
14	Yes	0	Yes	(1)	Yes	No	Ces	No	Yes	No	Xes	No	Yes	No

Lesson (5)		Pre-	task			Ta	sk-cycl	le			Lang	uage	Focus	
Student No. ()	Resp to the resea r acti as th unde nd th topic	e irche ively ey irsta ie	Obse how resea r doe the t with enth m.	the arche s ask	Discu with peers the group active as the could unde nd he to do task.	s in p ely ey d rsta ow	Ask for teacher or pee help withou hesitat /Willin help o peers.	ers' rs ut tion. ng to ther	Repo the ta active by raisir their hand	isks ely ng	Correctheir langu mista guide by th resea r with willin ss. (resp ng active	lage ikes ed e rche h ngne ondi	Practic cheerff by rais their h as they have confid to corr the practic	ully sing and v ence nplete
1	Ves	No	Tes	No	E	No	Yes	M	Yes	No	Te	No	(es)	No
2	Ves	No	C	No	Yes	No	Yes	0	Xes	No	Fes	No	Yes	N)
3	C	No	Yes	No	Yes	No	Tes	No	Yes	No	res	No	Ves	No
4	S	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	60
5	Ves	No	G	No	Yes	No	Yes	NO	Yes	No	Yes	No	Yes	No
6	Yes	No	E	No	(Ves)	No	Yes	No	Yes	No	Yes	No	Yes	NO
7	Fes	No	(es)	No	(es)	No	Yes	No	Yes	No	Yes	No	(Yes)	No
8	C	No	S	No	Kes	No	Yes	No	Yes	No	res	No	Yes	Na
9	*es	No	Yes	No	Ves	No	Tes	No	Yes	N	Kes	No	Ses.	No
10	G	No	Ø	No	Kes	No	Yes	No	Xes	No	Ses.	No	res	No
11	Yes	10	Co	No	Kes	No	(es)	No	C	No	Yes	(M)	Yes	No
12	10	No	Yes	No	Yes	No	Yes	No	Xer	No	res	-	(Te)	No
13	Yes	0	6	No	Yes	No	Yes	No	Yes	NO	Yes	No	(Ve	No
14	Yes	1	Ves	No	Xes	No	Yes	No	Yes	NO	Fes	No	Yes	10

Lesson		Pre-	task			Та	isk-cycl	le			Lang	uage	Focus	
Student No.	Resp to the resear acti as th unde nd th topic	e irche ively ey ersta ie	Obse how resea r doe the ta with enth m.	the arche s ask	Discr with peers the group activ as the could unde nd ha to do task.	s in p ely ey d rsta ow	Ask for teacher or pee help without hesitat /Willin help o peers.	rs' rs it tion. ng to	Repo the ta activ by raisin their hand	asks ely ng	Correction their langu mista guide by the resea r with willing ss. (resp- ng active	lage ikes ed rche n ngne ondi	Practic cheerf by rais their h as they have confid to com the practic	iully sing and y ence nplete
1	Yes	No	Yes	No	(Tes)	No	(es)	No	0	No	6	No	(Ge)	No
2	Co	No	Ves	No	Yes	No	Yes	No	XC)	No	NG3	No	(Tes	No
3	Xe9	No	Seg	No	(fes)	No	Yes	No	Fed	No	YC)	No	Yes	No
4	Yes	No	Yes	No	Yes	No	Tes	No	Yes	3	Xeg	No	Ke)	No
5	(ES)	No	Ves	No	Jes	No	D	No	Yes	No	Ke?	No	Ver	No
6	Yes	0	Yes	NO	Yes	No	C	No	Yes	No	Xes	No	Yes	No
7	Yes	No	(Yes)	No	Yes	No	YS	No	Ye	No	B	No	Xes)	No
8	Es	No	Yes	No	Yes	No	Yes	No	Yes	No	Xes	No	Ves	No
9	Ves	No	Fes	No	E	No	Yes	10	æ	No	Yes	No	NO)	No
10	Xcs	No	Yes)	No	Yes	No	1	No	Yes	0	0	No	Fe3	No
11	Yes	M	Co	No	Fes	No	Yes	0	10	No	Ø	No	Yes	NO
12	Yes	No	6	No	Yes	No	6	No	3	No	d'es	No	(CS)	No
13	Yes	No	Yes.	No	Yes	No	Yes	1	Yes	No	CO	No	80	No
14	Yes	No	(es)	No	Yes	No	100	No	Yes	0	Yes	(M)	Res	No

Lesson (7)		Pre-	task			Ta	sk-cycl	e			Lang	uage l	Focus	
I Student No.	Resp to the resea r acti as the unde nd th topic	e irche ively ey ersta ne	Obse how resea r doe the ta with enth m.	the arche s ask	Discu with peers the group active as the could unde nd he to do task.	in ely ey l rsta	Ask fo teacher or peer help withou hesitat /Willin help or peers.	rs' rs it ion. ng to	Report the ta active by raisin their hand.	sks ely g	Correctheir langu mista guide by the resea r with willin ss. (resp- ng active	age kes d e rche n ngne ondi	Practic cheerfu by raisi their ha as they have confide to com the practic	and ence plete
1	(CS)	No	×C>	No	3	No	NOS .	No	de)	No	Yes	No	YS	No
2	Yes	1	Ø	No	C	No	Yes	No	Yes	No	Yes	No	Yes	No
3	Ø	No	YO	No	Ø	No	Tes	No	Yes	No	Yes	1	Xes	No
4	Yes	0	to	No	Yes	No	Yes	No	Yes	No	Yes	NO	Yes	No
5	(Ce)	No	Yes	No	YO	No	Yes	Ng	Yes	No	(res	No	Ves	No
6	Yes	0	Yes	No	Ø	No	Yes	No	Yes	er	Yes	3	Yes	MO
7	10	No	YS	No	C	No	Ø	No	C	No	Yes	No	Yes	No
8	Ø	No	Yes	No	O	No	C	No	Yes	No	YO	No	YB	No
9	Ø	No	Yes	0	Yes	No	NES .	No	YO	No	Yes	0	Co	No
10	Yes	0	10	No	Yes	No	B	No	XCS	No	Yos	No	YB	No
11	Yes	B	Yes	No	Yes	0	Xe3	No	Yes	Do	Yes	No	Yes	0
12	Ø	No	0	No	Yos	No	C	No	Yes	M	3	No	Yes	NO
13	Yes	Ø	Ces	No	YO	No	Ø	No	Yes	M	YB	No	Yes	10
14	Yes	Ø	Yes	0	Yes	No	E	No	Yes	NO	Tes	No	(e)	No

Lesson (Z)		Pre	-task			Ta	sk-cyc	le	200		Lang	uage	Focus	
Student No.	r act as th	arche arche tively ney ersta he	Obse how resea r doe the ta with enthum.	the arche s ask	Disc with peers the grou activ as th coul- unde nd h to do task.	s in p rely ey d ersta ow o the	Ask for teacher or peer help withou hesitar /Willin help or peers.	ers' ers ut tion. ng to other	Repo the ta active by raisir their hand	isks ely ig	Correct their langu mista guide by the resea r with willin ss. (respond ng active	age kes d e rche n ngne ondi	Practic cheerfi by rais their h as they have confid to com the practic	ully ing and ence plete
1	Fes	No	M	No	10	No	Key	No	3	No	Keg	No	Ves	No
2	Reg	No	Yes	No	K.	No	(B)	No	Yes	0	YO	No	Yes	No
3	Xe3	No	tes	No	Ne	No	tes	No	Ces	No	Yes	No	YE	No
4	Ø	No	Yes	No	Ke3	No	G	No	P	No	Yes	Ō	S	No
5	C	No	Reg	No	G	No	Yes	No	Yes	NO	Yes	No	YO	No
6	Yes	0	C	No	Yes	Ø	(C)	No	Yes	No	E	No	Yes	No
7	Ø	No	To	No	C	No	Yes	No	Ø	No	G	No	Yes	No
8	Xe3	No	CS	No	Ø	No	Yes	Ø	Yes	1	(CS)	No	Yes	No
9	Ke)	No	Yes	No	0	No	Yeš	NO	Reg	No	Yes	No	Yes	No
10	C	No	Yes	No	Yes	Ø	S	No	(CS)	No	Xes	No	Yes	0
11	Yes	D	Res	No	Ve?	No	Yes	0	Yes	Ø	E	No	Yes	MO
12	Ø	No	Xes	No	Neg.	No	Yes	0	C	No	10	No	6	No
13	Ø	No	Æ3	No	Yes	No	10	No	O	No	10	No	Ø	No
14	Yes	M	23	No	Yes	19	Neg	No	Yes	D	Xes	No	Yes	No

$(\underline{9})$		Pre-	task	1		Ta	sk-cycl	le			Lang	uage	Focus	
Student No.	Response to the resear action as the under nd th topic	rche vely ey rsta	Obse how to resea r doe the ta with enthu m.	the rche s ask	Discu with peers the group active as the could unde nd he to do task.	in o ely ey 1 rsta ow	Ask for teacher or pee help withou hesitar /Willin help o peers.	rs' rs ut tion. ng to	Repo the ta active by raisir their hand	isks ely ig	Corre their langu mista guide by th resea r witt willin ss. (resp ng activ	lage likes ed irche h ngne	Practic cheerf by rais their h as they have confid to com the practic	ully sing and ence aplete
1	(es)	No	Ø	No	E	No	G	No	G	No	Yes	Ø	YES)	No
2	C	No	C	No	C	No	Yes	0	r and a second	No	Yos	No	Xe)	No
3	Ø	No	B	No	C	No	Yes	No	tos	No	YO)	No	tos	No
4	XO	No	Yes	1	Yes	No	8	No	Co	No	Yes	No	Yes	No
5	XO	No	YES	No	Yes	No	Yes	Ø	Yes	No	B	No	83	No
6	Yes	No	Yes	0	Nos.	No	Yes	No	Yes	8	Xe3	No	Yes	3
7	Yes	No	to	No	to	No	to	No	Yes	No	Ke3	No	C	No
8	Co	No	Yes	0	Ø	No	0	No	B	No	Xes	No	Yes	Mo
9	Ø	No	Ø	No	KO	No	Yes	M	0	No	C	No	Yes	No
10	0	No	3	No	0	No	C	No	Yes	1	Yes	No	C	No
11	Yes	Ø	Ø	No	B	No	Ø	No	Yes	No	Xer	No	Yes	NO
12	3	No	10	No	E	No	Yes	0	0	No	Yes	No	Yes	NO
13	10	No	G	No	Xe3	No	3	No	(TES)	No	Yes	No	Yes	0
14	Yes	1	to	No	Yes	NO	(Te)	No	Yes	M	Yeg	No	Yes	No

(LO)		Pre-	task			Ta	sk-cyc	le		44.1	Lang	uage	Focus	
Student No.		e arche ively ivey ersta ne	Obse how resear doe the ta with enth m.	the arche es ask	Disc with peers the grou activ as th coul unde nd h to do task.	s in p vely ey d ersta ow o the	Ask for teacher or pee help withou hesita /Willi help o peers.	ers' ers ut tion. ng to other	Repo the ta activ by raisin their hand	asks ely ng	Corr their langu guide by th resea r wit willi ss. (resp ng activ	uage akes ed ie irche h ngne wondi	Practic cheerfi by rais their h as they have confid to com the practic	ully ing and ence plete
1	CS	No	Yes	No	100	No	Yes	00	Fed	No	(Ve)	No	YO	No
2	Ve9	No	Ø	No	Yos	No	3	No	Yes	No	NO	No	Yes	M
3	10	No	YO	No	C	No	Cos	No	10%	No	Yos	No	Yes	No
4	Yes	0	XO	No	Xos	No	Yes	No	Pes	No	Yes	1	YB	No
5	O	No	YO	No	Yes	No	to	No	10	No	Yos	No	Yes	No
6	Yes	0	6	No	Xes	No	E	No	Xco	No	Yes	No	C	No
7	YO	No	3	No	Yes	No	Yes	No	YO	No	YO	No	Yes	No
8	Yes	29	Yes	No	G	No	Yes	No	Kes .	No	0	No	Yes	NO
9	Yes	O	Yes	No	Yes	No	C	No	2	No	Yes	0	19	No
10	Yes	D.	O	No	Yes	1	Yes	No	Yes	NO	Yes	No	Yes	NO
11	Yes	C	Yes	No	R.	No	Yes	MO	Yes	M	Tes	No	Yes	MO
12	Yes	No	Ø	No	E	No	(es)	No	YO	No	Yes	NO	(rej	No
13	Yes	0	Yo	No	O	No	Yes	0	C	No	Yes	No	Yes	0
14	Yes	Ø	Yes	No	C	No	Yes	3	Yes	0	C	No	Yes	No

Lesson (ff)		Pre-t	ask			Та	sk-cycl	e			Lang	uage	Focus	Ţ
Student No.	Response to the resear racti as the under nd th topic	rche vely ey rsta e	Observer how the resear r does the tar with enthur m.	he rche s sk	Discu with peers the group active as the could unde nd he to do task.	in ely ely l rsta	Ask fo teacher or peer help withou hesitat /Willin help or peers.	rs' rs it ion. ng to	Repo the ta active by raisin their hand.	isks ely ig	Correctheir langu mista guide by the resea r with willin ss. (resp active	age kes ed rche n ngne ondi	Practic cheerfu by rais their h as they have confid- to com the practic	ully ing and ence plete
1	6	No	0	No	3	No	0	No	0	No	6	No	Yes	No
2	Ø	No	0	No	O	No	Yos	No	(VO)	No	Yes	No	Yes	No
3	C	No	C	No	B	No	3	No	1 Sta	No	YO	No	Yes	No
4	XO	No	C	No	YOS	No	3	No	Yes	1	YO3	No	Yes	No
5	Ø	No	Yes	No	C	No	Fes	No	C	No	Yes	No	Yes	No
6	Ø	No	yo	No	3	No	103	No	3	No	Yes	1	YO	No
7	XO	No	0	No	B	No	Yes	No	Q	No	NO S	No	5	No
8	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	-Yes-	No
9	Yes	039	0	No	69	No	Te	No	Yes	No	YO	No	3	No
10	Yes	No-	Yes	No	Yes.	-No-	-Yes-	No	Yes	No	Yes	No	Yes	No
11	Yes	0	Yes	0	Co	No	(C)	No	Yes	M	10	No	Yes	M
12	(Cas	No	0	No	0	No	03	No	Ø	No	0	No	10	No
13	es l	No	0	No	0	No	Yes	10	0	No	0	No	Yes	D
14	Yes	NO)	reg	No	Yay	No	tres	No	Yes	NO	Yes	No	Yes	MO

$(\frac{12}{2})$		Pre	task			Ti	ask-eyc	le			Lan;	tuage	Focus	
Student No.	1	arche ively ively ersta he	r doe the t with	the arche es task	Disc with peer the grou activ as th coul unde nd h to do task.	s in p vely ley d ersta ow o the	Ask fi teache or pee help witho hesita /Willi help c peers.	ut tion. ng to other	Repo the t activ by raisi their hand	asks æly ng	Corr their lang mist guid by th resea r wit willi ss. (resp ng activ	uage akes ed ie irche h ngne ondi	Practi cheert by rat their I as they have confid to con the practic	fully sing uand y lence aplete
1	3	No	3	No	1	No	(Yes	No	29	No	Yes	No	Yes	No
2	83	No	Nes	No	0	No	ro	No	Yes	No	Yes	No	3	No
3	Fed	No	Yes	No	Yes	No	Nos	No	Yos	No	res	No	Yes	No
4	(e)	No	Reg	No	Yes	No	er	No	ros	No	Yes	MO	Ya	No
5	B	No	CO3	No	10g	No	B	No	Yes	No	Ves	No	Ng	No
6	Yes	No	Yes	0	Yos	No	YB	No	Yes	No	0	No	YO	No
7	0	No	20	No	YO	No	B	No	rg	No	10	No	Ø	No
8	Yes	10	res	No	29	No	YO	No	89	No	Ø	No	Y95	No
9	10	No	ey	No	Ø	No	VO	No	Yes	No	NO	No	YB	No
10	mg	No	Yos	No	0	No	Yes	3	YO	No	29	No	YES	No
11	Yes	10	Yes	0	Yes	No	Yes	No	Yes	No	NO	No	Yes	10
12	Yes	No	3	No	B	No	Ye	Na	Yes	3	B	No	Xe	No
13	NO	No	Yes	63	Yes	0	Ø	No	0	No	YO	No	Yes	No
14	Yes	0	83	No	Yes	No	re	No	Yes	NO	Res	No	Yes	No

Lesson		Pre	-task			Tı	ask-cyc	le			Lang	uage	Focus	
Student No.	to the research of the researc	arche tively hey ersta he	r doe the t with	the arche es ask	the grou activ as th coul unde nd h	s in p vely hey d ersta ow o the	Ask fi teacher or pee help witho hesita /Willi help of peers.	ers' ers ut tion. ng to other	Repo the t activ by raisin their hand	asks rely ng	Corre their langu mista guide by the resea r with willing ss. (resp ng active	uage akes ed e arche h ngne ondi	Practic cheerf by rais their h as they have confid to com the practic	ully sing and v ence aplete
1	0	No	0	No	3	No	0	No	YC	No	Yes	No	(B)	No
2	0	No	0	No	0	No	Yes	10	Yes	\mathfrak{G}	Yes	No	3	No
3	8G	No	Xes	No	res	No	10	No	Yes	No	Yes	No	B	No
4	Yes	0	YO	No	10	No	Yes	No	Yes	3	Yes	No	Yes	No
5	B	No	XQ	No	to	No	Yes	3	ro	No	Yes	No	Yes	No
6	Yes	3	Yes	No	Yes	No	Yes	No	Yes	No	Yes	NO	Y	No
7	6	No	YO	No	YO	No	Yes	No	B	No	10	No	Nes.	No
8	Yes	3	XO	No	3	No	YO	No	Yes	No	Nos	No	Yes	No
9	3	No	3	No	10	No	Yes	No	Yes	No	3	No	re	No
10	C	No	YS	No	10	No	Yes	1	Yes	NO	Yos	No	es.	No
11	Yes	C	Yes	No	Nes.	No	tos	No	Yes	3	YB	No	65%	No
12	3	No	Keg	No	O	No	Yes	No	Yes	No	YG	No	100	No
13	0	No	Xes	No	3	No	Yes	No	Yes	No	YB	No	100	No
14	Yes	0	83	No	13	No	Yes	No	(es)	No	Yes	No	800	No

Lesson (H)		Pre-	task		-	Ta	isk-cycl	e			Lang	uage	Focus	
Student No.	Resp to the resea r acti as the unde nd th topic	e irche ively ey irsta ie	Obse how resea r doe the ta with enthu m.	the rche s ask	Discu with peers the group active as the could unde nd he to do task.	in o ely ey l rsta ow	Ask for teacher or pee help withou hesitar /Willin help o peers.	rs' rs it tion. ng to	Repo the ta activ by raisir their hand	isks ely ng	Correct their langu mista guide by the resea r with willing ss. (resp ng activ	uage akes ed arche h ngne ondi	Practic cheerf by rais their h as they have confid to com the practic	fully sing and y lence nplete
1	Ke9	No	Ye	No	C	No	Keg	No	Yes	No	10	No	Yes	No
2	103	No	to	No	B	No	Yes	1	10	No	C	No	Kes	No
	Yes	No	Yes-	No	Yes	No	Yes	No	Yes-	No	Yes	No	Yes	No
4	0	No	YO	No	Yes	No	0	No	ES	No	Yes	1	69	No
5	Yes	No	103	No	Yes.	No	YES	No	Ve?	No	Yes	No	Fes	No
6	Yes	0	YO	No	3	No	Č96	No	Yes	3	Yos	No	Xes	No
7	1	No	C	No	Yes	No	3	No	B	No	CS	No	Red	No
8	XO3	No	Yes	No	B	No	Yes	No	Te	No	Ves	No	NO.	No
9	Yes	No	Jes	No	Yes	No	C	No	80	No	E	No	Yes	No
10	des	No	1 CB	No	Ke9	No	Ø	No	0	No	Reg	No	83	No
11	Yes	(*)	Yes	No	Kes	No	3	No	Res	No	Res	No	Yes	No
12	M	No	Yes	No	C	No	Kes	No	(CS)	No	(es	No	Yes	No
13	Ø	No	B	No	103	No	Yes	No	Ø	No	Fes	No	Yes	0
14	Yes	M	Ces	No	res	No	Nes	No	103	No	Yes	No	Yes	No

Lesson (LS)		Pre	-task			Ti	ask-cyc	le		Ly Art	Lang	guage	Focus	
Student No.		e arche ively ey ersta ne	r doe the t with	the arche es ask	Disc with peer the grou activ as th coul unde nd h to de task.	s in p vely d ersta ow o the	Ask for teached or peet help witho hesita /Willi help or peers.	ers' ers ut tion. ng to other	Repo the t activ by raisin their hand	asks rely ng	r wit	uage akes ed ne arche h ngne	Practic cheerl by rait their I as they have confic to con the practic	fully sing hand y lence nplete
1	Ves	No	Yes	No	Pes	No	ND	No	3	No	0	No	Yes	No
2	Ves	No	Yes	No	Te	No	Yes	1	ES.	No	NO3	No	Yes	No
3	C	No	Yes	No	Ves	No	Ves	No	Yes	No	Ye	No	Yes	No
4	Yes	No	Yes	M	Neg	No	Yes	No	Yes	No	Yes	No	Yes	No
5	Yes	No	(es	No	Ves	No	Yes	No	Yes	No	Yes	No	Yes	No
6	Yes	No	10	No	Tes	No	(Yos)	No	Nos.	No	Nes	No	NO3	No
7	Ses !	No	10	No	(Yes)	No	(res)	No	Yes	No	Yes	No	(Yes	No
8	Yes	No	res	No	Yes	No	Yes	1	Nes	No	Yes	No	Yes	No
9	Kes	No	Yes	No	Fes	No	Ye	No	Yes	No	Yes	No	Yes	No
10	Neg	No	(cs)	No	Yes	No	res	No	Xe	No	Yes	No	Yes	No
11	reg	No	0	No	Yes	No	Tes	No	Yes	No	Yes	No	Yes	No
12	Yes	No	Ved	No	()	No	Yes	No	Tes	No	Yes	No	Yes	No
13	Yes	No	G	No	Nes	No	Ves	No	Fes	No	Yes	No	Yes	No
14	(Yes)	No	Ces?	No	Yes	No	Ves	No	Yes	NO	Yes	No	Yes	No

Lesson (H)		Pre	-task			T	ask-cyc	ele		E.C.	Lan	guage	Focus	
Student No. ()	to the research as the researc	arche tively ney ersta he	r do the t with	the arche es ask	Disc with peer the grou activ as th coul unde nd h to de task.	s in pyely dey d ersta ow o the	Ask f teach or pea help witho hesita /Willi help o peers.	ers' ers out ation. ing to other	Repo the t activ by raisi their hand	asks vely ng	r wit willi ss.	uage akes ed ne arche h ngne	Practic cheerf by rais their h as they have confid to con the practic	fully sing hand y lence hplete
1	res	No	3	No	10	No	3	No	Nes.	No	Yes	No	Yes	No
2	Yes	No	10	No	S	No	0	No	NO5	No	Te .	No	Ye	No
3	Yes	No	0	No	Yes	No	tes	No	Yes	No	NG3	No	Yes	No
4	Yes	NO	Yes	No	E	No	Yes?	No	Ver	No	Ves	No	Yes	No
5	YS	No	Ve3	No	Ø	No	Yes	No	Yes	No	Nes.	No	Yes	No
6	Yes	1	C	No	Ø	No	3	No	Co	No	Yes	No	Yes	No
7	(B)	No	Ye	No	Co	No	Xes	No	Res	No	Ved	No	Yes	No
8	Ø	No	Yes	No	Ø	No	Keg	No	Yes	No	Ne	No	Yes	No
9	C	No	Ves	No	Yes	No	C	No	Yes	No	Yes	No	Yes	No
10	C	No	Res	No	Yes	No	YO	No	Yes	No	Yes	No,	res	No
11	Yes	0	Ves	No	Yes	Ø	Yes	No	Ves	No	Yes	10	tes	No
12	C	No	Veg	No	Yes	No	Tes	No	Yes	No	Veg	No	Yes	No
13	Ø	No	X S	No	0	No	Yes	No	C	No	1	No	Yes	No
14	Yes	NO	G	No	P	No	Yes	No	XB9	No	Yes	N	Nes)	No

Biography

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