THE DEVELOPMENT OF LEARNING ACHIEVEMENT IN CHINESE VOCABULARY USING CHINESE SONGS FOR GRADE THREE THAI STUDENTS

BY

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Abstract

In this research study, the development of learning achievement in Chinese vocabulary using Chinese songs for grade three Thai students was examined. The thesis objectives were to improve the learning achievement in Chinese vocabulary of Thai students and investigating their attitudes towards learning Chinese songs. The researcher administered a pretest and posttest consisting of 30 multiple-choice questions to compare the students' learning achievement in Chinese vocabulary using Chinese songs. Additionally, an attitude questionnaire was conducted to measure students' attitudes towards using Chinese songs.

The study involved a sample of 20 Grade three Thai students from school in Bangkok, Thailand. Quantitative statistical analysis paired-sample t-tests were used to analyze the data for the pretest and posttest, and also the mean scores and standard deviation were use for the students' attitudes. The findings revealed that all student participants' posttest mean scores (14.20) were significantly higher compared to their pretest mean scores (9.25) with a mean difference of 4.95. The significance value (p) was also revealed as .05 ($p \leq .05$), indicating a statistically significant rise in the posttest scores of the research participants over the pretest scores, indicating a notable improvement in their learning achievement in Chinese vocabulary. Additionally, the vast majority of participants displayed a highly positive attitude towards using Chinese songs in their Chinese classes.

(Total 105 pages)

Keywords: Chinese Song, Student's Learning Achievement in Chinese Vocabulary, Students' Attitude and Grade Three Thai Students

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CHAPTER 1

INTRODUCTION

This chapter presents the background and the rationale of the study, objectives of the study, research questions, and research hypotheses. Moreover, it comprises the scope of the study, the conceptual framework of the study, terminologies, and the significance of the study.

1.1 Background and Rationale of the Study

The application of Chinese songs in the teaching of Chinese as a foreign language has been studied in the past. In the process of learning, speaking and singing Chinese songs can be very helpful in improving problems of vocabulary. (Zhao & Luo, 1994) pointed out in their article "Introducing Singing in the Chinese Classroom" that, "The process of human production and acquisition of language and music is consistent, and there is a proportional relationship between musical talent and language ability." Around the vocabulary of comprehension bias in foreign students learning Chinese, (Lin, 1996) has pointed out that "From the perspective of language elements, Chinese songs can play a role in teaching Chinese characters and vocabulary." In (Jiang, 1999), "Music and the Teaching of Vocabulary in Chinese as a Foreign Language", it is proposed that "teaching Chinese vocabulary with music is a more effective way to help foreign students learn Chinese." According to the above-mentioned view, it is confirmed that language learning and music are mutually reinforcing, and teaching through songs is effective in improving comprehension of Chinese words. Moreover, the introduction of Chinese songs into the classroom of teaching Chinese as a foreign language is a way of teaching focusing on students' interests, paying attention to the personality characteristics of foreign students, who become interested in Chinese through Chinese songs and take the initiative to learn Chinese because of their interests, the result will be easier to accept than the hard teaching

method.

At present, there are so many methodologies for teaching Chinese, such as game assisted teaching, film assisted teaching, scene assisted teaching and so on. However, the researcher supposes that it is more beneficial for students to learn Chinese if Chinese songs are used to assist teaching. Because (Krashen, 1982) in his theory pointed out in the "affective filter hypothesis" that acceptance of language input depends primarily on learning one's "affect" factor. Grasp the learner's emotion and interest tendency, from the learner's psychology. Starting from the sense of identity, learning to sing Chinese songs can arouse the enthusiasm of learners to learn Chinese (Zhou, 2016). Language and music are closely related, (Li, 2017) pointed out that music is an art of expressing people's thoughts and feelings and reflecting real life through organized musical sounds. A song is a kind of music sung by a human voice. Language is an important tool of human communication. Music and songs can play a positive role in second language acquisition (Li, 2017). And teaching Chinese songs to assist Chinese teaching is a good way to combine entertainment with teaching. Therefore Chinese songs are more suitable for Chinese teaching. It's a good achievement in Chinese vocabulary for students.

Since December 2019, a researcher has worked in one School in Thailand, in the process of teaching, found that most Chinese classes are still based on the traditional teaching mode which teachers teaching from books and students taking notes. Compared with English and Thai, Chinese is not the main course, therefore, students' enthusiasm and interest in learning Chinese is not very high, and holding the students' attention is difficult.

The types of songs selected by the researcher in this paper are children's songs. It is known that, there are many forms of songs, such as rock songs, folk songs, electronic songs and pop songs, but for teaching the Chinese language, children's songs are really efficient for teaching students. Let Children Sing Happily--Analysis of the Development Direction of Chinese Children's Songs with the Example of Peng Ye's New Children's Songs, (Su, 2013) pointed that a good nursery rhyme will influence one's life. Children's songs can not only carry out emotional education for

children, imperceptibly transfer the correct values, but also exercise children's language ability in the process of singing, and bring children a feeling of beauty, which plays a vital role in the development of children's body and mind. The definition of children's songs in Cihai Xiazhengnong, 1989 is: "Children's song, a kind of children's literature, and generally called children's ballads together. Mostly talk about children's life, thoughts and views on things, full of yearning for a better future. It is characterized by simple and clear words, a bright rhythm and adapting to children's psychology. All rhyming and rhythmic words are children's favorite language, which is one of the reasons why children's songs are so popular.

In recent years, more and more researchers have realized the inseparable connection between music and language learning, and have begun to continuously try to introduce Chinese songs into the teaching of the Chinese language (Yuan,2016). They believe that if the teaching method of "learning to sing Chinese songs "can be used reasonably, Chinese songs can play an ingenious assisting role in textbook content teaching, cultural teaching and Chinese test teaching (Wang, 2017).

Studies proved that Chinese songs assisted teaching was still in the exploratory stage, some teachers simply regarded it as a method to improve students' learning interest, but it is not really integrated with Chinese teaching contents (Li, 2014). Teaching practice is also fragmented, not systematic as a kind of teaching method in use (Zhang, Z., 2019). The researchers have seen many articles that writing Chinese songs can help students learn Chinese, but there are no articles that write about how Chinese songs can expand or comprehend students' Chinese words and improve students' achievement in Chinese vocabulary.

Wang (2016) studied about the application of ballad method teaching in primary youngsters' Chinese teaching. He found that the current Chinese teaching community almost exclusively uses song teaching as an after-school pastime to give students a change of pace, neglecting the essential task of song teaching - language teaching. The lyrics and tunes of the songs are not universally applicable and very hard for students to learn. Very few teachers chose to combine the main textbook, extract

important language point from the text to recreate it, fill in the words on their own, choose familiar tunes and create songs suitable for students. Such a song can be used as a supplement to the main textbook to help teach it, it can be taken out on its own and used as materials too.

From the reasons mentioned above, the researcher is interested in studying and developing The use of Chinese Songs to Improve Thai Primary School grade three Students' Chinese Language Learning, to compare the students' learning achievement in Chinese vocabulary before and after learning Chinese songs and including their attitudes toward using Chinese songs.

1.2 Research Objectives

1.2.1 To compare the students' learning achievement in Chinese vocabulary of grade three Thai students before and after using learning Chinese songs.

1.2.2 To investigate students' attitudes of grade three Thai students toward using learning Chinese songs.

1.3 Research Questions

1.3.1 Would the students' learning achievement in Chinese vocabulary of grade three Thai students improve after using Chinese songs?

1.3.2 Would the students' attitudes of grade three Thai students be positive after using Chinese songs?

1.4 Research Hypothesis

1.4.1 The grade three Thai students' learning achievement in Chinese vocabulary is higher after using Chinese songs.

1.4.2 The grade three Thai students' attitudes towards using Chinese songs be positive after using Chinese songs.

1.5 Scope of The Study

1.5.1 Population and Sample of the study

The population of this study consisted of two classes of Grade 3 students in a Thai primary school were total 40 students. The researchers selected a sample group by cluster random sampling one group from the population which consisted of 20 students of grade three Thai, including 9 males and 11 females, that mixed gender and varying ability.

1.5.2 Location of the Study

The study took place at a private school in Bangkok, which was one of the top rated institutions in Bangkok. It was founded in 1996. Since the school was established, Chinese language had been taught in all grades, from kindergarten to Senior high school. It was located in the Bangbon road school area of Bangkok.

1.5.3 Content of the Study

For the study, the researcher developed four 100-minute lesson plans (two sessions per week).The topics of this class were "Weather" (including the words to describe the weather, cloudy, rain and snow), "Pet" (including the names of pets, cat, dog, hamster, bird and fish) words to describe"Clothes" (pants, skirt, socks, shoes, cap, scarf and glove) and "Colors" (red, yellow, blue, purple, green, orange, black, white, golden, silver, pink, brown)from the private school teaching textbook---Experiencing Chinese: Basic Course (7), Higher Education Press (Jiang, 2008), which was the standardized textbook of TCFL (Teaching Chinese as a foreign Language) Grade three Thai students. Thai grade three students will learn these lesson plans with Chinese songs in class and have the opportunity to sing songs on the stage in front of the class and understand the Chinese meaning.

Some Chinese songs were sourced from online resources, while others were adaptations of familiar melodies combined with modified content from the textbook. For instance, the researcher adapted pet songs by incorporating melodies and animations that students enjoy, integrated them into the textbook, uploaded them to a website, and then played them for students to study.

Table 1.1 Content of the lessons

Lesson Plans	Topics of rhyme
Lesson plan 1 (first week)	(weather song) tiānqì yīntiān xiàyǔ xiàxuě jīntiāntiānqìzěnme 天气，阴天，下雨，下雪,今天天气怎么 yàng jīntiānxiàyǔ 样？今天下雨。 Weather, cloudy, rain, snow, how's the weather today? It's raining today.
Lesson plan 2 (second week)	(pets song， What pet do you like) māo gǒu cāngshǔ niǎo yú 猫，狗，仓鼠，鸟，鱼。 nǐxǐhuanshénmexiǎodòngwù wǒxǐhuan 你喜欢 什么小 动物？我喜欢…. cat, dog, hamster, bird, fish. What pet do you like? I like…
Lesson plan 3 (third week)	(clothes song, my clothes) yīfu kùzi qúnzi wàzi xiézi 衣服，裤子，裙子，袜子，鞋子， màozi wéijīn shǒutào wǒde 帽子，围巾，手套。我的…. clothes, pants, skirt, socks, shoes, cap, scarf， glove. My…
Lesson plan 4 (fourth week)	(colors song) hóngsè huángsè lánsè zǐsè lǜsè chéngsè 红色，黄色，蓝色，紫色，绿色，橙色， hēisè báisè jīnsè yínsè fěnsè zōngsè zhànqǐlái zhuǎngè 黑色，白色，金色，银色，粉色，棕色，站起来，转个 quān jǔgèshǒu zuòxià 圈，举个手，坐下 red, yellow, blue, purple, green, orange, black, white, golden, silver, pink, brown, stand up, turn around, hands up, sit down.

1.6 Limitations of The Study

1.6.1 The study only applied to the students in the third grade of Thai primary schools, and may not be applicable to students in other grades, or in other countries. Therefore, this study cannot be generalized to all students.

1.6.2 Since the data for this study was collected one month, and the experiment was conducted with a limited sample size of 8 sessions, the results were constrained to only address the impact of the intervention on learning achievement in Chinese vocabulary, and cannot be generalized to other contexts.

1.7 Conceptual Framework of The Study

This study consisted of two variables - independent and dependent variables. The independent variable was the learning of Chinese songs which used an instructional method. The student's learning achievement in Chinese vocabulary and students' attitudes toward using Chinese songs were the dependent variables as shown in Figure 1.1
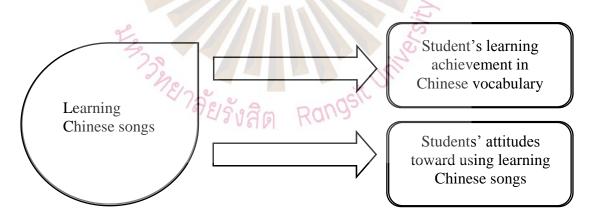
Figure 1.1 Illustration of the independent variable and dependent variables

1.8 Terminologies

Learning Chinese songs refers to the learning management used by researcher to teach Chinese to grade three Thai students in a private school in Thailand using Chinese children's songs. The children's songs including 1) "weather song" 2) "pet song" 3) "clothes song" and 4) "color song". The researcher has designed the Chinese songs for teaching into five steps as following: step 1 raising awareness stage, step 2 brainstorming stage, step 3 new teaching methodology stage, step 4 presentation stage and step 5 measurement and evaluation stage.

Student's learning achievement in Chinese vocabulary refers to Thai students in grade three primary school can memorize more Chinese vocabulary and deepen comprehension. These could be measured by the achievement test (pretest and posttest).

Students' attitudes toward using Chinese songs refers to the evaluation of grade three Thai students using learning Chinese songs, this could be measured by using an attitude questionnaire consisting of three parts, as followings: students' attitudes to the Chinese songs, the students' attitudes to the teacher and the students' benefits.

Thai Students refers to Thai students in grade three of a private school in Bangkok, Thailand. Who were the research participants in this study.

Content of the lessons refers to the private school teaching textbook--- Experiencing Chinese: Basic Course (3), Higher Education Press(Jiang, 2008), which is the standardized textbook of TCFL (Teaching Chinese as a foreign Language) Grade three Thai students only.

1.9 Expected Outcome

1.9.1 The Chinese songs could improve the learning achievement in Chinese vocabulary of grade three Thai students.

1.9.2 Learning Chinese songs could encourage the students to learn well and more interested in Chinese language.

CHAPTER 2

LITERATURE REVIEW

A literature review is a process of literary creation and philosophical speculation from the perspective of scientific research. The researcher analyzed and sorted out the research related to this study, summarized the research status of the subject, and did a detailed literature review, which laid the foundation for this study. This chapter presented the following items:

2.1 The history and characteristics of Chinese language in Thailand

2.2 Chinese Language Curriculum in Thailand

2.3 Learning achievement in Chinese vocabulary

2.4 Chinese Teaching Songs Methodologies

2.5 The Evaluation in learning achievement in Chinese vocabulary and Students' attitudes

2.6 Related research and study

2.1 The History and Characteristics of Chinese Language in Thailand

The relationship between Thailand and China has a history of more than two thousand years, and Thailand is now one of the countries with the largest number of ethnic Chinese in the world. (Wu, 2018) pointed that the history of Chinese language in Thailand is influenced by the policies of the Chinese language in Thailand.

The early model of the Chinese language dissemination in Thailand can be traced back to the private schools set up by the Chinese to provide cultural and educational services to local Chinese and Chinese children, which mainly taught basic general knowledge, arithmetic, music, art, physical education, Chinese and Thai, etc. In 1908, when Dr. Sun Yat-sen came to Bangkok to preside over the Bangkok branch of the Allied

Society, he advocated the establishment of Chinese language in private schools. Subsequently, the Chinese community (Chinese immigrants to Thailand) opened Chinese schools to educate their children and pass on Chinese civilization. The school model lasted until the 1930s and taught only Chinese, in the official language (Mandarin or dialect), with Chinese administrators, and the teaching management system, curriculum, and textbooks were all imitated from China (Wei, 2021).

Wu (2018) said in "A Study on the Impact of Chinese Language Communication on the Perception of China's National Image in Thailand " mentioned that according to the statistics of the Thai Ministry of Education, by the end of 1946, the total number of re-established and new Chinese schools reached more than 500, of which only 38 schools were registered with the government, while the remaining 500 Chinese schools were unregistered, with 175,000 students enrolled. As of August 1948, 426 Chinese schools had been allowed to register, with 60,000 students, breaking previous records for the number of schools and students registered in Thailand.

Since the 1980s, as China's comprehensive national power and international status increased after the reform and opening up, various industries in China, Hong Kong, Taiwan and Singapore, where Chinese is spoken, have moved their manufacturing bases to Thailand. This has led to the development of extensive cooperation between Thailand and China in the fields of politics, trade and economy, culture and tourism, and the Chinese language has become one of the most important tools for Thailand to expand its international trade and economic cooperation (Xue, 2020).

Accordingly, on November 18, 1989, all Thai Chinese schools and Chinese associations reached a consensus at a meeting held by the Thai Ministry of Education that the Thai government has since agreed to support Chinese language education in Thailand in terms of policies and teachers, as it believes that the development of Chinese language education in Thailand not only does not affect national security and social stability, but also promotes the social and economic development of Thailand (Wu, 2018).

After the 21ˢᵗ century, Chinese language teaching in Thailand has developed rapidly. (Song, 2017) pointed out that in the year of 2000, the Ministry of Education of Thailand formally adopted the proposal of Chinese language curriculum in high schools, and many high schools, including some specialized colleges, have been offering Chinese language classes. In the year of 2005, the Ministry of Education of Thailand formulated the "Strategic Plan for Promoting Chinese Language Teaching in Thailand to Enhance National Competitiveness (2006-2010)", with the main purpose of strengthening the promotion and facilitating the development of Chinese language education in Thailand. The main purpose is to strengthen the promotion and advancement of Chinese language education in Thailand. After the implementation of this plan, Chinese language education has gradually become a new learning trend for Thai students, resulting in the inclusion of a Chinese language curriculum as a regular subject in Thai primary and secondary schools.

2.2 Chinese Language Curriculum in Thailand

Nowadays, in Thailand, a large number of primary and secondary schools have opened Chinese curriculums, including compulsory curriculums and elective curriculums. The school offered curriculums are different from each other, and the curriculums offered are more flexible, that means, the curriculums they are decided according to the circumstances of their schools (Li, 2014).

To describe this flexibility and autonomy, (Xue, 2020) mentioned that some schools offered Chinese language curriculum at the primary school level, and some at the middle school level. However, some schools arrange Chinese language curriculum directly to the entire elementary or Senior high school study level. The time frame for Chinese language instruction is long. In fact, no matter at which stage of learning the Chinese curriculum is set up, it can prove that Chinese education is gradually increasing in Thailand.

Curriculum standards are the basis of textbook compilation, teaching, evaluation and examination propositions, the basis of national management and evaluation of

curriculum, and the guide and criterion for curriculum decision-making. The compilation of curriculum standards is to make the curriculum content and curriculum teaching provisions tend to be specific, clear and detailed, this unified discipline syllabus standards presented in the form of text, in many countries in the world have been vigorously promoted and developed (Wei & Ou, 2018).

As the framework and direction for organizing various forms of education, "The Basic Education Core Curriculum B.E. 2551" (The Ministry of Education Thailand, 2008) covered learners at all stages of basic education and is a general regulation of basic education curriculum in Thailand. It mentioned that the unified curriculum outline of this discipline should be designed for 8 types of learning fields according to this curriculum. At the same time, the curriculum also defined the basic hours and types of curriculums in each learning area. It is pointed out in the foreign language regulation of the core curriculum that Chinese is offered as a supplementary course in the basic education of Thailand, which provided the basis for the development of the Chinese curriculum syllabus in Thailand. It also provided a standard paradigm.

The period requirements of elementary and secondary schools in Thailand are as follows:

Table 2.1 Requirements of Elementary and Secondary Schools

Level of education	every year total hours
Year 1 to year 3	40
Year 4 to year 6	80
Year 7 to year 9	80
Year 10	80
Year 10 Liberal Arts Chinese class	240

Source: The Ministry of Education Thailand, 2008

Among primary and secondary schools in Thailand, in terms of Chinese teaching, this school is more distinctive. There are 10 grades that have Chinese language curriculums. Three foreign languages are added to the school, one of which

is Chinese. Students in this school can also learn Chinese calligraphy, and some Chinese culture curriculums.

Here is the school and education system of teaching for ten years, that offers a Chinese curriculum.

Table 2.2 Chinese Curriculum

Level of education	Chinese Curriculum	Hours
Kindergarten 3 years	Compulsory	40
Year 1 to year 3	Compulsory	80
Year 4 to year 6	Elective	80
Year 7 to year 9	Elective	80
Year 10	Elective	80

Source: The Ministry of Education Thailand, 2008

According to the introduction of 2008 Basic Education Core Curriculum and Foreign Language Learning Sub-Objectives and Core Learning Content above (The Ministry of Education Thailand, 2008) the researcher found that Thai curriculum standards emphasize students' vocabulary and comprehension ability, and emphasize autonomy and student-centered, which is also related to Thailand's traditional student-centered education. It has really achieved a major shift from teacher-centered to child-centered.

In the article "Study on the Current Situation and Quality Control of Chinese Language Teaching in Thailand", Hao Linlin profoundly analyzed that in the history of Thai education, great importance has always been attached to the cultivation of students' autonomy and creativity, encouraging students to actively participate in teaching activities. Therefore, an interactive teaching method is often used in teaching activities. Especially in foreign language teaching, it is emphasized to analyze students' learning needs, stimulate their interest in learning and mobilize their enthusiasm.

In the selection of teaching content, emphasis should be placed on the needs of students. In the course of formulating the foreign language teaching syllabus, we follow the language learning principles of psycholinguistics and advocate the teaching approach from "speaking" to "understanding". (Wei, 2021) Therefore, (Quan, 2017) mentioned that in making the Thai primary and secondary school Chinese curriculum, should also be fully on the basis of the concept, in accordance with the principle of "student-centered" formulation, according to the Chinese curriculum goals, curriculum standard of Chinese language, Chinese language course grading targets, Chinese language course sub-index and core learning content outline of the structure of the layout and design. In addition, in his article " Research on the application of Chinese songs in Chinese Teaching of Thai Primary School ——take the fourth grade of Sawang School in Pattaya as example" (Xue, 2020) cited that it also includes the change of assessment strategy, from the original single old exam-based assessment method to more closely follow the real performance of the students themselves. This is also more conducive to Chinese language learning.

2.3 Learning Achievement in Chinese Vocabulary

As early as the Middle Ages in Europe, the famous missionaries St. Jerome and Abelard talked about songs when they discussed language learning in the Middle Ages. This laid an important foundation for the role of songs in language learning the determination of the status of songs in language learning. In the 17th century Rousseau (Moran & Code 1852/1966:34) suggested that language originated from the human ability to sing.

The idea of using songs in language teaching was first introduced by the Bulgarian psychotherapist Georgi Rozanov in the 1960s with the "suggestion method".

It is based on the idea of paying attention to students' emotional factors, using various suggestive means, for example, listening to melodic songs to stimulate the brain and make students' attention more focused, and singing songs to create relaxing

situations in the classroom to stimulate students' interest in learning and thus correct pronunciation.

Tian Yan mentioned in "Research on International Classroom Teaching - to Organization and Design" (Tian, 2014): "Some people in the language teaching community have noticed the use of songs to help to expand the vocabulary in the classroom early on, and has also compiled some teaching materials such as singing to learn Chinese and got some results. It introduces how to "Teach International Chinese with Songs: The use of songs is mainly the sound of recording teaching. Let the students write lyrics after listening and deepen their comprehension after listening. Comprehensive activities allow learners to improve in Mandarin levels."

Newham (1995) conducted an experiment on the effect of songs on memory. The experiments' results show that the amount of information that subjects can remember after receiving song stimulation is much greater than that after receiving ordinary teaching stimulation, and their comprehension level is significantly closer to the standard level.

Carmen Consecrate Mara, in Foreign Language Acquisition and Melody Singing also believes that singing is a great help in language acquisition. He mentioned: "Music-to-language is convertible, and the melody and lyrics of a song can drive language proficiency. It can memorize some difficult-to-remember words after practicing singing songs many times (Su, 2013).

Ge (2012) introduced the language teaching method with songs and music in A Preliminary Study on Using Songs in Advanced Chinese Teaching. This has a guiding significance for our country to add songs to the teaching of Chinese as a foreign language too.

2.4 Chinese Teaching Song Methodologies

The concept of music methodology first appeared in the field of education and teaching of music professionals. It is a collective term for all teaching methods used in music teaching and learning for music learners. The world's most famous music teaching methods include the The Dalcroze Method of Teaching Music, The Kodály Method of Teaching Music, Orff music teaching method and the Suzuki Town Music Teaching Method, which together constitute the four major music teaching systems in the world (Wang, 2007).

Songs are popular as an art form, it is well liked by the public. (Zhang, 2019) in her article On the Use of Music Teaching Method in Teaching Chinese as a Foreign Language pointed out that Introducing Chinese songs into teaching Chinese as a foreign language can create a lively and cheerful classroom atmosphere and increase students' motivation to learn Chinese. However, (Long & Lei, 2007) supposed that some studies show that language song-assisted teaching is still in the exploration stage, and some teachers simply regard it as a way to enhance students' interest in learning without really integrating it with the language teaching content. In addition, Thai students are naturally lively and active, so if only Chinese songs are played during Chinese lessons, the classroom atmosphere will become dull and boring over time. In such a learning environment, it is difficult for students to concentrate, which leads to a decrease in their enthusiasm and learning efficiency.

At present, there are four broad approaches Chinese teaching music methodologies that are widely used in society.

2.4.1 Musical Vocabulary Teaching Methodology

"Musical vocabulary teaching methodology" In the process of learning the comprehension of Hanyu Pinyin or Chinese vocabulary learning, the difficulties are mainly in vocabulary quantity, memory and comprehension. In these areas, listening to songs to learn Chinese has a great advantage. (Song, 2017) According to previous

surveys, many Chinese learners have not fully mastered the comprehension of vocabulary. The vocabulary in the song is found in a specific linguistic context, and students learn the vocabulary in such a way that they understand its meaning and are better able to learn to use it.

The grammatical focus of this lesson is the learning of orientation words, including "simple orientation words" and "synthetic orientation words". When to use "up", when to use "top", when to use "left", when to use "left ". According to the principles of music pedagogy mentioned earlier, therefore, the author matches these words with a simple and easy-to-learn song, which was adapted from Mozart's very famous lullaby, with a simple melody and slow rhythm. (Zhang, 2019a)The melody of this song is simple and slow, so students can have more time to think about the specific position of the orientation words, and the teacher can show the orientation of the characters more clearly with the picture, so that students can understand and remember the orientation words in the catchy song. The lyrics adapted by the author are as follows.

Figure 2.1 New Song Adapted from Mozart's lullaby

nǎi nai zài wǒ de qián mian　　　　wǒ men dōu zài huà lǐ miàn
奶 奶 在 我 的 前 面 ，　　　　我 们 都 在 画 里 面 。

Figure 2.1 New Song Adapted from Mozart's lullaby (Cont.)

Source: Zhang, Z., 2019

The designed teaching steps are as follow:

Step1: Introduce the background of the song to students. The song describes a beautiful scenery near house. Would you like to hear where are the family members located in this song?

Step2: Play the song and show the lyrics with a PowerPoint presentation, so that students can pay special attention, understand the meaning of the song (because all the vocabulary words in the song are from the text, including "grass", "tree", "left", "right", "front" and "opposite").

Step3: Lead the students to read the lyrics together, and then the teacher will read the lyrics aloud and explain the that students can strengthen their memory of the "orientation words" under the dual stimulation of auditory and visual effects, and the teacher and students will spell it together.

Step4: Explain the lyrics. In this lesson, teacher can only explain the meaning of the words "left", "right", "front", "opposite", etc. to help students understand. There is no need to explain too much about the collocation of words and the grammar in the sentences.

Step5: Singing without musical background practice, the teacher first teaches the students the lyrics one line at a time without music, and when the students are familiar with it, the teacher and the students sing the chorus, and when the students have completely mastered it, all the students sing the song.

Step6: The teacher continues to show a set of pictures, this time it becomes "There is a meadow behind my home, there are many trees in front of the meadow, my mother is opposite me, my father is above me, my grandfather is on my left,

and my grandmother is on my right. We are all inside the picture." Ask students to recall the vocabulary they have learned based on this picture.

In this teaching method, most teachers can get students deepen their memory of the lyrics and practice reinforcement in a time, but without emphasizing what is in the textbook. If there are too many students in the class and teacher not have enough teaching time, having students sing in unison with the accompaniment will probably make students not remember and understand, but it is still helpful for the recognition of new vocabulary (Zheng & Zang, 2016). Moreover, the researcher can also apply the teaching steps in this method to the study.

2.4.2 The body rhythm music teaching methodology

In 1902, Dalcroze founded the doctrine of "somatic rhythm" and the method of teaching music. He pointed out that the initial state of initiation of music learning is to experience music through body movements and to express the unique musical experience based on movement. making connections between time, space and energy with each other (Fu & Zheng, 2007).

When students were learning the parts of the face, (Guan, 2006) in A brief discussion on the role of music in teaching Chinese used a famous French children's song called "Brother John", which was later adapted into the Chinese children's song "Two Tigers". The English song "Are You Sleeping", which has been translated into many languages and widely circulated, so the melody is familiar to everyone. The melody of the children's song is chosen because it is short and rhyming, and the content is lively and interesting, and it is more "fun and educational". The teacher leads the students to sing the song while doing actions and pointing to the parts of the face sung in each lyric. The following lyrics are displayed.

yǎn jīng méi máo, yǎn jīng méi máo, bí zi tóu, bí zi tóu
眼 睛 眉 毛， 眼 睛 眉 毛， 鼻 子 头， 鼻 子 头

zuǐ bā ěr duo tóu fa, zuǐ bā ěr duo tóu fa, wǒ de liǎn, wǒ de liǎn
嘴 巴 耳 朵 头 发， 嘴 巴 耳 朵 头 发， 我 的 脸， 我 的 脸

Figure 2.2 New Song Adapted from Brother John

Source: Guan, 2006

The designed teaching steps are as follows:

Step 1: Students are first taught to read the pronunciation of each face organ.

Step 2: Since the melody of this song is familiar to students, After the teacher leads the students to learn Chinese words, they can lead the students to sing with the teacher directly.

Step 3: The teacher tells the students to learn this song in two ways to make their bodies work together: students do body movement in accordance with the rhythm.

Method 1: When the students sing "eyes", ask the students to point to "eyes", when the students sing "eyebrows", ask the students to point to "eyebrows", and so on.

Method 2: Since the rhythm of this song is very obvious, with quarter notes as one beat and four beats for each minor knot, students can be asked to beat to match the singing, as shown in the following table:

yǎn jīng méi máo　　yǎn jīng　méi máo
眼　睛　眉　毛，　眼　睛　眉　毛，

Clap hands：x　　x　　x　　x，　　x　x　　x　　x，

Stomp feet：x　　x　　x　　x,　　x　x　　x　　x

bí　zi　tóu　　　bí　zi　tóu
鼻　子　头，　鼻　子　头

Clap hands：x　　x　　x　　x，　　x　x　　x　　x，

Stomp feet：x　　x　　x　　x,　　x　x　　x　　x

zuǐ bā ěr duo tóu fa　　zuǐ bā ěr duo tóu fa
嘴 巴 耳 朵 头 发，　　嘴 巴 耳 朵 头 发，

Clap hands：x　x　x　x　x　x，　　x　x　x　x　x　x，

Stomp feet：x　x　x　x　x　x，　　x　x　x　x　x　x。

wǒ de liǎn　　wǒ de liǎn
我 的 脸，　我 的 脸

Clap hands：×　×　×，　×　×　×！

Stomp feet：×　×　×，　×　×　×！

Figure 2.3 Body Rhythm

Source: Yang, 2021

     In this teaching methodology, most teachers are able to use rhythm or action to attract students'attention, but some Chinese words are difficult to memorize, which leads to confusion in memory mode. Some organ nouns can be pointed out with the hand, but not recognize characters, which will form the bad habit of "shortcut way". If students think that they can replace Chinese characters, Pinyin and oral expressions only by "gesture", they will not make progress in this way. Also, during the class, there were students who were out of the drill situation and banged on the table by themselves, causing noise and disruption in the classroom (Li, 2020).

In this research, the researcher can apply this strategy for use rhythm or action to the students know clearer in the new words. It can enrich the means of music classroom teaching, make students participate in the music classroom in a natural and relaxed way, make students learn the basic knowledge of music actively and directly, grasp the rhythm, melody and emotion expressed by music more accurately, so as to cultivate students' music literacy well. In the teaching process, we take the teaching of body rhythm as the starting point, innovate the teaching mode, focus on the interaction between teachers and students, students and students, in the interaction to develop students' collaborative ability, but also conducive to students to show themselves in a collective place, and promote the formation of students' sound personality.

2.4.3 The multimedia music teaching methodology

The multimedia music teaching methodology refers to the comprehensive application of images, sounds, pictures, texts and other video materials in combination with course knowledge points and professional training objectives, so that students can form multi-dimensional "feelings" in vision and hearing. It can enhance students' concentration and interest and trigger students' analysis and thinking (Sun, 2021).

The implementation of video teaching can be in two forms, which was later studied by (Zeng, 2021) who agreed that, one is interspersed with theoretical teaching, especially when the content of theoretical teaching is explained if it is too difficult or boring, video teaching can be organically combined with the teacher teaching to enhance students' understanding and memory of professional knowledge. Due to time constraints, video materials interspersed in the middle of classroom teaching should not be too long, generally 10-15 minutes is appropriate, so such video materials usually need to be edited in advance by teachers to meet the needs of classroom playback. The second way is in the practical link after the theoretical teaching, with pure video teaching as the main, due to sufficient time, can choose a longer video material, to ensure the systematic, logical and integrity of video teaching.

For the teaching of the song "Little apple", the designed teaching steps are as follows:

Step 1: Watch the video and discuss initially

(1) Display question: how many times does "know" appear in the video?

(2) Show the video

Step 2: Playback video for in-depth discussion

(1) Correction of answers to questions

(2) Overview of the video content

(3) Listen carefully to the sixth sentence

(3.1) Dictate and correct answers

(3.2) The teacher guides students to explain and understand the language features of the sentence

(3.3) Imitation competation to recite the sentence

Step 3: Imitate video content for role play

One student plays the role of mother and one student plays the role of a child, try to repeat the language and perform the content of the video on stage.

In this teaching methodology, the quality and sound of the video and role play step make the class more interesting, but some songs do not include language points covered now or before. Some students may just go along with the fun and treat it as a pure music class or funny class, however lose sight of the main goal of learning Chinese (Kang, 2017). In this research, the researcher can apply the multimedia for using in the class so that the students more satisfaction and understand clearly.

The researcher can use the video to connect the theoretical knowledge that needs to be taught with the actual situation in a simple and effective way. First of all, the video material can be selected close to the textbook and knowledge content learned, and when the video is played in class, the part of the content learned can be met with a short pause and questions to provoke students to think. The video is usually presented to students in the form of images, sound and text, so that students have a visual experience, and then with the teacher's introduction is easier to stimulate the students' brain for the memory of knowledge. In this way, students are more likely to

remember and generate interest, improve their attention, so that make students move from passive acceptance to active learning, and improve the efficiency of the class.

2.4.4 The game music teaching methodology

The game in game music teaching is different from what we generally call a game, it is a classroom activity, an activity designed by the teacher related to teaching, and it has its own characteristics. The researcher has reviewed previous studies, in the article The Application of Interest Teaching Method in the Elementary Comprehensive Class in Thailand ——A Case Study of Plearnpattana School in Bangkok (Fu, 2020) mentioned that games are not a panacea, it is not realistic or possible for teachers to use games in every classroom. However, the use of games in a particular session or lesson can serve as a catalyst that can bring surprises and unexpected benefits to the classroom.

This lesson teaches about "nationality" designed teaching steps are as follows:

Table 2.3 The game music teaching methodology

Name of game	Purpose of the game	Teaching tools	Game time
Carrot Squat	Master the recognize and meaning of Chinese new word	Cards	20 minutes
Step 1: Prepare the cards for "Thai people, Chinese, Japanese, American, French, Canadian". Step 2: Divide the students into two groups of 6 students each. Step 3: Students draw cards Step 4: After confirming the identity, Play one Chinese song about nationality, with the rhythm, students say according to the content of the card, "I am XX person." Step 5: Choose a good leader to start the game, he said XX people squatting XX people squatting while doing the action, XX people squatting XX people squatting", pay attention to the squatting action should be combined with the rhythm, then the person called to say the password, and then pass to the next person.			

Source: Fu, 2020

The game "Carrot Squat" is mainly used to help students understand and read the words, and the rules of the game are simple enough to be used repeatedly in the classroom. The rules of the game are simple and can be used repeatedly in the classroom, language learning itself is boring, and it is essential to adopt a game music teaching methodology to keep them interested in learning Chinese. However, sometimes it is necessary to regulate the management of class order and not to neglect the learning of class content because of playing games.

The researcher will apply the game music teaching methodology in the research helps students to acquire target language in a relaxed and pleasant environment. It emphasizes student-centered and regards students as the main body of teaching activities. Teachers play the role of game designer, classroom organizer and coordinator in teaching. This greatly strengthens the communication and interaction between students and makes students more active in class.

It does not completely ignore the value of teachers either, teachers' supervision of rules in the game is also an important aspect of game teaching.

2.4.5 Learning Chinese Songs

The famous musician Yang Yinliu once said, "There is a consistent relationship between language and chanting, and from chanting to singing." (Li, 2020), in his Outline of the Origin of Music, compiled six major views on the origin of music, he agreed that language and music are homologous and that music is a sublimation of language. This shows that language and music are inextricably linked in their origins, and the integration of music into the teaching of Chinese as a foreign language is a return to the learning of Chinese. The integration of music into the teaching of Chinese as a foreign language is a return to the original source of learning and an effective teaching method.

The compound music teaching methodology is a collection of language points across multiple dimensions, it is also a compound style of the music teaching method. It's not only allows learners to learn a Chinese song, but also uses other methods with

musical elements to guide learners to learn Chinese. As mentioned above, the music teaching method in teaching Chinese as a foreign language does not only refer to teach song. Compound music teaching method is not only aimed at a certain language point, but is a kind of teaching to help students master the comprehensive knowledge system of Chinese. (Li, 2017)

Learning Chinese songs is the researcher's "compound music teaching methodology" inspired by the previous study in the previous research. A new teaching methodology that is imitated, borrowed and improved and summarized on the basis of research. It is a learning management method used by researcher to teach grade three Thai pupils in Thailand private schools using Chinese songs based on the melody of children's songs. It is a more systematic approach based on as mentioned in this article four kinds of music teaching methodologies that will enhance student satisfaction and have developmental results.

The grammatical focus of this lesson is the learning of four different topics, including "weather" "pets" "clothes" and "color" words. The researcher uses the new compound music teaching methodology designed teaching steps are as follows:

Step 1: Raising awareness stage

Firstly, teachers replace the official children's song with lyrics adapted from the textbook. When class starts, teachers use multimedia teaching tools in the classroom to play Chinese songs let students listen to familiarize the melody of an old song two times, then ask the students if they can understand the meaning. (Because the vocabulary words appearing in the song are all from the text book, the lyrics are not very difficult.) The teacher plays the song twice through the multimedia teaching tool, which allows the students to feel the scenario of the lyrics and get a sense of the picture (Wei, 2021). On the one hand, it could arouse students' interest in learning Chinese lessons and consolidate their memory of the textbook content, and on the other hand, it is in line with the liking singing and dancing personality of Thai students, most of whom are outgoing and so were very active in cooperating with the class.

The lyrics after rewrote by teacher:

1) Weather song

jīntiānzěnmeyàng jīntiānzěnmeyàng jīntiāntiānqìzěnmeyàng
今天 怎么 样 ？今天 怎么 样 ？今天 天气 怎么 样 ？

How's the weather today?

jīntiānxiàyǔ jīntiānxiàyǔ kuàidiǎnbǎyǔyīchuānshǎng
今天 下雨 , 今天 下雨 , 快 点 把雨衣 穿 上 。

It's raining today, put on the raincoat.

jīntiānzěnmeyàng jīntiānzěnmeyàng jīntiāntiānqìzěnmeyàng
今天 怎么 样 ？今天 怎么 样 ？今天 天气 怎么 样 ？

How's the weather today?

jīntiānyīntiān jīntiānyīntiān jīntiānwūyúnguàtiānshàng
今天 阴 天 , 今天 阴 天 ,今天 乌云 挂 天 上 。

It's cloudy today, the clouds hang in the sky.

jīntiānzěnmeyàng jīntiānzěnmeyàng jīntiāntiānqìzěnmeyàng
今天 怎么 样 ？今天 怎么 样 ？今天 天气 怎么 样 ？

How's the weather today?

jīntiānxiàxuě jīntiānxiàxuě duīxuěrénkuàilèqiánwǎng
今天 下雪 , 今天 下雪 , 堆 雪人 快 乐 前 往 。

It's snowy today, happy to make a snowman.

2) Pets song

nǐxǐhuanshénme nǐxǐhuanshénmexiǎodòngwù
你喜 欢 什 么 ,你喜 欢 什 么 小 动 物 ？

What pet do you like?

wǒxǐhuanmāo gǒu niǎo yúhécāngshǔ
我喜 欢 猫 、 狗 、 鸟 、 鱼和 仓 鼠 。

I like cat, dog, bird, fish and hamster.

3) Clothes song

wǒdeyīfu wǒdekùzi wǒdeqúnzi wǒdewàzi
我的衣服 ,我的裤子 ,我的 裙 子 ,我的袜子 ,

My clothes, my pants, my skirt, my socks

wǒdewéijīn wǒdeshǒutào xiézi màozi
我的围巾 ,我的 手 套 ,鞋子 , 帽 子。

My scarf，my glove. my shoes, my cap,

4) Colors song

hóngsè huángsè lánsè zǐsè
红色，黄色，蓝色，紫色，

Red, yellow, blue, purple.

zhànqǐlái zhuǎngèquān
站起来，转个圈

stand up, turn around

lǜsè chéngsè hēisè báisè
绿色，橙色，黑色，白色，

green, orange, black, white.

jǔgèshǒu zuòxià
举个手，坐下

hands up, sit down.

jīnsè yínsè fěnsè zōngsè
金色，银色，粉色，棕色。

golden, silver, pink, brown

Step 2: Brainstorming stage

Then the teacher puts the songs on two times again to let the students follow the familiar melody humming imitation (no need to know the meaning of the lyrics so far), let them think, let them try to hum independent. This can not only train students' listening, but also improve students' memory ability and let them have the ability of independent thinking, "each student has a latent desire to explore in different degrees, they are willing to use their own senses to observe, make their own judgments or conclusions independently, and experience the joy of success" (Yang, 2020), Therefore, we can say that independent thinking is a need, a demonstration and manifestation of individuality. It is in line with the theory of "peak experience" pioneered by Maslow in his study of self-actualized people, which is the best psychological state, the time when a person can show the most initiative, the most originality, and the most fulfillments.

Step 3: New teaching methodology stages

1) The teacher uses multimedia to show the pictures and video corresponding to the lyrics and use simple body movements to let students guess the meaning of lyrics.

2) The students walk to the front of the stage and share their answers

3) Explain the meaning of Chinese words and ask students to recall key words.

4) Let students sing along with the song two times and then sing along with the teacher and use finger pointing to the lyrics to identify them (some of the lyrics are adapted from the book so that students can understand and remember them.), finding mistakes to be corrected in time.

According to "i+1" theory of learning developed by the linguist Stephen Krashen in the 1970s, most of the teaching content has been mastered by students, and only a small part of it is new, so teachers of Chinese as a foreign language only need to explain the new content. Furthermore, Chinese characters are ideographic characters, so even when they encounter a word that is not yet understood, students can guess the approximate meaning based on the Chinese characters they have already learned. At the same time, teachers should encourage students to take the initiative to think and make guesses about new content, which can develop their sense of independent learning and improve their reading ability at the same time. Most of the lyrics are simple and easy to understand, and each line is a sentence. The way chosen in class is to let students use their own words and elaborate their understanding of each lyric. When students express their own understanding, teachers should correct any serious grammatical errors or improper wording, but not over-correct them so as not to hurt students' self-esteem and repel their enthusiasm for learning.

Step 4: Presentation stages

1) The teacher prints the lyrics in a small booklet, all contents are in large type. Let the students recognize them.

2) The teacher corrects students' incorrect recognize parts, enhance their memory.

3) Team game competition, who can recognize fast and well can give encouragement or small reward.

Chinese characters are symbols used to record the content of the Chinese language, and each Chinese character has its own meaning. Therefore, when foreign students learn Chinese, they can not only experience the charm of Chinese characters, but also learn about Chinese culture. For foreign students, let them recognize Chinese characters, which is conducive to both the spread of culture and can improve their Chinese character recognition and memory.

Step 5: Measurement and evaluation stages

1) The teacher measures and evaluates the students' learning effectiveness, if it is positive and the students have expanded vocabulary skills, they can try to sing more songs to improve their interest in recognization.

2) Let the students sing other songs with rhythm they like as homework.

Teachers should actively practice tiered assessment as a way to check students' learning in the classroom through feedback on the effectiveness of student learning. For some top students, teachers mainly encourage them and give them more difficult language to learn to enhance their sense of achievement in solving problems. For some less advanced students, teachers can encourage and praise them, and teach them in a gradual manner to enhance their confidence in learning. Chinese is a language subject, and the most distinctive feature of it is the interaction between teachers and students. Students are the masters of the classroom, and this is reflected in innovation in order to maximize students' motivation and make them feel the joy of learning through ownership.

In this teaching methodology, according to the teaching characteristics of different songs, teachers can flexibly use various types of book contents and language points covered now or before and combine them with familiar song melodies. Try to make the students feel that learning Chinese is extremely easy and relaxing.

Therefore, learning Chinese songs compared to the previous four methodologies, in terms of vocabulary and comprehension, absorbed the characters of musical vocabulary

teaching methodology, make it easier for students to sing and read as they learn the textbook points. (Yang, 2020) Through the combination of singing and the studied textbook, students can feel the correct way of expand vocabulary and comprehension. (Hao, 2020) In terms of singing Chinese songs, with this method, students can be able to memorize the textbook content more firmly and learn new Chinese words in a fun and relaxed atmosphere by combining video, body rhythms and games.

Finally, through reading numerous teaching methods summarized by many researchers and scholars based on their own teaching experiences, the researcher found that learning Chinese song is a new methodology that students can be satisfied with and let them improve their comprehension skills and can also increase students' vocabulary and interest in learning Chinese. Learning Chinese songs this new teaching way which can be applied to Chinese classes in Thailand.

2.5 The Evaluation in Learning Achievement in Chinese Vocabulary and Students' Attitudes

2.5.1 The Evaluation in learning achievement in Chinese vocabulary

Student's learning achievement in Chinese vocabulary refers to Thai students in grade three primary school who can memorize more Chinese vocabulary and deepen comprehension, The skill which researcher would like to know is whether Thai students can help them memorize some hard words after learning Chinese songs or not.

According to (Quan, 2017) in "The Application and Curriculum design of Chinese songs in the teaching of Chinese and its culture to foreigners." He mentioned that songs are melodic language, in which language stress, meaning and other aspects can be strengthened. Learning to sing Chinese songs can make students memorize new words much clear. (Shi, 2018) also once pointed out "students learn to sing with the MV song, through extensive listening, they can imitate the singer's action, expression, find difficulties of words, develop language sense, strengthen memory, so as to improve the Chinese level of students." In order to improve students' vocabulary skill, firstly the

teacher can choose some songs with correct pronunciation by singers and some songs revised lyrics by teachers who can make sure their pronunciation is clear and correct. Secondly, when teaching songs, teachers according to the common characters of singing comprehension and recognize Chinese, also more focus on the explanation of lyrics and improve the accuracy of students' Chinese understanding through the study of lyrics. Thirdly, for some words that often confused in spell and meaning, teachers can design some activities or exercise to let students recognize more with enthusiastically, and correct them in time if make a mistake. For example, for Thai students generally not easy to remember "zhi, chi, chi" and "zi, ci, si" accurately, "h" and "k" also are two sounds that are easy make mistakes with recogization. (Dai, 2018) in her article "Research on the Application of Chinese Songs in Teaching Chinese as a Foreign Language" she agreed that in terms of memory confusion, the teacher can design some interesting discrimination exercises for these difficult letters to effectively help students improve their Chinese words memory.

Deng (2018) "A Brief Discussion on the Supplementary Effect of Chinese Songs on Teaching Chinese as a Foreign Language," discussed that when comprehension and singing are combined, the two are related to each other and complement each other. Without the form of singing, the content of the comprehension is not supported. (Sun, 2019) also supposed that in the process of song creation, we should not neglect the study of understanding and singing relationship, emphasizing the "cavity from the pronunciation but come down to comprehension" and the passive subordinate relationship of music to the sound, neglecting the active role of music in the expression of content on the sound relationship, and not clear understanding of the special performance of music, they can't make great works.

Lin (2018) profoundly analyzed that the deeper the excavation of the understanding of the vocabulary, the clearer the inherent subtext. Without accurate excavation, the song will not resonate with the desired effect.

According to this researcher's understanding of Thai students' Chinese comprehension, the following words are prone to misunderstand.

<div style="text-align:center">

kuàidiǎn chuānshǎng guà duīxuěrén qiánwǎng cāngshǔ wéijīn shǒutào
"快 点""穿 上""挂""堆 雪 人""前 往""仓 鼠""围巾""手 套"

zhàngǐlái zhuǎngèquān
"站 起来""转 个 圈"

</div>

In order to improve students' Chinese words comprehension skills, firstly the teacher can sing Chinese songs then read Chinese words and let students associate an image and try to specifically memorize them. Therefore, the researcher supposes that teachers can constantly inspire students to understand the content of the songs and grasp their thoughts and feelings in the classroom teaching at ordinary times. In this way can they achieve emotional interaction between teachers and students and cultivate students' emotional intelligence. Achieving the goal of quality education.

Consequently, the researcher suppose that the evaluation in learning achievement in Chinese refers to Thai students in grade three primary school using five steps(raising awareness stage, brainstorming stage, new teaching methodology stage, presentation stage, measurement and evaluation stage) which can improve their ccomprehension skills.

2.5.2 The Evaluation in students' attitudes

It was the American government that first applied the concept of customer satisfaction to the field of education and conducted research and measurement on student satisfaction. They paid special attention to the investigation and research. Designed by Alexander Astin in 1966 CIRP (Cooperative Institutional Research Program) which was used to measure college student satisfaction. The American Board of Education's use of the scale is the first national survey of freshman satisfaction in the field.

Ye and Wang (2016) surveyed students' satisfaction by using the style of teachers, teaching methods and class activities in 30 primary schools in Chongqing. The results showed that there is a correlation between students' total satisfaction with school and the methodology of teaching, teaching style and curriculum satisfaction.

Li and Zhang (2017) took the students of the primary school affiliated to Shenyang Normal University as the objects of the investigation, which mainly included six dimensions of teaching quality, teaching design, teaching process, teaching objectives, teaching effects and teaching characteristics. After analysis, the results show that students' satisfaction with classroom teaching is at a medium level, and it is worth noting that different grades have different levels of satisfaction with classroom teaching.

Liang (2018) investigated the influencing factors of classroom teaching satisfaction in local primary schools in Dongcheng District, Beijing. The results show that the main factors affecting student satisfaction are teachers, classroom equipment and facility information.

To sum up, each scholar has his own views on measuring student satisfaction. Although there is still no unified evaluation method for measuring satisfaction and no in-depth study on a single aspect of satisfaction. However, their researches have one thing in common, that is, they attach great importance to horizontal extension and expansion and look for more satisfaction variables related to their own research perspectives. Such a complete evaluation by the researches ensures the improvement of the quality and competitiveness of primary education services.

For the researcher, students' attitudes toward using Chinese songs refers to the style of the teachers, teaching methodologies and class activities, this could be measured by a semi-structured interview. If students are satisfied with the new compound music teaching methodology, expect to learn Chinese songs, like the teacher's teaching style, and carry out attractive classroom activities towards students, the students' attitudes will be positive.

2.6 Related Research and Study

Song (2017) in Application of Chinese Children's Songs in Thai Primary School Chinese Classroom Teaching A Study suggested that different teaching methods are needed to apply Chinese songs to the teaching of various elements of language. His research objectives are improving students' comprehension by learning Chinese songs with a new teaching way and to make students fall in love with Chinese class, and be equipped with interesting classroom activities, so that learning Chinese is no longer boring. And the research result is that using music to teach Chinese can improve students' abilities of comprehension and increase student interest and satisfaction.

Wang (2008), combining his experience in teaching practice in Australia, has written a song about what students have to learn every day, Xiaokang Geyao, the research aimed to test the effectiveness of teaching children's songs, whether students can get achievements after singing a song in which lyrics are adapted from text books. The value of Xiaokang Geyao is that it has passed the test of students' feedback, teachers' feedback and teaching results, proving the effectiveness of teaching children's songs, its birth provides a good idea for international Chinese teachers to teach.

Zhang (2021), A Discourse on Teaching Methodology of Music in Teaching Chinese to Speakers of Other Languages combined phonological and musicological theories to apply music theory in teaching, reflecting the role of music for phonetics and rhythm. He planned to study whether songs can affect students' comprehension ability, when the learning of singing, students can master the teaching contents and practical use. Finally, he found that music has a close relationship with comprehension and has a profound effect on students' comprehension. Yan yuhan's "Analysis of the effect of music training on language learning" (2018) also combined the knowledge of rhyme with the analysis and teaching of excellent songs, thus promoting students' learning of phonetics and words.

Wang (2012) in The Investigation and Research on the Application of Chinese songs in the Chinese classroom of Thailand's primary school made a lot of practice and research, aimed to research the "song teaching method" whether it can create a relaxed classroom atmosphere, improve students' interest and achieve a more ideal learning effectiveness. The final conclusion is consistent with the goal, the"song teaching method"can create a relaxing and unique classroom atmosphere for learners, combining Chinese language teaching with relaxing music melodies, which relaxes the learners' mind and muscles with the beautiful melodies and achieves a more desirable learning effect.

In The Research on the Songs Assisted Zero-based Comprehensive Lesson in Teaching Chinese as a Foreign Language, (Chen, 2017) discussed the theoretical and practical effects of songs on the teaching of Chinese at the elementary level in a comprehensive class, using the example of the zero-based Chinese class at Wolchon Elementary School of the CPIK program in Korea, finally found that using songs on the teaching of Chinese at the elementary level in a comprehensive class can create a good classroom atmosphere and improve students' interest in learning Chinese, under students' having good satisfaction of learning experience sense, helping them improve their Chinese words and sentence recognition skills.

By reading the above literature, each scholar has his own views on the effects of learning Chinese songs, but there is one thing in common, that is, their research confirmed that learning Chinese songs has an effect to the evaluation in learning achievement in Chinese vocabulary and students' attitudes. The researcher believes that using learning Chinese songs will have a good influence on students' learning achievements and attitudes.

CHAPTER 3

RESEARCH METHODOLOGY

The research design, participants, research instruments, ethical considerations, and data analysis were all be explained in this chapter. In addition, the validity and reliability of the research instrument used in this study would be discussed in this chapter. The goal of this study was to improve Chinese primary students' learning achievement in Chinese vocabulary and students' attitudes in Chinese learning, as well as to investigate their attitudes toward Learn Chinese Songs.

3.1 Participants and Location

3.1.1 Participants

The population of this study consisted of two classes of Grade 3 students in a Thai primary school are total 40 students. The researchers selected a sample group by cluster random sampling one group from the population which consisted of 20 students of grade three Thai, including 9 males and 11 females, that mixed gender and varying ability.

3.1.2 Location

The study took place at a private school in Bangkok, which was one of the top rated institutions in Bangkok. It was founded in 1996. Since the school was established, Chinese had been taught in all grades, from kindergarten to Senior high school. It is located in the Bangbon road school area of Bangkok.

3.2 Research Design

In order to have a deeper and more comprehensive understanding of the effectiveness of students' Chinese vocabulary learning achievements and students' attitudes, this paper used quantitative data. To evaluate the impact of using Chinese songs on students' learning achievement in Chinese vocabulary, the researcher administered a pretest and posttest consisting of 30 multiple-choice questions. In addition, researcher conducted an attitude questionnaire to measure students' attitudes towards using Chinese songs.

The Illustration of Research Design are as followings:

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                  ┌─────────────────┐
                  │  Sample Group   │
                  └────────┬────────┘
                           │
                           ▼
          ┌─────────────────────────────────┐
          │   Achievement test (Pre-test)   │
          └────────────────┬────────────────┘
                           │
                           ▼
              ┌─────────────────────────┐
              │   Using Chinese songs   │
              └───────┬─────────┬───────┘
                      │         │
            ┌─────────▼──┐   ┌──▼──────────────┐
            │Achievement │   │    Attitude     │
            │test        │   │  Questionnaire  │
            │(Post-test) │   │                 │
            └────────────┘   └─────────────────┘
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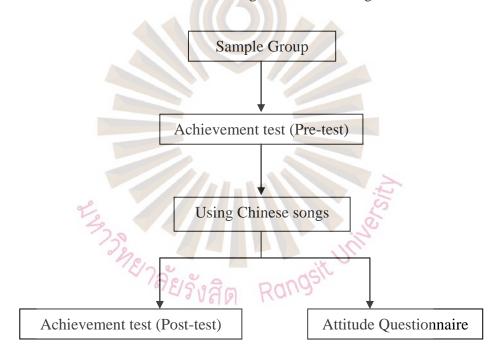
Figure 3.1 Research Design

3.3 Research Instruments

In this research, there were three research instruments. Three tools listed below, lesson plan, an achievement test (pre-test and post-test) and an attitude questionnaire with students.

3.3.1 Lesson Plans

In this research, the researcher designed the lesson plan as follow.

1) Studying the curriculum standards

The researcher explored the Thailand curriculum standards "Core Curriculum Education " revised and developed by the Thai Ministry of Education in 2018, and the private school teaching textbook Experiencing Chinese: Basic Course (3), Higher Education Press (Jiang, 2008) the practice items for listening, speaking, reading, writing, and translating language skills, were based on the HSK test syllabus, the new Chinese language test (YCT) syllabus for primary and secondary school students, the new GCSE, and the Chinese curriculum standards of other countries. Therefore, the researcher chose Experiencing Chinese: Basic Course (3), Higher Education Press (Jiang, 2008), Book 3 for this study.

2) Choose four theme topics - weather, pets, clothes, and colors

The researcher discovered that four theme topics were found to be related to the thesis topic by the researcher in the textbook 'Experiencing Chinese'. Following student-centered principles, these topics were considered easier for students to learn and could be widely applied in their daily lives, thereby improving their understanding.

3) In summary, the researcher designed the four lesson plans which were divided into weather, pets, clothes, and colors. On the basis of the content of this unit, these four topics had been done in class. The researcher developed four 100-minute lesson plans (two sessions per week). By using learning Chinese songs, the researchers developed a lesson plan as follows:

Table 3.1 Basic Information of Lesson Plans

Lesson	Topics	Time Length (minutes)	Learning Objective
Lesson 1 (first week)	weather	100	1. Students can sing Chinese songs on these subjects by themselves after studying Chinese songs on these themes.
Lesson 2 (second week)	pets	100	
Lesson 3 (third week)	clothes	100	2. Through studying Chinese songs, students acquire a strong interest in the Chinese language and get an understanding of the lyrics (Chinese language textbook).
Lesson 4 (fourth week)	colors	100	3. Through studying Chinese songs, students can recognize some words that are difficult.

For each lesson plan, the researcher design for teaching in 5 steps as follow:

Step 1: Raising awareness stage

Firstly, teachers replaced the official children's song with lyrics adapted from the textbook. When class starts, teachers used multimedia teaching tools in the classroom to play Chinese songs let the students listen to familiarize themselves with the melody of old songs two times, then asked the students if they could understand the meaning. (Because the vocabulary words appearing in the song were all from the text book, the lyrics were not very difficult.) The teacher played the song twice through the multimedia teaching tool, which allowed the students to feel the scenario of the lyrics and a sense of picture. On the one hand, it could arouse students' interest in learning Chinese lessons and consolidate their memory of the textbook content, and on the other hand, it was in line with liking of singing and

dancing personality of Thai students, most of whom were outgoing and so were very active in cooperating with the class.

Step 2: Brainstorming stage

Then teacher put the song on two times again to let the students follow the familiar melody humming imitation (no need to know the meaning of the lyrics so far), let them think, let them try to hum independent. This could not only train students' listening, but also improve students' memory ability and let them have the ability of independent thinking.

Step 3: New teaching methodology stages

The teacher used multimedia to show the pictures and videos corresponding to the lyrics and used simple body movements to let students guess the meaning of lyrics. The students walked to the front of the stage and shared their answers. The teacher explained the meaning of Chinese words and asked students to recall key words. And explained special words and used synonyms to compare them. Then, let students sing with the song two times and then sing along with the teacher and use finger pointing to the lyrics to identify them(some of the lyrics are adapted from the book so that students can understand and pronounce them.), found mistakes to be corrected in time.

Step 4: Presentation stages

The Teacher printed the lyrics in a small booklet, all contents were in large type. Let the students recognize them. The teacher corrected the students' incorrect recognize parts, enhancing their memory. Team game competition, who could recognize fast and well could give encouragement or a small reward.

Step 5: Measurement and evaluation stages

If the learning effect was positive and the students had expanded vocabulary skills, they could try to sing more songs to improve their interest in recognization. Let the students sing other songs with rhythm they like as homework.

4) The lesson plans were directed to 3 experts for verifying the Item-Objective Congruence (IOC). The first was a lecturer from Valaya Alongkorn Rajabhat University, while the other two specialists were senior Chinese teachers teaching in Thailand. The IOC score had ranges from -1 to +1. The Item-Objective Congruence (IOC) indicator, which was established by Rovinelli and Hambleton in 1997 (Fouzul & Ainol, 2021). The IOC score must have more than 0.5, it could be applied in the instrument, and it proved that this item is reliable and validatable. For this research, the lesson plan had got IOC +1(Appendix F).

3.3.2 Achievement Test

The researcher designed the achievement test by using 30 mutiple-choice questions to collect data, which had been administered to students before and after learning Chinese songs. The steps were as follows:

1) The researcher explored the textbook and the songs that the students have learned. The content was highly relevant to the four themes of weather, pets, clothes, and colors.

2) The test had 30 multiple-choice. The researcher found validity by IOC. The criterion of item-objective congruence was used. In the grading procedure, three experts were participating. The first was a lecturer from Valaya Alongkorn Rajabhat University, while the other two specialists were Thai senior Chinese teachers.

3) Furthermore, the researcher administered one test in another class in grade three, the reliability also had been assessed by Kuder-Richardson (KR-20), The achievement test had got reliable 0.72. For this research, the achievement test had got IOC between 0.67 to +1(Appendix G).

3.3.3 Attitudes Questionnaire

The researcher designed the students' attitudes questionnaire, this could be measured by using an attitude questionnaire which consisted of three parts (students' attitudes to Chinese songs, attitudes to teacher, and benefits of using Chinese songs on student learning), which all participants need complete and answer in order to indicate

how satisfied they were with the usage of Chinese songs in Chinese classes which administered to students after learning Chinese songs. The steps were as follows:

1) The researcher explored how to create and measure the attitudes towards learning Chinese song from related documents and researches. The content was highly relevant to the lesson plans and learning management.

2) For this research, the students' attitudes questionnaire had got IOC +1 (Appendix H).

3) Furthermore, the researcher administered a test in another grade three class, and its reliability was also assessed using Cronbach's Alpha. Typically, a reliability score of 0.7 or higher indicated greater stability and dependability of the items, whereas a score below 0.7 suggested that the research project may lack sufficient reliability and required some modifications. However, for this research, the questionnaire evaluating students' attitudes achieved a reliable score of 0.76 (Appendix I). The results obtained from the questionnaire are dependable and stable, making them more credible and suitable.

In the table, the Cronbach's Alpha coefficient was displayed.

Table 3.2 Cronbach's Alpha Coefficient

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Satisfactory
$0.7 > \alpha \geq 0.6$	Debatable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	unsatisfactory

A group of 20 students took a reliability test on a questionnaire. The test utilized Cronbach's Alpha to calculate their responses, resulting in a score of 0.76, which was considered statistically acceptable.

3.4 Data Collection Procedures

3.4.1 Ethical Approvement

This data studied at one school located in the Bangbon area and the researcher obtained A letter of approval from that school administration. Since the study participants were between 9 and 10 years old, the consent of school authorities and parents was also approved.

3.4.2 Confidentiality

During the whole process of data collection, all personal data, questionnaire answers, examination papers and interview records of participants kept confidential and deleted by researchers at the end of the study.

3.5 Data Analysis

3.5.1 Analysis for Achievement Test

Pre-test and post-test scores used to collect quantitative data. To analyze the collected data, the t-test used as the main method. The achievement of participants who were taught utilizing Chinese songs examined in the study.

3.5.2 Analysis for Attitudes Assessment

The form of data collected through the attitudes questionnaire, it analyzed using thematic analysis techniques to analyze means, significant values, and standard deviations. This analysis examined students' attitudes with the use of Chinese songs in the Chinese classroom.

Table 3.3 The Interpretation Ranges of Mean Score

Score	Mean Score Range	Students' attitudes level
5	5.00-4.21	Highest
4	4.20-3.41	High
3	3.40-2.61	Moderate
2	2.60-1.81	Low
1	1.80-1.00	Lowest

This chapter presented all the details about the research methodology. The next chapter will present the findings derived from the previously mentioned research tools to address the objectives of the study.

CHAPTER 4

RESULT AND DATA ANALYSIS

The findings and analysis of the research project entitled "The development of learning achievement in Chinese vocabulary using Chinese songs for grade three Thai students" were presented in this chapter. To answer this question, The study aimed to investigate that whether the use of Chinese songs improved the learning achievement in Chinese vocabulary of grade three Thai students. The researchers collected data from pre-tests and post-tests administered to 20 grade three Thai students were analyzed to gather quantitative information on the students' learning performance levels following the incorporation of the Chinese song learning intervention. Twenty grade three Thai students were given the pretest and posttest, which each had 30 different multiple-choice items. The sample group's pretest and posttest results were compared using a paired sample t-test, and the efficiency of teaching Chinese songs was then assessed. Additionally, statistical analyses employing the mean, standard deviation, and significant value were carried out to compare the pre- and post-test scores (P-value). The second research question was whether the use of Chinese songs affected the attitudes of grade three Thai students. To collect data on this, a questionnaire was administered, and the data collected was analyzed using a five-point Likert scale.

The data findings were presented in the following order:

4.1 Analysis of the learning achievement in Chinese vocabulary for grade three Thai students before and after the use of Chinese songs.

4.2 Analysis of the attitudes of grade three Thai students towards the use of Chinese songs.

4.1 Analysis of Students' Learning Achievement

       This section presented a comparison of the learning achievement in Chinese vocabulary for grade three Thai students before and after the use of Chinese songs. The results of the study were obtained from both the pretest and post-test. Two evaluators were involved to avoid bias.

Table 4.1 Score difference between Pretest and Posttest

Student No.	Pretest	Posttest	Improvement Score	% Different Scores
1	9.00	16.00	7.00	35%
2	7.00	12.00	5.00	25%
3	11.00	13.00	2.00	10%
4	6.00	10.00	4.00	20%
5	6.00	9.00	3.00	15%
6	12.00	19.00	7.00	35%
7	9.00	14.00	5.00	25%
8	5.00	8.00	3.00	15%
9	9.00	16.00	7.00	35%
10	16.00	20.00	4.00	20%
11	10.00	16.00	6.00	30%
12	11.00	17.00	6.00	30%
13	13.00	18.00	5.00	25%
14	12.00	20.00	8.00	40%
15	7.00	10.00	3.00	15%
16	10.00	12.00	2.00	10%
17	5.00	9.00	4.00	20%
18	10.00	16.00	6.00	30%
19	8.00	15.00	7.00	35%
20	9.00	14.00	5.00	25%
Mean	9.25	14.20	4.95	25%

Table 4.1 showed the students' pretest and posttest scores. The score showed the improvement in the performance of the students after using learning Chinese songs. In this table, the mean scores of pretest and posttest were 9.25 and 14.20 respectively, resulting in an increase in the mean difference of 4.95 (25%). The lowest pretest scores were 5 points. The two students with the lowest pretest scores were No.8 and No.17. No.8 student improved 3 points (15%) after the posttest while No.17 student improved 4 points (20%) after posttest. The highest pretest scores were 16 points, the student with the lowest posttest score was No.10. No.10 student improved by 20% after posttest. The lowest and highest posttest scores were 8 and 20, respectively. No.14 student improved the most, earning 8 points (40%) more on the posttest than the pretest, while student No.3 and No.16 improved the least, earning 2 points (No.3=10% and No.16=10%) more on the posttest than the pretest. Thus, all student participants scored much higher compared to the pretest, indicating that students' academic performance improved significantly after combining Chinese songs with Chinese language learning.
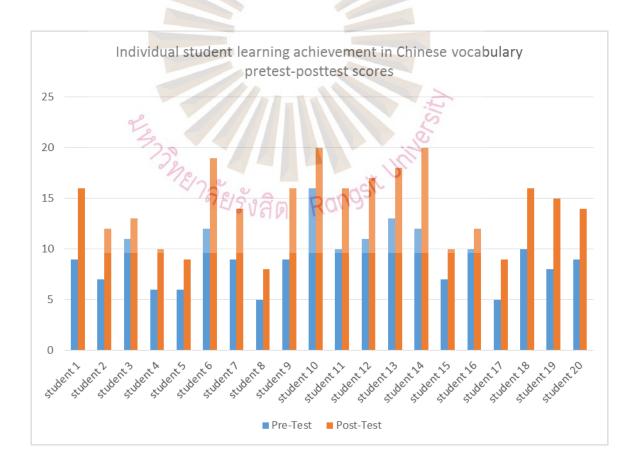
Figure 4.1 Individual Student Learning Achievement Pretest-Posttest Scores Comparation

The blue line in Figure 4.1 represented the pretest results, while the red line represented the posttest results. These lines indicated the academic performance of specific students, and it was evident from the graph that the students performed better on the achievement tests after learning Chinese songs, as represented by the higher scores on the posttest (red line).

Table 4.2 Comparison between pretest and posttest within the sample group

Group	Pretest		Posttest		Mean difference	T	P-value
Sample Group	$\overline{X}$	SD	$\overline{X}$	SD			
	9.25	2.83	14.20	3.74	-4.95	-12.360	0.000**

Significance level (p): <0.05=significant

The mean scores were shown in Table 4.2 for the pretest and posttest as 9.25 and 14.20, respectively. Table 4.2 findings demonstrated that for this group, the mean score on the posttest ($\overline{x}$=14.20) was higher than the mean on the pretest ($\overline{x}$=9.25), with a mean difference of 4.95. The study clearly demonstrated that prior to the use of Chinese songs, the students' learning achievement was lower compared to their achievement after the intervention. The posttest's mean score was higher suggested that learning Chinese song had been successful. The paired-samples t-test in Table 4.2 showed a significant value of 0.000, which indicated that the difference between the pretest and posttest means was statistically significant. Additionally, the standard deviation for the pretest was 2.83, and the standard deviation for the posttest was 3.74. All these scores in comparison confirmed the effectiveness of the learning achievement of grade three Thai students.
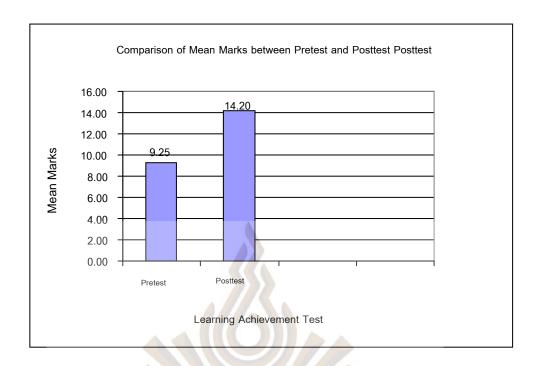
Figure 4.2 Pretest and Posttest Mean Comparison

The difference between the mean scores on the pre-test and post-test plainly showed that the students' academic performance was poorer before the intervention was utilized than it was after the intervention. The mean scores of the post-test were higher than those of the pre-test, as shown in Figure 4.3. All of these score comparisons show that teaching Chinese songs to third grade Thai students has a positive impact on their ability to learn Chinese. As a result, the first research question was answered in the positive, leading to the establishment of research objective one and hypothesis one.

4.2 Analysis of Students' Attitudes

To collect quantitative data and study students' attitudes towards using Chinese songs, a five-point scale questionnaire was used. The questionnaire consisted of 12 items, divided into Part A (attitudes to the Chinese songs), Part B(attitudes to teacher), and Part C(benefits of using Chinese songs on student learning). The questionnaire was administered to all 20 (N=20) study participants. The survey results were analyzed using descriptive statistics (mean and standard deviation).

As mentioned in Chapter 3 earlier, the statistics (mean and standard deviation) were used to examine the survey findings. The mean scores were highest at 5.00-4.21, high at 4.20-3.41, moderate at 3.40-2.61, low at 2.60-1.81, and lowest at 1.80-1.00 respectively. These interpretation ranges were based on a commonly used five-point Likert scale. The scale was used to measure attitudes of respondents towards a particular statement or item, where respondents were asked to indicate their level of attitudes on a five-point scale. (Wu, 2018) The interpretation ranges were usually set by researchers or analysts to help interpret the responses and provide a more meaningful understanding of the data.

In this case, the interpretation ranges were as follows:

Part 1 : Attitudes to the Chinese songs (4 questions)

Part 2 : Attitudes to teacher (4 questions)

Part 3 : Benefits (4 questions)

Table 4.3 Shown the attitudes to the Chinese songs

No.	Part A -Attitudes to the Chinese songs	Mean	SD	Interpretation
1	Learning Chinese songs make students have more knowledge and understanding.	4.60	0.68	Highest
2	The Chinese songs encourage students to think independently, and have more fun.	4.95	0.22	Highest
3	According to learning Chinese songs, students can better understand the content of the text and more words.	4.70	0.57	Highest
4	Learning Chinese songs make steps more visual, and let students think creatively.	4.90	0.31	Highest
	Average	4.79	0.44	Highest

Table 4.3, the frequency analysis revealed that the students' attitudes to the Chinese songs after using Chinese songs was at the highest level ($\bar{x}$ = 4.79, SD = 0.44). By the highest level was item 2, the Chinese songs encouraged students to think independently and had more fun ($\bar{x}$ =4.95, SD= 0.22). Item 4, learning Chinese songs could make steps more visual and let students think creatively ($\bar{x}$ = 4.90, SD=0.30).

Item 3, the students could better understand the content of the text and more words ($\overline{x}$ = 4.70, SD= 0.57). And the item 1, learning Chinese songs made students have more knowledge and understanding ($\overline{x}$ = 4.60, SD= 0.68).

Table 4.4 Shown the attitudes to teacher

No.	Part B - Attitudes to teacher	Mean	SD	Interpretation
5	The teacher uses the language correctly, clear and explain to students more understand easily.	4.85	0.49	Highest
6	The teacher followed the correct teaching procedure, let students accomplish their goals.	4.90	0.31	Highest
7	The teacher teaching style is interesting and humorous.	4.85	0.49	Highest
8	The teacher let students have opportunity to share their ideas with other students.	4.95	0.22	Highest
	Average	4.89	0.38	Highest

Table 4.4, the frequency analysis revealed that the students' attitudes to the teacher after using Chinese songs was at the highest level ($\overline{x}$ = 4.89, SD = 0.38). By the highest level is item 8, the teacher let students have opportunity to share their ideas with other students ($\overline{x}$ =4.95, SD= 0.22). Item 6, the teacher followed the correct teaching procedure, let students accomplish their goals ($\overline{x}$ = 4.90, SD=0.31). Item 5, the teacher could use the language correctly, clear and explain to students more understand easily ($\overline{x}$ = 4.85, SD= 0.49). And the item 7, the teacher teaching style was interesting and humorous ($\overline{x}$ = 4.85, SD= 0.49).

Table 4.5 Shown the attitudes to benefits

No.	Part C – Benefits	Mean	SD	Interpretation
9	The students can apply Chinese language for their daily life.	4.95	0.22	Highest
10	The students can improve the Chinese language level from class activity.	4.85	0.37	Highest
11	Students can have more ability to communicate with their friends.	4.90	0.31	Highest
12	Students are more interested and love to learn Chinese language.	4.95	0.22	Highest
	Average	4.91	0.28	Highest

Table 4.5, the frequency analysis revealed that the students' attitudes to the benefits after using Chinese songs was at the highest level ($\overline{x}$ = 4.91, SD= 0.28). Items 9 and 12 received the highest mean scores, indicating that the students felt they could apply Chinese language for their daily life and that they were more interested in and enjoyed learning the Chinese language($\overline{x}$ = 4.95, SD= 0.22). Item 11, students could have more ability to communicate with their friends ($\overline{x}$ = 4.90, SD= 0.31). And the item 10, the students could improve the Chinese language level from class activity ($\overline{x}$ = 4.85, SD= 0.37).

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presented the summary of the study and the details, which were presented in the following order:

5.1 Conclusion

5.2 Discussion

5.3 Recommendations

5.1 Conclusion

The two research objectives were stated for this study:

1) To compare the students' learning achievement in Chinese vocabulary for grade three Thai students before and after using learning Chinese songs.

2) To investigate students' attitudes of grade three Thai students toward using learning Chinese songs.

This study was conducted using a quantitative approach with a pretest, a posttest, and a questionnaire on grade three Thai students in Bangkok, Thailand. Based on the data, the following conclusions were drawn:

5.1.1 The Result of Pretest and Posttest Data Analysis

Chinese songs were ideal for supplementing Chinese instruction, it helped students deepen their understanding of what they are learning. In addition, they could be based on musical melodies that generate a strong interest in the language, stimulate the brain, and allow students to learn more effectively.

Statistical analysis of the paired-samples t-test of achievement scores showed that the mean score of the posttest 14.20 was higher than that of the pretest 9.25, with a mean difference of 4.95. The standard deviations for the pre-test and post-test for the sample group were 2.83 and 3.74, respectively. The mean scores of the post-test were higher than those of the pre-test. The higher mean scores on the post-test indicated that learning Chinese songs had a positive effect on students' learning achievement in Chinese vocabulary.

5.1.2 The Result of Students' Attitudes Analysis

The analysis of students' attitudes showed that no matter the attitudes to the Chinese songs, the attitudes to teacher and the attitudes to benefits, all three parts at the highest level interpretation, it indicated that using Chinese songs positively impacted students' attitudes towards Chinese songs, the teacher, and the benefits of learning Chinese. Overall, students had highly positive attitudes towards Chinese songs ($\bar{x}$ = 4.79, SD = 0.44), with the highest-scoring item being that the songs encouraged independent thinking and were enjoyable ($\bar{x}$ =4.95, SD= 0.22). Similarly, students had highly positive attitudes towards the teacher ($\bar{x}$ = 4.89, SD = 0.38), with the highest-scoring item being that the teacher provided opportunities for students to share their ideas ($\bar{x}$ =4.95, SD= 0.22). Finally, students had a highly positive attitudes towards the benefits of learning Chinese ($\bar{x}$ = 4.91, SD= 0.28), with the highest-scoring items being that they could apply Chinese language in daily life and found learning Chinese more interesting and enjoyable ($\bar{x}$ = 4.95, SD= 0.22).

5.2 Discussion

As mentioned above, the study found two key results. The first finding showed that the use of Chinese songs improved the academic performance of Thai students. The second finding was that Thai third graders showed positive attitudes toward using Chinese songs for learning. The following discussion obviously details these findings and explains how they address the research questions provided by this study.

5.2.1 Students' Learning Achievement in Chinese vocabulary

1) The first objective of this study was to compare the students' learning achievement in Chinese vocabulary for grade three Thai students before and after using Chinese songs. In this section, paired sample t-tests had been used to analyze the results of pre-test and post-test. The difference in Chinese language scores between the sample group was compared. This was revealed through data collection by the researcher.

2) The score analysis of the paired sample t-test showed that the post-test average score (14.20) was higher than the pre-test score (9.25), with an average difference of (4.95). In addition, the standard deviation values for the post-test and pre-test sample groups were 3.74 and 2.83, respectively. The average score of the post-test sample group was significantly higher than that of the pre-test, indicating that Chinese songs could improve students' learning achievement in Chinese vocabulary overall.

3) The above quantitative data analysis indicated that students' learning achievement in Chinese vocabulary had been improved. Therefore, the study results indicated that Chinese songs could improve the performance of third-grade Thai students.

5.2.2 Students' Satisfaction

The second objective of this study was to investigate the students' attitudes of grade three Thai students toward using learning Chinese songs. In this section, five-point Likert scale had been used to explore the attitudes to the Chinese songs, attitudes to teacher and benefits of using Chinese songs on student learning.

The questionnaire consisted of 12 items divided into three parts: Part A, attitudes to the Chinese songs, Part B, attitudes to teacher, and Part C, benefits of using Chinese songs on student learning. The questionnaire was administered to all 20 (N=20) study participants. The survey results were analyzed using descriptive statistics (Mean and Standard Deviation). The mean scores were highest at 4.21-5.00,

high at 3.41-4.20, moderate at 2.61-3.40, low at 1.81-2.60, and lowest at 1.00-1.80 respectively. The findings can be concluded as follows:

1) The first part of the questionnaire data showed that grade three Thai students were very satisfied with the Chinese songs after using Chinese songs($\overline{x}$ = 4.79, SD = 0.44). Based on the data collected, it was found that the data from question 2 indicated that Chinese songs encouraged students to think independently and have more fun (Mean=4.95, SD=0.22). Results from question 4 showed that participants believed learning Chinese songs made steps more visual and fostered creative thinking (Mean=4.90, SD=0.31). Furthermore, the majority of participants found that using Chinese songs was an effective way to improve their learning achievement in Chinese vocabulary.

2) The data from the second part of the questionnaire showed that third-grade Thai students were more satisfied with their teacher's attitudes (Mean=4.89, SD=0.38). Question 8 indicated that the teacher provided students with more opportunities to share their ideas with others (Mean=4.95, SD=0.22). The data from Question 6 revealed that the teacher followed the correct teaching steps to help students achieve their learning goals (Mean=4.90, SD=0.31).

3) According to the data gathered in the third section of the questionnaire, it was found that grade three Thai students were highly satisfied with the benefits of using Chinese songs for their learning ($\overline{x}$ = 4.91, SD = 0.28). Furthermore, data collected from question 9 suggested that students were able to apply Chinese language skills in their daily Lives (Mean = 4.95, SD = 0.22), while data from question 12 indicated that students displayed a greater interest and enjoyment in learning the Chinese Language (Mean = 4.95, SD = 0.22).

4) The aspect of "The teacher using the language correctly, explaining clearly, and helping students understand more easily" received the lowest mean score in the attitudes towards the teacher, but still had the highest score in terms of interpretation. Teachers played a critical role in providing appropriate input by using language that is appropriate for the level of students' language proficiency (Zhang, 2019a). Most students still believed that continuously listening to Chinese songs could help them better understand knowledge and learning enjoyment, as well as improved their independent thinking ability. According to (Hao, 2020), Chinese

songs have an impact on students' motivation and thinking ability in the classroom, and deepen their understanding of the course material.

5) The research results also indicate that overall, using Chinese songs to learn the Chinese language was a good experience for them. The teaching method of using Chinese songs was very suitable for students' learning. Students were very interested in learning and it could help them learn. The teaching activities designed by the teacher were well-coordinated with the students and helped them learn. They enjoyed learning more and are more interested in it (Xu, 2017). According to (Quan, 2017), over 80% of students believed that using Chinese songs as an aid in Chinese language teaching could effectively improve students' memory and enhance their enthusiasm for learning.

5.3 Recommendations

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

5.3.1 Recommendations for Implementation

It had been found effectiveness to use Chinese songs to improve Chinese learning achievement in Chinese vocabulary for the third grade Thai students in Thailand. The use of Chinese songs should be promoted in the teaching of Chinese language in other schools as well.

The present study was limited to 20 grade three Thai students in Bangkok, Thailand. Similar studies with larger sample sizes could be conducted in different regions of Thailand, which would be highly valuable for similar research to validate and ensure the credibility of the present study. However, it was only applicable to Thai students and not suitable for students from other countries, and specifically for grade three students and not suitable for other age groups.

Since using songs to learn Chinese was a relatively new teaching approach, there were some difficulties and limitations. On the one hand, this study was limited by time and only conducted for four weeks. Therefore, it was necessary to conduct further investigation over a longer period to obtain more accurate results. On the other hand, learning to sing Chinese songs may pose a challenge for some students who lack the necessary singing skills.

5.3.2 Recommendations for Future Research

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

Compared to other teaching methods in Chinese language instruction, the use of Chinese songs can more effectively pique students' interest and was also highly effective in improving their learning achievement in Chinese vocabulary. It was suggested that other Chinese language teachers in Thailand could try using Chinese songs as an alternative learning method to teach Chinese. Children's songs mentioned in this article can be replaced with popular songs, folk songs, and other genres. Regardless of the type of song chosen, it's important to select songs that are age-appropriate and match the language level of the students, and are relevant to the curriculum or topic being studied. Additionally, ensure that the lyrics of the song are easy to understand and culturally appropriate for the students.

Chinese songs can also be used for other themes as they provide a lot of materials. Beautifying the layout design of teaching materials can directly increase the interest of the students. The combination of text and graphics can directly attract the attention of students and deepen their impression of the content. It can also be investigated whether they have the same effect on students' learning outcomes. This can be implemented as a part of the curriculum for Chinese language classes.

All the details of the research have been presented. Before concluding this section, we can see that the use of Chinese songs has a significantly positive effect on students' academic performance and their satisfaction with learning Chinese vocabulary. The application of Chinese songs may be a creative teaching method available to Chinese language teachers and students in China and around the world. The benefits of using Chinese songs are significant, and it has the potential to promote more effective vocabulary expansion, deepen vocabulary comprehension, and improve learning achievement in Chinese vocabulary as well as other related areas of research.

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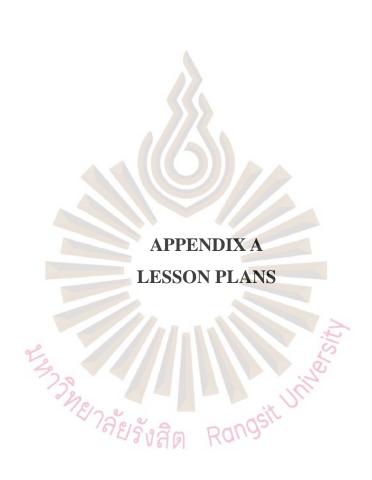
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APPENDICES

APPENDIX A

LESSON PLANS

Lesson plan

Chinese songs used throughout the teaching process. More details on how to apply Chinese songs to teaching Chinese class had been shown as followings.

Lesson plan 1 (Topic 1 Weather)

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
Weather	100 minutes	tiānqì yīntiān 天气, 阴天, xiàyǔ xiàxuě 下雨, 下雪, jīntiāntiānqìzěn 今天天气怎 meyàng jīntiān 么样?今天 xiàyǔ 下雨 **Teaching goals:** 1.Through learning weather song, students can recognize Chinese words correctly. 2. Through tracing or drawing on the Chinese characters lyrics, students can recognize the Chinese characters and improve	1. let students memorize the new words correctly 2. let students recognize the Chinese characters. **Teaching difficult points:** let students recognize the Chinese characters.	1. Raising awareness stages: 1.1 Teacher plays the weather song in the classroom and asks students are you familiar with this rhythm? Can you understand what the meaning of lyrics, what topic it is? Think about it and try to hum it. 1.2 Teacher uses multimedia playing weather song twice, let students hum and feel the scenario of lyrics. Can you think of one picture? 2. Brainstorming stages: Teacher uses multimedia playing weather song twice again, let students humming imitation, no need to know the lyrics meaning so far. Let them thinking independently, can divided into four groups, and share ideas together about the rhythm of song and scenario of lyrics. 3. New teaching methodology stage: 3.1 Teacher show the pictures and video related to the weather, then show simple body movements, let students guess some parts of meaning. 3.2 Let students to come to the podium in groups or individually and

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
		learning interest. 3.Students can understand the meaning of lyrics of Chinese song.		share their answers. 　　3.3 Teacher explains the meaning of "^{tiānqì}天气, ^{yīntiān}阴天, ^{xiàyǔ}下雨, ^{xiàxuě}下雪", and explains important sentences "^{jīntiān}今天^{tiānqìzěnmeyàng}天气怎么样? ^{jīntiānxiàyǔ}今天下雨". Also tell students how this sentence is used in daily life. 　　3.4 Let students sing with the song two times and then sing along with the teacher and use finger point to the lyrics to identify them, find mistakes to be corrected in time. 4. Presentation stage： 　　4.1 Teacher prints "^{tiānqì}天气, ^{yīntiān}阴天, ^{xiàyǔ}下雨, ^{xiàxuě}下雪, ^{jīntiāntiānqìzěnme}今天天气怎么^{yàng}样? ^{jīntiānxiàyǔ}今天下雨." all contents in a small booklet, they are in large type and divide into two versions: Pinyin and Chinese character. First, let the students recognize Pinyin version, and then let them identify the Chinese version. 　　4.2 Then prints out "^{tiānqì}天气, ^{yīn}阴^{tiān}天, ^{xiàyǔ}下雨, ^{xiàxuě}下雪, ^{jīntiāntiānqìzěnme}今天天气怎么

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
				yàng jīntiānxiàyǔ "样 ?今天下雨." with a dotted line for students to trace or draw directly on the lyrics, help students recognize. 4.3 Team game competition, who can write fast and well can give encouragement or small reward. 5. Measurement and evaluation stage： 　　5.1 Students trace directly on the printed lyric sheets to enhance memory. 　　5.2 Students can improve their vocabulary skill, memorize some words that are difficult to remember, e.g. yǔ 雨 　　5.3 Students can understand the meaning of lyrics and can recognize some Chinese words.

Lesson plan 2 (Topic 2 Pets)

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:

Pets	100 minutes	māo gǒu
		猫，狗，
		
		cāngshǔ
		仓 鼠，
		
		niǎo yú wǒ
		鸟，鱼，我
		
		xǐhuan
		喜 欢 ……
		
		Teaching goals:
		1.Through learning weather song, students can recognize Chinese words correctly.
		2. Through tracing or drawing on the Chinese characters lyrics, students can recognize the Chinese characters and improve learning interest.
		3.Students can understand the meaning of lyrics of Chinese song.
			1. let students memorize the new words correctly
			2. let students recognize the Chinese characters.
			
			Teaching difficult points:
			let students recognize the Chinese characters.
				1. Raising awareness stages:
				    1.1 Teacher plays the pets song in the classroom and asks students are you familiar with this rhythm? Can you understand what the meaning of lyrics, what topic it is? Think about it and try to hum it.
				    1.2 Teacher uses multimedia playing pets song twice, let students hum and feel the scenario of lyrics. Can you think of one picture?
				2.Brainstorming stages:
				Teacher uses multimedia playing pets song twice again, let students humming imitation, no need to know the lyrics meaning so far. Let them thinking independently, can divided into four groups, and share ideas together about the rhythm of song and scenario of lyrics.
				3. New teaching methodology stage：
				    3.1 Teacher show the pictures and video related to the pets, then show simple body movements, let students guess some parts of meaning.
				    3.2 Let students to come to the podium in groups or individually and share their answers.
				    3.3 Teacher explains the meaning of "猫，狗，仓鼠，鸟，鱼", and explains important sentences "你

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
				xǐhuanshénmedòngwù wǒxǐ 喜 欢 什 么 动 物？我喜 huan 欢 ……". Also tell students how this sentence is used in daily life.
				3.4 Let students sing with the song two times and then sing along with the teacher and use finger point to the lyrics to identify them, find mistakes to be corrected in time.
				4. Presentation stage：
				4.1 Teacher prints " māo gǒu 猫，狗， cāngshǔ niǎo yú wǒxǐhuan 仓 鼠，鸟，鱼，我喜 欢 ……" all contents in a small booklet, they are in large type and divide into two versions: Pinyin and Chinese character. First, let the students recognize Pinyin version, and then let them identify the Chinese version.
				4.2 Then prints out " māo gǒu 猫，狗， cāngshǔ niǎo yú wǒxǐhuan 仓 鼠，鸟，鱼，我喜 欢 ……" with a dotted line for students to trace or draw directly on the lyrics, help students recognize.
				4.3 Team game competition, who can write fast and well can give encouragement or small reward.
				5. Measurement and evaluation stage：
				5.1 Students trace directly on the

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
				printed lyric sheets to enhance memory. 5.2 Students can improve their vocabulary skill, memorize some words that are difficult to remember, e.g. yú cāngshǔ 鱼，仓 鼠 5.3 Students can understand the meaning of lyrics and can recognize some Chinese words.

Lesson plan 3 (Topic 3 Clothes)

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
Clothes	100 minutes	yīfu kùzi 衣服，裤子， qúnzi wàzi 裙子，袜子， xiézi mào 鞋子，帽 zi wéijīn 子，围巾， shǒutào wǒ 手套，我 de 的…… Teaching goals: 1.Through learning weather song, students can recognize Chinese words correctly. 2.Through tracing or drawing on the Chinese characters lyrics, students can recognize the Chinese characters and improve learning interest. 3.Students can	1. let students memorize the new words correctly 2. let students recognize the Chinese characters. Teaching difficult points: let students recognize the Chinese characters.	1. Raising awareness stages: 　1.1 Teacher plays the clothes song in the classroom and asks students are you familiar with this rhythm? Can you understand what the meaning of lyrics, what topic it is? Think about it and try to hum it. 　1.2 Teacher uses multimedia playing clothes song twice, let students hum and feel the scenario of lyrics. Can you think of one picture? 2. Brainstorming stages: Teacher uses multimedia playing clothes song twice again, let students humming imitation, no need to know the lyrics meaning so far. Let them thinking independently, can divided into four groups, and share ideas together about the rhythm of song and scenario of lyrics. 3. New teaching methodology stage： 　3.1 Teacher show the pictures and video related to the clothes, then show simple body movements, let students guess some parts of meaning. 　3.2 Let students to come to the podium in groups or individually and share their answers. 　3.3 Teacher explains the meaning of "衣服，裤子，裙子，袜子，鞋子，帽子，围巾，手套 ", and

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
		understand the meaning of lyrics of Chinese song.		explains important sentences "我(wǒ) 的(de)…". Also tell students how this sentence is used in daily life. 　　3.4 Let students sing with the song two times and then sing along with the teacher and use finger point to the lyrics to identify them, find mistakes to be corrected in time. 4. Presentation stage： 　　4.1 Teacher prints "衣服(yīfu)，裤(kù)子(zi)，裙子(qúnzi)，袜子(wàzi)，鞋子(xiézi)，帽子(màozi)，围巾(wéijīn)，手套(shǒutào)，我的(wǒde)…" all contents in a small booklet, they are in large type and divide into two versions: Pinyin and Chinese character. First, let the students recognize Pinyin version, and then let them identify the Chinese version. 　　4.2 Then prints out "衣服(yīfu)，裤(kù)子(zi)，裙子(qúnzi)，袜子(wàzi)，鞋子(xiézi)，帽子(màozi)，围巾(wéijīn)，手套(shǒutào)，我的(wǒde)…" with a dotted line for students to trace or draw directly on the lyrics, help students recognize.

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
				4.3 Team game competition, who can write fast and well can give encouragement or small reward. 5. Measurement and evaluation stage： 5.1 Students trace directly on the printed lyric sheets to enhance memory. 5.2 Students can improve their vocabulary skill, memorize some words that are difficult to remember, e.g. 裙子，鞋子 (qúnzi xiézi) 5.3 Students can understand the meaning of lyrics and can recognize some Chinese words.

Lesson plan 4 (Topic 4 Colors)

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
Colors	100 minutes	hóngsè 红色， huángsè 黄色， lánsè zǐsè 蓝色，紫色， lǜsè 绿色， chéngsè 橙色， hēisè báisè 黑色，白色， jīnsè yínsè 金色，银色， fěnsè 粉色， zōngsè 棕色， zhànqǐlái 站起来， zhuǎngèquān 转个圈， jǔgèshǒu zuò 举个手，坐 xià 下	1. let students memorize the new words correctly 2. let students recognize the Chinese characters. **Teaching difficult points:** let students recognize the Chinese characters.	1. Raising awareness stages: 　　1.1 Teacher plays the colors song in the classroom and asks students are you familiar with this rhythm? Can you understand what the meaning of lyrics, what topic it is? Think about it and try to hum it. 　　1.2 Teacher uses multimedia playing colors song twice, let students hum and feel the scenario of lyrics. Can you think of one picture? 2. Brainstorming stages: Teacher uses multimedia playing colors song twice again, let students humming imitation, no need to know the lyrics meaning so far. Let them thinking independently, can divided into four groups, and share ideas together about the rhythm of song and scenario of lyrics. 3. New teaching methodology stage： 　　3.1 Teacher show the pictures and video related to the colors, then show simple body movements, let students guess some parts of meaning. 　　3.2 Let students to come to the podium in groups or individually and share their answers. 　　3.3 Teacher explains the meaning 　　　hóngsè huángsè lánsè zǐsè of "红色，黄色，蓝色，紫色，

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:

		Teaching goals:
		1.Through learning weather song, students can recognize Chinese words correctly.
		2. Through tracing or drawing on the Chinese characters lyrics, students can recognize the Chinese characters and improve learning interest.
		3.Students can understand the meaning of lyrics of Chinese song.
				lǜsè chéngsè hēisè báisè
				绿色，橙 色 ，黑色，白色，
				
				jīnsè yínsè fěnsè zōngsè
				金色，银 色 ，粉色，棕 色 ”, and
				
				explains important sentences "
				zhànqǐlái zhuǎngèquān jǔgèshǒu
				站起来， 转 个 圈 ，举个 手 ，
				
				zuòxià
				坐 下 ". Also tell students how this
				
				sentence is used in daily life.
				    3.4 Let students sing with the
				song two times and then sing along
				with the teacher and use finger point to
				the lyrics to identify them, find
				mistakes to be corrected in time.
				4. Presentation stage：
				                    hóngsè
				    4.1 Teacher prints " 红 色 ，
				
				huángsè lánsè zǐsè lǜsè
				黄 色 ，蓝色，紫色，绿色，
				
				chéngsè hēisè báisè jīnsè
				橙 色 ，黑色，白色，金色，
				
				yínsè fěnsè zōngsè zhànqǐlái
				银色，粉色，棕 色 ，站起来，
				
				zhuǎngèquān jǔgèshǒu zuòxià
				 转 个 圈 ，举个 手 ，坐 下 " all
				
				contents in a small booklet, they are in
				large type and divide into two versions:
				Pinyin and Chinese character. First, let
				the students recognize Pinyin version,
				and then let them identify the Chinese
				version.

Topic:	Teaching time:	Teaching contents:	Teaching important points:	Teaching process:
				4.2 Then prints out "红色^{hóngsè}，黄色^{huángsè}，蓝色^{lánsè}，紫色^{zǐsè}，绿色^{lǜsè}，橙色^{chéngsè}，黑色^{hēisè}，白色^{báisè}，金色^{jīnsè}，银色^{yínsè}，粉色^{fěnsè}，棕色^{zōngsè}，站起来^{zhànqǐlái}，转个圈^{zhuǎngèquān}，举个手^{jǔgèshǒu}，坐下^{zuòxià}" with a dotted line for students to trace or draw directly on the lyrics, help students recognize. 4.3 Team game competition, who can write fast and well can give encouragement or small reward. 5. Measurement and evaluation stage： 5.1 Students trace directly on the printed lyric sheets to enhance memory. 5.2 Students can improve their pronounce skill, pronounce some words that are difficult to pronounce correctly, e.g. 裙子^{qúnzi}，鞋子^{xiézi} 5.3 Students can understand the meaning of lyrics and can recognize some Chinese words.

APPENDIX B

ACHIEVEMENT TEST

Achievement Test

1. Which one is the pinyin of Chinese word "下雨" ? A

    A. xià yǔ   B. xián yú   C. xiā yǔ   D. xiāng yù

2. Which one is the pinyin of Chinese word "天气" ? D

    A. tiān qiáo   B. tián dì   C. tǎng qǐ   D. tiān qì

3. Which one is the pinyin of Chinese word "下雪" ? B

    A. xià xué   B. xià xuě   C. xiàn xū   D. xià tiān

4. Which one is the pinyin of Chinese word "今天" ? A

    A. jīn tiān   B. jīng tiān   C. jìn tóu   D. jīn tiē

5. Which one is the pinyin of Chinese word "猫" ? C

    A. miáo   B. máo   C. māo   D. miào

6. Which one is the pinyin of Chinese word "狗" ? B

    A. gòu   B. gǒu   C. gōng   D. gòng

7. Which one is the pinyin of Chinese word "鸟" ? B

    A. niào   B. niǎo   C. nào   D. nǎo

8. Which one is the pinyin of Chinese word "衣服" ? D

    A. yí fū   B. yǐ hòu   C. yī chú   D. yī fu

9. Which one is the pinyin of Chinese word "袜子" ? A

    A. wà zi   B. wá zi   C. wā zǒu   D. wā zhe

10. Which one is the pinyin of Chinese word "红色" ? A

    A. hóng sè   B. hóng shāo   C. hóng shuǐ   D. hǒng de

11. What's the meaning of " 黄色 huáng sè " ? C

    A. red   B. green   C. yellow   D. black

12. Which color can describe sky？B

    A. <ruby>绿色<rt>lǜsè</rt></ruby>   B. <ruby>蓝色<rt>lánsè</rt></ruby>   C. <ruby>紫色<rt>zǐsè</rt></ruby>   D. <ruby>红色<rt>hóngsè</rt></ruby>

13. What's the meaning of "<ruby>站起来<rt>zhànqǐlái</rt></ruby>"？B

    A. sit down   B. stand up   C. lie down   D. jump up

14. What's the meaning of "<ruby>举个手<rt>jǔgeshǒu</rt></ruby>"？A

    A. hands up   B. hands down   C. hands behind   D. hands infront

15. What's the meaning of "<ruby>帽子<rt>màozi</rt></ruby>"？D

    A. cup   B. bag   C. clothes   D. hat

16. Which of the following animals live in water？D

    A. <ruby>猴子<rt>hóuzi</rt></ruby>   B. <ruby>熊<rt>xióng</rt></ruby>   C. <ruby>马<rt>mǎ</rt></ruby>   D. <ruby>鱼<rt>yú</rt></ruby>

17. If you like something，how to say Chinese？C

    A. <ruby>我保证<rt>wǒbǎozhèng</rt></ruby>   B. <ruby>我想<rt>wǒxiǎng</rt></ruby>   C. <ruby>我喜欢<rt>wǒxǐhuān</rt></ruby>   D. <ruby>我希望<rt>wǒxīwàng</rt></ruby>

18. If you want to ask how about weather today, you can ask "<ruby>今天天气<rt>jīntiāntiānqì</rt></ruby> _____"？A

    A. <ruby>怎么样<rt>zěnmeyàng</rt></ruby>   B. <ruby>是什么<rt>shìshénme</rt></ruby>   C. <ruby>哪一个<rt>nǎyīgè</rt></ruby>   D. <ruby>为什么<rt>wèishénme</rt></ruby>

19. If the clouds darken, we describe this weather "_____"？B

    A. <ruby>晴天<rt>qíngtiān</rt></ruby>   B. <ruby>阴天<rt>yīntiān</rt></ruby>   C. <ruby>下雪<rt>xiàxuě</rt></ruby>   D. <ruby>下雨<rt>xiàyǔ</rt></ruby>

20. What's the meaning of "<ruby>坐下<rt>zuòxià</rt></ruby>"？A

    A. sit down   B. stand up   C. lie down   D. jump up

21. If you want to protect your head, which one you will choose? A

A. 帽子 (màozi)　　B. 手表 (shǒubiǎo)　　C. 眼镜 (yǎnjìng)　　D. 围巾 (wéijīn)

22. Which one is "紫色 (zǐsè)" ? C

A. 　　B. 　　C. 　　D.

23. Which color is the "grass" ? B

A. 蓝色 (lánsè)　　B. 绿色 (lǜsè)　　C. 粉红色 (fěnhóngsè)　　D. 橙色 (chéngsè)

24. Which color is the "hair" ? D

A. 红色 (hóngsè)　　B. 橙色 (chéngsè)　　C. 白色 (báisè)　　D. 黑色 (hēisè)

25. Which of the following animals is the smallest ? D

A. 大象 (dàxiàng)　　B. 马 (mǎ)　　C. 老虎 (lǎohǔ)　　D. 仓鼠 (cāngshǔ)

26. If you are in a very cold environment, which item would you most like to choose to keep warm ? B

A. 背心 (bèixīn)　　B. 围巾 (wéijīn)　　C. 拖鞋 (tuōxié)　　D. 裙子 (qúnzi)

27. If you want to protect your leg, which one you will choose ? A

A. 裤子 (kùzi)　　B. 帽子 (màozi)　　C. 衣服 (yīfu)　　D. 项链 (xiàngliàn)

28. If you want to protect your hand, which one you will choose ? C

A. 眼镜 (yǎnjìng)　　B. 衬衣 (chènyī)　　C. 手套 (shǒutào)　　D. 睡衣 (shuìyī)

29. Which one is "Girls like to wear it very much, very beautiful" ? D

A. 衣服 (yīfu)　　B. 围巾 (wéijīn)　　C. 袜子 (wàzi)　　D. 裙子 (qúnzi)

30. What can make you go farther and not feel tired？A

A. <ruby>鞋<rt>xié</rt></ruby>　　　　B. <ruby>西 装<rt>xī zhuāng</rt></ruby>　　　　C. <ruby>裙子<rt>qún zi</rt></ruby>　　　　D. <ruby>手 套<rt>shǒutào</rt></ruby>

APPENDIX C

STUDENTS' ATTITUDES ASSESSMENT

Students' Attitudes Assessment

The students were given an anonymous questionnaire to fill out in order to find out how they felt about the use of Chinese songs in Chinese classes. The questionnaire consisted of 12 questions on a five-point scale. The questions were calculated from 5 to 1 on a five-point Likert scale. (5) strongly agree, (4) agree, (3) neutral, (2) disagree and (1) strongly disagree.
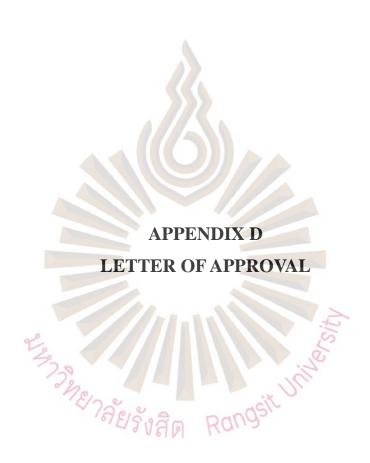
Instruction: Please complete the information as follows.

information
o   Course title : **Chinese**
o   Name:
o   Class:

Please evaluate the Chinese songs in the following aspects by marking the number in the column corresponding to your opinion. 5 is strong agree, 4 is agree, 3 is neutral, 2 is disagree, and 1 is strongly disagree.

Evaluation aspects	Degree of satisfaction				
	5	4	3	2	1
Attitudes to the Chinese songs					
1 Learning Chinese songs make students have more knowledge and understanding.					
2 The Chinese songs encourage students to think independently, and have more fun.					
3 According to learning Chinese songs, students can better understand the content of the text and more words.					
4 Learning Chinese songs make steps more visual, and let students think creatively.					
Attitudes to teacher					
5 The teachers use the language correctly, clear and explain to students more understand easily.					
6 The teacher followed the correct teaching procedure, let students accomplish their goals.					
7 The teacher teaching style is interesting and humorous.					
8 The teacher let students have opportunity to share their ideas with other students.					
Benefits					
9 The students can apply Chinese language for their daily life.					
10 The students can improve the Chinese language level from class activity.					
11 Students can have more ability to communicate with their friends.					
12 Students are more interested and love to learn Chinese language.					

Additional comments …………………………………………………………..………………………………………………………

APPENDIX D

LETTER OF APPROVAL

Acknowledgment of Human Research Ethics Approval from Rangsit University

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

COA. No.	COA. No. RSUERB2022-117
Protocol Title	The development of learning achievement using Chinese songs of grade three Thai students
Principle Investigator	Jia Liu
Co-Investigator	Mr.Techameth Pianchana
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal
	2. Information sheet
	3. Informed consent form
	4. Data collection form/Program or Activity plan
Date of Approval:	21 November 2022
Date of Expiration:	21 November 2024

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

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

Signed .... *Jia Liu* ....

(..)

Date......... *18* .... *10* .... *2022* ....

APPENDIX E
EXPERT WHO VALIDATED THE INSTRUMENTS

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

Sl.No.	Name	Position/Title	Institution
1	Wang feiyan	University Lecturer	Valaya Alongkorn Rajabhat University, Thailand
2	Yang bo	Chinese teacher	Assumption College English Program School, Thailand.
3	He zhijuan	Chinese Teacher	Bangkokthonburi Demonstration School, Thailand.

มหาวิทยาลัยรังสิต Rangsit University

APPENDIX F

IOC FOR LESSON PLANS

IOC FOR LESSON PLANS

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruent
2	Lesson plan 2	+1	+1	+1	+1	Congruent
3	Lesson plan 3	+1	+1	+1	+1	Congruent
4	Lesson plan 4	+1	+1	+1	+1	Congruent
Overall Average			+1			Congruent

APPENDIX G

IOC FOR ACHIEVEMENT TESTS

IOC FOR ACHIEVEMENT TESTS

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Multiple Choice Question 1	+1	+1	+1	+1	Congruent
2	Multiple Choice Question 2	+1	+1	+1	+1	Congruent
3	Multiple Choice Question 3	+1	+1	+1	+1	Congruent
4	Multiple Choice Question 4	+1	+1	+1	+1	Congruent
5	Multiple Choice Question 5	+1	+1	+1	+1	Congruent
6	Multiple Choice Question 6	+1	+1	+1	+1	Congruent
7	Multiple Choice Question 7	+1	+1	+1	+1	Congruent
8	Multiple Choice Question 8	+1	+1	+1	+1	Congruent
9	Multiple Choice Question 9	+1	+1	+1	+1	Congruent
10	Multiple Choice Question 10	+1	+1	+1	+1	Congruent
11	Multiple Choice Question 11	+1	+1	+1	+1	Congruent
12	Multiple Choice Question 12	+1	+1	+1	+1	Congruent

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
13	Multiple Choice Question 13	+1	+1	+1	+1	Congruent
14	Multiple Choice Question 14	+1	+1	+1	+1	Congruent
15	Multiple Choice Question 15	+1	+1	+1	+1	Congruent
16	Multiple Choice Question 16	+1	+1	+1	+1	Congruent
17	Multiple Choice Question 17	+1	+1	+1	+1	Congruent
18	Multiple Choice Question 18	+1	+1	+1	+1	Congruent
19	Multiple Choice Question 19	+1	+1	+1	+1	Congruent
20	Multiple Choice Question 20	+1	+1	+1	+1	Congruent
21	Multiple Choice Question 21	+1	+1	+1	+1	Congruent
22	Multiple Choice Question 22	+1	+1	+1	+1	Congruent
23	Multiple Choice Question 23	+1	+1	+1	+1	Congruent
24	Multiple Choice Question 24	+0	+1	+1	+0.67	Congruent
25	Multiple Choice	+1	+1	+1	+1	Congruent

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
	Question 25					
26	Multiple Choice Question 26	+1	+1	+1	+1	Congruent
27	Multiple Choice Question 27	+1	+1	+1	+1	Congruent
28	Multiple Choice Question 28	+1	+1	+1	+1	Congruent
29	Multiple Choice Question 29	+1	+1	+1	+1	Congruent
30	Multiple Choice Question 30	+1	+1	+1	+1	Congruent

APPENDIX H

IOC OF QUESTIONNAIRE

IOC OF QUESTIONNAIRE					
S1.NO.	Items	Expert1	Expert2	Expert3	Average	Congruence
PART A: ATTITUDES TO THE CHINESE SONGS						
1.	Learning Chinese songs make students have more knowledge and understanding.	+1	+1	+1	+1	Congruent
2.	The Chinese songs encourage students to think independently, and have more fun.	+1	+1	+1	+1	Congruent
3.	According to learning Chinese songs, students can better understand the content of the text and more words.	+1	+1	+1	+1	Congruent
4.	Learning Chinese songs make steps more visual, and let students think creatively.	+1	+1	+1	+1	Congruent
PART B: ATTITUDES TO TEACHER						
5.	The teachers use the language correctly, clear and explain to students more understand easily.	+1	+1	+1	+1	Congruent
6.	The teacher follows the correct teaching procedure, let students accomplish their goals.	+1	+1	+1	+1	Congruent
7.	The teacher teaching style is interesting and humorous.	+1	+1	+1	+1	Congruent

IOC OF QUESTIONNAIRE						
S1.NO.	Items	Expert1	Expert2	Expert3	Average	Congruence
8.	The teacher let students have opportunity to share their ideas with other students.	+1	+1	+1	+1	Congruent
PART C: BENEFITS						
9.	The students can apply Chinese language for their daily life.	+1	+1	+1	+1	Congruent
10	The students can improve the Chinese language level from class activity.	+1	+1	+1	+1	Congruent
11.	Students can have more ability to communicate with their friends.	+1	+1	+1	+1	Congruent
12.	Students are more interested and love to learn Chinese language.	+1	+1	+1	+1	Congruent

APPENDIX I

RELIABILITY TEST RESULT OF QUESTIONNAIRE

Reliability Test Result of Questionnaire

Sample size	Cronbach's Alpha	N of Items
20	.76	12

BIOGRAPHY

Name	Jia Liu
Date of birth	May 9, 1990
Place of birth	Shandong, China
Education background	Qingdao Agricultural University, China
	Bachelor of Arts, 2013
	Rangsit University, Thailand
	Master of Education in Curriculum
	and Instruction, 2023
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