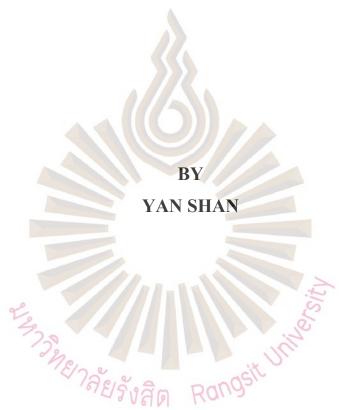# THE APPLICATION OF IMITATION WRITING TEACHING METHOD FOR AN ONLINE CHINESE WRITING COURSE OF GRADE 5 STUDENTS IN SINGAPORE

BY

YAN SHAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT

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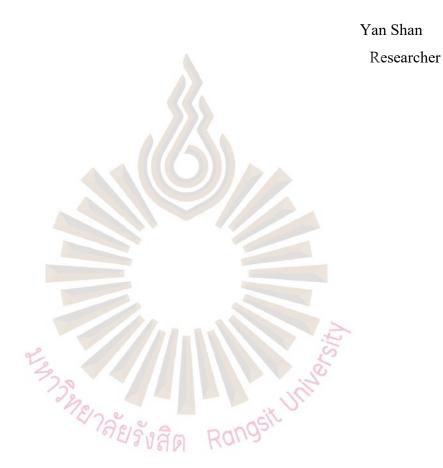
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Abstract

This mixed-method study compared the Chinese writing skill of grade 5 students before and after using the imitation writing teaching method and investigated their satisfaction towards the use of imitation writing teaching method in Singapore. The sample group consisted of 20 grade 5 students from Singapore. Quantitative and qualitative data were collected through pre-test, post-test, questionnaire, and semi-structured interview over the course of eight sessions. Quantitative data were analyzed using means, standard deviation, and paired-sample t-test while qualitative data were analyzed using thematic analysis. Data collection spanned for four weeks; the teaching experiment was conducted online.

The results from pre-test and post-test indicated an improvement in the language writing skill of the sample group students, with post-test scores ($\bar{x}$=15, SD=0.73) surpassing pre-test scores ($\bar{x}$=17.2, SD=0.77). The data gathered from the participants suggested that all items on the survey received high ratings. The majority of students in the sample group demonstrated a positive satisfaction towards using the imitation writing teaching method in Chinese writing learning. This study had suggested that the imitation writing teaching method offered an alternative and effective approach to Chinese writing instruction. Therefore, Chinese language educators worldwide, including those in China, can consider incorporating this method into their Chinese teaching methodologies.

(Total 114 pages)

Keywords: Imitation writing teaching metho, Chinese writing skills, Student's satisfaction, Grade 5 students

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CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale for the research, research objectives, research questions, research hypotheses, research scope, conceptual framework of the research, operational definitions, expected results of the research, and the limitations of the research.

1.1 Background and Rationale of the Study

Singapore's education system has long been renowned for its ability to draw on the best of both Western and Eastern education systems and progressively develop students' talents (Ma, X. & Ma, Y., 2017). As a country with a predominantly Chinese population, Singapore boasts a unique bilingual education system (Yang, 2021).

After 40 years of development, China has become the world's second largest economy and is expected to replace the United States as the world's largest economy by 2028. The rise of China has prompted Chinese Singaporeans to rethink their language, ideology, and identity (Yang, 2021).

Of course, precisely because it is mandatory, it has also resulted in some resistance from families or students. As Chinese language proficiency is an important factor in determining the secondary school and curriculum placement of primary school students in Singapore, some students who are not interested in learning Chinese have to learn it, and some parents are even unwilling to have their children learn Chinese, resulting in some resistance (Liu, 2014).

Compared to other subjects, students generally find the learning of Chinese language difficult, because other subjects are all taught in English. As a result, students generally believe that learning Chinese is useless, and most students lack interest in learning it, leading to a low recognition of Chinese culture (Fan, 2010).

In Singapore, it is difficult to speak Mandarin Chinese, and writing is even more difficult. Writing good Chinese works is closely related to the love of reading and speaking. Students who learn bilingual or multilingual languages inadvertently mix multiple languages together, which can lead to the use of expressions from another language in Chinese writing. It is not uncommon to see English-style phrases in Chinese sentences, and Chinese writing is facing a crisis of becoming a mixed-language writing (Fan, 2010).

After-school tutoring classes are a widely recognized social phenomenon that has developed based on the need for additional academic support outside of regular school hours (Liu, 2018).

The private Chinese language tutoring industry in Singapore has enormous market potential, with advantages such as strong intellectual property protection, high levels of policy support, and large disparities in foundational knowledge and linguistic backgrounds among students. However, the industry also faces significant challenges, including issues related to exam-focused education and the impact of non-standardized language usage. Additionally, the question of how best to effectively promote the transmission of Chinese traditional culture presents a new challenge for Chinese language tutoring education (Fan, 2010).

According to regulations set by the Singapore Ministry of Education, teachers who are still employed are strictly prohibited from taking part-time jobs, subbing, or

holding tuition classes in various names in extracurricular coaching organizations. Once caught or reported, they will be permanently unable to hold any teaching positions. In Singapore, those who provide extracurricular coaching come entirely from the extracurricular coaching institution as schoolteachers are explicitly prohibited from teaching at external organizations offering additional coaching. Some well-known coaching organizations may even have to queue for vacancies, and some parents are willing to pay high prices for "reserving seats" (Wenhui Education, 2017). Some parents opt for online coaching instead.

Online teaching has the function of breaking through space and time constraints. The courses taught by teachers can be saved online, and students can learn without being limited by time and space (Liu, 2014).

Teachers have the dominant position in classroom teaching, can flexibly set classroom knowledge content, determine teaching progress, and thus significantly improve the speed of teaching (Liu, 2014).

The biggest challenge that teachers face during online teaching is the inability to grasp students' learning status in real-time and the lack of interaction. Writing and assessing compositions online is even more difficult, as many students are afraid or even avoid writing compositions in school (Wang, 2020).

Faced with the limitations of online Chinese writing courses, in order to stimulate students' creative interest, it is necessary to start with imitation teaching (Zhong, 2016). Imitation writing is an inevitable early stage of writing, and it is a gradual process from knowing how to write to not. Through imitation writing, one continuously learns writing knowledge, which is in line with the characteristics of primary school students' age stage.

Imitation writing can help students know what to write and how to write, avoid blindness in writing, and serve as a bridge between new and old knowledge. Imitation writing is an effective way to train students in writing, stimulate their interest in writing, and improve their writing skills by setting up a ladder to slow down the slope in reading and writing, especially for students who have a fear of difficulty in writing (Xu, 2019).

The renowned modern scholar, poet, writer, and philosopher Mr. Hu Shi once said, "Those who possess creativity must be sensitive to imitation, while those who are not skilled in imitation cannot create." In composition teaching, in order to stimulate students' interest in writing, we should start with imitation instruction. For convenience, we can use the text as a model for imitation, allowing students to further develop their writing based on the imitation of the text, incorporating both the essence of the text and their own uniqueness. We should explore the strengths of the teaching materials and maximize their effectiveness, making them exemplary texts in our composition teaching (Lou, 2014).

Imitative reading serves as the first step in imitative writing instruction and the first step in imitative knowledge input and output. Teachers provide imitative writing model materials, and students comprehend them through reading, inputting the understanding into their minds. In this context, what should be imitated in reading? First, the teacher models the reading, and students imitate the teacher's tone, intonation, and pauses. During the teacher's reading of the imitative writing materials, the sentence structure, organization, and emotions are conveyed, enabling students not only to understand the imitative points of the materials but also to enhance their understanding of the sentences. In the process of reading, students should be clear about their goals, read with an understanding of the sentences, and incorporate

comprehension into their reading by expressing pauses and emotions, which will enable students to discover the beauty of the materials (Xu, 2019).

In previous research on online classrooms, students' perceived learning effectiveness and student satisfaction are two widely used indicators to measure the effectiveness of online education. Especially, students' satisfaction towards the classroom are often included as dependent variables in online education research. A large amount of research literature indicates that students' satisfaction is closely related to cognitive learning outcomes such as performance and skill (Diao, Zhou, & Huang, 2020).

The researcher will attempt to incorporate imitation writing teaching methods into online classrooms by changing teaching methods. Through a period of learning, they will explore whether this learning method can improve the Chinese writing performance of Singaporean 5th grade students. And study students' satisfaction towards the new teaching method through a questionnaire survey.

1.2 Research objectives

1.2.1 To compare grade 5 students' Chinese writing skill before and after applying the imitation writing teaching method for an online Chinese writing course in Singapore.

1.2.2 To study grade 5 students' satisfaction towards the application of the imitation writing teaching method for an online Chinese writing course in Singapore.

1.3 Research questions

1.3.1 Would grade 5 students' Chinese writing skill become better after applying the imitation writing teaching method for an online Chinese writing course in Singapore?

1.3.2 Would grade 5 students' have positive satisfaction towards the application of the imitation writing teaching method for an online Chinese writing course in Singapore?

1.4 Research hypotheses

1.4.1 Grade 5 students' Chinese writing skill would be better after applying the imitation writing teaching method for an online Chinese writing course in Singapore.

1.4.2 Grade 5 students would have positive satisfaction towards the application of the imitation writing teaching method for an online Chinese writing course in Singapore.

1.5 Scope of the study

The population of this study included 100 grade 5 Singaporean elementary school students from the online Chinese language agency Lingoace. The researcher purposefully selected 20 students for the study. These students were taught by the researcher to learn Chinese composition courses.

In order to obtain the research results, the researcher conducted the performance measurement before and after the intervention, using a questionnaire survey to investigate students' satisfaction towards classroom outcomes. The survey

responses were analyzed statistically. Moreover, their pre-test scores and the post-test scores were compared to find out any improvement.

1.5.1 Population and sample

Population: According to the information provided, the population of this study included 100 grade 5 Singaporean elementary school students from the online Chinese language agency Lingoace. The student population selected by following the researcher to learn Chinese composition courses.

Sample: In this study, the study population was selected from Lingoace online language institution in Singapore through a purposive sampling method by the researcher. The researcher selected 20 grade 5 Singaporean elementary school students, aged approximately 10 to 11 years old, who had already learned a certain level of Chinese language knowledge. The researcher invited Lingoace online language agency through an online platform and, after being reviewed by Lingoace, obtained the consent of 20 participants to participate in the study.

1.5.2 Location of the study

The primary location for this study was the one-on-one online classroom for Lingoace advanced writing course. The website address is: classroom.lingoace.com.

Lingoace school was founded in 2017, Lingoace is a technology-based education company headquartered in Singapore. Our focus is on providing immersive and engaging Chinese learning experiences were for children aged 3-15 living abroad; utilizing the latest technology to create a learning platform that caters to the specific needs of our learners, breaking down language barriers and offering effective and interesting online Chinese classes.

Lingoace has its production and research center located in Beijing, a teacher training center in Wuhan, and branches in Chengdu (China), Los Angeles (USA), Jakarta (Indonesia), and Bangkok (Thailand). Serving the students from over 100 countries and regions worldwide, delivering comprehensive teaching services.

1.5.3 Time Frame

The time frame of data collection procedure was from July 1st to August 1st, 2023, for a total of one month. During this month, each student received two classes, with a total of 20 students. Each class lasted for 55 minutes. Table 1.1 Below shows the timeline of the study.

Table 1.1 The timeline of the study.

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

1.5.4 Lesson plan content

In this study, the researcher designed for eight classes, each lasting 55 minutes. Four classes were for explaining a proposition essay, and the other four classes were for explaining a picture essay. The course content is shown on the following table.

Table 1.2 Content of the study

Lesson Plans	Topics	Associative teaching Method
Test	Pretest	Imitation Writing Teaching Method
Lesson Plan 1	Learn the components of the article.	Explain the sample text and analyze the structure of the article.
Lesson Plan 2	Matching reference words and practicing sentence construction.	Explain advanced vocabulary, learn excellent sentences, and practice sentence making.
Lesson Plan 3	Learn how to summarize stories.	Summarize the content of the pictures and organize them into a complete story.
Lesson Plan 4	Learn three opening methods.	Explain three common opening methods and imitate them.
Lesson Plan 5	Learning character description.	Explain the methods of character description and practice.
Lesson Plan 6	Learn how to summarize stories.	Explain and practice the methods of psychological description.
Lesson Plan 7	Learning Action description.	Learning Action Explain and practice the methods of describing description actions.
Lesson Plan 8	Learn three Ending method.	Explain three common ending methods and imitate them.
Test Posttest	Posttest	

1.6 Conceptual Framework of the study

In this study, the independent variable was imitation writing teaching method, and the dependent variables included grade 5 students' Chinese writing skill in

Singapore and the learning satisfaction towards the use of imitation writing teaching method. The description of the conceptual framework of the study is as follows:
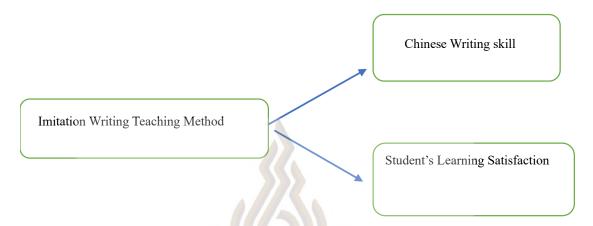
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┌─────────────────────────────┐          ┌──────────────────────────┐
│ Imitation Writing Teaching  │ ──────►  │   Chinese Writing skill  │
│           Method            │          └──────────────────────────┘
│                             │ ──────►  ┌──────────────────────────┐
└─────────────────────────────┘          │ Student's Learning       │
                                         │ Satisfaction             │
                                         └──────────────────────────┘
```

Figure 1.1 Conceptual Framework of the study

1.7 Definitions of key term

Imitation writing teaching method: Imitation writing refers to a teaching approach in which learners learn from the writing methods and techniques of others to enhance their own writing ability. This method can help students simulate the writing process of excellent compositions, learn and master writing skills, and improve their overall writing proficiency. Teachers can choose an outstanding essay to read aloud to students in class, and then encourage them to imitate the writing style to develop their own writing skills. Additionally, teachers can provide imitation sentence exercises using engaging sentences, allowing students to practice imitation and enhance their language expression skills. Finally, students can create their own compositions based on the techniques they have learned through imitation.

Chinese writing skill includes vocabulary and grammar usage, article structure and organization, expressive ability, coherence and transitional ability, text standardization and accuracy, the connection between reading and writing, editing and

revising skills, as well as creativity and uniqueness. By practicing and improving these skills, individuals can effectively enhance their writing abilities. The purpose of this study was to explore the effectiveness of the imitation writing teaching method in improving students' Chinese writing abilities. Pre- test and post-test were conducted to evaluate students' progress in this study.

Student's Satisfaction: The classroom satisfaction of students refers to the emotions, satisfaction, and behaviors they exhibit during the learning process, which significantly impact their learning outcomes and experiences. Classroom satisfaction e encompasses aspects such as emotional state, level of engagement, learning disposition, and behavior. students' satisfaction including interest, efficacy, satisfaction. In the questionnaire survey of this study, 15 questions were be designed, with the first 5 questions about interest, 5-10 questions about efficacy, and 11-15 questions about satisfaction. A positive classroom satisfaction helped improve students' learning outcomes, promotes personal growth and social skills, and lays the foundation for creating a positive learning atmosphere and interaction. Therefore, educators should pay attention to students' classroom satisfaction and promote the development of a positive satisfaction through appropriate teaching strategies and support measures. In this study, the student's satisfaction was measured by questionnaire and semi-structured interview.

Grade 5 students: This refers to the intermediate stage of primary school education, where students in the grade 5, as part of a five-year program, face the challenge of the "junior high school entrance examination." As a result, they need to study diligently and review the knowledge they have acquired. Similarly, students in the grade 5 of the six-year program also need to prepare diligently for the junior high

school entrance examination. The participants in this study are exclusively from the six-year program and are approximately 11 to 13 years old.

1.8 Limitations of the Study

The present study aimed to examine the utilization of the imitation riting teaching method as a means of enhancing Chinese writing proficiency among grade 5 students in Singapore. Nonetheless, it is essential to acknowledge that, like other academic investigations, this study is subject to certain limitations, including the following:

1.8.1 The sample size used in this research may not generate statistically significant findings when extrapolated to the broader population.

1.8.2 The outcomes of this study may primarily pertain to online essay instruction scenarios and might not be readily generalizable to alternative contexts.

1.9 Significance of the Study

1.9.1 With the rapid development of information technology, the internet has become an increasingly popular medium for student learning. This study focuses on examining the efficacy of online Chinese writing instruction, aiming to explore the feasibility of Chinese teaching in the new era and provide valuable insights for other online language learning and teaching endeavors.

1.9.2 The utilization of the imitation writing teaching method in this study holds great significance in enhancing students' writing skills and fostering their language acquisition. By investigating new teaching methodologies and their

application in Chinese writing education, this research contributes to the advancement of language instruction practices.

1.9.3 This study investigates whether the implementation of the imitation writing teaching method can effectively improve students' performance in Chinese writing education. The findings of this study will serve as a reference and guide for future academic research, while also broadening the research landscape and depth of Chinese education. Overall, this research endeavors to advance Chinese writing education and online language learning, provide support for nurturing exceptional talents in Chinese education, and contribute to related research fields.

CHAPTER 2

LITERATURE REVIEW

This chapter provides an overview of the Singapore education system and the importance of Mandarin language examinations. It discusses various types of writing examinations in Singapore, introduces online writing courses and their advantages, and describes the challenges faced by online writing courses. The definition of imitation writing method and its application in one-on-one online courses are discussed. The chapter also explores previous research on imitation writing method and its effectiveness in improving writing skills, comparing the effectiveness of online and offline writing courses. Additionally, a literature review is presented on the description of the simulation writing method and its application in online courses.

2.1 Overview of the Singapore Education System

Since January 1, 2003, Singapore has implemented Compulsory Education (CE). According to the CE Action Plan, the "compulsory education age" for children is from 6 to under 15 years old. The education system in Singapore consists of 6 years of primary education, followed by 4 to 5 years of secondary education, then 2 to 3 years of pre-university education, and finally higher education.

In Singapore, English is the first language, stemming from Singapore's history as a former British colony. The choice of the second language is influenced by Singapore's unique multicultural background, with approximately 74% of Chinese, 13% Malays, 9% Indians, and 3% other ethnic groups. Starting from kindergarten, children in Singapore, regardless of their ethnic backgrounds, must undergo bilingual education. The Singapore Ministry of Education mandates that every school offers

Mother Tongue language courses (Liu, 2006).

Singapore's education system is internationally renowned and distinctive, but its "elite education" has also sparked some controversies (Huang, 2020). The concept of elite education originated from the West and initially referred to individuals who were born with access to abundant and high-quality educational resources, receiving rigorous and targeted high-quality education. The demands and rigor of elite education are comparable to institutions like West Point Military Academy.

The primary school leaving examination, known as the "Primary School Leaving Examination," in Singapore is considered the "national major examination," akin to China's "gaokao" (college entrance examination). Subsequently, students are categorized into five different grades based on their results, determining their admission to different schools or classes. Students who enter the highest tier are equivalent to stepping into the threshold of university education. Singapore's public universities only admit so-called elite students, with an admission rate of approximately 30% (Baidu Wenku, 2022a).

2.2 Chinese Education in Singapore

Singapore is a country with a diverse racial and cultural background, where Chinese is one of the official languages and a primary language for the Chinese community. The importance of Chinese goes beyond being a language tool; it serves as a bridge connecting Singaporean Chinese to their culture and heritage. Within the context of primary education in Singapore, Chinese education holds a significant position (Tang, 2020).

As a pioneer in the industrialization and internationalization of Chinese schools, Singapore, while adopting Mandarin Chinese as the second language in its

schools has seen over 87% of ethnic Chinese proficient in Mandarin, and 75% of Chinese civil servants passing the Mandarin conversation test. Singapore not only sets high standards for imported Chinese teachers but also provides various training avenues for local Chinese teachers (Tang, 2020).

Chinese education plays a crucial role in Singapore's national education system.

Here is some information regarding Chinese education in Singapore:

Singapore, with a high proportion of Chinese immigrants and overseas Chinese in Southeast Asia, has a history of over a hundred years in Chinese education. It can be said that Singapore has been at the forefront of industrializing and nationalizing Chinese education, and its information technology in Chinese education is leading in Southeast Asian countries (Tang, 2020). According to Sheng (2020) in the literature, Singapore has been at the forefront of industrializing and nationalizing Chinese education, and its level of information technology is leading among Southeast Asian countries.

Chinese education is becoming increasingly popular in Singapore. In primary schools, most schools offer Chinese, Basic Chinese, and Higher Chinese courses. In secondary schools, Chinese language courses are divided into five levels: Basic Chinese, Chinese B, Academic Chinese or Chinese as a second language, Chinese, and Higher Chinese. At the junior college level, there are five courses offered: Chinese, Chinese Comprehension and Writing, Chinese Literature, Chinese History, and Chinese Culture and Literature. At the university level, different schools have set up Chinese language courses based on their own teaching objectives (Tang, 2020).

In terms of curriculum design, Singapore schools have the autonomy to respond to the rapid development of modern society, educational philosophies, and the needs of students actively and flexibly. They can timely develop progressive Chinese language courses for students, thereby enhancing their interest in learning Chinese. With a student-centered approach, more students benefit from tailored instruction (Cheng, 2018).

In addition to cultivating language skills, Singapore's Chinese language education also emphasizes the development of students' cultural awareness and intercultural communication abilities. Students gain knowledge about Chinese culture, traditional values, and customs, deepening their identification and understanding of cultural heritage. Furthermore, students have opportunities to participate in cultural activities, festival celebrations, and artistic performances related to Chinese culture, further enriching their learning experiences and cultural exposure.

Singapore is a successful proponent of bilingual education, and in some sense, the bilingual policy was one of the factors behind Singapore's past economic takeoff (Cheng, 2018). Through Chinese language education, students not only strengthen their communication and integration with the local Chinese community but also broaden their opportunities for international exchanges and collaborations related to Chinese culture.

In summary, Chinese language education in Singapore holds an important position in the national education system. It is dedicated to preserving and developing Chinese culture while providing students with comprehensive language skills, cultural awareness, and intercultural communication abilities. Only through the correct and appropriate implementation of the mother tongue education policy can Mandarin become a common language among all Singaporean Chinese. And only by upholding

its Eastern traditional culture through mother tongue education can Singapore maintain its national foundation and sustain its prosperity and development (Cheng, 2018).

2.2.1 Characteristics of Chinese Education in Singapore

Multicultural Background: In Singapore, as a multicultural country, Chinese education plays an important role in preserving and inheriting Chinese culture.

Bilingual Policy: The bilingual policy has been instrumental in Singapore's economic prosperity and will continue to be a crucial factor determining its future competitiveness, as well as political, economic, and social development (Cheng, 2018).

Holistic Education: Chinese education in Singapore focuses on developing students' language proficiency, reading comprehension, writing skills, as well as fostering their identification and understanding of Chinese culture.

With the implementation and advancement of "ASEAN integration" and the dissemination and development of Chinese language and culture overseas, Chinese education in Singapore has entered a new stage of development and gradually formed its own unique educational philosophy and development characteristics (Tang, 2020). The bilingual policy implemented by the Singapore government ensures equal attention and cultivation of both English and Chinese. This bilingual education approach helps students develop high proficiency in both languages while nurturing their bicultural abilities.

In the formulation of the bilingual education policy, the Singapore government initially considered national survival, political reality, and economic development. Gradually, the educational philosophy of "teaching according to students'

individuality" was infused, tailoring curricula, teaching methods, and assessment approaches to students from different language backgrounds, abilities, interests, and intellectual levels. The focus is on meeting the individual needs and circumstances of students, placing learners at the center (Liu, 2014).

Overall, Chinese education in Singapore exhibits unique characteristics in its multicultural context. By implementing the bilingual policy and promoting holistic education, it not only develops students' language abilities but also deepens their understanding and appreciation of Chinese culture. This comprehensive educational approach provides students with broader learning opportunities and platforms for cultural exchange.

2.2.1 Characteristics of Chinese Education

The learning of Chinese language, Mandarin, is mandatory in Singapore. Chinese students are required to study Mandarin during their primary education. There is greater flexibility in the choice of languages for communication purposes. In Singapore, individuals can communicate effectively in society regardless of whether they use Mandarin or not. However, if one desires to communicate in Mandarin, there are opportunities available at any time and in any situation. The important objectives of Chinese education include promoting cultural understanding, fostering ethnic identity, and enhancing cultural appreciation (Baidu Wenku, 2020).

However, due to its mandatory nature, Chinese education also encounters resistance from some families or students. As Chinese language proficiency is a significant criterion for determining primary school students' placement in different secondary schools and their respective curricula, there are students who are not interested in learning Mandarin but still have to study it. In some cases, parents may

also be reluctant to have their children learn Mandarin, leading to certain levels of resistance (Liu, 2014).

In summary, Chinese education in Singapore demonstrates distinct characteristics within its multicultural background. The implementation of the bilingual policy and the promotion of comprehensive education enable students to develop holistically, improve their language skills, and deepen their understanding and appreciation of Chinese culture.

2.2.2 Goals of Chinese Education

Language Development: Cultivate students' proficiency in listening, speaking, reading, and writing Chinese, enabling them to communicate fluently and express themselves effectively.

Cultural Identity: Enhance students' understanding, appreciation, and preservation of Chinese culture through Chinese education, promoting cross-cultural exchange and fostering inclusivity (Cheng, 2018).

Interdisciplinary Skills: Foster students' critical thinking, creative thinking, and problem-solving abilities, enabling them to apply Chinese language in various fields and disciplines.

Within the context of Chinese education, language development is a crucial goal. By mastering Chinese listening, speaking, reading, and writing skills, students can confidently use the language for effective communication and expression. This includes not only grasping grammar and vocabulary but also developing fluency in oral communication, reading comprehension, and writing skills. The objective of

language development is to equip students with the ability to interact and engage in meaningful conversations using Chinese.

Wang (2022) explored the current state and future of Chinese education in Singapore in his research paper. It is undeniable that the bilingual policy contributes to Singapore's economic prosperity and will continue to be a key factor in determining its future competitiveness and political, economic, and social development. The prioritization of bilingualism should focus on English and mother tongue, rather than viewing the mother tongue solely as a language proficiency training. To ensure that Singaporean Chinese truly master their mother tongue, it is essential to emphasize mother tongue education in schools and to reestablish the importance of Chinese language and culture through top-level planning.

2.2.3 Challenges Faced by Chinese Education in Singapore

Student Engagement: Many young Singaporeans who are considered "bilingual" in real life often excel in English while neglecting Mandarin, failing to genuinely identify with and respect Chinese culture from within (Cheng, 2018).

Family Language Environment: Growing up in an educational system where English is the medium of instruction, young ethnic Chinese parents in Singapore are accustomed to using English to communicate with their children. Currently, the proportion of Chinese families speaking English continues to rise. In other words, English has become the primary language of daily life in Singaporean households. This irreversible trend poses significant challenges to Chinese language education (Cheng, 2018).

Teacher Training and Resources: There is a severe shortage of qualified teachers. In the past, the government had to recruit teachers from other regions to

address the shortage of local Chinese language teachers. With the closure of Nanyang University, the number of young teachers in their twenties who are fluent in Mandarin has become exceedingly scarce (Cheng, 2018).

By addressing these challenges, Singapore can further enhance the quality and effectiveness of Chinese education, ensuring that students have positive learning experiences and skill good results in their Mandarin studies.

2.2.4 Online Chinese Language Schools

Tuition centers have emerged as a prevalent social phenomenon, catering to the supplementary educational needs alongside formal schooling. These programs typically focus on improving academic performance and are also referred to as coaching classes, tutoring centers, or study groups. Tuition refers to extracurricular learning activities in subjects such as language, mathematics, science, and music that take place outside regular class hours (Liu, 2018).

With the advent of the "Internet+" era and the development of information technology in higher education, students are no longer confined to traditional offline classroom learning. Wang (2020) emphasize in their literature that online platforms integrate education with live streaming teaching, utilizing interactive live streaming to skill educational goals.

As the international status of the Chinese language continues to rise and the demand for Chinese language learning increases, online Chinese language teaching institutions have flourished. Currently, several renowned online teaching institutions include Wukong Chinese, Hato Chinese, Lingoace, 51kid, among others. These institutions predominantly rely on their dedicated online teaching platforms or employ

platforms such as DingTalk, Zoom, Tencent Meeting to provide online one-on-one or group teaching.

2.2.5 Online Writing Courses Introduction and Advantages

Online writing courses refer to learning programs provided through internet platforms aimed at helping students enhance their writing skills and expression abilities. These courses are typically designed and instructed by experienced teachers or professional writing coaches.

Online writing courses offer a wealth of learning resources and instructional tools, including course materials, sample essays, and writing exercises. Students can autonomously select course content based on their learning progress and needs and engage in learning and practice under the guidance of the instructor (Yuan,2022).

Furthermore, online writing courses emphasize interactivity and personalized teaching. Students can communicate and discuss with teachers and peers through online platforms, share their work, and receive feedback (Litterio, 2018). Teachers can provide personalized guidance and advice based on individual students' needs and proficiency levels, helping them overcome writing challenges.

The advantages of online writing courses include flexibility and convenience. Students can choose courses that suit their schedule and geographical location, no longer confined to traditional classroom time and location limitations. The online platforms also provide course replay functionality, allowing students to review and revisit course content at any time, enhancing learning effectiveness. Therefore, online teaching not only eliminates spatial constraints but also offers flexibility in terms of time (Dai, 2023).

In conclusion, online writing courses provide students with a convenient learning method and personalized guidance, helping them improve their writing skills, cultivate expression abilities, and skills better results in academic and professional domains.

2.3 Chinese Writing Skills

In Chinese writing instruction, it is important to first establish the objective of teaching, which is to enable students to fully grasp the skills of writing (Zhang, 2020). Chinese writing skills refer to the ability to effectively express ideas, viewpoints, and emotions using appropriate language expression and writing techniques, using the Chinese language as a tool.

2.3.1 Evaluation Criteria for Chinese Writing Skills

Primary Chinese education in Singapore is divided into General Chinese and Higher Chinese. Based on the curriculum offered by different schools, the streaming usually begins in grades 3-4.

Students in the General Chinese track have less academic pressure and do not need to take additional classes. On the other hand, students in the Higher Chinese track have extra classes, and the final Primary School Leaving Examination (PSLE) includes an additional paper with different question types. The same applies to the composition segment, where Higher Chinese students are required to write on assigned topics, complete compositions, and respond to visual prompts, while General Chinese students only need to respond to visual prompts. The maximum score for the composition is 40, with 20 points allocated to content and structure, and 20 points to language usage (Singapore Education Network, 2022).

Scoring criteria are as follows (Singapore Education Network, 2022):

23-26 points: Able to write a complete story without omitting important details, with a logical and relevant theme.

27-28 points: Language may not be refined, but sentences flow smoothly with minimal spelling errors and correct punctuation usage.

28-32 points: In addition to the criteria for 27-28 points, includes the use of 2-3 four-character idioms and 1-2 well-constructed sentences.

33-36 points: Demonstrates original thinking by incorporating creativity and unique insights based on the given visual prompt, with a word count of 500 or more.

2.3.2 Approaches to Enhancing Chinese Writing Skills

In the process of learning the text, teachers can enable students to master some writing skills of the original text by reading the content of the article. At the same time, when learning writing, they can understand some reading methods, so as to effectively develop the content in the textbook and improve resource utilization efficiency (Li, 2019). Diverse Reading and Varied Writing: Actively reading a wide range of excellent Chinese works helps students become familiar with different writing styles and techniques. Simultaneously, through frequent writing practice, they can continuously apply and hone their writing abilities, enhancing proficiency and confidence.

Grammar and Vocabulary Acquisition: Mastering grammar rules and a rich vocabulary is the foundation of outstanding writing. Students can improve their

language expression by studying grammar rules and accumulating vocabulary. Regularly reviewing and reinforcing grammar and vocabulary helps avoid language errors and enhance writing accuracy (Zhang, Li, & Qi, 2017).

The section on writing in the "Chinese Language Curriculum Standard for Compulsory Education (2011 edition)" emphasizes the importance of various stages in the writing process, such as collecting materials, conceptualizing ideas, drafting, revising, and editing, to enhance independent writing ability. It provides insights into the structure, language usage, and expression techniques through in-depth analysis and research of exemplary Chinese writing samples. Students can learn from these techniques and apply them to their own writing.

After completing a piece of writing, repeated revision and polishing are crucial. Checking and correcting grammar errors, refining sentence structures, and optimizing word choices enhance the quality and accuracy of the writing. Additionally, attention should be given to coherence and fluency to ensure natural transitions between paragraphs.

Attention to detail and professionalism are key to improving Chinese writing skills. During the writing process, it is important to guide students based on their individual circumstances and encourage them to use punctuation correctly, thereby enhancing their awareness and importance of punctuation marks (Sun, 2020).

By employing these approaches, students can systematically improve their Chinese writing skills, gradually developing their proficiency and effectively expressing themselves in written form.

2.4 Imitation Writing Teaching Method

The theory of selective imitation was very popular in the 1920s and 1950s, and Whitehurst and Vastow systematically discussed it. They believe that when children have a certain receptive ability to a certain language phenomenon, they will selectively imitate it. In the context of writing learning, imitative writing involves students.

producing their own work that is consistent with the examples provided, aligning with the inherent nature of imitation and the characteristics of human learning (Xu, 2019).

As for imitative writing, also known as copywriting, it is the most basic and effective training method for beginners. Imitation allows students to understand what to write and how to write, avoiding the aimlessness in writing and serving as a bridge between new and old knowledge. For students who have difficulties in essay writing, imitation provides a gradual slope in reading and writing, serving as an effective method to train students in writing, stimulate their interest in writing, and improve their writing skills. It enables students to learn the language of writing more easily through imitation, develop a sense of self-efficacy in writing ability, cultivate an interest in writing, and ultimately enhance their writing skills (Xu, 2019).

2.4.1 Advantages of the Imitation Writing Teaching Method

The term "imitation writing" refers to a teaching approach where students read model essays and use them as examples to assist in their own writing. By reading and imitating model essays, students can produce well-structured articles, thus skill the goal of "less teaching, more learning" in writing instruction (Zhang et al., 2017).

The imitation writing teaching method provides students with specific writing samples for reference. Students can enhance their writing skills by observing and imitating exemplary writing works to understand the characteristics and techniques of excellent writing.

There is no shortcut in writing instruction, but there are methods to follow. Through imitation writing, guiding students to master the most fundamental structural patterns of an essay can help them generate ideas quickly and swiftly outline the skeleton of their articles. As a result, they can produce well-argued, clear, logical, eloquent, and captivating pieces of writing that can withstand scrutiny (Zhang et al., 2017).

Boosting confidence: Imitation composition reduces the difficulty of writing for students, especially those with weaker writing foundations. "Imitation" can be seen as a guide, letting students realize that writing compositions is not a daunting task.

Starting with imitation, students can taste the joy of success, gradually leading them into the literary realm of "falling in love with writing." This approach brings students closer to composition, igniting their interest in writing (Yu, 2016).

2.4.2 Disadvantages of the Imitation Writing Teaching Method

Imitative writing can impose certain constraints on students' creativity and individuality. Students may become overly reliant on templates and fixed writing structures, making it challenging for them to showcase their unique styles and perspectives.

Imitating writing may result in excessive imitation of specific writing styles or authors' styles, without fostering students' own distinctive modes of expression. This can hinder innovation and hinder the development of personalization among students.

In conclusion, the imitation writing teaching method offers clear advantages such as providing learning samples and establishing a writing foundation. However, it also carries certain disadvantages, including limitations on creativity and the absence of personalized guidance. Therefore, when teaching, it is essential to consider a comprehensive range of teaching methods to meet the diverse needs and development of students.

2.5 Application of the Imitation Writing Teaching Method in the Online Classroom

Chinese writing courses can provide more vivid demonstrations of exemplary essays through abundant online resources. Students can immerse themselves in the writing process of sample essays and experience the expression of outstanding works through multimedia formats, such as videos, audios, and images.

Teachers can select representative samples and utilize multimedia tools to showcase the structure, language usage, and logical thinking employed in the essays. Through audiovisual means, students can have a more intuitive understanding of the charm and techniques of the sample essays, deepening their comprehension of writing requirements and standards (Cao, 2021).

Furthermore, with the wealth of online resources available, students can access a variety of literary works, exemplary essays, and academic materials in Chinese writing courses. By browsing and reading these resources, students can broaden their

horizons, accumulate writing materials, and draw inspiration from the writing techniques and styles presented.

By fully utilizing online resources, Chinese writing courses can offer students a wider range of exemplary essay demonstrations and learning opportunities, facilitating their growth and improvement in writing. Additionally, the application of multimedia can enhance the course's appeal and interactivity, increasing student motivation and engagement in learning (Wang, 2020).

2.6 Student Satisfaction in the Classroom

In previous research on online classrooms, students' perceived learning outcomes and their satisfaction towards the classroom have been widely used as indicators to measure the effectiveness of online education. Particularly, students' satisfaction towards the classroom are often included as a dependent variable in online education research. A substantial body of literature has demonstrated a close correlation between students' satisfaction and their cognitive learning outcomes, performance, and skills (Wu, 2020).

Students' subjective evaluation of their post-learning gains or personal improvement is the most subjective assessment they make throughout the teaching process. Due to differences in students' learning backgrounds and individual qualities, as well as varying expectations they have for their learning, their perceptions of teaching effectiveness also exhibit significant variations (Dai, 2010).

Every student is unique, and their satisfaction may vary in different learning environments and across different subject areas. Understanding students' satisfaction helps teachers gain a better understanding of their needs and emotional states, enabling

them to employ appropriate teaching strategies to facilitate student learning and engagement.

2.6.1 Evaluation Criteria for Students' Classroom Satisfaction

The evaluation of student classroom satisfaction is a multidimensional process that requires considering various perspectives. Multiple literature sources provide different assessment criteria. The following assessment criteria are derived from the document " Classroom Evaluation Standards and Guidelines in Chenguang School District" (Baidu Wenku, 2018), which enumerates the following key points of evaluation. Observe whether students' gaze follows the movements of the speaker (teacher or other students); see if their responses are relevant to the questions asked; observe if they are fully engaged and attentive while listening.

Assess whether all students are actively involved in the learning process throughout the class; evaluate if they are actively thinking and participating in discussions; determine if they show enthusiasm in reading and discussing.

Observe if students demonstrate friendly collaboration during the learning process; assess the appropriateness of verbal communication between teachers and students, as well as among students; evaluate the overall classroom atmosphere for democracy, harmony, and liveliness.

Assess if students' language is fluent, well-organized, and capable of expressing their thoughts effectively; observe if they dare to question, raise valuable inquiries, and engage in discussions; evaluate whether their answers or insights reflect their own thinking or creativity.

Analyze and evaluate subtle changes in students' facial expressions; observe other students' reactions when individual students respond to questions; assess students' ability to self-regulate and manage their learning emotions.

Determine if students are fully engaged in their learning; assess whether they experience satisfaction, success, joy, etc., and demonstrate confidence in subsequent learning; evaluate if students can summarize what they have learned during the class or raise new questions.

2.7 Related Research and Studies

Liu (2022) carried out of the study on Second language teaching which primarily focuses on developing students' four language skills: listening, speaking, reading, and writing. Listening and reading are language input, where external knowledge is transformed into learners' own knowledge and skills. Speaking and writing, on the other hand, are language output, where learners convey the knowledge and skills they have acquired to the outside world through specific means. These four skills mutually influence and interact with each other. Effectively mastering these four skills can help learners better learn a second language.

Yuan (2018) states that Imitative writing is a common way of practicing writing and can guide students from reading to writing, from not being able to write to being able to write, gradually enhancing their English reading and writing abilities. In the traditional English teaching process, many teachers find English composition teaching time-consuming and challenging, and students may feel overwhelmed in writing. In the context of the new curriculum reform and improving the English abilities of students facing learning difficulties in secondary schools, teachers should effectively apply innovative teaching methods to enhance students' interest in learning

English. They should gradually master the technique of imitative writing and enhance students' interest in imitative writing through diverse writing activities, thereby gradually improving their English abilities and writing proficiency.

Wu and Liu (2021) claimed that an essential part of primary school Chinese language curriculum, writing plays a crucial role in cultivating students' written expression abilities and improving their Chinese language proficiency. Due to the longstanding challenge of effective writing instruction in language teaching practice, how teachers can provide effective writing guidance in the classroom has become a topic of continuous interest among Chinese language education the researcher.

Liu (2010) elaborated that Imitative Writing is a form of imitative learning, where writing techniques are learned through imitation. Imitative writing is an inevitable initial stage of composition. When elementary school students are first exposed to writing, they have limited social experiences and lack life experiences. By providing excellent imitation materials as examples, students can learn how to select materials, express ideas, and structure their writings, thus guiding them from "imitation" to "creation." Imitative writing bridges the gap between reading and writing for elementary school students and can improve their Chinese composition skills. Currently, imitative writing is only seen as a training method rather than a systematic teaching approach, leading to fragmented imitative writing instruction and a lack of referenceable experience. Systematic research on imitative writing instruction is an inevitable trend, as it makes imitative writing instruction and training more scientific and systematic. It holds significant importance for Chinese language teachers in their imitative writing instruction practice.

Zhang (2015) said that with imitative writing, students not only imitate the structure of the text but also imitate the language used by the author to express the

author's emotions. The form of imitation can be a clear train of thought, a complete outline, or preferably a complete composition. A complete composition involves imitating both the structure and the language, as well as the emotional changes. "Actions speak louder than words." Through imitation, students can reach a proficient level of familiarity with the patterns in the texts they are studying.

Zhao (2021) found that elementary school students have limited reading volume and low expressive writing abilities. Improving students' composition skills requires a gradual process and the mastery of effective methods. The method of imitation training is both in line with the age characteristics of students and their thinking and psychological characteristics, making it a good method. However, imitation without proper methods often turns into simple plagiarism. Therefore, teachers should guide students in mastering the skills of imitative writing.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in the study. It outlines the research design, research instruments, and the reliability and validity of the research instruments. It also provides details on the data collection procedures and statistical data analysis procedures.

3.1 Research Design

Mixed methods research was a research approach that combines the characteristics and methods of both quantitative and qualitative research. In essence, it involves integrating numerical and textual research methods to gain a more comprehensive understanding of the research question. Using mixed methods research, the researcher simultaneously collects and analyze both numerical data (such as survey results) and textual data (such as interview transcripts), allowing for more in-depth and comprehensive research findings. The researcher opts for a mixed methods approach as it enables them to better comprehend the research problem and provide more persuasive evidence and conclusions.

Based on the research objectives and goals, this study employs a mixed research method that combines quantitative and qualitative approaches. During the data collection process, the researcher will utilize two distinct techniques: questionnaire surveys and Semi-structured interviews. The questionnaire surveys will be employed to gather data on the majority of research questions, while the Semi-structures interviews will provide in-depth insights into participants' learning situations and their thought processes regarding the use of imitation writing pedagogy.
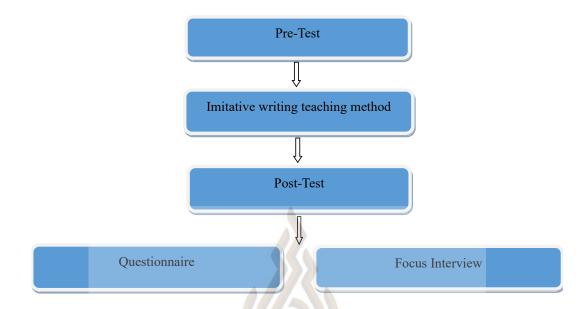
Figure 3.1 Illustration of Research Design

3.2 Population and Sample

3.2.1 Population: The population of this study consisted of 100 Singaporean students aged between 10 and 12 years, who were enrolled in the online language institution Lingoace. They represented a diverse range of genders and Chinese language proficiency levels. These students were required to participate in Chinese language courses and undergo a Chinese writing proficiency test before entering secondary school.

3.2.2 Sample: In this study, the research sample was purposefully self-selected by the researcher from Lingoace, an online language institution in Singapore. Twenty Singaporean primary school students in Grade 5, aged between 10 and 12 years, who had acquired a certain level of Chinese language proficiency, were chosen. The researcher extended invitations to participate in the study through an online platform in collaboration with Lingoace, and after undergoing Lingoace's review process, the consent of 20 participants were obtained before the study began.

3.3 Location of The Study

The primary location of this study was the one-on-one online classroom of the Lingoace Advanced Writing Course, accessible at classroom.lingoace.com. Lingoace, founded in 2017, is a technology-driven educational company headquartered in Singapore. It specializes in providing immersive and engaging Chinese language learning experiences for children aged 3 to 15 residing overseas. With its headquarters in Singapore, research and development center in Beijing, and teacher training center in Wuhan, Lingoace has branch offices in Chengdu, China, Jakarta, Indonesia, Los Angeles, USA, and Bangkok, Thailand. Lingoace has served students from over 100 countries and regions worldwide.

3.4 Research Instruments

In the study, research instruments refer to the tools or equipment used for data collection and measurement. The specific research instruments may vary depending on the nature of the study and the research questions.

Table 3.1 Details of Research Instruments

Sl. No.	Research Objectives	Research Instruments
1.	To compare the Chinese writing skills of Grade 5 students in Singapore before and after the implementation of the Imitation writing teaching method.	Pre Test and Post Test of Chinese Writing Ability
2.	To investigate the attitude of Grade 5 Singaporean students towards the use of the imitation writing teaching method in Chinese writing learning.	Questionnaire and Focus Interview

3.4.1 Quantitative Data Collection Instruments

3.4.1.1 Lesson Plans

The researcher developed eight 55-minute course plans. During the 8-week period, the researcher held one meeting with the experimenters per week. Each class should imitate the writing teaching method, guide by exploration and observation strategies.

Table 3.2 List of Lesson Plans

LESSON	TOPICS	Time length (minutes)	Learning Objectives
LESSON1	Learn the components of the article.	55mins	1.Explain the sample text and analyze the structure of the article. Introduce the three parts of the article, including the beginning, content, and conclusion. 2. Introduce the six methods: Who/What/Where/When/Why/How
LESSON	TOPICS	Time length (minutes)	Learning Objectives
LESSON2	Learn how to find a theme.	55mins	1. Look at the pictures and determine a topic for the article. 2. Learn excellent sentences and practice imitation.
LESSON3	Learn how to summarize stories.	55mins	1. Summarize the content of the pictures and organize them into a complete story. 2. Learn excellent model essays and engage in imitation writing.
LESSON4	Learn three opening methods.	55mins	1.Explain three common opening methods and imitate them. It includes weather opening method, character opening method, and scene opening method. 2. Appreciate excellent article opening and imitate writing.

Table 3.2 List of Lesson Plans (Cont.)

LESSON	TOPICS	Time length (minutes)	Learning Objectives
LESSON5	Learning character description.	55mins	1. Explain character description. 2. Learn excellent model essays and engage in imitation writing.
LESSON5	Learning character description.	55mins	1. Explain character description. 2. Learn excellent model essays and engage in imitation writing.
LESSON6	Learning Psychological descriptive.	55mins	1. Explain psychological description. 2. Learn excellent model essays and engage in imitation writing.
LESSON7	Learning Action description.	55mins	1. Explain action description. 2. Learn excellent model essays and engage in imitation writing.
LESSON8	Learn three Ending method.	55mins	1. Explain three common ending methods. 2. Learn excellent model essays and engage in imitation writing.

3.4.2 Quantitative Research Tools

3.4.2.1 Pre-test and Post-test

The Chinese Writing Ability Test aimed to assess students' performance before and after implementing the method of imitative writing instruction, as well as compare their progress during the intervention process. Additionally, the tests were used the writing ability of fifth-grade students as the evaluation criterion. The test topic was "An Event of Regret," and the test duration was 30 minutes. The total score was 20 points. The assessment criteria covered four aspects: grammatical accuracy (5 points), vocabulary usage (5 points), clarity of expression (5 points), and language

fluency (5 points). Each aspect of the assessment criteria provided specific quantifiable indicators and levels to ensure the objectivity of the evaluators.

3.4.2.2 Questionnaire Survey:

To examined students' satisfaction towards the use of imitation writing teaching method in the curriculum, a questionnaire survey was conducted. The questionnaire consisted of 15 statements used a 5-point rating scale. In Likert's five-point scale, the scores range from 5 (strongly agree) to 1 (strongly disagree). The students' statements were categorized into three categories: interest, motivation, and student engagement. The researcher chose to use a questionnaire survey as a data collection method, following the suggestion of Greenhalgh, as it allowed for the skill of research objectives using multiple methods. Moreover, as proposed by Rowley (2014), collected a substantial amount of data from a large number of participants in a short period enabled the researcher to generalize research findings. Each statement on the questionnaire was explained, and specific instructions were provided before scoring each participant.

3.4.3 Qualitative Research Tool

3.4.3.1 Semi-structured Interview

During focus interview, it was important to create a comfortable and open atmosphere to encourage participants to share their experiences and insights. Recording devices or note-taking can be used to document the interview content. The researcher analyzed the interview data alongside other research data to gain a comprehensive understanding of the research findings, presented the perspectives, insights, and viewpoints of the participants in the research report, explaining their relevance and consistency with other research data. The privacy and confidentiality of

the participants were assured during the focus interview and adhere to research ethics guidelines. Communicated the purpose and process of the interviews with participants beforehand and obtain their consent to participate in the study.

The following semi-structured interview questions are be used to understand students' satisfaction towards using Imitation Writing Teaching Method to improve Chinese writing skill among grade 5 Singaporean students.

Part A: Interest level

1) After participating in the use of imitation composition teaching method, has your interest in Chinese writing increased? Why?

2.) Are you willing to recommend other classmates to use the imitation composition teaching method to improve their Chinese writing skills? Why?

Part B: Efficacy on students' learning

3) Did you find the improvement in your Chinese writing after using the imitation composition teaching method? Please share some specific examples.

4) Have you gained the better understanding and mastery of Chinese writing techniques using imitation composition teaching method? Please explain the reasons.

Part C: Student Satisfaction

5) Do you feel more confident in expressing yourself in Chinese writing after using the imitation composition teaching method? Why?

6) How did you like the Chinese writing class using Imitation Writing Teaching Method?

3.5 Validity and Reliability

3.5.1 Validity

Validity was commonly used to assess whether a study accurately measures the content or outcomes related to the research objectives. In this study, the research instruments were be examined and validated by three experts，We were use the Item-Objective Consistency (IOC) index developed by Rovinelli and Hambleton (1997) to evaluate the validity of this study (Carlson & Turner, 2013).

The IOC scores range from -1 to +1 and are interpreted as follows:

1) +1: the item clearly matches stated objectives.

2) 0: the item is unclear whether the measures meet the stated objectives or not.

3) 1: the item totally does not match the stated objectives.

Additionally, the operational scores range from 0.67 to +1. If an item had an IOC score between 0.67 and 1.00, it was considered acceptable in the instrument. However, if the IOC score was below 0.67, it was considered unclear and may require rewording or removal. In this study, the result of IOC was 1，0.92，1，096 and 0.95．all instruments were validated with the score which was higher than 0.67.

3.5.2 Reliability

Reliability was used to assess whether the results can be replicated and remain consistent over time (Golafshani, 2003). To evaluate the reliability of the skill tests and questionnaires, the researcher employed Cronbach's Alpha. According to Heale and Twycross (2015), reliability refers to the consistency of results obtained from repeated measurements using the same test instrument. Therefore, the researcher plan to administer the questionnaires to an additional 20 students from the same grade to assess the reliability of the instruments.

This study was utilizing Cronbach's Alpha method to test its reliability, specifically internal consistency.

Table 3.3 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin, 2015

Cronbach's alpha was a commonly used statistical method to measure the internal consistency among questionnaire items. The higher the score, the higher the consistency and reliability among the items. The questionnaire of this study was piloted with 30 students who were not in a sample group. The result of the reliability was 0.83 which demonstrated that the questionnaire items were reliable.

3.6 Data Collection Procedures

3.6.1 Ethical Approval

Considering the age range of the participants, around 10-12 years old. The researcher was obtaining a letter of approval from the students and their guardians (see Appendix A).

3.6.2 Confidentiality

Prior to data collection, the participants were provided with detailed information about each research procedure, including the handling of their personal data and questionnaire responses. All data were kept confidential and deleted by the researcher after the study was completed.

3.6.3 Data Collection

The sample group consisted of 20 students from Lingoace, an online language training institution. They were aged between 10 and 12, with a mix of genders and varying abilities in Chinese writing. The students' learning outcomes were collected through pre-test and post-test questionnaire. The data was analyzed in terms of total scores, mean scores, and standard deviation.

3.7 Data Analysis

Two different methods were used to analyze the data, aligning with the two research objectives. Firstly, quantitative data from pre-test and post-test were examined to assess improvement in Chinese writing skill within the sample group. Secondly, quantitative data from the survey were used to examine students'

satisfaction towards the use of imitation writing pedagogy in online Chinese writing classes.

3.7.1 Quantitative Data Analysis

Student performance was evaluated through their test score, with calculations of total scores, mean scores, standard deviation and t-tests. This study was investigating the skill and satisfaction of grade 5 students using imitation writing method to enhance their Chinese writing skill. Questionnaire results (mean values) were interpreted as follows:

Table 3.4 The Range of Mean Score Interpretation

Mean Score Range	Students' Perceptions Level
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Lowest

Source: Baidubaike, 2022

3.7.2 Semi-structured Interview

The semi-structured interview consisted of three parts:

A. Interest

B. Efficacy

C. Satisfaction

The researcher recorded and analyzed the participants' responses during the interview process, and address and answer the research questions they raised. Additionally, the interview questions were asked to ensure the accuracy of the information they provided. The interview was accurately documented by the researcher, and all data were remained confidential throughout the entire research process.

CHAPTER 4

RESULTS AND DATA ANALYSIS

The thesis design was to compare the Chinese writing performance of grade 5 students before and after applying imitation writing methods in online Chinese writing classes in Singapore, and to investigate their satisfaction towards using imitation writing teaching methods in online Chinese writing classes. The research findings were derived from the skill test (pretest and posttest), semi-structured interview and questionnaire. The following is the sequence in which the data findings are given in this chapter:

4.1 Analysis of Pretest and post-test scores

4.2 Analysis of Questionnaires

4.3 Analysis of semi-structured interview

4.1 Analysis of English-Speaking Test Scores

This section provides a detailed introduction to the results of the first research question, using the simulated writing teaching method to improve the Chinese writing scores of grades 5 students in Singapore. The results were derived from before and after testing. To prevent bias, two assessors were used. To compare the pre-test and post-test results of the same group, paired sample t-test. Using $P \leqslant 0.5$ as the significance level, mean, standard deviation, and inferential statistics were used for the analysis.

4.1.1 Analysis of Paired T-test

As shown in Table 4.1 below, the one sample analysis of the test scores indicated that they were positive. The pretest mean was 15 with a standard deviation of 0.73; the posttest mean was 17.2 with a standard deviation of 0.77. The difference of 2.2 was observed between the pretest and post-test means; this resulted in an increase in the posttest mean. The significant value (P) obtained was .04, which was lower than .05 (P*.05). There was a statistically significances in the posttest scores as compared to the pretest scores for the group.

Table 4.1 Compares the Pre-test and Post-test Means.

Group	Pre-test		Post-test		t	Mean Difference	P-Value
Participant (n=20)	Mean	SD	Mean	SD			
	15	0.73	17.2	0.77	-14.14	2.2	.04

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

Table 4.2 shows the scores of the pre-test and post-test for the group. The maximum score on the pre-test was 16 (out of a total of 20) and the minimum score was 14. The post-test scores increased significantly, with 8 participants receiving the highest score of 18, and 4 participants receiving the lowest score of 16. All 20 students showed significant or slight improvement on the post-test, with score gaps ranging from 1 to 3 points. Table 4.2 shows the scores, score increases, and percentage differences between the pre-test and post-test for the participants.

Table 4.2 Pre-test & Post-test Scores of the Sample Group

Student ID	Pre-test Scores (Full Score=20)	Post-test Scores (Full Score=20)	Increase in test Scores	%Difference
1	16	18	2	10%
2	15	18	3	15%
3	16	17	1	5%
4	15	18	3	15%
5	15	18	3	15%
6	16	18	2	10%
7	14	17	3	15%
8	15	17	2	10%
9	16	18	2	10%
10	14	16	2	10%
11	14	17	3	15%
12	15	17	2	10%
13	16	17	1	5%
14	15	17	2	10%
15	15	16	1	5%
16	14	16	2	10%
17	14	16	2	10%
18	15	18	3	15%
19	15	17	2	10%
20	15	18	3	15%

When comparing the raw scores of the pretest and posttest, the results showed that the scores of the posttest were higher compared to the pretest for all 20 participants. Based on the scores obtained on the pretest and posttest, the following comparisons were made as follows:

4.1.3 Pre-test and Post-test Comparison

Figure 4.1 shows the participants' pre-test and post-test scores. As shown in the figure, the left bar represents the pre-test score, and the right bar represents the post-test score. All students' scores improved in the later exams, indicating that the imitation writing teaching method helped improve students' Chinese writing scores.
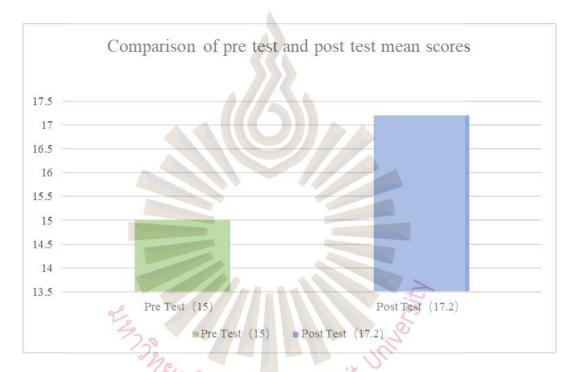
Figure 4.1 Graphical representation of students' pre-test and post-test mean scores.

In addition, Figure 4.2 shows the mean scores for the pre-test and post-test, which were 15 and 17.2. So, it can show the higher scores in the post-test; in other words, all of them showed the higher scores in the post-test.

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

4.2 Questionnaire Analysis

In order to collect quantitative data and study students' satisfaction towards about using imitation teaching method in Chinese writing online class, five-point Likert scale was adopted, 1= strongly disagree, 5= strongly agree. The questionnaire consisted of 15 items, which were divided into part A, Interest, Part B, participation, and Part C, the effectiveness of humanistic theory on students' learning. All 20 (n=20) study participants were given questionnaires. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. The average score was highest at 4.21 ~ 5.00, high at 3.41 ~ 4.20, medium at 2.61 ~ 3.40, low at 1.81 ~ 2.60, and lowest at 1.00 ~ 1.80.

Table 4.3 below shows the mean scores and standard deviations of students' satisfaction of Part A, interest & motivation. The highest mean score of 4.6 was obtained for When using line imitation writing teaching methods, the topic and content

of writing are more attractive and receive the highest score. Item 1 which fell within the mean score range of the five-point Likert scale indicating the "Highest" level. The Mean score of the Part A is between 4.4-4.5, very stable, the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest & motivation were at the Highest level ($\bar{x}$ = 4.73).

Table 4.3 Mean and Standard Deviation: Part A (n=20)

No.	Part A- Interest & Motivation	Mean	SD	Interpretation
1	Did you find the topics and content of the writing engaging when participating in the online imitative writing teaching method?	4.60	0.49	Highest
2	Did you feel that your interest in writing was enhanced using imitative writing teaching method?	4.55	0.50	Highest
3	Did you enjoy exploring different themes and styles of writing during the imitative writing teaching method?	4.25	0.62	Highest
4	Did you feel that the imitative writing teaching method sparked your interest in creative writing?	4.55	0.50	Highest
5	Did your interest in participating in writing activities increase after taking part in the imitative writing teaching method?	4.45	0.59	Highest
	Average	4.48	0.54	Highest

Table 4.4 below shows the average and standard deviation of students' scores in Part B, Efficacy. From the data, all items scored above 4.50, resulting in an average score of 4.57. Most students agreed that the imitation writing teaching method can improve their Chinese writing performance.

Table 4.4 Mean and Standard Deviation: Part B (n=20)

No.	Part B: Efficacy	Mean	SD	Interpretation
1	Did you feel that your writing skills improved using imitative writing teaching method?	4.60	0.49	Highest
2	Did you find it easier to understand and grasp writing concepts through the imitative writing teaching method?	4.50	0.50	Highest
3	Did you notice any progress in your writing techniques during the imitative writing teaching method?	4.55	0.50	Highest
4	What impact do you think the imitative writing teaching method had on your language proficiency and vocabulary?	4.65	0.48	Highest
5	How confident were you in writing before using the imitative writing teaching method? Did it improve after participating in the course?	4.55	0.50	Highest
	Average	4.57	0.50	Highest

Table 4.5 shows the average score and standard deviation of students' responses to section C 'satisfaction'. Most students are satisfied that the simulated composition teaching method can improve their Chinese writing scores. The average score of 4.60 in Item 4 is at the "highest" level. The average score of Item 1 is 4.45, which is at the lowest level. The overall average score is 4.53, indicating that the majority of students acknowledge that the simulated writing teaching method can improve grades and are very satisfied with this teaching method.

Table 4.5 Mean and Standard Deviation: Part C (n=20)

No.	Part C: Satisfaction	Mean	SD	Interpretation
1	Were you satisfied with the guidance and feedback provided by the teacher during the imitative writing teaching method?	4.45	0.59	Highest
2	How did the interaction and collaboration with the teacher influence your learning and writing abilities?	4.55	0.50	Highest
3	Did you think the teaching content and learning materials of the imitative writing teaching method were suitable for your learning needs?	4.55	0.59	Highest
4	Did you find the organization and clarity of the teaching content during the imitative writing teaching method to be satisfactory?	4.60	0.49	Highest
5	How satisfied were you with the imitation writing teaching method course?	4.55	0.50	Highest
	Average	4.54	0.53	Highest
	Overall Mean & SD for all 15 items	4.53	0.52	Highest

As mentioned above, the overall average score is 4.53. Among the three parts, the B and C parts have a higher average score, with an average of 4.57 and 4.54, and a standard deviation of 1.1 and 1.2, respectively. The A part has the lowest average score, with an average score of 4.48 and a standard deviation of 1.3. Nevertheless, considering the overall average of 4.53, researchers are confident that the simulated writing teaching method can improve the performance and students' satisfaction of online Chinese writing courses.

4.3 Analysis of semi-structured interview

Through semi-structured interview, researcher conducted interviews with 20 grade 5 students from Singapore. These one-on-one interviews aimed to explore their opinions and experiences regarding the imitation writing teaching method. The results revealed that the majority of students held a positive satisfaction towards this teaching method, believing that it significantly enhanced their levels of interest, learning effectiveness, and self-confidence. However, there were also individual students who raised certain concerns, primarily focused on the feasibility and adaptability of the teaching method.

Interest Level Analysis: Analyzing the students' interest levels under the imitation writing teaching method, most students expressed an increase in their interest, considering the method made writing more appealing. For instance, Student A stated, "I used to dislike writing, but now I enjoy it more because I can imitate well-written compositions." However, some individual students mentioned that their interest did not notably increase, mainly emphasizing the perspective that "writing remains a task."

Learning Effect Analysis: Exploring whether students believed they had skilled learning benefits from the imitation writing teaching method, the majority of students mentioned improvements in their writing skills and expressive abilities. Student B shared their experience, saying, "I can now express my thoughts more eloquently, and my compositions are more organized." Nonetheless, some students mentioned facing challenges in certain writing tasks, indicating they needed more practice and guidance.

Satisfaction Analysis: Analyzing students' satisfaction with the imitation writing teaching method, most students felt more confident and capable of expressing

their thoughts. Student C expressed this viewpoint, stating, "I used to struggle with starting my compositions, but now I feel more confident because I can draw inspiration from others' writings." However, some students brought up concerns about the feasibility of the teaching method, including issues related to time management and adaptability.

Summarizing the primary findings of the study, the majority of students held a positive view of the imitation writing teaching method, believing it enhanced their interest levels, learning effectiveness, and self-confidence. Nevertheless, some students offered suggestions for improvement, particularly regarding the implementation and adaptability of the teaching method. This research provides valuable insights into enhancing Chinese writing education and encourages further research to optimize the practice of the imitation writing teaching method.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

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

5.1 Conclusion

5.2 Discussion

5.1 Conclusion

The study was designed to achieve two research objectives:

1) To compare grade 5 students' Chinese writing skill before and after applying the imitation writing teaching method for an online Chinese writing course in Singapore.

2) To study grade 5 students' satisfaction towards the application of the imitation writing teaching method for an online Chinese wring course in Singapore.

This study used quantitative methods, including pre-test, post-test and questionnaire survey, semi-structured interview of Singapore on grade5 students. Based on these data, the following conclusion can be drawn:

5.1.1 The Result of Pre-test and Post-test Data Analysis

The purpose of this study was to improve the Chinese writing score of Grade 5 students in Singapore by using simulated essay writing. Following the pre-test and post-test result, a paired sample t-test was conducted to compare the learning performance within one group of students.

The findings of the study can be concluded as follows:

1) The statistical analysis of the sample T test showed that the average score of the post-test (17.2) was higher than that of the pre-test (15). The standard deviations before and after the test were (0.77) and (0.73), respectively. The average score on the post-test was higher than on the pre-test. The higher the average score after the test, it indicates that the simulated writing teaching method has a positive effect on improving students' Chinese writing performance.

2) The highest score (16 points) and lowest score (14 points) in the pre-test. The highest score (18) and lowest score (16) were scored on the rear side. The highest score on the pre-test was 2 points higher than the highest score on the post-test. The lowest score on the pre-test was 2 points higher than the lowest score on the post-test.

3) Most participants (20 out of 20) scored 16 or above out of a total of 20 on the post-test. In contrast, only 5 students scored 16 points on the prediction.

4) Among all 20 students, all participants scored higher on the post-test than on the pre-test. The improvement ranges from 1 to 3 points. The above quantitative data analysis clearly reveals the improvement of students' post-test results. Therefore, the results of this study clearly show that the application of the simulation writing method has effectively improved the Chinese writing ability of Grade 5 students in Singapore.

According to the results of the study, the use of imitation in the context of the Chinese writing skills of Singaporean Grade 5 students is an effective approach.

5.1.2 The Result of Questionnaire Data Analysis

When collecting questionnaire survey data on students' opinions of the imitation writing teaching method, the researcher primarily focused on the average scores for each section (Interest, Efficacy, Satisfaction) and the score distribution for each question. Below is a more in-depth analysis and description of the data conducted by the researchers:

Analysis of the Interest Section:

In the Interest section, students were asked about the changes in their interest in Chinese writing after using the imitation writing teaching method. The following is an analysis of Questions 1 to 5:

Question 1: With an average score of 4.6, it indicated that the majority of students hold a positive view of increased interest in Chinese writing after using the imitation writing teaching method. Sample responses suggested that students believe the imitation writing method had sparked their creativity, making writing more enjoyable.

Questions 2 to 5: With average scores ranging from 4.25 to 4.6, it showed that students generally feet that the imitation writing method enhanced their interest levels. This further emphasized the success of the teaching method in capturing students' attention.

Analysis of the Efficacy Section:

In the Efficacy section, students were asked to assess the impact of the imitation writing teaching method on their writing skills and expressive abilities. The following is an analysis of Questions 6 to 10:

Questions 6 to 10: With average scores ranging from 4.5 to 4.7, it indicated that students generally believed the teaching method had a positive influence on improving their writing skills and expressive abilities. Sample responses mentioned by students suggested that the imitation writing method provided them with more inspiration and techniques, helping them express their thoughts more effectively.

Lower score for Question 7: Although the overall scores were relatively high, the slightly lower score for Question 7 might require further analysis. Responses from students to this question may include challenges and obstacles encountered during the learning process.

Analysis of the Satisfaction Section:

In the Satisfaction section, students were asked to evaluate their overall satisfaction with the imitation writing teaching method. The following is an analysis of Questions 11 to 15:

Questions 11 to 15: With average scores ranging from 4.45 to 4.6, it suggested that the majority of students were satisfied with the teaching method. Sample responses highlighted an increase in students' confidence in expressing their thoughts and their positive opinions about the imitation writing method.

Lower score for Question 11: The slightly lower score for Question 11 may necessitate further analysis. It may be necessary to gain a more detailed understanding of students' concerns and suggestions regarding the feasibility of the teaching method.

In summary, most students held a positive view of the imitation writing teaching method, believing it enhanced their interest levels, learning effectiveness, and satisfaction. However, some questions (such as Question 7 and Question 11) received slightly lower scores, indicating a need for more in-depth research to address students' concerns and provide recommendations for improvement. These analysis results may be utilized in writing the analysis and discussion sections of a research paper to explain the trends and findings behind the data and to propose suggestions for educational practices and future research.

5.1.3 The Result of Semi-Structured Interview Data Analysis

Through semi-structured interview, the researcher conducted one-on-one interview with 20 grade 5 students in Singapore to delve into their perspectives and experiences regarding the imitation writing teaching method. The results revealed that the majority of students hold a favorable view of this teaching method, perceiving it as significantly enhancing their levels of interest, learning outcomes, and self-confidence. Nevertheless, some individual students expressed certain reservations, primarily focusing on the feasibility and adaptability of the teaching method.

Analysis of Interest Levels

In the interest level section, students' levels of interest under the imitation writing teaching method were explored. Most students reported an increase in their interest and found the imitation writing method to make the writing process more appealing. For instance, Student A stated, "I used to not enjoy writing, but now I find it more enjoyable because I can emulate well-written compositions." However, a few students mentioned that their interest had not significantly increased, emphasizing the perspective that "writing still remains a task."

Analysis of Learning Outcomes

Within the analysis of learning outcomes, students' perceptions of the impact of the imitation writing teaching method on their writing skills and expressive abilities were investigated. The majority of students highlighted improvements in these areas. Student B shared their experience, stating, "I now find it easier to express my thoughts using sophisticated vocabulary, and my compositions are more organized." Nevertheless, some students acknowledged facing challenges in certain writing tasks, indicating their need for more practice and guidance.

Analysis of Satisfaction

In the satisfaction analysis section, students' overall satisfaction with the imitation writing teaching method was assessed. Most students expressed increased confidence in their ability to articulate their thoughts and conveyed positive opinions about the method. Student C articulated this viewpoint, stating, "I used to struggle with how to begin writing, but now I feel more confident because I can draw inspiration from others' writing." However, some students raised concerns about the feasibility of the teaching method, including issues related to scheduling and adaptability.

In summary, the research findings indicated that the majority of students maintained a positive view of the imitation writing teaching method, perceiving it as a means to enhance their levels of interest, learning outcomes, and self-confidence. Nevertheless, certain students proposed suggestions for improvement, particularly concerning the implementation and adaptability of the teaching method. This study provided valuable insights for the improvement of Chinese writing education and

encouraged further research to optimize the practice of the imitation writing teaching method.

5.2 Discussion

As mentioned above, the study found two key results. The first finding showed that the use of the imitation writing teaching method increased the performance of Grade 5 students in Chinese writing in Singapore. The second finding was that Year 5 students in Singapore showed positive satisfaction with the application of the imitation writing teaching method to Chinese writing. The following discussion describes these findings in detail and explains how they address the research questions raised in this study.

5.2.1 Students' Chinese writing Test Skill

The results showed that the imitative writing method improved the Chinese writing ability of Grade 5 students in Singapore. In the post-test, 8 out of 20 students scored the highest possible score of 18 out of 20. The average score of the post-test (17.2) was higher than that of the pre-test (15). Students improved their writing scores by 1-3 points. The reasons why imitation-based writing instruction can improve students' grades include practical practice, learning writing techniques through examples, and encouraging self-reflection to build confidence in writing. Additionally, timely feedback promotes continuous improvement, enabling students to achieve better results in their writing. Imitation writing is a written or spoken exercise that involves emulating a particular feature of a text, building upon close reading. It serves as a means to assess the effectiveness of close reading and facilitates the integration of reading and writing skills. Imitation writing is characterized by its singular focus, concise length, and ease of implementation (Xu, 2019).

From the specific data obtained from the questionnaire survey, we observed scores related to interest, learning efficacy, and satisfaction, which indicated that the majority of students held a positive satisfaction toward the imitation composition teaching method. The specific data revealed that students' positive views on the teaching method are reflected in every aspect. The average score for interest level was

4.55, for efficacy in learning was 4.55, and for satisfaction was 4.55. These scores collectively suggest that students generally believe that this teaching method had a positive impact on increasing their interest in writing, enhancing their writing abilities, and boosting their satisfaction.

The data from semi-structured interview provided a deeper understanding, as students shared their perspectives and experiences during the interviews. Students in the interview expressed that they found writing more enjoyable after using the imitation composition method, attributing this to the method's ability to stimulate their creativity and make writing more appealing. This corroborated the findings from the questionnaire survey and underscores the positive effect of the teaching method on increasing interest levels.

However, during the semi-structured interviews, some students also mentioned certain concerns and challenges, primarily related to the feasibility and adaptability of the teaching method. This finding differed slightly from the satisfaction scores in the questionnaire survey and may reflect some difficulties students faced when applying the method in practice. It highlighted the need for improvements in the teaching method to ensure its suitability for various students' needs.

5.2.2 Students' Satisfaction

Quantitative data from the questionnaire survey revealed that students generally perceived improvements in their writing skills and expressive abilities. The majority of students reported that they were able to express their thoughts more effectively and their compositions were better organized. This was corroborated by qualitative data from the interviews where students provided specific examples of their enhanced writing abilities.

To collect quantitative data on students' satisfaction towards using the imitative writing approach, a five-point Likert scale was used, where 1= strongly disagree and 5= strongly agree. The questionnaire had 15 items, divided into Part A on interest and motivation, Part B on participation and Part C on the effectiveness of humanistic theory. Questionnaires were administered to all 20 (n = 20) study participants.

Descriptive statistics (mean and standard deviation) were used to analyze the survey results. The highest average score was 4.21-5.00, the highest was 3.41-4.20, the medium was 2.61-3.40, the lowest was 1.81-2.60, and the lowest was 1.00-1.80. The results of the survey lead to the following conclusions:

1) Fifteen items in the questionnaire were rated as the "highest" level. None of the items were rated as "strongly disagree."

2) The results of descriptive statistical analysis of the questionnaire showed that students were more satisfied with the imitative writing teaching method. Most notably, none of the questions were marked as "medium" and "strongly disagree", which strongly indicated the students' positive satisfaction towards the use of imitative writing teaching method in Chinese writing.

3) Most students also felt that the continuous use of the imitative writing approach helped them better understand the writing framework. The results showed that in the questionnaire, the average score of Part A was 4.48, and the average score of items 3 was 4.25, which was slightly lower than the other items, indicating that students were not yet willing to explore more ways of writing. The average score of Part B was 4.57, indicating that students found the imitative writing approach useful in Chinese writing classes. In Section C, the average score was 4.53, and each item scored relatively high. Reviewing the teaching process, a notable success was that students showed a high degree of engagement and concentration in class; Successfully complete the lesson plan. The atmosphere of the class was always relaxed, which greatly confirmed the positive satisfaction of the students towards the fun of the class.

Mr. Hu Shi, a renowned modern scholar, poet, literary figure, and philosopher, once stated: "Those who possess a wealth of creativity must be adept at imitation, as those who struggle with imitation can never truly create." Baidu Wenku (2022b) discovered that in the realm of composition teaching, fostering students' creative interests often begins with imitation-based instruction. This approach utilized a text as a model, providing students with a foundation for further creative expression beyond mere imitation, allowing them to build upon the text while also adding their unique

elements. Additionally, Baidu Wenku (n.d.) conducted a survey highlighting that imitation writing involved written or oral exercises grounded in intensive reading and mimicking specific aspects of a text. This method served as a means to assess the effectiveness of intensive reading while effectively integrating reading and writing. Imitation writing offered advantages such as a singular objective, concise length, and straightforward execution.

5.2.3 Recommendations for Implementation

1) The imitative writing approach had been successfully applied to improve the Chinese writing level of Grade 5 students in Singapore. Therefore, other schools should also have benefit from imitating the writing teaching method.

2) The idea of using imitation teaching method in teaching other subjects had been suggested as an alternative way to teach other subjects as it was considered a helpful learning method.

3) The imitation writing method had many applications in other fields. This was because it provided a wealth of material that may also be used to see if it similarly affected student learning outcomes. The resource can also be used as a supplement to traditional courses.

5.2.4 Recommendations for Future Research

Considering the limitations of this study, the following suggestions were proposed for further study.

1) Only 20 Singaporean students in Year 5 participated in the study. Therefore, conducting research in other grades can provide valuable replication opportunities and help validate and ensure the credibility of the results.

2) In this study, time was limited and only four weeks were conducted. Therefore, to obtain more reliable results, it is necessary to conduct further investigations over a longer period.

3) Building a network of schools covering different geographic areas will allow for more comparative studies of schools from different regions.

4) The imitative writing teaching can also be used to learn other subjects and skills in the Chinese language. The results and benefits may vary depending on how they are implemented.

Several facets of the research have been thoroughly discussed in previous sections. The findings presented in this section unequivocally demonstrated the favorable influence of imitation writing teaching methods on students' writing skills and their overall perspectives on the writing process. Imitation writing represents a distinctive instructional approach for Chinese educators and students, both within China and across the globe. The imitation writing method holds significant promise, with the potential to enhance the teaching of Chinese writing and inspires further research in various aspects related to Chinese writing when employed effectively

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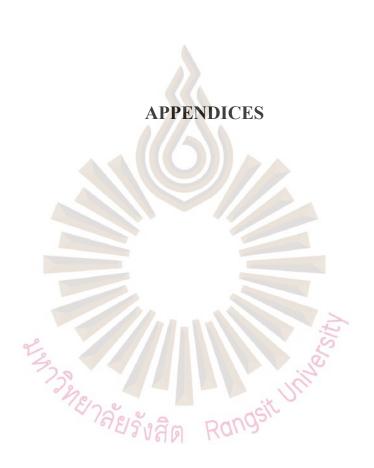
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APPENDICES

APPENDIX A

LETTER OF APPROVAL

June 1st, 2023

PARENTAL CONSENT LETTER

Dear Parent/Guardian,

I am currently pursuing a Master's degree in Curriculum and Instruction at Lansi University in Thailand. As part of my research, I am conducting a study titled "Enhancing Chinese Writing Skills of Singaporean Fifth-Grade Students through the Use of Imitation Writing Instruction." This research will involve eight composition classes conducted in August, spanning over a period of four weeks. In terms of the research methodology, two tests will be administered before and after the implementation of the Teaching Technique and Learning Activities (TTLA). During the sessions, an observation checklist will be utilized, followed by a questionnaire survey and face-to-face interviews. The instructional content will align with the curriculum. The collected data will be used solely for research purposes. The participants' names, identities, and schools will not be used in the research paper, and all provided information will be kept confidential.

Therefore, I kindly request your approval to allow teachers and students to participate in this research.

Thanking You

Yan Shan

Master in Curriculum and Instruction

Rangsit University, Thailand

I, the undersigned give permission for my child (..) to participate in the above mentioned research study. Name:…………………………………. Relation to the child:…………………
Signature………………………………..Date:……………………………

APPENDIX B

PARTICIPANTS INFORMATION

LingoAce

Participant's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Online language agency: Lingoace

Name: Yan Shan   **Student ID:** 6406611

Studying University: Suryadhep Teachers College of Rangsit University, Thailand

Research Title: THE APPLICATION OF IMITATION WRITING TEACHING METHOD FOR AN ONLINE CHINESE WRITING COURSE OF GRADE 5 STUDENTS IN SINGAPORE

1. What is purpose of the study?

   To compare grade 5 students' Chinese writing skill before and after applying the imitation writing teaching method for an online Chinese writing course in Singapore and To study grade 5 students' attitude towards the application of the imitation writing teaching method for an online Chinese wring course in Singapore.

2. Expected results

   The Chinese writing skills of Singapore's Grade 5 students may be improved by imitating writing teaching method.

3. Outcome

   Grade 5 Singapore students' Chinese writing skill will be improved through the use of imitation writing teaching method.

4. Number of participants in the study 20 individuals

62

5. Research procedures

The researchers will collect the data in four steps: First, they make predictions about the participants. Second, adopt the imitative writing teaching method to teach students Chinese writing. Third, post-test after all the lessons have been given. Fourthly, questionnaires were given to the participants to investigate their attitudes towards learning Chinese writing using the imitative writing method.

6. Duration

The research period will be weeks,8 lessons.
There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also allow 20 students to assist him with his thesis research either voluntarily or by voluntary experiments. By agreeing to (Yan Shan), who is enrolled at Rangsit University in Thailand to research his thesis.

Singature.... ....Date
Wuhan Linge excellent education Technology Co., LTD

APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INS

No.	Name	Position/Title	Institutes
1	Yang Yu Wei	Senior training Manager	Online training provider Lingoace
2	Yang Wei	Teacher trainer	Online training provider Lingoace
3	Wang Da	Teacher training manager	Online training provider Lingoace

APPENDIX D

IOC OF LESSON PLANS

IOC OF 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
5	Lesson plan 5	+1	+1	+1	+1	congruent
6	Lesson plan 6	+1	+1	+1	+1	congruent
7	Lesson plan 7	+1	+1	+1	+1	congruent
8	Lesson plan 8	+1	+1	+1	+1	congruent
Overall Average		1				congruent

APPENDIX E

IOC OF PICTURE BASED COMPOSITION TEST

IOC FOR QUESTIONNAIRE BY EXPERTS

S1 No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
	PART A: INTEREST & MOTIVATION					
1.	The process of learning English using the communicative language teaching method is fun	+1	+1	+1	1	Congruence
2.	Using the communicative language teaching method make learning meaningful	+1	+1	+1	1	Congruence
3.	Using the communicative language teaching method make learning interesting	+1	+1	0	0.67	Congruence
4.	Using the communicative language teaching method helps me to write with more confidence.	+1	+1	+1	1	Congruence
5.	Using the communicative language teaching method motivate	+1	+1	+1	1	Congruence

	me to speak English					
	PART B: ENGAGEMENT					
6.	All the activities revolve around communicative language teaching method which are very interesting.	+1	+1	+1	1	Congruence
7.	All the activities related to communicative language teaching method are meaningful	+1	+1	+1	1	Congruence
8.	The teaching methods used by the teacher in the classroom were understandable.	+1	+1	+1	1	Congruence
9.	The use of pictures and multimedia in the contextual approach classroom helps understanding	+1	+1	+1	1	Congruence
10.	I felt more engaged when using communicative language teaching method and	+1	+1	+1	1	Congruence

	heuristics.					
	PART C: EFFICACY OF COMMUNICATIVE LANGUAGE TEACHING METHOD					
11.	Using the communicative language teaching method can improve my English speaking skill	+1	+1	+1	1	Congruence
12.	Using the communicative language teaching method can improve my English pronunciation	+1	+1	0	0.67	Congruence
13.	Using the communicative language teaching method can improve my English conversation fluency	+1	+1	+1	1	Congruence
14.	Using the communicative language teaching method can improve my daily conversation in	+1	+1	+1	1	Congruence

	English speaking achievement.					
15.	Using the communicative language teaching method can broaden my mind and develop my own perception of English speaking	+1	+1	+1	1	Congruence
Overall Average		0.956				Congruence

APPENDIX F

IOC OF QUESTIONNAIRE BY EXPERTS

IOC FOR QUESTIONNAIRE BY EXPERTS

IOC OF QUESTIONNAIRE						
S1NO.	Items	Expert1	Expert2	Expert3	Average	Congruence
PART A: INTEREST & MOTIVATION						
1.	Did you find the topics and content of the writing engaging when Participating in the online imitative writing teaching method?	+1	+1	+1	+1	Congruent
2.	Did you feel that your interest in writing was enhanced using imitative writing teaching method?	+1	+1	+1	+1	Congruent
3.	Did you enjoy exploring different themes and styles of writing during the imitative writing teaching method?	+1	+1	+1	+1	Congruent
4.	Did you feel that the imitative writing teaching method sparked your interest in creative writing?	+1	+1	+1	+1	Congruent
5.	Did your interest in participating in writing activities increase after taking part in the imitative writing teaching method?	+1	+1	+1	+1	Congruent
PART B: ENGAGEMENT						

6.	Were you satisfied with the guidance and feedback provided by the teacher during the imitative writing teaching method?	+1	+1	+1	+1	Congruent
7.	How did the interaction and collaboration with the teacher influence your learning and writing abilities?	+1	+1	+0	+0.67	Congruent
8.	Did you think the teaching content and learning materials of the imitative writing teaching method were suitable for your learning needs?	+1	+1	+1	+1	Congruent
9	Did you find the organization and clarity of the teaching content during the imitative writing teaching method to be satisfactory?	+1	+1	+1	+1	Congruent
10	How satisfied were you with the imitation writing teaching method course?	+1	+1	0	+0.67	Congruent

	PART C: EFFICACY OF IMITATION WRITING TEACHING METHOD					
11.	Did you feel that your writing skills improved using imitative writing teaching method?	+1	+1	+1	+1	Congruent
12.	Did you find it easier to understand and grasp writing concepts through the imitative writing teaching method?	+1	+1	+1	+1	Congruent
13.	Did you notice any progress in your writing techniques during the imitative writing teaching method?	+1	+1	+1	+1	Congruent
14	What impact do you think the imitative Writing teaching method had on your language proficiency and vocabulary?	+1	+1	+1	+1	Congruent
15	How confident were you in writing before using the imitative writing teaching method? Did it improve after participating in the course?	+1	+1	+1	+1	Congruent
Overall Average		0.96				Congruent

APPENDIX G

WRITING PROFICIENCY TEST CRITERIA

Chinese Proficiency pre-test

Please write a composition of around 200 words based on the following pictures, using the provided reference words as much as possible. The time is 30 minutes:

探访　　抹布　　玻璃窗　　灰尘　　满头大汗
吊扇　　同心协力　　干干净净　　疲倦　　有意义

Chinese Proficiency Post-test

Please write a composition of around 200 words based on the following pictures, using the provided reference words as much as possible. The time is 30 minutes:

参考词语

运动会
情同手足
欢声雷动
热身
起跑线
健步如飞
摔了一跤
挣扎

APPENDIX H

RUBRIC FOR WRITING PROFICIENCY TEST

The grading criteria for Chinese composition are not exclusive, and researchers will assess the compositions based on four aspects: grammatical accuracy, word usage, clarity of expression, and fluency of speech. The specific details for grading are as follows:

Components		
Grammar accuracy	The grammar is accurate and there is basically no syntax error	5
	Grammatical accuracy, a few syntaxes error, but not affecting Understanding	4
	There are many syntaxes error, but the overall sentence structure is basically clear	3
	Frequent syntax error affect sentence coherence	2
	Syntax error are serious, and sentences are difficult to Understand	1
Word usage	Rich vocabulary selection and accurate use of appropriate Vocabulary	5
	Rich vocabulary selection, individual usage is not accurate Enough	4
	Vocabulary selection is relatively simple and lacks diversity	3
	Limited vocabulary selection, repetition, or improper use	2
	Incorrect vocabulary usage, difficult to understand	1
Clarity of expression	Clear expression, coherent logic, and organized thinking	5
	Clear expression, coherent logic, slightly chaotic thinking	4
	Basically, clear expression with weak logic	3
	The expression is not clear enough and the logic is not strong Enough	2
	Expression confusion, difficult to understand	1
Speech fluency	Smooth and natural, with diversified and smooth sentence Structure	5
	High fluency, basically smooth sentence structure	4
	Average fluency, and somewhat stiff sentence structure	3
	Low fluency and unnatural sentence structure	2
	Difficulty in expression and confusion in sentence structure	1

APPENDIX I

SEMI-STRUCTURED INTERVIEW QUESTIONS

Semi-structured interview

The following semi-structured interview questions are be used to understand

students' satisfaction towards using Imitation Writing Teaching Method to improve Chinese writing skill among grade 5 Singaporean students.

Part A: Interest level

1.After participating in the use of imitation composition teaching method, has your interest in Chinese writing increased? Why?

2.Are you willing to recommend other classmates to use the imitation composition teaching method to improve their Chinese writing skills? Why?

Part B: Efficacy on students' learning

3. Did you find the improvement in your Chinese writing after using the imitation composition teaching method? Please share some specific examples.

4. Have you gained the better understanding and mastery of Chinese writing techniques using imitation composition teaching method? Please explain the reasons.

Part C: Student Satisfaction

5. Do you feel more confident in expressing yourself in Chinese writing after using the imitation composition teaching method? Why?

6. How did you like the Chinese writing class using Imitation Writing Teaching Method?

APPENDIX J

LESSON PLANS

Lesson Plan 1 (sessions 1)

Duration: 55 minutes

Course Objectives:

1.Understand the basic structure of an essay, comparing it to the three parts of a hamburger: introduction, body, and conclusion.

2.Learn to use the method of imitating writing to improve writing skills by emulating excellent essays.

3.Practice writing essays with clear structure and logical coherence.

Lesson steps:

Introduction (5 minutes)

1.Introduce the concept of essay writing and its importance.

2.Generate students' interest in writing by highlighting the fun aspect of it, comparing it to making a hamburger.

Understanding Essay Structure (10 minutes)

1.Explain the basic structure of an essay: introduction, body, and conclusion.

2.Use diagrams or examples to illustrate the relationship between the parts of an essay.

3.Emphasize the purpose and significance of each part.

Imitating Writing (20 minutes)

Select an exemplary essay and divide it into introduction, body, and conclusion.

2.Analyze the structure and expressions used in each part of the essay sentence by sentence.

3.Have students imitate the writing style and structure of the sample essay to write a similar composition.

4.Encourage students to add their own creativity and personality while imitating.

Writing Practice (15 minutes)

1.Students begin writing their own essays, applying the learned structure and techniques.

2.Provide topics or prompts for students to choose from.

3.Encourage students to use appropriate introduction, body, and conclusion structures in their writing.

Summary and Feedback (5 minutes)

1.Students exchange and share their essays with each other.

2.Provide positive feedback and suggestions, emphasizing students' progress in imitating the structure and language style of the sample essay.

3.Reinforce the importance of writing and encourage students to continue practicing and improving their writing skills.

Through this lesson, students will learn to conceptualize essays as three parts of a hamburger and improve their writing skills by imitating exemplary essays. Through structured writing exercises, they will gradually master the fundamental techniques and logical expression abilities in writing.

Lesson Plan 2 (sessions 2)

Duration: 55 minutes

Course Objectives:

Incorporate the method of imitation writing to enhance writing skills and vocabulary through word matching and sentence practice.

Lesson steps:

Introduction and Objective Setting (5 minutes)

1.The teacher briefly introduces the content and objectives of today's lesson, which is to improve students' writing skills and vocabulary accumulation through the method of imitation writing.

2.Generate students' interest in writing and help them understand the importance and goals of writing.

Word Matching Activity (15 minutes)

1.The teacher provides a series of word cards for students to match appropriate words based on given topics or sentences.

2.Students engage in word matching, encourage them to use the words to construct sentences, and share their sentences with their peers.

Sentence Imitation Practice (15 minutes)

1.The teacher provides some excellent sentence examples and guides students to observe the structure and expressions used in the sentences.

2.Students use imitation to write sentences with similar structures and expressions based on the provided sentence examples.

3.Students share their sentences with each other, engage in discussions, and receive feedback.

Writing Practice (15 minutes)

1.Students start writing their own compositions based on the previous work matching and sentence imitation exercises.

2.Students can choose a given topic or a topic of their own interest for their writing.

3.The teacher provides guidance and support, encouraging students to apply the learned words and sentence structures to enrich their compositions.

Summary and Reflection (5 minutes)

1.The teacher guides students to review the content and learning outcomes of today's lesson.

2.Students share new vocabulary and sentence structures they learned during the lesson, as well as their reflections and challenges during the writing process.

3.The teacher summarizes the key points of the lesson and encourages students to continue improving their writing skills.

This lesson combines the method of imitation writing with word matching and sentence imitation exercises to help students accumulate excellent words and sentences. Through practical writing practice, students receive feedback and guidance from the teacher, further improving and enhancing their composition skills.

Lesson Plan 3 (sessions 3)

Duration: 55 minutes

Course Objectives:

Develop students' writing skills and creativity through the method of imitation writing and creating stories based on pictures.

Lesson steps:

Classroom Introduction (5 minutes)

1.The teacher presents a set of pictures, each containing a scene or scenario.

2.Students observe the pictures and make guesses about the content and possible storylines of each picture.

3.The teacher sparks students' interest in creating stories based on pictures and stimulates their imagination.

Summary of Picture Content (10 minutes)

1.The teacher displays each picture one by one and asks students to summarize the main content and key points of each picture.

2.Students describe each picture using concise and clear language, extracting key information and plot details.

3.Students engage in discussions and share their understanding and summaries of the picture content.

Story Organization and Coherence (15 minutes)

1.The teacher guides students to organize each picture into a complete story based on the picture content.

2.Students need to consider the logical relationship between the pictures and the coherence of the story plot.

3.Students can use brief sentences or keywords to describe the development and turning points of the story.

Story Creation Practice (20 minutes)

1.Students begin their writing practice based on the organized story plot.

2.They can choose to narrate the story in the first person or the third person, ensuring coherence and consistency.

3.Students should strive to use rich vocabulary and appropriate sentence structures to enhance the expression of their stories.

Summary and Reflection (5 minutes)

1.The teacher guides students to review the learning content and outcomes of the lesson.

2.Students share the storytelling techniques and organizational methods they learned during the course, as well as their experiences and progress in the writing process.

3.The teacher acknowledges students' efforts and performances, encouraging them to apply the knowledge gained in their daily writing.

Through observing pictures, summarizing content, organizing story plots, and engaging in practical writing, students enhance their writing skills and expressive abilities. This designed course helps students improve their Chinese writing skills in an interesting and practical environment.

Lesson Plan 4 (sessions 4)

Duration: 55 minutes

Course Objective:

1.Understand and master three common writing opening techniques.

2.Learn to imitate these techniques to enhance the appeal and expressive abilities in writing.

Lesson steps:

Classroom Introduction (5 minutes)

1.The teacher briefly introduces the theme and objectives of the lesson: explaining and imitating three common writing opening techniques.

2.Spark students' interest and thinking, for example, by asking the question, "Have you ever encountered the challenge of not knowing how to start your writing?"

Weather Opening Technique (15 minutes)

1.The teacher explains the concept and purpose of the weather opening technique, which involves describing weather conditions to evoke readers' interest and emotional resonance.

2.The teacher provides several examples of weather openings and analyzes their characteristics and effects with students.

3.Students engage in imitation exercises, attempting to write compelling opening paragraphs based on provided weather scenarios.

Character Opening Technique (15 minutes)

1.The teacher introduces the concept and application of the character opening technique, which involves introducing an interesting or captivating character to grab readers' attention.

2.The teacher showcases several examples of character openings and analyzes the methods used to portray the characters and generate readers' interest.

3.Students engage in imitation exercises, selecting an intriguing character and writing an engaging opening paragraph.

Scene Opening Technique (15 minutes)

1.The teacher explains the concept and application of the scene opening technique, which involves depicting a captivating or suspenseful scene to capture readers' attention.

2.The teacher presents several examples of scene openings and discusses the techniques used to create vivid imagery and pique readers' curiosity.

3.Students engage in imitation exercises, choosing an interesting or surprising scene and writing a vivid opening paragraph.

Summary and Conclusion (5 minutes)

1.The teacher leads students to review the three opening techniques learned in the lesson: weather, character, and scene openings, emphasizing their functions and advantages.

2.The teacher summarizes students' performance in the imitation exercises and provides positive feedback and guidance.

3.The teacher encourages students to flexibly apply the learned opening techniques in their daily writing to enhance the appeal and expressive abilities of their compositions. Through learning and practicing the weather, character, and scene opening techniques, students will be able to better organize their writing and capture readers' attention. Furthermore, through imitation exercises, students will also accumulate excellent vocabulary and sentence structures, enriching their writing materials.

Lesson Plan 5 (sessions 5)

Duration: 55 minutes

Course Objectives:

Learn character description techniques through imitation writing instruction.

Introduction and Objective Setting (5 minutes)

1.Introduce the theme of the lesson: character description techniques and explain their importance and role.

2.Guide students to think and discuss why character description is crucial for the appeal of compositions and the development of storylines.

Theoretical Explanation (10 minutes)

1.The teacher provides a brief introduction to different character description methods, such as physical appearance, personality, and behavior descriptions.

2.Explain the functions and characteristics of each description method and how to make characters more vivid, specific, and interesting through description.

3.Provide examples and analyze and discuss excellent character description paragraphs with students to help them understand and appreciate.

itation Practice (20 minutes)

1.Assign character description exercises to students, including several different types of character descriptions.

2.Students read the materials and choose a character they are interested in for imitation practice.

3.Students try using various character description techniques to vividly portray the character.

Sharing and Feedback (15 minutes)

1.Students share their character description works, showcasing their creativity and language expression abilities.

2.The teacher summarizes and evaluates students' performance, emphasizing their progress and skills in character description.

Conclusion (5 minutes)

1.The teacher summarizes the content and key points of the lesson, emphasizing the importance and impact of character description in compositions.

2.Encourage students to actively apply character description techniques in their daily writing to make their works more vivid and appealing.

Through theoretical explanations, imitation practice, and sharing feedback, students will be able to understand and apply different character description techniques, improving their writing skills and creative abilities.

Lesson Plan 6 (sessions 6)

Duration: 55 minutes

Course Objectives:

Learn common techniques and methods of psychological description. Practice imitating psychological description to create emotionally resonant compositions.

Lesson steps:

Introduction and Objective Setting (5 minutes)

1.Briefly introduce the theme of the lesson: the importance and application of psychological description in compositions.

2.Explain the learning objectives to stimulate students' interest in learning.

What is Psychological Description? (10 minutes)

1.The teacher briefly explains the concept and role of psychological description.

2.Provide specific examples to demonstrate the effects and impact of psychological description in compositions.

3.Students participate in discussions and share their understanding and feelings about psychological description.

Common Techniques of Psychological Description (15 minutes)

1.The teacher introduces common techniques of psychological description, such as revealing inner thoughts and feelings through a character's inner monologue, actions, and facial expressions.

2.Provide specific examples to help students better understand and remember these techniques.

Imitation Practice (20 minutes)

1.The teacher provides an excellent composition that contains psychological descriptions for students to read carefully and analyze the psychological description techniques used.

2.Based on the learned techniques of psychological description, students select a scene or character for imitation practice and try to create a short piece of writing using psychological description.

Summary and Assignment (5 minutes)

1.Summarize the content and learning outcomes of the lesson.

2.Assign homework, requiring students to continue practicing and applying psychological description to create a short essay or story to share in the next class.

This lesson combines imitation writing instruction with psychological description. The course helps students understand and apply psychological description, enhancing their writing skills and emotional expression abilities.

Lesson Plan 7 (sessions 7)

Duration: 55 minutes

Course Objectives:

Understand the basic concepts and role of action description. Practice action description to enhance students' writing skills and creative abilities.

Lesson steps:

Introduction (5 minutes)

1.Introduce the theme of today's lesson: the importance and application of action description in writing.

2.Pose the question: What do you think is the role of action description in writing?

Overview of Action Description (10 minutes)

1.Explain the definition and role of action description: vividly and concretely describing actions to help readers better understand and experience the scenes and characters in a piece of work.

2.Provide examples of action description in literary works and share some excellent examples of action description with students.

Action Description Practice (20 minutes)

1.Provide several scenarios or scenes and ask students to write a descriptive paragraph using action description.

2.Students engage in independent writing, encouraging them to use their imagination and creativity while incorporating rich action verbs and details.

Imitation Writing Activity (15 minutes)

1.Select an excellent piece of action description and conduct an imitation writing activity.

2.Guide students to reflect on how they can learn and apply action description through imitation to enhance their own writing skills.

Summary and Feedback (5 minutes)

1.Review the content and learning outcomes of the lesson and collectively summarize the importance and application of action description.

2.Provide feedback and suggestions to help students further improve and develop their writing skills. Encourage students to actively apply action description in their writing to make their work more vivid and engaging.

Through explanations, practice, and imitation writing activities in the lesson, students will have the opportunity to enhance their writing skills and enrich the descriptive details of their work, making it more vivid and engaging. The teacher's guidance and feedback play an important role in stimulating students' creativity and expression abilities.

Lesson Plan 8 (sessions 8)
Duration: 55 minutes
Course Objectives:

Understand and learn two common types of essay conclusions: the sentiment conclusion and the outlook conclusion. Practice using different types of conclusions in writing.

Learn steps:

Introduction (5 minutes)

1.Introduce the topic of the lesson and explain the importance of conclusions in writing.

2.Engage students' interest and thoughts by asking questions and discussing the purpose and effects of essay conclusions.

Explanation of Sentiment Conclusions (20 minutes)

1.Introduce the definition and characteristics of sentiment conclusions.

2.Explain the application and effects of sentiment conclusions in writing.

3.Provide examples of works and analyze the techniques and effects of using sentiment conclusions.

Explanation of Outlook Conclusions (20 minutes)

1.Introduce the definition and characteristics of outlook conclusions.

2.Provide examples of works and analyze the techniques and effects of using outlook conclusions.

3.Answer students' questions to ensure a clear understanding of outlook conclusions.

Summary and Discussion (5 minutes)

1.Review the key points of sentiment conclusions and outlook conclusions.

2.Emphasize the importance of conclusions and remind students to use different types of conclusions appropriately in their writing.

Lesson Conclusion (5 minutes)

Summarize the content of the day's lesson, emphasizing the techniques and knowledge students learned.

This lesson combines the practice of imitation writing, focusing on sentiment conclusions and outlook conclusions. Through practice, students will enhance their writing skills.

APPENDIX K

SURVEY QUESTIONNAIRE

QUESTIONNAIRE

This survey aims to understand the impact of using imitation writing teaching method on the writing ability and classroom satisfaction of 5th-grade students in Singapore. Please answer the following questions based on your experience and observations truthfully. Your responses will be used solely for the purpose of this research.

Age:

Nationality:

Gender:

Female ☐

Male ☐

In the survey, a 5-point scale is used for rating or scoring. Please use the following scale for your ratings:

1 point: Strongly Disagree/Very Dissatisfied

2 points: Disagree/Dissatisfied

3 points: Neutral/No Opinion

4 points: Agree/Satisfied

5 points: Strongly Agree/Very Satisfied

Scale

Strongly Agree (SA)-5 Agree(A)-4 Neutral(N)-3 Disagree(D)-2

Strongly Disagree (SD)-1

SI NO.	Items	SA	A	N	DA	SD
		5	4	3	2	1
1	Did you find the topics and content of					

		the writing engaging when participating in the online imitative writing teaching method?					
2		Did you feel that your interest in writing was enhanced using imitative writing teaching method?					
3	Interest	Did you enjoy exploring different themes and styles of writing during the imitative writing teaching method?					
4		Did you feel that the imitative writing teaching method sparked your interest in creative writing?					
5		Did your interest in participating in writing activities increase after taking part in the imitative writing teaching method?					
6		Did you feel that your writing skills improved using imitative writing teaching method?					
7		Did you find it easier to understand and grasp writing concepts through the imitative writing teaching method?					
8	Efficacy	Did you notice any progress in your writing techniques during the imitative writing teaching method?					
9		What impact do you think the imitative writing teaching method had on your language proficiency and vocabulary?					
10		How confident were you in writing before using the imitative writing teaching method? Did it improve after participating in the course?					
11		Were you satisfied with the guidance and feedback provided by the teacher during the imitative writing teaching method?					
12	Satisfaction	How did the interaction and collaboration with the teacher influence your learning and writing abilities?					
13		Did you think the teaching content and learning materials of the imitative writing teaching method were suitable for your learning needs?					
14		Did you find the organization and					

		clarity of the teaching content during					
		the imitative writing teaching method					
		to be satisfactory?					
15		How satisfied were you with the					
		imitation writing teaching method					
		course?					

APPENDIX L

EXPERIMENTAL PHOTOGRAPH

BIOGRAPHY

Name	Yan Shan
Date of birth	December 23, 1988
Place of birth	Hunan Province, China
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