

# THE DEVELOPMENT OF CHINESE SPEAKING SKILL OF SECONDARY 1 STUDENTS BY USING COOPERATIVE LEARNING IN AN INTERNATIONAL SCHOOL IN THAILAND



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#### Thesis entitled

# THE DEVELOPMENT OF CHINESE SPEAKING SKILL OF SECONDARY 1 STUDENTS BY USING COOPERATIVE LEARNING IN AN INTERNATIONAL SCHOOL IN THAILAND

# by TAN SHENGCHEN

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Assoc.Prof. Marut Phatphol, Ed.D. Examination Committee Chairperson

Asst.Prof. Nipaporn Sakulwongs, Ed.D.

Member

Techameth Pianchana, Ph.D.

Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off. Vannee Sooksatra, D.Eng.)

Dean of Graduate School

March 15, 2024

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Tan ShengChen Researcher 6406001 : Tan ShengChen

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#### **Abstract**

This study investigates the development of Chinese speaking skills of secondary 1 students in an international school in Thailand using the cooperative learning method. The study was conducted at an international school in Thailand during the first term of 2023-2024 academic year. The study employed cluster random sampling to select four classes, each consisting of 15 students at the secondary 1 level, as the sample group with mixed genders and mixed abilities in learning.

In the study, the researcher also used a questionnaire to collect the data on student's speaking test and satisfaction. Descriptive statistical analysis revealed the highest mean score of pre-test ( $\overline{x}$ =19) and post-test ( $\overline{x}$ =31.23), the pre-test and post-test data indicated the development of student's Chinese speaking skills, and the quantitative data showed the highest mean score ( $\overline{x}$ =3.77) and lowest mean score ( $\overline{x}$ =3.68) of students' satisfaction. The total students' satisfaction level items were at a high level. The content analysis on quantitative data revealed the students' satisfaction towards the use of cooperative learning method in Chinese speaking class.

(Total 106 pages)

Keywords: Cooperative Learning, Chinese Speaking Skill, International School, Satisfaction Factors, Thailand

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

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#### **CHAPTER 1**

#### INTRODUCTION

This chapter includes the background and rationale of the study, research objectives, research questions, research hypothesis, scope and limitations, operational definitions, and the expected outcomes.

#### 1.1 BACKGROUND AND RATIONALE OF THE STUDY

The rise of China has made learning Chinese growing important in recent years. According to the statistics from the Centre for Language Education and Cooperation of China reported by China Daily, by the end of 2021, more than 25 million people are currently learning Chinese overseas, and the cumulative number of learners and users is nearly 200 million (China Daily, 2021).

As a popular tourist destination, Thailand attracts numerous foreign visitors and investors, leading to the growth of international schools in the country. China has a significant impact on Thailand, as the Chinese make up about one-sixth of the population, the second largest ethnic group in Thailand. Thai schools are increasingly offering courses to learn the Chinese language, and they are also putting more emphasis on these classes. The trend is also apparent in international schools (Cui, 2014). According to the statistics from the International Schools Database, there are 160 international schools in Thailand, located in 18 different cities, and they can be divided into four types based on their curriculum: British curriculum, American curriculum, International Bachelorette curriculum, and Singapore curriculum (ISD, 2022).

As She (2012) states, the purpose of language teaching is communication. Chinese-speaking teaching is irreplaceable among the four components of Chinese education (Hong, 2021). For this study, the researcher mainly focuses on developing

Chinese speaking skills under the British curriculum, the International General Certificate of Secondary Education (IGCSE) curriculum. IGCSE is the world's most popular international curriculum for secondary students aged 14-16, and it was developed in 1988 by the Cambridge International Examinations Centre of the University of Cambridge (UCLES, 2022). Cambridge IGCSE Chinese as a Second Language syllabus shows that Chinese speaking accounts for 20% of the IGCSE Chinese exam, and the assessment objectives of speaking include five dimensions, including 1) Presenting information and communicating ideas and opinions accurately and effectively. 2) Develop responses and link ideas using appropriate linking devices. 3) Use a range of grammatical structures and vocabulary accurately and effectively. 4) Show control of pronunciation and intonation patterns. Moreover, 5) Engage in a conversation and contribute effectively to help move the conversation forward (UCLES, 2020). These objectives required students to have the ability to conduct a conversation and express their minds and opinions or give a speech by using Chinese fluently and logically.

For those international school secondary students, the language environment is one of the main obstacles to improving Chinese speaking. School communication between students and teachers is basically in English; mandatory English communication is even written in school regulations. As Cui (2014) states, students in international schools are primarily required to communicate in English and only have limited opportunities to practice their Chinese speaking skills, such as during Chinese class or when speaking with a Chinese teacher.

From the researcher's teaching experience, most secondary students need a Chinese-speaking context. The composition of school students is mainly comprised of Thai nationals, and most non-Thai students are children of homeroom teachers; for this reason, they have very limited time to practice Chinese speaking in daily life. More opportunities for students to practice become barriers to progress in Chinese speaking skills. An old Chinese saying says, "Practice makes perfect." The improvement of speaking skills is based on substantial repetition and application. If they do not have enough chance to practice after class, they will not be able to achieve the purpose of

advanced Chinese speaking learning, which is fluent and accurate use of language in communication (Hong, 2021).

In addition, student personalities are also a challenging problem in improving Chinese speaking, with extroverted students being more willing to participate in class discussions. In contrast, introverted students tend to shy away (Li, 2014).

Another issue is about the teaching method of educators. Sun and Li (2007) identified the problem with traditional teaching methods for teaching Chinese speaking, which often result in low student participation in the class. The typical pattern involves the teacher asking questions and only a few students responding; the interaction in class is limited to the teacher and individual students rather than between students. Hu (2012) and Wang (2014) noted that teachers often focus on teaching grammar and structure to the detriment of communication skills, and the repetitive nature of such teaching causes boredom for students. Once students lose their interest, they lose their motivation to learn. Hong (2021) noted the issue of low participation in traditional, teacher-centered instruction, where only those students who are called upon have a chance to practice while the rest listen. Also, he added that despite promoting student-centered learning, teachers still need to be more relaxed by the syllabus and school schedule, which leads to a lack of practical practice and time for student-teacher interaction. This monotony further decreases students' motivation to speak.

The key to teaching Chinese speaking should be promoting communication through practical application (Li, 2014). There is a pressing need for teachers and educators to investigate effective techniques for teaching Chinese speaking, to increase the interaction between students, increase student participation in the class, and make them willing to talk and practice. Xiao (2013) states that, as a foreign language, it is challenging to teach Chinese without an excellent way to attract student's attention. Therefore, we should let students learn through Play (LTP). She demonstrated that Chinese-speaking teaching can be done using situational methods, linking extending methods, visual demonstration methods, interactive questioning methods, competition, games, making up songs, etc.

Sun (2007) states that cooperative learning is a pedagogical theory, instructional strategy, and learning approach; it can effectively solve the problems of a silent class and low participation, emphasizes communication and cooperation between learners, and develops a supportive interpersonal relationship among students. A typical implementation approach of cooperative learning is Think-Pair-Share (TPS), where students are divided into several groups, and each group member is asked to reflect on what they already know or have learned about a given topic. Then, they partner with another member to share their thoughts and perspectives. The teacher poses a question, providing time for individual reflection. After this, individuals can share their perspectives with their partners (Lyman, 1981). Also, many approaches to Cooperative learning can be applied in the class, known as the Student team-achievement division (STAD), JIGSAW method, and Teams Games Tournament (TGT).

Generally, the cooperative learning approach involves organizing students into groups to complete tasks together rather than work as independent individuals. By working in a team, students can overcome their anxieties, decrease their stress levels, and apply their Chinese language abilities more effectively. For these shy and introverted secondary students, the cooperative learning method creates a positive atmosphere in the class and helps improve their communication ability (She, 2012). In traditional teaching, the teacher is always the main character in the class. Hu (2012) states that cooperative learning shifts the role of the learner from passive to active in the learning process. Students are gradually replacing the teacher as the main character in the class. Li (2014) also mentioned that cooperative learning has clear advantages in increasing motivation and learning efficiency. Li (2018) believes cooperative learning expands the educational reach and capacity within the class by allowing students to share information and resources. This cooperative approach expands students' knowledge, improves their critical thinking and reasoning skills, and increases their learning effectiveness.

Numerous studies above have shown that cooperative learning methods can help teach Chinese. In this study, the researcher conducted research using the cooperative learning method to develop the Chinese speaking skills of secondary 1 students under the IGCSE Curriculum. The researcher hopes through this study to make up for the

shortage of traditional speaking teaching, increase student participation in class, promote positive teacher-student interaction between students, and investigate the students' satisfaction with using cooperative learning. May this study provide the details of the application of cooperative learning in Chinese-speaking classes and validate the method's feasibility in an international school context.

#### 1.2 Research Questions

- 1.2.1 The Chinese speaking skills of the secondary 1 student are higher after using cooperative learning.
- 1.2.2 The secondary 1 student is satisfied at a high level after using cooperative learning.

#### 1.3 Research Objectives

- 1.3.1 To compare the Chinese speaking skills of secondary 1 students before and after using the cooperative learning approach.
- 1.3.2 To investigate the secondary 1 students' satisfaction with the cooperative learning approach.

#### 1.4 Research Hypothesis

- 1.4.1 The Chinese speaking skill of the secondary 1 student are higher after using cooperative learning.
- 1.4.2 The secondary 1 student is satisfied at a high level after using cooperative learning.

#### 1.5 Scope of the study

This study was conducted within a particular scope as described here; therefore, the generalization of the results must be taken with caution, especially in the contexts of different educational levels and using different research instruments.

Firstly, the context was one of the international schools in Samut Prakran, Thailand. In addition, the data was collected from secondary 1 students of that particular school through questionnaires and test scores.

Secondly, IGCSE (UCLES, 2020) describes the role of the teacher as supporting student learning; it encourages learner-centered learning, where students play an active role in their learning, with the teacher as an activator of learning rather than an instructor. Based on this principle, teachers should design and implement their teaching methods according to students' needs and interests. Therefore, through this study, the researcher proposed using cooperative learning as a teaching method to improve students' Chinese speaking skills.

#### 1.5.1 Population and Sample

**Population:** The study's target population comprises 73 students from four secondary 1 classes. The students are around 11 to 13 years old and have mixed genders and mixed abilities in learning.

**Sample:** The researcher chooses a cluster random sampling class as the sample group (15 students); the students are mixed genders and mixed abilities in learning; there are 5 boys and 10 girls.

#### 1.5.2 Content of the Study

The researcher taught 4 lessons from the Secondary 1 textbook in this study. The teaching topic is determined according to the content in the textbooks. The researcher teaches each lesson for 90 minutes weekly to the sample group using Cooperation

Learning. A pretest will be conducted before and a posttest after using Cooperation Learning. Table 1 below shows the content of the lesson.

Table 1.1 Table of content for lesson

Lesson Plan	Topic	Time
Pre-Test		First week of October, 2023
I	Festivals	
II	Cultural diversity	Second week of October, 2023
III	Education	Third week of October, 2023
IV	Peer pressure	Fourth week of October, 2023
Post-Test		

#### 1.5.3 Location of the Study

The study was conducted in a Singapore international school in Samut Prakran, one of Thailand's central provinces. It was founded in 2007. The school includes 16 grades from nursery to high school, with over 1400 students and over 200 teachers from different countries. Chinese language courses have been offered from nursery to secondary 4. The school offers 4 hours per week of Chinese language for the secondary level.



Figure 1.1 Location of the Research Setting

Source: Google Maps, 2020

#### 1.5.4 Time Frame

The study was conducted for one month, from the first week of September to the fourth week of September in the Academic Year 2023. The teaching experiment lasted for four weeks. The class session was conducted once a week. Four lesson plans of 90 minutes were designed. Table 1.2 below shows the timeline of the study.

Table 1.2 Timeline for the entire study

Activities	Feb	Mar	Jun	July	Aug	Sep	Oct
Literature Review							
Research Proposal	0//	AT					
Data Collection							
Data Analysis							
Final Defense		1					

#### 1.6 Conceptual framework of the study

This study will have two variables: cooperative learning as the independent variable and students' Chinese oral speaking skill and their satisfaction with Chinese subjects as the dependent variable.

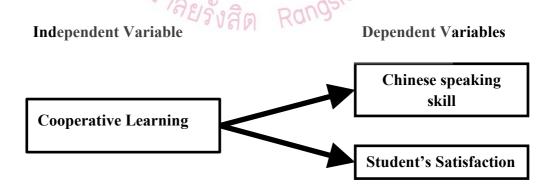


Figure 1.2 Independent and Dependent Variable

#### 1.7 LIMITATIONS OF THE STUDY

- 1.7.1 This study is limited to secondary 1 student in an international school in Samut Prakran Province, Thailand. Therefore, it may not be reliable to generalize the results to students at other levels or in other settings.
- 1.7.2 This study's teaching plan and data collection will be completed using Chinese speaking skills. Therefore, it may not be generalizing the results to other skills.

#### 1.8 DEFINITIONS OF KEY TERMS

Cooperative Learning: refers to a series of teaching methods the researcher designed for the sample group. It can encourage student-to-student interaction and class participation during Chinese-speaking classes. By working in small groups, students can improve their Chinese speaking skills. In this study, the teacher will implement the cooperative learning method through the Think-Pair-Share (TPS) approach, Student Teams-Achievement Division (STAD), Teams Games Tournament (TGT), and Jigsaw Method.

Chinese-speaking skill: refers to the ability of students in a sample group to describe the topic about festivals, cultural diversity, education, and peer pressure, checked by the following criteria: Content Completion and Structures, Vocabulary and Pronunciation, Fluency. In this study, this will be assessed through the use of pretest and posttest in Chinese Speaking tests.

**Student Satisfaction:** refers to the insight thoughts of students in a sample group using Cooperative learning methods. In the study, student satisfaction is measured through responses to questionnaires in three main categories: interest and motivation, engagement, and effectiveness of cooperative learning.

**Secondary 1 student:** refer to the secondary 1 student in an International school in Samut Prakran, Thailand. The researcher took one class of students from secondary 1 classed as the sample.

#### 1.9 EXPECTED OUTCOMES OF THE STUDY

The expected results of this study will be as follows:

- 1) Cooperative learning methods can improve the Chinese oral speaking skills of secondary 1 students.
  - 2) The Secondary 1 student can be satisfied with cooperative learning.



#### **CHAPTER 2**

#### LITERATURE REVIEW

This chapter presents the literature review related to the study to provide the theoretical background of the study. It reviews the development of Chinese teaching in Thailand and the Chinese Curriculum in Thailand while stating the Chinese-speaking teaching. This chapter also mentions the cooperative teaching method, including its relationship with Chinese-speaking teaching and the benefits of using cooperative learning for the student. In addition, this chapter presents relevant research and studies.

- 2.1 The Development of Chinese Teaching in Thailand
- 2.2 Chinese Curriculum in Thailand
- 2.3 Chinese Speaking Teaching
- 2.4 Cooperative learning
- 2.5 The Relationship between Cooperative Learning and Chinese-speaking Teaching
  - 2.6 Student Satisfaction
  - 2.7 Related Research and Studies
  - 2.8 Conclusion

#### 2.1 The Development of Chinese Teaching in Thailand

Thailand is the third largest country in the center of Southeast Asia, which is influenced by a diversity of foreign cultures. Therefore, the development of Chinese education depends on Thailand's language policy. With the change of language policy, Chinese education in Thailand has gone through four periods: the "rise" in the 19th century, the "decline" from 1939 to 1945, the "brief revival" after World War II, and the "revival" after the 1980s (Li, 2021).

In the 19th century, the spread of Chinese in Thailand was supported by Thailand's Chinese education policy and the policy of opening up, and also related to a

series of policies of the expatriate policy of the national bourgeoisie represented by Sun Yat-sen, between 1909 -1922, many Chinese schools were founded for Chinese revolution, which promoted and developed the early days of Chinese education in Thailand (Sun, 2016).

The Thai government imposed a restrictive policy on Chinese education soon after it officially began. In 1918, The Thai government promulgated the Regulations on Private Schools, which required Chinese teachers to pass the Thai language test within one year before teaching and must educate students to be loyal to Thailand (Fu, 1994). In 1921, the Thai government promulgated Compulsory Education Regulations, which stipulated that children born in Thailand aged 7-14 (including trans-Chinese) must receive Thai education for 4 years. In 1933, teaching Chinese was prohibited for up to 6 hours a week (Geng, 2010).

During World War II, from 1938 - 1945, the 3rd Prime Minister of Thailand, Plack Phibunsongkhram, came to power, and he launched the "Thai Cultural Revolution". At that time, Thailand was promoting "Thai nationalism" and "Sinophobia" internally, and many Chinese schools were suspended. Thus, the Chinese language development in Thailand stagnated (Fu, 1996).

After the end of World War II, between 1945 - 1947, with the signing of the China Communication Treaty of Friendship, the Chinese education policy in Thailand had a remarkable turnaround. In this treaty, the Thai government promised: "to restore all Chinese schools that had been suspended in the past and to provide that all Chinese in Thailand and their children shall enjoy political rights and freedom of Chinese education in Thailand," while the Sino-Siamese Friendship Treaty also gave the Thai Chinese the right to establish and start Chinese schools freely. Thus, Chinese education has a brief "revival" (Zhai & Ye, 2016). According to the Ministry of Education in Thailand, in 1948, 426 registered Chinese schools had over 60,000 students. This was the most significant number of Chinese schools in Thailand's history of Chinese education. It can be called the most prosperous period of Chinese education in Thailand (Zhang, 2009).

In November 1947, with the second reign of Plack Phibunsongkhram, Chinese education in Thailand went through the darkest period. As a result of the Thai government's long-term policy of restricting Chinese education and assimilation, Chinese education declined for over 30 years. By "1987, there were only 125 Chinese schools in Thailand, with fewer than 30,000 students and less than 500 teachers" (Geng, 2010).

After the 1980s, as the economic and trade relations between China and Thailand became increasingly close, the Thai government gradually relaxed its policy on Chinese education, actively encouraging Chinese people in Thailand to promote Chinese teaching in various ways. Through the continuous efforts of the Thai business community, the "Proposal on the Relaxation of Chinese Education Policy" was approved by the Thai Cabinet meeting on February 4, 1992 (Geng, 2010).

Since then, there has been a genuine "revival" of Chinese education in Thailand. In 2006, the first Confucius Institute of Khon Kaen University was established; until today, Thailand has built 11 Confucius Schools and 12 Confucius Institutes, with over 30,000 registered students, and has become the country with the most Confucius Institutes and Chinese students in Asia. The positive impact of Thailand's Chinese education policy has led to the rapid development of Chinese education in Thailand (Li, 2021).

After more than 30 years of development since establishing diplomatic relations between China and Thailand, Chinese has become a foreign language that the Thai government and people value. According to a survey conducted by the Thai Ministry of Education in 2008 on Chinese education in primary and secondary schools nationwide, there are a total of 288 secondary schools teaching mainly in Chinese with about 70,000 students; 458 public high schools offering Chinese courses as well as 138 private high schools offering Chinese courses with nearly 250,000 students (Huang, 2014).

In 2013, after China proposed the "Belt and Road" initiative, the Thai government announced a new education plan that placed greater emphasis on Chinese

education for grades 4-6 in primary school, allowing students to fully appreciate the importance of learning Chinese and setting it as an extracurricular course to ensure that there are no less than two periods per week. Currently, Thailand remains the country with the most significant promotion of Mandarin and the largest number of people studying Chinese. China also provides thousands of volunteers annually to support Chinese education in Thailand. In 2020-2021, due to the impact of the COVID-19 pandemic, China could not send volunteers to Thailand as before. However, many Chinese schools often hold online training programs for Thai students or local Chinese teachers. With the increasing influence of China and the Belt and Road Initiative, Chinese education is becoming more and more popular (Wang, 2022).

Currently, Chinese is taught at all levels and in all types of schools in Thailand. Due to the demands to use Chinese for economic trade, the number of people from all walks of life who want to learn Chinese is increasing. The education sector has deeply recognized the importance of Chinese teaching, but the Ministry of Education in Thailand still needs a clear set of Chinese syllabi. Some educational institutions work with Chinese language experts to develop their syllabi or borrow them from solid schools in the school support network. In addition, there needs to be continuity in the syllabus for each teaching stage because some schools offer Chinese classes at the primary level. In contrast, others offer Chinese classes at the secondary level. Therefore, although Chinese teaching is widespread, most students' Chinese skills have yet to reach the desired level (Wei, 2012).

Based on the above, the development of Chinese education is inseparable from the Chinese education policies in Thailand, and the diplomatic relations between China and Thailand also determine the development of Chinese education.

#### 2.2 Chinese Curriculum in Thailand

In 2011, the Ministry of Education of Thailand formally incorporated the Chinese curriculum into the primary education syllabus. By 2012, the Chinese language curriculum had been introduced into Thai secondary schools and is now extended to

primary schools and kindergartens (Zhang, 2019).

Primary and secondary education belongs to the nine-year compulsory education system in Thailand. According to official statistics, the enrollment rate for compulsory education of school-age children is 97%, which is higher than the average ratio in Asia. Compared with Chinese language education in universities and various Chinese training institutions, Chinese language education in primary and secondary schools is more practical. It is the main part of Chinese language education in Thailand. Chinese language education in Thai primary and secondary schools mainly consists of Chinese schools and public and private Thai schools that offer Chinese courses. Chinese courses are offered from kindergarten to secondary school in Thailand. Private schools offer Chinese classes for elementary and junior high school students, while public schools mostly have Chinese courses in secondary school. In grades one through six, Chinese classes typically range from one to two hours per week, focusing on essential listening, speaking, reading, and writing skills, emphasizing communication (Sun, 2016).

According to the new indicators of Thailand's education policy released in 2005, all public high schools in Thailand must place Chinese education in an important position and thoroughly popularize Chinese education. The educational indicator for junior high school is two classes per week, while for senior high school, the educational indicator has been increased to six classes per week (Wang, 2022).

The main courses in the junior high school stage of ordinary public and private schools include Chinese listening, speaking, reading, writing, tourism Chinese, basic Chinese, daily Chinese, Chinese composition, and Chinese listening comprehension. Among them, 93% of the junior high school stage Chinese classes in ordinary public and private schools have only 3 class hours per week or even less. Only 7% of middle schools have more than 3 weekly class hours. The small number of class hours reflects that Chinese education is not valued in Thai public and private middle schools. This results from the Thai Ministry of Education's emphasis on skills education, prioritizing practical skill courses over curriculum setting for language learning. The main courses in the senior high school stage include basic Chinese proficiency, spoken Chinese

proficiency, Chinese listening comprehension, tourism Mandarin, etc. Among them, 43% of senior high school students have only three class hours or less per week, while 57% have more than three class hours per week. This indicates that after entering the senior high school stage, the curriculum setting tends to be practical-oriented due to preparing for the college entrance examination (Huang, 2014).

#### 2.3 Chinese Speaking Teaching

#### 2.3.1 Definition of Speaking

Definitions from the Oxford Dictionary show that speaking refers to conveying information or expressing one's thoughts and feelings through spoken language. As Yao (2022) indicates, speaking is the ability to verbalize one's thinking, communicate it to others, and respond quickly to information. Verbal skill is the ability to express one's true inner thoughts and feelings through spoken language to achieve the purpose of interpersonal communication effectively. Therefore, Chinese Speaking is the ability to express yourself correctly using standard Chinese speech, intonation, and appropriate vocabulary (Liu, 2021).

A speaking class is a language skills class, not a knowledge class. It is focused on the practice of skills rather than the understanding of knowledge. This special skills class aims to develop oral communication skills and focuses on students' oral expression skills, with "speaking" as the core of class teaching. However, it does not mean that speaking classes just let students speak because communication is done by more than one person alone. The speaker and listener must do it together (Cai, 2009).

#### 2.3.2 The Goal of Chinese-Speaking Teaching

The study by Zhao (2008) suggests that teaching Chinese as a foreign language is to develop and improve international students' intercultural oral communication skills. Skehan (1998) proposes three dimensions of language: accuracy, fluency, and complexity. She argues that quality communication should include these three

dimensions. High-quality Chinese-speaking teaching should promote the balanced development of these three dimensions.

Li (2003) states that the fundamental goal of teaching Chinese as a foreign language is to "develop learners' practical ability to use the Chinese fluently for various kinds of communication," the specific goal of teaching oral classes is to develop students' oral expression and communication skills.

Liu (2016) also states that the primary purpose of the speaking class is to give students enough space and time in the class so that they can practice the grammar and vocabulary they have learned in a relaxed and enjoyable atmosphere and be able to talk and communicate with their classmates and use flexibly in real life.

Yao (2021) states that Chinese speaking classes, as special skill classes, should focus on students' oral communication skills and focus on "speaking" as the core of teaching. The teaching objectives of Chinese-speaking classes should meet the needs of students' language learning and cultivate students' communicative ability in the natural Chinese environment.

Liu (2021), in the study of Chinese as a foreign language speaking teaching, concluded that teaching speaking has always been a difficult task that is not easy to overcome, so it is crucial to divide teaching into stages in teaching Chinese speaking. At the primary level, students have poor oral expression, insufficient confidence, and motivation to learn, and they tend to retreat to exercise. Therefore, teachers should mainly encourage and focus on drilling simple, essential words and phrases at this stage. It is more important to cultivate students' interest and confidence in learning Chinese than to master complex words and phrases. In the intermediate level of speaking teaching, students have progressed in their oral language level, developed a sense of language, and accumulated some vocabulary. Therefore, the focus of teaching at this stage is to gradually enrich students' vocabulary, standardize their language, and train their expression to communicate appropriately in different situations. The exercise of communicative competence is the most essential element in this stage. At the advanced

level, speaking teaching focuses on equipping students with higher-level oral communication skills, such as speech, conference, and translation, and exercising students' language application skills.

For the International school, based on the syllabus of IGCSE Chinese as a Second Language (2020), the assessment content of Chinese speaking, as shown below:

- 1) communicate factual information, ideas, and arguments
- 2) use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation
  - 3) organize and link ideas with a range of appropriate linking devices
- 4) give a short, clear presentation without a script on a topic of the candidate's choice
- 5) demonstrate competence in a range of speech activities, such as responding to questions on topics within a defined range of topics as stated in the syllabus (for example, past and present schooling, plans, and current affairs)
- 6) take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses
  - 7) show a sense of audience

In this study, due to the particular school setting, the researcher will focus on the objectives of the IGCSE syllabus and follow these goals to develop students' Chinese speaking skills.

#### 2.3.3 The problem of teaching Chinese speaking

Based on their research, Kong and Carmen (2014) summarized the following issues encountered in speaking teaching.

1) Contradiction between teaching materials and speaking practice

When the teacher teaches the vocabulary, text, and grammar and then starts to practice the sentence patterns and dialogues, the time for students to practice is very short, and they need more time to practice the vocabulary and grammar. The teaching progress will not be completed if most of the time is spent on conversation practice. In addition, if there is no concentrated teaching of vocabulary usage and

grammar but direct conversation practice and individual error correction, another drawback will result - the students' language needs to be standardized more. Some teachers have suggested that students should be allowed to preview the vocabulary and text fully before class, and the teacher should only concentrate on individual vocabulary and grammar in the classroom and spend the rest of the time on drills and conversations. This approach can be practical for short-term accelerated instruction and when the material is relatively homogeneous. Students will focus on the vocabulary and grammar they are learning and will complete the training tasks. However, the results may not be as dramatic when used for long-term language students. Long-term language students have various subjects and materials, especially intermediate and advanced students, and are under more pressure to complete their classes. It is only possible to do exhaustive prep and practice for speaking classes.

#### 2) The context usually does not match real-life

Some students report that the Chinese they hear are different from the textbook. After entering the intermediate and advanced Chinese classes, students will find that the phrases and terms for daily communication cannot be used in formal situations such as presentations, professional discussions, and news interviews.

#### 3) Insufficient teaching method

Several teaching methods are commonly used in China and abroad, such as translation, listening, communication, and task. The translation method comprehensively explains grammar rules but needs to provide more training in listening and speaking skills. The listening method is focused on sentence practice with little explanation of grammar rules. The teacher organizes the teaching activities in a sequence of listening, reading, and writing, focusing on phonics and speaking practice. The listening method is also a passive, teacher-centered approach to teaching. In conclusion, the pedagogy of spoken Chinese teachers reflects a teacher-centered approach and needs to be revised in teaching methods.

#### 4) Error correction in language learning

Inevitably, students will often make mistakes when learning a language. While we can allow students to make mistakes, correcting them takes work. Which mistakes must be corrected, and which mistakes can be left uncorrected? How do we

correct the mistakes and how much to correct in order not to discourage students from learning the language but also to make their language more and more standardized?

Liu (2016) concluded the problems of Chinese-speaking teaching in his study. First, the speaking class was mostly teacher-oriented; students also practiced but needed more initiative and could not fully stimulate their motivation. Second, students primarily practiced around the text or according to the after-class exercise in the textbook, and teachers usually divided students into groups of two or three to complete these exercises in the form of dialogues with each other. However, the exercises are not related to students' real lives.

Liu (2021) also mentioned that some things could still be improved in the current speaking teaching. Teaching is still traditional teacher-oriented, and students follow the teacher's practice. However, this mode is practical and effective at the primary teaching stage; students need more initiative to learn and more opportunities to practice and communicate independently. Secondly, the content of students' oral communication practice mainly revolves around the content of the text, and the form of practice is relatively single and boring, mostly dialogue practice in pairs.

# 2.3.4 Assessment of Chinese Speaking Skill

Jing (2016) proposes that the assessment criteria for Chinese speaking should be integrated with the criteria set by the International Curriculum for Chinese Language Education and the English-speaking tests such as IELTS and TOEFL. In addition to accuracy, correctness, and appropriateness, the assessment should also focus on the coherence of the language, i.e., the ability to express in segments and the richness of vocabulary. Therefore, students should be assessed in five dimensions: accuracy of speech, the accuracy of grammar, the richness of vocabulary, appropriateness of diction, and fluency of expression. As shown by the following:

#### 1) Accuracy of speech

Vowels, rhymes, and single-character tones should be standardized. Students should also be able to grasp the rules of phonetic changes in Chinese language flow, such as alliteration and tonal changes. The phonetic test can refer to the evaluation criteria of the Mandarin test and set clear scoring rules. The content can be divided into two parts, reading and accessible talk, and assessed in tiers from single-character pronunciation and pronunciation of two-syllable words to sentence intonation and tone of voice.

#### 2) Accuracy of grammar

Accurate and flexible use of sentences is an essential criterion of language ability. In addition to paying attention to students' phonetics, oral language teaching should also focus on the correct use of grammar.

#### 3) Richness of vocabulary

Speaking lessons need to help students use accurate and appropriate vocabulary to talk about any topic, and this requires the speaking curriculum to provide a rich vocabulary, including idioms, proverbs, and apocryphal expressions.

#### 4) Appropriateness of diction

Whether a communication situation is formal or casual, the gender, age, and identity of the person you are communicating with are significant in Chinese communication. International students should choose the right words and sentences to express their feelings according to the situation and the person they are communicating with.

#### 5) Fluency of expression

Along with accuracy, speaking lessons also aim to improve the fluency and coherence of students' expressions, such as the appropriate use of discourse markers and conjunction words.

In this research, due to the international school setting, the assessment of Chinese speaking will follow the standard of IGCSE assessment criteria. As shown by the following:

1) Learners should present information and communicate ideas/opinions

accurately and effectively.

- 2) Learners should develop responses and link ideas using appropriate linking devices.
- 3) Learners should use a range of grammatical structures and vocabulary accurately and effectively.
  - 4) Learners should show control of pronunciation and intonation patterns.
- 5) Learners should engage in a conversation and contribute effectively to help move the conversation forward.

The speaking test has three parts: a 2-3-minute personal presentation on a chosen topic, a 4-5-minute discussion about the presentation, and a 4-5-minute conversation about the general topic. The maximum marks are 20 for each part, and the assessment criteria consist of content and presentation (10 marks), vocabulary (5 marks), and structures (5 marks) (CAIE, 2020).

#### 2.4 Cooperative learning

Cooperative learning has been widely adopted as an efficient teaching model in many countries, so research on cooperative learning has been conducted in many countries and regions worldwide.

## 2.4.1 Definition of Cooperative Learning

In the 1970s, cooperative learning emerged in the United States. (Hong, 2021) However, because of the wide range of applications and the number of theories cited, different scholars have different understandings of cooperative learning, so currently, there is no uniform definition of Cooperative learning (Li, 2014).

Professor Slavin, R.E. of Johns Hopkins University, USA, is a representative of Cooperative learning theory; according to his research, he states that Cooperative learning is a teaching method that allows students to participate in learning activities and to receive rewards or approval based on their performance as a whole group (Slavin,

1987).

A study by the Johnson brothers (Johnson et al., R. T.) from the University of Minnesota reports that Cooperative learning is the use of small groups for teaching and learning activities that allow students to work together to maximize their learning achievement (Wang, 2002).

According to Winzer, a Canadian educational psychologist, "Cooperative learning is a teaching method in which the teacher assigns students to different teams or groups, either randomly or systematically, to complete assigned tasks" (Winzer, 1995).

According to Professor Guskey (T.R.) from the University of Kentucky, he indicates that cooperative learning is an activity in which students form groups and work together to complete a series of learning tasks assigned by the teacher (Wang, 2002).

Dr. Sharan, a leading educational psychologist from Tel Aviv University in Israel, concluded that cooperative learning is the overall term for a series of teaching methods that facilitate and organize educational instruction characterized by cooperation and autonomy (Sharan, 1980).

According to Wang Tan, a leading Chinese education expert, "Cooperative learning is a system of teaching strategies designed to promote mutual assistance and cooperation among students in different groups to achieve common learning goals and to reward the group's overall performance." (Wang, 2002).

Based on the above, cooperative learning is a practical class activity. Group rewards are the primary form of achieving teaching objectives, enhancing students' emotions, regulating the class atmosphere, and managing the teaching and learning process.

#### 2.4.2 Theoretical Foundation of Cooperative Learning

Since the 1970s, Researchers in different subject areas have developed distinctive cooperative learning theories based on different research priorities and their subject characteristics.

#### 1) Social interdependence theory

In the early 20th century, Koffka, K, the representative researcher of the social interdependence theory, proposed the concept of the "dynamic group," and the interdependence between members can change; the form of interaction between individuals determines the outcome. When individuals are in a state of mutual encouragement, a positive interaction (cooperation) is created between individuals, and the effect of "elevating interaction" emerges; when individuals are in a state of mutual hindrance, a negative interdependence (competition) is created between individuals, and this leads to the emergence of "oppressive interaction" (Hu, 2012).

In the 1940s, Morton Deutsch concluded that environment and atmosphere align individual goals with those of others in the cooperative partnership. Personal achievements and honors help facilitate the achievement of others' goals (Hong, 2021).

#### 2) Motivational Theory

Motivation theory, closely linked to the social interdependence theory mentioned earlier, is based on Deutsch's cooperative structural goals and focuses on the goals and rewards for student learning. Motivation theory suggests that cooperative learning makes group members aware of the close relationship between the achievement of their values and the success of the team. Group rewards are incorporated into the cooperative learning strategy, with a clear division of labor within the group, each member taking on their learning tasks and being rewarded when they have all achieved the group's learning objectives. The success of individual learning tasks depends on the achievement of group goals. Group rewards motivate learners, make them aware of the importance of cooperation, and motivate them to work hard toward the group's shared goals (Hong, 2021).

#### 3) Theory of Cognitive Development

Cognitive development theory refers to the theory proposed by Jean Piaget, a famous developmental psychologist, and is recognized as the most authoritative theory in developmental psychology in the 20th century. Piaget believed that cognitive development is a constructive process achieved by individuals constantly interacting with their environment. Intelligence does not result from innate maturity or acquired experience but from the subject's actions. The essence of this action is the subject's adaptation to the object. Social interaction and cooperation are part of developing the child's personality. With the mutual exchange of ideas and cooperation of others, the individual can be integrated into society (Shi, 2016).

#### 4) Choice theory

Choice theory, formerly known as control theory, was developed by the American psychologist Glasser. W. He believed that people could control their behavior. Later, he thought that choice was a better and more positive term, indicating that people could choose the behavior they did. Choice theory is a theory of needs satisfaction, namely "belonging (friendship), strength (self-esteem), freedom, and pleasure." When students are in school, the school has to satisfy not only the students' needs for achievement but also other needs. Students will only want to learn if the conditions are met. The choice theory explains that students who do not want to know not as being stupid but unwilling, so it is important to create requirements that satisfy students' sense of belonging, power, freedom, and joy so that they want to learn (Lu, 2018).

#### 2.4.3 The Basic Elements of Cooperative Learning

There are various cooperative learning methods, and teachers adjust them according to the situation. Still, no matter how the form is changed, the core elements of cooperative learning are the same. The Johnson brothers (1989) summarize five essential aspects of Cooperative learning, which Lu (2018) included as shown by the following:

1) Positive interdependence: Students must be responsible for their and the group's efforts. Group members have a common goal and a fair chance. Individual success is predicated on the success of the group. Each group member's contribution to success is unique and irreplaceable.

- 2) Individual and group accountability: Each student is responsible for doing their part; the group is accountable for meeting its goal.
- 3) Face-to-face interaction (Promotive interaction): Students help and support one another; the environment encourages discussion and eye contact.
- 4) Interpersonal and Social Skills: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others.
- 5) Group processing: Group members analyze their and the group's ability to work together.

#### 2.4.4 Basic Methods of Cooperative Learning

Cooperative learning is widely used worldwide, and different models have emerged in practice, but there are differences in the operation of each model (Sun, 2007). Fu (2018) and Hong (2021) have summarized the 5 primary methods of Cooperative Learning as shown following:

#### 1) Student Teams-Achievement Division (STAD)

The Student Teams Achievement division (STAD) developed by Slavin is still one of the most widely used and popular cooperative learning methods. Students are divided into groups according to achievement, gender, and ethnicity. The teaching model consists of the teacher lecturing, student cooperative learning, mastering the learning content, taking an exam, and, during the exam, not allowing mutual assistance. The average of students' previous test scores is used as the base score, and students' current test scores are compared to their previous scores. Individual scores are added to form a group score, and the group that meets the criteria is awarded a prize.

#### 2) Teams Games Tournament (TGT)

David DeVries and Slavin initially developed Teams Games Tournament (TGT). TGT is similar to STAD regarding teacher instruction and group activities, but it replaces the exam in STAD with weekly group competitions. In group competition,

all students work in groups to earn points for their group by competing against the other group members who are closest to them. This method has a "bumping" process, which re-matches the opponents according to their performance in each competition to make the competition fair. Both high and low achievers can earn points for their group through this model, and all students have an equal opportunity to contribute points to their group. The top teams are selected to receive awards.

#### 3) Jigsaw Method

Jigsaw Method was first developed by Elliot Aronson in 1971 (Wang, 2021). In the Jigsaw Method, students are divided into different learning groups according to specific requirements, and the teacher divides the learning content into pieces. Each member of the group is responsible for a section of the content. Then, the students in different groups studying the same material temporarily form an "expert group" (expert group), allowing them to analyze and discuss in the group, teaching and learning from each other until all students in the group have mastered this part of the knowledge. Then, the "expert group" members return to their groups and take turns telling the other members about the part they are responsible for according to the order of the material until all the group members have learned the complete material.

#### 4) Group investigation (GI)

Dr. Sharan from Israel created the group investigation method. (Wang, 2001) In group investigation, students are divided into different learning groups according to requirements, and different topics are randomly assigned to different groups by the teacher. The groups divide the topics and assign tasks by themselves, requiring all members to have their own tasks. In completing the task, students can solve the problem independently or cooperate with other members to solve the problem together.

#### 5) Learning Together (LT)

D. W. Johnson and R.T. Johnson developed the learning together method. (Wang, 2001) This method requires students to work in heterogeneous groups of four to five students on a given assignment sheet, and the group submits one sheet. Finally, the

grades of the group sheets are evaluated, and the group with the highest grades is awarded.

#### 6) Think Pair Share (TPS)

The "Think-Pair-Share" model was proposed by Frank Lyman and his colleagues at the University of Maryland in 1992. The Think-Pair-Share is an educational strategy based on the cooperative learning model to enhance student engagement and accountability. Encouraging students to think, pair up with a partner, and share their ideas with the class helps develop students' communication skills. It leads to increased self-confidence and greater participation in classroom activities. In addition, the strategy fosters mutual respect and attentiveness to each other's perspectives (Raba, 2017).

The TPS approach consists of four main steps, as shown below:

- 1) Introduction step: The teacher describes each step of the class, then poses a question related to a specific topic to the class and asks students to analyze and independently think comprehensively.
- 2) Reflection step (Individual reflection): Students think independently and quietly about the problem within a set time limit (e.g., one minute) and record their thoughts in writing.
- 3) Pairing step (Group discussion): Students share their thinking in pairs or groups and try to form a unified view after discussing, reflecting, and revising their ideas.
- 4) Sharing step (Whole-class communication): After the discussion, the teacher can randomly ask each group of students to answer the questions, thus achieving a whole-class sharing of ideas.

Applying the theories and methods of Cooperative Learning mentioned above can help the teacher design and implement the actual class teaching. The key to Cooperative learning is collaboration; the student-based class is required, and the teacher should get familiar with the changing class role; the purpose of the class is to increase the participation of students and maximize their language-using frequency.

Therefore, teachers should know more about their students' learning situations to prepare for the activity and adjust the methods used before class. Additionally, collecting student feedback after class can help to refine the teaching approach further. Teachers and educators must know their students' personalities and create a positive learning environment for teaching Chinese as a foreign language. Encouraging students to participate in class discussions is crucial for developing language skills. By applying a cooperative learning approach and considering the individual needs of each student, teachers can help maximize their students' language acquisition and create a more effective learning experience.

# 2.5 The Relationship between Cooperative Learning and Chinesespeaking Teaching

There are three practical learning goals of Cooperative learning classes, involving three domains, which are the cognitive learning domain of learners, the skill learning domain of learners, and the affective domain of learners, which corresponds to the goals of Chinese-speaking teaching to improve students' knowledge of Chinese and their ability to communicate, to improve students' ability to think critically and to help students recognize their self-worth in learning (Li, 2014).

Fu (2018) indicates in his study that cooperative learning emphasizes the combination of language knowledge and language skills, the cultivation of thinking skills and oral communication skills, which corresponds with the teaching principle of "learning to apply" in Chinese as a foreign language and the goal of cultivating learners' ability to use Chinese for intercultural communication. By incorporating cooperative learning theory into Chinese-speaking teaching, students can effectively reduce their anxiety and stimulate their learning initiative. Students can learn both through traditional instruction and cooperative learning from their peers. Cooperative learning divides students into different learning groups, with the teacher's lecture as a supplement and group cooperative learning as the central part. Through communication, discussion, and cooperation among group members to complete group tasks, students can exercise their oral communication skills and develop their sense of teamwork. At the same time,

cooperative learning can make effective use of teaching resources and optimize class time allocation and has significant advantages in increasing communication opportunities and improving students' speaking skill.

Hong (2021) states that Cooperative learning focuses on learning knowledge content as well as communicative and collaborative skills, promoting learners to accumulate and consolidate their knowledge in applying practice, which is in line with cultivating intercultural communication skills of international students in teaching Chinese. She found that cooperative learning positively impacted international students' discourse skills, alleviating language anxiety and stimulating their interest and motivation in learning Chinese. Under the guidance of the cooperative learning steps designed by the teacher, international students can accumulate language knowledge through the teacher's intensive teaching. On the other hand, they can increase their information reserve through interaction with others in group activities, learn to listen and understand others, and develop their communicative skills and cooperation ability while completing joint learning tasks. The cooperative learning model of the advanced speaking classroom provides a rich space for international students to interact with each other, which not only gives more opportunities for those students with good language ability and a strong desire to express themselves but also encourages those students with weak language ability and shyness to express themselves and make their contribution to the group's success. Property Rangell Rangell

Cooperative Learning is a highly effective approach for teaching Chinese speaking, emphasizing collaboration, active participation, and student communication. By working together in small groups or pairs, students can practice speaking Chinese more frequently and in a supportive environment, allowing them to build confidence and improve their language skills. In a Cooperative Learning classroom, the teacher assumes the role of a facilitator, guiding students toward their learning goals and creating opportunities for communication and collaboration. This approach can benefit Chinese-speaking teaching, allowing students to practice their language skills in a more natural, interactive setting. Furthermore, Cooperative Learning promotes a student-centered approach, allowing students to take ownership of their learning process and

work at their own pace. This personalized approach can be highly effective in Chinesespeaking teaching, where differences in learning styles and abilities are often significant factors.

Overall, by utilizing the principles of Cooperative Learning in Chinese-speaking teaching, educators can create a more engaging and effective learning atmosphere where students are empowered to take an active role in their language acquisition and achieve their full potential.

#### 2.6 Student Satisfaction

Elliott and Healy (2001) state that student satisfaction is a short-term attitude from evaluating a student's educational experiences. Weerasinghe, Lalitha, and Fernando (2017) defined it as a positive antecedent of student loyalty and an educational system's result and outcome. Therefore, student satisfaction is a function of the relative level of experiences and perceived performance in educational service during the learning period (Mukhtar, Anwar, Ahmed, & Baloch, 2015).

Considering everything, student satisfaction can be described as a temporary perspective formed by assessing students' educational experience, services, and facilities.

#### 2.7 Related Research and Studies

Several recent studies related to Cooperative learning demonstrate the effectiveness of using Cooperative learning in Chinese-speaking teaching. This part will conclude the studies and research using Cooperative learning in Chinese-speaking teaching.

She (2012) conducted a study titled Cooperative Learning in Thai Students' Chinese-speaking Teaching, the study selected college students as experimental subjects

and aimed to examine whether Cooperative Learning can enhance the Chinese speaking skill of students or not, also to help the student increase their vocabulary and correct their pronunciation, exercise their actual communication skill. The experimental study demonstrated a significant increase in student motivation to learn and the development of cooperative skills. In the authentic context created by Cooperative Learning, students are more likely to overcome mental barriers and improve their speaking skills more rapidly.

Hu (2012), in her research titled The Research of the Cooperative Learning Model in the Oral Chinese Class, reviews relevant research and analyzes various aspects of the cooperative learning model, including group division, different cooperative learning styles, and cooperative learning design principles and considerations, summarizes the factors that influence the effectiveness of cooperative learning through teaching practice, including teacher factors, student factors, content factors, and external factors. The results show that collaboration develops students' comprehensive ability and facilitates students' improvement of their knowledge structure in many practices.

Jin (2012) conducted a practical study using Cooperative Learning in Primary Oral Chinese Teaching for Foreign Students. The study analyses the effectiveness of Cooperative Learning by the methods of observation, questionnaires, interviews, and comparative study. The questionnaire survey of 100 Korean students found that international students generally welcomed cooperative learning, with 59% of students finding it very enjoyable, 38% finding it more enjoyable, and only 3% finding it unpleasant. The study verified Cooperative learning benefits for beginners in overcoming anxiety during Chinese language learning. It assists in transforming learners' participation attitudes, motivating them to acquire knowledge, boosting their confidence, and enhancing their oral and communication abilities. Teaching experience confirms that incorporating meaningful communicative and cooperative activities is crucial for fostering learners' language proficiency.

Zhang (2014) conducted a study titled Cooperative Learning Methods Applied in the Teaching of Chinese Class - oral lesson, researcher running practical teaching,

questionnaire, and interviews as the main instruments, aims to clarify the shortage of Cooperative Learning and figure out the effective strategies in the speaking class upon the Cooperative Learning. The analysis result found that the effectiveness of Cooperative learning relates to teaching methods, tasks, and contents, which should be chosen according to the characteristics of students so that they can be motivated to learn and improve their speaking skills.

Li (2014) carried out an experimental study through practical teaching, questionnaire, and data analysis to validate the advantages and disadvantages of Cooperative learning in intermediate Chinese-speaking teaching; through class experiments, they found cooperative learning methods can effectively stimulate students' learning in the intermediate speaking class of Chinese as a foreign language, the experiment result indicates that Cooperative Learning is a practical approach that offers many advantages. It reduces students' anxiety, increases their self-confidence and sense of belonging, and stimulates their motivation and interest in learning. In addition, it helps to create a positive and interactive class environment that enhances student engagement and participation.

Liu (2016) conducted a four-month study titled The Study of Teaching Strategies on Group Cooperative Learning in Intermediate Spoken Chinese Class. The study group consists of 24 students from 10 different countries. The analysis of teaching practice indicates the teacher's role has changed significantly, with the teacher's role of guiding, facilitating, monitoring, and evaluating particularly important in small group learning, as opposed to the traditional preparation, delivery, questioning, and assessment of lessons. Choosing tasks closely linked to social life and spending time on them is essential for effective group work.

Zhang (2018) carried out a study titled A Study of Task-based Cooperative Teaching Approach in Teaching Spoken Chinese as a Foreign Language Take CMVC of Thailand as an example. In the early stage of the study, a questionnaire was used to understand students' motivation, needs, and study habits, to investigate the current teaching mode of spoken Chinese classes through the interview and observation method,

and to analyze the problems of the current spoken Chinese classes. Finally, the study result shows that the completion of tasks increases students' motivation to learn; students learn by completing tasks, gaining knowledge by doing, and remembering more solidly, and group work reduces language anxiety and creates competition within and between groups, which improves the quality of the class and enhances student learning. This will improve the quality of the class and the efficiency of student learning.

Lu (2018) conducted a documentary analysis and experimental study to find the common problems in the application of Cooperative learning. The study concludes and classifies common problems of applying cooperative learning into six categories: class management problems, group division problems, overuse of the mother tongue, low student motivation, problems with the teacher, and problems with external factors. The result demonstrates that Cooperative Learning is a highly effective approach to teaching Chinese-speaking. However, it requires careful planning and implementation to avoid or solve common problems that may arise. Creating the appropriate conditions and environment for applying Cooperative Learning is essential for maximizing effectiveness.

Hong (2021) conducted a study to evaluate the effectiveness of Cooperative Learning in improving students' discourse skills in Chinese-speaking classes. The study utilized actual teaching observations, questionnaires, and personal interviews, alternately using STAD (Student Teams Achievement Divisions) and jigsaw methods. The study's results demonstrated that Cooperative Learning significantly impacted the development of students' discourse skills. Students in the Cooperative Learning groups showed excellent proficiency in using logical relations in their articulation and demonstrated a reduced sense of language anxiety. The class topics were also enriched and expanded through the collaborative efforts of the students.

# 2.8 Conclusion

Cooperative learning has emerged as a popular teaching method over the past five decades and has been applied across a wide range of subjects, including Chinese language learning. The studies above indicate the growing interest in applying the cooperative learning model to teaching Chinese as a foreign language.

One of the key advantages of using the cooperative learning model in teaching speaking Chinese is its emphasis on group work and group activities, which can create an interactive and dynamic learning environment. This approach encourages positive elements such as collaboration, communication, and mutual support among learners, improving motivation and engagement.

Cooperative learning can also help to address some of the challenges that arise when teaching spoken Chinese as a foreign language. For example, Chinese is a tonal language, which can pose difficulties for learners to master. However, working in groups enables learners to practice listening and speaking in a more natural and authentic context, allowing for a better grasp of the language. At the same time, researchers must recognize the typical problems mentioned in previous studies, such as class management, group division, low student motivation, problems with teachers, etc.

The cooperative learning model has proven to be a practical approach to teaching Chinese speaking. This model can create a more stimulating and effective student learning experience by prioritizing group work, activities, and joyous elements such as collaboration and communication.

# **CHAPTER 3**

# RESEARCH METHODOLOGY

This study aimed to improve the Chinese speaking skill of Secondary 1 students and their satisfaction with learning Chinese Speaking using the Cooperative Learning Method. In this chapter, the researcher introduced the methodology of this study. It included the research design, the sample group, the research instrument used to collect data, the validity and reliability of the research instrument, and the data analysis.

# 3.1 Research Design

This research was conducted using a quantitative method. The following is the study design.

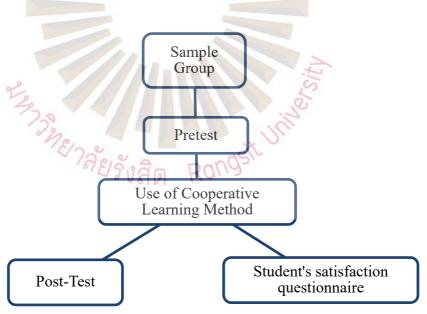


Figure 3.1 Research Design of the Study

This study collected quantitative data through academic achievement tests and a questionnaire. The achievement test included a pre-test and a post-test. The purpose of the study was to examine the effectiveness of the Cooperative Learning Method in enhancing students' Chinese-speaking skills; the questionnaire aims to investigate students' satisfaction with using the Cooperative Learning Method to improve their Chinese-speaking skills.

# 3.2 Population and Sample

# 3.2.1 Population

This study's target population comprises 73 students from four secondary 1 classes. The students are around 11 to 13 years old with mixed genders and mixed abilities in learning.

# 3.2.2 Sample group

The researcher chooses a cluster random sampling class as the sample group (15 students); the students are mixed genders and have mixed abilities in learning; there are 5 boys and 10 girls.

#### 3.2.3 Location

The study was conducted in an international school in Samut Prakran, one of Thailand's central provinces. It was founded in 2007. The school includes 16 grades from nursery to high school, and Chinese language courses have been offered from nursery to secondary 4. The school offers 4 hours of Chinese language classes per week for the secondary level.

#### 3.3 Research Instruments

This study's three instruments were used to collect quantitative data: lesson plans, Chinese-speaking tests (pre-test and post-test), and a student satisfaction questionnaire.

#### 3.3.1 Lesson Plan

The researcher designed four 90-minute lesson plans from the Secondary 1 textbook on four topics. The lessons were conducted twice a week for a total of 8 sessions. In each class, the researcher will follow the Cooperative Learning approach. The researcher will teach twice a week for 4 weeks. Each class session is 45 minutes. The outline of the lesson plan is shown in Table 3.1 below. The relevant authorities will approve the study in the students' schools. Additionally, permission will be obtained from the parents of the students, who were all between the ages of 10 and 13. (Detail as shown in Appendix E)

Table 3.1 Lesson Plan

Lesson	Topic	Learning Objectives	minutes
Week 1	Festivals	Participants will be able to give a speech concerning  Festival	90
Week 2	Cultural Diversity	Participants will be able to express own opinion about cultural diversity	90
Week 3	Education	Participants will be able to express own perspectives about an educational issue	90
Week 4	Pressure	Participants will be able to express their own feelings about peer pressure	90

# 3.3.2 Chinese-speaking Tests (Pretest and Posttest)

The Chinese-speaking test will be divided into a pre-test and a post-test for the sample group, aiming to assess participants' Chinese-speaking skill and ability to convey

information, ideas, and opinions effectively. The test will comprise three sections: Presentation, Topic Conversation, and General Conversation. The researcher conducts the speaking test, and each candidate will be given 3 minutes to present a topic of their choice from four lesson topics. Subsequently, the examiner will ask two questions about the chosen topic, and the student's performance will be evaluated based on Chinese-speaking criteria. The Chinese-speaking test will have a total score of 45 marks, with each part accounting for 15 marks. (Detail as shown in Appendix G)

# 3.3.3 Student Satisfaction Questionnaire

The survey will be given to 15 students participating in this research to assess student satisfaction. Student Satisfaction will be evaluated by collecting responses to a series of questionnaires that focus on three key areas: interest and motivation, engagement, and the effectiveness of cooperative learning, each including 4 questions, 12 questions in total.

The most efficient approach to gathering data is by conducting a survey using questionnaires. Compared to interviews, questionnaire surveys offer greater objectivity and can avoid the influence of subjective opinions from respondents and researchers. The researcher will provide explanations and clarifications for each question on the questionnaire to ensure participants understand them accurately during the distribution process.

The interpretation of the questionnaire results (mean) is based on the range of mean score interpretation below.

Table 3.2 The Range of Mean Score Interpretation

Mean Score Range	Students opinions Level
5 - 4.01	Highest
4 - 3.01	High
3 - 2.01	Moderate
2 - 1.01	Low
1	Lowest

Source: Moidunny, 2009

# 3.4 Validity and Reliability

# 3.4.1 Validity

Anastasi and Urbina (1997) indicate that validity measures whether the instrument measures the behavior or quality it intends to measure and how well the instrument performs its function. The validity of research instruments (lesson plans, Chinese-speaking test, and Student Satisfaction Questionnaire) will be validated by 3 experts: two senior Chinese teachers from Assumption University, a professor from Kasetsart University, Thailand, and two experienced Chinese teachers in Thailand. This study used the Item-Objective Consistency Index (IOC), IOC calculated to see whether the items align with the objectives. The score range of IOC is from -1 to +1.

- 1) + 1: The item matches the stated objectives;
- 2) 0: The item is unclear whether the measures meet the stated objectives or not;
  - 3) -1: The item does not match the stated objectives.

Moreover, the operative score range domain is from 0.67 to + 1. If the item's value is between 0.67 and 1.00, this item will be applied as a part of the instrument. However, if the value is under 0.67, this needs to be clarified, rephrased, or removed.

The IOC result of the Lesson Plan, Chinese-speaking test, and Student Satisfaction Questionnaire is +1, +1, and +1, respectively. (Detail as shown in Appendix D, F, H)

# 3.4.2 Reliability

Middleton (2019) states that reliability refers to the degree to which results are reproducible when the study is repeated under the same conditions. Check results for consistency across time, different observers, and parts of the test itself. In this research, Cronbach's Alpha was used to test the reliability of the Student Satisfaction Questionnaire. If the score is below 0.7, the item will be deemed unreliable and removed.

The Cronbach's Alpha internal consistency is shown below:

Table 3.3 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
α≥0.9	Excellent
$0.8 \le \alpha < 0.9$	Good
$0.7 \leq \alpha \leq 0.8$	Acceptable
0.6≤α<0.7	Questionable
$0.5 \le \alpha < 0.6$	Poor
α<0.5 คียรูงสิด	Rangs Unacceptable

Source: Habidin, 2015

All questionnaire items were distributed to 30 students who were not in the sample group. Their responses were computed using Cronbach's Alpha; the result was 0.802, which is in the Good level range.

# 3.5 Data Collection Procedures

# 3.5.1 Ethical Approvement

To conduct the study in schools, the researcher obtained a letter of approval from Thai-Singapore International School, Samut Prakran. Since the participants in this study are between the ages of 11 and 13, the researcher also seeks permission from the responsible school department and parents.

#### 3.5.2 Confidentiality

The researcher kept all information concerning students' bio-data and questionnaire responses confidential. The researcher will also remove all data after the study is finished.

# 3.6 Data analysis

The data was analyzed using two distinct methods aligning with the research objectives. The first method involves analyzing quantitative data from the pre-test and post-test to examine the improvement in Chinese speaking skills among the sample group using Cooperative Learning. The second method focuses on assessing student satisfaction using the Cooperative Learning Method in Chinese speaking, using quantitative data from the questionnaire survey.

# 3.6.1 Analysis of Chinese-speaking Skill

To examine the improvement in Chinese-speaking skills resulting from cooperative learning, information was gathered from both a pre-test and a post-test. The collected data will then be analyzed using a T-test-dependent sample.

#### 3.6.2 Analysis of Student Satisfaction

The data was collected using the Student Satisfaction questionnaire to investigate the students' perceptions of using cooperative learning. Mean and standard deviation were used to analyze the students' responses to each item statistically.

#### **CHAPTER 4**

#### RESEARCH RESULTS

In this chapter, a quasi-experimental design was applied to study the development of Chinese Speaking skills of secondary 1 students by using the Cooperative learning method in an international school and investigating the students' satisfaction with the Cooperative learning method in Chinese Speaking learning. The results were collected from pre-test, post-test, and questionnaire. The results of the data are presented in the following order:

- 4.1 Analysis of Chinese speaking test scores
- 4.2 Student Satisfaction Questionnaire Analysis

# 4.1 Analysis of Chinese Speaking Test Scores

This section shows the results of the first research question, using a Cooperative learning method to improve the Chinese-speaking scores of secondary 1 students in international schools. The results were derived from the pretest and post-test. Two assessors are involved in the assessment to prevent bias. The pretest and post-test results of the sample group were compared using a paired sample T-Test. With P < 0.05 as the significance level, mean value, standard deviation, and inferential statistics were used for comparison.

#### 4.1.1 Comparison of Pretest and Posttest Scores of the Sample Group

Table 4.1 presents the pretest and post-test scores of the sample group. The maximum score on the pretest was 31.5 (out of a total of 45), and the minimum score was 12. The post-test scores increased significantly, with one participant receiving the highest score of 42 out of 45, an improvement of 19.5 points compared to the pre-test scores, and two participants receiving the lowest score of 24 out of 45. In addition, two

participants made the most remarkable improvement; the percentage difference between the pretest and posttest was 43.33%. All 15 students showed significant or slight improvement on the posttest, with score gaps ranging from 1.5 to 19.5 points.

Table 4.1 shows the scores, score increases, and percentage differences between the pretest and posttest for the participants.

Table 4.1 Student Pre-test and Post-test Scores

Student	Pretest Scores (Full score = 45)	Posttest Scores (Full score = 45)	Increase in test score	Difference %	
1	31.5	33.0	1.5	3.33%	
2	24.0	26.0	2.0	4.44%	
3	21.0	37.5	16.5	36.67%	
4	19.5	36.0	16.5	36.67%	
5	18.0	24.0	6.0	13.33%	
6	19.5	34.5	15.0	33.33%	
7	16.5	28.5	12.0	26.67%	
8	21.0	31.5	10.5	23.33%	
9	18.0	31.5	13.5	30.00%	
10	16.5	24.0	7.5	16.67%	
11	22.5	42.0	19.5	43.33%	
12	18.07	37.5	19.5	43.33%	
13	13.5	25.5	12.0	26.67%	
14	13.5	27.0	13.5	30.00%	
15	12.0	30.0	18.0	40.00%	
Mean Scores	19.00	31.23	12.23	27.19%	

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 15 participants. Based on the scores obtained on the pretest and posttest, the following comparisons were made as follows:

# 4.1.2 Analysis of Paired Sample T-Test

Since the sample size is less than 30, we need to test for normal distribution of pretest and posttest. The data analysis indicates the pre-test and post-test in a normal probability plot, and the sample is approximately normally distributed; the paired sample analysis of the pre-test and post-test scores indicated they were positive.

Table 4.2 Paired Samples T-Test

Group	Pret	est	Posttest		Mean difference	Т	P-value
Sample	$\overline{X}$	SD	$\overline{X}$	SD	12.23	-8.17	0.000
Group	19.00	4.83	31.23	5.49			

<sup>\*</sup> p<0.05

From Table 4.2, a difference of 12.23 was observed between the pretest and post-test means; this increased from the post-test mean. The significant value (P) obtained was 0.00, lower than 0.05 (P\*0.05). There was a statistically significant increase in the post-test scores compared to the sample group's pretest scores.

# 4.1.3 Pretest and Posttest Comparison

Figure 4.1 below represents participants' pre-test and post-test scores. As shown in the figure, the blue line represents the pre-test score, and the orange line represents the post-test score. It can be seen that all students' scores in the post-test increased, indicating that the Cooperative Learning method helped improve students' Chinese speaking scores.

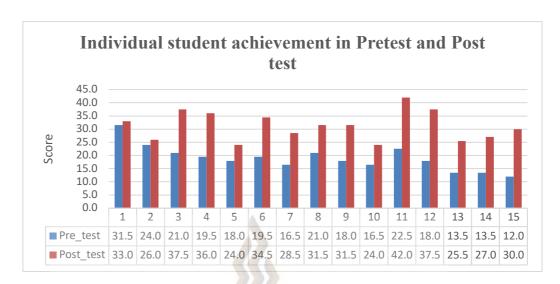


Figure 4.1 Graphical representation of students' pretest and posttest scores

In addition, Figure 4.2 shows the mean scores for the pretest and posttest, which were 19.00 and 31.23. The mean score for the post-test was higher than the mean score for the pretest. The post-test scores, represented by the orange bar, confirmed an increase of 12.23 points compared to the pretest scores, represented by the blue bar. So, each person progressed in the posttest and got a better score.

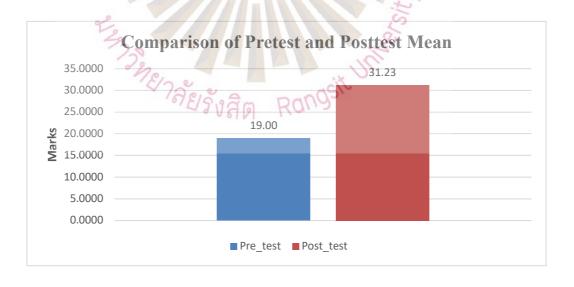


Figure 4.2 Comparison of pretest and posttest mean

# 4.2 Student Satisfaction Questionnaire Analysis

A five-point Likert scale was adopted to collect quantitative data and study students' satisfaction with using the Cooperative Learning method in Chinese-speaking classes: 1 = strongly disagree, 5 = strongly agree. The questionnaire consists of 12 items divided into three parts: Interest and motivation, Engagement, and the effectiveness of the Cooperative learning method. All 15 (N=15) study participants were given questionnaires. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. The average score was highest at  $4.01 \sim 5.00$ , high at  $3.01 \sim 4.00$ , medium at  $2.01 \sim 3.00$ , low at  $1.01 \sim 2.00$ , and lowest at  $1.00 \sim 0.00$ .

Table 4.3 below shows the mean scores and standard deviations of students' satisfaction with interest and motivation. Item 3, Using Cooperative Learning, which helps me develop the confidence to speak Chinese, was the highest mean ( $\bar{x}$ ) score of 4.13. Although item 4, Using Cooperative Learning motivates me to speak Chinese, was the lowest mean score ( $\bar{x}$ = 3.20), it is still at a high level; the interpretation of the mean score showed that students' satisfaction with Part A of the questionnaire, interest, and motivation were still maintained the high level ( $\bar{x}$ =3.75).

Table 4.3 Part A: Interest and Motivation (N=15)

No.	Part A. Interest and Motivation	Mean	SD	Interpretation
1	The process of learning Chinese speaking by using the Cooperative Learning is fun.	3.80	0.86	High
2	Using Cooperative Learning makes learning meaningful.	3.87	0.74	High
3	Using Cooperative Learning helps me develop the confidence to speak Chinese.	4.13	0.92	Highest
4	Using Cooperative Learning motivates me to speak Chinese.	3.20	0.86	High
	Average	3.75	0.85	High

Table 4.4 below shows the mean and standard deviation of students' scores for Part B, Engagement. From the data, item 6," All the activities related to Cooperative Learning are meaningful," was rated with the highest mean score of 3.87. items 5 and 8 were rated with the lowest mean score of both, 3.53. However, considering the mean score of 3.68, it still fell within the "High" average score range.

Table 4.4 Part B: Engagement (N=15)

No.	Part B- Engagement	Mean	SD	Interpretation
5	All the activities related to Cooperative Learning are interesting.	3.53	0.64	High
6	All the activities related to Cooperative Learning are meaningful.	3.87	0.74	High
7	All the activities related to Cooperative Learning helps me to discuss.	3.80	0.94	High
8	I enjoyed being involved in the class activities related to Cooperative Learning.	3.53	0.92	High
	Average	3.68	0.81	High

Table 4.5 below illustrates the mean scores and standard deviations of students' responses to Part C, Effectiveness of Cooperative Learning. The item 9 "Using Cooperative Learning can improve my Chinese-speaking skill" was the highest mean score of 3.93. Item 12, "Using Cooperative Learning can broaden my mind and develop my own perception," had the lowest mean score of 3.60. In terms of the overall mean score, it was still at a high level. Thus, most students affirmed that the Cooperative learning method helped improve their Chinese speaking skills. The mean score of 3.77 was at the "High" level.

Table 4.5 Part C: Effectiveness of Cooperative Learning (N=15)

No.	Part C- Effectiveness of Cooperative  Learning		SD	Interpretation
9	Using Cooperative Learning can improve my Chinese-speaking skill.	3.93	0.88	High
10	Using Cooperative Learning can improve my			High
	Pronunciation of Chinese vocabulary.	3.67	0.82	111811
11	Using Cooperative Learning can improve my			High
	Chinese conversation fluency.	3.87	0.92	Iligii
12	Using Cooperative Learning can broaden my			High
	mind and develops my own perception.	3.60	0.91	Ingn
	Average	3.77	0.88	High
	Overall Mean & SD for all 12 items	3.73	0.47	High

Finally, as mentioned above, part C had the highest mean score among the three parts, with a mean of 3.77 and a standard deviation of 0.88. In contrast, part A had relatively lower mean scores, with an average score of 3.75 and a standard deviation of 0.85, and part B had the lowest mean score, with a mean of 3.68 and a standard deviation of 0.81. Nevertheless, considering the overall mean of 3.73, the researcher was convinced that the students were positively satisfied with using the Cooperative Learning method in Chinese-speaking learning.

#### **CHAPTER 5**

# CONCLUSION, DISCUSSION AND RECOMMENDATIONS

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

- 5.1 Conclusion
- 5.2 Discussion

#### 5.1 Conclusion

#### 5.1.1 The Result of Pretest and Posttest Data Analysis

The first objective of this study was to compare the Chinese speaking skills of secondary 1 students after using the Cooperative learning method. Then, the paired sample T-test was conducted on the pre-test and post-test results to compare the differences in learning performance between the sample groups.

- 1) The statistical analysis of the paired sample T-Test of academic performance showed that the average score of the post-test (31.23) was higher than that of the pre-test (19), with an average difference of (12.23). The pre-test and post-test standard deviations were (4.83) and (5.49), respectively. The average score of the post-test was higher than that of the pre-test, which indicates that the Cooperative learning method improves students' academic achievement in Chinese speaking skills.
- 2) The highest score (31.5) and the lowest score (12) in the pre-test. The highest score (42) and the lowest score (24) were obtained in the post-test. These differences between pre-test and post-test scores result in the highest score on the post-test being (19.5) points higher than the score on the pre-test. The lowest score in the post-test is (12) points higher than the lowest score in the pre-test.
- 3) All 15 participants scored higher in the post-test than in the pre-test. The improvement ranged from 1.5 to 19.5 points.

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The quantitative data analysis above revealed a significant improvement in

students' post-test results. Thus, the results of this study indicated that using the

cooperative learning method could effectively improve the Chinese speaking skills of

secondary 1 students in an international school in Samut Prakran, Thailand.

5.1.2 The Results of Students' Satisfaction Questionnaire Analysis

The second objective of this study was to investigate the secondary 1 students'

satisfaction with the Cooperative Learning approach. Quantitative data concerning this

objective was collected through a questionnaire containing 12 items, which were further

divided into three parts:

Part A: Interest and motivation.

Part B: Engagement.

Part C: The Effectiveness of Cooperative Learning

1) The data from Part A of the questionnaire showed that students had a

high level of interest and motivation using Cooperative Learning ( $\bar{x}$ =3.75, SD=0.85).

2) The data from Part B of the questionnaire showed that students had a

high level of satisfaction in terms of engagement when using Cooperative Learning in

Chinese speaking lessons ( $\bar{x}$ =3.68, SD=0.81), the result indicating that Cooperative

Learning could engage most students in Chinese speaking learning.

3) The data from Part C of the questionnaire showed that students

consented to the idea that Cooperative Learning had a positive impact on the

effectiveness of their Chinese Speaking learning and gave it a high level of satisfaction

 $(\bar{x}=3.77, SD=0.88)$ , implying that students affirmed the method could help improve

their Chinese Speaking skill

5.2 Discussion

As mentioned above, the study proved that the Cooperative Learning method

can improve the Chinese speaking skills of Secondary 1 students. The analysis of the

student satisfaction questionnaires also revealed that the students were satisfied with using the Cooperative Learning method in Chinese-speaking classes. The following discussion describes research findings in detail and explains how they effectively address the research questions posed in this study.

# 5.2.1 Students' Chinese Speaking Test Data

The test results showed that using the Cooperative learning method in Chinese speaking class improved Secondary 1 students' Chinese speaking skills. All 15 participants improved significantly compared to their pre-test and post-test scores. The mean of the post-test (31.23) was higher than that of the pre-test (19). In addition, students No.11 and No.12 made the most impressive improvement of 19.5 points, from 22.5 to 42 and 18 to 37.5, respectively. While student No.1 got the lowest improvement of 1.5 points, we found that he got the highest score on the pre-test, and his post-test result was above average, so we can assume that he has a better foundation in Chinese speaking. Thus, the use of Cooperative learning methods positively affects the Chinese Speaking skills of students; all findings from the pre-test and post-test were reliable answers to the first research question.

It was also proved in the previous studies. She (2012) conducted an experimental study in intermediate Chinese-speaking teaching using Cooperative learning. The test results of the experimental group showed significant improvement, and the research has testified that cooperative learning can improve student participation and cultivate a sense of cooperation, which also helps to reduce students' mental barriers. Shi (2016), through her analysis of the research result, found that all students in the sample group improved their Chinese achievement after using the Cooperative Learning method; compared to the traditional teacher-center methods, Cooperative Learning fosters student-centered learning, whereby students are encouraged to engage with the learning material, overcome their inhibitions, develop their autonomy and self-efficacy in learning, and participate actively in the educational process. As Zhang (2018) indicated by comparing the pre-test and post-test scores of the experimental group students, most

of them who used the Cooperative learning method significantly improved their Chinese speaking test scores.

#### 5.2.2 Students' Satisfaction

To collect quantitative data on student satisfaction using the Cooperative Learning method in Chinese speaking, the study used a five-point Likert scale to administer a questionnaire to secondary 1 students. The questionnaire consists of 12 items, divided into three parts: Interest and motivation as Part A, Engagement as Part B, and Effectiveness of Cooperative Learning as Part C. The questionnaire was distributed to 15 students, and the collected data was analyzed using descriptive statistics (mean and standard deviation). The Range of Mean Score Interpretation is described as "highest" from 4.01-5, "high" from 3.01-4, "moderate from 2.01-3, "low" from 1.01-2, and "lowest" from 0-1.01.

From Part A, item 3, "Using Cooperative Learning helps me develop the confidence to speak Chinese," got the highest mean score of 4.13 points, and the lowest score was item 4, "Using Cooperative Learning motivates me to speak Chinese," of 3.20 points. However, at a high level, it still indicates that Cooperative learning positively promotes students' interest and motivation.

From Part B, item 6, "All the activities related to Cooperative Learning are meaningful," got the highest mean score of 3.87 points, and the lowest (3.53) were items 5 and 8. For Part C, the highest mean score(3.93) was item 9, "Using Cooperative Learning can improve my Chinese-speaking skill," and item 12, "Using Cooperative Learning can broaden my mind and develop my perception," got the lowest mean score(3.60).

The findings can be summarized as follows:

1) All 12 items were rated as "high level". None of the items were rated as "strongly disagree."

- 2) The descriptive statistical analysis of the questionnaire indicates that students are delighted with learning Chinese speaking through the Cooperative learning method. The most striking evidence is that none of the respondents strongly disagreed.
- 3) Among 12 items, item 3, "Using Cooperative Learning helps me develop the confidence to speak Chinese," got the highest mean score of 4.13 points, which indicates that most students improve their confidence in speaking Chinese after using Cooperative Learning.

The result also shows that cooperative learning encourages most students to participate in group discussions and solve topic-related tasks, unconsciously improving their Chinese speaking skills. Shi (2016) indicates that students are reluctant to speak Chinese publicly because they do not want to make mistakes and be ridiculed by their peers. As a consequence, they need higher participation in teaching activities. However, under Cooperative learning, the teacher organizes the class in small groups and designs interesting and diversified cooperative activities. These activities help stimulate the learners' interest, increase their attention, and motivate them to engage actively in smallgroup class activities. The major role of the class was changed from teacher to student, and they had more opportunities to practice speaking Chinese in small groups through discussion and competition. Zhang (2018) demonstrates that after using the Cooperative Learning method, students could take the initiative to answer questions and actively express their views. The class discussions were lively, and the class atmosphere was active. The students were influenced by their classmates, and more and more of them joined in the activities. They felt less anxious during group activities, and their speaking skills were enhanced.

# **5.2.3** Recommendations for Implementation

Based on the above analysis, the findings in this study reflected a positive effect of using the Cooperative learning method. The following recommendations are listed:

1) The Cooperative learning method improved students' Chinese speaking skills efficiently and positively affected the Secondary 1 student. Thus, this learning method can be implemented throughout the whole academic year teaching, even in other grades.

- 2) It is successful for Secondary 1 students to use cooperative learning in Chinese-speaking classes; due to the positive response from students, it is recommended that other Chinese teachers use cooperative learning in their teaching; it may engage more students in Chinese-speaking learning.
- 3) Cooperative learning emphasizes that the student has a significant role in the class, which is very different from the traditional teaching method. It motivates students' learning interests and gives them more opportunities to speak Chinese in group discussions, competitions, and examinations. Cooperation is an essential competence in modern society, and the multifaceted implementation of the Cooperative learning method nurtures students' aptitude for teamwork and collective problem-solving. Thus, it is recommended to be implemented in other International schools' Chinese-speaking teaching.

#### 5.2.4 Recommendations for Future Research

The following is for future researchers who may be interested in carrying out any similar studies on this topic; considering the limitation of this research, the suggestions are proposed:

- 1) The study population was less than 30 students, which is one of the limitations of this study. Therefore, a similar study might be conducted with larger samples of different grades, namely primary schools, middle schools, high schools, and colleges, or from different regions in Thailand, which will help to ensure and verify the credibility of the conclusion of this study.
- 2) the study was conducted within only 4 weeks due to the limited time. If studies are conducted over a more extended period in the future, they may get different results.
- 3) Using Cooperative learning in other aspects of Chinese learning, such as reading and writing, might have positive consequences and benefits. Also, a possible way to strengthen the validity of the findings is to conduct similar studies in various international schools, especially those that follow Western curricula, increasing the consistency of the results across different educational frameworks.

All the details of the study have been elaborated. By the end of this part, the application of the cooperative learning method has a significant positive impact on students' Chinese speaking ability. As a new teaching method applied to oral language, the cooperative learning method can improve teachers' classroom teaching efficiency and students' participation. As a result, students' interest and confidence in Chinese lessons and their ability to use Chinese can be significantly improved. Cooperative learning may lead to more effective teaching in Chinese speaking and other elaborate aspects.



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COA. No. RSUERB2023-149

# Certificate of Approval By Ethics Review Board of Rangsit University

COA. No. RSUERB2023-149

Protocol Title THE DEVELOPMENT OF CHINESE SPEAKING SKILL OF

SECONDARY 1 STUDENTS BY USING COOPERATIVE LEARNING IN AN INTERNATIONAL SCHOOL IN THAILAND

Principle Investigator TAN SHENGCHEN

Co-Investigator Mr.Techameth Pianchana

Affiliation Suryadhep Teachers College, Rangsit University

How to review Expedited Review

Approval includes 1. Project proposal

2. Information sheet3. Informed consent form

4. Data collection form/Program or Activity plan

Date of Approval: 2 October 2023
Date of Expiration: 2 October 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature..

(Associate Professor Dr. Panan Kanchanaphana

Chairman, Ethics Review Board for Human Research



# Thai - Singapore International School

1000 Moo. 5 Srinakarin Rd., Sumrong-Nua, Muang, Samutprakan 10270

Tel.: 02 710 5900 - 1 Fax.: 02 710 5700

tsis.ac.th

Subject: Approval of Data Collection for M.Ed. Thesis

Dear Sir/Madam.

I am currently enrolled in the Master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting a research on the "THE DEVELOPMENT OF CHINESE SPEAKING SKILL OF SECONDARY 1 STUDENTS BY USING COOPERATIVE LEARNING IN AN INTERNATIONAL SCHOOL IN THAILAND" This research requires student participation. The instruments involved during the study pretest and posttest, student satisfaction questionnaire for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and undisclosed.

Yours Sincerely,

Tan ShengChen,

Rangsit University Thailand

Since the study requires data for analysis purposes, Tan ShengChen would collecting data from this school and you are kindly requested so allow him to collect data with the following conditions:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the the prior mentioned document have been reviewed and approved by the administration of Thai-Singapore International School.

Signature

(Dahathorn Karnensatif)
Date 30 October goog

VP of Chinese Department,

Thai-Singapore International School

Signature

Date 30 Oct 2023 HOD of Chinese Department,

Thai-Singapore International School

# APPENDIX B PARTICIPANTS' INFORMATION SHEET







This research project is to study about students of Thai-Singapore International school.

I invite you to join this project because you are \_\_\_\_\_\_ years old, healthy, and currently study Secondary 1 Chinese.

I am doing this research to find out more about whether Cooperative learning will improve Secondary 1 students' Chinese Speaking skill.

If you decide to be in the research, we would ask you to do the following:

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Anything we learn about you from this research will be kept as secret as possible. I will distribute an Satisfaction questionnaire with you after the research to collect your comments and feelings about this research. Feel free to express your feelings and feedback as there will not be any positive or negative consequences afterwards.

Please make sure that you have read this paper and understood the details of this project.

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Assent form version 03/09/2023





This research project is to study about students of Thai-Singapore International school.

I invite you to join this project because you are 2 \_\_\_\_ years old, healthy, and currently study Secondary 1 Chinese.

I am doing this research to find out more about whether Cooperative learning will improve Secondary 1 students' Chinese Speaking skill.

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This research project is to study about students of Thai-Singapore International school.

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I invite you to join this project because you are 12 years old, healthy, and currently study Secondary 1 Chinese.

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### RSU-ERB.004-3e Assent Form for 7-12 year olds



This research project is to study about students of Thai-Singapore International school.

I invite you to join this project because you are 17 years old, healthy, and currently study Secondary 1 Chinese.

I am doing this research to find out more about whether Cooperative learning will improve Secondary 1 students' Chinese Speaking skill.

### If you decide to be in the research, we would ask you to do the following:

My name is TAN SHENGCHEN and my phone number is 0918701089.

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I invite you to join this project because you are \_!/2 \_\_ years old, healthy, and currently study Secondary 1 Chinese.

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# APPENDIX C EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS



	Name	Position/Title	Institutes
1	Peng Cheng	Senior Chinese Teacher	Assumption University, Thailand
2	Liang Chao	Senior Chinese Teacher	Assumption University, Thailand
3	Yang Xiao Man	Chinese Lecturer	Kasetsart University, Thailand





Item	Attributes	Expert	Expert	Expert	Average	congruence
No	Attributes	1	2	3		
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
Ove	rall Average					Congruent





Lesson Plan 1 (Session 1 & 2)

Subject: Chinese speaking

**Topic:** Festival

Class Strengths: 15 students

**Time**: 90 minutes (45 minutes/per session)

**Students' background knowledge**: Students have been learning Chinese for more than Six years and have intermediate-level listening, speaking, reading, and writing skills.

**Teaching and learning strategy**: Think Pair Share (TPS)

Teaching and learning materials: IGCSE Chinese as Second Language

Coursebook, PowerPoint.

Lesson Objectives: After the courses, students will be able to:

- 1. Learn about the origins and celebrations of Chinese festivals.
- 2. Be able to introduce a Chinese festival.
- 3. Give a speech to introduce their favorite Chinese festivals.

Session 1			
Stage & Duration	Activities		
Preparation before class	1. Greeting		
(5 minutes)	2. Checking attendance		
Introduction (5 minutes)	1. Tell students about the class session, including 4 stages: Introduction, Reflection, Think-Pair-Share, and Discussion.  2. Ask students to think: What Chinese festivals do you know? (at least 2 festivals) When is the festival? How to celebrate?		
Reflection (5 minutes)	1. Let students think about the given questions and write down the answer.		
TPS (15 minutes)	1. Students partner up with other members and divide into 5 groups to share their answers one by one.		

	2. After sharing, let students add one more Chinese		
	festival that is not in their answer.		
	1. Teacher makes a conclusion about the Chinese		
	festivals (Chinese New, Dragon Boat Festival, Mid-		
Discussion and	autumn Festival), including the origin and celebrations		
Summary (15 minutes)	via slides.		
	2. Ask students randomly from each of the 5 groups to		
	answer related questions.		
	Session 2		
Stage & Duration	Activities		
Preparation before class	1. Greeting		
(2 minutes)	2. Checking attendance		
Introduction (3	1. Tell students about the class session.		
minutes)	2. Ask students to think: What Chinese festivals do you		
minutes)	like? Why?		
	1. Let students think about the given questions and write		
Reflection (10 minutes)	down the answer, and combine the last session's answers		
	to write a 2 minutes speech script.		
TPS (10 minutes)	1. Student partner up with other members, and divide into		
Trs (10 minutes)	5 groups to share their favorite Chinese festival.		
21.	1. Pick one student from each of the 5 groups randomly to		
Discussion and Report	give a speech about their favorite Chinese festival.		
(20 minutes)	2. Teacher reports about the speech of each student.		
	(Including pronunciation and grammar errors)		

Lesson Plan 2 (Session 1 & 2)

**Subject:** Chinese speaking

**Topic:** Cultural diversity

Class Strengths: 15 students

**Time**: 90 minutes (45 minutes/per session)

**Students' background knowledge**: Students have been learning Chinese for more than Six years and have intermediate-level listening, speaking, reading, and writing skills.

**Teaching and learning strategy**: Cooperative Learning (STAD)

Teaching and learning materials: IGCSE Chinese as Second Language

Coursebook, PowerPoint.

Lesson Objectives: After the courses, students will:

- 1. Learn about the traditions and customs of Western countries, Thailand, and China.
- 2. Be able to explain the diversity between the foreign country and their homeland.
- 3. Give a speech to compare the cultural diversity between their homeland and China.

Session 1		
Stage & Duration	Activities	
Preparation and	1. Greeting	
Introduction	2. Checking attendance	
(10 minutes)		
	1. Tell students about the class session.	
Tarah (15 minatar)	2. Ask students to think: How do you greet in your	
Teach (15 minutes)	countries? What are the traditions and customs in your	
	country?	
Team study (15 minutes)	1. Let students think about the given questions and write	
	down the answer.	
Test (10 minutes)	1. Students partner up with other members and divide	
1 cst (10 minutes)	into 5 groups to share their answers one by one.	

	2 After charing let students	
	2. After sharing, let students write down the differences	
	in customs and traditions between the group members.	
	1. Teacher makes a conclusion about the typical	
Recognition (10	diversity between different countries via slides.	
minutes)	2. Ask students randomly from each of the 5 groups to	
	answer related questions.	
	Session 2	
Stage & Duration	Activities	
Preparation and	1. Greeting	
Introduction	2. Checking attendance	
(10 minutes)		
	1. Tell students about the class session.	
Tanah (15 minutas)	2. Ask students to think: what's the difference in	
Teach (15 minutes)	traditions and customs between their homeland and	
	China?	
	1. Let students think about the given questions and write	
Team study (15 minutes)	down the answer, and combine the last session's answers	
	to write a 2 minutes speech script.	
E.	1. Students partner up with other members and divide	
T (10 : 12)	into 5 groups to share their answers one by one.	
Test (10 minutes)	2. After sharing, let students write down the differences	
	in customs and traditions between the group members.	
	1. Pick one student from each of the 5 groups randomly	
	to give a speech to compare the cultural diversity	
Recognition (10	between their homeland and China.	
minutes)	2. Teacher reports about the speech of each student.	
	(Including pronunciation and grammar errors)	

Lesson Plan 3 (Session 1 & 2)

Subject: Chinese speaking

**Topic:** Education

Class Strengths: 15 students

**Time**: 90 minutes (45 minutes/per session)

**Students' background knowledge**: Students have been learning Chinese for more than Six years and have intermediate-level listening, speaking, reading, and writing skills.

**Teaching and learning strategy**: Team Game Tournament (TGT)

Teaching and learning materials: IGCSE Chinese as Second Language

Coursebook, PowerPoint.

Lesson Objectives: After the courses, students will be able to:

- 1. Find out the problem with education in our schools.
- 2. Presenting their ideal education.
- 3. Give a speech about your suggestion in education.

Session 1		
Stage & Duration	Activities	
Preparation and	1. Greeting	
Introduction	2. Checking attendance	
(10 minutes)	3. Tell students about the class session.	
Tasking	1. Let students think about the given questions and write	
(5 minutes)	down the answer.	
	1. Students partner up with other members and divide	
Discussion	into 5 groups to share their answers one by one.	
(15 minutes)	2. After sharing, let students write down the additional	
	answer from other group members.	
	1. Teacher makes a conclusion about the problems in	
Reflection (15 minutes)	education via slides.	
Reflection (13 minutes)	2. Ask students randomly from each of the 5 groups to	
	answer related questions.	

Session 2		
Stage & Duration	Activities	
Preparation and	1. Greeting	
Introduction	2. Checking attendance	
(10 minutes)		
	1. Tell students about the class session.	
Grouping	2. Ask students to think: How can we improve our	
(5 minutes)	education? what should teachers do? and what should	
	students do.	
Tasking	1. Let students think about the given questions and write	
(10 minutes)	down the answer, and combine the last session's answers	
(10 initiates)	to write a 2 minutes speech script.	
Discussion	1. Student partner up with other members, and divide into	
(15 minutes)	5 groups to share their idea about their suggestions.	
	1. Randomly pick one student from each of the 5 groups	
Reflection (15 minutes)	to give a speech.	
Reflection (13 minutes)	2. Teacher reports about the speech of each student.	
	(Including pronunciation and grammar errors)	
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Lesson Plan 4 (Session 1 & 2)

Subject: Chinese speaking

**Topic:** Peer pressure

Class Strengths: 15 students

**Time**: 90 minutes (45 minutes/per session)

**Students' background knowledge**: Students have been learning Chinese for more than Six years and have intermediate-level listening, speaking, reading, and writing skills.

Teaching and learning strategy: Jigsaw

Teaching and learning materials: IGCSE Chinese as Second Language

Coursebook, PowerPoint.

Lesson Objectives: After the courses, students will:

- 1. The generation of peer pressure.
- 2. Understand the advantages and disadvantages of peer pressure.
- 3. Give a speech to explain the impact of Peer pressure.

Session 1			
Stage & Duration	Activities		
Preparation and	1. Greeting		
Introduction	2. Checking attendance		
(10 minutes)	3. Tell students about the class session.		
	1. Divide 15 students into 3 groups.		
	2. Divide topic-related task into 5 chunks:		
Grouping and Tasking	1). Do you have any pressure from your peers?		
(10 minutes)	2). How does it arise?		
	3). Is it harmful or beneficial?		
	4). How to solve it?		
Expert Group meeting	1. After each student has studied his or her chunk		
(10 minutes)	independently, they gather with all the other students		
	who have been assigned to the same chunk.		

1. Students partner up with other members and divide
into 5 groups to share their answers one by one.
2. After sharing, let students write down the additional
answer from other group members.
1. Teacher makes a conclusion about the advantages and
disadvantages of peer pressure via slides.
2. Ask students randomly from each of the 3 groups to
answer related questions.
Session 2
Activities
1. Greeting
2. Checking attendance
3. Tell students about the class session.
1. Ask students to think about: How the peer pressure
affect us?
1. Let students think about the given questions and write
down the answer, and combine the last session's answers
to write a 2 minutes speech script.
1. Students partner up with other members and divide
into 5 groups to share their answers one by one.
2. After sharing, let students write down the additional
answer from other group members.
1. Pick one student from each group randomly to give a
speech, to explain the impact of Peer pressure.
2. Teacher reports about the speech of each student.
(Including pronunciation and grammar errors)

# APPENDIX F

**IOC OF CHINESE SPEAKING TEST** 



SI No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Part I. Presentation	+1	+1	+1	+1	Congruent
2	Part II. Topic Conversation-1	+1	+1	+1	+1	Congruent
3	Part II. Topic Conversation-2	+1	+1	+1	+1	Congruent
4	Part II. Topic Conversation-3	+1	+1	+1	+1	Congruent
5	Part II. Topic Conversation-4	+1	+1	+1	+1	Congruent
6	Part III. General Conversation-1	+1	+1	+1	This	Congruent
7	Part III. General Conversation-2	+1	+1	+1/ni	+1	Congruent
8	Part III. General Conversation-3	+1	+1	+1	+1	Congruent
9	Part III. General Conversation-4	+1	+1	+1	+1	Congruent
0	verall Average			1		Congruent

# APPENDIX G

**CHINESE SPEAKING TEST** 



### **CHINESE SPEAKING TEST**

### (Pretest and Posttest

Subject: Chinese Total score: 45

### Marks

### **Student Name:**

### Part I. Presentation (15 Marks)

Choose one topic below, and give a speech around 2-3 minutes.

- 1. Festivals
- 2. Cultural
- 3. Education
- 4. Peer Pressure

### Part II. Topic Conversation (15 Marks)

Ask questions according to the student's presentation (2 questions).

- 1. Festivals (What festival? When? How do you celebrate?)
- 2. Cultural (What traditions and customs are in Thailand? What traditions and customs are in China? What are the differences in culture between Thailand and China?)
- 3. Education (What kind of problems in education does your school have? How do you improve it?)
- 4. Peer Pressure (What is Peer pressure? How does it happen? How do you solve it?)

### Part III. General Conversation (15 Marks)

Choose one topic below to make a conversation (2 questions).

- 1. Festivals (What festival? When? How do you celebrate?)
- 2. Cultural (What traditions and customs are in Thailand? What traditions and customs are in China? What are the differences in culture between Thailand and China?)
- 3. Education (What kind of problems in education does your school have? How do you improve it?)
- 4. Peer Pressure (What is Peer pressure? How does it happen? How do you solve it?)

# The criteria grid of the Chinese-speaking Test:

Item/Mark s	5	4	3	2	1
Content Completio n & Structures	Full coverage of the topic. Uses complex structures.	Good coverage and organizatio n of the topic. Uses some complex structures.	Generally organized coverage of the topic, Uses some simple structures.	Thin coverage of the topic. Uses very simple structures.	Very thin and irrelevant coverage. Uses only very simple structures.
Vocabular y & Pronunciati on	Uses a wide range of vocabulary . Pronunciati on is clear.	Uses a wide range of vocabulary and occasional errors. Pronunciati on is generally clear.	Uses a limited range of vocabulary. Pronunciatio n sometimes lacks clarity but communicat ion is not impeded.	Uses a very limited range of vocabulary. Pronunciation cause some communication difficulties.	Uses only simple words to convey the information. Pronunciatio n causes frequent communicat ion difficulties.
Fluency	Speaks fluently.	Speaks fluently with only occasional hesitation	Speaks generally fluently.	Speaks not fluently with usually repetition and self-correction.	Hesitate to respond with frequent repetition and self-correction

### APPENDIX H

# IOC OF STUDENT'S SATISFACTION QUESTIONNAIRE



IOC OF QUESTIONNAIRE								
S1N.	Items	Expert1	1	Expert3	Average	Congruence		
	PART			MOTIVAT				
1.	The process of learning Chinese speaking by using the Cooperative Learning is fun.	+1	+1	+1	+1	Congruent		
2.	Using Cooperative Learning makes learning meaningful.	+1	+1	+1	+1	Congruent		
3.	Using Cooperative Learning helps me develop the confidence to speak Chinese.	+1	+1	+1	+1	Congruent		
4.	Using Cooperative Learning motivates me to speak Chinese.	+1	+1	+1	+1	Congruent		
		ΓB: ENG.	AGEMEN	T		ı		
5.	All the activities related to Cooperative Learning are interesting.	+1	+1	+1	11/5/2	Congruent		
6.	All the activities related to Cooperative Learning are meaningful.	ยรับสิด	Ran +1	ysit +1	+1	Congruent		
7.	All the activities related to Cooperative Learning helps me to discuss	+1	+1	+1	+1	Congruent		
8.	I enjoyed being involved in the class activities related to Cooperative Learning.	+1	+1	+1	+1	Congruent		
0	verall Average			1		Congruent		
Over all Average								

# IOC OF STUDENT'S SATISFACTION QUESTIONNAIRE (Cont.)

	PART C: THE EFFECTIVENESS OF COOPERATIVE LEARNING							
9.	Using Cooperative Learning can improve my Chinese-speaking skill.	+1	+1	+1	+1	Congruent		
10.	Using Cooperative Learning can improve my Pronunciation of Chinese vocabulary.	+1	+1	+1	+1	Congruent		
11.	Using Cooperative Learning can improve my Chinese conversation fluency.	+1	+1	+1	+1	Congruent		
12.	Using Cooperative Learning can broaden my mind and develops my own perception.	+1	+1	+1	+1	Congruent		
Overall Average		11/11	Ilon.	1	t	Congruent		

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### APPENDIX I

# STUDENT'S SATISFACTION QUESTIONNAIRE



The questionnaire was distributed to Secondary 1 students, the sample group for this study. The questionnaire was developed to examine students' satisfaction with Cooperative Learning Methods in Chinese-speaking classes. This questionnaire completed by the participants will be kept confidential and only used for this study.

Mark your opinion against each statement by putting a tick mark ( $\sqrt{\ }$ ) in the brackets. The description of each scale 1-5 is shown in the table below.

Scale: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)								
Part.	No.	Items.	5	4	3	2	1	
	1	The process of learning Chinese speaking by using Cooperative Learning is fun.						
Interest and	2	Using Cooperative Learning makes learning meaningful.						
Motivation		Using Cooperative Learning helps me						
	3	develop the confidence to speak						
		Chinese.						
	4	Using Cooperative Learning motivates me to speak Chinese.	12					
2	55	All the activities related to Cooperative Learning are interesting.						
Engagement	6	All the activities related to Cooperative Learning are meaningful.						
	7	All the activities related to Cooperative Learning helps me to discuss						
	8	I enjoyed being involved in the class activities related to Cooperative						

Part.	No.	Items.	5	4	3	2	1
	9	Using Cooperative Learning can improve my Chinese-speaking skill.					
The effectiveness	10	Using Cooperative Learning can improve my Pronunciation of Chinese vocabulary.					
of Cooperative learning	11	Using Cooperative Learning can improve my Chinese conversation fluency.					
	12	Using Cooperative Learning can broaden my mind and develops my own perception.					
Total							



### **BIOGRAPHY**

Name Tan ShengChen

Date of birth September 26, 1995

Place of birth Fuzhou, China

Education background Fujian Agricultural and Forestry University, China

Bachelor of Arts, 2017

Rangsit University, Thailand

Masters of Education in Curriculum and

Instruction, 2023

Address Samrong Nuea, Mueang Samut Prakan, Samut

Prakan

Email Address tan.s64@rsu.ac.th

