



**THE DEVELOPMENT OF CHINESE SPEAKING SKILL OF
GRADE 4 THAI STUDENTS USING THE FLIPPED
CLASSROOM IN THAILAND**

**BY
FENG JIANGUANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Thesis entitled

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Abstract

The purposes of this study were to compare grade 4 Thai students' achievement in Chinese speaking before and after adopting the flipped classroom teaching method and investigate their satisfaction with learning Chinese speaking. The study used cluster random sampling to select one from two classes of grade 4 students (20 students per class) as a sample group a mixed-gender and mixed-learning ability.

In this study, the researcher utilized Chinese speaking tests to gather quantitative data on students' Chinese speaking abilities. Descriptive statistics by t-test dependent sampling indicated a significant improvement in students' Chinese speaking skills (pre-test (\bar{x} = 200.15) and post-test (\bar{x} = 219.05)) The result showed that Students' speaking skills have improved significantly. Quantitative data of student satisfaction questionnaires revealed an overall mean score (\bar{x} = 4.14) and a standard deviation (SD = 0.62) showed students were very satisfied at the highest level with using the flipped classroom teaching method to learn Chinese speaking, as corroborated by the qualitative data from the focus group interview. Consequently, Therefore, this study advocates for the adoption of the flipped classroom teaching method as an effective means of enhancing students' Chinese speaking abilities.

(Total 141 pages)

Keywords: Flipped Classroom, Chinese Speaking Skill, Chinese Teaching in Thailand, Student Satisfaction

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter presents the study's background, rationale, objectives, questions, hypotheses, scope, framework, definitions, expected outcomes, and limitations.

1.1 Background and Rationale of the Study

The Chinese language has had a long history and was spoken by the largest number of people. According to Liu (2023), there were at least 1.5 billion Chinese speakers in the world by 2021, accounting for 20% of the world's population. Chinese was the official language of China, one of the four official languages of Singapore, and one of the six working languages of the United Nations.

According to the official website of Confucius Institutes, by 2021, 541 Confucius Institutes and 1170 Confucius Classrooms had been established in 162 countries (regions) worldwide. Among them, there were 135 Confucius Institutes and 115 Confucius Classrooms in 39 countries (regions) in Asia; 61 Confucius Institutes and 48 Confucius Classrooms in 46 countries in Africa; 187 Confucius Institutes and 346 Confucius Classrooms in 43 countries (regions) in Europe; 138 Confucius Institutes and 560 Confucius Classrooms in 27 countries in America; 20 Confucius Institutes and 101 Confucius Classrooms in 7 countries in Oceania. Since their establishment, Confucius Institutes have served tens of millions of students from all over the world to learn the Chinese language and culture and have played an important role in promoting the development of international Chinese language education, becoming an important platform for the world to get to know China. According to the Confucius Institute's official website, more than 70 countries had incorporated Chinese into their national education systems by then. From this, we could see that the Chinese

language was becoming more and more influential in the world, and students from more and more countries were learning Chinese.

Chinese is also one of the six official working languages of the United Nations and has been designated as "United Nations Chinese Language Day" since 2010.

The Chinese language was also very popular in Thailand, where the researcher was based. As Ni (2015) pointed out, since the late 1980s and early 1990s, when the Thai government deregulated Chinese language education, Chinese language education began to emerge rapidly. Especially after the implementation of the Strategic Plan in 2006, Chinese language education became a new trend in Thailand, and Chinese language courses became a regular subject in Thai primary and secondary schools. However, the rapid development of the Chinese language in Thailand was accompanied by many problems.

The researcher studied at an international school in Thailand. It was a trilingual school, with English, Chinese, and Thai as its languages of instruction. The student population was mainly composed of Thai students. According to the researcher's study, the overall standard of the students in Primary 4 at the school was around HSK level 2. Due to the all-Chinese teaching, the students' Chinese listening was relatively good, and they were able to understand the teacher's instructions in class. However, speaking skill were weak, with most students only able to communicate with simple vocabulary and many grammatical errors. This indicated that the students had not received much training in their speaking skill. The content of the course was heavy, and the teachers were tired of fulfilling the requirements of the course, but there was no way for the students to have sufficient practice with the vocabulary taught, especially speaking practice. Most of the time was spent with the teacher speaking and the students listening. This led to a lack of improvement in students' speaking skill. This was consistent with He (2020) pointing out that most language teachers in traditional teaching practices still devoted their main time and energy to developing students' reading and writing skill, with the development of

students' speaking skill not given the attention it deserved. In addition, teachers often lacked effective guidance for students in their oral training, leading to unsatisfactory training results. Cen (2016) stated that in integrated classes, students should spend no less than 60% of their time practicing. In oral classes, students should spend no less than 70% of their time practicing. However, this was not only a problem in the researcher's school but also a problem faced by many Chinese teaching institutions.

Therefore, to address these problems, the flipped classroom should be a method that allows learners to have the opportunity to practice and develop more Chinese speaking skill. This corresponds to Li (2015), who, in his study on the application of the "flipped classroom" model in teaching Chinese as a foreign language, pointed out that they recorded and transcribed the classroom teaching of three experienced oral teachers from Beijing Normal University, Capital Normal University, and Guangxi University. They found that the percentage of students who spoke was much lower than 60%. They also transcribed and counted the teaching process of a teacher-training speaking class recommended by the State Hanban and found that the percentage of students speaking was only 39% of the total discourse. From the above points, we can see the disadvantages of traditional teaching. In the traditional teaching of Chinese as a foreign language, the limited classroom time and the large amount of course content led to teachers taking up too much time and students having too little time to practice, which was one of the reasons for students' poor speaking. Teachers focused on the cultivation of students' reading and writing and did not pay enough attention to the development of students' speaking English, which was another reason for students' weak speaking English.

As cited in Wen (2016), the flipped classroom teaching model was in line with the focus on "getting students to speak more" in Chinese as a foreign language. In addition, the flipped classroom teaching method moved the classroom part to the classroom and moved more of the practice part to the classroom, which reduced the time spent on the teacher's teaching part in the classroom and allowed students more time to practice speaking. This corresponded to Zhou (2021), who stated that the flipped classroom teaching method reversed the flow of the teacher's teaching and

emphasized the centrality of the student in the classroom. The reversal of the teaching process enabled effective speaking activities to be carried out with the student at the center of the activity and some guidance from the teacher. The flipped classroom approach freed up time in the classroom. Students learned to master keywords before class, making it possible for not just the basic students to participate in the classroom, but for every level to participate, thus increasing student participation in speaking.

The flipped classroom approach to teaching placed the focus on students as the main subjects of learning. The traditional teacher-centered approach was replaced by one where students were encouraged to practice and apply what they had learned, both independently and in collaboration with their peers (Lin, 2012). Flipped classrooms offered students a personalized learning experience, with teachers providing individualized tutoring for students who needed additional help. In this environment, students were encouraged to take the lead in their learning, organizing their time and adjusting the difficulty level of their lessons as they saw fit. Through inquiry-based learning, students developed problem-solving skill, became more motivated and engaged, and worked together to internalize knowledge (Han, 2016). The flipped classroom model also allowed students to utilize various learning tools, such as video lessons, online platforms, and study groups, to support their independent learning process (Shi, 2017). So we could see from the above that the flipped classroom had many advantages, it allowed students to move from a passive learning role to an active learning role. It could increase students' motivation for learning. It could free up teaching time in the classroom, from teaching to answering students' questions, giving students more time to practice and improve their learning efficiency.

Based on all the above information, this study aimed to improve the Chinese speaking of Thai primary school students in grade 4. It did so through the use of a flipped classroom. It was hoped that it would provide an effective reference for future teaching of Chinese speaking in primary schools in Thailand. Additionally, the project aimed to extend the flipped classroom approach to teaching Chinese speaking as a more complete teaching system. It provided a reference for Chinese language teachers in Thailand to better understand the curriculum standards, which stipulated student-led

status. The project also aimed to improve students' speaking skill and increase their satisfaction in learning Chinese speaking through the flipped classroom approach.

1.2 Research Questions

1.2.1 What were the Chinese speaking skill of grade 4 Thai students before and after using the flipped classroom teaching method?

1.2.2 Will the students satisfaction of grade 4 Thai students after using the flipped classroom teaching method?

1.3 Research Objectives

1.3.1 To compare the Chinese speaking skill of grade 4 Thai students before and after using the flipped classroom teaching method.

1.3.2 To investigate the students satisfaction of grade 4 Thai students after using the flipped classroom teaching method.

1.4 Research Hypotheses

1.4.1 The Chinese speaking skill of grade 4 Thai students after using the flipped classroom were higher than before.

1.4.2 The grade 4 Thai students were highly satisfied after using the flipped classroom teaching method.

1.5 Scope of The Study

This study was conducted within a specific scope as outlined here. As such, caution should be exercised when generalizing the results, particularly in contexts of varying educational levels and the use of different research instruments.

Data was collected from grade 4 Thai students at an elementary school in Samut Prakan, Thailand, using questionnaires, focus groups, and test scores.

In Chinese language teaching, teachers generally use standard references to guide their lessons, but they are also given the freedom to design and implement their own teaching methods and activities based on the needs and interests of their students. As a result, researchers conducted a study aimed at improving students speaking skill using the flipped classroom teaching method.

1.5.1 Location of the Study

The study was carried out at an international school in Thailand, which had four sections: kindergarten, primary, middle, and high school. The school had a total of 2,400 students and 227 teachers. It was situated in a suburban area of the Samut Prakan Province. Figure 1.1 shows the location of the study school.



Figure 1.1 Location of the Research School

Source: Baidubaike, 2022

1.5.2 Research Population

Population: The study was conducted on grade 4 Thai students from an international school located in Thailand. The target population consisted of two classes of 20 students each, ranging in age from 9 to 11 years old. These students had different

genders and varying abilities in learning Chinese language.

Sample: The researcher conducted a cluster simple random sampling of 20 grade 4 Thai students (9 males and 11 females). These students were between the ages of 9 to 11, with varying speaking abilities and genders.

1.5.3 Time Frame

This study was conducted during the second semester of January 2024. It was an experimental teaching session that lasted for four weeks. The classroom teaching took place once a week, with each session being 90 minutes long. A total of four lesson plans were designed, amounting to 360 minutes of teaching. The timeline of the study is presented in Table 1.1 below.

Table 1.1 Timeline of the study

Activity	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Literature Review			Yellow	Yellow	Yellow	Yellow	Yellow	Yellow				
Research Proposal					Red	Red	Red	Red				
Data Collection								Green				
Data Analysis								Blue	Blue			
Report Writing								Grey	Grey			
Final Defense									Black			

1.5.4 Content of Lesson Plans

In this study, the researchers designed four weeks of lesson plans, with one plan per week, each lasting 90 minutes. The content of each lesson was based on the Chinese textbook "Joyful Partners" issued by the Singapore Ministry of Education (Marshall Cavendish Education, 2021).

Table 1.2 Content of the Study

Lesson Plans	Topics	Flipped classroom teaching method
Test	Pretest	
Lesson plan 1	美猴王孙悟空 Monkey King Sun Wukong	Provide the audio that students need to learn before class, and the website that assists students in learning Classroom grouping, problem solving.
Lesson plan 2	这个主意真棒 That's a great idea	Provide the audio that students need to learn before class, and the website that assists students in learning Classroom grouping, problem solving.
Lesson plan 3	一年四季好 风光 Good scenery all year round	Provide the audio that students need to learn before class, and the website that assists students in learning Classroom grouping, problem solving.
Lesson plan 4	多彩的动物 世界 Colorful animal world	Provide the audio that students need to learn before class, and the website that assists students in learning Classroom grouping, problem solving.
Test Posttest	Posttest	

1.6 Definitions of Terms

Flipped classroom refers to the teaching strategy that the researcher designed for the student sample group to learn Chinese. During this process, the researcher provided the students with the materials they needed for independent learning from

home. The teacher remained part of the classroom during the teaching. There were 6 steps for teaching as follows.

Step 1: Preparation before class; Students learn before class by watching video lectures, using learning resources to support their learning, and reading e-books provided by the teacher.

Step 2: Engagement; The teacher explained the main points of the course quickly in class.

Step 3: Exploration; The teacher answered questions that arose from the students' learning.

Step 4: Practicing; The teacher gave the students tasks, and the students practiced speaking in class.

Step 5: Elaboration; The teacher provided exercises to consolidate learning.

Chinese Speaking Skill refer to the grade 4 Thai students' ability to communicate with the teacher based on topics such as Monkey King Sun Wukong, "That's a great idea," "Good scenery all year round," and "Colorful animal world." In this study, the researcher designed an evaluation based on four categories as follows: 1) pronunciation, 2) communication, 3) fluency, and 4) vocabulary. This was measured by pre-test and post-test scores through the speaking test.

Student Satisfaction refers to the Grade 4 Thai students' initiative, motivation, and interest in learning to speak Chinese using the flipped classroom. This encompassed interest, engagement, and efficiency. Student satisfaction was measured by responses to a set of questionnaires and interview focus groups.

Grade 4 Thai Students referred to the sample group of grade 4 students from an international school in Thailand.

1.7 Conceptual Framework of This Study

Regarding the model of flipped classroom teaching, Bergman and Sams (2012) tried to help learners break through the limitations of the environment by making videos of the lectures and posting them on an online platform for learners to study. Through the use of the flipped classroom teaching method, the teaching requirement of "focusing on each learner's learning in every lesson every day" was realized. Lian (2018) found that the flipped classroom teaching method was successful in improving the Chinese speaking skill of the students and with the improvement of students' achievement and the enhancement of their Chinese speaking skill, the students were satisfied with the use of the flipped classroom teaching method. Flipped classroom to learn Chinese speaking.

This study consisted of independent and dependent variables. The independent variable was the flipped classroom teaching method. Grade 4 Thai Students' Chinese speaking skill and student satisfaction were the dependent variables, as illustrated in Figure 1.2.

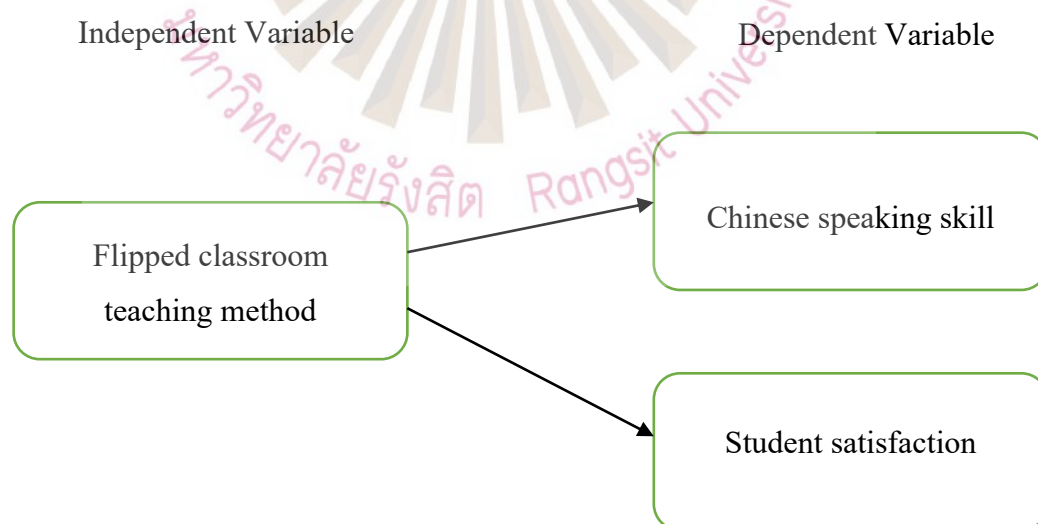


Figure 1.2 Independent and Dependent Variables

1.8 Limitations of the Study

1.8.1 The study was limited to grade 4 students in a private school in Thailand. Therefore, generalizing the results to students of other levels or backgrounds may not be reliable.

1.8.2 The results of this study collected and processed the experimental results for only one month, so generalization to others may not be applicable.

1.9 Expected Outcomes of the Study

The expected outcomes of the study were as follows:

1.9.1 The flipped classroom teaching method could improve the students Chinese speaking skill through the resources provided by the teacher before the class and the rich classroom activities.

1.9.2 The flipped classroom teaching method could stimulate students to learn efficiency in Chinese speaking skill. This study showed that students were satisfied with their Chinese speaking skill because their Chinese speaking skill improved and also their grades increased with the flipped classroom teaching method.



CHAPTER 2

LITERATURE REVIEW

This chapter introduced the importance of Chinese in Thailand from three perspectives: the economic bonds between China and Thailand, the influence of Chinese in Thailand, and the cultural exchange between China and Thailand. In addition, it introduced the Chinese Curriculum in Thailand. It also discussed Chinese Teaching for Speaking Skill, the flipped classroom teaching method, and the application of the flipped classroom teaching method in teaching Chinese speaking. Based on this, a summation of the learning theories and literature related to the flipped classroom approach was presented.

- 2.1 The Importance of Chinese Language in Thailand
- 2.2 Chinese Curriculum in Thailand
- 2.3 Chinese Teaching for Speaking Skill
- 2.4 The flipped classroom teaching method
- 2.5 Related theories
- 2.6 Related Research and Studies

2.1 The Importance of Chinese Language in Thailand

Chinese is one of the most spoken languages in the world and serves as the official language of China. As a neighbor and an important trading partner of Thailand, China has deep historical and cultural ties with Thailand (Wu, 2021). Therefore, learning Chinese had many benefits for Thais.

Firstly, learning Chinese could enhance Thai people's knowledge and respect for Chinese culture and society. Chinese was not only a communication tool but also a cultural medium. By learning Chinese, Thais could better appreciate Chinese literature, art, philosophy, and customs, and could understand the Chinese way of

thinking and values. This would promote friendship and trust between the two peoples and would also facilitate cooperation and exchange between the two countries in the political, economic, and educational fields (Li, 2014).

Secondly, learning Chinese could improve the competitiveness and opportunities of Thais in the workplace and marketplace. With China's rapid economic development and opening to the outside world, more and more Chinese companies and investors entered the Thai market and brought with them a large number of jobs and business opportunities. At the same time, more and more Thai companies and products also sought to enter the Chinese market and seek cooperation and exchange with Chinese partners. In the face of this huge demand for Chinese language personnel, according to Tencent News, the Thai government has formulated a five-year plan for teaching the Chinese language, which has been incorporated into the national teaching system. As a result, mastering the Chinese language was an important and useful skill for Thais in all walks of life.

Finally, learning Chinese could enrich the knowledge and skill that Thais and their children need for their future development. The Chinese language helped improve personal literacy, broaden horizons, enhance creativity, and so on. Next, the researcher will focus on the importance of the Chinese language in Thailand from three perspectives.

2.1.1 The bonds of economic between China and Thailand

Due to their geographical proximity, China and Thailand were very close to each other, with China being the largest source of visitors to Thailand, with nearly 11 million in 2019 according to the Sogou website, contributing US\$17 billion directly to Thailand, or about one-fifth of the tourism industry's revenue. Chinese tourists traveled to Thailand to learn and experience Thai culture. The Thai government and the private sector also attached great importance to China as a friendly partner and launched several measures and activities, such as installing Chinese signs, conducting Chinese language education, and organizing Sino-Thai Friendship Festivals, etc.

Nowadays, signs and symbols in Chinese characters can be seen everywhere in Thailand, and the use of Alipay and WeChat Pay, greatly facilitated and promoted Chinese tourists' spending in Thailand. The use of Alipay and WeChat payment also attracted many Chinese investors to Thailand, such as BYD Auto, MG Motor, and China Railways, all of which greatly contributed to the economic development of both countries.

In fact, Thailand and China had a long history of cooperation and exchange, and China was also the largest economic partner of Thailand. As Wang (2021) stated, the earliest trade between Thailand and China began in the Yuan Dynasty. Since 1975, when China and Thailand formally established diplomatic relations, the two countries deepened their mutual political trust, and their economic and trade relations became increasingly close. In September 2013, the "Belt and Road" initiative was launched, providing more room for economic and trade cooperation between China and Thailand. Trade between China and Thailand had grown 3,669.16 times, from US\$25 million in 1975 to US\$91.754 billion in 2019. As of 2020, China had been ranked first among Thailand's foreign trade partners for eight consecutive years.

As the economies of China and Thailand grew rapidly, the increasingly close partnership between China and Thailand led to many Thais becoming interested in China and wanting to learn Chinese. Not only did the Chinese increase their knowledge and skill, but it also made it easier for them to do business with the Chinese.

2.1.2 The influence of the Chinese in Thailand

The Chinese language has had a deep influence on Thailand, and China and Thailand have a long history of exchange. According to the Doudin website, China started diplomatic relations between China and Thailand during the Han Dynasty. Many Chinese immigrants in Thailand brought with them Chinese culture, religion, and so on. For example, many Thais in Thailand can speak Chinese Fuzhou and Chaozhou. Taoism, a Chinese religion, has also been accepted in Thailand, and one of

the more famous Taoist buildings is the Zheng Wang Temple in Bangkok. With the development and opening of China, more and more Thais are interested in the Chinese language, so it has now become increasingly important in Thailand. As Li (2021) pointed out, Chinese is an important foreign language in Thailand. As the global economy developed, China's international status continued to grow, and with the rapid development of the Chinese language and culture, Chinese became the second most spoken language in Thailand. According to statistics, the number of students learning Chinese in Thailand increased from over 200,000 to over 2 million in the 10 years from 2010 to 2020.

Not only that, but Princess Sirindhorn, the princess of Thailand and an ambassador of friendship between China and Thailand, made an outstanding contribution to the promotion of the Chinese language as a promoter of Sino-Thai friendship. According to Jiang (2010), Princess Sirindhorn not only made a great effort to learn Chinese herself as an excellent role model but also made an outstanding contribution to the promotion of the spread of Mandarin and Pinyin in Thailand. She completed and published several books in Chinese, and her writings had a huge impact in Thailand, with many readers becoming interested in the language as a result.

2.1.3 Cultural exchange between China and Thailand

The Chinese language became increasingly important in Thailand due to the closer relationship between China and Thailand. According to the State Hanban, the first Confucius Institute in Southeast Asia was established in Thailand in 2006, and as of March 2022, the number of Confucius Institutes in Thailand had reached 16, along with 11 Confucius Classrooms, ranking the highest in the ASEAN. Additionally, cultural exchange activities between China and Thailand have become more frequent. For example, the 2022 "Chinese Bridge" online group exchange program, "Online Cultural Exchange Camp between China and Thailand," was held, with a total of 140 students and teachers from China and Thailand participating in the eight-day program (Wu, 2023). Moreover, the Sino-Thai Film Festival, an annual cultural exchange event between China and Thailand, showcased several excellent Chinese films and TV

dramas in Thailand in recent years, garnering high levels of attention and viewership (Jin, 2022).

Such cultural exchanges between China and Thailand can enhance mutual understanding and respect between the two peoples and enrich the spiritual life of the people of both countries.

Therefore, the importance of the Chinese language in Thailand cannot be doubted. China and Thailand had close economic and cultural bonds, and according to the website of the Chinese Ministry of Commerce, China was Thailand's largest export market and source of imports. The Chinese language served as a bridge between the two countries. Learning Chinese enabled Thais to better understand China and improved their competitiveness and perspective. Chinese was not only a language but also a culture that enriched the lives and thinking of Thais.

2.2 Chinese Curriculum in Thailand

Thailand has deep historical and cultural ties to China, and the Chinese language has played an important role in Thai society and economy. From an economic perspective, Thailand served as an important node country on the "One Belt, One Road" initiative and had close economic and trade relations and cooperation with China. Thailand's tourism industry is well-developed and attracts millions of Chinese tourists every year, prompting many Thais to learn some Chinese to meet market demand (Zhao, 2018). Socially, there were many ethnic Chinese Thais in Thailand, accounting for 12% of the total population according to Wikipedia, and they had a strong interest in and identification with the Chinese language. All of this reflected the importance of the Chinese language in Thailand at that time, and with the increased demand for the Chinese language, Thailand also began to include the study of Chinese subjects at different stages of the curriculum.

2.2.1 Thai Public school

First of all, let's take a look at the curriculum of Chinese language education in Thai public schools. Basic education in Thailand is free and is divided into three levels: pre-primary, primary, and secondary. Pre-primary education was introduced in 2004 and made free in 2009. State schools offer two years of kindergarten (for three- and four-year-olds) and one year of pre-school studies (for five-year-olds). Participation in pre-primary education is "nearly universal". At the age of six, formal education begins and lasts for nine years, consisting of primary (grades P1-6) and lower secondary (grades M1-3), starting at the age of 12. Upper secondary education, grades M4-6, is also not compulsory and is divided into general and vocational tracks. At the elementary level, students studied eight core subjects each semester: Thai language, mathematics, science, social science, health and physical education, arts and music, technology, and foreign languages. At age 16 (Matthayom 4), students were allowed to choose one or two elective courses. The science program (Wit-Kanit) and the mathematics-English language program (Sil-Kamnuan) were among the most popular. Foreign language programs (Sil-Phasa) in Chinese, French, Japanese, Korean, Russian, Spanish, and German, for example, and the social science program (sometimes called the general program) were also offered. Both elementary and secondary levels had special programs: the English Program and the Gifted Program. In the English Program, students learned every subject in English except for Thai and social studies. The Gifted Program was mathematics and science-focused. (Wikipedia, 2023)

The Thai Ministry of Education issued the National Curriculum for Basic Education, which incorporated Chinese as an optional subject in the curriculum and became the main basis for teaching Chinese in the 21st century.

Teaching Chinese in the 21st century was a teaching activity that used Chinese as a cultural carrier and a bridge for international exchange, adapted to the needs and variations of different countries and regions, adopted a comprehensive method combining structure-function-culture, and used modern educational tools such as multimedia

technology and task-based teaching to cultivate students' communicative competence in Chinese and intercultural communication awareness in the context of economic globalization and the informatization of social life. (Feng, 2017)

In 2003, the Thai Ministry of Education officially introduced Chinese as a second foreign language in public primary schools from Grade 4 onwards. Currently, more than 50% of primary school students in public primary schools in major cities such as Bangkok choose Chinese as a second language. (People, 2021)

At the secondary school level, Thai high schools directly divide subjects in the first year of high school, offering courses in art, Japanese, Chinese, English, science, and more. Only high school students who took a Chinese class had Chinese lessons, and the class had more Chinese lessons than any other. According to the Zhihu website, more than 10% of high school students in public high schools in major cities such as Bangkok currently choose Chinese as a second foreign language.

2.2.2 Thai Private school

The researcher studied a private school in Thailand, located in the Samut Prakan Province of Thailand, which followed the full curriculum issued by the Singapore Ministry of Education to provide quality education to its students. The school had four divisions: kindergarten, primary, secondary, and high school. Chinese was an important language subject in the Singaporean school system and was a compulsory subject from Nursery to Year 3 of secondary school. According to the TSIS Teacher's Handbook, students had one hour of Chinese lessons per day at the kindergarten level and one and a half hours per day at the primary level. When students reached secondary school, there were four hours of Chinese lessons per week from S1 to S3. When students moved on to S4 or high school, they began to choose the second language course they wanted to study and develop, and only high school students who chose Chinese attended Chinese lessons. At the end of the primary school curriculum, students took the Singapore School Leaving Examination (IPSLE). Secondary school students took the Cambridge International General Certificate of

Secondary Education (IGCSE). There were also Chinese Language Proficiency Tests (HSK), Chinese Language Speaking Test (HSKK), and Chinese Language Writing Test (HSKW). In addition, the school also organized a variety of activities to enhance students' knowledge of Chinese culture, such as festivals, museum visits, cultural classroom sessions, and so on, so that students could experience the fascination of both traditional and modern Chinese culture.

2.2.3 Chinese language

Thailand's primary and secondary education consisted of nine years of compulsory education. According to official statistics, the enrollment rate of compulsory education for school-age children had reached 97%, which was higher than the average level in Asia. Compared with university and other forms of Chinese language training, Chinese education in Thailand's primary and secondary schools was more practical and was also the main form of Chinese education. Chinese education in Thailand's primary and secondary schools was divided into Chinese schools and Chinese courses offered by public and private schools. Public and private schools were still in their early stages of development, but their development speed was very fast. Both kindergartens and primary and secondary schools offered Chinese courses. In private schools, Chinese courses were offered for elementary school students as well as junior high school students. In public schools, Chinese courses were mainly concentrated in high school. The Chinese language curriculum for grades one through six was approximately one to two hours per week, covering basic listening, speaking, reading, and writing skill, with a focus on communication. (Sun, 2016)

Chinese was the most spoken language in China and the most spoken language as a first language in the world. In addition to the Han Chinese, the Hui and Manchu ethnic groups also used or had switched to Chinese, while other ethnic groups had their own languages, and many had switched to Chinese to varying degrees or used it part-time. According to the HKCD website, there are now at least 1.5 billion Chinese speakers in the world, accounting for 20% of the world's total population. In addition, Chinese is the official language of China, one of the four official languages

of Singapore, and one of the six working languages of the United Nations. Chinese was mainly spoken in China, as well as in Chinese communities in Singapore, Malaysia, Japan, Myanmar, Thailand, the United States, Canada, Australia, and New Zealand. (Yu, 2021)

Chinese belonged to the lexical-syllabic group of ideographic scripts, which were recorded in Chinese characters. Chinese characters were one of the oldest scripts in the world, with a history of over 6,000 years. (HDC, 2023) Chinese characters were characterized by the principles of Pictogram referential, metaphorical, and morpho-syntactic word formation, which expressed the characteristics of Chinese culture and thought.

Chinese belonged to the lexical-syllabic group of ideographic scripts, which were recorded in Chinese characters. Chinese characters were one of the oldest scripts in the world, with a history of over 6,000 years. (HDC, 2023) Chinese characters were characterized by the principles of pictogram, ideogram, ideogrammic compound, and phono-semantic compound, which expressed the characteristics of Chinese culture and thought.

Pictogram, ideogram, ideogrammic compound, and phono-semantic compound were four methods of forming Chinese characters. Simply put, pictograms were based on the shapes of things, such as 日 (sun), 月 (moon), 山 (mountain), etc.; ideograms were pictograms with added strokes to indicate specific meanings, such as 上 (up), 下 (down), 中 (middle), etc.; ideogrammic compounds were composed of two or more parts that combined to form a new meaning, such as 休 (person + tree), 明 (sun + moon), etc.; phono-semantic compounds consisted of a phonetic component and a semantic component, where the phonetic component indicated the pronunciation and the semantic component indicated the meaning, such as 林 (tree + tree), 李 (tree + child), etc. (Qiu, 2021)

Chinese was divided into two major categories: standard language and dialects. Putonghua (Mandarin) served as the national standard language, which was based on the pronunciation of the Beijing dialect, the northern dialects, and modern vernacular literature. On October 31, 2000, the “Law of the People’s Republic of China on the National Common Language and Writing” was officially promulgated, which clarified the status of Putonghua as the national common language. This was another important measure after the “Constitution of the People’s Republic of China” stipulated that “the state promotes Putonghua as a common language throughout the country”. (MOEPRC,2021) Putonghua had four basic tones, which were called yinping (first tone), yangping (second tone), shangsheng (third tone), and qusheng (fourth tone). In some special cases, there would also be neutral tones and tone changes. (Anne,2021) Putonghua was not only widely used throughout China but was also a major language for foreign communication and teaching. In addition to Putonghua, there were many local dialects in China such as Cantonese (Yue), Southern Min (Min Nan), Wu, etc., each with its own style and charm.

Chinese was not only a means of communication but also an art form. China has a rich and splendid literary tradition, including various genres and styles such as poetry, prose, fiction, etc. (Xiao, 2020) According to Sanwen.net, poetry is a literary form that uses rhythmic and rhyming language to express feelings and thoughts, such as “Jing Ye Si”, “Qing Yuan Chun. Xue”, etc.; prose was a literary form that used plain language to depict things and convey emotions, such as “Tong Ye Feng Di”, “Man Jiang Hong”, etc.; fiction was a literary form that used fictional stories to reflect social life and character traits, such as “Hong Lou Meng”, “Wei Cheng”, etc. Chinese Language and Literature was a major that trained basic knowledge and skill in Chinese language and literature. Consequently, Chinese is the most widely spoken language in the world and the official language and cultural carrier of China. The Chinese Language Curriculum System was a scientific and systematic teaching program designed to help learners of different levels and objectives master the Chinese language. It included a variety of assessment tools such as the Chinese Proficiency Test (HSK), Chinese Proficiency Test (HSKK), and Chinese Proficiency Test in Writing (HSKW), as well as corresponding teaching materials, pedagogy, and

resources. By studying the Chinese language system, learners could improve their listening, speaking, reading, and writing skill, learn about Chinese history, culture, and society, and expand their horizons and opportunities.

2.3 Chinese Teaching for Speaking Skill

2.3.1 The importance of oral language in Chinese as a foreign language

According to the website of the Chinese Ministry of Education (2021), Chinese is one of the world's most spoken languages with the longest history and richest culture. With the rise of China in the fields of economy, politics, and technology, more and more people became interested in learning Chinese.

Through Yang's (2018) contribution, it was revealed that the purpose of teaching Chinese as a foreign language was to develop foreign students' Chinese expression and communication skill. In teaching Chinese as a foreign language, oral teaching occupied a rather important position because it was a communicative tool and an important indicator of one's Chinese language level and cultural literacy.

Spoken language teaching had different characteristics at different stages. At the elementary level, oral teaching focused on developing students' basic pronunciation, vocabulary, sentence patterns, and daily conversation skill, and asking questions was an important form of classroom interaction. For example, the teacher asked the students, "What do you like to eat?" or "How many family members do you have?" These questions helped students practice their ability to answer questions (Zhou, 2015).

At the intermediate level, speaking instruction focused on developing students' good sense of language and practical application skill, and the task-based teaching model was an effective strategy. For instance, teachers could give students a task to discuss in small groups and complete the task by communicating with each other within the group, thus improving their oral communication skill.

At the advanced level, oral teaching focuses on developing students' logical thinking, expression style, and cultural awareness. In advanced classes, the focus was on developing creative and critical thinking, with more complex vocabulary and grammar, including idioms, euphemisms, and rhetorical devices. Teaching methods were more expressive, such as lectures, debates, and evaluations. For example, the teacher could provide a controversial topic, such as "Should the age limit for voters be lowered?" and then divide the class into two groups, one for the topic and the other against it. Students would then debate the issue and provide strong evidence and logic to support their position. In this process, students not only improved their verbal skill but also practiced creative and critical thinking, deepening their understanding of cultural differences and social issues (Song, 2013).

The importance of spoken language in Chinese as a foreign language cannot be overstated. Firstly, learning and using spoken language was an effective way for foreign students to understand the current situation of Chinese culture and society and to enhance friendship and understanding with the Chinese people. According to Zhihu (2021), spoken language was not only an important part of Chinese culture but also a direct reflection of social change. Through spoken language, foreign students could be exposed to the cultural connotations of China's history, traditions, customs, and values, as well as social phenomena in terms of China's modern development, social issues, and people's needs. Spoken language is also a basic tool for communication and exchange, as well as an effective way to express emotions and attitudes (Zhang, 2018). Through speaking, foreign students could have more dialogue and interaction with Chinese people, share their ideas and experiences, eliminate misunderstandings and prejudices, and increase trust and respect.

Secondly, speaking could help foreign students better use other skill such as listening, reading, and writing to communicate effectively in various situations. As Wu (2020) pointed out, language is a tool for us to think and communicate, and it permeates all aspects of our lives, learning, and activities. Because of this, the General High School Language Curriculum Standard (2017) pointed out that the language curriculum should not only impart knowledge but also cultivate creative talents to

meet the needs of social development. Oral expression, as a basic communicative competence, was what enabled us to communicate effectively and express ideas better in various situations.

Finally, speaking helped foreign students improve their self-confidence and sense of self-worth and showed their personality and charm in the era of globalization. In the era of globalization, speaking skill had an important impact on foreign students' personal development and social interaction (Liu, 2012). On the one hand, speaking helped foreign students communicate effectively with people from different cultural backgrounds, enhancing mutual understanding and respect, and establishing friendly interpersonal relationships. On the other hand, speaking allowed foreign students to express their views, thoughts, feelings, and ideas, showing their intelligence and talents, and winning the recognition and respect of others (Wang, 2011).

Furthermore, according to the Chinese as a Foreign Language website, speaking enabled foreign students to seek help and support from others when facing difficulties and challenges, reducing their psychological pressure, and increasing their self-confidence and sense of self-worth. Finally, speaking enabled foreign students to flexibly use language strategies and techniques to express their unique style and charm according to different occasions, audiences, and purposes (Yi, 2017). Therefore, it could be concluded that speaking helped foreign students improve their self-confidence and sense of self-worth and showed their individuality and charisma in the era of globalization. In conclusion, speaking in Chinese as a foreign language was a very important and interesting skill that deserved a serious investment of time and effort to learn and improve.

2.3.2 Standards for Teaching Oral Language in Thailand

Here, the researcher will briefly describe the standards of speaking in this international school under study. As this school was under the Singaporean system, the standard of oral examinations at the primary level was the same as that of the Singaporean Speaking Examination IPSLE. According to the IPSLE speaking

requirements, the speaking test was divided into two parts: the first part was a short text read aloud, and the second part was a dialogue with pictures.

1) Reading

The standards for reading aloud were mainly divided into two parts. The first was pronunciation and clarity. The second was speed, intonation, and fluency. Based on the different levels of pronunciation and clarity, the requirements were divided into five levels, ranging from very accurate and clear pronunciation to mostly incorrect pronunciation and unclear enunciation. As for speed, intonation, and fluency, there were also five levels, ranging from very fluent, with appropriate intonation and pauses, and rhythmic, to not fluent, with inappropriate speed and no change in intonation.

2) Conversation with pictures

The standard requirements for the Look and Talk test were divided into two sections. The first section focused on the response and development of personal opinion, while the second section evaluated language expression and fluency. In the response and development of personal opinions, students were assessed on five levels. They were expected to provide a comprehensive presentation of the picture content, expand on their personal opinions, and engage in consistent communication with the examiner during the exchange. Language expression and fluency were evaluated based on the use of rich and appropriate vocabulary, as well as the fluency and clarity of the student's speech.

2.3.3 Teaching Speaking in Chinese Language Teaching in Thailand

In today's society, with the development of globalization, learning a foreign language has become an essential part of the process (Li, 2019). And in the process of learning a foreign language, oral language teaching was particularly important. The following researchers introduced the teaching of speaking in Chinese language education from three perspectives: the current situation of teaching speaking, the teaching methods employed, and the objectives of teaching.

1) The situation of spoken language teaching in Thailand

Spoken language teaching was an important part of Chinese language teaching and it was one of the most crucial aspects. With the development of society, more and more people learned Chinese, and oral language teaching became an important component. Along with this, there came an increasing number of problems. The situation of spoken language teaching in Thailand is as follows:

Table 2.1 Thai's Students Speaking Problem

Problem	Reason
Pronunciation	According to Douban (2021), Thai students often confuse the Chinese initials z, c, and s with zh, ch, and sh, such as reading "是 (shì)" as "四(sì)" and "老师" as "老丝".
Vocabulary	Chinese has a vast vocabulary, and some words have different meanings in different contexts. Based on the personal experience of the researcher, Thai students often make mistakes in expressing themselves when learning Chinese oral communication due to an inadequate understanding of vocabulary. For example, the word "数 (shù)" has two different pronunciations, "shù" in the word "数学" means "mathematics," and "shǔ" in the word "数一数" means "counting."
Grammar	There are differences in grammar between Chinese and Thai, and Thai students often make mistakes in grammar, such as word order, tense, mood, etc. Lu (2012) pointed out that Thai students tend to use Thai thinking when speaking Chinese, and then translate Thai vocabulary into Chinese to express themselves.
Culture	Spoken Chinese often contains a lot of cultural connotations. Thai students need to learn Chinese culture to better understand and use spoken Chinese. The researcher found that whenever he introduced Chinese idioms, such as "草船借箭," students had a poor understanding of the words and often used them incorrectly.

Source: Douban, 2021

2) Thai students encountered problems in learning Chinese oral language, including pronunciation, vocabulary, grammar, and cultural differences. Chinese had a vast vocabulary, and some words had different meanings in different contexts, leading to frequent errors in expression. Chinese and Thai had different grammar, which led to errors when Thai students used their native language thinking to speak Chinese. There were significant cultural differences between Chinese and Thai, and Thai students needed to learn Chinese culture to better understand and apply Chinese oral language.

2.1) How to help students overcome problems in learning spoken Chinese Pronunciation training: Students needed to undergo specialized pronunciation training to address the significant differences between the Chinese and Thai phonetic systems, such as the distinction between "r" and "l" sounds and the four tones. Specialized pronunciation training time could be arranged in class, and pronunciation training materials and resources could be provided. Dai (2022) pointed out in the article that video materials stimulated students' interest in learning and encouraged them to practice speaking Chinese more in class. Following correct pronunciation materials while speaking Chinese could also help students correct their pronunciation problems.

Vocabulary accumulation: Students needed to accumulate a large amount of Chinese vocabulary through various methods, such as listening, reading, and speaking practice. At the same time, they needed to pay attention to the contextual use of vocabulary to avoid pragmatic errors. According to Douding (2019) in the article, practicing speaking Chinese by extending the core sentence patterns in the text, such as replacing "learning" with "eating," "drinking," "watching," "writing," "liking," and so on, could help students master sentence structures, increase their vocabulary, and cultivate their creativity.

Grammar training: Students needed to learn Chinese grammar knowledge systematically. Specialized grammar explanations and practice time were set in the classroom to help students understand the basic rules and commonly used expressions of Chinese grammar. At the same time, it was also necessary to strengthen

the training of grammar application, so that students could correctly apply grammar knowledge in actual spoken communication. According to Shao (2019), grammar is the foundation of language, and it helps us communicate better and make faster progress. Grammar rules helped us understand the structure and meaning of sentences, enabling us to express our thoughts better. In addition, grammar rules helped us avoid making grammatical errors.

Cultural learning: Students needed to learn Chinese cultural knowledge to better understand and apply the Chinese spoken language. Language and culture were interrelated. Liu (2020) pointed out that learning a language not only requires mastering its grammar and vocabulary but also understanding the culture behind it. This helped us better understand and apply the language.

In summary, when helping students practice spoken Chinese, teachers needed to provide pronunciation training, vocabulary accumulation, grammar training, and culture learning. Pronunciation training was carried out by arranging specialized pronunciation training time in class or providing pronunciation training materials and resources. Vocabulary accumulation was carried out through various methods such as listening, reading, and speaking practice, and attention was also paid to the contextual use of vocabulary to avoid pragmatic errors. Grammar training required systematic learning of Chinese grammar knowledge, and specialized grammar explanations and practice time were set in the classroom. Cultural learning helped students better understand and apply the Chinese spoken language, as language and culture were interrelated. (Li, 2018)

2.4 The Flipped Classroom Approach

2.4.1 Meaning of flipped classroom teaching method

The flipped classroom was first proposed by J. Wesley Baker. The flipped classroom model was different from a typical classroom where the teacher was the main presenter of the content and students interacted with the teacher by taking notes

or asking questions. In a flipped classroom, students become the main drivers of the class (Bishop, 2013). Before class, the teacher assigned topics for students to study on their own, either by searching for information through multimedia or visiting the library to obtain the necessary knowledge for class. Alternatively, students could seek help from the teacher during class, at which point the teacher complemented and deepened the knowledge points explained by the students (Wang, 2015). This teaching method better stimulated students' learning initiative. Unlike traditional classrooms, where the teacher dominated, students in a flipped classroom took the lead, which helped them concentrate better and learn necessary knowledge points. Students were transformed from passive learners to active learners, allowing them to exercise their initiative to better understand the subject matter.

2.4.2 Main features of flipped classroom teaching method

According to Wang (2019), the main features of flipped classroom teaching method include:

Student-centeredness:

The flipped classroom teaching method placed students at the center of teaching, encouraged students to learn and think independently by studying course content in advance, and enhanced students' learning initiative and self-management ability.

Interaction and discussion:

In the flipped classroom, teachers could help students deepen their understanding of the course content through discussions, cooperation, etc., and also promptly identify students' problems and provide more targeted guidance.

Flexibility and personalization:

The flipped classroom teaching method utilized network technology to allow students to choose their learning time and place, fully utilizing their strengths and interests, and achieving a more flexible and personalized learning approach.

In summary, the main characteristics of the flipped classroom teaching method included student-centeredness, interaction and discussion, flexibility, and personalization. In this teaching model, students enhanced their learning initiative and self-management ability by studying course content in advance and learning and thinking independently. Meanwhile, teachers helped students deepen their understanding of the course content through discussions, cooperation, etc., and provided a more flexible and personalized learning approach.

2.4.3 Importance of flipped classroom teaching method

The flipped classroom teaching method was important because it placed students at the center of teaching, encouraged self-directed learning, and improved collaboration and problem-solving abilities. Lu (2020) pointed out that the flipped classroom approach emphasized student initiative and independent learning skill and encouraged active thinking and interaction in the classroom. Through this approach, students could use their critical and creative thinking in the classroom to enhance their academic achievement and career skill.

According to Gilboy (2015), the flipped classroom teaching method could help students develop multiple abilities, such as self-directed learning, critical thinking, collaboration, problem-solving, and understanding of subject knowledge. This teaching method encouraged students to learn and think independently and engage in in-depth discussions and reflections during class, thus enhancing their critical thinking skill. Moreover, students were required to collaborate and discuss with their classmates in the classroom, thereby improving their collaboration and problem-solving skill. Additionally, through in-depth discussions and exchanges with teachers, students could deepen their understanding of subject knowledge.

In conclusion, the flipped classroom teaching method was highly beneficial for students as it emphasized active learning and encouraged students to participate in class. Through this approach, students could develop their critical and creative thinking skill, as well as their academic and professional abilities. The flipped

classroom also helped students cultivate their self-directed learning, collaboration, problem-solving, and subject knowledge comprehension skill. Overall, the flipped classroom was an important teaching method that enhanced students' learning outcomes and self-confidence.

2.4.4 The types of flipped classroom teaching method

There were various forms and methods of implementing the flipped classroom teaching method, including:

Video-based flipped classroom: Students watched pre-recorded lectures or instructional videos at home and then came to class ready to engage in discussions and activities related to the content. (Liu, 2018)

Reading-based flipped classroom: Students read articles, textbook chapters, or other materials at home and then come to class ready to discuss and apply the concepts learned (Li et al., 2021).

Simulation-based flipped classroom: Students used simulations, games, or other interactive tools at home to explore and learn course concepts and then came to class ready to apply their knowledge in real-world scenarios. (Cao, 2022)

Hybrid flipped classroom: A combination of the above methods, where students engage in various types of pre-class learning activities and then come to class ready to participate in discussions, group work, and other activities. (Guo & Lin, 2022)

2.4.5 How to apply flipped classroom teaching method in the class

To effectively implement the flipped classroom teaching method, firstly, the application of the flipped classroom effectively enhanced students' learning enthusiasm and interest, fully tapped into their initiative and autonomy, and improved

their comprehensive oral ability; secondly, the application of the flipped classroom improved teachers' professional quality, promoted their professional development, and formed a good teacher-student interactive relationship (Zheng, 2022).

Therefore, teachers should:

1) Produced high-quality pre-class materials: The pre-class materials were engaging, informative, and accessible to all students. Teachers also provided guidance and feedback on students' engagement with the materials (Lu, 2021).

2) Designed interactive classroom activities: Classroom activities encouraged collaboration, critical thinking, and problem-solving. Teachers also provided personalized guidance and support to students in these activities (Fan, 2021).

3) Monitored students' progress: Teachers regularly evaluated students' understanding of course content and adjusted their teaching methods accordingly. This included formative assessments, quizzes, and other methods of assessing student learning (Liu, 2021).

4) Provided ongoing feedback: Teachers provided students with continuous feedback on their progress and encouraged them to reflect on their learning and areas for improvement (Sun, 2016).

2.4.6 Operation of Flipped Classroom Education Method

Xu (2017) pointed out that flipped classroom teaching was a student-centered teaching model, whose core idea was to reverse the classroom lecture and homework arrangement in traditional teaching models. That is, students were expected to learn relevant knowledge content outside the classroom and then engage in discussions, practices, and collaborations in the classroom to better understand and apply the learned knowledge.

According to the VIP KID website, the steps for implementing the flipped classroom teaching method were as follows:

1) Teachers recorded or selected videos or audio related to the knowledge content in advance, allowing students to learn autonomously outside the

classroom.

2) Students watched videos or listened to audio and completed related preparatory assignments.

3) In the classroom, the teacher and students engaged in interactive teaching, guiding students to think, discuss, and solve problems, and providing feedback and support.

4) Students participated in various activities in the classroom, such as group discussions, experiments, rehearsals, and the creation of works, to apply the learned knowledge.

5) Students completed consolidation assignments after class, such as reviewing and summarizing, deep thinking, and exploring extensions, to further consolidate the learned knowledge.

Through these steps, students could learn autonomously outside the classroom, improve their ability to learn independently, and in the classroom, they were guided to think, discuss, and solve problems, improving critical thinking skill, collaboration skill, and problem-solving abilities. In addition, students' participation in various activities in the classroom could apply the learned knowledge, enhancing the practicality and practicality of learning. Finally, completing consolidation assignments after class could further consolidate the learned knowledge. In summary, the flipped classroom teaching method could improve students' learning effectiveness and learning outcomes and cultivate students' multiple abilities (Sun, 2017).

2.4.7 Application of Flipped Classroom Teaching Method in Chinese speaking Teaching

According to the Ministry of Education of the People's Republic of China website, the "Chinese Language Curriculum Standards for Compulsory Education (2022 edition)" clearly stated that students were the main body of classroom learning, and teachers should respect their status as the main body, actively encouraging and advocating for students to engage in learning in a cooperative, autonomous, and exploratory manner, so that students could truly become the masters of classroom

learning, ensuring the completeness and expansiveness of student learning outcomes, and thus effectively promoting the comprehensive development and improvement of students' Chinese language skill. The most significant feature of the flipped classroom teaching model was the "flip," which transformed the classroom view, teacher view, and student view under new circumstances, which undoubtedly matched the internal requirements of the new Chinese language curriculum standards (Huo, 2017).

With the increasing demand for learning Chinese as a foreign language, Chinese oral teaching has become an important aspect of primary school language teaching. In order to better meet the needs of learners, teachers explored new teaching methods to improve the quality of Chinese teaching. One such teaching method was the flipped classroom teaching method.

The flipped classroom teaching method had multiple advantages in Chinese as a foreign language oral teaching, including improving students' oral expression ability, enhancing learning interest and enthusiasm, achieving personalized teaching, improving students' thinking ability and creativity, as well as enhancing students' self-directed learning ability. Wei (2018) pointed out in the article that through self-directed learning and classroom interaction, students could better use oral language to express their ideas and opinions and stimulate students' thinking ability and creativity. At the same time, students could learn according to their own learning progress and ability, thus achieving personalized teaching and improving their self-directed learning ability. This teaching method could also make students more actively participate in the learning process, improving their learning interests and enthusiasm.

2.4.8 Application of Flipped Classroom Teaching Method in Teaching Chinese as a Foreign Language

The flipped classroom teaching method has been widely used in teaching Chinese as a foreign language, which improves students' learning interest and initiative, promoted their thinking ability and oral expression ability, and also achieves personalized teaching. For example, teachers could record or select relevant Chinese

language knowledge videos or audio in advance, and let students conduct independent learning at home. Then in class, interactive teaching could be conducted to guide students to think, discuss, and solve problems, deepening their understanding of the knowledge. In addition, teachers could also conduct group discussions, creative work, and other activities in class to consolidate the learned knowledge. This teaching method made students more actively participate in the learning process, improving their learning efficiency and oral expression ability.

Zhao (2020) introduced the specific steps of the flip classroom teaching method in teaching Chinese as a foreign language in the article:

Preparation for the flipped classroom

Before implementing the flipped classroom teaching method in teaching Chinese as a foreign language, teachers needed to prepare relevant learning materials, such as audio recordings, PPT presentations, interactive activities, etc. The design of these materials should meet the needs of learners at different levels and be suitable for the age and language ability of primary school students.

Implementation of flipped classroom teaching method

In the flipped classroom teaching method, learners watched or listened to videos or audio at home and then came to the classroom to prepare for discussions, group activities, and oral presentations. In class, teachers should have provided opportunities for learners to practice Chinese speaking through role-playing, debates, storytelling, pronunciation exercises, etc. Teachers could also have provided feedback to learners on their performance, identified areas that needed improvement, and provided guidance on how to improve their Chinese speaking ability.

Advantages of the flipped classroom teaching method in teaching Chinese as a foreign language:

The flipped classroom teaching method had several advantages in teaching Chinese as a foreign language. First, it enabled learners to participate in collaborative learning, which cultivated their awareness of cooperative learning and encouraged

learners to support each other. Second, it allowed learners to control their own learning process, improve self-efficacy, and help learners develop independent thinking skill. Third, it provided opportunities for learners to actively learn, promoting a deeper understanding and memory of Chinese speaking. Finally, it could help teachers identify areas that need improvement and provide timely and effective feedback to learners (Li, 2020).

In summary, the flipped classroom teaching method was an effective way of teaching Chinese as a foreign language. By allowing learners to control their own learning process, participate in collaborative learning, and actively learn, it helped promote a deeper understanding of Chinese speaking and supported the development of important skill such as independent thinking and self-efficacy (Liu, 2021). The flipped classroom teaching method was a student-centered teaching method that allowed students to preview knowledge before class through reading or watching videos, and then deepen their understanding and application of the knowledge through discussions and exercises in class. This improved class efficiency and learning efficiency (Qiao, 2019).

In this study, the flipped classroom teaching method was applied to teaching Chinese as a foreign language speaking skill. To improve students' speaking abilities, the teacher designed and implemented relevant materials and activities based on the advantages of the flipped classroom. A hybrid flipped classroom model was used, with pre-class learning including reading and video, with reading as the main form and video as an auxiliary teaching method. This ensured that students could understand the necessary vocabulary before class. In the classroom, the teacher guided students to practice speaking through tasks and group activities and encouraged them to think, discuss, and solve problems. Consolidation assignments such as reading aloud and describing pictures were given after class to further reinforce the learned knowledge.

2.5 Related Theories

2.5.1 Constructivism

Constructivism was an educational theory initially proposed by Swiss psychologist Jean Piaget. It was a student-centered teaching approach that emphasized students' agency and autonomy. Constructivism views learning as a process of individuals actively constructing knowledge based on their cognition and understanding of the external world. It highlighted the interaction between individuals and their environment, wherein knowledge was continuously constructed. Constructivism emphasizes that students construct their own knowledge and understanding through active participation and interaction (Suo, 2022). According to constructivism, students were not passive recipients of knowledge; instead, they constructed their knowledge structures through exploration, experimentation, and interaction (Ji, 2022). In constructivist theory, the experience and meaning in the learning process were vital, implying that students needed to actively engage, practice, and interact to facilitate knowledge construction and acquisition (Cai, 2021).

Flipped classroom pedagogy aligned well with constructivist theory as it emphasized student engagement and interaction. In flipped classroom teaching, students actively participated and grasped new knowledge through independent reading and exploration of the assigned material. Subsequently, in the classroom, teachers could guide students in applying and expanding upon this knowledge through inquiry and interaction (Liu, 2018).

In the flipped classroom approach, students assumed a more active and participatory role, consistent with the constructivist emphasis on student agency and interactive teaching models. Through flipped classroom pedagogy, students could autonomously choose the learning content and methods, enabling them to independently master knowledge and skill. This teaching approach helped stimulate students' interest in learning, enhanced their motivation, and promoted an in-depth and comprehensive understanding of knowledge, aligning with the goals of constructivist theory.

Therefore, flipped classroom pedagogy was closely related to constructivist theory. It could enhance students' motivation and engagement, facilitate knowledge construction and acquisition, and help students better comprehend and apply the learned content (Yan, 2016).

2.5.2 Social Constructivism

Social constructivism was a theory introduced by sociologists Peter L. Berger and Thomas Luckmann in the 1970s. This theory suggested that social reality was collectively constructed and shaped by individuals, rather than being an objective existence. People created and maintained social reality through social interaction and language communication, which subsequently influenced individual and collective cognition and behavior (Liu, 2011).

In the context of flipped classroom pedagogy, social constructivism also played a significant role. A flipped classroom emphasizes students' agency and participation in the classroom, promoting collaboration and communication among students to collectively construct knowledge (Yuan, 2020). In this teaching model, students were no longer passive recipients of knowledge; instead, they actively engaged in the construction of knowledge through interaction and cooperation.

Furthermore, social constructivism emphasizes the importance of language, considering it a vital tool for the collective creation and maintenance of social reality (Huang, 2013). In the flipped classroom, teachers employed various forms of language, such as oral explanations, written instructions, charts, and videos, to provide students with diverse learning experiences and language input, facilitating their understanding and mastery of knowledge.

To summarize, social constructivism highlights the collective construction and shaping of social reality by individuals, as well as the crucial role of language in this process (Fairhurst, 2010). Flipped classroom pedagogy leveraged this theory to promote student engagement, collaboration, and communication while providing

diverse learning experiences and language input to facilitate knowledge acquisition and construction.

2.5.3 Task-Based Learning Theory

In the 1960s, with the establishment of the European Community, language communication became a barrier among member countries, demanding a reform in second language teaching methods. Task-based learning emerged in the 1970s as a response to this need. The first teacher to apply task-based learning in an English classroom was Prabhu, who regarded "tasks" as essential components of the classroom and the primary form of English teaching activities (Pica, 2008).

In task-based learning, the role of tasks was to guide students in autonomous learning. The difficulty of tasks followed a progressive sequence, with an emphasis on inquiry-based tasks (Song, 2020). Task-based learning emphasizes students' active exploration, autonomous learning, and collaborative learning during the task-completion process, thereby improving learning outcomes and quality (Zheng, 2022).

Flipped classroom pedagogy could support task-based learning. In the flipped classroom, teachers could design challenging and inspiring tasks for students, requiring them to explore and discover knowledge during the task completion process, promoting students' autonomous and collaborative learning (Wang, 2019). Through flipped classroom pedagogy, students could engage more in discussions and interactions during class, collectively exploring and solving problems, thus enhancing learning outcomes and quality.

In conclusion, task-based learning theory provides tasks that are exploratory and inspiring, facilitating students' autonomous and collaborative learning (Yuan, 2012). Through flipped classroom pedagogy, teachers could provide targeted learning support to help students gradually develop problem-solving abilities and learning strategies, thus achieving the goals of task-based learning.

2.5.4 Blended Learning Theory

Blended learning was an instructional approach that combined traditional classroom teaching with online learning. In blended learning, students could access course materials and content through online learning platforms consolidate their learning outcomes, and apply knowledge through activities and discussions in the classroom (Wei, 2020). Blended learning provided a more flexible learning approach, allowing students to learn anytime and anywhere, while also offering diverse and personalized learning experiences.

Flipped classroom pedagogy was closely related to blended learning theory. He (2014) pointed out that in flipped classroom teaching, teachers could provide course materials and resources to students through online learning platforms, allowing students to engage more in discussions and interactions during class, collectively exploring and problem-solving. Additionally, flipped classroom teaching provided more learning resources and tools to help students better understand and apply course content, thereby enhancing learning outcomes and quality.

Furthermore, flipped classroom pedagogy could help teachers better track students' learning progress and outcomes, providing personalized and targeted learning support. Through online learning platforms and other means, teachers could offer customized educational resources and feedback to students, assisting them in mastering course content and problem-solving effectively (Wei, 2020).

In conclusion, blended learning theory offered a more flexible and diverse learning approach and experience, enabling students to better grasp and apply course content. Additionally, flipped classroom pedagogy provided teachers with a wealth of diverse teaching tools and resources, ultimately improving teaching effectiveness and quality.

Table 2.2 Application of Relevant Theories

Theory	Application in study
Constructivism	In flipped classroom teaching, students actively participated and acquired new knowledge by reading and watching video materials on their own. Subsequently, in the classroom, teachers could guide students to apply and extend this knowledge through inquiry and interaction
Social Constructivism	In the flipped classroom, teachers used a variety of language forms such as oral explanations, written instructions, diagrams, videos, etc. to provide students with diversified learning experiences and language inputs to promote students' understanding and mastery of knowledge.
Task-Based Learning Theory	In a flipped classroom, teachers designed challenging and inspiring tasks for students, which required students to explore and discover knowledge in the process of completing the tasks and promoted independent and collaborative learning.
Blended Learning Theory	Flipped classroom pedagogy provided a rich variety of teaching tools and resources that ultimately improved the effectiveness and quality of teaching and learning.

Source: Researcher

2.6 Related Research and Studies

Language learning and teaching should begin with listening and speaking, emphasizing oral expression (Liu, 2000). In the teaching of spoken Chinese as a foreign language, teachers have been exploring the best and most effective teaching methods. With the continuous development of internet technology, multimedia, and online teaching became flexible and convenient teaching tools, making language teaching more engaging and effective (Lian, 2018). The "flipped classroom" teaching model utilized media and information technology and active learning to create a

personalized and collaborative learning environment for students, stimulating their learning enthusiasm and forming a new learning culture.

Therefore, many researchers and teachers in the field of Chinese as a foreign language learned and applied the "flipped classroom" teaching method, which was also suitable for teaching spoken Chinese. It not only improved students' learning efficiency and quality but also stimulated their interest and motivation in learning (Wu, 2018).

Furthermore, the "flipped classroom" teaching model enhanced the learning environment for the Chinese spoken language. Combining self-learning with guided classroom activities, highlighted conscious and unconscious language acquisition methods, increased students' learning time for Chinese, and reinforced their oral communication skill, thereby improving their speaking proficiency (Lian, 2018).

For overseas students, spoken Chinese was a major challenge in learning the language. Limited vocabulary, language habits, and lack of practice in oral skill discouraged and hindered overseas students from speaking Chinese (Agulia, 2011). Therefore, how to improve students' understanding and use of Chinese in the classroom was a key issue in teaching Chinese as a foreign language.

In recent years, the flipped classroom teaching method has also been applied by domestic scholars and teachers in teaching. There were several related studies and studies as follows.

Qian (2021) studied the application of the flipped classroom in Chinese language teaching for fourth-grade students. The research showed that the use of the flipped classroom provided students with more opportunities for autonomous learning and reduced time constraints on teachers' guidance. Students were able to engage in targeted learning anytime and anywhere based on their individual circumstances, which stimulated their learning motivation and enhanced their autonomous learning abilities. The implementation of flipped classroom teaching significantly benefited the

Chinese language teaching effectiveness in fourth-grade primary schools.

Ma (2022) studied the practice and reflection of the flipped classroom in integrated reading and writing Chinese language instruction for primary school students. The researcher focused on a fourth-grade text titled "pa shan hu de jiao" as the instructional content and employed the flipped classroom teaching model. Teachers guided students progressively through the observation and comprehension of the text using instructional videos. The aim of the study was to enhance students' self-directed learning abilities through the flipped classroom approach. The experimental results demonstrated an improvement in students' self-directed learning abilities and an increase in class participation and enthusiasm.

Li (2018) studied the application of the flipped classroom in Chinese language instruction for fourth-grade primary school students. The researcher focused on using the flipped classroom teaching method. The students were divided into an experimental group and a control group, and their comprehensive abilities, including oral proficiency, were compared before and after the intervention to evaluate the effectiveness of this teaching approach. The experimental results indicated that the students in the experimental group achieved significantly higher academic performance than those in the control group, and there was also a notable improvement in their oral proficiency. This suggests that the flipped classroom teaching method effectively enhanced students' oral skill in Chinese language instruction for fourth-grade primary school students.

Bu (2018) researched the design of flipped classroom-based English instruction for fourth-grade primary school students. The researcher implemented the flipped classroom teaching method. The experimental process involved pre-class video learning, in-class group activities, and post-class reflection and feedback. The aim of this study was to enhance students' oral proficiency through the use of flipped classroom teaching. The experimental results demonstrated a significant improvement in students' oral skill and a positive learning outcome. This indicates that the flipped classroom teaching method has a beneficial effect on promoting students' oral proficiency in English instruction for fourth-grade primary school students.

Liu (2015) studied the design and implementation of flipped classroom activities in elementary Chinese language instruction. The researcher conducted a preliminary survey to identify issues and employed the flipped classroom teaching method to enhance students' learning outcomes. The experiment aimed to design classroom activities using the flipped classroom approach to improve students' oral proficiency and learning engagement. Based on the experimental results, students demonstrated improved communication and expression skill, as well as increased motivation to learn. This suggests that the flipped classroom teaching method effectively enhanced students' oral proficiency and stimulated their learning engagement in elementary Chinese language instruction.

In Lian's (2018) article on the design of elementary-level spoken Chinese classes using the flipped classroom teaching model in Thailand, sixth-grade students were chosen as the experimental group. The researcher implemented the flipped classroom teaching method and designed activities such as video watching, pre-assessment, and personalized learning. The study aimed to cultivate students' active learning and expression abilities in Chinese. The experimental results indicated increased learning motivation, significant improvement in oral expression skill, and the gradual development of a habit of using Chinese for oral communication.

Gu (2019) studied the practice of flipped classrooms in junior high school English oral instruction. The researcher focused on first-grade junior high school students and divided them into an experimental group and a control group. The study aimed to investigate the changes in students' oral proficiency before and after implementing the flipped classroom approach. The experimental results revealed a significant improvement in the oral expression abilities of the experimental group, indicating a positive impact of the flipped classroom teaching method on the oral proficiency of junior high school students.

Huang (2020) conducted research on flipped classroom-based high school oral communication instruction. The researcher aimed to enhance students' oral communication skill through the flipped classroom teaching method. The study results

demonstrated that the flipped classroom approach not only increased students' confidence and courage in language expression but also significantly improved their oral communication abilities, enabling them to have clearer thinking and more logical reasoning skill.

Wen (2016) wrote an article on the design of oral Chinese language classes under the "flipped classroom" teaching model. The researcher implemented various strategies such as pre-class video explanations, WeChat reading check-ins, and in-class scenario-based activities. Students were divided into groups and encouraged to use Chinese during the activities to enhance both the engagement and efficiency of the classroom. The objective was to improve students' classroom efficiency and consequently enhance their oral proficiency. Through data analysis, the experiment demonstrated that not only did it stimulate students' motivation, but it also improved the quality of oral instruction, and students' self-learning abilities, and significantly enhanced their oral expression skill.

In conclusion, based on the studies on the application of flipped classrooms in teaching Chinese as a foreign language, it is evident that the flipped classroom teaching method is effective in promoting oral proficiency. The results of these studies consistently indicate that the flipped classroom approach can enhance students' self-directed learning abilities, stimulate their learning motivation, improve efficiency and confidence in their oral language learning, and ultimately elevate their oral proficiency.

CHAPTER 3

RESEARCH METHODOLOGY

The aim of this research was to improve the Chinese speaking skill and satisfaction of grade 4 students in an international school in Thailand using the flipped classroom teaching method. This chapter presents the methodology used in the study, including the research design, sample groups, data collection tools, validity and reliability of the research instruments, and data analysis methods.

3.1 Research Design

The study utilized a mixed methods research approach to gather data. The pretest and post-test were used to collect quantitative data on the Chinese speaking skill, whereas student satisfaction was assessed using quantitative data from satisfaction questionnaires. In addition, a focus group was conducted to gather qualitative insights and opinions from grade 4 Thai students about their experiences with the flipped classroom teaching method for improving their satisfaction. Figure 3.1 below illustrates the research design of the study.

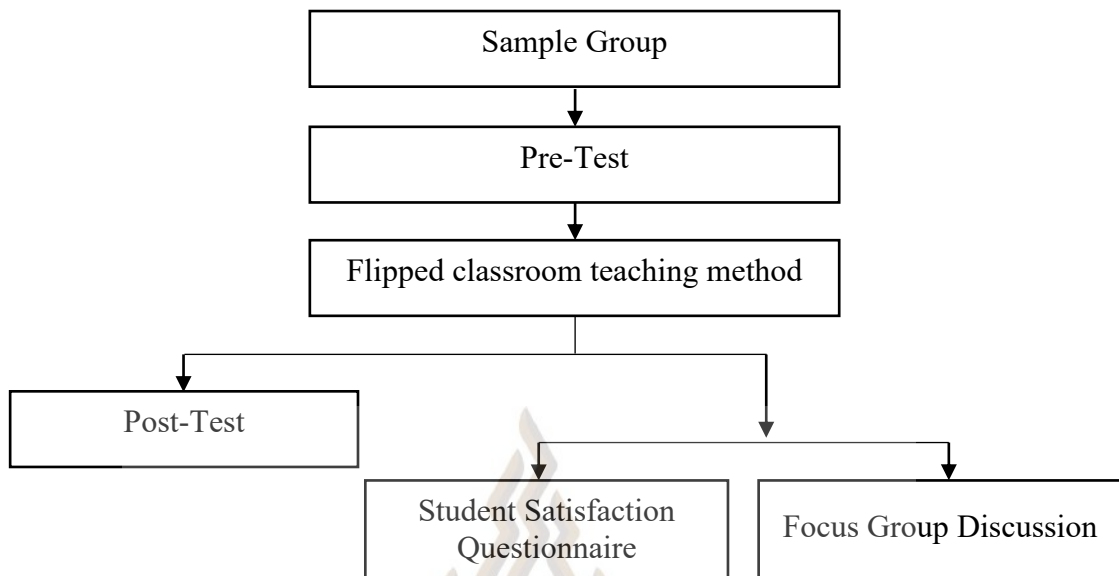


Figure 3.1 Research Design of the study

3.2 Population and Sample

Population: The target population of the study was fourth-grade students from an international school in Thailand, with two classes of 20 students each. They ranged in age from 9 to 11 years old and had varying genders and Chinese language learning abilities.

Sample: The researcher took a cluster random sampling of 20 grade 4 Thai students (9 males and 11 females). These students were between the ages of 9 to 11, with different speaking abilities and genders.

3.3 Research Instruments

Research tools are essential components of research endeavors, facilitating data collection and analysis to derive conclusions and findings (Zhang, 2023). Consequently, this study employs pre-test and post-test assessments, satisfaction questionnaires, and focus group interviews as primary research instruments. Table 3.1 delineates the specifics of the research tools utilized to accomplish the study's objectives.

Table 3.1 Research Objectives and Instruments

No.	Research objectives	Research Instruments
1	Compare the Chinese speaking skill of grade 4 students before and after using the flipped classroom teaching method.	Chinese speaking skill test (pre-test and post-test) academic performance.
2	Investigate the Student Satisfaction of grade 4 students using the flipped classroom teaching method.	Questionnaires and focus group interviews.

3.3.1 Lesson Plans

Over the course of one month, the researchers crafted four 90-minute lesson plans for a group of 20 students, whom they directly instructed. The selection of the study's topic considered the educational level of the sample group and received approval from both the school authorities and parents. Additional specific details can be found in the accompanying table.

Table 3.2 Lesson Plan

Course	Title	Time	Teaching objectives
Lesson 1	Monkey King Sun Wukong	90	(1) Students can use the words appearing in the text. (2) Students can tell the story of the Monkey King according to the prompts. (3) Students can be Familiar with the flipped classroom teaching method and know how to learn by themselves.
Lesson 2	That's a great idea	90	(1) Students can use relevant vocabulary from the article. (2) Students can able to use “...有样学样... (learning by example)” to make sentences.

Table 3.2 Lesson Plan (Cont.)

Course	Title	Time	Teaching objectives
			(3) Students are able to describe stories based on diagrams and prompts.
Lesson 3	Good scenery all year round	90	(1) Students are able to use the vocabulary about the four seasons that appear in the article. (2) Students can able to use “especially, ifthen” to talk about the different seasons and activities of different seasons. (3) Students are able to describe the differences between seasons.
Lesson 4	Colorful animal world	90	(1) Students are able to use the vocabulary about the four seasons that appear in the article. (2) Students can able to describe the appearance and characteristics of animals. (3) Students are able to describe the differences between seasons.

3.3.2 Chinese speaking skill Test (Pretest and Posttest)

The Speaking skill test was administered to measure students' performance before and after the intervention of the flipped classroom teaching method. The exam followed the standards of the Singapore International Primary School Leaving Examination (IPSLE).

Table 3.3 The Scoring Criteria

Category	4-Excellent	3-Good	2-Fair	1-Needs improvement
Pronunciation	The pronunciation of words is very accurate and clear in pronunciation rules.	The pronunciation of words is accurate and clear.	The pronunciation of words is a little accurate and clear.	The pronunciation of words is not accurate but can understand
Communication	Can communicate to others correctly in grammatical and let them understand more clearly. And also express ideas with great precision.	Can communicate to others with few grammatical errors and let them understand. And also express ideas with precision.	Can communicate with others and is easy to understand.	Can communicate with others but not very clearly.
Fluency	Proficient in speaking, fluently, easily understood, sentences expressed smoothly and very coherently.	Can speak, fluently, easily understood, most of sentences expressed smoothly and coherently.	Can speak clearly, but not fluently, most sentences expressed are correct.	Can not speak clearly and fluently, but can express.
Vocabulary	Able to speak and communicate with a large of words and variety to help more understand.	Able to speak and communicate with the words that they had learned. Easy to understand.	Able to speak and communicate with some words but can to understand.	Can speak with a few words.

Quoted from the IPSLE exam syllabus

The scoring criteria for assessing scores were aligned with the standards of the International Primary School Leaving Examination (IPSLE) in Singapore. For the speaking test, the researchers devised four questions for each topic, evaluating pronunciation, communication, fluency, and vocabulary skills. Each category carried a weightage of 4 points, totaling to 16 points per question. With 16 questions in the exam, the total achievable score amounted to 256. Further elaboration is available in the preceding table.

3.3.3 Student satisfaction Questionnaire

The Student Satisfaction Questionnaire comprised three sections: interest, engagement, and efficiency, each containing five questions, making a total of 15 questions. Participants rated these statements on a five-point Likert scale ranging from 5 to 1: (5) strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree.

Interpretation of the questionnaire results followed the range of mean score interpretations below.

Table 3.4 The Mean Score Range

Mean Score Range	Student Satisfaction Level
4.01-5.00	Highest
3.01-4.00	Hight
2.01-3.00	Medium
1.01-2.00	Low
1.00	Lowest

Moreover, in order to gauge student satisfaction with the acquisition of Chinese speaking skill through the flipped classroom teaching method, the researcher conducted focus group interviews involving all 20 students. Each participant was prompted with questions addressing aspects such as interest, engagement, and efficacy, amounting to a

total of six inquiries. Subsequently, the researcher meticulously documented the responses provided by the students during the interviews, which were subjected to thorough analysis to bolster the efficacy of the flipped classroom teaching methods.

3.4 Validity and Reliability

3.4.1 Validity

According to Cook and Campbell (1979), validity refers to whether the results of a study accurately reflect the phenomenon or problem under study. Validity includes aspects of research design, data collection, and analysis to ensure that the research methods and instruments were valid in measuring or observing the variables of interest, leading to valid and reliable conclusions. To evaluate item-objective congruence (IOC), three experts assessed it. These included the Chinese headmaster of the school under study, the head of the school's year group, and a teacher from the same school who held a postgraduate education degree. IOC scores were assigned on a scale spanning from -1 to +1.

+1: The item is evidently in line with the predefined objectives.

0: The extent to which the measure aligns with the established objectives is ambiguous.

-1: The item diverges from the specified objectives.

In this study, the IOC scores for the lesson plans, Chinese speaking test, student satisfaction questionnaire, and focus group interviews all were 1.00 respectively (See Appendices D, F, H, and J for details).

3.4.2 Reliability

According to Trochim and Donnelly (2008), reliability pertains to the stability and consistency of study results, indicating a research method's capacity to yield reproducible outcomes. Reliability encompasses the consistency and stability of the research process, evaluating whether measurements remain similar or consistent across

various time frames, observers, or conditions. It assesses the consistency of results across different time points, observers, and segments of the test. In this study, Cronbach's alpha was employed to assess the reliability of the student satisfaction questionnaire, revealing the internal consistency as presented below.

Table 3.5 Cronbach's Alpha Rule of Thumb

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

The questionnaire items were distributed to 30 students not included in the sample group. The Cronbach's Alpha result yielded a value of 0.83, indicating the reliability of the student satisfaction questionnaire.

3.5 Data Collection Procedures

3.5.1 Ethical Approval

To facilitate the study within school settings, the researchers obtained approval from the International School of Thailand. Given that the participants ranged from 9 to 11 years old, the researchers secured permission from both the pertinent school authorities and parents.

3.5.2 Confidentiality

The researcher has taken steps to uphold the confidentiality of both student biometric data and questionnaire responses. Following the conclusion of the study, all collected data was promptly deleted by the researchers.

3.6 Data Analysis

3.6.1 Analysis of Chinese speaking skill

The study employed a flipped classroom teaching method to assess the Chinese speaking skills of Grade 4 Thai students before and after the intervention. Data from pretests and post-tests were collected and analyzed using a t-test for dependent samples, incorporating a comparative analysis involving mean and standard deviation calculations.

3.6.2 Analysis of Student Satisfaction

To explore the satisfaction levels of Grade 4 Thai students following the implementation of the flipped classroom teaching approach, data were gathered via student satisfaction questionnaires. Statistical analysis, including the calculation of mean and standard deviation, was employed to assess students' responses to each questionnaire item. Furthermore, insights from focus group discussions were recorded, transcribed, and collated for further analysis.



CHAPTER 4

RESULT

Chapter 4 presented the most significant findings of the entire thesis. The data analyzed included two main aspects: pre-test and post-test scores of the Chinese Speaking Test, and the student satisfaction questionnaire. The purpose was to verify whether the flipped classroom teaching method was effective in teaching Chinese speaking to grade 4 students in Thailand. The data analysis aligned with the research objectives as follows:

4.1 Analysis of Chinese Speaking Test Scores

4.2 Analysis of Student Satisfaction

4.1 Analysis of Chinese Speaking Test Scores

This section outlines the findings of the first research question which aimed to enhance the speaking skill of grade 4 students in Thailand using flipped classroom teaching methods. The results were obtained by conducting a pre-test before the intervention and a post-test after its completion. To ensure the evaluation process was unbiased, two evaluators were involved. We used paired samples t-tests to compare pre-test and post-test scores for the sample groups. Mean values, standard deviations, and inferential statistics were employed for comparisons with the significance level set at $p < 0.05$.

4.1.1 Comparison of Pretest and Posttest Scores of the Sample Group

Table 4.1 displays the pre-test and post-test scores for the sample group, with the highest pre-test score being 239.0 and the lowest score being 78.0. Post-test scores showed significant improvement, with the highest score being 249.0 out of 256

participants and the lowest score being 98.0. All 20 participants showed either significant or slight improvement, with a range of scores between 2 and 43.0 points. The percentage difference ranged from 0.8 to 16.8. Table 4.1 presents the pre-test and post-test scores of the participants, along with the increase in test scores and percentage differences.

Table 4.1 Pretest & Post-test scores of the sample group

Student ID	Pretest Score (Full Score=256)	Post-test Score (Full Score=256)	Increase in test Scores	Difference%
1	78	98	20	7.8%
2	115	147	32	12.5%
3	175	213	38	14.8%
4	179	210	31	12.1%
5	187	200	13	5.1%
6	189	232	43	16.8%
7	199	229	30	11.7%
8	203	224	21	8.2%
9	204	217	13	5.1%
10	209	220	11	4.3%
11	212	238	26	10.2%
12	216	224	8	3.1%
13	217	234	17	6.6%
14	222	240	18	7.0%
15	225	239	14	5.5%
16	228	243	15	5.9%
17	232	244	12	4.7%
18	236	238	2	0.8%
19	238	249	11	4.3%
20	239	242	3	1.2%
Mean Scores	200.15	219.05	18.90	7.54%

The results indicate that all participants scored higher on the post-test than on the pre-test. Based on these findings, further analyses were conducted.

4.1.2 Analysis of Paired Sample t-Test

A paired samples t-test (dependent samples t-test) was conducted on the data collected from the pre-test and post-test using a proper computer program as shown below.

Table 4.2 Sample t-test

Group	Pretest		Posttest		Mean difference	t	p-value
	\bar{X}	SD	\bar{X}	SD			
Sample Group	200.15	40.68	219.05	36.31	18.90	-7.54	0.000

* $p < .05$

From Table 4.2, it can be seen that there was a difference of 18.90 between the pre-test and post-test means; this represented an increase from the post-test mean. The obtained significance value (p) was .01, which was lower than .05 ($p < .05$). The post-test scores showed a statistically significant increase compared to the pre-test scores of the sample group.

4.1.3 Pretest and Posttest Comparison

Based on Figure 4.1, it is evident that the Chinese speaking scores of all students improved after the implementation of the flipped classroom teaching method. The blue bars in the figure represent the pre-test scores, while the orange bars represent the post-test scores. It could be seen that all students' post-test scores are higher than their pre-test scores, indicating a positive impact of the new teaching method.

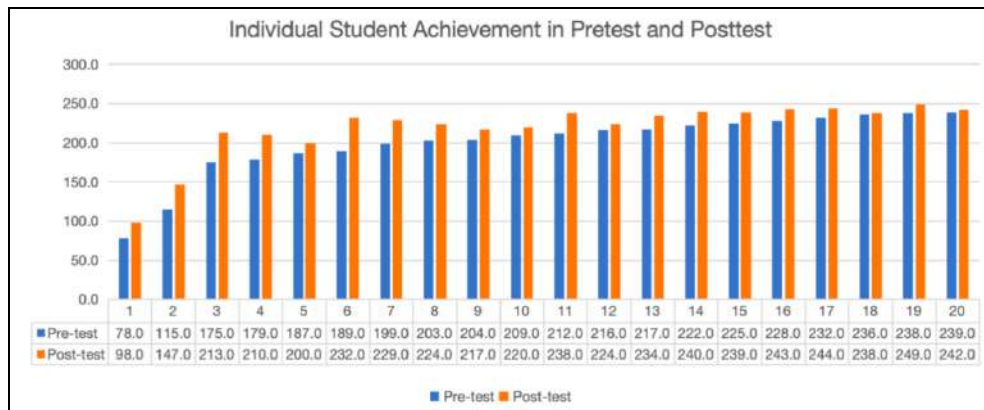


Figure 4.1 Graphical representation of students' pretest and posttest scores

Figure 4.2 is very informative as it clearly shows the comparison of pre-test and post-test averages. The pre-test score had an average of 200.15, while the post-test score had an average of 219.05, which is significantly higher. The post-test score was represented by the orange color and was 18.90 points higher than the pre-test score, represented by the blue color. This indicates that everyone in the sample group made progress and achieved better scores on the post-test.

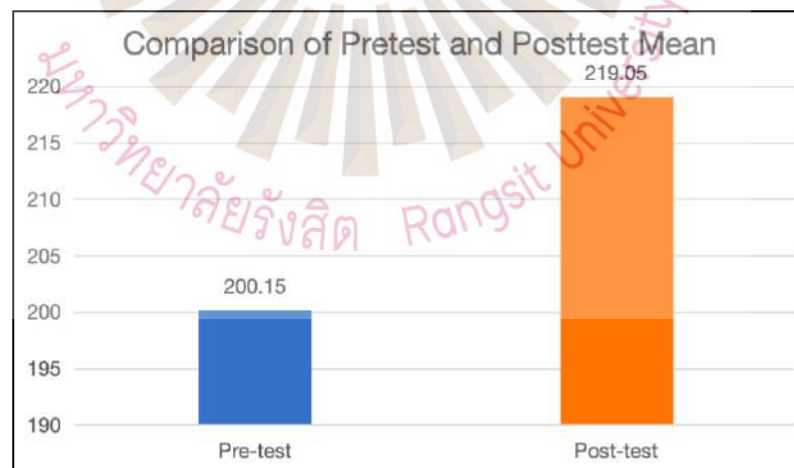


Figure 4.2 Comparison of pretest and posttest mean

4.2 Analysis of Student Satisfaction

4.2.1 Analysis of Student Satisfaction Questionnaire

In this research that a five-point Likert scale was utilized to collect quantitative data on students' satisfaction with the flipped classroom teaching method in the Chinese classroom. The questionnaire consisted of 15 items that covered various aspects of the method, including interest, engagement, and efficacy. The results were then analyzed through descriptive statistics, which allowed for a clear categorization of the evaluations into five levels based on the mean scores. This approach provides a useful framework for understanding the students' satisfaction levels and the effectiveness of the teaching method. highest 4.01-5.00), high (3.01-4.00), medium (2.01-3.00), low (1.01-2.00), and lowest (1.00-0.00).

It appears that Table 4.3 displays the average scores and standard deviations of students' satisfaction with their interests. The results show that the highest mean (\bar{x}) score of 4.25 with a standard deviation of 0.85 was for item 4, which stated "The lesson material of the flipped classroom teaching method motivated me to learn Chinese speaking." Even though item 3, "Use cooperative learning to motivate me to speak Chinese," had the lowest mean score of $\bar{x} = 3.90$ with a standard deviation of 0.97, it still remained at a high level. The interpretation of the mean scores suggested that students' satisfaction with part A of the questionnaire remained at the highest level ($\bar{x} = 4.09$, SD = 0.72). Overall, it can be concluded that the flipped classroom teaching method was successful in stimulating students' interest.

Table 4.3 Part A: Interest (n=20)

No.	Part A. Interest	Mean	SD	Interpretation
1	Using the flipped classroom teaching method makes learning interesting	3.95	0.99	Highest
2	The activities of flipped classroom teaching make me interesting	4.20	0.95	Highest

Table 4.3 Part A: Interest (n=20) (Cont.)

No.	Part A. Interest	Mean	SD	Interpretation
3	Using the flipped classroom teaching method helped me develop the confidence to learn Chinese speaking.	3.90	0.97	Hight
4	The lesson material of the flipped classroom teaching method motivated me to learn Chinese speaking.	4.25	0.85	Highest
5	The strategies of the flipped classroom teaching method make me speak well	4.15	0.87	Highest
	Average	4.09	0.72	Highest

Table 4.4 presents the mean and standard deviation of the students' scores for Part B, "Engagement". According to the table, the mean and standard deviation for the students' scores have been calculated. The highest mean score was 4.65 with a standard deviation of 0.67 for item 9, which is "All the materials and tools engage the students to learn Chinese speaking." Even though the mean score for item 6, "All the activities related to flipped classroom teaching method interest me," was relatively low at $\bar{x} = 3.75$ with a standard deviation of 0.91, it still remained at a high level. Overall, the interpretation of the mean scores suggested that the students' satisfaction with Part B of the questionnaire remained at the highest level with $\bar{x} = 4.15$ and $SD = 0.59$. It is clear that students enjoyed and actively participated in classroom activities designed based on the flipped classroom teaching method.

Table 4.4 Part B: Engagement (n=20)

No.	Part B- Engagement	Mean	SD	Interpretation
6	All the activities related to the flipped classroom teaching method interest me.	3.75	0.91	Hight
7	All the activities related to the flipped classroom teaching method are meaningful.	4.20	0.70	Highest

Table 4.4 Part B: Engagement (n=20) (Cont.)

No.	Part B- Engagement	Mean	SD	Interpretation
8	Cooperative group learning is important in Chinese speaking. Most of the students are eager to learn Chinese. through flipped classroom.	4.10	1.02	Highest
9	All the materials and tools engage the students to learn Chinese speaking.	4.65	0.67	Highest
10	I feel more engaged when using the flipped classroom teaching method.	4.05	0.95	Highest
	Average	4.15	0.59	Highest

Table 4.5 presents the mean and standard deviation of the student's scores for Part C on "The Efficacy". The mean score was 4.18 with a standard deviation of 0.71, indicating a high level of satisfaction with the questionnaire. Interestingly, item 12 received the highest mean score of 4.30 and a standard deviation of 0.98, suggesting that using the flipped classroom teaching method could help improve students' cooperation capability and their ability to learn in other subjects. On the other hand, the lowest mean score was 4.10 with a standard deviation of 0.79, for item 11, which still remained at a very high level. Based on these results, it seems that teaching based on a flipped classroom could be an effective way to improve students' speaking levels and boost their confidence.

Table 4.5 Part C: The Efficacy (n=20)

No.	Part C- The Efficacy	Mean	SD	Interpretation
11	Using the flipped classroom teaching method helped improve my Chinese speaking skill.	4.10	0.79	Highest
12	Using the flipped classroom teaching method helped improve my cooperation capability. I can apply the activities in the class to learn in the other subjects.	4.30	0.98	Highest

Table 4.5 Part C: The Efficacy(n=20) (Cont.)

No.	Part C- The Efficacy	Mean	SD	Interpretation
13	Using the flipped classroom teaching method helped improve my self-directed learning ability.	4.15	0.93	Highest
14	Using the flipped classroom teaching method helped improve my class participation.	4.20	0.89	Highest
15	The use of the flipped classroom teaching method has improved my confidence in speaking Chinese to others after learning it.	4.15	0.99	Highest
	Average	4.18	0.71	Highest
	Overall Mean & SD for all 15 items	4.14	0.62	Highest

Finally, based on the data collected, it can be concluded that part A had the lowest mean score on the student satisfaction questionnaire, with section B having a higher mean score. Part C had the highest mean score, with the overall mean being in the positive range. This suggests that students were satisfied with the use of the flipped classroom teaching method in Chinese language learning. The researcher was convinced that this teaching method was effective in enhancing student satisfaction.

4.2.2 Analysis of Focus Group Interview

The researcher was able to gather valuable insights on student attitudes through the focus group interviews. By analyzing the data according to the topics, the researcher was able to efficiently collect data on student satisfaction in a short period of time. Additionally, the data collected through the interviews complemented and supported the data collected from the questionnaire, providing a more comprehensive understanding of the student perspective.

After the lesson on learning to speak Chinese through a flipped classroom approach, the 20 participants who took part in the course were divided into three groups consisting of 6-7 participants each. The participants voluntarily answered six

questions through focus group interviews, and the researcher analyzed the collected responses under three themes: Part A: Interest, Part B: Engagement, and Part C: Efficacy. A comprehensive analysis of each group is provided below.

1) Part A: INTEREST

Based on the feedback received from the students, it can be stated that they were satisfied with the use of the flipped classroom approach for learning spoken Chinese. Most of the participants found it interesting to learn Chinese through this approach. They also mentioned that the learning materials provided by the researcher were helpful and enabled them to learn Chinese effectively at their own pace and according to their preferences. The following student responses support these views:

"The material provided by the researcher was very helpful to me and the videos and audio can be repeated and watched over and over again." (Student 4, Group 1, personal communication, February 10, 2024).

"Through the flipped classroom, it makes me feel that Chinese learning is not that difficult and I am more willing to speak Chinese" (Student 1, Group 2, personal communication, February 10, 2024).

"Instead of having to learn the content of the text in class in a boring way, we discuss and do activities, so learning becomes more fun." (Student 7, Group 3, personal communication, February 10, 2024).

2) Part B: ENGAGEMENT

The majority of the students have reported that the activities designed according to the flipped classroom approach were highly engaging and have aided them greatly in learning Chinese. They also expressed their eagerness to continue participating in these classroom activities, as they believe this could improve their speaking skill. The following student responses support these views:

"The activities in the flipped classroom are all interesting and meaningful. It can help me to speak more Chinese. "(Student 5, Group 1, personal communication, February 10, 2024).

"All of these activities were exciting and fun for me. I really enjoyed the group exhibition activity because I love drawing and performing, and this activity allowed me to practice my Chinese speaking while doing what I love. " (Student 4, Group 2, personal communication, February 10, 2024).

"I like the classroom activities where my friends can help me and take me along to learn and speak Chinese together. "(Student 2, Group 3, personal communication, February 10, 2024).

3) Part C: THE EFFICACY

The majority of students found the implementation of the flipped classroom pedagogy to be beneficial and productive. Utilizing the flipped classroom teaching method allowed for more active participation in classroom activities and led to an improvement in their speaking skill in the Chinese language. The following student responses support this view:

"The flipped classroom teaching method can effectively help me to improve my Chinese speaking skill."(Student 3, Group 1, personal communication, February 10, 2024).

"By self-studying classroom content at home, it has helped me to develop a good habit and improve my self-learning skill. "(Student 4, Group 2, personal communication, February 10, 2024)

"The flipped classroom teaching method has helped me to speak Chinese more confidently and kinda improved my speaking skill."(Student 5, Group 3, personal communication, February 10, 2024).

Based on the analyses conducted, it has been found that the students who participated in flipped classroom teaching method experienced significant improvement in their Chinese speaking skills. The majority of the students reported that the flipped classroom strategy not only increased their interest in Chinese speaking but also enhanced the efficiency of their learning process. In addition, they expressed high levels of satisfaction with the flipped classroom teaching method. All the data presented here strongly supports the second goal.



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
- 5.3 Recommendations

5.1 Conclusion

5.1.1 The Result of Chinese Speaking Skill (Pretest and Posttest)

In this study, the first objective was to compare the Chinese speaking skill of grade 4 Thai students before and after using the flipped classroom teaching method. In the research process, the learning achievement of the sample groups was compared by conducting a paired-sample t-test on the pre-test and post-test results.

1) According to the paired samples t-test statistical analysis, the students' speaking scores exhibited a significant improvement after the implementation of the flipped classroom method of teaching. The mean score of the post-test was 219.05 with a standard deviation of 36.31, which was significantly higher than the mean score of the pre-test (mean = 200.15, SD = 40.68), indicating a mean difference of 18.9. Therefore, it can be inferred that the flipped classroom method played a positive role in facilitating the students' speaking learning.

2) In the pre-test, the highest score of 239 was obtained by Student No.19, while the lowest score of 78 was obtained by Student No.1. However, in the post-test, the highest score of 249 was obtained by Student No.19, and the lowest score of 98 was obtained by Student No.1. It is worth noting that the highest score

achieved by Student No.19 in the post-test was 11 points higher than their pre-test score, while the lowest score achieved by Student No.1 in the post-test was 20 points higher than their pre-test score. This indicates that the students' speaking skill improved significantly as a result of using the flipped classroom teaching method.

3) All of the participants had higher scores on the post-test than on the pre-test, with a difference in scores ranging from 2 to 43 points.

Based on the analysis of the quantitative data presented above, it can be concluded that the performance of the students has significantly improved. Therefore, the results of the study suggest that the use of the flipped classroom teaching method can effectively enhance the Chinese speaking skill of grade 4 Thai students.

5.1.2 The Results of Student Satisfaction

In this section, the second main objective was to explore the satisfaction level of grade 4 Thai students who were taught using the flipped classroom teaching method. The student satisfaction questionnaire consisted of 15 questions, which were used to collect quantitative data.

Part A: Interest.

Part B: Engagement.

Part C: The efficacy.

1) According to the data in part A of the questionnaire, it showed that students had the highest level of interest in the use of flipped classroom teaching (mean = 4.09, SD = 0.72).

2) According to the data in part B of the questionnaire showed that students had the highest level of engagement in the use of flipped classroom teaching (mean =4.15, SD=0.59).

3) According to the data in part C of the questionnaire showed that students had the highest level of effectiveness in the use of flipped classroom teaching method (mean =4.18, SD=0.71).

5.1.3 The Result of Focus Group Interview Analysis

Three focus group interviews were conducted with 6-7 students in each group. Qualitative data was collected through audio recording of students' oral accounts, which were later transcribed and analyzed thematically. The results of the data analysis are presented below:

1) All students reported satisfaction with the flipped classroom teaching method for learning Chinese speaking. This was evident from both focus group responses and questionnaire results.

2) The majority of the students believed that the flipped classroom teaching method could enhance their speaking skill. They also expressed that reviewing the video content prior to attending the class could help them retain the information better and utilize the Chinese language more effectively. Additionally, the approach had a positive impact on their self-study skills.

3) Some students mentioned that the classroom activities were engaging and improved their Chinese speaking and cooperation skills.

5.2 Discussion

As previously mentioned, the study has proven that implementing the flipped classroom teaching method can enhance the Chinese speaking skill of Grade 4 Thai students. Further analysis of the student satisfaction questionnaire also revealed that the students were content with the utilization of the flipped classroom teaching method in their Chinese lessons. The following discussion provides a detailed explanation of the study's findings and how they effectively addressed the research questions posed in this study.

5.2.1 Students' speaking Skill

The study conducted on the effectiveness of the flipped classroom teaching method showed that it was successful in improving the Chinese speaking skill of students. This was evident through the pre-test and post-test results. The mean score of

the post-test (219.05) was 18.90 points higher than the mean score of the pretest (200.15), indicating a 7.54% improvement. Out of the 20 students, student number 6 showed the most remarkable improvement, scoring 189 and 232 on the pre-test and post-test, respectively, with a difference of 43 points between the two tests. The student's significant improvement was attributed to their serious study of the provided material before class and active participation in classroom activities. This result shows that flipped classroom teaching can significantly improve students Chinese speaking skill. One student, number 18, showed the smallest improvement with only a 2-point difference between their pre-test and post-test scores. The student already had a good score of 236 in the pre-test, so the progress was not very noticeable. Nevertheless, the students speaking skill showed some improvement with the implementation of the flipped classroom teaching method.

In summary, the flipped classroom teaching method improved students Chinese speaking skill, as evidenced by the increase in their scores. Therefore, the findings credibly addressed the first research question.

In previous studies, it has been confirmed that the flipped classroom teaching method can improve students' participation in the classroom and boost their Chinese speaking skill. In Liu's (2012) experimental study, the flipped classroom teaching method was used to study speaking in Chinese as a foreign language. The results showed a significant increase in the number of spoken outputs by students in the experimental group. Therefore, the study proved that the flipped classroom teaching method is an effective way to enhance students' Chinese speaking skill. In his article, Lian (2018) emphasized that the flipped classroom teaching model is more student-centered. This model enables students to have more time for speaking practice during classroom hours. It also helps them develop a habit of learning Chinese. As a result, their Chinese speaking skill improved significantly. Liu (2023) conducted an experimental study using the flipped classroom teaching method to teach Chinese speaking to foreigners. The study found that the speaking achievement of the students in the experimental group significantly improved. Therefore, the study concluded that the flipped classroom teaching method is an effective way to improve Chinese speaking skill.

5.2.2 Students Satisfaction

A group of 20 study participants were given a questionnaire. The data collected from the questionnaire was analyzed using descriptive statistics such as mean and standard deviation. The results were then categorized into five levels based on the mean scores - highest (4.01-5.00), high (3.01-4.00), medium (2.01-3.00), low (1.01-2.00), and lowest (1.00-0.00).

According to the data in Part A, the flipped classroom teaching method can significantly increase students' interest in learning Chinese speaking, resulting in high satisfaction levels (mean = 4.09, SD = 0.72). This is likely due to the teacher providing students with various materials such as videos and pictures before class, which were found to be very interesting and popular with the students. Item 4, "The lesson material of the flipped classroom teaching method motivated me to learn Chinese speaking," received the highest score, with an average of 4.25 and a standard deviation of 0.85. This indicates that the learning materials used in the class were effective in helping the students and were well-liked by them. Xu (2023) used the flipped classroom teaching method to teach Chinese speaking, and an experimental comparison revealed that this method significantly increased students' interest in learning and activities. Lin (2014) found that the use of the flipped classroom teaching method and teacher materials can help reduce students' learning pressure and stimulate their interest in learning.

According to the data in Part B, it has been demonstrated that the flipped classroom teaching method can significantly enhance students' involvement in developing their Chinese speaking ability. This method has resulted in the highest level of satisfaction among students, with a mean score of 4.15 and a standard deviation of 0.59. Researchers have designed numerous meaningful and engaging classroom activities based on the flipped classroom teaching method, which have aided students in actively participating in classroom interactions. Item 9, "Speaking Chinese in the class helps to improve Chinese speaking. All the materials and tools engage the students to learn Chinese speaking," received the highest score of 4.65 with

a standard deviation of 0.67. This reveals that flipped classrooms can create a learning environment where Chinese is used in the classroom, encouraging students to speak more Chinese and improve their spoken Chinese. As discovered by Bai (2022), the flipped classroom teaching method has significantly increased students' engagement in in-class activities. Similarly, Meng (2015) found that flipped classroom teaching could design activities with students as the center, which greatly increased students' autonomy and participation.

According to the data in Part C, it is shown that the flipped classroom teaching method could significantly increase students' efficacy development in speaking Chinese, with the highest satisfaction (mean = 4.18, SD = 0.79). The flipped classroom teaching method improved classroom efficiency and promoted a more effective learning and teaching process by optimizing the use of classroom time and enhancing student engagement. In item 12, "Using flipped classroom teaching method helps improve my cooperation capability. I can apply the activities in the class to learn in the other subjects," scored the highest with an average score of 4.30 and a standard deviation of 0.98. This indicates that the flipped classroom teaching method can significantly improve students' cooperation ability, thereby improving students' overall learning efficiency. Wang (2019) found that the flipped classroom emphasizes student-centeredness, and classroom activities can greatly mobilize students' initiative and enthusiasm for learning, thereby improving students' learning efficiency. Xue (2020), through experimental comparison, found that the speaking skill of the students in the experimental group improved significantly compared with those of the students in the control group, so the flipped classroom teaching method can be very effective in improving the students' Chinese speaking skill.

5.2.3 Focus group

All the participants expressed their satisfaction with the Chinese speaking learning experience and were happy with the improvement of their speaking skill through the flipped classroom method. The method offered them effective pre-class learning materials, which helped them comprehend the class content through self-

study, leading to improved classroom efficiency. The flipped classroom provided them with high freedom and collaborative opportunities for completing classroom activities, which made the process fun and kept them actively engaged in the classroom. These findings are consistent with the research of Gao (2022) who found that the flipped classroom method was effective in improving classroom efficiency and students speaking skill through the provision of pre-class materials, and Li (2021) who discovered that the activities in the flipped classroom were interesting and stimulated students' active participation in classroom activities.

5.3 Recommendations

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

5.3.1 Recommendations for Implementation

After analyzing the data, we found that the flipped classroom teaching method had a positive impact on the Chinese speaking skill of grade 4 Thai students. Based on our findings, we recommend the following:

- 1) The flipped classroom teaching method effectively enhanced the Chinese speaking skill of grade 4 Thai students in an international school. Therefore, it can be implemented in other Chinese speaking courses in schools.

- 2) As per the researcher, utilizing multimedia for self-study at home using video and audio will be more helpful for students in the flipped classroom teaching method, leading to improved Chinese speaking skill.

5.3.2 Recommendations for Future Research

In this part, considering the limitations of this study, the researcher made some suggestions for those researchers who are interested in considering to conduct a similar study:

1) A limitation of this study is that the number of researchers was only 20 grade 4 Thai students. Therefore, the researcher could have conducted the study under the condition of different grades and larger samples in other schools in Thailand, which would have helped to ensure the credibility of the findings of this study.

2) The duration of this study is limited to only four weeks, so future researchers may get different results if they have conducted a longer study.

3) This research focused on improving students' Chinese speaking ability, so it is recommended that future researchers try to extend this method to the teaching of other aspects of Chinese, such as listening, reading, and writing.

The details of the experiment have been mentioned earlier in the chapter, so a brief summary is provided at the end. The flipped classroom teaching method was found to be highly effective in improving the Chinese speaking skill of students and enhancing their participation and motivation in class. This teaching method proved to be an excellent tool for Chinese teachers and students in Thailand. It can be effectively utilized in the teaching of Chinese speaking and other related fields.



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APPENDIX A
LETTER OF APPROVAL

		COA. No. RSUERB2023-210
Certificate of Approval By Ethics Review Board of Rangsit University		
COA. No.	COA. No. RSUERB2023-210	
Protocol Title	The Development of Chinese Speaking Skill of Grade 4 Thai Students Using the Flipped Classroom in Thailand	
Principle Investigator	FENG JIANGUANG	
Co-Investigator	Mr. Techameth Pianchana	
Affiliation	Suryadhep Teachers College, Rangsit University	
How to review	Expedited Review	
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan 	
Date of Approval:	19 December 2023	
Date of Expiration:	19 December 2025	
<p>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</p>		
Signature	  (Associate Professor Dr. Panah Kanchanaphan) Chairman, Ethics Review Board for Human Research	
<hr/> Ethics Review Board of Rangsit University, 5th floor, Arthi Ourairat Building (Bldg.1) Rangsit University Tel: 0-2791-5728 Email: rsuetics@rsu.ac.th		



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 GRADE 4 STUDENTS USING FILPPED CLASSROOM IN THAILAND" This research requires student participation. The instruments involved during the study pretest and posttest, student satisfaction questionnaire, focus group 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,

Feng Jianguang,

Rangsit University Thailand

Since the study requires data for analysis purposes, Feng Jianguang 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

(Dechathorn Khamwattana)

Date 20th November 2023

VP of Chinese Department,

Thai-Singapore International School

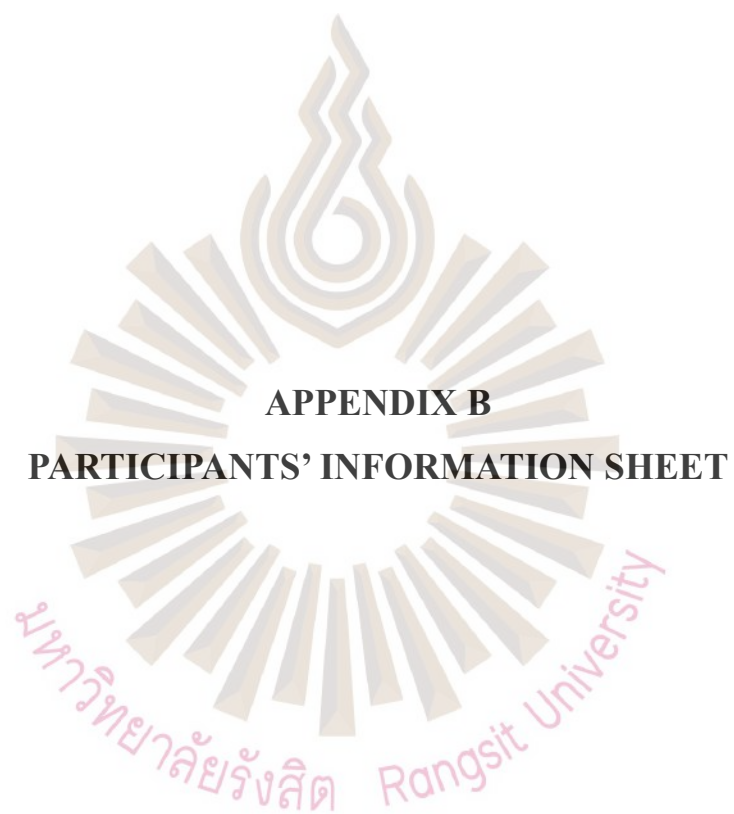
Signature

(Yin Jie)

Date 5th Nov 2024

HOD of Chinese Department,

Thai-Singapore International School



APPENDIX B
PARTICIPANTS' INFORMATION SHEET



RSU-ERR.004-3c 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 8 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here: Daniel

If you don't want to be in this research, please write your name here: _____



RSU-ERR.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 10 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here..... Samuel

If you don't want to be in this research, please write your name here.....



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 9 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here Nala

If you don't want to be in this research, please write your name here.....



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

I invite you to join this project because you are 10 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here

If you don't want to be in this research, please write your name here



RSU-ERR.004-3c 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 10 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here Manra Duan

If you don't want to be in this research, please write your name here.....



RSU-ERR.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 10 years old, healthy, and currently study Primary 4 Chinese.

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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.

If you want to be in this research, please write your name here..... Shayna.....

If you don't want to be in this research, please write your name here.....



RSU-ERR.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 11 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

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

If you want to be in this research, please write your name here Peter

If you don't want to be in this research, please write your name here _____



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



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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.

If you want to be in this research, please write your name here Anna 安安娜

If you don't want to be in this research, please write your name here.....



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



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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.

If you want to be in this research, please write your name here Kui

If you don't want to be in this research, please write your name here.....



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



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

If you want to be in this research, please write your name here Ms. Punika Werrawa Manasakul

If you don't want to be in this research, please write your name here



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



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If you want to be in this research, please write your name here..... Pete

If you don't want to be in this research, please write your name here.....



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

If you want to be in this research, please write your name here Fu (J) THANAT TRISAWATWONG

If you don't want to be in this research, please write your name here.....



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

If you want to be in this research, please write your name here Sasicha Thamsuriga

If you don't want to be in this research, please write your name here.....



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



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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.

If you want to be in this research, please write your name here..... Rada.....

If you don't want to be in this research, please write your name here.....



RSU-ERR.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 10 years old, healthy, and currently study Primary 4 Chinese.

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This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here Bai bua

If you don't want to be in this research, please write your name here.....



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 11 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here SARANYANOL MONTRAPRASIT

If you don't want to be in this research, please write your name here.....



RSU-ERR.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 10 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here Phak

If you don't want to be in this research, please write your name here _____



RSU-ERR.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 10 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here..... Leon

If you don't want to be in this research, please write your name here.....



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

I invite you to join this project because you are 10 years old, healthy, and currently study Primary 4 Chinese.

I am doing this research to find out more about whether Flipped classroom teaching method will improve Primary 4 students' Chinese Speaking skill.

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

1. We would like to test you Chinese speaking skill before and after using Flipped classroom teaching method
2. The researcher would ask you questions about your satisfaction towards using Flipped classroom teaching method

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is FENG JIANGUANG and my phone number is 0613132247.

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.

If you want to be in this research, please write your name here..... Petchy

If you don't want to be in this research, please write your name here.....



APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

	Name	Position/Title	Institution
1	Peng Cheng	Senior Chinese Teacher	Assumption University, Thailand
2	Yang Xiao Man	Chinese Lecturer	Kasetsart University, Thailand
3	He Huan	Senior Chinese Teacher	Assumption University, Thailand





APPENDIX D

IOC OF LESSON PLAN

มหาวิทยาลัยรังสิต Rangsit University

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





APPENDIX E
LESSON PLANS

Lesson plan 1**Subject:** Chinese speaking**Time:** 90 minutes**Topic:** Monkey King Sun Wukong**Learning outcome:**

1. Students can use the words appearing in the text.
2. Students can tell the story of the Monkey King according to the prompts.
3. Students can Familiar with the flipped classroom teaching method and know how to learn by themselves.

Lesson Components	Teacher/Students' Activity(s)
Preparing before class	The teacher gives the materials tools to the students before the class, including vocabulary lists and videos related to the class content Monkey King Sun Wukong.
Engagement	<p>1. Examine students' self-study</p> <p>The Examination by asking the questions who read or made something from teacher's assignment. And let them to talk to their friends.</p> <p>2. The teacher designs the structure of sentences and asks the student to make sentences or story.</p> <p>Sentence learning: "...learned the ability of..."</p> <p>Teaching students the sentence patterns: "Someone has learned a certain skill". Interpretive skill refer to specific skill or knowledge that students are encouraged to use in the classroom to describe their own or others' learning.</p> <p>3. Picture description exercise</p> <p>Divide students into groups and provide each group with a picture. According to the content of the picture, students use the sentence pattern "...learned the ability of..." to describe the scenes and characters in the picture. Students are encouraged to actively discuss and interact with each other within the group.</p>

Lesson Components	Teacher/Students' Activity(s)
	<p>4. Group presentation</p> <p>Each group take turns showing the pictures and sentence patterns they described. Other students can ask questions or provide feedback. Teachers also encourage students to learn from each other and share different learning experiences.</p>
Exploration	The teacher answers questions that arise from the students' learning.
Practicing	<p>1. Picture description exercise</p> <p>Divide students into groups, Each group have 5 students, 4 groups in total and provide each group with a picture. According to the content of the pictures, students are encouraged to actively discuss and communicate with each other in the group. Then the teacher go to each group to understand the learning situation of the students and give them help.</p> <p>5. Group presentation</p> <p>In the exhibition, each group will have 5 minutes to present. After each group's presentation, the teacher and students from other groups will serves as judges to offer feedback and assign scores. The group with the highest score will be declared the champion.</p>
Elaboration	<p>1. Review the vocabulary and sentence patterns learned.</p> <p>2. The teacher provides students with videos and vocabulary lists to help students learn the content of the next lesson and then do the quiz.</p>

Lesson plan 2**Subject:** Chinese speaking**Time:** 90 minutes**Topic:** That's a great idea**Learning outcome:**

1. Students can use relevant vocabulary from the article.
2. Students can able to use “...有样学样...(learning by example)” to make sentences.
3. Students are able to describe stories based on diagrams and prompts.

Lesson Components	Teacher/Students' Activity(s)
Preparing before class	The teacher gives the materials tools to the students before the class, including vocabulary lists and videos related to the class content That's a great idea.
Engagement	<p>1. Examine students' self-study The Examination by asking the questions who read or did something from teacher's assignment. Begin with a brief discussion in group.</p> <p>2. Vocabulary Building Provide the students with the relevant article containing vocabulary. In groups, ask them to identify and highlight the key vocabulary. Encourage discussion and understanding of the words' meanings. Word Usage Activity: Ask each group to create sentences using the highlighted vocabulary. Emphasize creativity and encourage them to construct sentences that demonstrate a clear understanding of the words.</p> <p>3. The teacher designs the structure of sentences and asks the student to make sentences or story. Introduction to “有样学样” Explain the meaning of the Chinese expression “有样学样” (learning by example). Discuss examples to ensure comprehension. In pairs or individually, students should create sentences using “有样学样” to describe their own learning experiences or how they learn</p>

Lesson Components	Teacher/Students' Activity(s)
	<p>from others. This activity promotes self-reflection and language application.</p> <p>4. picture description exercise</p> <p>Divide students into groups and provide each group with a picture. According to the content of the picture, students use the sentence pattern "有样学样" to describe the scenes and characters in the picture. Students are encouraged to actively discuss and interact with each other within the group.</p> <p>5. Group presentation</p> <p>Each group take turns showing the pictures and sentence patterns they described. Other students can ask questions or provide feedback. Teachers also encourage students to learn from each other and share different learning experiences.</p>
Exploration	The teacher answers questions that arise from the students' learning.
Practicing	<p>1. Word Usage Activity</p> <p>Divide students into groups, Each group have 5 students, 4 groups in total, Ask each group to create sentences using the highlighted vocabulary with a limited times.</p> <p>2. picture description exercise</p> <p>Divide students into groups, Each group have 5 students, 4 groups in total and provide each group with a picture. According to the content of the pictures, students are encouraged to actively discuss and communicate with each other in the group. Then the teacher go to each group to understand the learning situation of the students and give them help.</p> <p>3. Group presentation</p> <p>In the exhibition, each group will have 5 minutes to present. After each group's presentation, the teacher and students from other groups will serves as judges to offer feedback and assign scores. The group</p>

Lesson Components	Teacher/Students' Activity(s)
	with the highest score will be declared the champion.
Elaboration	<ol style="list-style-type: none">1. Review the vocabulary and sentence patterns learned.2. The teacher provides students with videos and vocabulary lists to help students learn the content of the next lesson and then do the quiz



Lesson plan 3**Subject:** Chinese speaking**Time:** 90 minutes**Topic:** Good scenery all year round**Learning outcome:**

1. Students are able to use the vocabulary about the four seasons that appears in the article.
2. Students can able to use “ especially,ifthen” to talk about the different seasons and activities of different seasons.
3. Students are able to describe the differences between seasons.

Lesson Components	Teacher/Students' Activity(s)
Preparing before class	The teacher gives the materials tools to the students before the class, including vocabulary lists and videos related to the class content Good scenery all year round.
Engagement	<p>1. Examine students' self-study</p> <p>The Examination by asking the questions who read or did something from teacher's assignment.</p> <p>2. Vocabulary Building</p> <p>Provide the students with the relevant article containing vocabulary. In groups, ask them to identify and highlight the key vocabulary.</p> <p>Seasonal Vocabulary Activity: Ask each group to create sentences or short paragraph using the highlighted vocabulary. Emphasize creativity and encourage them to construct sentences that demonstrate a clear understanding of the words.</p> <p>3. The teacher designs the structure of sentences and asks the student to make sentences or story.</p> <p>Introduction to “especially,ifthen” Explain the meaning of the Chinese expression “especially,ifthen” Discuss examples to ensure comprehension.</p> <p>In group, students should create sentences using “especially,ifthen” to describe different seasons and</p>

Lesson Components	Teacher/Students' Activity(s)
	<p>activities of different seasons.</p> <p>4. picture description exercise</p> <p>Divide students into groups and provide each group with a picture. According to the content of the picture, students use the sentence pattern "especially, ifthen" to describe the scenes and characters in the picture. Students are encouraged to actively discuss and interact with each other within the group.</p> <p>5. Group presentation</p> <p>Each group take turns showing the pictures and sentence patterns they described. Other students can ask questions or provide feedback. Teachers also encourage students to learn from each other and share different learning experiences.</p>
Exploration	The teacher answers questions that arise from the students' learning.
Practicing	<p>1. Word Usage Activity</p> <p>Divide students into groups, Each group have 5 students, 4 groups in total, Ask each group to create sentences using the highlighted vocabulary with a limited times.</p> <p>2. picture description exercise</p> <p>Divide students into groups, Each group have 5 students, 4 groups in total and provide each group with a picture. According to the content of the pictures, students are encouraged to actively discuss and communicate with each other in the group. Then the teacher go to each group to understand the learning situation of the students and give them help.</p> <p>3. Group presentation</p> <p>In the exhibition, each group will have 5 minutes to present. After each group's presentation, the teacher and students from other groups will serves as judges to offer feedback and assign scores. The group with the highest score will be declared the champion.</p>

Lesson Components	Teacher/Students' Activity(s)
Elaboration	<ol style="list-style-type: none"><li data-bbox="496 398 1225 432">1. Review the vocabulary and sentence patterns learned<li data-bbox="496 450 1390 537">2. The teacher provides students with videos and vocabulary lists to help students learn the content of the next lesson and then do the quiz



Lesson plan 4**Subject:** Chinese speaking**Time:** 90 minutes**Topic:** Colorful animal world**Learning outcome:**

1. Students are able to use the vocabulary about the four seasons that appears in the article.
2. Students can able to describe the appearance and characteristics of animals.
3. Students are able to describe the differences between seasons.

Lesson Components	Teacher/Students' Activity(s)
Preparing before class	The teacher gives the materials tools to the students before the class, including vocabulary lists and videos related to the class content Colorful animal world.
Engagement	<p>1. Examine students' self-study</p> <p>The Examination by asking the questions who read or did something from teacher's assignment.</p> <p>2. Vocabulary Building</p> <p>Provide the students with the relevant article containing vocabulary. In groups, ask them to identify and highlight the key vocabulary.</p> <p>Seasonal Vocabulary Activity: Ask each group to create sentences or short paragraph using the highlighted vocabulary. Emphasize creativity and encourage them to construct sentences that demonstrate a clear understanding of the words.</p> <p>3. The teacher designs the structure of sentences and asks the student to make sentences or story.</p> <p>Introduction how to describe the appearance and characteristics of animals. Students discusses examples to ensure comprehension.</p>
	<p>4. picture description exercise</p> <p>Divide students into groups and ask students chooses a animal</p>

Lesson Components	Teacher/Students' Activity(s)
	<p>and then draws the animal they wants to introduce down and writes a brife sentence to describe.</p> <p>5. Group presentation</p> <p>Each group take turns showing the pictures and sentence patterns they described. Other students can ask questions or provide feedback. Teachers also encourage students to learn from each other and share different learning experiences.</p>
Exploration	The teacher answers questions that arise from the students' learning.
Practicing	<p>1. Word Usage Activity</p> <p>Divide students into groups, Each group have 5 students, 4 groups in total, Ask each group to create sentences using the highlighted vocabulary with a limited times.</p> <p>2. picture description exercise</p> <p>Divide students into groups, Each group have 5 students, 4 groups in total and ask students chooses a animal and then draws the animal they wants to introduce down and writes a brife sentence to describe. Then the teacher go to each group to understand the learning situation of the students and give them help.</p> <p>3. Group presentation</p> <p>In the exhibition, each group will have 5 minutes to present. After each group's presentation, the teacher and students from other groups will serves as judges to offer feedback and assign scores. The group with the highest score will be declared the champion.</p>
Elaboration	<p>1. Review the vocabulary and sentence patterns learned</p> <p>2. The teacher provides students with videos and vocabulary lists to help students learn the content of the next lesson and then do the quiz</p>



Item No	Title	Expert 1	Expert 2	Expert 3	Average	congruence
1	Topic 1. Question1	+1	+1	+1	+1	Congruent
2	Topic 1. Question2	+1	+1	+1	+1	Congruent
3	Topic 1. Question3	+1	+1	+1	+1	Congruent
4	Topic 1. Question4	+1	+1	+1	+1	Congruent
5	Topic 2. Question1	+1	+1	+1	+1	Congruent
6	Topic 2. Question2	+1	+1	+1	+1	Congruent
7	Topic 2. Question3	+1	+1	+1	+1	Congruent
8	Topic 2. Question4	+1	+1	+1	+1	Congruent
9	Topic 3. Question1	+1	+1	+1	+1	Congruent
10	Topic 3. Question2	+1	+1	+1	+1	Congruent
11	Topic 3. Question3	+1	+1	+1	+1	Congruent
12	Topic 3. Question4	+1	+1	+1	+1	Congruent
13	Topic 4. Question1	+1	+1	+1	+1	Congruent
14	Topic 4. Question2	+1	+1	+1	+1	Congruent

Item No	Title	Expert 1	Expert 2	Expert 3	Average	congruence
15	Topic 4. Question3	+1	+1	+1	+1	Congruent
16	Topic 4. Question4	+1	+1	+1	+1	Congruent
Overall Average		1				Congruent





APPENDIX G
CHINESE SPEAKING TEST

CHINESE SPEAKING TEST**Subject: Chinese****Student Name:****Topic one : 美猴王孙悟空(64 Marks) (4 questions)**

1. 你能告诉老师孙悟空从哪里来吗?
2. 你能告诉老师小猴子是如何成为美猴王的吗?
3. 孙悟空找老神仙做了什么?
4. 能简单描述一下孙悟空老师的长相吗?

Topic two: 这真是个好主意(64 Marks) (4 questions)

1. 这真是个好主意故事中的人物是谁?
2. 故事里的小猴子做了什么? 请举两个例子
3. 买帽子的人如何拿回帽子
4. 听完这个故事你有什么感想?

Topic three: 一年四季都有好风光(64 Marks) (4 questions)

1. 你能告诉老师一年有哪些季节吗?
2. 冬天你喜欢做什么? 请举两个例子
3. 你最喜欢什么季节以及为什么?
4. 听完这个故事你有什么感想?

Topic three: 多彩的动物世界(64 Marks) (4 questions)

1. 你知道哪些动物的名字?
2. 你能告诉老师鸡有什么特点吗?
3. 什么动物生活在陆地上?
4. 你最喜欢的动物是什么? 为什么喜欢它?



APPENDIX H

IOC OF STUDENT SATISFACTION QUESTIONNAIRE

IOC OF QUESTIONNAIRE						
S1N.	Items	Expert1	Expert2	Expert3	Average	Congruence
PART A: INTEREST						
1.	Using flipped classroom teaching method make learning interesting	+1	+1	+1	+1	Congruent
2.	The activities of flipped classroom teaching make me to interesting	+1	+1	+1	+1	Congruent
3.	Using flipped classroom teaching method help me develop confidence to learn Chinese speaking.	+1	+1	+1	+1	Congruent
4.	The lesson material of flipped classroom teaching method motivated me to learn Chinese speaking.	+1	+1	+1	+1	Congruent
5.	The strategies of flipped classroom teaching method make me to speak well	+1	+1	+1	+1	Congruent
PART B: ENGAGEMENT						
6.	All the activities related to flipped classroom teaching method are interest me.	+1	+1	+1	+1	Congruent
7.	All the activities related to flipped classroom teaching method are meaningful.	+1	+1	+1	+1	Congruent
8.	Cooperative group learning is important in the Chinese speaking. Most the students eager to learn Chinese. through flipped classroom	+1	+1	+1	+1	Congruent
9.	All the materials tools engage the students to learn Chinese speaking.	+1	+1	+1	+1	Congruent
10.	I feel more engage when using flipped classroom teaching method.	+1	+1	+1	+1	Congruent
Overall Average		1				Congruent

IOC OF STUDENT'S SATISFACTION QUESTIONNAIRE (Cont.)

PART C: THE EFFICACY						
11.	Using flipped classroom teaching method help improve my Chinese speaking skill.	+1	+1	+1	+1	Congruent
12.	Using flipped classroom teaching method help improve my cooperation capability. I can apply the activities in the class to learn in the others subject.	+1	+1	+1	+1	Congruent
13.	Using flipped classroom teaching method help improve my self-directed learning ability.	+1	+1	+1	+1	Congruent
14.	Using flipped classroom teaching method help improve my class participation.	+1	+1	+1	+1	Congruent
15.	The use of flipped classroom teaching method has improved my confidence in speaking Chinese to others after learning it.	+1	+1	+1	+1	Congruent
Overall Average		1				Congruent



APPENDIX I

STUDENT'S SATISFACTION QUESTIONNAIRE

The questionnaire will be distributed to the participating students and all the results will be used for the data collection of the study only. The purpose of the questionnaire is to understand the students' opinion of the study so that adjustments can be made to the study's shortcomings in order to achieve the best possible level of instruction. The results of the questionnaire and the information will be kept confidential.

Scale						
Strongly Agree (SA):5 Agree(A):4 Neutral (N):3 Disagree(D):2						
Strongly Disagree (SD):1						
No.	Items	5	4	3	2	1
PARTA: INTERST						
1.	Using flipped classroom teaching method make learning interesting.					
2.	The activities of flipped classroom teaching make me to interesting					
3.	Using flipped classroom teaching method help me develop confidence to learn Chinese speaking.					
4.	The lesson material of flipped classroom teaching method motivated me to learn Chinese speaking.					
5.	The strategies of flipped classroom teaching method make me to speak well					
PARTB: ENGAGEMENT						
6.	All the activities related to flipped classroom teaching method are interest me					
7.	All the activities related to flipped classroom teaching method are meaningful.					
8.	Cooperative group learning is important in the Chinese speaking. Most the students eager to					

Scale						
Strongly Agree (SA):5 Agree(A):4 Neutral (N):3 Disagree(D):2						
Strongly Disagree (SD):1						
No.	Items	5	4	3	2	1
	learn Chinese. through flipped classroom					
9.	All the materials tools engage the students to learn Chinese speaking.					
10.	I feel more engage when using flipped classroom teaching method.					
PART C: THE EFFICACY						
11.	Using flipped classroom teaching method help improve my Chinese speaking skill.					
12.	Using flipped classroom teaching method help improve my cooperation capability. I can apply the activities in the class to learn in the others subject.					
13.	Using flipped classroom teaching method help improve my self-directed learning ability.					
14.	Using flipped classroom teaching method help improve my class participation.					
15.	The use of flipped classroom teaching method has improved my confidence in speaking Chinese to others after learning it.					



APPENDIX J

IOC OF FOCUS GROUP INTERVIEW

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Question 1	+1	+1	+1	+1	Congruent
2	Question 2	+1	+1	+1	+1	Congruent
3	Question 3	+1	+1	+1	+1	Congruent
4	Question 4	+1	+1	+1	+1	Congruent
5	Question 5	+1	+1	+1	+1	Congruent
6	Question 6	+1	+1	+1	+1	Congruent
Overall Average		1				Congruent





APPENDIX K
FOCUS GROUP INTERVIEW

FOCUS GROUP INTERVIEW

Subgroups: All 20 students participating in the Chinese lesson.

Questions: According to the three parts of the student satisfaction questionnaire, the researcher asks two questions to base on each part, a total of six questions.

Rules

1. Respondents' responses will be recorded, and after the interview, respondents will need to confirm whether the recorded information is accurate to ensure the accuracy and completeness of the data collected.

2. The researcher needs to introduce each questions that needs to be discussed to the participants before the interview begins to ensure that the entire discussion process is effective.

Question setting

Part A INTEREST

Has using the flipped classroom teaching method made you more interested in learning?

Can the materials provided by the teacher inspire your interest in learning spoken Chinese?

Part B ENGAGEMENT

Are activities related to flipped classroom teaching method meaningful?

Do you think all activities related to flipped classroom teaching method interest you?

Part C THE EFFICIENCY

Will using the flipped classroom teaching method help improve your speaking skill ?

Do you think flipped classroom teaching method can help you improve your independent learning ability?

BIOGRAPHY

Name	Feng Jianguang
Date of birth	November 19, 1997
Place of birth	Jilin, China
Education background	Samming University, China Bachelor of Engineering, 2017 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2024
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