



**THE USE OF GAME TEACHING METHOD FOR CHINESE
SPEAKING SKILL OF GRADE 5 STUDENTS IN
CHACHOENSAO PROVINCE, THAILAND**

**BY
YINUO WANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

The aims of this study were to compare grade 5 students' Chinese speaking skill before and after using Game Teaching Method and investigated their satisfaction towards the use of the Game Teaching Method in Chinese speaking course in Chachoengsao Province, Thailand. The participants consisted of 41 Thai students studying in grade 5 in Chachoengsao Province. The data were collected through the use of four lesson plans, pre-test, post-test, and questionnaire, and analyzed using descriptive statistical analysis and the sample mean difference. The data collection lasted for four weeks and the teaching experiment was conducted at a school in Chachoengsao Province.

The results of the pre-test and post-test showed that the participants improved their Chinese speaking skill, with a mean difference of 3.53 points between the post-test score ($\bar{x}=16.02$, $SD=2.49$) and the pre-test score ($\bar{x}=12.49$, $SD=2.57$). The data collected from the questionnaire indicated that all items in the questionnaire were rated highly. The majority of the participants expressed satisfaction with the application of Game Teaching Method in Chinese speaking learning. This study demonstrated that the use of Game Teaching Method provided an alternative and effective way of learning Chinese speaking in China.

(Total 126 pages)

Keywords: Game Teaching Method, Chinese Speaking Skill, Academic Performance,
 Student Satisfaction, Grade 5 Students

Student's Signature Thesis Advisor's Signature

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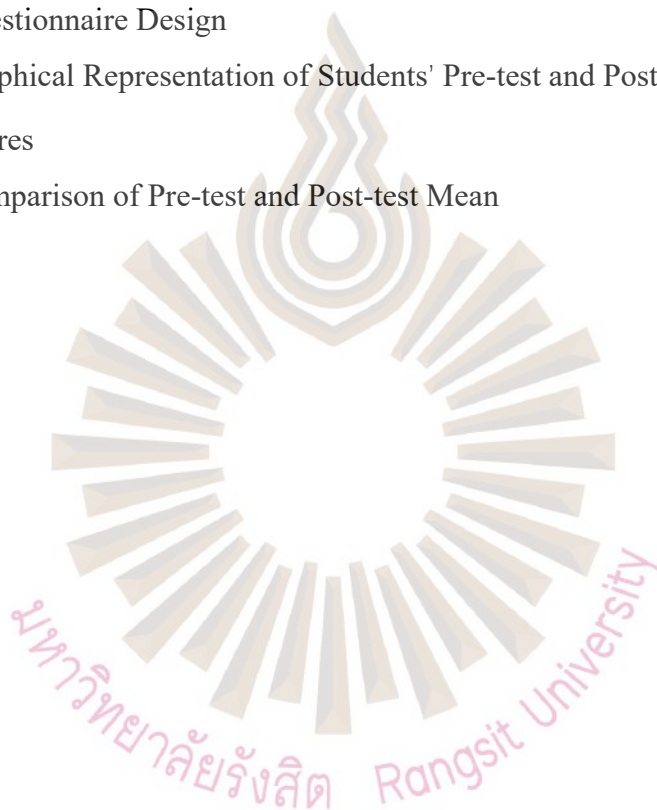
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ABBREVIATIONS

Abbreviation	Meaning
IOC	Item-objective Congruence
HSK	Hanyu Shuiping Kaoshi



CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale of the study, research objectives; research questions, research hypotheses. Scope of the study; conceptual framework, operational definitions, expected outcomes of the study.

1.1 Background and Rationale of The Study

In the course of rapid economic development, our country's international status has significantly improved. The number of collaborations and exchanges with foreign countries in economic, political, and cultural fields is steadily increasing. According to a report in Guangming Daily (2017), the global count of individuals learning Chinese, excluding China (including Hong Kong, Macao, and Taiwan), has surpassed 100 million. Incomplete statistics reveal that the number of Confucius Institutes worldwide has exceeded 140, spanning over 50 countries and regions, with the count of overseas Chinese learners surpassing 30 million. Simultaneously, China has welcomed nearly 400,000 students from more than 150 countries and regions. Numerous countries have incorporated Chinese teaching into the primary and secondary school systems, and even universities. Moreover, an increasing number of nations are introducing Chinese-related courses.

Thailand has been deeply influenced by the Chinese language for over 2,000 years, marked by economic and cultural exchanges between China and Thailand. The early propagation of the Chinese language can be traced back to private schools established by the Chinese for their children. These schools initially served local overseas Chinese and Chinese children, later evolving into overseas Chinese schools.

They offered a range of subjects, including the national language, general knowledge, arithmetic, art, music, physical education, and Thai.

The Chinese Society, founded by Sun (1866) in Siam (now Thailand), was established in 1908. In 1909, Huayi School emerged as one of the earliest Chinese language schools established in Thailand over the past century. Post-World War II, Chinese language dissemination experienced a brief period of development. In 1988, Thai Chinese advocated for the relaxation of Chinese education policies, a call that was approved. In 1991, Dr. Wu Lou, Z, chairman of the Thai Overseas Chinese Church, proposed the establishment of Overseas Chinese Chongsheng University, swiftly approved by the government and named by the Thai Emperor, making it the only private university in Thailand with such an honor.

Subsequently, Chinese language education in Thailand entered a new era. In the 1990s, it underwent rapid development. In 1999, the Thai government included Chinese as a foreign language elective in the college entrance examination. In 2000, the Thai Ministry of Education officially sanctioned Chinese courses for senior high schools, leading to the opening of Chinese courses in numerous schools, including junior colleges and public middle schools. By 2008, Chinese courses were offered in all secondary schools in Thailand.

Han (2023), the Chinese director of the Confucius Institute, informed the *Global Times* in 2023 that Chinese has progressively supplanted Japanese as the second most prevalent foreign language in Thailand after English (*Global Times*, 2023). Chinese education in Thailand has witnessed comprehensive advancement in primary and secondary schools, with a simultaneous enhancement in teaching methods. However, Thai students encounter various challenges in learning Chinese, particularly in pronunciation. Many sounds in Chinese, such as 'zh,' 'ch,' 'sh,' and 'r,' are absent in Thai, leaving students unsure of how to articulate them accurately. Additionally, the intricacies of Chinese characters, encompassing stroke order, writing sequence, and structural combinations, pose difficulties for Thai learners.

Arguably, the most critical aspect is spoken proficiency. As a communicative tool, the ultimate goal of language acquisition is effective communication (Chen, 2019). Proficiency in spoken language forms the cornerstone of language learning, including the realm of foreign languages. However, in Thailand, a substantial number of students exhibit limited Chinese speaking skill, and Chinese speaking education receives inadequate attention (Ren, 2018). This deficiency could be attributed to various factors, such as:

In the conventional teaching model, most schools adhere to a method where teachers predominantly speak while students listen passively. Typically, teachers focus on delivering textual content or pose questions, with students seldom getting opportunities to practice Chinese speaking.

Learning motivation and interest play a pivotal role, as correct motivation serves as the driving force compelling students to overcome the diverse challenges encountered in their learning journey, ultimately leading to success in learning Chinese. However, the current scenario is riddled with challenges. According to a survey conducted in numerous Thai schools, some students believe that Chinese speaking isn't assessed in final exams, and students pursuing specific professions might not require Chinese speaking skill (Chen, 2007), "The Errors of Chinese Speaking for Beginners in Thailand and Teaching Countermeasures"). Others perceive Chinese speaking as a skill needed only when job requirements demand it post-graduation. Consequently, students exhibit limited motivation to learn Chinese speaking.

Many Thai students find the pure Chinese language classroom setting unfamiliar, struggling to comprehend or read the material. This unfamiliarity gradually erodes their confidence.

In the absence of a genuine speaking practice environment, students in Thailand learn Chinese within a Thai-dominant context. The language spoken by individuals in our surroundings, the television news broadcasts, the movies featured in

local cinemas (even those with Chinese dialogues are subtitled in Thai), and the ubiquitous advertisements—all of these expose us primarily to the Thai language. This environment lacks opportunities for real language practice in Chinese, and there is minimal necessity to express oneself in Chinese for various daily activities.

Given this context, teachers should employ engaging and vibrant teaching methods in Chinese classes. These approaches are designed to capture students' interest and attention, helping them recognize the importance and relevance of Chinese speaking. The goal was to empower students to apply what they have learned effectively in practical situations.

Various methods are employed in teaching Chinese, including the Audio-Lingual Method, the Situational Teaching Method (Jiang, 2021), Induction, the 3P Teaching Method (Presentation, Practice, Production) (Li, 2014), and more. The traditional approach often relies on rote learning and memorization of complex Chinese characters, potentially diminishing students' interest and engagement in the learning process (Li, 2021).

As a form of situational teaching, teachers should tailor their approach to the individual learning conditions of students. The primary aim of teaching is to facilitate enjoyable and effective learning experiences for students, and the Game Teaching Method emerges as a particularly engaging and practical strategy for enhancing speaking skills among primary school students (Chen, 2019). This method allows students to learn through play and, in turn, play while learning.

Various Game Teaching Method, such as role-playing and creating situations like 'I draw, and you guess,' have proven effective in enhancing students' interest in learning Chinese, as supported by numerous researchers. Du(2016) emphasized that creating diverse scenarios in game design captures students' attention, mobilizes their enthusiasm for learning, and improves overall interest, facilitating better knowledge reception, understanding, and application. Role-playing games, according to Larsen-Freeman (2000) and Kumaran (2010), offer students opportunities to practice Chinese

speaking in varied social environments, fostering an environment where learning Chinese speaking becomes anxiety-free.

Wang (2012) contends that implementing Game Teaching Method in Chinese beginners' Chinese speaking classrooms in Thailand yields efficient results for both teachers and students. Properly guiding Thai students through classroom games not only sparks interest in learning Chinese but also contributes to diversified teaching methods, enhancing Thai students' speaking and communicative skills and further advancing Chinese teaching in Thailand. Introducing games into teaching adds a unique dimension to the learning process. While games may evoke a sense of playfulness, it is crucial for teachers to tailor their approach to students' abilities and individual circumstances.

By incorporating Game Teaching Method, students can engage both their bodies and minds during lessons, alleviating the monotony of language learning and creating a livelier classroom environment. Teaching activities should be straightforward, allowing students to easily comprehend and participate. Through games, teachers can instill strategies for natural acquisition and affective learning, thereby developing students' listening and speaking skills and enhancing their communication abilities (Ni, 2013).

According to the second language skill acquisition; however, it is believed that it is a kind of a continual process, not automatic one. In other words, it may take a long period of time to prove the students' improvement after the treatment. However, there have been the previous related studies; for instance, the study by Jiang (2021) about Using Situation Method in learning Chinese speaking skill in Grad8 8 Thai students and Hou (2021) Using Task-Based Learning To Enhance Chinese Speaking Skill and Confidence of Grade 5 Thai Primary School Students showing that the students' Chinese speaking skill was improved within such a period of one month or a little longer. Moreover, all of the research instruments in those studies appeared to have been validated and tested for the reliability before the intervention, and so was

this study. As a matter of fact, this limitation might lead to the recommendation of the future research in the end of this study.

In conclusion, the proficiency in second language speaking significantly influences communicative competence and effectiveness. Enhancing the development of Chinese speaking abilities is not only a prevailing trend in Chinese teaching in Thailand but also a crucial direction for improving the overall quality of Chinese education in the country (Chen, 2014). The researcher aimed to investigate the effectiveness of the Game Teaching Method in teaching Chinese speaking to grade 5 Thai students and encourage students' active learning and increase their satisfaction with learning Chinese speaking.

1.2 Research Objectives

1.2.1 To compare grade 5 Thailand students' Chinese speaking skill before and after the use of the Game Teaching Method.

1.2.2 To examine grade 5 Thailand students' Chinese Speaking skill learning satisfaction towards the use of the Game Teaching Method.

1.3 Research Questions

1.3.1 Did grade 5 students' Chinese speaking skill improve after using the Game Teaching Method?

1.3.2 Would grade 5 Thai students have positive satisfaction with the use of satisfaction teaching method in learning Chinese speaking lessons?

1.4 Research Hypotheses

1.4.1 Using Game Teaching Method improved the Chinese speaking expression ability of Thai grade 5 students.

1.4.2 Grade 5 Thailand students' satisfaction with the use of the Game Teaching Method in improving their Chinese speaking skill was at a high level.

1.5 Scope of the Study

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

Firstly, the contest was one of the trilingual school in Chachoengsao, Thailand, which included kindergarten, primary school and junior high school. The research participants were 41 grade 5 students. In addition, the data would be collected from grade 5 students of that trilingual school through questionnaires and test scores.

Secondly, in Chachoengsao province School, teachers have had standard teaching reference books (HSK Standard Curriculum) for teaching activities. However, they were free to design and implement their own teaching methods and activities according to students' needs and interests. Therefore, through this study, the researcher would like to propose the use of Game Teaching Method as a teaching method to improve students' Chinese speaking skill.

1.5.1 Location of the Study

The study was conducted in the grade 5 of a trilingual school in Chachoengsao, Thailand. The school was located in Sothon, Muean Chachoengsao District. There were nearly 400 students in 17 classes (included 6 classes in kindergarten, 7 classes in primary school and 4 classes in junior middle school). Figure 1.1 shows the location of the study school.



Figure 1.1 Location of the Study

Source: Baidubaike, 2022

1.5.2 Population

The participants in this study were 41 students from Grade 5, a private elementary school in Chachoengsao province, Thailand. The school included only one class of 41 students in grade 5, so all 41 students were the participants in this study. Their ages ranged from 10 to 12 years old, with diverse genders and varying Chinese proficiency levels. These students have been exposed to Chinese for a long time, basically mastered the pinyin in Chinese, and had a vocabulary level of about 300 words. Their spoken and spoken Chinese were a basic daily communication, and their Chinese level was elementary.

1.5.3 Time Frame

This study was conducted in March 2024. The teaching experiment lasted for 4 weeks. Classroom instruction was conducted twice a week. Four lesson plans were

designed, each consisting of two sessions of 45 minutes, for a total of 90 minutes. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of the Study

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

1.5.4 Content of Lesson Plans

The researcher designed four lessons for the study from the material outlined in Chinese HSK Standard Course 3 (Beijing Language and Culture University Press) in Thailand. Collaborating with the Chinese teachers at a private elementary school in Thailand, the researcher would engage in discussions regarding content selection, with a specific focus on how to improve students' speaking skill in the Chinese language curriculum through Game Teaching Method. The lesson plan was shown in the table 1.2.

Table 1.2 Lesson Plan

Lesson Plans	Topics	Teaching Method
Test	Pretest	
Lesson plan 1	Learn speaking words via short video corresponding text Game1: Listening Game	Assisted language learning via “Listening Game”
Lesson plan 2	Chinese speaking text practice via classmates through role play Game2: Role Play	Assisted language learning via “Role Play”
Lesson plan 3	Set the scene via "I'll play you guess" for Chinese speaking practice Game3: I'll play and you guess	Assisted language learning via “I'll play and you guess”
Lesson plan 4	Self-Created Dialogue	Assisted language learning through “Self- Created Dialogue”
Test	Post-test	

1.6 Conceptual Framework

This research was involved with three variables: an independent variable and two dependent variables. The independent variable was the Use of the Game Teaching Method to Chinese speaking teaching class, and the dependent variables were the application of the Game Teaching Method and students' satisfaction forwards the course through games. Figure 1.2 visually presents the study's conceptual framework:

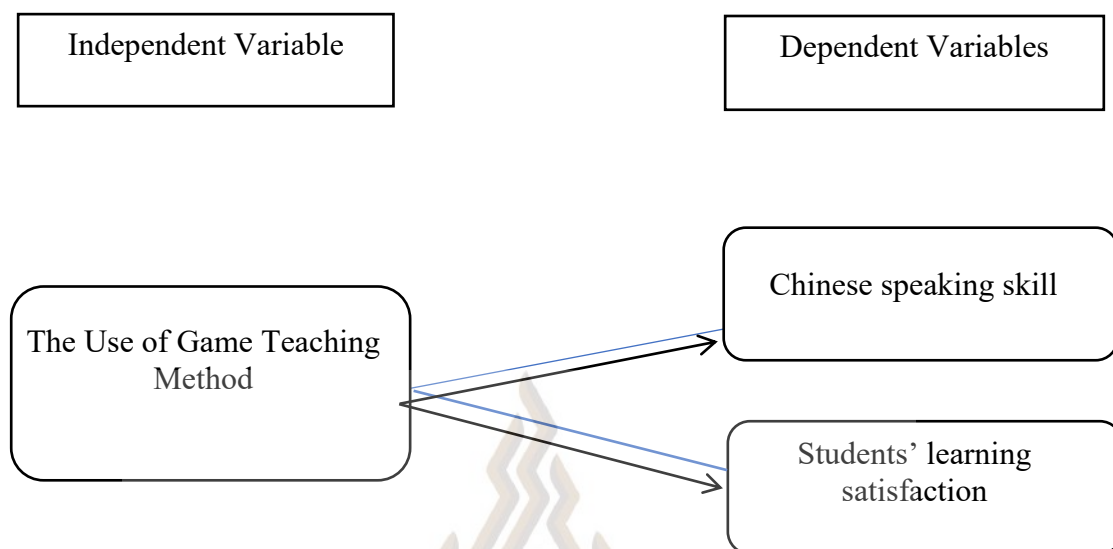


Figure 1.2 Conceptual Framework

1.7 Limitations of the Study

1.7.1 This study was only conducted by a few participants of a private elementary school in Chachoengsao, Thailand. Therefore, the results of the survey were limited, and no comprehensive assumptions were made about the grade 5 students in all schools in Thailand.

1.7.2 Due to the short study time, students did not have enough opportunities and time to practice to improve their HSK Chinese speaking scores.

1.7.3 The skill that this study focused on was only the speaking skill, so this study did not apply to other language skills, such as reading and writing. In addition, the use of the Game Teaching Method might not have been able to measure students' overall Chinese skill.

1.8 Research Terminologies

The Use of Game Teaching Method Through the form of games allowed students to unconsciously master the content and knowledge in the textbook in the excitement of competition, and enjoyed the fun of learning in the process of learning (Wang, 2000). The games in this study mainly included four: "listening game", "role play", "I'll play and you guess", and so on. It provided realistic dialogue scenes, voice exercises, and vocabulary training.

1) Listening Game:

In the Chinese speaking class, the teacher first provided a video of vocabulary and sentence scenes related to this lesson and prepared corresponding word cards to be pasted on the blackboard. The students were divided into five groups and found out the corresponding words according to the video. The group that completed the task the fastest got one point.

2) Role Play:

When we taught the fourth lesson of HSK Standard Course 3, "She always smiled and talked with guests", we used the "role play" game to let students play various social roles of adults, such as "customer" and "salesman", so that students could gain the satisfaction of "growth" in the learning process. Students brought their fruits, daily necessities, learning tools, etc., into the classroom with tables and chairs arranged as counters, and the classroom was set up as a shopping mall or market for simulating commodity trading and scene drills. Students labeled their items with Chinese names and prices. The teacher and two or three students set up a special information desk to answer language questions encountered in the circulation of goods. During the game, students were asked to answer questions in Chinese as much as possible.

3) I'll play and you guess

One person in each group stood on the platform, while all the students except the first person faced away from the card. Then the first student conveyed the content of the card to the second student through body language. For example, "I don't like apples." And so on, the last student saw the word "guess".

4) Self- Created Dialogues

The teacher drew up 3-5 themes according to the teaching content and let the student group choose them independently. After the selection, the students automatically created dialogues (fairy tales/shopping in the mall, etc.) according to the content and prepared to perform on the stage. The teacher scored each group according to their performance and Chinese speaking level, and the highest score was rewarded.

Chinese Speaking Skill refers to the ability to convey thoughts, intentions, ideas, and emotions to others using Chinese language, ensuring clear communication and comprehension by listeners (Bagate, 1987). Focusing the definition of this study, it can be concluded that Chinese speaking skill is the capacity of Grade 5 students to speak Chinese fluently with good pronunciation, enough vocabulary, and right grammar. Using the Game Teaching Method for each topic can help students improve their Chinese -speaking skill more effectively. Topics included: waiter, customer, salesman, shopping conversation, etc. In this study, the students' speaking presentation skills were assessed as the focus of students' speaking skills through pre-test and post-test.

Students' learning satisfaction refers to how satisfied the students can be after accepting games in class and applying them to teaching (Lin, 2021). This included students' reflections on topics, class hours, teaching objectives, teaching difficulties, teaching content, blackboard writing design and classroom reflection. This was measured by a questionnaire survey.

Grade 5 Students in junior middle school at Trilingual School in Chachoengsao province, Thailand. This study used 41 grade 5 students as participants.

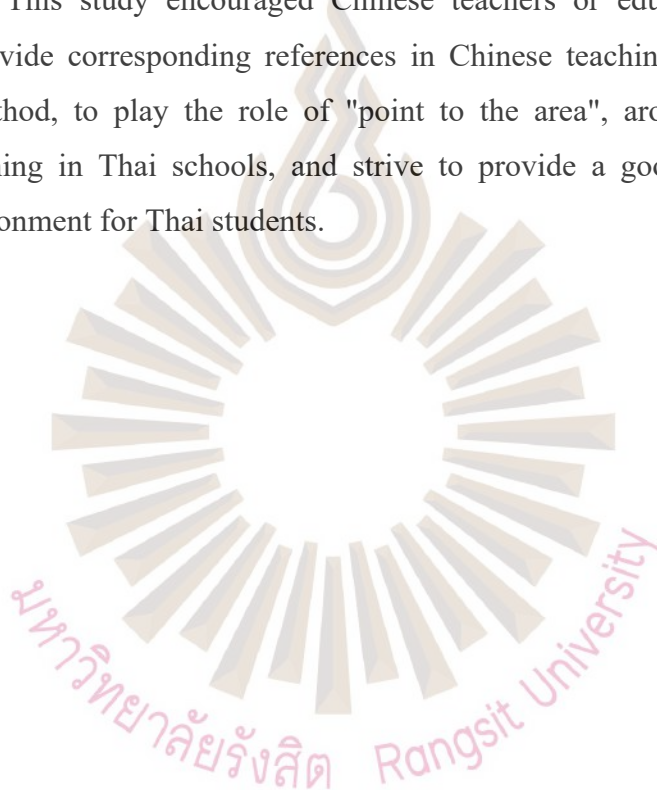
1.9 Significance of the Study

The significance the study was stated as follows:

1.9.1 The use of the Game Teaching Method helped enhance the Chinese speaking skill of grade 5 students in Chachoengsao Province.

1.9.2 The study showed students' satisfaction with Chinese speaking skill through the use of the Game Teaching Method.

1.9.3 This study encouraged Chinese teachers or educators at home and abroad to provide corresponding references in Chinese teaching through the Game Teaching Method, to play the role of "point to the area", arouse the attention of Chinese teaching in Thai schools, and strive to provide a good Chinese speaking learning environment for Thai students.



CHAPTER 2

LITERATURE REVIEW

This chapter gives a brief overview of the key concepts and related literature, which lays a theoretical foundation for the research. This chapter introduces the development of spoken Chinese in Thailand from three aspects: politics, economy and culture. It also discusses the factors that affect the development of Chinese in Thailand, the reasons for poor spoken Chinese of Thai students, the definition of spoken Chinese skills and Game Teaching Method, the specific Use of Game Teaching Method and students' learning satisfaction. In addition, this chapter also discusses the relevant theories of this study and the research results at home and abroad.

2.1 Overview of Chinese Language Development in Thailand

In today's increasingly global society - spanning industries such as business, technology and media - language is vital as a tool for communication and global connections. With the intensification of economic globalization, Chinese, as one of the six official languages of the United Nations organization, has influenced people's lives. In the future, mastering and using a second language is becoming a trend (Cook, 2013; Liu, 2027). Over the decades, the Chinese language has become vital. There are 70 countries in the world have incorporated Chinese into the national education system, more than 170 countries offer Chinese courses or Chinese majors, and many countries such as the United States, Japan, South Korea, Australia and New Zealand have upgraded Chinese from a third foreign language to a second foreign language (2005 Survey of the World's Major Languages, Distribution and Application). From primary school to higher education, even in trilingual kindergartens, Chinese is a compulsory subject. Chinese education in primary and secondary schools in Thailand has attracted much attention, and the reform of Chinese curriculum has become a

social focus. Therefore, implementing effective teaching methods to improve students' learning ability has become a common concern for educators (Wei, 2023).

Along with economic globalization, the development of Chinese teaching in countries around the world is on the rise (Jiang, 2021), among which the development of Chinese teaching in Thailand is of great representative significance. The main factors contributing to the spread of Chinese in Thailand include:

First, politics. Politics determines the development of education, and the political changes between countries determine the spread of language, including the political factors of Thailand and our country. In Thailand, various educational institutions, including public, private, and international schools, are predominantly government-managed. Government decisions and education policies dynamically influence each other. Rathanaphol (1969) highlights the evolving nature of Chinese education policies in Thailand, ranging from rigid to flexible approaches over different periods. One of the important reasons is the influence of national politics, government and other related factors.

According to the survey, the Chinese education policy in Thailand is mainly divided into three stages: assimilation stage, moderation stage and development stage, as shown in Table 2.1.

Table 2.1 Implementation of Chinese Education Policy in Thailand

Policies Measures	
Assimilation Stage (1950-1989)	In 1918, the Thai government enacted the Siamese Civil Schools Act, imposing restrictions on the regulation of Chinese schools.
	In 1938, the Thai Prime Minister promoted "Great Thai nationalism" and anti-Chinese movement.
	In 1948, the Thai government implemented an anti-Chinese policy, severely restricting overseas Chinese activities and Chinese language education.

Table 2.1 Implementation of Chinese education policy in Thailand (Cont.)

Policies Measures	
Assimilantion Stage (1950-1989)	After 1952, the Thai government imposed further restrictions on the teaching hours, teaching subjects, and teachers of the Chinese school.
	In 1960, the "Development of National Education Program" limited Chinese schools to four-year primary programs and mandated a reduction in the number of lessons.
	In 1975, after China and Thailand established diplomatic relations, Chulalongkorn University began offering Chinese as an elective course for associate subjects.
	In 1988, the Thai Chinese Chamber of Commerce and Industry submitted to the Thai Ministry of Education to open Chinese education.
Relaxation stage (1990-2000)	In 1991, the Cabinet meeting of the Thai government approved the report of the Ministry of Education proposing to relax Chinese education, and decided to implement a conditional opening policy for Chinese education(Wei, 2012).
	In 1998, the Thai government approved Chinese as a foreign language course for university entrance exams. Students can choose Chinese instead of other languages when registering.
Promotion stage (2001-Now)	In 2007, the Thai Ministry of Education mandated that all government schools in Thailand offer Chinese courses through the "Strategic Plan for Promoting Chinese Language Teaching and Enhancing National Competitiveness" and the "Strategic Plan for Promoting Chinese Language Teaching in Thailand".

Source: Worrachaiyut, 2012, p. 51

In 2007, China became the Sino-Foreign Language Exchange and Cooperation Center (Hanban). The Office of the National Leading Group for the International Promotion of Chinese Language has cooperated with universities and middle schools in

more than 90 countries and regions, and set up more than 300 Confucius Institutes and 300 Confucius classrooms there. Among them, a total of 74 Confucius Institutes and 30 Confucius classrooms have been set up in 31 Asian countries and regions, and the number is increasing every day. In addition, 500,000 primary and secondary school students are learning Chinese in 1,200 local primary and secondary schools in Thailand, and Hanban has set up 12 Confucius Institutes in Thailand, which needs to provide 1,000 Chinese teachers who can speak Thai every year, which is in short supply. In 2015 alone, 1,800 Chinese volunteer teachers became Chinese language teachers through the teaching method in Heaven, which is called an important force of Chinese culture (Sun, 2016).

Second, economic factors also play a significant role. China and Thailand share a long-standing friendship, and with China's increasing global economic influence, the economic ties between the two nations have strengthened. Since 2009, they have signed agreements to expand and deepen bilateral trade cooperation, leading to growing economic and trade collaborations. Thai entities, including companies and banks, have invested in China, and both countries have engaged in joint projects such as high-speed railways (Jiang, 2021).

According to statistics, Thailand invested in nearly 1,000 projects in China, totaling billions of dollars, making China its second largest export market. In 2019, goods valued at \$29.2 billion, or about 904 billion baht, were ordered, comprising 11.8% of Thailand's total exports, with China being its largest importer. Thai media (2016) emphasized the importance of familiarity with Chinese language and people, citing it as crucial for the country. Since China proposed the "Belt and Road Policy" in 2013, economic and trade exchanges between China and Thailand have deepened. From 2017 to 2020, China invested in 232 projects in Thailand's Second Investment Zone, totaling \$3.883 billion. Additionally, 281 projects were invested in the first and third investment zones, totaling \$1.523 billion. Moreover, Chinese tourists accounted for the highest number of visitors to Thailand, with approximately 11 million arriving in 2019, representing over a quarter of total overseas tourists (Liu, 2023). This underscores how Sino-Thai cooperation has significantly bolstered the development of Chinese education in Thailand.

Thirdly, cultural factors also play a significant role. The growth of Chinese language usage is closely tied to the promotion of culture. Overseas Chinese serve as a vital link between China and Thailand. The influx of Chinese immigrants to Thailand over the years has been substantial. Despite adopting Thai names, Chinese descendants in Thailand still uphold many aspects of Chinese culture, including celebrating traditional festivals such as the Spring Festival and Mid-Autumn Festival. The Thai royal family, particularly Princess Sirindhorn, has actively supported Chinese language learning, inspiring enthusiasm among Thai Chinese learners.

Based on the above factors, it can be seen that the spread of Chinese in Thailand has a profound impact on both political economy and education.

2.2 Reasons for Poor Chinese Speaking of Thai Students

Chen (2006), in his article "Current Situation of Chinese Teaching in Thailand", intuitively introduced the different forms of Chinese teaching in different schools in Thailand through data, and also expounded the common problems in different forms of Chinese teaching, among which the most urgent problem to be solved is the Chinese speaking problem of Thai students. Speaking language skills are the basic skills of language learning and the basis of foreign language learning (Kongkarin & Paiboonthitipornchai, 2019). The most important thing is to communicate, and only in communication can we get a lot of practice. Therefore, in the next part, we discussed three aspects that affect Thai students' Chinese speaking:

First, Thai traditional teaching methods. According to the survey statistics, Chinese teaching in Thailand was based on the traditional teaching method of teaching knowledge, including classroom explanation, classroom exercises and homework. Teachers usually use textbooks, videos, audio and other auxiliary materials to help students learn Chinese. However, Thailand's system is different from China's, and Thailand's population base is small, so there is little competition for graduates. In addition, under the influence of their Buddhist beliefs, the Thai people have developed a naturally active and undisciplined character; Coupled with the objective law of long

attention spans, it is difficult for Thai students to concentrate on their studies for a whole class (Wu, 2020). In addition, Thai students are active and do not like rigid teaching methods. They prefer to learn through games, dance, music, sports and other ways of entertaining. This teaching method not only enlivens the Chinese class, but also improves students' learning efficiency and helps students to improve their Chinese speaking.

Second, the lack of language communication environment. Although the Chinese education in Thailand has initially formed a grade system of primary school, middle school, high school and university, the Thai Ministry of Education has not yet issued a complete Chinese system (Jiang, 2021), so Thai schools pay little attention to Chinese learning, and most students only speak Chinese in class. The knowledge students have learned has not been put into practical use after class, resulting in most students can not understand, understand or speak. Moreover, Duan (2020) mentioned in "Reflections on Chinese Learning in Classroom Language Environment in Non-target Language Environment" that it is difficult to provide real communicative situations in classroom teaching. Many of the communicative dialogues used in teaching are made up by the editors, some are suitable for daily communication, and some are idealized communication. As a result, the Chinese communicative language used by students in class may not be practical in Thailand. Therefore, the language environment is very important for learning Chinese.

Third, there is no complete Chinese teaching system, and school leaders do not pay attention to Chinese lessons, resulting in students' low learning motivation. The complete teaching system includes the syllabus, teaching time of all levels of schools, teaching plans, teaching materials and examination standards. These are not required in Thai schools, there is no continuity in the Chinese curriculum training program, and there is no strict unified standard, resulting in each school having its own teaching standards (Chen, 2020). Many students thought that Chinese speaking would not be tested in the final exam because it was considered necessary only for professional students, and therefore there was no need to practice it (Chen, 2007). Some students believed that after graduation, the need to use Chinese speaking in their

job would determine whether they would take a speaking intensive class, leading to little motivation to learn Chinese speaking.

From the above points, we could see that students learning Chinese in Thailand were influenced by many aspects.

2.3 Chinese Speaking Skill

2.3.1 Definitions of Speaking

According to Torkey (2006), speaking is one of the four language skills (reading, writing, listening and speaking). It is a means for learners to communicate with others to achieve certain goals or to express their opinions, intentions, hopes and opinions. In addition, speaking is the most commonly used language skill in almost every situation. Speaking is the ability to express thoughts, opinions, and feelings using pronunciation, to organize words into phrases or sentences, and to choose words that relate to the topic.

Bailey (2000) believes that speaking is an interactive process in which the speaker intends to construct meaning by generating, receiving and processing information. You need to work with others to generate communication.

According to Kayi (2006), speech is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts. According to this definition, we can share our thoughts with others through verbal communication. Speaking is often a symbol of showing affection to others. Through speech, human beings are able to exchange ideas in all aspects of life. This makes the students more fluent in communication. Because when they speak, they know what they are thinking and how they feel about it, and when you speak, other people make judgments about your character and make assumptions about what you think and why.

According to Argawati and Syahrizal (2016), speaking is a verbal expression that involves not only using the right rhythm and intonation patterns, but also the right order to convey the right meaning.

From these theories it can be concluded that spoken language is a specific language spoken in a social context.

2.3.2 Important of Teaching Speaking

Speaking communication is the most important and commonly used form of communication in human society, which plays an important role in people's work and life. For many second or foreign language learners, mastering speaking skills is a top priority. Mastering spoken Chinese skills is a top priority for many second or foreign language learners. Thus, learners often evaluate their success in language learning and the effectiveness of Chinese courses based on how much they think they have improved in terms of their speaking skill (Richards, 2008).

Thus, it shows the importance of speaking communication.

2.3.3 The Goal of Teaching Speaking

The main purpose of Chinese speaking teaching is communication. Speaking language is an important tool for communicating or transmitting ideas between speakers and society, which is why speaking language teaching is very important (Laksana, 2016).

Wang(2016) believes that the purpose of teaching spoken Chinese as a foreign language is to cultivate and improve the intercultural speaking communication ability of foreign students, and its essence is to cultivate students' communicative ability. The core of speaking communication is the word "communication", speaking language is the means, communication is the purpose. Only in this way can students learn how to express themselves and how to communicate.

Stone and Hughes (2002) believe that China speaking teaching aims to improve communication efficiency. Therefore, speak teaching should be able to make students understand, but also try to avoid the confusion caused by pronunciation, grammar, vocabulary and other aspects of information, and follow the social rules suitable for communicative occasions. To sum up, students can abide by the corresponding social rules in different communication occasions and express their ideas in the right language.

2.3.4 Problems of Thai Students in Spoken Chinese

Many researchers at home and abroad have studied the problems of Thai students in Chinese speaking and used many strategies to solve them, but there are still big problems in the performance of Thai students in Chinese speaking. According to He and Wang (2020), language anxiety will have a negative impact on language learners, who are likely to withdraw from classroom interaction. However, this anxiety is often thought to be caused by a lack of speaking skills (Zhang, 2015). Lu (2011) summarized the common problems in the speaking expression of Thai Chinese students (quoting the original sentence for convenient analysis) as follows:

Thai students don't pronounce Chinese well, and their poor pronunciation always makes them ashamed to even speak in public.

Thai students lack accuracy in word selection, and there are a large number of synonyms and homonyms in Chinese. However, not all of these words are free to change; It depends on the part of speech and grammatical function of the word.

Thai students' expressions are monotonous and boring, they usually use a single form to express themselves, however, Chinese is diverse in expression, Chinese people always use different words, phrases and sentences to express the same idea or point of view. Pancake to satisfy hunger, it is directly translated into pancake to satisfy hunger, meaning that it has no practical effect. There are many other words that could be used in its place, such as "to beat a stone with an egg," "to no avail," and so on.

Thai students are less able to describe a project or express themselves in a complete sentence. Spoken communication often uses a series of disjointed words rather than well-structured sentences.

2.3.5 Speaking Skill Assessment

According to the Syllabus of Teaching Chinese as a Foreign Language formulated by Hu (2014), the speaking test is divided into five levels :

Level 1: Master short words, phrases, basic numbers, simple greetings, addresses, the most basic classroom instructions and requirements, simple requests to others that are closely related to personal and daily life.

Level 2: Master simple language to introduce yourself or others, and be able to communicate with others on familiar everyday topics in simple words and phrases, able to ask simple questions and give clear answers.

Level 3: Master stress, pause, and intonation checks and can engage in simple daily conversations about personal needs. Be able to communicate with others and make simple presentations on familiar topics in daily life and study. Can briefly describe common personal or everyday things, activities and personal experiences. Can make clear statements about some things in daily life, and can simply describe certain phenomena and situations.

Level 4: Speaking Interact with others in general social situations and communicate on general topics. Ability to participate in simple discussions and express ideas clearly. Be able to give suggestions and opinions on certain issues and give reasons.

Level 5: Ability to understand a variety of fairly complex communication and working language in a social or work environment. Be able to grasp key points, state basic facts, and understand the speaker's point of view and argument in discussions and presentations related to work or profession. Be able to understand complex speeches and presentations on familiar topics and grasp key points and details.

2.4 Game Teaching Method

2.4.1 Definition of Game

The Encyclopedia Britannica (2017, Definitions of Play) defines play as a structured form of play, usually for pleasure or entertainment, and sometimes as an educational tool. The key components of a game are goals, rules, challenges, and interactions.

Xinhua Dictionary's interpretation of games: play, play, make friends, study, drama, wrestling, investment, appreciation, repeated experience, etc. In language teaching, it can be defined as an organized activity and usually includes the following: 1) a specific task or goal; 2) A set of rules; 3) Competition between players; 4) The spoken or written language used in communication between players.

Plato's (Cheng & Zhong, 2007) definition of play: Play is the conscious simulation of all young children's (animal and human) life and ability jump needs.

Ralph Coste's definition of a game: (Ralph Coste: Chief Creative officer of SONY Online Entertainment) A game is an activity that involves learning a skill through pleasure.

Dewey and Agnes Heller argue that: 1) Play is a postulated act, governed neither by appetite motives nor by social demands or by incentives other than the act itself; 2) The game pays attention to the means rather than the end; 3) Play is guided by questions governed by the organism, as opposed to inquiry guided by stimuli or questions; 4) A game is a simulated act of "pretending"; 5) The game is not subject to externally imposed rules; 6) Games require participants to actively participate in activities (Peng, X., 2010).

To sum up, the author believes that game is a kind of purposeful, conscious and regularized entertainment that exists at any age. It has the dual nature of fun and

competition. The Game Teaching Method in Chinese classroom is a kind of teaching method to teach relevant language points by creating a relaxed learning environment.

2.4.2 Definition of Play Pedagogy

Since ancient Greece, people have been discussing the relationship between games and teaching. When "games" and "teaching" are combined and the former is used as a tool for the latter, the Game Teaching Method is formed, which can impart knowledge points by inspiring students' learning interests (Shi, 2014).

In the Dictionary of Education, game pedagogy is defined as "a teaching method that combines teaching content with fun and engaging games based on the curriculum."

Wang (2010) put forward in "Discussion on the Use of Game Method in Teaching Chinese speaking as a foreign language" that "Game Teaching Method is a simple but effective teaching method in Chinese speaking class. Through purposeful games, students can enter a state of learning while playing, which can diversify the teaching methods of Chinese speaking as a foreign language and effectively improve students' speaking skill."

Yu and Lin (2010, pp. 317-318) pointed out in Fifty Cases of Classical Teaching methods that Game Teaching Method is a teaching method that uses game form as a teaching method, so that students can learn the content of the textbook or learn the extra-curricular knowledge that must be mastered imperceptibly in a relaxed atmosphere, in cheerful activities, or even in fierce competition.

Wang (2000) defined game teaching in a Brief Introduction to the Use of Game Teaching Method as: game teaching is to make students unconsciously master the content and knowledge in the textbook in the form of games and enjoy the fun of learning in the process.

Zhang (2006) argued in the *Use of Games in Second Language Acquisition and Teaching* that game teaching in a broad sense refers to all organized language activities in second or foreign language classroom teaching: In the narrow sense, it refers to the language activities in the classroom teaching of second or foreign language in order to arouse the enthusiasm of students and consolidate the language knowledge, with interesting, diverse and flexible content interspersed in the classroom teaching process.

To sum up, game learning method is a new teaching method that allows students to learn in a game environment, cleverly and reasonably combines games with learning, encourages students to learn actively and helps them acquire knowledge in teaching through various senses such as vision, hearing and touch, and well defines knowledge and skills in games.

2.4.3 The Theoretical Basis of Game Teaching Method

Game Teaching Method is an important teaching method in language teaching theory (Dai, 2016). The theory of language teaching is the foundation of language pedagogy. Shi (2014) believes that TCSL pedagogy is a sub-discipline of language pedagogy, and language pedagogy is a sub-discipline of pedagogy. Therefore, the relationship between pedagogy and pedagogy of teaching Chinese as a foreign language is the relationship between branch discipline and general discipline, and between lower discipline and upper discipline. This is the most direct relationship, which reflects the important role of pedagogy theory in teaching Chinese as a foreign language. The following are some of the educational theories related to game teaching:

2.4.3.1 Piaget's Cognitive Constructivism

Zou (2020) believes that the "cognitive theory" of Piaget, a famous contemporary psychologist, is the theoretical basis of game teaching. According to Piaget, cognitive development is the gradual assimilation and reorganization of mental processes resulting from individual maturation and external experience (for this reason, the theory is also called "constructivism") (Piaget, 2012). The process of children's

psychological construction is based on the continuous understanding of the world around them, and they constantly experience the differences found in the process of their growth, so as to adjust their cognition accordingly and help people adapt to the external environment. (Piaget, 2022) Cognitive development process is the core of human beings. The formation of human language is based on knowledge and understanding gained through cognitive development.

A person's knowledge is produced by people, and the understanding of things is not determined by the things themselves, but the interpretation and understanding of the real world created by people on the basis of the original knowledge experience. Piaget believed that any child had a very rich cognitive ability, due to different social experiences and knowledge reserves, so that different people would have different understandings of the same thing. Learning was a process of active meaning making and social interaction.

Learning a second language, like any other cognitive activity, is about structuring and realigning one's actions and play. "The relationship between students' Second language learning and learning environment" (Chen, 2013) She stressed that "a good learning environment has a positive impact on students. The principle of game teaching is to create a good learning environment for students, so that students can acquire second language knowledge in the process of game, and constantly seek a balance between assimilation and adaptation.

2.4.3.2 Krashen's Affective Filter Hypothesis

In 1977, Dulay and Burt proposed "The Affective Filter Hypothesis", aiming to reveal the influence of affective factors on Second Language Acquisition. In the 1980s, the American language theorist S.D. Krashen, based on the previous achievements, proposed five hypotheses affecting the mechanism of second language acquisition: the learning-acquisition hypothesis; Surveillance hypothesis; Input hypothesis; Affective filter hypothesis; Natural order hypothesis.

Krashen likens the learner's emotional state to a Filter. All language input must pass through this "filter" before it can be taken in by the student, and only the unfiltered input can be acquired by the learner. The weaker the affective filtering, the better the second language acquisition. It can be seen that affective filtering is an internal processing system that subconsciously raises affective factors to prevent learners from receiving them, and is a key factor in improving second language acquisition (He, 2015).

According to the US Academy of Foreign Service, Chinese is rated as the most difficult level 5 - native English speakers need to study at least 2,200 hours to reach the "proficient" level (Zhu,2012). When learning Chinese, students are prone to anxiety and other emotional factors that are not conducive to language learning. In contrast, game teaching reduces learners' learning of Chinese in a relaxed and pleasant game environment, enhances students' self-confidence, learning interest and learning motivation, and plays a very important role in students' acquisition of second language knowledge.

2.4.3.3 Bandura's "Self-efficacy"

Self-efficacy refers to the individual's speculation and judgment on whether he is capable of completing a certain behavior. It was first proposed by psychologist Bandura in 1977. Bandura defined self-efficacy as "people's confidence in their ability to use their skills to complete a certain work behavior" (Baidu Library, 2014, the theory and research status of self-efficacy).

According to Bandura, "One must have a sense of self-efficacy in order to deal with the inevitable obstacles and injustices in life and to succeed." The higher the self-efficacy, that is, the more likely an individual believed that he or she could do a certain job well, the more actively he or she would try to do it. When students learned a second language, if they thought that their ability was insufficient, or could not reach the final goal, self-efficacy would be reduced, which would directly affect the effect of students' learning.

The Game Teaching Method helped students build self-confidence, created a virtual environment for students to practice in advance, enhanced students' enthusiasm to participate, improved students' independent learning ability, and helped students recover and improve self-confidence.

2.4.4 Classification of Game Teaching Method

Different researchers have different classifications of Game Teaching Method:

Piaget believes that according to the level of human cognitive development, games can be divided into four categories: practice games, symbolic games, structural games and regular games. Practice games are made up of simple repetitive movements. Symbolic games are games in which objects replace people, objects replace objects, and people replace people. Structural games are games in which objects are constructed from different materials, such as building blocks. Rules game is a game in which multiple players play according to certain rules and have a competitive nature (Ning, 1994).

Wang (2005) advocated: "In teaching Chinese as a foreign language, the teaching methods of role play and thematic discussion should be used to create a vivid, free and interesting learning environment."

In the Use of Games to Second Language Acquisition and Teaching by Zhu (2006), games are divided into the following categories:

- 1) Games are divided according to the purpose of games, i.e. the language points practiced, including vocabulary games, grammar games, phonetic games, Chinese characters games, sentence games, and cultural games;
- 2) According to the implementation of the game can be divided into intelligence games, knowledge games, physical games, competitive games, etc.;
- 3) According to the implementation of the main body of the game, it can be divided into performance (song and dance, skits, short plays), speech, debate, action, investigation and report, etc.

The above scholars make classification from different perspectives, while the author advocates the classification through speaking teaching, because the teaching goal of Chinese speaking as a foreign language is to enable Thai students to improve their speaking skill by learning the basic knowledge of Chinese and the culture of Chinese-speaking countries, among which the basic elements of Chinese include grammar, vocabulary, pronunciation and Chinese characters. Cultural knowledge includes communication methods, customs, taboos and other related knowledge. The main games I used in this study include the following:

1) Vocabulary is the basis of language learning and speaking expression.

Chinese vocabulary is more difficult to learn and more abundant than other languages. Thai games are taught in a way that increases students' interest and enthusiasm in learning vocabulary with ease and pleasure.

The vocabulary game used in the study was "you play and I guess." The specific content of the game was as follows: the teacher divided the 41 grade 5 students into groups of 8, resulting in 6 groups (with the last group having 7 students, allowing for rotation). The teacher showed a learned vocabulary to everyone, and the first student in each group saw a word, then demonstrated it to the second student through actions. The second student, after understanding the meaning from the first student's actions, showed it to the third student, and so on. The words spoken by the last student were as close as possible to the words seen by the first student, encouraging students to express themselves in Chinese throughout the process.

This activity was suitable for simple words and phrases and could capture students' attention, particularly in the afternoon or the first class after returning from vacation.

2) Voice games: Listen and look

Since the tones of Thai students' mother tongue are different from those of Chinese, speaking teaching plays an important role in the teaching of various elements of Chinese as a foreign language. Only after students learn and master the correct vocal skills and phonetic knowledge can they pronounce Chinese accurately and speak Chinese phonetically in a relatively standard way. Therefore, at this time, it is of great significance to properly combine games in Chinese speaking class to assist

teaching, make the atmosphere of Chinese speaking class relaxed, and enable students to learn Chinese pronunciation freely and confidently and exercise speaking pronunciation.

The phonetic game used in this study was "listen, listen, find." After the text was learned, the teacher played the video of the relevant text first to enhance the students' attention. At the end of the video, the vocabulary list was shown, and the students were asked which words had appeared in the video. Points were awarded to the corresponding groups based on the speed of the students' search, and the winning group was determined according to the score. See Table 2.2 for details:

Table 2.2 Speech Class Game Vocabulary Video Demonstration

Learned words	Unlearned words
笑着 年轻	衬衫 裙子
超市 客人	总是 或者
超市 蛋糕	还是 爬山
咖啡 热情	记得 小心
漂亮 您好	怎么样



Source: Researcher

3) Cultural games: Role play

Role-play, create situations that can resonate with students, turn the boring learning environment into a real dialogue, and encourage students to actively participate in it and take the initiative to learn. Through role play, we could create opportunities for Thai students to express their Chinese speaking, which was conducive to improving their Chinese speaking level.

In the fourth lesson "She likes to laugh and talk to guests" of HSK Standard Course 3, students were grouped according to their Chinese speaking level. They placed fruits, daily necessities, and learning tools brought by students on tables and chairs arranged in the classroom to simulate commodity trading and scene drills.

Each item was labeled with its corresponding Chinese name and price. Additionally, the teacher and two or three students set up a special information desk to address language questions encountered during the game. Throughout the activity, students were encouraged to respond in Chinese as much as possible. Furthermore, teachers utilized short stories from textbooks to engage students in role-playing activities, thereby deepening their understanding.

In summary, the game approach enabled students to enjoy the learning process while mastering the content and knowledge in the textbook. The study incorporated four games - "listening game", "role-playing", "I'll play and you guess", and self-created dialogue. These games provided realistic conversation scenarios, voice exercises, and vocabulary training. In the listening game, students watched a video and identified corresponding words on word cards. In role-play activities, students assumed social roles such as "customer" and "salesman". "I guess you guess" involved students communicating through body language to guess words. Lastly, self-created dialogue activities allowed students to choose a theme and create dialogues for performance. The implementation of the Game Teaching Method was tailored to the students' abilities and the teaching content, emphasizing the importance of varying teaching methods in speaking classes.

2.4.5 The Necessity and Principles of Implementing Game Teaching Method in Thailand

2.4.5.1 The Necessity of Implementing Game Teaching Method

(1) The process of learning a foreign language is often boring, so how to make the learning process interesting is very important. Game Teaching Method precisely advocates "learning by playing". Teachers guide students to practice and consolidate what they have learned in games, which not only meets students' requirements for classroom vitality, but also successfully imparts knowledge to students, killing two birds with one stone. In Thailand, most students like to teach through lively activities. As a Chinese teacher, we should choose the teaching method according to the students' own development. Although the Game Teaching Method is

very common, it is very suitable for the development of Thai students. Adding games to classroom teaching can not only liven up the atmosphere, but also attract students' attention to Chinese (Ru, 2011)

(2) The teaching environment of Chinese as a second language is mainly divided into domestic Chinese teaching and foreign Chinese teaching. Different learning environments require different teaching methods. For example, the Chinese teaching environment in Thailand is very different from the Chinese teaching environment in China. Because they were not in the target language environment and lacked the conditions for actual Chinese communication. Additionally, Chinese was mostly an elective course in Thailand, so students did not study seriously, and the classroom discipline was loose and difficult to manage. Therefore, how to make students fall in love with learning Chinese is particularly important. Liu (2012) studied and compared classroom teaching without games with classroom teaching with games, and found that students were more interested in the classroom interspersed with games, actively cooperated with teaching activities, and had a better grasp of Chinese knowledge than the former.

2.4.5.2 Implement the Principles of Play Pedagogy

Zhu (2006) believes that game teaching should be simple and practical, and the introduction of game rules by teachers should be as simple and straightforward as possible, so that students can quickly understand them in a short time. The games chosen should be closely related to the content and within the student's knowledge range.

Wei and Peng (2017) believe that game teaching should be simple and practical, and the introduction of game rules by teachers should be as simple and straightforward as possible, so that students can quickly understand them in a short time. The games chosen should be closely related to the content and within the student's knowledge range.

In Chinese teaching, teachers needed to master the "degree", conduct games according to students' individual learning ability and level, ensure the frequency of use was appropriate, and avoid excessive use of games, which might make students feel tired of games, resulting in harm to Chinese learning and providing no benefit (Wei & Peng, 2017).

In short, the setting of the Game Teaching Method should be determined according to the ability of students and the teaching content, which is impossible to repeat a teaching method in the speaking class.

2.5 Students' Learning Satisfaction

2.5.1 Definition of Students' Learning Satisfaction

The definition of "satisfaction" in the Chinese dictionary was that the will was satisfied and the wish was met. "Satisfaction" was the subjective judgment that after performing an activity, a person thought that the activity would bring pleasant feelings. Satisfaction refers to the degree of satisfaction, which is a level of feeling state, which comes from the comparison between the respondents' actual effect and expectation of something (Li, 2015).

Huang (2002) believes that learning satisfaction is a kind of feeling or attitude towards learning activities, which is formed because students like this learning activity, or their expectations and needs are met in learning activities. Therefore, learning satisfaction can be used to explain the motivation and results of students' participation in learning activities.

According to Topala and Tomozii (2014), how students feel about the learning process or the extent to which their learning experience satisfies their desire to learn is called students' learning satisfaction. According to Weerasinghe and Fernando (2017), student satisfaction with learning is defined as short-term attitudes arising from the evaluation of students' educational experience, services and facilities.

Satisfaction associated with education includes a variety of emotional states. This feeling comes from how much fun people think learning is. Student fun is not just about achieving learning goals; It also indicates a change in their attitude towards learning and a greater willingness to participate in the learning process (Topala & Tomozii, 2014). According to Chang, I. and Chang, W. (2012), learning satisfaction can easily emerge when the actual experiential aspects of learning meet or exceed expected expectations.

2.5.2 Evaluation of Students' Satisfaction with Chinese Speaking learning

On how to measure students' learning satisfaction, Topala and Tomozii (2014) reviewed a series of academic studies on learning satisfaction and summarized some unique measures of students' learning satisfaction, among which the three most frequently cited dimensions are motivation, learning engagement and efficiency (Chang, I. & Chang, W., 2012; Chien, 2007). Chen (2006) said that the root cause of poor Chinese speaking learning effect and low level of Thai students is the lack of learning motivation and low interest in learning Chinese speaking. According to Arbaugh (2000), learning satisfaction includes individuals' feelings and attitudes towards the educational process, as well as the perceived level of achievement caused by learning motivation and related to individual learning engagement (Chang, I. & Chang, W., 2012). Chang, I. and Chang, W. (2012) reviewed various studies that emphasized the strong correlation between learning motivation and learning satisfaction, and showed it in the form of positive and significant correlation. Specifically, learning motivation is generated by a set of learning needs possessed by the individual, which, once satisfied, produce a complex state of mind that can be described on a psychological level in the words of Fraj (1991) as a sense of fulfilled joy and satisfaction, that is, a reduction in the initial need, Afferent psychological stress is reduced (Chang, I. & Chang, W., 2012).

Gao (2014) pointed out that due to the limited energy and time of Thai teachers and the unreasonable teaching structure, the enthusiasm of Thai students in learning spoken Chinese is difficult to reach a high level. Brown (2000) believes that

learning motivation plays an important role in the acquisition of speaking skills. Strong motivation is conducive to the development of Chinese speaking skill, while insufficient motivation would hinder the realization of Chinese speaking goals. Fluency in spoken Chinese is intrinsically linked to personal motivation. In addition, the traditional teacher-centered teaching model is not suitable for stimulating students' learning motivation. However, successful teaching methods would pay special attention to students' cognitive and emotional development as well as specific learning requirements, suggesting that student involvement should be at the core of speaking training (Sung, 2016). Students are more likely to be satisfied if they experience a sense of solidarity with other students (Nyath & Sibanda, 2023). In the process of learning spoken Chinese skills, students' opinions on the effectiveness of the teaching methods used by educators directly affect students' satisfaction.

Therefore, according to the review of previous literature and the current situation of Thai students' Chinese speaking learning, it can be concluded that students' satisfaction with Chinese speaking learning depends on factors such as learning motivation, participation and perceived effect. Students' Chinese speaking learning satisfaction is evaluated around these three dimensions.

2.6 Related Theories

2.6.1 Second Language Acquisition Theory

A second language is any language learned after the mother tongue. Relative to learning, acquisition belongs to subconscious activity, while learning belongs to conscious activity (Shi & Wen, 2009). Ellis (1994) defines second language acquisition as learning any language other than the mother tongue in the target language environment or in the classroom. We call it second Language acquisition for short. In the 1980s, the American language theorist S.D. Kerashen, based on the previous achievements, proposed five hypotheses affecting the mechanism of second language acquisition: the learning-acquisition hypothesis; Surveillance hypothesis; Input hypothesis; Affective filter hypothesis; Natural order hypothesis. The monitoring

hypothesis focuses on learners' conscious use of language and accuracy, assuming they know the rules and have the time to learn them. According to the natural order hypothesis, learners acquire grammatical structures in a fixed and universal order, similar to the development of a first language. The input hypothesis emphasizes the correlation between engaging and entertaining language input during learning. Finally, the affective filtering hypothesis emphasizes the importance of emotions, which means that a good and stress-free learning environment is crucial (Almaden, 2022).

Wei (2012) explained the importance of teaching Chinese as a foreign language from the relationship between the language of teaching Chinese as a foreign language and the theory of input hypothesis, and used the four characteristics of the theory of "input hypothesis" to illustrate its implications for the study of teaching Chinese as a foreign language. Liang (2011) discussed and analyzed the implications of this theory on classroom teaching from the five stages of second language acquisition, and proposed to establish a learner-centered classroom teaching model to provide students with a good language acquisition environment. Peng (2001) emphasizes the importance of both language input and output in Interactive Classroom Teaching from the perspective of language input and output theory and the analysis of interactive teaching method (Li, 2013).

Krashen's second language acquisition theory finds various applications in Chinese studies in Thailand. However, its impact is constrained by the prevailing approach to teaching Chinese in the country. In Thailand, Chinese is often treated as a foreign language, prioritizing exam preparation over real-life usage. This results in a significant disparity between traditional classroom methods and the authentic language environment essential for effective language acquisition. Chinese teaching in Thailand lacks a natural Chinese environment, limiting students' exposure to the language. Consequently, teachers need to enhance students' opportunities to engage with Chinese during lessons and employ diverse methods to facilitate their comprehension of Chinese materials they encounter (Li, 2013). The Game Teaching Method can show the teaching content through various auxiliary means of games, so that students can understand the teaching content more intuitively. In addition, the Game Teaching

Method can increase the input of Thai students in Chinese during the game process. Input content that is relevant to students' interests, expand the contact surface of Chinese, and let students accept and like Chinese psychologically. When students become interested in Chinese learning, their emotional filter is relatively low, and the input language is more easily accepted (Yang, 2008).

In conclusion, the intervention of game pedagogy in education is one way to bridge the vast gap between traditional classroom methods and the real language environment required for proficient language acquisition.

2.6.2 Situational Teaching Method

The situational approach was developed by British applied linguists Harold Palmer and AS Hornby in the 1930s and 1960s. According to the explanation of Honby (1981), situational teaching method means that teachers intentionally introduce or create scenes with certain emotional colors and specific vividness in the teaching process, so as to induce students to experience certain emotional attitudes. By helping students understand and master knowledge and skills, situational pedagogy aims to help students develop a psychological approach. The clever setting makes the learning effect of students achieve the desired effect." Yang (2008) and Du (2018) both believe that situational method is a method in which teachers create situations to help students better understand and learn. Li (2014) further proposed that in the context teaching method, teachers should pay more attention to improving students' enthusiasm and enthusiasm by establishing real language communication scenarios, so that students can naturally "acquire" language, so as to cultivate students' communicative and language application abilities and fulfill the requirements of teaching tasks. Li (2014) also stressed the importance of speaking teaching and training, advocating speaking first and the application of target language.

In the context approach, the game approach, as a form of teaching, emphasizes allowing students to benefit from a more authentic speaking practice environment by providing game-style interaction in a real environment. This approach

enables Thai students to use their Chinese speaking skill in a real environment and is consistent with the guiding principles of situational language teaching. In Thailand, many students learn Chinese as a second language. For these students, the training and application of Chinese speaking is of utmost importance. Through the Game Teaching Method, teachers can create a real and interesting learning environment for students, and stimulate students' learning interest and enthusiasm. For example, in the Chinese class, teachers can design various scenarios, such as shopping, traveling, restaurant ordering, etc., so that students can practice Chinese speaking in real scenes. Teachers can play the role of shop staff, tour guides or waiters, and students can play the role of customers, tourists or customers. Through practical exchanges, students can learn and use Chinese expression skills. In addition, through the Game Teaching Method, teachers can design a variety of interesting game activities, such as role play, competition and team cooperation games, so that students can actively participate in the game and improve their speaking skill. These games can stimulate students' interest in learning, enhance their language skills, and help them better understand and master Chinese knowledge.

The combination of situational teaching method and Game Teaching Method can make students learn Chinese in a pleasant learning atmosphere and improve their language communication ability. This teaching method not only develops students' language skills, but also their cooperative spirit, creativity, and problem-solving abilities.

In conclusion, both the situational teaching method and the Game Teaching Method are effective teaching methods, which are especially suitable for learners of Chinese as a second language. By creating real language communication situations and designing interesting game activities, teachers can stimulate students' interest in learning, improve Thai students' Chinese speaking skill, and help them better understand and use Chinese. This teaching method is of great significance for cultivating students' communicative and language ability, and also has positive influence on students' comprehensive development.

2.7 Related Theories

2.7.1 Foreign Research

The idea of teaching games in the West can be traced back to the concept of "children's playground" by Plato, the ancient Greek philosopher. Plato defines play as the conscious simulation of all the needs of young children (animals and humans) for their life and ability to jump. In the Republic, he talked about teaching through play and discovering the nature of children in play. Later, Horace of Ancient Rome put forward the famous concept of "edutainment", which believed that "only by advising the reader and making him love can it meet the expectations of the people" (Art of Poetry). In the history of Western education, Froebel, known as the father of preschool education, was the first to combine games with teaching, emphasizing their benefits for language development in his work Kindergarten. John Dewey advocated for "learning by doing", considering traditional teaching as indoctrination. The famous Swiss child psychologist Piaget explored the role of games in children's cognitive development, proposing that different stages of development correspond to different types of play activities.

In recent years, with the development of the Chinese language craze, there have been more and more researches on the Use of Game Teaching Method to teaching Chinese as a foreign language, such as:

Bai (2020) studied that "the success of teaching games is closely related to the maturity of the games themselves, the effective elaboration of the game rules and the students' competitive heart", and divided the games in Korean Chinese classroom into four parts: phonetics, vocabulary, grammar and conversation. The research shows that compared with the traditional model, they are more interested in the teaching method of games.

Li (2021) research indicates: "The effectiveness of game learning in improving the learning performance of Chinese vocabulary skills of Thai Grade 8 students, and investigates the perception of Thai Grade 8 students on the use of games in Chinese classroom". The study showed that: "Students have higher participation and satisfaction in using games in Chinese vocabulary lessons. In addition, the Game Teaching Method increases their interest in learning Chinese."

Chen (2021) studied the necessity and feasibility of applying Game Teaching Method to Confucius Classrooms in non-MEP secondary schools in the UK: A case study of Confucius Classrooms in Carmel College. The study confirms the positive effects of using games teaching method in the classroom of Chinese as a foreign language in non-MEP secondary schools in the UK, and puts forward relevant suggestions for the shortcomings found.

2.7.2 Chinese Research

With the expansion of reform and opening up, Confucius Institutes and Classrooms have proliferated globally. Increased interest in learning Chinese among foreigners has sparked a surge in related research, particularly in the realm of teaching Chinese as a foreign language. Notably, the Game Teaching Method has made significant strides in this field.

Ma (2011) sorted out and summarized the current theories of game teaching in teaching Chinese as a foreign language in a Review of Research on Game Teaching Method in teaching Chinese as a foreign language, and believed that the theoretical basis of Game Teaching Method is generally believed by the academic circles to be constructivism (psychology), multiple coding theory (pedagogy) and second language acquisition theory. He pointed out that the enlightenment of constructivism to TCSL lies in that students are exposed to various language and action games at the same time, and achieve the construction of teaching meaning and teaching objectives through communication and cooperation. The theory of multiple coding refers to the fact that game teaching is a comprehensive application of various types of coding, so as to help students

to memorize and store language information; Second language acquisition (SLA) theory is the well-known influence of emotional factors on language learning.

Wang (2007) defined game teaching in a Brief Introduction to the Use of Game Teaching Method as: game teaching is to make students unconsciously master the content and knowledge in the textbook in the form of games and enjoy the fun of learning in the process. Meng and Wang (2016) pointed out that the essence of Game Teaching Method is to create a competitive environment for students, so as to stimulate their enthusiasm. They believe that the advantages and disadvantages of the Game Teaching Method are obvious, so the teacher's accurate grasp and appropriate Use of the Game Teaching Method is the key to the effectiveness of the Game Teaching Method.

Liu (2019) observed and studied Chinese classes in Polish schools through the observation method of colt scale and concluded that competitive games were more able to stimulate students' interest, activate the classroom atmosphere and improve teaching efficiency. However, he also pointed out that different games had different adaptability and classroom influencing factors. Therefore, Chinese as a foreign language teachers should not organize classroom games before doing so. Try to make the game fun, practical, instructive and innovative.

Xie and Jiang (2014) also indicated that the teaching mode of Chinese as a foreign language has long been transformed from "teacher-centered" in traditional teaching to "student-centered and teacher-guided". The intrinsic meaning of games is freedom, openness and experience, which is in line with the teaching idea of "student-centered", so the Game Teaching Method has great helpful significance in teaching Chinese as a foreign language.

2.8 Conclusion

To sum up, although most scholars affirm the utility of Game Teaching Method in improving students' Chinese speaking as a foreign language, However, as a new teaching method, the development time of Game Teaching Method is not long, and there is no complete theoretical system for the time being. Most of the theoretical basis is still reflected in the summary of personal experience, so there are still some problems and limitations in the concrete implementation process. In addition, the current research focus in this field mainly focuses on junior high school education, while ignoring the critical stage of primary school, which is crucial for developing students' language expression and Chinese speaking skill. Especially in the teaching background of Thailand, there is an obvious gap in the research on the use of Game Teaching Method to improve grade 5 Chinese speaking skill. Therefore, the purpose of this study is to compare the Chinese speaking skill of Thai grader 5 before and after the Use of Game Teaching Method and Chinese speaking teaching method, and to investigate the learning satisfaction of Thai grader 5 on the Use of Game Teaching Method.



CHAPTER 3

RESEARCH METHODOLOGY

This study sought to enhance the Chinese Speaking skill and satisfaction of grade 5 Thailand students in learning Chinese speaking through the Game Teaching Method. In this chapter, the researcher outlined the methodology of the study, encompassing the research design, participant selection, data collection tool, assessment of research instrument validity and reliability, and data analysis.

3.1 Research Design

This study was a pretest-posttest one group design, with type of quantitative research method (Chen, 2019). According to Bryman (2012), quantitative research is a methodology centered on quantitative data collection and analysis. It is rooted in the deductive approach, giving priority to theoretical testing influenced by empiricist and positivist philosophy. Quantitative methods emphasize the precise measurement, statistical, mathematical or numerical analysis of data collected through polls, surveys or questionnaires, as well as the use of computational techniques to modify historical statistics. This approach facilitates the collection of numerical data, allowing both generalizations at the general level and descriptive insights into specific events (Babbie, 2010; Muiis, 2010). The Figure 2.1 presented whole process of the study design.

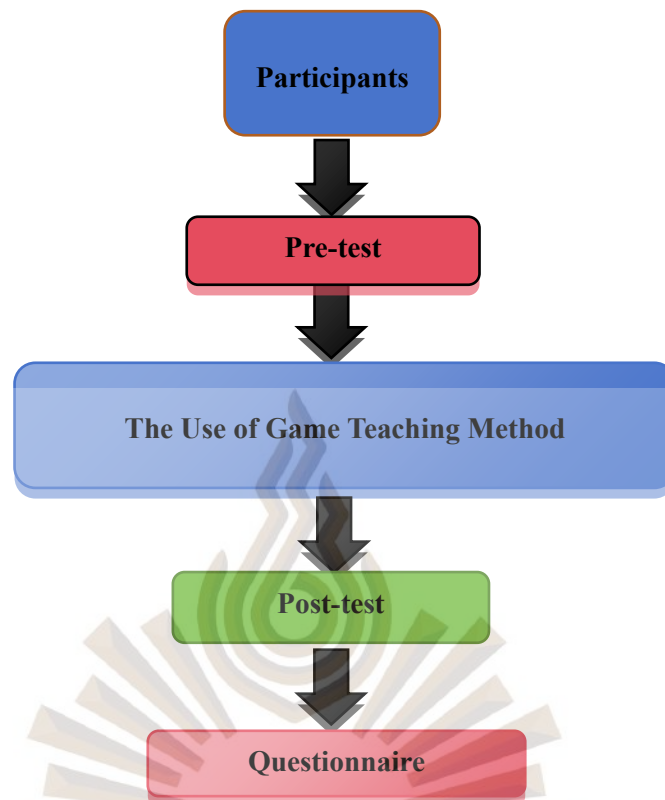


Figure 3.1 Research Design of the Study

In this study, researcher collected quantitative data through Chinese speaking test and questionnaire. Speaking skill included pre-test and post-test. The purposes of this study were: 1) To compare the Chinese speaking skill of Thai grade 5 students before and after using Game Teaching Method; 2) To investigate the learning satisfaction of grade 5 Thai students towards the use of Game Teaching Method. The achievement test was used to assess the improvement of the grade 5 students' speaking skill, and the questionnaire was used to assess the students' satisfaction with the use of the Game Teaching Method in the Chinese speaking classroom. The test results were analyzed using the SPSS program.

3.2 Population and Sample

3.2.1 Population

The target population of this study was a class of Grade 5 in a trilingual school in Chachoengsao Province, Thailand, including 41 students (because the school consisted of only one class in Grade 5). The participants' ages ranged from 10 to 14 years old, with diverse genders and varying Chinese proficiency levels.

3.2.2 Location

This study included the students of a private elementary school in Chachoengsao Province, Thailand as the research object. As of 2023, the school, which was well known as the second largest in the province, consisted of around 80 teachers and 600 students, with 41 students in the Grade 5. As an integral component of the curriculum, Chinese proficiency was obligatory for all students at every grade level.

3.3 Research Instrument

According to the research objectives, three instruments were employed in this study including the lesson plans, Chinese speaking skill (pre-test and post-test), and a questionnaire. During the speaking test, there were 2 teachers including the researcher and the other invited Chinese teacher evaluating the students' speaking skill. The other teacher was also a native Chinese who has been teaching in the same school for 4 years. The research procedures were well explained to her beforehand to ensure that there were no mistakes during the evaluation.

3.3.1 Quantitative Data Collection Instruments

3.3.1.1 Lesson Plans

The researcher followed the Chinese HSK standard course 3 Confucius Institute Headquarters (Hanban, 2014). In those courses, the researcher applied the Game

Teaching Method to the Chinese speaking classroom, covering four topics designed by the researcher. The materials used in the lesson plan were selected from HSK Standard Course 3 to ensure appropriate Chinese speaking teaching for Grade 5 students. The topics corresponding with the lessons are shown in Table 3.1 below.

Table 3.1 Lesson Plan Outline

Lesson Plans	Topics	Teaching Method
Test	Pre-test	
Lesson plan 1 (Week 1)	Learn speaking words via short video corresponding text Game1: Listening Game	Assisted language learning via “Listen and look”
Lesson plan 2 (Week 2)	Chinese speaking text practice via classmates through role play Game2: role play	Assisted language learning via “Role play”
Lesson plan 3 (Week 3)	Set the scene via "I'll play you guess" for Chinese speaking practice Game3: I'll play and you guess	Assisted language learning via “I'll play and you guess”
Lesson plan 4 (Week4)	Self-Created Dialogues	Assisted language learning through “self- created dialogue”
Test	Post-test	

3.3.1.2 Chinese Speaking Speaking Skills (Pre-test and Post-test)

The class consisted of 41 students who did both a pre-test and a post-test in order to assess their Chinese speaking skill, with a particular focus on vocabulary, grammar, pronunciation, fluency and comprehension.

The speaking skill test paper consisted of two parts: vocabulary part and keynote speech part.

Vocabulary section: Students needed to talk aloud a series of words related to the topic.

Speaking Ability Section: Students chose four topics (Who am I, what am I buying, asking the price of the item, what help do I need from you) and must choose one. They were given three minutes to prepare and three minutes to present on the chosen topic.

To mitigate the potential for bias, each participant was assessed by two raters, one a researcher and the other a Chinese language teacher assigned from the same school, who was enlisted to conduct the pre-test and post-test evaluations. The pre-test and post-test scores were calculated by aggregating the assessments of these two evaluators (average). This research analysis was done by using SPSS to get mean scores (\bar{x}), standard deviation (SD), mean difference (MD). The pre-test and post-test scores were compared in mean scores (\bar{x}), standard deviation (SD), mean difference (MD).

3.3.1.3 Questionnaire

A Questionnaire was a research tool or survey instrument that consisted of a set of questions or prompts designed to gather information from individuals or groups of people (Muhammad, 2023). Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer, or post (McLeod, 2023). So the researcher designed a questionnaire of 15 statements using a five-point Likert scale: The scale was composed of a set of

statements, each statement has five kinds of answers: "Very inconsistent, not very consistent, difficult to judge, more consistent, very consistent", respectively recorded as 1, 2, 3, 4, 5. The total score of each respondent's satisfaction was the sum of the scores obtained from his answers to each question. This total score indicated the strength of his/her attitude or different states on this scale (Likert, 1932). Before the questionnaires were distributed to the participants, the researcher conducted pilot test to assess the reliability of the items included in the questionnaires. Before respondents evaluated each questionnaire statement, comprehensive information was provided to them to clarify that each statement had been explained individually and accompanied by specific instructions. As shown in Figure 2.2:

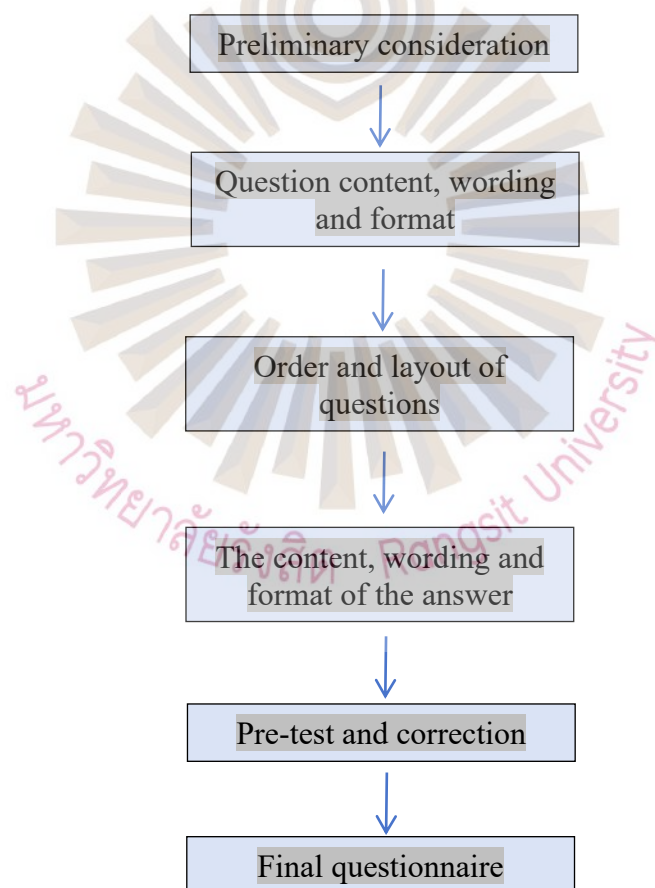


Figure 3.2 Questionnaire Design

Source: Roopa & Rani, 2012

3.4 Content Validity and Reliability

3.4.1 Content Validity

In order to verify the validity of the instruments, the pre-test and post-test question and answer items were submitted to three professors to assess the content validity by using the index of item-objective congruence (IOC) measurement. Based on the scoring range standard of -1 to +1, an expert team was organized to evaluate all items in the questionnaire, and a rating of 1 (meets the measurement), -1 (does not meet the measurement), or 0 (doubtful) was given. The item with the maximum score of 1 in the questionnaire was identified as an excellent item agreed upon by all experts. The contents of items with scores between 0.5 and 1 were retained, and the contents of items with scores between -1 and 0.5 were revised, and the items with scores of -1 were deleted (Rovinelli & Hambleton, 1977). The IOC measurement was a process of the expert's rating on each item on the degree to which they do or do not agree with the specific objectives listed by the test developer (Gong, 2016). The value of the IOC score range was referred to in Table 3.2.

Table 3.2 IOC Score Range Reference

IOC score range	Evaluate the suitability of the measurement content to the measurement target
≥ 1	accord
0.5-1	keep
(-1)-0.5	edit
$\leq (-1)$	delete

Source: Rovinelli & Hambleton, 1977

In this study, all research instruments were validated by three experts in Chinese teaching and education in Thailand. The validity test result of lesson plans was 1, the validity test result of speaking skill was 0.67, and the validity test result of

questionnaire was 0.67-1.00. In general, the validity test results of all instruments were greater than or equal to 0.67.

3.4.2 Reliability

Reliability concerns the constancy and dependability of a measurement. Reliability is extremely important because evidence of reliability is necessarily the first step in establishing the scientific acceptance and usefulness of a test (Segal & Coolidge, 2018). In order to verify the reliability, it was checked and assessed through a test process by using the test with the different class which was in the higher grade and similar level (Chen, 2019).

In this study, the researchers used KR-20 to assess the reliability of speaking skill, while Cronbach's Alpha was used to measure the reliability of questionnaires. The researchers conducted tests and questionnaires on another 30 students at the same level.

3.4.2.1 The Reliability of the Chinese Speaking Skill Test

The reliability of the Spoken Chinese test would be assessed using the Kuder-Richardson Formula (KR-20). This formula evaluates the overall reliability of the test by determining whether it effectively distinguishes between students who understand the subject matter and those who do not. KR-20 values typically range between 0.0 and +1.0, with higher values indicating greater reliability, as questions consistently differentiate between high-performing and low-performing students (Data Reliability, n.d.). If the KR-20 value is equal to or higher than 0.80 in this study, the test item is considered reliable; otherwise, the item was adjusted or deleted (El-Uri & Malas, 2013). In this study, the result of the reliability test of the Chinese Speaking Skill Test was 0.94. This showed that the test items were reliable for the further use.

3.4.2.2 The Reliability of Students' Learning Satisfaction Questionnaire

Overcoming the limitations of the partial half method, the Klonbach coefficient is a predominant reliability measure in social research, especially for evaluating the reliability of a set of synonymous or parallel measures. Initially proposed by Cronbach in 1915, it continues to be the most commonly used tool for

reliability assessment in psychological and educational tests. The Cronbach's Alpha value was used in this study to test the reliability of the items in the questionnaire used to evaluate the students' learning satisfaction. Its criteria for internal consistency were shown in the contents below:

Table 3.3 Cronbach's Alpha Rule of Thumb

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

Source: Taber, 2018

Higher scores signified greater reliability; items scoring below 0.7 were excluded after the reliability test using Cronbach's Alpha.

A separate group of 30 students, not part of the initial sample, received the questionnaire items. Their responses underwent analysis with Cronbach's Alpha, ensuring the items exhibited satisfactory reliability levels (above 0.7). In this study, the result of the reliability test of the questionnaire items was 0.96. This showed that the questionnaire items were reliable for the further use.

3.5 Data Collection

3.5.1 Ethical Approval

To conduct the study within the educational institution, the researcher had been authorized by a private elementary school in Chachoengsao Province, Thailand. Given the age range of participants (10-12 years), ethical protocols would be followed,

necessitating consent not only from school authorities but also from parents or guardians. There was no report of any high risk or harm to the participants or the stakeholders in the previous related studies. However, the respect for person and confidentiality of the findings were adhered to throughout the study. Additionally, the participants were able to withdraw from this study at any time without prior notice.

Also, this research protocol was approved by the Research Ethics Office for the approval of a research ethics certificate.

3.5.2 Confidentiality

The researcher ensured the confidentiality of all students' personal data and questionnaire responses throughout the study. Anonymity and confidentiality of participants are central to ethical research practices in social research. Where possible, the researchers aimed to assure participants that every effort would be made to ensure that the data they provided would not be traced back to them in reports, presentations, and other forms of dissemination (Crow & Wiles, 2008). Additionally, once the study concluded, all data were meticulously erased in adherence to ethical research practices.

3.6 Data Collection Procedures

Data collection was conducted from the 1st to the 30th of March during the second semester of the academic year 2024. The general method used was to conduct a one-month experiment in one class. There were three 45-minute classes per week, all taught by the same teacher, and the teaching materials used were the students' textbooks.

The data collected for this study included a pre-test and post-test for Chinese speaking proficiency, along with a set of questionnaires. The process comprised the following steps:

1) This study was conducted with the consent of the principal of a private elementary school in Chachoengsao Province, Thailand.

2) The research received the results of the Chinese speaking pre-test before the experiment.

3) The researcher designed and conducted Chinese teaching lesson plans for participants group for one month. The group used Game Teaching Method in Chinese teaching.

4) The research obtained the results of the Chinese speaking post-test after experiment, and compared with the results of pre-test.

After the post-test was completed, a set of questionnaire was given to the students in the group.

3.7 Data Analysis

Data analysis is the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. Brown and Kudyba (2014). The study used mean difference to analyze the data to find out the improvement in Chinese speaking skill before and after the use of Game Teaching Method.

3.7.1 Chinese Speaking Achievement Test

In order to evaluate the Chinese speaking test scores, the researcher used the mean difference analysis method, The pre-test mean scores and post-test mean scores of the speaking skill test were compared. Based on the research design, the researcher selected the paired-sample mean difference to determine the enhancement of Chinese speaking skill within the participants (one grade 5 class). Since the school had only one fifth-grade class with a total of 41 students, the researcher included the data of all students in the analysis to ensure the accuracy and representativeness of the results.

3.7.2 Questionnaire Survey

For the analysis of the questionnaire, the researcher used SPSS software to analyze the data collected from the respondents. All of the responses underwent meticulous analysis utilizing statistical descriptors, including frequency, mean, and standard deviation, to derive comprehensive insights.

Table 3.4 The Range of Mean Score Interpretation

Mean Score Range	Students' Perceptions Level
4.51 - 5.00	Highest
3.51 - 4.50	High
2.51 - 3.50	Moderate
1.51 - 2.50	Low
1.00 - 1.50	Lowest

Source: Srisaat, 2002



CHAPTER 4

RESULTS

In this study, a quasi-experimental design was used to compare the Chinese speaking skill of grade 5 students before and after the use of Game Teaching Method in Chinese speaking class, and to investigate the students' satisfaction with Game Teaching Method in learning Chinese speaking skill. The results of the study were obtained from the following research instruments: pre-test, post-test, and questionnaire. The findings of the data are presented in the following order:

4.1 Analysis of Chinese speaking Test Scores

4.2 Analysis of Questionnaire

4.1 Analysis of Chinese Speaking Test Scores

This section presents the results of the first research question, the use of Game Teaching Method to improve Chinese speaking scores of grade 5 students. The results were obtained from pre-test and post-test. The results of the pre-test and post-test of the sample group were compared using paired sample mean difference.

4.1.1 Analysis of Paired Sample Mean Difference

As shown in Table 4.1 below, a mean difference analysis had been conducted on the test scores, and the results were positive. The mean of the pre-test had been 12.49, with a standard deviation of 2.57. The mean of the post-test had been 16.02, with a standard deviation of 2.49. The mean difference between the pre-test and the post-test had been 3.53. According to the results, the post-test scores had significantly improved compared to the pre-test scores, indicating that the Game Teaching Method

had been effective in Chinese oral classes. Table 4.1 below compared the mean difference of the pre-test and the post-test.

Table 4.1 Mean Difference

Mean Difference				
	N	Mean	Std. Deviation	Mean Difference
Pre-test	41	12.49	2.570	3.53
Post-test	41	16.02	2.485	

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

Table 4.2 below shows the pre-test and post-test scores of the sample group. The highest score in the pre-test was 17 (out of a total of 20), while the lowest score was 8. The post-test scores increased significantly, with 9 participants receiving the highest score of 19 out of 20, and 2 participants receiving the lowest score of 11 out of 20. In general, all 41 students achieved significant or slight improvements in the post-test, with scoring gaps ranging from 2 to 6 points. Table 4.2 below shows the pre-test and post-test scores, score increases, and percentage differences among participants.

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

Student ID	Pre-test Scores (Full Score=20)	Post-test Scores (Full Score=20)	Increase in test Scores	% difference
	11	15	4	20.00%
	14	18	4	20.00%
	16	19	3	15.00%
	14	18	4	20.00%
	8	11	3	15.00%
	15	19	4	20.00%
	12	16	4	20.00%
	14	16	2	10.00%

Table 4.2 Pre-test & Post-test Scores of the Sample Group (Cont.)

Student ID	Pre-test Scores (Full Score=20)	Post-test Scores (Full Score=20)	Increase in test Scores	% difference
	13	18	5	25.00%
	14	19	5	25.00%
	15	18	3	15.00%
	12	16	4	20.00%
	14	19	5	25.00%
	9	12	3	15.00%
	10	13	3	15.00%
	13	16	3	15.00%
	11	15	4	20.00%
	10	13	3	15.00%
	13	17	4	20.00%
	11	14	3	15.00%
	15	17	2	10.00%
	16	19	3	15.00%
	12	18	6	30.00%
	13	16	3	15.00%
	9	11	2	10.00%
	10	14	4	20.00%
	17	19	2	10.00%
	16	19	3	15.00%
	14	16	2	10.00%
	8	12	4	20.00%
	11	14	3	15.00%
	16	19	3	15.00%

Table 4.2 Pre-test & Post-test Scores of the Sample Group (Cont.)

Student ID	Pre-test Scores (Full Score=20)	Post-test Scores (Full Score=20)	Increase in test Scores	% difference
	10	14	4	20.00%
	9	13	4	20.00%
	15	17	2	10.00%
	16	19	3	15.00%
	14	17	3	15.00%
	13	18	5	25.00%
	8	13	5	25.00%
	10	15	5	25.00%
	11	15	4	20.00%

When the raw scores from the pre-test and the post-test were compared, the results showed that all 41 participants had higher post-test scores than pre-test scores. According to the results of the pre-test and post-test, the following comparisons were made:

4.1.3 Pre-test and Post-test Comparison

Figure 3.1 below shows the 41 students' pre-test and post-test scores. As shown in the figure, the blue bars represent the pre-test score and the red bars represent the post-test score. It can be seen that the scores of all students in the post-test increased, indicating that Game Teaching Method was helpful to improve students' Chinese speaking skill.

4.2 Analysis of Questionnaire

In order to collect quantitative data and investigate students' satisfaction with the use of Game Teaching Method during Chinese speaking course, a five-point Likert scale was adopted, 1= strongly disagree, 5= strongly agree. There were 15 items in the questionnaire, which were divided into three parts: part A was interest and motivation, part B was engagement, and part C was the efficacy of using Game Teaching Method on student learning. All 41 (n=41) study participants were given questionnaires. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the mean interpretation, 4.21-5.00 was the highest level, 3.41-4.20 was the high level, 2.61-3.40 was the moderate level, 1.81-2.60 was the low level, and 1.00-1.80 was the lowest level.

Table 4.3 below shows the mean score and standard deviation of students' satisfaction with Part A, interest and motivation. Item 1, "The process of learning Chinese speaking using Game Teaching Method was fun" had the highest average score of 4.46, in the five-point Likert scale within the average scores of "highest" level. Although the average score of item 2, "The content of our Chinese speaking lessons captivates my interest." (\bar{x} =4.09) was relatively low, the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest and motivation, were still at the "highest" level (\bar{x} =4.29).

Table 4.2 Mean and Standard Deviation: Part A (n=41)

No.	PART A: INTEREST & MOTIVATION	Mean	SD	Interpretation
1.	The process of learning Chinese speaking using Game Teaching Method was fun.	4.46	.777	Highest
2.	The content of our Chinese speaking lessons captivates my interest.	4.09	.916	High
3.	I feel a strong personal drive to improve my Chinese speaking skill after each lesson.	4.41	.740	Highest

Table 4.3 Mean and Standard Deviation: Part A (n=41) (Cont.)

No.	PART A: INTEREST & MOTIVATION	Mean	SD	Interpretation
4.	The lessons inspire me to practice and engage with Chinese speaking outside of class.	4.29	813	Highest
5.	Chinese lessons motivate me to explore more about the Chinese language.	4.19	678	High
	Average	4.29	785	Highest

Table 4.4 below shows the mean score and standard deviation of students' scores for Part B, engagement. According to the data, item 8, "The Use of game-based teaching method in Chinese speaking teaching by teachers can attract the attention of Thai students and improve their participation" had the highest average score of 4.53. Item 10, "The activities in our Chinese speaking lessons capture my interest and actively engage me in the learning process" had the lowest average score of 4.36. However, considering the overall average score was 4.45, it was still at the "highest" range.

Table 4.4 Mean and Standard Deviation: Part B (n=41)

No.	PART B: ENGAGEMENT	Mean	SD	Interpretation
6.	I think the Chinese speaking communication activities and Game Teaching Method based on the Use of Game Teaching Method have made me fully engaged.	44.46	.674	Highest
7.	The materials provided by the teacher in the Use of game-based teaching method to Chinese speaking teaching are relevant and helpful to my Chinese learning goals.	44.51	.745	Highest

Table 4. 5 Mean and Standard Deviation: Part B (n=41)

No.	PART B: ENGAGEMENT	Mean	SD	Interpretation
8.	The Use of game-based teaching method in Chinese speaking teaching by teachers can attract the attention of Thai students and improve their participation.	44.53	.636	Highest
9.	The feedback I receive in spoken Chinese helps me improve and encourages me to do better.	44.39	.737	Highest
10.	The activities in our Chinese speaking lessons capture my interest and actively engage me in the learning process.	44.36	.661	Highest
	Average	4.45	.691	Highest

Table 4.5 below shows the mean score and standard deviation of students' responses to Part C, The efficacy of using Game Teaching Method on student learning. According to the data, the majority of students believed that Game Teaching Method was helpful to improve their Chinese speaking skill. Item 12, "Using Game Teaching Method can improve my grammar of Chinese speaking" had the highest average score of 4.41. Item 11, "Using Game Teaching Method can improve my vocabulary of Chinese speaking" had the lowest average score of 4.19. In terms of the overall mean score was 4.28, it was still at the "highest" level. Based on this, it could be concluded that using Game Teaching Method improved students' Chinese speaking skill achievement.

Table 4.6 Mean and Standard Deviation: Part C (n=41)

No.	PART C: The efficacy of using Game Teaching Method on student learning	Mean	SD	Interpretation
11.	Using Game Teaching Method can improve my vocabulary of Chinese speaking.	4.19	748	High
12.	Using Game Teaching Method can improve my grammar of Chinese speaking.	4.41	773	Highest
13.	Using Game Teaching Method can improve my comprehend of Chinese speaking.	4.21	821	High
14.	Using Game Teaching Method can improve my fluency of Chinese speaking.	4.21	758	Highest
15.	Using Game Teaching Method can improve my pronunciation of Chinese speaking.	4.39	802	Highest
	Average	4.28	779	Highest

Finally, as mentioned above, among the three parts, Part B had the highest mean score of 4.45 with a standard deviation of 0.691. In contrast, Parts A and C had relatively lower mean scores of 4.29 and 4.28, with standard deviations of 0.785 and 0.779, respectively. Nevertheless, considering the overall mean score was 4.34, the researcher was convinced that the students had a positive satisfaction with using Game Teaching Method in their Chinese speaking learning.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

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

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives were stated for this study:

- 1) To compare grade 5 Thailand students' Chinese speaking skill before and after the use of the Game Teaching Method.
- 2) To examine Grade 5 Thailand students' Chinese Speaking skill learning satisfaction towards the use of the Game Teaching Method.

This study was conducted using Game Teaching Method with a pre-test, a post-test, and a questionnaire on grade 5 Thailand students in Chachoengsao province, Thailand. Based on the data, the following conclusions were obtained:

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

The first objective of this study was to compare grade 5 students' Chinese speaking skill before and after using Game Teaching Method, in Chachoengsao province, Thailand. After that, the pre-test and post-test results were analyzed using the participants mean difference to compare the differences in the leaning performance of the sample group.

The application of Game Teaching Method stimulated students' interest in learning Chinese speaking, transforming passive learning into active learning and changing from a rigid and stereotypical classroom to one that is efficient, interesting, and lively. Additionally, Game Teaching Method helped to cultivate students' abilities to learn independently and cooperate in teams. It had a positive impact on many aspects of students' learning. Based on these reasons, the students' progress in the process of learning Chinese speaking was obvious.

1) The statistical analysis of the sample test (pre-test and post-test) score showed that the mean score of the post-test (16.02) was higher than that of the pre-test (12.49), and the mean difference was (3.54). The standard deviations of the pre-test and post-test in the sample group were 2.57 and 2.48, respectively. The average score in the post-test was higher than that in the pre-test. According to the results of the post-test, the Game Teaching Method had a positive effect on improving Chinese speaking skill.

2) The highest score was 17 points and the lowest score was 8 points in the pre-test, while the highest score was 19 points and the lowest score was 11 points in the post-test. From these differences between pre-test and post-test scores, it could be concluded that the highest score in the post-test was 2 points higher than the score in the pre-test. The lowest score in the post-test was 3 points higher than the score in the pre-test.

3) Most of the participants, 29 out of 41, scored 15 or higher out of a total of 20 points in the post-test. Nevertheless, in the pre-test, only 10 participants scored 15 or higher out of 20 points.

4) All 41 participants scored higher in the post-test than in the pre-test. The improvement in scores was between 2 and 6 points.

The above quantitative data analysis clearly indicated the progress made by all students in the post-test. Accordingly, the results of this study clearly demonstrated that the use of Game Teaching Method effectively improved the Chinese speaking skill of grade 5 students in Chachoengsao province, Thailand.

5.2 Discussion

As mentioned above, this study found two key findings. The first finding showed that the use of Game Teaching Method improved the Chinese speaking skill of grade 5 students Chachoengsao province, Thailand. The second finding was that grade 5 students showed high satisfaction with learning Chinese speaking skill using Game Teaching Method. The following discussion clearly describes these findings in detail and explains how they address the research questions provided by this study.

5.2.1 Students' Chinese Speaking Skill

The results showed that using Game Teaching Method in Chinese speaking course improved students' academic performance. This teaching method was very effective because the use of the Game Teaching Method provided students with a real Chinese-speaking environment, increased their interest, corrected their pronunciation in time, and gave them more opportunities to speak Chinese in class. The results of the study were also promising, with 29 out of 41 participants scored 15 or above out of 20 points in the post-test. The mean score of the post-test ($\bar{x}=16.02$) was 3.53 points higher than the mean score of the pre-test ($\bar{x}=12.49$).

Additionally, there was a significant difference in the grades of No.23 student. The student's pre-test score was 12 points, and the post-test score was 18 points, an increase of 6 points. Why do test results show that some students make great progress while others make little? For all students, the Game Teaching Method is a relatively new, interesting, and vivid approach, different from traditional education methods. Moreover, their speeds in adopting new teaching methods varied, so their progress also differed. And for them, the speed of accepting new teaching methods was different, so the progress of students would also be different. Meanwhile, there was an old Chinese saying: "To build a house, first manage its foundation," meaning that the foundation was very important for constructing a building. Since each student's original Chinese language level was different, the scores they improved also varied. For students with a better foundation in Chinese,

their scores were already relatively high, so there was less room for improvement. However, for students with lower Chinese language levels, as long as they actively learned and focused their energy on studying, there was often a lot of room for improvement. Therefore, each student's Chinese speaking skill improved in the post-test.

On the whole, the improvement in student achievement indicated that the use of Game Teaching Method had a positive impact on students' performance in Chinese speaking course. Consequently, all of the above findings led to the reliable answer of the first research question.

In addition, there had been many similar studies in previous studies to prove it. According to Peng (2010), the use of the Game Teaching Method can improve students' Chinese speaking scores and make them more flexible in zero-beginner Chinese speaking classes. Du (2016)'s study also shows that the Game Teaching Method helps to promote students' participation in elementary Chinese speaking classes and improve their Chinese speaking scores, especially for beginners in Chinese learning. Additionally, Chen (2021)'s research indicates that game teaching makes traditional teaching more interesting and lively, enhances students' initiative and enthusiasm, deepens their memory, and improves their Chinese speaking skill and scores. It could be seen that the Game Teaching Method was indeed very helpful in improving students' Chinese speaking skill.

5.2.2 Students' Satisfaction

In order to collect quantitative data concerning the students' satisfaction with the use of mind mapping and Game Teaching Method in Chinese speaking courses, a five-point Likert scale was adopted, where 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree. In this study, the questionnaire survey contained 15 items. Part A was about interest and motivation, Part B was about engagement, and Part C was about the efficacy of using Game Teaching Method on student learning. The questionnaire was distributed to all 41 (n=41) study

participants, and descriptive statistics (mean and standard deviation) were used to analyze the survey results. The average score was highest at 4.21-5.00, high at 3.41-4.20, moderate at 2.61-3.40, low at 1.81-2.60, and lowest at 1.00-1.80. The results could be concluded as follows:

1) The questionnaire had a total of 15 items, of which 12 items were rated at the “highest” level, and 3 items were at the “high” level. None of the items were rated as strongly disagree.

2) The results of the descriptive statistical analysis of the questionnaire indicated that students had positive satisfaction towards using Game Teaching Method in their Chinese speaking course. Most importantly, none of the items were rated as “strongly disagree”, which was strong evidence of students’ positive attitudes of using Game Teaching Method in the course.

3) Most students also agreed that regular use of Game Teaching Method would help them to consolidate and expand their Chinese speaking skill.

The results also showed that most of the students agreed that using Game Teaching Method in Chinese speaking course was a pleasant experience for them. Because the use of Game Teaching Method in Chinese classes really made the class interesting and relaxing, and provided students with a real oral environment, allowing them to experience Chinese life and culture, they effectively improved their Chinese oral level in a relaxed and pleasant atmosphere. Students not only learned and applied new knowledge in games, but also enhanced their self-confidence through interactive communication, actively participated in classroom activities, and cultivated the ability to use language in practice. Moreover, in previous studies, there had been similar studies to prove it. According to the survey results by Peng (2010), the majority of students have shifted their attitude towards spoken Chinese from complaining about difficulties to being positive. "The course is very interesting. I can learn actively and proactively. My classmates are all very active." This discovery was supported by Worrachaiyut (2012) who reported that students can learn Chinese in a relaxed and pleasant atmosphere. The interaction between teachers and students were more frequent, the communication process was smoother and more effective and students' learning enthusiasm and interest in Chinese are also increasing (Jiang, 2021)

5.3 Recommendations

5.3.1 Recommendations for Implementation

1) The use of Game Teaching Method to improve the Chinese speaking skill of grade 5 Thailand students in Chachoengsao province has been proven to be feasible and effective. Consequently, Game Teaching Method could be used to teach Chinese speaking in other schools as well.

2) It was recommended that other Chinese teachers could use the Game Teaching Method as an alternative learning approach to teach Chinese speaking courses.

3) The Game Teaching Method could also have been used in other fields, as they provided various game scenarios and the potential to analyze their similar effects on student learning. In addition, they can also be used as a supplement to traditional classroom teaching.

5.3.2 Recommendations for Future Research

The following recommendations are for any interested researchers to take into account before doing any similar studies in the future.

1) This study was limited to 41 students in grade 5 in Chachoengsao province, Thailand. These students cannot represent the teaching situation of all students. Therefore, similar studies may be conducted with a larger sample in different regions and grades of students in Thailand, which would be useful for replication and help to validate and ensure the reliability of the conclusions drawn in this study.

2) This study was limited by time and only lasted for about a month. The improvement of Chinese speaking skill was different from other subjects, it was a long-term accumulation process. Therefore, further studies over a longer period of time were recommended in order to obtain more reliable and significant results.

3) This study only investigated a certain school in Chachoengsao province, Thailand. Further similar studies could be conducted in different schools located in different geographical locations in the country.

4) This study primarily used Game Teaching Method to improve students' Chinese speaking skill, but it could also be applied to other skills and may yield a variety of results.

5) In order to conduct comparative research, this study could be repeated to test the effectiveness of using mind mapping and Game Teaching Method in different schools located in different regions.

All the details of the research have already been presented. Before concluding this section, it was evident that the use of Game Teaching Method in Chinese speaking courses significantly improved students' Chinese speaking skill and increased their learning satisfaction. In summary, Chinese teachers and students from Thailand and around the world may benefit from using Game Teaching Method as an alternative and innovative approach to teaching Chinese speaking skill.



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APPENDIX A
LETTER OF APPROVAL

COA. No. RSUERB2024-045



**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2024-045
Protocol Title	THE USE OF GAME TEACHING METHOD FOR CHINESE SPEAKING SKILL OF GRADE 5 STUDENTS IN CHACHOENSAO PROVINCE, THAILAND
Principle Investigator	WANG YINUO
Co-Investigator	Assistant Professor Nipaporn Sakulwongs, Ed.D.
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:	13 March 2024
Date of Expiration:	13 March 2026

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

Signature..... *Panan Kanchanaphum*

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research



Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University

Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

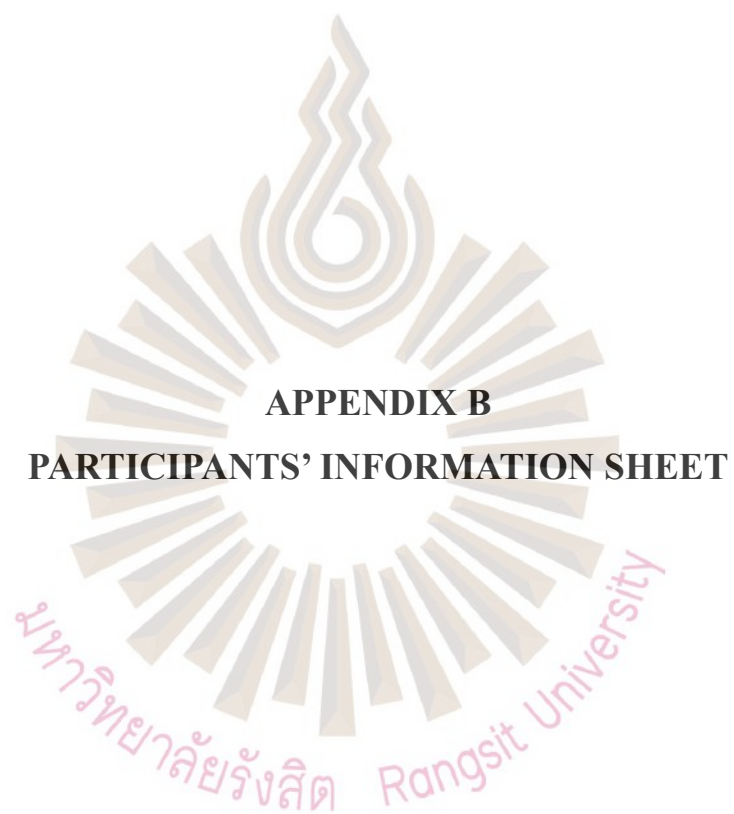
ประกาศมหาวิทยาลัยรังสิต
เรื่อง หลักเกณฑ์และอัตราการเก็บค่าธรรมเนียมการพิจารณาโครงการวิจัยในคน
ที่เสนอขอรับรองจริยธรรมการวิจัย พ.ศ. ๒๕๖๓

ข้อที่ ๔ เงื่อนไขของการได้ใบรับรองจริยธรรมการวิจัยของบุคลากรมหาวิทยาลัยรังสิต

๔.๑ นักวิจัยต้องส่งรายงานทั้งรายงานความก้าวหน้าและรายงานการวิจัยฉบับสมบูรณ์เพื่อปิดโครงการ

๔.๒ นักวิจัยต้องดำเนินการตีพิมพ์เผยแพร่ผลงานเรื่องที่ได้รับการรับรอง ซึ่งสามารถเผยแพร่ได้ทั้งในระดับชาติหรือระดับนานาชาติ โดยมีสัดส่วนผลงานของนักวิจัยไม่ต่ำกว่าร้อยละ ๕๐ และต้องตีพิมพ์ผลงานหลังจากการวิจัยสิ้นสุดภายใน ๑ ปี หากไม่สามารถเผยแพร่ตามที่กำหนดได้ นักวิจัยจะต้องชำระเงินค่าพิจารณาโครงการย้อนหลังเป็นจำนวนเงิน ๒,๐๐๐ บาท/โครงการ





APPENDIX B
PARTICIPANTS' INFORMATION SHEET



RSU-ERB.004-4e Legal Guardian Information Sheet with Consent Form
(For a legal guardian of 7-12 years old participant)



Original Adjustment No. Date.....

Please take some time to read this information sheet carefully before deciding to take part in the study and ask questions to the principal investigator if anything is unclear. The participant's legal guardian will receive 1 copy of this document for discussion with his/her friends or relatives if wish to.

Project Title: The Use of Game Teaching Method for Chinese Speaking Skill of Grade 5 Students in Chachoengsao Province, Thailand

Principal investigator's name: Miss Wang Yinuo

Research Location: with grade 5 students of an international trilingual school in Chachoengsao province, Thailand.

Workplace: Chinese speaking class

Telephone Number: 0963643058

Purpose of the research:

1. To compare grade 5 Thailand students' Chinese speaking skill before and after the use of the Game Teaching Method.
2. To examine Grade 5 Thailand students' Chinese Speaking skill learning satisfaction towards the use of the Game Teaching Method.

Why have your child been chosen for this study? Please describe his/her suitable qualifications for this research:

I would like to invite your child to take part this research project because he/ she is grade 5 student; taking a Chinese speaking course in an international trilingual school with good health, and has been granted the permission by you as a legal guardian.

The total numbers of participants in this project 41

The total research duration is approximately 1.5 months

If you agree to let your child participate in this research, he/she will be involved in the research process as follows...

1. Taking a Chinese speaking class with a Game Teaching Method that is taught by the principal researcher.
2. Your child will be given a pretest and a posttest before and after the teaching intervention with a Game Teaching Method.
3. The principal researcher will ask your child to respond to a set of questionnaires concerning the satisfaction towards the use of Game Teaching Method in learning Chinese speaking skill.

There may be some risks that may occur while participating in the research, which are
The research methodology and design of this study are not likely to cause any high risk to the participants. However, the participants are free to contact the principal at any time for an adverse case or when they feel unwell. To withdraw from the





RSU-ERB.004-4e Legal Guardian Information Sheet with Consent Form
(For a legal guardian of 7-12 years old participant)



project will not have any negative effect on your child at all causes. Also, the participants are able to withdraw from this study at any time without a prior notice.

If the participant or the legal guardian feels uncomfortable physically or mentally during the research, you may tell, ask questions or formally complaint to the researcher via telephone number 0963643058 or visit 52 680 หมู่ 7 EkThaksin 5 Alley, Lak Hok, อำเภอเมือง Pathum Thani 12000 at any time.

The researcher will quickly inform the participant's legal guardian if there is further information on both the benefits and harms involved in this research.

All information which is collected from you and your child during the course of the research will be kept confidential, and any information will have the participants' name and address removed so that they cannot be recognized. However, participants' data may be examined by groups of people such as grant provider, institute, research ethics committee, or related government agency.

The legal guardian has the right to withdraw the participant from the study at any stage without prior notice. The decision whether to take part or not to take part, or to take part and then withdraw, will not affect the routine care or services that should be received in any way.

This research project has been reviewed and approved by the Research Ethics Committee of Rangsit University. If you have any queries, please do not hesitate to contact the Research Ethics Office of Rangsit University, 52/347 Phahonyothin Rd., Tambon Lak Hok, Amphoe Muang, Pathum Thani Province, 12000, Thailand (Building 1, 5th Floor, Room 504), Tel. 66-2791-5728, Fax 66-2791-5689.

I confirm that I have thoroughly read this information sheet.

Signature of Legal guardian _____

(_____)

Date _____ / _____ / _____

มหาวิทยาลัยรังสิต Rangsit University





APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

มหาวิทยาลัยรังสิต Rangsit University

	Name	Position/Title	Institutes
1	Expert 1	Chinese Language teacher	Chinese Department of a trilingual school in Chachoengsao Province, Thailand
2	Expert 2	Chinese Language teacher	Chinese Department of a trilingual school in Chachoengsao Province, Thailand
3	Expert 3	Chinese Language teacher	Chinese Department of a trilingual school in Chachoengsao Province, Thailand



The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a central circle containing a Thai character. This central circle is surrounded by a ring of radiating lines, resembling a sunburst. The entire emblem is rendered in a light beige or gold color.

APPENDIX D
IOC OF LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

ItemNo	Attributes	Expert1	Expert2	Expert3	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







APPENDIX E
LESSON PLANS

Lesson Plan 1

Lesson Plan 1 (Session: 1&2)		
<p>Subject: Chinese Speaking</p> <p>Topic: Learning spoken language through the Use of Game Teaching Method in Chinese speaking teaching: “Listening Game: 听力游戏: 听一听 找一找” .</p> <p>Grade: 5</p> <p>Class Strengths: 41 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Students’ background knowledge: Students possess a basic level of Chinese proficiency, including simple listening, speaking, reading, and writing skills</p> <p>Teaching and learning strategy: Teachers apply games to Chinese speaking class to guide students to participate in the learning of Chinese speaking skill.</p> <p>Teaching and learning materials: PPT, pen, pencil, multimedia, Chinese vocabulary card.</p> <p>Lesson Objectives: After the course, students will be able to:</p> <ol style="list-style-type: none"> 1. 1. What is the Game Teaching Method? 2. 2. Actively participate in the classroom games. 3. 3. Master some simple words and sentences learned through games. 		
Session 1 (45 minutes)		
Stage & Duration	Teacher’s activities	Student’ activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Greet student. 2. Verify students’ attendance. 3. Check the preparation of teaching tools and game tools before class. 	<ol style="list-style-type: none"> 1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.

Lesson Plan 1 (Cont.)

<p>Warm-up Activity (5 minutes)</p>	<p>4. Discussion: 你们平时去超市或者商场最喜欢的活动是什么? 为什么?</p> <p>5. Initiate a discussion on suitable games for the speaking class and ask if anyone has prior experience with games in class.</p>	<p>4. Answer the question.</p> <p>5. Give a brief overview of previously used games and answer questions.</p>
<p>Introduction to Liulishuo (10 minutes)</p>	<p>6. Briefly introduce the process of this lesson and the use of games in class.</p>	<p>6. Learn to integrate class knowledge with games.</p>
<p>Initial assessment with Liulishuo (15 minutes)</p>	<p>7. Guide students to recall words, vocabulary, and sentences from this lesson through video observation. such as : 西瓜, 水果, 服务员, 客人, 超市, 一斤, 多少钱等</p> <p>8. In the "听一听, 找一找" game, the teacher assesses the students' proficiency in Chinese speaking based on their responses.</p> 	<p>7. Watch the video and react to the teacher's questions</p> <p>8. Participate actively in the game and strive to communicate in Chinese as much as possible.</p>
<p>Feedback and student grouping (10 minutes)</p>	<p>9. Students' learning is assessed based on how well they answer the questions.</p> <p>10. Group students based on assessment scores to ensure similar proficiency levels within each group.</p>	<p>9. Answer the teacher's questions and understand the learning process of this lesson.</p> <p>10. Complete the task of grouping.</p>

Session 2 (45 minutes)		
Stage & Duration	Teacher's activities	Student' activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Greet student. 2. Verify students' attendance. 3. Check the preparation of teaching tools and game tools before class. 	<ol style="list-style-type: none"> 1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.
Introduction to practice pattern (20 minutes)	<p>According to the text, play the game of "听力游戏: 听一听找一找".</p> <p>Group work. Students recall and select the last class's vocabulary and dialogues, using a PPT. They compete in groups, with the teacher recording the process and guiding the game.</p> <p>Such as:</p> <p>你打算去超市买什么? 水果, 蔬菜, 肉, 米饭, 面条等</p> <p>服务员: “你好, 请问你需要什么?” 客人: “你好, 我需要一杯水。”</p> 	<ol style="list-style-type: none"> 6. Watch the text corresponding to the video recall 7. Students choose words, objects, and sentences according to their appearance.
Warm-up Activity (5 minutes)	<ol style="list-style-type: none"> 4. Discussion: What do you learn in the last class, and do you remember your level? 5. Randomly pick students to recall the spoken words and sentences from the last class assessment. 	<ol style="list-style-type: none"> 4. Make the discussion. 5. Answer the question.

Lesson Plan 1 (Cont.)



Group discussion (10 minutes)	8. Discuss the experience of using Game for speaking practice. 9. Reflect on the benefits and challenges of using Game for Chinese speaking practice.	8. Complete the discussion. 9. Complete the reflection.
Homework Assignment (5 minutes)	10. Assign students to prepare for the content on Game for next class.	

Lesson Plan 2


Lesson Plan 2 (Session:3&4)

Subject: Chinese Speaking**Topic: Chinese Speaking Practice through Games: "Role Play角色扮演"****Grade: 5****Class Strengths: 41 students****Time: 90 minutes (45 minutes/1session)****Students' background knowledge: Students possess a basic level of Chinese proficiency, including simple listening, speaking, reading, and writing skills****Teaching and learning strategy: Teachers apply games to Chinese speaking class to guide students to participate in the learning of Chinese speaking skill.****Teaching and learning materials: PPT, pen, pencil, multimedia, Chinese vocabulary card****Lesson Objectives: After the course, students will be able to:****4. Use the vocabulary and sentences they learn in the game to improve their speaking skills.****5. Correct the deficiency of grammar in speaking.****6. Comprehend the teacher's instructions and respond accordingly.**


Lesson plan 2 (Cont.)

Session 3 (45 minutes)		
Stage & Duration	Teacher's activities	Student' activities
Greeting and Checking (5 minutes)	1. Greet student. 2. Verify students' attendance. 3. Check the preparation of teaching tools and game tools before class.	1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.
Warm-up Activity (5 minutes)	Two students are randomly chosen to illustrate how to engage in Chinese speaking practice through games. Such as : 小红: “我找不到面条在哪里? 你知道在哪里吗?” 小明: “我也不知道, 我们去问一下服务员吧。”	3. Students demonstrate how to practice speaking Chinese through games.
Lesson development (30 minutes)	Session 1: Dialogue practice 4. Pre-speaking stage The teacher guides the students in vocabulary and sentences related to shopping and ordering food at restaurants, then leads them in reading exercises. In this process, the teacher assisted the use of PPT and led the students to study together, explaining key vocabulary and grammar points.  热身 你想请你的朋友喝点儿饮料, 但是你只有六元钱, 你打算买下面的什么和什么? 	4. Watch the PowerPoint presentation to learn vocabulary and sentences through dialogue, and try to simulate correct pronunciation while learning grammar in this section. 5. Practice between groups.

Lesson plan 2 (Cont.)

	 <p>语言点</p> <p>家</p> <p>这家超市的蛋糕又便宜又好吃。</p> <p>因为那家饭店的东西很新鲜，服务员也很热情，所以很多人都喜欢去那儿吃饭。</p> <p>医院的前面有一家很大的公司。</p>	5. Contact and try to design a short conversation about shopping or ordering food at a restaurant.
Lesson development (25 minutes)	<p>5. During the speaking stage, students are paired up in groups to practice introducing themselves and engaging in basic conversations using the learned vocabulary and sentences. They are encouraged to create short dialogues and simulate communication with waiters or guests regarding shopping and ordering at restaurants.</p> <p>6. Post-speaking stage: Choose several student groups to present their speaking dialogues. Encourage other students to provide feedback and reflections. Teacher's role: Recognize the dialogue content and speaking progress, offering comments or suggestions on pronunciation, grammar, or vocabulary.</p>	6. Do the presentation. Make the comments and reflections Correct deficiencies in the learning process.
Closure (5 minutes)	7. Summarize the main points, vocabulary and sentences of the lesson. Praise students for their participation and effort throughout the lesson. Preview the topic of the next lesson to stimulate their interest and ensure continuity of learning.	

Lesson plan 2 (Cont.)

Session 4 (45 minutes)		
Stage & Duration	Teacher's activities	Student' activities
Greeting and Checking (5 minutes)	1. Greet student. 2. Verify students' attendance. 3. Check the preparation of teaching tools and game tools before class. (在哪里, 为什么, 我们去找服务员吧, 笑着, 她总是笑着和客人说话, 蛋糕)	1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.
Warm-up Activity (5 minutes)	3. Play a role based on the vocabulary and sentences you learned in the last lesson.	3. The students role-play according to the text.
Lesson development (30 minutes)	<p>Session 2: "Role Play"</p> <p>4. Presentation stage</p> <p>Presentation Stage: Create a shopping scenario, prompt students to select dialogues of interest, engage in group role-play, and practice speaking with related vocabulary and dialogues.</p>  <p>Such as:</p> <p>老板: "你要买什么?"</p> <p>客人: "我要买苹果, 请问, 多少钱一斤?"</p> <p>老板: "三块钱一斤, 很甜。"</p> <p>客人: "那我要两斤, 谢谢。"</p>	4. Help teachers and classmates set up scenes. According to the situation of the group members, choose the dialogue and role that they are interested in, and conduct independent practice and group rehearsal.

Lesson plan 2 (Cont.)

	<p>5. While-speaking stage</p> <p>Activity :</p> <p>The students take turns practicing group conversations.</p> <p>Teacher role: Provide guidance on pronunciation, timing, and grammar correction during each group presentation.</p> <p>(Pay attention to pronunciation: 服务员 fú wù yuán ✓ fú wu yuàn ×)</p> <p>6. Post-speaking stage.</p> <p>Panelists provide constructive feedback based on what they hear.</p> <p>The teacher asks the students what they find easy and difficult, and discusses typical problems and how to solve them.</p>	<p>5. Students took turns practicing group conversations, and in the process, they helped fellow students and wanted to help.</p> <p>6. Panelists provided constructive feedback based on what they heard.</p>
<p>Closure (5 minutes)</p>	<p>7. Review the knowledge covered in this lesson and emphasize the importance of speaking practice. Thank the students for being active and proactive throughout the course. Briefly introduce the topic of the next lesson to keep students engaged and motivated.</p>	

Lesson Plan 3 (Session:5&6)

Subject: Chinese Speaking

Topic: Practice Chinese speaking through the game: "I'll play and you guess我演你猜"

Grade: 5

Class Strengths: 41 students

Time: 90 minutes (45 minutes/1session)

Students' background knowledge: Students possess a basic level of Chinese proficiency, including simple listening, speaking, reading, and writing skills

Teaching and learning strategy: Teachers apply games to Chinese speaking class to guide students to participate in the learning of Chinese speaking skill.

Teaching and learning materials: PPT,pen, pencil, multimedia, Chinese vocabulary card

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

7. Improve their speaking expression and pronunciation skills.


8. Engage confidently in conversation about the Chinese speaking topic.

9. Provide and receive feedback from peers through discussion and reflective practice experiences to continuously improve their speaking skill.

Session 5 (45 minutes)

Stage & Duration	Teacher's activities	Student' activities
Greeting and Checking (5 minutes)	1. Greet student. 2. Verify students' attendance. 3. Check the preparation of teaching tools and game tools before class.	1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.
Warm-up Activity (5 minutes)	3. Play a video clip that students have not seen before.Help students recall the textbook content and related conversations.	3. Recall what they learned in the last session.



Lesson plan 3 (Cont.)

<p>Lesson development (30 minutes)</p>	<p>Session 3: "我演你猜 - Word 1"</p> <p>4. Pre-speaking stage</p> <p>With the help of the teacher, the previously learned vocabulary is made into cards and distributed among the groups based on their previous levels (each group has the same level of vocabulary).</p>  <p>In this process, the teacher will lead the students to study together, explaining key vocabulary and grammar points.</p> <p>偏旁和部首要结合在一起，组成汉字或词组： “月”、“目”、“日”、“宀”、“各” “宀” + “各” = “客 kè” “艹” + “平” = “苹 píng”</p>	<p>4. Arrange the cards quickly according to the teacher's group, and study the cards that you get. The group members should help each other.</p>
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Lesson plan 3 (Cont.)

	<p>5. While-speaking stage</p> <p>Activity : "I'll play and you guess我演你猜."</p> <p>Teacher organization arrangement: one person in each group stands on the platform, all the students except the first person face away from the card, and then the first student tells the content of the card to the second student through body language (我不喜欢吃苹果), And so on, knowing that the last student saw the word "guess".</p> <p>Teacher's Role: monitor , step in when necessary to guide, and correct any mistakes.</p> <p>6. Post-speaking stage</p> <p>Students are asked to write a sentence about their feelings about shopping, shopping, and eating.</p>	<p>5. Play games and practice spoken vocabulary through games.</p> <p>6. Write a short words about the shopping and eating on paper.</p>
<p>Closure (5 minutes)</p>	<p>7. Summarize the main vocabulary and points discussed in the session.</p> <p>Praise students for their active participation and effort.</p> <p>Provide a glimpse into the next session's topic to maintain continuity in learning.</p>	<p>7. Review the vocabulary and points.</p>

Lesson plan 3 (Cont.)

Session 6 (45 minutes)		
Stage & Duration	Teacher's activities	Student' activities
Greeting and Checking (5 minutes)	1. Greet student. 2. Verify students' attendance. 3. Check the preparation of teaching tools and game tools before class.	1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.
Warm-up Activity (5 minutes)	4. Start with words related to shopping, restaurant ordering, and travel. The next student says the first word related to the previous word. Let the process take place in the classroom. Lesson on Shopping - Order → Ask for price → Ask for help → End.	4. Review the vocabulary learned in the last lesson to arouse interest in learning.
Lesson development (30 minutes)	Session 2:” 我演你猜 - Sentence 2 ” 5.Pre-speaking stage Think back to the previous game session. Have a quick Q&A session about what they remember from the last lesson. 6. Pre-speaking stage With the teacher's assistance, the previously learned vocabulary is made into cards and distributed among the previous groups (each group has the same level of vocabulary).	5. Watch related videos you haven't seen before.
	 	

Lesson plan 3 (Cont.)

<p>Lesson development (30 minutes)</p>	<p>5. While-speaking stage Activity : "I'll play and you guess我演你猜" Teacher organization arrangement:One person in each group stands on the platform, while all the students except the first person face away from the card. Then, the first student tells the content of the card to the second student through body language, and so on, until the last student sees the sentence and guesses it. Teacher's Role: monitor perform, step in when necessary to guide, and correct any mistakes. (20 minutes) 6. Post-speaking stage Students were asked to write a sentence about their feelings about shopping, based on the words they guessed. (10 minutes)</p>	<p>5. Play games and practice spoken vocabulary through games. 6. Write a short words about the shopping and eating on paper.</p>
<p>Closure (5 minutes)</p>	<p>7. Summarize the main points in this session. Praise students for their active participation and effort.</p>	

Lesson Plan 4

Lesson Plan 4 (Session:7&8)		
<p>Subject: Chinese Speaking</p> <p>Topic: Chinese Speaking practice through games: "Self-Created Dialogues 自创对话"</p> <p>Grade: 5</p> <p>Class Strengths: 41 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Students' background knowledge: Students possess a basic level of Chinese proficiency, including simple listening, speaking, reading, and writing skills</p> <p>Teaching and learning strategy: Teachers apply games to Chinese speaking class to guide students to participate in the learning of Chinese speaking skill.</p> <p>Teaching and learning materials: PPT,pen, pencil, multimedia, Chinese vocabulary card</p> <p>Lesson Objectives: After the course, students will be able to :</p> <p>10. Improve their speaking expression, pronunciation skills and fluency.</p> <p>11. Master the ability of Chinese speaking conversation design.</p> <p>12. Improve speaking skill through presentations and feedback from classmates and teachers.</p>		
Session 7 (45 minutes)		
Stage & Duration	Teacher's activities	Student' activities
Greeting and Checking (2 minutes)	1. Greet student. 2. Verify students' attendance. 3. Check the preparation of teaching tools and game tools before class.	1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.

Lesson plan 4 (Cont.)

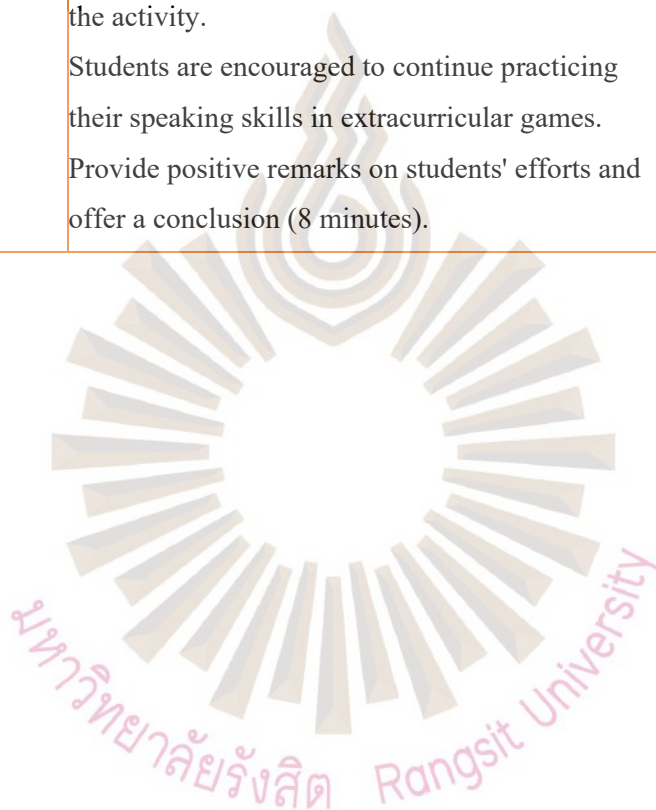
Leading in (5 minutes)	3. Introduce the dubbing presentation competition. 4. Briefly review what students are learning about conversation in previous classes. Lay out the basic rules and structure of the competition.	3. Listen to the teacher. 4. Follow the teacher to review the conversation knowledge and listen to the competition rules.
Lesson development (30 minutes)	5. "Dubbing Contest 1" selects dubbing videos according to the text content. Encourage a variety of genres and styles of the clips to ensure a diverse competition. Teacher's role: assist with group formation, guide according to the videos chosen by the students. 6. Preparation time Encourage students to focus on clarity, emotion, and synchronization. Teacher's role: circulate among groups, offering guidance, answering questions, and ensuring all students are engaged.	5. each group chooses a video clip they want to dub. 6. Each group rehearses their chosen clip and practicing their lines.
Lesson development (30 minutes)	7. Dubbing Competition The teacher guides each group of students to get used to the computer equipment and prepare for the dubbing. 8. Awarding Combined with the teacher's score (75%), group evaluation (25%), to announce the top three groups.	7. Each group of students performed a dubbing demonstration according to the video. 8. The groups evaluate the scores of each other.
Closure (5 minutes)	9. Congratulate all students for their participation and hard work. Emphasize the value of teamwork, practice, and stepping out of one's comfort zone. Encourage them to continue practicing their Chinese speaking skill.	

Lesson plan 4 (Cont.)

Session 8 (45 minutes)		
Stage & Duration	Teacher's activities	Student' activities
Greeting and Checking (2 minutes)	1. Greet student. 2. Verify students' attendance. 3. Check the preparation of teaching tools and game tools before class.	1. Greet teacher. 2. Respond during attendance checking. 3. Adjust class status.
Lead in (3 minutes)	3. Briefly introduce the purpose of the activity: "Today, we will be designing and performing our self-created dialogues in pairs." Provide a simple example dialogue for clarity.	
Lesson development (35 minutes)	4. Topic Selection Teacher ensure each pair has chosen a topic, offering suggestions and assistance. (7 minutes) Topics include: 你准备去商店买什么? 当你去在餐厅吃饭需要帮助时, 要怎么做? 当你说一个服务员, 你需要做什么? 询问物品价格。 5. Designing Dialogues Teacher guides students to consider the beginning, middle, and end of their dialogues, ensuring coherence. Circulate and provide feedback, ensuring the content of the dialogue is appropriate. (10 minutes)	4. Each pair selects a topic they'd like to discuss, such as : 你准备去商店买什么? 当你去在餐厅吃饭需要帮助时, 要怎么做? 当你说一个服务员, 你需要做什么? 询问物品价格。 5. Based on chosen topic, each pair crafts a dialogue.

Lesson plan 4 (Cont.)

Lesson development (30 minutes)	<p>6. Presentation</p> <p>Host the presentation session.</p> <p>Teacher acts as a reviewer, give feedback after performances, and ensure each pair gets an opportunity to perform. (15 minutes)</p>	6. Each pair performs their designed dialogue for the class.
Closure (5 minutes)	<p>7. Feedback and Conclusion</p> <p>Highlight the commendable performances during the activity.</p> <p>Students are encouraged to continue practicing their speaking skills in extracurricular games.</p> <p>Provide positive remarks on students' efforts and offer a conclusion (8 minutes).</p>	





Item No	Title	Expert 1	Expert 2	Expert 3	Average	congruence
1	Vocabulary test	+1	+1	+1	+1	Congruent
2	Speaking Proficiency test	+1	+1	+1	+1	Congruent





Speaking Achievement Test (PRE-TEST & POST-TEST)

Subject: Chinese speaking

Total scores: 20

Student name:

Student ID:

For the speaking proficiency test, students will be given two questions to speak about. Student will be asked to talk on the same topic for both the pre-test and post- test..

1. Speak aloud the following words:

服务员 客人 照片 比赛 超市 蛋糕 笑着 饮料 饿了 认真

买东西 说话 谁 喜欢 女孩 努力 介绍 总是 回答 衣服 咖啡

2. Three topics are given, choose one to speak on. Two minutes for preparation, two minutes for presentation.

Topics:

介绍一下我要哪个地方买什么东西?

Can you tell me where I can buy what

询问商品价格.

Inquire about the price of goods.

在餐厅吃饭我需要帮助时，我应该怎么做？

What should I do when I need help eating in a restaurant?

Criteria	5 (Excellent)	4 (Very Good)	3 (Average)	2 (Below Average)	1 (Poor)
Fluency	Effortless, continuous speech with natural pauses	Minor hesitations, but maintains flow; self-corrects when needed	Occasional lapses in fluency; evident effort in forming responses	Slow, with noticeable hesitations and pauses; struggles to maintain flow	Speech is consistently halting; significant difficulty maintaining flow
Vocabulary	Uses rich and varied vocabulary, engaging and captivating	Good range; occasionally uses advanced expressions, engaging response	Adequate vocabulary for basic communication; lacks variety	Limited vocabulary; struggles with word choice and usage	Very limited vocabulary; frequent use of inappropriate or incorrect words
Grammar	Consistently correct grammar; self-corrects seamlessly when necessary	Infrequent minor grammatical errors; errors do not hinder understanding	Noticeable errors but generally comprehensible; may occasionally self-correct	Many glaring errors that often interrupt comprehension	Grammar is consistently poor, making comprehension challenging
Pronunciation	Clear, native-like pronunciation with minimal errors	Generally correct pronunciation with occasional errors; easily understood	Occasional mispronunciations that might require some clarification	Regular pronunciation errors that can impede understanding	Majority of speech has pronunciation errors, making comprehension difficult
Comprehension	Fully understands questions; responds thoughtfully and accurately	Understands main ideas with minor misunderstandings; responds effectively	Grasps basic points but might occasionally misunderstand nuances	Often struggles to comprehend; frequent requests for clarification	Regularly misunderstands or misinterprets the questions; responses often off-target



Item Objective Congruence for Questionnaire

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not clearly match the stated objectives.

Sl No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
1.	The process of learning Chinese speaking using Game Teaching Method is fun.	+1	+1	+1	+1	Congruent
2.	The content of our Chinese speaking lessons captivates my interest.	+1	+1	+1	+1	Congruent
3.	I feel a strong personal drive to improve my Chinese speaking skill after each lesson.	+1	+1	+1	+1	Congruent
4.	The lessons inspire me to practice and engage with Chinese speaking outside of class.	+1	0	+1	0.67	Congruent
5.	This spoken Chinese course inspired me to study more spoken Chinese.	+1	+1	+1	+1	Congruent

Sl No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
6.	I often use this method in my teaching.	0	+1	+1	0.67	Congruent
7.	The materials provided by the teacher in the Use of game-based teaching method to Chinese speaking teaching are relevant and helpful to my Chinese learning goals.	+1	+1	+1	+1	Congruent
8.	In my opinion, the Chinese speaking communication activities and Game Teaching Method based on the Use of Game Teaching Method have made me fully engaged.	+1	+1	+1	+1	Congruent
9.	The feedback I receive in spoken Chinese helps me improve and encourages me to do better.	+1	+1	+1	+1	Congruent
10.	I think use of Game Teaching Method in Chinese speaking class is conducive to the improvement of Thai students' Chinese speaking.	+1	+1	+1	+1	Congruent

SI No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
11.	The Use of game-based teaching method in Chinese speaking teaching by teachers can attract the attention of Thai students and improve their participation.	+1	+1	+1	+1	Congruent
12.	Using Game Teaching Method can improve my Chinese pronunciation.	+1	+1	0	0.67	Congruent
13.	Using Game Teaching Method can improve my Chinese speaking fluency.	+1	+1	+1	+1	Congruent
14.	The Chinese course inspired me to explore more Chinese teaching methods.	+1	+1	+1	+1	Congruent
15.	Using Game Teaching Method can improve my Chinese pronunciation.	+1	+1	+1	+1	Congruent



APPENDIX I
QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

Questionnaire

Dear students,

This questionnaire is a part of the thesis of Master of Education in Curriculum and Instruction, Rangsit University. This research title is The Use of Game Teaching Method For Chinese Speaking Skill of Grade 5 Students in Chachoengsao Province, Thailand. Researcher would use the results of the analysis to test the student's satisfaction on learning Chinese speaking through The Game Teaching Method. This can provide some new understanding and ideas for Chinese speaking teaching and learning for the students in the future.

Best Regards,

Ms Yinuo Wang

Master candidate, Education in Curriculum and Instruction, Suryadeep Teachers' College, Rangsit University.

Part 1 General information of the respondents

1. Please specify your gender

A. Male

B. Female

2. Please specify your age range

A. 11 years old or younger

B. 12 years old

C. 13 years old

D. 14 years old or older

3. Have you ever taken a course to learn Chinese using Game Teaching Method?

A. Yes

B. No

Part 2 Students' Satisfaction

Please indicate your level of agreement with each statement on a scale from

1 to 5, where 1 represents 'Strongly Disagree' and 5 represents 'Strongly Agree,' as described in the table below.

Scale: Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1						
SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
PART A: INTEREST & MOTIVATION						
	The process of learning Chinese speaking using Game Teaching Method was fun.					
	The content of our Chinese speaking lessons captivates my interest.					
	I feel a strong personal drive to improve my Chinese speaking skill after each lesson.					
	The lessons inspire me to practice and engage with Chinese speaking outside of class.					
	Chinese lessons motivate me to explore more about the Chinese language.					
PART B: ENGAGEMENT						
	I think the Chinese speaking communication activities and Game Teaching Method based on the Use of Game Teaching Method have made me fully engaged.					
	The materials provided by the teacher in the Use of game-based teaching method to Chinese speaking teaching are relevant and helpful to my Chinese learning goals.					

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
	The Use of game-based teaching method in Chinese speaking teaching by teachers can attract the attention of Thai students and improve their participation.					
	The feedback I receive in spoken Chinese helps me improve and encourages me to do better.					
	The activities in our Chinese speaking lessons capture my interest and actively engage me in the learning process.					
PART C: The efficacy of using game teaching method on student learning						
	Using Game Teaching Method can improve my vocabulary of Chinese speaking.					
	Using Game Teaching Method can improve my grammar of Chinese speaking.					
	Using Game Teaching Method can improve my comprehend of Chinese speaking.					
	Using Game Teaching Method can improve my fluency of Chinese speaking.					
	Using Game Teaching Method can improve my pronunciation of Chinese speaking.					

BIOGRAPHY

Name	Yinuo Wang
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