



**THE DEVELOPMENT OF CHINESE VOCABULARY SKILL
USING THE TASK BASED TEACHING METHOD
OF GRADE 5 THAI STUDENTS**

**BY
HONG TANG**

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Abstract

This study aimed to compare the learning performance of Grade 5 Thai students in Chinese vocabulary skill before and after using the Task-Based Teaching Method and their satisfaction. The study employed a cluster random sampling of 30 grade 5 students from two classes with mixed gender and learning abilities. The quantitative data were collected through teaching, a Chinese vocabulary skill test (pre-test and post-test), and students' satisfaction questionnaires. The data were analyzed using a paired sample t-test for the first research objective, while the second was analyzed based on mean, standard deviation (SD), and thematic analysis.

The results of the study showed that the learning performance of Chinese vocabulary skill was significantly improved, the post-test score (\bar{x} =18.00, SD=2.08) was significantly higher than the pre-test score (\bar{x} =8.53, SD=2.03). Additionally, the p-value obtained was 0.0, which was less than 0.05 (p-value<0.05). In addition, the results from the students' satisfaction questionnaire of all participates were at the highest level. The overall score was at the highest level with a mean of 4.77 and a standard deviation of 0.48, indicated that there was a statistically significant improvement in the Chinese vocabulary skill and students' satisfaction. This study clearly showed that students were very supported of the Task-Based Teaching Method which can improve Chinese vocabulary skill and students' satisfaction.

(Total 118 pages)

Keywords: Task-Based Teaching Method, Chinese Vocabulary Skill, Student' Satisfaction Questionnaires, Grade 5 Thai Students

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale of the study, research objectives; research questions; research hypothesis; scope of the study; Definitions of Terms, Conceptual Framework of this Study, Limitations of the Study and Expected Outcomes of the Study.

1.1 Background and Rationale of the Study

As the world's second largest economy, due to its wide use, Chinese has officially become the official language of the United Nations World Tourism Organization since 2021, and there is a great demand for learning Chinese (Zheng, 2021). The famous British linguist D.A. Wilkins famously said the importance of vocabulary: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Bongaerts, Els, Extra, & Os, 2017). With the popularization and promotion of Chinese around the world, vocabulary learning and accumulation has become one of the most important research areas in the field of linguistics (Shen, 2009).

Chinese teaching has developed in Thailand. Khon Kaen University in Thailand was established in August 2006 as the first Confucius Institute. Up to now, Thailand has Confucius Institutes and Confucius Classrooms, ranking first among the ten ASEAN countries. (Chen, 2011). In order to facilitate better communication and understanding of Chinese culture, the Thai Ministry of Education promulgated the "Thailand Strategic Plan for Promoting Chinese Teaching to Improve National Competitiveness (2006-2010)" to promote the transformation of Chinese education from social spontaneous behavior to government behavior (Wang, 2022). Thailand's "National Strategic Plan for Promoting Chinese Language Teaching and Competitiveness in 2005" is a five-year strategic plan

formulated by the Ministry of Education of Thailand to promote Chinese language teaching in Thailand. The "Plan" expounds the status and significance of Chinese language teaching from the perspective of national competitiveness, and confirms the promotion of Chinese language teaching as a national education policy in Thailand. Since then, Chinese teaching has entered the mainstream education system in Thailand. Since 2003, the China-Foreign Language Exchange and Cooperation Center has sent 20 batches of nearly 20,000 international Chinese language education volunteers to Thailand, and a large part of them have been assigned to primary and secondary schools in Thailand (Li, 2018).

According to the 2014 Thai "Chinese Language Teaching Development Plan" reflected in the Chinese curriculum setting table: In primary school education, Chinese language is set as a supplementary subject to ensure that the weekly adjustment of class hours is not less than 2 class hours; for primary school students in grades 1-3, Chinese education focuses on cultivating interest. For students in grades 4-6, Chinese teaching focuses on vocabulary accumulation. (Li, 2018). The "Chinese Proficiency Level Standards for International Chinese Education" (GF0025-2021) was officially implemented by the Ministry of Education of China and the National Language Work Committee on July 1, 2021. The Chinese assessment is divided into nine levels, which are composed of four basic language elements: syllables, Chinese characters, vocabulary, and grammar. Vocabulary teaching is an important part of Chinese learning. The mastery and application of vocabulary is the basis for improving Chinese knowledge and developing language skills. The effectiveness of vocabulary teaching is related to the improvement of Chinese learning. To learn Chinese well, one must learn vocabulary accumulation well (Liu, 2012).

At the beginning of 2020, due to the impact of the COVID-19 epidemic, China was unable to send volunteer Chinese language teachers to Thailand as before. The Chinese teaching space has changed from a physical teaching space to a virtual online teaching space. This has also brought huge challenges to international Chinese teachers and learners in Thailand. Chinese teachers quickly adapt to online teaching, master certain information technology, flexibly handle various emergencies in online teaching,

and develop Chinese online course educational resources, etc. The information literacy of international Chinese teachers has been highly recognized by the education community (Wang, 2022). Under such circumstances, students' enthusiasm for learning Chinese remains undiminished. Now that the COVID-19 epidemic has been well controlled, exchanges between China and Thailand have resumed, and Chinese education has emerged from the background of Thailand's national strategy, student learning needs, corporate needs, and the development of vocational schools. Against this background, Thailand's demand for local talents proficient in Chinese continues to grow (Jiang, 2022).

How to use teaching methods to achieve the ideal Chinese vocabulary teaching effect. Skehan described the task in "Task-based instruction" as follows: "Meaning is priority, task completion is the focus, and evaluation is based on whether the task is completed or not." (Kaewsithong, 2013). Task-Based Teaching Method combines Chinese vocabulary instruction with communicative competence to meet the needs of both teachers and students.

Task-Based Teaching Method means that in the learning process, with the help of researchers, learners focus on a clear learning task, and students closely focus on a common task activity under the teacher's curriculum design. Driven by a strong problem motivation, they make full use of the active application of learning resources to conduct independent exploration and interactive collaborative learning (Ren & Zou, 2010). It requires the goal of the task and the creation of the teaching situation, so that students can learn while exploring in the actual task. While completing the set task, the learner guides the student to generate learning practice activities and finally complete the set learning task (Rod, 2003).

According to the teaching objectives and requirements of the course, the researcher combine the teaching content and the characteristics of the students, 1) Design teaching tasks that not only cover rich theoretical basic knowledge, but also are practical, which is conducive to improving experimental skills and acquiring more knowledge and skills; 2) Through exploration and analysis of specific tasks, guide

students to discover methods to solve problems and the ability to retrieve information; 3) Under the guidance of researchers, let students solve practical problems through their own think and practice. It not only improves students' desire for knowledge, but also cultivates students' innovative consciousness and ability (Lin, Li, & Dai, 2019). Task-Based Teaching Method can enable students to enjoy learning, create a better environment and atmosphere, achieve a high degree of fit with students' learning interests and characteristics, and improve the teaching effect of Chinese vocabulary.

Chinese teaching in Thai primary schools has its own characteristics. Different students have different personalities, individual cognitions, and learning motivations. The school and teachers have been constantly exploring how and what to teach Chinese vocabulary to the fifth grade students in Thai primary schools to achieve the teaching goal of vocabulary accumulation; Unsystematic teaching leads to poor learning effect of students' Chinese vocabulary. If things go on like this, students may gradually lose interest in learning Chinese skill. In order to prevent the loss of students who love Chinese, this paper takes the grade 5 elementary school students in Thailand as the main body. The researcher studied the improvement of Chinese vocabulary level through Task-Based Teaching Method, and used questionnaires to understand the satisfaction of grade 5 Thai primary school students with Task-Based Teaching Method in learning Chinese vocabulary.

In order to study the application of Task-Based Teaching Method in the fifth grade of primary school in Thailand to learn Chinese vocabulary skill, this topic was further explored in theory and practice, so as to make reasonable teaching suggestions. The researcher believed that Task-Based Teaching Method would improve the teaching quality of Chinese vocabulary skill in Thai primary schools and better serve the Chinese teaching course in Thai primary schools.

As mentioned above, the application of Task-Based Teaching Method in Chinese vocabulary skill may be fruitful, and vocabulary learning will effectively permeate students' daily life. The researcher aimed to explore the effectiveness of Task-Based Teaching Method in teaching Chinese vocabulary skill of the grade 5 Thai

primary school students, encourage students to take the initiative to learn, and improve their satisfaction.

1.2 Research Questions

1.2.1 Would the Chinese vocabulary skill of grade 5 Thai students be improved after using the Task-Based Teaching Method?

1.2.2 Would the grade 5 Thai students' satisfaction after using the Task-Based Teaching Method?

1.3 Research Objectives

1.3.1 To compare the Chinese vocabulary skill of grade 5 Thai students before and after using Task-Based Teaching Method.

1.3.2 To examine of grade 5 Thai students' satisfaction using Task-Based Teaching Method in learning Chinese vocabulary skill.

1.4 Research Hypotheses

The Chinese vocabulary skill of grade 5 Thai students was improve higher after using the Task-Based Teaching Method.

1.5 Scope of The Study

This research was conducted within the specific scope described here; therefore, generalization of the results must be treated with caution, especially in the context of different levels of education and use of different research tools.

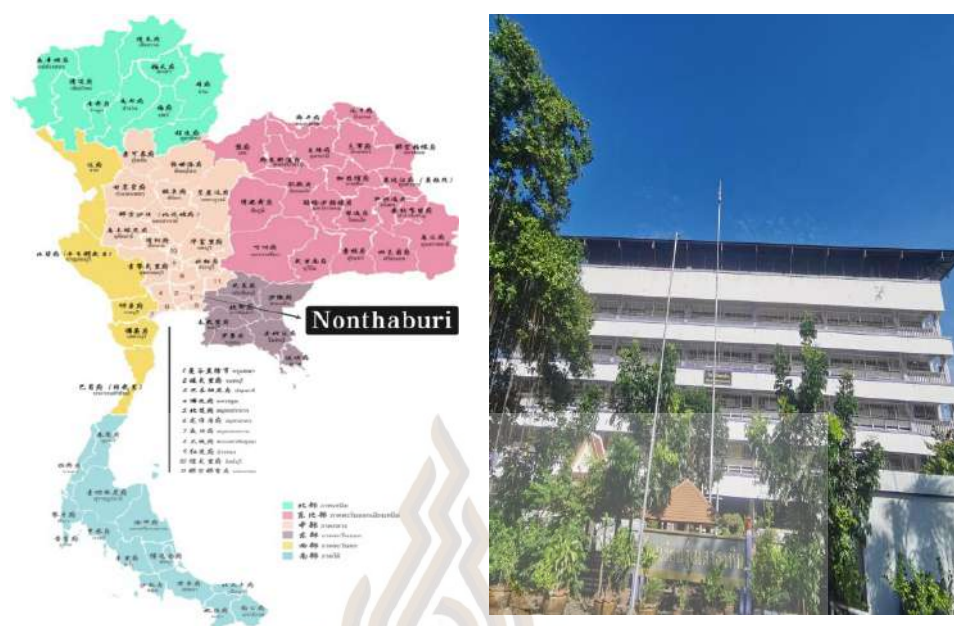


Figure 1.1 Location of the Research School

Source: Wikipedia, 2022

First, the background is public school in Nonthaburi Province, Thailand. The data were collected from grade 5 students in the vocabulary learning test and students' satisfaction questionnaires.

Secondly, in this school, the teachers had textbooks to carry out learning activities when teaching in Chinese language. Therefore, the researcher can freely design tasks and implement own teaching methods and activities according to the needs and interests of students. Through this study, the researcher proposed a method of using Task-Based Teaching Method to improve the Chinese vocabulary skill of the grade 5 students.

1.5.1 Location of the Study

This study was conducted with students studying in Public School from Nonthaburi Province in Thailand. The school is a public school that included kindergarten and elementary school. It include 460 students and 42 teachers.

1.5.2 Research Population

Population: The target population for this study consisted of two classes of 30 students in each class of public school in Nonthaburi Province, Thailand. They range in age from 11 to 12 years old, with different genders and Chinese language learning abilities.

Sample: The researcher used a cluster random sampling to select a class (30 students) from 2 of grade 5 students' with different Chinese proficiency and mixed gender, with 12 boys and 18 girls.

1.5.3 Time Frame

The study was conducted in the second semester of January 2024. The teaching experiment lasted for 4 weeks. Classroom instruction was conducted twice a week. Four lesson plans were designed in 120 minutes each were designed. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of The Study

Activity	Jan	Feb	Mar	April	May	June	July	Aug
Literature Review								
Research Proposal								
Data Collection								
Data Analysis								
Final Defense								

1.5.4 Content of Lesson plans

For the study, the researcher designed four lesson plans, each lasting 120 minutes. The theme is based on the Chinese textbook "Chinese Vocabulary" officially compiled by the Ministry of Education of Nonthaburi Province in Thailand Nonthaburi Province Administrative Agency.

Table 1.2 Content of the Study

Lesson Plans	Topics	Activities
Pretest		
Lesson Plan 1	Personal Pronouns	Publish situational role-playing tasks so that students can recognize and skillfully use personal pronouns in role-playing.
Lesson Plan 2	Organs	Release the task of making organ models, divide students into groups, distribute different organ word cards and plasticine to students, and ask students to make corresponding organ models based on the content of the cards. Let students understand and memorize the Chinese vocabulary of organs during the production process.
Lesson Plan 3	ASEAN Countries	The task of making the national flags of ASEAN countries was released. Students were divided into groups and distributed word cards and colored paper from different countries, and students were asked to make national flags based on the vocabulary of the cards. Let students understand and memorize the Chinese vocabulary of ASEAN countries during the production process.
Lesson Plan 4	Transportation	According to the teaching aid given by the teacher - the transportation poster, Students were divided into groups to find sea, land and air transportation. The class focuses on display and sharing, allowing students to remember and understand the Chinese names and uses of different means of transportation during the search process.
Post test		

1.6 Definitions of Terms

Task-Based Teaching Method refers to an approach that the researcher design for teaching to the students in the sample group. It focuses on completion meaningful tasks., student-centered, communicative and collaborative by incorporating more interactive tasks. In this study, the researcher design the steps for teaching as follows: 1) Warm up by giving the pre-task 2) Instruction by using the task and the implementation stages and 3) Summary by students' discussion to get the new concepts.

Students' Chinese Vocabulary Skill refers to the ability of grade 5 students to learn through the Task-Based Teaching Method that can understand Chinese meaning words, remembering and writing correctly the Chinese words from 4 topics; the personal pronouns, organs, transportation and ASEAN countries. This assessed by the vocabulary test (pre-test and post-test).

Students' Satisfaction refers to Thai grade 5 students' effects, feelings and opinions on the use of Task-Based Teaching Method in Chinese vocabulary skill. The researcher divided students' satisfaction into three parts: interest in learning Chinese vocabulary, student engagement, and the effectiveness of Task-Based Teaching Method on students' Chinese vocabulary skill. the researcher assessed students' satisfaction through a questionnaire. The data is analyzed using a Likert scale approach, which ranged from 1 to 5, specifically 1) Strongly Dislike 2) Dislike 3) Neutral 4) Like 5) Strongly Like.

Grade 5 Students refers to the grade 5 students in a primary school in Nonthaburi Province, Thailand in the 2024 academic year.

1.7 Conceptual Framework of this Study

The independent variable in this study was Task-Based Teaching Method, and the dependent variables were improved students' Chinese vocabulary skill and students' satisfaction with the application of Task-Based Teaching Method. The Task-Based Teaching Method is that learners follow the learning tasks designed by researcher, Driven by a strong motivation to complete tasks, students actively apply learning resources to conduct independent exploration and interactive collaborative learning (Ren & Zou, 2010). Following is the illustration of the study's conceptual framework:

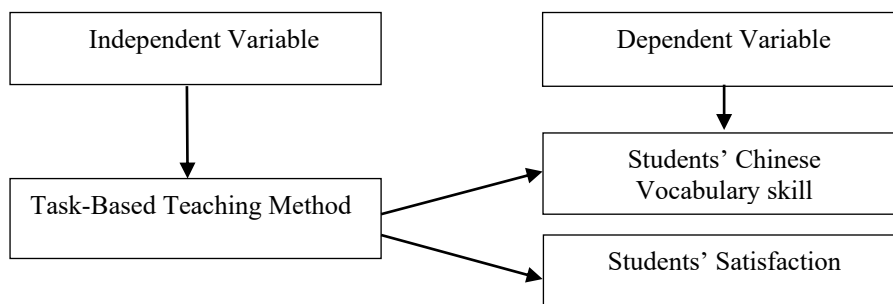


Figure 1.2 Independent and Dependent Variables

1.8 Limitations of the Study

1.8.1 The study was limited to grade 5 students in a public primary school in Nonthaburi province, Thailand. Therefore, it may be unreliable to generalize the results to students at other levels or contexts.

1.8.2 This study was limited to grade 5 students aged 11 to 12 years. Therefore, generalizing the results of the instructional model of Task-Based Teaching Method to students at other levels may not be reliable.

1.9 Significance of the Study

The of the study are stated as follows:

1.9.1 The use of the Task-Based Teaching Method helped improve the Chinese vocabulary skill of grade 5 students in a primary school in Nonthaburi.

1.9.2 The study showed students' satisfaction through the use of the Task-Based Teaching Method which improved the Chinese vocabulary skill.

CHAPTER 2

LITERATURE REVIEW

This chapter introduces the background of Chinese education in Thailand, Chinese course teaching in Thailand, the importance of Chinese vocabulary skill, Chinese teaching issues in Thailand, the concept of Task-Based Teaching Method, and related research on Task-Based Teaching Method. Student satisfaction and related theories, arranged in the following order:

- 2.1 Background of Chinese Education in Thailand
- 2.2 Chinese Curriculum and Teaching in Thailand
- 2.3 The Importance of Chinese Vocabulary Skill
- 2.4 Teaching and Learning Problems of Chinese Vocabulary in Thailand
- 2.5 Task-Based Teaching Method
- 2.6 Student's Satisfaction
- 2.7 Related Theory
- 2.8 Related Research and Studies

2.1 Background of Chinese Education in Thailand

Chinese education in Thailand originated during the Ayutthaya Kingdom period. After the establishment of diplomatic relations between China and Thailand in 1975, the political, economic, and cultural exchanges between the two countries have grown significantly. The objective needs of this development have led to the rapid growth of Chinese education in Thailand (Duan & Zhao, 2013).

In summary, Chinese education in Thailand has a deeply rooted history which has continuously evolved in response to changes in the cultural, economic, and educational landscape. It plays a crucial role in preserving Chinese cultural heritage

and promoting cross-cultural understanding and cooperation between Thailand and China. In this section, one will explore the impact of Chinese education in Thailand on Thai culture, education policies, and the economy, as well as the influence of globalization on Chinese education in Thailand. This section will provide a comprehensive understanding of the background of Chinese education in Thailand.

2.1.1 Historical Influence on Thai Culture

The historical impact of Chinese language education on Thai culture is significant. Chinese language education has a history of several centuries in Thailand, initially organized by the Chinese immigrant community. These Chinese communities have passed down the Chinese language, culture, and values through Chinese language education, which has had a profound influence on Thai society.

Through her research, Li (2023) found that the historical development of Chinese language education in Thailand can be divided into several stages. Specifically, during the "Fengshuang" period (1959-1973), the Thai government implemented policies of assimilation and suppression of Chinese culture, which resulted in restrictions on Chinese language education. During this period, Thai culture may have been influenced by government policies, and the recognition and transmission of Chinese language and culture may have been limited. During the "Brief Prosperity" period after the establishment of diplomatic relations between China and Thailand in 1973, there was a turning point in Chinese language education. Vocational schools, night schools, and higher education institutions in the non-public school system experienced development during this period. This may indicate a relaxation of Thai restrictions on Chinese language education and a partial restoration and development in the recognition and transmission of Chinese language and culture. During the "Silent" period until 1990, the number of Thai people who could recognize Chinese characters was relatively small, mainly among the elderly population aged 50 and above. This suggests that during this period, Chinese language education in Thailand still faced challenges, and the recognition and transmission of Chinese language and culture may have been limited. In the present era of rapid development,

Thailand has embraced the cultural dissemination of Chinese language education and has attained cultural enrichment from this perspective.

2.1.2 Influence on Thailand's Education Policy

Noilublao (2022) points out that the influence of Chinese education in Thailand on its education policy is positive. By strengthening the promotion and popularization of Chinese language education, Thailand's education policy can better meet the students' needs for learning Chinese, promote Sino-Thai cultural exchange and cooperation. This is reflected specifically in the following aspects: firstly, the Thai government has collaborated with Hanban (Confucius Institute Headquarters) to establish 15 Confucius Institutes and 20 Confucius Classrooms, incorporating Chinese language education into the curriculum of primary and secondary schools.

Since the mid-19th century, with the rise of Thai nationalism, Thailand has gradually formed its own language and language education policies in the process of promoting modern social reform, building a nation-state, and maintaining national independence and unity. It mainly includes two aspects: 1. The first is to implement a single national language and its education policy, that is, to forcibly promote the Thai language and its culture, and to restrict, exclude and eliminate other languages and cultures to promote the integration of various ethnic groups and their identification with the country; the second is to implement diversified foreign languages Educational policy emphasizes the instrumentality of foreign languages and adopts a long-term policy of suppression of foreign languages and education that hinder national assimilation. (Tan, 2015). Due to the weak policy intervention of the Thai government and the promotion of the formation of the Chinese society, Chinese education has continued to develop amidst twists and turns and has begun to take shape, which is reflected in the expansion of the scale of schooling, the form of schooling is no longer single, and the teaching content has tended to be Thai-oriented (Li, 2016). In the 1990s, Chinese education was in a period of great development. Due to the rise in China's economic value, the Thai government's open Chinese education policy, and the promotion of the Thai royal family, Thai Chinese education began a comprehensive

recovery and achieved great development. (Li, 2016). After entering the 21st century, while the Thai government emphasizes ensuring the dominance of standard Thai, it also attaches great importance to maintaining the country's various dialects and minority languages, and attaches great importance to a variety of instrumental foreign languages. Thailand's language and language education policies are moving in the direction of Develop in a more inclusive and diverse direction. (Tan, 2015). In 1992, the Ministry of Education of Thailand issued a new policy on foreign language teaching and Chinese teaching. In order to promote the development of Chinese language education in Thailand, in 2005, the Ministry of Education of Thailand launched an important policy, "Thailand's Strategic Plan for Promoting Chinese Language Teaching to Improve National Competitiveness (2006-2010)", the goal of this strategic plan is to enable students at all levels and types of schools in Thailand to receive good Chinese education at every stage, so that their Chinese proficiency can reach an excellent level. After the introduction of the plan, it was generally welcomed by Thai Chinese education institutions and citizens, and various departments encouraged students to actively learn Chinese (Wei, 2012).

2.1.3 Influence on Thailand's Economy

The 1997 financial crisis brought huge economic losses to the Thai economy, but also forced the Thai government to take many reform measures to improve the stability of the country's economy, restore financial order as soon as possible and stimulate trade development. For the Thai government, the Thailand-China Free Trade Area The opening up is an important trade policy, which has greatly stimulated the development of bilateral trade between Thailand and China (Wang, 2011).

Thailand is China's most important direct investment target country in Southeast Asia. With the launch of a series of preferential investment policies in Thailand, the continued advancement of the "Belt and Road" initiative, and the construction of land and sea trade channels, China has provided opportunities for direct investment in Thailand. New opportunities (Qin & Shi, 2020).

With the establishment of the China-ASEAN Free Trade Area and the deepening of bilateral economic cooperation, Thailand, as the third largest economy in ASEAN, has made rapid progress in attracting Chinese FDI. More and more Chinese companies are investing in Thailand through equity acquisitions and greenfield investments. At the same time, the Chinese government also actively encourages and supports powerful Chinese companies to further expand investment in Thailand on the basis of equality and mutual benefit (Gong, 2015).

Since the beginning of the 21st century, the formal establishment of the China-ASEAN Free Trade Area on January 1, 2010, especially the realization of the China-Thailand zero-tariff agreement on fruits and vegetables, has greatly promoted the rapid development of bilateral trade. Close economic exchanges have also further improved the political and diplomatic relations between the two countries, providing a prerequisite for the formation of a sustained growth trend in trade value between the two countries (Wimonsarawong, 2014). From 2021 to this year, Thailand has introduced the "Investment Promotion Law" and the "Eastern Economic Corridor Law". Thailand has implemented zero tariffs on electric vehicles imported from China and encouraged companies to invest in advanced technology, innovation and research and development. Thailand has become an important country for China. neighboring countries and the second largest economy in ASEAN. China's economy is now a market economy, and Chinese education will inevitably be affected and regulated by the changing needs of the market economy. For example, the sharp increase in the total demand for Chinese language talents and the increasing diversity of the job market have led to an increasing craze for foreign language learning, and foreign language colleges have opened more and more new majors, including foreign trade, business, technology, synchronous communications, and international law. The number of language training institutions has increased, and the market for Chinese teaching materials is extremely rich and diverse. All these show that Chinese education in Thailand has begun to enter a market-oriented era that develops simultaneously with Thailand's social economy.

2.1.4 Impact of the Globalization Process

Based on the background of globalization, Chen, Li, Zhou, and Fu (2022) conducted a comprehensive analysis of the development of International Chinese Education (ICE) by collecting a large amount of data from 153 relevant countries. Building on a global and macro perspective, the study utilized a set of standardized indicators to assess the state of Chinese language education in different countries. The results showed that Thailand ranked third in the ICE Index. This indicates that the globalization process has primarily driven Chinese language education through trade and people-to-people exchanges, and this impact is evident in Thailand. Therefore, it is concluded that China should continue to strengthen economic and trade relations with these countries to help improve their national economies and further increase the demand for ICE. On the other hand, China should provide more resources and prioritize assistance in the vigorous development of ICE in these countries, which will contribute to their rapid growth.

The influence of Chinese in Thailand is substantial, and there are multiple reasons for it. Firstly, China is Thailand's second-largest trading partner and the largest exporter, with bilateral trade and Chinese investment in Thailand continuously growing at a rapid pace. China has become Thailand's third-largest source of investment. These investments and trade activities facilitate people-to-people exchanges and cultural interactions between the two countries. Secondly, Thailand's national development is closely linked to China. The Thai government has formulated the "Thailand 4.0" plan aimed at developing Thailand as a manufacturing, logistics, and training hub in Southeast Asia (Zhou, 2021). Chinese investments and technological support are highly attractive for achieving this goal. Furthermore, Thailand is one of the largest ethnic Chinese communities in Asia, with ethnic Chinese comprising 15% of the total population, providing a solid social and demographic foundation for the spread of Chinese in Thailand. Lastly, there is an increasing demand for Chinese education from both the Thai government and the private sector. The Thai government encourages the labor force to learn Chinese to enhance their career prospects. Additionally, with China's rise on the international stage, Thai students and

entrepreneurs are increasingly aware of the importance of learning Chinese (Zhou, 2021).

There are a total of 16 Confucius Institutes and 20 Confucius Classrooms in Thailand, with more than 17,000 Chinese teacher volunteers teaching in over 1,000 primary, secondary, and high schools across 73 provinces in Thailand. The number of Chinese language learners has gradually increased to over one million. Chinese courses have been introduced in Thai primary and secondary schools, with the specific arrangement left to the discretion of each school, providing flexibility and autonomy. Currently, some schools in Thailand offer Chinese courses at the elementary level, while others offer them at the upper elementary level or junior high school level. Regardless of the starting point of Chinese language courses at any stage of education, it reflects the increasing importance attached to Chinese education in Thailand (Xu, 2023). Hence, the demand for Chinese education from the Thai government and the private sector continues to grow, further promoting the influence of Chinese in Thailand (Zhou, 2021).

2.2 Chinese Curriculum and Teaching in Thailand

Thai students and adults with a high degree of enthusiasm learned the Chinese language in the early 20th century. In 2008, Chinese as a foreign language became a core course in the national curriculum system. However, the design of the Chinese curriculum depends on the type of school (Chang, 2008). With the increasing popularity of learning Chinese worldwide, the Chinese curriculum in Thailand has also been expanding. Chinese has become an important second language course in primary and secondary schools in Thailand (Li, 2011).

2.2.1 The Current State of Chinese Curriculum in Thailand

In 2008, Chinese as a foreign language became a core course in the national curriculum system. However, the design of the Chinese curriculum depends on the type of school (Chang, 2008). Teaching Chinese in Thailand is mostly based on the

Mulan school textbook "Di Zi GUI" as a teaching guide (Srisupha, 2013). It is known that Chinese has become a more popular and important subject in the heart of Thai learners in the recent decade (Narueporn & Yang, 2013). With the further development of the international community, Thailand and its people have gained a deeper understanding of China and Chinese culture. The slogan "China and Thailand, one family" has become deeply rooted in people's hearts, and the "Chinese fever" has become prevalent in Thailand. Over the past decade, Mandarin has become increasingly important in Thai national education. Since the launch of the Chinese Volunteers Program by the Confucius Institute Headquarters (Hanban), the number of Mandarin volunteers sent to Thailand in a single year has exceeded 1,600. In May 2022, Wang Huichang, Director of Bangkok Center Affairs of the Center for Language Exchange and Cooperation, pointed out in a lecture training session for the 2022 Mandarin volunteer teachers in Thailand that Thailand was the first country globally to incorporate Mandarin into its national education system. As of 2022, there are over 2,000 schools in Thailand offering Chinese language courses, with more than 1 million Chinese language learners. Despite the setback to the development of international Mandarin education and the international Chinese language education profession due to the pandemic, many Mandarin teachers have dismissed the idea of going abroad. The Confucius Institute Headquarters has been renamed the Center for Language Exchange and Cooperation. The Mandarin volunteer teacher program was temporarily suspended, but in 2021, the Mandarin volunteer program has been reinitiated. This demonstrates the importance of Mandarin in Thai national education (Su, 2023).

Until now, with the continuous improvement of our country's comprehensive national strength, Chinese education and promotion in Thailand have flourished. There are a total of 16 Confucius Institutes and 20 Confucius Classrooms in Thailand, with more than 17,000 Chinese teacher volunteers teaching in over 1,000 primary, secondary, and high schools across 73 provinces in Thailand. The number of Chinese language learners has gradually increased to over one million. Chinese courses have been introduced in Thai primary and secondary schools, with the specific arrangement left to the discretion of each school, providing flexibility and autonomy. Currently, some schools in Thailand offer Chinese courses at the elementary level, while others

offer them at the upper elementary level or junior high school level. Regardless of the starting point of Chinese language courses at any stage of education, it reflects the increasing importance attached to Chinese education in Thailand (Xu, 2023).

2.2.2 The Current State of Chinese Teaching in Thailand

With the increasingly close relationship between China and Thailand and the strengthening of various fields, the popularity of Chinese language in Thailand continues to rise. Accordingly, the Ministry of Education has formulated Chinese language education plans. As a result, Chinese has become a required or elective course in many schools and institutions (Chen, 2011). With continuous development, Chinese language teaching in Thailand embraces various teaching methods, such as Task-Based Teaching Method, Discovery-Based Teaching, TPRS Teaching, and more.

Tang (2014), a scholar in teaching Chinese as a foreign language, stated that teachers not only teach the Chinese language but also need to guide students in learning under effective teaching methods. In 2016, Richards and Rodger studied approach and methods in language teaching, and pointed out the importance of using the Task-Based approach in teaching foreign language class. The teacher-centered approach is one of the best ways to manage a large number of students in traditional teaching (Alem, 2020).

In a classroom at an international school in Thailand, Lin (2018) experimented with various teaching strategies and also studied and researched the TPRS (Teaching Proficiency through Reading and Storytelling) theory. He demonstrated the feasibility of using TPRS in an international school setting in Thailand. Furthermore, the study by Lan (2023) found that, in the context of elementary-level Chinese classes, the Task-Based approach showed significant effectiveness compared to traditional teaching methods, particularly in classrooms with good discipline, students with a suitable level of Chinese language and cognitive ability, and high levels of self-confidence. The exploration of these teaching methods provides experimental references for further research on Task-Based Teaching Method

approaches.

1) Teaching strategies of Chinese in Thailand:

Chinese teachers need to have, in addition to language teaching methods, basic knowledge of Chinese applied linguistics, such as language acquisition and teaching strategies (Kanoksilapatham, 2011). Xue (2013) proposed existing teaching strategies for Chinese listening and speaking classes: local Chinese teachers' pronunciation as the main focus, supplemented by multimedia teaching methods; integration of listening and speaking, with flexible design of teaching activities; adjusting the proportion of listening and speaking in class based on Chinese proficiency levels; selecting appropriate teaching materials for each proficiency level; close coordination with other Chinese language courses; emphasizing the proportion of listening and speaking in the curriculum; utilizing spare time for practicing Chinese listening and speaking skills to complement classroom teaching.

Tang (2014) presented interesting teaching strategies for Chinese language instruction using Thai schools as an example. The strategies include incorporating games into classroom teaching, utilizing multimedia teaching methods, introducing Chinese songs and ancient poems, and utilizing body language in the classroom. These series of strategies make Chinese language classes more engaging and effective. Through increased investment, strategic planning, hosting forums, training Chinese language teachers, as well as improving teaching materials and multimedia instruction, optimizing course duration, enhancing teacher-student relationships, and implementing systematic management, Chinese language education in Thailand has flourished amidst challenges (Huang & Suksomrat, 2023).

2) Problems of Chinese teaching in Thailand:

As Thailand grows stronger, many countries are eager to develop friendly relationships with Thailand. China is one of Thailand's closest friends and has had the first contact with Thailand since ancient times. More importantly, Chinese businessmen and immigrants have been increasing year by year. According to existing records, Thailand is one of the countries with the largest overseas Chinese population in the world. Therefore, the friendship between China and Thailand has had a certain

influence on Thai culture, especially in Chinese education. However, the development of Chinese education in Thailand has not been a straight path, but rather a winding one, from its inception to today's prosperity. Furthermore, with the changing international status of China, Chinese education in Thailand has also undergone changes. In particular, in the decades since the reform and opening up, we can feel the Chinese learning craze worldwide. Today, due to the continuous increase in Chinese language learners in Thailand, Chinese language courses have been offered at universities, high schools, and primary schools. However, there are still issues with the non-systematic and non-comprehensive nature of Chinese language teaching in Thailand, and the contextualization being too detailed and lacking macro-comprehensibility and readability (Chen, 2011).

Su (2016) found through investigation that there are several issues in Chinese language teaching in Thailand, including: 1) Lacking of unified standards and poor continuity in class hours, leading to challenges in Chinese education coordination; 2) Insufficient practical learning opportunities for both teachers and students, with prominent issues in teaching and learning methods; 3) Some teaching materials have poor applicability and lack specificity, and there is a shortage of teaching resources.

Despite the positive development of Chinese language teaching in Thailand, some specific teaching methods are considered outdated and monotonous. With the passage of time and the development of Chinese language teaching in Thailand, an increasing number of young, new-generation teachers have entered the field of Chinese language teaching. While they have acquired a lot of theoretical knowledge, their young age, limited experience, short duration of teaching, or limited teaching skills prevent them from effectively applying the learned theoretical knowledge into classroom teaching practices. As a result, outdated and monotonous teaching methods have become part of their teaching styles. For many Chinese language teachers in Thailand, a textbook, a chalk, and a blackboard are their only teaching tools, while emerging multimedia teaching equipment and props have not been adequately developed and utilized. However, Chinese language teaching content should be diverse and vibrant, and Chinese language teachers should employ a variety

of teaching methods rather than sticking to outdated and monotonous approaches. In the future of Chinese language teaching in Thailand, Chinese language teachers should actively explore and experiment with new and diverse teaching methods to promote educational success (Ma, 2020).

Although Chinese education in Thailand has achieved stability and growth, there are still many issues, such as the shortage of teaching staff, unreasonable textbook selection, and the mixture of simplified and traditional characters. Only by addressing these problems can Chinese language education fully flourish (Huang & Suksomrat, 2023).

3) How to develop Chinese teaching in Thailand

As Chinese language is increasingly valued in Thailand, its development has become more diversified. On one hand, the Thai Ministry of Education's inclusion of Chinese language in the entrance examination for higher education can be traced back to 1998, which elevated Chinese language teaching from a voluntary action by the public to a government-led initiative. Since then, a series of new policies have been introduced, indicating that the promotion of Chinese language in Thailand has gained attention at the governmental and national levels. The Thai government has shown a high level of commitment and continuous investment in the development of Chinese language. In summary, Chinese language teaching in Thailand is no longer confined to schools but has expanded to various aspects, and its development is unstoppable (Fan, 2020). Therefore, the discussion on the development of Chinese language in Thailand can be approached from two levels: ① the government and relevant departments, and ② educational institutions.

To promote the development of Chinese language in Thailand, the government should establish timely and systematic policies for Chinese language education, such as the Thai Education Document Strategic Planning, clearly define the goals and directions of Chinese language education curriculum, effectively manage Chinese language education institutions, implement talent development programs for Chinese language education, and establish a Chinese language curriculum framework

in Thailand (Worrachaiyut, 2012).

For educational institutions, they should adopt unified standards for curriculum design and establish corresponding curriculum guidelines, provide opportunities for students to experience Chinese culture and teach content that students are interested in, promote teacher training, enhance students' learning motivation, and create an environment conducive to learning Chinese culture, ultimately gradually promoting the development of Chinese language education in Thailand.

Therefore, it can be seen that the development of Chinese language in Thailand requires the joint efforts of the government and educational institutions in order to achieve better results and promote wider adoption of Chinese language in Thailand.

2.3 The Importance of Chinese Vocabulary Skill

In vocabulary skills teaching, every word is a combination of form, sound and meaning. Students must master the form, sound and meaning of the word, and also let students master how to use words in communication. Therefore, vocabulary skills teaching runs through the teaching of pronunciation, grammar and Chinese characters. The configuration of vocabulary will also have an impact on the sentence structure. For example, in the "liquid words" in Chinese, other components can be inserted between the gerund and noun structures; the characteristic of Chinese is that words, phrases and sentences are basically formed in the same way. Therefore, in teaching Some vocabulary is taught in the form of grammar, which can improve teaching efficiency and help students better master Chinese vocabulary skills (Zhang, 2022).

A language is made up of pronunciation, vocabulary and grammar. Vocabulary is the core of language learning and the basic building material of a language. Without words, no matter how well one learns grammar and pronunciation, he is unable to express his feelings, viewpoints and ideas (Liuwen, 2010).

However, vocabulary is one of the main obstacles for many second language learners. Research on second language learners has found that vocabulary errors are more common than grammar errors. In Chinese language learning, achieving accurate vocabulary usage is more important than grammatical correctness in order to convey information simply, clearly, and fluently (Hu, 2024).

Wei (2021) elaborated on the importance of vocabulary in Chinese language learning from three aspects. Firstly, for learners, without the accumulation of vocabulary, the application of grammar becomes impossible, and they cannot engage in writing, expression, or even communicate effectively with others. Secondly, vocabulary has referentiality, and its flexible application, continuous growth in quantity, and the use and variations of meanings in different contexts all serve as aids in Chinese language learning. Lastly, the acquisition of vocabulary deeply impacts students' confidence in learning Chinese.

2.3.1 The Goal of Teaching Vocabulary Skill

Traxler and Nakatsukasa (2019) believe that the goal of vocabulary instruction is to cultivate students' awareness of vocabulary. Vocabulary awareness is not an isolated component of vocabulary teaching, it needs to be considered on a daily basis. Vocabulary awareness can be developed through encouraging proficient word use, engaging in word games, and exploring the origins or history of words. If students can be interested in playing with words and language, then at least half of the goal of creating vocabulary-aware students has been achieved.

The purpose of teaching Chinese vocabulary to foreign learners is to enhance their abilities in word recognition, word differentiation, word selection, and word usage. It not only requires foreign learners to proficiently memorize the pronunciation, form, and meaning of Chinese words, but also demands their ability to differentiate characters representing words, morphemes, or phrases in the written form of Chinese words. It also requires the accurate distinction of homophones, homographs, synonyms, and polysemous words within the Chinese vocabulary system. Comprehensive mastery of semantics,

syntax, pragmatics, and ultimately the ability to select and use words in sentence construction is also required (Liu, 2015).

Li (2021) proposes that in the beginner stage of teaching Chinese as a foreign language, the main task of vocabulary instruction is to require students to grasp the basic meanings and usage of the most commonly used words in daily life, while also helping students realize the importance of word learning. Therefore, the purpose of vocabulary instruction in teaching Chinese as a foreign language should be to teach students how to use these words through vocabulary skill explanations and practice.

2.3.2 Problems of Chinese Vocabulary Teaching in Thailand Primary Schools

Zhang (2017) conducted a survey and research on the current situation of Chinese vocabulary teaching in Thai Chinese primary schools, and found the following issues: 1) the content of vocabulary teaching: lacking of uniformity, integrality, and continuity. Each school lacks a complete vocabulary teaching plan, and there is a poor connection between vocabulary learning across different grades; insufficient emphasis on addressing students' vocabulary errors during the learning process. Teachers fail to timely summarize and consolidate students' word errors. It is difficult to determine the key and difficult points of vocabulary teaching; overemphasis on the conceptual meaning of words while neglecting their grammatical significance. 2) vocabulary teaching methods: few specialized, targeted, and effective vocabulary exercises in both in-class and out-of-class practice; there are many repetitive copying exercises. Monotonous vocabulary teaching models that fail to consider the characteristics of different grades or lesson types; limited effectiveness in presenting, applying, and reinforcing vocabulary. 3) student responses in vocabulary teaching: lacking of motivation and concentration in the classroom, with a lack of interest being the biggest problem.

Qin (2018) identified one of the problems in Chinese vocabulary teaching in Thai primary schools, which is the lack of teachers' professional teaching knowledge and skills. Currently, although Chinese teachers sent to Thailand have professional backgrounds, most of them lack teaching experience. In the process of vocabulary teaching, they often try to introduce Chinese teaching and management methods into Thai classrooms. As a result, students are unable to learn Chinese vocabulary systematically. Zhang (2018) also found through research that Chinese language teaching in Thai primary schools faces some problems, especially in vocabulary teaching. Thai elementary school students tend to be passive and are inclined to accept teachers' vocabulary teaching content and methods without questioning them.

2.3.3 Assessment of Chinese Vocabulary Skill

Zhang, D., Lin, Zhang, Y., and Choi (2019) investigated the impact of providing vocabulary pronunciation information on the vocabulary knowledge assessment of second language (L2) Chinese learners. The results showed different effects of providing Pinyin on these two groups of learners. The researchers also discussed insights for assessing vocabulary knowledge of different types of Chinese learners.

Zhang and Zhou (2020) analyzed conversational language samples from 341 typically developing Mandarin-speaking children aged 3-7. Through the analysis of vocabulary diversity and word categories, they established a dataset referenced to norms for vocabulary assessment. The dataset included indicators such as vocD, nouns, verbs, quantifiers, adverbs, conjunctions, and prepositions, indicating types and frequencies. As a reference for Mandarin-speaking children's language development, these developmental data can also inform interventions for vocabulary difficulties.

Zhou, Hu, Sun, and Huang (2019) applied Automatic Item Generation (AIG) and Computer Adaptive Testing (CAT) to vocabulary assessment for second language Chinese learners. They first modeled vocabulary knowledge and learner writing error data to generate three types of vocabulary items. After evaluation and calibration, they constructed a balanced item bank with automatically generated questions and implemented a three-parameter CAT.

For Task-Based Language Assessment in this part is primarily based on task outcome (in other words the appropriate completion of real-world tasks) rather than on the accuracy of prescribed language forms (Nunan, 2010). Actually, The "International Chinese Education Chinese Proficiency Standards" divides learners' Chinese proficiency into nine levels. Elementary level: HSK1~3; Intermediate level: HSK4~6; Advanced level: HSK7~9. As shown in the table below:

Table 2.1 Chinese Test Level Table

Level	Grade	Chinese Character	Vocabulary	Grammar
Elementary	HSK1	300	500	48
	HSK2	300/600	771/1272	81/129
	HSK3	300/900	973/2245	81/210
Intermediate	HSK4	300/1200	1000/3245	76/286
	HSK5	300/1500	1071/4316	71/357
	HSK6	300/1800	1140/5456	67/424
Advanced	HSK7~9	1200/3000	5636/11092	148/572
Total		3000	11092	572

Source: Huang, 2022

There are four basic language elements of syllables, Chinese characters, vocabulary, and grammar form a "four-dimensional benchmark" respectively, and three evaluation dimensions are formed based on verbal communication ability, topic task content, and language quantification indicators. Chinese listening, speaking, reading, writing, and translation are used as the three evaluation dimensions. Five language skills to accurately calibrate learner' Chinese proficiency (Huang, 2022).

Therefore, vocabulary is the most important part of Chinese learning. In this research, the researcher focuses on using-practical vocabulary and challenges students to complete meaningful tasks with target vocabulary. The evaluation is mainly based on task results. This study adopts quantitative research method. the students are evaluated in the form of written examinations, oral examinations and listening examinations. A four-week theme teaching was conducted using Task-Based Teaching Method before

and after the assessment, and the students' scores in the pre-test and post-test were compared to determine whether their scores in the post-test had improved. Through these assessment tasks, we can comprehensively understand students' mastery of Chinese vocabulary and provide targeted guidance and support for further teaching.

2.4 Teaching and Learning Problems of Chinese Vocabulary in Thailand

Vocabulary is the knowledge of words and word meanings. As Alsalihi (2020) puts it, "Vocabulary knowledge is the basis of language knowledge. It constitutes the basic unit for us to express our thoughts and communicate information. the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. However, there are currently several issues with the teaching and learning of Chinese vocabulary in Thailand.

2.4.1 Teaching Problems of Chinese Vocabulary in Thailand

Li (2014) identifies several main problems in the current Chinese language classroom teaching quality: 1) Pedagogical methods that rely on rote memorization; 2) Outdated teaching materials and techniques; 3) The main focus of instruction is on exam preparation rather than developing communication skills; 4) The teaching abilities of teachers need further improvement; 5) Students generally experience a lack of motivation for learning. The main problems existing in the teaching and learning of children's Chinese language classes mentioned above have complex causes. These causes can be categorized into objective and subjective factors, which are manifested as follows: 1) Teachers' tendency to rely on traditional teaching methods; 2) Blindly following exam-oriented instruction; 3) Overemphasis on teaching tasks by teachers and learning tasks by students; 4) Insufficient motivation in students' learning of Chinese. These factors

contribute to the identified problems in the teaching and learning of children's Chinese language classes.

In terms of Chinese vocabulary teaching in Thailand, a major problem lies in the use of traditional teaching methods: teachers read aloud and students imitate, use word cards, read through pictures, storybooks, learning games, songs, role-playing, and so on. Typically, teachers employ simplistic approaches when teaching vocabulary, giving students the meanings of new words immediately from a textbook and providing automatic translations. Sometimes, they may even give students a sheet of paper with words and expect them to memorize. In reality, this method of vocabulary instruction is not appropriate. Students become passive learners and struggle to remember words without any contextual cues (Daniel & Elia, 2015). This mainly stems from teachers having insufficient knowledge of Chinese themselves and lacking proper teaching methods.

Lin (2018), through actual surveys and analysis, identified four problems in the vocabulary teaching situation at Thai universities: 1) Insufficient emphasis on vocabulary teaching by teachers; 2) Teachers' understanding of vocabulary teaching, particularly their lack of control over students' vocabulary levels, unclear teaching plans for students' vocabulary, and weak focus on crucial vocabulary components; 3) Teachers' limited professional knowledge and misunderstandings in teaching methods leading to students' inability to remember new words and frequent occurrence of errors in usage. All of these problems fundamentally affect Chinese vocabulary teaching in Thailand. It can be observed that these problems mainly stem from the teachers themselves. On one hand, many local Chinese language teachers, although graduates of Chinese international education programs, have inadequate understanding of Chinese vocabulary knowledge and its underlying systems. Additionally, local teachers may lack awareness of modern language usage, leading to inappropriate use of vocabulary and a lack of understanding of authentic contexts. As a result, they may provide arbitrary explanations to students, leading to errors in their application. Furthermore, some teachers tend to use the same vocabulary teaching methods regardless of the type of words they are teaching.

2.4.2 Learning Problems of Chinese Vocabulary in Thailand

During his teaching experience in Thailand, Jing (2012) discovered that Thai students exhibited certain typical errors in their daily expressions, and their vocabulary levels were far below the requirements outlined in the Chinese Vocabulary Levels and Chinese Character Grading Outline developed by Hanban Chinese Language Proficiency Test Center. The reasons for this situation can be attributed not only to deficiencies in teachers, textbooks, and teaching methods but also to issues with the learning strategies employed by the learners themselves.

2.5 Task-Based Teaching Method

To study Task-Based Teaching Method, it is essential to understand its definition, theoretical foundations, methods, and its relationship with Chinese vocabulary skill.

2.5.1 Definition of Task-Based Teaching Method

Ding (2022) said the Task-Based Teaching Method is based on constructivism theory. It means that in the learning process, students, with the help of teachers, closely focus on a common task activity center and are driven by strong problem motivation. Through the active application of learning resources, students can learn and complete tasks through independent exploration and interactive collaboration. The task-driven classroom teaching model is to design certain classroom learning tasks based on understanding the academic situation, so that each student has his own space for thinking.

Siros (2010) introduced that tasks are a central component of TBLT in language classrooms because they provide a context that activates learning processes and promotes second language learning. It is important to remember that TBLT is an approach rather than a method. It assumes that the teacher respects the students as individuals and wants them to succeed. It also acknowledges that motivation, attitudes to learning, students' beliefs, language anxiety and preferred learning styles, have more effect on learning than materials or methods.

Liu (2023). introduced that Task-Based Teaching Method puts the theoretical foundations of second language acquisition into practice, with tasks designed according to learners' level of understanding, extending their current knowledge and language proficiency. Tasks are designed by researchers to help learners gain confidence to use their brains to think and negotiate with others to collaboratively solve tasks.

From mention above, Task-Based Teaching Method is transforms the traditional teaching method that focuses on imparting knowledge into an interactive teaching method that focuses on solving problems and completing tasks. Students engage in conversational interactions while completing tasks, thereby mastering the language they are learning. Mastering language is mostly the result of using language in communicative activities, rather than simply training language skills and learning language knowledge. A task is an activity that requires learners to use language to achieve a certain goal, creating a dynamic, interactive and purposeful learning environment. Based on constructivist learning theory, which enables students to actively construct a learning system of inquiry, practice, thinking, application, solution, and high intelligence.

2.5.2 Theoretical Basis of Task-Based Teaching Method

Task-Based Teaching Method is extended based on constructivist learning theory, Sofandi (2022) proposed that the acquisition of knowledge requires students' active construction to achieve internalization and mastery. Therefore, in the constructivist teaching theory, students' acquisition of knowledge cannot be achieved through indoctrination, so teachers assign classroom teaching tasks and students complete the learning process through "personal and direct participation" methods. They learn by "doing" rather than relying on others to "teach them" knowledge. Student are free to infer, discover and draw conclusions on their own without interference. In addition to observing children's learning, teachers also need to attract children during their activities, exclaim for their discoveries, and use questions to build their rational thinking. Tasks based on the Structural Functional Outline can provide activities from within a task-based framework,

redesign grammar exercises into post-task language analysis activities and present a theoretical basis for tasks that are dense enough to allow for comparative analysis. (Wang 2017). And also, the core concept of project-based learning is constructivism. The theoretical basis of project-based learning can be traced back to the progressive educational ideas of John Dewey, who advocated that students should acquire knowledge and skills by participating in real-world experiences. Project-Based Learning A student-centered pedagogy involving a dynamic classroom approach that believes students gain deeper knowledge through active exploration of real-world challenges and problems. (Jerem, Karen, & Christopher, 2023).

2.5.3 The Relationship Between Task-Based Teaching Method and Chinese Vocabulary skill

Melissa (2023) proposed that the task-based vocabulary teaching guide teaching practice in a task-oriented way in the classroom. Teachers guide students to achieve specific goals and complete specific tasks through language application, aiming to achieve the purpose of vocabulary learning. Researchers have found through investigation that incorporating Task-Based Teaching Method into Chinese vocabulary teaching can cultivate students' vocabulary acquisition and application abilities through task completion and goal achievement.

Wang (2016) proposed that teaching methods in vocabulary teaching, such as translation, exemplification, contextualization, and comparison, can be combined with task-based teaching to organize instruction in the form of tasks. The introduction of Task-Based Teaching Method has injected vitality into Chinese vocabulary classroom teaching and provided a new approach for exploring teaching models.

Zhang, Wang, Jiang, Sikakaew, and Chen (2021) explored the effects of Task-Based Language Teaching (TBLT) in Chinese vocabulary skill for Thai grade 11 students. After participating in the teacher-assigned task-based language teaching courses, students were assessed for their vocabulary learning outcomes. The results of the study indicated a significant improvement in Chinese vocabulary skill through the

TBLT method. This suggests that Task-Based Teaching Method can facilitate the learning of Chinese vocabulary.

The three-part model used in this research paper is the Task-Based Teaching Method approach: Pretask, Instruction and summary. The specific teaching steps used in this study are as follows:

- 1) Introduce the course topic through warm-up before Chinese class.
- 2) After the teacher distributes teaching aids and assigns tasks.
- 3) Students use the knowledge they have learned to complete the tasks assigned by the teacher on their own.
- 4) Students present task results.
- 5) After the teacher announces the solution to the task, he briefly summarizes the students' performance.
- 6) The teacher assigns homework based on the knowledge learned.

Task-Based Teaching Method is a classic and popular teaching method in Chinese vocabulary skill classroom. The Task-Based Teaching Method is used to help students explore knowledge independently and enhance their memory of Chinese vocabulary skill. This teaching method is more likely to help students improve their Chinese vocabulary skill.

2.6 Students' Satisfaction

2.6.1 Concept of Satisfaction in Learning

Delucchi (2014) pointed out that student satisfaction refers to students' subjective experiences during schooling and their perception of the value of their educational experience; Khan and Hemsley-Brown (2021) pointed out that student satisfaction is the subjective evaluation of students' liking for various results and experiences related to education. Ammigan, Dennis, and Jones (2021) define student satisfaction as students' attraction, pride, or positive emotions towards a teaching method, evaluation of course quality and other course-related factors, the experience

of achieving expected results. Student satisfaction is the inner perception generated by students after comparing their actual perception of school experience with their expectations. It is a subjective evaluation based on individuals. It reflects students' needs for school education and teaching methods. The higher the students' satisfaction, the better the students' satisfaction. The better a student feels about his learning experience, the better his learning outcomes are likely to be. High levels of satisfaction contribute to positive behavior, so students who express high satisfaction with Task-Based Teaching Method are more likely to participate in class and strive to learn more. (Deng, Benckendorff, & Gao, 2022). And also, Echiverri and Lane (2019) investigated student attitudes toward task-based interactive approaches and the impact of these factors on student satisfaction and learning. The findings indicate that students respond positively to Task-Based Teaching Methods, which provide interactive activities related to research methods in the classroom. This indicates a significant positive correlation between students' attitudes, satisfaction with the task-based interactive approach and perceived learning outcomes.

This suggests that satisfaction is a "spontaneous experience" that accompanies intrinsically motivated behavior. In order for Task-Based Teaching Method to be positively evaluated, teachers and learning activities should be consistent with motivation, learner preferences, the design of tasks and student participation are important. In the joy students experience as a result of engaging in specific activities proposed by the course assignment design, these activities ultimately help students meet their original learning needs.

2.6.2 Factors Influencing Satisfaction in Learning

There are many factors that affect learning satisfaction, Zhao (2017) pointed out that learning satisfaction is affected by variables such as student participation level, teacher's teaching skills and students' unique characteristics. Deng et al. (2022) The key factors of student learning satisfaction are teaching materials, classroom activities, teacher-student exchanges, student participation, and course gains. According to Dong (2019), the impact of using Task-Based Teaching Method in elementary comprehensive Chinese courses on student performance was investigated. The research results showed that Task-

Based Teaching Method improved students' comprehensive language use ability, promoted the improvement of students' communicative ability, and improved students' cooperative learning ability.

In this study, the researcher divided students' satisfaction into three parts: interest in learning Chinese vocabulary skill, student engagement, and the effectiveness of Task-Based Teaching Method on students' Chinese vocabulary.

2.7 Related Theory

In this study, there are various theories to related this research as follow, Constructivist Theory, Project-Based Learning Theory and Cooperative Learning Theory, it summarizes the learning theories and literature related to task-based teaching method for learning Chinese vocabulary skill.

2.7.1 Constructivist Theory

Suhendi and Purwarno (2018) propose that constructivism is a learning theory that emerged in the west. It is gradually developed based on the Swiss psychologist Piaget's theory of child cognitive development and is a dynamic analysis of the learners interna'l learning process.

Ding (2022) pointed out that the constructivist view of learning believes that the process of students mastering knowledge and abilities is also a cooperative learning process, which requires a learning community to complete together. Constructivist learning theory also believes that knowledge exists in a specific task, and teachers can design specific tasks to encourage students to engage in inquiry learning. These views are the main basis for the task-driven method to design specific teaching processes.

Chen (2020) stated that the teaching methods and Chinese teaching under the constructivist theory provide a conceptual framework for learners to construct their

understanding of knowledge. A word is the smallest unit in language that can be used independently. A sentence is the smallest unit in language that can express a relatively complete meaning. The concepts in this framework are needed to develop learners' further understanding of the problem. Therefore, complex learning tasks must be broken down in advance. Vocabulary is the building block of language. The teaching materials can allow students to initially understand the usage of new words through self-study, and memorize new words more effectively, thereby gradually guiding learners' understanding. Then students use the language knowledge they have mastered to use these new words according to certain grammatical rules. Words are combined to form sentences used for communication. Complete the construction of meaning; Finally, the teacher explains and practices the learner's word use in a targeted manner until the student can correctly use the learned words to express, and finally firmly masters the learned Chinese.

It can be seen that constructivist learning theory is a strong support for teachers to carry out practical teaching. Therefore, when implementing Task-Based Teaching Method in Chinese vocabulary classes, teachers should consciously combine known words with new words and constantly present the words they have learned. Building words are the smallest units in language that can be used independently, and sentences are the smallest units in language that can be used independently. The framework concept of the smallest unit that expresses a relatively complete meaning.

In this study, Task-Based Teaching Method requires learners to apply their previous experience and knowledge in participating in task activities. It requires learners to first think about their tasks on the specific topic they are dealing with. Learners need to draw on their previous experiences or knowledge they already know. They could construct their new learning to new knowledge.

2.7.2 Project-Based Learning Theory

Jeremy, Karen, and Christopher (2023) discuss PBL as an experiential learning tool that allows students to learn collaboratively in groups. This kind of group

collaborative learning can make learning more engaging and fun. while solving meaningful problems.

Yazici (2020) identified five things that PBL helps students develop: 1) knowledge base, 2) effective collaboration skills, 3) problem-solving abilities, 4) learning motivation, and 5) autonomous learning skills. Natoli, Jackling, and Seelanatha (2014) pointed out that because PBL is an autonomous technology, it is consistent with the independent style of Generation Z. Teachers expect students to work well in groups, but they often do not provide guidance. Typically, group projects involve assignments that communicate the main goals of the project, then students choose their own group and end with a final report or presentation.

Gleason and Link (2019) pointed out that PBL intentionally cultivates students' problem-solving abilities and creative production of products to deepen their understanding of key concepts and master 21st century basic learning skills such as critical thinking. When teachers guide student learning so that students learn from the project-making process, students become active digital researchers and evaluators of their own learning.

Project-based learning is usually combined with Chinese teaching, Chinese teaching and other language subjects, it is necessary to build an open and dynamic Chinese curriculum. Therefore, combining project-based learning with Chinese teaching has become a trend in Chinese teaching vocabulary. It can help the teachers stimulate students' and make students interested in vocabulary.

In this study, project-based learning was applied in the dynamic interaction of the language classroom. In the practice of specific tasks in the classroom, real-world problems stimulated students to gain new knowledge and practice the language in a problem-solving environment. Complete valuable tasks together, problem-solving skills and creative production skills.

2.7.3 Cooperative Learning Theory

According to Yassin, Razak, and Maasum (2018), cooperative learning is a classroom activity in which the exchange of information is socially structured between each learner.

Gillies (2016) stated that students who work cooperatively draw on each other's resources and skill, describing successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involving higher-order thinking tasks, organizing classroom activities into academic and social learning experiences, which is described as "building positive interdependencies." The essence of a group is the interdependence between members, which results in the group becoming a dynamic whole, so that changes in the status of any member or subgroup will change the status of any other member or subgroup. Group members are interdependent through shared goals. When members become aware of their common goals, a tension is created that motivates people to move in the direction of achieving the goals.

According to Filiz, Gülay, and Burçin (2019) proposed that There are a number of cooperative learning techniques available, easy-to-implement structures include think-pair-share, think-pair-write, variations of the loop and reciprocal teaching techniques. A well-known cooperative learning technique is Jigsaw, Jigsaw II, and Reverse Jigsaw.

Kurt (2015) proposed that cooperative learning is based on the idea of building relationships among group members in order to successfully implement and achieve learning goals. Educators should consider critical thinking, creative thinking, and empathic thinking activities to allow groups to engage with each other. When working together, students' perceptions of each other are enhanced, it increases self-esteem and self-concept, and racial and ideological barriers are broken down, allowing for positive interactions and friendships. Collaborative learning can improve higher-level reasoning, generate new ideas and solutions, and better transfer learning between collaborations.

According to "Children's Cognitive Development", it is difficult for primary school students to be self-disciplined and autonomous in second language learning because they are not yet capable of solving unfamiliar word concepts. However, cooperation can bring students initiative and they have begun to understand the rules. Students are able to acquire indicated word-to-native language correspondences and apply them to reading unfamiliar words. In addition, effective collaboration taps into their cognitive development characteristics. For example, look up new words and find word definitions.

In this study, used Task-Based Teaching Method to guide grade 5 primary school students to master Chinese words. The teaching plan followed the principle of group cooperation. Group members are interdependent through cooperation. When members realize their common goals, it is beneficial for each to develop their strengths and understand each other. Improved overall Chinese vocabulary skill, memoried and understood of Chinese vocabulary while completed the task.

2.8 Related Research and Studies

Liu (2023) explored the impact of a systematic Task-Based Teaching Method program on Thai children's online Chinese vocabulary ability. An experimental design of experimental class and control class was adopted, The findings show that Task-Based Teaching Method improves Thai children's Chinese vocabulary.

Zhang (2017) studied the effectiveness of Thai Chinese vocabulary skill methods and students' perceptions of their Chinese learning outcomes to determine the role of Task-Based Teaching Method in Chinese learning. The results show that students' Chinese vocabulary has improved to a certain extent under Task-Based Teaching Method, and students believe that the Chinese vocabulary experience of Task-Based Teaching Method is effective.

Ding (2022) studied about the Task-Based Teaching Method is affected to improve the students' second language learning. Her experiments proved that Task-Based Teaching Method can significantly improve learners' independent analysis ability, language perception ability, and expression and communication ability in the second language.

Yan (2021) studied that Task-Based Teaching Method is a dynamic new teaching method, which advocates that learners use the language they have learned to complete the tasks of the course design, and the process of learners completing the tasks is the learning process. The study uses Task-Based Teaching Method for international students in the primary stage of Chinese language by teachers of Shenyang Normal University, Liaoning Normal University and Liaoning University, and uses Task-Based Teaching Method scientifically and rationally to improve the current teaching quality. The results show that the Task-Based Teaching Method is used to Improve the teaching effect of elementary oral Chinese classes, improve the atmosphere of oral Chinese classroom teaching, and promote learners to improve their oral Chinese proficiency and their ability to use oral communication in actual interactions.

Dorathy and Mahalakshmi (2016) focused on the needs of Task-Based Teaching Method in the classroom and the advantages of Task-Based Teaching Method, then compares the effectiveness of Task-Based Teaching Method with traditional teaching methods for students' second language acquisition. The results show that students who received Task-Based Teaching Method scored higher in second language acquisition than students who received traditional teaching methods. In addition, there is a large gap in vocabulary performance between students using Task-Based Teaching Method and students using traditional teaching methods.

Wang (2019) proposed in "Research on the Application of Task-Based Teaching Method in Teaching Chinese as a Foreign Language Classroom" to explore ways to use Task-Based Teaching Method to improve the quality of teaching Chinese as a foreign language, The results shown that task-based teaching could improves the

communicative ability of Chinese learners and improves the quality of teaching Chinese as a foreign language.

Zhang (2020) teaching Chinese as a foreign language through the Task-Based Teaching Method for International students in China, The result shown that the Task-Based Teaching Method in teaching Chinese as a foreign language can cultivate students' Chinese ability in solving problem ability and logical thinking ability.

In summary, the learning in Chinese vocabulary through the Task-Based Teaching Method, It enhances the practicality and practicability of learning. By completed specific tasks, learners can directly apply the Chinese knowledge they have learned to actual situations and improve their ability to use the language. Secondly, it stimulates learners' initiative and enthusiasm. The setting of tasks gives learners clear goals, prompting them to actively think, explore and solve problems, and enhances the fun and challenge of learning. The rich and diverse task forms avoid boring learning methods, allowing learners to gain a sense of accomplishment in challenges, thereby maintaining their enthusiasm and interest in learning Chinese. More actively participate in the process of learning Chinese vocabulary skill.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter aimed to improve the Chinese vocabulary skill of Grade 5 Thai students and enhanced their satisfaction with the Task-Based Teaching Method. In this chapter, the researcher introduced the research methodology including the research design, the sample group, the research instruments used for data collection and the assessment of the validity and reliability of the research instruments. Finally, the chapter also describes the methods used to analyze the data. The description is presented in the following order:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Validity and Reliability
- 3.5 Data Collection Procedures
- 3.6 Data analysis

3.1 Research Design

In this study, the researcher collected quantitative data through Chinese vocabulary skill tests and a students' satisfaction questionnaire. The Chinese vocabulary skill test was divided into a pre-test and a post-test, which aimed to assess students' mastery of Chinese vocabulary before and after using Task-Based Teaching Method. The students' satisfaction questionnaire aimed to investigate students' satisfaction with the use of Task-Based Teaching Method in the process of Chinese vocabulary skill, and the effectiveness of Task-Based Teaching Method.

The diagram of the research design is illustrated in Figure 3.1 as follows:

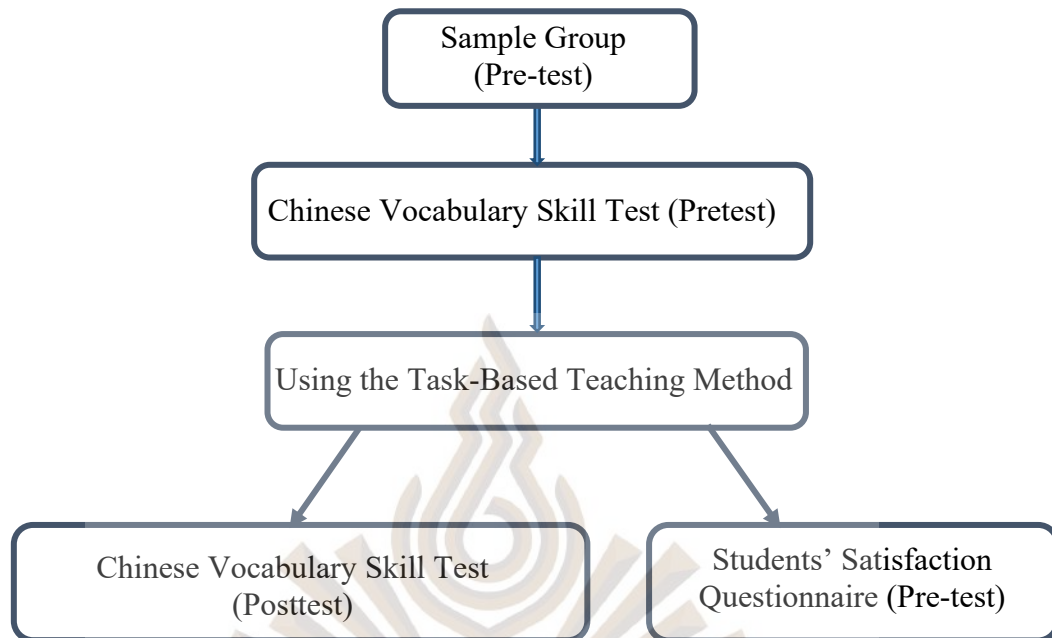


Figure 3.1 Research Design of the Study

3.2 Population and Sample

3.2.1 Population

The target population of this study consisted of two classes of 30 students grade 5 students from Nonthaburi Province in Thailand, ranging in age from 11 to 12 years with mixed genders and learning abilities.

3.2.2 Sample Group

The researcher used a cluster random sampling to select a class from 2 of grade 5 students with different Chinese proficiency and mixed gender, with 12 boys and 18 girls.

3.2.3 Location

This study was conducted with students studying in public School from Nonthaburi Province in Thailand. The school was a public school that included kindergarten and elementary school. It included 460 students and 42 teachers. The school provided Chinese courses from kindergarten to primary school.

3.3 Research Instruments

Three instruments were used to collect quantitative data for this study: lesson plans, Chinese vocabulary skill tests (pretest-posttest), and a students' satisfaction questionnaire.

3.3.1 Lesson Plan

For this study, the researcher designed four lesson plans, each lasting 120 minutes covering four topics based on the Chinese textbook "Chinese Vocabulary" officially compiled by the Ministry of Education of Nonthaburi Province, an administrative agency in Thailand. The course was held once a week. The outline of the lesson plan is shown in Table 3.1 below. (Lesson plans see in Appendix C).

Table 3.1 Lesson Plan Outline

Lesson	Topic	Learning Objectives	Learning Activities	Minutes
Week 1	Personal Pronouns	Students was able to learn and master Chinese vocabulary of different personal pronouns and use them in dialogue and communication.	Publish situational role-playing tasks so that students can recognize and skillfully use personal pronouns in role-playing.	120

Table 3.1 Lesson Plan Outline (Cont.)

Lesson	Topic	Learning Objectives	Learning Activities	Minutes
Week 2	Organs	Students was able to learn and master Chinese vocabulary of different organs and use them in dialogue and communication.	Release the task of making organ models, divide students into groups, distribute different organ word cards and plasticine to students, and ask students to make corresponding organ models based on the content of the cards. Let students understand and memorize the Chinese vocabulary of organs during the production process.	120
Week 3	ASEAN Countries	Students was able to learn and master Chinese vocabulary of different ASEAN countries and use them in dialogue and communication.	The task of making the national flags of ASEAN countries was released. Students were divided into groups and distributed word cards and colored paper from different countries, and students were asked to make national flags based on the vocabulary of the cards. Let students understand and memorize the Chinese vocabulary of ASEAN countries during the production process.	120

Table 3.1 Lesson Plan Outline (Cont.)

Lesson	Topic	Learning Objectives	Learning Activities	Minutes
Week4	Transportation	Students was able to learn and master the Chinese vocabulary expressions of different means of transportation and master the skills of traveling means of transportation.	According to the teaching aid given by the teacher - the transportation poster, make students were divided into groups to find sea, land and air transportation. The class focuses on display and sharing, allowing students to remember and understand the Chinese names and uses of different means of transportation during the search process.	120
Post test				

Source: Researcher

3.3.2 Chinese Vocabulary Skill Test

This study was designed an Chinese vocabulary skill test (pretest-posttest) assessment to collect data. The pretest is mainly a test conducted before studying and was test students' current knowledge and Chinese language skill. The purpose of the posttest is to examine students' Chinese vocabulary skill after being guided by Task-Based Teaching Method, and to compare the Chinese vocabulary skill of sample groups before and after the implementation of Task-Based Teaching Method.

The test consisted of listening and reading comprehension. The exam format included 20 multiple-choice questions, with a total score of 20 points. (See Appendix C for details)

3.3.3 Students' Satisfaction Questionnaire

The questionnaire was used to investigate students' satisfaction Questionnaire

with using Task-Based Teaching Method to learn Chinese vocabulary. The students' satisfaction questionnaire was divided into three parts: interest in learning Chinese vocabulary skill, student engagement, and the effectiveness of Task-Based Teaching Method on students' Chinese vocabulary. (Details as shown in Appendix H)

Table 3.2 The Range of Mean Score Interpretation

Likert-Scale Description	Score Range	Students' Satisfaction Level
Strongly Like	4.01-5.00	Highest
Like	3.01-4.00	High
Neutral	2.01-3.00	Moderate
Dislike	1.01-2.00	Low
Strongly Dislike	1	Lowest

3.4 Validity and Reliability

3.4.1 Validity

In this research, a rigorous validation process was implemented to ensure the credibility of all research instruments before their application. To comprehensively understand and evaluate the effectiveness of these instruments, the study utilized the Item Objective Congruence (IOC) index. The IOC score, ranging from -1 to +1, was a pivotal metric for assessing the conceptual alignment of the research instruments. The IOC was calculated by applying the formula: $IOC = \Sigma R/N$, in which ' ΣR ' represented the totally score of the experts rating and ' N ' represented the number of experts.

The validation of research instruments, including Lesson Plans, Chinese vocabulary skill Tests, and the students' satisfaction questionnaire, was conducted by three experienced Chinese teachers in Thailand. The Item-Objective Consistency Index (IOC) was employed to ascertain whether the items align with the stated objectives, with scores ranging from -1 to +1.

The interpretation of IOC scores was as follows:

- +1: The item perfectly aligns with the stated objectives.
- 0: The item's alignment with the stated objectives is unclear.
- 1: The item does not align with the stated objectives.

Additionally, the operational score range domain was from 0.67 to +1. Items scoring between 0.67 and 1.00 were retained as part of the instrument. Conversely, items with values below 0.67 were considered unclear and may have necessitated rephrasing or removal to ensure optimal instrument validity.

In this study, the IOC (Index of Consistency) results for the Lesson Plan, Chinese vocabulary skill test, Students' Satisfaction Questionnaire were between 0.67 and 1; indicated that all instruments were validated by three experienced experts with the score. (Detail as shown in Appendix E, G, I).

3.4.2 Reliability

Reliability referred to the ability of a measurement tool to give similar and consistent results under different conditions and at different time intervals. The aim of reliability validation was to ensure that the research instrument measured the variable of interest consistently across multiple applications without being seriously affected by random errors, thus ensuring the trustworthiness of the research instrument.

In this research instruments both Chinese vocabulary skill test and students' satisfaction questionnaires were piloted on a different group of 30 grade 5 students in the same school. The researcher then administered to evaluate the reliability of the Chinese vocabulary skill test from the Kuder-Richardson (KR-20). And also, the students' satisfaction questionnaires evaluates the reliability of Cronbach's Alpha Coefficient. In general, the reliability scores equal to or greater than 0.7 indicate that the items are more stable and reliable. If the score is less than 0.7, indicates that the research project is not reliable enough, and some changes should be made. The table shows Cronbach's Alpha coefficient.

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

In this study, the vocabulary skill test has reliability was 0.89 and students' satisfaction questionnaire reliability was 0.94. (Detail as shown in Appendix K).

3.5 Data Collection Procedures

3.5.1 Ethical Approval

To conduct the study in schools, the researcher obtained a letter of approval from Rangsit University. Since the participants in this study were between the ages of 11 and 12, the researcher also sought permission from the responsible school department and students. (Detail as shown in Appendix A and Appendix L)

3.5.2 Confidentiality

The researcher kept confidential all information concerning students' bio-data and students' satisfaction questionnaire responses. The researcher also removed all data after the study was finished.

3.6 Data Analysis

The data was analyzed using two different methods based on the two research objectives. The first method was to analyze the quantitative data from the pre-test and post-test in order to examine the sample group's improvement after using the Task-Based Teaching Method to learn Chinese vocabulary. The second method focused on collecting quantitative data through students' satisfaction questionnaires to assess students' contentment with the use of Task-Based Teaching Method in Chinese vocabulary skill.

3.6.1 Chinese Vocabulary Skill Test Analysis

In order to compare the students' Chinese vocabulary after using the Task-Based Teaching Method, information was collected through a pre-test and a post-test. The collected data was then analyzed using a t-test dependent sample.

3.6.2 Analysis of Students' Satisfaction

To investigate students' contentment with using the Task-Based Teaching Method, data were collected using a Students' Satisfaction Questionnaire. Mean and standard deviation were used to statistically analyze the students' responses to each item.

CHAPTER 4

DATA ANALYSIS

The quasi-experimental thesis design was applied to study the implementation of Task-Based Teaching Method to improve grade 5 Thai students' Chinese vocabulary skill, and to examine students' satisfaction with the use of Task-Based Teaching Method in Chinese vocabulary lessons as well. The research findings were derived from the following research instruments: Pretest Posttest and Students' Satisfaction Questionnaire. In this chapter, the findings from the data are presented in the following order:

- 4.1 Analysis of Chinese Vocabulary Skill Test Scores
- 4.2 Analysis of Students' Learning Satisfaction

4.1 Analysis of Chinese Vocabulary Skill Test Scores.

The test data from grade 5 Thai students in a public school in Nonthaburi Province. The data collected from the pretest and posttest were analyzed using paired samples t-test (t-test for dependent sampling) by using a suitable software computer program. The comparison was done based on mean, significant value, and standard deviation. The data analysis shown as follow;

4.1.1 Comparison of Pretest and Posttest Scores of the Sample Group

This section addresses the first research question: Would the use of Task-Based Teaching Method improve the Chinese vocabulary skill of grade 5 Thai students? analyze the pretest and posttest data to get the results, a paired sample t-test was used to conduct a statistical comparison of the standard deviation test based on the mean, standard deviation, and significant value. Individual students' pretest and posttest

scores, as well as their increment in scores and percentages, are provided on Table 4.1 below.

Table 4.1 Pretest & Posttest Scores of the Sample Group

Student ID	Pretest Scores (Full Score=20)	Posttest Scores (Full Score=20)	Increase in Test Scores	% Difference
1	11	19	8	40.00%
2	6	20	14	70.00%
3	6	20	14	70.00%
4	10	19	9	45.00%
5	7	20	13	65.00%
6	8	18	10	50.00%
7	13	20	7	35.00%
8	10	18	8	40.00%
9	7	19	12	60.00%
10	9	20	11	55.00%
11	9	19	10	50.00%
12	9	12	3	15.00%
13	12	17	5	25.00%
14	7	12	5	25.00%
15	10	20	10	50.00%
16	9	17	8	40.00%
17	12	18	6	30.00%
18	8	17	9	45.00%
19	5	18	13	65.00%
20	5	20	15	75.00%
21	6	16	10	50.00%
22	6	18	12	60.00%
23	9	20	11	55.00%
24	8	15	7	35.00%
25	9	19	10	50.00%

Table 4.1 Pretest & Posttest Scores of the Sample Group (Cont.)

Student ID	Pretest Scores (Full Score=20)	Posttest Scores (Full Score=20)	Increase in Test Scores	% Difference
26	9	17	8	40.00%
27	8	18	10	50.00%
28	9	18	9	45.00%
29	7	18	11	55.00%
30	9	18	9	45.00%
Mean (\bar{X}) scores	8.53	18.00	9.47	47.83%

Table 4.1 shows the students' pretest and posttest scores. The pretest total mean score was 8.53, the posttest total mean score was 18.00, and the total increase mean score was 9.47. The display percentage increased by up to 47.83%. The pretest ranged from 5 to 13, and the posttest ranged from 12 to 20. The score shows the improvement in the performance of the students after being taught using Task-Based Teaching Method. It was observed that the highest pretest score was 13 and the lowest score was 5. Posttest scores improved significantly, the highest score of the students was 20 and the lowest score was 12. Student serial number 20 showed huge improvement with a difference of 15 points (75.00%), Student serial number 12 showed the smallest improvement, with a difference of 3 points (15.00%). The result scores showed that the posttest scores were higher than the pretest ones. Although there were discrepancies in students' level of improvement. The overall posttest ranges of the students improved more than the whole pretest range.

4.1.2 Analysis of Paired Sample t-test

A paired samples t-test (t-test for the dependent samples) was conducted on the data collected from the pre-test and post-test using a SPSS computer programme as shown below, as shown in Table 4.2 below.

Table 4.2 Pretest and Posttest Comparison with Paired Samples t-test

Students	Pretest		Posttest		Mean Difference	t	p-value
Sample Group	\bar{X}	SD	\bar{X}	SD	9.47	-18.471	0.000
	8.53	2.03	18.00	2.08			

*p-value <0.05

From Table 4.2 above, display the mean scores for the pretest was 8.53 with the standard deviation of 2.03 while the posttest mean score was 18.00 with the standard deviation of 2.08. The difference between the pretest and posttest means is 9.47, The mean of the posttest of the sample group was greater than the mean score of the pretest. The obtained significance value (p) was 0.0, which was lower than .05 ($p < .05$). The post-test scores showed a statistically significant increase compared to the pre-test scores of the sample group.

4.1.3 Pretest and Posttest Comparison

The individual pre-test and post-test scores of students are shown in Figure 4.1, which clearly shows the changes in students' scores (The full score is 20).

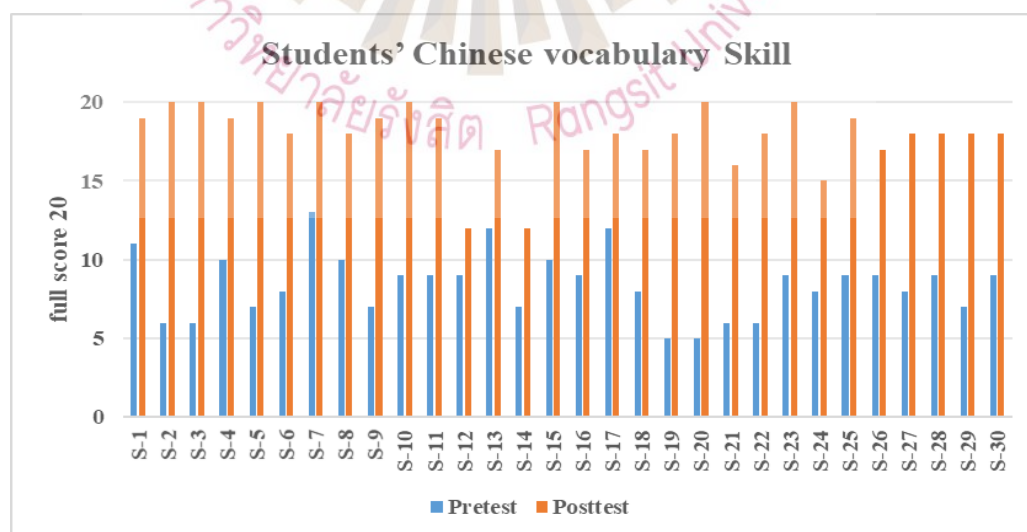


Figure 4.1 Shows the Comparison of the Pre-test and Post-test Scores of Grade 5 Thai Students in Chinese Vocabulary Skill

Figure 4.1 illustrates the students' individual improvements in pretest and posttest scores. The blue bars in the bar chart represent pretest scores, while the orange bars represent posttest scores. The posttest scores of all participants increased, suggesting the efficiency of using Task-Based Teaching Method to enhance the Chinese vocabulary skill of students.

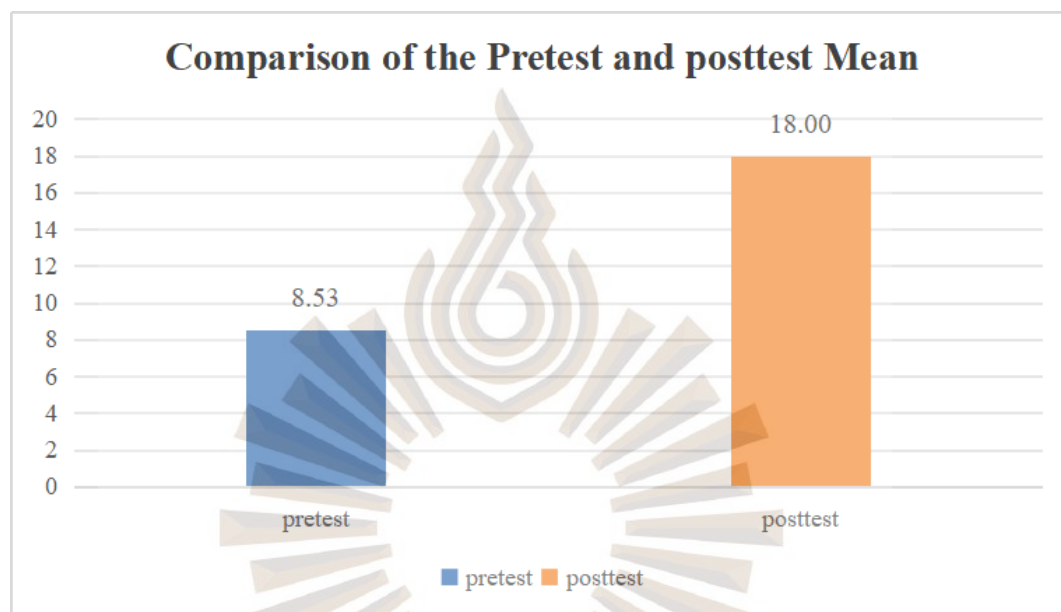


Figure 4.2 Illustration the Mean of the Pretest and Posttest Scores of the Sample Group

Additionally, Figure 4.2 showed a comparison of the pre-test and post-test averages, with a pre-test average score of 8.53 and a post-test average score of 18.00. The post-test average score was significantly higher than the pre-test average score. In the table, the posttest score, represented by the orange color, was 9.47 points higher than the pretest score, represented by the blue color. This indicated that everyone made progress and achieved better scores on the post-test.

4.2 Analysis of Students' Learning Satisfaction

A five-point Likert scale was used in the Students' Satisfaction questionnaire, and the purpose of this study was to collect quantitative data and explore students' satisfaction with the use of the Task-Based Teaching Method in the Chinese vocabulary skill. The questionnaire was designed with 15 items covering interest in learning Chinese vocabulary skill, student engagement, and the Effectiveness of Task-Based Teaching Method. A total of 30 study participants (n=30) were administered the questionnaire. The findings were analyzed through the use of descriptive statistics (mean and standard deviation). Based on the mean scores, the evaluations were categorized into five levels: highest (4.01-5.00), high (3.01-4.00), medium (2.01-3.00), low (1.01-2.00), and lowest (1.00-0.00).

A questionnaire was administered to all 30 (n=30) study participants. From the table 4.3 below, it can be seen that the mean scores were 4.81, 4.77 and 4.72 for part A, part B and part C respectively, which were all at the highest level. The overall average was also at the highest level with the mean scores of 4.77.

Table 4.3 Questionnaire of the Sample Group

	n	Mean	SD	Interpretation
Part A	30	4.81	0.44	Highest
Part B	30	4.77	0.52	Highest
Part C	30	4.72	0.43	Highest
Total	30	4.77	0.48	Highest

4.2.1 Analysis of Questionnaire Part A: Interest in Learning Chinese Vocabulary Skill

Table 4.4 below showed the mean scores and standard deviations of students' satisfaction with their interest in learning Chinese vocabulary skill. The highest mean (\bar{x}) score was 4.87 with a standard deviation of 0.35 for item 2, "I enjoy the teacher's teaching style in vocabulary skill class using Task-Based Teaching Method." Although

the lowest mean (\bar{x}) score was 4.77 with a standard deviation of 0.50 for item 1, "Using Task-Based Teaching Method to learn Chinese vocabulary skill is interesting." It still remained at a highest level. The interpretation of the mean scores suggested that students satisfaction with part A of the questionnaire remained at the highest level (\bar{x} = 4.81, SD = 0.44). Overall, students believed that Task-Based Teaching Method could stimulate students' interest.

Table 4.4 Part A: Interest in Learning Chinese vocabulary skill (n=30)

No.	PART A: Interest in Learning Chinese Vocabulary Skill	Mean	SD	Interpretation
1	Using Task-Based Teaching Method to learn Chinese vocabulary skill is interesting.	4.77	0.50	Highest
2	I enjoy the teacher's teaching style in vocabulary skill class using Task-Based Teaching Method.	4.87	0.35	Highest
3	I enjoy the classroom atmosphere when using Task-Based Teaching Method.	4.80	0.48	Highest
4	Using Task-Based Teaching Method helps me to develop confidence in Chinese vocabulary skill.	4.80	0.48	Highest
5	Using Task-Based Teaching Method motivates me to learn more Chinese vocabulary skill.	4.83	0.38	Highest
	Average	4.81	0.44	Highest

4.2.2 Analysis of Questionnaire Part B: Student Engagement

Table 4.5 presented the mean and standard deviation of the students' scores for Part B, "Student Engagement". The highest mean (\bar{x}) score was 4.83 with a standard deviation of 0.46 for item 7, "I am more willing to engage in the vocabulary skill class using Task-Based Teaching Method." Although the lowest mean (\bar{x}) score was 4.70 with a standard deviation of 0.65 for item 10, "Task-Based Teaching Method learning has increased in participate with the classmates in all learning activities." it still remained at a highest level. The interpretation of the mean scores suggested that students satisfaction with part B of the questionnaire remained at the highest level (\bar{x} =

4.77, SD = 0.52). Overall, students enjoyed and actively participated in classroom activities designed based on Task-Based Teaching Method.

Table 4.5 Part B: Student Engagement (n=30)

No.	PART B: Student Engagement	Mean	SD	Interpretation
6	All activities related to the Task-Based Teaching Method engaged me to join the class.	4.73	0.52	Highest
7	I am more willing to engage in the vocabulary skill class using Task-Based Teaching Method.	4.83	0.46	Highest
8	Task-Based Teaching Method allowed me to deepen the process of learning Chinese vocabulary skill.	4.80	0.48	Highest
9	The task-based teaching more interactive to learn Chinese vocabulary skill.	4.77	0.50	Highest
10	Task-Based Teaching Method learning has increased in participate with the classmates in all learning activities.	4.70	0.65	Highest
	Average	4.77	0.52	Highest

4.2.3 Analysis of Questionnaire Part C: The Effectiveness of Task-Based Teaching Method

Table 4.6 presented the mean and standard deviation of the students' scores for Part C, "The Effectiveness of Task-Based Teaching Method". The highest mean (\bar{x}) score was 4.87 with a standard deviation of 0.43 for item 15, "Task-Based Teaching Method is beneficial to my future Chinese learning." Although the lowest mean (\bar{x}) score was 4.40 with a standard deviation of 0.50 for item 14, "The teaching style of Task-Based Teaching Method is very effective in learning Chinese vocabulary skill." it still remained at a highest level. The interpretation of the mean scores suggested that students satisfaction with part C of the questionnaire remained at the highest level (\bar{x} = 4.72, SD = 0.48). Overall, Based Teaching Method-Task can improve students'

Chinese vocabulary skill and enhance their self-confidence.

Table 4.6 Part C: The Effectiveness of Task-Based Teaching Method (n=30)

No.	PART C: The Effectiveness of Task-Based Teaching Method	Mean	SD	Interpretation
11	Using Task-Based Teaching Method will help improve my Chinese vocabulary skill.	4.80	0.48	Highest
12	Using Task-Based Teaching Method will greatly reduce my burden of memorizing Chinese vocabulary skill.	4.83	0.38	Highest
13	Task-Based Teaching Method with various activities is more effective.	4.70	0.60	Highest
14	The teaching style of Task-Based Teaching Method is very effective in learning Chinese vocabulary skill.	4.40	0.50	Highest
15	Task-Based Teaching Method is beneficial to my future Chinese learning.	4.87	0.43	Highest
	Average	4.72	0.48	Highest

In summary, the results of the study show that in the students' satisfaction questionnaire, the mean (\bar{x}) score of Part A is 4.81, with a standard deviation of 0.44; the mean (\bar{x}) score of Part B is 4.77, with a standard deviation of 0.59. The mean (\bar{x}) score of Part C is 4.72, with a standard deviation of 0.48. Among them, the mean (\bar{x}) score of Part A is the highest, 4.81, and the mean (\bar{x}) score of Part C is the lowest, 4.72, but it is also at the highest level. The overall average score is 4.77, with a standard deviation of 0.48. Therefore, the researcher are confident that students have a positive and satisfactory attitude towards the Task-Based Teaching Method in the teaching of Chinese vocabulary skill.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

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

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives were stated for this study:

- 1) To compare the Chinese vocabulary skill of grade 5 Thai students before and after using Task-Based Teaching Method.
- 2) To examine of grade 5 Thai students' satisfaction using Task-Based Teaching Method.

This study applied the Task-Based Teaching Method assessed the Chinese vocabulary skill of Grade 5 Thai students in Nonthaburi Province, and students' Satisfaction Questionnaire based on the gathered data, the following conclusions were drawn:

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

In this study, the first objective was to compare the Chinese vocabulary skill of grade 5 Thai students before and after using Task-Based Teaching Method. Following the pre-test and post-test results, a paired sample t-test was conducted to compare the learning performance within one group of students.

1) The paired samples t-test statistical analysis of the students' Chinese vocabulary skill scores showed that the mean score of the post-test (mean = 18.00, SD = 2.08) was higher than the mean score of the pre-test (mean = 8.53, SD = 2.03), with a mean difference of 9.47. The higher mean score of the post-test indicated that the Task-Based Teaching Method of teaching played a positive role in the Chinese vocabulary skill.

2) The highest score (13) (Student No.7) and the lowest score (5) (Student No.19 and No.20) were obtained in the pre-test. The highest score (20) (Student No.2, Student No.3, Student No.5, Student No.7, Student No.10, Student No.15, Student No.20 and Student No.23) and the lowest score (12) were obtained in the post-test (Student No.12 and Student No.14). The highest score in the post-test was higher than the pre-test (15) (Student No.20), and the lowest score in the post-test was higher than the pre-test (3) (Student No.12). It can be seen that the Chinese vocabulary skill was improved by using the Task-Based Teaching Method.

3) All of the participants had higher scores on the post-test than on the pre-test score, with a difference in scores ranging from 3 to 15 points

The quantitative data analyzed above show that the students' performance was significantly improved. Therefore, the results of this study suggested that the use of the Task-Based Teaching Method effectively improved the Chinese vocabulary skill of grade 5 Thai students.

5.1.2 The Results of Students' Learning Satisfaction

The second main objective analyzed in this section was to examine the satisfaction of grade 5 Thai students after using the Task-Based Teaching Method. The entire questionnaire for student satisfaction consisted of 15 questions. Quantitative data were collected from this Students' Satisfaction Questionnaire.

Part A : Interest in Learning Chinese Vocabulary Skill

Part B : Student Engagement

Part C : The Effectiveness of Task-Based Teaching Method

1) According to the data in part A of the questionnaire, it resulted that students had the highest level of interest in the use of Task-Based Teaching Method ($\bar{x} = 4.81$, $SD = 0.44$).

2) According to the data in part B of the questionnaire resulted that students had a highest level of engagement in the use of Task-Based Teaching Method ($\bar{x} = 4.77$, $SD = 0.52$).

3) According to the data in part C of the questionnaire resulted that students had a highest level of the effectiveness in the use of Task-Based Teaching Method ($\bar{x} = 4.72$, $SD = 0.43$).

5.2 Discussion

As described above, the study proved that the Task-Based Teaching Method could improve Grade 5 Thai students' Chinese vocabulary skill. The analysis of the student satisfaction questionnaire also showed that students were satisfied with the use of the Task-Based Teaching Method in their Chinese classrooms. The discussion below describes the results of the study in detail and explains how they effectively solved the research questions posed in this study.

5.2.1 Students' Chinese Vocabulary Skill

The results of this study showed that the Task-Based Teaching Method was successful in helping to improve students' Chinese vocabulary skill. This was evident through the pre-test and post-test. The mean score of the posttest (18.00) was higher than the mean score of the pretest (8.53) by 9.47 points (a 47.83% difference). Among the 30 students, the most remarkable improvement was made by student number 20, whose scores on the pre-test and post-test were 5 and 20 respectively, with a difference of 15 points between the post-test and pre-test. This student completed the teacher's tasks very seriously in class and used teaching aids flexibly. The task of making the ASEAN flag required teamwork using hands, brains, and mouths. While making, this student learned about the origin of the country's name, history, culture, and flag pattern, which comprehensively improved his hands-on ability, cooperation ability, and the use

of Chinese. In the task of completing personal pronouns according to the situational dialogue, the problem situation was realistic, and the students felt very resonant, so they took the initiative to think and practice. That's why this student improved his Chinese vocabulary skill score most significantly. This result showed that Task-Based Teaching Method significantly improved students' Chinese vocabulary skill. The lowest improvement was made by student number 12, whose scores on the pre-test and post-test were 9 and 12 respectively, with a difference of only 3 points between the post-test and the pre-test. the progress of this student was not very obvious. However, through the Task-Based Teaching Method, this student's Chinese vocabulary skill was also improved to a certain extent.

In summary, the improvement in students' scores suggested that the use of the Task-Based Teaching Method improved students' Chinese vocabulary skill. Therefore, all of the above findings credibly addressed the first research question.

5.2.2 Students Satisfaction

A five-point Likert scale was utilized in the student' satisfaction questionnaire, and the purpose of this study was to collect quantitative data and explore students satisfaction with the use of the Task-Based Teaching Method in the Chinese classroom. The questionnaire was designed with 15 items covering interest, engagement, and the efficacy of the Task-Based Teaching Method. A total of 30 study participants (n = 30) were administered the questionnaire. The findings were analyzed through the use of descriptive statistics (mean and standard deviation). Based on the mean scores, the evaluations were categorized into five levels: highest (4.01-5.00), high (3.01-4.00), medium (2.01-3.00), low (1.01-2.00), and lowest (1.00-0.00).

From the data in Part A, we can see that the task-based teaching method can significantly improved students' interest in learning Chinese vocabulary, and the satisfaction was also highest (mean = 4.81, standard deviation = 0.44). This may be because the researcher provided students with rich materials in class. In the learning of personal pronouns, videos and pictures were used to substitute scenarios, and students

played roles in the scenarios. Students learned and practiced while playing, and mastered personal pronouns in the process. These interesting contents were very popular with students and have increased their interest in learning. The corresponding item 2 "I like the teacher's teaching style in the vocabulary class of the Task-Based Teaching Method" showed the highest score, with a mean of 4.87 and a standard deviation of 0.35. This showed that the learning materials in the classroom were very effective in helping students and deeply loved by students.

From the data in Part B, it can be seen that the Task-Based Teaching Method can significantly improve students' participation in learning Chinese vocabulary, and the satisfaction is the highest (mean = 4.77, standard deviation = 0.52). Based on the Task-Based Teaching Method, the researcher designed many meaningful and interesting classroom activities. By made a model in class, the students' impressions were deepened, and teamwork enables students to interact more effectively in class and use Chinese, and also improved their hands-on ability. These activities helped students actively participate in classroom interactions. Item 7, "I prefer to take vocabulary skill classes that use Task-Based Teaching Method," scored the highest, with a mean score of 4.83 and a standard deviation of 0.46. This suggests that Task-Based Teaching Method can provide a learning environment with Chinese as the classroom teaching environment, helping students speak more Chinese and improve their Chinese vocabulary skill.

From the data in Part C, it can be seen that Task-Based Teaching Method can significantly improve students' Chinese vocabulary skill development efficiency, with the highest satisfaction (mean = 4.72, standard deviation = 0.48). Task-Based Teaching Method optimized the use of classroom time and improved student participation. In the study of transportation tools, the team divided the work and cooperated to complete the task of analyzing the name, characteristics, functions and usage scenarios of transportation tools, and students' thinking ability and information retrieval ability were exercised. Through these tasks, we understood students' understanding of Chinese vocabulary, provided targeted guidance and supported for teaching, improve classroom efficiency, and promoted more effective learning and teaching processes.

Item 17, "Task-Based Teaching Method are beneficial to my future Chinese learning," scored the highest, with a mean score of 4.87 and a standard deviation of 0.43. This showed that task-based teaching significantly improved students' cooperation ability, thereby improving their overall learning efficiency.

5.3 Recommendations

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

5.3.1 Recommendations for Implementation

Through the above analyses we found that the Task-Based Teaching Method played a positive role in the Chinese vocabulary skill of grade 5 Thai students. The following recommendations are listed:

1) The Task-Based Teaching Method efficiently and successfully improved the Chinese vocabulary skill of grade 5 Thai students in public school. So, Task-Based Teaching Method could be implemented to other schools Chinese vocabulary skill courses.

2) Since the Task-Based Teaching Method approach required students to communicate and collaborate, the researcher suggested that the Task-Based Teaching Method approach should be used with multimedia to help students learn actively, thereby improving students' Chinese vocabulary skill.

5.3.2 Recommendations for Future Research

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

2) A limitation in this study was that the number of participants was only 30 grade 5 Thai students. Therefore, the researcher conducted the study under the condition of different grades and larger samples in other schools in Thailand, which

helped to ensure the credibility of the findings of this study.

3) The duration of this study was limited only four weeks, so future researcher may get different results if they have conducted a longer study.

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

The specific details of the experiment have already been mentioned earlier, so a brief summary is provided at the end of the chapter. The Task-Based Teaching Method was found to effectively improve students' Chinese vocabulary skill and increase their participation and motivation in class. It served as an excellent tool for Chinese teachers and students in Thailand to enhance their Chinese vocabulary skill. The Task-Based Teaching Method could be effectively utilized in the teaching of Chinese vocabulary skill and related fields.



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COA. No. RSUERB2024-119



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

COA. No.	COA. No. RSUERB2024-119
Protocol Title	THE DEVELOPMENT OF CHINESE VOCABULARY SKILL USING THE TASK BASED TEACHING METHOD OF GRADE 5 THAI STUDENTS
Principle Investigator	TANG HONG
Co-Investigator	Mr.Techameth Pianchana
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	15 July 2024
Date of Expiration:	15 July 2026
Date of Renewal:	within 15 June 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.....

(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

The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

APPENDIX B
LETTER OF APPROVAL

มหาวิทยาลัยรังสิต Rangsit University

WAT SAOTHONGHIN SCHOOL

Sao Thong Hin, Bang Yai District, Nonthaburi 11140 Tel.: 029200037

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

Dear Sir/Madam,

I am currently enrolled in the Master in Curriculum and Instruction at Rangsit University, Thailand.

I am conducting a research on the " THE DEVELOPMENT OF CHINESE VOCABULARY SKILL USING THE TASK BASED TEACHING METHOD OF GRADE 5 THAI STUDENTS " This research requires student participation. The instruments involved during the study pretest and posttest, student satisfaction questionnaire for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and undisclosed.

Yours Sincerely,

TANG HONG,

Rangsit University Thailand

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

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

Follow the the prior mentioned document have been reviewed and approved by the administration of Wat Saothonghin School.

Signature

Date 29/5/67

Head of Chinese Department

WAT SAOTHONGHIN SCHOOL

Signature

Date 29/5/67

School Director

WAT SAOTHONGHIN SCHOOL



APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

มหาวิทยาลัยรังสิต Rangsit University

NO.	Name	Position/Title	Institutes
1	Lili Dan	Lecturer	Kunming University of Science and Technology Jinqiao College, China.
2	Zhougui Ying	Lecturer	Kunming University of Science and Technology Jinqiao College, China.
3	Zhangqing Niu	Lecturer	Gui Zhou Zun yi High school, China.






Lesson Plan 1		
<p>Subject : Chinese</p> <p>Topic : personal pronouns</p> <p>Class Size: 30 students</p> <p>Time: 120 minutes (60 minutes/ per session)</p> <p>Teaching and learning strategy: Integrating Task-Based Teaching Method into Chinese Vocabulary skill.</p> <p>Teaching and learning materials: Chinese textbook "Chinese Vocabulary", laptop computer, ID cards, PinYin cards, whiteboard, whiteboard markers, paper, pencil, eraser.</p> <p>Learning Objective : Students was able to learn and master Chinese vocabulary of different personal pronouns and use them in dialogue and communication.</p>		
Content		
Stage	Activities	Time
Warming-up	<p>Pre tasks:</p> <ol style="list-style-type: none"> 1. The teacher plays a role-playing video to guide the teaching content of this lesson "Personal Pronouns". https://youtu.be/67CRBT1qOcc?si=SubtAKdn8vbGPgj 2. Create role-playing situations and assign tasks for students to memorize the contents of role cards. 3. Students conduct situational dialogues according to their respective roles, and the teacher guides students to discover and learn to use personal pronouns in the role-situation dialogues. 	15 minutes

Stage	Activities	Time
<p>Instruction</p>	<p>Task :</p> <ol style="list-style-type: none"> 1. Find personal pronouns in role-playing situation conversations and use them skillfully. 2. Students are divided into five groups of five people each. Everyone has an ID card with name, age and occupation, for example (Xiao Ming - 20 years old - police officer). Students learn each other's names, ages, and occupations through conversations and practice in the conversations. Use of personal pronouns. 3. Ask students what personal pronouns they have learned using task-based instruction in this course. Whether students can use these personal pronouns proficiently, and their experiences and feelings in this situational role-play learning task. <p>Implementation:</p> <ol style="list-style-type: none"> 1. The teacher divides the students into five groups, distributes them, and explains the meaning of each role card. Use your role cards to practice targeted conversations with your classmates. Provide students with sentence structure for personal pronouns. 2. Find a student to partner with and demonstrate to the student <p>Teacher: "My name is lili, what is your name?"</p> <p>Student: "My name is Luli. I am twenty years old. How old are you?"</p> <p>Teacher: "I am twenty-two years old and I am a teacher. What about you?"</p> <p>Student: "I am a police officer. Nice to meet</p> 	<p>40 minutes</p>

Stage	Activities	Time
	<p>you."</p> <p>Teacher: "Nice to meet you too."</p> <p>3. Let students remember the relevant information of the role-playing characters.</p> <p>4. Five groups of students performed role-playing according to the teacher's demonstration. The teacher provides guidance on the side, guiding students to find personal pronouns during the role-playing process and learn to use personal pronouns skillfully.</p> <p>5. Each group of students went on stage to role play, and said which personal pronouns were used in the performance, and which personal pronouns were learned using the task teaching method in this course. Whether they can use these personal pronouns proficiently, and the students' experiences and feelings in the learning task of this situational role play.</p>	50 minutes
Summary	<p>1. The students for each group come in front to present the personal pronouns from their work.</p> <p>2. Their classmate discusses and exchange ideas together.</p> <p>3. The teacher corrects them, guide them and share some more ideas to get the new knowledges/concepts.</p> <p>4. Homework Assignment: Make sentences using the personal pronouns you learned.</p>	15 minutes


Lesson Plan 2		
<p>Subject : Chinese</p> <p>Topic : organs</p> <p>Class Size: 30 students</p> <p>Time: 120 minutes (60 minutes/ per session)</p> <p>Teaching and learning strategy: Integrating Task-Based Teaching Method into Chinese Vocabulary skill.</p> <p>Teaching and learning materials: Chinese textbook "Chinese Vocabulary", laptop computer, Plasticine, PinYin cards, whiteboard, whiteboard markers, paper, pencil, eraser.</p> <p>Learning Objective : Students was able to learn and master Chinese vocabulary of different organs and use them in dialogue and communication.</p>		
Content		
Stage	Activities	Time
Warming-up	<p>Pre tasks:</p> <ol style="list-style-type: none"> 1. The teacher plays the Chinese song "Head, Shoulders, Knees and Feet" to guide the teaching content of this lesson. 2. Divide students into groups and assign classroom tasks to make organ models using plasticine. 3. Students improve their concentration, memorize vocabulary and hands-on ability by making organ models. Teachers guide students to discover the characteristics and functions of organs during the production process. 	15 minutes

Stage	Activities	Time
<p>Instruction</p>	<p>Task :</p> <ol style="list-style-type: none"> 1. Use plasticine to model organs and describe their characteristics and functions. 2. Students are divided into 5 groups, and each group distributes teaching aids, pictures, pinyin cards, word cards, plasticine, pens, paper and other items. Students make organ models based on Chinese vocabulary understanding and collaboration, and deepen the memory of organ words during the conversation. 3. The teacher uses task-based teaching and asks students what organs they have learned through task-based teaching in this course. Whether students can skillfully use the Chinese vocabulary of these organs, and their experiences and feelings in this learning task help students improve their practical abilities through practical activities. <p>Implementation:</p> <ol style="list-style-type: none"> 1. The teacher divides the students into five groups, with five students in each group. 2. The teacher groups the organs into five organ systems. <ul style="list-style-type: none"> "Respiratory system organs" such as "lungs". "Sense organs" such as eyes, ears, nose, tongue and other organs. "Digestive organs" such as mouth, stomach, pancreas and other organs. "Musculoskeletal organs" such as muscles, bones, joints and other organs. "Nervous system organs" such as the brain, spinal cord, etc. 	<p>40 minutes</p> <p>50 minutes</p>

Stage	Activities	Time
	<p>Each group of students randomly selected an organ system and used teaching aids to make a model.</p>  <p>3. The teacher uses plasticine to pinch a hand with a "sensory organ" to demonstrate. as the picture shows</p> <p>4. Five groups of students made organs according to the teacher's demonstration. The teacher provides guidance on the side and guides students to discover the characteristics and functions of organs during the production process.</p> <p>5. Students from each group went on stage to display organ models, and told the Chinese pronunciation, characteristics and functions of the corresponding organs, as well as which organs they have mastered through task teaching methods in this course. As well as students' experiences and feelings in this learning task of organ model making.</p>	
Summary	<ol style="list-style-type: none"> 1. Students in each group go to the front to show their work of making organ models. 2. Students discuss and exchange ideas together. 3. The teacher corrects them, guides them, and shares more ideas to gain new knowledge/concepts. 4. Homework: Please tell me which organs you recognize. 	15 minutes

Lesson Plan 3		
<p>Subject : Chinese</p> <p>Topic : ASEAN Countries</p> <p>Class Size: 30 students</p> <p>Time: 120 minutes (60 minutes/ per session)</p> <p>Teaching and learning strategy: Integrating Task-Based Teaching Method into Chinese Vocabulary skill.</p> <p>Teaching and learning materials: Chinese textbook "Chinese Vocabulary", laptop computer, Plasticine, PinYin cards, whiteboard, whiteboard markers, paper, pencil, eraser.</p> <p>Learning Objective : Students was able to learn and master Chinese vocabulary of different ASEAN countries and use them in dialogue and communication.</p>		
Content		
Stage	Activities	Time
Warming-up	<p>Pre tasks:</p> <ol style="list-style-type: none"> 1. The teacher plays the Chinese song "Happy Clapping Song" to enliven the atmosphere. After saying hello, the teacher tells the content of this lesson about ASEAN countries. 2. Divide students into groups and assign classroom tasks to use plasticine to make the national flags of ASEAN countries. 3. Students improve their concentration, memorization of vocabulary and hands-on ability by making the national flags of ASEAN countries. Teachers guide students to discover the cultural characteristics of ASEAN countries during the production process. 	15 minutes

Stage	Activities	Time
<p>Instruction</p>	<p>Task :</p> <ol style="list-style-type: none"> 1. Use plasticine to make the flags of ASEAN countries and describe their cultures. 2. Students are divided into 5 groups, and each group is given teaching aids such as pictures, pinyin cards, word cards, plasticine, pens, paper and other items. Students made the flags of ASEAN countries based on Chinese vocabulary understanding and collaboration, and deepened the memory of ASEAN countries during the dialogue process. 3. The teacher uses a Task-Based Teaching Method and asks students what they have learned about the Chinese names and cultural characteristics of ASEAN countries through task-based teaching in this course. Whether students can remember the Chinese vocabulary of these ASEAN countries, and their experiences and feelings in this learning task can help students improve their practical abilities through practical activities. <p>Implementation:</p> <ol style="list-style-type: none"> 1. The teacher divides the students into five groups, with five students in each group. 2. The teacher divided ASEAN countries into five topics <ul style="list-style-type: none"> *Thailand, Myanmar *Singapore, Laos *Cambodia, Brunei *Vietnam, Philippines *Indonesia, Malaysia <p>Each group made two national flags. Students in each group randomly selected questions and used teaching aids to make the national flag.</p> 3. The teacher used plasticine to shape the 	<p>40 minutes</p> <p>50 minutes</p>

Stage	Activities	Time
	<p>"China" flag to demonstrate. as the picture shows</p>  <p>4. Five groups of students made national flags according to the teacher's demonstration. The teacher provides guidance on the side, and the teacher guides the students to discover the cultural characteristics of ASEAN countries during the production process.</p> <p>5. Each group of students went on stage to display the national flag model, and said the Chinese pronunciation of the corresponding country's flag, introduced the cultural characteristics of their country, and which ASEAN countries this course has mastered through task teaching methods. As well as students' experiences and feelings in this learning task of making a national flag model.</p>	
Summary	<ol style="list-style-type: none"> 1. Each group of students goes to the front to display their work of making a national flag model. 2. Students discuss and exchange ideas together. 3. The teacher corrects them, guides them, and shares more ideas to gain new knowledge/concepts. 4. Homework: Name which ASEAN country you like best and why. 	15 minutes

Lesson Plan 4		
<p>Subject : Chinese</p> <p>Topic : Transportation</p> <p>Class Size: 30 students</p> <p>Time: 120 minutes (60 minutes/ per session)</p> <p>Teaching and learning strategy: Integrating Task-Based Teaching Method into Chinese Vocabulary skill.</p> <p>Teaching and learning materials: Chinese textbook "Chinese Vocabulary", Laptop, transportation pictures, pinyin cards, word cards, Chinese songs, whiteboard, whiteboard markers, paper, pencil, eraser.</p> <p>Learning Objective : Students was able to learn and master Chinese vocabulary of different Transportation and use them in dialogue and communication.</p>		
Content		
Stage	Activities	Time
Warming-up	<p>Pre tasks:</p> <ol style="list-style-type: none"> 1. The teacher plays the Chinese song "The Ambulance Is Coming" from Baby Bus to create a lively atmosphere, and deduce that the content of this lesson is transportation. 2. Divide students into groups and assign classroom tasks, and search for information on water, land, and flying means of transportation. 3. Students search for information and find transportation options by sea, land and air to expand students' thinking and reaction abilities and promote understanding and memory. Teachers guide students in this process to expand the specific functions and information about transportation. 	15 minutes

Stage	Activities	Time
	<p>and recorded on paper.</p> <p>3. The teacher demonstrates, for example, there are trains on land (trains, the father of trains is George Stephenson, from the end of the 18th century to the beginning of the 19th century, the earliest trains were steam trains that could pull goods and carry people), which can be supplemented.</p> <p>3. According to the teacher's demonstration, three groups of students worked together, with the teacher providing guidance. The teacher guided the students to discover and add more specific functions and information about transportation during the review process.</p> <p>5. Each group of students came to the stage to demonstrate the means of transportation using whiteboard writing, and said the Chinese pronunciation, specific functions and information of the corresponding means of transportation, as well as which means of transportation have been mastered through task teaching method in this course. As well as students' experiences and feelings in this learning task of making a national flag model.</p>	
Summary	<p>1. Students in each group will go to the front to display the sea, land and air means of transportation, their specific functions and information.</p> <p>2. Students discuss and exchange ideas together.</p> <p>3. The teacher corrects them, guides them, and shares more ideas to gain new knowledge/concepts.</p> <p>4. Homework: Which vehicle is your favorite and describe its functional and history.</p>	15 minutes

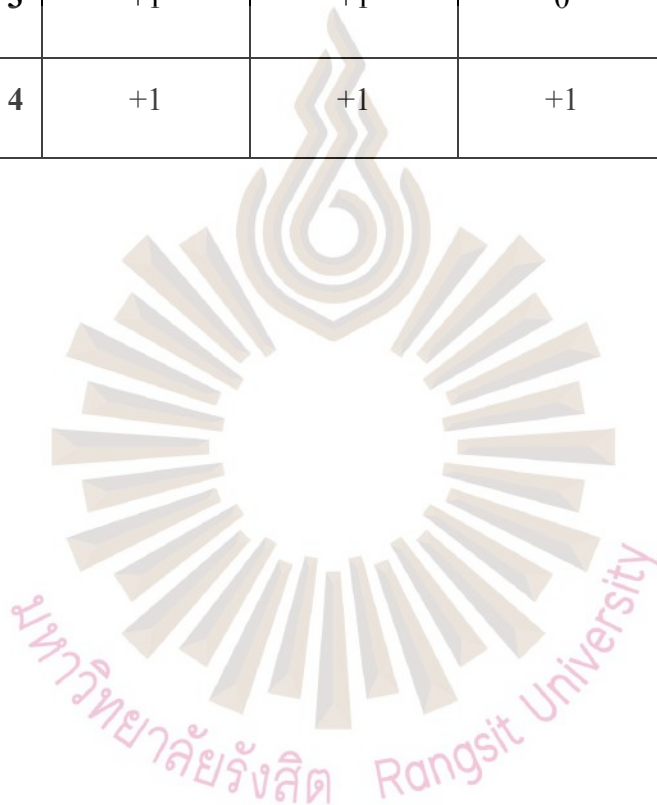


APPENDIX E

IOC OF LESSON PIANS

มหาวิทยาลัยรังสิต Rangsit University

Item-Objective Congruence for Lesson Plans				
Item No	Expert 1	Expert 2	Expert 3	Congruence
Lesson Plan 1	+1	+1	+1	Congruent
Lesson Plan 2	+1	0	+1	Congruent
Lesson Plan 3	+1	+1	0	Congruent
Lesson Plan 4	+1	+1	+1	Congruent


















Part 1 – Listening 听力

Section A: Listening and Identification 仔细听，在正确的答案下打勾。

Directions: Listen carefully to the teacher and then put a tick (√) provided under the correct picture. (5x1marks)

1.ni			
Answer		√	
2.er duo			
Answer			√
3.taiguo			
Answer	√		
4.motuoche			
Answer	√		
5.wenlai			
		√	

Part2 – Reading Comprehension 阅读理解

Section A : Multiple Choice 单项选择题 (5x1marks)

Directions: Please choose the correct pinyin for the following words.

6. 泰国()

- A. wén lái B. tài guó C. lǎowō D. miǎndiàn

Answer;...B...

7. 你()

- A. nǐmen B. wǒ C. tā D. nǐ

Answer;...D...

8. 手()

- A. Jiǎo B. shǒu C. tóu D. xīgài

Answer;...B...

9. 她们()

- A. nǐmen B. wǒmen C. tāmen D. wǒ

Answer;...C...

10. 飞机()

- A. fēijī B. huǒchē C. lún chuán D. gōng jiāo chē

Answer;...A...

Section B : True or False 判断题 (5x1marks) 对的 (√) 错的 (×)

11. "tài guó" → 缅甸(×)

12. "xī gài" → 膝盖.....(√)






13. "tā " → 她.....(×)

14. "gēbó" → 胳膊.....(√)

15. "qìchē" → 火车.....(×)

Section C : Matching 连线 (5x1marks)

Directions: Match the words and the pictures below by drawing lines

6		●	●	她
7		●	●	缅甸
8		●	●	轮船
9		●	●	老挝
10		●	●	肩膀



APPENDIX G

IOC OF CHINESE VOCABULARY SKILL TEST

มหาวิทยาลัยรังสิต Rangsit University

Item-Objective Congruence for Chinese Vocabulary Skill Test						
Item Test	No.	Expert1	Expert 2	Expert3	Average	congruence
Part 1 Listening	1	+1	+1	+1	+1	Congruent
	2	+1	0	+1	+0.67	Congruent
	3	+1	+1	+1	+1	Congruent
	4	+1	+1	+1	+1	Congruent
	5	+1	+1	+1	+1	Congruent
Part2 Reading Comprehension	6	+1	+1	+1	+1	Congruent
	7	+1	+1	+1	+1	Congruent
	8	+1	+1	0	+0.67	Congruent
	9	+1	+1	+1	+1	Congruent
	10	+1	+1	+1	+1	Congruent
	11	+1	+1	+1	+1	Congruent
	12	+1	+1	+1	+1	Congruent
	13	+1	+1	0	+0.67	Congruent
	14	+1	+1	+1	+1	Congruent
	15	+1	+1	+1	+1	Congruent
	16	+1	+1	0	+0.67	Congruent
	17	+1	+1	+1	+1	Congruent
	18	+1	+1	+1	+1	Congruent
	19	+1	0	+1	+0.67	Congruent
	20	+1	+1	+1	+1	Congruent



APPENDIX H

STUDENTS' SATISFACTION QUESTIONNAIRES

มหาวิทยาลัยรังสิต Rangsit University

Students' Satisfaction Questionnaire

The students' satisfaction questionnaire was distributed to Grade 5 students who was the sample group for this study. The purpose of the students' satisfaction questionnaire is to investigate students' contentment with the use of Task-Based Teaching Method in Chinese vocabulary skill. The students' satisfaction questionnaire completed by the participants was kept confidential and used only for this study.

Mark your level of opinion from 1-5 (1) Strongly Dislike 2) Dislike 3) Neutral 4) Like 5) Strongly Like. against each statement. The description of each scale 1-5 is as shown in the table below.

Scale:						
Strongly Like (5) Like (4) Neutral (3) Dislike (2) Strongly Dislike (1)						
No.	Items	5	4	3	2	1
PART A: Interest in Learning Chinese Vocabulary Skill						
1	Using Task-Based Teaching Method to learn Chinese vocabulary skill is interesting.					
2	I enjoy the teacher's teaching style in vocabulary skill class using Task-Based Teaching Method.					
3	I enjoy the classroom atmosphere when using Task-Based Teaching Method.					
4	Using Task-Based Teaching Method helps me to develop confidence in Chinese vocabulary skill.					
5	Using Task-Based Teaching Method motivates me to learn more Chinese vocabulary skill.					
PART B : Student Engagement						
6	All activities related to the Task-Based Teaching Method engaged me to join the class.					
7	I am more willing to engage in the vocabulary skill class using Task-Based Teaching Method.					
8	Task-Based Teaching Method allowed me to deepen the process of learning Chinese vocabulary skill.					

Scale:						
Strongly Like (5) Like (4) Neutral (3) Dislike (2) Strongly Dislike (1)						
No.	Items	5	4	3	2	1
9	The task-based teaching more interactive to learn Chinese vocabulary skill.					
10	Task-Based Teaching Method learning has increased in participate with the classmates in all learning activities.					
PART C : The Effectiveness of Task-Based Teaching Method						
11	Using Task-Based Teaching Method will help improve my Chinese vocabulary skill.					
12	Using Task-Based Teaching Method will greatly reduce my burden of memorizing Chinese vocabulary skill.					
13	Task-Based Teaching Method with various activities is more effective.					
14	The teaching style of Task-Based Teaching Method is very effective in learning Chinese vocabulary skill.					
15	Task-Based Teaching Method is beneficial to my future Chinese learning.					



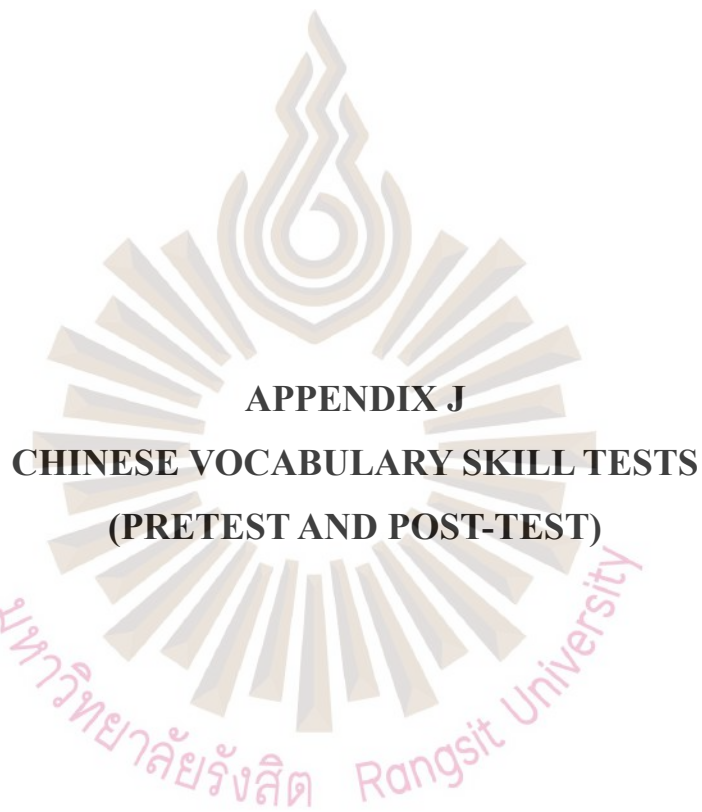
APPENDIX I

IOC OF STUDENTS' SATISFACTION QUESTIONNAIRES

มหาวิทยาลัยรังสิต Rangsit University

Item-Objective Congruence for Students' Satisfaction Questionnaires						
No.	Items	Expert1	Expert 2	Expert3	Average	congruence
PART A: Interest in Learning Chinese Vocabulary Skill						
1	Using Task-Based Teaching Method to learn Chinese vocabulary skill is interesting.	+1	+1	+1	+1	Congruent
2	I enjoy the teacher's teaching style in vocabulary skill class using Task-Based Teaching Method.	+1	+1	+1	+1	Congruent
3	I enjoy the classroom atmosphere when using Task-Based Teaching Method.	+1	+1	+1	+1	Congruent
4	Using Task-Based Teaching Method helps me to develop confidence in Chinese vocabulary skill.	+1	+1	0	+0.67	Congruent
5	Using Task-Based Teaching Method motivates me to learn more Chinese vocabulary skill.	+1	+1	+1	+1	Congruent
PART B : Student Engagement						
6	All activities related to the Task-Based Teaching Method engaged me to join the class.	+1	+1	+1	+1	Congruent
7	I am more willing to engage in the vocabulary skill class using Task-Based Teaching Method.	+1	+1	+1	+1	Congruent

Item-Objective Congruence for Students' Satisfaction Questionnaires						
No.	Items	Expert1	Expert 2	Expert3	Average	congruence
8	Task-Based Teaching Method allowed me to deepen the process of learning Chinese vocabulary skill.	+1	+1	+1	+1	Congruent
9	The task-based teaching more interactive to learn Chinese vocabulary skill.	+1	+1	0	+0.67	Congruent
10	Task-Based Teaching Method learning has increased in participate with the classmates in all learning activities.	+1	+1	+1	+1	Congruent
PART C : The Effectiveness of Task-Based Teaching Method						
11	Using Task-Based Teaching Method will help improve my Chinese vocabulary skill.	+1	0	+1	+0.67	Congruent
12	Using Task-Based Teaching Method will greatly reduce my burden of memorizing Chinese vocabulary skill.	+1	+1	+1	+1	Congruent
13	Task-Based Teaching Method with various activities is more effective.	+1	+1	+1	+1	Congruent
14	The teaching style of Task-Based Teaching Method is very effective in learning Chinese vocabulary skill.	+1	+1	+1	+1	Congruent
15	Task-Based Teaching Method is beneficial to my future Chinese learning.	+1	+1	+1	+1	Congruent



APPENDIX J

CHINESE VOCABULARY SKILL TESTS

(PRETEST AND POST-TEST)

มหาวิทยาลัยรังสิต Rangsit University

S-5

Part 1 - Listening 听力

Section A: Listening and Identification 仔细听，在正确的答案下打勾。
Directions: Listen carefully to the teacher and then put a tick (✓) provided under the correct picture. (5x1marks)

1. ni			
Answer			✓
2. er du			
Answer	✓		
3. taiguo			
Answer	✓		
4. motuoche			
Answer	✓		
5. wenlai			
Answer		✓	

Part 2 - Reading Comprehension 阅读理解

Section A: Multiple Choice 单项选择题 (5x1marks)

Directions: Please choose the correct pinyin for the following words.

6. 泰国 (B)
A. wēn lái B. tài guó C. lái wō D. mián diàn

7

7. 你 (D) ✓
A. nimen B. wo C. ta D. ni
8. 手 (B) ✓
A. jiao B. shou C. tou D. xigai
9. 她们 (A) ✓
A. nimen B. women C. tamen D. wo
10. 飞机 (B) ✓
A. feiji B. huochu C. luntan D. gongjiaochu

Section B: True or False 判断题 (5x1marks) 对的 (✓) 错的 (✗)

11. "tai guo" → 缅甸 (✗) ✓
12. "xi gai" → 膝盖 (✗) ✓
13. "ta" → 她 (✗) ✓
14. "ge bo" → 胳膊 (✓) ✓
15. "qiche" → 火车 (✗) ✓

Section C: Matching 连线 (5x1marks)

16		地
17		缅甸
18		轮船
19		老挝
20		肩膀

S-5
Aion 5

Part 1 - Listening 听力

Section A: Listening and Identification 仔细听，在正确的答案下打勾。
Directions: Listen carefully to the teacher and then put a tick (✓) provided under the correct picture. (5x1marks)

1. ni			
Answer			✓
2. er du			
Answer	✓		
3. taiguo			
Answer	✓		
4. motuoche			
Answer	✓		
5. wenlai			
Answer		✓	

Part 2 - Reading Comprehension 阅读理解

Section A: Multiple Choice 单项选择题 (5x1marks)

Directions: Please choose the correct pinyin for the following words.

6. 泰国 (B) ✓
A. wēn lái B. tài guó C. lái wō D. mián diàn

20

7. 你 (D) ✓
A. nimen B. wo C. ta D. ni
8. 手 (B) ✓
A. jiao B. shou C. tou D. xigai
9. 她们 (C) ✓
A. nimen B. women C. tamen D. wo
10. 飞机 (A) ✓
A. feiji B. huochu C. luntan D. gongjiaochu

Section B: True or False 判断题 (5x1marks) 对的 (✓) 错的 (✗)

11. "tai guo" → 缅甸 (✗) ✓
12. "xi gai" → 膝盖 (✓) ✓
13. "ta" → 她 (✓) ✓
14. "ge bo" → 胳膊 (✓) ✓
15. "qiche" → 火车 (✗) ✓

Section C: Matching 连线 (5x1marks)

16		地
17		缅甸
18		轮船
19		老挝
20		肩膀

S-20

20

5

Part 1 - Listening 听力

Section A: Listening and Identification 仔细听，在正确的答案下打勾。

Directions: Listen carefully to the teacher and then put a tick (✓) provided under the correct picture. (5x1marks)

1. ni			
Answer	✓		
2. er shu			
Answer	✓		
3. taiguo			
Answer	✓		
4. motuochē			
Answer	✓		
5. wendai			
Answer		✓	

Part 2 - Reading Comprehension 阅读理解

Section A: Multiple Choice 单项选择题 (5x1marks)

Directions: Please choose the correct pinyin for the following words.

6. 泰国 (D) ✓

- A. wēn lái B. tài guó C. lái wó D. mǐn diàn

7. 你 (A) ✓

- A. nǐ men B. wǒ C. tā D. nǐ

8. 手 (C) ✓

- A. kǒu B. shǒu C. tóu D. xīn

9. 她们 (B) ✓

- A. nǐ men B. wǒ men C. tā men D. wǒ

10. 飞机 (C) ✓

- A. fēi jī B. huà chē C. lún chuán D. gōng jiāo chē

Section B: True or False 判断题 (5x1marks) 对的 (✓) 错的 (✗)

11. "tāi guó" - 缅甸 (✓) ✓

12. "xī gǎi" - 膝盖 (✗) ✓

13. "tā" - 她 (✓) ✓

14. "gē bó" - 胳膊 (✓) ✓

15. "qì chē" - 火车 (✗) ✓

Section C: Matching 连线 (5x1marks)

16		地
17		缅甸
18		轮船
19		老挝
20		肩膀

S-20

20

20

Part 1 - Listening 听力

Section A: Listening and Identification 仔细听，在正确的答案下打勾。

Directions: Listen carefully to the teacher and then put a tick (✓) provided under the correct picture. (5x1marks)

1. ni			
Answer	✓		
2. er shu			
Answer	✓		
3. taiguo			
Answer	✓		
4. motuochē			
Answer	✓		
5. wendai			
Answer		✓	

Part 2 - Reading Comprehension 阅读理解

Section A: Multiple Choice 单项选择题 (5x1marks)

Directions: Please choose the correct pinyin for the following words.

6. 泰国 (B) ✓

- A. wēn lái B. tài guó C. lái wó D. mǐn diàn

7. 你 (D) ✓

- A. nǐ men B. wǒ C. tā D. nǐ

8. 手 (C) ✓

- A. kǒu B. shǒu C. tóu D. xīn

9. 她们 (C) ✓

- A. nǐ men B. wǒ men C. tā men D. wǒ

10. 飞机 (A) ✓

- A. fēi jī B. huà chē C. lún chuán D. gōng jiāo chē

Section B: True or False 判断题 (5x1marks) 对的 (✓) 错的 (✗)

11. "tāi guó" - 缅甸 (✗) ✓

12. "xī gǎi" - 膝盖 (✓) ✓

13. "tā" - 她 (✓) ✓

14. "gē bó" - 胳膊 (✓) ✓

15. "qì chē" - 火车 (✗) ✓

Section C: Matching 连线 (5x1marks)

16		地
17		缅甸
18		轮船
19		老挝
20		肩膀

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circular arrangement of rays, with the university's name in Thai and English below it.

APPENDIX K

**RELIABILITY TEST RESULT OF CHINESE VOCABULARY
TEST AND STUDENTS' SATISFACTION QUESTIONNAIRE**

มหาวิทยาลัยรังสิต Rangsit University

Reliability Test Result of Chinese Vocabulary Test

Cronbach 信度分析-简化格式		
项数	样本量	Cronbach α 系数
2	30	0.889

样本缺失情况汇总			
项	样本数	占比	
有效样本	30	100.0%	
排除无效样本	0	0.0%	
总计	30	100%	

Reliability Test Result of Questionnaire

Cronbach 信度分析-简化格式		
项数	样本量	Cronbach α 系数
15	30	0.939

样本缺失情况汇总			
项	样本数	占比	
有效样本	30	100.0%	
排除无效样本	0	0.0%	
总计	30	100%	





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



This research project is to study about students of Watsaothonghin school.

I invite you to join this project because you are 12 years old, healthy, and currently study Grade5 Chinese.

I am doing this research to find out more about whether the Task-Based Teaching Method will improve Grade 5 students' Chinese vocabulary skill.

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

1. We would like to test your Chinese vocabulary skill before and after using the Task-Based Teaching Method.
2. The researcher would ask you questions about your satisfaction towards using the Task-Based Teaching Method.

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is TANG HONG and my phone number is 0659451077.

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

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

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

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

มหาวิทยาลัยรังสิต Rangsit University



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



This research project is to study about students of Watsaonthonghin school.

I invite you to join this project because you are 11 years old, healthy, and currently study Grade 5 Chinese.

I am doing this research to find out more about whether the Task-Based Teaching Method will improve Grade 5 students' Chinese vocabulary skill.

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

1. We would like to test your Chinese vocabulary skill before and after using the Task-Based Teaching Method.
2. The researcher would ask you questions about your satisfaction towards using the Task-Based Teaching Method.

This research will take place during school class time during Chinese lessons. But if you don't want to be in this research, you can just say no. It is also OK to say yes and change your mind later. If you want to stop being in this research, just tell the researcher at any time. You can ask me questions if you or your parents have some. My name is TANG HONG and my phone number is 0658451077.

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

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

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

มหาวิทยาลัยรังสิต Rangsit University

BIOGRAPHY

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