

**USING GAME - BASED LEARNING IN TEACHING CHINESE FOR
THAI STUDENTS WITH BASIC CHINESE LEVEL: A CASE STUDY OF
PRIMARY SCHOOL STUDENTS IN THAILAND**



**A THEMATIC PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION
PROGRAM IN INNOVATIONS IN LEARNING AND TEACHING
SCHOOL OF INTERDISCIPLINARY TECHNOLOGY AND INNOVATION
SRIPATUM UNIVERSITY
ACADEMIC YEAR 2018
COPYRIGHT OF SRIPATUM UNIVERSITY**

TITLE USING GAME - BASED LEARNING IN TEACHING CHINESE FOR THAI STUDENTS WITH BASIC CHINESE LEVEL: A CASE STUDY OF PRIMARY SCHOOL STUDENTS IN THAILAND

STUDENT YAN SIMI

PROGRAM MASTER OF EDUCATION PROGRAM IN INNOVATIONS IN LEARNING AND TEACHING

FACULTY SCHOOL OF INTERDISCIPLINARY TECHNOLOGY AND INNOVATION SRIPATUM UNIVERSITY

ADVISOR KRIANGKRAI SATJAHARUTHAI, PH.D.

BOARD OF COMMITTEE


Onuma Charoensuk
..... CHAIRMAN
(Assistant Professor Onuma Charoensuk, Ph.D.)


S. Sirinthorn
..... COMMITTEE
(Assistant Professor Sirinthorn Sinjindawong, Ph.D.)

Kriangkrai Satjharuthai
..... COMMITTEE
(Kriangkrai Satjharuthai, Ph.D.)

School of Interdisciplinary Technology and Innovation was approved as fulfillment of the requirements for the degree of Master of Education Program in Innovations in Learning and Teaching

DEAN, SCHOOL OF INTERDISCIPLINARY TECHNOLOGY AND INNOVATION


.....
(Assistant Professor Wirat Lertpaithoonpan, Ph.D.)

Date 20 Month September Year 2019

TITLE THE RESEARCH OF USING MOBIL APPLICATION
FOR TEACHING CHINESE VOCABULARY IN
THAILAND HIGH SCHOOL

KEYWORDS GAME, CHINESE, LEARNING, ACHIEVEMENT

AUTHOR MISS YAN SIMI

ADVISOR KRIANGKRAI SATJAHARUTHAI, PH.D.

DEGREE MASTER OF EDUCATION PROGRAM IN INNOVATIONS
IN LEARNING AND TEACHING

FACULTY SCHOOL OF INTERDISCIPLINARY TECHNOLOGY AND
INNOVATION



This research study examined game based learning in Chinese vocabulary learning. There are two objectives: (1) To study students' interest in learning through game based learning. (2) To study the Chinese achievement before and after game-based learning. Analysis was done across the triangulation of the data collection methods, including lesson plans, pre-test, post-test, questionnaires. This paper takes 400 students for population and take 76 students as research sample. The Results of this research show that: (1) Students have a strong interesting throw game based learning in learning Chinese vocabularies; (2) Students perform better after using game based learning in learning Chinese. Finally, the paper discusses and recommendation for teaching and learning.

ACNOWLEDGEMENTS

Firstly, I have expressed the depth of my gratitude to my thematic paper advisor Dr.Kriangkrai Satjahaaruthai. This study would not be completed without his selfless effort and guidance. This thematic paper without his help, I could not be finished, he takes care me all the time and he given the constructive suggestion during survey progress. I would like thank all thematic paper committee for their constant concern and generous help.

Secondly, I would like to thank all experts: Asst. Prof. Dr.Waraporn Thaima, Sripatum University. Asst. Prof. Dr. Sirinthorn sinjindawong, Sripatum University. Mr. Wang Xueqi, headmaster of No.1 high school in Denfeng, China for validating research instruments.

Finally, I would like to thank my parents and friends. Their encouragement and love have supported me to overcome difficulties. I would also like to express thank to my friend in Sripatum University for proving opinion on my thematic paper. I owe great gratitude to Asst. Prof. Dr. Waraporn Thaima and Asst. Prof. Dr. Sirinthorn Sinjindawong, their instructions have been of great help to my study.

Simi Yan

TABLE OF CONTENTS

	Page
ABSTRACT	I
ACKNOWLEDGMENTS	II
TABLE OF CONTENTS	III
LIST OF TABLES	IV
LIST OF FIGURES	V
1 CHAPTER 1 INTRODUCTION	1
Background	1
Research Questions	3
Research Objectives	3
Research Hypothesis	3
Scope of Research	4
Definition of terms	5
Expected Benefits	6
2 CHAPTER 2 REVIEW OF LITERATURE	7
Part 1 The definition of game-based learning	7
Part 2 The principles of game-based learning	8
Part 3 The research status of game-based learning	10
3 CHAPTER 3 RESEARCH METHODOLOGY.....	14
Research design	14
Population and Sample	15
Research Instruments	16
Validity and Reliability	17
Data collection	17
Data collection procedures	18

4	CHAPTER 4 RESEARCH RESULTS	19
	The questionnaire survey.....	19
	Results analysis of the second part of the questionnaire survey.....	23
	Analysis of after-class questionnaire results.....	31
	The results of Pre-test and Post-test.....	41
5	CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS.....	48
	Conclusions	48
	Recommendations	51
	REFERENCES	55
	APPENDIX	58
	APPENDICES A IOC of Questionnaire.....	58
	APPENDICES B The result for IOC of Questionnaire	65
	APPENDICES C IOC of Pre-test and Post-test	70
	APPENDICES D The result for IOC of Pre-test and Post-test.....	74
	APPENDICES E The result that compare with pre-test and post-test.....	78
	APPENDICES F Pre-test and Post-test	80
	BIOGRAPHY.....	83

LIST OF TABLES

	Page
1 Lesson plan	16
2 Teaching Activities.....	16
3 Show Percentage of students in 3 classes.....	20
4 Results analysis of pre-class questionnaire.....	24
5 Analysis of after-class questionnaire results.....	30



LIST OF FIGURES

	Page
1 Analysis of Chinese learning time1	21
2 Learning Chinese time.....	22
3 The test results before and after learning Chinese.....	42
4 Data analysis the learning results of game.....	44



CHAPTER 1

INTRODUCTION

This chapter present about background and ration of the study; research objectives; research questions; research hypothesis; research purpose and significance; scope of the study; operational definitions; and expected outcome of the study.

BACKGROUND

With the opening of the international Chinese fever, Chinese has become one of the most important languages in the world, and the application value of Chinese has been continuously improved. According to Zhu Pengde (2017), in the next few years, Chinese will also become the most important communicative language in the "Asean economic community" formed by southeast Asian countries.

In order to encourage the learning of Chinese communication, Thailand government has focused on the development of Chinese language teaching. Many schools throughout the country, from infants to universities, offering Chinese courses, especially in the recent 50 years. According to Budsaba Kanoksilpatham (2011), after 1999, the state of Thailand government supports primary and secondary schools open more Chinese lessons, and began to hold Chinese as class examination of the university entrance exam, Thailand government are also actively cooperate with China's activity, sending the Thai Chinese teaching training for teachers in China, and inviting the Chinese teachers to teach in Thailand.

Although the Thai government is support for Chinese teaching, Thailand's Chinese language teaching still exist problems, leading to low efficiency of Thai Chinese teaching. For example, students after graduation can't use Chinese knowledge, their Chinese level is low in Thailand for nearly five years . In the Chinese college entrance examination, examination full marks are 300, Thailand students test scores average are 88.2 points, the total score is 100 points. The main problems existing in the Chinese teaching in Thailand are learning objectives, teaching methods, teaching ability of teachers, and the difference of cultures. Thai government also stressed the "student-centered" teaching, but in fact, a lot of teachers' teaching methods are also affected by the traditional teaching method. Main teaching ways of traditional teaching is like that the teacher in the classroom teaching and students listening, which makes the class atmosphere palm monotonous and lack of communication between teachers and students.

Through two years' experience of teaching Chinese in Thailand and literature review of teaching Chinese as a foreign language, I found that Thailand students are naturally lively, they like to perform, and have a strong desire to express themselves. I also think that Thai students have a strong performance, like to speak, hands-on, play, and they often ask teachers questions, they have a sense of freshness and enthusiasm for new things. I introduce the game teaching method in Chinese phonetic teaching, the teaching of Chinese characters, vocabulary teaching, grammar teaching and culture teaching in the classroom, to improve Chinese interests, to improve learning atmosphere, to increase the learners' motivation, confidence, interest in learning Chinese.

Which can improve learners' learning ability in Chinese teaching and Chinese level, enhance the communication between teachers and students.

Research objective

1. To study students' interest in learning through game based learning.
2. To compare the achievement before and after game-based learning.

Research questions

1. How were students' interest in learning through game based learning?
2. How were different for the Chinese achievement between before and after game-based learning?

Research hypothesis

Students' Chinese achievement may have improved after using game-based learning.

Research purpose and significance

This paper uses the game-based teaching method in Chinese lessons. I hope that game-based learning can improve the interest of Chinese learning, and increase the learners' motivation, confidence in learning Chinese. I also hope game-based learning can improve learners' learning ability in Chinese teaching and Chinese level, and can make more communication between teachers and students.

I also hopes to promote, help, adjust and support Chinese teaching in Thailand by studying the application of game teaching method in Chinese teaching in Thailand.

Scope of the study

Population and Sample of the Study

Population

The population of this research focused on primary school 400 students who were studying in Beaconhouse Yamsaard School in Thailand. This school has opened Chinese program classes to pass HSK test.

Sample

The sample used 76 students from grade six because primary students are young age children and most of them are interested in games, which are easy to research the effect of game-based learning.

Content of the Study

The content of this study focused on students' learning achievement, this study selected grade six year students to apply for questionnaire.

In this study, it also replaced the pre-test and post-test for students, then collected results to analysis.

Time Frame This study gathered information within 2 months from June 2019 to August 2019. The students are in their first academic semester of 2019.

Location of the Study

The research gathered information in Beaconhouse Yamsaard School in Thailand. This school is nine-year school with Primary 1-6 and Middle School 1-3.

Definitions of Terms

Games Xinhua dictionary puts forward two definitions of game, namely: (1) game is a variety of recreational activity related to life and labor skills, which can promote physical and intellectual development, in which people can play different roles in life. Social roles do not produce utility. (2) game is playing game. Game is defined in the 'Dictionary of the Royal Academy' as a game with rules, such as sports games, games played for fun (e.g., battery games, etc.), and performances for demonstration activities (e.g., management games, etc.).

Learning According to <Chinese HSK test level>, learning is to acquire knowledge or skill from reading, listening, researching, or practicing. It puts forward that learning is to participate in the perception of teachers to teach knowledge or participate in training and other teaching activities to acquire knowledge, understanding and skills, such as learning texts, learning relevant knowledge.

Game-based teaching method In <Xinhua Dictionary>, the definition of teaching method is as follows: teaching method is about the theory and method of teaching.

From above, I summarized and concluded, the game is a kind of effective skills training, a kind of rules. According to the rules and regulations, it will follow those simple and not complicated activities. The game teaching method in this paper refers to the teaching of relevant philosophy, principles, theories, ideas, cultures, beliefs, customs and teaching purposes, for learners to have knowledge, ability, skills and experience

Expected Benefits

1. Know students' interest in learning through game based learning.
2. The finding of the study would be assist Chinese learning classes in Thailand to improve their learning achievement.

In conclusion, the main idea of chapter is about students learning problem in Chinese classes, the researcher question, research objective and study expectation. The next chapter is presents about theory and related research.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This section reviews the key theoretical concepts and relevant research studies from Google Scholar, textbooks, Bai Du Scholar and Chinese knowledge website. In this part, I will explain the Literature review on the definition of game-based learning, Literature review on the function of game-based learning, Literature review on Chinese vocabulary teaching and using game-based learning related to literature review.

The definition of game-based learning

Although a lot of teachers have research on game-based learning, but they give different definitions and conceptions about game-based learning. Xu Guoping (2010) indicated that game-based learning is starting from the psychological state and age characteristics of students. Then organize the teaching process through various games with certain teaching value, make the game run through the whole teaching, and enable students to acquire, master and use Chinese in the game. Enable students to learn the language in a harmonious and pleasant teaching atmosphere and use Chinese in a lively teaching environment. Pan Hong (2012) believes that game teaching method is to transform boring language knowledge into vivid and interesting game forms that students are willing to accept as much as possible in class. So as to create rich language

communication scenarios for students and enable them to learn and play through playing, so as to create rich language communication scenarios for students and enable them to learn and play through playing. To achieve the goal of “teaching through lively activities”. I think that game teaching method is to combine “game” and “teaching” skillfully. Teachers teach in the form of game and students learn in the way of game.

The function of game-based learning

Many scholars and teachers have analyzed the role of game teaching. Among them, He Jie (2011) believes that game teaching can promote the development of intelligence, develop non-intelligence factors, reduce the difficulty of learning, and break through the heavy and difficult points. Gao Caizhen (2015) believes that game teaching can stimulate students' interest in learning, enhance students' confidence in learning and improve the quality of primary school Chinese teaching. The role of game teaching can be summarized into the following two aspects:

(1) Helping students to learn better, develop intelligence and non-intelligence factors, improve interest and enhance confidence. (2) It helps teachers to teach better, reduce the difficulty, and also makes it easier for students to have fun in learning.

The principles of game-based learning

In all the literature, there are many articles on the principles of game teaching in primary school Chinese. The main teaching principles mentioned in the literature include the principle of subjectivity, the principle of innovation, the principle of purpose, the principle of inspiration, the

principle of flexibility, the principle of diversity, the principle of evaluation, the principle of positivity and so on.

I strongly agree with Lu Ziwen (2005) mentioned in the book 'theory and practice of game teaching in primary school Chinese' - game teaching in primary school Chinese needs to follow the principle of students' subjectivity, the principle of true interest, the principle of true pragmatics and the principle of dynamic adjustment.

Chinese vocabulary teaching

In recent years, with the vigorous development of Chinese education undertakings in countries, Thailand's Chinese language teaching research has also been popular. Cheng Zhu (2006), discusses the Thai students' Chinese and Thai measure words by mistake. From the aspects of surface, it is pointed out that professor in Thailand students of quantifier matters, Shu Qinsun (2005) in Thailand Chinese vocabulary characteristics are discussed. This paper discusses the general situation of Thai Chinese vocabulary influenced by local culture and foreign culture, and points out that there are three characters of Thai Chinese vocabulary. The first part is the Thai parliament language reflects the king and the royal family's vocabulary is very active; Secondly, the words reflecting Buddhism and related buddhist things are very active. Thirdly, there are a large number of loanwords in the Chinese language. On this basis, she points out that Thai Chinese vocabulary teaching should pay attention to these aspects, and she likes to pay attention to the selection and teaching of these words. Zhao Xiaoming (2012)'s research paper "In the

studies on the Thai students Chinese vocabulary teaching”, this paper expounds the Chinese and Thailand vocabulary pragmatic features, as well as the similarities and differences of two languages. He Zhifeng (2014) start from the phonetic system of Chinese and Thai, Thai and Chinese initials, finals and tones systems of the differences and similarities are carried on the detailed analysis and comparison, which found that students learning Chinese phonetic causes of errors, and puts forward the corresponding teaching countermeasures: Badad (2006) is expounded, Thailand's Chinese language education are faced with the problem that the relative lack of Chinese teachers, the lack of standardized curriculum and teaching method, the lack of continuity in teaching, etc.

The research status of game-based learning

Many teachers in China have been using games to teach. In Chinese teaching, many teachers also adopt games suitable for learning at each stage, and design game teaching according to different teaching content and students' level, which can increase the diversity of teachers' teaching and improve learners' learning efficiency.

Through reading and analysis related literature, according to Ding Dimeng and Li Baijian (2002), they think the game is a play, is a review article , is an activity, is a kind of listening, speaking, reading, writing and other comprehensive training. It is also the good interaction between the teachers and students. Games in the Chinese pronunciation of foreign students can help learners to speak fluently. Games can also promote better communication between teachers

and students in the classroom. Moreover, Li Shuang (2014) also wrote the paper 'The apply of game-based learning in foreign Chinese teaching'. In the article, several advantages of the game teaching method are put forward. She believes that the game teaching method can make the classroom more active, improve learners' interest in learning, provide real language situations, apply what they have learned, and help cultivate learners' comprehensive ability. The article also concluded that game teaching method can make classroom atmosphere pleasant and relaxed. In addition, Han Xinxing (2009) paper "discuss about the application of game teaching method in primary school junior middle school teaching Chinese as a foreign language" in also apply game teaching in primary school and junior high school of Chinese in the classroom, found that games can form a cooperation between people, can provide you with the false dream of learning motivation, namely: win the game, can make learning fun, motivate and challenge, can help learners to learn, can promote the communication between the learners and watering, to establish a meaningful language environment, this is a kind of very good adjustment in the classroom. The paper also concludes that teaching is not given priority to with the teacher, but more is given priority to with learners cars only Practice results concluded that the learner's favorite classroom activities is to "play" to teach, in addition, Chang Qing (2013) paper 'the game teaching method in the teaching of university of Thailand Chinese vocabulary practice analysis' and Wang Bixia (2012) paper 'the game teaching method in the Thai Chinese beginner's speaking, the use of classroom "are put forward in, they will be suitable for use in the game teaching method in

university Chinese language learners and primary experiment of scholars of Chinese class, the game teaching method can improve the learner's Chinese language level, can also be further development of Chinese teaching, Thailand and even found in the experiment the effect of the experimental class Better than the traditional class. Moreover Yang Wenhui (2009) 'the easily - Chinese teaching Chinese language classroom teaching practical skills act of 72' also pointed out that Chinese beginners inevitable need to imitate and repeated practice, and the game teaching method can help learners to imitation and practice more, also can make the learners to acquire new knowledge or new content, can deepen the good learners of Chinese language teaching, let they think Chinese is understandable and easy to learn the language

This study has read and analyzed relevant literature and found that the current situation of domestic research in recent years is very optimistic. Many research results are conducive to the rapid development of the country's teaching career, can make the classroom atmosphere become relaxed and pleasant, can help learners to study hard, encourage the communication and communication between learners and learners, learners and teachers, and can encourage teachers to further carry out teaching content.

Relevant literature points out that games are of great help to teaching, which can improve students' comprehensive learning ability, help students to study by themselves, reduce the monotonous and boring atmosphere of missed classes, improve learning interest and motivation, and help teachers to manage classes. In addition, we will study further comparative analysis at

home and abroad, foreign study found that most are using game teaching method to improve the learner's memory, but domestic research is according to different ages, different knowledge levels and other game design teaching and research, the domestic research can cover all learners ability and age, is conducive to the further development of research in the future.



Chapter 3

Research Methodology

The objectives of this research were 1. To study students' interest in learning through game based learning; 2. To compare the achievement before and after game-based learning.

This chapter presents a description of the methods and procedures used to investigate the effectiveness of using game based learning to teach Chinese vocabulary in Thailand. The research site where the study was conducted, research design, and the population and the participants are described. The instruments used to collect the data, including the method implemented to maintain validity and reliability of the instruments are also presented.

Research design

This study studied the application of game teaching method in Chinese teaching in Thailand through questionnaire survey. Firstly, in terms of questionnaire design, targeted design is carried out according to research objectives. Secondly, the research results on the application of game teaching method in Chinese teaching at home and abroad are referenced. This study will investigate questionnaire design of 2 kinds, namely: 1) up to the investigation in the primary class before class, have interest in learning Chinese, Chinese teaching with the game teaching expectation, the importance and significance of Chinese teaching from several aspects, such as design of the 35 questions: 2) investigation in the primary school class after class, a Chinese learning through games teaching, game teaching method in Chinese teaching satisfaction, such as

the importance of Chinese language teaching, the significance and the interest in several aspects, 35 questions were designed. The questionnaire questions mainly investigate the satisfaction and intensity of Thai learners on the application of game teaching method in Chinese teaching. The questionnaire questions in this paper have passed the test of expert reliability and validity.

Population

The subjects surveyed in this study are mainly primary grade 6 learners of Chinese liberal arts class at Beaconhouse Yamsaard School, Thailand. Before issuing the questionnaire, I made a large number of statistics on Chinese learners in different classes of the school, and conducted a survey by random sampling according to the number of learners .

For questionnaire research method, there are 400 students in primary grade 6. I choose 2 classes for 76 students as sample. A total of 76 questionnaires were distributed in this study. The questionnaire recovery rate is 100%. As one of the purposes of this study is to investigate the views and expectations of primary school Chinese learners on the application of game teaching method in Chinese teaching.

For pre-test and post-test, I took 20 students for sample to do the tests.

Research instruments

The current study used the quantitative research design, and the quantitative research instruments were collected. There were three quantitative research instruments used to gather the data. These were lesson plan, pre-test and post-test, achievement questionnaire, comparative analysis.

Table 1 Lesson plan

Game Name	Teaching content	Expected Teaching outcomes	Teaching population	Teaching method	Teaching duration
Card game	The speaking and writing of Pin Yin(the basic of pronunciation)	To improve students speaking and writing skills about Pin Yin	5 people per group, total for 6 groups	Game-based learning	15-20 mini

Table 2 Teaching Activities

Teaching Activities					
1. Teacher introduce the purpose and expected teaching outcomes	2. Teacher let students throw dice to decide the order of game	3. Teacher asks the first player to read the card. If the player reads correctly, the card will be saved	4. When the player reads it (correctly or wrongly), the next player takes a card from the card and reads it.	5. After reading the card of the total card, the teacher will compare and analyze the scores of each player.	6. Which player gets the most liters, even win.

Pre-test and post-test

I use primary grade 6 students for pre-test and post-test. First of all, I use traditional teaching to teach Pin Yin, then I design one test for them. Next, I use game-based learning to teach and put post-test for students. Finally, I collected the data of pre-test and post-test.

Questionnaire

There are two parts in questionnaire, which are pre-class questionnaire and post-class questionnaire. I selected two classes for total 76 students to finish the questionnaires. In the early stage, the content of the survey was about Chinese learning, while in the later stage, the attitude survey of using games to assist Chinese vocabulary teaching was divided into two parts: 1. Students' attitude towards Chinese learning; 2. Students' ideas and Suggestions. The questionnaire is divided into three parts: 1. Basic information of students; 2. Students' attitude towards teachers using games to assist Chinese vocabulary teaching; 3. Students' ideas and Suggestions.

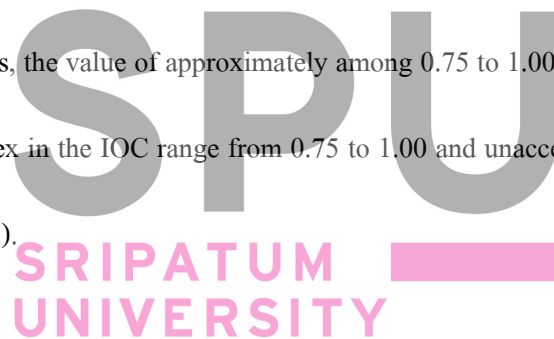
Validity of Research instruments

Content Validity

The research instruments were validated by three experts in Education Administration. Asst. Prof. Dr. Waraporn, Thaima, Sripatum University. Asst. Prof. Dr. Sirinthorn Sinjindawong, Sripatum University. Mr. Wang Xueqi, headmaster of No.1 high school in Dengfeng, China for validating research instruments. According to Stephen (2014), the first step in validation is to

specify the intended uses and interpretation of test scores, and gathering validity evidence based on the test content. Thus, to evaluate interpretation of test scores. The teacher has to use “subject matter experts” (SMEs) to review and rate all items on a test. Moreover, Item-Objective Congruence (IOC) of the instrument calculated to check if all items align with learning objectives.

Item-Objective Congruence was the process to measure specific objectives listed by giving the item rating like (-1 means clearly not measuring), 0 means degree to which it measures the content area unclear), and 1 means clearly measuring. The results from experts were used to assess a set of items, the value of approximately among 0.75 to 1.00. The item will be considered valid when the index in the IOC range from 0.75 to 1.00 and unacceptable range was below 0.75 to -1 (Zumbo, 2003).



Chapter 4

Results

In this paper, three kinds of objects are investigated, and two kinds of questionnaires can be used, namely, the questionnaire before the game teaching method and the questionnaire after the game teaching method.

I also designed the pre-class questionnaire into two parts: the first part investigates the class, gender, time spent learning Chinese, whether the learner is of Chinese descent, whether he or she has passed HSK, etc. Second part by 35 subject study their interest in learning Chinese, Chinese teaching with the game teaching expectation, the importance and significance of Chinese teaching. And the class of questionnaire for the design of two parts: the first part surveys the learner's gender, learning Chinese time, whether for Chinese, whether to pass HSK, etc.; The second part studies their teaching through games through 35 topics. Studies on language learning, satisfaction with game teaching methods in Chinese language teaching, importance, significance and interest of Chinese language teaching show that:

The questionnaire survey

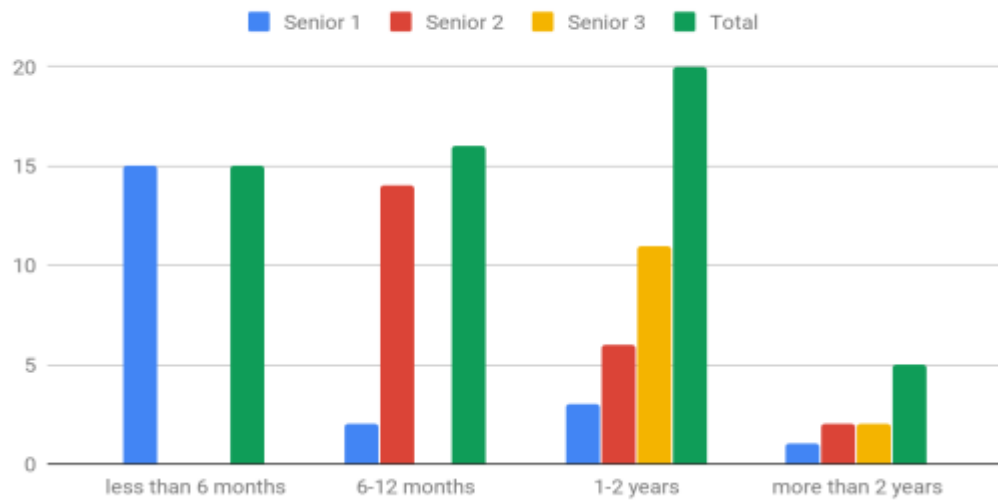
The first part of this questionnaire mainly investigates the class of learners, gender, time of learning Chinese, whether they are Chinese americans and whether they have passed the HSK. From the analysis of the results of the questionnaire, it can be seen that:

Table 3 Show Percentage of students in 3 classes

Gender/ Class	Class one		Class two		Class three		N	%
	population	%	population	%	population	%		
Male	9	45%	6	32%	6	35%	21	37.5%
Female	11	55%	13	68%	11	65%	35	62.5%
Total	20	100%	19	100%	17	100%	20	100%

Can be seen from the table s.1 show that, most of the high school Chinese language learners are learners of women, a total of 35 people, 62.5% of the total, or two-thirds of the total number of learners, male learners only 21 people, 37.5% of the total, or learners to a third of the total, if can be seen from the percentage counting the thorough analysis, three Chinese arts class most learners have women, to 68%, the study also concluded that female learners learners more than men. This reflects that in the number of foreign learners, female learners are more than male learners, which also plays a great role in teaching.

Analysis of learning Chinese time



Analysis of learning Chinese time



Figure 1 Analysis of Learning Chinese time

Senior 1、Senior 2、Senior 3 和Total

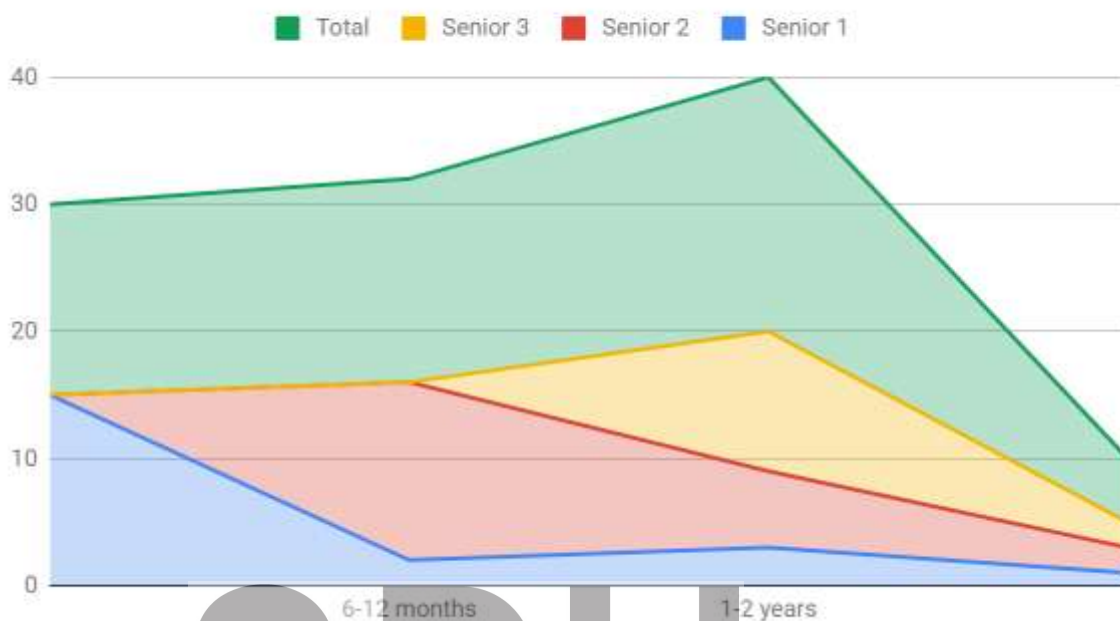


Figure 2 Learning Chinese time

Can be seen from the bar chart, students have learned Chinese for a year to two years of the han spectrum of learners, most have 20 people, accounted for 36% of the total who have studied Chinese for two years or more, at least 5 people, accounted for 8% of the total reflected most Chinese learners of Chinese level is the primary school Chinese, the school less than 10% of the Chinese learners can achieve similar intermediate Chinese or intermediate Chinese level

Through in-depth analysis, the author finds that the most of the first-year Chinese learners in this school have not learned Chinese or have learned Chinese for less than six months, with a total of 15 students, accounting for 75% of the total. Only 5 students in this class have learned Chinese for more than six months to two years, accounting for the majority

The total number is 25%. It can be expressed that most of the learners in the Chinese liberal arts class of high school in the first grade are learners at the beginning or learners with the lowest level of Chinese.

Results analysis of the second part of the questionnaire survey

This research can be divided into two kinds of questionnaire, namely, pre-class so-called survey and after-class questionnaire. In this part, the author mainly analyzes the second part of two questionnaires, and it can be concluded that:

4.2.1. Results analysis of pre-class questionnaire

This paper USES a questionnaire to survey the opinions of 56 grade first to third learners before learning through games, and can put forward the following table.



Table 4 Results analysis of pre-class questionnaire

Contents	The level of agreement					\bar{X}	S.D	Level
	5	4	3	2	1			
Teaching activities should be based on the aspects that students are interested in.	51	5	0	0	0	4.91071	0.28774	strong agree
Traditional teaching activities are not conducive to making students learn knowledge faster.	37	11	6	2	0	4.48214	0.83101	agree
You have a good understanding and grasp of what you have learned	8	10	22	14	2	3.14286	1.06904	normal
You learn Chinese because you are interested in Chinese pronunciation.	23	9	17	7	0	3.85714	1.10254	agree
You learn Chinese because you are interested in Chinese characters.	21	32	3	0	0	4.32143	0.57547	agree
You learn Chinese because you are interested in Chinese grammar.	2	1	3	28	22	1.80357	0.90292	disagree
You learn Chinese because you are interested in Chinese culture	29	22	3	2	0	4.30357	0.98939	agree
You learn Chinese because you are interested in Chinese vocabulary	1	4	10	32	9	2.21429	0.8679	disagree
You learn Chinese because you are interested in other things.	5	3	2	0	46	1.58929	1.31808	disagree
In your opinion, the most difficult part of Chinese pronunciation is difficulty in remembering and pronouncing	0	2	2	32	20	1.75	0.69413	disagree

You think the most difficult thing about learning Chinese characters is that they are difficult to remember and use	34	12	3	6	1	4.28571	1.09069	agree
You think Chinese words are the most difficult to remember and use	8	30	16	2	0	3.78571	0.73148	agree
You think Chinese grammar is the most difficult to remember and use.	18	26	12	0	0	4.10714	0.73059	agree
You think the most difficult thing about Chinese culture is that it is difficult to remember and use	1	3	41	9	2	2.85714	0.64466	normal
The teaching methods (such as playing games, singing, etc.) are beneficial to Chinese teaching	41	10	5	0	0	4.64286	0.64466	strong agree
Do you think teachers can use playfulness in Chinese class?	50	6	0	0	0	4.89286	0.31209	strong agree
You think the game teaching in Chinese class should correspond to the teaching time.	43	12	1	0	0	4.75	0.47673	strong agree
You think the game mathematics in Chinese class should correspond to the teaching content	35	15	3	3	0	4.46429	0.83043	agree
You think the game teaching in Chinese class should be relative to the age of learners	19	8	27	2	0	3.78571	0.96699	agree
You have a certain understanding of teaching methods using games in teaching.	0	2	0	12	42	1.32143	0.66352	strong disagree
You think it is necessary for teachers to use games in Chinese teaching.	51	5	0	0	0	4.91071	0.28774	strong agree
You think games are very important in Chinese teaching.	5	1	4	30	16	2.08929	1.11644	disagree
Play teaching is good for your listening, reading	15	38	3	0	0	4.21429	0.52964	agree

Play teaching is good for your pronunciation and Chinese Knowledge of words, vocabulary and grammar	31	20	3	2	0	4.42857	0.75936	agree
The game teaching method in Chinese class can promote students to study for a long time in teaching	4	32	16	1	3	3.58929	0.82631	agree
We agree that you have the plan to continue to study Chinese related in university.	6	11	35	2	2	3.30357	0.85109	normal
Do you think you are good at Chinese different knowledge that can be applied to a future job or to the present life.	2	1	10	18	25	1.875	1.01018	disagree
You will spread your knowledge others	9	14	13	19	1	3.19643	1.1349	normal
When you meet in Chinese class Difficult times, in order to be able to smoothly learn Chinese, you must come to solve the problem.	25	15	10	6	0	4.05357	1.03431	agree
You understand the way the teachers teach Chinese.	0	0	7	13	36	1.48214	0.71328	strong disagree
You think teachers need to use activity teaching when teaching language	44	10	2	0	0	4.75	0.51346	strong agree
Game based learning is more interesting than traditional learning	49	4	3	0	0	4.82143	0.50837	strong agree
You think the activities designed in teaching should be interesting, challenging	31	20	5	0	0	4.46429	0.65959	agree

Can be seen from table, using the game activities in Chinese language teaching, most of the Chinese learners is very agree that teaching activities should be for learners interested in aspect of the design basis, the overall mean is 4.91, and agrees that the traditional way of teaching activities is bad for the learners to learn knowledge faster, the overall mean of 4.48, can reflect the current Thailand and not according to most of the teachers in language teaching, and considering the learners' interest in design and teaching,

According to the survey results of learners' interest in Chinese teaching, it is found that learners learn Chinese because they are most interested in Chinese characters, with an overall average of 4.32, and then they are interested in Chinese culture and Chinese phonetics. Most Chinese learners believe that they learn Chinese not because of Chinese vocabulary, grammar or other factors. It can be concluded from the results that Chinese learners in taiyuan school are more interested in Chinese characters, Chinese culture and Chinese pronunciation than in vocabulary and grammar.

When I investigate learners' perceptions of the teaching content, found that most of the Chinese learners think the hardest part of learning Chinese characters is difficult to memory and apply, the overall mean is 4.28, second only to Chinese, Chinese characters is difficult grammar and vocabulary, and that it takes time to study, cultural content is not hard to learn and memory and is not difficult to apply, they also think Chinese phonetic learning is the most easy to memory and uttered his voice, the overall mean of 1.75, in Thailand can reflect learners, Chinese phonetic

content than other content easy to understand and grasp, and Chinese characters are difficult to understand and master the content of them. The author surveys the learner's interest in aspects of Chinese understanding and Chinese language course content, Chinese characters can attract the interest of learners, so to learn Chinese is because of Chinese learners interested in learning Chinese characters, may find it hard to Chinese character teaching, can make their learning ability is not progress, the learners to learn Chinese because of interest in Chinese pronunciation blind, because Chinese speech content is considered by the learner is easy to understand, easy to remember and use, when the learners learn HanHua voice related content, will think you already understand and can use in the future, is conducive to the improvement of their learning motivation, This is of great help to the teacher's teaching.

From questionnaire survey also found that most of the Chinese learners agree that Chinese is one of the important language in the world, the overall mean is 4.71, but these learners considered their Chinese level is intermediate, and don't know or not sure you could understand and stupid is I learned knowledge and the overall mean is 3.14, most learners agree that you meet with difficulties in the process of Chinese classroom, in order to be able to learn Chinese well, will be to find ways to solve the problem by themselves, the overall mean of 4.05, they are also very agree to language teaching, teachers should use activities to save, the overall mean of 4.75, they also agreed to cooperate very much appropriate activity teaching methods, such as playing games, singing, etc.) will be good for Chinese teaching, the overall mean is 4.64, the results can

reflect the studied Chinese language learners' ability to also is not very good, and can't remember everything we learned in the process of Chinese classroom, if learners encounter difficulties, but in order to be able to learn Chinese well, they'll be on your own to find ways to solve the problem, if teachers use various activities to Chinese language teaching, they believe that those activities will help in their learning.

In addition, most of the learners also believe that when I graduated from high school, they are not sure you need to enter the university continue to learn about Chinese specialty, the overall mean is 3.30, and also not sure I could put what they have learned knowledge to others, the overall mean of 3.19, can learn the Chinese language knowledge, used to work in the future or in real life, the overall mean of 1.87, reflecting the current Thai learners also do not take the Chinese language teaching, and have no confidence in their capabilities, they choose to Chinese, the motivation is affected by parents' friends.

From the questionnaire survey can get most high school learners think they rarely understand teacher in Chinese teaching method, the overall mean of 1.48, they also think they to using game teaching method in teaching have little understanding, the overall mean is 1.32, and most of the Chinese learners also think the game is not important in the Chinese language teaching, the overall mean is 2.08, reflecting a Chinese learners of Chinese teaching in Thailand and game teaching method but also the lack of cognition and understanding, and even no attention to the application of teaching AIDS. When teaching, teachers should explain the purpose and

importance of teaching or teaching activities to learners, so that they can understand and attach importance to teachers' teaching or teaching method, and also understand and attach importance to Chinese teaching and game teaching method, as well as strengthen relevant knowledge.

The questionnaire investigation of the above shows that most of the Chinese learners need to let the teachers use games in the Chinese classroom teaching method, the overall mean of 4.91, they are also very agree HanHua class in the game teaching method is more interesting than the traditional teaching, the overall mean is 4.82, and hoping for Chinese teaching, teachers should use teaching activities, reflecting the game teaching method was able to attract the interest of learners, there are certain they have great need to let the teachers use teaching AIDS or teaching way to cooperate with the teaching, especially the game teaching method, in addition, most of the Chinese learners also thought in the Chinese classroom.

Using game teaching is conducive to their own ability to improve the listening, reading, writing, the overall mean is 4.21, and that it is beneficial to their own pronunciation, Chinese characters, vocabulary, grammar knowledge of business, such as the overall mean is 4.42, and think long learning and memory in the teaching, the overall mean is 3.58, also think the game teaching method is beneficial to the development of Chinese language teaching, the overall mean of 3.58, very believe that game teaching method can reflect the Chinese learners can benefit their Chinese knowledge and the improvement of learning ability, also visible they admit that law is a kind of game teaching can well solve the Chinese language teaching The existing problems and

the teaching methods that enable them to learn and memorize for a long time in the teaching, even the game teaching method is necessary in the Chinese classroom.

Results had to go through that learners to think in Chinese classroom teaching should be the game and the teaching time corresponding to the overall mean is 4.75, the second with the teaching content, entertaining, interesting and challenging, and learners' age, reflects the Thai Chinese learners attaches great importance to teaching and playing time, so the teacher will be teaching the game, should also consider and attention to the activities of the time.

Analysis of after-class questionnaire results

This paper adopts questionnaire survey to investigate the opinions and satisfaction of 20 Chinese learners in grade one of high school, and obtains the following contents.

Table 5 Analysis of after-class questionnaire results

Contents	The level of agreement					\bar{X}	S.D	Level
	5	4	3	2	1			
You think the use of games in Chinese class is conducive to better communication between students and teachers.	9	9	2	0	0	4.35	0.67082	agree
Games are more effective than other teaching methods	6	13	1	0	0	4.25	0.55012	agree

The game teaching method in Chinese classroom can help students understand more about what they are learning.	7	10	2	1	0	4.15	0.81273	agree
The game teaching method in Chinese classroom can promote the mutual help among students in Chinese learning.	7	10	2	1	0	4.15	0.81273	agree
The game teaching in Chinese class can promote students' innovative consciousness.	5	9	6	0	0	3.95	0.75915	agree
In the process of Chinese teaching, the time limit of using games is suitable.	7	8	4	1	0	4.05	0.88704	agree
In the Chinese classroom, using games is very interesting.	6	10	4	0	0	4.1	0.71818	agree
In the Chinese classroom, through the game teaching method to carry on the learning process appropriate	5	10	4	1	0	3.95	0.82558	agree
Teaching games and teaching content should be.	7	12	1	0	0	4.3	0.57124	agree
The game activity corresponds to the teaching content and is full of fun.	7	11	2	0	0	4.25	0.63867	agree
Games in teaching correspond to the age of learners.	7	11	1	0	1	4.2	0.76777	agree

The game teaching in Chinese class is helpful for students to have more enthusiasm in Chinese learning.	5	11	4	0	0	4.05	0.68633	agree
The game teaching in Chinese class can prove that students are more interested in Chinese learning	4	12	4	0	0	4	0.64889	agree
The game teaching has the convenience, easy to use in the teaching.	8	10	2	0	0	4.3	0.65695	agree
The teaching instructions of game teaching are clear and easy to understand.	6	7	7	0	0	3.95	0.82558	agree
You think it is necessary for teachers to use games in Chinese learning.	7	8	5	0	0	4.1	0.78807	agree
The game can influence students' interest in learning in other courses and the content of Chinese later courses.	9	8	2	0	1	4.2	1.00525	agree
Through the way of game teaching, you can realize that Chinese is very important in the world	9	7	3	1	0	4.2	0.89443	agree
Games can make Chinese courses more interesting than other courses.	6	11	3	0	0	4.15	0.67082	agree
The game makes you have entered the university to continue learning	5	6	8	0	1	3.7	1.0311	agree

The idea of learning Chinese related majors and project	7	8	5	0	0	4.1	0.78807	agree
Do you think you know Chinese well Knowledge, can apply to the future work or in the present life.	9	7	3	1	0	4.2	0.89443	agree
You will spread your knowledge to others.	4	5	9	1	1	3.5	1.05131	agree

Easy as can be seen from table, Chinese learners through the game teaching method after studying Chinese all know the Chinese language teaching for the game teaching method, the total mean is 3.9, reflect the Thai learners a good understanding of the game teaching method, teacher said Chinese language teaching in teachers' use of the game is easy to understand, is beneficial to teach with games.

The author through the investigation of learners on the game after the opinions of the teaching efficiency and satisfaction, found that most of the game teaching method in the teaching of Chinese learners department agreement is more effective than other teaching methods, the ensemble mean is 4.25, they also agreed to games can let learners feel Chinese language course interesting than other courses, and learners through the game teaching method to learn Chinese before the results of a survey is consistent, reflected the game teaching method can make the teaching more interesting and effectiveness. Moreover, after learners learn Chinese through game teaching method, they think it is very necessary for teachers to use game teaching method in

Chinese teaching. The overall average is 4.1, which can show the necessity of game teaching method in Chinese teaching.

Learners from games survey results on the application of the author found that most Chinese learners agree that the design and application of game teaching in this form is very interesting, the overall mean is 4.1, game activities and corresponding teaching contents, interesting, and full of fun, the overall mean of 4.25, they also agreed to play the corresponding teaching content correctly, the overall mean is 4.3, and learners through the game teaching method to learn Chinese before the results of a survey is consistent, can represent the author has correctness of game design and creation, corresponding teaching contents, and practical in learners' learning.

In addition, Chinese language learners also agree with the author in the Chinese classroom can apply game teaching corresponding study purpose, the overall mean is 3.8, correspond to the age of the learner, the overall mean is 4.2, the game teaching instructions are clear and easy to understand, the overall mean of 3.95, in the process of Chinese teaching, use the game teaching time is appropriate, overall all apply to 4.05, and adapted to the learner through the game teaching method to learn Chinese before the results of a survey, can point to the author in the process of using game teaching and learners put forward the need of teaching time in before the class, to And through the game teaching approach to learning process, the overall mean of 3.95, they also agree with the game teaching is a kind of teaching method is different from other advanced

teaching methods, the overall mean is 4.3, that game teaching has the convenience, easy to use in the teaching, the overall mean of 4.3, in addition, most of the Chinese learners also agreed to those with teaching games can bring their entertaining and challenging, number of total war is 4.25, and the game can stimulate students' interest in learning and seeking knowledge desire, the overall mean is 4.2, and adapt to the learner through the game teaching method to learn Chinese before Findings, visible Thai learners have learned that frequency game fun, challenging and motivational features, they also know that teachers in the process of using game teaching method in Chinese teaching for learners offers many services to help, teachers' performance in game responsibility in the process of teaching, the teacher is the waiter, is not a participant, so the design of the teachers should give priority to with learners activities, can let learners autonomous activity or autonomous learning through teaching activities. Hu zhongping believes that autonomy includes independent thinking and independent progress.

Moreover, according to Huxley, liberal education is the intellectual training in the laws of nature, but also includes human beings and all aspects of them, as well as the sincere, loving desire to transform feelings and wills into those laws in harmony.

Moreover, the results also found that the game is a kind of to improve their pronunciation, Chinese characters, vocabulary, grammar knowledge such as tools, they can study in a long time, adapted to the learner through the game teaching method to learn Chinese before the results of a survey, visible game teaching method is beneficial to the improvement of learners' language

ability and the ability to learn and to strengthen, and games of Chinese classroom teaching can make students more interested in learning Chinese, for the overall mean of 4, said Thai learners agree on this opinion, also reflected the game has a great role to promote learners' motivation, and is helpful to generate goodwill for practitioners to lessons.

When learners learn by game also realized that Chinese is one of the important languages in the world, can reflect the Thai trapped learners attaches great importance to the Chinese language teaching, the game teaching method has no effect on this view of students and, and, according to the survey result from the class, Thai learners to think learning Chinese, their knowledge of the Chinese society cannot be applied to future work or life now and think the game is not very important in Chinese teaching, but when they learn Chinese through the game, but think the game is very important in Chinese teaching, and their knowledge of the Chinese society also can be applied to future work or now In daily life, the previous survey results of learners learning Chinese through game teaching method also showed that most Chinese learners think you did not enter university to continue learning Chinese related ideas and plans and can not sure I will take the learned knowledge to others, but they passed the game to learn Chinese, think they have into the university continue to learn about Chinese professional ideas and plan, and identified himself will combine the knowledge to others, can reflect the game teaching method is a kind of can promote learners in Thailand attaches great importance to the teaching body, help them to learn to master the knowledge to others, for they can further use of learned knowledge

Knowledge, so that they or others to benefit, but also conducive to their future study and life planning and plan.

When the author surveys the learners about the application of games in the teaching of Chinese will affect the next content and learning through the game after will affect learners' interest in the next course, the results showed that the majority of Thai learners agree that the game will affect their teaching in other courses of behind the interest in learning and Chinese course of study.

The total mean of 4.2, can reflect the game in addition to promotes the development of teacher's teaching and learners learning, if teachers not properly apply game teaching method or not considering the learner interest balance and related factors, can affect their learning interest in other courses and after the course of learning, causes them to the other content and lose interest after learning content of the course.

In this paper, through the game teaching method in Chinese teaching, according to the results of the survey before and after the Thai learners through before the game teaching method in Chinese teaching, most of the Thai learners think they only intermediate Chinese level, the teaching methods of Chinese teaching and game teaching method rarely release or lack of father close knowledge management, but in after-school survey found that the learners understanding of game teaching purpose, through the analysis of the survey results of game teaching method after learning Chinese, can draw learners think that improved understanding of the game teaching

method the purpose of the overall mean 3.9 when the author in-depth investigation and found that, Most Thai learners to learn Chinese because of interest to the Chinese characters, they also think the hardest thing to learn in the learning of Chinese characters and difficult to memory and use of content, it can be seen that Chinese characters do well attract the interest of learners, but it also has the spiderman learners' learning ability can not get chosen in step and reduce their interest in learning Chinese. Research also concluded that, the majority of Thai medical learners believe that teachers' teaching should be conducted by the learner's interest is given priority to, the said Thai learners have a great need for teachers' teaching, the teaching activities should be the design basis for students interested in the content, not just adapt to the needs of teachers and relevant institutions, through the game teaching method in Chinese teaching before and after the results of the survey also found that from the listed in table 4, most of the Thai Chinese learners think that the traditional way of teaching activities detrimental to let students learn knowledge more quickly, also believed that language teaching should use the teaching activities to cooperate, also think the game in the Chinese classroom teaching Compared with other teaching methods, law is more interesting and efficient, and is conducive to the improvement of their listening, reading, writing and other abilities, as well as the accumulation of their pronunciation, Chinese characters, vocabulary, grammar and other knowledge, which is conducive to students' long-term learning. In addition, they also think that teachers use games in the Chinese classroom teaching method is very necessary, the overall mean of 4.91, in addition, the author will of learners on

game teaching method and teachers' application of satisfaction survey analysis and found that most learners agree that teachers use games in the Chinese classroom teaching in this form is very interesting, to adapt to the modern teaching, compared with other teaching methods, the game teaching method to be advanced and innovative, and correspond to the teaching content, correctness, obviously, and also corresponding to the learners' age, the teaching purpose, and through the game teaching in a way that the process of learning And time is suitable for teaching of game teaching that is clear and easy to understand, convenient, easy to use in the teaching, more interesting and entertaining, rub resistance, can stimulate the learners' interest in learning and seeking knowledge desire, Thailand can promote, supplement or even solve Chinese teaching the existing problems and deficiency, let Chinese teaching can reach the goal, also reflects the result of the above, the application of game teaching in Chinese teaching. Learning needs and allow them to satisfied, can solve the problems in Chinese teaching, and supplement the deficiency of teachers teaching, may point out the game teaching method is a kind of teachers in Chinese teaching is of great necessity, practicability and feasibility of teaching methods, it with entertaining and purpose, happy Thai learners can learn happily and achieve the aim of teaching teachers has rules, the findings of this study found that most of the state of qin Chinese learners agree that if teachers need to use the game to Chinese teaching, should also consider and attention to the activities of the time, in addition, consideration should be given to the students in it It will have an impact on the learning interest in the course and the content of the course afterwards.

The results of Pre-test and Post-test

Test population

Main object of this study for Chinese learners is primary grade 6, a total of 20 students.

Test content

I use midterm exam for pre-test then change the order of exam as the post-test.

Test design and apply

Firstly, I collected data, and through the relevant books, documents, examination sample papers and other materials and literature reading.

Secondly, based on the obtained theories and principles, the test paper is designed into two types: Pretest and post-test. Based on the learning results of learners in this test, the author shuffles and rearranges the questions in the final exam paper of Chinese course stipulated by school, which is used as the pre-test and post-test paper of this study and used to test the problems in learners' learning in this study.

When I design research papers, just before the first test used to test the learners through the game teaching method in Chinese teaching knowledge before learning, secondly, when the learner through the game teaching method to learn Chinese, I learners through test after test, when the learner through the test before and after test.

Analysis of test results

The test results before and after learning Chinese through game-based learning can be

summarized and drawn into the bar chart as follows:

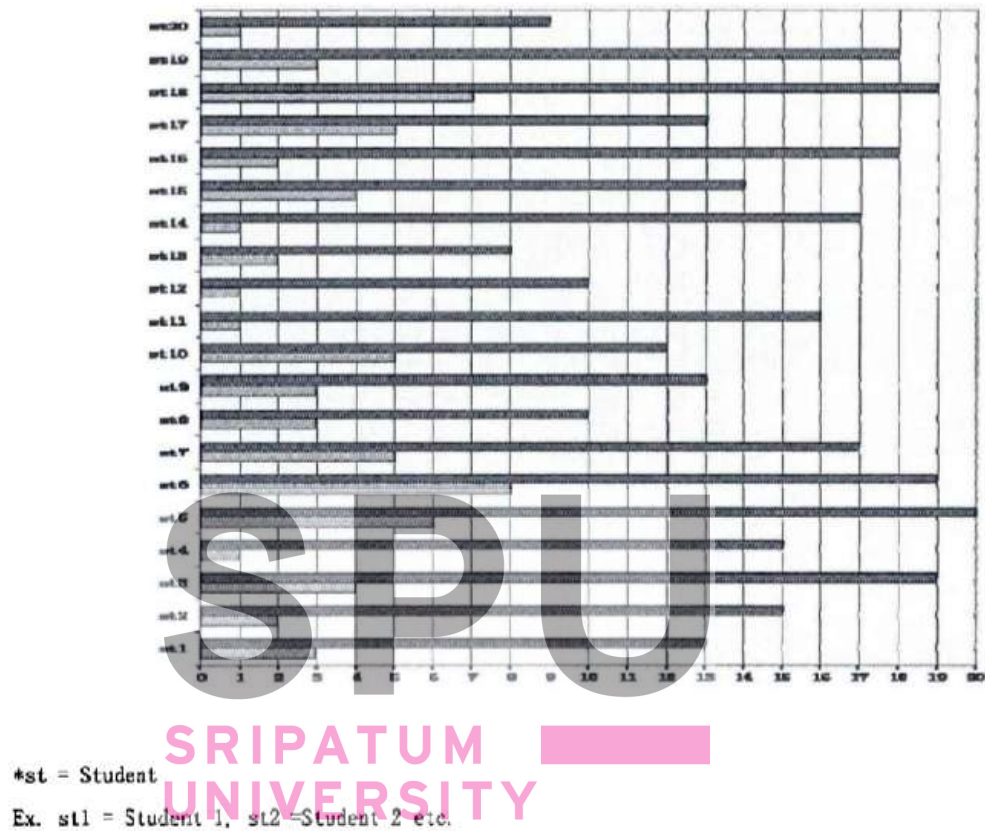


Figure 3 The test results before and after learning Chinese

As can be seen from the bar chart, all learners account for 100% of the total. The learning effect after game teaching is better than that before class, which reflects that the application of game teaching method in Chinese teaching has achieved good results. That is to say, after all learners learn Chinese by game teaching method, their learning results are significantly improved.

I make a comparative analysis of the learning results of primary school Chinese learners before and after learning Chinese through the game teaching method, and obtains the following table:



	st 1	st 2	st 3	st 4	st 5	st 6	st 7	st 8	st 9	st 10	st 11	st 12	st 13	st 14	st 15	st 16	st 17	st 18	st 19	st 20
Pre Test	3	2	4	1	6	8	5	3	3	5	1	1	2	1	4	2	5	7	3	1
PostTest	13	15	19	15	20	19	17	10	13	12	16	10	8	17	14	18	13	19	18	9

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTest	3.35	20	2.110	.472
PostTest	14.75	20	3.669	.820

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PreTest & PostTest	20	.474	.035

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTest	-11.400	3.251	.727	-12.921	-9.879	-15.682	19	.000

Statistics

PreTest

N	Valid	20
	Missing	0
Mean		3.35
Std. Deviation		2.110

PostTest

N	Valid	20
	Missing	0
Mean		14.75
Std. Deviation		3.669

Figure 4 Data analysis the learning results of game

Figure 4 data analysis results show that, 20 learners through the learning results of

teaching method to learn Chinese, they through the game teaching method to learn Chinese after learning the results score is higher than before through the game teaching method to learn Chinese learning outcome scores, significance level (sig) is less than 0.5, can represent the game teaching method was beneficial to the improvement of the higher Chinese learners Chinese learning ability, can also be measured before and after measuring the overall hash value point of view, a pretest and posttest overall mean and there are differences, and there are T experience value (T - test) is 15.682, said the game teaching method in Thailand learners have efficiency in Chinese learning.

Test and statistical results of this article, the learner's overall measurement value is 3.35, before and after their overall value and measurement is 14.75, the author will learners a pretest and posttest general numerical comparison analysis, found out after the overall measure of overall value higher than the previous test value 11.4, of qin said the Chinese learners through the game teaching method to learn Chinese, improve their Chinese level and memory. In addition, the test results of this paper also put forward, the test of reading experience value (t - test) is 15.682, and the significance level (sig) is less than 0.5, also said the research object of learning ability improved, also reflects the application of game teaching method in Chinese teaching in Thailand has feasibility, practicality and effectiveness, it is helpful for the Chinese learners' learning ability and the improvement of Chinese level.

This paper adopts the methods of interleaved survey, interview, observation and test paper as the tools to study and test Chinese learners in Thai high schools.

Research shows that most learners agree and acknowledge the efficiency of studying games, and the average satisfaction after learning through game teaching is 3.9. This method can also improve learners' Chinese knowledge and make them have a better understanding of Chinese teaching and game teaching methods. Most learners of Chinese liberal arts class in school think that game teaching method is more effective than other teaching methods in Chinese teaching, and also think that teaching activities should be designed according to the aspects that learners are interested in. Thai Chinese learners' satisfaction in this article, through questionnaire also reflects the game teaching method is beneficial to match the Chinese learners' ability of listening, reading, writing, but also to their pronunciation, Chinese characters and vocabulary knowledge, words method is very effective to improve, so that they can have more patience and more focus on learning, at the same time, they play games on the application of content recognition, attitude to adapt it to the teacher's teaching and learners' learning, also contains entertaining and purpose, and necessity, practicability and feasibility in teaching. From the school, the leadership of the Chinese language teachers and learners of Chinese arts class interview results can prove that and pointed out that the game teaching method adapted to the school and other schools of Chinese teaching in Thailand, interview object has admitted the game is to let learners have fun, to persuade each other, communication, entertainment, enthusiasm of teaching aids, they also put

forward the very interesting reason, language teaching should cooperate with the appropriate activity teaching methods, such as playing games, singing, if teachers apply game teaching, can promote or supplement or solve the existing problems in the Chinese language teaching, shortcomings, and is helpful for the Chinese learners to learn game comprehensive according to high, from the point of view of the need and importance of the research object, the author use it as a research design game teaching method in Chinese teaching, the basic information, through the game teaching method, the author found in the observation of the learner, the game to the proper use of Chinese language teaching, not only can improve the learners' learning ability, Thailand will make them feel better. Beneficial to the improvement of the Thai Chinese learners' learning interest, make the Thai Chinese class more interesting, to increase learners' interaction, communication, motivation, entertaining, challenging culture, etc., and improve their Chinese level, and adapted to the test and statistical results, after apparently also points out that learners overall are taught the overall mean of 11.4 higher than the previous test, manifests the learners to increase ability of long-term memory, if look from T experience value, it can be seen that a value of 15.682 T experience, and the significance level is less than 0.5, said the research object of Chinese ability overall improve, also reflected by the application of game teaching method in Chinese teaching in Thailand has feasibility and practicability and effectiveness.

Chapter 5

Conclusions and Recommendations

The objective of this research were: 1. To study students' interest in learning through game based learning. 2. To compare the achievement before and after game-based learning.

Conclusion

Game teaching method is a teacher professor knowledge or learners through games activities through the game the way to learn knowledge, mainly based on the knowledge, ability, learning and teaching and the teaching rules and teaching objectives, surface, its purpose is to make learners' interest, improve knowledge, reduce the class boring or depressive mood.

At present, Chinese teaching in Thailand is still facing many problems, such as: lack of professional teachers, lack of effective teaching AIDS, suitable for learners' age, language environment and other problems, which affect Chinese teaching in Thailand.

The development of the business and the success of Chinese teaching in Thailand. Beaconhouse Yamsaard School is a group of students in learning Chinese school, the school aims to enable students to apply learning to practical life, to the learners as the center of teaching, promote teaching, teachers can use games or more AIDS to let learners' learning in order to achieve the purpose of his strength to improve, to improve the learning ability in pleasant learning gas surrounding, etc., the school of the school to purport to make the school became a

suitable research object of this paper, the research shows that teaching is a kind of game can efficiently increase the good atmosphere in classroom teaching, learners can happy happy to learn knowledge, also can have Effective way to solve

Problems existing in Chinese teaching.

This paper mainly chooses teaching games as the research tool. Firstly, teaching games are used to study and do experiments in the primary Chinese learning of Thai high school classes. Then, questionnaire survey, interview, observation and test paper test are used to investigate, investigate and measure, and the results are analyzed.

Since the investigation interview the school leadership, teachers, related with the game teaching learners' results show that three group interview object all agree that the teachers in teaching Chinese language teaching, or other applications it is necessary to carry out the teaching games, also think the game teaching method is a fun, interactive, communicative, entertainment and so on the way of teaching. Investigation interview result to adapt to observe the effect of the learners in the Chinese language classroom teachers, will clearly see that the learners in each time through the games or learning content expressed in the state, between learners and between learners and teachers also have more communication and exchange knowledge, opinions, cooperation, etc., before and after games teaching, the author clearly see that most of the Thai learners are more motivated, they learn the teacher teach each relevant Chinese content, and show

more interest. The study also found that games can help teachers' teaching carried out in accordance with the teaching goal smoothly.

It is easier to manage the classroom and adapt to various teaching contents, which indicates that the game teaching method is very necessary and controllable in Thai high school Chinese teaching, and has purpose, flexibility and competitiveness in teaching. In this paper, the questionnaire survey results, the game teaching method is very adapt to Chinese teaching in Thailand and is particularly suitable for Thailand learners, visible in a questionnaire at the end of the game teaching learners as a result, the learners the satisfaction of teachers' teaching as "good", the average is 3.5 to 4.5, and they on game teaching satisfaction with an average of 3.9, says games teaching in Chinese teaching in Thailand has great practicability, feasibility, in addition to that, for the learner's test results and general mathematics examination, learners test results after class before the test result is higher than 11.4, t - test value of 6.33.

Sig value is less than 0.5, the average is equal, in less than 5% of the time difference is significant, and that average is not equal between two groups of data, can also explain the Thai Chinese level learners' learning and memory, and said the game teaching method in the Thai learners have special effectiveness in the process of learning Chinese.

In addition to improving learners' Chinese level, putting fun in class and promoting their learning motivation, this paper hopes that the practical results of this paper can serve as a starting

point for the study of game teaching in the education sector, and provide more knowledge and theories related to game teaching method to relevant people and be recognized by everyone.

Recommendations for teaching and learning

Research shows that teaching games have practical effects, which help learners to effectively improve various abilities.

After learners adopt the game teaching method, their learning results will be better than before, so teachers or researchers should conduct the comparison of game teaching and research.

It is also found in the research that teaching games are a complicated teaching method of design, creation and application. In order to perfect and effectively apply games to future teaching or research, the author needs to put forward some Suggestions as follows.

1. Before carrying out the game teaching method or game-related activities, teachers should clearly understand the characteristics of learners, learning advantages and disadvantages, knowledge base and interests, so as to enable learners to improve their potential in various aspects.

2. Comparative analysis and research should be carried out among different genders, ages and knowledge levels so as to see the difference in effect more clearly. This study is just a rough external analysis of the effects of game teaching conducted by the author. If other scholars need

to conduct research on game teaching, they should conduct comparative analysis in terms of gender, age, knowledge level and other aspects.

To get deeper research results

3. Should be avoided for form, rules, conditions, methods and content is too close to the game, because the game is easy to get similar results, learners through the learning will feel very tired of these games, on the other hand, teachers can't explain with very professional words game, otherwise you will let the student to doubt the game, more problems. Built around the city, for example, games and the games of the village rules of the game has a higher similarity, if will arrange in these two games of two class of similar time, learners' participation and the author's teaching effect will be affected, should separate phase comparison t game in time apart for a long time (at least two to three times) in the course, so that teaching the game to achieve the desired effect.

4. The research should be carried out to each grade, so that the research can have diversity and correspond to learners in each grade.

5. Before designing and creating games, teachers should consider various related principles, such as purposefulness, interactivity, controllability, interestingness, scientific nature, culture, etc., and design and create according to this principle, so as to achieve the best effect in teaching application and minimize errors

6. The purpose, rules, conditions and methods of game activities must be clearly and completely defined so as to reduce the chance of problems

7. Relevant theories should be applied to practice so as to improve the efficiency of teaching games and get students' product a response

8. every time teaching, should be based on the learner's factors to design, do not omit the learner's factors, the learner as an independent learner to conduct activities, solve problems, the teacher only play a guiding role, when learners can not accept or solve problems, the teacher to help them. It is found that learners can achieve better results by playing games by themselves than by playing games with the help of teachers. Therefore, teachers and researchers need to take learners as the starting point to consider the design of games.

9. The time and steps of teaching games must be carefully and carefully controlled. Accidents that occur when learners play games and problems that occur after the game activities, such as the impact on the next course, classroom adjustment and health, must be expected Problems with birth, damage, etc.

10. Learners should be given the opportunity to choose, design and create games according to their own interests. When learners can create their own games, they will feel a sense of accomplishment, and they will be more willing to learn new knowledge, which will improve their learning efficiency.

11. Money-saving materials and time-saving methods should be selected and found so that teachers or researchers can design and create games quickly and save money as much as possible. For example: the teaching of paper, wood edge Angle material, has been used disposable cups, etc., can be used again. For example, wood scraps can be used to form round CARDS for mobile games, even city games and other game pieces, and cups can be used to arrange the main game tools in family games

The opinions obtained from the author's practical application of games and research results may be applicable to future research or the application of teachers, or may not be applicable to future research or the application of teachers, so the applicators before designing, creating and applying games to classroom or research, practical factors related to games should be taken into account, and factors suitable for games should be considered in order to make effective and correct use of game teaching, so that good effects can be obtained in teachers' teaching or researchers' research.

REFERENCES

Zhu Pengde. (2017) Using games in Teaching Chinese for Thai students. Refer from:

shorturl.at/ciBD2

Budsaba Kanoksilpatham. (2011). National survey of teaching Chinese as a foreign language in

Thailand. Refer from: shorturl.at/fwEW5

Xu Guoping. (2010). Primary school English class example 100. Refer from: Hang Zhou:

Zhe Jiang education center.

Pan Hong (2012). The apply about game-based learning in Primary English classes. Refer from:

<http://wap.cnki.net/touch/web/Journal/Article/YJJS201714035.html>

He Jie. (2011). Primary school English class center. Refer from:

<http://wap.cnki.net/touch/web/Journal/Article/YJJS201714035.html>

Gao Caizhen (2015). Improving the apply of game-based learning in primary English education.

Refer from: Chinese outside education.

Lu Ziwen (2005). The conception of game-based learning in primary school English teaching.

Refer from : https://kns.cnki.net/kns/brief/default_result.aspx

Cheng Zhu (2006). Using games in Teaching Chinese for Thai students. Refer from:

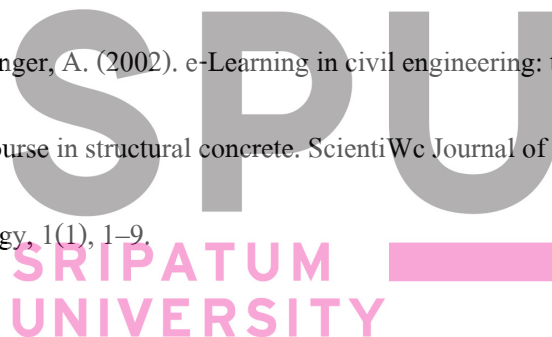
shorturl.at/brPY5

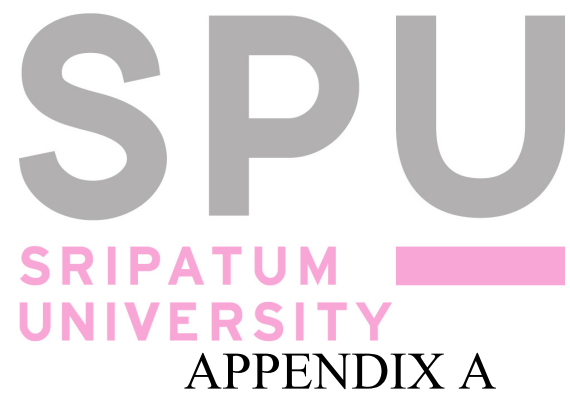
- Shu Qinsun (2005). Micro-adaptivity: protecting immersion in didactically adaptive digital educational games. *Journal of Computer Assisted Learning*, 26, 95–105.
- Kinzie, M. B., & Joseph, D. R. D. (2008). Gender differences in game activity preferences of middle school children: implications for educational game design. *Education Technology Research and Development*, 56, 643–663.
- Kuo, F. R., Hwang, G. J., & Lee, C. C. (2012). A hybrid approach to promoting students' web-based problem solving competence and learning attitude. *Computers & Education*, 58(1), 351–364.
- Lipponen, L. (2002). Exploring foundations for computer-supported collaborative learning. In G. Stahl (Ed.), *4th CSCL: Foundations for a CSCL Community (CSCL-2002)*, Colorado, LEA, NJ, USA (pp. 72–81)
- BaroYo, A., Giacobino, J., Vermeulen, B., & Vu, N. (1997). The new preclinical medical curriculum at the university of Geneva: processes of selecting basic medical concepts and problems for the PBL learning units. In S. Ajja, V. Cpm, R. Jj, & V. Afw (Eds.), *Advances in medical education* (pp. 498–500). Dordrecht: Kluwer Academic Publishers.
- Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-based learning: an approach to medical education* (Springer series on medical education). New York: Springer.
- Bloom, B. S. (1976). *Human characteristics and school learning*. New York: McGraw-Hill.

Brehm, J. W., & Self, E. A. (1989). The intensity of motivation. *Annual Review of Psychology*, 40, 109–131.

Carlile, S., Barnet, S., Sefton, A., & Uther, J. (1998). Medical problem based learning supported by intranet technology: a natural student centred approach. *International Journal of Medical Informatics*, 50(1–3), 225–233. Christensen, L. B. (2001). *Experimental methodology*. Boston, London, Toronto, etc.: Allyn and Bacon. Clark, R. E. (1994). Media will never influence learning. *Educational Technology, Research and Development*, 42(2), 21–29.

Ebner, M., & Holzinger, A. (2002). e-Learning in civil engineering: the experience applied to a lecture course in structural concrete. *Scientific Journal of Applied Information Technology*, 1(1), 1–9.





IOC of Questionnaire

IOC Questionnaires
 INDEX OF ITEM-OBJECTIVE CONGURENCE RATING FORM
 Survey Questionnaire

Using Game-based learning in Teaching Chinese for Thai students with basic Chinese Level: A
 Case Study of Primary School Students of Beaconhouse Yamsaard School, Thailand

Descriptions

This questionnaire is part of a study exploring students' opinions toward game-based learning in learning Chinese vocabulary. Please provide true information about yourself and experience about game based learning in learning Chinese vocabulary. Your responses are valuable and considered highly confidential. This questionnaire has 2 sections.

Directions: Read carefully through the questionnaire items in this form. Please indicate the degree to which each item is congruent with the objectives of the study. If you have any comments on the congruence of each questionnaire item, please record them in the space provided. Please tick (✓) to rate the congruence according to the scale below:

+1 = certain that the item is congruent with themes of game based learning in learning Chinese vocabulary

0 = uncertain that the item is congruent with themes of game based learning in learning Chinese vocabulary

-1 = certain that the item is not congruent with themes of game based learning in learning Chinese vocabulary

Questionnaires: Game based learning in learning Chinese vocabulary

Instructions: Please describe your opinions towards game based learning in learning Chinese vocabulary. Please read the below statements carefully and answer them as truthfully as possible by ticking the right box. Try to answer all the questions given. Please note that all answers are anonymous.

No.	Questions Items	Rating			Comment
		+1	0	-1	
1	Teaching activities should be based on the aspects that students are interested in.				
2	Traditional teaching activities are not conducive to making students learn knowledge faster.				
3	You have a good understanding and grasp of what you have learned				
4	You learn Chinese because you are interested in Chinese pronunciation				
5	You learn Chinese because you are interested in Chinese characters.				
6	You learn Chinese because you are interested in Chinese grammar.				
7	You learn Chinese because you are interested in Chinese culture				
8	You learn Chinese because you are interested in Chinese vocabulary				

9	You learn Chinese because you are interested in other things.				
10	In your opinion, the most difficult part of Chinese pronunciation is difficulty in remembering and pronouncing				
11	You think the most difficult thing about learning Chinese characters is that they are difficult to remember and use				
12	You think Chinese words are the most difficult to remember and use				
13	You think Chinese grammar is the most difficult to remember and use.				
14	You think the most difficult thing about Chinese culture is that it is difficult to remember and use				
15	The teaching methods (such as playing games, singing, etc.) are beneficial to Chinese teaching				
16	Do you think teachers can use playfulness in Chinese class?				
17	You think the game teaching in Chinese class should correspond to the teaching time.				

18	You think the game mathematics in Chinese class should correspond to the teaching content				
19	You think the game teaching in Chinese class should be relative to the age of learners				
20	You have a certain understanding of teaching methods using games in teaching.				
21	You think it is necessary for teachers to use games in Chinese teaching.				
22	You think games are very important in Chinese teaching.				
23	Play teaching is good for your listening, reading				
24	You think the use of games in Chinese class is conducive to better communication between students and teachers.				
25	Games are more effective than other teaching methods				
26	The game teaching method in Chinese classroom can help students understand				

	more about what they are learning.				
27	The game teaching method in Chinese classroom can promote the mutual help among students in Chinese learning.				
28	The game teaching in Chinese class can promote students' innovative consciousness.				
29	In the process of Chinese teaching, the time limit of using games is suitable.				
30	In the Chinese classroom, using games is very interesting.				
31	In the Chinese classroom, through the game teaching method to carry on the learning process appropriate				
32	Teaching games and teaching content should be.				
33	The game activity corresponds to the teaching content and is full of fun.				
34	Games in teaching correspond to the age of learners.				
35	The game teaching in Chinese class is helpful for students to have more enthusiasm in Chinese learning.				

36	The game teaching in Chinese class can prove that students are more interested in Chinese learning				
37	The game teaching has the convenience, easy to use in the teaching.				
38	The teaching instructions of game teaching are clear and easy to understand.				
39	The idea of learning Chinese related majors and project				
40	Do you think you know Chinese well Knowledge, can apply to the future work or in the present life.				
41	You will spread your knowledge to others.				

Appendix B



	consciousness.				
29	In the process of Chinese teaching, the <u>time</u> limit of using games is suitable.	✓			
30	In the Chinese classroom, using games is very interesting.	✓			
31	In the Chinese classroom, through the game teaching method to carry on the learning process appropriate. <i>with oppo</i>	✓			<i>sk rewrite</i>
32	Teaching games and teaching content should be.	✓			<i>add. - - -</i>
33	The game activity corresponds to the teaching content and is full of fun.	✓			
34	Games in teaching correspond to the age of learners.	✓			
35	The game teaching in Chinese class is helpful for students to have more enthusiasm in Chinese learning.	✓			
36	The game teaching in Chinese class can ^{be} prove that students are more interested in Chinese learning.	✓			<i>add</i>
37	The game teaching has the convenience, easy to use in the teaching.	✓			
38	The teaching instructions of game teaching are clear and easy to understand. <i>to</i>	✓			
39	The idea of learning Chinese related majors and project.	✓			
40	Do you think you know Chinese well. Knowledge, can <u>apply</u> to the future work or in the present life. <i>be applied</i>	✓			
41	You will spread your knowledge to others.	✓			

Dr. Thairina

Item No	Expert 1	Expert 2	Expert 3
Item 1	1	1	1
Item 2	1	1	1
Item 3	1	1	1
Item 4	1	1	1
Item 5	1	1	1
Item 6	1	1	1
Item 7	1	1	1
Item 8	1	1	1
Item 9	0	0	0
Item 10	1	1	1
Item 11	1	1	1
Item 12	1	0	1
Item 13	1	1	1
Item 14	1	1	1
Item 15	1	1	1

Item 16	0	0	0
Item 17	1	1	1
Item 18	1	1	1
Item 19	1	1	1
Item 20	1	1	1
Item 21	1	1	1
Item 22	1	1	1
Item 23	0	0	0
Item 24	1	1	1
Item 25	1	1	1
Item 26	1	1	1
Item 27	1	1	1
Item 28	1	1	1
Item 29	1	1	1
Item 30	1	1	1
Item 31	1	1	1
Item 32	1	1	1

Item 33	1	1	1
Item 34	1	1	1
Item 35	1	1	1
Item 36	1	1	1
Item 37	1	1	1
Item 38	1	1	1
Item 39	1	1	1
Item 40	1	1	1
Item 41	1	1	1

SPU

APPENDIX C

SRIPATUM UNIVERSITY

IOC of Pre-test and Post-test

No.	Test Items	Rating			Comment
		+1	0	-1	
1	“名词”是什么意思? A. คำสรรพนาม B. คำนาม C. คำคุณศัพท์ D. คำเชื่อม				
2	“动词”是什么意思? A. คำว่า B. คำลักษณนาม C. คำกริยา D. คำบุพบท				
3	“再见!”是什么意思? A. ขอบพระคุณ B. ลาก่อน C. สวัสดี D. ขอโทษ				
4	“今天”是什么意思? A. หนึ่ง B. วัน C. เดือน D. เดือนนี้				

5	“老师”是什么意思? A. qiaoz B. qiaobe C. qiaobao D. qiaoni				
6	“对不起”拼音怎么写? A. duibuqi B. duibùqi C. duibuqi D. duibùqi				
7	“谢谢”拼音怎么写? A. xiexie B. xièxie C. xièxiè D. xiexiè				
8	“哪儿”拼音怎么写? A. nǎr B. nǎ ér C. nàr D. nà ér				
9	“他们”拼音怎么写? A. tāmen B. tāmēn C. tāmēn D. tāmēn				
10	“工作”拼音怎么写? A. shēnti B. dòjiā C. gōngzuò D. hóiméi				
11	你_____身体好吗? A. 退休 B. 爸爸 C. 一共 D. 谢谢				
12	我家有三_____人。 A. 口 B. 几 C. 和 D. 不				

13	我姐姐工作还是_____? A. 爷爷 B. 爸爸 C. 独生子 D. 读书				
14	这是我的_____。 A. 什么人 B. 对不起 C. 兄弟姐妹 D. 还没吃饭				
15	我先自我_____一下。 A. 名字 B. 介绍 C. 医院 D. 大学				
16	请问,您_____? A. 贵姓 B. 名字 C. 什么 D. 公司				
17	请问,您叫什么_____? A. 工作 B. 再见 C. 高兴 D. 名字				
18	我是老师,在一所_____工作。 A. 学生 B. 大学 C. 泰国 D. 一下				
19	请问,你是哪_____? A. 法国 B. 国人 C. 中国 D. 英国				
20	_____你,我很高兴。 A. 这儿 B. 认识 C. 医生 D. 曼谷				



Appendix D

The results of IOC Pre-test and Post-test validating

Index of Item-Objective Congreence Form for Pre-test and Post-test

INDEX OF ITEM-OBJECTIVE CONGRUENCE RATING FORM

Directions: Read carefully through the questionnaire items in this form. Please indicate the degree to which each item is congruent with the objectives of the study. If you have any comments on the congruence of each questionnaire item, please record them in the space provided. Please tick (✓) to rate the congruence according to the scale below:

- +1 = certain that the item is congruent with themes of Game based learning
 0 = uncertain that the item is congruent with themes of Game based learning
 -1 = certain that the item is not congruent with themes of Game based learning

No.	Test Items	Rating			Comment
		+1	0	-1	
1	“家”是什么意思? A. 家庭 B. 家人 C. 家务 D. 家私	✓			
2	“别”是什么意思? A. 别人 B. 区别 C. 别人 D. 区别	✓			
3	“再见!”是什么意思? A. 再见 B. 再见 C. 再见 D. 再见	✓			
4	“今天”是什么意思? A. 今天 B. 今天 C. 今天 D. 今天	✓			

a. Hain

Item No	Expert 1	Expert 2	Expert 3
Item 1	1	1	1
Item 2	0	0	0
Item 3	1	1	1
Item 4	1	1	1
Item 5	1	1	1
Item 6	1	1	1
Item 7	1	1	1
Item 8	1	1	1
Item 9	1	1	1
Item 10	1	1	1
Item 11	1	1	1
Item 12	1	1	1
Item 13	1	1	1
Item 14	1	1	1
Item 15	1	1	1

Item 16	1	1	1
Item 17	1	1	1
Item 18	1	1	1
Item 19	1	1	1
Item 20	1	1	1



Appendix E

SPU

The result that compare with Pre-test and Post-test

SRIPATUM 
UNIVERSITY

	st 1	st 2	st 3	st 4	st 5	st 6	st 7	st 8	st 9	st 10	st 11	st 12	st 13	st 14	st 15	st 16	st 17	st 18	st 19	st 20
Pre Test	3	2	4	1	6	8	5	3	3	5	1	1	2	1	4	2	5	7	3	1
PostTest	13	15	19	15	20	19	17	10	13	12	16	10	8	17	14	18	13	19	18	9

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTest	3.35	20	2.110	.472
PostTest	14.75	20	3.669	.820

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PreTest & PostTest	20	.474	.035

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 PreTest - PostTest	-11.400	3.251	.727	-12.921	-9.879	-15.682	19	.000

Statistics

PreTest

N	Valid	20
	Missing	0
Mean		3.35
Std. Deviation		2.110

PostTest

N	Valid	20
	Missing	0
Mean		14.75
Std. Deviation		3.669

SPU
Appendix F
Pre-test and Post-test
SRIPATUN
UNIVERSITY

โรงเรียนอัสสัมชัญ	
แบบทดสอบปลายภาค ภาคเรียนที่ 1 ชั้นมัธยมศึกษาปีที่ 4 ปีการศึกษา 2559	
วิชา ภาษาจีน 1 (๑30201) คะแนนเต็ม 20 คะแนน เวลา 60 นาที	
ข้อเขียน	ข้อสอบมีทั้งหมด 2 ตอน ตอนที่ 1 ปรวณิ 20 ข้อ (10 คะแนน) ตอนที่ 2 อัตนวิ 4 ข้อ (10 คะแนน)
泰名..... 中名..... 班级.....	
<p>第 1-10 题：请选择最正确的答案：</p> <p>1. “名词”是什么意思？ A. คำสรรพนาม B. คำนาม C. คำคุณศัพท์ D. คำชื่อน</p> <p>2. “动词”是什么意思？ A. คำชื่อน B. คำกิริยา C. คำสรรพนาม D. คำคุณศัพท์</p> <p>3. “再见！”是什么意思？ A. ขอบุณ B. ลา C. สวดี D. ขอโทษ</p> <p>4. “今天”是什么意思？ A. พรุ่งนี้ B. ันนี้ C. เมื่อวาน D. เดือนนี้</p> <p>5. “老师”是什么意思？ A. ุณง B. ุณพ C. ุณมอ D. ุณน</p> <p>6. “对不起”拼音怎么写？ A. duìbuqǐ B. duìbùqǐ C. duìbuqi D. duìbùqi</p> <p>7. “谢谢”拼音怎么写？ A. xiexie B. xièxie C. xièxiè D. xiexiè</p> <p>8. “哪儿”拼音怎么写？ A. nǎr B. nǎ ér C. nàr D. nà ér</p> <p>9. “他们”拼音怎么写？ A. tāmen B. tāmēn C. tāmēn D. tāmēn</p>	

10. “工作”拼音怎么写?

- A. shēnti B. dòjiā
C. gōngzuò D. hóiméi

第 11-14 题：请选择最正确的词语填空：

11. 你_____身体好吗?

- A. 退休 B. 爸爸
C. 一共 D. 谢谢

12. 我家有三_____人。

- A. 口 B. 几
C. 和 D. 不

13. 我姐姐工作还是_____?

- A. 爷爷 B. 爸爸
C. 独生子 D. 读书

14. 这是我的_____。

- A. 什么人 B. 对不起
C. 兄弟姐妹 D. 还没吃饭

第 11-14 题：请选择最正确的词语填空：

15. 我先自我_____一下。

- A. 名字 B. 介绍
C. 医院 D. 大学

16. 请问，您_____?

- A. 贵姓 B. 名字
C. 什么 D. 公司

17. 请问，您叫什么_____?

- A. 工作 B. 再见
C. 高兴 D. 名字

18. 我是老师，在一所_____工作。

- A. 学生 B. 大学
C. 泰国 D. 一下

19. 请问，你是哪_____?

- A. 法国 B. 国人
C. 中国 D. 英国

20. _____你，我很高兴。

- A. 这儿 B. 认识
C. 医生 D. 曼谷

BIOGRAPHY

Name Miss YAN SIMI

Date of Birth September 18, 1993

Place of Birth Xi'an, Shan Xi, China

Position Chinese Lecture

Email wuhaopeng9328@gmail.com

Education

2018 Master of Education, Sripatum University

2017 Bachelor of Art Education, Xi'an Academy of Fine Arts

SRIPATUM 
UNIVERSITY