A STUDY OF ACTIVE LEARNING ATIVITIES IN TEACHING

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RANGSIT SCHOOL

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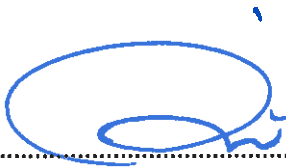   RANGSIT SCHOOL

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ABSTRACT

The objectives of this research were: 1) to study the active learning activities in kindergarten teaching Chinese vocabulary, and 2) to compare students' achievement in active learning activities before and after teaching Chinese vocabulary. This study included 65 kindergarten students by using cluster sampling from 200 third grade kindergarten students in Beaconhouse Yamsaard Rangsit School. Students learned Chinese vocabulary through multiple active learning activities, and conducted Pre-test and Post test to determine the effectiveness of active learning activities. Data analysis of this research were used mean, standard deviation, percentage, frequency, t-test and the statistical significance to compare the achievement differences between pre-test and post-test.

The results of this study found that: 1) the use of active learning activities is conducive to improving students' achievement teaching Chinese vocabulary, and 2) comparison of students' achievement in active learning activities before and after teaching Chinese vocabulary, revealed the students' Initiative and positive after teaching were higher than before they were taught Chinese vocabulary.

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TABLE OF CONTENTS

Pages

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

This chapter mainly introduce the background of study, research, research objectives, research questions, research hypothesis, scope of research, definition of terms, expected benefits, and conceptual framework of the study.

1.1 Background

1.1.1 Current Status of Chinese Language Development in Thailand

According to historical evidence, Thailand established relations with China since the Sukhothai dynasty. At present, Chinese has become as important as the English language. This is because China is fast becoming an economic powerhouse rivaling the US and Europe. At present, there are hundreds of millions of Chinese-speaking people. This reveals clearly why the study of the Chinese language is seen as more and more important today. (Ronnaphol, M)

In recent years, the exchanges between China and Thailand have become closer and closer. The Thai government also attaches great importance to Chinese teaching and has issued a number of auxiliary policies to promote the development of Chinese teaching in Thailand. According to the survey, the number of volunteers sent by Hanban to Thailand each year is the largest. Not only that, the Thai Ministry of Education has included Chinese in the college entrance examination subjects, and students actively sign up for the Chinese test, HSK, SHKK, YCT and other related Chinese proficiency tests. Examination rooms are set up all over Thailand, and the corresponding Chinese courses are offered in all primary and secondary schools in Thailand. Nowadays, the streets and alleys in Thailand are full of billboards of Chinese brands such as Huawei, oppo, and vivo; many service industries have added a standard to the recruitment information, and candidates who can speak Chinese are given priority. The convenience of the streets and alleys in Thailand We chat and Alipay can be used for payment in shops 7-11,BigC, Lotus, etc. Under such a momentum of development, China and Thailand have cooperated in more fields and developed coordinated development to jointly write a new chapter of "China and Thailand as one family". The Thai people

have shown a stronger interest in learning Chinese. It can be said that Thailand is the country that best reflects the "Chinese fever".

1.1.2 Chinese teaching in Thai kindergartens and its characteristics

With the prevalence of the global "Chinese fever", the teaching of Chinese as a foreign language is gradually showing a trend of younger age. As far as Thailand is concerned, Chinese language teaching has run through primary schools, middle schools, high schools, and universities, and has gradually become a basic education program, showing a trend of younger age. Most schools have set up Chinese classes from kindergartens to popularize Chinese teaching. For students with learning and behavior problems, content and vocabulary learning is a big issue when learning language due to their limited intelligence level. Sharon, (2009) As a new Chinese learning group, Thai children whose native language is not Chinese, and they are active, weak understanding, emotional in easy, concentrate in a short time. Teachers lack the competency to teach and attract students' attention and enthusiasm. (Ronnaphol, M) This is undoubtedly a huge problem for teachers of Chinese as a foreign language. How can we effectively solve this problem? As Scientist Einstein said: "Interest is the best teacher." This means that once a person has a strong interest in something, he will actively seek knowledge, explore, and practice, and seek knowledge, exploration, and practice. Pleasant emotions and experiences in the process. It is the child's nature to love to play. They are learning by playing and playing while learning. Therefore, the teachers should start with students' interest and try every means to mobilize children's enthusiasm for learning Chinese in Chinese teaching.

1.1.3 Basic situation at Beaconhouse Yamsaard Rangsit School

Beaconhouse Yamsaard Rangsit School (B.Y.R. School) is a well-known private school in Thailand founded in 2002. It is famous for its excellent English teaching and has a good source of students. The school is divided into Kindergarten Department, Primary School Department and Middle-High School Department. The researcher a Chinese teacher in the B.Y.R. School, mainly responsible for all the 1-3 grades of kindergarten classes and 2 primary classes, there are 23 periods Chinese Classes a week. One period class in the kindergarten is 40 minutes, and each class only has one Chinese lesson per week. Kindergarten students are children aged 2-6. They are lively, like to imitate, are competitive, and have a short concentration time. As a responsible Chinese teacher, How should the researcher do in her classes that she can achieve to maximize the value of a lesson

in the limited time? This is the problem that the researcher need to face and solve in order to achieve efficient classroom teaching.

Therefore, the researcher expects conduct a simple research and discussion on a study of active learning activities in teaching Chinese vocabulary to kindergarten, in order to solve the teaching problems and provide reference for the majority of preschool teachers who are engaged in teaching Chinese as a foreign language. This study based on the research results of the predessors, summarizes the actual teaching situation of the kindergarten where the school the researcher teach in Thailand. Some effective strategies and active learning activities would be used for Chinese vocabulary teaching as a foreign language in Kindergarten of B. Y. R. School Thailand. The researcher hope this paper can be great useful to Chinese teachers who are teaching Chinese as a foreign language in kindergarten.

1.2 Research Questions

1.2.1 Which active learning activities can be used in kindergarten Chinese vocabulary teaching?

1.2.2 What are the differences between using active learning activities in kindergarten before and after?

1.3 Research Objectives

1.3.1 To study the active learning activities in kindergarten teaching Chinese vocabulary.

1.3.2 To compare students' achievement using active learning activities in kindergarten teaching before and after teaching Chinese vocabulary.

1.4 Research Hypothesis (if any)

The students' achievement after using active learning activities is better than before using active learning activities in kindergarten teaching Chinese vocabulary.

1.5 Scope of Research

The population consist of 65 students by using cluster sampling from 200 Kindergarten third grade students Beaconhouse Yamsaard Rangsit School. All of those students are the same education background. So this will make the study more professional and fair.

The variable has two parts, those are independent variable and de-pendent variable:

1. The independent variable is active learning activities.

2. The dependent variable is the students' achievement in active learning activities teaching Chinese vocabulary.

1.6 Definition of terms

1.6.1 Active Learning Activities

Active learning activities is a student-centered and teacher-led teaching method. It mainly uses pictures, songs, dances, games and other methods to stimulate students' learning motivation, so that they have a great interest in Chinese, and actively participate in classroom learning. Teaching tools and effective methods for teachers to guide learning vocabulary. The active learning activities mainly designed in this paper include: picture teaching activities, song teaching activities, dance teaching activities and game teaching activities.

The principle of activities design should satisfy the interest, pertinence and rationality, so as to realize the high efficiency of classroom teaching. The principle of fun requires classroom teaching activities to be lively and interesting, allowing students to experience happiness in the activities; the principle of pertinence requires that the activities should include teaching words, allowing students to play in activities and learn in play; the principle of rationality requires classroom activities the content and time should conform to the age characteristics of the students.

1.6.2 Kindergarten Teaching

Kindergarten teaching is a means for 2-6 years old children to develop education in an all-round way, teach them to form simple concepts of life things, develop their intelligence, and cultivate their initial learning interests and habits.

Characteristics of kindergarten students:

1) Thinking characteristics: intuitive thinking, focusing on the image things they see, hear, and touch; short attention span and strong memory, fast forgetting;

2) Features of language development: pronunciation organs and auditory organs are initially perfected, pronunciation and hearing functions are relatively weak;

3) Psychological characteristics: significant emotional characteristics, strong curiosity;

4) Behavioral characteristics: Dominated by emotions, strong imitation.

This study mainly discussion about the use of active learning activities of 5-6 years old kindergarten students in kindergarten Chinese vocabulary teaching. The population consist of 65 students by using cluster sampling from 200 Kindergarten third grade students Beaconhouse Yamsaard Rangsit School. All of those students are the same education background.

1.6.3 Chinese Vocabulary Teaching

Vocabulary is the foundation of language. As an important part of language, vocabulary teaching has always occupied an important position in language teaching. To a certain extent, the effect of vocabulary teaching determines the effect of language teaching.

Chinese vocabulary teaching is an important teaching method for teaching Chinese as a foreign language. It is very suitable for Chinese teaching as a foreign language in kindergartens. Compared with adults, children's language organization skills are weak and they are better at expressing themselves through vocabulary without involving grammar.

Fruits, colors, animals, etc. are common themes in Chinese teaching for children. In this study, 5 fruit words and 5 color words were selected to use active learning activities in kindergarten Chinese vocabulary teaching.

4. Students' Achievement

Learning outcomes are measurable statements that articulate what students should know, be able to do, or value as a result of taking a course or completing a program. Effective learning outcomes are student-centered, specific, and measurable, and provide a road map for determining the content, organization, and assessment of the course.

In this study, Students' achievement is a measure of scientific assessment of the Chinese language ability. This research mainly compares the results of the students' pre-learning test and post-learning test to judge the effect of active learning activities in Chinese teaching in kindergarten.

Student's achievement is the most direct way to test whether the active learning activities is suitable for children's Chinese teaching. Through the result of students' achievement, not only can

the students' learning level be inspected, but the teachers can also make appropriate adjustments to their own teaching based on the feedback from the students.

1.7 Expected Benefits

      1.7.1 The use of active learning activities is conducive to improving students' achievement after teaching Chinese vocabulary.

      1.7.2 Comparison of students' achievement in active learning activities before and after teaching Chinese vocabulary, revealed the students' Initiative and positive after teaching were higher than before they were taught Chinese vocabulary.

      1.7.3 The result of using active learning activities is conducive to improve students' achievement in teaching Chinese vocabulary.

1.8 Conceptual Framework

      In this research, Active learning activities is independent variables, and the dependent variable is students' achievement in active learning activities teaching Chinese vocabulary in kindergarten. The relationship between the two is the active learning activities whether effective on the Chinese vocabulary teaching in kindergarten. Namely, if the students' scores doesn't improve, students' achievement is unsucceed. It's indicate that the active learning activities not is suitable for children's Chinese vocabulary teaching.

      This research expects to apply active learning activities to Chinese vocabulary teaching to improve students' achievement.

Active Learning Activities in Teaching Chinese Vocabulary	⟶	**Students' Achievement in teaching Chinese Vocabulary**
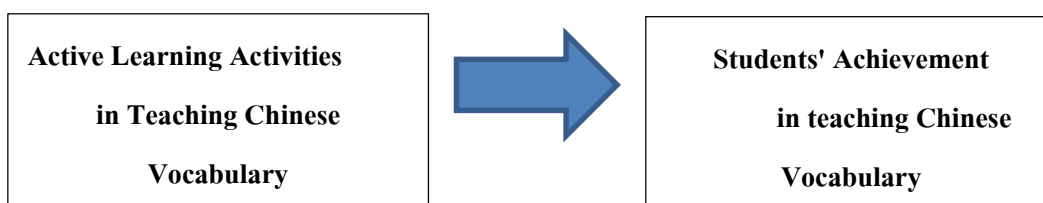
Figure 1.1 Conceptual Framework

CHAPTER 2

REVIEW OF LITERATURE

The objectives of this research were: 1) To study the active learning activities in kindergarten teaching Chinese vocabulary. 2) To compare students' achievement using active learning activities in kindergarten teaching before and after teaching Chinese vocabulary.

This chapter seeks to answer the questions: What is Active Learning? What should the relationship between kindergarten curriculum and game be? What teaching and learning strategies or methods are adopted in kindergarten in terms of teaching Chinese language?

There are three parts of this review literature as follows:

Part 1. The definition of active learning and kindergarten teaching;

Part 2. Relationship between kindergarten curriculum and activities;

Part 3. Rerated research on teaching and learning strategies or methods are adopted in kindergarten in terms of teaching Chinese language.

2.1 Part 1: The definition of active learning and kindergarten teaching

2.1.1 What is Active learning?

Active learning is based on a theory of learning called constructivism, which emphasises the fact that learners construct or build their own understanding. Learning is a process of making meaning. Learners replace or adapt their existing knowledge and understanding (based on their prior knowledge) with deeper and more skilled levels of understanding. Skilled teaching is therefore active, providing learning environments, opportunities, interactions, tasks and instruction that foster deep learning. The theory of social constructivism says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers. One prominent social constructivist, Lev Vygotsky (1896–1934), described the zone of proximal development (ZPD). (Cambridge Assessment International Education, 2017)

Other approaches and terminology that are associated with active learning include:

• student-centred, or learner-centred learning, where students play an active role in their learning, with the teacher as an activator of learning, rather than an instructor

• enquiry-based, problem-based or discovery learning, where learners learn by addressing and posing scientific questions, analysing evidence, connecting such evidence to pre-existing theoretical knowledge, drawing conclusions, and reflecting upon their findings.

• experiential learning, which broadly describes someone learning from direct experience.

Many authors define these terms slightly differently, and such categorisations of learning have some overlap with each other. (Cambridge Assessment International Education,2017)

Active learning (also called "query learning," or sometimes "optimal experimental design" in the statistics literature) is a subfield of machine learning and, more gen-erally, artificial intelligence. (Settles, B. 2009)

2.1.2 Early childhood education (kingergarten teaching)

Early childhood education is tasked with making young children ready to learn in a school setting, taking advantage of their natural inclination at this stage to learn quickly in order to adapt them to newfound conditions. Therefore, this initial step of education is critically important in the development of an individual, as it is the foundation upon which further learning and personal growth are built (Sumit & Niyomka, 2012).

2.2 Part 2: Relationship between kindergarten curriculum and activities

At present, different people have different views on the problem with regard to kindergarten curriculum, so there is different understanding of the relationship between kindergarten curriculum and game under different curriculum outlook as follows:

(I) Kindergarten curriculum is the learning subjects

This definition highlights that the task of kindergarten education is to pass on the selected systematic knowledge to infants, in which the "teaching" characterized by branched curriculum is the main form of kindergarten education and the game is often the medium and carrier of passing on, consolidating and enhancing the knowledge. The kindergarten curriculum and game are separated, without crossing relation in terms of content.

(II) Kindergarten curriculum is the activity

It is thought that "kindergarten curriculum is the sum of kindergarten education activities" from the perspective of curriculum design and implementation. The game, as the "basic activity" of kindergarten, naturally becomes an important part or content of kindergarten curriculum and a

structural factor of kindergarten curriculum, rather than a "form".

(III) Kindergarten curriculum is the learning experience

This definition from the perspective of infants focuses on what and how the infants gain from the kindergarten as well as the infant needs, interest and subjectivity cultivation. In this opinion, the game is classified into the content of kindergarten curriculum and also a realistic practical form of kindergarten teaching. (Jie,2015)

2.3 Part 3: Research on teaching and learning strategies or methods are adopted in kindergarten in terms of teaching Chinese language

2.3.1 Research on International Children's Chinese Teaching

In the study of Chinese international education, most of the research objects are adults or adolescents. Because children are new students of Chinese language learning, related research started late, so the research results are still relatively few. In recent years, the research on Chinese language teaching for children, especially the research on the language teaching of children with specific mother tongue background has gradually increased.

The book "Chinese Teaching and Research for Children in the World" edited by Li, and Peng, (2006), published by Beijing Language and Culture University Press is regarded as a "world A pioneering work in the field of children's Chinese teaching and research", the book has a great impact on international children's Chinese teaching and related research. It is a very useful reference. Since then, research papers related to Chinese teaching for children began to develop in the world.

Jiang, (2010) analyzed the overall characteristics of preschool children from the perspective of teaching Chinese as a foreign language, focusing on the law of children's physical and mental development, and clarified its status in teaching Chinese as a foreign language from three aspects: educational philosophy, learning habits and educational characteristics. She believes that children are a unique Chinese learning group. The teaching rules should be different from adult Chinese teaching.

As far as the research on Chinese teaching for children in the United States is concerned, Fan, (2012) through a detailed analysis of some children's Chinese teaching cases in the United States, among them the nature of the subject, teaching goals, teaching principles, teaching methods,

teacher quality, teaching management, teaching resources and many other aspects of Chinese teaching for foreign children put forward relevant views, which provide certain enlightenment for Chinese teaching for children.

Jin, (2012) and others, based on their own teaching practice in the United States, summarized the teaching methods and strategies that should be adopted in Chinese classrooms for children in the United Kingdom and the United States.

Li, (2013) explores the rules of children's language acquisition from a cognitive perspective, and draws lessons from international children's Chinese teaching.

"Chinese Class Teaching and Research for Foreign Children" which named 《DaHai》 edited by Fang, (2013) -A collection of the latest research books on Chinese teaching for children in Indonesia. More and more researches on children's Chinese teaching in small-language countries have been developed, such as Gao, (2013)International School's children's Chinese teaching experience, studying Chinese and Myanmar teachers' Chinese teaching to Myanmar children Different methods, compare the teaching effect through students' Chinese acquisition results, and put forward constructive guidance, So as to learn from each other.

Thai children's Chinese teaching related research has gradually developed along with the increasingly prosperous teaching practice. Relevant research mainly focuses on teaching materials construction, classroom management, and improving classroom efficiency.

Yao, (2012) analyzed the current situation of Chinese teaching for children in St. Francis Mission School in Tak Province, Thailand, and obtained one A practical survey report, which also covers some Chinese classroom teaching content and methods;

Tian, (2012) It is aimed at teaching Chinese children in Thailand. Her article selects the element of Chinese characters. The importance of word teaching, followed by a discussion on teaching methods.

2.3.2 Research on International Chinese Vocabulary Teaching in kingergarten

Luo, (2015) based on the Chinese courses in seven private kindergartens in Thailand, analyzes the arrangement of the thematic Chinese teaching in kindergartens in terms of teaching themes, vocabulary, sentence patterns, etc., and integrates the teaching experience of many children's Chinese teachers and the teaching feedback from the Thai school. Based on suggestions for thematic Chinese teaching in Thai kindergartens, thematic Chinese teaching is carried out for

children aged 3~7 years old whose mother tongue is not Chinese. The main teaching content is based on different topics such as common things in children's daily life and communicative language. Chinese vocabulary is the main language goal, and the main cultural goal is to learn Chinese nursery rhymes, dance, and to increase interest in Chinese and Chinese culture. In the specific implementation process, Chinese teachers play a leading role in the classroom, and children are the main body of thematic Chinese classroom, focusing on children's pleasant experience in the learning process. In the selection of themes, Chinese teachers make arrangements based on the specific teaching environment such as the class time, the special requirements of the parents and the school, based on the information processing ability, self-control ability and the children's cognitive development of natural and social things.

Yuan, (2013) positioned Chinese teaching for Thai preschool children as enlightenment teaching, focusing on cultivating students' interest in learning. The content of Chinese teaching should be mostly daily necessities vocabulary, and Chinese skills should be mainly based on cultivating listening and speaking, and the design is more flexible. Fun classroom activities, entertaining and entertaining. Based on the principle of teaching Chinese as a second language, combined with linguistics, preschool education, child psychology and other disciplines, the basic principles of Chinese teaching for Thai preschool children are discussed, and the teaching objectives, teaching content, and teaching methods are discussed. Various suggestions for Thai children's Chinese teaching.

Li, (2015) believes that vocabulary teaching is very important in teaching Chinese to Thai children. Without effective vocabulary teaching, there will be no successful Chinese teaching for children. Vocabulary is the foundation of Chinese teaching for Thai children.

2.3.3 Research on international Active Learning Actiivities in Chinese Language Teaching.

"The father of Chinese preschool education" Mr. Chen Heqin is the earliest children educator in China who clearly stated that games are of great significance in children's teaching. In his seventeen teaching principles, he clearly pointed out: "teaching game-oriented", emphasizing the transformation of knowledge content into game activities, and in the process of doing so, cultivating students' interest in learning. There is currently no concept of game teaching in foreign Chinese.

Zeng, (2009) In "The Application of Games in Second Language Acquisition and Teaching", the game pedagogy is defined as follows: Games in a broad sense refer to all organized language activities in second language or foreign language classroom teaching; in a narrow sense, they refer to second language or foreign language classrooms In order to mobilize students' enthusiasm, consolidate the use of the language knowledge they have learned, and use interesting, diverse and flexible content to intersperse the language activities in the classroom and teaching process. We believe that Zeng's definition of game teaching method is in line with the concept of teaching Chinese as a foreign language, especially in the Chinese classroom teaching of preschool children. In order to reduce the boringness of learning and overcome students' fear of difficulty, games are used throughout the teaching of language elements such as phonetics, vocabulary, grammar, Chinese characters, and culture. By organizing some interesting and diverse classroom game activities, children are encouraged to learn language. Positivity enables them to unknowingly acquire language in a relaxed and pleasant environment, build language sense and language emotion, and even generate cross-cultural identity.

Jiang, (2009) believes that in the process of Chinese teaching, especially those with children In Chinese teaching activities, teachers make full use of teaching in fun, teaching in action, and situational teaching to help improve Children's interest in learning Chinese makes the children's Chinese classroom full of vigor and vitality.

Jiang, (2010), etc., are also teaching children in the United States, but they focus on "interesting" and try to build a lively and lively way. Play interesting Chinese classes to attract children's attention and improve classroom efficiency;

Shao, (2010) pointed out the application of game teaching method in oral Chinese teaching as a foreign language. This provides some enlightenment for children's Chinese learning, such as the important effect of play teaching method in shaping the classroom teaching atmosphere.

Liu, (2013) believes that" Chinese teaching to Thai children belonging to the category of enlightenment teaching should be based on their physical and mental development level and language The law of acquisition, in terms of teaching objectives, attention should be paid to children's experience-based acquisition in Chinese classroom activities, The primacy of emotional goals; in terms of teaching content, dailyness, life, listening and speaking First; in terms of teaching

methods, it should be vivid, flexible, diversified, entertaining and entertaining, highlighting interest and interaction".

Teaching morphology through games: Play is the child's nature. We can't suppress this nature but can only guide it. Game is a kind of entertainment that integrates knowledge and fun, and it is also a kind of learning method that children prefer, so let the children "play while learning, play while learning" Li, (2014) Aiming at these characteristics of children's cognition, our teaching principle is to organize teaching according to age, help students establish learning goals, improve learning strategies, and use the joy and fun of successful learning to strengthen learning motivation.

In recent years, many master's theses have also begun to appear in the study of Chinese teaching strategies for children. They studied the specific application of the game method in the teaching of overseas children and explore their respective in Chinese teaching On the basis of case analysis. They summed up children's Chinese teaching methods that mainly use stories, use pictures, cards, videos, and songs, combine games and performances, assign tasks, and give rewards.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, research instruments used to collect data, methods to confirm validity of the instruments, the processes followed to collect data, and statistics used to analyze the quantitative data.

3.1 Research design

This study is an experimental design, as it is a type of quantitative research. The research were aim 1) to study the active learning activities in kindergarten teaching Chinese vocabulary. And 2) to compare students' achievement using active learning activities in kindergarten teaching before and after teaching Chinese vocabulary.

The survey was selected by cluster sampling 65 students in two classes from 200 students of kindergarten in grade 3, which is devided into 7 classes of Beaconhouse Yamsaard School in Thailand.

Teaching experiment is mainly composed of classroom teaching plans and Speaking test. The experiment uses the active learning activities in kindergarten Chinese vocabulary teaching. In this study, 5 fruit words and 5 color words were selected to use active learning activities in kindergarten Chinese vocabulary teaching. It used 160 minutes to teaching experiment.

Before starting the experiment, the students are tested Chinese vocabulary speaking, and after the experiment they will be tested again. After the experiment, the students are requested to answer the questions according to the picture one by one. The test results will be analyzed by using the mean, the mean difference, percentage, frequency, student deviation, t-test the significance to compare the achievement differences between pre-test and post-test.

3.2 Population

The subjects of this research are third grade kindergarden students of Beaconhouse Yamsaard School in Thailand. There are 200 students in the third grade of kindergarten and devided into 7 classes.

3.3 Sampling

The survey was selected 65 third grade kindergarten students in two classes by using cluster sampling from a population of 200 students in Beaconhouse Yamsaard Rangsit School Thailand.

3.4 Time Frame

This study gathered information within 3 months from June 2019 to August 2019.

3.4.1 Pre-test on June 3-10, 2019.

3.4.2 Lesson plans and using active learning activites teaching Chinese vocabulary on June 17,— July 30, 2019

3.4.3 Post-test on July 31- August 08, 2019.

3.5 Research Instruments

The current research adopts two quantitative research tools available to collect data. These are lesson plans, pre-test and post-test.

3.5.1 Lesson Plans

Fruits, colors, animals, etc. are common themes in Chinese teaching for children. There are two learning themes in research: Fruits and Colors .In this study, 5 fruit words and 5 color words were selected to use active learning activities in kindergarten Chinese vocabulary teaching. It used 160 minutes to teaching experiment.

This study selects 5 fruit words and 5 color words to use active learning activities by games, music and dance to teaching Chinese vocabulary in kindergarten. The vocabularies banana, watermelon, red, blue, yellow, green students used to study before and vocabularies durian, mango, pineapple, orange that students difficult to pronounce. The teaching plans is as follows:

Table 3.1 Fruit Words Teaching Plan

Topic	Fruits
Objectives	1) To study the active learning activities in kindergarten teaching Chinese vocabulary. 2) To compare students' achievement using active learning activities in kindergarten teaching before and after teaching Chinese vocabulary.
the sample	65 students; K.3; 5-6 years old; Beaconhouse Yamsard Rangsit School Thailand
Chinese level	Have studied Chinese for two years, they already mastered some Chinese words from K.1 and K.2
Content	榴莲 Durian、香蕉 Banana、西瓜 Watermelon、芒果 Mango 、菠萝 Pineapple
Teaching time	2*40minutes=80 minutes
Teaching difficult points	1. Pronunciation of mango and pineapple 2. How to correct students' pronunciation
Active Learning Activities	1) Use the flashing cards to teaching fruits, Practice the pronunciation, do the game "Drive the train"; 2) Ask and Answer, Correctting the pronunciation; 3) Sing a fruit song 《水果歌 Fruit song》; 4) Dance with the song; 5) Play the game "Hide and Seek"; 6) Prize contest.
	The first class hour 40 minutes: mainly includes 1) 2) 3) active learning activities 1. "Drive the train" game (10 minutes): The teacher first uses the fruit cards to introduce the fruit words learning, raise the fruit word cards in her hand to ask questions, everyone, tell the teacher, what kind of fruit do you like to eat? durian? banana? watermelon? mango? Or pineapple? If the teacher asked you to choose one of

Topic	Fruits
	these fruits, which one would you choose? Different children say different names of fruits, and after eliciting the topic, ask them to read three times to practice the pronunciation of fruit words. Then we played the game of driving a train together. The teacher whispered to the first child the Chinese name of the fruit. The child passed the name of the fruit to the last child one by one, and then the child told the teacher the Chinese name of the fruit aloud. OK? After the students tell the teacher the Chinese name of the fruit, let all the children judge whether the answer is correct. The teacher will make a final assessment and give high fives and say "You are so great! "to the students as encouragement.
	2. You ask and I answer (15 minutes): The teacher took out the fruit word cards and the fruit model and asked the students, which one they prefer? And come out with your finger. Then ask the students, what is the Chinese name of this fruit? The teacher corrects the pronunciation of the words through the answers of the students, and shows the correct pronunciation of the words through certain mouth shapes and gestures.
	3. Sing the fruit song (15 minutes): In order to strengthen the students' correct pronunciation of words, teach them to sing the Chinese song "Fruit Song". The lyrics contain the fruit words of apple, banana, and watermelon.
	The class hour 40 minutes: mainly includes 1) 2) 3) active learning activities
	The second class hour 40 minutes: mainly includes 4) 5) 6) active learning activities
	Review the fruit vocabulary from the previous lesson (5 minutes);
	4. Dance the fruit song (10 minutes): Let the students to sing the fruit song learned in last week, and then the teacher asks the students, do

Topic	Fruits
Teaching steps in detail:	you want to make a fruit that can dance? Let's transform together. 5. "Hide and seek" game (15 minutes): The teacher distributes the fruit model to the designated students, then covers her eyes with her hand, counts 1-30, and the student who gets the fruit model should hide it within 30 seconds, and then the teacher is responsible for finding them. Whenever the teacher finds a kind of fruit, the students must tell the teacher the Chinese name of the fruit. 6. Guess with prize (10 minutes): In order to test the students' vocabulary mastery and the pronunciation of the words, the teacher will ask the students about the name of the fruit respectively, and the student who answered correctly will get a sticker.

Table 3.2 Color Words Teaching Plan

Topic	Colors
Objectives	1) To study the active learning activities in kindergarten teaching Chinese vocabulary. 2) To compare students' achievement using active learning activities in kindergarten teaching before and after teaching Chinese vocabulary.
The sample	65 students ; K.3 ; 5-6 years old ; Beaconhouse Yamsard Rangsit School Thailand
Chinese level	Have studied Chinese for two years, they already mastered some Chinese words from K.1and K.2
Content	红色 Red、 蓝色 Blue、 橙色 Orange、 黄色 Yellow、 绿色 Green
Teaching time	2*40minutes=80 minutes
Teaching difficult points	1) Pronunciation of orange and green 2) How to correct students' pronunciation

Topic	Colors
Active Learning Activities	1) Use the flashing cards to teaching colors, Practice the pronunciation, do the game "Drive the train"; 2) Ask and Answer,Correctting the pronunciation; 3) Sing a colors song 《彩色的地球 Color Earth》; 4) Play the game "Hide and Seek"; 5) Prize contest.
Teaching steps in detail:	The first class hour 40 minutes: mainly includes 1) 2) 3) active learning activities 1. "Drive the train" game (10 minutes): The teacher first uses the color cards to introduce the color words learning, raise the color word cards in her hand to ask questions, everyone, tell the teacher, what kind of color do you like? red? blue? orange? yellow? or green? If the teacher asked you to choose one of these color, which color would you choose? Different children say different color, and after eliciting the topic, ask them to read three times to practice the pronunciation of color words. Then we played the game of driving a train together. The teacher whispered to the first child the Chinese name of the color. The child passed the name of the color to the last child one by one, and then the child told the teacher the Chinese name of the color aloud. OK? After the students tell the teacher the Chinese name of the color, let all the children judge whether the answer is correct. The teacher will make a final assessment and give high fives and say "You are so great ! "to the students as encouragement. 2. You ask and I answer (15 minutes): The teacher took out the color word cards and the toys in color and asked the students, which one they prefer? And come out with your finger. Then ask the students, what is the Chinese name of this color? The

Topic	Colors
	teacher corrects the pronunciation of the words through the answers of the students, and shows the correct pronunciation of the words through certain mouth shapes and gestures.
	3. Sing the color song (15 minutes): In order to strengthen the students' correct pronunciation of words, teach them to sing the Chinese song "Colors Earth". The lyrics contain the color words of red, blue, yellow and green.
	The second class hour 40 minutes: mainly includes 4) 5) active learning activities.
	Review the color and friut vocabulary from the previous lesson (10minutes);
	4. "Hide and seek" game (15 minutes): The teacher distributes the toys in color to the designated students, then covers her eyes with her hand, counts 1-30, and the student who gets the toy should hide it within 30 seconds, and then The teacher is responsible for finding them. Whenever the teacher finds a kind of color, the students must tell the teacher the Chinese name of the color.
	5. Guess with prize (15 minutes): In order to test the students' vocabulary mastery and the pronunciation of the words, the teacher will ask the students about the name of the colors respectively, and the student who answered correctly will get a sticker.

3.5.2 Pre-test and Post-test

In order to test the influence of active learning activities on students in Chinese vocabulary teaching in kindergartens, students were tested before and after learning.

2.1 The oral Chinese vocabularies pre-test

The Chinese vocabularies pre-test will be conducted at the beginning of the experiment to test students' Chinese speaking vocabularies before using Active learning activities of Chinese vocabulary in kindergarten teaching.

2.2 The oral Chinese vocabularies post test

The Chinese vocabularies post-test will be conducted at the end of the experiment to test students' Chinese speaking vocabularies after using Active learning activities of Chinese vocabulary in kindergarten teaching.

Luo, (2015)mentioned AECEPT in the study of children's second language proficiency testing methods. The AECEPT American Children's English Test uses a one-to-one interview with the examiner to better solve the problem of the lack of testing experience and skills of young candidates. Patterns, toys and other test materials familiar to the subjects alleviate the anxiety and nervous of the children, and are conducive to the normal language skills of the test takers. The examiner's immediate evaluation and post-analysis of the examinee during the interview process are conducive to quick feedback of test results.

This is a speaking test, adopt a one-to-one approach.Test content includes 榴莲 durian, 香蕉 banana, 西瓜 watermelon, 芒果 mango, 菠萝 pineapple, 红色 red, 蓝色 blue, 橙色 orange, 黄色 yellow, 绿色 green .One word full is 5 scores, there are 10 words would be tested, the total is 50 scores.The pre-study test's content is the same as the post-study test's.

Table 3.3 Grading of the Chinese vocabularies speaking test

standard	scores
Autonomous answer, correct , accurate pronunciation	5 scores
Autonomous answer, correct , a little deviation in pronunciation	4 scores
According to the prompts, correct, the pronunciation is accurate or a little deviation	3 scores
Unable to answer independently, follow speak, pronunciation accurately	2 scores
Unable to answer independently, follow speak, pronunciation is not accurate	1 score

3.6 Research process

The pool of the collected data in this study included oral Chinese pretest and posttest. It is composed of the following steps:

1) The research gets the results of the Chinese speaking pre-test before the experiment.

2) The researcher designs and conducts Chinese teaching lesson plans to use active learning activities in kindergarten Chinese vocabulary teaching for one month.

3) The research gets the results of the Chinese speaking posttest after experiment, and compare with the results of pre-test.

3.7 Data analysis

Data analysis is the process of making sense out of data, and involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read (Merriam, 2009). Data analysis of this research were used by the mean, the mean difference, percentage, frequency, the standard deviation, t-test and the significance to compare the achievement differences between pre-test and post-test.

3.8 Validity of Research instruments

In order to verify the validity of the instruments, the pre-test and post-test question and answer items are submitted to three expers to assess the content validity by using the index of item-objective congruence (IOC) measurement (Rovinelli & Hambleton, 2003). The IOC measurement is a process of the expert's rating on each item on the degree to which they do or do not agree with the specific objectives listed by the test developer (Gong, 2016).

The 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 sores, and gathering validity evidence based on the test content. Thus, to evaluat 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 if 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

This chapter reported the results of the research. The purpose of this research were : 1) to study the active learning activities in kindergarten teaching Chinese vocabulary. And 2) to ompare students' achievement using active learning activities in kindergarten teaching before and after teaching Chinese vocabulary.

This research was used quantitative methods. Teaching experiment is mainly composed of classroom teaching plans and speaking test. The experiment uses the active learning activities in kindergarten Chinese vocabulary teaching. The survey was selected by cluster sampling 65 students in two classes from 200 students of kindergarten in grade 3, which is devided into 7 classes of Beaconhouse Yamsaard School in Thailand. In this study, 5 fruit words and 5 color words were selected to use active learning activities in kindergarten Chinese vocabulary teaching.

Before starting the experiment, the students are tested Chinese vocabulary speaking, and after the experiment they will be tested again. After the experiment, the students are requested to answer the questions according to the picture one by one. The test results will be analyzed by using the mean, the mean difference, percentage, frequency, student deviation, t-test, the significance to compare the achievement differences between pre-test and post-test.

4.1 To study the active learning activities in kindergarden teaching Chinese vocabulary.

This research mainly used active learning activities such as pictures, games, songs and dances to teach Chinese in kindergartens. As Zhang,(2014) presents, the specific activities are as follows the teachers need to be sure to give students opportunities to develop both their understanding (comprehension) and their ability to express (production) new knowledge or skill during the teaching.

Firstly, the activity in class teaching is use the flashing cards to teaching fruits/colors vocabulary and practice the pronunciation, Zhang, (2014) points out using pictures or simulations to represent feelings is a common strategy for language teaching for support class students. According to the thinking characteristics of kindergarten students, they have intuitive thinking, and

focus on the image things that they see, hear, and touch. When the students saw the picture they were interested in learning and would like to say following teacher, and curious about these picture.

Secondly, Sing a song as a useful method to appliy in teaching. Li, (2015) summarized Howard Gardner's "Psychological Framework" puts forward the theory of multiple intelligences, which believes that "the acquisition of a language is the result of the comprehensive effects of the learner's multiple senses." This theory is applied to Chinese classes teaching. In the process of learning to sing Chinese songs, students use musical intelligence to mobilize the heart, eyes, mouth, hands and other senses and even the whole body, so that they can devote themselves to Chinese learning, forget the external learning form, and gain the best learning effect is the purpose of truly internalizing the language learned.So after teaching the vocabulary,the researcher taught students to sing a fruit song 《水果歌 Fruit song》 / a color song 《彩色的地球 Color Earth》 that students to better practice the pronunciation of related words, and to achieve the purpose of consolidating words.

Moreover, this research also used dance activities to Chinese teaching.

Yuan,(2013)emphasize the use of dance for language teaching conforms to the characteristics of children's liveliness and love to imitate. Dance uses a series of body language combinations to simulate characters, the things and stories, providing a rich imagination space, allowing children to perceive and experience life through the connotation of dance, and then acquire relevant knowledge. The researcher taught students to rap and sing words, let them read the lyrics in the rhythm of the music, and cooperate with the related body movements to organically combine Chinese learning and dance learning, and memory vocabulary through dance. The coherent movement of dancing, understanding and memorizing lyrics, so as to improve coordination, imitation and imagination, and achieve Chinese learning.

Most of all, Games is one of the most used activities in this teaching research. It runs through almost the every age teaching, and especially in early childhood teaching. Shao, (2010) pointed out the application of game teaching method in oral Chinese teaching as a foreign language. This provides certain enlightenment for children's Chinese learning, such as the important achievement of play teaching method in the fine shaping of classroom teaching. When play the game "Drive the train", "Hide and Seek" were the most active moments of classroom teaching

atmosphere. Every student is eager to participate in the game, they look forward to their turn soon. Because of the game, they showed great interest in Chinese learning.

In the game classroom, the important point that can't be ignored is that teachers should pay attention to the praise of children after winning the game, award winning students small prizes, stamps, stickers and other commendatory rewards, and give positive reinforcement to learning behavior in time, Through the reward measures after the game to maintain the learning motivation of students. Xue, (2019)At the end of each class, the researcher arranged a "Prize contest", not only tested the learning effect of the students, but also a positive affirmation of the students' learning achievements, which would make them more active and interested in the next learning.

4.2 To compare students' achievement using active learning activities in kindergarden teaching before and after teaching Chinese vocabulary.

In order to compare the students' achievement before and after teaching Chinese vocabulary, the researcher compared the following.

First, the researcher compared the students' mean score from the pre-test and post-test.

| pre-test | 31.11 |
| post-test | 42.97 |
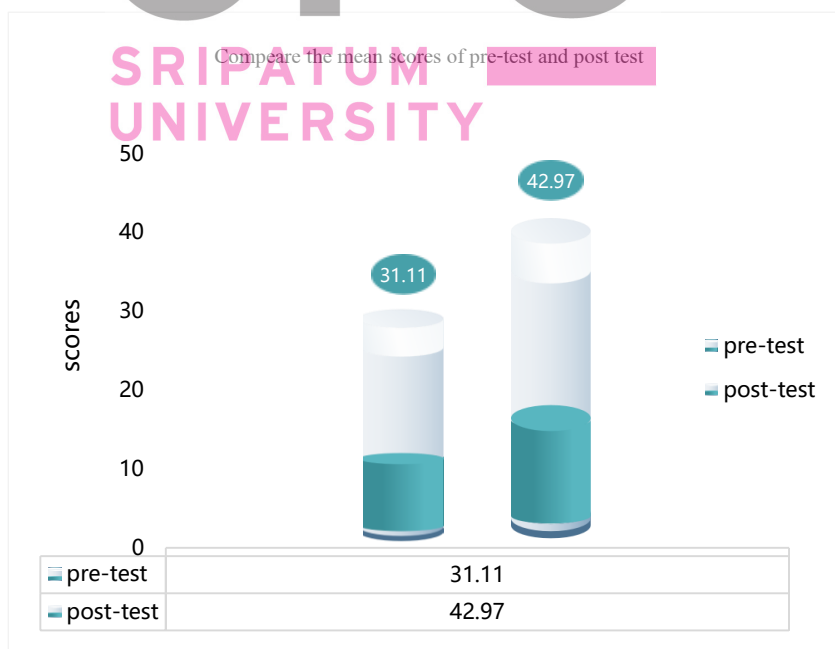
Figure 4.1 Comparsion of the students' mean score before and after

From figure 4.1, Compare the mean scores of students before and after the experiment, the mean score of pre-test is 31.11 and the post-test's mean score is 42.97.It shows that the scores after the experiment are higher than those before the experiment.

Table 4.1 Analysis Scores' Growth Percentage (GP) of Pre-test and Post test

ID	scores		GP	ID	scores		GP	ID	scores		GP
	pre-test	post test			pre-test	post test			pre-test	post test	
1	26	42	0.62	23	27	40	0.48	45	40	50	0.25
2	28	46	0.64	24	33	49	0.48	46	30	39	0.30
3	37	50	0.35	25	26	39	0.50	47	35	46	0.31
4	34	35	0.03	26	27	37	0.37	48	38	47	0.24
5	28	43	0.54	27	36	50	0.39	49	19	41	1.16
6	28	38	0.36	28	28	35	0.25	50	33	48	0.45
7	28	36	0.29	29	29	42	0.45	51	42	50	0.19
8	29	41	0.41	30	27	39	0.44	52	32	45	0.41
9	22	32	0.45	31	21	26	0.24	53	24	37	0.54
10	31	41	0.29	32	25	36	0.44	54	31	43	0.39
11	39	49	0.26	33	32	47	0.47	55	28	35	0.25
12	31	42	0.35	34	34	50	0.47	56	31	43	0.39
13	34	42	0.24	35	33	46	0.39	57	33	46	0.39
14	34	48	0.41	36	38	49	0.29	58	23	32	0.39
15	24	40	0.67	37	41	50	0.22	59	31	47	0.52
16	34	48	0.41	38	34	43	0.26	60	25	35	0.40
17	30	46	0.53	39	30	40	0.33	61	32	46	0.44
18	40	50	0.25	40	30	43	0.43	62	29	40	0.38
19	37	47	0.27	41	35	46	0.31	63	33	46	0.39
20	31	44	0.41	42	40	50	0.25	64	23	36	0.57
21	33	47	0.42	43	31	41	0.32	65	29	41	0.41
22	32	47	0.47	44	34	48	0.41				

According to growth percentage formula as below:

$$\text{Growth Percentage} = \frac{\text{post test} - \text{pretest}}{\text{pretest}} \times 100\%$$

From table 4.1: The percentage of each student is increases and the growth percentage of student is between 0.19~1.16. It's indicate that the active learning activities was effectiveness for Chinese vocabulary teaching in kindergarten.

Showing form the table 4.1, the post-test scores of 65 students higher than pre-test scores. It means that All the students' achievement is better. The highest score for pre-test was 42 and the lowest score for pre-test was 19; the highest score for post-test was 50 and the lowest score for post-test was 26.

	≤20scores	21-30 scores	31-40scores	41-50 scores
pre-test	1	27	35	2
post-test	0	1	19	45
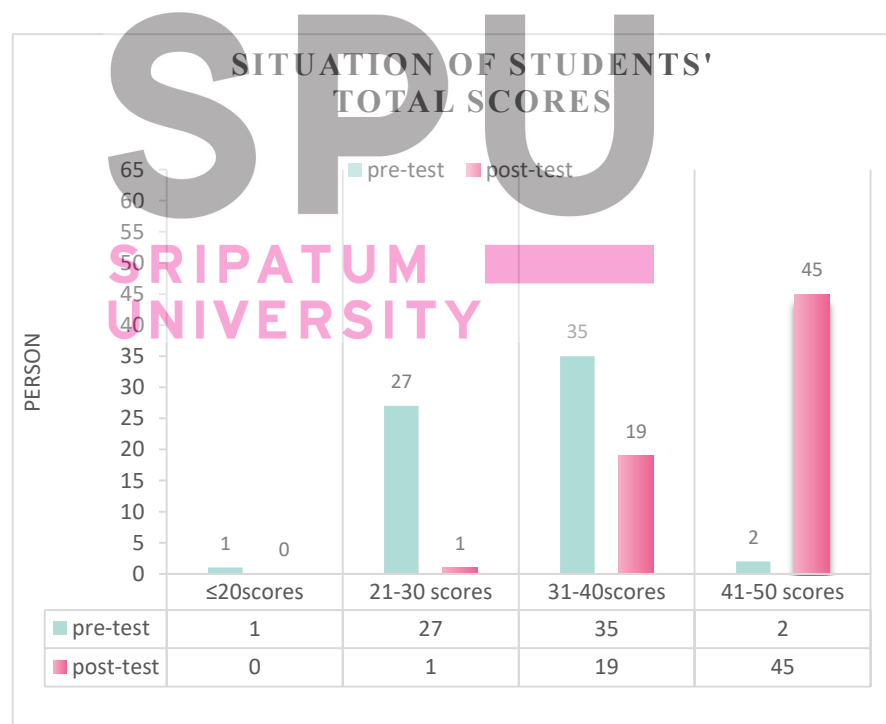
Figure 4.2 Comparison of before and after of the students' total scores

From figure 4.2, It's clearly show that the achievement of all students has improved as a whole, the student's total scores of pre-test there is 1 person's ≤20 ; 27 person's score in 21-30; 35 person' scores in 31-45; only 2 person's scores in 41-50; but the student's total scores of posttest

there is no one ≤20; only 1 person's score in 21-30; 19 person' scores in 31-45; mostly,45 person's scores in 41-50.

Table 4.2 Compare the Mean Pre-test and Post-test Scores

	Mean （Total scores 50）	N	Std.Deviation	t	P-Value
Post test	42.9692	65	5.46571		
Pre-test	31.1077	65	5.06249	29.562	.000

From table 4.2 shows that comparison results scores of active learning activities from kindergarten student between pre-test and post-test, scores of post-test are higher than pre-test at satistical significant at a level of .01 (t= 29.562). The mean and standard deviation of pretest scores before (Mean = 31.1077, SD = 5.06249) and post test scores after (Mean= 42.9692, SD = 5.46571) teaching Chinese vocabulary.
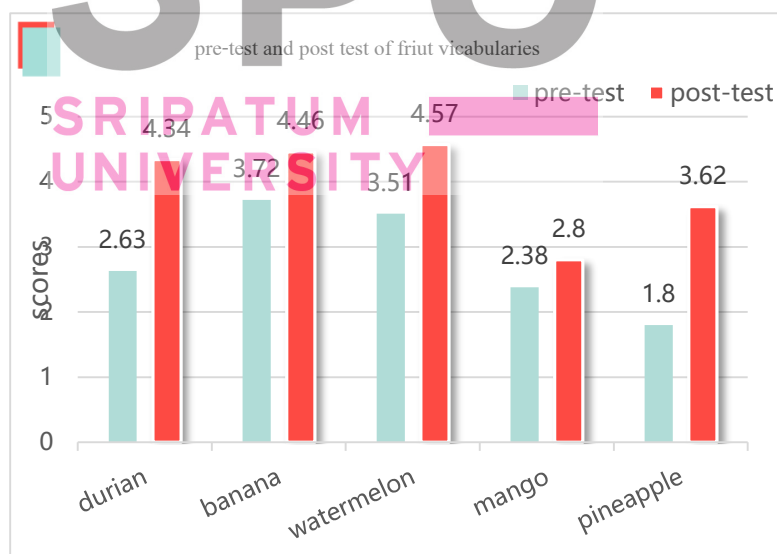
Figure 4.3 Comparsion mean scores of pre-test and post test of friut vocabularies

The mean scores of pretest scores before (durian=2.63, banana=3.72, watermelon=3.51, mango=2.38, pineapple=1.8) and post test mean scores after (durian=4.34, banana=4.46, watermelon=4.57, mango=2.8, pineapple= 3.62） teaching Chinese vocabulary.
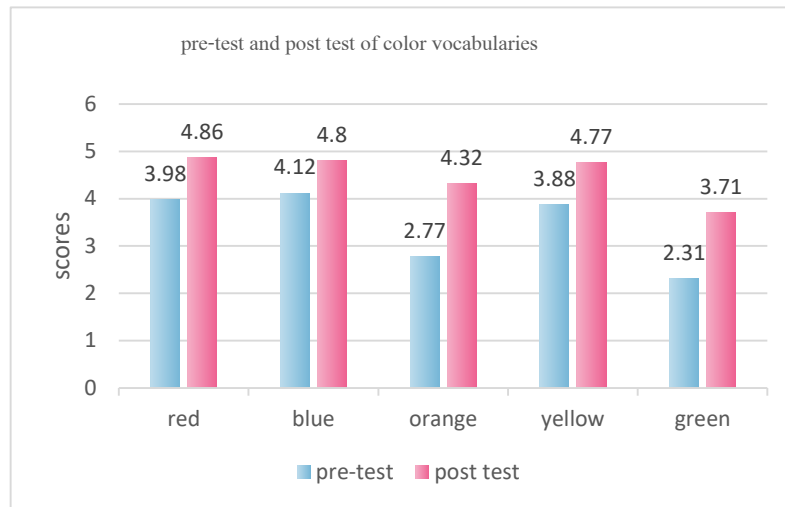
Figure 4.4 Comparsion mean scores of pre-test and post test of color vocabularies

The mean scores of pretest scores before (red=3.98, blue=4.12, orange=2.77, yellow=3.88, green=2.31) and posttest mean scores after (red=4.86, blue=4.8, orange=4.32, yellow=4.77, green=3.71) teaching Chinese vocabulary.

As can be seen from figure 4.3 and figure 4.4, after using active learning activities in Chinese vocabulary teaching, the scores of each vocabulary is better than before learning.

CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter conclued the results of this research on the data analysis in chapter 4, followed by discussions on the findings and including the recommendations for further study in the filed.

The objectives of this research were: 1) to study the active learning activities in kindergarten teaching Chinese vocabulary.2) to compare students' achievement using active learning activities in kindergarten teaching before and after teaching Chinese vocabulary. The survey was selected by cluster sampling 65 students in two classes from 200 students of kindergarten in grade 3 of Beaconhouse Yamsaard School Thailand. This study is a quantitative research. Teaching experiment is mainly composed of classroom teaching plans and speaking test. Data analysis of this research were used by the mean, the mean difference, percentage, frequency, the standard deviation, t-test and the significance to compare the achievement differences between pre-test and post-test.

5.1 Conclusions

This research mainly through the analysis of active learning activities in the classroom situation of Chinese vocabulary teaching as a foreign language in kindergarden, students' feedback, discovering problems in teaching and proposing corresponding solutions, summarizing effective teaching strategies, stimulating students' learning motivation, and improving students' participation in the classroom Enthusiasm for learning, improve academic performance.

Active learning activities is a student-centered and teacher-led teaching method. It mainly uses pictures, songs, dances, games and other methods to stimulate students' learning motivation, so that they have a great interest in Chinese, and actively participate in classroom learning. This paper mainly used active learning activities such as pictures, games, songs and dances to teach Chinese vocabulary in Thai kindergarten.

First of all, using pictures, games, songs and dances to teaching Chinese vocabulary can improve students' interest in learning Chinese, increase students' motivation, and increase the efficiency of students' Chinese vocabulary learning. Zhang, (2014) point out teacher can use a series of strategies in their teaching: use the activities suited to the students' interests and cognitive

level; attract the students' attention before engaging in communication activities; use concepts or skills frequently throughout the day in a functional manner. Games and other activities are a way to reinforce newly introduced concepts. Games and classroom activities let students have fun and have deep impression of new concept. Basically, Chinese class use different kinds of classroom activity to practice new words. With the promotion of technology in school, Chinese teachers can use a Smart Board to organise dynamic games well. For support class students, it may better activate their learning interest, compared with traditional games.

Secondly, this paper conducts a survey on compare students' achievement using active learning activities in kindergarden teaching before and after teaching Chinese vocabulary. The scores of post-test are higher than pre-test at satistical significant at a level of .01 (t= 29.562). The mean and standard deviation of pretest scores before (Mean = 31.1077, SD = 5.06249) and post test scores after (Mean= 42.9692, SD = 5.46571) teaching Chinese vocabulary. The percentage of each student is increases and the growth percentage of student is between 0.19~1.16. After using active learning activities in Chinese vocabulary teaching, the scores of each vocabulary is better than before learning. It shows that the scores after the experiment are higher than those before the experiment. And the active learning activities was effectiveness for Chinese vocabulary teaching in kindergarten.

This study found that active learning activities play a pivotal role in children's Chinese teaching. Active learning activities can stimulate children's interest in Chinese learning, cultivate their active learning motivation, and improve children's enthusiasm for Chinese learning.

5.2 Discussions

The active classroom teaching Chinese vocabulary by using active learning activities like games and music referred to "Investigation and Practice of Thai Children's Chinese Teaching Classroom Activities-Taking Thailand Manthanothai School as an Example" the research of Yuan,(2013)Her believe that participating in game activities is a main way for children to understand the world. It meets the needs of children's psychological development and conforms to the level of children's psychological development. Therefore, the introduction of various activities into the Chinese teaching classroom for Thai children can greatly reduce the traces of the class, create a relaxed classroom atmosphere and learning environment, and entertain teaching and

learning, so that children can completely enjoy in they are doing. It will be more effective in teaching Chinese.

And also the comparison of students' achievement, the post-test scores is higher than pre-test scores that related to Sun, (2017)He compared the two classes K1/5 and K1/1, focusing on the application of picture teaching method, song teaching method, and body movement teaching method in K-level class. By comparing the teaching cases of the same teaching method in different classes, judge whether this kind of teaching method is suitable for similar groups of children, and use it as a teaching method for certain types of students and fine-tune it according to group differences to improve lesson preparation efficiency and teaching effect. He also compared the three-month teaching situation of the N3/1 class, focusing on observing whether the original teaching method is applicable and whether the students' Chinese learning ability has improved. Compare the teaching cases of the same class at different stages, analyze the teaching effectiveness of the original teaching method, and summarize whether the corresponding teaching strategy needs to be adjusted according to the latest classroom performance.

Teaching problems and solutions:

Li, (2018) said when studying Chinese teaching strategies for children that the pronunciation of each language is different, and students whose local pronunciation is appropriately the same as the target language can more easily master the pronunciation of the target language. If not, students have difficulty mastering it and have difficulty learning vocabulary, especially from the perspective of listening and speaking. She believes that this difficulty is more closely related to phonetic teaching.

In this research, there are five vocabularies banana\watermelon\red\blue\yellow that students used to study before and easy for them to pronounce. The vocabularies learned in the first grade of kindergarten. Due to its passed a long time after students learned these vocabularies that they have forgotten the vocabularies. And there are five vocabularies durian\mango\ pineapple\ orange\green that students difficult to pronounce. Durian is a new vocabulary that students are not familiar to pronounce. Mango and pineapple are new words and difficult to pronounce in correctly. Influenced by native Thai language, Thai students tend to say "mang-guo" as "mang-gua" and say "bo-luo" as "bua-lua". Orange is new vocabulary difficult to pronounce, It has to roll the tongue but there is no sound of roll tongue in Thai. It's defference with the sound of tongue shaking. Green

is old vocabulary but it is very difficult for students to pronounce. Because the mouth shape and the position of the tongue are slightly deviated, it will be pronounced as another word.

Difficulties in Chinese vocabulary teaching in the teaching is five vocabularies durian\mango\pineapple\orange\green that students difficult to pronounce.

The solution is to teach Chinese vocabulary based on the pronunciation characteristics of different words, combined with children's characteristics of image teaching and imitating. Teachers mainly use gestures to assist and show the position of the tongue and the shape of the mouth when these words are pronounced. For example, the most difficult word to pronounce accurately — green, The teacher leads the students to extend their tongues to the roots of the upper teeth, then do the mouth shape into the smallest circle, and use the index fingers of both hands to point to the mouth, reminding themselves to maintain the correct mouth shape, and put the tongue down from the root of the upper teeth when speaking the tip of the tooth slips. Because do this actions is like do a cute posing when take photos, students were very excited while studying.

The case analysis in this article is the teaching strategy adopted by the researcher in combination with her own teaching. It has a certain degree of authenticity, but it is limited to the analysis of the school, not universal, and may not be suitable for all Thai children's Chinese teaching situations. The researcher hopes that these empirical summaries based on international Chinese pedagogy can provide some teaching suggestions for other Chinese teachers.

5.3 Recommendations

Teachers are the leaders of teaching activities. They play an important role of inspiring and educator in the teaching process. They play a vital role in stimulating children's interest in learning Chinese. The following are my suggestions for Chinese teaching in kindergartens:

1. Strengthen the learning of professional knowledge related to Chinese teaching in kindergartens, taking into account the fun and practicality, time rationality, and classroom discipline.

2. Strengthen body language and movement guidance, get closer to children, reduce students' tension, and narrow the distance between teachers and students.

3. Use games, songs, pictures, multimedia, etc. active learning activities to assist in Chinese teaching, familiar to the development characteristics of children, design appropriate

teaching activities, enrich teaching methods, increase their interest, and improve children's teaching efficiency.

4. Teaching content design should moderate difficulty, replace some old words with the new words, reduce forgetting. If the teacher does not deliberately review the content taught before, then the students will quickly forget it.

5. Establish a reward mechanism and appropriately praise the child. In the teaching process, cultivate children's learning motivation, appropriately reward some small prizes, increase their enthusiasm for the classroom, let them engage in learning independently, and experience the fun of participating in classroom activities.

6. Make a record of classroom teaching. "Teaching" and "Learning" in the classroom are an interactive process. Therefore, carefully observe the reaction and state of students during the classroom teaching process, and then record the situation of each class in time is necessary. Find problems and solve them in time to improve classroom teaching efficiency.

This research teaching is relatively brief, in order to better reflect the effect of active learning activities on Chinese vocabulary teaching, there will be tried by the researcher in future teaching like these: 1) Teaching more vocabularies; 2) Change active learning activities; 3) Change the sample to use active learning activities for primary students.

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APPENDICES

Appendix A pre-test scores

Number	Durian	Banana	Watermelon	Mango	Pineapple	Red	Blue	Orange	Yellow	Green		Total
1	2	4	3	1	1	4	4	2	3	2		26
2	3	4	3	2	1	4	4	2	3	2		28
3	3	4	4	3	2	5	5	3	5	3		37
4	3	4	4	3	2	5	4	3	3	3		34
5	2	4	3	2	2	4	4	2	3	2		28
6	2	4	3	2	1	4	4	2	4	2		28
7	2	3	3	2	1	4	5	2	4	2		28
8	3	4	3	2	2	4	4	2	3	2		29
9	2	2	3	1	1	3	3	2	3	2		22
10	3	3	4	2	2	4	4	3	4	2		31
11	3	5	5	3	2	5	5	4	5	2		39
12	3	4	3	2	2	4	4	3	4	2		31
13	3	5	3	2	2	5	5	3	4	2		34
14	3	4	4	3	2	4	4	3	4	3		34
15	2	2	3	1	1	3	3	3	4	2		24
16	3	4	4	3	2	4	4	3	4	3		34
17	2	4	3	2	1	4	5	3	4	2		30
18	3	5	5	3	2	5	5	4	5	3		40
19	3	4	4	3	3	4	5	3	5	3		37
20	2	4	3	2	2	4	4	3	4	3		31
21	3	4	3	3	2	4	4	3	4	3		33
22	3	3	3	2	2	4	5	3	4	3		32
23	3	3	3	2	1	4	4	2	3	2		27
24	3	4	5	3	2	4	4	3	4	3		33
25	3	3	3	2	1	3	4	2	3	2		26
26	2	4	3	2	2	3	3	3	3	2		27
27	3	4	4	3	2	4	5	3	5	3		36
28	2	3	3	2	2	4	4	3	3	2		28
29	3	3	3	2	2	4	3	3	4	2		29
30	2	3	3	2	2	4	4	2	3	2		27
31	2	3	3	2	1	2	3	2	2	1		21
32	2	2	3	2	2	4	3	2	3	2		25
33	3	4	2	2	2	4	4	3	4	3		32
34	3	4	4	3	2	4	4	3	4	3		34
35	3	4	4	3	2	4	4	3	4	2		33
36	3	5	4	3	3	4	5	3	5	3		38
37	3	5	5	4	3	5	5	3	5	3		41
38	3	5	4	3	2	4	4	3	4	2		34
39	2	3	3	2	2	4	5	3	4	2		30
40	3	4	3	2	1	4	4	3	4	2		30
41	3	4	4	3	2	4	5	4	4	2		35
42	3	5	4	3	3	5	5	4	5	3		40
43	3	4	3	2	2	4	4	3	4	2		31
44	3	4	4	3	2	4	4	3	4	3		34
45	3	4	4	4	3	5	5	3	5	4		40
46	3	4	3	2	1	4	4	3	4	2		30
47	3	4	4	3	2	4	4	3	5	3		35
48	3	5	5	3	2	5	5	3	4	3		38
49	1	2	2	1	1	3	3	2	3	1		19
50	3	4	4	3	2	3	4	3	4	3		33
51	3	5	5	3	3	5	5	4	5	4		42
52	3	3	4	3	2	4	4	3	4	2		32
53	2	3	3	2	1	3	3	2	3	2		24
54	3	3	4	2	2	4	4	3	4	2		31
55	3	3	3	2	2	4	4	2	3	2		28
56	3	4	3	2	2	4	4	3	4	2		31
57	2	4	4	3	2	4	5	3	4	2		33
58	2	3	3	2	1	3	3	2	3	1		23
59	3	4	4	3	2	4	4	2	3	2		31
60	2	3	3	2	1	3	4	2	4	1		25
61	2	4	4	3	2	4	4	2	4	3		32
62	2	4	3	2	1	4	4	3	4	2		29
63	3	4	4	3	2	4	4	3	4	2		33
64	2	2	3	1	1	4	3	2	4	1		23
65	2	3	4	2	1	4	4	3	4	2		29
Total	171	242	228	155	117	259	268	180	252	150		

Appendix B post-test scores

Number	Durian	Banana	Watermelon	Mango	Pineapple	Red	Blue	Orange	Yellow	Green	Total
1	4	5	5	3	3	5	5	4	5	3	42
2	5	5	5	4	4	5	5	4	5	4	46
3	5	5	5	5	5	5	5	5	5	5	50
4	3	5	4	3	2	5	4	3	3	3	35
5	4	5	5	4	4	5	4	4	4	4	43
6	3	5	4	3	3	5	4	3	5	3	38
7	3	4	4	3	2	5	4	3	5	3	36
8	4	5	4	3	3	5	5	4	4	4	41
9	3	3	4	2	2	4	4	3	4	3	32
10	4	4	5	3	3	5	5	4	5	3	41
11	5	5	5	5	5	5	5	5	5	4	49
12	4	5	4	4	3	5	5	4	5	3	42
13	5	5	4	3	3	5	5	4	5	3	42
14	5	5	5	4	4	5	5	5	5	5	48
15	4	3	5	3	3	5	5	4	5	3	40
16	5	5	5	4	4	5	5	5	5	5	48
17	4	5	5	4	4	5	5	5	5	4	46
18	5	5	5	5	5	5	5	5	5	5	50
19	5	5	5	4	4	5	5	5	5	4	47
20	5	5	4	3	3	5	5	5	5	4	44
21	5	5	5	4	3	5	5	5	5	5	47
22	5	5	5	4	4	5	5	5	5	4	47
23	5	3	4	3	3	5	5	4	4	4	40
24	5	5	5	5	5	5	5	5	5	4	49
25	5	3	4	3	3	5	5	3	5	3	39
26	4	4	4	3	3	4	4	4	4	3	37
27	5	5	5	5	5	5	5	5	5	5	50
28	3	3	3	3	3	5	5	3	4	3	35
29	5	4	5	3	3	5	5	4	5	3	42
30	4	3	4	3	3	5	5	4	5	3	39
31	3	3	3	2	2	3	3	2	3	2	26
32	4	3	4	3	3	4	4	4	4	3	36
33	5	5	5	4	4	5	5	5	5	4	47
34	5	5	5	5	5	5	5	5	5	5	50
35	5	5	5	4	4	5	5	5	5	3	46
36	5	5	5	5	5	5	5	5	5	4	49
37	5	5	5	5	5	5	5	5	5	5	50
38	4	5	5	3	3	5	5	5	5	3	43
39	4	4	4	3	3	5	5	4	5	3	40
40	4	5	4	3	3	5	5	5	5	4	43
41	5	4	5	4	4	5	5	5	5	4	46
42	5	5	5	5	5	5	5	5	5	5	50
43	4	5	4	3	3	5	5	4	5	3	41
44	5	5	5	4	4	5	5	5	5	5	48
45	5	5	5	5	5	5	5	5	5	5	50
46	4	5	4	3	2	5	5	4	4	3	39
47	5	5	5	4	4	5	5	4	5	4	46
48	5	5	5	4	4	5	5	5	5	4	47
49	4	4	5	3	3	5	5	4	5	3	41
50	5	5	5	4	4	5	5	5	5	5	48
51	5	5	5	5	5	5	5	5	5	5	50
52	5	4	5	4	4	5	5	4	5	4	45
53	4	3	5	3	3	4	4	4	4	3	37
54	4	4	5	3	3	5	5	5	5	4	43
55	4	3	4	3	3	4	4	3	4	3	35
56	5	5	4	3	3	5	5	4	5	4	43
57	4	5	5	4	4	5	5	5	5	4	46
58	3	3	4	3	2	4	4	3	4	2	32
59	5	5	5	4	4	5	5	5	5	4	47
60	3	4	4	3	2	4	5	3	5	2	35
61	4	5	5	4	4	5	5	5	5	4	46
62	3	5	4	3	2	5	5	5	5	3	40
63	4	5	5	4	4	5	5	5	5	4	46
64	3	3	3	2	4	5	4	4	5	3	36
65	4	4	5	3	3	5	5	4	5	3	41
Total	282	290	297	235	229	316	312	281	310	241	

Appendix C Compare the scores of Pre-test and post-test

Number	pre-test	pro-test	Difference
1	26	42	16
2	28	46	18
3	37	50	13
4	34	35	1
5	28	43	15
6	28	38	10
7	28	36	8
8	29	41	12
9	22	32	10
10	31	41	10
11	39	49	10
12	31	42	11
13	34	42	8
14	34	48	14
15	24	40	16
16	34	48	14
17	30	46	16
18	40	50	10
19	37	47	10
20	31	44	13
21	33	47	14
22	32	47	15
23	27	40	13
24	33	49	16
25	26	39	13
26	27	37	10
27	36	50	14
28	28	35	7
29	29	42	13
30	27	39	12
31	21	26	5
32	25	36	11
33	32	47	15
34	34	50	16
35	33	46	13
36	38	49	11
37	41	50	9
38	34	43	9
39	30	40	10
40	30	43	13
41	35	46	11
42	40	50	10
43	31	41	10
44	34	48	14
45	40	50	10
46	30	39	9
47	35	46	11
48	38	47	9
49	19	41	22
50	33	48	15
51	42	50	8
52	32	45	13
53	24	37	13
54	31	43	12
55	28	35	7
56	31	43	12
57	33	46	13
58	23	32	9
59	31	47	16
60	25	35	10
61	32	46	14
62	29	40	11
63	33	46	13
64	23	36	13
65	29	41	12

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