

**A STUDY OF STUDENTS' ACHIEVEMENT IN TEACHING
CHINESE VOCABULARY FOR THAI STUDENTS USING
TEACHING MEDIA**



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TITLE A STUDY OF STUDENTS' ACHIEVEMENT IN TEACHING CHINESE
VOCABULARY FOR THAI STUDENTS USING TEACHING MEDIA

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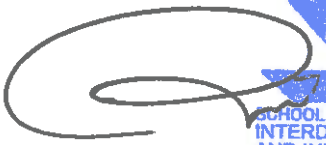
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ABSTRACT

The research is mainly conducted for two aspects :1) to study the students' activities in teaching Chinese vocabulary ,and 2)to compare the students' achievement before and after teaching Chinese vocabulary.

The teaching media is used in this paper mainly refers to YouTube videos. The data were collected from 20 students in the Thanompitvittaya primary school. The students' achievement based on the scores of pre-test and post-test of students. The statistics was used the mean, standard deviation, and P-value was used to compare the students' achievement before and after teaching Chinese vocabulary. The results of the study found that: 1) the students' activities in Chinese vocabulary teaching are as follows: use Chinese flashcards, play game, sing a song by using music, and watch the video, and 2)the comparison results scores of Chinese vocabulary from students between pre-test and post-test, scores of post-test are higher than pre-test and statistical significant at a level of .01 ($t= 6.608$).

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CHAPTER 1

INTRODUCTION

Background

Ethnologue puts the number of native speakers at 1.3 billion native speakers, roughly 917 million of whom speak Mandarin-but there's no doubt it's the most spoken language in the world. (JAMES. Babbel magazine. 2019)

As everyone knows, Chinese is one of the six working languages of the United Nations. China joined the WTO in 2001. And was hosted Olympic Game in 2008. Besides, Expo Shanghai 2010, world exposition in Shanghai, China, that ran between May 1 and October 31, 2010. One of the largest world fairs or expositions ever mounted, it also was the most heavily attended of any such events.

(Yan,2017) Recognizing the growing impacts of China in the world, more foreigners are learning Chinese to increase their access to people in China, which creates a 'Chinese fever' (中文热) worldwide (Scrimgeour, 2014). As Hanban Thailand's Office Report (2015) pointed, Thailand became one of the countries in Asia, which has the most Chinese language learners. According to (Wu&Yang,2008)the Chinese language craze in Thailand started in 2003 when the ministry of education of Thailand invited 23 volunteer teachers of Chinese from Yunnan Normal University to teach in private schools in Thailand. and continues to this day.

Due to globalization, language learning has become more and more popular. People not only learn their native languages, but also learn other languages. Learning and trying to master Chinese as a second or foreign language has become a popular trend throughout the world. According to figures from UNESCO(The United Nations Educational, Scientific and Cultural Organization), the world's most widely spoken languages by number of native speakers and as a second language are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French (British Broadcasting Corporation, 2007). A survey by the Key Laboratory of Big Data Mining and Knowledge Management (2018), under the Chinese Academy of Sciences, estimated that by the year 2020 there will be 200 million learners of Mandarin outside of China. (Kai-Chee&Wee-Ling. 2019)

Thailand is a close neighbor of China, an important country in ASEAN (Association of Southeast Asian Nations), an active promoter and practitioner of China-ASEAN free trade area, and an important trading partner and tourist destination of China (Wu & Yang, 2008). Thailand and China initiated an agricultural produce Free Trade Area in October, 2003. In Thailand, many schools, from kindergarten to primary school to high school, offer the course of Chinese learning. It can be seen that learning Chinese well is an important part of the curriculum.

(Prapin, 2004) In May 1989, permission was officially granted for offering Mandarin from the kindergarten years through primary school as an additional foreign language option apart from English. Then in February 1992, the authorities fully established Mandarin on the same basis as all the other foreign languages (English, French, German and Japanese) traditionally taught in Thai schools. Moreover, permission was granted for enlisting the services of native speakers of Chinese from the People's Republic of China as teachers of the language, provided that they hold a bachelor's degree or graduate from colleges of education.

According to the archives of the Department of Special Schools Division, Ministry of Education, concerning Chinese-language private schools, the first Chinese-language school in Thailand was founded on an island in Ayutthya Province in 1782. (Prapin, 2004)

Besides, Royal Highness Princess Sirindhorn's Chinese language study visit to Beijing University from February to March 2001 was widely covered on Thai television on a daily basis. The news broadcast has served to inspire an even greater interest in Chinese language teaching and learning among Thai people. (Prapin, 2004)

According to China's People's Daily Online, on December 1, 2019. The Chinese Embassy in Thailand held a grand celebration for the award of the "Order of Friendship" to Princess Maha Chakri Sirindhorn of Thailand.

Lu Jian, Chinese Ambassador to Thailand said that princess Sirindhorn's award of the "Order of Friendship" is an important manifestation of the continuous improvement of the special friendship between "China and Thailand as one family" in the new era.

Vocabulary has been taught in every level study from elementary school to advanced level students. For Elementary School, teaching vocabulary is intended to make the students master the vocabularies given which are based on the curriculum. As a foreign language, Chinese sometimes

make them get upset because of their limited vocabularies. Therefore, teaching vocabulary for Elementary students is a must in order to give them a basic knowledge of Chinese.

It is clear that Chinese courses are at present enormously popular in Thailand, with support from government agencies and the private sector alike. Nowadays Mandarin is taught at both primary and secondary levels. Some kindergartens also offer Mandarin courses.

Very often students with different family backgrounds (from pure Thai, Thai-Chinese, Chinese family), students with different years of learning Chinese; and students with different parental supports (some learned from family or outside organization for years, some are not) learning together (Yan, 2017). Due to students' diversity, but they are learning together in the same classroom, the classroom management as well as the activities arrangement, assignment and assessment setting challenged the teacher (Yan, 2017).

Nowadays, science and technology are highly developed, and the Internet is widely used in all aspects of people's life. It has become very common for people to use the Internet of mobile devices for learning regardless of time and place.

The choice of using teaching media to teach Chinese vocabulary is to increase students interest in learning and improve learning efficiency.

A Study of Students' Achievement in Teaching Chinese Vocabulary for Thai students Using Teaching Media. The purpose of this study is to explore that it is mainly conducive to teaching Thai students to learn Chinese vocabulary through teaching media YouTube videos, so as to improve students' listening and speaking ability of Chinese vocabulary.

Research Questions

1. What are students' activities in teaching Chinese vocabulary?
2. Is students' achievement after teaching Chinese vocabulary is higher than teaching before.

Research Objectives

1. To study the students' activities in teaching Chinese vocabulary.
2. To compare the students' achievement before and after teaching Chinese vocabulary.

Research Hypothesis

Does the students' achievement after teaching Chinese vocabulary is higher than before teaching?

Scope of Research

This paper studies the teaching media of Thai students learning Chinese vocabulary by YouTube video. There are many videos in YouTube to learn Chinese vocabulary. Teachers make full use of the vast video resources in YouTube to help students learn Chinese vocabulary. Because of the extensive use of the Internet and the development of media, students' learning styles have been diversified. Now, in the case of the Internet generally, teachers use App software such as YouTube, teaching Chinese vocabulary such as food and drink vocabulary in the classroom. The diversity of YouTube videos, also give students a more direct and intuitive learning experience, the teacher provide video learning, to create a virtual learning environment for students. Teaching Chinese using technology will also help stimulate non-native students' interest in learning Chinese.

In classrooms by using YouTube, teachers play the role of facilitator, guiding students to learn on online platforms, cultivating self-directed learning and constructing new knowledge, and then promoting interaction between students and the real Chinese language environment.

Definition of terms

1.1 Chinese vocabulary

Vocabulary is the sum of all the words and fixed phrases in a language. Vocabulary is the building material of language. You can't make a sentence without vocabulary. For a man, the more words he has, the richer his vocabulary, and the more precisely he expresses his thoughts.

1.2 Thai students

Thai students are non-native Chinese, and Chinese is the second foreign language they learn. The Thai students in this study were 20 students in grade 6 from the Thanompitvittaya primary school, in Bangkok, Thailand. The students begin learning Chinese in kindergarten and have one-hour Chinese classes twice a week. In this study, the experimental group were students with at least 6 years of Chinese learning experience.

1.3 Teaching media

Teaching media encompasses all the materials and physical means, a teacher might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing.

1.4 Students' achievement

Student achievement is the measurement of the amount of academic content a student learns in a given time frame. Each instruction level has specific standards or goals that educators must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations.

1.5 The HSK Chinese vocabulary

The HSK (Chinese Proficiency Test) is an international standardized test that assesses and rates non-native Chinese speakers' Chinese language proficiency for academic and professional purposes. Take HSK vocabulary as the target vocabulary for teaching research.

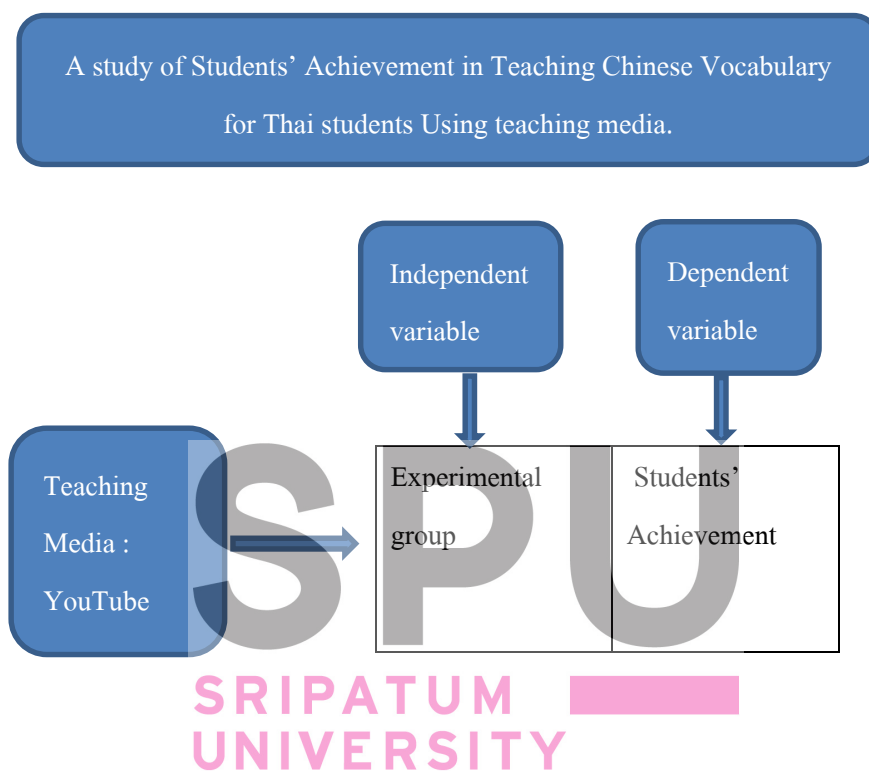
Expected Benefits

1. Learning Chinese vocabulary through YouTube can stimulate students' interest and enthusiasm in learning.
2. The Chinese vocabulary provided by online video sharing is rich in content and topics, which is conducive to the increase of students' vocabulary.
3. Students learn Chinese vocabulary through YouTube, and use Chinese in real life to form long-term memory and maintain learning habits.

Conceptual Framework

The conceptual framework is presented using a diagram. This paper focuses on students' achievement in teaching Chinese vocabulary for Thai students using teaching media. The students were a 6 grade class that the researchers called the experimental group, with 20 students.

The results of the experimental group were compared pre-test and post-test. The teaching media mainly use YouTube video. The independent variable is the student group, including the experimental group. The dependent variable is the result of students learning Chinese vocabulary.



CHAPTER 2

REVIEW OF LITERATURE

The objectives of this research were:

1. To study the students' activities in learning Chinese vocabulary.
2. To compare the students' achievement before and after teaching Chinese vocabulary.

Chinese has its unique written Chinese characters. Every single Chinese character represents three distinctive elements: sound, shape and meaning. In order to understand Mandarin fully, one must remember all these three elements, this makes it more difficult for learners where their first and second language. The major challenges of Chinese characters are difficult to learn are: 1) Chinese language is a tonal language; there is no correspondence between pronunciation and writing. 2) The huge number of characters one needs to learn in order to be fully literate in Chinese (Sung & Wu, 2011).

Yang (2014) studied about Chinese second language learners' beliefs on Chinese vocabulary learning strategies, the study found out that most learners believed that knowing Chinese words pronunciation and repetitive practice help them in learning Mandarin vocabulary.

According to Wong, Li, Xu and Zhang (2010), there are 3000 commonly used Chinese characters which are seen in 99% of Chinese written materials; hence, knowledge of these characters are needed in order to function in a Chinese-speaking community. The traditional way of learning Chinese characters require learners to learn how to write Chinese characters by hand through sheer rote-memorization. Learners take a lot of energy and time to memorize how to write Chinese characters by hand without knowing the pronunciation with proper tones and meaning. This slow-moving process often leads to extremely unsatisfactory result in character reproduction and significantly slows down the entire process of learning Chinese language and also will demotivate learner in foreign language learning especially at early stage of learning Chinese language.

Research has done by Theresa Jen & Xu (2000) found out that learners cite the difficulty of writing Chinese characters as the number one reason for Chinese learners decided to discontinue taking Chinese after the first year of study. And 91% of the learners who did leave Chinese study complained about the amount of time dedicated to character writing. The question rose shall or

shall not to teach Chinese characters to foreign language learners, majority of researcher agree that we should teach Chinese characters at beginning level because will help learners to cope with higher level of Chinese language learning. Learning Chinese characters also will help foreign language learners to avoid misunderstanding when they communicate with Chinese people, and at same time will help learners to understand Chinese culture better and of course will benefit their lifelong learning (Su & Zhu, 2015)

The process of learning is complex and usually requires both intrinsic and extrinsic motivation as instigators of effort (Printrich & Schunk, 1996). A learner's motivation is sometimes high when motivated intrinsically, and sometimes low when motivated extrinsically. However, motivation is usually moderate when both intrinsic and extrinsic motivations together play a role in learning (Printrich & Schunk, 1996).

Good teaching is getting most students to use the higher cognitive level processes that the more academic students use spontaneously. Good teaching narrows the gap (John Biggs 1999). Learning is a way of interacting with the world. (John Biggs 1999)

Walia. (2012). Communicative Language Teaching incorporates result oriented activities and student centered approach of languageteaching and considers interactive exercises like games, role-play, and pair/group work as an integral part of the process of language acquisition.

This is especially true for non-native students learning a second foreign language. Learning a language is a way to connect and interact with the world. This chapter mainly studies several ways of teaching Chinese vocabulary activities.

Part 1 The students' activities in learning Chinese vocabulary.

2.1.1 Chinese Flashcards

This kind of teaching activity is arguably the most common form of teacher-student interactive learning. Vocabulary card teaching is a traditional and effective teaching method, which makes students interact with teachers in various forms of games. Chinese vocabulary card, can be a good aid to teachers teaching Chinese pronunciation, shape and meaning. The teacher teaches to read, the student reads after, this teaching reads the way to be simple and quick. Most lists are taught using this flash card, which is essential for learning both a second language and a native language. The sound, shape and meaning of a word can be seen clearly with a picture.

The self-made card teaching AIDS are more economical and convenient, which can provide more creative space for the producers, better meet the needs of diversified teaching activities, and realize the high efficiency of classroom teaching.

Yang (2017), although CARDS have their unique advantages in vocabulary teaching of Chinese as a foreign language, they are not omnipotent in vocabulary teaching. In the teaching process of using vocabulary CARDS, the teaching methods such as physical objects and videos should also be used to give full play to the teaching effect of the CARDS.

2.1.2 Game

The word “game” has been defined by many scholars and authorities.

Any teaching activity organized by games must have a clear goal. There is a classic Analects of Confucius in Chinese education called "edutainment", which means combining educational content with entertainment so as to achieve the purpose of teaching. This method has obvious effects on stimulating learners' enthusiasm.

Jill Hadfield (1999) defined games as “an activity with rules, a goal and an element of fun.”Byrne gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of game.

Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun."

Gao (2007) argued that game teaching refers to that when teachers organize education and teaching activities, they combine subject characteristics, teaching content students' learning conditions together and guide students to participate in classroom activities by game. In this process, students master valuable Chinese knowledge in the vibrant and colorful game activities. With the rapid development of information technology, education reform points out that information technology and subject teaching should integrate. Modern information technology should be used to assist in classroom teaching.

Game design should be inherently focused on ensuring an amazing experience and learning journey. In the 21st century, with the Internet in many places and the use of multimedia computers

for teaching, digital gamification provides a great experience. Games are often used for motivational or fun purposes. (Ruphina & Jessy & Yi Li, 2012) Games have often been included in language teaching to stimulate motivation and authenticity in communicative practices.

(Gagandeep, 2016.) The games in education must be more than just fun. The learners have to learn by playing different games. Gagandeep quotes McCallum (1980) in her article said that students in the informal atmosphere of game play, are less self-conscious and therefore more apt to experiment and freely participate in using the foreign language. Educational Games are highly motivating because they are amusing and interesting.

2.1.3 Music teaching

Music video is a significant and interesting form of contemporary popular culture, one which is widely circulated, complex and important. As Ayotte, (2004) observed, both music and language share the 'same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses' (p. 10). (Li 2019)

To use music to teach Chinese vocabulary, it is necessary to first list the words learned in the lyrics, teach students pronunciation and let them know the meaning, and then use music lyrics to help students memorize. On the one hand, it can exercise students' listening, on the other hand, the sense of rhythm of music is also easy for students to recite.

Nicole, (2010) said teachers the world over are discovering the importance and benefits of incorporating popular culture into the music classroom. The cultural prevalence and the students' familiarity with recorded music, videos, games, and other increasingly accessible multimedia materials help enliven course content and foster interactive learning and participation. "Pop-Culture Pedagogy in the Music Classroom: Teaching Tools from "American Idol" to YouTube" provides ideas and techniques for teaching music classes using elements of popular culture that resonate with students' everyday lives.

2.1.4 Video

The teaching activities of Chinese vocabulary also include the use of video teaching method, which has been widely used in the second language teaching. Teachers can download relevant learning videos through websites, such as YouTube and Chinese learning websites. Teachers can also make text-related videos, using simple video clips.

Furthermore, to help students develop their speaking skills, teachers can make 'model

videos' which visually demonstrate what students are expected to do in an oral task. (Shrosbree 2008)

Video-based instruction also appears to improve aspects of learners' oral production, particularly their "confidence in speech" (Weyers, 1999). A further benefit of video is that it can simply provide a welcome break from the rigors of more traditional study. (Shrosbree 2008)

Teachers use a variety of teaching activities to encourage students to be active members of class, thinking on their own, using their brains, resulting in long-term memory retention. Not only the students' knowledge will improve, but their interest, strength, knowledge, team spirit and freedom of expression will increase as well.

Part 2 The teaching media in learning Chinese vocabulary.

2.2.1 Traditional methods of teaching Chinese

Teaching Chinese vocabulary have mean traditional method such as: teacher demonstrates reading-students follow, flashcards, reading picture storybook, play games to learn, Singing teaching, role play, etc.

In general, teachers of Elementary School do simple the way in teaching vocabulary, giving the meaning of new words immediately to be memorized usually they use a textbook with some new vocabularies and automatically translate them for students. Even, they only provide students some words in a piece of paper and ask them to memorize. In fact, this is not appropriate way to teach vocabulary. Students will be passive and actually it is hard for them to memorize words without any context. (Daniel and Elia. 2015).

Jack C. Richards states that "techniques that were often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice" (Richards 2006). Most importantly, traditional methods regarded language learning as transfer of knowledge with the help of board and rules rather than considering it as a skill, where learning of rules and vocabulary items in isolation could not yield the desired learning output.

To increase students vocabulary, according to Pimporn (2018) research, in terms of vocabulary teaching methods, Chinese teachers in colleges and universities in Thailand mostly encourage students to use the words they have just learned in conversation, and then emphasize on

mastering pronunciation and reading vocabulary outside class to increase their vocabulary. In addition, they believe that “reading, memorizing common usage, and carrying the following text” are also common teaching methods for teachers.

2.2.2 Teaching media for learning Chinese vocabulary.

(Mohammad. 2018.) The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. According to Mohammad, that learners learn more effectively when they use technology tools instead of traditional teaching method because the Internet provided a favorable learning environment for learners' learning, facilitated a new platform for learners who can have a convenient access to learning lessons.

The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers should be facilitators and guide their learners' learning and this change is very useful for learners to increase their learning (Riasati, Allahyar, & Tan, 2012).

To describe a technology of teaching that maximises the chances of engaging students' learning processes in this way. (John Biggs. 1999.) Teachers of Chinese can now use online learning methods in addition to traditional methods. This is called ‘blended learning’, blended learning combines traditional face-to-face instruction with computer-mediated or online instruction (Bonk & Graham, 2005). It provides teachers of Chinese with another method for teaching vocabulary. For example, and a distinct change in the way students traditionally acquire vocabulary skills in Chinese.

The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers should be facilitators and guide their learners' learning and this change is very useful for learners to increase their learning (Riasati, Allahyar, & Tan, 2012). Gillespie (2006) said that the use of technology increases learners' cooperation in learning tasks. It assists them in gathering information and interacting with resources such as videos.

In the 21st century, with the highly developed technology media, a large number of software applications have emerged. How to find a suitable one among the numerous applications? YouTube deserves to be the first media to be considered.

There is no doubt that YouTube is currently the most popular video sharing site in the

world because of its extensive content, which has become a content phenomenon. There 50 million creators on YouTube (YouTube by the Numbers, 2020). When the first YouTube video, "Me At the Zoo," was uploaded in 2005, no one could have imagined how important the video-sharing medium would be. By signing up users can upload videos for free, allowing independent content creators to share their work with the world.

2.2.3 YouTube-Video clip sharing service

YouTube is one of the most important social media sites, and if used well, it can be a powerful tool for us learners of a second language or more.

YouTube is an American online video-sharing platform headquartered in San Bruno, California. Three former PayPal employees—Chad Hurley, Steve Chen, and Jawed Karim—created the service in February 2005. Google bought the site in November 2006 for US\$1.65 billion; YouTube now operates as one of Google's subsidiaries. (Spangler, 2019) YouTube now has 2 billion monthly users, who watch 250 million hours on TV screens daily. So, we can use the YouTube Chinese learning video to learn Chinese vocabulary.

YouTube allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. Available content includes video clips, TV show clips, music videos, short and documentary films, audio recordings, movie trailers, live streams, and other content such as video blogging, short original videos, and educational videos. (From Wikipedia, the free encyclopedia). Therefore, learners can use relevant YouTube videos to learn a language, which provides abundant learning content for learners.

Peter Stokes. (2000). Pointed out in "How E-learning will change education" that E-learning offers us new ways to think about designing and delivering education- not just between the ages of 5 and 18, but across the lifetime.

(Jennifer & Mohammed & Adel 2016) As our world becomes more enriched with technology, school officials and administrators are looking for the positive impacts that technology can offer teachers and students, alike, in the classroom through meaningful and engaging teaching methods and instruction.

(Yee. 2018). The rise in popularity of these mobile learning sites allows learners to use and adapt learning resources in their own way, to fit their self-designated learning goals and

objectives. The technology afforded them the opportunity to be selective in their choice of learning resources. Mobile technologies enable learners to engage in self-directed learning using online platforms such as Massive Open Online Courses (MOOCs), or online language learning platforms.

Part 3 The students' achievement to learn Chinese vocabulary.

2.3.1 HSK Test

The HSK (Chinese Proficiency Test) is an international standardized test that assesses and rates non-native Chinese speakers' Chinese language proficiency for academic and professional purposes. Also known as Hanyu Shuiping Kaoshi (Its initials are HSK). HSK scores are not only a description of Chinese proficiency, but also concerned with study abroad, scholarships and work.

Hanban, The Office of Chinese Council International, is also Confucius Institute Headquarters. China started to establish non-profit public institutions to promote Chinese language and culture in other countries in 2004, which were given the name the Confucius Institute (Hanban, 2013). Their publications may fall under Hanban or Hanban/Confucius Institute Headquarters. The HSK test is sponsored solely by Hanban which is a non-governmental public institution affiliated with the Ministry of Education of China (Chinese test, 2015).

Test History Development of the test dates back to 1984. According to Su & Shin (2015).

Test Purpose The Chinese Proficiency Test (also known as the Hanyu Shuiping Kaoshi, hereafter the HSK) is a standardized criterion-referenced test developed to measure the proficiency level of non-native speakers of standard Chinese, or Putonghua. Putonghua was established as the official language of China by the People's Republic of China in 1995. It is characterized by the pronunciation of the Beijing dialect, the vocabulary of northern Mandarin, and the grammar of modern vernacular literature (Huang & Liao, 2002). The old HSK was revised in 2009 (henceforth the New HSK) and now includes both written and spoken components. Test scores of the New HSK are used to assist with the college admission for non-native speakers of Chinese. Individual universities can decide their own cut-off scores of the New HSK for admission purposes (Ministry of Education, 2010). Using the 6-level HSK scale, top-tier universities in China such as Peking University and Tsinghua University require a 210 or higher out of 300 in the New HSK Level 6 for admission to Chinese linguistics or literature programs and 180 or higher in Level 5 for other programs.

The New HSK was first officially launched in 2009 (J. Zhang et al., 2010)

From Hanban/Confucius Institute Headquarters 2020.

The new HSK is a standardized international Chinese language proficiency test, which focuses on the ability of non-first language Chinese candidates to communicate in Chinese in daily life, study and work. The new HSK is divided into two parts: written and oral, which are independent of each other. The written test includes HSK (Level 1), HSK (Level 2), HSK (Level 3), HSK (Level 4), HSK (Level 5) and HSK (Level 6). The oral test includes HSK (elementary level), HSK (intermediate level) and HSK (advanced level). The oral test is recorded.

Candidates who have passed HSK (level 1) can understand and use some very simple Chinese words and sentences to meet specific communication needs

Candidates who have passed HSK (Level 2) can use Chinese to communicate with each other in a simple and direct manner on familiar daily topics, thus achieving an excellent level of elementary Chinese.

Candidates who pass HSK (Level 3) can complete basic communication tasks in life, study and work in Chinese. They can handle most of the communication tasks when traveling in China.

Candidates who have passed HSK (Level 4) can discuss a wide range of topics in Chinese and communicate with native Speakers of Chinese fluently.

Candidates who have passed HSK (level 5) can read Chinese newspapers and magazines, enjoy Chinese movies and TV programs, and give a more complete speech in Chinese.

Candidates who have passed HSK (Level 6) can easily understand the Chinese information they hear or read, and express their opinions fluently in Chinese, either orally or in writing.

The unofficial version of the HSK level III test consists of 3 parts: listening, reading and writing. (Lin & Richard). There is no measurement of writing ability at lower levels (Levels 1 and 2), In general, tests of Levels 1 to 3 in the New HSK target test takers' language use at the sentence level. Specifically, Listening assesses test takers' ability to understand sentences and short conversations and Reading measures their basic vocabulary knowledge and factual understanding of individual sentences. (Su & Shin 2015).

CHAPTER 3

RESEARCH METHODOLOGY

The researcher would like to promote learning Chinese vocabulary for Thai students. In order to enhance their Chinese vocabulary achievement, this study mainly focused on:

- 1) To study the students' achievement in teaching Chinese vocabulary.
- 2) To compare the students' achievement before and after teaching Chinese vocabulary.

In this study, 20 students from grade 6 of a private primary school participated in the teaching of Chinese vocabulary. The data were collected by using the pre-test and post-test for students' learning.

Research design

This study is a quantitative study with the 6 grade students in a primary primary school in Bangkok, Thailand as the research object.

This paper is mainly aimed at Thai students to test part of The Chinese vocabulary in HSK level 2. Pre-class tests are conducted to find out whether students remember the vocabulary they have learned before. Then, by using technology teaching, students' performance in mastering vocabulary is improved. The research results are mainly expressed as students' achievement of Chinese vocabulary in three aspects: pinyin, listening and speaking.

Candidates who have passed HSK (Level 2) can use Chinese to communicate with each other in a simple and direct manner on familiar daily topics, thus achieving an excellent level of elementary Chinese.

The purpose of this study is to teach Chinese vocabulary for Thai students, mainly using videos teaching method from YouTube. The vocabulary content is part of HSK Level 2 vocabulary, and students were pre-test and post-test, so as to compare the results after teaching.

The Teaching experiment content design as follow: table 3.1

Table 3.1 The Teaching experiment content design

Teaching target	Using teaching media by YouTube videos teaching Chinese vocabulary about food and drink.	
Teaching preparation	Computer,Flashcard about the part of the food and drink words, Smart-phone,Paper,Pencil.	
Teaching key and difficult points	<ol style="list-style-type: none"> 1. Spell the Pinyin correctly. 2. Pronounce the word correctly. 3. Chinese - Thai translates correct translations. 4. Use words correctly to make sentences. 	
Teaching content	Food unit(12): 牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯条, 巧克力。 beef, chicken, breakfast, rice, hamburger, bread, chicken egg, noodles, lunch, dinner, chips, chocolate.	Drink unit(8): 汽水, 牛奶, 水, 咖啡, 可乐, 茶, 苹果汁, 橙汁。 fizzy drink, milk, water, coffee, coke, tea, apple juice, orange juice.
Students' pre-test	The test paper had 20	
Students' post-test	The test paper had 20	

Research Process

The researchers conducted Chinese vocabulary teaching to the 6 grade in a private primary school in Bangkok, Thailand, on July 27 and 30, 2020.

The participants were asked to have Pre-test before master these Chinese vocabulary, then teacher using technology mainly by YouTube teaching this vocabulary during the classes. A total of 20 Chinese words were used for the test, divided into two units: food and drink. The food unit contained 12 words and drink unit consists of 8 words.

The specific steps are as follows:

1) Pre-test before teaching Chinese vocabulary.

Vocabulary	Points	N	Skill
20	60	20	3

2) Teaching Chinese vocabulary with videos on YouTube.

The teacher first tells the students to learn 20 words, and then uses Flashcards to make the students recognize the words.

In YouTube video teaching, there are videos for teaching reading words, music videos for related words, and videos for reading picture books for students to learn. So after learning the words, let's take part in the game of Kahoot and review the words we have taught.

Sample YouTube video images used are as follows:

Figure 1. Food and Drink videos from YouTube

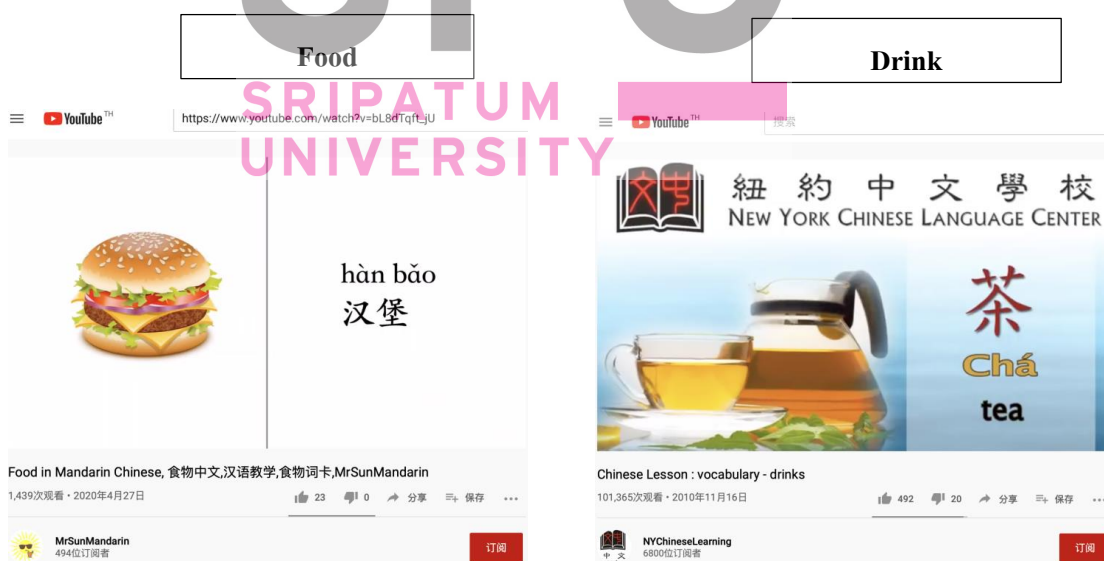
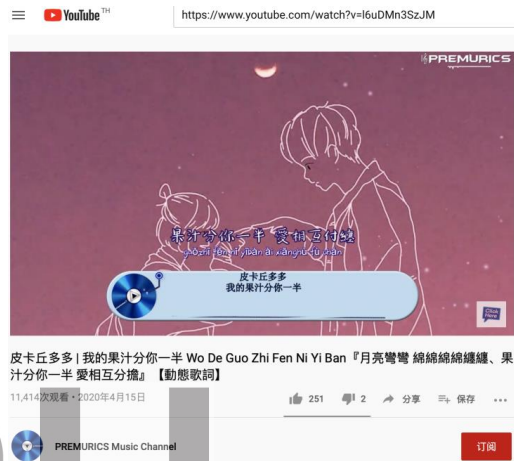
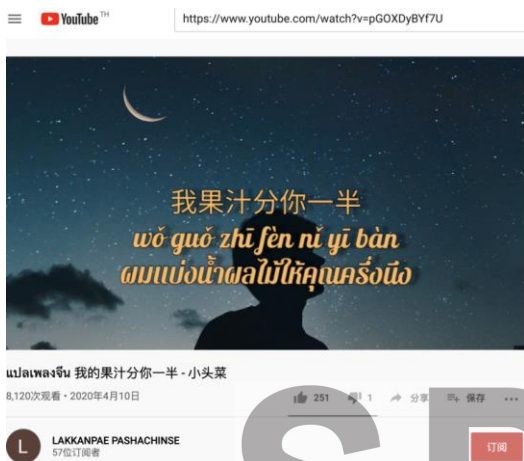


Figure 2 Music videos for related words from YouTube

Song: I split your juice half.

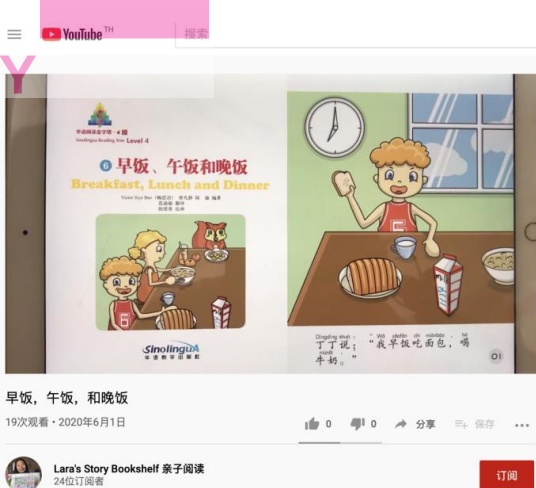
It has lyrics in Thai

It has lyric of Hanyu Pinyin



Tik Tok Version

Reading picture books
Theme: Breakfast, Lunch and Dinner



Instruction: Select the song video teaching on YouTube and combine the popular songs with relevant vocabulary, which is conducive to students' interest in learning. The experimental group of this study is the students in grade 6, who have interest in popular songs. Most Thai students are lively and active, which is very suitable for song learning. In the study, the researchers

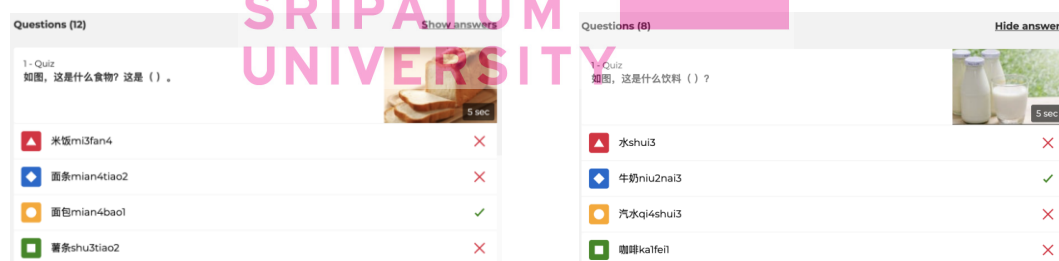
chose three different versions of song, with lyrics in Thai and Hanyu pinyin, and Tik Tok version which is very popular. They showed great enthusiasm for learning in the whole process.

After all the Chinese words had been taught, the researchers arranged to play Kahoot educational games online. A total of 20 questions were designed in Kahoot, divided into food and drink units. The question is about conversations that can be used in real life. Such as,

Food unit: 1. What kind of food is this? This is (). 2. What do you like to eat? I like eating (). 3. What does your father like to eat? My father likes eating (). Drink unit: 1. What kind of drink is this? This is (). 2. My mother likes (). 3. What kind of juice do you like? I like drinking (). True or false question were designed in Kahoot. 1. In the morning, we have dinner, don't we? Yes () No () 2. We have lunch at noon, don't we? Yes () No (). 3. This is Coke, isn't it? Yes () No ().

All the questions that have been asked in Kahoot have been given a picture, 4 answers, but only 1 correct answer. Kahoot designed questions were shown in the figure (part)

Figure 3 A sample of questions designed in Kahoot



3) Post-test after teaching Chinese vocabulary. The same as pre-test

Vocabulary	Points	N	Skill
20	60	20	3

4) Comparing the results of Pre-test and Post-test.

Population and Sample

The population of this study was a class of grade 6 in a private primary school in Bangkok, Thailand, with a total of 20 students aged 11-12 years old.

The students were given two quizzes on Chinese vocabulary. Pre-test and Post-test. These students all have experience in learning Chinese.

The researchers used a sample of 20 words from HSK Level 2. The theme is: Food and drink.

The sample as follows:

Table 3.2 HSK Level 2 Part of the Chinese vocabulary.

20 words:	
Food unit(12):	牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯条, 巧克力。 beef, chicken, breakfast, rice, hamburger, bread, chicken egg, noodles, lunch, dinner, chips, chocolate.
Drink unit(8):	汽水, 牛奶, 水, 咖啡, 可乐, 茶, 苹果汁, 橙汁。 fizzy drink, milk, water, coffee, coke, tea, apple juice, orange juice.

Research Instruments

Research Instruments was Pre-test and Post-test, divided to two parts.

Teaching media: YouTube

The theme is: Food and drink.

The content of the test is used a sample of 20 words from HSK Level 2.

Validity of Research instruments

Content Validity

The most important validity is the content validity --- the extent to which the instrument measures what to be measured. The Expert Judgment is the practical approach to estimating the

content validity. The Item Objective Congruence (IOC) Index is used as the basis for screening the item quality. In each item, the experts are asked to determine the content validity score:

The score = 1, if the expert is sure that this item really measured the attribute.

The score = -1, if the expert is sure that this item does not measure the attribute. The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

Data collection procedures

The data of this research is quantitative data. The data collection process is based on the analysis of the results of students' Pre-test and Post-test . The test topics are HSK Level 2 with 20 Chinese vocabulary.

Data analysis

Descriptive statistics involving means and standard deviations. Comparative scores analysis became possible when the researcher gave the Pre-test and Post-test to 6 grade of students across sample of a private primary school in Bangkok, Thailand, by using dependent t-test. Two tests were given in reading at the 6th-grade level; each test was administered to 20 students. Compare experimental group by using independent t-test.

CHAPTER 4

RESULTS

The objectives of this research were to: 1) To study the students' achievement in teaching Chinese vocabulary, and 2) To compare the students' achievement before and after teaching Chinese vocabulary.

The research sample is a grade 6 students in Bangkok, Thailand. This school the 20 students study Chinese from kindergarten began to learn Chinese. Therefore, they have the foundation of Chinese learning and experiences, for the Chinese phonetic alphabet has complete control, so most of the students already have the basic ability to spell Chinese pinyin, can lead to learn the Chinese characters. Since most schools in Bangkok have multimedia facilities in their classrooms, Chinese language teachers use technology as much as possible to support the teaching process in order to increase students' enthusiasm for learning and broaden their language horizons.

Part 1: Teaching Chinese vocabulary for Thai students using teaching media for studying the students' achievement.

In this study, students learned 20 Chinese words mainly through YouTube, and determined the effectiveness of using teaching media through pre-test and post-test.

The test content of students in the experimental group is divided into two parts. The food unit and the drink unit. The score of 12 words in the food unit is $12 \times 3 = 36$ points, and the score of 8 words in the drink unit is $8 \times 3 = 24$ points. The total score is 60 points. The students' tests are divided into pre-test and post-test.

Explain: There are 22 student Numbers in the experimental class, but student No. 11 is not in the experimental class. He is in other classes, so there is no test result of No. 11. And No. 21 took the pre-test but absented post-test. So the scores of 20 students are valid. The results are as follows,

Table 4.1 Student's Pre-test scores

Number (Pre-test)	Food (12*3=36)	Drink (8*3=24)	Scores total (=60)
1	36	24	60
2	24	16	40
3	24	15	39
4	23	14	37
5	23	16	39
6	23	16	39
7	23	16	39
8	23	16	39
9	23	16	39
10	23	16	39
12	21	15	36
13	23	16	39
14	23	16	39
15	22	15	37
16	22	15	37
17	34	23	57
18	22	15	37
19	19	14	33
20	24	16	40
22	23	16	39

Table 4.2 Student's Post-test scores

Number (Post-test)	Food (12*3=36)	Drink (8*3=24)	Scores total (=60)
1	36	24	60
2	31	23	54
3	35	24	59
4	36	24	60
5	36	24	60
6	28	20	48
7	36	24	60
8	27	20	47
9	21	16	37
10	24	21	45
12	24	18	42
13	25	18	43
14	23	15	38
15	21	17	38
16	26	21	47
17	35	24	59
18	35	24	59
19	22	16	38
20	23	15	38
22	36	24	60

Table 4.3 Compare Student's scores of pre-test and Post-test.

	St.1	St.2	St.3	St.4	St.5	St.6	St.7	St.8	St.9	St.10
Pre-test	60	40	39	37	39	39	39	39	39	39
Post-test	60	54	59	60	60	48	60	47	37	45

	St.12	St.13	St.14	St.15	St.16	St.17	St.18	St.19	St.20	St.22
Pre-test	36	39	39	37	37	57	37	33	40	39
Post-test	42	43	38	38	47	59	59	38	38	60

Table 4.1 is the result of students' pre-test, and Table 4.2 is the result of students' post-test. As shown in Table 4.3, 1 student scored a full score of 60 before the test. There was 1 student with a score of 57, but after the test, 5 students scored a perfect score of 60, and 3 students scored 59. The lowest score pre-test was 33, and the lowest score post-test was 37, each of which was 1 student. The results of the comparison showed an improvement in the overall performance of the class. The number of students with full marks increased from 1 to 5. In the lowest score, the difference between the pre-test and post-test was 4 points. The post-test score was higher than the pre-test score.

Use social media YouTube to study and then study students' achievements. The teaching content in YouTube is mainly used to teach reading new words, music videos of related words and online picture books reading. The students showed great interest and were willing to learn, especially the video teaching of songs with related words. The students were very lively and willing to sing along with them, because the pop music was catchy. As a result, the students' enthusiasm for learning Chinese was improved.

In fact, There's a lot of content in the YouTube that students can use to learn a language. In the classroom, teachers can select some text-related content in advance, search relevant learning videos on YouTube and share them with students to increase their learning style and fun.

Kahoot! is a game-based learning platform that brings engagement and fun to players every year at school, at work, and at home. In the classroom, it can provide learning through creation of educational games and new understanding through playing them.

Based on the 20 Chinese words to be learned, the researchers created a variety of question games about vocabulary in Kahoot in advance. As follow: Table 4.4

Table 4.4 Chinese vocabulary questionnaire designed by Kahoot.

Questions	Food unit	Drink unit	True or false
Question games were designed in two forms, Quiz(we used single select) and True or false. Each single select question has a picture.	<p>1.这是什么食物? 这是().What is this food? This is().</p> <p>2.你喜欢吃什么? 我喜欢吃()What do you like to eat? I like to eat ()</p> <p>3.你爸爸喜欢吃什么? 我爸爸喜欢吃()What does your father like to eat? My father likes to eat().</p> <p>4.我妹妹喜欢吃(). My sister likes eating ().</p> <p>5.这是什么肉? 这是. What kind of meat is this? This is().</p>	<p>1.这是什么饮料? What kind of drink is this?</p> <p>2.妈妈喜欢喝().Mom likes to drink ().</p> <p>3.你喜欢喝什么果汁? 我喜欢喝().What kind of juice do you like? I like drinking ().</p> <p>4.我姐姐喜欢喝().My sister likes to drink ().</p> <p>5.想喝点什么? 我想喝(). What would you like to drink? I want to drink ().</p>	<p>Food :中午的时候我们吃午饭, 是吗? 是()不是()</p> <p>We have lunch at noon, don't we? Yes () not ()</p> <p>Drink: 这是可乐, 是吗? 是()不是()</p> <p>This is coke, right? Yes() No ()</p>

Kahoot was used to design the questionnaire for two reasons: 1) to help students review the Chinese vocabulary they have learned; 2) to use Chinese vocabulary in oral communication; and 3) to enhance the classroom atmosphere and arouse students' interest by learning games, because games are always fun.

Designed questions on Kahoot to help students consolidate their learning. using technology to learn and then study the students performance.

Part 2: To compare the students' achievement before and after teaching Chinese vocabulary.

In this section, a researcher used before and after tests to verify the results the students' achievement. The Chinese vocabulary selected for the study are HSK level 2 part, From:

Independent Schools Examinations Board (ISEB) , The words lists as follow: Table 4.5

Table 4.5 CORE CHARACTERS FOR LEVEL 2 (part)

There is no fixed list of core characters at Level 2. It is hoped that candidates will learn as wide a range of characters as possible.

Number	Chinese	Pinyin	English	Level 2
Food				
1	牛肉	niurou	beef	R
2	鸡肉	jirou	chicken meat	R
3	早饭	zaofan	breakfast	R
4	米饭	(mi)fan	rice	*
5	汉堡包	hanbaobao	hamburger	R
6	面包	mianbao	bread	*
7	鸡蛋	jidan	chicken egg	*
8	面条	miantiao	noodles	*
9	午饭	wufan	lunch	*
10	晚饭	wanfan	dinner	*
11	薯条	shutiao	chips	*
12	巧克力	qiaokeli	chocolate	*

Number	Chinese	Pinyin	English	Level 2
Drink				
13	汽水	qìshuǐ	fizzy drink	R
14	牛奶	niúniǎi	milk	R
15	水	shuǐ	water	R
16	咖啡	kāfēi	coffee	*
17	可乐	kělè	Coke	*
18	茶	chá	tea	*
19	苹果汁	píngguǒzhī	apple juice	*
20	橙汁	chéngzhī	orange juice	*

Key	
R	Students are able to read and understand the word in Chinese characters at this level.
*	Students will not have to read the word in Chinese characters at this level. They must, however, know the pinyin and understand the word aurally. They may also need to be able to say the word.

According to the HSK level 2 learning standards, the researchers designed the learning scores of Chinese vocabulary for grade 6 students, as follows: Table 4.6

Table 4.6 Evaluation of Chinese Vocabulary learning skill program.

SKILL :		
Can read pinyin	Can listening	Can speaking

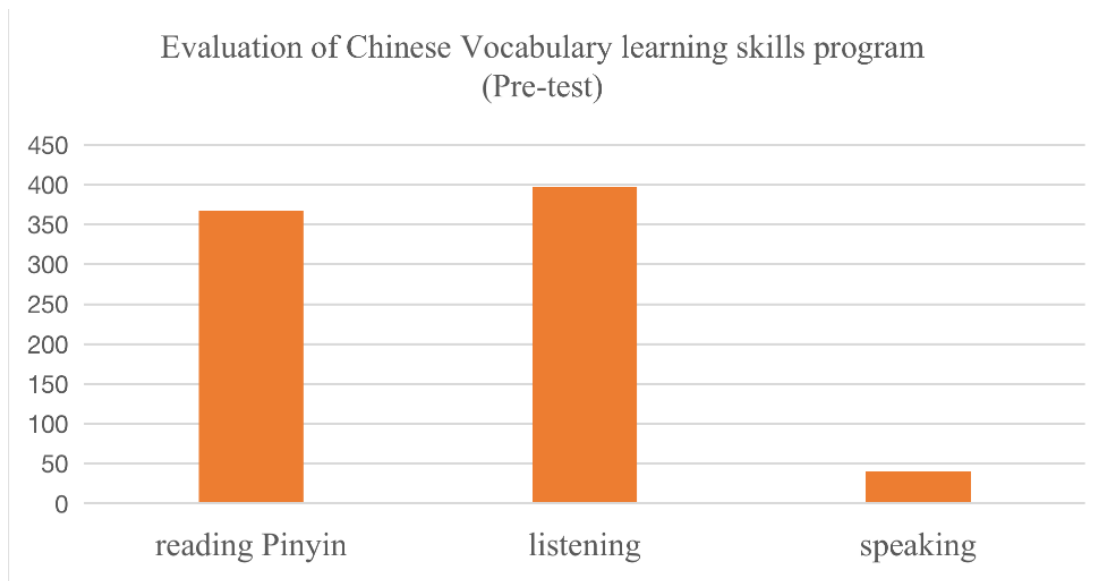
Table 4.7 3 Skills of Pre-test

Table 4.7 shows the performance of students in the five skills. Each vocabulary design has 3 skills and gets 1 point. Students then have to continue their learning through YouTube videos. At the end of the study, the students were tested. The post-test was the same as the pre -test.

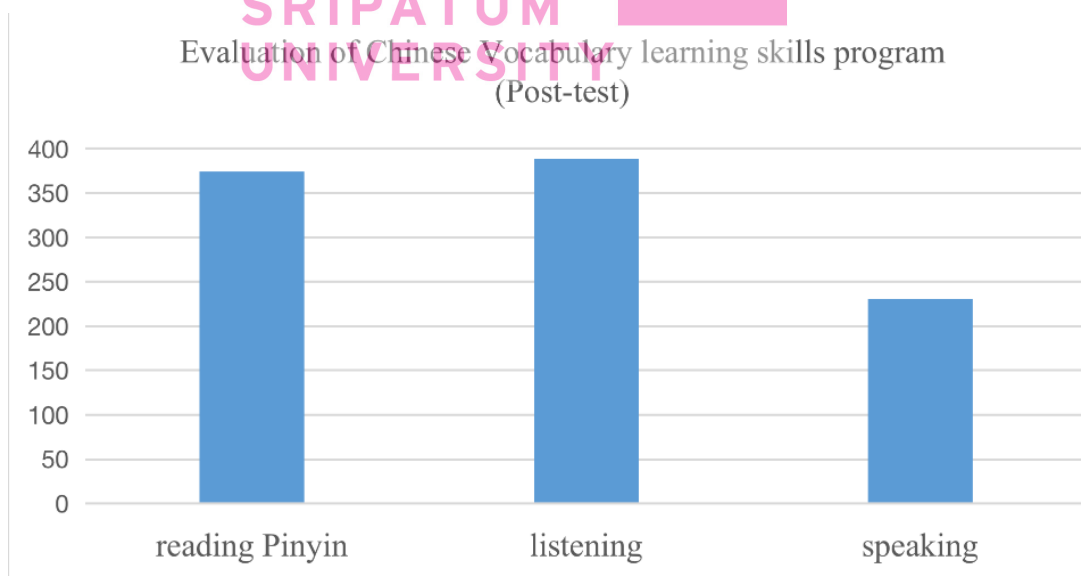
Table 4.8 3 Skills of Post-test

Table 4.8 shows that students have improved their five skills in post-test after learning technology and using YouTube videos.

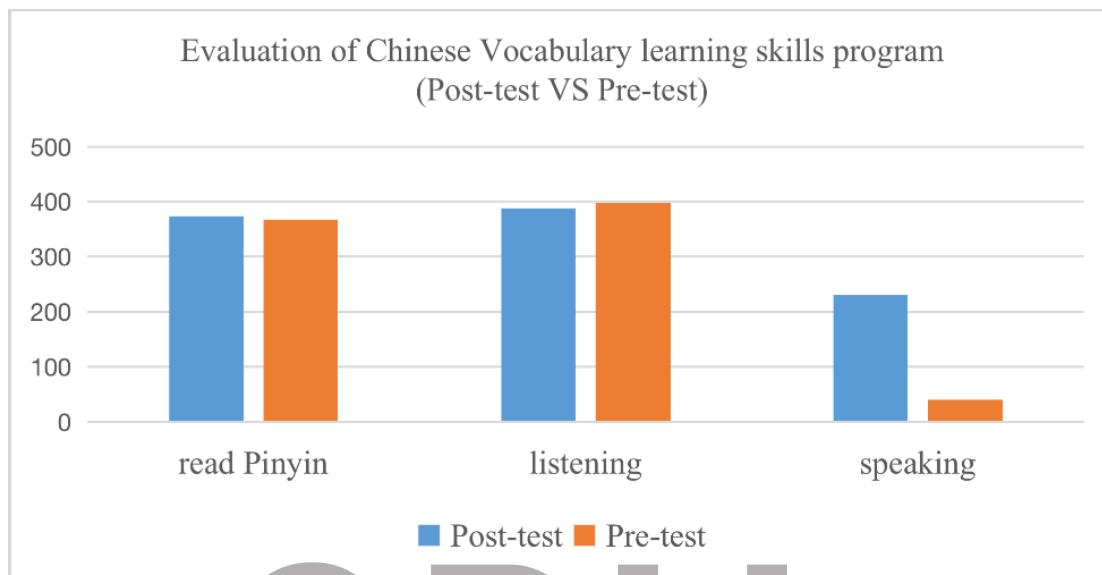
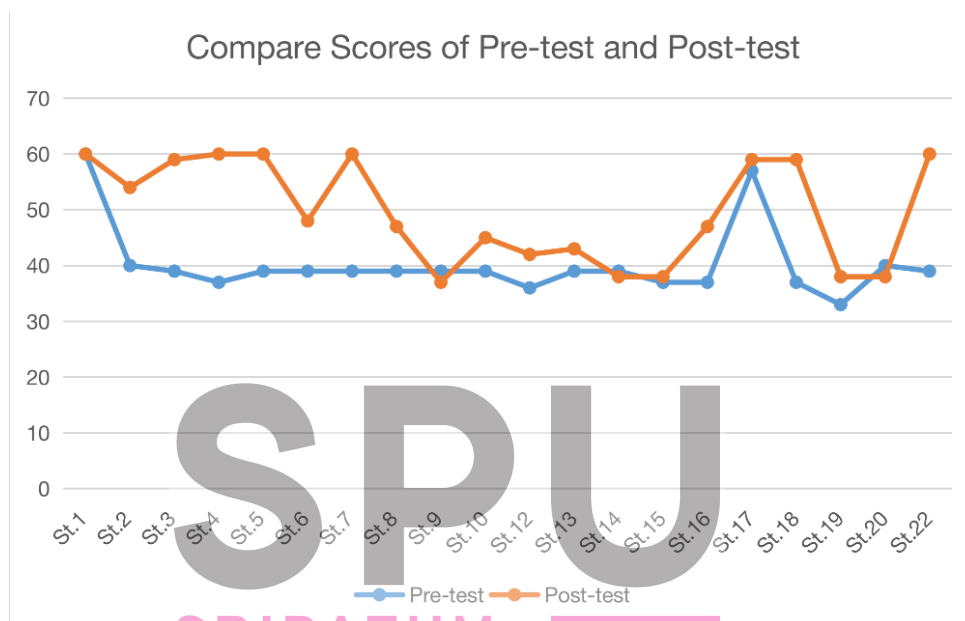
Table 4.9 Compare 3 skills of Pre-test and Post-test

Table 4.9 shows that the students have a good command of Chinese pinyin, and they also show gratifying achievements in listening. Most of the students can also know the meaning of words. What needs to be strengthened and improved is that they can speak Chinese characters and use more Chinese characters in oral communication. To learn more Chinese characters, one is to accumulate the characters learned in class, and the other is to learn Chinese by yourself. Learn Chinese in various ways, such as using technology to learn Chinese, including YouTube videos, Chinese software, Chinese learning websites and so on. To learn Chinese well and increase the way of learning, reading is essential.

Table 4.10 Compare Mean Pre-test and Post-test Scores of Chinese Vocabulary.

	St.1	St.2	St.3	St.4	St.5	St.6	St.7	St.8	St.9	St.10
Pre-test	60	40	39	37	39	39	39	39	39	39
Post-test	60	54	59	60	60	48	60	47	37	45

	St.12	St.13	St.14	St.15	St.16	St.17	St.18	St.19	St.20	St.22
Pre-test	36	39	39	37	37	57	37	33	40	39
Post-test	42	43	38	38	47	59	59	38	38	60



	Mean	N	Std. Deviation	t	P-Value
Post test	66	2	11.55		
	.60	0			
Pre test	51	2	9.19	6	.000
	.65	0		.608	

From table 4.10 shows that comparison results scores of Chinese vocabulary from student between pre-test and post-test, scores of post-test (Mean=66.60) higher than pre-test (Mean=51.65) and statistical significant at a level of .01 (t= 6.608)

The comparative study shows that appropriate use of media teaching method is beneficial to Chinese teaching. It can be seen from the mean and standard deviation of scores that proper use of YouTube videos in the teaching of Chinese vocabulary is conducive to improving students' average scores and narrowing the gap between students.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The objectives of these research were to: 1) To study the students' achievement in teaching Chinese vocabulary. 2) To compare the students' achievement before and after teaching Chinese vocabulary.

Samples were used 20 Chinese vocabulary and the researchers designed 20 questions, which were completed by students from a class of grade 6 in a private primary school in Bangkok, Thailand. The research instrument uses pre-test and post-test to determine its validity by content validity. Data collecting uses students' test scores to evaluate results, and data analysis uses mean and standard deviation and P values.

Conclusions

Part 1: Teaching Chinese vocabulary for Thai students using teaching media for studying the students' achievement.

In this study, students learned 20 Chinese words mainly through YouTube, and determined the effectiveness of using teaching media through pre-test and post-test.

Use social media YouTube to study and then study students' achievements. The teaching content in YouTube is mainly used to teach reading new words, music videos of related words and online picture books reading. The students showed great interest and were willing to learn, especially the video teaching of songs with related words. The students were very lively and willing to sing along with them, because the pop music was catchy. As a result, the students' enthusiasm for learning Chinese was improved.

Using technology to learn and then study the students' achievement. The technology studied in this article is primarily the use of videos on social media YouTube.

Part 2: To compare the students' achievement before and after teaching Chinese vocabulary.

The comparison results scores of Chinese vocabulary from student between pre-test and post-test, scores of post-test higher than pre-test at significant level .01 ($t = 6.608$)

1 student scored a full score of 60 before the test. There was 1 student with a score of 57, but after the test, 5 students scored a perfect score of 60, and 3 students scored 59. The lowest score pre-test was 33, and the lowest score post-test was 37, each of which was 1 student. The results of the comparison showed an improvement in the overall performance of the class. The number of students with full marks increased from 1 to 5. In the lowest score, the difference between the pre-test and post-test was 4 points. The post-test score was higher than the pre-test score.

This study shows that in the teaching of Chinese vocabulary for Thai primary school students, the enthusiasm and interest of the students are driven when the teaching media is mainly used in media YouTube, thus the students' Chinese performance is also significantly improved.

Methodologically, this study makes use of Pre-test Post-test for grade 6 Thai students. This study offers a glimpse into how this kind of teaching Chinese using YouTube research could possibly be done.

Technology occupies an important place within students' lives. When they are not in school, just about everything that they do is connected in some way to technology. By integrating technology into the classroom, teachers are changing the way they used to teach and providing students with the tools that will take them into the 21st century.

Students prefer technology because they believe that it makes learning more interesting and fun. Subjects that students deem challenging or boring can become more interesting with virtual lessons, through a video, or when using a tablet.

Many students believe that using technology in the classroom will help prepare them for the digital future. These 21st-century skills are essential in order to be successful in this day and age. Education isn't just about memorizing facts and vocabulary words, it's about solving complex problems and being able to collaborate with others in the workforce. Education of technology in the classroom prepares students for their future and sets them up for this increasingly digital economy.

Discussions

Part 1: Teaching Chinese vocabulary for Thai students using teaching media for studying the students' achievement.

Technology changes by the minute, and as educators, we need to keep up with the times in order to best prepare our students for this ever-changing world that we live in. While we just saw how integrating technology into the classroom has its benefits, it's important to note that traditional learning processes are just as essential. Take time to learn about each element of educational technology that you will incorporate into your classroom. When you do, you will find that technology can have a profound impact on students learning.

We need to know that students are already interested and engaged in using technology, which creates many amazing opportunities for schools and teachers to benefit from integrating some forms of technology in the classroom and making teaching and learning more effective.

According to the literature mentioned in The second chapter, the new HSK was officially launched in 2009 (J. Zhang, 2010). It also requires our teachers to have updated teaching concepts and objectives to teach, keep pace with The Times in the selection of teaching media, and keep innovating.

Part 2: To compare the students' achievement before and after teaching Chinese vocabulary.

The results of the comparison between the Chinese vocabulary pre-test and post-test showed that the post-test score was higher than the pre-test score, and the significance level was 0.01 ($T = 6.608$).

From the comparison results, it can be seen that the score of after-class test is higher than that of pre-test, so using YouTube video teaching is conducive to improving students' score. The use of media in teaching is indispensable in modern teaching as an auxiliary means of teaching. Since the use of media in students' life is very popular, the use of media by teachers in school classes is more closely related to real life.

Use teaching media to learn Chinese vocabulary and improve students' academic performance. Using tubing teaching, students scored higher in the post-test than in the pre-test. It is obvious that the use of media can benefit students' academic performance and help traditional learning activities.

Molaei and Riasati (2013) emphasized that teachers should be aware of their roles as guides and facilitators of learners' activities. When using computer, teachers' roles can change from the source of authority to a guide that leads learners to take more responsibility for their own learning. This change of role will be very useful not only for the teacher but also for learners in the learning process.

Recommendations

This researcher would like to propose the recommendations for teachers to teaching Chinese vocabulary for Thai students. It is divided into suggestions for students and suggestions for teachers. In addition to the use of traditional teaching materials and activities, technology is used to inject teaching content to promote and develop students' learning and performance, so as to improve their Chinese performance.

For students:

1. Actively participate in the classroom teaching activities of the teacher, and cooperate with the teacher's teaching steps to study seriously.
2. Learn to use technology and use technology to learn. Constantly explore ways to learn a foreign language well.
3. Connect yourself to the world using technology.

For teachers:

1. Teachers should urge their students to use technology in developing their language skills.
2. The technology plan must be closely aligned with the curriculum standards. Teachers should know what educational approach is the most effective one when integrating technologies in the classroom (Pourhosein, Leong, & Hairul, 2013).
3. Teachers should create technology-integrated lesson materials. These materials should concentrate on teaching and learning, not just on technology issues.
4. Teachers should find the ways that technology can help them towards learner-centered instruction as opposed to teacher-centered instruction.
5. Teachers should be aware of their roles as guides and facilitators of their learners' learning (Molaei & Riasati, 2013; Pourhossein Gilakjani, & Sabouri, 2017).

Obviously, the use of technology teaching we study needs certain conditions. It needs the support of the school with technology, network, equipment, teachers who know technology and other aspects, so as to better use technology teaching to help students learn under such conditions.

Future researchers should survey Chinese learners in both private and public schools in different regions in Thailand. The difference and larger sample will help the researcher to obtain the methods of Thai students learning Chinese vocabulary and the teaching methods of teachers, so as to better help Thai students learn Chinese well.



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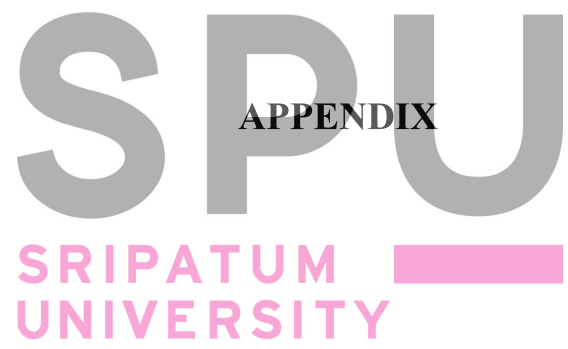
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APPENDIX A

IOC of Pre-test and Post-test

A study of students' achievement in teaching Chinese vocabulary for Thai students using teaching media: A Case Study of Primary School Students of Thanompitvittaya School, Thailand.

Descriptions:

This test is study exploring students' achievement using technology learning Chinese vocabulary. Please provide true information about yourself and experience about in learning Chinese vocabulary. Your responses are valuable and considered highly confidential. This test has sections.

Directions:

Read carefully through the test words in this form. Please indicate the degree to which each word is congruent with the objectives of the study. If you have any comments on the congruence of each words' objectives, 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 Teaching Chinese vocabulary for Thai students: Using technology

0 = uncertain that the item is congruent with themes of Teaching Chinese vocabulary for Thai students: Using technology

-1 = certain that the item is not congruent with themes of Teaching Chinese vocabulary for Thai students: Using technology

Pre-test and Post-test: A study of students' achievement in teaching Chinese vocabulary for Thai students using teaching media

Instructions: Please describe your opinions towards teaching Chinese vocabulary using technology . 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.	Test Items	Rating			Comment
		+1	0	-1	
1	Students are able to read the Chinese Pinyin of the words. 牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯 条, 巧克力, 汽水, 牛奶, 水, 咖啡 , 可乐, 茶, 苹果汁, 橙汁。				
2	Students are able to listen the words. 牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯 条, 巧克力, 汽水, 牛奶, 水, 咖啡 , 可乐, 茶, 苹果汁, 橙汁。				
3	Students are able to spoken the words. 牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯 条, 巧克力, 汽水, 牛奶, 水, 咖啡 , 可乐, 茶, 苹果汁, 橙汁。				

APPENDIX B

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

No.	Test Items	Expert 1	Expert 2	Expert 3
1	Students are able to read the Chinese Pinyin of the words. 牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯条, 巧克力, 汽水, 牛奶, 水, 咖啡, 可乐, 茶, 苹果汁, 橙汁。	+1	+1	+1
2	Students are able to listen the words. 牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯条, 巧克力, 汽水, 牛奶, 水, 咖啡, 可乐, 茶, 苹果汁, 橙汁。	+1	+1	+1
3	Students are able to spoken the words. 牛肉, 鸡肉, 早饭, 米饭, 汉堡包, 面包, 鸡蛋, 面条, 午饭, 晚饭, 薯条, 巧克力, 汽水, 牛奶, 水, 咖啡, 可乐, 茶, 苹果汁, 橙汁。	+1	+1	+1

APPENDIX C

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

	St.1	St.2	St.3	St.4	St.5	St.6	St.7	St.8	St.9	St.10	St.11
Pre-test	67	49	48	43	56	43	59	59	47	40	\
Post-test	73	76	74	68	83	75	82	73	46	50	\

	St.12	St.13	St.14	St.15	St.16	St.17	St.18	St.19	St.20	St.21	St.22
Pre-test	40	54	55	49	49	77	51	42	55	51	50
Post-test	60	61	61	52	59	86	72	59	53	\	69

T-
test

	Mean	N	Std. Deviation	t	P-Value
Post test	60.5455	22	22.46633		
Pre test	49.2727	22	14.05832	3.072	.006

APPENDIX D

Teaching plan

Chinese Vocabulary From: Independent Schools Examinations Board (ISEB) WORD LIST.

CORE CHARACTERS FOR LEVEL 2 (part)

Food Unit :

1. 牛肉 niurou beef	7. 鸡蛋 jīdān chick egg
2. 鸡肉 jīrou chicken	8. 面条 miàntiāo noodles
3. 早饭 zǎofǎ breakfast	9. 午饭 wǎnfǎ lunch
4. (米)饭 (mǐ)fàn rice	10. 晚饭 wǎnfǎ dinner
5. 汉堡包 hànbaǎo hamburger	11. 薯条 shǔtiāo chips
6. 面包 miànbāo bread	12. 巧克力 qiǎokèlì chocolate
1. 汽水 qìshuǐ fizzy drink	5. 可乐 kèlè coke
2. 牛奶 niúniǎi milk	6. 茶 chá tea
3. 水 shuǐ water	7. 苹果汁 píngguǒzhī apple juice
4. 咖啡 kāfēi coffee	8. 橙汁 chéngzhī orange juice

Drink
Unit:

Teaching arrangement :

2020.7.27

1, 饮料: 咖啡, 茶, 水, 汽水, 果汁, 牛奶

Drink: coffee, tea, water, fizzy drink, juice, milk

https://www.youtube.com/watch?v=SCGv7O2q11s&list=PLyy7WepCjwabatvJLvJn5vNNMYEe_gcSY7

2, 歌曲: 我的果汁分你一半 Song: I split your juice half.

小头菜版 (男生唱), 歌词有泰语 Small head dish version (a boy sing), the lyrics in Thai.

<https://www.youtube.com/watch?v=pGOXDyBYf7U>

皮卡丘多多版 (女生唱), 歌词有拼音 Pikachu many version (a girl sing), the lyrics have Pinyin

<https://www.youtube.com/watch?v=16uDMn3SzJM>

抖音版 : Tik Tok version

<https://www.youtube.com/watch?v=4SVAvMDZHqE>

Finish :

汽水 qìshuǐ 牛奶 niú nǎi 水 shuǐ 咖啡 kāfēi

可乐 kělè 茶 chá 苹果汁 píngguǒ zhī 橙汁 chéngzhī

2020.7.28

1, **食物** : 面包, 巧克力, 汉堡, 薯条

Food: bread, chocolate, hamburger, chips

https://www.youtube.com/watch?v=bL8dTqft_jU

Finish :

汉堡包 hànbaǎo 面包 miànbāo 鸡蛋 jīdàn 薯条 shǔtiáo 巧克力 qiǎokèlì

2020.7.29

2, **食物** : 牛肉, 鸡肉, 饭, 面

Food: beef, chicken, rice, hamburger, noodles

<https://www.youtube.com/watch?v=XgUPjbJNHdU&list=PLyy7WepCjwabatvJLvIn5vNNMYEegcSY7&index=2>

Finish : 牛肉 niúròu 鸡肉 jīròu (米)饭 (mǐ)fan 面条 miàntiáo

2020.7.30

3, **食物** : 早饭, 午饭和晚饭:

出现的相关词汇: 面包, 牛奶, 果汁, 鸡蛋, 苹果, 米饭, 牛肉

Food: Breakfast, lunch and dinner:

Related words appear: bread, milk, juice, egg, apple, rice, beef

<https://www.youtube.com/watch?v=69x1yQQIH0U&list=TLPQMjIwNzIwMjBfF5wFg4uq8g&index=1>

Finish : 早饭 zǎofàn 午饭 wǔfàn 晚饭 wǎnfàn

APPENDIX E

Learn a song with related words

♥ 我的果汁分你一半 ♥

词曲：大张伟 原唱：花儿乐队 本歌词演唱：小头菜
(3:05分)

- 1, 月亮弯弯 绵绵绵绵缠缠 果汁分你一半 爱相互分担
长路漫漫 磕磕磕磕绊绊 果汁分你一半 爱相互扶挽
- 2, 今晚多么美满 约会相当浪漫 我果汁分你一半
我结账你买单 谁跟谁别细算 我果汁分你一半
偶尔我也会烦 脸色说翻就翻 我果汁分你一半
就算怎么艰难 也要保持乐观 我果汁分你一半
月亮弯弯 绵绵绵绵缠缠 果汁分你一半 爱相互分担
长路漫漫 磕磕磕磕绊绊 果汁分你一半 爱相互扶挽
- 3, 我要那个那个那个 那个那个那个 那个那个那个啊
你要那个那个那个 那个那个那个 那个那个那个啊
当喜欢上自然 一个眼神交换 我果汁分你一半
我吃饭你刷碗 不是我要偷懒 我果汁分你一半
偶尔你也会乱发脾气不敢管 我果汁分你一半
向前向后攻占粘我阴魂不散 我果汁分你一半
月亮弯弯 绵绵绵绵缠缠 果汁分你一半 爱相互分担
长路漫漫 磕磕磕磕绊绊 果汁分你一半 爱相互扶挽
- 4, 我要那个那个那个 那个那个那个 那个那个那个啊
你要那个那个那个 那个那个那个 那个那个那个啊
我要那个那个那个 那个那个那个 那个那个那个啊
你要那个那个那个 那个那个那个 那个那个那个啊
- 5, 月亮弯弯 绵绵绵绵缠缠 果汁分你一半 爱相互分担
长路漫漫 磕磕磕磕绊绊 果汁分你一半 爱相互扶挽

APPENDIX F

Questions designed on Kahoot

Chinese vocabulary food unit

(12 questions, 5 points each)

1. 如图，这是什么食物？这是（ ）。

In the picture, What is this food? This is () .



A. 米饭rice B. 面条noodles C. 面包bread D. 薯条chips

2. 如图，你喜欢吃什么？我喜欢吃（ ）。

In the picture, What do you like to eat? I like to eat () .



A. 汉堡包hamburger B. 薯条chips C. 面条noodles D. 巧克力chocolate

3. 如图，你爸爸喜欢吃什么？我爸爸喜欢吃（ ）。

In the picture, What does your father like to eat? My father likes to eat () .



A. 牛肉beef B. 薯条chips C. 巧克力chocolate D. 猪肉pork

4. 如图，你喜欢吃什么食物？我喜欢吃（ ）。

In the picture, What kind of food do you like to eat? I like to eat () .



A. 米饭rice B. 面条noodles C. 牛肉beef D. 鸡蛋egg

5.如图，这是什么食物？这是（ ）。

In the picture, What kind of food is this? This is () .



A.鸡肉chicken B.面条noodles C.米饭rice D.鸡蛋egg

6.如图，我妹妹喜欢吃（ ）。

In the picture, My sister likes to eat () .



A.巧克力chocolate B.鸡蛋egg C.面包bread D.米饭rice

7.如图，他想吃什么食物？他想吃（ ）。

In the picture, What kind of food does he like? He likes to eat () .



A.汉堡包hamburger B.鸡肉chicken C.面条noodles D.巧克力chocolate

8.如图，你喜欢吃什么食物？我喜欢吃（ ）。

In the picture, What kind of food do you like? I like to eat () .



A.面条noodles B.汉堡包hamburger C.薯条chips D.牛肉beef

9.如图，这是什么肉？这是（ ）。

In the picture, What is this food? This is () .



A.鸡肉chicken B.牛肉beef C.鱼肉fish D.猪肉pork

10. 如图，晚上的时候我们吃（ ）。

In the picture, In the evening we eat () .



B. A. 早饭 breakfast B. 晚饭 dinner C. 午饭 lunch D. 早餐 breakfast

11. 早上的时候我们吃晚饭，是吗？是（ ）不是（ ）

We have dinner in the morning, don't we? Yes () No ()

12. 中午的时候我们吃午饭，是吗？是（ ）不是（ ）

We have lunch at noon, don't we? Yes () No ()

SPU
Chinese vocabulary drink unit

SRIPATUM UNIVERSITY
(8 questions, 5 points each)

1. 如图，这是什么饮料？（ ）

In the picture, what kind of drink is this? ()



A. 水 water B. 牛奶 milk C. 汽水 fizzy drink D. 咖啡 coffee

2. 如图，妈妈喜欢喝（ ）。

In the picture, Mother likes drinking () .



A. 苹果汁 apple juice B. 可乐 coke C. 茶 tea D. 牛奶 milk

3. 如图,你喜欢喝什么果汁? 我喜欢喝（ ）。

In the picture, What kind of juice do you like ? I like to drink().



B. 苹果汁 apple juice B. 可乐 coke C. 咖啡 coffee D. 牛奶 milk

4. 如图，妈妈喜欢喝茶，爸爸喜欢喝（ ）。

In the picture, Mother likes drinking tea, Father likes to drink () .



A. 咖啡 coffee B. 茶 tea C. 可乐 coke D. 汽水 fizzy drink

5. 如图，这是什么饮料？（ ）

In the picture, What kind of drink is this ? () .



A. 茶 tea B. 可乐 coke C. 汽水 fizzy drink D. 咖啡 coffee

6. 如图，我姐姐喜欢喝（ ）。

In the picture, My sister likes drinking () .



A. 橙汁 orange juice B. 可乐 coke C. 茶 tea D. 水 water

7. 如图，你想喝点什么？我想喝（ ）。

In the picture, What would you like to drink? I want to drink () .



A. 橙汁 orange juice B. 茶 tea C. 苹果汁 apple juice D. 牛奶 milk

8. 如图，这是可乐，是吗？ 是（ ） 不是（ ）

In the picture, this is coke, right? Yes() No()



SPU
SRIPATUM UNIVERSITY

APPENDIX G

Pre test-post test (Food and drink unit)

姓名 Name: _____ 学校 School: _____

年级 Grade: _____ 学号 Number: _____

HSK 1. 食物和饮料 Food and drink: 水, 汉堡包, 牛肉, 牛奶, 鸡肉, 汽水...

Number	Chinese	Pinyin	拼音 reading pinyin ①	听 listening ①	说 speaking ①	得分 Score(3)
Food						
1	牛肉	niurou				
2	鸡肉	jirou				
3	早饭	zaofan				
4	(米)饭	(mi)fan				
5	汉堡包	hanbaobao				
6	面包	mianbao				
7	鸡蛋	jidan				
8	面条	miantiao				
9	午饭	wufan				
10	晚饭	wanfan				
11	薯条	shutiao				
12	巧克力	qiaokeli				
Drink						
13	汽水	qishui				
14	牛奶	niunai				
15	水	shui				
16	咖啡	kafei				

17	可乐	kěle				
18	茶	chá				
19	苹果汁	píngguǒzhī				
20	橙汁	chéngzhī				
All the scores(60分)	Comment:					



BIOGRAPHY

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