
The Application of Drawings to Enhance Chinese Vocabulary Skills in Primary Three Thai Students

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ABSTRACT

The objectives of this study were to (1) study the effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students and (2) investigate P-3 Thai students' satisfaction towards using drawings to enhance Chinese vocabulary skills. Mixed methods were employed and 1 section of 32 P-3 Thai students was involved in the study using a clustered random sampling method. Four lesson plans of 100 minutes each (1 Lesson Plan = 2 Sessions) and drawings were used and taught 8 sessions (2 sessions per week) with the sample group within the time period of a month. The researcher collected the quantitative data through achievement tests, satisfaction questionnaire and collected the qualitative data through classroom observation (CO). The result showed that application of drawings enhanced P-3 Thai students' Chinese vocabulary skills. The mean of the pretest was 13.03 while that of the posttest was 18.28 with a difference of 5.25. The mean of satisfaction questionnaire was 2.63, the SD of satisfaction form was 0.39. The students' satisfaction was high towards application of drawings to enhance Chinese vocabulary skills. Analysis of the qualitative data of classroom observation supported that the drawings played an effective role in enhance Chinese vocabulary skills in P-3 Thai students.

Keywords: Drawings, Chinese vocabulary skills, Learning achievement, Learning satisfaction

1. Introduction

China has over 5000 years of history and recognized as one of the nests of human civilization, as the world's most populous country, reached a total population of 1.38 billion in 2016. In 2011, China joined the World Trade Organization and overtook the United States in 2013 to become the world's largest trading nation. Also as the second largest economy and the leader in global trade. In recent years, the growth of China has successfully boosted the Chinese language to be studied by people from different language-speaking societies. The Chinese language has become the most preferred second or third language among non-Chinese native novices due to the great development of China and global economic change (Li, 2016).

In 2015, Grenfell & Harris stated that Mandarin has become a major foreign language in the ranking of world languages. In addition, Chinese is becoming a popular foreign language for students around the globe. It is currently more important than German and French.

According to Myers (2015), based on Statista databases, Chinese, the official language used in China, Taiwan and Singapore, was the second most widely spoken language. By 2019, the number of Chinese speakers rose drastically. There were around 1.4 billion native Chinese speakers at the time of survey, which were nearly three times higher than their English-speaking counterparts. Clearly, Chinese is becoming a popular foreign language for students around the globe.

According to data published by the International School Association of Thailand (ISAT) in 2016, there are 120 international schools in Thailand and 32 of them have Chinese subjects and 17 schools take Chinese language education as one of their main subjects (International School Association of Thailand, 2016).

Teaching young learners is a different phenomena, different from teaching adults as Öztürk (2007) stated the mood of the young learners alter in every minute, and their attention span is limited as well, and it requires a great effort. Teaching a foreign language to young learners has some differences from teaching adults. Young children are still learning how to concentrate and they tend to change their mood every ten minutes. More creative activities are required to gain their attention. Therefore, foreign language teachers have to choose interesting activities for them and foreign language teacher candidates should learn the correct methods and techniques during their training period. (Binnur, 2017)

Vocabulary knowledge is essential in learning and teaching a foreign language, it would be impossible to learn any language without its lexis. Wilkins's (1972) point of view who stated that "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Linse (2005) states that young learners' vocabulary development is an important aspect of their language development.

Mustafa Altun(2015) mentions that vocabulary is an important part of foreign language teaching and learning process. Vocabulary can be taught via drawing. Drawing objects on the board is very exciting for the learners in that it allows students to easily acquaint themselves with new vocabulary and quick memorization. According to Kendrick (2004), drawings can be an effective communication tool in early education.

The main purpose of this study was to investigate the role drawings might play in improving children's Chinese vocabulary. It intended to reveal the relationship between children's drawings and their Chinese vocabulary skills through incorporating drawings in children's early language learning.

2. Research Objectives

2.1 To study the effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students.

2.2 To investigate P-3 Thai students' satisfaction towards using drawings to enhance Chinese vocabulary skills.

3. Research Methodology

3.1 Research Design

The researcher used the mixed-methods to carry out the study. The data were collected from the instruments including pre-test, post-test, learning satisfaction questionnaire and classroom observation. The validity of the research instruments were evaluated by three experts. The Item Objective Congruence (IOC) was used to evaluate the items correspondence with the objectives based on the score +1, 0 and -1. The value for all items was above 0.67.

3.2 Population and sample of the study

Population: The population of the study consisted of 3 sections of 94 P-3 Thai students studying in one of the International Schools in Pathum Thani, Thailand. All students studied Chinese with their native speaker teachers. There were 32 students each in 2 sections and 30 students in 1 section. Students were in the age range of 8-9 years old with mixed genders and mixed abilities.

Sample: Researcher used a cluster random sampling to select a section of the population. There were 32 students in one section consisting mixed ability group chosen for the purpose of the study, comprised of 9 male students and 23 female students; ages from 8-9 years old.

3.3 Research Instruments

3.3.1 Lesson Plans

The researcher developed four Lesson Plans of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating drawings were used in the class. The researcher taught 8 sessions (2 sessions per week) in the sample group in a duration of 1 month.

Lesson Plan 1: Food and drinks (vocabulary about food and drinks)	Session 1: Vocabulary about food and drinks : 果汁 fruit juice 牛奶 milk 糖果 candy, 巧克力 chocolate	Jan, 2019
	Session 2: Students will draw pictures about food and drinks.	Jan, 2019
Lesson Plan 2: Fruits (vocabulary about fruits)	Session 1: Vocabulary about fruits : 菠萝 pineapple 苹果 apple 香蕉 banana 榴莲 durian	Jan, 2019

	Session 2: Students will draw pictures about fruits.	Jan, 2019
Lesson Plan 3: Chinese food (vocabulary about Chinese food)	Session 1: Vocabulary about Chinese food : 包子 steamed stuffed bun 面条 noodle 火锅 hot pot 米饭 rice	Jan, 2019
	Session 2: Students will draw pictures about Chinese food.	Jan, 2019
Lesson Plan 4: Snacks and Chinese food (vocabulary about snacks and Chinese food)	Session 1: Vocabulary about snacks and Chinese food : 薯条 French fries 汉堡包 hamburger 冰淇淋 ice cream 饺子 dumplings	Feb, 2019
	Session 2: Students will draw pictures about snacks and Chinese food.	Feb, 2019

The vocabulary was selected from Experiencing Chinese (Compilation of the International Centre for Language Research and Development, Published in 2008) the P-3 students' Chinese textbooks .

3.3.2 Achievement Tests

In this research, the researcher used achievement tests as the main instrument. The Achievement Test consisted of 32 pictures. In Part 1, the students wrote the letter A,B,.....or P in () for the correct picture. In Part 2, the students were asked to use this sentence pattern“这是.....” to introduce the following pictures.

3.3.3 Satisfaction Questionnaire

The researcher administered Questionnaire to collect data to determine P-3 Thai students' satisfaction with application of drawings to enhance Chinese vocabulary skills. The questionnaire comprised of 10 items. The questionnaire collected data through Likert Scale with 3 points ranging from, disagree to agree; 1=Disagree(unhappy expression), 2=Neither agree nor disagree(ordinary expression), 3=Agree(happy expression). Wright and Asmundson (2003) who changed the original 5-point Likert scale response format to a 3-point format to make it more easily understood by children.

Level of opinion	Scores	Scale for means	Description
Agree	3	2.34 - 3	High
Neither agree nor disagree	2	1.67 - 2.33	Moderate
Disagree	1	1 - 1.66	Low

3.3.4 Classroom Observation (CO) Form

Classroom Observation (CO) Form was used to collect qualitative data. Two sessions (2nd and 8th) were observed by a Chinese teacher during the session and collected qualitative data to examine effectiveness of application of drawings could enhance the effectiveness of P-3 Thai students' Chinese vocabulary skills.

4. Results

4.1 Quantitative Data Analysis

4.1.1 Data Analysis of Students' Learning Achievement

To answer the first research question , “Would there be any effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students?”, Pre-Test and Post-Test were conducted using the same paper (questions in different order) to the sample group.

Comparison: Individual Student 's Scores

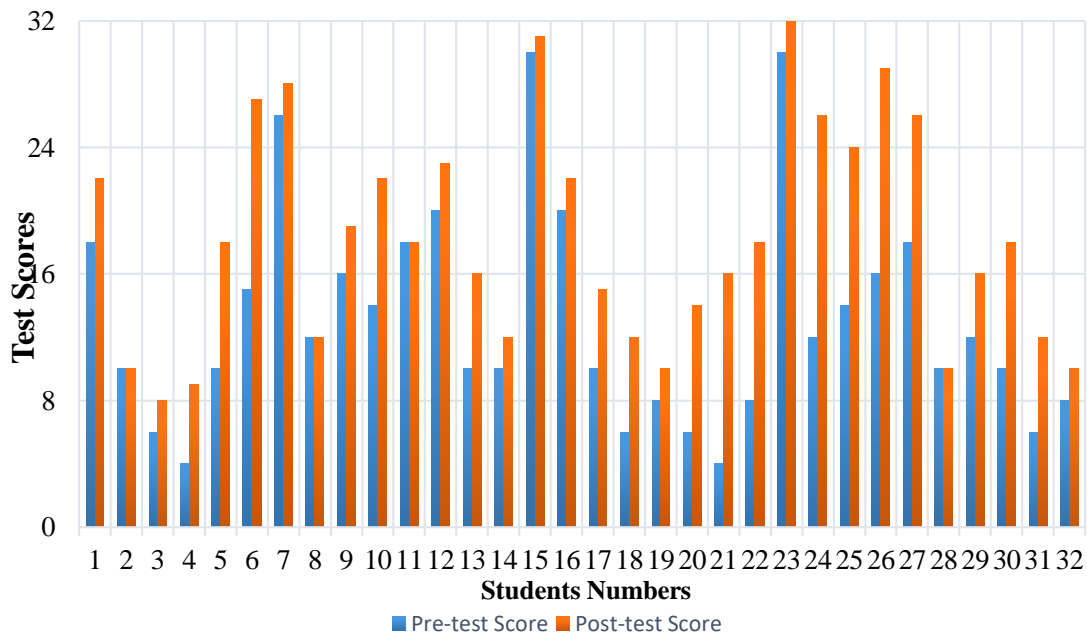


Figure 1 Individual students' pre-test and post-test scores

Figure 1 shows the students' pre-test and post-test scores as well as their score improvement. It exhibited that 28 out of 32 students had improvement in their learning achievement in the post-test. The improvement scores ranged from 1 point as the lowest to 14 points as the highest. The maximum improvement had been shown by student No. 24 with 14 points increased in the post-test.

Table 1 The comparison of the pre-tests and post-tests.

Pre-test		Post-test		Mean Difference
Mean	SD	Mean	SD	
13.03	6.82	18.28	7.00	

Adapted from Kangas(2017)

The scores of the students' pre-tests and post-tests were analyzed and compared in terms of mean and standard deviation(SD) . From the tables above, the mean scores of pre-test and post-test were 13.03 and 18.28 respectively, resulting in the mean difference of 5.25.

4.1.2 Data Analysis of Satisfaction Questionnaire

To answer the second research question., Would there be any high level of satisfaction with using drawings to enhance Chinese vocabulary skills in P-3 Thai students ? Satisfaction Questionnaire was used for quantitative data collection(after the intervention). The data were analyzed with a computer program.

Table 2 The analytic results of the satisfaction questionnaire:

Item	Mean	SD	Level of Satisfaction
Satisfaction questionnaire	2.63	0.39	High Satisfaction

According to the data, the mean of satisfaction questionnaire was 2.63, the SD of satisfaction form was 0.39, the level of satisfaction was high.

4.2 Qualitative Data Analysis

4.2.1. Analysis of Classroom Observation

In total of two sessions (2nd and 8th) were observed with the help of a peer teacher to supplement the quantitative data to answer the research question 1.3.1., “Will there be any effectiveness of using drawings to enhance Chinese vocabulary skills in P-3 Thai students?” The overall data were organized and interpreted in two core themes: (1) Classroom Participation, (2) Mastering Chinese vocabulary.

Classroom observation revealed that students actively followed the teacher's instructions and they were interested in drawings. It was observed that the participants were enjoying the lesson. The participants were found happy to show their works. The increase in numbers of participants actively participating in drawings depicted that the use of drawings had a positive effect on students' learning Chinese vocabulary.

5. Discussion

The results of Pre-test and Post-test revealed that application of drawings enhanced P-3 Thai students' Chinese vocabulary skills. Mustafa Altun(2015) also found that drawing objects on the board was very exciting for learners in that it allowed students to easily acquaint themselves with new vocabulary and quick memorization.

The result of satisfaction questionnaire data showed P-3 Thai students' satisfaction was high towards application of drawings to enhance Chinese vocabulary skills. However, the researchers found that many students did not read the questionnaire carefully. Some students got the questionnaires and quickly selected all the satisfactory options. Some students drew noses, eyebrows, ears or tears on the expression symbols. So for younger students, questionnaires may not be an appropriate method of investigation.

6. Conclusion and Recommendations

6.1 Conclusion

There were 28 out of 32 students had improvement in their learning achievement in the post-test. The improvement scores ranged from 1 point as the lowest to 14 points as the highest. The mean score of the post-test (18.28) was higher than that of the pre-test(13.03). The findings of the students' improved post-test scores confirmed the first hypothesis which stated that application of drawings can enhanced P-3 Thai students' Chinese vocabulary skill.

The second objective of the study was to investigate P-3 Thai students' satisfaction towards application of drawings to enhance Chinese vocabulary skills.

According to the results, the mean of satisfaction questionnaire was 2.63, the SD of satisfaction was 0.39, the level of satisfaction was high. The students' level of learning satisfaction in Chinese knowledge category was regarded as of the High level with the average mean score of 2.61 and SD of 0.51. The students' level of learning satisfaction in Teaching Method category was regarded as of the High level with the average mean score of 2.65 and SD of 0.49.

Also, the result of satisfaction questionnaire data had matched with the hypothesis that P-3 Thai students' satisfaction is high towards application of drawings to enhance Chinese vocabulary skills.

6.2 Recommendations

Based on the findings and conclusions made from the study, the following recommendations are proposed;
Recommendations for Implementation

- 1) The use of drawings has been found to enhance the Chinese vocabulary skills of primary three students.
Therefore, the use of this technique should be encouraged in teaching Chinese vocabulary in the other levels too.
- 2) Drawings can be used in teaching other subjects such to examine if the technique bring similar outcomes.
- 3) Teachers can employ drawings in enhancing Chinese writing skills.

Recommendations for Future Research

- 1) This study was limited to a class of 32 P-3 of an International school. Further research is recommended with different grade levels and a larger sample size.
- 2) This study was constrained by time and was carried out within a month of experimental teaching, the researcher recommends further research to be conducted for a longer period in order to acquire more reliable and significant study result.
- 3) Similar study can be carried out in different class levels in different geographical areas. This will further help in validating the effectiveness of drawings and the findings presented in this study.

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