



The Development of Learning Achievement in Chinese Vocabulary Using Chinese Song for Grade Three Thai Students

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Abstract

Background and Aim: The thesis objectives were to improve the Chinese learning achievement of Grade Three Thai students and investigate their attitudes toward learning.

Materials and Methods: The researcher administered a pretest and posttest consisting of 30 multiple-choice questions to compare the students' learning achievement in Chinese vocabulary before and after using Chinese songs. Four 100-minute different topics lesson plans were utilized and taught for one month with 8 sessions. Additionally, an attitude questionnaire was conducted to measure students' attitudes toward using Chinese songs. Quantitative statistical analysis and paired-sample t-tests were used to analyze the data.

Results: The findings revealed that all student participants' posttest mean scores (14.20) were significantly higher compared to their pretest mean scores (9.25) with a mean difference of 4.95. The significance value (p) was also revealed as .05 ($p \leq .05$), indicating a statistically significant rise in the posttest scores of the research participants over the pretest scores, indicating a notable improvement in their learning achievement in Chinese vocabulary.

Conclusion: The vast majority of participants displayed a highly positive attitude towards using Chinese songs in their Chinese classes.

Keywords: Chinese Song; Student's Learning Achievement in Chinese Vocabulary; Students' Attitude; Grade three Thai Students.

Introduction

The application of Chinese songs in the teaching of Chinese as a foreign language has been studied in the past. In the process of learning, speaking and singing Chinese songs can be very helpful in improving problems of vocabulary. Around the vocabulary of comprehension bias in foreign students learning Chinese, (Lin, 2018) has pointed out that "From the perspective of language elements, Chinese songs can play a role in teaching Chinese characters and vocabulary." Moreover, the introduction of Chinese songs into the classroom of teaching Chinese as a foreign language is a way of teaching focusing on students' interests, paying attention to the personality characteristics of foreign students, who become interested in Chinese through Chinese songs and take the initiative to learn Chinese because of their interests, the result will be easier to accept than the hard teaching method.

At present, Language and music are closely related, (Li, Y., 2017) pointed out that music is an art of expressing people's thoughts and feelings and reflecting real life through organized musical sounds. Therefore, Chinese songs are more suitable for Chinese teaching. It's a good achievement in Chinese vocabulary for students.

In recent years, more and more researchers have realized the inseparable connection between music and language learning, and have begun to continuously try to introduce Chinese songs into the teaching of the Chinese language (Zhou, 2016). They believe that if the teaching method of "learning to sing Chinese songs" can be used reasonably, Chinese songs can play an ingenious assisting role in textbook content teaching, cultural teaching, and Chinese test teaching (Wang, 2017).

Studies proved that Chinese songs assisted teaching was still in the exploratory stage, some teachers simply regarded it as a method to improve students' learning interest, but it is not integrated with Chinese teaching content (Li, 2014). Teaching practice is also fragmented, not systematic as a kind of teaching method in use (Zhang, 2019). The researchers have seen many articles that write Chinese songs can help students learn Chinese, but there are no articles that write about how Chinese songs can expand or comprehend students' Chinese words and improve students' achievement in Chinese vocabulary.





For the reasons mentioned above, the researcher is interested in studying and developing the use of Chinese Songs to Improve Thai Primary School grade three Students' Chinese Language Learning, to compare the students' learning achievement in Chinese vocabulary before and after learning Chinese songs and including their attitudes toward using Chinese songs.

Research Objectives

1. To compare the students' learning achievement in Chinese vocabulary of grade three Thai students before and after using learning Chinese songs.
2. To investigate students' attitudes of grade three Thai students toward using learning Chinese songs.

Research Hypothesis

1. The grade three Thai students' learning achievement in Chinese vocabulary is higher after using Chinese songs.
2. The grade three Thai students' attitudes towards using Chinese songs be positive after using Chinese songs.

Literature Review

The History and Characteristics of the Chinese Language in Thailand

The relationship between Thailand and China has a history of more than two thousand years, and Thailand is now one of the countries with the largest number of ethnic Chinese in the world. (Wu, 2018) pointed out that the history of the Chinese language in Thailand is influenced by the policies of the Chinese language in Thailand.

After the 21st century, Chinese language teaching in Thailand has developed rapidly. (Song, 2017) pointed out that in the year 2000, the Ministry of Education of Thailand formally adopted the proposal for a Chinese language curriculum in high schools, and many high schools, including some specialized colleges, have been offering Chinese language classes.

Chinese Language Curriculum in Thailand

Curriculum standards are the basis of textbook compilation, teaching, evaluation, and examination propositions, the basis of national management and evaluation of curriculum, and the guide and criterion for curriculum decision-making. (Shi, 2018)

As the framework and direction for organizing various forms of education, "The Basic Education Core Curriculum B.E. 2551" covered learners at all stages of basic education and is a general regulation of the basic education curriculum in Thailand. It mentioned that the unified curriculum outline of this discipline should be designed for 8 types of learning fields according to this curriculum. At the same time, the curriculum also defined the basic hours and types of curriculums in each learning area. It is pointed out in the foreign language regulation of the core curriculum that Chinese is offered as a supplementary course in basic education in Thailand, which provided the basis for the development of the Chinese curriculum syllabus in Thailand. It also provided a standard paradigm.

Chinese Teaching Song Methodologies

Musical vocabulary teaching methodology

"Musical vocabulary teaching methodology" In the process of learning the comprehension of Hanyu Pinyin or Chinese vocabulary learning, the difficulties are mainly in vocabulary quantity, memory, and comprehension. In these areas, listening to songs to learn Chinese has a great advantage. (Song, 2017) According to previous surveys, many Chinese learners have not fully mastered the comprehension of vocabulary. The vocabulary in the song is found in a specific linguistic context, and students learn the vocabulary in such a way that they understand its meaning and are better able to learn to use it.

The body rhythm music teaching methodology

When students were learning the parts of the face, (Guan, 2006) in *A brief discussion on the role of music in teaching Chinese* used a famous French children's song called "Brother John", which was





later adapted into the Chinese children's song "Two Tigers". The English song "Are You Sleeping", has been translated into many languages and widely circulated, so the melody is familiar to everyone. The melody of the children's song is chosen because it is short and rhyming, the content is lively and interesting, and it is more "fun and educational". The teacher leads the students to sing the song while doing actions and pointing to the parts of the face sung in each lyric.

The multimedia music teaching methodology

The multimedia music teaching methodology refers to the comprehensive application of images, sounds, pictures, texts, and other video materials in combination with course knowledge points and professional training objectives so that students can form multi-dimensional "feelings" in vision and hearing. It can enhance students' concentration and interest and trigger students' analysis and thinking. (Sun, 2021)

The game music teaching methodology

The game in-game music teaching is a classroom activity, an activity designed by the teacher related to teaching, and it has its characteristics. The researcher has reviewed previous studies, in the article *The Application of Interest Teaching Method in the Elementary Comprehensive Class in Thailand —A Case Study of Plearnpattana School in Bangkok* (Fu, 2020) mentioned that games are not a panacea, it is not realistic or possible for teachers to use games in every classroom. However, the use of games in a particular session or lesson can serve as a catalyst that can bring surprises and unexpected benefits to the classroom.

Learning Chinese Songs

Step 1: Raising awareness stage

Firstly, teachers replace the official children's song with lyrics adapted from the textbook. When class starts, teachers use multimedia teaching tools in the classroom to play Chinese songs let students listen to familiarize the melody of an old song two times, then ask the students if they can understand the meaning. The teacher plays the song twice through the multimedia teaching tool, which allows the students to feel the scenario of the lyrics and get a sense of the picture. (Wei, 2021). On the one hand, it could arouse students' interest in learning Chinese lessons and consolidate their memory of the textbook content, and on the other hand, it is in line with the liking singing and dancing personality of Thai students, most of whom are outgoing and so were very active in cooperating with the class.

The lyrics after rewrote by the teacher:

1. Weather song

jīntiānzěnmeyàng jīntiānzěnmeyàng jīntiāntiān qì zěnmeyàng?
今天怎么样? 今天怎么样? 今天天气怎么样?

How's the weather today?

jīntiānxià yǔ jīntiānxià yǔ kuàidiǎnbǎ yǔ yī chuānshàng
今天下雨, 今天下雨, 快点把雨衣穿 上。

It's raining today, put on the raincoat.

2. Pets song

nǐ xǐ huān shén me nǐ xǐ huān shén me xiǎo dòng wù?
你喜欢什么, 你喜欢什么小动物?

What pet do you like?

wǒ xǐ huān māo gǒu niǎo yú hé cāng shǔ
我喜欢猫、狗、鸟、鱼和仓鼠。

I like cat, dog, bird, fish and hamster.

3. Clothes song

wǒ de yī fu wǒ de kù zi wǒ de qún zi wǒ de wǎ zi
我的衣服, 我的裤子, 我的裙子, 我的袜子,

My clothes, my pants, my skirt, my socks

wǒ de wéi jīn wǒ de shǒu tào xié zi mào zi
我的围巾, 我的手套, 鞋子, 帽子。

My scarf, my glove. my shoes, my cap,





4. Colors song

hóng sè huáng sè lán sè zǐ sè
红色, 黄色, 蓝色, 紫色,

Red, yellow, blue, purple.

zhàn qǐ lái zhuǎn gè quān
站起来, 转个圈

stand up, turn around

Step 2: Brainstorming stage

Then the teacher puts the songs on two times again to let the students follow the familiar melody humming imitation, let them think, and let them try to hum independently. Each student has a latent desire to explore in different degrees, they are willing to use their senses to observe, make their judgments or conclusions independently, and experience the joy of success" (Yang, 2020). Therefore, we can say that independent thinking is a need, a demonstration, and manifestation of individuality.

Step 3: New teaching methodology stages

(1) The teacher uses multimedia to show the pictures and video corresponding to the lyrics and uses simple body movements to let students guess the meaning of the lyrics.

(2) The students walk to the front of the stage and share their answers

(3) Explain the meaning of Chinese words and ask students to recall keywords.

(4) Let students sing along with the song two times and then sing along with the teacher and use finger-pointing to the lyrics to identify them, finding mistakes to be corrected in time.

Step 4: Presentation stages

(1) The teacher prints the lyrics in a small booklet, all contents are in large type. Let the students recognize them.

(2) The teacher corrects students' incorrectly recognize parts and enhances their memory.

(3) Team game competition, who can recognize fast and well can give encouragement or a small reward.

Step 5: Measurement and evaluation stages

(1) The teacher measures and evaluates the students' learning effectiveness, if it is positive and the students have expanded vocabulary skills, they can try to sing more songs to improve their interest in reorganization.

(2) Let the students sing other songs with the rhythm they like as homework.

Therefore, learning Chinese songs compared to the previous four methodologies, in terms of vocabulary and comprehension, absorbed the characters of musical vocabulary teaching methodology, making it easier for students to sing and read as they learn the textbook points. (Yang, 2020) Through the combination of singing and the studied textbook, students can feel the correct way of expanding vocabulary and comprehension. In terms of singing Chinese songs, with this method, students can be able to memorize the textbook content more firmly and learn new Chinese words in a fun and relaxed atmosphere by combining video, body rhythms, and games.

The Evaluation of learning achievement in Chinese Vocabulary and Students' Attitudes

The students of the primary school affiliated with Shenyang Normal University as the objects of the investigation, which mainly included six dimensions of teaching quality, teaching design, teaching process, teaching objectives, teaching effects, and teaching characteristics. After analysis, the results show that students' satisfaction with classroom teaching is at a medium level, and it is worth noting that different grades have different levels of satisfaction with classroom teaching.

For the researcher, students' attitudes toward using Chinese songs refer to the style of the teachers, teaching methodologies, and class activities, this could be measured by a semi-structured interview. If students are satisfied with the new compound music teaching methodology, expect to learn Chinese songs, like the teacher's teaching style, and carry out attractive classroom activities towards students, the students' attitudes will be positive.





Related research and study

Song, (2017) in an *Application of Chinese Children's Songs in a Thai Primary School Chinese Classroom Teaching Study* suggested that different teaching methods are needed to apply Chinese songs to the teaching of various elements of language. His research objectives are to improve students' comprehension by learning Chinese songs in a new teaching way and to make students fall in love with Chinese class, and to be equipped with interesting classroom activities so that learning Chinese is no longer boring. And the research result is that using music to teach Chinese can improve students' abilities of comprehension and increase student interest and satisfaction.

The Research on the Songs Assisted Zero-based Comprehensive Lesson in Teaching Chinese as a Foreign Language, (Chen, 2017) discussed the theoretical and practical effects of songs on the teaching of Chinese at the elementary level in a comprehensive class, using the example of the zero-based Chinese class at Wolchon Elementary School of the CPIK program in Korea, finally found that using songs on the teaching of Chinese at the elementary level in a comprehensive class can create a good classroom atmosphere and improve students' interest in learning Chinese, under students' having good satisfaction of learning experience sense, helping them improve their Chinese words and sentence recognition skills.

Conceptual Framework

The independent variable was the learning of Chinese songs which used an instructional method. The student's learning achievement in Chinese vocabulary and students' attitudes toward using Chinese songs were the dependent variables as shown in Figure 1

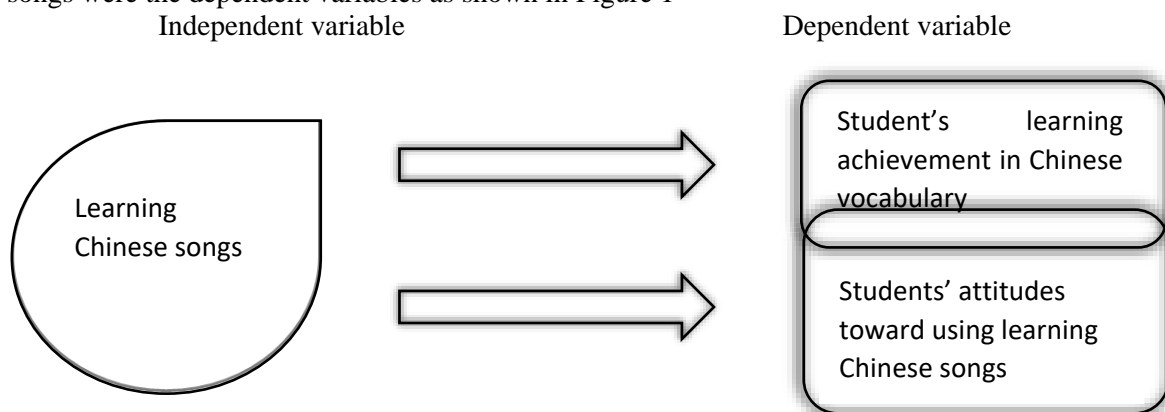


Figure 1 Illustration of the independent variable and dependent variables

Research Methodology

To evaluate the impact of using Chinese songs on students' learning achievement in Chinese vocabulary, the researcher administered a pretest and posttest consisting of 30 multiple-choice questions. In addition, the researcher conducted an attitude questionnaire to measure students' attitudes toward using Chinese songs. The Illustration of the Research Design is as followings:



Lesson Plans

The researcher designed the four lesson plans which were divided into weather, pets, clothes, and colors. Based on the content of this unit, these four topics had been done in class. The researcher developed four 100-minute lesson plans (two sessions per week).

Achievement test

The researcher designed the achievement test by using 30 multiple-choice questions to collect data, the researcher found validity by IOC. In the grading procedure, three experts were participating. Furthermore, the researcher administered one test in another class in grade three, the reliability also had been assessed by Kuder-Richardson (KR-20), The achievement test got a reliable 0.72. For this research, the achievement test had got IOC between 0.67 to +1.

Attitudes questionnaire

The researcher designed the students' attitudes questionnaire, this could be measured by using an attitude questionnaire which consisted of three parts (students' attitudes to Chinese songs, teacher attitudes, and benefits of using Chinese songs on student learning). For this research, the students' attitudes questionnaire got IOC +1. For this research, the questionnaire evaluating students' attitudes achieved a reliable score of 0.76. The results obtained from the questionnaire are dependable and stable, making them more credible and suitable.

Data Analysis

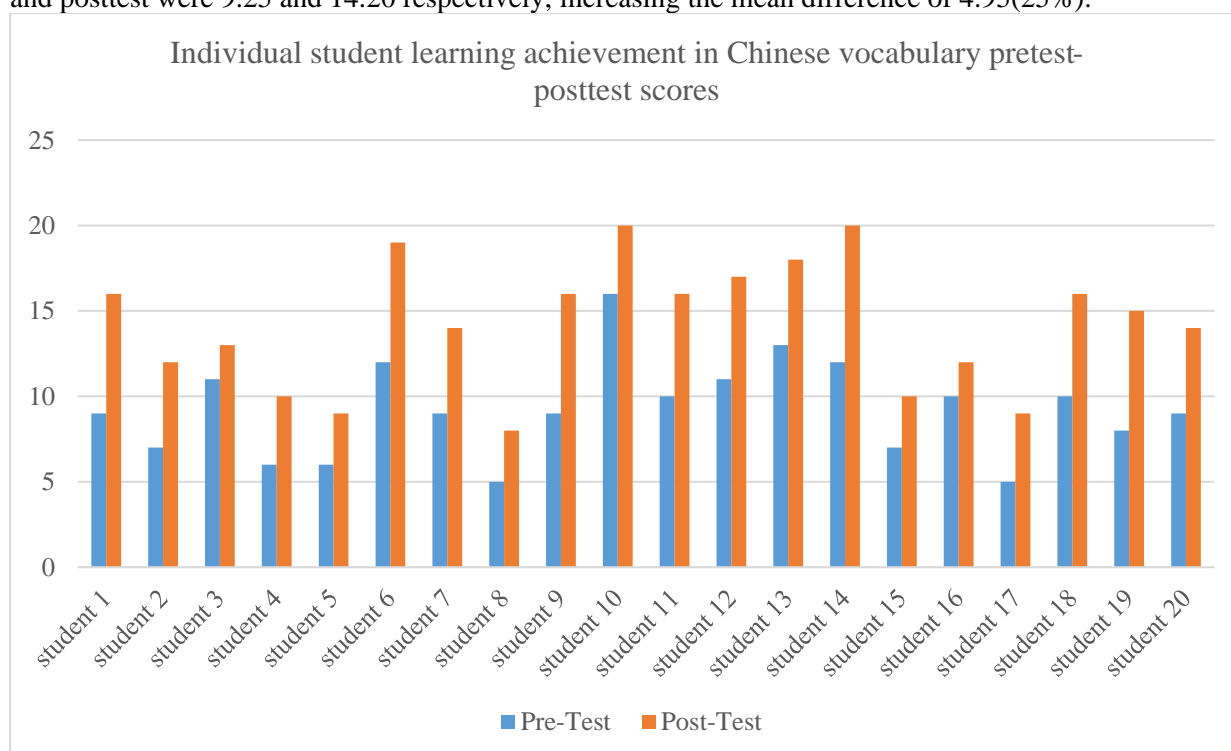
Table 2 score difference between Pretest and Posttest.

STUDENT NO.	PRETEST	POSTTEST	IMPROVEMENT SCORE	% Different Scores
1	9	16	7	35%
2	7	12	5	25%
3	11	13	2	10%
4	6	10	4	20%
5	6	9	3	15%
6	12	19	7	35%
7	9	14	5	25%
8	5	8	3	15%
9	9	16	7	35%
10	16	20	4	20%
11	10	16	6	30%
12	11	17	6	30%
13	13	18	5	25%
14	12	20	8	40%
15	7	10	3	15%
16	10	12	2	10%
17	5	9	4	20%



STUDENT NO.	PRETEST	POSTTEST	IMPROVEMENT SCORE	% Different Scores
18	10	16	6	30%
19	8	15	7	35%
20	9	14	5	25%
Mean	9.25	14.2	4.95	25%

Table 3 showed the students' pretest and post-test scores. The score showed an improvement in the performance of the students after using learning Chinese songs. In this table, the mean scores of pretests and posttest were 9.25 and 14.20 respectively, increasing the mean difference of 4.95(25%).



The blue line in Figure 3 represented the pretest results, while the red line represented the post-test results. These lines indicated the academic performance of specific students, and it was evident from the graph that the students performed better on the achievement tests after learning Chinese songs, as represented by the higher scores on the posttest (red line).

Table 3 Comparison between the pretest and posttest within the sample group

Group	Pretest		Posttest		Mean difference	T	P-value
Sample Group	\bar{X}	SD	\bar{X}	SD	-4.95	-12.360	0.000**
	9.25	2.83	14.20	3.74			

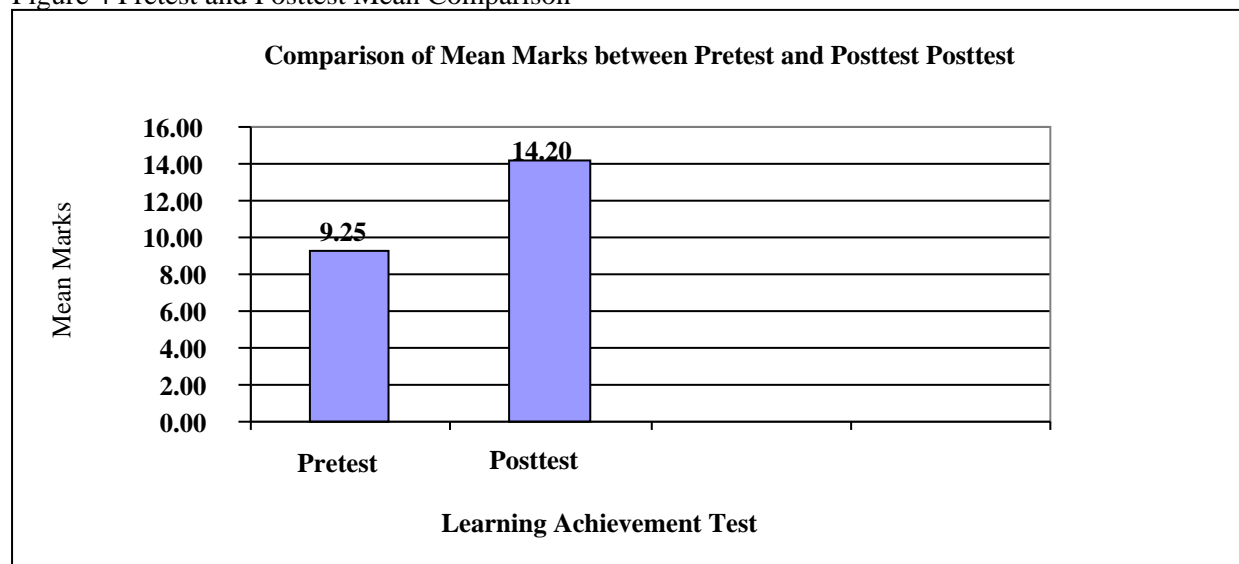
Significance level (p): <0.05=significant

Table 3 findings demonstrated that for this group, the mean score on the posttest (\bar{x} =14.20) was higher than the mean on the pretest (\bar{x} =9.25), with a mean difference of 4.95. The posttest's mean score was higher suggesting that learning Chinese songs had been successful. The paired-sample t-test in Table 4.2 showed a significant value of 0.000, which indicated that the difference between the pretest and post-test means was statistically significant. Additionally, the standard deviation for the pretest was



2.83, and the standard deviation for the posttest was 3.74. All these scores in comparison confirmed the effectiveness of the learning achievement of grade three Thai students.

Figure 4 Pretest and Posttest Mean Comparison



This showed that the student's academic performance was poorer before the intervention was utilized than it was after the intervention. The mean scores of the post-test were higher than those of the pre-test, as shown in Figure 4. All of these score comparisons show that teaching Chinese songs to third-grade Thai students has a positive impact on their ability to learn Chinese. As a result, the first research question was answered positively, leading to the establishment of research objective one and hypothesis one.

Analysis of Students' attitudes

Table 5.1 Shown the attitudes to the Chinese songs

No.	Part A -Attitudes to the Chinese Songs	Mean	S.D.	Interpretation
1	Learning Chinese songs make students more knowledge and understanding.	4.60	0.68	Highest
2	The Chinese songs encourage students to think independently and have more fun.	4.95	0.22	Highest
3	According to learning Chinese songs, students can better understand the content of the text and more words.	4.70	0.57	Highest
4	Learning Chinese songs make steps more visual, and lets students think creatively.	4.90	0.31	Highest
Average		4.79	0.44	Highest

Table 5.2 Shown the attitudes of teacher

No.	Part A -Attitudes to the Chinese Songs	Mean	S.D.	Interpretation
5	The teacher uses the language correctly, and clearly and explains it to students more understand easily.	4.85	0.49	Highest



6	The teacher followed the correct teaching procedure, and let students accomplish their goals.	4.90	0.31 Highest
7	The teacher's teaching style is interesting and humorous.	4.85	0.49 Highest
8	The teacher let students have the opportunity to share their ideas with other students.	4.95	0.22 Highest
Average		4.89	0.38 Highest

Table 5.3 Shown the attitudes to benefits

No.	Part C – Benefits	Mean	S.D. Interpretation
9	The students can apply the Chinese language to their daily life.	4.95	0.22 Highest
10	The students can improve their Chinese language level through class activities.	4.85	0.37 Highest
11	Students can have more ability to communicate with their friends.	4.90	0.31 Highest
12	Students are more interested and love to learn the Chinese language.	4.95	0.22 Highest
Average		4.91	0.28 Highest

The result of the Pretest and Posttest Data Analysis

Chinese songs were ideal for supplementing Chinese instruction, it helped students deepen their understanding of what they are learning. In addition, they could be based on musical melodies that generate a strong interest in the language, stimulate the brain, and allow students to learn more effectively.

Statistical analysis of the paired-sample t-test of achievement scores showed that the mean score of the posttest 14.20 was higher than that of the pretest 9.25, with a mean difference of 4.95. The standard deviations for the pre-test and post-test for the sample group were 2.83 and 3.74, respectively. The mean scores of the post-test were higher than those of the pre-test. The higher mean scores on the post-test indicated that learning Chinese songs had a positive effect on students' learning achievement in Chinese vocabulary.

The result of Students' Attitudes Analysis

The analysis of students' attitudes showed that no matter the attitudes to the Chinese songs, the attitudes to the teacher, and the attitudes to benefits, all three parts at the highest-level interpretation, indicated that using Chinese songs positively impacted students' attitudes towards Chinese songs, the teacher, and the benefits of learning Chinese. Overall, students had highly positive attitudes towards Chinese songs ($\bar{x} = 4.79$, $SD = 0.44$), with the highest-scoring item being that the songs encouraged independent thinking and were enjoyable ($\bar{x} = 4.95$, $SD = 0.22$). Similarly, students had highly positive attitudes towards the teacher ($\bar{x} = 4.89$, $SD = 0.38$), with the highest-scoring item being that the teacher provided opportunities for students to share their ideas ($\bar{x} = 4.95$, $SD = 0.22$). Finally, students had a highly positive attitude towards the benefits of learning Chinese ($\bar{x} = 4.91$, $SD = 0.28$), with the highest-scoring items being that they could apply the Chinese language in daily life and found learning Chinese more interesting and enjoyable ($\bar{x} = 4.95$, $SD = 0.22$).

Conclusion and Recommendations

Compared to other teaching methods in Chinese language instruction, the use of Chinese songs can more effectively pique students' interest and was also highly effective in improving their learning achievement in Chinese vocabulary.

All the details of the research have been presented. Before concluding this section, we can see



that the use of Chinese songs has a significantly positive effect on students' academic performance and their satisfaction with learning Chinese vocabulary. The application of Chinese songs may be a creative teaching method available to Chinese language teachers and students in China and around the world. The benefits of using Chinese songs are significant, and it has the potential to promote more effective vocabulary expansion, deepen vocabulary comprehension, and improve learning achievement in Chinese vocabulary as well as other related areas of research.

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