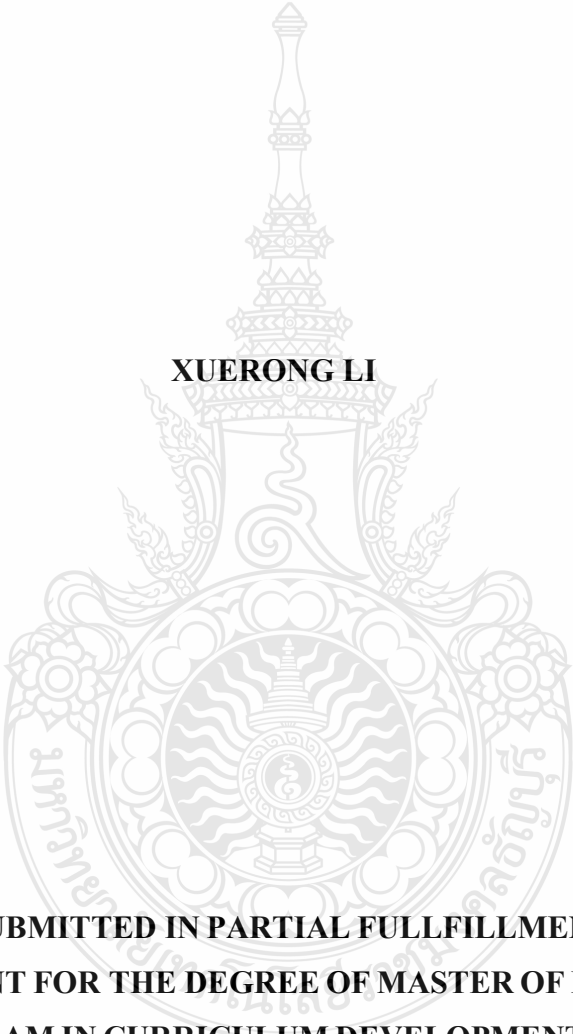


**ELEMENTARY CHINESE SPEAKING TRAINING CURRICULUM
FOR INTERNATIONAL STUDENTS**

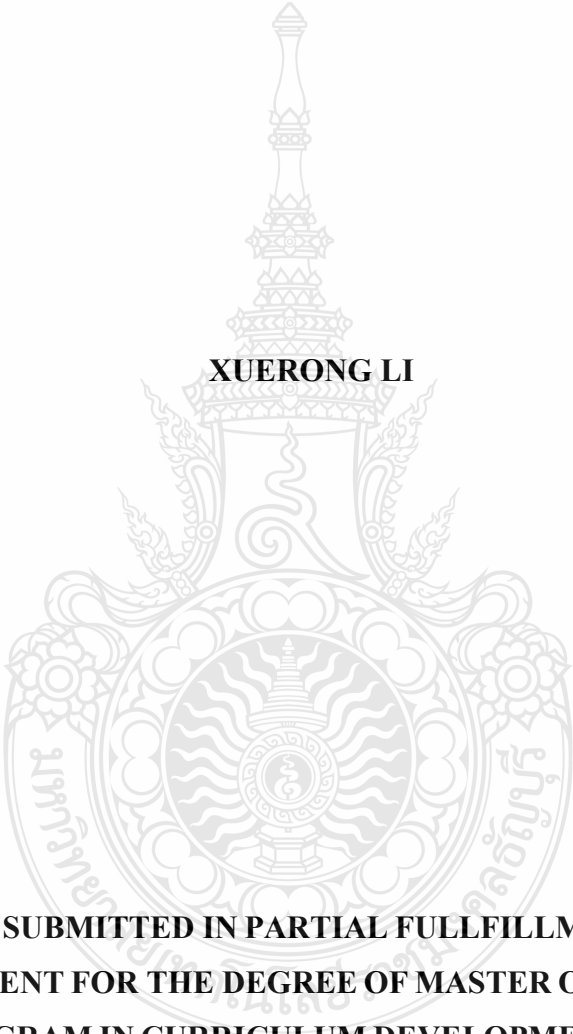
XUERONG LI



**A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE
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PROGRAM IN CURRICULUM DEVELOPMENT AND
INSTRUCTIONAL INNOVATION
FACULTY OF TECHNICAL EDUCATION
ACADEMIC YEAR 2022
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Program Curriculum Development and Instructional Innovation
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Academic Year 2022

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ABSTRACT

The purposes of this research were to: 1) develop the elementary Chinese speaking training curriculum for international students and 2) evaluate the suitability of the elementary Chinese speaking training curriculum for international students.

This research was divided into 2 phases. Phase 1: the samples consisted of 30 international students from the Chinese Institute of Beijing Language and Culture University. The research instrument included a questionnaire on language proficiency and interest in using the basic Chinese speaking training course for international students. Phase 2: the samples were 3 curriculum and instruction experts, 3 administrators, 5 teachers, and 39 students from the Chinese Language Institute of Beijing Language and Culture University, which were selected by the purposive sampling method. The research instruments consisted of: 1) the draft of the elementary Chinese speaking training curriculum for international students and 2) the evaluation form for evaluating the suitability of the elementary Chinese speaking training curriculum for international students involved in the training curriculum. The data were analyzed using mean and standard deviation.

The research results showed that: 1) from the results of the development of an elementary Chinese speaking training curriculum for international students, the curriculum contains the components of the course, including principles and reasons, training objectives, content, scopes of structure and content and training time, training approach/ methods, training materials and learning resources, and measurement and evaluation, and 2) according to the evaluation results of the suitability of the elementary Chinese speaking training curriculum for international students, it was found that the training curriculum components in seven areas were at the most appropriate and very appropriate levels, and the overall average score was at a very appropriate level.

Keywords: elementary Chinese speaking, international students, training curriculum

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Again, as a graduate student, I have studied for two and a half years. During this period, I have spent a lot of time and experience, and these past efforts are still vividly remembered. As we all know, due to the impact of the global COVID-19 epidemic, we could not arrive in Thailand to study and could not meet my tutors. It is a pity, but despite the distance, I can still feel the love and care from the teachers of Rajamangala University of Technology. I am grateful to all of them. I would also like to express my special thanks to my thesis supervisors, Assistant Professor Dr.Saiphin Siharak and Associate Professor Dr.Sutthiporn Boonsong, who taught me with all my heart, carefully taught me and patiently explained me, so that I, a Chinese student, learned some new knowledge, new ideas and innovative educational methods. I also have a better understanding, integration and love for this beautiful country of Thailand. Thank you.

Finally, I am very grateful to my parents and family for their understanding, moral support, love and encouragement during my long learning process. I dedicate this work to them as well.

Xuerong Li

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CHAPTER 1

INTRODUCTION

1.1 Background and Significance of the Problem

Language was the most fundamental and direct tool for human beings to exchange information and communicate ideas, and it was the crystallization of human civilization. As China's influence on the world grew and its international status continued to rise, and Chinese society flourished, the Chinese language received more and more attention as a carrier of Chinese culture (Shao, 2015).

According to the statistics of the Chinese Ministry of Education in November 2021, more than 25 million people were learning Chinese worldwide, and the cumulative number of people learning to use Chinese worldwide was close to 200 million. Since 2021, Chinese had officially become the official language of the United Nations World Tourism Organization, and the role of Chinese in international communication had become increasingly prominent, and the international influence of Chinese continued to climb. According to the data from the Chinese Ministry of Education, the number of foreign students coming to China had maintained steady growth for 20 years (Zou, 2021). In 2018, China received 492,185 foreign students from 196 countries and regions in 1,004 colleges and universities from 31 provinces (autonomous regions and municipalities) across the country. China had become the third in the world and the first destination country in Asia to study abroad (China education online,2020).

In the past decade, Chinese President Xi Jinping had vigorously promoted Chinese culture, and the image of a diversified and colorful China had been attracting more and more foreigners' attention. With the strengthening of China's comprehensive national power, the Chinese language had spread and developed rapidly in the international arena, and its international status and economic value as a language had also risen. Therefore, the Chinese language could help international students improve their "soft power", and it was foreseeable that international students who could use Chinese proficiently would get more development opportunities and better development prospects.

From the six official languages of the UN Charter, we can see the effectiveness of Chinese.

1) Word count: 26,650 in Chinese, 55,614 in English, 57,753 in French, 56,345 in Russian, 59,694 in Spanish and 40,533 in Arabic. Chinese is the most efficient, is more than 2 times the European language department, 35% ahead of Arabic, the advantage is very obvious! The number of words represents reading efficiency, and Chinese reading is the most efficient, taking the same amount of time to read twice as much content as European languages. Reading efficiency allows Chinese speakers to learn faster. The Chinese language is concise, and Chinese children are often able to communicate with their parents earlier in daily life. On average, Chinese children can communicate with their parents without difficulties and express themselves more accurately at the age of 2.5, while European and American children can only reach the same communication and expression ability at the age of 3-4. The high efficiency of Chinese language gives Chinese people a big advantage in learning. The learning progress of middle and high schools is generally about two years faster than that of Western students.

2) Communicate more effectively, in everyday oral communication, Chinese is twice as efficient as Western languages. A word, Chinese can finish in 5 seconds, English may take 10-15 seconds. The efficiency of communication has real economic value. The same exchange meeting, in Chinese, the discussion is finished in half an hour, in English may take more than an hour. The high efficiency of Chinese language can make decision-making faster and social operation more efficient, which is also one of the important reasons for China's faster economic development. In addition, Chinese has a concise and efficient vocabulary, 10-20 times that of other languages! With 3,500 commonly used characters, theoretically an "astronomical" number of words can be combined, so there is little need to create new characters. Only a handful of new characters have been created in the past 100 years, so Chinese people can easily cope with the proliferation of new words. According to Oxford University, 8,500 new words and phrases are added to the English language each year. In the past 100 years, the number of English words has increased fivefold, from just over 200,000 in 1900 to more than one million today. As human knowledge accumulates more and more, there is more and more to learn, and the advantages of Chinese are gradually revealed (Zheng, 2021).

By participating in this training course, students have acquired basic oral expression skills and can communicate with simple sentences. In the second year, they

are trained to express their opinions consistently in Chinese and are trained to express their opinions in an accurate voice, intonation, and rhythm, ultimately enabling learners to meet the standards of international Chinese language education. At the same time, through teacher-student interaction and communication, students could feel the teacher's professionalism, dedication, patience, and enthusiasm, and cultivate a good teacher-student relationship in teaching, so that the classroom of spoken Chinese for foreigners became a stage for subtle influence on international students. In addition, through learning this curriculum, we could also explore the ideological and political education for international students and make cultivating people who knew and loved China one of the teaching objectives, hoping to make international students understand and feel the beauty of China's language, culture, nature, and humanity through teaching so that foreigners could know China, understand China, and trust China more (Chinese Language Institute of Beijing Language and Culture University Syllabus, 2022).

Therefore, the researcher was interested in developing a training curriculum for elementary-speaking Chinese. In training, the researcher used the situational method to create the best scenario, seized the most attractive angle of the topic, selected the best way of experience, and combined the actual situation of students to attract students through elaborate preparation, setting questions, scenario creation, role-playing, group activities, and other teaching links, capturing students' attention and stimulating their interest. In order to maximize students' potential for learning Chinese, optimize the use of the situational approach, and optimize students' performance, the aim was to capture students' attention and arouse their interest.

1.2 Research Objectives

1.2.1 To develop the Elementary Chinese Speaking Training Curriculum for international students.

1.2.2 To evaluate the suitability of the Elementary Chinese Speaking Training Curriculum for international students.

1.3 Research Hypothesis

1.3.1 The Elementary Chinese Speaking Training Curriculum for international students has complete curriculum components.

1.3.1 The Elementary Chinese Speaking Training Curriculum for international students is appropriate.

1.4 Scope of the Study

In this research, the scope is divided into 2 phases as follows:

1.4.1 Phase 1

1) Scope of population and sample

Population

The population was students from the Chinese Language Institute of Beijing Language and Culture University.

Sample

The sample used in this phase was 30 students from the Chinese Language Institute of Beijing Language and Culture University in the academic year 2022.

2) Content scope

The scope identified training needs, there are research basic information, principles, concepts, and theories in the development of training curriculum, and also study the basic situation of international students, conduct research on the globalization of international exchanges and the actual needs of international students who came to China, use questionnaires, and research official documents related to China on language learning for international students.

3) Duration of the study

Studying the training needs, the researcher conducted the study from November to December 2022.

1.4.2 Phase 2

1) Scope of population and sample

Population

The population in this study includes curriculum and instruction experts, administrators, teachers, and students from the Chinese Language Institute of Beijing Language and Culture University.

Sample

The sample used in this study included 3 curriculum and instruction experts, 3 administrators, 5 teachers, and 39 students from the Chinese Language Institute of Beijing Language and Culture University which were selected by purposive sampling.

2) Content scope

The Elementary Chinese Speaking Training Curriculum for international students were as follows:

Lesson 1: What is your name?

Lesson 2: Be Cheap

Lesson 3: How far is it from here?

Lesson 4: I'm really sorry

Lesson 5: Can you make dumplings?

3) Duration of the study

Training curriculum development trial period, the researcher conducted the study from January to March 2023.

1.5 Definition of Terms

1.5.1 The Elementary Chinese Speaking Training Curriculum means a developed curriculum for international students from the Chinese Language Institute of Beijing Language and Culture University, to provide the trainees with developing students' ability to understand and ask questions, dialogue, and oral communication in the Chinese language.

1.5.2 International Students means a group of international students in primary level 2 from the Chinese Language Institute of Beijing Language and Culture University in semester 2/2022.

1.6 Conceptual Framework of the Study

Elementary Chinese Speaking Training Curriculum for international students at the Chinese Language Institute of Beijing Language and Culture University in this study, the researchers defined the conceptual framework as follows.

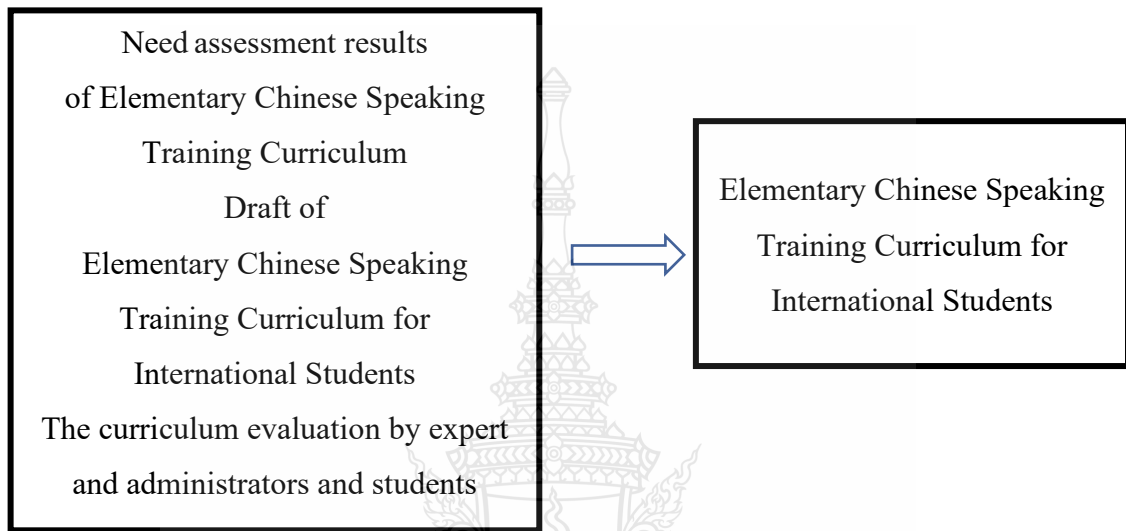


Figure 1.1 Research conceptual framework

1.7 Contribution to Knowledge

1.7.1 The school receives the Elementary Chinese Speaking Training Curriculum for international students, which can generate benefits for the school and international students in the improvement of Chinese speaking.

1.7.2 As a guideline for training and developing a training curriculum for Chinese Speaking Training for institutions similar to those that have language proficiency training for international students, and increase income generation and job opportunities for the institution.

1.7.3 It is a guideline for the development of the Chinese Speaking curriculum, for international students at another level.

CHAPTER 2

REVIEW OF THE LITERATURE

The researchers studied elementary Chinese speaking training curriculum for international students, and researched and compiled relevant documents and studies, as the basis for the relevant studies as follows:

- 2.1 Development of Training Curriculum
 - 2.1.1 Definition of Training Curriculum
 - 2.1.2 Component of Training Curriculum
 - 2.1.3 Training Curriculum Development Process
- 2.2 Skill Training
 - 2.2.1 Definition of Skills Training
 - 2.2.2 Types of Skills Training
 - 2.2.3 Training Procedures
 - 2.2.4 Training Evaluation
 - 2.2.5 Chinese Speaking Skills
- 2.3 Outcomes of Training Curriculum
 - 2.3.1 Cognition
 - 2.3.2 Practical Skills
 - 2.3.3 Satisfaction
- 2.4 Related Research
 - 2.4.1 Domestic Research
 - 2.4.2 Research Abroad

2.1 Development of Training Curriculum

2.1.1 Definition of Training Curriculum

Tracing the connotation of the course from the etymology, the word "curriculum" was first used by Kong Yingda in the Five Classics of Justice in the Tang Dynasty. "Curriculum" meant "sleeping temple" and meant "great cause". The implications went far beyond schooling.

The "curriculum" he referred to included not only the six arts such as rites, music, archery, bending, writing, and number but also ethics such as filial piety, brother loyalty and faithfulness, as well as the principles of cleaning, coping, advancing and advancing, correcting one's heart and sincerity, and cultivating one's own way of governing others (Zhang, 2000, p.66).

In the west, the word "curriculum" first appeared in a famous article "What knowledge is most Valuable" published by the famous British philosopher and educator Spencer in 1859. It was derived from the Latin word "currere", meaning "race-course". Therefore, the most common definition of a course was "course of study".

The most traditional definition of curriculum as subject and textbook has a long history. For example, the ancient Chinese curriculum of Li, Er, Bi, Yang, and - attention astronomy was called the "seven arts". There are grammar, rhetoric, dialectics, arithmetic, geometry, music, astronomy, called the "seven arts". The so-called discipline refers to each subject whose teaching content is divided according to the purpose of teaching, and the textbook is the specific content of each subject. Under the guidance of the subject-centered educational concept, the curriculum is regarded as the synthesis of the teaching materials of the subject, and all the subjects that students learn are called curriculums (Shanghai Normal University writing group, 1979, p.97). Some authoritative educational dictionaries also follow this definition, defining curriculum as the sum of all subjects, or the sum of various activities of students under the guidance of teachers (Edited by the Editorial Committee of Education, Encyclopedia of China, 1985, p.207). View the curriculum as "the sum total of educational content chosen to achieve the educational goals of the school" (Educational Dictionary Compilation Committee, 1990, p.257)

A training course referred to the sum of training contents selected to achieve training objectives. Compared with educational subject courses, its utility was very prominent, and the goal was to convert it into work performance as soon as possible (Niu, 2021).

Training course development involved selecting and organizing the content of the course according to the training objectives, course outline, and status analysis of the trainees in the training plan (Baidu Encyclopedia, 2022).

According to Chen (1989), training courses referred to a series of experiences that were selected and consistent with the age characteristics of learners according to certain educational purposes. This definition emphasized the experiential and purposeful nature of training courses.

Chulasub (2547, p.172) stated that training courses, whether internal or external, consisted of three areas: knowledge, skills, and attitudes, and the development of training courses was a training program that brought together the knowledge and experience provided to learners by the organization.

Through the study of meaning in the development of the training curriculum, we could draw the conclusion that the development of the training course was to provide access to knowledge and understanding of trainees' experiences, improve their skills, provide professional knowledge to groups of people, and through certain procedures, methods, and practice, help change trainees' original behavior and attitude, making them better individuals, in order to achieve the goal of training course development.

2.1.2 Component of Training Curriculum

The curriculum components had to have important elements that were indispensable to indicate that the curriculum was of high quality, and in the development of the curriculum, there had to be a complete curriculum component that made the curriculum more complete and guided the implementation of the curriculum to achieve the objectives set. Several scholars described the composition of the curriculum as follows:

In his book *Fundamentals of Curriculum and Instruction*, Taylor began by pointing out that the development of any curriculum and lesson plan had to answer four basic questions: 1) What educational goals should schools try to achieve? Taylor believed that there were three main sources of educational goals: the study of learners themselves, the study of contemporary life outside school, and the suggestions of subject experts on the goals. 2) How to choose learning experiences that might contribute to achieving these goals. 3) How to organize these educational experiences effectively. 4) How to evaluate the effectiveness of learning experiences. Evaluation methods and

educational objectives had to be consistent to make the evaluation results effective (Shi, 1992).

Curriculum elements included: curriculum basis, curriculum objectives, curriculum content, curriculum implementation, and curriculum evaluation. The course mainly included four aspects: 1) Interpretation of student experiments stipulated by curriculum standards. 2) Requirements of high school entrance examination evaluation on students' inquiry ability. 3) Analysis of the development of students' chemical inquiry ability. 4) Teaching methods and strategies based on experimental inquiry.

2.1.3 Training Curriculum Development Process

The training course development process referred to the process or procedure whereby learners acquired knowledge, attitudes, understandings, skills, or professional knowledge and experience and changed their behaviors according to specific goals.

There were five important steps in the training process, and the person in charge was responsible for the overall planning for each project and the customized training and development plan for learners. The Ministry of Land and Infrastructure (2019, p. 2-4) and the Institute of Agricultural Research (2018, p. 3) stated that providing a complete training system and successfully achieving the objectives provided meaning and a brief explanation for each step of the training process. The training course development process was as follows:

- 1) Identified training needs meant identifying problems that arose in the organization or the organization. What could be solved with training, including searching for information about groups of people and the objectives needed to attend the training, which group, which position, and how many people should be organized as a training program, or just sending them to only attend training outside the organization. Which tasks should be improved with training? What types of behaviors should be changed in terms of knowledge, skills, attitudes, or experience? This illustrated the problematic conditions and the need for training. There could be both obvious and complex situations that required analysis of the root cause of the problem to find. Several methods were used for analyzing training needs, such as surveys, observations, tests, and meetings.

2) Developed training courses by first clarifying the training objectives. How long did the training take? What was to be achieved after training? The audience was then trained on what problems they could solve through training. For existing problems, which learning could be solved, and which learning behaviors needed to be corrected.

3) The curriculum included training course objectives, course categories, course themes, objectives and effects that could be achieved after training on each topic, training content or training guidelines, training methods, training duration and time distribution, training topic chapter setting and sequence arrangement, etc. Training tutors were teaching staff who carried out professional, technical, and practical skills training integrated teaching for learners, training project development, teaching research, management evaluation, and consulting services, and other related activities. They helped learners gradually master relevant knowledge from ignorance to ignorance and changed the original state through learning until problems were solved or made learners more willing and competent to the assigned work or task through instruction. They completed the assigned task.

4) The formulation of the training plan standardized the speaker's training plan through written methods and training methods. Relevant implementation details were listed, such as training reasons, training needs, training subjects, training courses, speakers, qualifications of trainees, training duration, training locations, and administrative work related to training. Because training was an activity involving the interests of trainees, trainers, and other stakeholders, the plan needed to be made in detail.

5) The training program management at this stage was the core of the training program because the effective implementation of the training could achieve the goals of the training program, caused by knowledgeable speakers and appropriate training curriculums, and also needed the responsible personnel to arrange training for them to understand Principles of training management so that all management tasks could be effectively planned and performed before, during, and after training. Therefore, this process was established to manage training programs to cover everything a training program organizer should know, and all project managers who conducted training played a key role in organizing the training program. They organized the learning activities of

the participants for the speakers, whether in terms of location AV equipment, equipment, vehicles, finance, etc., and they also acted as project leaders responsible for ensuring that the training went as planned. Behavioral break-ups and group activities were organized among participants to help create a training atmosphere and effectively facilitate participant learning and achieve set goals.

6) Training evaluation and tracking: What methods were used to evaluate? What tools were used to evaluate and track the training results? After the training, the training evaluation was summarized, and a summary report was prepared and submitted to the supervisor for reference. The project leader brought the evaluation results. All training plans received corresponding feedback in the training courses. The next time training needs were identified, the results of the last training were reported. How to develop or improve the courses or implement training management was determined to make the training successful according to project objectives.

Steps in training course development:

1) Demand analysis

At the beginning of training course development, targeted research was conducted on the needs of the trainees. The research was divided into the following four parts: understanding the enterprise, understanding the project, understanding the students, and understanding the resources.

2) Course objectives

Training courses had clear and specific curriculum objectives, which served as the basis for trainers to develop detailed curriculum and teaching plans.

3) Designing content

The purpose of designing training course content was to organize and arrange the course content in a logical manner, forming a cohesive and independent course. Key points and challenges of the course were analyzed, and time allocation was done reasonably.

4) Designing methods

The teaching methods and approaches used in the training course, as well as the scheduling of class time, preparation, practice, and assessment before and after class, were all aspects considered during the course design. Special attention was given

to the efficiency of knowledge transfer, consolidation of knowledge and skills, student engagement, and the improvement of students' ability to solve practical problems. Emphasis was placed on enhancing students' operational ability, practical skills, and problem-solving abilities. The choice of teaching methods was pragmatic.

5) Evaluation of the results of curriculum implementation

The results of curriculum development, including curriculum plans and syllabi, should be tested in the course of curriculum implementation. Evidence, with the changes of employees, positions, and organizations should be constantly optimized and adjusted. Curriculum development is collective wisdom. Curriculum development is best completed by a team, team members work although there is a division of labor, but the main work needs to be completed by teamwork. In addition, the collective development of the curriculum can ensure that the course content is relatively fixed (Wang, 2018).

In summary, the development of a training course was a systematic process that required a firm grasp of the following points: determination of ideas and principles - refining and accurate; focus on key aspects and key points - highlighting and appropriate; construction of framework and structure - simple and logical; collection and application of materials - rich and innovative; time allocation and arrangement - reasonable and efficient; design and production of courseware - professional and excellent, and preparation of teaching aids and drills - meticulous and thoughtful.

2.2 Skill Training

Skill training was carried out by skill training institutions to enhance the competitiveness of market employment. Through skills assessment, a skills certificate recognized by relevant Chinese departments could be obtained. Different from academic education, academic education focused on the improvement of comprehensive quality, while skills training focused on the improvement of specific skills, such as computer skills training, software development skills training, Chinese speaking skills training, and so on. Skill training was more targeted and shorter, with a focus on making breakthroughs in a particular field.

Skill training included the training of trainees' theoretical knowledge and practical ability. Some people believed that skill training involved developing trainees' skills and their ability to use tools effectively, perform their job tasks as required, and handle and solve practical problems. Theoretical knowledge referred to the knowledge content necessary for engaging in a specific occupation.

Practical skills training aimed to teach individuals how to learn and apply practical skills relevant to a particular occupation. Therefore, we will provide the following details of the skills training:

2.2.1 Definition of Skills Training

Baidu Encyclopedia (2019) explained that vocational skills training referred to normative training conducted following the national occupational classification and vocational skills standards. The state stipulated that certain positions required vocational training, and individuals could only assume those positions after obtaining a skill level certificate.

Based on the aforementioned content, it can be concluded that training involved a combination of training and education, aiming to equip trainees with specific skills. In China, domestic training primarily focused on skills training, emphasizing pre-behavioral preparation. By employing modern information processes such as goal planning, knowledge and information transmission, skill proficiency drills, homework assessment, and result sharing, trainees could meet expectations through various educational and training techniques. Training aimed to enhance target proficiency, combat effectiveness, personal abilities, and work capabilities.

2.2.2 Types of skill training

Skills training and skills development in these agencies had a skills development approach and focus based on each agency's concepts, issues, and goals. Skill training mainly included various types such as human resources, employment promotion, high-tech skills, and service life, which were also the four main categories of skills training. Some people wanted to participate in skills training but did not know the specific training content and the characteristics of skills training. So, what were the skills training? Let's introduce it below. Skills training mainly included four categories:(Beijing Global Xingxue Technology Development Co., Ltd. Guangzhou branch official account, [n.d.]

1) Human resources had various types, including psychological management, risk management, hotel management, administrative management, human resource management, performance compensation management, medical auxiliary, nursing, quality management, cultural creativity, quota management, business copywriting, rural hotel management, early education guidance, human resources consulting, and early childhood dance teachers, among others.

2) Employment promotion mainly included business management, GMP self-inspector, pet service personnel training, foreign language oral skills training, curriculum related to financial service employment, and railway customer service.

3) For high-tech skills, it included carbon resources management, advanced energy, commercial finance, innovative services, information-based training programs, e-commerce inspections, supervisory accounting, scientific research funding and technological innovation, and advanced energy auditing.

4) Service life generally referred to hospital medical insurance management.

5) Rural vocational training aimed to enhance knowledge and abilities in various occupations based on people's needs and suitable conditions.

2.2.3 Skills training procedures

Many academics provided the training process as follows:

Bangmo (2006, pp.19-20) outlined a concise and easy-to-implement five-step process as follows:

Step 1: Identified Training Needs. Training needs were defined as organizational problems and barriers that could be addressed through training. Before training, it was necessary to determine whether training was required.

Step 2: Created a Training Curriculum. A training curriculum was created to specify the training objectives and training topics. The curriculum was tailored to organizational issues and employees, and included the following components:

- 1) Curriculum name
- 2) Curriculum objectives
- 3) Training time (in hours)
- 4) Scheduled subjects
- 5) Curriculum introduction

- 6) Training skills for each subject
- 7) Methods of evaluating each curriculum

To formulate a curriculum, a curriculum drafting committee was established, composed of experts, relevant department managers, chiefs of staff, employees, and personnel officials.

Step 3: Designed a Training Program. The training program detailed what, when, and who to train. The program was written in great detail to guide practice.

Step 4: Conducted the Training. The approved project conducted the training, managing the project in three phases:

- 1) The preparation stage involved preparations before training.
- 2) The training phase encompassed the period from the first day of training to the end of the training.
- 3) Post-training tasks to be performed or carried out.

Step 5: Evaluated the Training. An assessment was conducted to determine whether the training was completed and whether the objectives were achieved. The assessment could utilize multiple measurements, possibly conducted at different times. It could include an assessment at the end of the training or a mid-stage assessment, and two assessments at the end of the training or follow-up assessments conducted 6 months to 1 year after the resumption of work, depending on the case. The evaluation considered the applicability and needs of the training.

From the training process outlined by these academics, it can be concluded that training is a process of organizing activities to enhance the knowledge, understanding, skills, abilities, satisfaction, and evaluation of trainees.

2.2.4 Assessment of skills training

A training evaluation model is a basic framework or concept that illustrates a process or evaluation project. The format used depended on the purpose of the assessment and was generally divided into three groups (Chindanukul, 2002, pp.27-28):

- 1) Objective - Based Model (Objective-Based Model): This model focused on testing the expected results. It examined whether the performance achieved the specified objectives, such as the evaluation models by Taylor, Cronbach, Kirkpatrick, etc.

2) Judgmental Valuation Model: This model was designed to obtain information for determining and diagnosing the value of a project, such as equity valuation models by Stake, Scriven, Provus, etc.

3) Decision-Oriented Evaluation Model: This evaluation model was designed to provide information and insights to help managers make informed choices, such as the models proposed by Welch, Stufflebeam, Alkin, etc.

Several training evaluation theorists proposed different evaluation formats, each tailored to the nature of the training program being evaluated. The guidelines for selecting appropriate training programs were as follows:

Kirkpatrick (1959) concluded Kirkpatrick's Training Evaluation Model focused on aligning the evaluation style with the training goals. It emphasized assessing the results of the training rather than solely focusing on training performance. This model could be applied to various training formats, such as workshops or seminars, and proposed the following four-step training evaluation process:

1) Reaction assessment: This assessment aimed to determine the trainees' response to the overall training arrangement. It involved collecting feedback on their satisfaction, perceptions of the curriculum, content, speakers, materials, venue, audiovisuals, duration, etc. Methods used included questionnaire surveys, telephone surveys, observation, and interviews. This assessment could be conducted at the end of the session to gather immediate feedback for adjusting future sessions.

2) Learning evaluation: This assessment focused on evaluating the employees' learning outcomes after training, including their knowledge, skills, attitudes, behaviors, etc. This evaluation method could be conducted during or after the training, and employees were made aware of the evaluation, which added pressure and increased their attention to the training. Methods used included questioning, written tests, speeches, experience reports, simulated exercises, and demonstrations.

3) Behavioral evaluation: This assessment aimed to determine whether the trainees' work behavior had changed in a desirable direction. It required monitoring and evaluating the trainees' actual workplace behavior. Behavioral assessment delved deeper than the first two levels and assessed changes in work behavior after the training.

It usually took place three to six months after training. Methods used included behavior observation, questionnaire surveys, performance evaluation, interviews, task projects, etc.

4) Results evaluation: This evaluation assessed the value brought by the training to the organization. It was the core evaluation level, measuring the overall impact and effectiveness of the entire training activity. This evaluation took the longest time and was typically conducted after six months or a year. It assessed various aspects such as sales, costs, profit, ROI, quality, quantity, etc. Methods used included individual and organizational performance indicators, productivity, turnover rates, cost-benefit analysis, etc.

From the above assessment, it can be concluded that skills training assessment measures changes in knowledge, understanding, skills, and attitudes before and after training, as well as overall satisfaction with the trainee's training experience. The assessment aims to ensure that the desired outcomes are achieved and provides insights for improving skills training effectiveness.

2.3 Outcomes of Training Curriculum

Training curriculum outcomes referred to the knowledge and ability of participants to perform tasks developed after completing the training to achieve the training objectives, enabling individuals to change behavior in various areas. It was the result of accumulated knowledge and practice, and it was a measurable behavior.

2.3.1 Cognition

According to Bloom's theory (1956, pp.62-197), there were six levels of knowledge:

Level 1: Knowledge-This level focused on remembering and recalling ideas, objects, and phenomena. It involved simple, independent memory tasks and more complex and interconnected ones.

Level 2: Comprehension or Conception - This level involved expanding knowledge and memory to a reasonable degree. It included the ability to explain a summary or expansion of something and understand its meaning through behavior.

Level 3: Application-This level encompassed the ability to apply knowledge, understanding, or concepts. It involved using knowledge, methods, and concepts along with interpretive skills to address new questions or situations.

Level 4: Analysis-This level went beyond understanding and application. It involved separating the elements to be considered into related subsets and examining the relationships among different parts to gain a deeper understanding of the real situation.

Level 5: Synthesis-This level involved collecting subcomponents or most of them to form a unified story or synthesis that revealed patterns. It required creativity within the given scope.

Level 6: Evaluation-This level involved making judgments about ideas, values, outcomes, responses, methods, and content based on specific criteria. An evaluation was considered the highest stage of cognitive domain characteristics.

From the perspectives of the scholars mentioned above, it can be concluded that Bloom's theory identified six levels of cognition: 1) Knowledge, 2) Understanding or concept 3) Application 4) Analysis 5) Synthesis and 6) Evaluation. The ability to gradually apply knowledge and understanding to real-life situations depended on an individual's experience and knowledge.

2.3.2 Practical skills

Practical skills derived from brain commands were still required in work and needed to be practiced based on sensory input. With practice, work could be developed, becoming skilled and enduring. This helped individuals perform tasks smoothly, agilely, and with reduced errors. It was akin to a tool that trained participants to become proficient through frequent practice, enabling effective tool utilization.

Bennett and Kennedy (2001, pp.97–110) defined practical skills as an individual's ability to operate a specific tool or device using multiple skills. They emphasized the importance of assessing students' skills within a limited time frame.

Simpson (1972, pp.393) pointed out that skills were linked to the physical development of the learner, involving the coordination of muscles and body for complex tasks. The brain commanded the use of muscles and various body parts, which interacted with resulting sensations. Practical skills could be developed through practice, leading to accuracy, dexterity, and persistent behavior or movements characterized by speed, accuracy, intensity, or fluency in manipulation.

Based on the perspectives of the aforementioned scholars, it could be concluded that teaching practical skills involved their development through practice.

With proper training, individuals would exhibit correct fluency and expertise during practice. The teaching of practical skills in training curriculums typically involved five steps:

1) Identification stage: Learners are focused on observing the work process to understand what needs to be done.

2) Skills demonstration phase: Learners observed the desired skills demonstrated from start to finish at a regular pace. Before the demonstration, instructors provided instructions on observation techniques and highlighted specific points to pay attention to.

3) Gradual practice of sub-skills: Learners gradually practiced sub-skills without demonstration. Teachers provided guidance and corrections as needed until learners became proficient.

4) Proficiency action: Learners practiced the action until they could perform it automatically and confidently with fluency and proficiency.

5) Steps to improve and apply: This step aimed to help students enhance their skills, practice them, and apply them in various situations.

2.3.3 Satisfaction

Curriculum satisfaction referred to the feeling state of pleasure or disappointment experienced by students as they participated in classroom teaching and learning activities within a fixed teaching time, comparing their needs or desires with their actual feelings. If the perceived effect of classroom teaching was lower than expected, students were not satisfied. If the perceived effect matched the expectation, students were satisfied. If the perceived effect exceeded the expectation, students were highly satisfied.

Curriculum satisfaction encompassed the overall psychological feelings and personal views of trainees towards the learning curriculum, which exhibited significant individual differences. Understanding trainees' satisfaction with the curriculum not only revealed their learning attitudes and inclinations but also shed light on the performance and improvement direction of the curriculum organization's relevant work.

The survey was conducted among 60 students and their parents, resulting in 120 collected questionnaires, all of which were valid. The questionnaire employed a combination of online and offline methods, featuring 20 questions. The results were as follows:

1) Regarding the course schedule, 51% of students found it satisfactory, 33% considered it to be average, and 16% found it unsatisfactory. Furthermore, 46% of teachers expressed high satisfaction, 37% indicated relative satisfaction, and 17 teachers believed that improvements were necessary.

2) Regarding the course content, 56% of students were very satisfied, 29% expressed relative satisfaction, and 15% were dissatisfied. Similarly, 65% of teachers were highly satisfied, 21% reported relative satisfaction, and 14% identified areas that required improvement. Furthermore, 44% of parents expressed satisfaction, 31% were moderately satisfied, and 25% expressed dissatisfaction.

Based on the above data, it can be observed that while most students and teachers were satisfied with the teaching time, there were still some issues that needed improvement, which should be addressed based on the specific circumstances of each student group. Concerning curriculum-related problems, parents and teachers primarily expressed dissatisfaction, particularly regarding the curriculum's difficulty, which should be improved in the next round of reforms.

2.4 Related Research

2.4.1 Domestic research:

Song (2021) conducted an analysis of on-the-spot reporting cases in mobile information live broadcasts (small-screen live broadcasts). The analysis covered various aspects such as appearance form, reporting route, information composition, on-site presentation, and language organization. Large-screen case reports included emergencies like earthquakes, typhoons, and building collapses, as well as planned events like the 70th anniversary of the founding of the People's Republic of China, achievement exhibitions, and BRICS conferences. Small screen live broadcast cases included CCTV News, Tencent News, Beijing News We Video, Sichuan Observation, and others.

Xinwo Vocational Training School in Dongzhi County, Anhui Province, China (People's Politics of Mud Creek Town, 2020) conducted training activities for confinement nannies using a centralized teaching approach that combined theory and practice. The training involved PPT theoretical explanations and simulated demonstration operations to educate women about newborn care and maternity knowledge. Specific topics such as neonatal jaundice, eczema, crying, postpartum depression, lack of milk, and incision discomfort were analyzed in detail, and treatment methods were explained. After familiarizing everyone with the essentials, the instructor invited some students to the stage for practical "drills". This form of training allowed the instructor to assess the student's learning progress, provide guidance, and encourage them until they achieved proficiency

2.4.2 Research abroad:

Tate (2020) studied the nurse-led project to increase the number of inter professional Tai Chi instructors for veterans through a 5-week (32 hours) training of trainers (ToT) course led by a Tai Chi master trainer. This project was designed to evaluate the effectiveness of using the ToT model to increase the availability of Tai Chi to veterans. To understand how well the ToT course met learners' needs, a two-phase course evaluation was conducted. Fifteen interprofessional employees enrolled in and completed the course. Most learners were white (67%) females (67%) with a median age of 50 years. All agreed that the training provided the skills, materials, and confidence to lead Tai Chi classes. Most (93%) indicated experiencing positive health benefits from the training and none experienced any negative effects. The 3-month follow-up evaluation indicated that 10 (67%) were teaching veterans in individual or group classes with two others assisting. Twelve instructors taught more than 150 veterans. Overall, learners evaluated this ToT course positively and indicated their needs were met and felt prepared to teach Tai Chi despite being inexperienced. The course was a success with 80% of new instructors teaching or coteaching Tai Chi to veterans.

Towler and Kemp (2019) studied a professional face image comparison training course. It was found that the comparison of training courses after school had higher scores than before. The short vocational training process (1 and a half hours) did not improve the accuracy of data validation despite 93% of students believing their grades

had improved. Inconsistent improvements in testing and training did not produce qualitative changes related to investigator expertise by monitoring improvements resulting from deliberate mentoring and practice.

Heshmati and Shakibazadeh (2020) investigated the development of a comprehensive communication skills curriculum on intervention mapping to address the urgent need for education reform of community health practitioners. To develop a systematic evidence-based communication skills course, we will first determine the competence required. We will then develop a questionnaire for assessing the need and implementing the curriculum. Evaluate performance by taking action randomized controlled trial Developing an IM-based training course This course can be applied to similar health practitioners around the world.

Hsieh (2020) studied the flipped classroom in nutrition clinical training and found that the application of the flipped classroom model in training, the flipped classroom curriculum design consisted of external e-learning. Interactive classroom-based classroom with problem-based discussions and case-based discussions. Patrons help the conversation process, directing the right direction. The trainees present the report after the discussion. The tutors provide feedback at the end of each lesson. The trainees and their sponsors eventually completed the assessment of the other learners' courses on knowledge and skills. The trainees scored higher than those in the conventional classroom. The satisfaction of the trainees in the flipped classroom was found to be interesting, deepening the impression of the relevant knowledge. Patrons consider classroom flipping to be active learning, allowing students to become themselves in teaching activities. Trainees prepare in advance and actively participate in discussions. Many situations can be integrated into the process and provide more flexible teaching. Classroom summaries are active learning sessions that help learners feel accomplished step by step and achieve superiority.

The several documents and research related to curriculum development and the need for curriculum development for international students. The researcher was therefore interested in further research to develop an Elementary Chinese Speaking Training Curriculum for International Students for use in the Chinese Language Institute of Beijing Language and Culture University.

CHAPTER 3

RESEARCH METHODOLOGY

In the research on Elementary Chinese Speaking Training Curriculum for International Students, the researchers divided the research steps into 2 phases as follows:

3.1 Phase 1 – Study the Needs of International Students for Elementary Chinese Speaking Training Curriculum

3.1.1 Population and sample

Population

The population was students from the Chinese Language Institute of Beijing Language and Culture University.

Sample

The samples used in this phase were 30 students from the Chinese Language Institute of Beijing Language and Culture University in the academic year 2022.

3.1.2 Research instruments

The tool used for data collection was a questionnaire on the needs of international students for elementary Chinese speaking training curriculum. The process of creating the questionnaire was as follows:

- 1) Study how to make a demand questionnaire from relevant documents, national policies, and research, the researchers created a closed- needs questionnaire.
- 2) Created a needs questionnaire, which is divided into the following three parts: Part 1 General information of the respondents; Part 2 Trainees ' needs and interests; Part 3 Additional suggestions.
- 3) Obtained the generated demand questionnaire. Suggest the thesis advisor and then revise it.
- 4) Published the demand questionnaire for collecting information

5) By liaising with the president of Beijing Language and Culture University, the data collection researchers conducted a questionnaire survey according to their own needs.

6) From the analysis of training needs, it was found that there was a high level of training needs.

3.1.3 Data collection

The researcher the 21 items questionnaire to international students to complete the questionnaire and collect the data back by the researcher at the beginning of November 2022.

3.1.4 Data Analysis

The researcher took the data from the questionnaire that was received from international students 21 items and analyzing information needs by summarizing from the questionnaire.

3.2 Phase 2 – The Development of Elementary Chinese Speaking Training Curriculum

3.2.1 Population and sample

Population

The population in this study including curriculum and instruction experts, administrators, teachers, and students from the Chinese Language Institute of Beijing Language and Culture University.

Sample

The sample used in this study included 3 curriculum and instruction experts, 3 administrators, 5 teachers, and 39 students from the Chinese Language Institute of Beijing Language and Culture University which were selected by purposive sampling.

3.2.2 Research instruments

In this study, the researchers created a research tool, it consisted of the following:

3.2.2.1 The draft of the Elementary Chinese speaking training curriculum for international students

3.2.2.2 The evaluation form for evaluating Elementary Chinese speaking training curriculum

3.2.2.3 The draft of the Elementary Chinese speaking training curriculum for international students

Approaches to developing training curriculum and tool certification.

Researchers have created a curriculum for elementary Chinese-speaking training for international students. There are the steps as following:

1) The elementary Chinese speaking training curriculum for international students, the researchers used Phase 1 information to create the curriculum. The components of the curriculum are as follows:

(1.1) Problems and their importance Study the problems that arise to find solutions to the problems

(1.2) Objectives are expected to be achieved after the training is completed. Set according to problem and importance

(1.3) Training content specified according to the target.

(1.4) Training activities are training operations specified following the objectives and content

(1.5) Evaluate Measurements, this will check what to expect when running the training which concerns the curriculum objectives, content, and instructional activity regulations

2) Create a curriculum handbook that includes the following

(2.1) Basic Speaking Chinese training for international students of the Chinese Department of Beijing Language and Culture University

(2.2) Student Qualifications

(2.3) Training Details

(2.4) Training management plan

3.2.3 The evaluation form for evaluating Elementary Chinese speaking training curriculum.

Curriculum review by experts to consider assessment suitability and analyze the consistency of the curriculum, the following methods are used before implementing the curriculum:

- 1) Curriculum audit specialists including
 - (1.1) Three experts in curriculum and assessment, two experts in oral expression, master's degree or above
 - (1.2) Criteria for assessing suitability across the curriculum
 - (1.3) Appropriate assessment tools to analyze the consistency of the syllabus are divided into the following 2 questionnaires:

- (1) The curriculum composition suitability assessment scale is a 5 - level assessment scale: highest, high, medium, low, lowest, and open-ended

- (2) Curriculum Consistency Assessment Scale. The syllabus is a 3 - level assessment scale: consistent (+1), uncertain (0), inconsistent (-1)

- 2) Create measurement and evaluation tools, the steps are as follows:

- (2.1) Research methods for creating and assigning assessment items from the details of the syllabus and create a form to assess the suitability and consistency of the syllabus

- (2.2) Bring and edit the evaluation form that has been submitted to the consultant.

- (2.3) Submit the assessment form to an expert to determine the suitability of what is covered in clear and understandable language

- (2.4) Use the revised suitability and conformity assessment table recommended by experts. Advise your advisor to reconsider

3.2.4 Data collection

The researcher leads the syllabus, and the suitability evaluation form, the consistency of the syllabus is submitted to the expert review again.

3.2.5 Data analysis

Analyzing data from the criteria used to determine the suitability and consistency of the syllabus as follows: Score weight

5 points equal the most appropriate

4 points equal very appropriate

3 points equal moderately appropriate

2 points equal less appropriate

1 point equals the least suitable

Interpretation of the mean

average of 4.50 – 5.00 means the most appropriate

average of 3.50 – 4.49 means very appropriate

average of 2.50 – 3.49 means moderately appropriate

average of 1.50 – 2.49 means less appropriate

average of 1.00 – 1.49 means the least appropriate

The criteria for accepting the appropriateness of the curriculum created were set as an average of 3.50 or higher, and in this study, the appropriateness index was 4.59.

3.2.6 Statistics used in data analysis

3.2.6.1 Mean (Panee, Niche Wattana, 2010)

$$\bar{x} = \frac{\sum X}{n}$$

3.2.6.2 Finding the Standard Deviation (Panee Leakey Wattana, 2010)

$$S = \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}}$$

S = Standard Deviation (SD)

$\sum fx$ = Sum of respondents at each level

N = population

CHAPTER 4

RESEARCH RESULTS

The research on Elementary Chinese speaking training curriculum for international students was analyzed and the results are as follows:

4.1 The result of the development of Elementary Chinese speaking training curriculum for international Students.

4.2 The result of the evaluation of the suitability of the Elementary Chinese speaking training curriculum for international students.

4.1 The Result of the Development of Elementary Chinese Speaking Training Curriculum for International Students.

4.1.1 Result of study the needs of international students for elementary Chinese speaking training curriculum.

The result of study the needs of international students for elementary Chinese speaking training curriculum found that the most sample think that speaking is most important, and most of them very like to learn speaking Chinese. And most of them think that their speaking English not good and can understand in Chinese speaking class. The most sample also pointed that the most difficult aspect of learning in the oral Chinese class was answering questions and speak Chinese to classmates. In summary, all sample need to train with “Elementary Chinese speaking training curriculum.

4.1.2 The Elementary Chinese Speaking Training Curriculum for International students.

The development of Elementary Chinese Speaking Training Curriculum for International Students can show the curriculum which there are the following component:

“Elementary Chinese Speaking Training Curriculum for International Students”

1) Training Curriculum Name: “Elementary Chinese Speaking Training Curriculum for International Students”.

2) Participants/ Target Audience/ Learners:

Population, including international students from the Chinese Language Institute of Beijing Language and Culture University, 60 members.

3) Principles and Reasons:

According to a news release on the official website of China's Ministry of Education on November 4, 2021, more than 25 million people around the world are learning Chinese, and the cumulative number of people learning and using Chinese is close to 200 million. Since 2021, Chinese has officially become the official language of the United Nations World Tourism Organization. Chinese have been playing an increasingly prominent role in international exchanges, and their international influence has been rising.

4) Training Objectives:

(4.1) Students understand the vocabulary, grammar, phrases, and simple dialogue of the elementary level of International Chinese Language Education.

(4.2) Students understand the way of thinking and speaking expression habits of Chinese people, the cultural background knowledge, and the appropriate language.

(4.3) Students have communication skills in the Chinese Language in a natural and appropriate way.

(4.4) Students can feel the beauty of the Chinese language, culture, and nature and trust China

(4.5) Students feel the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.

5) Content

The development of the Elementary Chinese Speaking Training Curriculum for International Students has divided the content 5 units as follows:

Unit 1: What is your name?

Unit 2: Be Cheap

Unit 3: How far is it from here?

Unit 4: I'm really sorry

Unit 5: Can you make dumplings?

6) Structure Scope/ Content Scope and Training Time

Content Scope on 5 units; Unit 1: What is your name? 2 hours, Unit 2: Be Cheap 2 hours, Unit 3: How far is it from here? 2 hours, Unit 4: I'm sorry 2 hours, and Unit 5: Can you make dumplings? 4 hours.

7) Training approach / Training Methods

This elementary Chinese Speaking Training Curriculum for International Students used the training approach following:

(7.1) Lecture method

(7.2) Simulation training method

(7.3) Cooperative learning method (Group learning)

8) Training Activities

(8.1) Introduction of elementary Chinese speaking training curriculum for international students classroom teaching, learning objectives, and creating interaction between students and students, students and teacher.

(8.2) Lecture for new words, grammar, and sentences, each unit.

(8.3) Student practice by simulation situations with the group in each unit.

(8.4) Students conclude the learning lesson and learning activity in each unit.

(8.5) Students practice after class.

9) Training Materials and learning resources

Training Materials and learning resources included: Training Guide, Training Plan, Test paper, Conversation recording form, Speaking proficiency assessment form, Speaking expression skills assessment form, Self-assessment, Observation form, Computers, Power point, Textbooks.

10) Measurement and Evaluation

Measurement and evaluation will determine the assessment according to the training objectives, and determine the measurement method, measuring tool, and measurement criteria.

4.2 The Result of the Evaluation of the Suitability of the Elementary Chinese Speaking Training Curriculum for International Students.

The evaluation of the appropriate Elementary Chinese Speaking Training Curriculum for International Students can show in Table 4.1 as follows:

Table 4.1 The Result of an Evaluation of the Appropriateness of the Elementary Chinese Speaking Training Curriculum for International Students.

Assessment list	\bar{x}	<i>SD</i>	Interpretation
1. Curriculum principles and reasons			
1.1 The need is necessary to develop a training curriculum.	5.00	0.00	most appropriate
1.2 It is logical to develop a training curriculum.	4.30	1.07	very appropriate
1.3 It is consistent with current events and situations.	4.84	0.47	most appropriate
1.4 Training curriculum can be applied practically.	4.42	0.54	very appropriate
Overall	4.64	0.44	most appropriate
2. Training Objectives			
2.1 The training objectives are based on background data analysis of curriculum development.	4.30	0.68	very appropriate
2.2 The training objectives are clearly defined.	4.20	0.73	very appropriate
2.3 The training objectives able to measure and evaluate.	4.22	0.54	very appropriate
2.4 The training objectives are to encourage students to develop knowledge, skills, and attitudes.	4.16	0.44	very appropriate
Overall	4.64	0.44	most appropriate
3. Curriculum content			
3.1 Defining content following the training objective.	3.96	0.75	very appropriate
3.2 Content arrangement	4.20	0.70	very appropriate
3.3 The contents are comprehensive.	4.14	0.67	very appropriate
3.4 The contents are concise.	4.00	0.78	very appropriate

Table 4.1 The result of an evaluation of the appropriateness of the Elementary Chinese Speaking Training Curriculum for International Students. (Cont.)

Assessment list	\bar{x}	<i>SD</i>	Interpretation
3. Curriculum content			
3.5 The contents cover the knowledge required.	4.08	0.67	very appropriate
Overall	4.08	0.05	very appropriate
4. Structure Scope / Content Scope			
4.1 It is appropriate to correspond to the contents	4.10	0.76	very appropriate
4.2 It is sorted the importance of contents.	3.90	0.79	very appropriate
4.3 The timing is suitable for organizing training experience.	4.20	0.70	very appropriate
4.4 The content is suitable for the trainees.	4.00	0.88	very appropriate
4.5 It is interesting and useful to the trainees.	4.12	0.75	very appropriate
Overall	4.06	0.12	very appropriate
5. Training Process/Training Activities			
5.1 Activities are in line with the training objectives.	4.04	0.78	very appropriate
5.2 Activities are in line with the content.	4.10	0.68	very appropriate
5.3 The process of organizing learning activities is in a sequence of steps	4.12	0.80	very appropriate
Overall	4.09	0.07	very appropriate
6. Training Materials and learning resources			
6.1 Training Materials and learning resources encourage activities to achieve the objectives of the curriculum.	4.08	0.75	very appropriate
6.2 Training Materials and learning resources facilitate training.	4.18	0.69	very appropriate
6.3 Training Materials and learning resources are suitable for training activities	4.18	0.69	very appropriate
Overall	4.15	0.06	very appropriate

Table 4.1 The result of an evaluation of the appropriateness of the Elementary Chinese Speaking Training Curriculum for International Students. (Cont.)

Assessment list	\bar{x}	<i>SD</i>	Interpretation
7. Measurement and evaluation			
7.1 Measurement and evaluation are consistent with the training objectives.	4.12	0.80	very appropriate
7.2 Measurement instruments are consistent with measurement methods.	4.06	0.68	very appropriate
7.3 Measurement and evaluation clearly identify the behavior to measure.	4.16	0.74	very appropriate
7.4 Measurement and evaluation are possibilities.	4.04	0.78	very appropriate
Overall	4.10	0.06	very appropriate
Total	4.19	0.17	very appropriate

The results can be obtained from Table 4.1: In the first part, the samples evaluated the suitability of the principles and reasons of the training curriculum and found that the average score was 4.64, and the overall suitability was the most appropriate. In terms of training objectives, the average score of 4.22 was very appropriate. In terms of curriculum content, the average score of 4.08 was very appropriate. In terms of structure scope, those with an average of 4.06 was very appropriate. In terms of training activities, the overall suitability average score of 4.09 was very appropriate. For training media/materials, the average score was 4.15 was very appropriate. Measurement and evaluation the average score of 4.10 which was very appropriate. After assessing the suitability of training curriculum elements in seven areas, the overall average score was 4.19 which was very appropriate.

CHAPTER 5

CONCLUSION DISCUSS RESULTS AND SUGGESTIONS

5.1 Summary of the Findings

The research objective of Elementary Chinese Speaking Training Curriculum for International Students were: 1) to develop the Elementary Chinese Speaking Training Curriculum for International Students and 2) to evaluate the suitability of the Elementary Chinese Speaking Training Curriculum for International Students. In this research, the scope is divided into 2 phases there were: Phase 1) The sample used in this phase were 30 students from the Chinese Language, and Phase 2) The sample used in this study included 3 curriculum and instruction experts, 3 administrators, 5 teachers, and 39 students from the Chinese Language Institute of Beijing Language and Culture University which were selected by purposive sampling.

5.2 The Results of the Study

5.2.1 The result of the development of Elementary Chinese speaking training curriculum for international Students.

5.2.1.1 Result of Study the Needs of international students for Elementary Chinese speaking training curriculum.

The result found that the most sample think that speaking is most important, and most of them very like to learn to speak Chinese. And most of them think that their speaking English is not good and can understand in Chinese speaking class. The most sample also pointed that the most difficult aspect of learning in the oral Chinese class was answering questions and speaking Chinese to classmates. In summary, all samples need to train with “Elementary Chinese speaking training curriculum”.

5.2.1.2 The Elementary Chinese speaking training curriculum for International Students.

The result of the development of Elementary Chinese-speaking training curriculum for international students can show the component of the curriculum as follows:

Elementary Chinese Speaking Training Curriculum for International Students” which was developed by the researcher, there are important components including 1) Training Curriculum Name 2) Participants/ Learners 3) Principles and Reasons for curriculum 4) Curriculum Objectives 5) Content 6) Structure Scope/Content Scope and Training Time 7) Training Approach/Training Methods 8) Training Activities 9) Training materials and learning resources, and 10) Measurement and evaluation.

Elementary Chinese Speaking Training Curriculum for International Students includes 5 units and a training time of 12 hours. The structure consists of Unit 1: What is your name?, Unit 2: Be Cheap, Unit 3: How far is it from here?, Unit 4: I'm really sorry, and Unit 5: Can you make dumplings?

5.2.2 The result of the evaluation of the suitability of the Elementary Chinese Speaking Training Curriculum for International Students.

The evaluation of the appropriateness of the Elementary Chinese Speaking Training Curriculum for International Students found the suitability of the principles and reasons of the training curriculum and found that the average score was 4.64, and the overall suitability was the most appropriate. In terms of training objectives, the average score of 4.22 was very appropriate. In terms of curriculum content, the average score of 4.08 was very appropriate. In terms of structure scope, those with an average of 4.06 was very appropriate. In terms of training activities, the overall suitability average score of 4.09 was very appropriate. For training media/materials, the average score was 4.15 was very appropriate. Measurement and evaluation the average score of 4.10 which was very appropriate. After assessing the suitability of training curriculum elements in seven areas, the overall average score was 4.19 which was very appropriate.

5.3 Discussion of Results

Research on Elementary Chinese Speaking Training Curriculum for International Students will be discussed the findings as follows:

5.3.1 From the results of the development of Elementary Chinese Speaking Training Curriculum for International Students which has a curriculum that contains the components of the course, including Principles and Reasons Training Objectives, Content, Structure Scope/Content Scope, and Training Time, Training approach/Training

Methods, Training approach/Training Methods, Training Materials and learning resources, and Measurement and Evaluation.

This is consistent with the concept of Raymond and Amitabh (2018), which states that designing an effective training process is designing employees to become proficient in knowledge, skills, abilities, attitudes, or behaviors of employees to prepare them for future jobs or positions, which has the following process needs assessment ensuring employees are ready for training creating a learning environment training review Evaluation plan preparation choosing a training method monitoring and evaluation. The elements of the established training course outline are as follows: principles and reasons Training objectives, content, training techniques training materials training period, and evaluation This is in line with the research of Phomsinong (2017) who studied the development of a training course on processing bee products into cosmetics for villagers, Wang Thong Subdistrict, Phitsanulok Province. The curriculum outline has the following components: Course Background Course principles Course Aims Course structure Course content Guidelines for organizing activities and evaluation.

5.3.2 From the result of the evaluation of the suitability of the Elementary Chinese Speaking Training Curriculum for International Students which found the appropriate of training curriculum elements in seven areas were in most appropriate and appropriate level, and the overall average score which was as appropriate level. This is due to the development of the curriculum by surveying in accordance with the needs and problems of international students. Until the curriculum has been developed to be suitable for the trainees. This enables the trainees to apply their knowledge, skills and attitudes in their daily lives. This is in line with the development of the training course according to the steps of Bangmo, with the following steps: 1) finding the need for training, 2) creating a training curriculum, training program design, training operations, and training evaluation (Bangmo, 2016)

5.4 Recommendations

The development of Elementary Chinese Speaking Training Curriculum for International Students can be summarized the ideas and recommendations in detail as follows:

5.4.1 Recommendations for implementing training courses:

5.4.1.1 Training activities should review the content and procedures from past activities and then proceed to teach in the next activity. To enable trainees to remember the steps and content completely and continuously.

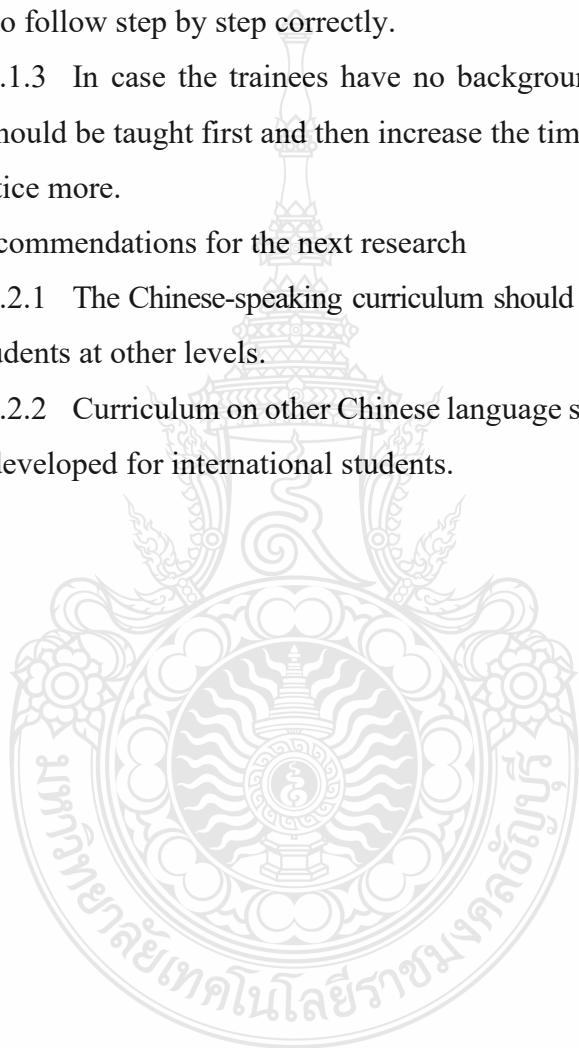
5.4.1.2 The facilitator should provide training, demonstrations, and practical exercises to facilitate the trainees more along with a demonstration supervise trainees to be able to follow step by step correctly.

5.4.1.3 In case the trainees have no background in speaking Chinese before, the basics should be taught first and then increase the time in activities that allow the trainees to practice more.

5.4.2 Recommendations for the next research

5.4.2.1 The Chinese-speaking curriculum should be developed curriculum for international students at other levels.

5.4.2.2 Curriculum on other Chinese language skills such as writing and reading should be developed for international students.



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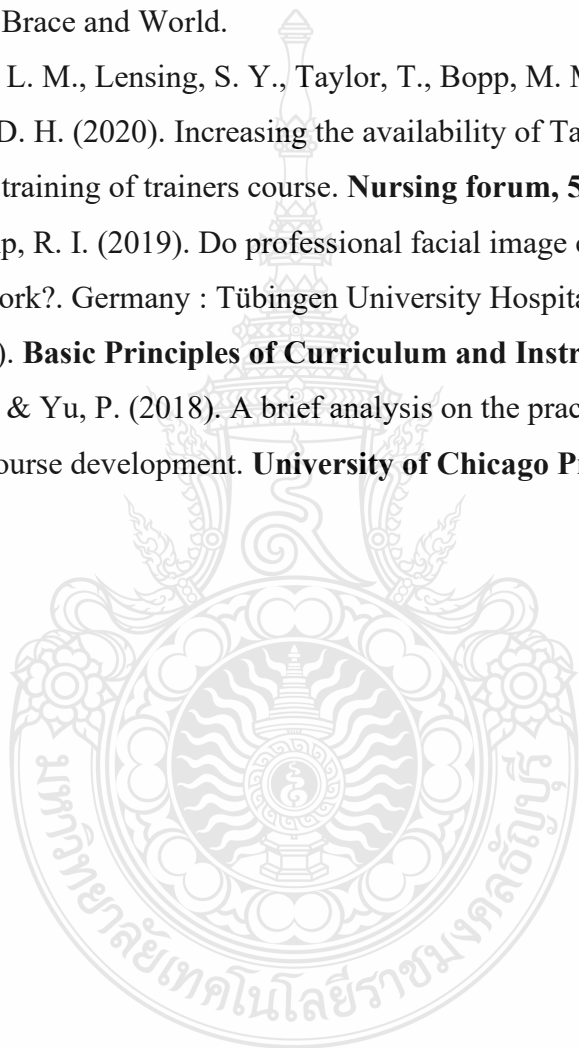
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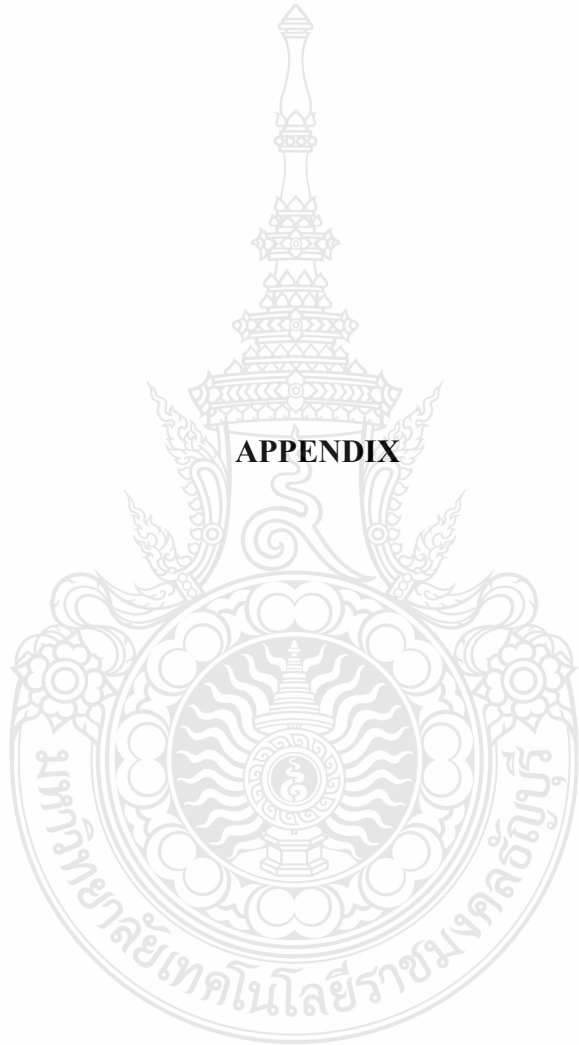
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APPENDIX





APPENDIX A

Letter of invitation to Experts to examine research instruments

No. 0649.02/ 0118



Faculty of Technical Education
Rajamangala University of Technology
Thanyaburi
39 Moo 1, Rangsit-Nakhon Nayok Road,
Klong Hok, Khlong Luang, Pathum Thani
Postal Code 12110, Thailand

27 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Assoc. Prof. Xiaobin Hu

Due to Mrs. Xuerong Li, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "Elementary Chinese Speaking Training Curriculum for International Students" with Asst.Prof. Dr. Saiphin Siharak, a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mrs. Xuerong Li for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

(Asst. Prof. Arnon Niyomphol)
Dean, Faculty of Technical Education

Department of Education
Tel: +66-2549-3207
Fax: +66-2577-3207

No. 0649.02/ ๐๗๘



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39 Moo 1, Rangsit-Nakhon Nayok Road,
Klong Hok, Khlong Luang, Pathum Thani
Postal Code 12110, Thailand

27 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Assoc. Prof. Dr. Dowroong Watcharinrat

Due to Mrs. Xuerong Li , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled “Elementary Chinese Speaking Training Curriculum for International Students” with Asst.Prof. Dr. Saiphin Siharak, a research advisor.

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27 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Lecturer Jiancheng Li

Due to Mrs. Xuerong Li, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "Elementary Chinese Speaking Training Curriculum for International Students" with Asst.Prof. Dr. Saiphin Siharak, a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mrs. Xuerong Li for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

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APPENDIX B

**Elementary Chinese Speaking Training Curriculum
for International Students and Unit Plan 1-5**

Elementary Chinese Speaking Training Curriculum for International Students

1. Training Curriculum Name: Elementary Chinese Speaking Training Curriculum for International Students

2. Participants/ Target Audience/ Learners:

Population, including international students from the Chinese Language Institute of Beijing Language and Culture University, 59 members.

3. Principles and Reasons

According to a news release on the official website of China's Ministry of Education on November 4, 2021, more than 25 million people around the world are learning Chinese, and the cumulative number of people learning and using Chinese is close to 200 million. Since 2021, Chinese has officially become the official language of the United Nations World Tourism Organization. Chinese has been playing an increasingly prominent role in international exchanges, and their international influence has been rising. (Chinese Ministry of Education website, November 4, 2021) Chinese is also the only ancient script still in use today.

The Chinese language is concise, and Chinese children are often able to communicate with their parents earlier in daily life. On average, Chinese children can communicate with their parents without difficulties and express themselves more accurately at the age of 2.5, while European and American children can only reach the same communication and expression ability at the age of 3-4. The high efficiency of the Chinese language gives Chinese people a big advantage in learning. The learning progress of middle and high schools is generally about two years faster than that of Western students.

4. Training Objectives:

4.1 Students understand the vocabulary, grammar, phrases, and simple dialogue of the elementary level of International Chinese Language Education.

4.2 Students understand the way of thinking and speaking expression habits of Chinese people, the cultural background knowledge, and the appropriate language.

4.3 Students have communication skills in the Chinese Language in a natural and appropriate way.

4.4 Students can feel the beauty of the Chinese language, culture, and nature and trust China.

4.5 Students feel the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.

5. Content

The development of the Elementary Chinese Speaking Training Curriculum for International Students has divided the content 5 units as follows:

Unit 1: What is your name?

Unit 2: Be Cheap

Unit 3: How far is it from here?

Unit 4: I'm really sorry

Unit 5: Can you make dumplings?

6. Structure Scope/ Content Scope and Training Time

This elementary Chinese Speaking Training Curriculum for International Students includes 5 Units and a training time of 12 hours. The structure consists of the following:

Units	Training time
<p>Unit 1: What is your name?</p> <p>1.1 New words 1 – 23, to introduce yourself.</p> <p>1) Keywords: Do (student ID/passport/visa), take (letter/parcel/money), female (classmate/friend), time (quantity), again (compared with "again")</p> <p>2) Key sentences: May I ask...; I was wondering... Have you? ; May I have your name? ;</p> <p>1.2) Practice after class</p>	2 hours
<p>Unit 2: Be Cheap</p> <p>2.1 New words 1-25; Add new Words 5</p> <p>1) Keywords: Take (money/homework), pay (money/homework), pay (money/tuition), come (two kilograms), may, and may, Play (joke), serious, deep (shallow), powerful</p> <p>2) Key sentences: has several + quantifiers; Which do you + V? ; Noun + How much? + quantifier +? ; Just now... Now... And... ; I haven't + V + before; Can (adjective or good + V); V one V (taste it); And... And....</p> <p>3) Text (1) "In the shop", text (2) "in the fruit shop", text (3) "Cold Drink shop"</p> <p>2.2 Practice after class four paragraphs of text</p>	2 hours
<p>Unit 3 How far is it from here?</p> <p>3.1 New words 1-25; Add new Words 5</p> <p>1) Keywords: out/good (idea), towards (east/west), to, probably, to (preposition), listen to (yours), Bad, charging</p> <p>2) Key sentences: There is... ; ... Away from... How far is it? ; ...Just... ? ; No... Is it? ; As you say; No need to... No need to... ; Oops...</p>	2 hours

Units	Training time
<p>3) Text: on the situation dialogue skillfully, on the topic involved in the text -- to visit a scenic spot</p> <p>3.2 Practice after class four paragraphs of text</p>	
<p>Unit 4: I'm really sorry</p> <p>4.1 New words 30 new words and 7 supplementary words</p> <p>1) Keywords: apologies, forget, each other, surround, just, obey</p> <p>2) Key phrases and sentence patterns:</p> <p>Patronize... No...</p> <p>It's too late/too late</p> <p>As long as... ..</p> <p>4.2 Grammar points:</p> <p>1) Result complement: V pain; V+ live; V+ up</p> <p>2) too late</p> <p>4.3 Skill Training:</p> <p>1) Train students to form sentences and paragraphs around new words and grammar;</p> <p>2) Train students to organize language and express it flexibly in a given situation.</p> <p>4.4 Apologize for hitting someone on your bike. arguing after a the collision between cyclists; Cross the street.</p> <p>4.5 Practice after class</p>	2 hours
<p>Unit 5: Can you make dumplings?</p> <p>5.1 New words and phrases: 27 new words; Add 1 word.</p> <p>1) Keywords: Bag, speed, oneself, can, break (break), break, answer (phone), edge, close, pinch, break, go in, come up, the same</p> <p>2) Key sentences: "V first", "A without B..." "I put +O+V... ", "let +... V ", the rhetorical question "How can that be"</p> <p>There are plenty of them. That depends on... The use of "I can't".</p>	

Units	Training time
5.2 The text 1) Ask a friend to come to my home to make dumplings on weekends. After greeting home, a friend accidentally broke cup 2) While drinking tea, we have a chat about whether we know how to make dumplings 3) The Chinese friend taught the foreign students how to make and boil dumplings 5.3 The common sentences about inviting guests and making dumplings should be answered and connected correctly 5.4 Contact after class and practice at the same time	4 hours

7. Training approach/ Training Methods

This elementary Chinese Speaking Training Curriculum for International Students used the training approach following:

- 7.1 Lecture method
- 7.2 Simulation training method
- 7.3 Cooperative learning method (Group learning)

8. Training Activities

8.1 Introduction of elementary Chinese speaking training curriculum for international students classroom teaching, learning objectives, and creating interaction between students and students, students and teacher.

8.2 Lecture for new words, grammar, and sentences, each unit.

8.3 Student practice by simulation situations with the group in each unit.

8.4 Students conclude the learning lesson and learning activity in each unit.

Students practice after class.

9. Training Materials and learning resources

- Training Guide
- Training Plan
- Test paper
- Conversation recording form
- Speaking proficiency assessment form
- Speaking expression skills assessment form
- Self-assessment
- Observation from
- Computers
- Textbooks
- Trainer log
- PPT

10. Measurement and Evaluation

<i>Training Objectives</i>	<i>How to measure</i>	<i>Measuring Instruments</i>	<i>Measurement and Evaluation Criteria</i>
4.1 Students understand the vocabulary, grammar, phrases, and simple dialogue of the elementary level of International Chinese Language Education. 4.2 Students understand the way of thinking and speaking expression habits of Chinese people, the cultural background knowledge, and the appropriate language	Testing, Conversation	Test paper, Conversation recording form	A score of 60 on the exam is considered to be qualified

<i>Training Objectives</i>	<i>How to measure</i>	<i>Measuring Instruments</i>	<i>Measurement and Evaluation Criteria</i>
4.3 Students have communication skills in the Chinese Language in a natural and appropriate way	Evaluate the performance of the conversation	- Speaking proficiency assessment form - Speaking expression skills assessment form	a comprehensive evaluation of teachers and other students with a score of 80 is considered qualified
4.4 Students can feel the beauty of the Chinese language, culture, and nature and trust China. 4.5 Students feel the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.	-Evaluate attribute -Observation	-Self-assessment from -Observation from	evaluation pass of 60 % is considered qualified

Unit Plan 1

Unit Plan No.1

Name : Unit 1: What is your name?

Time : 2 hours.

1. Learning Objectives (K P A)

1.1 Students explain the vocabulary, grammar, phrases, and simple dialogue of the elementary level of International Chinese Language Education. (K)

1.2 Students speak in the Chinese Language in a natural and appropriate way.(P)

1.3 Students tell their feeling about the beauty of the Chinese language, culture, and nature and trust China. (A)

2. Content

2.1 teaching objectives

2.2 New words 1 – 23, to introduce yourself.

1) Keywords: Do (student ID/passport/visa), take (letter/parcel/money), female (classmate/friend), time (quantity), again (compared with "again").

2) Key sentences: May I ask...; I was wondering... Have you? ; May I have your name? ;

2.3 practice after class

3. Learning Activity or Learning Management Process

Introduction Steps

1) Teacher tell the learning objective.

2) Teacher ask the name of student

3) Student tell their name

Teaching Steps

1) The teacher gives the main content of this lesson.

2) Teachers ask questions, and the students answer them

3) Students ask questions, and teachers answer questions

4) The teacher summarizes the key content of this lesson and the learning effect of the students

5) The teacher assigns the homework after class

6) The students were divided into two groups. One group was given ordinary classroom teaching and the other group was given episodic teaching to compare the learning effect

Summary Steps

- 1) Students summarize the learning activity
- 2) The teacher summarizes the key content of this lesson and the learning effect of the students
- 3) The teacher assigns the homework after class
- 4) Classroom summary and comparison of the learning effect of the two groups

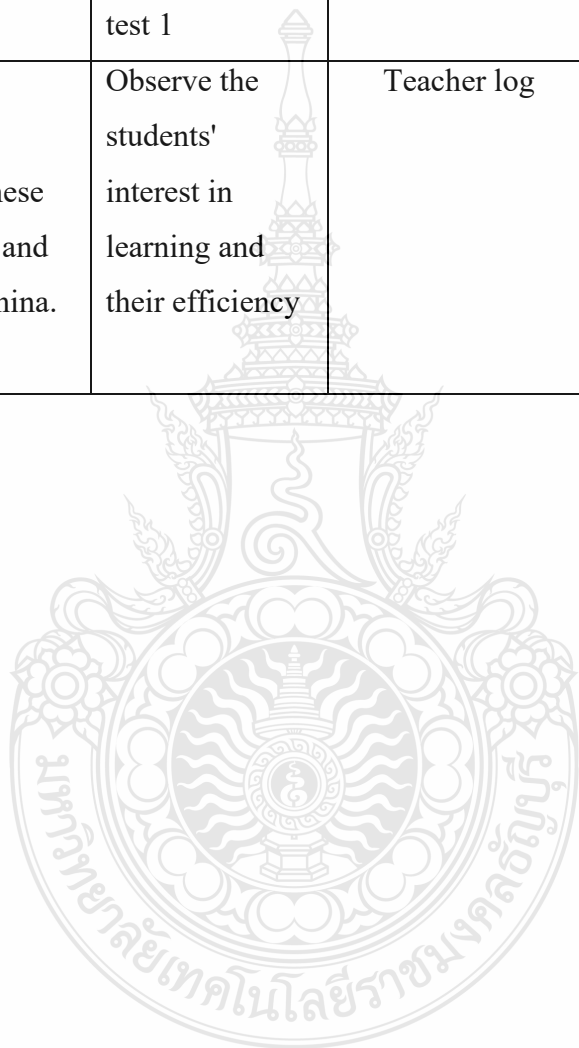
4. Materials & Resources

- Test 1
- Computers
- Textbooks
- Teacher log
- PPT
- Homework

5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/Tools	Measurement and Evaluation Criteria
Students explain the vocabulary, grammar, phrases, and simple dialogue of the elementary level of International Chinese Language Education. (K)	Testing	Test 1	Correctly more than 70%

Learning Objectives	How to measure	Measuring Instruments/Tools	Measurement and Evaluation Criteria
Students speak in the Chinese Language in a natural and appropriate way. (P)	Observe the students' learning and activities in test 1	Teacher log	Students could do activities with a group in worksheet 1 for at least 70% of activities.
Students tell their feeling about the beauty of the Chinese language, culture, and nature and trust China. (A)	Observe the students' interest in learning and their efficiency	Teacher log	Students participated the activities.



Worksheet1

First-hour class content:

1. — Have you ever been to the international student's office? What are you doing out there?
2. Learn new words (read them first, please read them in groups, please read them alone, and correct the students' incorrect pronunciation)
3. Text (1) In the Office
4. Practice of key sentence patterns:
 - 1) Excuse me, this is / you are...
 - 2) I want to ask,... No?
5. Text (2) "On the Campus" The practice of the key sentence pattern:
 - 1) Know / introduce you
 - 2) Nice me to get to know you.
 - 3) Yes...?
 - 4) Where,....
 - 5) Nothing + V and what.
6. Text (3) " On the Road
Practice:... before,... V.

The second hour of class content:

1. Review and use the learned key sentence patterns; review the text (1), (2) (3)
2. text (4) "Anne said", focus on the paragraph expression and the use of "again".
3. Practice after class
4. In paragraphs: introduce a good (new) friend

三：完成填空，在横线处填上适当单词。

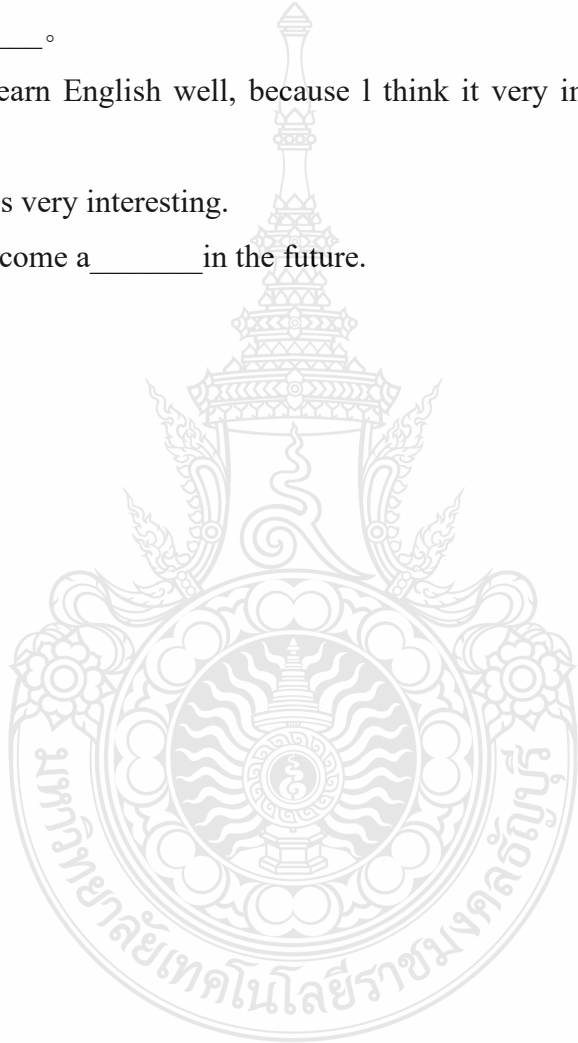
Hello, my name is _____. I am _____ years old. Now I am studying in _____ Primary School. I am in Grade, Class _____.

I live in _____. There are _____ members in my family—father, mother and me. My father is a _____ but my mother is working in _____. I love both of them.

In my spare time, I like _____ and my favorite colour is _____. Also I love very much, such as _____.

I hope I can learn English well, because I think it very important. But _____ is favorite subject, because it is very interesting.

I wish I can become a _____ in the future.



Teacher log

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
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16		
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20		
21		
22		
23		
24		
25		

Unit Plan 2

Unit Plan No.2

Name : Unit 2: Be Cheap

Time: 2 hours.

1. Learning Objectives (K P A)

1.1 Students show the way of thinking and speaking expression habits of Chinese people, the cultural background knowledge, and the appropriate language.(K)

2.2 Students listen in the Chinese Language in a natural and appropriate way.(P)

2.3 Students show their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)

2. Content

2.1 teaching objectives

2.2 New words 1-25; Add new Words 5

1) Keywords: Take (money/homework), pay (money/homework), pay (money/tuition), come (two kilograms), may, and may, Play (joke), serious, deep (shallow), powerful

2) Key sentences: has several + quantifiers; Which do you + V? ; Noun + How much? + quantifier +? ; Just now... Now... And... ; I haven't + V + before; Can (adjective or good + V); V one V (taste it); And... And....

3) Text (1) "In the shop", text (2) "in the fruit shop", text (3) "Cold Drink shop"

2.3 Practice after class: Four paragraphs of text

3. Learning Activity or Learning Management Process

Introduction Steps

1. Teacher tell the learning objective.
2. Teacher ask the name of student
3. Student tell their name

Teaching Steps

1. The teacher gives the main content of this lesson.
2. Teachers ask questions, and the students answer them
3. Students ask questions, and teachers answer questions
4. The teacher summarizes the key content of this lesson and the learning effect of the students
5. The teacher assigns the homework after class
6. The students were divided into two groups. One group was given ordinary classroom teaching and the other group was given episodic teaching to compare the learning effect

Summary Steps

1. Students summarize learning activity.
2. The teacher summarizes the key content of this lesson and the learning effect of the students.
3. The teacher assigns the homework after class.
4. Classroom summary and comparison of the learning effect of the two groups

4. Materials & Resources

Test 2

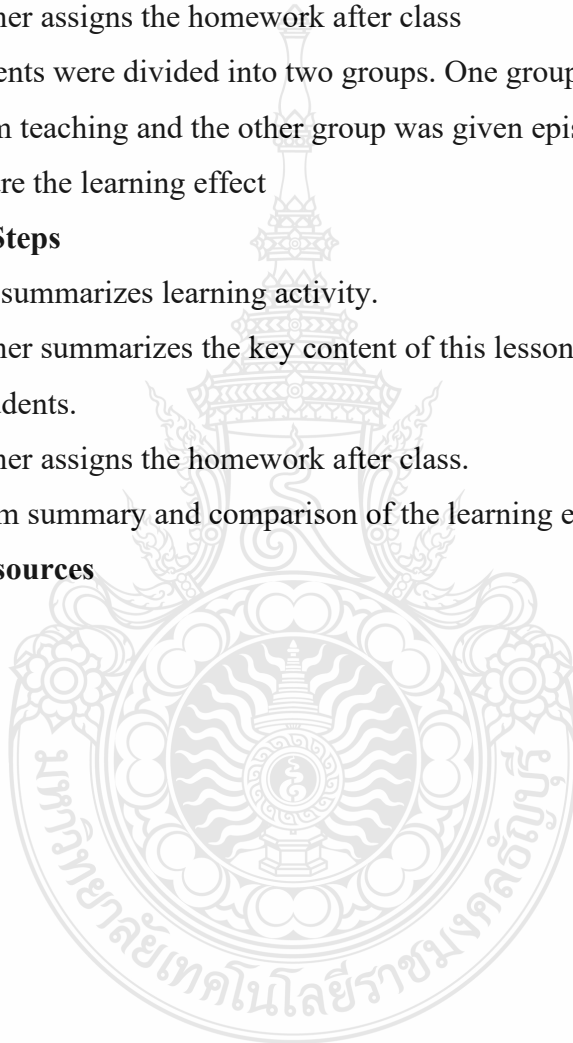
Computers

Textbooks

Teacher log

PPT

Homework



5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
Students show the way of thinking and speaking expression habits of Chinese people, the cultural background knowledge, and the appropriate language. (K)	Testing	Test2	Correctly more than 70%
Students listen in the Chinese Language in a natural and appropriate way.(P)	Observe the students' learning and activities in test 2	Teacher log	Students could do activities with a group in worksheet 2 for at least 80% of activities.
Students show their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)	Observe the students' interest in learning and their efficiency	Teacher log	Students participated the activities.

Worksheet2

First-hour class content:

1. Introduce topics - Do you go shopping in China? What do you buy?
2. Learn new words 1-25; 1 special name, 5 additional new words
3. Practice the key words
4. Text (1) In the Shop"

Practice of the key sentence pattern:

1. Excuse me, where to sell it...?;
2. There are several + quantifiers here. Which + quantifier do you want?
3. Take.....;

The second hour of class content:

1. Review and use the learned key sentence patterns;
2. Text (2) "in the Fruit Shop", (3) "in the ice cream shop", (4) "Jeff said"

Practice of the key sentence pattern:

1. noun + how much money a + quantifier +?
2. I think the + phrase.
3. And.....
4. Just now.....
5. No + V + before.
6. Can (adjectives or good + V).
7. What amazing!

homework

My experience of buying things in China

Test2

Name: _____ Number _____

一： Please create separate sentences in the following Chinese. (Take, collect money , collect homework, pay money , pay homework, pay money pay the bill ,pay tuition, come 2 kg, and, may, Open joke, serious, deep shallow, fierce)

拿.....

收钱.....

收作业.....

交钱.....

交作业.....

付钱.....

付学费.....

来两公斤.....

而且.....

可能.....

开玩笑.....

认真.....

深.....

浅.....

厉害

二： 选择题 choice question

1.This is a _____ hat.

- A. small yellow B. yello small C. blue big D. yellow big

2.These _____ are \$50.

- A. hat B. tomatos C. T-shirt D.trousers

3.The shop _____ school things _____ the students.

- A. sells;to B. buy;from C. sells; from D.buys;to

4. The green shorts are _____ sale for 25 dollars.
 A. in B. for C. with D. on
5. How much does this pair of oloves cost? _____
 A. They're 10 yuan. B. It's 10 yuan.
 C. They cost 10 yuan. D. It cost 10 yuan.
6. This is _____ new classroom. We all like it.
 A. we B. our C. us D. me
7. We have sweaters _____ many colors _____ only ¥ 30.
 A. in; for B. on; on C. for; for D. in; are
8. Come _____ Mr. Smith's Store and buy shoes
 A. at B. in C. to D. on
9. Come to the bookstore and see _____ yourself.
 A. Of B. to C. for D. on
10. The blue hat is \$10, and the black one is _____ \$10.
 A. too B. also C. as well D. the same
11. How much _____ do you want?
 A. tomatos B. potatos C. photos D. negros
12. —May I have a look at this blue sweater?
 ___ Yes, A. here are you _____
 A. Here are you B. thank you. C. here it is D. here you are.
13. _____?
 ___ Yes, I'd like to buy a present for my father.
 A. How much is the present? B. What can I do for you ?
 C. How old is your father? D. How is your father?
15. The car is very good, but it's too dear. I can't _____ it.
 A. sell B. like C. afford D. want
16. This shirt is very cheap. I'll _____ it.
 A. Bring B. Take C. want D. believe
17. This yellow shirt _____ cool.
 A. See B. looks like C. looks D. look

18. I need a pair of shorts _____ work.

- A.by
- B.on
- C.at
- D. for

19.—Is Jim in black shoes? —Yes, _____

- A.it is
- B. they are
- C.he is
- D. she is

20. We sell socks _____ a lot of colors.

- A. for
- B. are
- C.in
- D.on

三： Please edit a passage using at least three sentences.

There are several + quantifiers; which one do you + V?; Noun + how much money
a + quantifier +?; Just now.....

Again.....; No + V + before; but (adjective or good + V); V a V (taste); again.....

(有好几+量词; 你 + V 哪一种? ; 名词 + 多少钱一 + 量词+ ? ; 刚才....., 现在..... 又.....; 以前没 + V + 过; 可 (形容词或好 + V) 了; V - V (尝一尝); 又.....又.....)

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Teacher log

Activity Details: _____ Date: _____

<i>Student's no./name</i>	<i>Comments</i>	
	<i>(Process, or Practice)</i>	<i>Attitude</i>
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Unit Plan 3

Unit Plan No.3

Name : Unit 1: How far is it from here?

Time: 2 hours.

1. Learning Objectives (K P A)

- 1.1 Students talk in the Chinese Language in a natural and appropriate way.(K)
- 1.2 Students tell their feeling about the beauty of the Chinese language, culture, and nature and trust China.(P)
- 1.3 Students show their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)

2. Content

- 2.1 teaching objectives
- 2.2 New words 1-25; Add new Words 5
 - 1) Keywords: out/good (idea), towards (east/west), to, probably, to (preposition), listen to (yours), Bad, charging
 - 2) Key sentences: There is... ; ... Away from... How far is it? ; ..Just... ? ; No... Is it? ;As you say; No need to... No need to... ; Oops...
 - 3) Text: on the situation dialogue skillfully, on the topic involved in the text -- to visit a scenic spot
- 2.3 Practice after class: Four paragraphs of text

3. Learning Activity or Learning Management Process

Introduction Steps

1. Teacher tell the learning objective
2. Teacher ask the name of student
3. Student tell their name

Teaching Steps

1. The teacher gives the main content of this lesson.
2. Teachers ask questions, and the students answer them
3. Students ask questions, and teachers answer questions

4. The teacher summarizes the key content of this lesson and the learning effect of the students

5. The teacher assigns the homework after class

6. The students were divided into two groups. One group was given ordinary classroom teaching and the other group was given episodic teaching to compare the learning effect

Summary Steps

1. Students Summarizes learning activity.

2. The teacher summarizes the key content of this lesson and the learning effect of the students.

3. The teacher assigns the homework after class.

4. Classroom summary and comparison of the learning effect of the two groups

4. Materials & Resources

Test 3

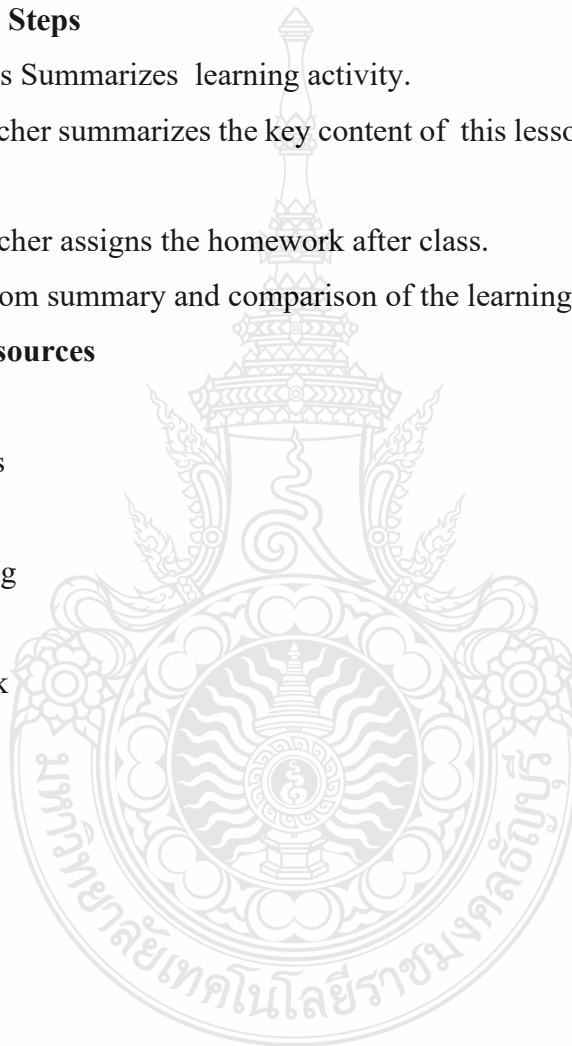
Computers

Textbooks

Teacher log

PPT

Homework



5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
Students talk in the Chinese Language in a natural and appropriate way.(K)	Testing	Test3	Correctly more than 70%
Students tell their feeling about the beauty of the Chinese language, culture, and nature and trust China.(P)	Observe the students' learning and activities in test 3	Teacher log	Students could do activities with a group in worksheet 3 for at least 80% of activities.
Students show their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)	Observe the students' interest in learning and their efficiency	Teacher log	Students participated the activities.

Worksheet3

First hour class content:

1. Introduction —— Have you ever been to the international students' office?
What are you doing out there?

2. Learn new words (read them first, please read them in groups, please read them alone, and correct the students' incorrect pronunciation)

3. Text (1) " In the Office

4. Practice of key sentence patterns:

1) Excuse me, this is / you are...

2) I want to ask,... No?

3) Text (2) "On the Campus"

Practice of the key sentence pattern:

1) Know / introduce you

2) Nice me to get to know you.

3) Yes...?

4) Where,....

5) Nothing + V and what.

6. Text (3) " On the Road

Practice:... before,... V.

The second hour of class content:

1) Review and use the learned key sentence patterns; review the text (1), (2) (3)

2) text (4) "Anne said", focus on the paragraph expression and the use of "again".

3) Practice after class

4) In paragraphs: introduce a good (new) friend

Test3

Name: _____ Number _____

一：用以下方位介词填空（Fill in the blanks with the following orientation preposition）

（in, on, beside, under, above, next to, in front of, behind, between, into）

1. Beijing is _____ the north of China .
2. The twins usually stand _____ their parents ,and their parents are in the middle .
3. There is a map of China _____ the wall of our classroom.
4. Bcfore 2000,there was no airline _____ the two cities.
5. The boy sitting _____ Tina, so she couldn't see the film clear
6. She will leave her homework _____ the teacher 's desk after school today.
7. You must ride your bike _____ the right side of the road.
8. Mr Smith lives _____ that building. His house is _____ the fifth floor.
9. There was an exciting moment in our class when a large bird flew _____ the room.
10. The boy is taller than his friend, so he sits _____ him in the classroom.

二、选择题 choice question

1. We traveled overnight to Paris and arrived _____ 5 o'clock _____ the morning.
A. on; in B. at; in C. at; on D. in; on
2. Jack has studied Chinese in this school _____ the year of 2000.
A. since B. in C. on D. by
3. Hong Kong is _____ the south of China, and Macao is _____ the west of Hong Kong.
A. in; to B. to; to C. to; in D. in; in
4. Japan lies _____ the east of China.
A. to B. in C. about D. at
5. I won't believe that the five-year-old boy can read five thousand words _____ I have tested him myself.
A. after B. when C. if D. until
6. The book was so interesting that he had read it for thrce hours _____ he realized it.
A. when B. until C. after D. Before

7. Look _____ the map _____ China _____ the wall, please.
A. after, of, in B. at, of, in C. after, in, on D. at, of, on
- 8.- Please remember to come to my birthday party.
- I see. T'll come _____ Saturday evening.
A. in B. at C. on D. for
- 9.They will have a maths test _____ two days.
A. for B. at C. in D. after
- 10.My brother joined the army_ _____
A. 1989, March B. in March, 1989
C. March, 1989 D. 1989, in March



Teacher log

Activity Details: _____ Date: _____

<i>Student's no./name</i>	<i>Comments</i>	
	<i>(Process, or Practice)</i>	<i>Attitude</i>
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Unit Plan 4

Unit Plan No.4

Name : Unit 1: I'm sorry

Time: 2 hours.

1. Learning Objectives (K P A)

1.1 Students show the way of thinking and speaking expression habits of Chinese people, the cultural background knowledge, and the appropriate language.(K)

1.2 Students tell their feeling about the beauty of the Chinese language, culture, and nature and trust China.(P)

1.3 Students tell their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)

2. Content

2.1 teaching objectives

2.2 New words 30 new words and 7 supplementary words

1) Keywords: apologies, forget, each other, surround, just, obey

2) Key phrases and sentence patterns:

Patronize... No...

It's too late/too late

As long as... ..

2.3 Grammar points:

1) Result complement: V pain; V+ live; V+ up

2) too late

2.4 Skill Training:

1) Train students to form sentences and paragraphs around new words and grammar;

2) Train students to organize language and express it flexibly in a given situation.

2.5 Apologize for hitting someone on your bike. Arguing after a the collision between cyclists; Cross the street.

2.6 Practice after class

3. Learning Activity or Learning Management Process

Introduction Steps

1. Teacher tells the learning objective
2. Teacher ask the name of student
3. Student tell their name

Teaching Steps

1. The teacher gives the main content of this lesson.
2. Teachers ask questions, and the students answer them
3. Students ask questions, and teachers answer questions
4. The teacher summarizes the key content of this lesson and the learning effect of the students
5. The teacher assigns the homework after class
6. The students were divided into two groups. One group was given ordinary classroom teaching and the other group was given episodic teaching to compare the learning effect

Summary Steps

1. Students summarize the learning activity.
2. The teacher summarizes the key content of this lesson and the learning effect of the students.
3. The teacher assigns the homework after class.
4. Classroom summary and comparison of the learning effect of the two groups.

4. Materials & Resources

Test 4
Computers
Textbooks
Teacher log
PPT
Homework

5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
Students show the way of thinking and speaking expression habits of Chinese people, the cultural background knowledge, and the appropriate language.(K)	Testing	Test4	Correctly more than 70%
Students tell their feeling about the beauty of the Chinese language, culture, and nature and trust China.(P)	Observe the students' learning and activities in test 4	Teacher log	Students could do activities with a group in worksheep 4 for at least 80% of activities.
Students tell their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)	Observe the students' interest in learning and their efficiency	Teacher log	Students participated the activities.

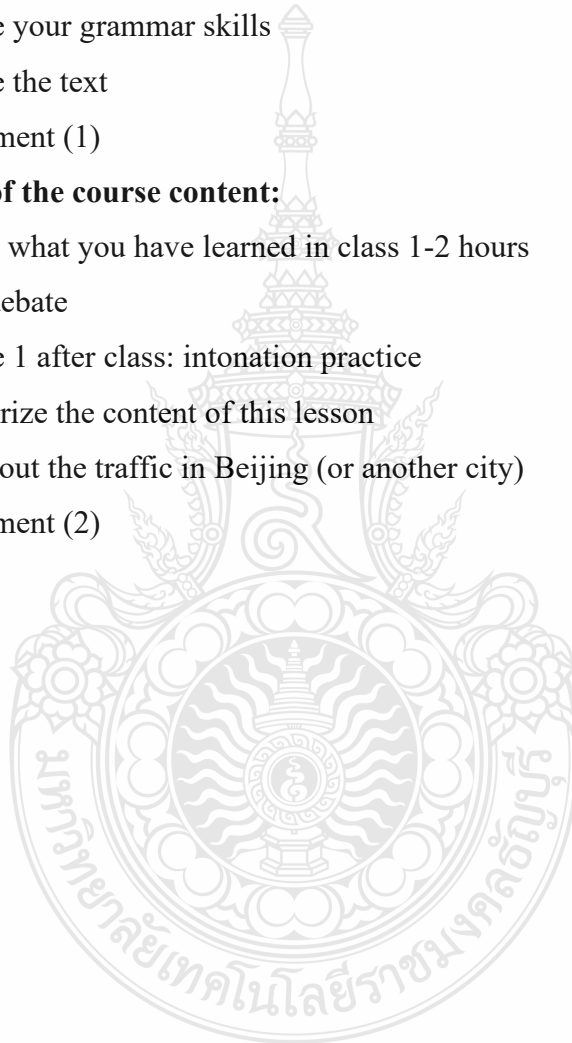
Worksheet 4

First-hour class content:

1. Organize teaching
2. Review the last lesson
3. Practice with new words
4. Practice your grammar skills
5. Practice the text
6. Assignment (1)

The second hour of the course content:

1. Review what you have learned in class 1-2 hours
2. Topic debate
3. Practice 1 after class: intonation practice
4. Summarize the content of this lesson
5. Talk about the traffic in Beijing (or another city)
6. Assignment (2)



Test 4

Name: _____ Number _____

一：写出

crash ____ 撞

break down _____

patrol car ____ 巡

blow-out ____ 爆胎

insurance ____ 保

plate number _____

brake ____ 刹

ambulance ____ 急救

traffic light ____ 交通灯

emergency _____

drunk driving ____ 酒后

buckle up ____ 系好

airbag ____ 安全气囊

driving license _____

maintenance ____ 保养

collided ____ 碰撞

alarm ____ 警

fire engine ____ 消防

block ____ 堵

fasten ____ 系牢

traffic regulation ____ 交通

engine _____

speed up ____ 加速

wrecker ____ 清障

二 : If you have a traffic accident on the road, please complete a dialogue, describe the traffic accident, both sides apologize, dispute and other situations, the following words are used at least 3..(1. Key words: apology, forget it, each other, around, just, obey 2. Key phrases and sentences: 1) patronize..., no..... 2) too late / late 3) just...,.....)

1) 重点词语 围、正好、遵守

2) 重点短 (1) 光 ..., 没... (2) 来不及/来得及

(3) 只要.....,)

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Teacher log

Activity Details: _____ Date: _____

<i>Student's no./name</i>	<i>Comments</i>	
	<i>(Process, or Practice)</i>	<i>Attitude</i>
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Unit Plan 5

Unit Plan No.5

Name : Unit 1: Can you make dumplings?

Time: 2 hours.

1. Learning Objectives (K P A)

1.1 Students explain the way of thinking and oral expression habits of Chinese people, the cultural background knowledge, and the appropriate language.(K)

1.2 Students show their feeling about the beauty of the Chinese language, culture, and nature and trust China.(P)

1.3 Students tell their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)

2. Content

2.1 Teaching objectives

2.2 New words and phrases: 27 new words; Add 1 word.

1) Keywords: Bag, speed, oneself, can, break (break), break, answer (phone), edge, close, pinch, break, go in, come up, the same

2) Key sentences: "V first", "A without B..." "I put +O+V... ", "let +... V ", the rhetorical question "How can that be"

There are plenty of them. That depends on... The use of "I can't".

2.3 The text

1) Ask a friend to come to my home to make dumplings on weekends. After greeting home, a friend accidentally broke the cup.

2) While drinking tea, we have a chat about whether we know how to make dumplings.

3) The Chinese friend taught the foreign students how to make and boil dumplings.

2.4 The common sentences about inviting guests and making dumplings should be answered and connected correctly.

2.5 Contact after class and practice at the same time.

3. Learning Activity or Learning Management Process

Introduction Steps

1. Teacher tell the learning objective.
2. Teacher ask the name of student
3. Student tell their name

Teaching Steps

1. The teacher gives the main content of this lesson.
2. Teachers ask questions, and the students answer them.
3. Students ask questions, and teachers answer questions.
4. The teacher summarizes the key content of this lesson and the learning effect of the students.
5. The teacher assigns the homework after class.
6. The students were divided into two groups. One group was given ordinary classroom teaching and the other group was given episodic teaching to compare the learning effect.

Summary Steps

1. Students summarize the learning activity.
2. The teacher summarizes the key content of this lesson and the learning effect of the students.
3. The teacher assigns the homework after class.
4. Classroom summary and comparison of the learning effect of the two groups.

4. Materials & Resources

Test 5
Computers
Textbooks
Teacher log
PPT
Homework

5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
Students explain the way of thinking and oral expression habits of Chinese people, the cultural background knowledge, and the appropriate language.(K)	Testing	Test 5	Correctly more than 70 %
Students show their feeling about the beauty of the Chinese language, culture, and nature and trust China.(P)	Observe the students' learning and activities in test 5	Teacher log	Students could do activities with a group in worksheet 5 for at least 80% of activities.
Students tell their feeling about the professionalism, dedication, patience, and enthusiasm of teachers through teacher-student interaction and communication.(A)	Observe the students' interest in learning and their efficiency	Teacher log	Students participated the activities.

Worksheet 5

Two hours of class content:

1. Review the new words of the previous lesson.
2. Deal with new words (lead reading, read, check, form phrases, give demonstration sentences, and let the students imitate sentences.)
3. Text introduction (ask some related questions.)
4. Handle the text and do after-class exercises interspersed.

1) The teacher leads the text twice and then assigns two groups of students with good degrees to read the text and correct the sound.

2) Ask each other about the text they read.

3) Explain and practice the common sentence patterns, grammar points, and idioms appearing in the text.

4) The teacher gives the prompt word, and the whole class says the text to the teacher twice.

5) Students can prepare the dialogue in the text, and select several groups of students to perform the text content on stage.

6) Imitate the last paragraph of the text, describe the process of making dumplings and cooking dumplings, and prepare for 5 minutes.

7) Topic: Introduce the practice of food in your country.

—: Translation:

1: Can you make dumplings?

2: Do you need a cup of tea? I'll teach you how to make dumplings.

3: Do you like eating dumplings?

Teacher log

Activity Details: _____ Date: _____

<i>Student's no./name</i>	<i>Comments</i>	
	<i>(Process, or Practice)</i>	<i>Attitude</i>
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APPENDIX C

**Evaluation of the Suitability of Curriculum Elements and
Questionnaire for Need Assessment**

Evaluation of the Suitability of Curriculum Elements

“Elementary Chinese Speaking Training Curriculum for International Students”

Explanation: Please consider how appropriate the elements of the Elementary Chinese Speaking Training Curriculum for International Students of each item by marking ✓ in the and writing suggestions for further improvements.

Level of Appropriateness:

5 means most appropriate.

4 means very appropriate.

3 means moderately appropriate.

2 means less appropriate.

1 means least appropriate.

No.	Items to be rated	Appropriate level					suggestion
		5	4	3	2	1	
1.	Curriculum Principles and Reasons						
	1.1 The need is necessary to develop a training curriculum.						
	1.2 It is logical to develop a training curriculum.						
	1.3 It is consistent with current events and situations						
	1.4 Training curriculum can be applied practically.						
2.	Training Objectives						
	2.1 The training objectives are based on background data analysis of curriculum development.						

No.	Items to be rated	Appropriate level					suggestion
		5	4	3	2	1	
	2.2 The training objectives are clearly defined.						
	2.3 The training objectives able to measure and evaluate.						
	2.4 The training objectives are to encourage students to develop knowledge, skills, and attitudes.						
3.	Curriculum Contents						
	3.1 Defining content following the training objective.						
	3.2 Content arrangement						
	3.3 The contents are comprehensive.						
	3.4 The contents are concise.						
	3.5 The contents cover the knowledge required.						
4.	Structure Scope/ Content Scope						
	4.1 It is appropriate to correspond to the contents						
	4.2 It is sorted the importance of contents.						
	4.3 The timing is suitable for organizing training experience.						
	4.4 The content is suitable for the trainees.						

No.	Items to be rated	Appropriate level					suggestion
		5	4	3	2	1	
	4.5 It is interesting and useful to the trainees.						
5.	Training Process/Training Activities						
	5.1 Training Process/Training Activities are in line with the training objectives.						
	5.2 Training Process/Training Activities are in line with the content.						
	5.3 The process of organizing learning activities is in a sequence of steps.						
6.	Training Materials and learning resources						
	6.1 Training Materials and learning resources encourage activities to achieve the objectives of the curriculum.						
	6.2 Training Materials and learning resources facilitate training.						
	6.3 Training Materials and learning resources are suitable for training activities						
7.	Measurement and evaluation						
	7.1 Measurement and evaluation are consistent with the training objectives.						

No.	Items to be rated	Appropriate level					suggestion
		5	4	3	2	1	
	7.2 Measurement instruments are consistent with measurement methods.						
	7.3 Measurement and evaluation clearly identify the behavior to measure.						
	7.4 Measurement and evaluation are possibilities.						

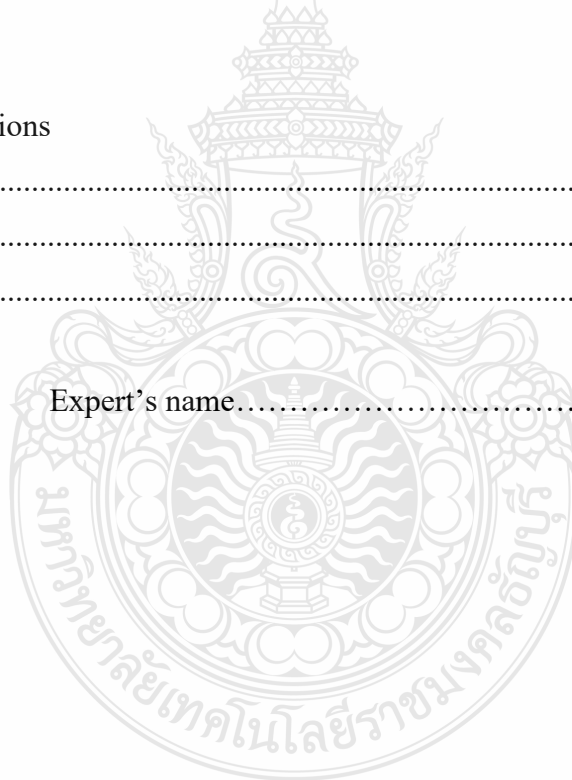
Additional Suggestions

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Expert's name.....



Questionnaire For need assessment in

Elementary Chinese Speaking Training Curriculum for International Students.

Explanation: The purpose of this questionnaire is to survey the background data to develop the Chinese Speaking Training Curriculum. Please answer with real information, your answers will be kept secret and only used in this research. and researchers sincerely appreciate your help. Please marking ✓ in the and writing additional information.

Part 1: General information of respondents	
1	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
2	Country:.....
3	AGE: years.
4	How long do you Learning Chinese? :month
5	What are you learning Chinese for? (You can answer more than one) <input type="checkbox"/> likes Chinese <input type="checkbox"/> Parents' opinions <input type="checkbox"/> Interested in Chinese culture <input type="checkbox"/> school regulation <input type="checkbox"/> job-hunting <input type="checkbox"/> Travel to China <input type="checkbox"/> Communicate with Chinese <input type="checkbox"/> The other reason is.....
6	What is your hobby: <input type="checkbox"/> sing <input type="checkbox"/> dance <input type="checkbox"/> draw <input type="checkbox"/> Chinese Gongfu <input type="checkbox"/> The other reason is.....
7	Your current Chinese level is at the HSK level. <input type="checkbox"/> level one <input type="checkbox"/> level two <input type="checkbox"/> level three <input type="checkbox"/> level four <input type="checkbox"/> level five <input type="checkbox"/> level six

Part 2: Information of knowledge, practice, attitude, and experience about the Chinese language.	
1	<p>Which one do you think is the most important thing in Chinese listening, speaking, reading, and writing?</p> <p><input type="checkbox"/> Listening is the input channel of language and can master correct pronunciation</p> <p><input type="checkbox"/> Speaking is an important method of language output. Only speaking can realize the meaning of communication</p> <p><input type="checkbox"/> "Reading" and "writing" can consolidate language knowledge and enable learners to skillfully use the language</p> <p><input type="checkbox"/> All of them are very important</p>
2	<p>The reasons why you choose the above options (in item 1) are:</p> <p><input type="checkbox"/> listening <input type="checkbox"/> speaking</p> <p><input type="checkbox"/> reading <input type="checkbox"/> writing</p> <p><input type="checkbox"/> All of the above are important</p>
	<p>How much do you like learning spoken Chinese?</p> <p><input type="checkbox"/> very like <input type="checkbox"/> like</p> <p><input type="checkbox"/> Just a little bit <input type="checkbox"/> dislike</p>
4	<p>How long do you spend practicing oral Chinese every day, except in class?</p> <p><input type="checkbox"/> 15 Minutes <input type="checkbox"/> 30 minutes</p> <p><input type="checkbox"/> More than one hour</p> <p><input type="checkbox"/> The other is.....</p>
5	<p>How do you think of your spoken Chinese level?</p> <p><input type="checkbox"/> very good <input type="checkbox"/> good</p> <p><input type="checkbox"/> moderate <input type="checkbox"/> not good</p>
6	<p>How much can you understand in spoken Chinese class?</p> <p><input type="checkbox"/> Can't understand at all</p> <p><input type="checkbox"/> Can understand very little</p> <p><input type="checkbox"/> Can understand half</p> <p><input type="checkbox"/> Most can understand</p> <p><input type="checkbox"/> Can understand everything</p>
7	<p>Now, what do you think is the biggest gain from learning oral Chinese class?</p> <p><input type="checkbox"/> Improved the spoken Chinese proficiency</p> <p><input type="checkbox"/> Learn more about China's culture and the situation</p> <p><input type="checkbox"/> The Chinese vocabulary has been increased</p> <p><input type="checkbox"/> Knowledge of Chinese grammar has increased</p> <p><input type="checkbox"/> The other is.....</p>

8	<p>What is your favorite interaction in the oral Chinese class?</p> <p><input type="checkbox"/> Discuss <input type="checkbox"/> Ask a question</p> <p><input type="checkbox"/> Role-Playing (roleplay)</p> <p><input type="checkbox"/> Group cooperation or competition</p> <p><input type="checkbox"/> The other is.....</p>
9	<p>What do you think is the most difficult aspect of learning in the oral Chinese class?</p> <p><input type="checkbox"/> Text <input type="checkbox"/> Sentence</p> <p><input type="checkbox"/> New word</p> <p><input type="checkbox"/> Answer questions and speak Chinese to classmates</p> <p><input type="checkbox"/> The other is.....</p>
10	<p>The reasons why you think this part(item 9) is difficult are as follows:</p> <p><input type="checkbox"/> A word has multiple pronunciations</p> <p><input type="checkbox"/> The same word has different meanings in different contexts</p> <p><input type="checkbox"/> There are local dialects in China</p>
11	<p>How many opportunities do you speak Chinese in the oral Chinese class?</p> <p><input type="checkbox"/> always <input type="checkbox"/> usually</p> <p><input type="checkbox"/> moderate <input type="checkbox"/> a little bit</p> <p><input type="checkbox"/> no chance</p>
12	<p>How many opportunities do you speak Chinese to Chinese people after class?</p> <p><input type="checkbox"/> always <input type="checkbox"/> usually</p> <p><input type="checkbox"/> moderate <input type="checkbox"/> a little bit</p> <p><input type="checkbox"/> no chance</p>
13	<p>Do you think there are these situations in the oral Chinese class? (choose more than one)</p> <p><input type="checkbox"/> I dare not speak Chinese</p> <p><input type="checkbox"/> Lack of opportunities to practice</p> <p><input type="checkbox"/> There is no language environment</p> <p><input type="checkbox"/> have no problem</p> <p><input type="checkbox"/> The other is.....</p>
14	<p>What do you think role-playing (Role Play) in class?</p> <p><input type="checkbox"/> It can help me learn spoken Chinese</p> <p><input type="checkbox"/> I can learn a more vivid expression</p> <p><input type="checkbox"/> I can play and apply it to the real situation in life</p> <p><input type="checkbox"/> It doesn't help</p> <p><input type="checkbox"/> The other is.....</p>

15	<p>What do you think group learning (Group Study) in class can help you learn spoken Chinese?</p> <p><input type="checkbox"/> It helps me learn spoken Chinese, companions can help me learn</p> <p><input type="checkbox"/> It has access to more learning materials</p> <p><input type="checkbox"/> It doesn't help</p> <p><input type="checkbox"/> The other is.....</p>
16	<p>If you have "group study" in class, would you speak Chinese to your classmates more than at other times?</p> <p><input type="checkbox"/> more than</p> <p><input type="checkbox"/> It is the same.</p> <p><input type="checkbox"/> It doesn't help</p> <p><input type="checkbox"/> The other is.....</p>
17	<p>If you are willing to help the "group learning" for the other students, what is your reason? (optional) (choose more than one)</p> <p><input type="checkbox"/> It helps me improve my speaking Chinese</p> <p><input type="checkbox"/> Help others, I am also happy.</p> <p><input type="checkbox"/> I have a sense of accomplishment</p> <p><input type="checkbox"/> Highlight my own and others' levels are higher</p> <p><input type="checkbox"/> The other is.....</p>
18	<p>If you don't want to help students who have done little or are wrong in group learning, what do you think is why (choose more than one)</p> <p><input type="checkbox"/> My level is not enough afraid of misleading others</p> <p><input type="checkbox"/> I don't want others to be better than me</p> <p><input type="checkbox"/> Others will help them better than me</p> <p><input type="checkbox"/> The other is.....</p>
19	<p>If you are happy with the class interaction, please choose why you like it. (choose more than one)</p> <p><input type="checkbox"/> The classroom interaction is very interesting.</p> <p><input type="checkbox"/> It can show their Chinese proficiency.</p> <p><input type="checkbox"/> Willing to cooperate with (coordinate) the teacher's teaching</p> <p><input type="checkbox"/> I like to communicate with teachers and classmates.</p> <p><input type="checkbox"/> I can improve the oral English level of other</p> <p><input type="checkbox"/> The other is.....</p>
20	<p>If you don't enjoy interacting in class, choose why you don't like it. (choose more than one)</p> <p><input type="checkbox"/> lose interest in studying.</p> <p><input type="checkbox"/> It takes too much time to say too much content.</p> <p><input type="checkbox"/> Don't like to cooperate with others, are introverted, and don't like to express themselves with others.</p> <p><input type="checkbox"/> The other is.....</p>

21	How else do you think you can take the oral Chinese class? <input type="checkbox"/> Confucius Institute <input type="checkbox"/> Take the examination for international students <input type="checkbox"/> Study in China
Part 3 More Suggestions	
Please, more Suggestions	

Additional Suggestions

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.....

.....

Expert's name.....



Biography

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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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Xuerong Li

(Mrs.Xuerong Li)



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ลิขสิทธิ์ พ.ศ. 2565
คณะครุศาสตร์อุตสาหกรรม
มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี