

## ABSTRACT

**ID. No.:** 6219568

**Key Words:** Chinese Learning Achievement, Grade 7 Students' Chinese Learning Achievement, Situational Teaching Method, Traditional Teaching Method

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**Thesis Title:** A COMPARATIVE STUDY OF GRADE 7 STUDENTS' CHINESE LEARNING ACHIEVEMENT THROUGH SITUATIONAL TEACHING METHOD AND TRADITIONAL TEACHING METHOD AT AN INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

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This study aimed to compare Grade 7 students' Chinese learning achievement before and after using the situational teaching method in a Chinese class at an international school in Bangkok in the academic year 2021-2022. In this study, the sample selection was 180 students from 6 classes of Grade 7 in an international school in Bangkok. Since there was no significant difference in the pre-test results, a random selection of 60 students from 2 classes for ten weeks of teaching intervention was implemented in Chinese class 1 session per week and 40 minutes per session. This research followed pre-test and post-test research design. The materials used in the lessons (*Learn Chinese with Me*) is a series of Chinese teaching materials compiled specially for overseas middle school students. The contents of the series are closely related to the students' daily life. They are arranged according to the rules of learning a second language and the psychological characteristics of teenagers. There are also interactive and interesting exercises that are lively and interesting, which will surely encourage the children's participation. Students learned the topics under the situational teaching method during the experimental period. Data analyses showed that Grade 7 students' Chinese learning achievement was good and improved to excellent after using the situational

teaching method. The dependent samples *t*-test indicated that the difference between students' Chinese learning achievement before and after using the situational teaching method in Chinese class in Grade 7 at the target school was significant, favoring the latter condition. The findings provide recommendations for students, teachers, administrators, curriculum developers, and future researchers.



**Field of Study:** Curriculum and Instruction

**Graduate School of Human Sciences**

**Academic Year 2022**

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