

The Impacts Of Confucius Theory-Based Strategy For teaching Chinese Oral Reading On Grade 6 Students Of Phuket Thaihua ASEAN Wittaya School

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Abstract: The aims of this research were to investigate the students' achievement in learning Chinese oral reading using the Confucius Theory-Based Strategy, to survey the students and their parents' opinions toward learning Chinese oral reading using the Confucius Theory-Based Strategy. This study used dependent-samples t-test to test the students' achievements from the pretest and posttest scores. The purposive selected samples of this study were 26 Grade 6 students of Chinese program and their 26 parents. The survey of students and their parents to find their opinions was used one-sample t-test to test the opinion level in each question. SPSS program of one-tailed Dependent-Samples t-test was used for pretest and posttest analysis. Questionnaires were analyzed to result the opinions of students and parents by using simple calculation to obtain percentage. The results showed that the improvement of the students' Chinese knowledge increased according to the mean difference of 12.50. The top three opinions of students showed that 1) the teaching methods using Confucius Theory-Based Strategy were suitable (80.77%), 2) the clarity of their aims to learn Di ZiGui textbook was not clear enough (76.92%), 3) the best method was modern learning (69.23%), the Chinese text was difficult (69.23%), and the teaching method was suitable (69.23%). The top three opinions of parents showed that 1) the happiness was the source of students preference in Di ZiGui learning (84.61%), 2) the parents agreed to have their children continue studying Chinese (80.77%), they thought the best method to manage students was to award them (80.77%), and 3) the combination of Chinese learning abilities for their children would be used in learning Chinese (65.38%).

Keywords: Impacts, Confucius Theory-Based Strategy, Chinese oral reading

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I. Introduction

Chinese teaching and learning as a second language has a long history. From the seventh to ninth centuries of the Tang dynasty, some foreigners came to China to learn Chinese culture and the Chinese language. Then schools and universities began to teach Chinese over a century ago and it was introduced at Yale in 1871. At that time China decreased in its country's power and a lot of countries needed their people to learn and study Chinese for the need of politics and military. Not until the 1940s, Chinese language teaching and learning changed beyond universities. And then the Chinese language has been rapidly expanding worldwide with the country's set-up with other countries, a lot of schools and universities have Chinese program (CP) [1].

The Office of Chinese Language Council International has established Confucius Institutes for developing China's value with the Chinese language. The first Confucius Institute was established in 1987. According to The Office of Chinese Language Council International, they will have 500 Confucius Institutes in the world by the year 2010 [2]. In the Association of Southeast Asian Nations (ASEAN), the Chinese language becomes more important because of the rise of China and the implications for Southeast Asia. China and ASEAN have deep cooperation in political, economic and cultural areas. China's power can deliver more peace to the world and deliver more changes to ASEAN. The people who use the Chinese language fluently will be able to understand Chinese people and pay more contributions to society [3].

The researcher gave particular emphasis on the Chinese Exam for non-native speakers because Chinese reading test scores of Grade 6 students at Phuket ThaiHua ASEAN Wittaya School decreased noticeably to as low as 53.85% from 61.54% of the year before. Therefore, the researcher expected to find out the impacts of students' Chinese reading ability by using Di ZiGui text book, which is based on Confucius Theory-Based Strategy in Chinese oral reading for Grade 6 students of Phuket ThaiHua ASEAN Wittaya School in order to improve their Chinese learning.

1.1 Research Questions

The research questions were:

- 1.1.1 At what level can the students achieve in learning Chinese oral reading using the Confucius Theory-Based Strategy?
- 1.1.2 What are the students' opinions about their learning Chinese oral reading using the Confucius Theory-Based Strategy?
- 1.1.3 What are the parents' opinions about their children's learning Chinese oral reading using the Confucius Theory-Based Strategy?

1.2 Significance of the Study

The study gave some insight on Confucius theory by the use of Di ZiGui textbook which was the detailed application of Confucius theory. Reading Di ZiGui increases Thai students' interest in learning and intercultural communication ability, and to show the benefits of using Confucius Theory-Based Strategy in Chinese oral reading as a bilingual language learning technique.

1.3 Literature Review

The essence of Confucius theory mainly includes: "Wu Lun", "Wu Chang", "Si Wei", and "Ba De". Confucius theory is mainly about how to avoid bad luck and how to receive good luck. In Confucius theory, the most important aspects are to be a good person by controlling oneself and positively affecting others [4].

Di ZiGui is a classic enlightenment textbook, written by Li Yuxiu[5].The contents are from "Lun Yu" (Confucius and his students). Di ZiGui is the detailed application of Confucius theory. Di ZiGui is not only family education but also social education, as a research said Di ZiGui is valuable for education because Di ZiGui focuses on moral education, family education and social education, especially the pursuit of family and social unity. Di ZiGui also cares about children's spiritual health and provides many methods to do this. It provides teachings to help children make many good behavioral habits, which is not found in most modern textbooks[6].

When teaching students by using a textbook,a teacher should give reasonable methods according to a student's gender, age, and background in different conditions, and a teacher should consider students' different learning levels, studying content and different learning methods for teaching students [7]. Also asuggested that when children do Chinese reading, students must choose a saint's textbook and every word must be read aloud without more than a word or less than a word [8]. A study introduced to students how to use Chinese reading for learning Confucius theory stressed that they must keep mind, eyes and mouth focused on the content. In different classical versions, Chinese reading can be used as a tool to learn Confucius theory well [9].

In conclusion, the literature review shows that Confucius theory as a teaching strategy in Chinese oral reading has many benefits to a Thai classroom. However, several of the aspects introduced by Confucius may be outdated today; therefore, teachers have to adapt and understand the differences between cultures when teaching another language. The researcher considered to use Di ZiGui text book as a courier of Confucius Theory-Based Strategy in Chinese oral reading in this experimental research.

II. Research Methodology

This research was conducted by using a quantitative methodology. The experimental research was also adopted with a pretest and posttest to find the impacts of using Confucius Theory-Based Strategy in Chinese oral reading with quantitative method. The questionnaires were used to collect the opinions of the parents and the students in the experimental group based on Confucius Theory-Based Strategy in Chinese oral reading.

2.1 Research Objectives

- 2.1.1 To investigate the students' achievement in learning Chinese oral reading using the Confucius Theory-Based Strategy.
- 2.1.2 To survey the students' opinions about their learning Chinese oral reading using the Confucius Theory-Based Strategy.
- 2.1.3 To survey the students' parents' opinions about their children learning Chinese oral reading using the Confucius Theory-Based Strategy.

2.2 Population

The population was 1,576 students in Phuket Thai Hua ASEAN Wittaya School (Chinese program) from Kindergarten 1 to Grade 12.

2.3 Sample

The samples were 26 Grade 6 students,in Chinese program, who were taught by using Confucius Theory-Based

Strategy in learning Chinese oral reading selected by using purposive sampling selection method.

2.4 Data Collection and Research Instruments

Data collection was done through dependent-samples t-test to test the students' achievements in learning Chinese oral reading before and after using the Confucius Theory-Based Strategy; and the questionnaires were asked the students and their parents to find their opinions, it was used one-sample t-test to test the opinion level in each question.

III. Data Analysis

In this quantitative research, SPSS program of one-tailed Dependent-Samples t-test was used for pretest and posttest analysis. Questionnaires were analyzed to result the opinions of students and parents by using simple calculation to obtain percentage.

3.1 The Students' Pretest and Posttest Scores Analysis

The comparison of the pretest and posttest scores of the Phuket ThaiHuaASEAN Wittaya School students regarding the use of Confucius Theory-Based Strategy on Chinese oral reading skills was done in the experimental group. The mean scores (\bar{X}), mean difference (MD), Minimum, Maximum, Standard Deviation, Variance, and Median were compared in the experimental group.

Table I Students' Pretest and Posttest Scores of the Experimental Group

Total n=26	Pretest Scores	Posttest Scores
Mean	132.92	145.42
Mean Difference	12.50	
Minimum	107.00	122
Maximum	148.00	150
Standard Deviation	9.41	7.56
Variance	88.63	57.13
Median	132.50	148.00

Table I shows the pretest and posttest of the students in the experimental group. The minimum scores in the pretest were 107, and in the posttest were 122, it shows that the experimental group students' Chinese knowledge improved after learning by using Confucius theory as a teaching strategy for four months. In the pretest and posttest the maximum scores were 148 and 150. In the pretest and posttest scores, the median changed from 132.50 to 148.00, it shows that more students had improved Chinese knowledge. As the average of pass scores were 130, the pretest the mean score was 132.92, and 145.42 in the posttest. It shows that the improvement of the students' Chinese knowledge increased according to the mean difference was 12.50.

3.2 The Students' Opinions Analysis

Q 1: Do You Think the Chinese Course is Suitable?

The result revealed that 80.77% of the students thought the course was suitable, 3.85% of the students believed the course was not suitable and 15.38% of the students did not know if the course was suitable or not.

Q 2: Do you Think the Way of Chinese Teaching is Suitable?

The result revealed that 80.77% of the students thought the teaching method was suitable, 3.85% of the students believed the teaching way was not suitable and 15.38% of the students did not know if the teaching way was suitable or not.

Q 3: Is Your Aim of Learning Chinese Textbook Clear Enough?

The result revealed that 19.23% of the students thought their aim of learning was clear enough, 76.92% of the students believed their aim of learning was not clear enough and 3.85% of the students did not know. their aim of learning was clear enough or not.

Q 4: What do You Think is the Most Effective Method for Learning Chinese Theory?

The result revealed that 19.23% of the students thought traditional learning methods were better, 69.23% of the students believed that modern learning methods were the best choice as opposed to others, including online learning, 11.54% of the students did not know.

Q 5: Do you Think the Chinese Exam is Difficult?

The result revealed that 69.23% of the students thought the exam was not easy, 19.23% of the students believed the exam was not difficult and 11.54% of the students did not know.

Q 6: Where is Your Learning Motivation Coming from?

The result revealed 7.69% of the students thought the learning motivation was for the parents because their parents wanted them to study Chinese, 19.23% of the students believed the learning motivation was that they were afraid of failure because students did not like a sad feeling when failing and 69.23% of the students thought the learning motivation was the enjoyment while learning and 3.85% of the students did not know.

3.3 The Parents' Opinions Analysis

Q 1: What do You Think is the Source of Students' Preferences in Chinese Learning?

The result revealed that 7.69% the parents of the students in experimental groups thought that students can get a better job with Chinese language ability and have a higher salary in the future, 84.61% of the parents thought it was happiness, 3.85% of the parents of the students in experimental groups thought it was wisdom and peace in life, and 3.85% of the parents did not know.

Q 2: Do You Agree that Your Child Continue Learning Chinese at ThaiHua School Next Year?

The result revealed that the parents of the students in the experimental group agreed to have their children continue learning Chinese at Phuket ThaiHua Witthaya School at the same percentage of 80.77% and 19.23% disagreed.

Q 3: How to manage Students Effectively?

The result revealed that 80.77% of the parents of the experimental group thought it was to reward the students, 3.85% of the parents of the students in the experimental group stated it was punishment, 11.53% of the parents of the experimental group stated to obey the teacher, and 3.85% of the parents of the students in the experimental group stated it was that they did not know what the best method to manage students was.

Q 4: What Language Ability do You Want Your Child Get from Learning Chinese Textbook?

The result revealed that 11.54% of parents of students in the experimental group wanted their children to have better listening and speaking skills in Chinese language, 7.69% of the parents wanted their children to have better reading skills, 3.85% of the parents wanted their children to learn Chinese well in writing, and 65.38% of the parents wanted their children to have a combination of those four skills in studying Chinese.

IV. Discussion

The researcher found that technology and society are changing so that using traditional ways of learning Confucius theory also have some challenges as follows:

4.1 Students having a good feeling in learning Chinese oral reading, which can get students attention on Chinese language and improve Thai students' ability in Chinese language. If the students who cannot calm down to learn in Chinese classroom the students would find Chinese reading with Confucius theory very boring, and then the students would reduce to focus on learning with a Chinese teacher. So a Chinese teacher should make a good feeling for Thai students when they study Chinese as a second language in a Chinese classroom, as the research should do more on this.

4.2 Nowadays a lot of schools and teachers use teaching tools for the educational aims, but Confucius theory focuses on people themselves because people come to this world with nothing and cannot take anything away when the person leaves this world, so essentially what people can really rely on are themselves. So the research used many stories of what happened in real life in China about Chinese reading with Confucius theory to affect students thoughts and behaviors, to improve students' interested in Chinese learning as a second language.

4.3 To manage students not only need a leader of knowledge but also wisdom in life, so using Confucius theory and the need of students to manage Thai students in Chinese classrooms, is also very important in this research.

V. Conclusion

The results showed that the improvement of the students' Chinese knowledge increased according to the mean difference of 12.50. The top three opinions of students about their learning Chinese oral reading using the Confucius Theory-Based Strategy showed that 1) the course with Di ZiGui textbook and the teaching methods by using Confucius Theory-Based Strategy were suitable (80.77%), 2) the students thought the clarity of their aims to learn Di ZiGui textbook was not clear enough (76.92%), 3) the best method to learn Confucius Theory-Based Strategy was modern learning method (69.23%), the Chinese text was difficult (69.23%), and the teaching method by using Confucius Theory-Based Strategy was suitable (69.23%).

The top three opinions of parents about their children learning Chinese oral reading using the Confucius Theory-Based Strategy showed that 1) the parents thought happiness was the source of students preference in Di ZiGui learning (84.61%), 2) the parents agreed to have their children continued studying Chinese (80.77%), they thought the best method to manage students with Confucius Theory-Based Strategy was to award them (80.77%), and 3) they wanted the combination of Chinese learning abilities for their children by learning from Di ZiGui textbook (65.38%).

Since most of the parents (80.77%) agreed their child continue learning Chinese at ThaiHua Wittaya School the following year, and 19.23% of the parents might have a plan to change the school for their children. According to Confucius theory, a person's behavior and habits are hard to change, therefore, the sufficient and continuous learning time is very important in Chinese learning, in order to improve students' ability in Chinese as a second language.

According to Confucius theory and Di Zi Gui text book, different students should be managed in different methods, even the same students also should be managed in different ways when in different situations.

The parents of the students in experimental group had stronger need to have their children get a combination ability in Chinese learning. Applied to Confucius theory, when parents of the students in experimental group desired strongly their children to be successful in learning, it showed that the experimental group had a better support when the teacher used Confucius theory as a teaching strategy.

VI. Recommendation

6.1 For Teachers:

6.1.1 Using Confucius Theory-Based Strategy is another teaching strategy for students to learn the Chinese language especially in Chinese oral reading and as a second language learning the teachers should consider including Thai cultures together in the lesson plans as well.

6.1.2 For foreign or Chinese teachers, knowing more Thai cultures and understanding some behaviors of Thai students can make more suitable teaching plans for students.

6.2 For Future Study:

6.2.1 The future research may need other class levels of students as the samples and investigate more on the needs of students which strategy will be suitable for them to improve their abilities.

6.2.2 The other skills or abilities besides oral reading such as speaking, listening, or writing should be considered in using the same Confucius Theory-Based Strategy in Chinese learning.

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