



Developing Thai Speaking Skills of Chinese Students Using Vocabulary Learning Strategies

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The purpose of this research was to develop teaching and learning management using vocabulary learning strategies. This study mainly uses the vocabulary expansion method to improve 37 freshmen in the course of Thai Language speaking in majoring in Chinese Language International Education. The researcher created a vocabulary table and lessons related to the students' daily lives to help them practice speaking Thai. A rubric scoring was used as a research tool to measure their Thai speaking skills, and it was divided into 2 parts: 1) vocabulary knowledge and 2) the ability to apply vocabulary. A total of five assessments were conducted over 12 weeks. The statistical method used to analyze the data was repeated measurement ANOVA with a covariate, using the scores of speaking skills in the previous semester as the covariate variable. The results showed that the Thai speaking skills of these Chinese students had effectively been improved according to their vocabulary knowledge development after the experiment using the vocabulary expansion strategies.

Keywords: vocabulary learning strategies, developing second language skills, speaking skills, Thai language, Chinese students

INTRODUCTION

Research from the past and present found that increasing vocabulary helped second language learners improve their communication skills, especially speaking skills. Teaching vocabulary with words, symbols, and/or graphics resolved communication difficulties second-language students had (Grove & Walker, 1990). The lack of vocabulary was also identified as a problem by teachers who taught foreign languages as a second language. The extent of the lack of vocabulary had a significant influence on speaking skills and still had an influence on listening performance, conversation practice in class, and expressing opinions and feelings (Khan et al., 2018). This was the same as for Chinese students. A study by Jiang Yuhong (2008) using the Lexical Approach for teaching, found that vocabulary groups in an interchangeable environment could improve communication abilities in fluency, accuracy, and sophistication. Therefore,

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vocabulary expansion is an approach that should be developed for second language speaking skills, including the development of Thai speaking skills for Chinese students. Vocabulary plays an important role in learning a foreign language. Several studies found that vocabulary learning strategies had a positive influence on increasing vocabulary knowledge, vocabulary expertise, and developing foreign language communication skills. Instructors and learners also had positive attitudes towards such learning strategies (Amirian & Noughabi, 2018; Asyiah, 2017; Mokhtar et al., 2017). A study by Fan (2003) found that Hong Kong students who learned to categorize were more familiar with foreign language vocabulary, suggesting that the role of vocabulary in learning a foreign language was important. A wide range of vocabulary would help students become proficient in a foreign language in listening and speaking, reading, and writing skills (Rouhani & Pugharib, 2013; Richards and Renandya, 2002). Moreover, Utami (2014) also emphasized the importance of vocabulary in communication, claiming that at the survival level, listeners would be able to understand when the speaker just strings the words together without any grammaticalization. Therefore, vocabulary is one of the most influential factors in communication.

Therefore, this research aimed to study the development of Thai-speaking skills among Chinese students who did not have any background in the Thai language. Therefore, the researcher chose the vocabulary expansion strategy, which was the first strategy to develop foreign language communication skills. Would such a strategy be able to improve the Thai-speaking skills of Chinese students? and How? The researcher designed the research using a long-term research model (Longitudinal research) by assessing the speaking skills of students using a vocabulary expansion strategy in five different scenarios. To improve Chinese students' Thai Language speaking proficiency in different situations by learning and using vocabulary from texts. Through vocabulary learning strategies to assess students' Thai language oral skills, this refers to the teachers make full use of information technology to guide the student to apply vocabulary to Thai communication in a different oral scene, thus evaluating students' speaking ability based on the students' vocabulary and vocabulary skills assessment both inside and outside the classroom teaching activities in the process, there is the total of five tests were conducted on the students' oral Thai ability. The results of this research would indicate a strategy in which scenario would greatly improve the Thai language speaking skills of Chinese students. These findings would be useful for teaching Thai to Chinese students, especially those who did not have a basic knowledge of the Thai language. In addition, these findings could also be applied to the development of speaking skills in other foreign languages for those who did not have any basic knowledge too.

Research Objectives

1. To improve teaching and learning management by implementing vocabulary expansion strategies for the development of Thai speaking skills.
2. To study the results of the development of the Thai speaking skills of Chinese students after using the vocabulary expansion strategies.

Literature Review

Vocabulary Expansion Strategy

Vocabulary learning means that students have a comprehensive knowledge of vocabulary, including meanings, speaking styles, writing, grammar, word origins, word arrangements, words in both spoken and written language, and connotation (Thornbury, 2002). Hornby (1995) also covered the meaning of learning vocabulary in three areas: 1) the total number of words that make up the language; 2) all the words the student knew or used in a particular subject, and 3) a list of meaningful words. In addition, vocabulary size is also a reflection of how educated, intelligent, or readable a student is. Meara (2002) stated that, if all else being equal, students with a larger vocabulary were more proficient in language skills than students with a smaller vocabulary. Schmitt and Schmitt (2020) recommended that teachers should teach the 2000 most frequently used vocabulary words to foreign language students. This number was the most frequently cited as a default goal for beginners to learn a foreign language.

Gu and Johnson (1996) broke down the strategies that foreign language learners used to learn vocabulary by ranking the learners from the best to the worst as follows:

- 1) Readers: They believed in learning words through natural exposure, for example, by reading and seeking words that were useful and relevant to the context.
- 2) Users of the Active Strategy: They were hardworking and highly motivated. They used a variety of strategies to learn the words they deemed important by using natural perception, memorization, dictionaries, guesswork, etc. In general, this group used more strategies than any other learners.
- 3) Encoder users: They used a variety of methods. The difference was that they used very intentional memorization strategies such as associations, images, word patterns, and dividing words into parts.
- 4) Passive Strategy Users: They believed in memorization but were ranked lower than other learners in strategy. They were the opposite of the users of the active strategy group.

A study that looked at the effects of vocabulary learning strategies found that students who learned words using prefixes and suffixes had better learning effectiveness than those who learned vocabulary through memorization (Kim, 2013). Vocabulary learning strategies were classified as 1) a useful strategy for initially determining the meaning of a word and 2) a useful strategy for remembering the word once it has been applied (Schmitt, 2000). The vocabulary revision strategy was an important tool for acquiring or increasing a learner's vocabulary (Dentisak Dokchandra, 2017: 143). Additionally, there were examples of research papers proposing strategies for learning vocabulary. For example, research by Van der Merwe (2019) proposed three strategies for learning vocabulary, which included 1) vocabulary challenges, 2) strategies and vocabulary components to deal with, and 3) teachers' awareness, beliefs, and actions regarding vocabulary acquisition. Moreover, research by Pérez and Alvira (2017) explored the use of three different types of word recognition strategies, including flashcards, relationships with pictures, and connections with the topic through fairy tales. Those strategies were

effective in expanding the vocabulary and improving your ability to remember words. They also involve cognitive and emotional factors related to students' perception of vocabulary.

According to Webb and Chang (2012), learners should be taught how to deal with unknown words. This may be accomplished by teaching vocabulary learning strategies that were so important for students' academic success that teachers sought and recommended effective strategies that could help learners broaden their vocabulary knowledge (Ebner & Ehri, 2016). Carter and Nation (2016) also stated that learning and understanding new words should be at a level that can be used properly in verbal and written communication. Beck and McKeown (1991) stated that learners learned about 1,500 new words every year, or about 5 words per day. Language teachers, according to Nation (2001), should teach strategically. Both teaching in the classroom and learning vocabulary through online channels or using an online course that supplemented the use of teachers to motivate by examining students' online vocabulary learning, as Ebner and Ehri (2016) asserted that the teacher's role was to ensure that students learned new words effectively online. Yudi Juniardi & Lina Herlina & Arif Husein Lubis & Irmawanty & John Pahamzah (2020) state that "the students' speaking skill improvement through the use of Macromedia Flash and smartphone in the EFL context as well as their responses to its implementation." That is why it is essential to give the students enjoyment and avoid them from getting bored during the lesson "

In conclusion, the mastery of the pronunciation, writing, meaning, and pragmatic functions of words by foreign language scholars can promote the improvement of second foreign language verbal skills. Consequently, this paper according to the research object of Thai vocabulary accumulation, to extend their vocabulary oral promotion, choice and students' daily life, study, work and so on , topics closely related to teaching vocabulary extension framework, for the low level of Thai language students design conforms to the vocabulary teaching outline, the theme of the Thai ability level and make vocabulary expansion strategy.

Therefore, the vocabulary expansion strategies for the Thai Speaking Course I for Chinese students in this research were as follows:

1. Focus on correct Thai pronunciation (consonants, vowels, tone conjugation).
2. Use translation and illustrations to teach the meaning of words.
3. Test students' understanding of vocabulary.
4. Train students to apply vocabulary both inside and outside the classroom, using contexts or communicative activities, until they gain language experience and new knowledge.

Improvement of Chinese students' Thai-language skills

For Chinese students who did not have a basic knowledge of Thai vocabulary, instructors should choose vocabulary about words that were easy to learn (Mackey, 1967: 176–187). Vocabulary formed the biggest part of the understanding of any language, and it was also the biggest problem for most learners. (Wu, 2019). Second language learning occurred with the usage of visual representation, translation texts, and

task-based vocabulary learning approaches (Nam, 2010). Instructors needed to consider the number of new words, their characteristics, meanings, and methods of explaining the meaning of words (Xinmin, 2012). Emphasis was placed on categorizing communication vocabulary into large categories such as colloquial categories, numbers, time, daily life, food, education, eating, etc. (Runsheng, 2017). There were activities inside and outside the classroom for students to practice speaking Thai. Real and unreal contexts created in the class could make it easier for students to acquire meaningful vocabulary knowledge (Ovalle, 2010). This was essential for creating context or lessons so that learners could use the vocabulary. Also, the lesson book created should be consistent with the vocabulary used to teach it.

The vocabulary used in this lesson should not be too many or too few words in a lesson, but they should be appropriate to the intellectual qualifications of the learners. There should be words those learners have the opportunity to use in their daily lives (Mackey, 1967). Like in the research of Li Peng He (2011), who selected and improved vocabulary categories based on textbooks on the market to match the Thai level of Chinese students, these included greetings, questions, numbers and times, days of the year, weather, shopping, and stationery in seven categories. The selected vocabulary was used to create high-quality conversations for the sample group, including 20 words in each category to create a lesson plan.

In addition, including pictures in teaching can make learning vocabulary effective as well. This is since it allows visual learners to associate what they see or imagine with the words, making the words more memorable for them and allowing them to easily retrieve the words from their long-term memory into their working memory (Thornbury, 2006). And a focus on grammar has a direct impact on vocabulary application because "without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed" (Wilkins, 1972). Then there should be tests to allow the researcher to examine the students' performance at the end of the implementation to establish the effectiveness of the strategies on vocabulary retention (Pérez & Alvira, 2017).

Based on the above theoretical basis for teaching material construction, teaching content of this study from existing Thai, oral teaching textbooks as the template, the selected politely the student studies the life teaching topic, and to simplify the text teaching content, new words at the end of each text is limited within the 20 words and orchestrated the 20 new words into the text dialogue content, design targeted oral practice scheme, The difficulty degree of text teaching content should be within the range of students' ability to accept.

METHOD

This research took 8 weeks to complete, and the experiment was divided into 4 steps as follows: 1) Learning new vocabulary in the lesson, 2) Constructing sentences with new vocabulary, 3) Learning lesson contents, and 4) Using new vocabulary to practice speaking skills.

1. Vocabulary and oral ability test of subjects:

1) One teaching pre-test. To test students' vocabulary and oral proficiency in the first lesson "Hello", students should complete the oral Thai recording test within the specified time in class and send the voice file to the specified email (press the pause button during recording).

2) Test 3 times during teaching. Test the topic vocabulary and oral ability of students in an odd number of lessons (the 3rd, 5th, and 7th texts). The test is completed in the form of homework within a fixed time after the class teaching. The test is completed by Tencent homework software.

3) One post-teaching test. The final test at the end of the course will test students' Thai vocabulary and conversational skills after they have completed the course.

2. Theme vocabulary and text teaching

This research took 8 weeks to complete, and the experiment was divided into 4 steps as follows:

1) Learning new vocabulary in the lesson: The vocabulary teaching content comprises greetings -- self-introduction, inquiry, number and time, year, month, day, weather, shopping, stationery shop, relatives, a total of 8 topics closely related to students' daily life and learning), and the pronunciation and meaning of the theme vocabulary of the text are taught in the form of pictures;

2) Constructing sentences with new vocabulary, Deepen language memory through vocabulary application and grammar teaching;

3) Learning lesson contents, Use the vocabulary and grammar learned by themselves and read the text conversation. After the teacher's conversation, teaching can master and read the text conversation content fluently, and

4) Using new vocabulary to practice speaking skills. In this progress, the task-based teaching method is primarily approved, which requires students to skillfully utilize the vocabulary in daily life by assigning extracurricular homework, highlighting the ability to cultivate students to further implement the new words and discussions in the text into real life. teachers comment on students' vocabulary use and oral practice through online teaching software.

Sample and population

The population was all the students in majoring of Chinese Language International Education in the Faculty of Media and Literature at Baise University. The sample of This study is the group of students who selected Thai as an elective course to use Thai. There were 37 students in this group, 3 males and 34 females.

Variable measurement

Teaching and learning management by using the vocabulary expansion strategy means teaching 160 words in a total of 8 categories by allowing the sample group to learn to read aloud and understand the meaning of words accompanied by pictures using a method of creating a vocabulary table of 20 words per category and creating 7

conversation chapters. Each chapter starts without any new words outside the grid or is reduced to a minimum.

Thai speaking skills mean learners can put the vocabulary they have learned into sentences and describe the pictures correctly according to Thai grammar. They can apply the vocabulary knowledge and sentence patterns to learn the conversation until they can speak Thai in the context of topics both in the classroom and outside the classroom.

This Thai speaking skill was assessed by five tests. The first test was to introduce oneself according to the given Chinese script, with a full score of 100. The 2nd through 4th tests were to practice speaking by using new words with a full score of 100 for each test. The rubric scoring criteria were divided into 2 parts: 1) 40 scores for their vocabulary knowledge and 2) 60 scores for their ability to apply vocabulary knowledge by speaking and recording conversations made by themselves.

Data analysis

Data analysis was based on the Thai vocabulary and oral proficiency assessment criteria, and to answer the first research objective used content analysis to analyze the curriculum and present teaching and learning management by using vocabulary expansion strategies.

Data analysis to answer the second research objective was divided into:

1. The use of descriptive statistics to present a bar graph, mean, standard deviation, minimum, maximum, skewness, and kurtosis of 1) beginner Thai spoken Language course has a full score of 100 (existing knowledge), and 2) Thai Speaking Skills using a vocabulary expansion strategy has a full score of 100, divided into 2.1) 40 scores for their vocabulary knowledge, and 2.2) 60 scores for their ability to apply vocabulary.
2. Analysis of the results of the development of Thai speaking skills by using the vocabulary expansion strategy tests 1–5 was analyzed by repeated measurement ANOVA with covariate using the Speaking Skill Course II, which was the subject that the students enrolled in the last semester. It was a covariate variable.

FINDINGS

The results of the research were divided into 3 topics with different presentation objectives, which were: 1) students' prior knowledge of the Thai language to describe the sample characteristics before conducting data analysis; 2) teaching and learning management using vocabulary expansion strategies to answer research objective no. 1, and 3) the results of the development of Thai speaking skills among Chinese students to answer research objective no. 2.

Analysis of students' Thai language proficiency level

Curriculum's analysis

Students of the Year 2019 in the Teaching Chinese as a Second Language Curriculum in Foreign Language selected Thai as an elective lingua franca course from the 2010

academic year. According to the learning and teaching management schedule of the Thai language for the academic year 2019-2020, it was found that before studying the Thai speaking course I in the second semester, students had only learned the basic Thai course I in the first semester, which only focused on Thai pronunciation. Therefore, their level of Thai was still at the beginner level, with no basic knowledge of Thai vocabulary.

Pre-test analysis

This research started with the assessment of the student's ability to speak Thai before taking this course. The sample group consisted of 37 students. 36 students took part in this pre-study test, and 1 student was absent from the test due to being in self-isolation to monitor the symptoms of COVID-19 infection. The test results showed that their vocabulary knowledge was at a relatively low level, with 0% at the good and very good levels, 63.9% at the quite good level, 22.2% at the adequate level, and 14.9% at the below-standard level. The lack of vocabulary knowledge affected the students' ability to use vocabulary. The proportion of students with the ability to apply vocabulary knowledge was only 8.3% at the good level, 58.3% at the quite good level, 19.4% at the adequate level, and 14.9% at the below standard level.

The results of the Thai speaking ability test of the students in this sample group were still at the preliminary level. Thai speaking skills are directly influenced by vocabulary knowledge. Therefore, expanding students' vocabulary knowledge is very important and necessary.

Teaching and learning management using vocabulary expansion strategies

Teaching and learning management using vocabulary expansion strategies were detailed as follows:

Making a lesson book

A vocabulary table was created to expand learners' vocabulary. The content of the lesson was based on a 20-word vocabulary table, using simple single sentence patterns to create conversations that focused on improving the Thai speaking skills of the sample group. The vocabulary ratio in the vocabulary table should be at 95% of the lesson or above. The difficulty of context should be at an adequate level. There were eight lessons, including Chapter one: Greetings and introducing yourself, Chapter 2: Inquiring, Chapter 3: Numbers and Time, Chapter 4: Days, Months, and Years, Chapter 5: the Weather, Chapter 6: Shopping, Chapter 7: in a stationery store, and Chapter 8: Close Relatives.

Developing a Learning Plan

Learning management objectives

1) Course Objectives: To improve the speaking skills of Chinese students with vocabulary expansion strategies. Organize activities to practice students' ability to apply vocabulary knowledge until they gain language experience.

2) Hourly objectives: To expand the vocabulary for each category and apply the vocabulary knowledge to improve speaking skills in each context.

Activities for learning and applying vocabulary knowledge to practice speaking skills.

Vocabulary activities focused on the correct pronunciation and understanding the meaning of words to expand vocabulary and do exercises such as matching lines, filling in blanks, interpreting meanings, etc. Practice applying vocabulary to achieve the objective of developing Thai speaking skills.

The process of applying vocabulary knowledge and the practice of speaking skills were divided into two steps. The first step was to compose or construct a sentence, which was done within the class hours by having the sample group of Chinese students use the vocabulary they had learned to compose or create sentences by themselves after the teacher explained the principles of language usage or the use of words accompanied by pictures. The second step was to rephrase the words after class using a recording program. It must be a program that students need to practice before speaking to test and record live.

Analytical Study Processing/Feasibility

The results of the study revealed that the students had increased their vocabulary knowledge, and from doing practice activities to improve speaking skills, the sample group was able to apply the learned vocabulary to compose sentences, translate sentences in a class, and modify the vocabulary after learning the relevant lessons. The results of the speaking skill assessment during teaching and final exams showed that the vocabulary expansion strategy could significantly improve the speaking skills of the sample students, both in a lesson book and through methods of learning management.

The teaching steps and activities of the vocabulary expansion strategies were suitable for the knowledge of the Thai language of students who learned Thai as a foreign language and could achieve the learning management objectives to develop speaking skills as part of this research study.

Results of the development of the Thai-speaking skills of Chinese students

Descriptive statistic

Students had prior knowledge, which was based on their score in the Speaking Skills Course II. The average was 75.417 out of 100. The average Thai speaking skill scores from the first to the fifth test showed an increase from a score of 48.722 to 86.528, respectively, increasing in both parts: 1) vocabulary knowledge (from an average score of 19.333 to 31.472) and 2) ability to apply vocabulary knowledge (from an average score of 29.389 to 55.056). The Thai speaking skills test score for the first test started with very low score. Some students achieved a zero score and had less than half of the total score of 40 in vocabulary. After the teachers began to use the vocabulary expansion strategy, it was found that none of the students achieved a zero score for the Thai speaking skills for the 2nd–5th tests, and they have progressed accordingly (as shown in the table and picture 1).

Table 1
The descriptive statistics of the scores in the Speaking Skill Course II and the scores in the Thai Speaking Skill from the first to fifth tests

| | Full score | Mean | S.D. | Min | Max |
|---|------------|--------|--------|-----|------|
| 1. Scores of the Speaking Skill Course II | 100 | 75.417 | 4.619 | 68 | 86 |
| 2. Thai Speaking Skill Scores for Test 1 | 100 | 48.722 | 21.560 | 0 | 75.5 |
| 2.1 Vocabulary knowledge | 40 | 19.333 | 8.322 | 0 | 28 |
| 2.2 Ability to apply vocabulary knowledge | 60 | 29.389 | 13.476 | 0 | 47.5 |
| 3. Thai Speaking Skill Scores for Test 2 | 100 | 60.944 | 20.732 | 20 | 90 |
| 3.1 Vocabulary knowledge | 40 | 23.722 | 9.297 | 4 | 40 |
| 3.2 Ability to apply vocabulary knowledge | 60 | 37.222 | 14.144 | 2 | 58 |
| 4. Thai Speaking Skill Scores for Test 3 | 100 | 70.056 | 14.638 | 24 | 90 |
| 4.1 Vocabulary knowledge | 40 | 25.889 | 7.753 | 4 | 36 |
| 4.2 Ability to apply vocabulary knowledge | 60 | 44.167 | 9.088 | 20 | 58 |
| 5. Thai Speaking Skill Scores for Test 4 | 100 | 83.278 | 11.858 | 60 | 98 |
| 5.1 Vocabulary knowledge | 40 | 30.944 | 4.887 | 20 | 40 |
| 5.2 Ability to apply vocabulary knowledge | 60 | 52.333 | 8.191 | 34 | 60 |
| 6. Thai Speaking Skill Scores for Test 5 | 100 | 86.528 | 14.645 | 44 | 100 |
| 6.1 Vocabulary knowledge | 40 | 31.472 | 10.683 | 2 | 40 |
| 6.2 Ability to apply vocabulary knowledge | 60 | 55.056 | 4.840 | 42 | 60 |

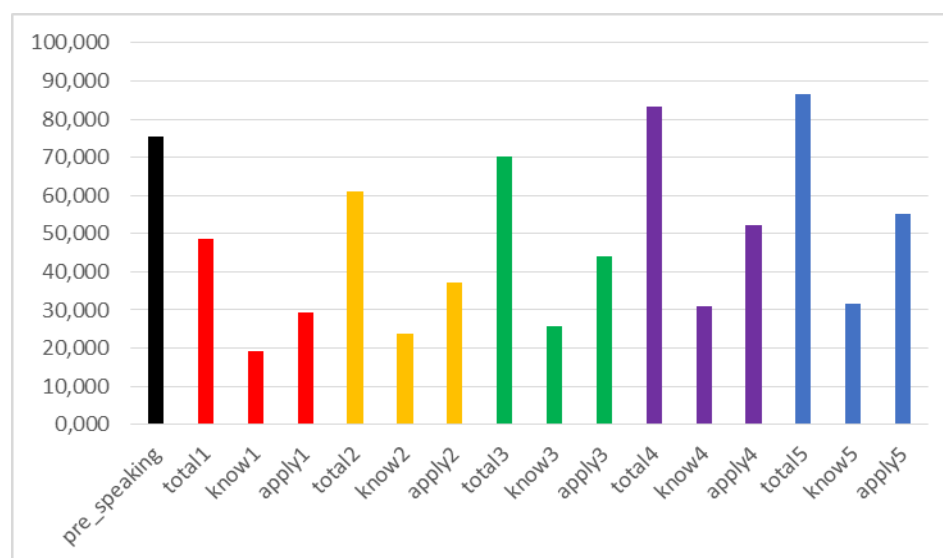


Figure 1
Speaking skill course II and Thai speaking skill average scores for tests 1–5

Multivariate test

The results of the preliminary test found that the residual covariance matrix was not an identity matrix (Bartlett's Test = 60.023, $P = 0.000$). The factor of the Thai Speaking Skill Scores Tests 1–5 did not influence the interaction effect with prior knowledge

scores (Wilks' Lambda = 0.772, P = 0.082). At least the score of one of the tests for Thai speaking skills was different from the others (Wilks' Lambda = 0.712, P = 0.028). As in Table 2, prior knowledge influenced the factor of the scores in the Thai Speaking Skill tests 1–5 (F = 6.988, P = 0.012). As in Table 3, after the factor eliminated the influence of prior knowledge scores, it was found that the scores in the Thai Speaking Skill of the 2nd test did not statistically increase from the 1st test (P = 0.201), but the 3rd and 4th tests increased statistically significantly from the 2nd test (P = 0.017 and 0.000, respectively), and the 5th test did not statistically increase from the 4th test (P = 1.000). As shown in Table 4 and Picture 2, before the 3rd and 4th tests, the students had higher scores. The teachings during those periods were able to develop students very well.

Table 2
Multivariate test

| Effect | | Value | F | P-value | Eta ² |
|---------------------------|--------------------|-------|-------|---------|------------------|
| factor1 | Pillai's Trace | 0.288 | 3.128 | 0.028 | 0.288 |
| | Wilks' Lambda | 0.712 | 3.128 | 0.028 | 0.288 |
| | Hotelling's Trace | 0.404 | 3.128 | 0.028 | 0.288 |
| | Roy's Largest Root | 0.404 | 3.128 | 0.028 | 0.288 |
| factor1 * prior knowledge | Pillai's Trace | 0.228 | 2.293 | 0.082 | 0.228 |
| | Wilks' Lambda | 0.772 | 2.293 | 0.082 | 0.228 |
| | Hotelling's Trace | 0.296 | 2.293 | 0.082 | 0.228 |
| | Roy's Largest Root | 0.296 | 2.293 | 0.082 | 0.228 |

Bartlett's Test = 60.023, P = 0.000 ; Mauchly's W = 0.292, $\chi^2 = 39.959$, P = 0.000
Hypothesis df = 4, Error df = 31

Table 3
Tests of between-subjects effects

| Source | SS | df | MS | F | P | Eta ² |
|-----------------|------------|----|-----------|--------|-------|------------------|
| Intercept | 11.510 | 1 | 11.510 | 0.022 | 0.882 | 0.001 |
| Prior knowledge | 3,604.554 | 1 | 3,604.554 | 6.988* | 0.012 | 0.170 |
| Error | 17,538.940 | 34 | 515.851 | | | |

*P < 0.05

Table 4
Pairwise comparisons of estimated marginal means (Factor1)

|)I(|)J(|)I-J(| S.E. | P | 95% Confidence Interval for Difference | |
|-----|-----|----------|-------|-------|--|--------|
| | | | | | Lower | Upper |
| 1 | 2 | -12.222 | 5.012 | .201 | -27.268 | 2.823 |
| 2 | 3 | -9.111* | 2.681 | .017 | -17.158 | -1.064 |
| 3 | 4 | -13.222* | 2.358 | .000 | -20.301 | -6.143 |
| 4 | 5 | -3.250 | 2.108 | 1.000 | -9.577 | 3.077 |

*P < 0.05

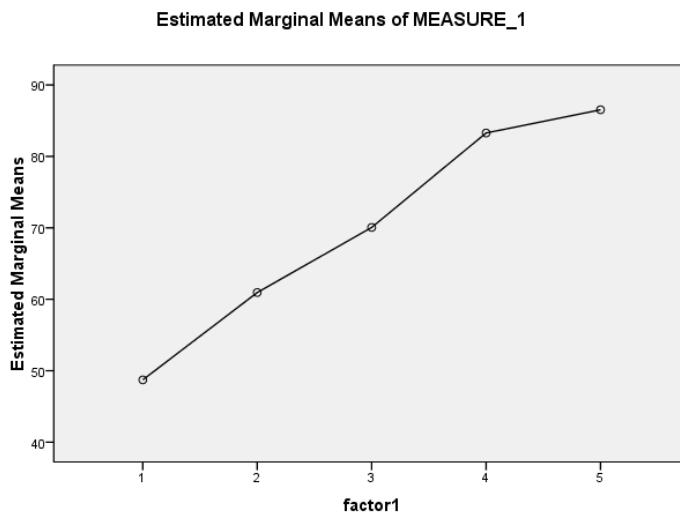


Figure 2

depicts the progression of the estimated marginal means score in the Thai Speaking Skill from the first to the fifth tests

DISCUSSION AND SUGGESTION

The researcher discussed the results of the research to achieve the objective of expanding vocabulary to improve the Thai speaking skills of students by discussing the results and making 3 recommendations as follows:

1. The content of the lessons and teaching style affect the development of the Thai speaking skills of Chinese students. Because of two main factors, students had no significant improvement in their Thai speaking skills in the first period of study. First, students already had knowledge and experience from the lessons, which in the beginning contained content about greetings, talking, and simple conversation sentences. Second, during that time, it was taught online due to the epidemic of COVID-19 and having to stop studying, resulting in learning in the classroom not being continuous. Therefore, the continuation of classroom teaching and course content affects the development of Thai speaking skills among Chinese students. This is consistent with Pérez & Alvira (2017), who stated that real and unreal contexts created in the class could make it easier for students to acquire meaningful vocabulary knowledge. In addition, the findings from a study by Calub & Calub (2017) found that using language longer in school could increase vocabulary volume, and exposing the vocabulary to information materials would expand the vocabulary, which is why Club & Club recommended that students should have access to a computer, the internet, cable network, and English reading materials and that there should be enough television in schools and longer teaching time for vocabulary development. Therefore, the management of teaching Thai speaking to students should be based on classroom teaching so that students can apply the language

face-to-face with teachers and classmates. Online teaching and learning management can still be available, however, only as one of the components. Face-to-face teaching will provide an opportunity for teachers to observe, encounter, and solve problems directly related to teaching and learning to speak Thai as a second language.

2. Face-to-face teaching in the classroom and additional online learning. By using the proper amount of vocabulary relevant to daily life, Chinese students' Thai speaking skills improved significantly. The results of the research found that the score on the Thai Speaking Skill for the 3rd and 4th tests increased statistically. The study of Hossein Navidinia&Mohsen Mobaraki&Farzaneh Malekzadeh(2019) has the same research result showed that by transcribing their voices, students could notice the errors they had in their speaking more, which ultimately resulted in more accurate speaking. Therefore, For teaching and learning activities in the classroom, the teacher gave a vocabulary table of 20 words at a time and explained the meaning of the words to the students. Then they applied the vocabulary by composing sentences from the Chinese sentence translation or the picture description. Later, students learned the conversation from the lesson. The activities outside the classroom were self-study. By having students do homework on the topic assigned by the teacher, the topics were classroom lessons that were relevant to student life. Students must search for information online and write an essay using the vocabulary they have learned. They had to read the transcript of that essay and send it over the internet through the QQ program. This was consistent with Mackey (1976), who stated, "There should not be too much or too little vocabulary in a lesson. However, it should be appropriate to the intellectual maturity of the learners. They should be vocabulary that learners have an opportunity to use in their daily lives". This allows visual learners to associate what they see or imagine with words, making the words more memorable and allowing them to easily retrieve the words from long-term memory into working memory (Thornbury, 2006).

In conclusion, the researcher gave suggestions to the teachers, students, and department executives as follows:

1. Teachers who would like to design suitable teaching and learning management for students should understand the curriculum and assess the language proficiency of the students before designing the plan to develop their Thai speaking skills. They should find the right way to resolve problems directly related to the development of speaking skills, apply modern technology to the benefit of teaching management, and provide both face-to-face and additional online learning by creating an atmosphere that stimulates learning both in the classroom and outside of the classroom.

2. Students should cooperate with teaching and learning activities and pay attention to the expansion and accumulation of Thai vocabulary. They should apply the vocabulary in their daily lives to memorize it and be impressed with what they have learned. They should keep practicing speaking Thai for fluency and gain experience in the Thai language before submitting a speaking practice to their teacher.

3. When preparing the curriculum, the executive of the Department of Teaching Chinese courses to Thais as a Second Language should consider the number of courses and the

number of teaching hours related to the Thai language to increase fundamental knowledge and the ability to learn the Thai language and culture for students, with the aim of training students to be personnel with applied language knowledge for the society and the region.

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