

The Development Of Phonic Reading Skills For Chinese Mandarin By The Method Of Reading The Nursery Lyrical Rhymes For The Third-Grade Students At Anubaan Chiangmai School, Thailand

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Abstract

This research aims: 1.) to develop phonic reading skills for Chinese Mandarin of third-grade students at Anubaan Chiang Mai School. 2) To improve the teachers' teaching skills for phonic reading and 3) To compare the phonic reading skills of the third-grade students before and after studying at Anubaan Chiang Mai School. The results of the research were summarized as follows: development score and relative development score of the third-grade students showed the development of students. The developmental means score was 4.08, while the relative developmental means score is 60.13.

The highest relative development score was 100 (6 students) and the lowest relative development score was 33.33 (1 student). The students were experimented with by reading nursery lyrical rhymes and the pretest and post-test scores were compared. The t-dependent method was used, and results had shown that all 60 students had a pre-test mean of 8.1333, a standard deviation of 3.03910, and a post-test mean of 12.2167, a standard deviation of 1.69837. When comparing the pretest and posttest result, there was a difference with a statistical significance at .001 level. By letting the students read nursery lyrical rhymes as a method of teaching in 3 lesson plans, it can be concluded that the teacher had managed the progress of students' learning by focusing on the learners through reading nursery lyrical rhymes. This helped to develop and train the teacher's skills to design excellent learning activities and learning innovations. This also encouraged students to develop themselves to their fullest potential. The learning activities within the lesson plans emphasized students training to improve their phonic reading skills for Chinese Mandarin characters to study and learn better Chinese Mandarin and apply the language in their daily life. It would lead students to be able to apply their overall knowledge to communicate in Chinese Mandarin and have interpersonal and work-related communication in the future.

Keywords: Phonic Reading Skills for Chinese Mandarin, Nursery Lyrical Rhymes, Third-Grade Students

1. Introduction

1.1 Background and Statement of the Problems.

Language is an important communication tool for human beings. It is used for opinion and knowledge sharing. It is also used in business

bargaining and other aspects. It creates many benefits for human beings. Competence in a language either a natural language or another international language is important for everyone. At present, one who owns language competency, especially a popular international or foreign language, is needed by many entrepreneurs or business companies.

Therefore occupying a second or third language is interesting among students and parents. In meantime, the Thai Ministry of Education and Education Area Level Office has set up many policies to support teaching foreign languages in every school and educational institution. Those schools have managed many projects, programs, and activities to teach foreign languages, e.g. English and Chinese. As a researcher, Chinese has been taught in school for many years. The student's achievements in Chinese language competency are not satisfactory, especially in phonic reading skills for Chinese Mandarin. Thai students dare not to speak Chinese. They have no confidence in speaking Chinese. They are also not happy with learning Chinese. Therefore to set up new Chinese teaching methods for younger students may give more benefits than older students in Chinese competency. Developing new teaching and learning methods are essential. Nursery Lyrical Rhymes are introduced to be a new method of teaching and learning. Students will gain more confidence in speaking Chinese and happiness in learning. Lastly, students' achievement in Chinese competency will be increased.

A child between the ages of birth and five years old is absorbing culture and the nuances of the environment in which it lives. Maria Montessori found that children learn through play with educational toys and games. (Kovalik, 1990). These toys or games are useful in stimulating early reading and writing. "Phonemic Awareness is the understanding that spoken words and syllables are themselves made up of sequences of elementary speech/sounds. Some researchers propose that the lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read because of its importance in learning English". In recent decades classroom education has adopted technology use and simulation methods in science education for better understanding and traditionally adapts the prevailing levels of basic rote learning in education and facts (Sasikala and Siriwan, 2016). In twenty first century, abundant

innovative tools have been identified by the researchers to evaluate the conceptual understandings, problem solving, beliefs and attitudes about education (Reddy and Buncha, 2017).

2. Related Literature review

2.1 The concept of Reading

Laksiri and Imsamran (2005) defined Reading is the exposure of letters to comprehension through thought and readers' beliefs. It can be concluded that reading is the reception of various written messages which is the use of the thoughts or experiences of the readers to analyze what is the meaning of the received substance. While Wongwisit (2008) discussed the importance of reading: enhances the body of knowledge, develops emotional values, develops a good mood, and develops in various fields. Reading gives readers happiness, and entertainment, and promotes creativity. Reading is very important and necessary for human beings. Reading brings new experiences. giving rise to new knowledge and generating new ideas. It can make human beings happy when gaining knowledge.

2.2 Pinyin reading

Pinyin was started in 1958 and was used in 1979 by the government of the People's Republic of China. It replaces older transcription systems such as Wade and Giles and the Zhuyin system. Those systems have also been designed for use in different Chinese spoken languages and the language of the minority that does not use the Han language in the People's Republic of China. It's important to keep in mind that Pinyin is a transliteration of Roman characters. (Romanization). It's not an English transcript (Anglicization), it is the use of one letter.

Pinyin is based on the Roman alphabet. It represents a particular sound for ease of writing. It did not borrow sounds from the Roman alphabet. This system makes it easier

for foreigners to write and read in Chinese. It can also be used with a computer very conveniently.

Thamzhong (2010) discussed the Chinese phonetic system 汉语拼音 (Hanyu Pinyin) is an international standard system for teaching and learning Mandarin because it is convenient and easy for students. Learners need no prior knowledge of Mandarin Chinese. This will make it possible to start learning Chinese in terms of correct, clear, and accurate pronunciation of Mandarin Chinese. The Chinese phonetic system is suitable for translating Mandarin Chinese sounds because of the characters used to compare sounds. Mandarin is in the form of Roman English characters and is then mixed together to form a specific sound of the language. Mandarin is widely recognized by many countries.

Wang Wenmin (2002) said that the biggest obstacle for Thai people in learning Chinese is Chinese Phonetics (HanYu Pinyin) which is a phonetic system that uses Latin characters to pronounce Chinese pronunciation. Reading Pinyin or reading the Chinese phonetic alphabet is necessary to understand the principles and rules of Pinyin or Chinese phonetic spelling.

2.3 Reading nursery rhymes

GotoKnow (2022) defines a nursery rhyme as rhymes that are one of the local cultures that reflect the beliefs and values of the local people. People from every nation and every language in the world have their lullabies. It is assumed that lullabies have evolved from telling stories to children before bedtime. Therefore, some lullaby songs have story-based lyrics, such as in Thai literatures; Chandracrop Chaichet, Phra Rot Sen, etc. The need for a lullaby is for children to enjoy themselves and fall asleep easily and for warmth

The Department of Fines Arts, Ministry of Cultural Affairs (2562) has defined the word lullaby as a type of oral literature. It is a song that parents or babysitters use to sing to

the child to make the child sleep well and not cry. It developed from telling stories to children before bedtime in the past. Later, a slow melody was added for the sake of laughter and to create an atmosphere for children to fall asleep easier. It also reflects the social situation, the way of life of people in the past through songs. Wikipedia website has given the definition of a lullaby-like is a comforting musical event used to play or sing to children. The purposes of nursery rhymes, in some societies, are used in succession by inheriting cultural traditions. Lullabies are also used to improve communication skills, and emotional cues, supervise the infant's indistinguishable interests, infant arousal conditioning, and behavior modification. For this reason, the song will be simple and repetitive. Lullabies are found in many countries and have been there since ancient times.

It is a literary work and a song that is easy to listen, to read, and easy to remember.

It can develop children's communication and children's emotions in a positive way as well.

2.4 The importance of reading nursery rhymes

The Amarin Baby and Kids has shown the importance of nursery rhymes is to develop the baby since the mother opened the baby in the womb. The melody and lyrics will help to stimulate good brain development and skills in various fields. Both IQ and EQ are good from hearing, remembering, and analyzing speed, language and emotion.

It also helps foster imagination and creativity for children to be intelligent from a young age. Lullaby lyrics for brain development, parents have practiced singing to their children.

In addition, the rhythms and lyrics with good meaning will help to promote skills and development in various fields. In the lullaby, there is a melody that is comfortable, sweet, and melodious. When listening to it, children feel calm, relaxed, enjoy, and invite the baby to sleep happily. The nursery rhymes use simple language. When you open nursery rhymes

repeatedly and listen every day, it helps to promote faster language learning and it s the little ones who memorize everyday words. The content is also hidden with morals and ethics similar to fairy tales to help soothe the child's mind to be gentle. They can absorb goodness along with good brain development. Therefore it can be concluded that singing or reading a lullaby is useful for children. It is very important to develop skills such as enhancing the imagination of children, and developing children's positive thinking because lullabies contain content that is embedded with ethics and virtues, and values that are important to help children practice listening skills. Learning Chinese nursery rhymes will help students practice Chinese listening skills. Reading pinyin can practice reading lullabies in Chinese correctly and accurately.

3. Research Methodology

This research is a mixed method using a quasi-experimental pretest-posttest design and the in-depth interview method. The population of this study was 272 third-grade students and 3 teachers at Anubaan Chiangmai School. Samples for the pretest-posttest design were 60 third-grade students using the purposive sampling method. 3 teachers who were interviewed are Chinese Language teachers.

The tool used in this research was 1) 3 Chinese Learning management lesson plans: hands, heights, and healthy (cleanliness) 2) 15 items Phonic reading skills for the Chinese Mandarin test 3) Structured in-depth interview questions. The tools of this research were assessed by 4 experts about content validity through the Index of Item Objectives Congruence (Jiraro, 2019).

The quality of 3 Chinese learning management lesson plans and the phonic reading skills for the Chinese Mandarin test were assessed to have both content validity and internal consistency by 3 experts. All 15 items of the test have also assessed the level of difficulties.

The statistical method used in this study were Mean, Standard Deviation, Paired Samples t-test, index of difficulty, Kuder-Richardson 20: KR 20, Relative developmental scores, and Efficiency of Process and Products (E1/E2).

3.1 Research questions

1. What is the Nursery Lyrical Rhymes teaching method?
2. What are phonic reading skills for Chinese Mandarin among students in third-grade students at Anubaan Chiangmai School
3. Are there any differences in Chinese competency achievement between the pretest and post-test teaching and learning assessment using Nursery Lyrical Rhymes among students in third-grade students at Anubaan Chiangmai School?

3.2 Research Objectives

1. To develop phonic reading skills for Chinese Mandarin of third-grade students at Anubaan Chiangmai School.
2. To improve the teachers' teaching skills for phonic reading
 1. To compare the phonic reading skills of third-grade students at Anubaan Chiangmai School before and after applying the Nursery Lyrical Rhymes teaching method.

3.3 The hypothesis of this research

The achievement of the phonic reading skills of third-grade students at Anubaan Chiangmai School through the Nursery Lyrical Rhymes teaching method is higher than the regular teaching method.

3.4 Benefits of this research

1. The third-grade students at Anubaan Chiangmai School can develop phonic reading skills.

2. Teachers can develop a quality subject, learning management plan, and teaching and learning using Nursery Lyrical Rhyme technic and methods.

2. The achievement of the phonic reading skills of grade 3 students in Anubaan Chiangmai School using the Nursery Lyrical Rhymes method will be shown when compared with the regular teaching method.

3.5 Variables of this research

1. Independent variable is the Nursery Lyrical Rhymes teaching method.

2. Dependent variable is the achievement of the phonic reading skills of third-grade students at Anubaan Chiangmai School.

3.6 Terminology Definition

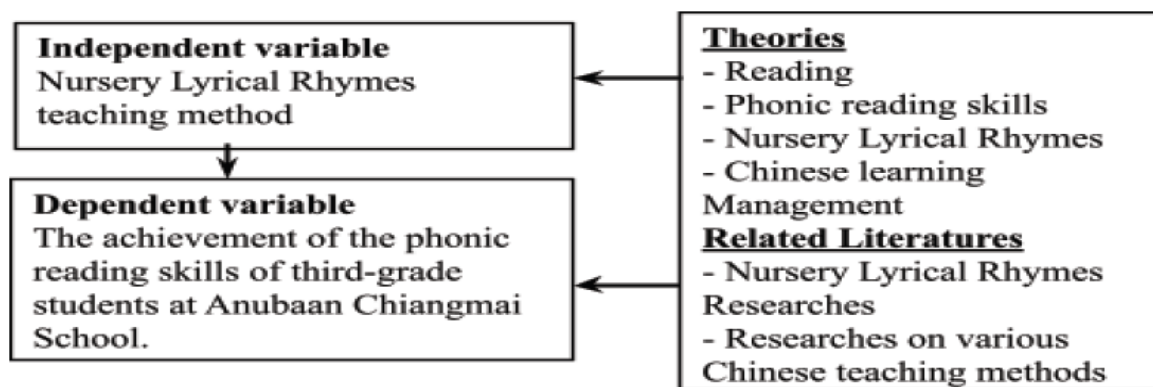


Figure 1: Conceptual Framework of this research

4. Research Results

1. Learning Processes through Nursery Lyrical Rhymes among third-grade students. The findings were that, before using Nursery Lyrical Rhymes, 32 students (53.33%) could not meet standard criteria. After using Nursery Lyrical Rhymes, all students (60:100%) were able to pass the standard criteria.

57 students have shown development, and the scores of the post-test were higher than the pretest. The developmental mean score of all students was 4.08. The relative

1. Phonic reading skill is the skill of Reading Roman characters conveying standard Chinese sounds, including consonants, vowels, and tones of the Chinese language.

2. Learning achievement is the level of student interconnection in the learning process as a result of the evaluation conducted by the teacher

3. The nursery Lyrical Rhymes teaching method is a teaching method using Chinese lullabies to have students read and practice.

3.7 Conceptual Framework of this study

The theories and related literature about the Nursery Lyrical Rhymes teaching method were integrated as shown in frame 1.

developmental mean score of students was 60.13. The lowest relative developmental mean score was 33.33 (1 student) while the highest relative developmental mean score was 100 (6 students).

2. The comparison of test scores (pretest and post-test), using paired samples t-test, was found that the mean score of the pretest was 8.133 and standard deviation was 3.039, and the mean score of the post-test was 12.216 and the standard deviation was 1.698. The posttest was higher than the pretest with statistical significance at the .001 level.

Table 1: The comparison between the pretest and posttest of 60 third-grade students.

Test	N	Mean	S.D.	ΣD	ΣD^2	t	df	Sig.
Pretest	60	8.133	3.039	245	1197	-17.328***	59	.000
Posttest	60	12.216	1.698					

*** p < .001

The efficiency of the Process and Products of the Learning Process using Nursery Lyrical Rhymes were described through E1/E2 method. The research had set up E1/E2 as 75/75. The results had been shown that E1/E2 was 80.33/81.44. That can be explained by the efficiency of the Process and Products of the learning process is higher than the designed criteria. The learning management plan can apply to teaching Chinese efficiency.

3. Findings from the in-depth interview.

3 teachers were interviewed about 3 learning lesson plans: hands, heights, and healthy (cleanliness).

3.1 Chinese learning lesson plan: hands. The strengths of this lesson plan were 1) a good lesson plan, 2) a lesson that contents meet the learning objectives of the subject, and 3) appropriate evaluation and assessment. This lesson plan needs to comply with more standards, indicators, and contents of the curriculum.

3.2 Chinese learning lesson plan: heights. The strengths of this lesson plan were 1) appropriate teaching and learning objectives of the subject and 2) good periodical assessment of the teaching and learning process. An improvement of this lesson plan was that teachers should have various methods of the introductory stage before teaching content. More technology should be brought into the teaching method.

3.3 Chinese learning lesson plan: healthy (cleanliness). The strengths of this lesson plan were 1) appropriate assessment according to learning objectives. 2) good activities 3) good teaching materials to explain the contents clearly. 4) students' abilities to remember the words and apply them to their

daily life. Meanwhile more teaching materials should be brought in.

All teachers had taught students the concept of student-centered learning orientation. Nursery Lyrical Rhymes can help support teachers to develop activities and skills. Teachers can create new innovative activities continuously. Learning activities of learning lesson plans have focused on the development of students' phonic reading skills for Chinese Mandarin. It helps increase Chinese proficiency. Students can apply this to their daily life and communicate with the Chinese language in the future.

5. Discussion and Recommendations

The phonic reading skills for Chinese Mandarin were improved among third-grade students at Anubaan Chiangmai school through Nursery Lyrical Rhymes. The posttest score was higher than the pretest score with statistically significant at the .001 level. The hypothesis of this research was accepted. The results of this research were similar to the other study which applied the electronic book "Happy Chinese Pinyin" to the Chinese Learning Class of third-grade students at Montfort Wittayalai School, Chiangmai Province, Thailand. Students who studied and learned Chinese using the "Happy Chinese Pinyin" E-book had a posttest score higher than the pretest score (25.67%). Applying Nursery Lyrical Rhymes to Chinese class is suitable for Thai students with the reasons of gaining academic achievement skills and showing more confidence in speaking Chinese.

To test children's ability to complete a rhyming word in a familiar nursery rhyme, identify a rhyme and, consequently, create a rhyming word for the stimulus words. What the

relationship between rhyming awareness, phonemic awareness, and reading remains an open problem. Some research studies (Dunst et al., 2011; Goswami, 2019; Kuppen & Bourke, 2017) It is claimed that there is a close relationship between rhyming awareness and reading. These findings provide support for a 'relationship between young children's nursery rhyme abilities and their pronunciation and print-related skills, including emergent reading'. (Dunst et al., 2011, p. 1). Macmillan (2002), some researchers have found that rhyming awareness is a factor in reading; She conducted a research in which she tried to determine sensitivity to rhyme, the ability to create rhyme, and at the same time, a reading test. The relationship between the two shows in the population, especially among early readers, is very close. However, it is impossible to establish a causal relationship from such results. Although rhyming awareness is a good starting point for phonological awareness, it is not necessarily a good understanding of individual sounds. The training and development of rhyme awareness stimulates phonemic awareness, which has a positive effect on reading performance. Rhyme training, however, does not directly affect phonemic awareness, as its development occurs only during target training.

For recommendations, teachers who teach phonic reading skills for Chinese Mandarin using Nursery Lyrical Rhymes should 1) develop a lesson plan to comply with more standards indicators and contents of the curriculum 2) bring in various methods for the introductory stage before teaching content 3) apply more technology in teaching.

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