

Assessment of Lesson Plan of Chinese Culture Attainment in Terms of Festivals and Diet Among Thai Students

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Abstract

The purposes of this research article were 1) To design eight lesson plans about traditional Chinese festivals and diets, and to study the role of implementation in Chinese language teaching. 2) Evaluate the application and effect of Chinese traditional festivals and food lesson plans in teaching Chinese as a foreign language. The 30 junior high school teachers surveyed were from the junior high school teaching group of Sarasas Witaed Bangbon School. In this study, the instrument was a quality assessment form for the WESPRA Model User Manual, Satisfaction survey on the handbook, eight Chinese traditional festivals, dietary lesson plans Evaluation form, and model quality certification focus group meeting.

Every instrument used in this study has been checked by an approved Index of item objective congruence (IOC). This research the findings are 1) The sample population was very satisfied with the lesson plan the quality of the Chinese teaching plan designed using this teaching plan is very good Since they are all about Chinese culture, students-In-depth understanding of traditional Chinese festivals and food as the center Enhance students' interest in Chinese language learning and knowledge of Chinese culture. Learners' abilities in the 21st century.

Keywords: Lesson Plan Design; Evaluate the Lesson Plan; Chinese Traditional

Introduction

Lesson plan

Lesson plans help in teaching According to BaiduBaik(e.n.d.) website that a lesson plan is a specific design and arrangement of teaching content, teaching steps, teaching methods, etc. by teachers to carry out teaching activities smoothly and effectively, according to the curriculum standards, teaching syllabus and textbook requirements, and the actual situation of students. A practical teaching instrument.

The importance of lesson plans

It is the basis of teaching activities. Writing a good lesson plan is the basic condition to ensure the success of teaching and improve the quality of teaching. The teaching process is a bilateral activity process composed of teachers' teaching and students' learning. Conducive to the improvement of teaching level Careful writing of lesson plans is an important process to improve teaching level (He Min, 2018).

How good lesson plan design can help students learn

- A good lesson plan design is the basic condition to ensure the success of teaching and improve the quality of teaching. The teaching process is a bilateral activity process composed of teachers' teaching and students' learning.

- Conducive to the improvement of teaching level Careful writing of lesson plans is an important process to improve teaching level.

- Contribute to the development of teaching and research activities Writing a teaching plan is a process of carrying out teaching research and improving teaching and research

capabilities.

In a sense, the teaching process is to impart knowledge with the teaching materials as the main body to the students in a reasonable way and achieve the purpose of cultivating ability and developing intelligence. Chinese traditional festivals also play an important role in the history of cultural exchanges between China and Thailand. In view of the strong hands-on ability of Thai students, the author designed 8 lesson plans on traditional Chinese culture and Chinese food and made them by the students themselves. Chinese food, come to understand Chinese traditional culture and stimulate Thai students' enthusiasm and interest in Chinese learning.

The role of traditional Chinese culture on Chinese language teaching in Thailand

Traditional Chinese cultural activities have a certain role in promoting Chinese language teaching by enriching teaching content and enhancing students' interest in learning. Traditional Chinese cultural activities can not only activate the classroom atmosphere and stimulate learning interest but also enrich teaching content (Ma Limei, 2016). Students can not only apply the language knowledge they have learned to the activities but also intuitively experience the charm of traditional Chinese culture and increase their awareness and understanding of culture through personal participation. Compared with classroom theoretical explanations, participating in cultural activities will have a better effect on learning traditional Chinese culture, and can also apply the knowledge that has been learned before, thereby improving the effectiveness of language learning.

When Chinese teachers spread Chinese traditional culture in Thailand

In addition to some well-known traditional cultures, they should add some new changes in China and keep up with the times, to show the most authentic China to Thai learners. It enables learners to understand the latest appearance of China and the image of a modern civilization under the influence of traditional culture (Li Decan & Tan Yan, 2021). Further expand communication channels and keep up with the trend of the times, such as opening teaching live broadcasts, uploading activity videos, etc., using advanced network technology to provide Thai learners and ordinary people with more abundant and convenient choices, attracting more people to come to study, to further expand the scope of the audience.

Scope of the study

Subject and skill

At the secondary level, Chinese students are expected to master about 1500 new Chinese words. Chinese cultural content that Thai students are interested in traditional festivals, food, tea art, film and television drama, calligraphy, painting, music and dance, star, famous historic places, mountains, and rivers.

Population and sample

Population: Teachers of junior high school in Sarasas Witaed Bangbon school: 86

Sample: Teachers of grade 7 in Sarasas Witaed Bangbon school: 30

The key link of lesson plan design is the teaching process design.

The teaching process is the core of classroom teaching design. The analysis of teaching objectives, teaching tasks, teaching objects, the selection of teaching media, and the selection and combination of classroom teaching structure types will all be reflected in the teaching process. Good teaching process design as follow:

- Pay attention to designing the introduction language of the classroom.
- Pay attention to leaving the classroom to the students. A good lesson plan design will leave enough time for students to think and discuss, help to improve their thinking ability, and change the way students learn. Promote independent, cooperative, and inquiry-based learning methods; respect students' unique insights and focus on new concepts such as teaching interaction.

Definition of Terms

Chinese teaching: Chinese teaching here refers to teaching Chinese as a foreign language, which is a kind of foreign language teaching for Thai students. Its task is to train and cultivate students to use Chinese correctly for social communication. This research is devoted to the teaching design of Chinese traditional festivals and food, to make students interested in Chinese language learning.

Thai students: Junior high school students of Sarasas Witaed Bangbon school.

Chinese traditional culture: These traditional festivals will really introduce you to life in China. There are annual events like Chinese New Year, the Lantern Festival, the Mid-Autumn Festival, Dragon Boat Festival. The festivals introduced here have been selected for their traditional Chinese nature.

Chinese food: The Traditional Food in four important Chinese festivals are Spring Festival, Lantern Festival, Dragon Boat Festival, and Mid Autumn Festival People eat different food at these festivals. They are dumplings, Tangyuan (also called rice glue ball or sweet dumpling), Zongzi (rice dumpling), and Moon Cake.

Related literature and research

Teaching method

Wang Yueqi (2021) emphasized that the lesson plan is an indispensable part of the field of Chinese as a foreign language. An excellent teaching plan can reduce the blindness and uncertainty of novice teachers in the classroom. Through the analysis of novice teachers' teaching plan cases, the real teaching process or teaching practice can be described and analyzed, and problems can be found and enlightened.

Wang Yichuan (2019) said in the article that with the development of international Chinese education, the "Chinese +" model has become a trend, and simple language teaching is far from meeting the needs, and the establishment of Chinese cultural experience courses is in the ascendant. Chinese ancient poetry is a treasure of Chinese culture and has a strong language teaching value, but it is rarely offered in foreign Chinese cultural experience courses.

Lesson plan

Ma Ben (2018) said that the importance of classroom teaching as the main form of teaching Chinese as a foreign language is self-evident, and the quality of classroom teaching also directly affects the learning effect of students. Therefore, classroom teaching should be carefully designed and arranged. is very necessary and meaningful. Especially as a comprehensive course, one of the main courses in teaching Chinese as a foreign language, the quality of its learning effect will have a great impact on the learning of other courses and the overall learning effect, and the primary comprehensive course is an important foundation for students to lay the course needs more detailed classroom teaching design for its classroom teaching.

Lesson plan content

Guo Zhen (2013) uses traditional Chinese festivals as the teaching content to design a special teaching plan for Chinese as a foreign language, which can not only meet the needs of foreign learners to understand Chinese culture, but also enable learners to form a more systematic understanding of traditional Chinese festival culture and improve their Chinese proficiency.

Teaching content

Zhang Kaihong (2020) taught at Lampang Vocational College in Thailand for one year, and found that there are still some problems in the calligraphy class of Thai Vocational College students. The author's teaching objects are 15 to 20-year-old Thai vocational college students, and the school's Chinese class is not an important course.

Research Methodology

Population and sample

Population: Teachers of junior high school in Sarasas Witaed Bangbon school: 86

Sample: Teachers of grade 7 in Sarasas Witaed Bangbon school: 30

The tools

For this research, the lesson plan quality assessment questionnaire created using the WESPRA model consisted of 2 parts:

Part 1 was closed-ended with 7 questions, an estimation form, and 5 decorated.

Part 2 was an open-ended question.

When the assessment form was completed, it was sent to 3 experts to check for conformance. It has a conformance value of 0.64, which can be used for data collection.

Data collection

Apply to the University for written documents to be submitted to the head of the school where the data is collected. Submit data collection permission documents to the principal of the school whose data is collected. Verify the completeness and accuracy of the content for further statistical analysis. And investigation time

Date of this survey: Sarasas Witaed Bangbon School, 15 March 2022

Results

A learning management plan is designed from the study of relevant documents. The researcher has designed a plan of 8 sheets.

Table 1 Introduction of 8 lesson plans about Chinese festivals and food

No.	Name of the Lesson plan	Teaching objective	Teaching focus	Teaching content
1	Spring	Festival Understand the culture and customs of the Spring Festival	The history and culture of the Spring Festival, related to new words	The traditional culture and meaning of the Spring Festival
2	Dumplings	Dumpling making	Dumpling history and culture and related new words	Dumpling making steps and methods
3	Lantern Festival	Learn about Lantern Festival culture and customs Lantern	Festival history and culture, related new words	Lantern Festival; traditional culture and meaning
4	Lantern	Festival The production of Lantern	Festival The history and culture of Lantern Festival and related new words	The production steps and methods of the Lantern Festival
5	Dragon Boat Festival	Learn about the culture and customs of the Dragon Boat Festival History	Culture and new words related to the Dragon Boat Festival	Traditional culture and meaning of the Dragon Boat Festival
6	Zongzi (rice dumplings)	History of Zongzi (rice dumplings)	Culture and new words related to Zongzi (rice dumplings)	Steps and methods of making Zongzi (rice dumplings)
7	Mid-Autumn Festival	Learn about the history culture and customs of the Mid-Autumn Festival	The history and culture of the Mid-Autumn Festival and related new words	The traditional culture and significance of the Mid-Autumn Festival
8	Moon cakes	The making of moon cakes	The history and culture of moon cakes and related new words	The steps and significance of making moon cakes

Lesson Plan Assessment Results

From the assessment of the quality of the lesson plans, it was found that the quality of activity plans that combine traditional Chinese festivals and food culture in Chinese language teaching was greater than 30 samples. Overall, all 8 lesson plans were of good quality. The mean is 4.11 and the standard deviation is 0.72. When considering the sub-issues, it was found that issues that make the plan quality at a good level. The learning activities were correlated with the learning objectives. Desirable Attribute Skills/Processes and key competencies of learners were 4.27 and the standard deviation was 0.74. The learning activities were correlated with the learning objectives. Desirable Attribute Skills/Processes and key competencies of learners were averaged at 4.27 and the standard deviation was 0.74, the Evaluation tool correlated with learning objectives, desirable characteristics and key competencies of learners were mean at 4.17 and the standard deviation was 0.79, respectively. For the quality of the lesson plans on issues that the researcher needs to develop further. The learning objectives are consistent with the learning subject. The mean is at 3.93 and the standard deviation is 0.78. As detailed in the following table

Table 2 Quality assessment of survey instrument.

No.	questionnaire questions	Average	S.D.
1	The essence is correlated with the learning objectives.	4.13	0.63
2	The learning objectives are consistent with the learning subject.	3.93	0.78
3	The learning principle is related. Consistent with learning objectives/learning activities	4.03	0.81
4	The evaluation method was correlated with learning objectives, and desirable characteristics. and key competencies of learners	4.03	0.67
5	Evaluation tool correlated with learning objectives, desirable characteristics, and key competencies of learners	4.17	0.79
6	The learning activities were correlated with the learning objectives. Desirable Attribute Skills/Processes and key competencies of learners	4.27	0.74
7	The learning activities were correlated with the learning objectives. Desirable Attribute Skills/Processes and key competencies of learners	4.20	0.61
Total		4.11	0.72

The learning activities were correlated with the learning objectives. Desirable attribute skills, processes, and key competencies of learners. If each item is considered by sorting the 3 sequences from smallest to largest, the learning objectives are consistent with the learning subject. The learning principle is related. Consistent with learning objectives/learning activities. The evaluation method was correlated with learning objectives, desirable characteristics, and key competencies of learners. The essence is correlated with the learning objectives established.

Conclusions and Recommendations

After in-depth study and mastery of the relevant knowledge of Chinese traditional festival food culture and a comprehensive understanding of the current teaching situation, providing suggestions for Thailand to carry out traditional festival food culture teaching has become the focus of the research. This chapter will discuss the teaching content that should be selected, the teaching principles that should be followed, and the recommended teaching methods, and each section has detailed discussions and examples, hoping to provide Chinese teachers with relevant content Provides advice and references when teaching.

Conclusion

When teaching Chinese traditional festival food culture, Chinese teachers should comprehensively consider many factors, such as a full understanding of the Chinese teaching

background of their school, nationality, age, and Chinese proficiency of the teaching objects. Continuous research on teaching methods and the most important thing in this process was to establish the teaching content. Lu Jianming (2015) once said the selection of cultural content and cultural points, and the sequence of cultural content and cultural points, if you do not study it, you can only take it for granted, and it is impossible to truly achieve the purpose of effective or optimal cultural teaching. Therefore, the selection and arrangement of cultural teaching content have a key role and influence on both classroom teaching and cultural activities. Through the study and summary of the food culture of traditional festivals in China and Thailand, and the analysis of the current situation of Thai traditional festivals and food culture teaching. We can see that the choice of teaching content should present the rich traditional festivals and food culture connotations in a selective and hierarchical manner without losing professionalism and pertinence. When designing food culture teaching, teachers should pay attention to strategies such as diversity and focus, pay attention to problems such as step-by-step, operability, and avoid cultural conflicts, so as to combine Chinese ontology knowledge with food culture as much as possible (Li Mengqian&Li Beier, 2019).

Recommendations

After conducting various theoretical discussions and research, the teaching of traditional Chinese festival food culture should finally be put into practice to test whether the teaching suggestions proposed above are reasonable, effective, and operable. In the daily Chinese teaching at Sarasas School in Thailand, we have designed a specific and detailed teaching plan that is closely related to the theme, and always pay attention to the problems exposed in the real teaching. The behavior has become a whole, and it has completed the continuous improvement and improvement of the teaching and research of Chinese festival food culture.

Benefit from this research

It is hoped that the following three effects can be achieved through the research and analysis of this research:

1. For students: To deepen students' understanding of traditional Chinese culture and food, and to enhance their interest in Chinese language learning.
2. For teachers: Obtain guidance on designing learner-focused learning activities.
3. For schools: The school has guidelines for students to formulate Chinese activity courses that suit the needs of students.

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