THE APPLICATION OF IMMERSION TEACHING METHOD IN LEARNING CHINESE SPEAKING SKILL FOR GRADE 5 THAI STUDENTS

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ABSTRACT

The objectives of this study were to (1) compare grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method and (2) investigate grade 5 Thai students' satisfaction in learning Chinese speaking skill using immersion teaching method. Mixed methods were applied and a section of 30 grade 5 Thai students was involved as an experimental group and another section of 30 grade 5 Thai students was selected as a control group using a clustered random sampling method. Four Lesson Plans of 100 minutes each (1 Lesson Plan = 2 Sessions) using immersion teaching were used and taught for 8 sessions (2 sessions per week) in the sample group within the time period of a month. The researcher collected the quantitative data through pre-test and post-test and the qualitative data through classroom observation (CO) and semi-structured interview. The quantitative data were analyzed by standard deviation signed rank test. The qualitative data were analyzed by thematic analysis. The significance value of the post-test mean scores between two groups was .01 which indicated that there was statistically significant enhanced learning in Chinese language speaking skill in an experimental group after the intervention. The results showed that the use of immersion teaching was effective in enhancing Grade 5 Thai

students' Chinese language speaking and the students' learning satisfaction was positive towards the use of immersion in learning Chinese speaking.

Keywords: Immersion Teaching, Chinese Speaking Skills, Learning Achievement, Students' Learning Satisfaction

Introduction

In the 21st century, with the economy continues to grow rapidly, China's international status continues to rise and more and more foreigners are learning Chinese. Chinese has become the second largest foreign language in Thailand. As Lei (2007) states that Chinese language gradually has become more popular. So far, more than 3,000 schools in Thailand have offered Chinese courses, and about 600,000 people are learning Chinese. However, Thai students have also encountered a series of problems in the process of learning Chinese. The main reason is that most teachers still use traditional teaching methods to teach, without combining any teaching background knowledge in Thai teaching contexts. Normally, it is easy for teachers to apply imitating simulation, but this lacks initiative flexibility. Most of the time, students are energetic in Chinese class but their attention is easily distracted, especially in an elementary school.

In the global Chinese language boom, a number of primary schools in the United States and Canada have successively set up Chinese immersion teaching programs, and have achieved satisfactory results. In addition, many international schools in other countries have also begun to adopt immersive courses. The Chinese immersion teachings creates an all-Chinese teaching environment, students are immersed in the Chinese language environment all day, their language acquisition speed and ability are much higher than traditional second foreign language students. The teaching methods for the immersion teaching model include Game-based Learning such as beating a drum to spreading a flower; Role-play by getting the students to play a role in a certain story; Scenario simulation by using cases or scenarios in a task; and Activity-based language learning by allowing the students to participate in discussions with the learning tool operations such as paper cutting, dumplings, Chinese songs, etc. As we all know, Chinese language is difficult, but in the immersion teaching,it seems that this kind of 'difficulty' is not seen. The reason is that teachers adopt a teaching method adapts to the psychological

characteristics of primary school students. Teachers basically do not have mechanical knowledge explanation,but instead use activities. Teaching games run through the teaching process, and students are always in a state of excitement, turning difficult and complicated Chinese learning into interesting activities, which greatly improves students' enthusiasm for learning. Now, with the Thai government's unremitting efforts, Thailand has also made great achievements in Chinese education. It has transitioned from the original experimental small-scale Chinese education model to teaching Chinese in preschool, primary and secondary schools, and higher education. The full coverage of teaching, therefore, the immersion teaching model is a unique and effective language teaching model, what will be the effect of using it in Chinese speaking skill in primary schools in Thailand? In the following section, the researcher would like to elaborate and evaluate the effect of the immersion teaching model in Thailand by comparing it with the traditional teaching methods

Research Objectives

This study included 4 methods of immersion teaching to examine the achievement and satisfaction in learning Chinese speaking skill of grade 5 Thai students in primary schools. The selected methods were Game-based Learning; Role-play; Scenario simulation; and Activity-based language learning. Obviously, each method was carried out with one lesson topic during the treatment. It was expected that the results of the study would contribute to more effective teaching and learning Chinese as a foreign language in Thailand, especially in the primary levels as well as yield better learning outcomes for the students as a whole. The research objectives were as follows:

1. To compare grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method.

2. To investigate grade 5 Thai students' satisfaction in learning Chinese speaking skill using immersion teaching method.

Conceptual frame work of the study

Immersion teaching

Language immersion is basically a method developed to help people to achieve a second language, in which the language being taught is used specifically for instruction purposes.

Immersion programs that exist today actually originated in Canada in the 1960's,

when middle-class English speaking parents campaigned for their children to be taught French through the experimental technique of language immersion. It was the first new language teaching model pioneered by the French-speaking Canada. It uses a non-native different language as a direct teaching language while presenting the basic teaching model, that is, to create a language environment to "immerse" students. This offered teacher an opportunity to lead their students to appreciate and understand French tradition and culture. In other words, the immersion program provided students using the second language as a tool to study the subject. Comparing to the traditional language teaching programs, here the language was only used as a channel to help the student to learn the subject. Because of the great success of immersion teaching in Canada, it has received widespread attention and high evaluation, and is called "a revolution in the development of second language learning and teaching".

Use of Immersion Model in Teaching and Learning Chinese Language

The current research literature on the immersion Chinese teaching model is heavily concentrated on the use of the teaching model in schools in the United States, such as Ding Anqi (2012), "Analysis of the Immersion Chinese Teacher Training

Model at the University of Hawaii, USA", starting with the teaching model to analyze immersion relevant problems of the teacher training model. Shao Qi (2010), "The Feasibility of Immersion Chinese Teaching in American Kindergartens", used preschool children in the United States as an example, to analyze whether the immersion Chinese teaching model is feasible for it. Zhang Weidong (2014), "The Minnesota Model of Chinese Immersion Education: Practice, Experience, and Enlightenment", starting from the history of the Minnesota Immersion Chinese Model, combined with his own practical experience, drew inspiration. Lin Xiuqin (2014), "American Immersion Chinese Teaching" Features and problems-taking the Confucius Classroom at the University of Minnesota as an example", through feedback on immersion Chinese classroom teaching, summarized its characteristics, reflected on it at the same time, and then made recommendations. And some of the contents mentioned by Mr. Liu Xun in "Introduction to Chinese as a Foreign Language" in the language learning environment and Mr. Zhao Jinming's "Introduction to Teaching Chinese as a Foreign Language", as well as some master and essays. As for Chinese teaching in Thailand; nevertheless, there is a little mention of the use of immersion Chinese teaching.

At present, most of the immersive Chinese teaching is used in summer projects in China. As these projects are becoming more and more popular, more and more research has been carried out on these projects. Ru Shuyuan, Feng Liping, and Li Hong (2011) in the article "Survey and Teaching Strategies of Chinese Teaching to American College Students in China for a Short Time" discussed the short-term suitable for American college students in the form of a survey from the perspective of classroom teaching, homework and testing. At the end of the article, the author also put forward corresponding teaching suggestions on the method of Chinese teaching. For example, teaching assessment could be frequent but the scope of the test should not be too extensive, and the content of the test should not be too much. Wen Xiaofang (2012) also focused on the analysis of the background, conditions, and teaching activities of the Chinese language program in China in the "Overview of Chinese Language Programs in the United States," in order to summarize the overall teaching concepts and development trends of both China and the United States.

Advantages and Challenges of Immersion teaching and learning in Chinese

The immersion teaching method opens a new path for foreign language teaching; provides a brand-new foreign language teaching model as well as a broad and rich natural language environment for students to learn and also use a new target language. This method also helps cultivate language sense in Chinese learning and create a language environment
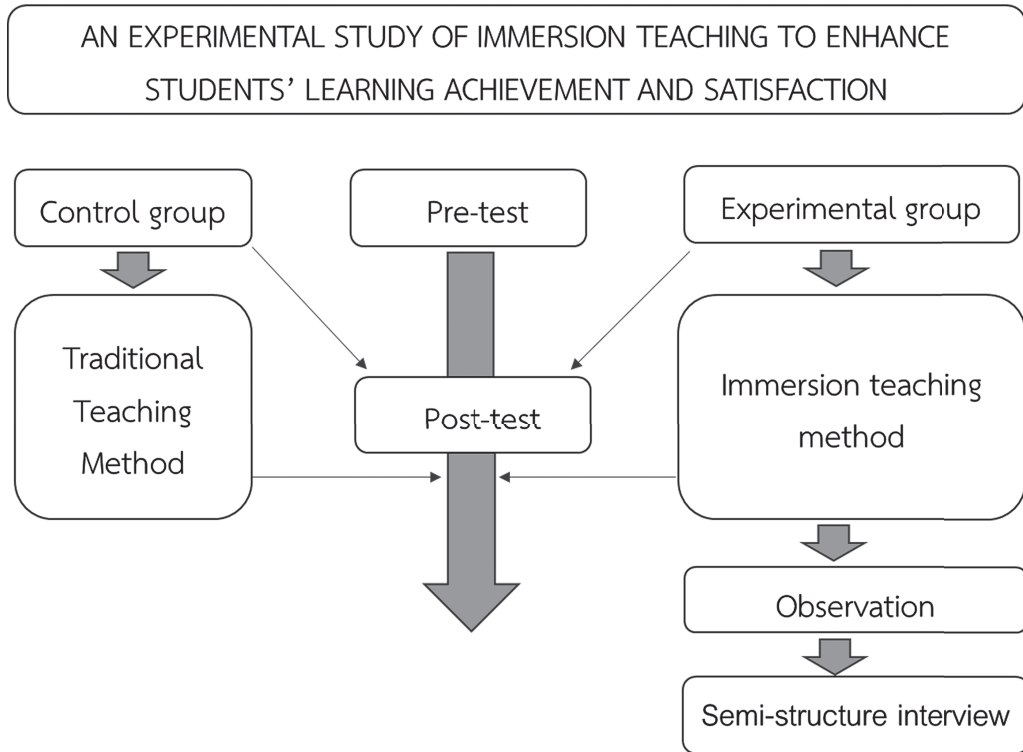
Figure 1 Conceptual Framework

Figure 1 shows a conceptualized framework of this study using the immersion teaching method to enhance grade 5 Thai students' learning achievement in Chinese speaking skill and their learning satisfaction

Research Methodology

1. Research Instruments

A quantitative research mixed with a qualitative study was applied. Quantitative data was collected through pre-test and post-test whereas qualitative data was obtained from the classroom observation and semi-structured interview; comparing the students' learning achievement using immersion teaching method to a traditional teaching method and investigating the students' learning satisfaction using immersion teaching method respectively. All instruments were validated (IOC) by 3 experts with the scores of 0.67-1.

1.1 Pre-test and post-test

In this research, the researcher applied pre-test and post-test for both the experimental group and the control group. Pre-test and post-test were the same questions but in different orders. The pre-test was conducted before the treatment with the immersion teaching method. Post-test was

given after the immersion teaching was treated to the same group of students. This was to compare the achievement scores of the participants before and after the use of immersive teaching methods. Also, the comparison was done between the achievement scores of the experimental group and of the control group.

1.2 Classroom Observation

The researcher conducted the classroom observation to observe the treatment sessions. The researcher had invited a peer teacher with the experience in teaching Chinese to conduct classroom observation by using the observation form. Peer observation of the study was proceeded for four times in the experimental group; each time conducted in the second session of the week. The purpose of this was to examine the students' learning satisfaction on using immersion teaching in learning Chinese speaking of Grade 5 Thai students in the experimental group.

1.3 Semi-structured interview

In order to understand each student's learning satisfaction in using immersion teaching, the researcher adopted semi-structured interview with each student under the experimental group at the end of the teaching. The semi-structured interview consisted of four items which were open-ended questions that helped the researcher

to find out in-depth information regarding the interviewees' satisfaction.

The interview was held in the school canteen or a school library during students' free time. The researcher explained each statement clearly to the students during the interview. With the approval from the participants, the interview was recorded "face-to-face"; each student's interview took approximately 5-10 minutes. The recorded responses were written down, transcribed and translated into English by Thai peer teacher who was teaching at the same school, and then the translated version was subsequently applied for data analysis.

1.4 Lesson plans

The researcher developed 4 Lesson plans of 100 minutes each (1 Lesson plan = 2 sessions) using immersion teaching method in the experimental class. The researcher taught 8 sessions (2 sessions per week) in the sample group for one and a half months and with the practice of Chinese speaking skills by using immersion teaching.

1.5 Participants

The clustered random sampling was applied and involved 2 sections of grade 5 Thai students for the study. One was an experimental group and the other one was a control group;

each section consisted of 30 grade 5 Thai students. The students were within the age range of 10-12 years old with mixed genders and similar Chinese abilities according to previous grades.

Table 1 Demographic information of the subject

Variables		Experimental group	Control group
Gender	male	17(56%)	15(50%)
	female	13(44%)	15(50%)
	Total	30(100%)	30(100%)
Age Range	10-12	30(100%)	30(100%)
Total		**30(100%)**	**30(100%)**

2. Data Collection Procedures

2.1 Sessions Procedures

Subject: Chinese

Topic: Self-introduction

Grade Level: Grade 5 students

Class Strength: 30 participants

Time: 100 minutes (50 minutes 1 session).

Teaching and Learning Strategy: Presentations, immersion teaching method

Teaching and Learning Materials: Laptop, Projector

Lesson Objectives: By the end of the lesson, each student should be able to:

✓ Can understand the word and sentence.

✓ Can speak fluent words and sentences fluently.

Table 2 Treatment Procedure

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
<u>SESSION 1</u> Lesson Introduction (5 Minutes)	- Teacher will greet students and introduce the topic of the lessons with the following questions: ✔ Do you know how to introduce yourself? (in Chinese) - After students listen and answer the questions, teacher will review the words they already learned.	- Greet teacher - Students will listen and answer the questions accordingly.
Lesson Development: (30 Minutes)	- Showing the new words and ask students if they know the words or not. - Teacher will explain the usage of these words - Writing the new words on the board and asking the students to read Chinese characteristics followed teacher write on board according textbook. - Using Game-based learning/role-play/scenario simulation/activity-based in the class to stimulate each student to master these new words.	- Students will listen to the teacher and get understand of the new words. - Students will know how to spell the new words. - To read Chinese characteristics what is written on the board. - To remember the words through "beat a drum pass the flower" activity.
Lesson Closure: (15 minutes)	- Teacher will thank students for taking part in the research studies and to clarify the doubt of the students, if any.	- Students will ask the questions what they have doubt.
<u>SESSION 2</u> Learning Activity: (35 minutes)	- Asking students to read new words before learning new sentences. - Teacher will teach new sentences and motivate students to finish their speaking practice on time and guide them with appropriate examples if require.	- Students will practice the words learned in session 1. - Twenty people sat down in a circle, and one of them took the flowers; another one carried the drums with their backs or blindfolded. When the drums

Table 2 (to)

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)
	- Using Game-based learning/role-play/scenario simulation/activity-based in the class.	sounded, everyone began to pass the flowers in sequence until the drums stopped. Whoever spends it at this time will come on stage to introduce himself in Chinese.
After Activity: (15 minutes)	- To summarize what students has been learned in the lesson. - To check students' speaking of this topic.	- Students will speak words and sentences fluently.

2.2 Approval and Ethics Concern

Since the participants in this research were all below 18 years, a consent letter was given to both the participants and their parents to sign. The names of the participants were not revealed and their personal information was kept confidential throughout the study. Also, this research was approved by the Board Committee of Ethical Consideration at the research's institution.

Results and Discussion

Results

1. Test Scores Results

The scores of pre-test and post-test were analyzed for the sample groups' learning achievement before and after using the immersion teaching. This was analyzed using mean, standard deviation and paired sample t-test. The value of 2-tailed significance value (p) was referred to determine the significance difference between the means.

Table 3 The comparison of the Pre-test and Post-test within the experimental group and control group

Group	Test	Mean	Mean Difference	Standard Deviation	Sig (2-tailed)
Experimental	Pre-test	2.21	3.79-2.21= 1.58	1.01	0.00*
	Post-test	3.79		0.41	
Control	Pre-test	2.45	2.90-2.45= 0.45	0.74	0.00*
	Post-test	2.90		0.94	

Table 4 Comparison of Pre-test and Post-test between the groups.

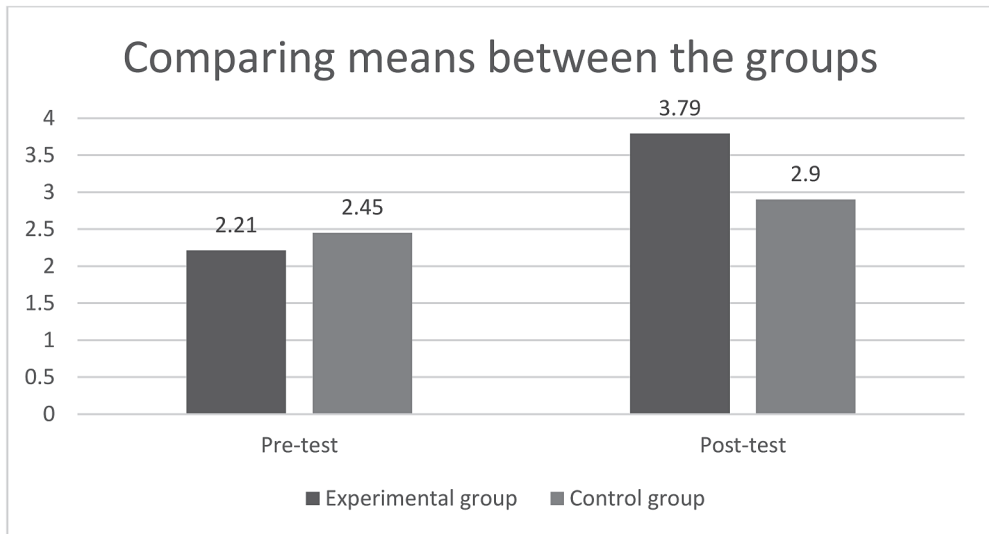| Group	Test	Mean	Mean Difference	Standard Deviation	Sig (2-tailed)
Pre-test	Experimental	2.21	2.45-2.21=0.24	1.01	0.30
	Control	2.45		0.74	
Post-test	Experimental	3.79	3.79-2.90=0.89	0.41	0.00
	Control	2.90		0.94	

Figure 2 Comparison of Pre-test and Post-test between the groups

2. Analysis of test score Results

The first objective was to compare grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method. Pre-test and Post-test were conducted to test the sample group's learning achievement.

Using mean and standard deviation and paired sample t-test, the data collected from pre-test and post-test were analyzed. The mean of the pre-test and post-test scores of the experimental group were 2.21 and 3.79 as shown in Table 2, respectively, resulting in an average difference of 1.58. Similarly, the mean of the pre-test and post-test scores of the control group were 2.45 and 2.90 respectively which resulted in the mean difference of 0.45 as

shown in Table 2. Table 3 shows that the pre-test mean of the control group was 2.45 and that of the experimental group was 2.21 which resulted in a mean difference of 0.24. The 2-tailed significance value (p) was 0.30 which indicated that there was no statistically significant difference between the pre-test means of the two groups. Meanwhile, the results could be used to assume that the two groups had similar learning abilities at the beginning of the treatment. The post-test mean of the control group was 2.90 and that of the experimental group was 3.79 which resulted in a mean difference of 0.89. The 2-tailed significance value (p) was .01 which indicated that the post-test mean of the experimental group was significantly higher than that of the control group.

3. Semi-Structured interview Results

The interview was conducted at the end of the study with 10 volunteers who were grade 5 Thai students (5 boys and 5 girls) from the experimental group. To protect the study interviewees' privacy, they were marked as student 1 (S1), student 2 (S2), and student 3 (S3), etc. The students were allowed to speak in the language they felt comfortable to share their opinions on the study. Semi-structured interview thematic analysis was used to analyze the qualitative data from the responses obtained from 4 questions. Students' responses were recorded and translated for data analysis in English. Analysis results were described below:

Table 5 Semi-Structured interview Results

Questions	Answers
Which part of the class did you like or dislike most? How?	S1: "The part I like most is Scenario simulation, which I can use cases or scenarios to practice Chinese speaking, and I feel like I am in China."
	S2: "What I like most is to play a role in a certain story with classmates. When I play a role I can learn Chinese speaking and I felt interesting."
How did using immersion teaching help you speak Chinese better?	S4: "The use of immersion teaching correctly and clearly can help me to practice Chinese speaking. The key points of immersion teaching are also clear, I can learn better."
	S6: "Yes, I can say that immersion teaching help me learn Chinese speaking better because immersion teaching can help speaking and let me memorable better."
	S7: "Yes, using immersion teaching helps me learn Pinyin better such as it can help me learn how to speak correctly and help my listening as well."

Table 5 (to)

Questions	Answers
Have you achieved what you expected for so far?	S3: "I have achieved what I have expected to improve Chinese speaking; I can speak some sentence fluently."
	S5: "I can remember the word what I learn in the class."
	S9: "My listening ability is better than before."
How did you feel about working with your classmates?	S8: "As a team, we can learn and progress together and we enjoy this feeling."
	S10: "I have been learning a lot of knowledge and enjoying working together as a team."

4. Analysis of Semi-Structured interview Results

Question 1: *Which part of the class did you like or dislike most? How?*

It was found that almost all participants preferred to use immersion teaching to learn Chinese speaking. The main reason was that immersion teaching included Game-based Learning such as beating a drum to spreading a flower; Role-play by getting the students to play a role in a certain story; Scenario simulation by using cases or scenarios in a task; and Activity-based language learning by allowing the students to participate in discussions with the learning tool operations such as paper cutting, dumplings, Chinese songs, etc. Through these Immersion teaching methods, students were able to understand Chinese speaking more easily and felt more interested. Therefore, students were relatively satisfied with using immersion teaching to learn speaking.

Question 2: *How did using immersion teaching help you speak Chinese better?*

It was found that almost all participants felt that using immersion teaching to learn Chinese speaking was useful and interesting. The main reason was that immersion teaching helped the students to learn Chinese speaking. Therefore, students were relatively satisfied with using immersion teaching to learn speaking in class.

Question 3: *Have you achieved what you expected for so far?*

It was found that all participants said that they achieved what they expected through using immersion teaching in learning Chinese speaking. Although different students had different expectations, some students wanted to improve their speaking skills, some students wanted to improve their listening ability, and some of them wanted to improve their vocabulary memory, but they all apparently achieved their expectations more or less.

Question 4: *How did you feel about working with your classmates?*

It was found that all participants said that they felt interested and enjoyed working with the classmates in learning Chinese speaking. Students through cooperative learning helped and encouraged each other to learn Chinese speaking.

5. Analysis of classroom observation

With the help of a peer teacher, in a total four sessions were conducted to complement the quantitative data to answer research question 1. "Will there be any differences in Grade 5 Thai students' learning achievement in Chinese speaking skill between a control group and an experimental group using immersion teaching method?" Five parts of the data were organized and interpreted: 1) Focus of the observation; 2) Observation notes; 3) What were really good aspects; 4) Action plan after the observation; 5) Recommendation and suggestions.

5.1 Focus of the observation

Focus of the observation was related to the themes of learning the Chinese speaking. It can be said that what is the theme of learning Chinese speaking and it will be the focus of the observation.

Focus of the classroom observation form 1: Learning Chinese speaking (Self-introduction).

Focus of the classroom observation form 2: Learning Chinese speaking (Time).

Focus of the classroom observation form 3: Learning Chinese speaking (Weather).

Focus of the classroom observation form 4:

5.2 Observation notes

Observation notes are to obtain the data from the teachers' reflection on teaching effects and understanding students' learning needs, improve teaching quality, and increase students' passion and confidence in learning Chinese. The responses from the observation are below.

Observation notes of peer observation form 1:

1) Teaching materials are well

prepared; 2) Teaching objectives of learning Chinese speaking (Self-introduction); 3) Few students' attention is not concentrated.

Observation notes of peer observation form 2:

1) The material of teaching is well prepared; 2) Students' participation is active and between teacher and students have active interaction; 3) Some students had difficulty in learning Chinese speaking (Time).

Observation notes of peer observation form 3:

1) Teaching materials are well prepared; 2) The time allocated for teaching tasks is reasonable; 3) The form of activity is somewhat monotonous.

Observation notes of peer observation form 4:

1) Teaching materials are well prepared; 2) The classroom atmosphere is very active; 3) Students are very enthusiastic about participating in activities.

5.3 What were really good aspects?

The good aspects in learning Chinese speaking of the students were that it helped the students who learned Chinese speaking in the experimental group to know clearly what to continue and to utilize in the learning classroom as well as to facilitate the development of learning. Students

showed these really good aspects, they could enhance their learning achievement of learning Chinese speaking in future classes through these good aspects. The responses in this item are as follows.

What were really good aspects (classroom observation form 1):

1) Students have active interaction with the teacher; 2) The students be able to grasp the key points of the course in learning Chinese speaking 3) Students can make full use of the advantages of cooperative learning to train speaking skill; 4) The classroom atmosphere was very active, students were highly motivated to learn independently, and good teaching results have been achieved.

What were really good aspects (classroom observation form 2):

1) Students and teacher's interaction is active; 2) Students can understand how to practice with classmates.

What were really good aspects (classroom observation form 3):

1) The students can grasp the key point of learning Chinese speaking; 2) The students pay more attention to improve their Chinese speaking.

What were really good aspects (classroom observation form 4):

1) Students actively participate in classroom activities; 2)

Students' speaking skill of Chinese become fluently

5.4 Action plan after the observation

Action plan after the observation was how to take measures to solve problems and enhance learning and teaching. There are good aspects and bad aspects in teaching and learning. If there are bad aspects, we have to solve them to facilitate the development of learning in the future. The responses are below.

Action plan after the observation of classroom observation form 1:

Take more attention to the students who are not focused, to provide support and guidance for them.

Action plan after the observation of classroom observation form 2:

Students who are good at Chinese speaking can make a group with students who not good at Chinese speaking to help them to practice Chinese speaking skill.

Action plan after the observation of classroom observation form 3:

To think and enrich the background of Scenario simulation,; giving students the opportunity to learn additional words.

Action plan after the observation of classroom observation form 4:

Students should continue to train and practice Chinese speaking in the future.

5.5 Recommendation and suggestions

Through these recommendations and suggestions, it helped the students to enhance the understanding of the problems and function of using immersion teaching in learning Chinese speaking. It was also conducive to improve the learning Chinese speaking skill. It also promoted students' reflection on learning outcomes and improved their learning ability.

Recommendation and suggestions of classroom observation form 1:

A few students' attention is not concentrated; the students need to think about the motivation of them.

Recommendation and suggestions of classroom observation form 2:

If they are the poor students on learning Chinese speaking, the students should pay more attention to learning and the teacher can give guidance to them, or the good students can help them.

Recommendation and suggestions of classroom observation form 3:

Students need more diversified classroom activities, to make them feel fresh and interesting.

Recommendation and suggestions of classroom observation form 4:

Students like festivals and other topics very much and can add more activities to festival topics in the future.

Discussion

This study had two major findings. The first outcome was that using immersion teaching improved Chinese speaking skills of grade 5 Thai students. In addition, the second finding was that grade 5 Thai students had a positive learning satisfaction after using immersion teaching in learning Chinese speaking. The discussion regarding the research results can be stated as follows.

1. Learning achievement test

The first major finding of the study was found that using immersion teaching in learning Chinese speaking improved the learning achievement of grade 5 Thai students. This was evident from the achievement test results of the students which showed the mean difference of 1.58 in the pre-test and post-test of the experimental group. The

pre-test scores were almost equal in both groups which indicated the similar ability of students in both the control group and the experimental group before the treatment. The 2-tailed significance value (p) was 0.30 which indicated that there was no statistically significant difference between the pre-test means of the two groups. Then, the post-test scores of both groups were compared and the post-test mean score of the experimental group was significantly higher than that of the control group with the 2-tailed significant value of .01.

Thus, this finding was similar to the one in the study of Zhai Longzhu (2015) who investigated on using of immersion teaching in the classroom in American elementary schools. He proved that using immersion teaching in teaching or learning was useful for learning a language as a foreign language. The students had better learning achievement and were more engaged and excited in their Chinese language learning.

The overall results of the study revealed that using immersion teaching in learning Chinese speaking for grade 5 Thai students improved their learning outcome. The significant difference between the post-tests scores of the control group and the experimental group showed that using immersion teaching in learning Chinese

speaking had a significantly positive impact on students' learning outcomes. The positive responses from the students concerned about the use of immersion teaching in learning Chinese speaking through the semi-structured interview and the classroom observation by the peer teacher also supported that immersion teaching made the lesson more fun, interesting, and enjoyable; the students derived a great deal of satisfaction from the lessons.

2. Semi-structured interview

The semi-structured interview was carried out to explore the learning satisfaction of the students after this study. The interview consisted of four questions. The students shared their opinions and responses during the interview. According to the responses given by the students, immersion teaching method positively impacted their motivation, interest, interactivity, enhanced classroom participation and they showed better performance in Chinese speaking skill.

The results of the classroom observation were supplemented and supported the findings of the pre-test and post-test. The students participated actively in the Chinese speaking activities when immersion teaching was used. Students were made to work in groups and peers to share the ideas and practice their speaking skills together. The lesson was observed as enjoyable and interesting for them. They showed positive satisfaction and this subsequently helped improve their learning in Chinese speaking.

The study additionally found that teachers were able to continuously improve their information literacy, optimize the teaching model and structure, and the effect on teaching was immediately apparent. The immersion teaching also enabled teachers and students to improve their relationship and better understand each other, create a friendly relationship where they discussed problems and also developed a positive learning satisfaction.

Recommendation

In this study there are some limitation in this study, since the school only allowed 1 month data collection. Therefore, the experiment time was rather short. If there was more time, the result would be more remarkable.

However, the study found that the use of immersion teaching was effective in both enhancing the students' Chinese speaking skill and positive satisfaction towards learning this language. Any interested Chinese language teachers; therefore, are recommended to try this

method in their teaching. The researcher hopes that this research may contribute to more effective teaching and learning outcomes as well as positive satisfaction in learning Chinese speaking skill.

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