



**A RESEARCH ON NEGOTIATED INTERACTION IN
CHINESE CLASS OF BANGYIKHAN WITTAYAKOM
SCHOOL**

ZHANG ZIYI

5917192005

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Author: Miss.Ziyi Zhang
ID: 5917192005
Major: Human Resource
Degree: Master in Business Administration (International Program)
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lw7.

(Dr. Tanakorn Limsarun)

Advisor

Date..... *27 July 2019*.....

Jomphon

(Assoc. Prof. Dr. Jomphon Mongkhonvanit)

Dean, Graduate School of Business

Siam University, Bangkok, Thailand

Date..... *27 July 2019*.....

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ABSTRACT

The contribution of negotiation, such as negotiation of meaning and negotiation of form, to Chinese second language acquisition has been confirmed by experiments and recognized by scholars. This study was carried out to study the relationship between task type, personal factors, interactive environmental factors and teacher-student negotiated interaction. Questionnaires were used as survey tools and 165 respondents from Bangyikhan Wittayakom School filled in the questionnaires. Statistical analysis was carried out with Statistical Package for Social Sciences (SPSS), and quantitative analysis using correlation analysis and multiple linear regression analysis. Results obtained from this study showed that task type, personal factors, and interactive environmental factors have significant effect on teacher-student negotiated interaction. Also, this paper will help create an interactive environment, improve negotiated interaction, enhance learners' sense of efficacy and achievement, and promote learners' Chinese second language acquisition. Therefore, some suggestions are put forward for Thai-Chinese teaching and promotion of Chinese culture.

Keywords: teacher-student negotiated interaction, task type, personal factors, interactive environmental factors

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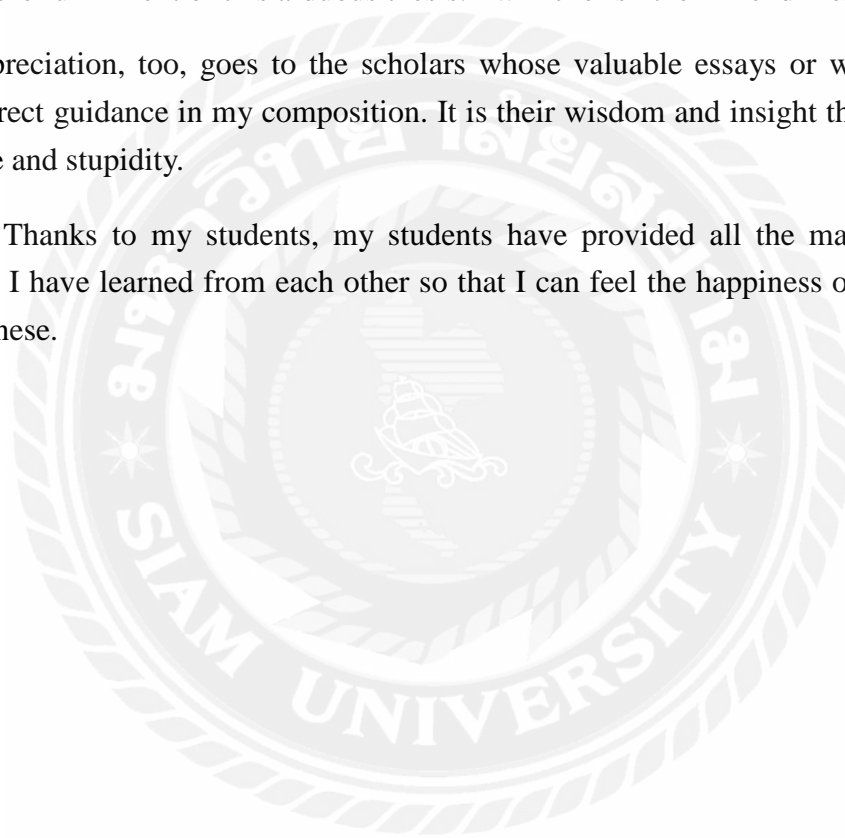
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CONTENT

Abstract	I
Acknowledgment	II
Content	III
List of tables	V
List of figures	V
1 Introduction	1
1.1 Research background.....	1
1.2 Statement of the problem	1
1.3 Objectives of the research	2
1.4 Scope of the research.....	2
1.5 Significance of the research.....	2
1.5.1 Theoretical significance	2
1.5.2 Practicle significance	3
1.6 Assumption of the research.....	3
1.7 Expected benefit.....	3
2 Literature review	4
2.1 Theory related to the problem	4
2.1.1 The Emergence and Development of the Theory of negotiated interaction	4
2.1.2 Types of negotiation interactions, programs, and functional applications	5
2.2 Variables related to building model	6
2.2.1 The relationship between negotiated interaction and task type	6
2.2.2 The effect of negotiated interaction	6
2.2.3 The relationship between other factors and negotiated interaction	7
2.3 Measurement of variables	8
2.4 Conceptual framework	8
3 Research methodology	9
3.1 Type of the research.....	9

3.2 Population and sample	9
3.2.1 Population of this study	9
3.2.2 Sample of the population	9
3.3 Sample selection	9
3.4 Research instruments	10
3.5 Instruments validation	10
3.6 Data collection	12
3.7 Data collection twos and the link to model	12
4 Data analysis	13
4.1 Data coding	13
4.2 Describing sample	13
4.2.1 Frequency analysis	13
4.2.2 Correlation analysis	15
4.2.3 Multiple linear regression analysis	16
4.3 Hypothesis testing and results	21

5 Discussion and contribution	24
5.1 Discussion of the sample and population	24
5.2 Discussion of the results of hypothesis testing	24
5.3 Implication from the core issues of discussion	24
5.4 Further research	25
Reference	26
Appendix	28



LIST OF TABLES

Table 1: Alpha coefficient of Cronbach

Table 2: KMO and Bartlett's Test

Table 3: Rotated Component Matrix^a

Table 4: Statistics

Table 5: Frequency of Gender

Table 6: Frequency of Age

Table 7: Frequency of Years of Learning Chinese

Table 8: Correlations

Table 9: Durbin-Watson

Table 10: ANOVA^a

Table 11: Coefficients^a

Table 12: Residuals Statistics^a

Table 13: Group Statistics

Table 14: Independent Samples Test

LIST OF TABLES

Figure 1: Conceptual framework

Figure 2: Histogram

Figure 3: Normal P-P Plot of regression Standardized Residual

Figure 4: Scatterplot

1 INTRODUCTION

1.1 Research background

Educational ideas and teaching models have undergone numerous changes. The concept “the students as the center of education, teachers as the leading factor” has become mainstream. The trend of globalization is growing more and more apparent, Chinese is more and more popular among many countries.

From May 2015 to now, the author has been a Chinese teacher in ACT and Bangyikhan School. The author has got more than three years of teaching experience, and have a deep understanding of international Chinese teaching.

And what’s more important is that it develops the thinking and ability to discover problems. And the problem thinking is the entry point to the study. Bangyikhan School is a Chinese-Thai school, and the Thai teachers will help control the class, which saves much time in organizing the classroom. Many conditions create chances for interaction among teachers and students. The author always committed to the interactive class concept. And it turns out that conscious and directional efforts work very well. So the excellent teaching experience inspired the research interest and enthusiasm.

Scholars have recognized the role of negotiated interaction in second language acquisition. As a researcher, it is also one of the research objects, and the author hopes that the personal and empirical teaching practice can be transformed into scientific and regular research results through scientific research methods. Thus, it can contribute to the sublimation of one's own teaching experience, the improvement of teaching level and the theory and practice in the field of Chinese as a second language teaching. After a period of observation, recording, and research, the researcher found some characteristics and rules of teacher-student interaction in the Thai-Chinese classroom and decided to use it as a starting point to study the influencing factors behind it.

1.2 Statement of the research problem

This research focuses on factors influencing negotiated interaction between teachers and students in Bangyikhan Wittayakom School. The dependent variable is teacher-student negotiated interaction, and the independent variables are task types, verbal steps, initiator, and individual and environmental factors.

The statements of the research problem arise *‘The negotiated interaction between teacher and students is not frequent in Chinese class, so how to improve teacher-student*

interaction, and how to promote learners' second language acquisition?'

1.3 Objectives of the research

This research is to achieve the following objectives:

1. To find out whether there is a relationship between task type and negotiated interaction.
2. To find out whether there is a relationship between personal factors and negotiated interaction.
3. To find out whether there is a relationship between interactive environmental factors and negotiated interaction.

1.4 The Scope of the research

This paper probes into the characteristics and influencing factors of negotiation and interaction in Thai-Chinese bilingual classrooms, to provide reference and inspiration for teachers to design teaching tasks, strengthen teacher-student interaction, and promote the development of Chinese teaching and task-based classroom teaching. At the same time, this qualitative research will be a productive and complementary part of quantitative analysis, and further explore and analyze the reasons leading to quantitative statistical results.

1.5 Significant of the research

This study has particular significance and value in both theory and practice.

1.5.1 Theoretical significance

Theoretically speaking, this study will complement and enrich the research of academic negotiation and interaction in many aspects. This is reflected in the following points: First, at present, a considerable part of the academic research on the negotiation of meaning is aimed at English teaching, while the research on the negotiation of meaning and negotiation of form in Chinese as a second language teaching has started relatively late in China. The space for research is enormous. Second, at present, most of the analyses in the study of Chinese as a foreign language focus on negotiation of meaning, or do not distinguish between the negotiation of meaning and negotiation of form, and this paper takes both into account, and the initiators of bargaining are not limited to non-native speakers. It takes into account the negotiation initiated by native speakers and non-native speakers, and further studies the differences of negotiation contents, forms, and effects between them. Thirdly, at present, most of the researches in the field of negotiation and interaction in the study of Chinese as a

foreign language are controlled variables in the laboratory. This paper directly records and studies the process of teacher-student interaction in the classroom. At the same time, this study adopts a combination of quantitative and qualitative methods. It has both quantitative data statistics and qualitative interview research, so the results are more general and hierarchical.

1.5.2 Practical Significance

From the perspective of practice, this study also has the value in Thailand, it has direct guidance and reference to Chinese teaching. Secondly, most of the research objects in the field of Chinese as a foreign language are international students with many nationalities. The research environment of this paper is the same nationality, which can not only explore the influence of the language background or cultural background on the teacher-student interaction in the classroom. Moreover, it can directly promote and direct Chinese teaching in Thailand.

1.6 Assumption of the research

1. There is a relationship between the type of tasks and teacher-student negotiated interaction.
2. There is a relationship between personal factors and teacher-student negotiated interaction
3. There is a relationship between interactive environmental factors and teacher-student negotiated interaction

1.7 Expected benefit

Creating a good interactive environment will promote the relationship between teachers and students. Students will experience the fun and meaning of learning Chinese, reducing learning anxiety, enhancing self-confidence, and stimulating students' learning motivation at the same time. If the teacher initiates more negotiation of form, it will promote the students' expression more accurate and more appropriate. Also, if there are many open tasks in the class, there will more chances for students to express their ideas and speak freely.

2 LITERATURE REVIEW

2.1 Theory related to the problem

2.1.1 The Emergence and Development of the Theory of negotiated interaction

In 1952, American linguist Harris first put forward the concept of "discourse analysis" In the late 1970s, Hatch strongly advocated the application of discourse analysis in the field of second language acquisition. She believes that the most critical approach to language acquisition is language communication; that is, the conversation between the second language learner and the native language speaker. In this context, the process of negotiation of meaning has gradually been discovered and paid attention to and has become a vital research result in discourse analysis.

Oliver defines negotiation of meaning as: It is the process of adjusting and modifying the discourse to overcome the obstacles of understanding encountered in communication. In 1992, Lyster and Ranta proposed negotiations of form. They point out that the negotiation of form is a speech act that "occurs not because of barriers to understanding meaning but because of formal errors in students' discourse, but where teachers do not directly correct errors but negotiate to 'draw students' attention or help them to correct themselves."

According to Jin Honggang (2010) and other scholars, even in a communicative and meaningful classroom, the requirement of language form cannot be abandoned. The research cited by Jin Honggang shows that if the second language teaching is wholly focused on experiential semantic communication rather than on the use and practice of language forms, although it may provide a lot of language input and even language interaction, However, it will lead to many errors in language expression, long bottleneck period of interlanguage stage and improvement of language competence, and the inability of language output to approach native speakers. In this context, the second language form-focused instruction for the cognitive process of second language acquisition came into being. Lin Qiong (2008) summarized the characteristics of the formal teaching method into two points. One is that the attention to form appears in the classroom of meaning and communication, and the other is that the focus of form comes from the need for communication. Form-focused instruction includes six teaching techniques which have been proved by experiments and widely accepted by foreign language teaching experts, among which negotiation of form is one of them. Negotiation of form, as the name implies, is form-focused negotiation. Zhao Lei (2015) defines the negotiation of form as: "In a conversation, learners initiate help, questions, and corrections to their own or their counterparts' problems with the use of language forms without hindering meaningful understanding. "The term "negotiated interaction" mentioned in this paper is drawn from Zhao Lei (2015), who studies three types of interaction among

learners: negotiation of meaning, negotiation of form and negotiation of content. Zhao Lei referred to these three kinds of negotiation as "negotiated interaction," as the name implies, that is, the "negotiation" interaction between teachers and students or between students and students. The research object of this paper is the negotiation of meaning and negotiation of form between teachers and students in the course of classroom teaching, and its content and process fully accord with Zhao Lei's definition of both in his paper, so quote his negotiated interaction.

2.1.2 Types of negotiation interactions, programs, and functional applications

In this paper, negotiated interaction is divided into two types: negotiation of meaning and negotiation of form. Each unit of complete negotiated interaction consists of four programs, namely, the presence of doubts, the indication of doubt, the provision of feedback, and the determination of feedback. Each application can be completed in a different form.

(1) Types and procedures of negotiation of meaning

Long (1980), another founder of interaction hypothesis and negotiation theory, divides the negotiation of meaning into six forms: clarification requests, confirmation checks, comprehension checks, repeats self-talk, repeats others' words and expands.

Varonis and Gass (1985) divided each negotiation of the meaning process into two stages, namely, negotiation initiation and negotiation results, which in turn include three programs. And they are indicators, Response, and Reaction to the response. In this study, a large number of negotiation of meaning doubts are raised by the students. The teacher adjusts and gives feedback to the doubtful points, and decides to end the negotiation or make further feedback according to the students' feedback.

(2) Types and procedures of negotiation of form

Lin Qiong (2008) divided the negotiation of form into four types: initiating feedback, request clarification, metalanguage feedback, biased error repeat. Zhao Lei (2015) divided the initiation of negotiation of form into two categories: the help (explicit or implicit) initiated by the speaker and the confirmation check undertaken by the hearer. Meta-language feedback (pointing out language form errors or direct corrections) three types.

The procedure of negotiation of form, like the negotiation of meaning, is divided into two stages: negotiation initiation stage and negotiation result stage. The negotiation initiation stage corresponds to the procedure of occurrence of doubt point, and the negotiation result stage includes doubt point indication, providing feedback and feedback determining three methods.

The corpus of this paper comes from real task-based classroom teaching. The teachers

initiate a large number of negotiation of form in the research; most of them appear in the students speaking links in the teaching tasks. The teachers listen and initiate negotiation of form or give feedback to their speeches at the same time. To urge learners to output the correct language form is a reactive form of teaching. It is well known that the negotiation of form aims at correcting formal errors in learners' expression and has the function of error correction feedback. However, negotiation of form and teacher error correction feedback are not equal. The most significant difference is that teachers use indicative feedback (negotiation of the form) not only to correct errors but also to maintain the coherence and integrity of interaction.

2.2 Variables related to building model

2.2.1 The relationship between negotiated interaction and task type

Mou Yiwu (2008) and Jin Honggang (2010) proved that the task of a two-way flow of information could lead to more negotiation of meaning than the task of one-way flow. Pica (1987) shows that tasks that need to exchange information to complete are more likely to trigger negotiation of meaning than tasks that do not need to exchange information. Crookes and Rulon (1988) conducted a free dialogue between 15 native speakers and 15 non-native speakers, and let them find out the differences in the picture and decide. And it proves that closed tasks lead to more negotiation of meaning than open tasks.

2.2.2 The effect of negotiated interaction

Jin Honggang (2010) reduced the effectiveness of negotiation interaction to three points through empirical research: selective attention, comprehensible input, and productive output. It is considered that the relationship between the three effects is a hierarchical relationship between the upper and lower levels and they are mutually dependent. The productive output is at the highest level and is the most difficult to obtain. Because, in her opinion, the "doubt" process is a process in which learners discover that a language point creates an obstacle to communicative understanding, which in turn leads to selective attention. In the feedback determination process, the learner not only gets the extensive input from the other side but also responds to the feedback input given by the other hand. In this process, the learner tries to express his understanding in different ways. This translates the feedback input into comprehensible input, and sometimes the learner even repeats the other party's explanation and converts the comprehensible input successfully into productive output.

The experiment proves that negotiation of meaning can induce at least one of them: selective attention, comprehensible input, and productive output. It also finds that the difficulty of effect about particular attention, comprehensible input and useful output is

increasing gradually. The productive output is the most difficult to induce and achieve the utility, and it must rely on the first two utility to achieve. Also, its realization proves the first two utility realization.

Before Jin Honggang, the academic research on the utility function of meaning negotiation was mainly summarized as the following three points: First, learners pay attention to the form-meaning mapping.(Pica,1994,1996)The second is to provide enhanced and salient input for learners. (Gass,1979)The third is to make learners realize the gapping effect and mismatch. (Schmidt,1990;1993;1995, Lyster & Ranta,1997)

2.2.3 The relationship between other factors and negotiated interaction

Oliver (2002) confirmed through experiments that low-level learners are relatively more likely to trigger meaning negotiation. In addition to the learner's level, the relevant research proves that the individual factors of the learner have a significant impact on the frequency, type, initiation method and number and integrity of the negotiation. In the study of the learner's factors in the negotiation and interaction, there are research perspectives such as age, language background, gender matching, cultural concept, and personality. According to the experiments of Scarcella and Higa (1981), Oliver (1998) and others, the negotiation of adult-use is proved.

The number is more than the minor. Pica (1991) proved through experiments that the meaning of different gender pairs is more negotiated.

In recent years, individual factors that focus on meaning negotiation and social and cultural factors behind individuals have also become a trend. The social constructivism put forward by Vygotsky provides a useful theoretical framework for a comprehensive understanding of the interaction between teachers and students in the classroom. This theory holds that language and social environment play an extremely important role in learning. Classroom discourse has very important significance for the development of learners. Pica believes that it is difficult for teachers and students to have real negotiating interactions. The reason is that it is difficult for teachers and students to achieve true equality in the classroom, thus promoting interaction between students and students. However, Long, Swain, and others still believe that teacher-student interaction has its irreplaceable superiority. Sex. Li Hang (2011) systematically sorted out the role of teacher-student speech interaction in facilitating learners' second language acquisition, and strongly advocated that teachers should adopt effective communication strategies to initiate and optimize negotiation interaction. Li Hang thoroughly studied the teacher-student interaction in the foreign language classroom in China, and explored the process, characteristics, influencing factors and effective implementation strategies of the meaning and interaction of teachers and students, and sought to find effective teacher-student interaction mechanism, tasks, and teaching strategies.

2.3 Measurement of variables

The dependent variable is teacher-student negotiated interaction, and the independent variables are task types, personal factors, and environmental factors.

Statistical Product and Service Solutions (SPSS) will be used for data analysis to come up with meaningful interpretations and effective decisions. The ‘Correlation Analysis’ will be used as statistical tools in this research and it will be used to identify whether there is a significant relationship between Independent variables and dependent variables. ‘Multiple Linear Regressive Analysis’ also will be used to identify the effect of independent variables on dependent variables.

2.4 Conceptual framework

Figure 1: Conceptual framework



3 RESEARCH METHODOLOGY

3.1 Type of research

This paper adopts the method of quantitative research, and the data collected for the analysis is through the questionnaires.

3.2 Population and sample

3.2.1 Population of this study

Veal (2005) defined a population as “the total of the category of a subject that is the focus of attention in a particular research project”. The target population for this research defined to include the students who are studying at grade one to junior three in Bangyikhan Wittayakom School, the respondents needed to be Thai students. Most of them have had several years of studying Chinese and therefore, they are in the best position to furnish the researcher with the information needed to answer the research question of this study. □

3.2.2 Sample of the population

For some studies, the population may be small enough to warrant the inclusion of all of them in the study, but a study may entail a large population that cannot all be studied. That portion of the population that is studied is called a sample of the population (Nworgu 1991:69).

3.3 Sample selection

De Vos (1998:191) states that convenience sampling is the rational choice in cases where it is impossible to identify all the members of a population. Non-probability or convenience sampling will be used because questionnaires are distributed to the students who are between 10~12years old. In this research, 165 population sample was selected from the population of students who study in grades four to six in Bangyikhan Wittayakom School. Because Chinese-Thai classes are taught only at grade one to grade six, and the Chinese level of students from grade four to six are the better.

According to Yamane (2009)'s formula, the sample size was calculated in $n = N / (1 + N(e^2)) = 285 / (1 + 285 \times 0.05^2) = 165$, where n represents sample size, N represents population size, and e^2 represents the level of precision. (at the 95% confidence level)

3.4 Research instruments

Questionnaires are taken as the research instrument in this study, and it will know the students about their personal and interactive environmental factors related to the negotiated interaction through the questionnaires.

3.5 Instruments validation

The questionnaire is one of the most widely used tools to collect data, especially social science research. The main objective of the questionnaire in research is to obtain relevant information most reliably and validly, thus the accuracy and consistency of the survey/questionnaire form a significant aspect of research methodology which is known as validity and reliability. Reliability and validity are important aspects of selecting a survey instrument. □

Reliability refers to the extent that the instrument yields the same results over multiple trials. Finally, the analysis results of SPSS and the Alpha coefficient of Cronbach of reliability statistics are reviewed as follows: □

Table 1: Alpha Coefficient of Cronbach

		N	%
Cases	Valid	25	96.2
	Excluded ^a	1	3.8
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.893	.892	12

So, we can see that the reliability coefficient is greater than 0.8, and it means the questionnaires are reliable.

Validity refers to the extent that the instrument measures what it was designed to measure. Factor analysis is used in a validity test, and if KMO value is greater than 0.6 and the significance level is less than 0.05, it means the raw data is suitable for factor analysis. □

Table 2: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.741
Bartlett's Test of Sphericity	Approx. Chi-Square	184.003
	df	66
	Sig.	.000

From the table, we can know that questionnaires are suitable for factor analysis.

Table 3: Rotated Component Matrix □

	Rotated Component Matrix □		
	Component		
	1	2	3
Q10	.881		
Q7	.869		
Q4	.841		
Q12	.839		
Q5	.739		
Q2	.678		
Q6		.798	
Q3		.665	
Q8	.504	.533	
Q1			.815
Q9			.661
Q11			.546

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

From this table, we can know that all twelve questions are divided into three components, and all the absolute values are greater than 0.5. So, it means the questionnaires are valid. □

3.6 Data collection

The primary data for this study is to collect the data by distributing the questionnaires to the targeted Bangyikhan Wittayakom School. Students were asked to finish the questionnaires to know their factors, interactive environmental factors related to the negotiated interaction, All the data collected in the process is analysis in SPSS software, as it commonly used programs and best suited for the numerical calculations.

The relevant literature on negotiated interaction, task types, past thesis, articles, textbook, and other useful online sources are the core source for collecting the secondary data for this research. □

3.7 Data collection twos and the link to the model □

The dependent variable is teacher-student negotiated interaction, and the independent variables are task types, personal factors, and environmental factors.

There are twelve questions in all. The first three questions talk about task type, the forth to the sixth is related to personal factors. The seventh to the ninth talk about interactive environmental factors and the tenth to the twelfth are linked with teacher-student negotiated interaction. □

4 DATA ANALYSIS

4.1 Data coding

Data coding is the process of deriving codes from the observed data. The purpose of data coding is to bring out the essence and meaning of the data that respondents have provided. The data coder extracts preliminary codes from the observed data, the preliminary codes are further filtered and refined to obtain more accurate precise and concise codes. Later, in the evaluation of data the researcher assigns values, percentages or other numerical quantities to these codes to draw inferences. The purpose of data coding is to summarize it meaningfully, and the data coder should ascertain that none of the important points of the data have been lost in data coding.

Likert scale is defined as a unidimensional scale used to collect the respondent's attitudes and opinions. It will be used in this research, and the data coding are as follows:

Age: 1=ten years old, 2=eleven years old, 3=twelve years old

Gender: 1=male, 2=female

Years of learning Chinese: 1=four years, 2=five years, 3=six years

Likert Scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

4.2 Describing sample

4.2.1 Frequency analysis

Frequency Analysis is a part of descriptive statistics. In statistics, frequency is the number of times an event occurs. Frequency Analysis is an important area of statistics that deals with the number of occurrences (frequency) and analyzes measures of central tendency, dispersion, percentiles, etc.

The researcher used descriptive statistics to make the frequency analysis about gender, age and years of learning Chinese dealing with the students who study at Bangyikhan Wittayakom School.

Table 4: Statistics

		Statistics		
		Gender	Age	Years of learning Chinese
N	Valid	165	165	165
	Missing	0	0	0

This table shows the valid gender, age and years of learning Chinese, from it we can know that there is no missing and all of the information are valid.

Table 5: Frequency of Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	83	50.3	50.3	50.3
	male	82	49.7	49.7	100.0
Total		165	100.0	100.0	

This table shows the frequency of gender. In this research, males were 82 frequency or 49.7% and females were 83 frequency or 50.3%. So, the number of males and females is almost the same.

Table 6: Frequency of Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	eleven	52	31.5	31.5	31.5
	ten	50	30.3	30.3	61.8
	twelve	63	38.2	38.2	100.0
	Total	165	100.0	100.0	

This table shows the frequency of age. The twelve is the most respondent of 63 frequency or 38.2%, the eleven is 52 frequency or 31.5%, and the ten is 50 frequency or 30.3%.

Table 7: Frequency of Years of Learning Chinese

		Years of learning Chinese			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	five	52	31.5	31.5	31.5
	four	50	30.3	30.3	61.8
	six	63	38.2	38.2	100.0
Total		165	100.0	100.0	

This table shows the frequency of years of learning Chinese. Four years of learning Chinese is 50 frequency or 30.3%, five years of learning Chinese is 52 frequency or 31.5%, and six years of learning Chinese is 63 frequency or 38.2%.

4.2.2 Correlation analysis

The Correlation Analysis is the statistical tool used to study the closeness of the relationship between two or more variables. The variables are said to be correlated when the movement of one variable is accompanied by the movement of another variable.

The 'Correlation Analysis' will be used as statistical tools in this research and it will be used to identify whether there is a significant relationship between Independent variables and dependent variables.

Table 8: Correlations

Correlations

		Task type	Personal factors	Interactive environmental factors	Teacher-student negotiated interaction
Task type	Pearson Correlation	1	.270**	.371**	.413**
	Sig. (2-tailed)		.000	.000	.000
	N	165	165	165	165
Personal factors	Pearson Correlation	.270**	1	.377**	.454**
	Sig. (2-tailed)	.000		.000	.000
	N	165	165	165	165
Interactive environmental factors	Pearson Correlation	.371**	.377**	1	.486**
	Sig. (2-tailed)	.000	.000		.000
	N	165	165	165	165
Teacher-student negotiated interaction	Pearson Correlation	.413**	.454**	.486**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	165	165	165	165

** . Correlation is significant at the 0.01 level (2-tailed).

From this table we can know that Pearson Correlation between teacher-student negotiated interaction and task type is 0.413, Pearson Correlation between teacher-student negotiated interaction and personal factors is 0.454, and Pearson Correlation between teacher-student negotiated interaction and interactive environmental factors is 0.486. The significant level is less than 0.05. So, the conclusion is that the independent variables have a positive correlation with the dependent variables.

4.2.3 Multiple linear regression analysis

Multiple linear regression (MLR), also known simply as multiple regression, is a statistical technique that uses several explanatory variables to predict the outcome of a response variable. The goal of multiple linear regression (MLR) is to model the linear relationship between the explanatory (independent) variables and the response (dependent) variable.

Table 9: Durbin-Watson

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Durbin-Watson
1	.605 ^a	.365	.354	.50774	2.235

a. Predictors: (Constant), Interactive environmental factors, personal factors, task type

b. Dependent Variable: Teacher-student negotiated interaction

Adjusted R Square in this table is .354 and shows the goodness of fit. Durbin-Watson is 2.235 and it is around 2, so it means that there is no sequence correlation among independent variables.

Table 10: ANOVA^a

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.902	3	7.967	30.905	.000 ^b
	Residual	41.505	161	.258		
	Total	65.407	164			

a. Dependent Variable: Teacher-student negotiated interaction

b. Predictors: (Constant), Interactive environmental factors, personal factors, task type

The null hypothesis is all the independent variables will not influence the dependent variable. The significance level in the table is less than 0.05, so the null hypothesis is rejected. And the conclusion is that at least one independent variable has a significant effect on the dependent variable.

Table 11: Coefficients^a

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.309	.472		-.655	.514		
	Task type	.273	.082	.228	3.327	.001	.842	1.187
	Personal factors	.372	.091	.281	4.099	.000	.838	1.193
	Interactive environmental factors	.410	.099	.296	4.159	.000	.780	1.283

a. Dependent Variable: Teacher-student negotiated interaction

All three independent variables have a significant effect on the dependent variable because the significance levels are less than 0.05. All the Variance Inflation Factor is less than 5, so there is no collinearity among independent variables.

Table 12: Residuals Statistics^a

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.3810	4.8769	4.2222	.38176	165
Residual	-1.53984	1.17854	.00000	.50307	165
Std. Predicted Value	-4.823	1.715	.000	1.000	165
Std. Residual	-3.033	2.321	.000	.991	165

a. Dependent Variable: Teacher-student negotiated interaction

This table is about residuals statistics. The residual minimum is -1.53984, and the residual maximum is 1.17854. So they are almost distributed between -1 and 1.

Figure 2: Histogram

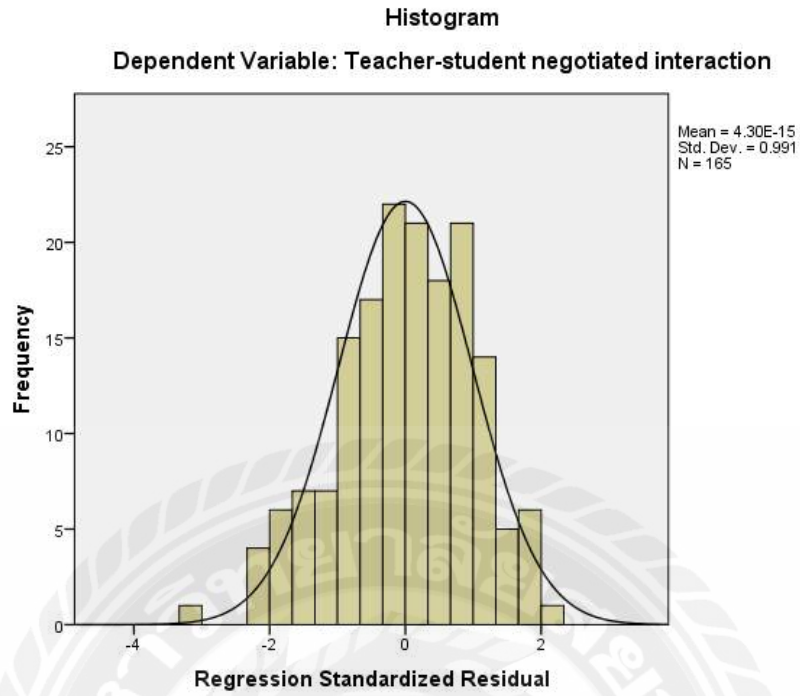


Figure 3: Normal P-P Plot of Regression Standardized Residual

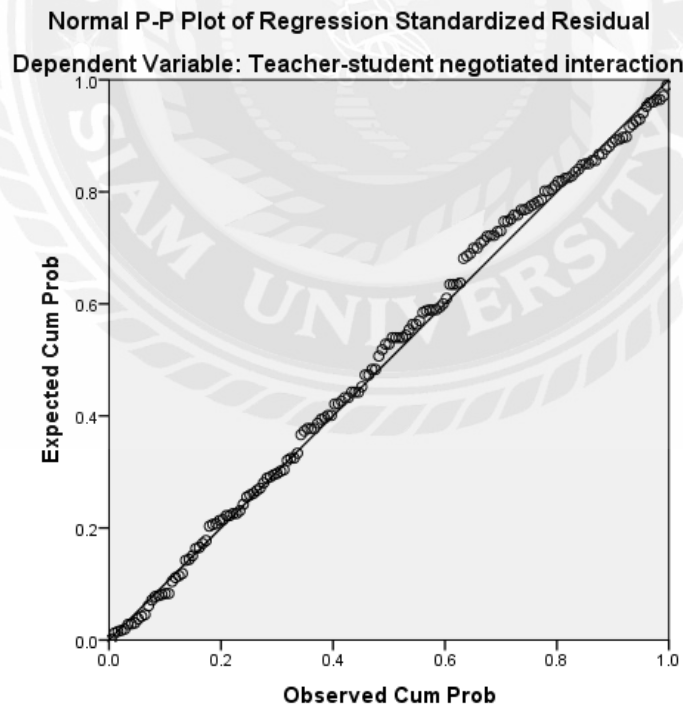
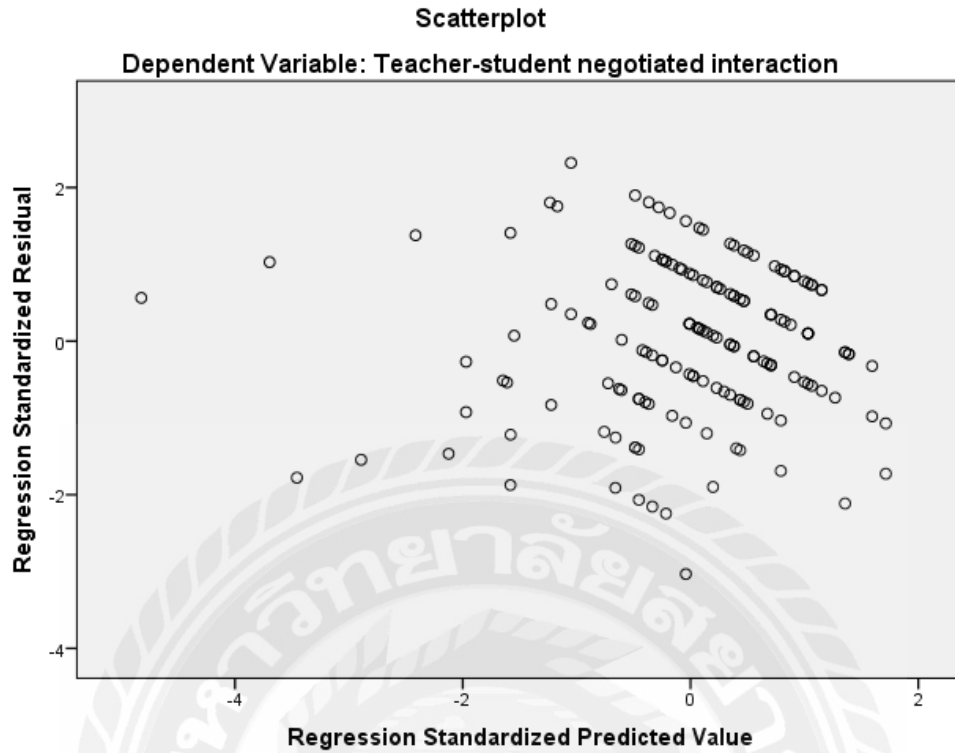


Figure 4: Scatterplot



The histogram presents a normal distribution. Normal P-P plot of regression standardized residual shows a 45-degree oblique distribution. From the above, we can see no clear relationship between the residuals and the predicted values which is consistent with the assumption of linearity. The dispersion of residuals over the predicted value range between -1 and 1 looks constant.

4.3 Hypothesis testing and results

The independent t-test also called the two-sample t-test, independent-samples t-test or

student's t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups.

This research will use an independent t-test, and the grouping variables selected are gender, so the groups are “male” and “female”.

Table 13: Group Statistics

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Personal factors	male	83	4.2530	.57167	.06275
	female	82	4.3130	.35659	.03938
Task type	male	83	4.1847	.60318	.06621
	female	82	4.3252	.42866	.04734
Interactive environmental factors	male	83	4.2570	.50559	.05550
	female	82	4.4024	.38752	.04279

From the table group statistics, we can see that the Mean of the female is greater than the Mean of males. But we can not conclude that there is a significant difference between females and males. So, we will make an independent t-test in two groups, and the results are as follows:

Table 14: Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Personal factors	Equal variances assumed	13.221	.000	-.808	163	.420	-.06000	.07428	-.20667	.08668
	Equal variances not assumed			-.810	137.687	.419	-.06000	.07408	-.20648	.08649
Task type	Equal variances assumed	7.788	.006	-1.722	163	.087	-.14046	.08155	-.30150	.02057
	Equal variances not assumed			-1.726	148.088	.086	-.14046	.08139	-.30130	.02037
Interactive environmental factors	Equal variances assumed	3.898	.040	-2.072	163	.060	-.14541	.07019	-.28401	-.00681
	Equal variances not assumed			-2.075	153.550	.060	-.14541	.07008	-.28386	-.00697

From this table, we need to read the significant level of F-value first, if the significant level is less than 0.05, it means that it is significant. In this table, all of the significant levels of F-value are less than 0.05, so we have to use the second line of significant two-tailed.

Null Hypothesis(H₀₁): There is a significant difference in teacher-student negotiated interaction between males and females.

Alternative Hypothesis(H_{a1}): There is not a significant difference in teacher-student negotiated interaction between males and females.

From the table, we can see that all of the significant two-tailed are larger than 0.05, and we need to reject H_{01} and accept H_{a1} . So, there is not a significant difference in teacher-student negotiated interaction between males and females.



5 DISCUSSION AND CONTRIBUTION

5.1 Discussion of the sample and population

This research selected all the Thai students as the target population, all of them have studied bilingual courses, so they are very suitable to be the respondent's for this research. It used the convenience sampling method, and the sample size is calculated according to Yamane's formula. However, there are also some limitations to this research. Firstly, the age of the selected sample is ten to twelve, and they are a little young to do this research. Secondly, the sample size is not enough, because of the larger sample size, the more accurate the results.

5.2 Discussion of the results of hypothesis testing

From the results of the independent t-test, we can conclude that there is not a significant difference between the sample indicator and the overall indicator. And the significant level is less than 0.05 according to the regression analysis, so we can know that task type, personal factors, and interactive environmental factors have a significant effect on the teacher-student negotiated interaction. But, it still has some limitations in this research. Firstly, task types are divided into the open task and closed task, but which type of task can best influence the negotiated interaction? Secondly, confidence, personality, and motivation are personal factors, but which one is the most influential factor? Thirdly, teaching style, classroom atmosphere and age difference are the interactive environmental factors, but which one is the most influential factor?

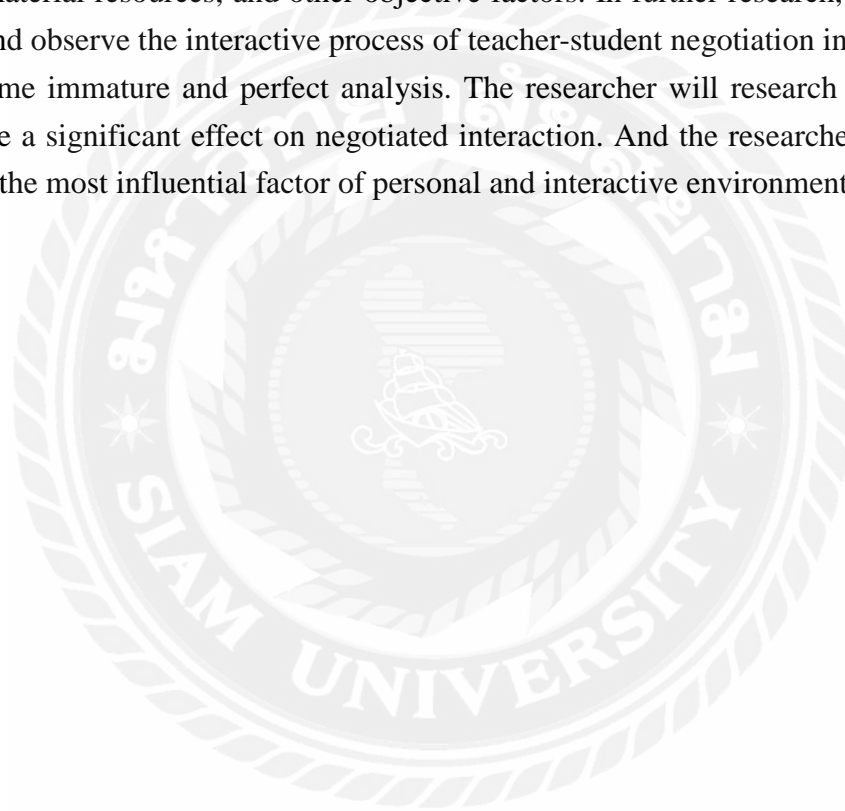
5.3 Implication from the core issues of discussion

When designing teaching tasks, teachers should consider the ladder of task difficulty, make it easier to combine tasks. There should be more open tasks to allow learners to speak freely. From the perspective of individual factors and interactive environmental factors that affect the interaction between teachers and students, when designing teaching tasks, teachers should take into account the age, occupation, life experience of each student in the class, so that each student has something to say. Do not allow age or life experience, the professional background of the "minority" feel marginalized. Increase the opportunity of teacher-student negotiation and create an environment conducive to teacher-student negotiation. Teachers should strive to cultivate their affinity, enrich their teaching methods, build a good teacher-student relationship, create an active interactive atmosphere, and enable students to immerse themselves in the joy of learning Chinese. At the same time, we should establish a good relationship with students in class and after class, let students realize the fun and

significance of learning Chinese, reduce their anxiety, enhance their self-confidence, and trigger students' learning motivation for integration.

5.4 Further research

The good effect of negotiation and interaction in bilingual Chinese classes has greatly encouraged the author for a long time, deepened the author's love for the study of Chinese second language teaching. In the initial conception and design stage of this study, the author had many beautiful and grand ideas, and this love and belief inspired the author to overcome many difficulties and persevere in completing the research and writing. Some of these ideas have been realized, while others have been limited by the author's academic ability, time, manpower, material resources, and other objective factors. In further research, the researcher will record and observe the interactive process of teacher-student negotiation in the classroom and made some immature and perfect analysis. The researcher will research which type of task will have a significant effect on negotiated interaction. And the researcher will find out which one is the most influential factor of personal and interactive environmental factors.



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QUESTIONNAIRES

General information

Sex Male Female

Age 10 11 12

Years of learning Chinese 4 5 6

Section one: task types

1. In closed tasks, I do not often ask questions.

strongly disagree disagree neutral agree strongly agree

2. In open tasks, I like to ask questions.

strongly disagree disagree neutral agree strongly agree

3. Whether I ask questions has something to do with the type of task.

strongly disagree disagree neutral agree strongly agree

Section two: personal factors

4. If my personality is very extroverted, so I like to ask questions very much.

strongly disagree disagree neutral agree strongly agree

5. When my motivation is very strong, I like to ask questions.

strongly disagree disagree neutral agree strongly agree

6. When I'm confident, I often ask questions.

strongly disagree disagree neutral agree strongly agree

Section three: interactive environmental factors

7. A kind teacher will make me like to ask questions.

strongly disagree disagree neutral agree strongly agree

8. A harmonious atmosphere in the class will make me like to ask questions.

strongly disagree disagree neutral agree strongly agree

9. The age difference between the teacher and me is so small that I like to ask questions.

strongly disagree disagree neutral agree strongly agree

Section four: teacher-student negotiated interaction

10.Negotiated interaction can improve my spoken Chinese.

strongly disagree disagree neutral agree strongly agree

11.Negotiated interaction can improve my Chinese grammar level.

strongly disagree disagree neutral agree strongly agree

12.Negotiated interaction can improve my Chinese listening skills.

strongly disagree disagree neutral agree strongly agree

