

**USING COOPERATIVE LEARNING TO IMPROVE GRADE 6th
STUDENTS' CHINESE READING PERFORMANCE: A CASE OF
WATLADPLAKAO SCHOOL, THAILAND**



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ABSTRACT

The purpose of this research was to use cooperative learning to improve grade 6th students' Chinese reading performance. The study was conducted at Watladplakao School, Thailand. There were 25 students in grade 6th who were taught by cooperative learning for six weeks from January to March, 2017. One school administrator and six Chinese language teachers also participated in this study. The HSK II test was used as a research instrument to test the students' Chinese reading performance before and after they were taught by cooperative learning. The teacher's manual was designed to guide Chinese language teachers using cooperative learning, based on the Johnson & Johnson five basic elements. Inferential statistics were derived using paired samples t-test. The results show that there were significant improvement in students' Chinese reading performance after they were taught by cooperative learning. As observed in the classroom, and expressed in interviews, the school administrator and Chinese language teachers regard cooperative learning as an essential learner-centered approach. They are, however, not yet familiar with how to use cooperative learning in the classroom.

KEY WORDS: COOPERATIVE LEARNING / LEARNER - CENTERED LEARNING / CHINESE READING PERFORMANCE / HSK II TEST

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