



# Nakhon Ratchasima Journal of Humanities and Social Sciences online

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Vol.1 No.1 (January – February 2025)

**Humanities and Social Sciences Field**

**Humanities and Social Sciences  
Nakhon Ratchasima Rajabhat University**

**ISSN XXXX-XXXX (Online)**



## **Nakhon Ratchasima Journal of Humanities and Social Sciences (Online)**

**Vol. 1 No. 1 January – February 2025**

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Current issue presents articles that reflect key topics in the fields of humanities and social sciences, covering language, education, and law. Five articles are included in total, all of which contribute valuable knowledge to academic development and practical application. **The first article** is "Research on Chinese characters teaching based on international Chinese textbooks." **The second article** is "Research on the translation of Chinese ancient costume drama series titles from Chinese to Thai on the WeTV platform." **The third article** is "A comparative study of learning achievement in database management system course among high vocational certificate students in digital business technology program using cooperative learning with jigsaw technique." **The fourth article** is "A study on the problems of legal reasoning in answering examination questions for labor law and labor case procedures by third-year students in the second semester of the academic year 2023, Bachelor of Laws program, Nakhon Ratchasima Rajabhat University." **The fifth article** is "A comparison of learning achievement and attitude towards 20204-2102 word processor course among first-year vocational certificate students using student team achievement division (STAD) and lecture method study."

The editorial team of Nakhon Ratchasima Journal of Humanities and Social Sciences (NJHSS) would like to express our sincere gratitude to all of authors for their contributions, as well as to the esteemed reviewers for their valuable guidance that help maintain the high quality and standard of our journal.

We sincerely hope that this issue will be beneficial to all readers and serve as an inspiration for further study and research in the future.

Thank you all for supporting our journal.

A handwritten signature in blue ink, consisting of a stylized 'T' followed by a series of loops and a long horizontal stroke.

(Dr. Teerawat Karnsopa)

Editor of Nakhon Ratchasima Journal of  
Humanities and Social Sciences



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# Research on Chinese Characters Teaching Based on International Chinese Textbooks

Yingxuan Li

Nakhon Ratchasima Rajabhat University

Nakhon Ratchasima, Thailand

mc24244@um.edu.mo

Received 5 January 2025; revised 31 January 2025; accepted 14 February 2025

## Abstract

As the symbol of Chinese culture, Chinese characters not only carry meanings and information, fulfil the basic function of communication, but also have their own unique way to express meaning and logic. However, because of their special way to express meaning and their multitudinous shapes, characters teaching has always been a difficulty in teaching Chinese as a foreign language. In order to analyze the current situation of characters teaching in international Chinese language education, this study selects two comprehensive textbooks, HSK Standard Courses and Hanyu Courses, as the research texts, and analyzes the current situation and status of characters teaching. It is found that the teaching of Chinese characters in comprehensive courses is insufficient in number and low in proportion. Besides, the teaching is mainly word-based, and mostly adopts a symbolic teaching method. In order to address the issues, this study proposes four new ideas to teach Chinese characters, combining ancient and modern characters and incorporating the knowledge of "six categories of Chinese

characters" into the teaching, and provides a sample of Chinese characters teaching materials.

**Keywords :** Chinese characters teaching, Teaching Chinese as a foreign language, Textbooks, Reform of pedagogical methods

## Introduction

Over the past 30 years, with the strengthening of China's comprehensive strength and the enhancement of its international status, Chinese language has been spreading widely around the world, and the number of learners has steadily increased. In order to improve the level of Chinese language education, a large number of excellent teaching materials have come into being. According to the different type of lessons, the target groups and the learning objectives, teachers may choose different textbooks. Among these textbooks, comprehensive textbook aims to cultivate learners to learn and apply Chinese in a systematic way, which are the most authoritative and representative textbooks.

Normally, the comprehensive textbooks should contain four elements: listening, speaking, reading and writing. And students are required to learn Chinese from four aspects: phonetics, vocabulary, grammar and Chinese characters. However, the section of characters teaching has the same feature in different comprehensive textbooks: small proportion and short duration. Nowadays, although teaching Chinese as a foreign language aims to enable learners to achieve “communicative purposes”, the ignorance of Chinese characters teaching is not conducive to the long-term development of education. Chinese character is an important part of Chinese culture. Comparing with phonetics, vocabulary and grammar,

Chinese characters have a deeper level of thinking, and behind them lie the philosophies, worldviews and values of China. The ultimate goal of teaching Chinese as a foreign language is to enable learners to understand Chinese language and culture. Therefore, the role and status of Chinese characters teaching must be squarely addressed.

However, at present, Chinese characters teaching does not occupy the deserved position in international Chinese language education. The reason lies in the differences between the characteristics of Chinese characters and the goals of learners. Unlike phonetic scripts, Chinese characters have unique structures and meanings, which pose a significant challenge for learners who come from outside of the "Chinese cultural area". Whether for recognition, comprehension, or writing, these learners face a considerable difficulty. Meanwhile, most learners do not aim to "master Chinese" but rather to achieve basic communicative goals, often without the necessity of recognizing or reading Chinese characters. As a result, the inherent difficulty of Chinese characters, combined with the low demand of learners, has led to the marginalized status of Chinese characters teaching in international Chinese education.

The current state of Chinese characters teaching is directly reflected in the textbooks. Through quantitative and qualitative analysis, this study explores the patterns of Chinese characters occurrence and teaching methods in textbooks, aiming to identify the problems in Chinese characters teaching. Additionally, these issues can help propose new approaches to teach Chinese characters, enhancing the teaching quality, and gradually moving characters teaching beyond the lagging position.

## Research Objectives

This research has two main objectives: First, to identify the issues existing in current Chinese character teaching through the review and analysis of mainstream integrated curriculum textbooks. Second, based on these issues, to propose new teaching strategies, improve teaching methods, and provide recommendations for the revision of textbooks.

## Research Scope

At present, there have been many studies related to the design of teaching Chinese characters and the development of textbooks. The results have been vast and fruitful, ranging from general design of teaching, arrangement of textbooks, to the cognitive order of Chinese characters and specific methods of teaching.

In the 1990s, international Chinese language education gradually took off and got on the right track. At that time, characters teaching lagged behind the whole teaching and was even at a subordinate position (Fei, 1998, pp. 118-126), and “it is difficult to teach/learn Chinese characters” became a common problem in this area. In order to understand the characters teaching situation and needs of international students, Shi and Wan (1998, pp. 36-48) conducted a survey with international students at Beijing Language and Culture University. They highlighted the necessity of synchronized Chinese characters teaching and language teaching, proposing that characters instruction should be given more attention and its delayed status should be addressed. Subsequently, Li (1998, pp. 127-131) and Bian (1999, pp. 72-77) also emphasized the importance of clarifying the role of

Chinese characters teaching, positioning it as a crucial component of international Chinese language education.

Gradually, Chinese characters teaching gained greater attention from both teachers and learners, and the status of characters teaching has been improved (Wan, 2004, pp. 40-48). However, due to the inherent complexity of Chinese characters, such as their numerous strokes and large number. There remains a "difficult to teach/learn" issue (Li, 2014, pp. 356-367). In response to this challenge, Jiang (2007, pp. 91-97) conducted experiments and suggested that a teaching method focused on "more recognition, less writing" was more effective. Li and Ruan (2012, pp. 83-90) further pointed out the importance of combining characters teaching with overall language teaching to address students' perception that "Chinese character is difficult to learn".

In addition, there have been numerous outstanding research findings regarding the design of Chinese characters teaching. Firstly, in terms of cultural teaching, Liu (2005, pp. 5-8) emphasized that introducing historical and cultural knowledge into characters teaching can help students better understand the evolution of character forms as well as the cultural meanings behind characters. This view was supported by Shi (2018, pp. 3-19) and Wang (2018), who pointed out that learning the culture enhances students' linguistic awareness and stimulates their interests in learning Chinese characters.

Then, the culture embedded in Chinese characters is exactly reflected in their forms. Zuo (2005) analyzed the evolution of character forms, pronunciations, and meanings, as well as the principles of character constructions. Since Chinese character forms are based on logical principles,

teaching based on character forms is also considered an important approach. For example, pictophonetic characters constitute the majority of modern Chinese characters, playing a significant role. Wan (2000, pp. 62-69), Li (2005, pp. 104-110) and Zhang (2007, pp. 21-28) emphasized the importance of pictophonetic characters in Chinese characters teaching, explaining that semantic and phonetic components can represent the meaning and pronunciation of a character to some extent. They suggested using pictophonetic characters to help students categorize, generalize, and memorize Chinese characters. Besides, component-based teaching is also a commonly used method. Cui (1997, pp. 51-56, 64), Wan (1999, pp. 32-41), Liang (2004, pp. 76-80) and Li (2008, pp. 1-11) highlighted the feasibility of transitioning from component-based teaching to characters teaching, arguing that component is the basic part of Chinese characters. It has relative stability and can help students generalize and summarize characters. Moreover, the logical principles in Chinese characters can also aid students in recognizing and memorizing characters, even discovering the interests and philosophy embedded inside. Zheng (1998, pp. 89-92), Zhao (2006, pp. 20-22) and Li (2008, pp. 30-36) also pointed out that the motivation and interpretability of Chinese characters are beneficial to teaching, as explaining the principles of characters can help students understand and memorize them.

Additionally, cognitive strategies are various techniques that learners use during the learning process to aid memory and comprehension, and it is also an important method in Chinese characters teaching. Zhou and Wei (2004, pp. 1-9) proposed that the cognitive process of characters learning involves not only the memorization of shapes but also the understanding of

meanings and mastery of pronunciations. Li (2006, pp. 13-21) indicated that Chinese characters teaching should begin with the construction rules of character shapes, and through the decomposition and recombination of characters to help students better understand and memorize them. Furthermore, when learning Chinese characters, students can effectively improve their memorization efficiency by adopting cognitive strategies such as association and decomposition.

Besides, in terms of teaching methods, traditional teaching methods, such as writing exercises with copybooks and teaching strokes order, still influence characters teaching to some extent. Zhao and Tian (2000, pp. 211-214) pointed out that traditional methods have undeniable advantages in enhancing students' abilities of writing. However, modern Chinese characters teaching has gradually incorporated information technology and multimedia tools, enhancing the interactivity and engagement of teaching. Sun and Zhang (2022, pp. 68-76) mentioned that integrating tools such as computer-assisted instruction (CAI) and electronic whiteboards help improve students' ability to recognize the shapes and structures of Chinese characters.

At the same time, in order to elevate the status of characters teaching and achieve teaching objectives, scholars have also made efforts in textbook compilation. Xiao (1994, pp. 63-66) discovered that in 1990s, whether long-term or short-term textbooks, there was a noticeable lack of Chinese characters teaching, with some textbooks even completely omitting characters teaching. He pointed out that this would negatively affect the outcomes of learners. Later, Zhang (1998, pp. 140-148), Yang (2003, pp. 52-57), Liu (2004, pp. 144) and Li (2011, pp. 87-95) also recognized this issue.



They analyzed existing textbooks and offered valuable suggestions for the development of textbooks focused on Chinese characters teaching.

Nowadays, the status of the Chinese characters teaching and the quality of teaching materials have been improved. However, it is not possible to raise the status of Chinese characters to the same level with phonetics, vocabulary and grammar within a short time. It is still necessary to keep abreast of the real-time teaching materials and observe the teaching trends, so as to identify the problems in time and propose new ways to solve them.

## Research Methodology

This research chooses HSK Standard Courses (9 volumes) and Hanyu Courses (6 volumes) published by Beijing Language and Culture University as research materials. HSK Standard Courses is based on the HSK test syllabus, and it is the official textbook authorised by Center for Language Education and Cooperation. At the same time, although Hanyu Courses is not based on the same syllabus with HSK Standard Courses, it is also aimed at foreign students who have a primary level in Chinese, and has a complete teaching system. According to a survey, HSK Standard Courses and Hanyu Courses are commonly used as teaching materials in colleges and universities such as Beijing Language and Culture University and Beijing Normal University, as well as in many domestic and foreign Chinese language training institutes. So, these two textbooks are representative and authoritative. In addition, this research aims to look at the situation and current status of Chinese character teaching in comprehensive textbooks, so we need to select textbooks that contain phonetics, vocabulary, grammar and characters at the same time.

Therefore, HSK Standard Courses and Hanyu Courses are the best objects of this research.

After determining the textbooks, it is necessary to intercept the same-period parts as objects, so as to ensure that it is possible to see the process and status of Chinese characters teaching in the same period of time. In this research, 255 classes (60min/one class) of contents in HSK Standard Courses and 306 classes (50min/one class) of contents in Hanyu Courses are taken as objects.

## Research Results

This study conducts both quantitative and qualitative analyses of Chinese characters teaching contents in HSK Standard Courses and Hanyu Courses as the research materials. It identifies three major issues currently present in Chinese characters teaching.

### **1. The proportion of Chinese characters teaching is insufficient**

Through combining these two textbooks, we organize the proportion of characters teaching. Characters teaching occupies a relatively small proportion in both textbooks, with no more than two pages per lesson in HSK Standard Courses and no more than five pages per lesson in Hanyu Courses. This reflects the situation of characters teaching in comprehensive curriculum: small proportion and short duration. Although the textbooks have inserted characters teaching as a necessary part, they still do not give it enough time and weight.

Therefore, it is necessary to extend the length and increase the proportion of characters teaching. We can start from expanding the teaching

content and providing more practice activities to raise the status of Chinese characters teaching and change its lagging position.

## **2. Current Chinese characters teaching is primarily word-based**

Through analyzing the occurrence of characters in textbooks, we find that in HSK Standard Courses and Hanyu Courses, a considerable part of characters are taught based on words, especially in HSK Standard Courses, from Lesson 31 onwards, characters teaching has been changed to the teaching of vocabulary, which seems to teach Chinese characters, but in fact, it is more like vocabulary teaching as the students are taught more words through learning characters. Although this way of teaching enables students to master more words as soon as possible, it deviates from the original goal of Chinese characters teaching: to understand and write Chinese characters.

Word is the smallest linguistic unit that combines sound and meaning and can be used independently. Chinese language teaching has always been based on the words, which not only enables students to quickly master the pronunciation and meaning of the words, but also helps students to complete the combination of words, thus generating thousands of phrases and sentences, to achieve the purpose of communication and mastery this language. Teaching Chinese based on words is a very cost-effective way because it is fast, efficient and of good quality. However, this method ignores the special function of Chinese characters, Chinese characters are independent due to their unique way of production, development and capable of expressing complete meanings, which is different from words. If characters-based teaching can be added into Chinese language education, it can complement the word-based teaching and help

students learn to use a word and at the same time understand the meanings of its components, so that they can truly understand the word.


For example, when we teach “camel (骆驼)”, the word-based method will directly tell students that “camel” is a kind of animal that walks in the desert with a heavy load, and its appearance is similar to a horse, but has two humps, and has great endurance. Then, if students know the pronunciation, shape and meaning of “camel”, it is considered to have mastered the word. However, the character-based method will break down the “camel(骆驼)” into two characters and explain them to students. The small seal script “骆” is 駱, its left part is “horse(马)”, and the right part is same with “road(路)”, means expedition. The original meaning of the “camel (骆驼)” is to ride a horse and go on a long journey. Besides, the small seal script “驼” is 駝, the left half is also “horse(马)”, and the right half is “snake(蛇)”, which means a kind of animal that is similar to horses, walking in formation like the shape of snakes. In this case, the animal that fulfils these three conditions of being similar to a horse, being able to travel long distances, and walking in a serpentine formation is “camel (骆驼)”. Therefore, we can see why the word “camel(骆驼)” uses the characters “骆” and “驼” to refer this animal. It can be seen that character-based method can make students further understand the meaning of the word and the way of expression.

As a result, Chinese characters teaching needs to appropriately reduce the word-based method and return to the character-based teaching, so that learners can truly understand the characters, which could reduce the learners' memory burden.

### 3. Primarily focused on symbolic teaching

At present, Chinese characters teaching is based on semiotics. However, this teaching method has some drawbacks. To some extent, symbolic method is efficient and convenient but ignores the characteristics of Chinese characters. Unlike other linguistic symbols, Chinese characters have ideological characteristics, and thus the arbitrariness between the referents is weak and the rationale is strong. Its unique expressive function and developmental origins make it different from other linguistic symbols, so it is no longer suitable for “symbolic teaching”.

Words, sentences and some other linguistic symbols are more arbitrary and suitable for “symbolic teaching”. Le (1995, pp. 15-18) pointed out that all symbols are made up of “signifier” and “signified”. Then, linguistic symbols also have both “signifier” and “signified”. Saussure (1996) argues that linguistic symbols are arbitrary, so the connection between “signifier” and “signified” is also arbitrary. For example, in Chinese, “花” is used to indicate the concept of “ornamental plant consisting of corolla, calyx, receptacle and stamen”, whereas in English it is used to indicate this concept by “flower”. It is hard to say if there is any necessary and natural connection between “花”, “flower” and the real flowers, and it is also impossible to explain why the words “花” and “flower” have the same meaning. It reflects the arbitrariness of linguistic symbols. In this case, “symbolic teaching” can improve the efficiency of language learning, so that students do not get entangled in the correlation between “signifier” and “signified”, but directly learn the pronunciation and meaning of the target words and phrases, and apply them in practice.

However, Chinese characters are more rational and not suitable for “symbolic teaching”. From the very beginning, Chinese characters already had a close relationship between the “signifier” and “signified”. Take “花 (flower)” as an example, the small seal script “花(flower)” is , and it is already the shape of the real flowers. As for Chinese characters, there is a strong connection between “signifier” and “signified”. A considerable number of characters have a natural, direct, and close connection with their referents, which makes them become a special symbol system that distinguishes them from other characters. Therefore, it is no longer appropriate to continue to use the “symbolic teaching” method. Instead, it is more suitable to trace the meaning of characters back to their shapes, and to clarify the relationship between their “signifier” and “signified”, which can help students to truly understand characters.

The popularity of symbolic teaching will lead to the inevitable result that “knowing what they are, not knowing why they are”. This method teaches Chinese characters as existing, ready-made symbols, without looking deeply into the concrete connection between their “signifier” and “signified”. As long as students master the pronunciation and shape of the character, they have achieved the learning goal. This teaching method only focuses on the present life of Chinese characters, but ignores their past life, so learners only know how to write the characters, but do not know why they are written in this way, and do not understand the meaning of characters, such learning is undoubtedly one-sided.

## Discussion of Results

Through a review and analysis of the textbooks, this research identifies three main issues in current Chinese characters teaching: small proportion of characters teaching, word-based teaching and symbolic teaching. To address these issues, the study proposes four instructional strategies.

### 1. Apply “The Six Categories of Chinese Characters” into textbooks

Through the analysis of these two textbooks, this research found that the proportion of Chinese characters teaching is very small, and the textbooks primarily employ a symbolic method, focusing on teaching students the shapes and writing of Chinese characters without explaining why a character is written in a particular way or the meaning behind its structure. This approach is not conducive to students' understanding and memorization of Chinese characters. To address this issue, it is recommended to increase the section dedicated to Chinese character explanations in textbooks. The traditional theory of “The Six Categories of Chinese Characters” could be utilized to teach students about the origins and structural principles of Chinese characters.

“The Six Categories of Chinese Characters”, from Shuowen Jiezi (Xu, 1963), are used to reveal the construction and general rules of Chinese characters, which are “deictographs (指事), pictographs (象形), pictophonetic characters (形声), syssemantographs (会意), notative characters (转注) and phonetic loan characters (假借)”. Although this theory was formed in ancient times, it is a mature and well-founded system that still serves as a guide for

teaching characters today. (In this theory, “notative characters (转注) and phonetic loan characters (假借)” are still controversial and their boundaries are not clear, so we will not discuss them).

When teaching Chinese characters, we can tell students the four categories of characters, “deictographs (指事), pictographs (象形), pictophonetic characters (形声), sysemantographs(会意)”. In HSK Standard Courses, an attempt has been made to explain above four categories of characters to students, but the explanation is mainly introductory with simple examples, which is superficial and doesn’t teach students the characters systematically. If characters teaching is to be based on “the four categories of Chinese characters”, it is necessary to change the previous teaching mode of “dabbling at the water”, and try to help students to categorize and analyze the characters in accordance with the logic of these four categories. Firstly, at the beginning of the teaching, students need to be introduced to the basics of the four categories of Chinese characters, so that they can have a general understanding of the theory and ways to category characters, which has already been done in HSK Standard Courses. Afterwards, the students are taught characters according to the “the four categories of Chinese characters” in each lesson. In a long run, students will be able to have a systematic knowledge and a clear, in-depth understanding of Chinese characters.

Among these four categories of Chinese characters, pictographs are main single-component characters, and most of them are relatively simple, which are intuitive and easy for students to learn, so we can use graphic method to teach. Pictographs are originally a description of the reality. At the beginning, their appearances are very close to the real things,



even if the long term development, they can be seen in the shadow of reality today, such as “日, 月, 云, 雨, 山, 火”, etc. When explaining these characters, we can combine pictures and the original writing style of characters to help students feel the different ways of creating characters, which can help them understand the shapes and remember the meaning of characters more clearly. Simple pictographs are often found in the elementary level textbooks. They are not only simple in structure and meaning, but also highly used, so using above teaching method can help ease students' fear of Chinese characters, and lay a good foundation at the very beginning of the learning process.

Unlike pictographs, deictographs don't completely depict the reality. They use the symbols to show the reality that can't be depicted directly, for example, “上, 下, 本, 末, 刃, 左, 凶”, etc. For this kind of characters, the graphic method can also be adopted, in which the abstract symbols and concepts are shown and explained to students in the form of drawings, so that they can understand the idea of characters' composition. Simple deictographs are often used in everyday life, and this is a very effective way for beginners to learn Chinese characters.

In addition, pictophonetic character is one of the most common kind of characters. Du (2004, pp. 418-422) has introduced the “linkage method” in detail for pictophonetic characters teaching. The “linkage method” is based on the theory of family-characters. According to the link of pictograms and phonetic signs, students will be able to recognize the system of Chinese characters. The “linkage method” is divided into the linkage of pictograms and the linkage of phonetic signs, taking the pictogram “月” as an example. “月” mainly represents the parts of human body,

such as “肚, 肩, 膀, 肝, 胆, 脾, 胃, 络, 膊, 臂, 脚”, etc. In this way, most of characters that related to the parts of human body can be linked together, which can effectively help students to summarize characters. Besides, phonetic signs can also be linked, taking the phonetic sign “方” as an example, “房, 放, 访, 芳, 防, 坊, 纺, 仿” can be linked together because of the similar pronunciation. Even if students do not know this character, but when they see the “方” inside, they can guess the pronunciation. The “linkage method” can be used in the teaching of pictophonetic characters, but it is only suitable for learners who have a certain number of characters and literacy. Because the linkage between pictograms and phonetic signs requires a large reserve of characters, so it’s not suitable for beginners. For elementary-level learners, it is necessary to adopt the approach of “gradual linkage” in teaching. When a pictophonetic character comes up, students should be introduced to its pictogram and phonetic sign, and simple family-characters should be expanded appropriately. For example, if we talk about “眼”, we can extend characters like “瞧”, “睡”, “盯”, which also contain “目”, and are also commonly used in our daily life. After students have acquired a certain amount of literacy, they will develop a systematic knowledge of Chinese characters. The “linkage method” not only helps students to identify the meaning and sound of characters, but also allows learners to understand the rules of characters.

Syssemantographs have similarities with pictophonetic characters in terms of their composition, as they are both made up of two or more parts. However, since the syssemantographs are formed by combining two or more single characters, and their meanings are also derived from the combination of these components, such as “众, 泪, 走, 尘, 采”. Each

different character has its own way to combine meanings, thus the “linkage method” is no longer available to the teaching of syssemantographs. Therefore, we should adopt “explain one by one” to tell students about syssemantographs’ formations and meanings. Similar with pictophonetic characters, the mastery of syssemantographs also based on a certain amount of Chinese character reserves. For example, after learning “小” and “土”, learners can understand “尘”. After learning “人”, learners can understand “众”. Elementary learners need to know a certain number of single characters before understanding the related syssemantographs. In conclusion, teaching Chinese characters based on the four categories of characters can help students understand, summarize and memorize characters better. However, the teaching sequence is roughly arranged by pictographs, deictographs, pictophonetic character and syssemantographs, but this is only a general teaching sequence based on the students' reserve of characters, which is interspersed in the actual teaching.

Overall, it is necessary to apply the four categories of characters into characters teaching, which not only helps students to summarize the constructions of characters, but also assists them to truly understand Chinese characters.

## **2. Incorporate radicals teaching**

After analyzing the textbooks, it is found that current Chinese characters instruction is primarily word-based, with characters explained according to the order in which they appear in words. Additionally, there is no support for students to summarize or generalize after the explanation, which hinders systematic learning of Chinese characters. In order to address this issue, the radicals teaching method could be incorporated, grouping

characters with similar components or meanings together, which would facilitate students' ability to summarize and generalize.

On the surface, Chinese characters appear to be numerous and complex, and there is no uniformity in writing. However, if they are disassembled, it is found that there is a pattern in components and meanings. Wang (2006) pointed out that the radicals of Chinese characters have an ideographic function, which helps to identify the meaning of characters and also helps to classify them.

Some of characters with the same radical are also related in meaning. For example, in HSK Standard Courses, “讠” has characters like “说, 试, 课, 读, 词, 语”. The meaning of “讠” is “speak”, which is related to speech, language, etc. So the characters that start with “讠” are also commonly used in this area and related to each other. Another example is “钅”, some characters like “银, 锻, 错, 钟, 针, 钢, 铁, 镜” are related to metal texture, utensils, etc., and has a similar meaning. There are many more examples of “same radical with similar meanings”. If characters are classified according to the radicals, students can remember the meaning more quickly. Besides, these characters also have similar shapes, which is helpful for memorizing characters and writing. Therefore, the method of teaching character with different radicals is highly feasible.

However, not all Chinese characters can be taught in this way. Some of characters that use strokes as radicals are not obviously related to each other in terms of meaning and are not similar in shape. For example, “不, 七, 三, 两, 上, 下, 万, 业, 且, 无, 丁” with the same radical “一” and “九, 么, 乐, 丢” with the same radical “丿”, these characters do not need to be taught by radicals. In addition, although it is feasible to teach characters

by radicals, it is necessary to choose the right target students and time for teaching. When a certain number of Chinese characters with the same radicals have been accumulated, it is easier to see the correlation between their meanings. At the same time, characters with same radical and similar meaning often come from different levels and will not appear in the same teaching stage. Therefore, radical teaching should be targeted at students with a certain level of literacy, and it's not suitable for students who are just starting to learn Chinese characters. Besides, it takes a long time to teach characters by radicals, and help students to accumulate more and more characters. In the actual teaching process, teachers can judge whether to start the radical teaching according to the literacy of students. Generally, when students have mastered three or more characters with the same radical, then they can start to summarize.

### 3. Restore the original context

Textbooks could also include explanations of the original context in which Chinese characters were created. When studying characters with many strokes or complex structures, helping students restore the context of characters formation can enable them to better understand the structure and meaning.

Chinese characters, especially the compound characters, have their own contexts, and the restoration of these contexts in teaching is very conducive to help students understand and memorize characters. Take “剧” as an example, the small seal script of “剧” is 𠂔, which consists of three parts, the upper left part is “虎(tiger)”, the lower left part is “豕(porcupine)”, and the right part is “刀(knife)”. Tiger and porcupine

in ancient times are fierce beasts, the original meaning of “剧” is fighting fierce beasts with knife. In ancient times, this is a game in the palace, which undoubtedly contains a violent fight and obvious conflict. The context of this character has remained unchanged for thousands years, and nowadays “剧” is used as a noun to represent a form of literature and art that expresses social life through strong personality conflicts, or as an adjective that represents fierce, intense, and strong. But no matter what the lexical nature is, the original logical meaning of “剧” still remains. Similarly, many Chinese characters were created with a context in which their structure and meaning could be clearly understood. However, with the development of the times, the appearance of Chinese characters has changed considerably, and some characters are more complex and the original context of their creation is no longer visible, so many learners find it's difficult to learn Chinese characters. Long-term symbolic teaching has made students focus only on the external strokes and strokes order of Chinese characters, so when they encounter complex characters, they are afraid and resistant to them. Therefore, it is necessary to restore the context in which the characters were created. After understanding the ideas behind characters and the meanings represented by different parts, the overall understanding will be much simpler. This not only reduces the memory burden for students, but also helps them to truly recognize and understand characters.

Based on above examples, it can be seen that restoring the contexts of characters requires restoring the appearances of characters at first. Then, when teaching Chinese characters to foreign students, is it necessary to tell students about the ancient characters? This needs to be judged on the basis of teaching target and their learning level. Students who

are aimed at learning and applying Chinese in a systematic way should be taught the ancient characters and contexts of characters, so that they can deeply understand the ideas of Chinese characters. However, for short-term learners, who just learn for travelling, working, communicating and other purposes, there is no need to learn ancient characters or their contexts.

In addition, apart from ancient characters, traditional Chinese characters can also restore the contexts of characters. Due to their special historical background origins, traditional Chinese characters used in Hong Kong, Macao, and Taiwan have retained some traces of ancient characters, which can reveal the contexts of characters, such as “剧”, “怀”, “风”, and so on. Nowadays, Chinese characters teaching is based on simplified characters, and the teaching of traditional characters is not advocated. However, for foreign learners living in Hong Kong, Macao and Taiwan, traditional characters can be used appropriately to help them sort out contexts of characters, so that they can understand the characters.

#### **4. Add more exercises and classroom activities into textbooks**

Practical activities are an integral part of Chinese characters teaching. Currently, in these two textbooks, there are no flexible exercises and classroom activities designed for characters, but only a few mechanical exercises, which are not helpful for students to understand, memorize and write Chinese characters efficiently. In the teaching process, after the teacher finished explanation, a certain amount of time should be reserved for students to practice. Comparing with traditional mechanical exercises, some activities that require students' initiative will be better. Therefore, it is necessary to incorporate more engaging and flexible practical activities into textbooks. The following two exercises can be inserted into textbooks:

#### 4.1 Chinese character puzzle

The “radical teaching” can make students understand the components of Chinese characters and memorize them according to their radicals. After completing the teaching, corresponding exercises can be carried out to effectively check students' learning result. For example, a “Chinese Character Puzzle” activity can be set up, in which the characters learnt in this lesson or past are disassembled into parts and put together, so as to let students put together as many complete characters as they can. For example, 10 components “扌, 女, 木, 火, 子, 马, 亻, 丁, 古, 口” can be combined to form nearly 20 Chinese characters, such as “打, 扣, 好, 妈, 姑, 如, 李, 休, 枯, 呆, 伙, 灯, 仔, 吗, 仃, 估, 叮, 咕” and so on. This activity allows students to recall characters that they have already learned and deepen their impression.

Group activity is a very common form of practice in teaching, which can motivate students' interest and enthusiasm, make them feel involved in class, and improve the learning result. In the past, vocabulary, grammar and communication were the main targets of group activities, while Chinese characters practice was almost empty. So, “Chinese Character Puzzle” can be put at the end of the course as a group activity, with the main purpose of practicing Chinese characters, and competing to see which group can put together more complete Chinese characters. In this way, the gap in Chinese characters activity is filled and it can also make characters learning more interesting.

#### 4.2 One Chinese Character, One Picture

At the initial stage of Chinese characters teaching, teachers often start with simple pictograms, such as “日、月、水、火”, together



with simple pictures to help students understand the characters. In fact, not only pictographs but also other types of characters can be taught and practiced in this way. As mentioned in the previous section, a large proportion of Chinese characters exist in their own contexts of creation. After understanding the context of a character and what its parts represent, students will have their own understanding. Therefore, allowing learners to draw the character in the form of paintings not only examines their understanding and memory of the character, but also enhances their interests in learning and deepens impression.

The practice of “one character, one picture” can be assigned to students as a classroom exercise or assignment. This is a convenient way for teachers to identify problems in students' understanding of Chinese characters and to correct them in time. It is also an interesting exercise for students to reduce their fear of learning characters and to gradually understand and accept the phonetic and ideological forms of Chinese characters.

## Recommendations

Through analyzing the HSK Standard Courses and the Hanyu Courses, this research finds out current problems in Chinese characters teaching in teaching Chinese as a foreign language: Firstly, Chinese characters teaching has a lower status and small proportion, far less than the teaching of phonetics, vocabulary and grammar. Secondly, Chinese characters teaching is based on words, with the majority of characters appearing in the form of vocabulary, which places more emphasis on the application of characters after they have entered into the vocabulary and deviates from

the characters teaching. Thirdly, current Chinese characters teaching adopts symbolic methods, and characters are taught to students as symbols, so that the students do not understand the principles of characters' composition and the way to express meanings, thus they cannot learn the Chinese characters in a real way.

After clarifying the current problems in Chinese characters teaching, we put forward some new ideas. Firstly, Shuowen Jiezi (Explaining and Analyzing Characters) should be used correctly, and the four categories of Chinese characters “pictographs”, “deictographs”, “syssemantographs” , and “pictophonetic characters” should be applied into teaching. Different types of Chinese characters are taught to students in different ways, such as graphic method, linkage method and so on, which could help learners to summarize the construction rules of Chinese characters, so that they can understand them better and memorize them faster. Secondly, “radicals teaching” uses the ideograms of radicals to classify Chinese characters into different categories, and put characters with “same radical and similar meanings” together, so as to let learners understand and memorize different types of characters, and reduce the burden of memory. Thirdly, for some Chinese characters with so many components and complex shapes, ancient or traditional characters can be used to help students restore the context of the characters, so that learners can better understand the meaning of them. Fourthly, a suitable number of exercises and classroom activities should be included in textbooks, for example, “Chinese character puzzle” and “one character one picture”, so as to test the results of teaching, consolidate the foundation of the Chinese characters, and enhance the interest in learning.

Chinese character is an important part of Chinese culture and condense the wisdom of Chinese for thousands of years. At the same time, teaching Chinese as a foreign language is also a national and ethnic cause. Its original purpose is to enhance the international influence of Chinese language and let the world know and understand China. As an important part of Chinese language, Chinese characters contain philosophical and social values that have been passed down for thousands of years and need to be emphasized in education. Nowadays, the status of Chinese characters teaching has been rising, but it is still at a “lagging behind” position, and the teaching methods are fixed. Therefore, teachers need to make constant changes to raise the importance and status of Chinese characters teaching, improve textbooks and adopt more flexible and innovative methods to teach. Besides, teachers should also incorporate Chinese culture and the characteristics of Chinese characters into teaching, so that learners can really understand Chinese characters, and better understand China through learning Chinese characters.

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**Name :** Li Yingxuan

**Highest Education:** Master's Degree

**Affiliation:** Nakhon Ratchasima Rajabhat  
University

# Research on the Translation of Chinese Ancient Costume Drama Series Titles From Chinese to Thai on the WeTV Platform

Jingwei Fan<sup>1\*</sup> Kullayanee Kittopakarnkit<sup>2</sup>

Zhejiang Yuexiu University, China

E-mail : 1149245107@qq.com

Received 8 January 2025; revised 30 January 2025; accepted 15 February 2025

## Abstract

This study investigates the Thai translation of Chinese ancient costume drama series titles on the WeTV platform, employing a document-based approach to analyze 60 series aired between 2020 and 2023. Utilizing Newmark's translation framework, the research identifies two primary translation strategies: Source Language (SL) emphasis and Target Language (TL) emphasis. The SL-emphasis approach, particularly word-for-word translation, accounts for 11.2% of the cases, while the TL-emphasis approach, including Adaptation Translation (36%) and Free Translation (53%), is more prevalent. Among these, translation based on the core essence of the story is the most frequently used technique. The findings reveal that cultural differences, audience engagement, and the need to preserve the original meaning while ensuring accessibility for Thai viewers significantly influence the choice of translation strategies. Translators often prioritize emotional and thematic resonance to align with Thai audience preferences, highlighting the importance of balancing fidelity to the source



material with adaptability to the target culture. This research underscores the role of translation in cross-cultural communication and offers valuable insights for future translations of Chinese media into Thai and other languages. The study concludes that effective translation strategies not only enhance viewer engagement but also contribute to the broader dissemination of Chinese cultural content globally.

**Keywords :** Chinese ancient costume drama series, Thai translation, Translation strategy

## Introduction

In the 21st century, China has recognized the growing significance of its cultural industry, particularly in the realm of television dramas. The government has supported this sector with a series of policies, most notably the “14th Five-Year Plan for China's Economic and Social Development (2021-2025),” which incorporates the “Development Plan for China's Television Drama Industry.” This plan, as outlined by the National Radio and Television Administration (2022), aims to accelerate the high-quality development of Chinese television dramas and establish China as a leading global producer in the entertainment industry.

Chinese television dramas have been available internationally for over six decades, evolving through several phases, from early introductions to rapid expansion, a subsequent downturn, and more recently, a phase of recovery and growth. In Southeast Asia, Chinese dramas have gained significant popularity, particularly in Thailand, where a diverse range of genres have found an enthusiastic audience. These genres include youth stories, sitcoms, comedies, dramas about inner strength, detective narratives,

spy thrillers, romantic tales, family sagas, science-themed dramas, fantasy with demons and mythical creatures, historical dramas, ancient costume dramas, and war dramas (Zhang, 2012, p. 1).

In recent years, ancient Chinese period dramas have experienced remarkable popularity across Southeast Asia, contributing not only to the dissemination of Chinese culture but also to the expansion of China's cultural influence in the region (Yi, 2021). In Thailand, Chinese dramas have garnered a large and enthusiastic viewership, with streaming platforms like WeTV, iQiyi, and Youku making Chinese content more accessible. WeTV's entry into the Thai market in 2019 marked a significant milestone as the first Chinese streaming service in Thailand (Sakburanaphongsa, 2023). Among various genres, ancient Chinese period dramas have been especially favored by Thai and international audiences, with broadcast data showing that these dramas are the most frequently aired and widely received (Liang, 2013, p. 76).

A critical element in the success of Chinese dramas in international markets is the translation of their titles. The title of a drama plays a pivotal role in disseminating cultural content, shaping audience expectations, and influencing viewer engagement (Liu, 2021, p. 79). In the case of Thai audiences, the translation of Chinese drama titles is not just a linguistic task but a cultural bridge that requires a nuanced understanding of both Chinese and Thai cultures. Skillful translation that adapts the titles into catchy, culturally resonant phrases is essential for attracting viewers and encouraging engagement (Srivichien & Netrasomphol, 2021).

This growing trend of Chinese drama consumption, especially on platforms like WeTV, has sparked interest in understanding how these titles

are translated for Thai audiences. In particular, the translation of ancient Chinese costume drama titles raises unique challenges due to the historical and cultural nuances involved. As the popularity of these dramas grows, so does the need for effective translation strategies that preserve the essence of the original while making the titles appealing to Thai viewers.

This study aims to explore the translation of Chinese ancient costume drama series titles from Chinese to Thai on the WeTV platform. By examining the techniques used in translating these titles and their impact on audience reception, this research seeks to contribute to the understanding of how cultural content is adapted and marketed across linguistic and cultural boundaries.

## Research Objectives

This research endeavors to analyze the naming characteristics of Chinese ancient costume movie titles and to investigate the approaches for translating Chinese ancient costume drama series titles into Thai. By conducting a case study of the titles presented on the WeTV platform, the study aims to shed light on these aspects.

## Research Scope

The scope of this study is confined to Chinese ancient costume drama series available on the WeTV platform from 2020 to 2023. This time frame was selected due to several key factors. First, during this period, there was a significant increase in the international distribution and popularity of Chinese dramas, especially within Southeast Asia and Thailand. The WeTV platform, in particular, saw a notable rise in its viewership and content

offerings during these years, marking a pivotal moment for the platform's expansion in the region. Moreover, 2020-2023 saw a surge in the production and broadcast of Chinese ancient costume dramas, with many of these series achieving viral popularity both domestically and internationally.

Chinese ancient costume dramas, as a form of commercial film, inherit the rich heritage of traditional Chinese classical literature, novels, and myths. Set in ancient times, they feature characters in historical costumes and behaviors reminiscent of bygone eras. These dramas are generally categorized into historical series, palace series, time-travel series, martial arts series, and mythology and fantasy series. By focusing on this specific period, this study aims to capture a snapshot of how these dramas have evolved in recent years and how their titles have been translated for Thai audiences within the context of a rapidly changing media landscape.

### **Literature review**

The research on Chinese ancient costume drama series names has been a subject of interest in numerous academic studies. Liu (2021, p. 79) posits that drama names play a crucial role in promoting a country's cultural content. Gong (2021, p. 40) indicates that drama names are a primary factor influencing viewers' choices. Translating Chinese television dramas into Thai is essential for attracting Thai viewers, and skillful translation can draw more audiences (Srivichien & Netrasomphol, 2021).

The concept of translation has been defined by various scholars. American translator Eugene Nida proposed that translation involves conveying both meaning and form from one language to another, with meaning taking precedence over form. British translation theorists Peter Newmark (1988) and Nida and Taber (1982, p. 12) stated that translation is

the transfer of meaning from one language to another, following the author's intention. Newmark (1988, p. 5) also noted that translation can be complex, often resulting in unnatural translations. He further elaborated on two types of emphasis in translation: source - language (SL) emphasis and target - language (TL) emphasis (Newmark, 1988, pp. 45 - 47). In this study, translation is defined as the conveyance of meaning and form from one language to another, in line with the author's intended meaning, based on the views of these two translation theorists.

Regarding the translation of Chinese TV series names into Thai, Sriwichian and Netsombatphon (2021) examined the translation methods in the WeTV application released in 2020 and identified new naming translation approaches. They classified different translation methods, including extended translation (adding words based on the original name), mixed translation (combining old and new naming elements), and semantic translation (literal translation based on the original meaning with possible structural changes).

Chantapan and Jawala (2021) studied the translation techniques of ancient Chinese TV drama names into Thai over three periods: 1990 - 1999, 2000 - 2009, and 2010 - 2019. They found that each period employed distinct translation methods, such as supplementary and non - supplementary translations, literal translation (full - text, partial literal translation, with or without supplementation), combined translation (partial transliteration, partial literal translation, with or without supplementation, deletion), and renaming (using original layout words without relying on the protagonist's name, features, characters, items, or the core of the story to attach to the same word in the title). The top three most popular translation

strategies were partial literal translation with Thai enhancement, renaming without attaching to the same word, and renaming separately using the same layout word.

Based on previous research on Chinese - Thai translation, different terms are used to understand the translation process. This article references Newmark's translation method and categorizes relevant translation methods as follows:

**1. Source - Language (SL) Emphasis :** Word - to - word translation preserves the original meanings of words and phrases without emphasizing language structure and context preservation. In Srivichien and Netrasomphol (2021), this method is referred to as “meaning translation” and in Chantaphan and Jawala (2021), it is called direct translation. For example, 《听雪楼》 is translated as หอสดับหิมะ (Listening to the Snow Tower) and 《夜天子》 as ราชนย์รัตติกาล “The Night King” (Emperor of the Night).

## **2. Target - Language (TL) Emphasis**

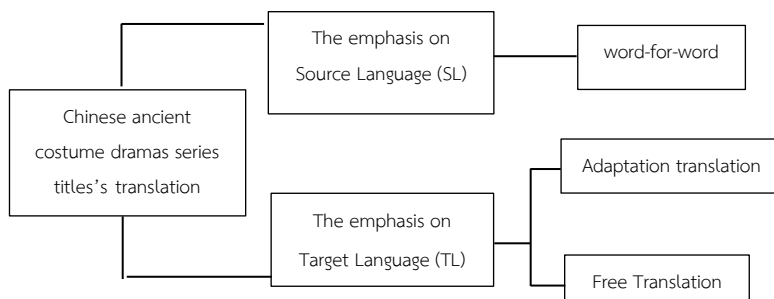
**2.1 Adaptation Translation:** This involves adjusting parts of a topic or plot by modifying key elements to adapt to the target language's cultural context. In Srivichien and Netrasomphol (2021), this includes extended translation, mixed translation, and national signal research. In Chantapan and Jawala (2021), it encompasses “full - text literal translation” with additional “partial literal translation” and “no addition”. For instance, 《全职高手》 (Full - time Master) is translated as เทพยุทธ์เซียนกลอรี่ (God of Glory) in Thai, and 《锦衣之下》 (Beneath the Brocade) as องครักษ์เสื้อแพร (Guard of Silk Shirt).

**2.2 Free Translation :** This focuses on a specific topic or theme by adjusting style, tone, and perspective, often using different words to convey

meaning. In youth - related research, transcription can also be used. In Srivichien and Netrasomphol (2021), this refers to new names based on the original story. In Chantapan and Jawala (2021), it involves new names that do not rely on the original words (possibly using the protagonist's name, features, characters, objects, the core of the story, or events in the title). For example, 《双十宠妃》(The Double - life Favorite Concubine) is translated as ท่านต้องเมื่อไหร่ท่านจะหย่ากับข้า (When Will You Divorce Me, My Prince?) and 《知不知否应是绿肥红瘦》(Do You Know? The Leaves Flourish as the Flowers Wither) as ตำนานหมิงหลัน (Minglan Legend).

Previous research has revealed various methods for translating Chinese series names into Thai. However, questions remain about whether current Chinese series names are translated in the same way. This study aims to conduct in - depth research on specific translations of Chinese series names to gain academic insights into Thai - Chinese translation.

### Conceptual framework



### Research Methodology

This study employs a literature-based approach, focusing on the Thai translations of Chinese ancient costume drama titles available on the

WeTV platform. The selection criteria are limited to Mainland Chinese dramas released between 2020 and 2023 on WeTV. The research methodology is divided into three main stages:

1. Theoretical and Literature Review: Conduct an extensive review of relevant theories and previous studies to establish a robust research framework. This includes an analysis of cultural translation theories and proper name translation strategies. Key concepts and findings will be synthesized to identify gaps in existing research, which will inform the subsequent analysis of collected data.

2. Data Collection Compile a dataset of 60 Chinese dramas translated into Thai and available on the WeTV platform from 2020 to 2023. The dataset includes:

2.1 Original Chinese names

2.2 Thai translations

2.3 Drama genres, plot summaries, and target audiences Ensure accuracy by cross-referencing multiple sources and verifying translations.

3. Translation Analysis Utilize the research framework to systematically analyze the translations. Contextual and textual analysis will be employed to examine:

3.1 Cultural connotations in the original Chinese titles

3.2 Representation in Thai translations

3.3 Effectiveness in conveying meaning to the Thai audience Assess translation strategies such as literal translation, adaptation, and free translation, evaluating their impact on preserving cultural elements and enhancing cross-cultural communication.



## Research Results

### 1. The Naming Characteristics of Chinese Ancient Costume Movie Titles

From the analysis of 60 titles of Chinese ancient costume movies, we have found that the naming of these titles exhibits a rich variety of characteristics, as follows:

#### 1.1 From the Perspective of Cultural Element Application

**Citing Historical and Geographical Element:** In titles such as 《长安秘闻录》 (Secret Tales of Chang'an) and 《燕云台》 (Yanyun Terrace), “Chang'an” and “Yanyun” are geographical names with profound historical connotations. They evoke associations with specific historical periods and regions, endowing the stories with a strong sense of history and regional characteristics. In the title 《大秦赋》 (The Great Qin Empire), “大秦” directly indicates that the background of the story is the Qin Dynasty, giving the audience a clear understanding of the time setting.

**Drawing on Mythology, Legends, and Xianxia Concepts:** Titles like 《玉骨遥》 (The Longing of Jade Bones), 《神隐》 (Divine Seclusion), and 《千古玦尘》 (Eternity of the Ancient Tribulations) carry obvious immortal heroes and mythological colors. Words such as “玉骨” (jade bones), “神” (divine), and “玦尘” (tribulations) create a mysterious and fantastical atmosphere, stimulating the audience's imagination of the immortal heroes world. The title 《遇龙》 (Meeting the Dragon) takes the mythical creature “龙” (dragon) as the core element, adding mystery and fantasy to the story.

### 1.2 From the Perspective of way of expression

Direct Narrative Type: Titles such as 《雪中悍刀行》 (The Swordsman in the Snow), 《将嫁》 (The Marriage to Come), and 《说英雄谁是英雄》 (Among Heroes, Who is the Hero?) directly indicate the key actions or core themes in the story. 《雪中悍刀行》 depicts the scene of a person advancing with a sword in the snow, suggesting the story's jianghu (martial arts world) background and the heroism of the characters. 《将嫁》 simply informs the audience that the story revolves around a woman's marriage.

Implicit Expression Type: Titles like 《今夕何夕》 (Tonight, What Night is It?) and 《忘川序》 (The Preface about Forgetting Chuan) are more implicit in their expression. Their poetic expressions arouse the audience's curiosity and desire to explore. 《今夕何夕》 is derived from ancient poems, full of poetry and philosophy, making people imagine about the story's context and emotions. The term “忘川” in 《忘川序》 has a mysterious cultural image, hinting that the story may involve complex emotions such as life and death, reincarnation, love, and hatred.

### 1.3 From the Perspective of Character Portrayal

Naming Centered on Characters: Titles such as 《少女大人》 (The Young Female Master), 《御赐小仵作》 (The Emperor - Bestowed Little Forensic Lady), and 《传闻中的陈芊芊》 (The Chen Qianqian in the Rumor) directly take the main characters in the drama as the core, clearly defining the protagonists and allowing the audience to quickly focus on the characters. 《少女大人》 indicates that the protagonist is a young female leader, sparking the audience's curiosity about her character's experiences. 《御赐小仵作》 not only shows the protagonist's identity but

also adds a touch of mystery through the term “御赐” (emperor - bestowed).

#### 1.4 From the Perspective of Emotional Expression

Conveying the Theme of Love: Titles like 《三生缘起是清欢》 (The Three Lives' Origin Is Pure Happiness), 《锦心似玉》 (A Heart as Delicate as Jade), and 《长相思》 (Longing) highlight the theme of love. “三生缘起” (The three lives' origin) emphasizes the long - lasting and profound nature of love, and “长相思” straightforwardly expresses the feeling of yearning, allowing the audience to quickly sense the emotional tone of the story.

Showing Characters' Moods or Personalities: Titles such as 《我就是这般女子》 (I Am Such a Lady) and 《我家娇妻不好惹》 (My Feisty Wife Can't Be Messed With) show the characters' personalities or moods. 《我就是这般女子》 reflects the protagonist's confident and free - spirited personality, while 《我家娇妻不好惹》 highlights the heroine's bold and individualistic nature.

#### 1.5 From the Perspective of Word Structure and Style

The Modifier - Head Structure Highlights the Focus: Many titles adopt the modifier - head structure, such as 《雪鹰领主》 (Eagle Snow Lord), 《彩门令》 (The Order of the Colorful Gate), and 《花颜御貌》 (Flower - like Face and Royal Appearance). The preceding modifier is used to describe the characteristics of the core word behind, making the title focused and vivid. “雪鹰” (Eagle Snow) modifies “领主” (Lord), giving the audience a preliminary impression of the character's image. “花颜” (Flower - like Face) modifies “御貌” (Royal Appearance), presenting the beauty and nobility of the female character.

Creating a Poetic Aesthetic: A large number of titles are full of poetry, such as 《岁岁青莲》(Year after Year of Qinglian), 《春闺梦里人》(The Person in the Spring Boudoir Dream), and 《浮世双娇传》(The Story of Two Beauties in the Mortal World). They use beautiful words and imagery combinations to create a romantic and aesthetic atmosphere, providing the audience with a sense of beauty and also hinting at the style and emotional atmosphere of the story.

The naming of Chinese ancient costume drama series titles exhibits a rich variety of characteristics: In terms of the application of cultural elements, the use of historical and geographical elements endows a sense of history, and the reference to mythological and xianxia concepts creates a fantastical atmosphere. Regarding the means of expression, there are direct narrative styles that clearly indicate the key actions or themes, as well as implicit expressions that arouse curiosity and exploration. When it comes to character portrayal, naming centered around the protagonist helps the audience to focus on the characters. In terms of emotional expression, the themes of love are highlighted, or the moods and personalities of the characters are presented. In terms of word structure, many titles adopt the modifier-head structure to highlight the key points, and a large number of titles are full of poetry, creating a romantic and aesthetic style.

## **2. translation of chinese ancient costume drama series titles from chinese to thai on the wetv platform**

In a case study conducted on the WETV platform, it has been observed that certain translations of ancient Chinese TV drama titles into Thai prioritize both the preservation of the Source Language and the

comprehension of the Target Language readers. The following are the detailed findings:

2.1 Emphasis on Source Language translation

Word - for - Word Translation: This approach adheres to a word - for - word translation strategy while adjusting the language structure to conform to Thai norms. Through the analysis of 60 ancient Chinese TV dramas broadcast on the WeTV platform from 2020 to 2023, 7 instances of word - for - word translations were identified (see Table 1).

Table 1

*The approach of emphasis on Source Language translation*

No.	Titles	Titles in Thai
1	雪鷹领主	อินทรีหิมะเจ้าดินแดน
	Snow Eagle Lord	Snow Eagle Lord
2	长安秘闻录	แฟ้มคดีลับฉางอัน
	Secret Tales of Chang'an	Secret Tales of Chang'an
3	嘉南传	ตำนานเจียนาน
	The Legend of Jianan	The Legend of Jianan
4	玉骨遥	ลำนํ้ากระดูกหยก
	The Longing of Jade Bones	The Longing of Jade Bones
5	雪中悍刀行	ดาบพิฆาตกลางหิมะ
	The Swordsman in the Snow	The Swordsman in the Snow
6	我就是这般女子	ข้าก็เป็นสตรีเช่นนี้
	Such a Lady Am I	Such a Lady Am I
7	狼殿下	หมาป่าจอมราชันย์
	The Wolf Prince	The Wolf Prince

### Example of Word - for - Word Translation Strategy

Take the title “雪鷹领主” as an example. In Thai, “雪” corresponds to “หิมะ” (snow), “鷹” to “อินทรี” (eagle), and “领主” to “เจ้าดินแดน” (lord). The translator used a word - for - word method and adjusted the language structure according to Thai grammar, where the modifier follows the head word. Thus, “snow” modifies “eagle,” resulting in the Thai translation อินทรีหิมะเจ้าดินแดน (Eagle Snow Lord).

### 2.2 Emphasis on Source Language translation

When emphasizing the Source Language (SL) in translation, the approach can be categorized into Adaptation translation and Free translation.

#### 2.2.1 Adaptation translation

Adaptation translation, when applied to the names of ancient Chinese series, involves making interpretations, deletions, additions, and modifications to the original words in accordance with the characteristics of the destination language and its culture.

#### 1) Adaptation translation with Explanation

Among the 60 Chinese ancient costume dramas aired on the WeTV platform from 2020 to 2023, 4 titles employed translation techniques combining interpretation and adaptation (see Table 2).

**Table 2**

*Adaptation translation with Explanation*

No.	Titles	Titles in Thai
1	遇龙	รักนิรันดร์ ราชนังกร
	Meeting the Dragon	Eternal love, Dragon King
2	重紫	ดวงใจ ลิขิตหวานรัก

No.	Titles	Titles in Thai
	Chongzi	Chongzi, destined
3	大秦賦	ฉินกำเนิดแผ่นดินมังกร ภาครวมแผ่นดินจากรักโลก
	The Great Qin Empire	Qin: The Birth of the Land of Dragons
4	侍酒令	สุราขัณธารัก
	The Command for Wine Service	The wine of love

### Example of Adaptation translation with Explanation

The Chinese character “遇” corresponds to “meeting” and “龙” means “dragon”. A literal translation of the phrase would result in “meeting the dragon”. However, the translator went beyond literal rendering and added extra interpretive elements. As a consequence, it was translated into Thai as “รักนิรันดร์ ราชนันมังกร”, which can be rendered in English as “Eternal Love, Dragon King”.

#### 2) Adaptative Translation: Strategies of Addition and Omission

Among the 60 Chinese ancient costume dramas aired on the WETV platform between 2020 and 2023, 7 were found to have been translated using the strategies of addition and omission (see Table 3).

**Table 3**

#### *Adaptative Translation: Strategies of Addition and Omission*

No.	Titles	Titles in Thai
1	夫君请自重 Please Respect Yourself, My Husband	สามีข้าเป็นคนคลั่งรัก My husband is a loving person
2	忘川序 The Preface about forgetting Chuan	รักนี้มีอาจลืมิ This love is unforgettable.
3	岁岁青莲 Year after Year of Qinglian	ตำนานรักชิงเหลียน Qinglian Love Story
4	飞狐外传	จิ้งจอกอหังการ

No.	Titles	Titles in Thai
	The Outer Legends of Flying Fox	Arrogant fox
5	三生缘起是清欢	ลิขิตรักสามภพเทพบุปผา
	The Three Lives' Origin Is Pure Happiness	Love the fate of three worlds, Flower God.
6	系统之皇后养成记	ระบบรักพิทักษ์ใจองค์ราชินี
	The System: The Queen's Cultivation Diary	Love Conquers the Queen
7	国子监来了个女弟子	ศิษย์สาวป่วนสำนัก
	A Female Disciple Enters the Imperial College	A turbulent female student.

### Example of Adaptative Translation: Strategies of Addition and Omission

Take 《夫君请自重》 as an example. The Thai title สามิข้าเป็นคนคลั่งรัก (My Husband is a Loving Person) omits the meaning of “请自重” (“please restrain yourself”) and retains the meaning of “夫君” (“husband”). Additionally, words like ข้า (My), เป็น (is), and คนคลั่งรัก (Loving Person) are added to make the title more appealing to the Thai audience.

#### 3) Substitution Translation

Among the 60 Chinese ancient costume dramas broadcast on the WETV platform from 2020 to 2023, 10 were translated using Substitution Translation (see Table 4).

**Table 4**

#### *Substitution Translation*

No.	Titles	Titles in Thai
1.	今夕何夕	ภพรักภพพราก
	Tonight, what night is it	The World Yearns for Worldly Separation
2.	将军府来了个小厨娘	เสน่ห์ปลายจวักมัดใจท่านแม่ทัพ



No.	Titles	Titles in Thai
	A little cook girl came to the General's Mansion	The Alluring Magic of Cooking: A General's Heart Captured
3.	洛阳四千金 The four wealthy daughters of Luoyang	สี่ตระกูลแห่งลั่วหยาง The Four Jewels of Luoyang
4.	长公主不可以 The eldest princess can't	รักต้องห้ามขององค์หญิง The Forbidden Love of the Princess
5.	三生三世枕上书 Pillow Book of Three Lifetimes and Three Eras	สามชาติสามภพ ลิขิตเหนือเขนย Three Kingdoms, Three Worlds: The Destiny Resting on the Pillow
6.	浮世双娇传 The Story of Two Beauties in the Mortal World	ตำนานสองสตรีกู้แผ่นดิน The Legend of Two Women Saving the World
7.	且试天下 Try the World Once	เทียบท้าปฐพี Dare to Vie for the World
8.	春闺梦里人 The Person in the Spring Boudoir Dream	คู่บุปผาเคียงฝัน Twin Flowers in a Dream
9.	花颜御貌 Flower-like Face and Royal Appearance	เสน่ห์รักบุปผางาม The Magic of Lovely Blossoms
10.	拜托了！别宠我 Please! Don't Spoil Me	ฝ่าบาท โปรดอย่ารักข้า Your Majesty, Please Refrain from Loving Me

### Example: Substitution Translation

Take the title 《今夕何夕》 as an example. It represents an understanding-based translation approach involving word modification. Literally, 《今夕何夕》 can be translated as “Tonight, what night is it?” or interpreted as “Evening is a good time.” However, with an emphasis on the

Thai audience's comprehension, the translator has rendered it as ภาพรักภพพราก (love and separation). This substitution conveys a concept that, while different from the literal meaning, may hold more significance within the Thai cultural context.

### 2.2.2 Free Translation

When freely translating the titles of ancient Chinese TV series into Thai, two methods are often involved: Translating based on the core essence of the story; Naming the series according to its main character.

#### 1) Translating based on the core essence of the story

Among the 60 Chinese ancient costume dramas aired on the WETV platform between 2020 and 2023, 26 were translated via free translation, with the approach of basing the translation on the core essence of the story (see Table 5).

**Table 5**

*Translating based on the core essence of the story*

No.	Titles	Titles in Thai
1.	乐游原 Leyou Plain	พลุธารักเคียงใจ Love's domain is in the heart
2.	神隐 Divine Seclusion	ตำนานรักผนึกสวรรค์ Heaven-Harbored Tales of Love
3.	将嫁 The Marriage to Come	วิวาห์ย้อนรอยแค้น Revenge Wedding
4.	四时好 The Goodness of Four Seasons	ขุนรักสลับบัลลังก์ Throne Switch Love
5.	择君记 The Record of Choosing a Husband	ป่วนรักอลาน วิวาห์อลเวง Falling for Allen: The Chaotic Wedding

No.	Titles	Titles in Thai
6.	上国赋 The Ode of the Upper Kingdom	พลิกแค้นชะตารัก The fate of revenge.
7.	彩门令 The Order of the Colorful Gate	คดีปริศนานักมายากล The Mysterious Case of Magicians
8.	君子盟 The Pact of Gentlemen	ยอดบุรุษพลิกคดี Superhero overturned the verdict.
9.	玉姬书 The Book of Lady Yu	ไขคดีลับซีรีส์หุ่น Resolve the secret case of the puppet series
10.	千古玦尘 Eternity of the Ancient Tribulations	ตำนานรักสองสวรรค์ The love legend of two heavens
11.	斗罗大陆 Douluo Continent	ตำนานจอมยุทธ์ภูตถึงซาน The Legend of Tangshan Hero
12.	燕云台 Yanyun Terrace	จอมนางพิชิตบัลลังก์ The queen conquered the throne
13.	长相思 Longing	ห้วงคำนึง ดวงใจนิรันดร์ Remember This: The Eternal Heart
14.	卿卿三思 My Darling, Think Thrice	สามคราชะตารัก The love of three fates
15.	花琉璃轶闻 The Unchronicled Young Daughter of the Hua Family: A Little – Known Whisper	ช่วงเวลาดี ๆ ที่มีแต่รัก Only the beautiful moments of love
16.	锦心似玉 A Heart as Delicate as Jade	ร้อยรักปักดวงใจ Love is deeply ingrained in one's heart
17.	斗破苍穹 Battle Through the Heavens	สัประยุทธ์ทะลุฟ้า The battle across the sky
18.	九义人	แก้ยอดคุณธรรมพลิกคดีแค้น

No.	Titles	Titles in Thai
	The Nine Righteous People	Nine Virtues: Unflipping Revenge Cases
19.	月生沧海 The Moon Rises over the Sea	ดาราจักรรักล้นน้ำใจ The Stars of Amorousness
20.	浮生印 The Seal of Floating Life	สัดบรักก้องยุทธภพ The Love That Rings Out Over All the Earth
21.	将夜 The Night of Parting	สยบฟ้าพิชิตปฐพี Skyward Conquest, Worldly Domination
22.	说英雄谁是英雄 Among Heroes, Who is the Hero?	ดาบเสียดฟ้า The Celestial Sword
23.	我家娇妻不好惹 My Feisty Wife Can't Be Messed With	รักนี้สามีจำยอม This Love, Husband's Willing Heart
24.	戏精女主桃花多 The Drama-queen Heroine's Many Romances	เสน่ห์ตราตรึงข้ามภพ Enchanted Beyond the Bounds of the World
25.	骊歌行 The Melody of Departure	ล้นารักแห่งฉางอัน The Chang'an Amour
26.	九流霸主 The Overlords of the Nine Professions	จอมคนเหนือชนชั้น The Super Elite

### Example: Translating based on the core essence of the story

In this instance, 《乐游原》 is a distinctive term exclusive to the series. It carries connotations of “heaven,” “a utopian free society,” and “an idealized, non - existent realm.” This term serves as a common vehicle for expressing people's deep - seated hopes and longings for a free and unconstrained social order. This represents a free translation approach that

takes its name from the very core of the story. At the heart of the series lies the captivating narrative of a fisherman's adventure. By chance, the fisherman stumbles upon a land that has remained secluded and cut off from the outside world. Through a series of trials and experiences, the story unfolds. In the end, the protagonist of the tale manages to return to their hometown, accompanied by their lover. The Thai translation of this story adopts the name พสุธารักเคียงใจ, which, intriguingly, can be interpreted as “Love's domain is in the heart.” This Thai title seems to capture a different yet equally profound essence of the story, perhaps highlighting the emotional and spiritual journey within the narrative while maintaining a connection to the overarching themes of the series.

## 2) Naming the series according to its main character

Among the 60 Chinese ancient costume dramas broadcast on the WETV platform during the period from 2020 to 2023, 26 were translated using the free translation method, specifically by naming the series after its main character (see Table 6).

**Table 6**

*Naming the series according to its main character*

No.	Titles	Titles in Thai
1.	少女大人	ซูฉือ ได้เท่าสาวยอดนักสืบ
	The Young Female Master	SU CHI, the Female Detective
2.	灼灼风流	ขุนนางหญิงยอดเสน่ห์หา
	Brilliant Romance	The Charming Noblewoman
3.	嫣语赋	ชีวเยียนยอดหญิงพลิกชะตา
	Ode to Yanyu	Autumn Swallow: The Woman Who Transformed Her Destiny
4.	御赐小仵作	อู่ฉู่ มือชั้นสูตรฟ้าประทาน

No.	Titles	Titles in Thai
	The Emperor - Bestowed Little Forensic Lady	Chuchu, the Instrument of Heaven
5.	进阶的主母	สตรีแกร่งสกุลใหญ่
	The Upgrading Mistress	The Resilient Woman
6.	传闻中的陈芊芊	ข้านี้แหละองค์หญิงสาม
	The Chen Qianqian in the Rumor	I Am the Third Princess

### Example: Naming the series according to its main character

The literal meaning of 《少女大人》 in Chinese is “mistress”, and the translator uses the reader's understanding of the translation. In free translation, the translator uses the name of the protagonist and the translation of the character. “苏瓷” is the name of the protagonist, while “detective” is the character of the protagonist in the story. The translator translates it as ชูฉี ได๋เต้าสาวยอดนักสืบ (**SU CHI, the Female Detective**).

The 60 traditional Chinese TV dramas broadcast on the WETV platform during the period from 2020 to 2023 are summarized in Table 7: Translation Strategies.

**Table 7**

*Translation Strategies for Series of Chinese Ancient Costumed Dramas Series*

Translation Strategies							
Translation Strategies	SL		TL				
			Adaptation translation			Free Translation	
	word-for-word		explanatory	Addition/omission	substitution	core of the story	main character
percentage	11 %		7 %	12 %	17 %	43 %	10 %

## Discussion of Results

This research on Chinese ancient costume drama titles and their Thai translations on the WeTV platform delves into the naming characteristics and translation strategies, offering valuable insights.

### 1. Naming Characteristics and Their Significance

Titles of Chinese ancient costume dramas are rich in cultural and aesthetic value, reflecting China's historical and mythological heritage. They incorporate diverse elements such as historical references, mythological themes, and artistic expressions. This diversity enhances the appeal of these dramas and caters to varied audience preferences, thus contributing to the global dissemination of Chinese culture.

### 2. Translation Strategies and Their Implications

Translation practices observed in this study highlight a dual-emphasis approach, balancing both Source Language (SL) and Target Language (TL) considerations. SL-Emphasis Translation Word-for-word translation accounts for only 11% of the titles, illustrating the challenges of directly transferring cultural nuances due to linguistic and cultural differences.

This study shows a dual-emphasis approach balancing Source Language (SL) and Target Language (TL) considerations.

#### 2.1 SL-Emphasis Translation: Word-for-Word Translation (11%):

2.1.1 Directly translates titles with minimal adaptation to fit Thai language structure.

2.1.2 Ensures accuracy but may not fully convey cultural nuances due to linguistic differences.

2.2 TL-Emphasis Translation (89% ): Adaptation and free translation dominate this category:

2.2.1 Adaptation Translation. Representing 36% of the translations, this translation techniques such as explanation, addition, omission, and substitution make titles more relatable to Thai audiences. For instance, culturally specific Chinese terms are modified to align with Thai cultural contexts.

2.2.2 Free Translation: Representing 53% of the translations, this approach involves creating titles that reflect the drama's essence or main character, ensuring clarity and accessibility for Thai viewers.

### **3. Key Influencing Factors**

3.1 Cultural Differences. Cultural references, beliefs, and expectations in Thailand differ from China, requiring adaptations to make titles resonate with Thai audiences (e.g., Chinese historical or mythological terms often lack direct Thai equivalents).

3.2 Commercial Considerations. WeTV's goal of attracting a broad audience shapes translation choices, favoring strategies that boost viewer engagement, such as catchy or easily understood titles.

3.3 Language Evolution. The use of modern Thai expressions reflects shifts in language trends in media and entertainment, influenced by previous translations or industry patterns.

3.4 Translator Expertise. The translator's familiarity with Chinese culture and language proficiency influences the balance between literal accuracy and creative adaptation.



For TL-emphasis, adaptation and free translations dominate, adapting Chinese terms to be more culturally relevant and ensuring titles are engaging for Thai viewers.

#### **4. Comparison with Previous Research**

This study's findings both align with and deviate from previous research. Srivichien and Netrasomphol (2021) found that creating new names based on the main story was the most common translation method, which our research supports. However, compared to Chantapan and Jawala (2021), which found partial literal translation to be the most popular in the analyzed periods, our study shows a difference. Our research indicates that word - for - word translation (a form of literal translation) is only used in 11% of cases.

Building upon previous research, we have further discovered that during the translation of Chinese ancient costume movies into Thai, Thai words with distinct Chinese - style characteristics are utilized. Examples include “ราชันย์ (prince)”, “ปฐพี (world)”, “ดาบ (sword)”, “สำนัก (office)”, “ราชันมังกร (dragon king)”, “ไต้เท้า (detective)”, and “ขุนนาง (noblewoman)”. Additionally, given the genre of ancient costume dramas, translators incorporate words from ancient Thai language in the translation process, such as “ข้า (I)” and “มิอาจ (cannot)”.

#### **5. Contribution and Future Directions**

This research, based on the Newmark translation principle, contributes significantly to Chinese - to - Thai translation studies. It provides a comprehensive understanding of the translation strategies for Chinese ancient costume drama titles. For language teaching, it offers practical examples that can enhance students' understanding of cross - cultural translation. Future research could further explore the long - term impact of

these translation strategies on audience reception and cultural dissemination, and develop more refined translation guidelines tailored to different types of Chinese cultural content.

## **Recommendations**

### **1. Implementation Suggestions**

The translation methods identified in this study provide certain references for the analysis of Chinese-Thai translation. These methods are of some benefit to learners of both Chinese and Thai languages and have the feasibility of being integrated into translation learning courses. For translators, these methods can serve as a practical reference, which helps them improve the quality and accuracy of translations to a certain extent, and thus plays a certain role in promoting cross-cultural communication.

### **2. Suggestions for Future Research**

In future research work, it is advisable to conduct a more in-depth exploration of the cultural context behind the translation of Chinese TV drama names in the Thai context. This requires a relatively comprehensive examination of how Thai cultural values, beliefs, and social norms interact in the translation process. If the cultural details can be grasped, translators may be able to create translations that are more in line with Thai culture and more attractive, thus triggering a certain resonance among Thai audiences to some extent.

In addition, future studies should focus on assessing the interest and comprehension levels of Thai audiences regarding the translation of Chinese TV drama names. This might involve conducting surveys, interviews, or focus group discussions to collect empirical data on which aspects of the

translations are most appealing or confusing to the audience. Such research will assist translators in fine-tuning their strategies to ensure that the translated names can not only convey the intended meaning but also attract the audience's attention and arouse their curiosity, ultimately promoting greater understanding and appreciation of Chinese TV dramas in Thailand.

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**Name :** Fan Jingwei

**Highest Education:** Bachelor’s Degree

**Affiliation:** Zhejiang Yuexiu University



**Name :** Kullayanee Kittopakarnkit

**Highest Education:** Doctor’s Degree

**Affiliation:** Zhejiang Yuexiu University

# **A Comparative Study of Learning Achievement in the Database Management System Course Among High Vocational Certificate Students in the Digital Business Technology Program Using Cooperative Learning With the Jigsaw Technique**

**Tongchai Laboon**

**Phitsanulok Vocational College**

**Phitsanulok, Thailand**

**E-Mail: [tongchailaboonplvc@gmail.com](mailto:tongchailaboonplvc@gmail.com)**

Received 15 January 2025; revised 21 February 2025; accepted 22 February 2025

## **Abstract**

The objective of this research article is to compare the learning achievement in the Database Management Systems course of the Higher Vocational Certificate Program in Digital Business Technology at Phitsanulok Vocational College. The study employs the Jigsaw cooperative learning technique and evaluates students' performance before and after learning. The sample for this study consists of the entire population of students enrolled in the Higher Vocational Certificate Program in Digital Business Technology at Phitsanulok Vocational College during the first semester of the 2023 academic year, totaling 65 students, divided into two groups. The research instruments include the Jigsaw cooperative learning technique, pre-

tests, post-tests, and an achievement test. Statistical methods used for data analysis include arithmetic mean ( $\bar{X}$ ), standard deviation (S.D.), percentage, and t-test. The results indicated that students taught using the Jigsaw cooperative learning technique demonstrated significantly higher learning achievement in the Database Management Systems course compared to those taught using the traditional lecture method, with statistical significance at the 0.05 level.

**Keywords:** Learning achievement, Database Management Systems, Jigsaw cooperative learning technique

## Introduction

In the 21<sup>st</sup> century, technological advancements have progressed rapidly, leading the global education sector to move beyond traditional teacher-centered models. Education is now rooted in technology, with new knowledge being discovered continuously. Teaching and learning methodologies must therefore evolve to align with these changes, ensuring continuous and effective learning. This shift supports the integration of modern technological media for research and study, promotes self-assessment, encourages interaction, and fosters skill development. Additionally, it emphasizes creating innovative learning materials through electronic media, such as online tutoring, enabling students to engage in self-directed learning. These approaches align with the Ministry of Education's policy to develop youth with technological skills who can collaborate and coexist peacefully in a global society (Ministry of Education, 2008, p. 5).

The National Education Act of 1999 (revised in 2002), Section 22, outlines the principles for educational management, emphasizing that all learners have the potential to learn and develop themselves and that students should be regarded as the most important component. Consequently, educators must shift their role from knowledge transmitters to facilitators who assist, support, and guide students in seeking knowledge from various sources and media. This transformation involves changing teaching methods to enhance the learning process. To thrive in society, individuals must know how to think critically, solve problems, and act appropriately. Therefore, the learning process should integrate technology and information resources effectively. Vicharn Panich (2013, p. 42) highlights that true learning stems from allowing students to learn based on their interests rather than strictly following teacher- or classroom-imposed curricula. Learning through technology or other teacher-assigned media should cater to each student's potential.

Contemporary education frequently integrates technology into various teaching and learning formats, such as Computer-Assisted Instruction (CAI), E-Learning, and Distance Learning. These methods operate under the belief in the current potential of technology to grant students access to abundant learning resources or the “World Knowledge.” This approach opens the door to education beyond classroom walls, extending learning to those constrained by time, distance, or location (Chaiyos Ruangsuan, 2013, p. 19). This aligns with the curriculum of the Office of the Vocational Education Commission for the 2020 Higher Vocational Certificate. The curriculum aims to provide learners with in-depth theoretical and technical knowledge within professional contexts and equip them with information

and communication technology skills for everyday life. It fosters awareness and active participation in addressing the nation's economic challenges, positioning graduates as essential contributors to production and service sectors (Office of the Vocational Education Commission, 2020, p. 2). These attributes are essential for all students to ensure successful performance outcomes.

Database management systems represent a critical skill for learning in this era, often referred to as the "information age." Information literacy is akin to lifelong learning, encompassing components such as information, the internet, and educational reform in a competitive society (Chutima Satchanun, 2007, p. 27-45). This aligns with Vicharn Panich (2012, p. 36), who notes that learning and innovation skills are central to 21st-century life skills. However, these skills must be complemented and supported by three additional competencies: information literacy, media literacy, and digital literacy.

In traditional classrooms, most teachers encourage students to engage in group learning. However, not all groups effectively support learning or enhance students' quality of life. Johnson et al. (1998) categorized student learning groups into four types as follows:

1. Pseudo Learning Group: Students in this type of group are uninterested in group work and prefer to learn individually to outperform others. Their primary goal is to secure higher grades than their peers.

2. Traditional Classroom Learning Group: In this group, teachers assign students to work together on specific tasks. However, the collaboration is minimal, as most tasks are individually performed, and



assessments are conducted on an individual basis. Students in these groups are often unmotivated to assist one another in the learning process.

3. Cooperative Learning Group: This type involves students engaging in activities with clear learning goals. Each student takes responsibility for two key aspects: maximizing their own learning and ensuring that all group members achieve their learning objectives. Members recognize that their success depends on the success of the entire group, fostering full cooperation to enhance collective learning.

4. High-Performance Cooperative Learning Group: This group meets all criteria for effective cooperative learning and exceeds expectations. The primary distinction between cooperative learning groups and high-performance groups lies in the level of commitment among members. In high-performance groups, members demonstrate strong care and support for one another, resulting in improved learning outcomes, increased enjoyment, and overall academic success. Teachers should incorporate cooperative learning into their teaching practices and continuously refine methods to develop high-performance learning groups.

Research has shown that implementing cooperative learning methods, such as the Jigsaw technique, significantly improves student learning outcomes. This approach involves dividing students into groups with diverse abilities and gender representation. Teachers begin by presenting the lesson and assigning group tasks. Once all groups have a clear understanding of the lesson, a formative assessment is conducted individually without discussion. Individual scores are compared with baseline scores, and the group's average score is calculated. Groups with the highest scores receive certificates or rewards. This process is cyclical, encompassing lesson

presentations, worksheets, exercises, and formative assessments. Within this framework, group members must collaborate, complete tasks together, and resolve challenges collectively. The success of a group depends on the abilities of its members, with collaboration being the central element of learning. This teaching method fosters motivation, encouraging students to engage more actively in their studies.

In the first semester of the 2020 academic year, students enrolled in this course were at the Higher Vocational Certificate (HVC) level. The instructor developed assessments emphasizing both knowledge and comprehension. Each academic year, various teaching methods were employed to ensure that students understood the course content and met the required passing criteria. These methods included remedial teaching and peer-assisted learning groups. The goal was to adapt the instructional approach to suit the needs of students effectively. However, challenges arose with these methods:

1. Remedial Teaching: When students failed assessments for specific lessons, scheduling remedial sessions became problematic, especially as the instructor taught multiple classes with differing schedules. Additionally, students often showed reduced enthusiasm for hands-on practice, knowing they would have another chance to complete the tasks.

2. Peer-Assisted Learning Groups: Students were allowed to form their own groups, with the stipulation that each group include high-performing, average, and low-performing students. However, the grouping process was often imbalanced, leading to a lack of diversity in abilities.

The instructor clarified that the objective of group learning was to encourage stronger students to support weaker ones, fostering knowledge

sharing and unity within the group. Students were required to sit and work within their assigned groups. Despite these efforts, issues persisted, such as students forming groups with peers who shared similar attitudes or academic tendencies. For example, groups often consisted of students who were disengaged, habitually late, or academically weak. Consequently, weaker groups lacked academic support and struggled with tasks, while stronger groups worked quickly, leaving weaker students feeling demotivated and bored.

A study on cooperative learning by Natthapoom Jaratham (2015) explored the learning outcomes of first-year vocational students enrolled in Practical Skills 1 in the Automotive Department at Metro Technology College, Chiang Mai. The study employed the Jigsaw cooperative learning technique with 28 students. Findings indicated that the learning outcomes were significantly improved compared to before the instruction, supporting the hypothesis that the Jigsaw technique enhances academic performance. Building on this, the researcher expressed interest in applying the Jigsaw cooperative learning technique to improve students' academic performance. This method involves grouping students with varying intellectual and academic abilities into small groups, allowing them to collaborate, exchange ideas, and learn from one another's experiences and perspectives. This approach encourages students to understand the emotions, thoughts, and reasoning of their peers, ultimately fostering skills beneficial to their future careers. By emphasizing group success and shared benefits, the researcher aims to develop a teaching module based on the Jigsaw cooperative learning technique for the Database Management Systems course in the Digital Business Technology program at the HVC level during the first semester of

the 2023 academic year. The goal is to enhance students' academic performance significantly.

## Research Objectives

The objectives of this research are as follows:

1. To enhance the academic performance of students in the Database Management Systems course, as part of the Higher Vocational Certificate program in Digital Business Technology at Phitsanulok Vocational College, through the implementation of the Jigsaw cooperative learning technique.

2. To compare the academic performance of students in the Database Management Systems course within the Higher Vocational Certificate program in Digital Business Technology at Phitsanulok Vocational College taught using the Jigsaw cooperative learning technique.

3. To compare the pre-learning and post-learning academic performance of students in the Database Management Systems course within the Higher Vocational Certificate program in Digital Business Technology at Phitsanulok Vocational College taught using the Jigsaw cooperative learning technique.

## Research Scope

This research focuses on comparing learning outcomes using the cooperative learning method through the Jigsaw technique. The researcher reviewed documents, concepts, theories, and related studies on cooperative learning and the Jigsaw technique. The Jigsaw method, initially introduced by Aronson (1978, pp. 22-25), is based on the concept of assembling parts

into a complete picture. Each student studies only a specific part or subtopic of the overall content through materials or activities provided by the teacher. While studying their assigned subtopics, students work in groups with peers who are tasked with the same subtopic. They then prepare to return to their original group to explain or teach their part to other group members. The Jigsaw technique consists of three key components:

1. Preparation of Learning Materials: The teacher prepares worksheets for each group expert and develops formative assessments for each learning unit.

2. Group and Expert Group Formation: The teacher divides students into groups, ensuring each group has experts for different subtopics based on the worksheets. Each expert studies their assigned worksheet before joining the expert group to complete tasks based on the material. When students are ready for activities, tasks in expert groups may vary. The teacher encourages students to study their subtopics and prepare short presentations to share their knowledge with their original groups.

3. Reporting and Formative Testing: Once expert groups complete their tasks, each expert returns to their original group to explain their subtopic. The teacher encourages diverse presentation methods and facilitates discussions and problem-solving. Formative assessments are then conducted (Chaiwat Suthirat, 2009, p. 185).

These two cooperative learning methods help enhance various skills, including knowledge acquisition, social skills, and teamwork. They foster students' collaborative behaviors and increase motivation to achieve group success. This competitive yet cooperative environment encourages students to improve their learning, leading to higher academic

achievement. Based on these concepts, the researcher adapted the Jigsaw cooperative learning method to improve students' learning outcomes. The adapted teaching process consists of five steps: 1. Introduction. 2. Teaching 2.1. The teacher defines the learning objectives 2.2. The teacher organizes students into groups. 2.3. Students study in expert groups 2.4. Experts rotate and explain their knowledge to peers in their original groups 2.5. The teacher conducts evaluations. 3. Conclusion: The teacher and students summarize the lesson content collaboratively. The results from this cooperative learning approach are compared with those from the traditional lecture-based teaching method, which emphasizes content explanation. The traditional method follows a similar sequence of activities: 1. Introduction: Introducing the lesson. 2. Teaching: Delivering content explanations. 3. Conclusion: Summarizing the content.

### Independent Variable

Cooperative Learning Using the Jigsaw Technique (JIGSAW)

Introduction: The teacher reviews prior content.

Teaching: The teacher employs the cooperative learning method using the Jigsaw technique, which includes the following five steps:

Step 1: The teacher divides the main topic into subtopics.

Step 2: Students are grouped into teams.

Step 3: Students study in expert groups.

Step 4: Experts rotate and explain their knowledge to peers within the group.

Step 5: Evaluation.

Conclusion: The teacher and students summarize the lesson content together.

### Dependent Variable

Learning  
Achievement

## Research Methodology

### 1. Population and Sample

Population: The population consists of Higher Vocational Certificate students in the Digital Business Technology program at Phitsanulok Vocational College, located in Mueang District, Phitsanulok Province. Each classroom includes students of mixed abilities, with a total of 65 students across three classrooms in the first semester of the 2023 academic year.

### 2. Research Design

This study employs a quasi-experimental design, involving a control group and an experimental group, with pre-test and post-test measurements.

X <sub>1</sub> Pretest	T Treatment	X <sub>2</sub> Posttest
Experimental Group (X <sub>a1</sub> )	Cooperative Learning Method: Jigsaw Technique (JIGSAW)	Experimental Group (X <sub>a2</sub> )

### 3. Research Instruments

The research instruments used in this study are divided into two categories: instruments for the experiment and instruments for data collection.

#### 3.1 Instruments for the Experiment consists of the lesson plans

3.1.1 The lesson plans were developed for the course Database Management Systems and consist of nine plans. The content covered in these lesson plans is as follows:

#### 3.1.2 Components of the Lesson Plans

1. Lesson topic
2. Key concepts

3. Learning content
4. Learning objectives
5. Teaching and learning activities
6. Instructional materials
7. Assessment and evaluation
8. Additional learning resources
9. Suggested activities
10. Post-lesson reflections

3.1.3 The lesson plans for the experimental group are designed based on the cooperative learning method using the Jigsaw technique (JIGSAW). The learning activities are organized as follows:

Step 1 : The teacher divides the content into subtopics.

Step 2: Students are organized into mixed-ability groups called “Home Groups”.

Step 3 : Students form "Expert Groups," where members from different Home Groups studying the same subtopic come together to review assigned materials.

Step 4: Each student returns to their Home Group and takes turns explaining their subtopic to the group. Discussions, clarifications, and reviews are conducted to ensure clear understanding.

Step 5: Knowledge testing. Each student takes an individual test, and the scores of all group members are combined to form the group's score. The group with the highest score receives a reward.

3.1.4 Development of Lesson Plans Using the Cooperative Learning Method with the Jigsaw Technique (JIGSAW)

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1. Review the 2020 Higher Vocational Certificate (HVC) curriculum issued by the Office of Vocational Education Commission to understand its concepts, principles, goals, and overall framework.

2. Research theories and concepts related to integrated learning and cooperative learning, specifically focusing on the Jigsaw technique.

3. Analyze the course description, standards, and objectives of the Database Management Systems course to integrate its content into the lesson plans effectively.

4. Create nine lesson plans using the Jigsaw cooperative learning technique.

5. The instructional plan utilizing the Jigsaw cooperative learning technique was completed and presented to five experts for evaluation. These experts specialized in different fields relevant to the study. Mrs. Anchaleeporn Laboon provided expertise in print media design, while Mr. Phumipat Wanhipatphong contributed knowledge in educational technology. Ms. Kornchanok Thapyotha, affiliated with Phitsanulok Vocational College, specialized in instructional design within educational institutions. Additionally, Ms. Wirunporn Kaewkla and Mr. Danucha Mueang-oon, both from Bueng Phra Commercial College, were experts in database management systems, with Mr. Danucha also specializing in computer networks. The experts' assessments were analyzed to determine the average satisfaction score, following the interpretation criteria based on John W. Best's conceptual framework.

6. Based on the experts' feedback, the evaluation results indicated that the lesson plans were rated at a "very good" level.

7. Implement the lesson plans with first-year HVC students in the Digital Business Technology program at Phitsanulok Vocational College during the first semester of the 2021 academic year. The pilot test aimed to verify the appropriateness of content, instructional time, and evaluation methods. Adjustments were made, including revisions to the end-of-lesson exercises to reinforce learning, adjustments to the duration of each unit to align with the content, and the development of parallel pre-test and post-test assessments.

8. Apply the revised lesson plans to HVC students during the 2022 academic year as the experimental group.

### 3.2 Instruments for Data Collection

The instruments for data collection include the following:

1. Pre-Test is a multiple-choice test with five options, covering nine units with a total of 90 questions, worth 90 points. This test is designed to evaluate students' prior knowledge before instruction.

2. Post-Test is a multiple-choice test with five options, covering nine units with a total of 90 questions, worth 90 points. This test assesses students' knowledge after instruction.

3. Achievement Test Includes both subjective tests and practical tests. There are four sets of tests, each worth 20 points, with a total score of 80 points. These tests are designed to measure students' academic achievement.

### 4. Development and Validation of Research Instruments

The development of research instruments for this study was conducted as follows:

#### 4.1 Pre-test and Post-test

The pre-test and post-test were designed to assess students' knowledge before and after instruction. The development process included the following steps:

1. Studying documents, concepts, theories, and methods for creating pre-tests and post-tests.
2. Analyzing behavioral objectives and learning content.
3. Developing multiple-choice tests with five options.
4. Presenting the tests to five experts to ensure alignment with behavioral objectives.
5. Determining the consistency between the tests and behavioral objectives using the Index of Item-Objective Congruence (IOC), which yielded values ranging from 0.80 to 1.00 for all items.
6. Revising the tests based on expert feedback and finalizing them as five-option multiple-choice tests.

#### 4.2 Achievement Test

The achievement test was developed to evaluate students' learning outcomes according to the course objectives. The process involved the following steps:

1. Studying documents, concepts, and theories on assessment and evaluation methods for developing achievement tests.
2. Analyzing the curriculum, determining learning content, and specifying behavioral objectives for each unit.
3. Designing the test as a combination of subjective questions and practical tests suitable for Higher Vocational Certificate (HVC) students.

4. Developing tests aligned with behavioral objectives for nine learning units, divided into four sets, with a total score of 80 points.
5. Presenting the tests to five experts to verify content validity and alignment with the curriculum and behavioral objectives.
6. Calculating the IOC based on expert evaluations, with all items achieving a value of 1.00.
7. Preparing the final test, including answer keys and scoring criteria for each item.
8. Pilot testing the achievement test with first-year HVC students in the Business Computer program at Phitsanulok Vocational College during the first semester of the 2021 academic year.
9. Analyzing students' scores to determine the difficulty index (p) for subjective and practical tests using C.A. Drake's method. A suitable difficulty index ranges from 0.20 to 0.80.
10. Analyzing the discrimination index (r) for subjective and practical tests using C.A. Drake's method. A suitable discrimination index ranges from 0.20 to 1.00. If the r-value is negative or less than 0, the test item needs revision or removal.
11. Calculating the reliability of the subjective and practical tests using Cronbach's alpha coefficient.
12. Implementing the validated achievement test with first-year HVC students in the Digital Business Technology program at Phitsanulok Vocational College.

## **5. Data Collection**

Data collection for this research focused on comparing learning outcomes in the Database Management Systems course (Course Code

30204-2002) using the cooperative learning method with the Jigsaw technique versus the lecture-based learning method.

## 6. Data Analysis

6.1 Quality Analysis of Pre-Test, Post-Test, and Achievement Test consists of the following:

1. Index of Consistency (IOC):

The consistency of test items was analyzed using the IOC.

2. Difficulty and Discrimination Indices:

Test scores were analyzed for difficulty and discrimination indices using the method by C.A. Drake.

3. Reliability Analysis:

Test reliability was calculated using Cronbach's alpha coefficient, which is suitable for subjective tests. The formula used was the Alpha Coefficient ( $\alpha$ ) (Phannee Leekijwattana, 2011, p. 110).

### 6.2 Analysis of Learning Achievement

1. Mean ( $\bar{X}$ ) and Standard Deviation (S.D.)

2. t-test

## Research Results

The results of this research are as follow:

The study on the development of learning achievement in the Database Management Systems course for Higher Vocational Certificate students in the Digital Business Technology program at Phitsanulok Vocational College, using the Jigsaw cooperative learning technique, showed significant improvements in student performance.

The results revealed that students in Group 1, who underwent four assessments, achieved an overall learning achievement score of 81.25%. Their average scores increased progressively, starting from 14.00 in the first assessment and rising to 17.87 in the final test. Similarly, Group 2 attained an overall learning achievement score of 80.94%, with their scores improving from 13.25 to 18.50 over the four assessments. Group 3 recorded a total learning achievement score of 77.34%, with their average scores increasing from 12.25 in the first assessment to 17.75 in the last. These results indicate that all groups successfully met the required assessment criteria.

Furthermore, a comparison of pre-learning and post-learning achievement scores demonstrated a significant improvement after implementing the Jigsaw cooperative learning technique. The average pre-learning score was 3.72, while the post-learning score increased to 9.10. This improvement was found to be statistically significant at the 0.05 level, confirming the effectiveness of the learning approach in enhancing students' academic performance.

## Discussion of Results

Based on the research results, the results can be discussed as follows :

### **1. Comparison of Learning Achievement in the Database Management Systems Course Using the Jigsaw Technique:**

1.1 The learning achievement of students taught using the cooperative learning method with the Jigsaw technique showed an increase in post-test scores across four assessments. The average scores were as follows: Test 1: 12.50, Test 2: 14.70, Test 3: 17.50, Test 4: 18.07.

These scores were out of a total of 20 points. The analysis revealed that post-test scores were significantly higher than pre-test scores at the 0.05 statistical significance level.

1.2 The students' post-test scores were consistently higher than their pre-test scores at the 0.05 statistical significance level, affirming the effectiveness of the Jigsaw technique in improving learning outcomes.

The cooperative learning approach emphasizes collaboration, interaction, and mutual assistance among students. Higher-performing students help their peers, fostering responsibility for the group's collective success. This aligns with the concept that the success of each member contributes to the overall success of the group (Sombat Kanjanarakphong, 2002, pp. 24–25).

This study also found that the cooperative learning method using the Jigsaw technique led to significantly higher post-test scores compared to pre-test scores, supporting the research hypothesis. The method incorporates engaging, appropriate media that enhances self-directed, flexible, and enjoyable learning. Students develop a sense of accomplishment, pride, and happiness, which positively impacts their learning experience. This finding is consistent with Kantarithai Chonlawit (2010, p. 76), who analyzed teaching strategies for happiness and learning skills in lower secondary students using the Jigsaw technique. The study reported high levels of happiness in learning.

Similarly, Sasivimon Suthisuwan (2018, p. 229) found that students using web-based lessons with guided graphic organizers and the Jigsaw technique had significantly higher post-test scores than pre-test scores at the 0.05 statistical significance level. The Jigsaw technique focuses

on student-centered activities, enabling learners to actively engage, take responsibility for assigned tasks, and exchange knowledge effectively within their groups. These activities include brainstorming, organizing ideas, and guided problem-solving, which develop critical thinking and content comprehension, ultimately improving post-test scores.

This result aligns with Hirunsub Piasena (2019, p. 159), who demonstrated that the Jigsaw technique promotes group collaboration, self-directed research, problem analysis, discipline in group work, and knowledge synthesis for group sharing. The structured teaching process ensured effective learning outcomes. Similarly, Manaswee Uttarapath (2017, p. 29) found that students taught using the Jigsaw technique achieved significantly higher learning outcomes than the 60% benchmark at the 0.05 statistical significance level. The method enhanced analytical thinking and problem-solving skills, contributing to improved academic performance. This aligns with the research by Manaswee Uttarapath (2017, p. 29), who studied the impact of the cooperative learning method using the Jigsaw technique on learning achievement. The results revealed that students taught using the Jigsaw technique achieved learning outcomes significantly higher than the 60% benchmark at the 0.05 statistical significance level. This improvement was attributed to the Jigsaw technique's ability to enhance students' analytical thinking skills and problem-solving abilities.

## **2. Comparison of Learning Achievement**

The research results indicated differences in learning achievement between the cooperative learning method using the Jigsaw technique and the lecture-based learning method.



The analysis of pre-test and post-test scores between the experimental and control groups revealed that in the pre-test, both the experimental and control groups were tested on 9 units and in the post-test, the experimental group had a higher average score than the control group across all 9 units. This demonstrates that the learning achievement of the experimental group was significantly higher than that of the control group. These findings align with the research of Somyot Sitlawarang (2013), who studied the comparison of learning achievement in the course Computer Applications for Careers among first-year vocational students in the Business Computer program at Sukhothai Vocational College during the 2012 academic year. The study involved 64 students, comparing the Jigsaw cooperative learning method with the traditional teaching method. The results showed that students in the experimental group, who were taught using the Jigsaw technique, had higher post-test scores compared to the control group. Further analysis of the learning outcomes in the Database Management Systems course for students in the Digital Business Technology program during the first semester of the 2020 academic year involved grading students on an 8-level scale: 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0. In the experimental group, which consisted of 84 students, 79 students (94.04%) achieved grades of 2 or higher. In comparison, the control group, with 65 students, had 54 students (83.07%) scoring 2 or above. These results clearly indicate that the experimental group, which was taught using the cooperative learning method with the Jigsaw technique, demonstrated significantly better learning outcomes than the control group.

The study concludes that the cooperative learning method using the Jigsaw technique is an effective instructional activity where the teacher

assigns group members to study specific portions of the content individually. Each group member is tasked with a distinct section of the material, working with members from other groups assigned to the same section. Once the material is thoroughly understood, they return to their original group to explain their section to the others in a structured sequence. One member of the group then summarizes all sections into a cohesive understanding. This classroom activity encourages collaborative success, where students are divided into groups and assigned parts of a topic to collectively assemble into a comprehensive body of knowledge, akin to completing a jigsaw puzzle. At the end of the learning process, teachers prepare tests to assess students' understanding of the lesson content.

## **Recommendations**

### **1. Suggestions Based on This Research**

1.1 Learning groups should be organized with the purpose of having higher-performing students assist their peers who may require additional support. This approach fosters knowledge sharing, unity within the classroom, and helps all students meet the required passing criteria.

1.2 The cooperative learning method using the Jigsaw technique not only improves academic achievement but also promotes social skills, leadership abilities, and a sense of mutual assistance among students.

1.3 Students should be involved in the group formation process. If the teacher assigns fixed groups, students may only work together for a limited number of sessions before reverting to their usual friend groups. During exams, they may study individually, which undermines the objectives

of the Jigsaw technique. Allowing students some freedom in forming their groups can enhance the effectiveness of this cooperative learning method.

The Jigsaw technique is particularly suitable for teaching the Database Management Systems course. It leads to higher learning achievement, helps students meet the academic standards set for the course, and ensures that all students successfully complete the curriculum.

## 2. Recommendations for Future Research

2.1 Instructors implementing any learning method must clearly explain the objectives and steps of the instructional process. This ensures that students understand the procedures and engage in the learning activities effectively.

2.2 Future research should develop instructional modules for the Database Management Systems course using the Jigsaw cooperative learning technique and compare its effectiveness with other teaching methods to identify the most effective practices.

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**Name :** Tongchai Laboon

**Highest Education:** M.Ed. in Technology  
and Educational Communications

**Affiliation:** Phitsanulok Vocational College

# **A Study on the Problems of Legal Reasoning in Answering Examination Questions for Labor Law and Labor Case Procedures by Third-Year Students in the Second Semester of the Academic Year 2023, Bachelor of Laws Program, Nakhon Ratchasima Rajabhat University**

**Satid Jumrern**

**Nakhon Ratchasima Rajabhat University**

**Nakhon Ratchasima, Thailand**

**E-Mail: [satid.j@nrru.ac.th](mailto:satid.j@nrru.ac.th)**

Received 17 January 2025; revised 19 February 2025; accepted 20 February 2025

## **Abstract**

The purpose of this research is to study the evaluation of written responses to legal exams in the subjects of labor law and labor court procedure of third-year students. And to study the problem of using legal reasoning in writing answers to examinations in labor law and labor court procedures of third-year students, semester 2/2023, Bachelor of Laws program, Nakhon Ratchasima Rajabhat University. The sample group consisted of 55 third-year Bachelor of Laws Students. Using the purposive sampling method, there were 46 people. The research tools were an assessment form for writing legal exam answers and a note-taking form. By using data analysis with content analysis.

The research results found that Test scores that were in the range of 16-20 points were at a good level. There were 13 people, accounting for 28.26 percent. Next is the score range of 6-10 points, which is at the level that needs to be improved, and the score range of 21-25 points, which is at a very good level, the same number of 10 people, accounting for 21.73 percent. Followed by a score range of 11-15 points, at the fair level, 8 people, representing 17.39 percent, and a score range of 1-5 points, at the level requiring urgent improvement, 5 people, representing 10.36 percent. In addition, it was found that students still lacked legal reasoning skills because 27 students received diagnostic scores between 1-10 points, accounting for 58.70 percent. more than 19 students who received scores between 11-15 points. Accounting for 41.30 percent. 11 students received a score of 0 on the issue that required diagnosis due to the cause. that is, there was no decision to adjust the law with the facts that were set out as an issue, resulting in incorrect calculations or legal results. and there is no legal reasoning that is clear, the language used must be elegant, your answers must be coherent and logical and your answer does not use legal language. From this research, the problem was found that the students did not have legal reasoning as to which facts must be adjusted according to the provisions of the law. And can the law or legal principle raised be able to adapt to the issue of fact or not. Therefore, legal reasoning in writing exam answers directly affects students' test scores.

**Keywords:** Legal reasoning, Writing exam answers, Labor Laws and Labor Court Procedures

## Introduction

The Bachelor of Laws program underwent a curriculum revision in 2022 to focus on developing the attributes of law students. The aim is to equip learners with competencies to produce law graduates who possess essential foundational legal knowledge while allowing the flexibility to study specialized legal fields based on their aptitude or interests. This approach aligns with the diverse developments in Thai society, economy, and politics. It also aims to develop essential skills for legal professions or other careers related to law, foster self-directed learning, and instill ethical behavior and professional responsibility. Graduates are expected to have a strong commitment to justice, the rule of law, social responsibility, and professional integrity.

Additionally, the program aims to establish a distinct identity for Korat law graduates, preparing them to serve their local communities effectively. These graduates are expected to have a deep understanding of local issues, social contexts, and resources, enabling them to contribute to genuine local development. Law graduates from Nakhon Ratchasima Rajabhat University must exhibit desirable qualities, including morality, ethics, knowledge, intellectual skills, interpersonal and responsibility skills, as well as numerical analysis, communication, and information technology skills. The program strives to produce graduates who can serve as “pillars of the community,” applying legal knowledge effectively in local contexts.

Once students are admitted into the Bachelor of Laws program, the curriculum provides academic advisors and preparatory activities before the semester begins to ensure a positive university experience. These efforts aim



to reduce dropout rates and manage student risks, enabling them to complete their studies within the prescribed timeframe. This aligns with the expected learning outcomes for each academic year. For third-year students, in particular, they are expected to gain knowledge and understanding in specialized legal subjects, which may be compulsory or elective, and be capable of applying legal knowledge to social or local issues with integrity and ethics.

The study of law emphasizes the development of students' analytical and reasoning skills to interpret legal facts and respond to exam questions effectively. Intellectual skills (IQ) are critical to foster logical thinking in law students at all levels. According to Wicha MahaKhun (1980, p. 48), good reasoning should meet four criteria: 1) clarity, 2) correct and elegant language usage, 3) consistency, and 4) alignment with common sense. Writing legal exam answers requires students to analyze legal issues by reasoning through the application of laws to specific facts and assessing whether the conclusions are legally accurate and just.

The researcher, with over 18 years of teaching experience in legal subjects, including Labor Law and Labor Case Procedures, has observed that some students face difficulties in studying law and answering legal exam questions. This impacts their academic performance, even in the third year. Writing legal exam answers requires a combination of science and art to convey legal knowledge effectively. Students must follow proper structures and communicate their answers logically for the examiner to understand their reasoning, demonstrating their ability to apply laws to factual scenarios.

With over 18 years of experience teaching legal subjects, including Labor Law and Labor Case Procedures, the researcher has consistently

evaluated exams in these courses, which are assessed through essay-based examinations consisting of four questions, completed within a three-hour timeframe. Through grading exams, reviewing assignments, and providing students with advice on studying law and writing exam answers, the researcher has observed that some students continue to encounter problems with studying law and crafting legal exam responses. These issues result in suboptimal academic performance, even among third-year students. Despite reaching an advanced stage in their studies, challenges in writing legal exam answers remain evident. Writing legal exam answers requires a skillful blend of science and art to effectively convey legal knowledge in written form. This involves diagnosing and applying legal principles to the facts at hand. If students can craft their exam responses with a proper structure and format, while communicating their reasoning clearly and logically to the examiner, it demonstrates their understanding of the subject matter and their ability to apply the law effectively to specific factual scenarios. For essay-based legal exams, the grading criteria are divided into three components: stating the legal principles, analysis, and conclusion. Among these, the analysis section carries the most weight, as it reflects the student's ability to apply legal reasoning and adapt legal principles to the specific facts of each issue outlined in the exam. Accurate and comprehensive reasoning in this section significantly influences students' overall scores and highlights the areas needing improvement. Addressing these issues is vital to ensure that third-year students meet the expected learning outcomes as defined by the curriculum. This will enable students to explain or provide legal reasoning effectively, whether in classroom discussions or in their written exam responses.

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Therefore, the researcher aims to study the criteria and assessment of written responses in labor law and labor court procedure examinations, as well as the issues related to the use of legal reasoning in answering these exams. The study focuses on third-year students in the second semester of the academic year 2023 under the Bachelor of Laws program at Nakhon Ratchasima Rajabhat University, who still face challenges in writing exam answers that align with the established criteria. These challenges include difficulties in identifying key issues in questions, applying legal provisions, and understanding legal statutes. This research will contribute to enhancing students' capabilities, equipping them with the competencies necessary to become true legal scholars, in alignment with the objectives of the 2022 curriculum revision.

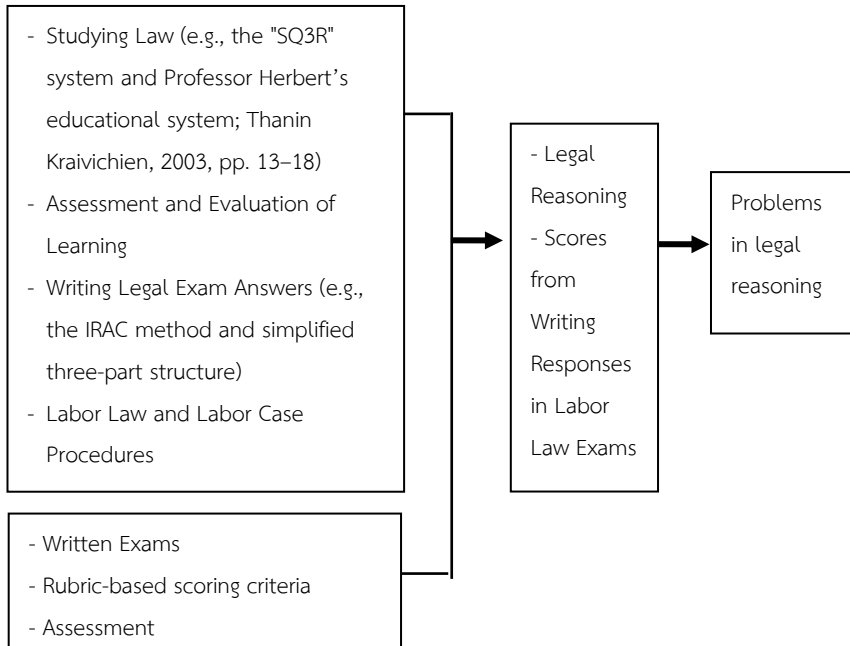
## Research Objectives

1. To study the criteria and assessment of written responses in labor law and labor court procedure examinations of third-year students in the second semester of the academic year 2023 under the Bachelor of Laws program at Nakhon Ratchasima Rajabhat University.

2. To examine the problems related to legal reasoning in answering exams in Labor Law and Labor Case Procedures among third-year students during the second semester of the 2023 academic year, under the Bachelor of Laws program at Nakhon Ratchasima Rajabhat University.

## Research Scope

### Conceptual Framework



## Research Methodology

This research is a classroom-based study using a mixed-methods research approach, incorporating both quantitative and qualitative research methods.

### 1. Population and Sample Group

#### 1.1 Population

The population includes 55 third-year students enrolled in the Bachelor of Laws program who registered for the Labor Law and Labor

Case Procedures course during the second semester of the academic year 2023 (2/2566).

### 1.2 Sample Group

The sample group for this research consists of 55 third-year students enrolled in the Bachelor of Laws program who registered for the Labor Law and Labor Court Procedure course in the second semester of the academic year 2023. The sample size and selection process were determined using purposive sampling, focusing on 46 students who took the midterm exam, which consisted of one question worth 25 points. The rationale for selecting this sample group is that third-year students have more experience in writing exam responses and the course is specialized. The students' exam answers were then assessed using a written examination evaluation form.

## 2. Data Collection Instruments

The research instruments utilized in this study included a legal exam answer evaluation form and a problem recording form. To develop these tools, the researcher reviewed relevant documents and textbooks to identify the criteria for writing legal exam answers. This process informed the creation of the "Legal Exam Answer Evaluation Form," which was divided into three sections for each question. The first section focused on legal principles or legislation. The second section centered on the analysis and application of legal provisions to specific factual scenarios, comprising three subtopics: the effects of agreements preventing employees from receiving statutory rights, calculations of overtime pay, holiday work pay, and holiday overtime pay for Mr. Wayu, and similar calculations for Ms. Ratri. The final section required students to present a conclusion.

Additionally, the problem recording form consisted of two parts: general information and an analysis of issues related to legal reasoning in answering exam questions. The evaluation of legal reasoning followed the guidelines proposed by Wicha MahaKhun (1980), emphasizing clarity, linguistic correctness, consistency, and alignment with common sense. The instruments were subjected to expert validation to ensure their reliability and accuracy. Following expert review, the tools were revised and finalized for use in analyzing the legal exam writing methods of the sample group.

### 3. Data Collection

The researcher collected data from third-year students who were enrolled in the Labor Law and Labor Case Procedures course during the second semester of the academic year 2023 (2/2566). The students participated in a midterm examination featuring one essay question, which they were given one hour to complete. The content of the exam covered labor protection laws under the Labor Protection Act B.E. 2541 (1998). The exam question was as follows:

*“On February 1, 2022, Mr. Wayu and Ms. Ratri began working as employees at Nakornburin Co., Ltd. Mr. Wayu was employed as the head of sales, earning a monthly salary of 24,000 baht, while Ms. Ratri worked as an assistant secretary, earning a daily wage of 800 baht for 25 working days per month.*

*Both employees signed an employment contract with the company, which included Clause 5 stating:*

*“If the employer requires any employee to work overtime (O.T.), on holidays (H.), or overtime on holidays (O.T.H.), the employee will not claim any compensation for such work.”*

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*In January 2024, the employer instructed both Mr. Wayu and Ms. Ratri to work overtime for 10 hours on four weekly holidays and one New Year's holiday, totaling five days, and to work two hours of overtime on each holiday (O.T.H.). The employer refused to pay compensation for this work, citing Clause 5 of the employment contract. Consequently, both Mr. Wayu and Ms. Ratri filed a case with the Labor Court.*

*Questions:*

*a) Does Clause 5 of the employment contract between Nakornburin Co., Ltd., and the employees hold legal validity? To what extent?*

*b) Are Mr. Wayu and Ms. Ratri entitled to compensation for overtime (O.T.), holiday work (H.), and holiday overtime (O.T.H.)? Explain."*

After the students completed the exam, their answers were graded based on predefined criteria to evaluate their academic performance. The researcher conducted purposive sampling, selecting 46 students' answer sheets for analysis. The focus was on identifying deviations in their writing styles from the grading criteria set by the course instructor.

For recording observations, the researcher noted issues related to whether the exam answers adhered to the principles of legal reasoning. Once sufficient data had been collected, the researcher proceeded to analyze the information for further insights.

#### **4. Data Analysis**

The data was analyzed using content analysis based on the students' written responses to the exam questions, compared with the

grading criteria established by the instructor. The analysis focused on linking the grading criteria to the written responses, presenting an evaluation framework that explains the observed phenomena as follows:

4.1 This section focuses on the identification and application of relevant statutes, including Sections 150, 4, 30, 61, 62, 63, 64, and 68. Scores are assigned as follows:

All relevant statutes are completely and correctly identified.

5 points

Most relevant statutes are correctly identified. 4 points

Some relevant statutes are identified. 3 points

Few relevant statutes are identified. 2 points

Very few relevant statutes are identified. 1 point

No statutes are identified. 0 points

4.2 Analysis and Application of Legal Provisions to Factual Scenarios

4.2.1 Legality of the Agreement Between Employer and Employees

Comprehensive and accurate application of legal provisions and reasoning. 5 points

Mostly accurate application of legal provisions and reasoning. 4 points

Partially accurate application of legal provisions and reasoning. 3 points

Minimal application of legal provisions and reasoning. 2 points

Very limited application of legal provisions and reasoning. 1 point



No application of legal provisions or reasoning. 0 points

#### 4.2.2 Calculation of Overtime, Holiday Work, and Holiday Overtime Pay for Mr. Wayu

Comprehensive and accurate application of legal provisions and reasoning. 5 points

Mostly accurate application of legal provisions and reasoning. 4 points

Partially accurate application of legal provisions and reasoning. 3 points

Minimal application of legal provisions and reasoning. 2 points

Very limited application of legal provisions and reasoning. 1 point

No application of legal provisions or reasoning. 0 point

#### 4.2.3 Calculation of Overtime, Holiday Work, and Holiday Overtime Pay for Ms. Ratri

Comprehensive and accurate application of legal provisions and reasoning. 5 points

Mostly accurate application of legal provisions and reasoning. 4 points

Partially accurate application of legal provisions and reasoning. 3 points

Minimal application of legal provisions and reasoning. 2 points

Very limited application of legal provisions and reasoning.

1 point

No application of legal provisions or reasoning. 0 point

4.3 The conclusion focuses on whether the agreement is void and calculates the compensation for Mr. Wayu and Ms. Ratri (both receiving 32,500 baht).

Fully accurate and complete conclusion, addressing all points and numerical calculations. 5 points

Mostly accurate conclusion, addressing almost all points and numerical calculations. 4 points

Partially accurate conclusion, addressing some points and numerical calculations. 3 points

Minimal accuracy, addressing few points and numerical calculations. 2 points

Very limited accuracy, addressing very few points and numerical calculations. 1 point

No conclusion provided or entirely inaccurate. 0 point

The total score is interpreted as follows:

1-5 points: Requires urgent improvement

6-10 points: Needs improvement

11-15 points: Satisfactory

16-20 points: Good

21-25 points: Excellent

The problem recording form data regarding the use of legal reasoning in answering exam questions in Labor Law and Labor Case Procedures was also analyzed using content analysis. Data was categorized

into related groups and analyzed for connections between the categories. These were then structured into a conceptual framework that reflects the observed phenomena and explains their relationships.

Research Results

This research aims to study the criteria and assessment of written responses in labor law and labor court procedure examinations of third-year students. Additionally, it seeks to examine the problems in legal reasoning when answering labor law and labor court procedure exam questions among third-year students in the second semester of the academic year 2023 under the Bachelor of Laws program at Nakhon Ratchasima Rajabhat University, the research results can be summarized and discussed as follows:

1. The evaluation focused on the legal exam responses of 46 third-year students who took the Labor Law and Labor Case Procedures midterm exam, consisting of one essay-based question worth 25 points. The evaluation was conducted using the scoring criteria developed by the researcher. The analysis of total scores, categorized by performance levels, is presented in Table 1 as follows:

Table 1  
*Analysis of Total Exam Scores*

No.	Score Range	Level	Number of Students	Percentage (%)
1	1-5	Requires Urgent Improvement	5	10.86
2	6-10	Needs Improvement	10	21.73
3	11-15	Satisfactory	8	17.39
4	16-20	Good	13	28.26
5	21-25	Excellent	10	21.73

From Table 1, which presents the total scores of 46 students' written responses, accounting for 100% of the data, the findings indicate that 13 students scored in the range of 16 to 20 points, classified as "Good," representing 28.26% of the total. The next highest proportion included two categories: students scoring between 6 to 10 points, classified as "Needs Improvement," and those scoring between 21 to 25 points, classified as "Excellent." Each of these categories included 10 students, accounting for 21.73% of the total, respectively. Following this, 8 students scored between 11 to 15 points, classified as "Satisfactory," representing 17.39% of the total. Lastly, 5 students scored in the range of 1 to 5 points, classified as "Requires Urgent Improvement," accounting for 10.36% of the total.

## 2. Issues in Legal Reasoning in Writing Exam Responses for the Labor Law and Labor Case Procedures Course

2.1 Legal reasoning is reflected in the process of analyzing and applying legal provisions to factual scenarios. The scores for this section, with a maximum of 15 points, are presented in Table 2 as follows:

**Table 2**

*Score Distribution for Legal Reasoning in Analyzing and Applying Legal Provisions to Facts*

No.	Issues and Sample Groups	Legal Reasoning in Analyzing and Applying Legal Provisions to Factual Scenarios			Total 15 points
		1.	2.	3	
		Void Agreement	Calculation for Mr. Wayu	Calculation for Mrs. Ratri	
1	6440501101	5	3	3	11
2	6440501103	4	4	4	12
3	6440501105	5	3	3	11

No.	Issues and Sample Groups	Legal Reasoning in Analyzing and Applying Legal Provisions to Factual Scenarios			Total 15 points
		1.	2.	3	
		Void	Calculation	Calculation	
		Agreement	for Mr. Wayu	for Mrs. Ratri	
4	6440501107	5	0	0	5
5	6440501108	4	4	4	12
6	6440501110	5	2	2	9
7	6440501111	1	1	1	3
8	6440501112	2	3	3	8
9	6440501114	0	2	2	4
10	6440501118	5	3	3	11
11	6440501119	5	3	3	11
12	6440501121	5	4	4	13
13	6440501122	5	5	5	15
14	6440501136	4	1	1	6
15	6440501203	5	3	4	12
16	6440501208	0	2	2	4
17	6440501209	5	4	4	13
18	6440501211	4	1	1	6
19	6440501212	4	1	1	6
20	6440501213	5	4	4	13
21	6440501214	4	3	3	10
22	6440501231	5	5	5	15
23	6440501232	4	2	3	9
24	6440501233	5	5	5	15
25	6440501238	5	5	5	15
26	6440501301	4	3	3	10
27	6440501305	2	0	0	2

Legal Reasoning in Analyzing and Applying					
No.	Issues and Sample Groups	Legal Provisions to Factual Scenarios			Total 15 points
		1.	2.	3	
		Void Agreement	Calculation for Mr. Wayu	Calculation for Mrs. Ratri	
28	6440501307	0	3	3	6
29	6440501308	2	3	4	9
30	6440501309	5	2	2	9
31	6440501310	4	4	4	12
32	6440501312	3	3	3	9
33	6440501316	4	3	3	10
34	6440501317	5	5	5	15
35	6440501320	2	0	1	3
36	6440501322	1	0	0	1
37	6440501326	5	3	3	11
38	6440501328	1	2	2	5
39	6440501406	1	0	0	1
40	6440501407	0	1	1	2
41	6440501410	2	0	0	2
42	6440501411	5	5	5	15
43	6440501415	1	1	1	3
44	6440501428	5	1	1	7
45	6440501430	5	1	0	6
46	6440501435	5	4	3	12

From Table 2, the scores for legal reasoning in analyzing and applying legal provisions to factual scenarios indicate that students scoring 10 points or below out of 15 lacked efficiency in using legal reasoning. Specifically, 27 students scored between 1 to 10 points, classified as "Needs

Improvement" or "Requires Urgent Improvement," accounting for 58.70% of the total. Conversely, 19 students scored between 11 to 15 points, classified as "Satisfactory", accounting for 41.30% of the total.

2.2 The evaluation of legal reasoning in analyzing and applying legal provisions to factual scenarios revealed that 11 studentsscored 0 points in specific areas assessed in Table 2. The detailed breakdown of these results is presented in Table 3.

No.	Issues and Sample Groups	Legal Reasoning in Analyzing and Applying Legal Provisions to Factual Scenarios			Total 15 points
		1.	2.	3	
		Void	Calculation	Calculation	
		Agreement	for Mr. Wayu	for Mrs. Ratri	
4	6440501107	5	0	0	5
9	6440501114	0	2	2	4
16	6440501208	0	2	2	4
27	6440501305	2	0	0	2
28	6440501307	0	3	3	6
35	6440501320	2	0	1	3
36	6440501322	1	0	0	1
39	6440501406	1	0	0	1
40	6440501407	0	1	1	2
41	6440501410	2	0	0	2
45	6440501430	5	1	0	6

The findings from Table 3 indicate that 11 students scored zero points in the section evaluating legal reasoning in analyzing and applying legal provisions to factual scenarios. This group represents 23.91% of the total 46 students. The zero scores for these students resulted in their overall

reasoning scores falling below 10 points. The analysis of their responses revealed specific recurring issues. Student 4 received zero points due to the absence of calculations for both Mr. Wayu and Ms. Ratri, along with a failure to apply legal provisions to the facts. Similarly, Student 9 failed to analyze the issue of the void agreement, which required the application of legal provisions and reasoning, resulting in a score of zero. For Student 16, although an analysis was provided, it addressed the wrong legal issue, leading to an incorrect application of legal provisions and reasoning and ultimately a score of zero. Student 27 also scored zero because they did not include calculations for either Mr. Wayu or Ms. Ratri, nor did they apply legal provisions to the given facts. In the case of Student 28, the failure to analyze the void agreement issue, a critical component of legal reasoning, resulted in a zero score. Student 35's zero score was due to the omission of calculations for Mr. Wayu's compensation, an essential part of the required legal reasoning. Students 36, 39, and 41, while incorporating legal principles, made critical errors in their calculations for both Mr. Wayu and Ms. Ratri, which invalidated their responses and resulted in zero scores. Student 40 failed to analyze the void agreement issue, which was a key aspect of applying legal provisions and reasoning, leading to a zero score. Lastly, Student 45's failure to calculate Ms. Ratri's compensation, an essential part of the analysis, resulted in a zero score. These results highlight several challenges, including errors in calculations, omissions in addressing key legal issues, and incorrect applications of legal provisions. These issues significantly affected the students' performance, underscoring the need for targeted interventions to strengthen their legal reasoning and application skills.



## Discussion of Results

The research findings can be discussed according to the study's objectives as follows:

### 1. Evaluation of Legal Exam Responses in the Labor Law and Labor Case Procedures Course

The research findings indicate that the performance of third-year students in writing essay-based legal exam answers is evenly divided. Among the 46 students evaluated, 23 students (50%) scored in the range classified as "Good" or "Excellent," while the remaining 23 students (50%) scored in the range classified as "Satisfactory" or below, including "Needs Improvement" and "Requires Urgent Improvement."

These results demonstrate that the students were generally able to follow the structure of essay-based legal writing, which includes three main components: stating the legal principles/statutes, analyzing and applying legal provisions to factual scenarios, and providing a conclusion. This aligns with the framework proposed by Yongyos Eiamthong (2004, p. 4), who outlined the three-paragraph structure: the first paragraph for stating legal principles, the second for analyzing facts against legal principles, and the third for concluding the answer.

The students' ability to adhere to this structure is attributed to their academic experience as third-year law students, as well as prior exposure to legal writing training during their first year in the Bachelor of Laws program. Such training was part of the program's initiative to improve students' legal writing skills. This finding also aligns with Manit Jumpa (2012, pp. 103-104), who emphasized the importance of beginning with an

explanation of legal principles before applying them to factual scenarios to determine the solution to a legal problem.

However, the findings do not align with the observed issues among the 11 students who scored zero. These students demonstrated an absence of legal reasoning in their answers, which significantly impacted their performance. Specific issues included a failure to calculate, analyze legal issues, or apply legal reasoning to address the questions.

Regarding the scoring criteria used by the instructor in the Labor Law and Labor Case Procedures course, the weight distribution was as follows: 5 points for legal principles/statutes, 15 points for analysis and application of legal provisions, and 5 points for the conclusion. This aligns with prior studies, such as Satid Jumrern (2021), which examined similar scoring frameworks in other law courses. Jamroen's study found that students generally adhered to the three-part structure of legal writing—stating legal principles, analyzing, and concluding. Students also understood the weight distribution of scores, particularly the emphasis on the analysis and application section (15 points out of 25). Similarly, Yongyos Eiamthong (2004, p. 5) noted that scoring in essay-based exams often emphasizes two key areas: legal principles and the analysis of facts using these principles. While scores are typically evenly distributed, some courses may allocate higher points to legal principles, such as assigning 10-12 points to principles and 8-10 points to analysis in a 20-point question. These findings highlight the importance of a balanced yet flexible scoring framework in evaluating students' legal writing skills.

A significant factor contributing to low scores and exam failures in the Labor Law and Labor Case Procedures course is the incorrect diagnosis

of legal issues or failure to align responses with the expected answers. Specifically, many students were unable to accurately apply legal provisions to the legal issues raised in the exam questions. This inability stems from a lack of comprehensive knowledge and understanding of fundamental legal principles or statutory provisions. Consequently, students failed to analyze the core issues of the exam questions effectively.

This outcome does not align with the essential principles of effective legal writing as outlined by Yongyos Eiamthong (2004, p. 3), who emphasized that a well-written exam response must include the following components: 1) Answers that are accurate, relevant, and comprehensive. 2) The use of appropriate legal terminology. 3) Clarity, conciseness, and avoidance of unnecessary verbosity. 4) Legible and neat handwriting. 5) Adherence to the instructions provided in the question. Therefore, success in legal exams and the achievement of high scores depend on providing answers that are accurate, comprehensive, and structured in a manner that incorporates legal reasoning and principles in every aspect. To address this issue, a suitable approach aligns with the suggestions of Manit Jumpa (2012, p. 102-103), who proposed a systematic method for answering legal exam questions. Students should follow these steps: 1) Identify the main issue in the question. 2) Determine the statutory provisions relevant to the identified issue. 3) Analyze the facts provided in the question against the relevant legal provisions to understand their implications. Students with these skills and techniques are more likely to produce high-quality legal exam answers effectively.

Additionally, some students merely copied relevant statutory provisions into their answers without analyzing the issues set out in the exam

questions. This practice is inadequate and demonstrates a lack of understanding of how to apply legal principles to the factual scenarios. Thanin Kraivichien (2003, p. 166) emphasized that students cannot expect to score well if they fail to analyze the legal issues raised in the questions. This observation aligns with the principles outlined by Thanin Kraivichien and Apichon Chantasena (2014, p. 179), who explained that the most effective way to analyze legal issues includes the following steps: 1) Clearly defining the issues presented in the question. 2) Analyzing all aspects of the issues and identifying all potential solutions. 3) Temporarily setting aside the issue to revisit and reassess the possible solutions. 4) Selecting the best possible answer from the options considered. In cases where students failed to analyze the issues and relied solely on copying legal provisions, their scores often failed to meet the criteria required for success. Without proper diagnosis of the issues and application of legal reasoning, students cannot produce answers that align with these fundamental principles. To improve their exam performance, students need to strengthen their legal knowledge, analytical skills, and understanding of how to apply legal principles effectively. Employing systematic methods for structuring answers—such as identifying the issues, applying the relevant statutes, and analyzing their implications—will result in more effective and accurate exam responses. These changes are critical for addressing the deficiencies observed in their performance and ensuring alignment with the expectations of the course.

## **2. Issues in Legal Reasoning in Writing Exam Responses for the Labor Law and Labor Case Procedures Course**

The research findings revealed that all 11 students who scored below 10 points in their reasoning section lacked the necessary skills to

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apply legal reasoning effectively in their responses to the Labor Law and Labor Case Procedures exam. The students who scored zero displayed significant deficiencies, including failure to perform calculations or incorrect calculations based on legal principles, reliance on flawed legal reasoning, and inability to address the issue of the void agreement correctly. These errors highlight that inaccurate application of legal principles during analysis leads to flawed conclusions, as the reasoning does not align with the expected solutions.

Thanin Kraivichien (2003, pp. 190-191) emphasized that reasoning is the soul of the law, quoting a Roman legal maxim: "Reason in law must be as clear as the light of the sun." Wicha MahaKhun (1980, p. 48) provided four essential criteria for sound legal reasoning: (1) clarity without ambiguity, (2) use of correct and elegant language, (3) logical consistency, and (4) alignment with common sense. Legal reasoning in this course required students to analyze disputes as though they were judges, applying appropriate statutes to specific facts and providing a reasoned conclusion. For instance, when analyzing legal issues, students were expected to justify their conclusions by identifying the relevant statutory provisions, determining whether these provisions applied to the facts, and explaining the rationale for their judgment. Thanin Kraivichien (2003, p. 194) noted that sound reasoning requires linking the dispute to specific legal provisions or explaining why a particular provision does not apply.

However, the students' responses revealed critical weaknesses. One student wrote, "a) The agreement between Mr. Wayu and Ms. Ratri and Nakornburin Co., Ltd. is unenforceable because it involves overtime work on annual holidays exceeding eight hours per person," without providing

legal reasoning to support this conclusion. Another student stated, *"Based on the facts, Mr. Wayu and Ms. Ratri entered into an employment agreement with Nakornburin Co., Ltd. However, the company did not pay compensation under the agreement, which included a clause stating they would not demand compensation for overtime or holiday work. Therefore, the agreement is unenforceable."* This response lacked analysis of how the facts interacted with the relevant legal provisions.

A third student wrote, *"a) The agreement between Mr. Wayu and Ms. Ratri and Nakornburin Co., Ltd. is enforceable under Section 5 of the Labor Protection Act,"* without addressing the key issues in the question or demonstrating reasoning based on the statutory provisions.

These examples illustrate that the students failed to link legal provisions to the facts presented in the exam question, a critical step in achieving a complete and correct response. By failing to explain how specific legal provisions applied—or did not apply—to the case, the students missed opportunities to demonstrate their understanding and reasoning abilities. Their responses did not align with MahaKhun (1980, p. 48) guidelines for effective reasoning, which emphasize clarity, proper language use, logical consistency, and alignment with common sense.

To improve their performance, students must develop a stronger understanding of how to apply legal provisions to factual scenarios. This includes identifying the relevant legal issues, explaining the connection between the facts and the law, and providing clear and logical reasoning to support their conclusions. Mastery of these skills is essential for achieving success in legal exams and adhering to the standards of effective legal writing and reasoning.

To achieve high scores in legal exam responses, students must focus on key factors such as issue identification, organizing facts in a logical sequence, and applying these facts to the relevant legal principles. If a particular issue relates to specific legal provisions or statutes, the response should incorporate the precise language and terminology of those statutes as much as possible. This practice enhances the quality of the answer, as highlighted by Komkrit Wattanaseetian (2016, p. 70). According to Komkrit, the ability to analyze and apply legal principles is a true measure of a student's understanding, demonstrating not only their capacity to recall statutory provisions but also their ability to apply them accurately and clearly to specific scenarios.

The effectiveness of legal exam writing significantly depends on consistent practice. This aligns with the research findings of Jintana Suriyasri et al. (2013), which showed that students' performance in writing subjective exam answers improved significantly after using structured writing exercises. These exercises exceeded the set benchmarks, with post-exercise performance improving over pre-exercise levels at a significance level of 0.05. Students also reported finding this method highly beneficial. Similarly, Kamol Phothiyen (2004) emphasized that students should engage in systematic group activities to develop and enhance their subjective exam-writing skills effectively.

Writing effective legal exam answers is a crucial skill that law students must continuously develop alongside their understanding of course content. Even if a student can answer the exam questions correctly, the inability to clearly and accurately articulate their understanding within the exam's time constraints can result in lower scores. The written

response is the primary medium for students to convey their knowledge and comprehension, and its quality directly affects their performance. To excel in writing legal exam answers, students must follow structured principles. Yut Saenguthai (1987, pp. 29-36) outlined key guidelines for crafting high-quality responses: 1) Write answers assuming the examiner has no knowledge of the law. 2) Use clear and precise language, avoiding ambiguous or double-meaning words. 3) Ensure that handwriting is neat and legible, avoiding overly casual styles. 4) Write answers that are neither too brief nor excessively long. 5) Avoid beginning to write while feeling anxious or overly excited. 6) Read the entire question carefully and think critically about what is being asked before answering. 7) Do not include irrelevant information in the response. 8) Outline key points briefly before writing the full answer. 9) Start with questions that are easier to answer. 10) Be cautious of sudden ideas or thoughts that arise close to submission time. 11) Avoid including personal opinions or unrelated matters in the answer. Thanin Kraivichien (2003, p. 166) emphasized the importance of aligning legal principles with specific issues. One effective method for developing this skill is analyzing Supreme Court rulings. These rulings demonstrate how the court applies legal principles to resolve both legal and factual issues, serving as valuable examples for students.

## Recommendations

From the study on the issues of legal reasoning in writing exam responses for the Labor Law and Labor Case Procedures course among third-year students during the second semester of the 2023 academic year in the Bachelor of Laws program at Nakhon Ratchasima Rajabhat University, the



following recommendations are proposed for improvement and future research:

### **1. Recommendation for Further Development**

The Bachelor of Laws program should organize practical workshops focused on developing legal reasoning skills for writing exam responses. These workshops should also aim to improve students' overall skills in answering legal exam questions, providing opportunities for consistent practice. Such activities will help students build expertise and confidence over time.

### **2. Recommendations for Future Research**

2.1 Develop evaluation criteria for subjective legal exam questions using a rubric-based scoring system.

2.2 Create and assess the effectiveness of subjective exam questions in other legal subjects.

2.3 Compare evaluation criteria for subjective legal exam questions designed in model scenarios with traditional essay-style questions.

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**Name :** Asst. Prof.Satid Jumrern

**Highest Education:** Master of Laws (LL.M.)

**Affiliation:** Nakhon Ratchasima Rajabhat  
University

# **A Comparison of Learning Achievement and Attitude Towards the 20204-2102 Word Processor Course Among First-Year Vocational Certificate Students Using the Student Teams-Achievement Division (STAD) and Lecture Method**

**Uncharleepron Laboon**

**Phitsanulok Vocational College**

**Phitsanulok, Thailand**

**Unchareport2564@gmail.com**

Received 17 January 2025; revised 23 February 2025; accepted 24 February 2025

## **Abstract**

A comparison of learning achievement and attitude towards 20204-2102 word processor course among first-year vocational certificate students using Student Team Achievement Division (STAD) and lecture method study aimed to 1) To enhance the learning achievement of vocational certificate (Por Wor Chor) students in the Word Processing course (Course Code: 20204-2102) by utilizing the Student Team Achievement Division (STAD) cooperative learning method and comparing it with the lecture-based learning approach. 2) To examine the differences in learning achievement before and after instruction among students taught using the STAD cooperative learning method and the lecture-based approach in order to assess the effectiveness of each learning model before and after learning by using lecture method. The correspondents were 44 Business Computer

students in their first year of vocational certificate in the Vocational Education program and were selected with purposive sampling which were divided into 2 groups: experimental group and control group. There were 3 research tools in this study: lesson plans of the method of Student Teams Achievement Divisions (STAD) and lecture method, pre-test and post-test, and achievement test. The statistic for data analysis was the average ( $\bar{X}$ ), the standard deviation (S.D.), the percentage, and t-test. The results of this study indicated that students' learning achievement in the 20204-2102 Word Processor course was significantly higher after using the Student Team Achievement Division (STAD) method compared to those taught using the lecture method, at a significance level of .05.

**Keyword:** Achievement, Word Processor, Student Team Achievement Division (STAD)

## Introduction

Computers play a crucial role in human development, particularly in the pursuit of knowledge. The structure of Information and Communication Technology (ICT) is a key factor for success in the Thailand 4.0 era, which requires collaboration across various sectors to drive the country towards its developmental goals. Policies focusing on long-term national development serve as the foundation for achieving stability and sustainability, aligning with the government's vision. This approach simultaneously promotes reforms in economic structures, research and development, and education. The “Pracharat” framework fosters collaboration between public and private sectors to enhance education systems and quality of life in contemporary society.

The widespread adoption of computers in education has become increasingly important, and the Word Processing course is a subject that warrants significant attention. This course emphasizes the principles and practices of document design in business, including the use of color, typography, and graphics for creating materials for corporate advertisements and government documents. These practices align with the 2017 Digital Economy and Society Act, Section 6, which outlines national policies and plans for promoting digital standards in line with the 2019 Vocational Certificate Curriculum and the 2010 National Education Act, Section 22. These guidelines emphasize that education should enable all students to develop their potential, highlighting the importance of student-centered learning where teachers create supportive learning environments and encourage students to construct their own knowledge.

There are various forms of cooperative learning, and the researcher identified the Student Teams Achievement Divisions (STAD) model as particularly effective in fostering student learning development. This approach involves grouping students with varying academic abilities and genders. Teachers begin lessons by presenting the material and assigning team-based tasks. Once students have gained a comprehensive understanding of the lesson, individual quizzes are conducted without peer consultation. The scores are then compared with a baseline, averaged within the group, and the best-performing groups receive certificates or rewards.

For this course, targeting vocational certificate students, teachers have designed assessments that focus on both knowledge and comprehension. Over the years, various instructional methods, including remedial teaching and peer-assisted learning, have been employed to

ensure students grasp the content and meet the passing criteria. Student satisfaction with teaching methods, including E-learning and traditional lectures, has been evaluated to refine instruction according to learners' preferences. However, challenges persist with these methods:

1. Remedial Teaching: Scheduling conflicts arise as students often have different free periods. A lack of enthusiasm for practical assignments diminishes engagement when tasks are reassigned.

2. Peer-Assisted Learning: Teachers manually group students, often leading to resistance due to the fixed group size of four, which limits flexibility.

3. E-Learning: Despite its accessibility, students showed only moderate satisfaction, whereas traditional lectures received higher satisfaction ratings.

4. Student Diversity: Variations in intelligence, personality, and prior knowledge—especially in institutions with inadequate computer facilities—create disparities in learning outcomes.

5. Limited Resources: Insufficient computer equipment restricts teaching effectiveness.

Based on the study of related research on cooperative learning, Nucharee Phuangfuang (2014) conducted research to develop and test the effectiveness of cooperative learning activities using the STAD technique on the topic "Entertainment" to enhance English listening skills for communication among Grade 11 students at Prachasongkroh Wittaya School, under the Secondary Educational Service Area Office 39, Nongkula Subdistrict, Bang Rakam District, Phitsanulok Province. The findings revealed that learning achievement after using the cooperative learning activities with

the STAD technique was significantly higher than before learning at the statistical significance level of .05. Similarly, Weerayut Kachentorn (2017) conducted a comparative study of academic achievement in the "Architectural Drawing with Computers" course (Course Code: 2106-2105) among vocational certificate students in the Construction Department at Samut Prakan Technical College. The study compared cooperative learning using the STAD technique with traditional learning methods and found that the learning achievement after the intervention was significantly higher than before learning, with statistical significance at the .05 level.

For this reason, the researcher became interested in employing the Student Teams Achievement Divisions (STAD) cooperative learning method to enhance academic achievement. This method organizes students with diverse intellectual abilities and learning capacities into small groups, fostering collaboration, shared ideas, and mutual reasoning. It also provides an opportunity for students to exchange experiences, understand emotions, and develop interpersonal awareness within the group, ultimately benefiting their professional lives. Emphasizing group success and shared benefits, the researcher is particularly interested in developing instructional materials for the Word Processing course (Course Code: 20204-2102) under the Vocational Certificate Curriculum in the Business Computer Program to improve students' learning outcomes.

## Research Objectives

The objectives of this research are as follows:

1. To enhance the learning achievement of vocational certificate (Por Wor Chor) students in the Word Processing course (Course Code: 20204-

2102) by utilizing the Student Team Achievement Division (STAD) cooperative learning method and comparing it with the lecture-based learning approach.

2. To examine the differences in learning achievement before and after instruction among students taught using the STAD cooperative learning method and the lecture-based approach in order to assess the effectiveness of each learning model before and after learning by using lecture method.

## **Research Scope**

### **1. Population and Sample**

1.1 The population consisted of first-year students enrolled in the Vocational Certificate Program in the Business Computer field, under the Commerce Department, at Phitsanulok Vocational College, Phitsanulok Province, during the first semester of the 2019 academic year. The total population included 96 students across four classrooms.

1.2 The sample for this research comprised 44 first-year vocational certificate students in the Business Computer Program, selected through purposive sampling and divided into two groups:

1.2.1 Experimental Group: 24 students from Classroom 2, taught using the STAD method.

1.2.2 Control Group: 20 students from Classroom 4, taught using the lecture-based method.

### **2. Variables**

2.1 Independent Variables:

2.1.1 The cooperative learning method using the Student Teams Achievement Divisions (STAD) technique.



2.1.2 The lecture-based teaching method.

2.2 Dependent Variable: Academic achievement in the Word Processing course.

### **3. Research Content**

This research utilized the content from the Word Processing course (Course Code: 20204-2102).

### **4. Experimental Duration**

The experiment was conducted during the first semester of the 2019 academic year.

## **Research Methodology**

This research, titled “A Comparison of Learning Achievement and Attitude towards 20204-2102 Word Processor Course among First-Year Vocational Certificate Students Using Student Team Achievement Division (STAD) and Lecture Method Study” was conducted following these steps:

### **1. Population and Sample**

#### **1.1 Population**

The population consisted of first-year vocational certificate students in the Commerce Program, specializing in Business Computer Studies, at Phitsanulok Vocational College, Mueang District, Phitsanulok Province. The total population included 96 students across four classrooms during the first semester of the 2019 academic year, with mixed-ability students in each class.

#### **1.2 Sample**

The sample consisted of 44 first-year vocational certificate students in the Business Computer Program during the first semester of the

2019 academic year. Purposive sampling was used to divide the sample into two groups:

The experimental group consisted of 24 students from Classroom 2, taught using the STAD cooperative learning method.

The control group consisted of 20 students from Classroom 4, taught using the lecture method.

## 2. Research Design

This study employed a quasi-experimental design, incorporating pre-tests and post-tests for both the control and experimental groups (Kanchana Watthayu, 2005, p. 65).

$X_1$ Pretest	T Treatment	$X_2$ Posttest
Experimental Group ( $X_{a1}$ )	Lecture-based learning	Experimental Group ( $X_{a2}$ )
Control Group ( $X_{b1}$ )	STAD cooperative learning method	Control Group ( $X_{b2}$ )

## 3. Experimental Instruments

The instruments used in this research were divided into two categories: experimental instruments and data collection instruments.

### 3.1 Experimental instruments included lesson

3.1.1 The experimental instruments included lesson plans designed for the Word Processing course (Course Code: 20204-2102). A total of seven lesson plans were created, covering the following content:

Lesson Plan Unit 1: Introduction to Word Processing Software

Lesson Plan Unit 2: Formatting Text and Inserting Objects

Lesson Plan Unit 3: Inserting Tables and Mathematical Equations

Lesson Plan Unit 4: Formatting Official Documents and Business Letters

Lesson Plan Unit 5: Creating Mail Merge Documents and Envelopes

Lesson Plan Unit 6 : Applying Microsoft Word for Document Design

Lesson Plan Unit 7: Printing Academic and Professional Documents

3.1.2 Components of the Lesson Plans

3.1.3 Lesson Plans for the Experimental Group

3.1.4 The lesson plans were developed following the principles of the STAD method.

3.1.5 Lesson Plans for the Control Group

3.1.6 Development of Lecture-Based Lesson Plans

3.2 Data Collection Instruments

The data collection instruments consisted of the following:

1. The pre-test was a multiple-choice test with four options per question. It covered seven units, comprising a total of 100 questions, with a maximum score of 70 points. The purpose of the pre-test was to evaluate students' knowledge before the learning sessions.

2. The post-test was also a multiple-choice test with four options per question, covering the same seven units. It consisted of 100 questions, with a total score of 70 points, and was designed to assess students' knowledge after the learning sessions.

3. The achievement test (practical test) consisted of three sets, each worth 30 points, with a total score of 90 points. The test was divided as follows:

3.1 Set 1: Units 1–3 focused on document formatting using Microsoft Word 2016, with a total of 30 points.

3.2 Set 2: Units 4–5 covered the creation of mail merge documents, with a total of 30 points.

3.3 Set 3: Units 6–7 involved designing notebook covers for Phitsanulok Vocational College, with a total of 30 points.

#### **4. Methods for Developing and Assessing the Quality of Tools**

The development of the tools used in this research was conducted as follows:

##### **4.1 Pre-Test and Post-Test**

##### **4.2 Achievement Test**

An achievement test was developed to measure the behavioral objectives of each unit, comprising a total of 7 learning units. The test was divided into 3 sets with a total of 90 points.

4.2.1 Units 1-3: Document formatting using Microsoft Word 2016, totaling 30 points.

4.2.2 Units 4-5: Creating mail merge documents, totaling 30 points.

4.2.3 Units 6-7: Designing notebook covers for Phitsanulok Vocational College, totaling 30 points.

#### **5. Data Collection**

The data collection for the research titled “A Comparison of Learning Achievement and Attitude towards 20204-2102 Word Processor

Course among First-Year Vocational Certificate Students Using Student Team Achievement Division (STAD) and Lecture Method Study” were conducted in the following steps.

5.1 The experiment was conducted during the first semester of the academic year 2019.

5.2 A pre-test was administered to the sample group to measure prior knowledge before starting each learning unit. The test was conducted before the instruction for each unit began, with a time allowance of 10-20 minutes. The test details are as follows:

Unit 1: 10 questions, total 10 points

Unit 2: 10 questions, total 10 points

Unit 3: 20 questions, total 10 points

Unit 4: 20 questions, total 10 points

Unit 5: 20 questions, total 10 points

Unit 6: 10 questions, total 10 points

Unit 7: 10 questions, total 10 points

Total: 100 questions, total 70 points

### 5.3. Conducting the Experiment with the Sample Groups

5.3.1 Experimental Group: Instruction was delivered according to the lesson plans using the STAD cooperative learning method.

5.3.2 Control Group: Instruction was delivered through lecture-based methods.

5.4 At the end of each learning unit, a post-test was administered, designed to be parallel to the pre-test. Students were given 10-20 minutes to complete the post-test.

5.5 Achievement tests were conducted in three sets covering content from all seven units. The achievement tests also included three sets of practical tests. Both sample groups used the same test sets.

5.6 The achievement test scores were graded and analyzed statistically to test the hypotheses.

## **6. Data Analysis**

6.1 Assessing the quality of the pre-test, post-test, and achievement tests.

6.2 Comparing the learning achievements of the two groups.

## **Research Results**

The results of the research are as follow:

1. Results of the development of learning achievement for the Word Processing Program course (Course Code 20204-2102) for first-year vocational certificate (Vocational Education) students in the Business Computer major at Phitsanulok Vocational College, using the STAD cooperative learning method, showed that Group 1 had an average score of 21.33 points, Group 2 had an average score of 24.17 points, Group 3 had an average score of 20.17 points, Group 4 had an average score of 19.92 points, Group 5 had an average score of 22.17 points, and Group 6 had an average score of 24.67 points. This indicates that all groups achieved average scores meeting the test criteria.

2. The results of the comparison of learning achievement for the Word Processing Program course (Course Code 20204-2102) for first-year vocational certificate (Vocational Education) students in the Business Computer major at Phitsanulok Vocational College, using the STAD

cooperative learning method and lecture-based learning, revealed that the STAD cooperative learning method resulted in higher learning achievement in 6 lessons, accounting for 85%.

3. The results of the comparison of pre-test and post-test scores for the Word Processing Program course (Course Code 20204-2102) for first-year vocational certificate (Vocational Education) students in the Business Computer major at Phitsanulok Vocational College, taught using the STAD cooperative learning method, showed that post-test scores were significantly higher than pre-test scores at a statistical significance level of .05.

4. The results of the comparison of pre-test and post-test scores for the Word Processing Program course (Course Code 20204-2102) for first-year vocational certificate (Vocational Education) students in the Business Computer major at Phitsanulok Vocational College, taught using the lecture-based method, showed that post-test scores were significantly higher than pre-test scores at a statistical significance level of .05.

## Discussion of Results

Based on the research results, the following points are discussed:

1. From the comparison of learning achievement in the Word Processing Program course (Course Code 20204-2102), using the STAD cooperative learning method and lecture-based learning, it was found that:

1.1 The learning achievement of students taught using the STAD cooperative learning method showed average post-test scores of 18.33 points in the first test, 22.04 points in the second test, and 26.54 points in the third test, out of a total of 30 points. Analysis of pre-test and post-test

scores indicated that post-test scores were significantly higher than pre-test scores at the .05 level of significance.

1.2 The learning achievement of students taught using lecture-based learning also showed that post-test scores were significantly higher than pre-test scores at the .05 level of significance.

These results align with the hypothesis, as lecture-based learning involves teacher demonstrations with minimal student engagement, which may result in lower interest and unclear observations of demonstrations (Tisana Kaemmani, 2010). In contrast, STAD cooperative learning promotes interaction, teamwork, and mutual assistance, ensuring group success by emphasizing shared responsibility for learning (Sombat Kanchanarukpong, 2002).

The researcher observed that students using STAD cooperative learning had fewer questions for the teacher, completed activities more accurately, and had fewer issues with assignments than those taught using lecture-based methods. This is because STAD provides advantages such as encouraging less interested students to engage in learning for their group's success. Additionally, high-performing students enhance their understanding by teaching weaker peers, resulting in better learning outcomes and skill development for the entire group.

This aligns with the results of Sukont Sinthapanon (2009), who stated that STAD cooperative learning activities involve group members studying the content presented by the teacher until they fully understand it. High-performing members in the group are required to guide and assist those who are less proficient. It also corresponds with the research of Chaiwat Sutthirat (2012), which found that groups are rewarded when they



achieve scores that meet the predetermined criteria. The success of the group depends on all members understanding the material. As a result, group members must help each other to ensure comprehension because, during assessments, each member must complete the test individually without assistance. The scores from these individual tests are then averaged to determine the group's overall score. This process ensures that all members have the opportunity to perform at their best and achieve equal success.

Furthermore, it is consistent with the research of Kulrapee Siwapornrak (2014), who conducted a comparative study of learning achievement in the Data Structures and Algorithms course (Course Code 3204-2006) with second-year vocational certificate students in the Business Computer program at Nakhon Ratchasima Vocational College. The study was conducted during the second semester of the 2013 academic year with a sample of 43 students. The results revealed that students taught using an integrated approach combined with STAD cooperative learning achieved higher post-test scores compared to their pre-test scores. This is consistent with the research of Weerayut Kachentorn (2017), who conducted a comparative study of learning achievement in the Computer-Aided Architectural Drawing course (Course Code 2106-2105) among second-year vocational certificate students in the Construction program at Samut Prakan Technical College. The study compared the use of STAD cooperative learning techniques with traditional learning methods. The results revealed that the learning achievement in post-tests of students taught using the STAD cooperative learning technique differed significantly from those taught using traditional methods, with statistical significance at the .05 level.

2. The research results indicate that there is a difference in learning achievement between the STAD cooperative learning method and the lecture-based learning method.

From the analysis of pre-test and post-test scores between the experimental group and the control group. Using the t-test, the analysis of pre-test scores showed that in 5 units, both groups had similar foundational knowledge. In 2 units, the experimental group had higher average scores than the control group. The analysis of post-test scores using the t-test revealed that for 1 unit, the experimental and control groups had similar average scores. However, for 6 units, the experimental group scored higher on average than the control group. This demonstrates that the learning achievement of students in the experimental group differed significantly from that of the control group. These findings align with the research of Weerayut Kachentorn (2017), which showed that students in the Computer-Aided Architectural Drawing course (Course Code 2106-2105) at Samut Prakan Technical College, taught using STAD cooperative learning techniques, achieved higher average post-test scores compared to the control group. Similarly, Polsak Saengpromsri (2015) found that fifth-year high school students at Phayakkhaphum Wittayakharn School, Mahasarakham Province, who were taught using STAD cooperative learning techniques, demonstrated higher learning achievement and advanced scientific process skills compared to students taught using traditional methods.

The analysis of learning achievement for students in the Business Computer program, specifically in the Word Processing Program course (Course Code 20204-2102) during the first semester of the 2019 academic

year, revealed significant differences in performance between the experimental group and the control group. Grades were categorized into eight levels: 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0.

In the experimental group, consisting of 24 students, 21 students (87.50%) achieved a grade of 2 or higher. In contrast, the control group, comprising 20 students, had only 13 students (65.00%) who achieved a grade of 2 or higher. These results indicate that the STAD cooperative learning method was more effective in enhancing students' academic performance compared to lecture-based learning.

The STAD cooperative learning method emphasizes a student-centered approach. Teachers prepare comprehensive lessons, exercises, and assessments while fostering an engaging learning environment. Students are grouped into teams, often participating in the grouping process themselves, which encourages collaboration and shared responsibility. This approach enables students of varying abilities to learn the same content and methods effectively, ensuring all students can meet the required academic standards. The cooperative environment nurtures teamwork, mutual support, and unity among students. Teachers serve as guides, offering assistance, advice, and evaluation throughout the learning process.

In contrast, the lecture-based method lacks these collaborative elements. Without group activities or opportunities for mutual assistance, students miss out on the motivation and support that come from shared goals within a group. This difference highlights the significant advantages of the STAD cooperative learning method in promoting academic success and fostering a more interactive and engaging learning experience for students.

## Recommendations

The researcher has the following recommendations for applying the research results and conducting future studies:

### 1. Group Organization

Learning groups should be organized with the specific purpose of allowing more capable students to assist those with lower capabilities. This approach fosters sharing, promotes unity within the classroom, and ensures that all students can meet the required academic standards.

### 2. STAD Cooperative Learning Method

The STAD method not only enhances academic achievement but also encourages students to develop social skills, leadership abilities, and the habit of supporting their peers.

### 3. Student Participation in Grouping

Students should be given the opportunity to participate in organizing their learning groups. If the teacher assigns groups without input from the students, the groups may only remain intact for 2–3 sessions before students revert to sitting with their usual friends. When this happens, individual preparation for exams often takes precedence, which undermines the goals of STAD cooperative learning. Allowing students the freedom to form their own groups can better facilitate the intended objectives of the method.

The STAD cooperative learning method is particularly suitable for the Word Processing Program course (Course Code 20204-2102). It significantly improves learning outcomes, ensures students meet the academic

requirements of the course, and helps all students successfully complete their studies according to the curriculum.

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**Name :** Uncharleepron Laboon

**Highest Education:** M.Ed. in Technology  
and Educational Communications

**Affiliation:** Phitsanulok Vocational College