



**THE APPLICATION OF PROBLEM BASED LEARNING
METHOD IN CHINESE READING SKILL OF GRADE 5
STUDENTS IN GUIZHOU PROVINCE, CHINA**



**BY
SHIQI HU**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Assoc.Prof. Marut Patphol, Ed.D.
Examination Committee Chairperson

Techameth Pianchana, Ph.D.
Member

Asst.Prof. Nipaporn Sakulwongs, Ed.D.
Member and Advisor

Approved by Graduate School

(Asst.Prof.Plт.Off. Vanee Sooksatra, D.Eng.)

Dean of Graduate School

April 21, 2023

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Shiqi Hu

Researcher

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 Thesis Advisor : Asst.Prof. Nipaporn Sakulwongs, Ed.D.

Abstract

This quantitative approach study investigated whether the application of the PBL teaching method improved grade 5 Chinese students' Chinese language reading skills and their satisfaction with learning Chinese language reading. The sample group consisted of 30 Chinese students studying in grade 5 in Guizhou Province, China. The data were collected using four lesson plans, a pretest and a posttest as well as a questionnaire, and analyzed using descriptive statistics analysis and a paired-sample t-test. The data collection lasted for four weeks with the teaching experiment, which was carried out online.

The results obtained from the pretest and posttest revealed that the students in a sample group improved their Chinese language reading skills with the score of the posttests ($\bar{x}=26.37$, $SD=2.54$) and the score of the pretest ($\bar{x}=22.57$, $SD=4.22$), resulting in a mean difference of 3.8 points. The data collected from the questionnaire demonstrated that all items on the questionnaire were rated at the highest level. Most students in a sample group expressed positive satisfaction with the application of the PBL teaching method in learning Chinese language reading. This study has proved that the use of the PBL teaching method sheds light on an effective alternative way of learning Chinese language reading. In other words, this may be considered an option for Chinese language teachers in China and everywhere.

(Total 134 pages)

Keywords: PBL Teaching Method, Chinese Language Reading Skills, Learning Achievement, Students' Satisfaction, Grade 5 Students

Student's Signature Thesis Advisor's Signature

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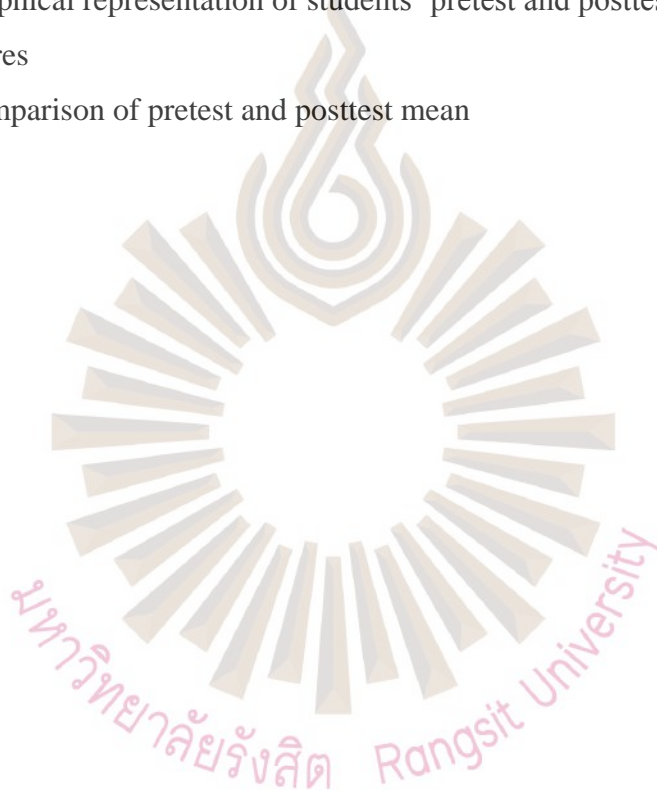
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CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale of the study, research objectives, research questions, research hypothesis, the scope of the study, the conceptual framework of the study, operational definitions, expected outcomes of the study, and the limitations of the study.

1.1 Background and Rationale of the Study

Chinese is a comprehensive subject that organically combines characters and language. Language learning is carried out through texts or some exemplary works rather than simply learning words, sentences, and other knowledge. During the training, the Chinese teacher guides the students to develop the skills of listening, speaking, reading, and writing and helps them turn fuzzy knowledge into organized language knowledge while enriching their emotions and improving their thinking ability. People's daily communication is inseparable from Chinese, and the inheritance of human culture is inseparable from Chinese. It is not only a tool for human communication but also an integral part of the culture. Chen (2021) indicated that Chinese is a basic subject of education in China. It is also a very important subject because of the importance of cultivating the students' language power of expression.

Among the six major sections of elementary school Chinese language education are literacy teaching, reading teaching, writing teaching, listening teaching, extra-curricular reading teaching, and integrated activity teaching. A major component of Chinese education is reading education. The Chinese Curriculum Standards for Compulsory Education (2022) emphasize that teachers should reinforce students' reading guidance and inspiration, it was not in the form of analysis by the teacher, it's better to reading practice by student. Stereotyped interpretations should not replace

students' experience and thinking. According to Hou (2022), effective primary school Chinese reading instruction can not only advance pupils' overall Chinese literacy but also create the groundwork for their future engagement in deeper and higher-quality Chinese knowledge learning.

Reading is an activity that involves the use of language to learn and understand things, comprehend the world, sharpen one's intellect, and acquire knowledge and skills in the arts. It entails getting information from visual materials. It is very common in Chinese language classes in elementary and secondary schools in China. As Wang (2019) describes in his study of elementary school Chinese language teaching, reading is the most important teaching element to guide students in establishing their interest in Chinese language learning, and it is essential for improving elementary school students' Chinese language learning literacy. Reading is a crucial component of elementary school Chinese instruction that benefits kids' development both academically and personally. The cultivation of reading ability plays a vital role in the quality education of that Chinese primary school students receive. Reading ability is directly related to the improvement of students' abilities to understand, use knowledge, and express themselves. Reading instruction is therefore becoming increasingly crucial in Chinese primary school instruction as the current curriculum reform intensifies.

Zhao (2021) mentions that reading is a key component of Chinese teaching, and excellent reading ability also has an important impact and significance on the study of other subjects. For successful reading instruction, students need not only to master basic Chinese skills, but also need to improve their thinking, accumulate language, and express themselves effectively. In Chinese teaching, reading is the most basic and important skill. Therefore, effective reading teaching can not only improve students' reading levels and enhance their Chinese literacy but also play a role in promoting the learning of other subjects.

China's educational system has historically placed a strong emphasis on exam-oriented instruction. Exam-oriented education's major drawback is that it places a heavy emphasis on knowledge instruction and not enough attention on ability training, which not only inhibits students' intrinsic creative abilities but also does not promote talent development (Zhang, 2007).

Under the influence of traditional Chinese education, students lack interest in reading. Students participate in teaching activities passively, taking notes at the teacher's request. They struggle to develop independent analysis and thinking, and they lack the necessary attitude of inquiry and questioning of the reading content. Even when teachers ask students questions to guide them, the questions are usually not very difficult and do not have an obvious inspirational effect. This, to a certain extent, limits the quality and effectiveness of teaching. At the same time, teachers usually take students' academic performance as the goal, which leads them to plan subject teaching activities with more emphasis on the effect of answering questions rather than assisting students to develop effective reading habits and master the necessary reading methods, which leads to students not forming the ideal reading effect and not taking the initiative to do reading training even if they have sufficient spare time, which leads to students' subject literacy not achieving obvious improvement. For students, learning Chinese means a better understanding of the world. It is to improve their reading comprehension ability, for the study of other subjects builds a foundation. Without a reading program based on student interests, students can only learn passively, which leads to learning for learning's sake. Their scope of learning can only be limited to Chinese textbooks. This prevents them from reading across a wider range of topics, thus limiting the development of their Chinese literacy.

Yang (2019) suggests that teachers' teaching methods in primary school Chinese reading instruction are too simple to attract students who are influenced by the traditional teaching method. Teachers ignore the design of classroom instruction from the perspective of students when teaching reading, and this makes it difficult to meet the actual needs of students. Teachers still play a dominant role in the classroom. After teachers assign reading tasks, students read by themselves, with little guidance

and answers to questions along the way. In addition, ignoring the creation of teaching space and the construction of a reading environment, in which only teachers tell students reading methods and students practice reading, is not conducive to the improvement of reading teaching efficiency.

As society develops and science and technology rapidly develop, education is constantly changing, especially in the context of new curricular ideas. The traditional teaching model no longer meets the needs of modern education. Especially in the teaching practice of primary school Chinese, education reform has put forward more and newer requirements for education. Chinese Curriculum Standards for Compulsory Education (2022) mentioned the basic concept of improving students' Chinese literacy in the preface course. Promoting independent, cooperative, and exploratory learning methods, we aim to construct a dynamic and open Chinese curriculum. In addition, we will develop a new Chinese curriculum concept that is in line with social development based on the problems existing in previous Chinese curriculum teaching.

The Chinese Curriculum Standards for Compulsory Education (2022) also put forward the idea that students are the subjects of learning, which completely changed the teacher-oriented teaching method and returned the dominant position of learning to students, so that students take the initiative to learn the knowledge and content they are interested in rather than passively accept it. Arousing students' problem consciousness, developing students' creative thinking, and improving students' Chinese literacy comprehensively.

Therefore, it is also the responsibility of primary school Chinese teachers to change the way of teaching and research the teaching methodology in order to adapt to the updated curriculum and to teach students not only the basics but also to cultivate their Chinese-learning abilities so as to stimulate students' interest in Chinese learning and enabling the students to actively devote themselves to language study.

Based on the current teaching situation of Chinese reading in primary schools, in order to strengthen students' Chinese reading ability, many teachers combine their own teaching experience and use the Problem-Based Learning teaching method (Qian, 2021). The PBL teaching method was developed in 1969 by Barrows, a professor of neurology at McMaster University in Canada. Problem-based Learning, or PBL, is a kind of problem-based teaching method that is organized around problems. Students should be given consideration for their subject status. They should be taught about problems, encouraged to acquire basic knowledge, and allowed to use their existing knowledge to rebuild and learn new knowledge.

Chen (2017) notes that problem-centered PBL teaching methods can be effective in avoiding the problems teachers face in the teaching process while taking full advantage of the advantages brought about by "problems." PBL teaching methods in Chinese reading teaching can enhance the professional quality of Chinese teachers. Currently, some Chinese primary school teachers are still teaching using the traditional method. However, others wish to break through the traditional mode but lack a systematic approach and practical guidelines for doing so. When the PBL teaching method is integrated into Chinese reading teaching, Chinese teachers can expand their teaching knowledge, improve their professional quality, and improve the quality of their instruction.

Cui (2021) points out that stimulating students' interest is the most crucial aspect of primary school Chinese reading teaching. By incorporating PBL teaching methods into Chinese reading lessons, Chinese classrooms can become livelier and more interesting, thereby improving classroom quality. The reason why Chinese reading makes students feel upset is largely because of the single teaching method in Chinese class. The teacher teaches, the students listen without focus, and then reinforce their knowledge with a steady stream of exercises. PBL can change the monotonous mode of teaching in Chinese reading classes, allowing the students to become the center of attention. This will enhance the students' interest in learning, and the results of the Chinese reading classes will also improve significantly.

Wang (2019) notes that integrating PBL into Chinese reading instruction can improve students' capacities for independent learning, cooperative learning, and inquiry learning, expand their thought processes, and improve their Chinese proficiency.

Learning is a process of self-construction, interaction, and continuous growth (Zhang, Liu, Chen, Cao, & Bai, 2019). Teaching methods should focus on students' self-discovery, the construction of a knowledge framework, and their initiative to discover and solve problems. By transforming the traditional teacher-centered model into a unit that puts the students at the center and transforming traditional classroom instruction into a problem-based learning methodology by teaching students to learn as they work together in groups to solve problems, PBL can help students acquire basic knowledge and easily become a sustainable approach to learning.

Based on the aforementioned data, the goal of this study is to raise the reading proficiency of Chinese among grade 5 pupils in a primary school in the province of Guizhou. This will be done using PBL. The hope is to provide an effective reference for the implementation of primary school Chinese reading in the future. Additionally, the project aims to promote PBL teaching methods as a relatively complete teaching system in Chinese reading teaching. In addition, it provides a reference for Chinese teachers to better understand students' dominant positions as specified in curriculum standards. Improving students' Chinese reading learning satisfaction.

1.2 Research Objectives

1.2.1 To compare grade 5 Chinese students' Chinese reading ability before and after the use of the PBL teaching method in Guizhou province.

1.2.2 To investigate grade 5 Chinese students' satisfaction with the application of the PBL teaching method in Chinese reading learning.

1.3 Research Questions

1.3.1 Would grade 5 students' Chinese reading skills improve after using the PBL teaching method?

1.3.2 Would grade 5 Chinese students have positive satisfaction with the use of the PBL teaching method in Chinese reading learning?

1.4 Research Hypotheses

1.4.1 After using the PBL teaching method with grade 5 students, their Chinese reading skills would improve.

1.4.2 After using the PBL teaching method, the satisfaction of Grade 5 students in China would be positive.

1.5 Scope of the Study

The study was conducted according to the scope described here. Therefore, the generalization of the results must be undertaken with caution, especially in the context of different educational levels and the use of different research instruments.

Firstly, the context was a primary school in Guizhou Province, China. In addition, data would be collected from grade 5 students at that particular school through questionnaires and test scores.

Secondly, in Chinese teaching, although teachers used standard reference books to carry out learning activities, they were free to design and implement their own teaching methods and activities according to the needs and interests of students. As a result, through this study, researchers hope to improve students' Chinese reading skills using the PBL teaching method.

1.5.1 Location of the Study

The study was conducted at a primary school in Anlong County, Guizhou Province, China.



Figure 1.1 Location of the Research School

Source: Baidubaike, 1938

1.5.2 Research Population

Population: The target population of the study included 60 grade 5 students from a primary school in Guizhou Province, China. The students ranged in age from 10 to 12.

Sample: The researcher used clustered random sampling to select 30 students in grade 5 (16 males and 14 females). The students ranged in age from 10 to 12 years old, with varying reading abilities and gender.

1.5.3 Time Frame

The research was carried out in December 2022 and January 2023, during the first semester. A four-week teaching experiment was conducted. We had four lesson plans and held 45-minute lessons twice a week for a total of 360 minutes.

Table 1.1 Timeline of the study

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Literature Review										
Research Proposal										
Data Collection										
Data Analysis										
Report Writing										
Final Defense										

1.5.4 Content of Lesson plans

For the study, the researchers designed four lessons, each lasting 45 minutes. The theme of each class was based on a Chinese textbook, Chinese Textbook for Compulsory Education (compiled by national administrative departments) (2018). The lessons were based on the content of the textbook.

Table 1.2 Content of the Study

Lesson Plans	Topics	PBL Teaching method
(Pretest)		
Lesson plan 1	The Peanut (落花生)	1. Set up the situation to raise questions. 2. Set up a group to analyze the problem. 3. The group cooperation to explore the problem. 4. Show the results of evaluation and reflection.
Lesson plan 2	What's Faster Than a Speeding Cheetah (什么比猎豹的速度更快)	
Lesson plan 3	The Destruction of Old Summer Palace (圆明园的毁灭)	
Lesson plan 4	Hunter Hailibu (猎人海力布)	
(Posttest)		

1.6 Definitions of Terms

PBL teaching method refers to a method of problem-based learning; P stands for Problem, B stands for Based, and L stands for Learning. In class, the teacher will first set questions in a certain situation and then let the students participate in group discussion, mutual inspiration, and learning to obtain knowledge of a novel and effective teaching method.

Chinese reading skill refers to the ability of students to read and comprehend texts actively with the help of the PBL teaching method and through group discussions to solve problems. In this study, it was assessed using a pretest and a posttest. The achievement test included 30 questions with a total of 30 points, one point per question.

Student's Satisfaction refers to the interest, motivation, engagement, and efficacy of PBL teaching method on Chinese grade 5 students in learning Chinese reading. In the study, student's satisfaction was measured through responses to a set of questionnaires.

Grade 5 Students in China refers to local Chinese students aged 10-12 in Anlong County, Guizhou Province, China.

1.7 Conceptual Framework of this Study

This study was composed of independent variables and dependent variables. The independent variable would be the PBL teaching method. Students' Chinese reading skills and student satisfaction were the dependent variables, as shown in Figure 1.2.

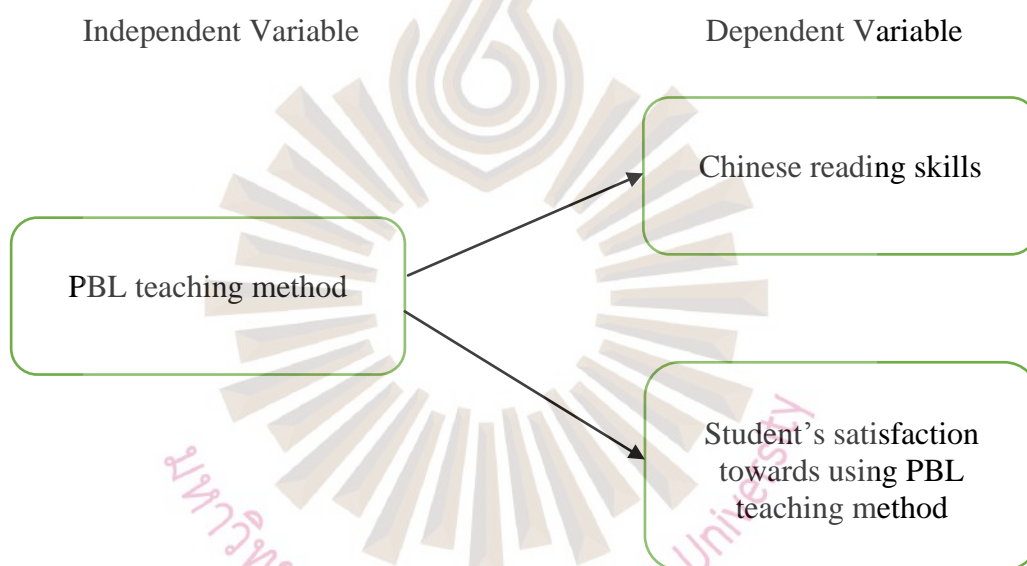


Figure 1.2 Independent and Dependent Variables

1.8 Limitations of the Study

1.8.1 This study selected only 30 students from two classes of grade 5 in a school in China. This study does not represent all grade 5 students in China.

1.8.2 The lesson plan and data collection for this study were completed within one month; thus, the research duration may not have been long enough to render the study's findings questionable.

1.9 Expected Outcomes of the Study

The expected results of the study are stated as follows:

1.9.1 The PBL teaching method helped improve the Chinese reading skills of grade 5 students in Guizhou Province.

1.9.2 This study provided a reference for the application of the PBL teaching method in Chinese reading teaching for grade 5 students in China.



CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature, the background of related teaching and learning theory, and other related details regarding the research. At the end of the chapter, the related research and studies are summarized to give a clearer perspective on the areas concerning the study.

2.1 Background on Education System of China

The Chinese education system consists of two main parts: traditional education (classical education) and modern education. Traditional education is the education tailored to the small peasant economy, while modern education is the education tailored to the needs of modern social development (Wang, 2009 cited in Frezghi and Tsegay, 2019). The education system in ancient China began as far back as the Xia Dynasty, more than 4,000 years ago, and until Confucius, education in China remained a courtly and aristocratic education, inaccessible to the common people (Wang, 2012). Although Confucius pioneered the history of education for the common people and education for all, the nobility remained the center of education in ancient China. Church schools developed up to the Qing Dynasty's collapse in the 1850s along with the expansion of Western colonial authority, while the Qing government formally established a number of new-style schools, and some members of the bourgeoisie also started a number of private schools. The new-style schools borrowed from the Western experience and implemented separate teaching subjects. Education has only gradually begun to spread among the common people (Hu, 2014).

China's fundamental education has advanced significantly since the formation of New China. Gross preschool enrolment in China increased from 0.4% in 1950 to 81.7% in 2018, net elementary enrollment increased from 20% to 99.95% in 2018,

gross middle school enrollment increased from 3.1% to 100.9% in 2018, and gross high school enrollment increased from 1.1% to 88.8% in that same period. This has left a strong mark on the history of human education (Ministry of Education, 2019). As of 2021, China has 529,300 schools of all levels, with 291 million students, 18,443,700 full-time teachers, and an average of 10.9 years of education for the working-age population (Ministry of Education, 2022).

In China, elementary school through junior high school students receive free basic education for nine years. China's school-based education structure includes nine years of free basic education from primary to middle school. Students who complete the ninth grade must pass an academic test for junior high students. Depending on their performance on the test, students either continue their higher secondary education in a public or private secondary school or enroll in a technical training institute. After graduating from high school, students again have the opportunity to take a college entrance exam to continue their higher education (a diploma or bachelor's degree) or enter the job market (Ministry of Education, 2001).

2.2 Chinese Curriculum in China

Nine years of free basic education from elementary school through junior high school make up China's school-based education system. Upon completing ninth grade, students must pass an academic test for junior high school students. Depending on their performance on the test, students either continue their higher secondary education in a public or private secondary school or enroll in a technical training institute. Students once again have the chance to take a college admissions exam when they graduate from high school in order to pursue further education (a certificate or bachelor's degree) or enter the workforce (Ministry of Education, 2001).

Nowadays, the Ministry of Education has announced details of the reform of the Chinese and English language exams, and the importance of the Chinese language subject has become even more apparent. It is likely that it will become a 200-point subject in the future. Therefore, the Chinese language must become an important subject

in schools. After the reform of the college entrance examination, of the three subjects of the general examination: Chinese language, Mathematics, and English, the difficulty of English has been reduced, while the breadth and depth of the Chinese language have been increased (Liu & Ling, 2019). The Hong Kong Ministry of Education (2022) also points out that the Chinese language is the foundation for learning all disciplines of learning. The development of Chinese language instruction must be based on the students' native tongues. The main goal of language education is to increase students' proficiency in language use, mastery of standardized written language, fluency in Chinese, and ability to communicate in Mandarin, as well as to experience the beauty of language and writing, foster interest in language learning, and develop higher level thinking skills and superior thinking qualities. Additionally, it aims to cultivate students' aesthetic and moral development as well as their cultural enrichment, which will enhance their personalities and advance their all-around development. As a result, Chinese language curricula are receiving increasing attention.

2.2.1 Chinese Language

Ma (2014) mentioned that the Chinese language is a comprehensive subject that organically combines words and language. It learns language through words, i.e., through texts or some exemplary articles, rather than simply learning words, sentences, and other knowledge. Chinese language teachers help students turn vague points of knowledge into organized linguistic knowledge by guiding them through training related to listening, speaking, reading, and writing. This is done by enriching their emotions and improving their thinking skills. The Chinese language is the most important communication tool for Chinese people, as it enables people in society to communicate with each other, organize and coordinate, and ensure common production and life together (as cited in Zhu, 2015). With the rapid development of information technology in today's society, people's communication has become faster. This has given a new dimension to the communicative function of the Chinese language. The process of learning Chinese is a process for people to acquire and standardize the language. Additionally, the Chinese language is also a fundamental science. All other disciplines of teaching materials are inextricably linked to language

and words. It is through language and words that students transmit information and establish connections. After understanding the content of teaching materials through Chinese language knowledge, they internalize the information and form a complete knowledge system.

The forms of Chinese language teaching activities can be divided into literacy teaching, reading teaching, writing teaching, listening teaching, extra-curricular reading teaching, and integrated activity teaching.

Among them, teaching reading is the main focus of language teaching in elementary school. This is so because of the irreplaceable role of reading in promoting healthy student growth. Reading is a basic way to increase knowledge, broaden horizons, enlighten wisdom, cultivate emotions, and improve oneself (Wang & Cao, 2019).

2.2.2 Chinese Language curriculum standards on teaching reading

Compulsory Education Chinese Language Curriculum Standards (2022) emphasize that elementary students should be taught to use a variety of reading methods and have independent reading skills. They should be able to read daily books, newspapers, and magazines. They should also be able to understand simple literary texts with the aid of tools, as well as enjoy literary masterpieces, learn to listen and express, as well as to use oral language for interpersonal communication and social interaction in a civilized manner, and be able to clearly and precisely convey their own thoughts, experiences, and opinions in writing in accordance with their demands.

According to the Compulsory Education Chinese Language Curriculum Standards (2022), for the reading ability of students in the third grade (grades 5-6), the specific requirements are as follows:

- 1) Read aloud correctly, fluently, and with feeling in Mandarin proficiently. Read silently at a certain speed, no less than 300 words per minute for

general reading materials. Learn to browse, expand their knowledge, and gather information as needed.

2) Be able to infer the meaning of the words and phrases in the text in relation to the context and their own accumulation, identify the emotional color of words, and appreciate their expression. To appreciate the different uses of the pause, comma, semicolon, and period in the process of understanding the text.

3) Understand the order of expression in the article, appreciate the author's thoughts and feelings, and begin to comprehend the basic methods of expression in the article. Dare to express their opinions and make their own judgments in the context of communication and discussion.

4) Read narrative writings, understand the outline of events, be able to briefly describe the most impressive scenes, characters, and details, and express their feelings of love, hatred, reverence, yearning, and sympathy; read poetry, grasp the general meaning of the poem, imagine the situation described in the poem, and experience the emotions of the work. Take inspiration from the highest quality works and strive for a higher ideal.

5) Read explanatory articles and be able to grasp the main points and understand the basic explanatory methods of the text. Read simple, discontinuous texts and be able to identify valuable information from combined materials such as illustrations. Try to learn using multiple media.

6) Read the entire book, grasp the main idea of the text, and actively recommend the book to your classmates and explain why.

7) Memorize 60 excellent poems (paragraphs) and pay attention to the content and emotion of the poems through tone, rhyme, and rhythm. Extend the scope of reading, and read at least 1 million words outside of class.

2.2.3 The Importance of Teaching Reading

Reading is a key component of Chinese language teaching and learning, and effective reading skills also have an influential impact and significance on the learning of other subjects. Every reading is a photosynthesis of the body and mind, taking

students to discover better landscapes and to experience the charm of knowledge (Zhao, 2021).

The importance of reading will be addressed in the following ways:

1) According to Ma (2021), reading facilitates the accumulation of students' foundational language knowledge. For elementary school students, accumulating basic knowledge is the focus of Chinese language learning. This is because with solid basic knowledge, students can be comfortable learning, play freely, and explore actively to gain more knowledge and expand their thinking and abilities.

2) According to Shi (2017), reading helps students develop an interest in learning. Generally, reading can be divided into three categories: First reading: learning vocabulary, comprehending the meaning of the text, and understanding the general idea of the book; Familiar reading: reading out their feelings, writing down their own feelings in the book, and figuring out the problems; Intensive reading: grasping the thoughts and feelings of the text. Interest is the first asset to reading effectiveness. If there is interest, it will mobilize children's great potential, and the more they read, the more they want to read (as cited in Xie, 2018). In reading teaching, teachers should encourage students to think more, encourage them to find problems and let them try to solve them by themselves, fully mobilize students' learning interest and enthusiasm, cultivate students' independent discovery ability and creativity, let them fully play themselves, and cultivate their interest in learning.

3) According to Zhang (2020), reading can promote students' personality development. Reading can calm a person's heart; reading can make a person quiet and not so restless. Reading also affects a person's values, worldview, and outlook on life. Students in the process of reading the article can feel the emotions of the author, contributing to the development of their personalities.

2.2.4 The Current Situation of Chinese Language Reading Teaching in Upper Elementary Schools in China

The teaching concept is outdated and backward. Teaching Chinese language reading in elementary schools still emphasizes a teacher-led approach with students in a passive position. The status quo of the teacher lecturing to himself in the classroom and the students listening drowsily below can be seen everywhere. The teacher in a classroom has a dominant position; students passively listen to the teacher's explanation, follow the teacher's ideas, and their answers are close to the reference book, preventing students from being innovative. Some teachers have no sense of genre and teach in a uniform pattern regardless of the type of text, making Chinese language teaching seem dull and boring. This teaching philosophy directly reduces students' interest in learning Chinese languages, affects their motivation to learn, and stifles their creative thinking, which is very different from the concept of quality education and the new curriculum and needs urgent reform (Sheng, 2016).

The teaching mode is single, and the lecture-reading teaching mode is prevalent. In upper elementary school Chinese language reading teaching, Ma (2019) reports on a single lecture-reading teaching mode, which results in students passively receiving teaching knowledge, unable to think about a problem; teaching methods are monotonous; and as a result, students are not sufficiently motivated to read; an even more active reading method cannot be employed; and therefore, the quality of Chinese language reading teaching is not guaranteed.

Students lack interest in reading. Students are lively and energetic. Therefore, they prefer an active classroom atmosphere because, in an active classroom atmosphere, students' interest in learning is high and their knowledge is absorbed more quickly. However, in actual teaching, Chinese language teachers usually adopt the indoctrination teaching method, which is not attractive to students, but due to the pressure of teachers' authority, students often give teachers a false impression in the learning process, so that teachers think that students are learning, as reflected in the classroom, students pretend to take notes, and in hearing the key knowledge part, students pretend to cooperate with

teachers, which leads Chinese language teachers to think that students have mastered the relevant knowledge, and once the examination session starts, students not only get a messy and even have a lack of confidence in learning, which affects the improvement of students' learning effect (as cited in Bao, 2021).

2.3 Definition of PBL Teaching Method

The full name of the PBL teaching model is “Problem-Based Learning”. PBL is a new teaching approach that dates back to the 1950s. PBL was first introduced into medical education by Barrows, a professor of neurology in the United States. When the medical schools at Case Western Reserve University and McMaster University pioneered a reform in teaching to address the disadvantage of disconnecting what students learn in the classroom from the real-world complexities they face in the workplace, the PBL teaching model was born and has produced positive results. Later, this model was gradually expanded and applied from the medical field to law, economics, management, architecture, education, and other fields and received wide attention from scholars all over the world (as cited in Hao, 2018).

The PBL teaching method is characterized by problem-based, student-oriented, group work as a specific form of learning and timely feedback and evaluation. Questions are the key factor in the implementation of the PBL teaching method. According to Hu (2020), PBL is an effective method for making students the main body of learning as well as mobilizing students' enthusiasm and improving their Chinese language literacy.

According to Sluijsmans, Moerkerke, Dochy, and Van (2001) in his paper Peer Assessment in problem-based learning, learning under the PBL method has led to an increased sense of cooperation among students, improved communication skills, and a mutually supportive learning environment. In his paper, Paul M Finucare discusses the theoretical basis and application of the PBL teaching method and its effectiveness. The students' awareness of independent learning is increased, their active learning ability is enhanced, their creative thinking is developed, and their overall ability is improved (Xia, 2020).

2.4 Steps of Using PBL Method in Teaching Chinese Reading

In elementary school Chinese language reading classes, the PBL method is in line with the development trends of teaching and learning, which not only promotes students' interest in reading but also helps cultivate their language-learning skills and capacity in all aspects, which is an effective way to improve students' language literacy and is likely to contribute significantly to their future development (Zeng, 2018). In Chinese language reading teaching from the perspective of the PBL teaching method, teachers should have a certain understanding of the teaching contents, so they need to organize the teaching contents and the expanded contents before the class, determine the teaching objectives, and then integrate the implementation process of PBL teaching method into it. According to the PBL method, the teaching mode is roughly divided into five steps: proposing a problem or project, formulating a plan and scheme, exploring and practicing, communicating and sharing, and providing feedback and evaluation. These five steps are not unchanging, and their use in different subject areas can be adjusted with the characteristics of the subject.

According to Huang (2020), the PBL teaching method can be used in upper elementary school reading teaching through the following four steps:

- 1) Create the situation and introduce the problem

The PBL teaching method treats students as the main body of learning and problems as the core of teaching. It combines the Chinese language, a subject that integrates humanistic and instrumental aspects, with the need to exercise students' practical language skills in teaching. As the native language of the Chinese people, there are learning resources and opportunities for practice everywhere in life. Thus, the learning of the Chinese language should be closely integrated with the practice of life. For example, when introducing material in the classroom, teachers can conduct content analyses according to the content to be taught. This requires good lesson preparation with questions that closely correlate with the knowledge points that are being taught and emphasize design in order to introduce new questions and achieve the purpose of acquiring knowledge. But in the process of analyzing and

exploring problems, students will inevitably generate new questions. In the face of new questions raised by students, teachers should respect the questions raised by students.

2) Form groups to explore the problem

The PBL teaching method uses group cooperation and inquiry as the learning mode. This is in line with the independent, cooperative, and inquiry learning modes advocated by the updated curriculum. Reading teaching should respect the differences among students according to the characteristics of Chinese language learning. It should strive to protect students' curiosity, and stimulate students' interest in active learning and the enterprising spirit of continuous inquiry. After the teacher asks a question, students should be prepared to explore the problem. This is done by compiling a study team, clarifying the division of labor within the group, and developing a solution and plan based on the teacher's question. After the solutions are developed, inquiry practice is carried out in order to arrive at the answers to the questions.

3) Share presentations and solve problems

After the students have practiced group inquiry, they first share their inquiry results with each other in the group. They then form a unified result and share the group answers in the class. Reading teaching serves the critical task of cultivating students' oral communication skills. In the sharing and displaying session, students can express their opinions freely, which is a helpful opportunity for them to exercise their oral expression skills and improve their self-confidence. The process of sharing is a collision of students' ideas, and students can speak directly, demonstrate on stage, or make pictures in various forms for presentations. This process can motivate students to participate in the classroom. An effective sharing session is effective for exercising students' language skills, improving their classroom performance, and expanding their minds. In a group sharing and presenting exercise, different opinions will emerge between the groups, and the teacher needs to be a helpful guide. The teacher can organize the discussion of new questions, or choose the appropriate way to answer

new questions and help students clarify the answers. This will enable students to solve problems.

4) Summary and evaluation

In teaching reading in upper elementary school, appreciating the author's thoughts and feelings and letting excellent literature infect and inspire students is an important teaching goal. It is difficult for elementary school students to deeply perceive the emotions of a text. In order to do deep perception, teachers need to guide the students. Teachers need to give timely feedback on the results of students' presentations. Timely feedback is the key for students to confirm their answers, and they require feedback from the teacher to determine whether their answers are accurate. The teacher should not give feedback as a single correct or incorrect answer but as a multifaceted evaluation.

Within the PBL teaching method, the reading process is roughly divided into four links. These four links are complementary and interlocking, but not completely rigid and can be adapted by teachers or students based on content or requirements.

2.5 Benefits of PBL Teaching Method in Chinese Reading

The PBL method is cleverly applied to teaching Chinese reading to enhance the reading abilities of individuals.

Using PBL as a teaching method can strengthen the relationship between teachers and students. In reading teaching, the teacher-student relationship has a significant influence on the teaching effect. A good teacher-student relationship can help teachers match teaching activities with students' interests and needs to improve teaching efficiency. The application of the PBL teaching method makes teachers and students have to collaborate more to complete the same task, and the relationship between the two sides will be brought closer in the process, which is beneficial to the establishment of a harmonious teacher-student relationship (Sheng, 2016).

The PBL method can enrich the reading-teaching process. As part of quality education, teaching emphasizes students' independent inquiry and cooperative inquiry methods. In the PBL teaching method, teachers can design and create various teaching activities for students in conjunction with the teaching reality, which greatly enriches the teaching process. The previous question-and-answer-based Chinese language reading teaching mode not only fails to meet the individual characteristics of upper elementary school students but also leads to dull and boring classroom learning activities, which tend to make students gradually lose their interest in Chinese language learning. Under such circumstances, Chinese language reading instruction will not be able to fully play its role in improving students' abilities and literacy. The PBL method combines students' independent learning and cooperative inquiry. This enables them to actively search for relevant information, discuss and communicate with other students, and jointly explore solutions to problems. In addition, the value of group work can be fully realized under this teaching method, and students can present the results of their investigations in various forms to create a positive learning atmosphere (Lin, 2022).

The PBL teaching method can improve teachers' professional concepts. In the process of implementing the PBL teaching method, teachers must pay attention to their own professional level, accumulate knowledge, and improve their teaching abilities. At the same time, the PBL teaching method requires teachers to have certain communication, organizational, and coordination skills to be able to coordinate and solve students' problems with the learning content in a timely manner, so as to better help elementary school students learn Chinese language reading (Wu, 2017).

The PBL teaching method can meet the developmental needs of students. Upper elementary school students grow faster, and their thinking develops from abstract to concrete. Upper-grade students have a strong desire for inquiry and some learning experience, the ability to think and analyze problems, and an awareness of independent learning. The PBL teaching method is problem-oriented, student-centered, and focused on research problems. Compared with traditional classroom teaching methods, it can better meet the interests of high elementary school students,

fully motivate them to learn to read, provoke deeper understanding and investigation of reading learning, and prompt students to give full play to their individual intelligence levels and strengths and work together to explore the most effective solutions to problems. While meeting the individual differences of upper-grade students, helps to develop students' independent learning and problem-solving skills and continuously improve their core literacy. In addition, the PBL method uses real-life scenarios to pose questions that are relevant to the learning and acceptance abilities of upper elementary school students, are both relevant to the students' realities and challenging, and at the same time greatly satisfy the physical and mental development needs of elementary school students (Wu, 2016).

The PBL teaching method can change the roles of teachers and students in the classroom. Based on the PBL teaching method, students are in the main position in the Chinese language reading teaching activities, and the teaching activities are carried out in a student-centered way (Zou, 2018).

2.6 Related Theories

Any mature research must be supported by theoretical guidance, and the study of PBL teaching methods also involves relevant theoretical foundations. The educational theories listed below provide the main conceptual basis for this study.

2.6.1 Constructivism Learning Theory

Constructivism, which first appeared in the 1980s and is widely used in Western educational psychology, serves as one of the most crucial theoretical pillars of the PBL teaching method. Three basic views make up constructivism, which was created and improved by Piaget, Vygotsky, and Bruner: the knowledge perspective, the learning perspective, and the teacher-student role perspective. According to the constructivist theory of knowledge and learning, pupils' prior knowledge must be at a certain level before they can create new information. Teachers should build fresh knowledge on top of students' previous experience rather than dismiss their knowledge

and expertise. Similar to this, the PBL teaching approach emphasizes students' prior knowledge. In order to inspire student collaboration and help them learn to apply what they have learned, teachers incentivize learning by asking pertinent questions based on students' past knowledge and providing as many open-ended responses as they can. The constructivist view of teacher-student roles assumes that learning is a process in which learners construct knowledge spontaneously. Students gradually learn new knowledge based on prior knowledge and experiences through individualized, self-directed learning, task division, and teacher supervision. Therefore, students should be at the center of all teaching and learning activities. In order for pupils to study completely on their own and freely, teaching objectives should also be developed around student growth. More specifically, the instructor creates the setting, connects the learning subject to the environment, and guides students' meaningful knowledge acquisition. The teacher is no longer a knowledge contributor. Similar to constructivist teaching, the teacher's role in the PBL teaching method of instruction is identical (He, 2022).

According to Xu (2021), constructivism focuses on the four key elements of context, collaboration, conversation, and meaning construction. As constructivism emphasizes context, collaboration, conversation, and meaning construction, PBL also emphasizes the creation of context, the students' main position, cooperative learning as a key approach, and communication and cooperative work among students. Therefore, constructivist theory provides the theoretical basis for the PBL teaching method.

2.6.2 Cooperative Learning Theory

Cooperative learning is a teaching strategy that aims to achieve the desired teaching goals, enhance the learning effectiveness of each group member, ultimately improve students' academic performance, form a positive class learning culture, and promote the formation of effective psychological and social skills. At the same time, cooperative learning theory is one of the most effective strategies in the process of teaching with PBL. Cooperative learning theory divides students into groups of two to six students each, depending on their ability and gender. Because the final evaluation

is based on the group's collective performance, each member of the group has a clear division of labor. In addition, each member helps the other and relies on the other. During cooperative learning, each group member is primarily responsible for his or her assigned task, communicates with other group members, discusses and helps each other when they encounter difficulty, and finally shares and bears the results obtained through cooperation (Cheng, 2019).

The PBL teaching method emphasizes the problem as the core, the creation of real and concrete situations to stimulate students' learning motivation, the holistic, active, and cooperative communication of students in the process of problem-solving, the enhancement of cooperative consciousness and team spirit through cooperative group learning, and the improvement of the ability to think and innovate, to comprehensively improve students' problem-solving ability. The idea of PBL teaching is consistent with the idea and value of cooperative learning, which cultivates students' thinking and inquiry abilities and teamwork abilities, promotes the improvement of thinking quality, and creates a good foundation for all-around development and lifelong learning. Therefore, cooperative learning theory is the theoretical foundation and methodological support of the PBL teaching mode (Gao, 2022).

2.6.3 Humanistic Learning Theory

In the 1960s, the humanistic theory emerged in the United States, represented by Rogers and Maslow, which explains the growth process of the learner from the perspective of whole-person education and puts the student at the center of the process. Humanism advocates that the purpose of education is not limited to the transmission of knowledge and the development of skills, but also requires the development of students' motivation and emotional attitudes, and the development of a "complete person" or "functional perfectionist" (Yao, 2022).

Yao (2022) also said that the humanistic view of the student emphasizes the need to treat the student as a whole person. The humanistic theory of education links teaching to the development of the whole person, emphasizing the inherent potential

of student learning and self-achievement so that the educated person becomes well-adjusted. Rogers supports meaningful and free learning that is not limited to learning that is based solely on knowledge, skills, and facts. Instead, it focuses on facilitating learning and the relationship between what is studied and personal growth. During free learning, learners are free to choose their own learning situations and learning materials. Second, Rogers advocates changing the title of "teacher" to "facilitator of learning" and advocates equality, respect, understanding, and authenticity between teachers and students. He emphasizes the importance of the teacher's ability to understand the students' emotions, thoughts, and attitudes about the world from their perspective. The humanistic view of learning, involving teacher and student-teacher, provides the theoretical basis for the PBL teaching method, which advocates the student as the center and the teacher as the guide to learning.

2.6.4 Pragmatic Learning Theory

As cited in Yao (2020), the American educator John Dewey, an advocate of pragmatic educational theory, outlined his ideas in terms of the three central theories of learning: experience-centered, child-centered, and activity-centered. In explaining the relationship between doing and learning, Dewey believes that knowledge is acquired through experience. This is because experience is formed slowly in the process of interaction between man and nature and between man and society. The emphasis is on hands-on "doing" in order to gain real knowledge. Dewey believes that children need hands-on experience to gain knowledge, and it is especially important to understand children's needs and stimulate their interest. He emphasizes that education should be based on real life and involve students in activities to solve problems around them, i.e., "learning by doing". Teachers can set up driving questions, formulate hypotheses for solving problems, and guide students in a step-by-step exploration that leads to problem-solving.

These ideas coincide with the concept of PBL, some of the essential elements of problem-based learning can be found in Dewey's pragmatic theory of education. First, the three-centeredness of learning reflects respect for the subjectivity of students.

Secondly, "learning by doing" is in line with the concept of "learning in real-life problem situations" required by PBL. Problem-based learning emphasizes student or problem-centered learning, where students gradually acquire core knowledge skills as they engage in a hands-on process. From the perspective of the PBL teaching method, it is not enough for students to sit in a classroom and listen to the teacher teach them new knowledge; they need to participate in various activities based on their own experiences and in cooperation with others. These activities are not set up randomly for the sake of quantity but step by step in "learning by doing" to lead students' learning deeper.

2.7 Related Research and Studies

The PBL teaching method is a problem-solving-oriented teaching mode, that plays a significant role in enhancing students' learning motivation, improving their learning enthusiasm, enhancing their problem-solving ability, and promoting group cooperation. Therefore, it is a viable solution to the problems of weak motivation, low learning efficiency, and a low level of problem-solving skills that students have in reading. By applying the PBL teaching method to reading instruction, teachers guide students' active learning through questions, and while developing higher-order thinking skills such as critical thinking skills and problem-solving skills, students achieve meaningful learning and creative problem-based learning, making the PBL teaching method an effective way to achieve student reading (Yu, 2020). The following studies have shown the effectiveness of the PBL teaching method in improving reading skills.

According to Barrows and Kelson (1993), the purposes of the PBL method are to accumulate basic knowledge, improve problem-solving skills in all areas, learn to be self-motivated and reflective, and maintain a lifelong learning attitude. Hmelo-Silver (2004) argues that the instructional goals of the PBL method point to helping students develop a positive habit of active inquiry. Despite its low popularity in primary and secondary schools, using the PBL teaching method in high school Chinese language reading instruction is found to promote students' knowledge and

ability so that students no longer simply accept the teacher's knowledge instillation but retain their interest in learning, enhance their exploration abilities, and improve their Chinese language literacy in the process of exploring problems. At present, the PBL teaching method is in a developing stage of development in primary and secondary schools (He, 2022).

According to Zhou (2016), the classroom format is transformed. In the past, students were not clear about the learning objectives and had to accept them passively. However, in the classroom using the PBL method, the content, and objectives of learning are decided by the students themselves. This makes the learning tasks clear and helps students to think and grasp what they have learned better. Secondly, the quality of learning increased significantly, and students were able to uniquely identify valuable questions to ask and offer insights that enhanced their interest in reading. It is conducive to the improvement of reading ability.

Hu (2017) said that in order to introduce the PBL teaching method into the primary Chinese language reading curriculum, we need to have a deep knowledge of the elements of the method in order to design a curriculum that meets the characteristics of elementary school reading teaching. He applied the PBL teaching method to the classroom of 6th graders in the context of teaching reading in elementary school. Based on the results of the study, we conclude that the application of PBL's teaching methodology to elementary school language teaching is beneficial to the reform of elementary school language instruction. PBL can improve students' interest in learning language knowledge as well as maximize their language literacy, which is essential for future learning and improvement.

Research performed by Xie (2016) on learners of upper elementary school students revealed that traditional teaching methods stifled students' initiative and motivation to learn, whereas PBL effectively motivated and inspired the students to read and think about the Chinese language. Therefore, the researchers concluded that the use of PBL teaching methods is beneficial for improving learners' reading skills.

Liu (2017) says in "A preliminary investigation of problem-driven Chinese language reading teaching strategies in upper elementary school" that the atmosphere is extremely important in the process of Chinese language reading learning. A good learning atmosphere is conducive to students' active thinking, and students can boldly speak out their ideas in a relaxed atmosphere, which builds confidence of students. The PBL teaching method can greatly improve the atmosphere in the classroom, and students can actively participate in the classroom, thus enhancing the efficiency of Chinese language reading teaching.

As mentioned in Qian (2021), by using the problem teaching method to strengthen the Chinese reading ability of upper elementary students, it not only allows them to effectively strengthen their language literacy but also lays a solid foundation for their learning of other subjects.

According to Li (2014), the PBL teaching method is conducive to establishing an equal teacher-student relationship, allowing students to spread their wings of thinking and dare to think and ask questions. Under the premise that teachers fully respect individual students and give full play to students' learning initiative, students adopt appropriate learning methods according to the problems, study the text with questions under the guidance of teachers and students' cooperation, and gradually promote reading learning in solving problems.

The above are studies conducted by researchers on the benefits of the PBL teaching method for Chinese language reading instruction. According to these studies, PBL teaching methods are effective at improving learners' reading skills. This researcher believes that similar results can be achieved in the educational settings of Chinese elementary school students whose native language is Chinese.

CHAPTER 3

RESEARCH METHODOLOGY

This research aims to compare grade 5 Chinese elementary students' learning achievement in Chinese reading before and after using the PBL teaching method and examine their satisfaction with using the PBL teaching method in Chinese reading courses. In this chapter, the researcher is going to present the methodology of this research. It includes the research design, the sample group, the research instruments used to collect data, the validity and reliability of the research instruments, and data analysis.

3.1 Research Design

In this study, a quantitative approach was used to assess the achievement of Chinese students and their satisfaction with the PBL teaching method. This was done in the grade 5. Zhao (2012) stated that qualitative research requires researchers to establish hypotheses in advance, determine various variables with causal relationships, and then measure and analyze these variables with some tested tools to test the hypotheses in advance. According to Fang (2010), the superiority of quantitative research is mainly manifested in objectivity, rigor, and generalizability. Specifically, describing things with numbers is less subjective and more consistent with objective facts than describing things with words. Qualitative change always starts with quantitative change, and the accumulation of quantitative change will cause qualitative change to a certain extent. In quantitative research, you can observe small changes in things and prevent qualitative changes. Research in quantitative categories is based on a large number of sampling statistics, and the scope of the research object is larger and more substantial. Therefore, researchers used a quantitative approach to conduct the study.

In this study, a quantitative approach was used to analyze the data. To collect data, achievement tests and questionnaires were used. In addition to a pretest and posttest and an achievement test, a questionnaire was also incorporated into the achievement test. This was designed to determine students' satisfaction with the PBL teaching method of learning Chinese language reading. The results of the questionnaire proved to be objective and accurate. The following figure 3.1 illustrates the research design of the study.

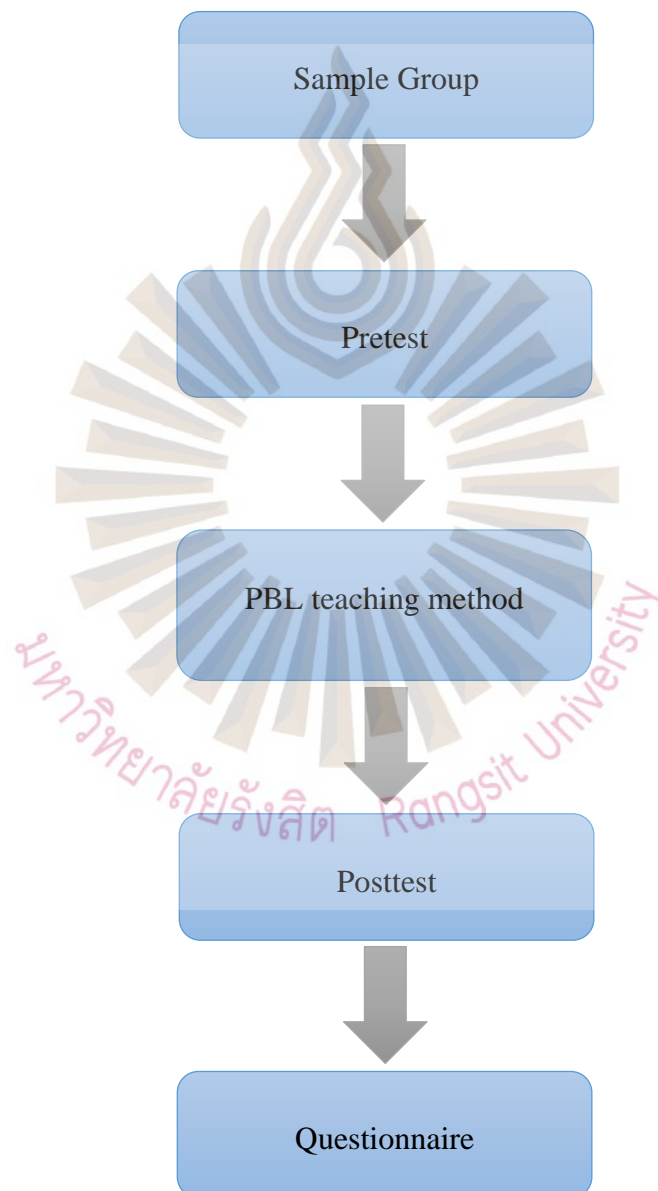


Figure 3.1 Research Design of the study

3.2 Population and Sample

3.2.1 Population

The study was conducted with fifth-grade students in a public school in Guizhou Province, China. The fifth grade was divided into 2 classes of 100 students, who ranged in age from 10 to 12 years old and varied in gender and learning ability in Chinese language reading.

3.2.2 Sample group

The researchers used clustered random sampling, which included 30 students (16 males and 14 females) from the fifth-grade population. The students ranged in age from 10 to 12, with varying abilities. All the students were born in China and speak Chinese. Chinese is their mother tongue, and Chinese reading has been taught as a compulsory course for more than five years.

Table 3.1 The demographic information of the research participants

Gender	Male	Female	Total
Number	16	14	30
Percentage	52%	48%	100%
Age group	10-12 Years Old		

3.3 Research Instruments

Research instruments are tools for data collection. In this study, lesson plans, achievement tests, and a satisfaction questionnaire were used to collect data to address the research questions. Throughout the study, 30 students made up the sample group. The research instruments used to conduct this study in order to achieve the objectives are discussed below.

Table 3.2 Details of Research Instruments

Sl. No.	Research Objectives	Research Instruments
1.	To compare grade 5 Chinese students' Chinese reading abilities before and after the use of the PBL teaching method in Guizhou province.	Pretest and posttest on Chinese reading skills achievement
2.	To investigate grade 5 Chinese students' satisfaction with the application of the PBL teaching method in Chinese reading learning.	Questionnaire

3.3.1 Instructional Instrument

3.3.1.1 Lesson Plans

The researchers developed four lesson plans of 45 minutes each for a total of 360 minutes (1 lesson plan = 2 lessons), including the use of PBL in the classroom. Over the course of a month, the researchers taught eight classes (two per week).

Table 3.3 List of Lesson Plans

Lesson	Topics	Learning objective	Time length (minutes)
Lesson 1	The Peanut (落花生)	1. Mastering new vocabulary. 2. Comprehend the profound sentences in the text, learn the character of Peanut who does not seek fame, silent dedication, and know that "people should be useful people, and don't be a person who only talks about decency but does no good to others". 3. Be able to retell the text in own words.	45 minutes per class (Total 90 minutes)

Table 3.3 List of Lesson Plans (Cont.)

Lesson	Topics	Learning objective	Time length (minutes)
Lesson 2	What's Faster Than a Speeding Cheetah (什么比猎豹的速度更快)	1. Understand new words, improve reading speed to understand the main content. 2. Ask your own questions about the content of the text.	45 minutes per class (Total 90 minutes)
Lesson 3	The Destruction of Old Summer Palace (圆明园的毁灭)	1. Understand the profound meaning of key words and sentences, and understand the splendor of Old Summer Palace and its destruction. 2. Read the text with feelings, after understanding its content. 3. To stimulate students' sense of historical responsibility and mission to love their country's culture and revitalize China.	45 minutes per class (Total 90 minutes)
Lesson 4	Hunter Hailibu (猎人海力布)	1. Mastering new vocabulary. 2. Understand the main content of the text and clarify the cause, sequence and result of the story. Retell the text. 3. Appreciate the noble quality of Hailibu's enthusiasm for helping others and sacrificing himself for others.	45 minutes per class (Total 90 minutes)

Source: Chinese Textbook for Compulsory Education (compiled by national administrative departments, 2018)

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 Achievement tests (Pretest and Posttest)

In this study, achievement tests were the primary tool used by the researchers. The test was divided into two parts: the pretest and the posttest, with the same number of questions and the same criteria. Researchers had the participants read through the story, followed by a 30-question multiple-choice test. After teaching using the PBL teaching method, the same study participants were given a posttest with the same test content as the pretest. The test contained four texts, all from the Chinese Textbook for Compulsory Education (compiled by national administrative departments) (2018). The content range was within the school curriculum and included units 1 to 4.

3.3.2.2 Questionnaire

A questionnaire consisting of 15 statements examined students' satisfaction with Chinese reading using the PBL method using a five-point Likert scale. It was divided into three parts. Part A was interest and motivation, Part B was participation, and Part C was the effect of PBL teaching on student learning. Each statement was rated on a Likert scale from 1 to 5, with 5 being the highest or strongly agreeing, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree. The statements were grouped into three categories: interest, curriculum outcomes, and the effectiveness of PBL teaching methods in improving student learning. Bose (2014) proposed that the questionnaire is an effective instrument for educational and social research. Similarly, Liu (2017) indicates that in the field of educational research, the application of the questionnaire survey method has played a positive role in promoting the development of education and teaching. The questionnaire survey method is widely used by teachers for teaching research and practice. By identifying problems and optimizing the teaching design based on the questionnaire results, they can make teaching more relevant to students and improve its quality. Therefore, the questionnaire is able to collect and respond to data very well.

3.4 Validity and Reliability

3.4.1 Validity

In research, validity refers to the degree of conformity between research results and objective reality, i.e., the degree of accuracy of the research. Research with validity not only clarifies the research questions and explains the research results, but also ensures that the research results are replicated in a certain field and at a certain scale (Yuan, 2006). In this study, the research instruments were examined and validated by three experts; all of these experts are from China. The Item-Objective Congruence Index (IOC), which Rovinelli and Hambleton developed in 1997, was developed to analyze this study. The IOC range is between -1 and +1.

- 1) + 1: the item clearly matches stated objectives.
- 2) 0: the item is unclear whether the measures meet the stated objectives or not.
- 3) -1: the item totally does not match the stated objectives.

In this IOC evaluation, the research tool is valid if the project value is greater than or equal to 0.67. If the test value is less than 0.67, the research tool should be modified.

In this study, all research instruments were validated by three experts in Chinese language teaching and education, both in China. The validity test result of all instruments was greater than or equal to 0.67.

3.4.2 Reliability

Reliability refers to the consistency, stability, and repeatability of results. If consistent results are obtained under the same conditions but in different environments, then the results of researchers can be considered reliable (Mohajan, 2017). Two methods were used to check the reliability of the achievement test and the questionnaire: KR-20 and Cronbach's alpha, respectively. Jacob (2017) states that reliability is one of the most

significant steps in research, as it provides a method for evaluating quality in terms of consistency, stability, and equivalence. In order to replicate the study, the researcher administered the test and questionnaire to another 30 students at the same level.

The reliability of the data was examined using Cronbach's Alpha to determine the internal consistency, which is as follows:

Table 3.4 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin, Zubir, Fuzi, Latip, & Azma, 2015

The higher the score, the higher the reliability will be. If the score is lower than 0.7, the item will be deemed unreliable and deleted.

All questionnaire items were distributed to 30 students who were not in the sample group. Their responses have been computed using Cronbach's Alpha. The result of the reliability test of the questionnaire items was 0.87, which was statistically acceptable.

3.4.2.1 The Reliability of the Achievement Test

The Kuder-Richardson formula (KR-20) was applied to check the reliability of the achievement test items in this study. If the KR-20 value is equal to or higher than 0.70, the test item will be deemed reliable. If the value is lower than 0.70, that item will be adjusted or deleted.

To test the reliability of the test items, 30 students who were not in the sample group were asked to do the tests. The test results were then computed using KR-20. The reliability test result for the achievement test items was 0.73, which was statistically acceptable. Therefore, the test items were reliable for use in data collection.

3.5 Data Collection Procedure

The sample population consisted of 30 students from an elementary school in Guizhou Province, China. Their ages varied from 10 to 12, and they had various mixed genders and Chinese reading capacities. Student learning achievements were collected through pretest and posttest questionnaires. The data were analyzed by total score, mean score, and standard deviation.

3.5.1 Approval and Ethical Consideration

To conduct the research in the school, the researcher obtained an approval letter from the fifth elementary school on Minxin Road, Anlong County, Administrative Department (see Appendix A). Because the participants in this study were between the ages of 10 and 12, the researcher also sought approval from the school's responsible department and both parents as well.

Participants were also informed of the study objectives before the strategy was implemented. Additionally, study participants signed consent documents to protect their legal and moral rights. As the study participants were under 18, their parents countersigned the consent forms.

3.6 Data Analysis

The data were analyzed in two different ways, both in line with the study goals. Quantitative data from the pretest and posttest were used to examine the sample group's Chinese reading improvement. The quantitative data in the survey were also used to examine students' satisfaction with the use of PBL teaching methods in Chinese classrooms.

3.6.1 Quantitative Data Analysis

Students' achievement was evaluated by computing their total scores, mean scores, and standard deviations using achievement tests (pretest and posttest). We used these methods to investigate grade 5 Chinese students' achievement in reading skills as well as their satisfaction with the PBL teaching method. The questionnaire results (mean) were interpreted based on the range of mean score interpretations below.

Table 3.5 The Range of Mean Score Interpretation

Mean Score Range	Students' Perceptions Level
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Lowest

CHAPTER 4

RESULTS

This dissertation applied a quasi-experimental design to investigate the use of the PBL teaching method to improve Chinese language reading skills among Chinese fifth graders and to examine students' satisfaction with the use of the PBL teaching method to learn Chinese. The results of the study were obtained from the following research instruments: a pretest, a posttest and a questionnaire. The findings of the data were presented in the following order:

4.1 Analysis of Chinese Language Reading Test Scores

4.2 Analysis of the Questionnaire

4.1 Analysis of Chinese Language Reading Test Scores

This section presents the outcomes of the first research objective. The Chinese reading skills of fifth graders before and after the use of the PBL method were compared. The results of the study were obtained from both the pretest and the posttest. In the pretest and posttest, students were asked the same questions based on the four general topics mentioned previously. These topics were based on the Chinese Textbook for Compulsory Education (compiled by national administrative departments) (2018). The results of the pretests and posttests of the sample group were compared using paired sample t-tests. Comparisons were made using mean, standard deviation, and inferential statistics, with $P < 0.5$ as the level of significance.

4.1.1 Analysis of Paired Sample T-test

As shown in Table 4.1 below, the one sample analysis of the test scores indicated that they were positive. The pretest mean was 22.57 with a standard deviation of 4.22; the posttest mean was 26.37 with a standard deviation of 2.54. A difference of 3.8 was observed between the pretest and posttest means, which resulted in an increase in the posttest mean. The significant value (P) obtained was 0.01, which was lower than 0.05 ($P < 0.05$). A T-test value of -10.198 was obtained. There was a statistically significant increase in the posttest scores as compared to the pretest scores for the sample group. Table 4.1 below compares the pretest and posttest means.

Table 4.1 One Samples T-Test

Group	Pretest		Posttest		Mean Difference	T	P – value
	\bar{x}	SD	\bar{x}	SD			
Sample Group	22.57	4.22	26.37	2.54	26.37 – 22.57 = 3.8	-10.198	.000

4.1.2 Comparison of Pretest and Posttest Scores of the Sample Group

Table 4.2 shows the scores of the pretest and posttest for the sample group. The maximum score on the pretest was 27 (out of a total of 30) and the minimum score was 13. The posttest scores increased significantly, with seven participants receiving the highest score of 29 out of 30, an improvement of about 2-4 points compared to the pretest scores, and one participant receiving the lowest score of 20 out of 30. All 30 students showed significant or slight improvement on the posttest, with score gaps ranging from 2 to 9 points. Table 4.2 shows the scores, score increases, and percentage differences between the pretest and posttest for the participants.

Table 4.2 Pretest & Posttest scores of the sample group

Student ID	Pretest Scores (Full Score=30)	Posttest Scores (Full Score=30)	Increase in test Scores	% difference
1	17	22	5	16.67%
2	25	27	2	6.67%
3	17	22	5	16.67%
4	24	28	4	13.33%
5	19	24	5	16.67%
6	25	28	3	10.00%
7	22	26	4	13.33%
8	25	28	3	10.00%
9	24	27	3	10.00%
10	24	28	4	13.33%
11	24	26	2	6.67%
12	24	26	2	6.67%
13	26	29	3	10.00%
14	19	25	6	20.00%
15	25	27	2	6.67%
16	25	29	4	13.33%
17	25	28	3	10.00%
18	15	24	9	30.00%
19	26	28	2	6.67%
20	27	29	2	6.67%
21	24	27	3	10.00%
22	16	23	7	23.33%
23	27	29	2	6.67%
24	25	27	2	6.67%
25	19	23	4	13.33%
26	26	29	3	10.00%
27	15	24	9	30.00%
28	27	29	2	6.67%

Table 4.2 Pretest & Posttest scores of the sample group (Cont.)

Student ID	Pretest Scores (Full Score=30)	Posttest Scores (Full Score=30)	Increase in test Scores	% difference
29	13	20	7	23.33%
30	27	29	2	6.67%

When comparing the raw scores of the pretest and the posttest, the results showed that all students' posttest scores were higher than those of the pretest. Based on the scores obtained on the pretest and posttest, the following comparisons were made:

4.1.3 Pretest and Posttest Comparison

Figure 4.1 below illustrates the pretest and posttest scores of the participants. As shown in the figure, the yellow bars represent the pretest scores, and the green bars represent the posttest scores. Thus, it is clear that all of the students' scores were higher on the posttest. This showed that the use of the PBL teaching method helped improve students' Chinese language reading scores.

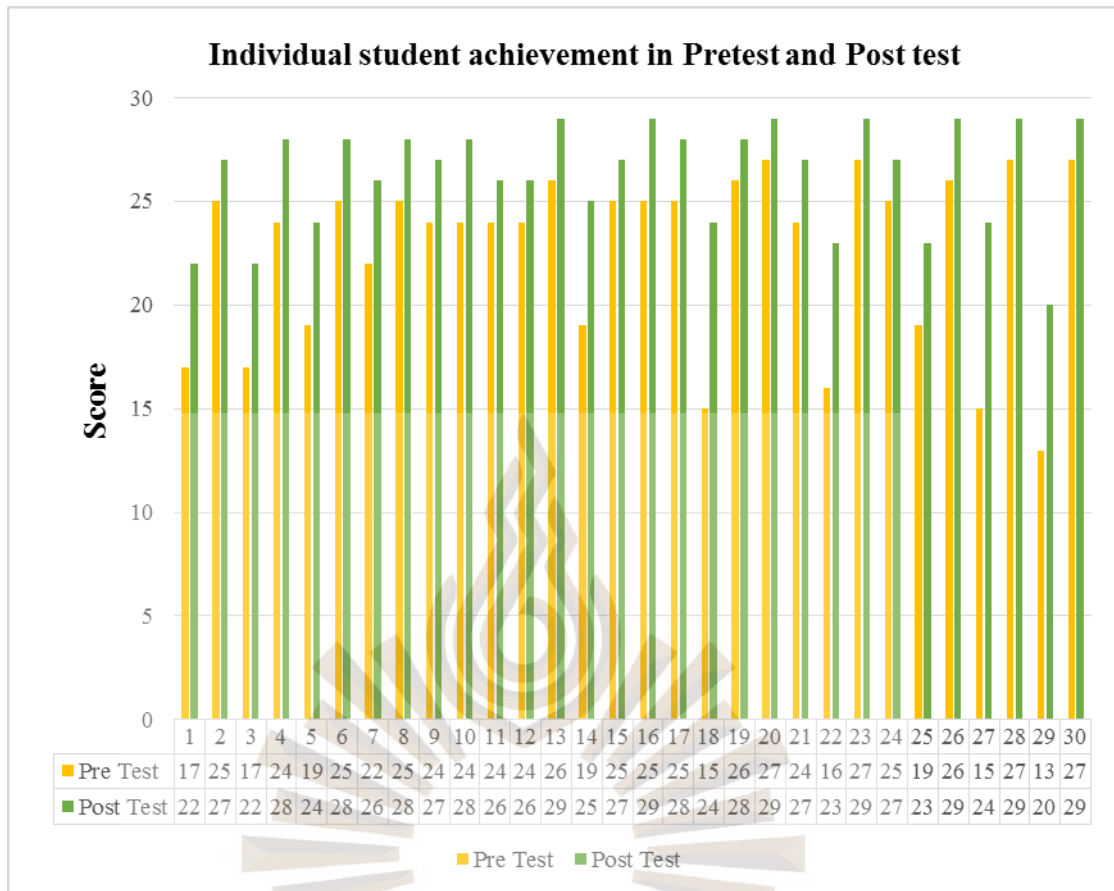


Figure 4.1 Graphical representation of students' pretest and posttest scores

In addition, Figure 4.2 below shows the means of the pretest and posttest. These mean scores were 22.57 and 26.37. The mean score for the posttest was higher than the mean score for the pretest. The posttest scores represented by the green bar confirmed a slight increase of 3.8 points compared to the pretest scores represented by the yellow bar. It can be concluded that each student performed better on the posttest after using the PBL teaching method.

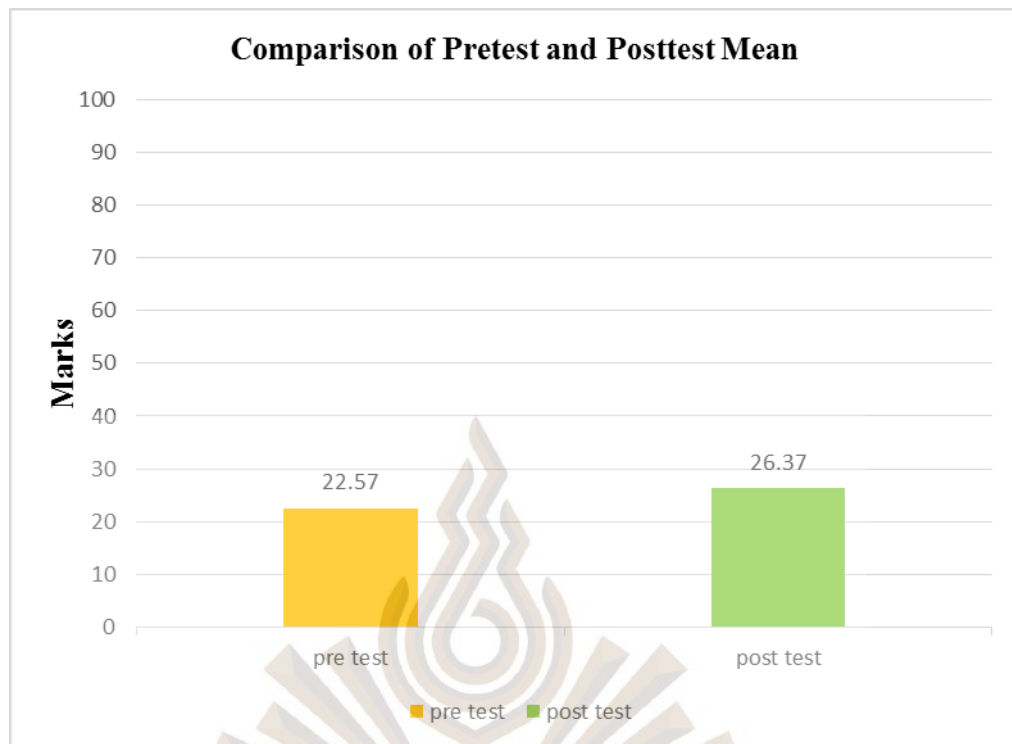


Figure 4.2 Comparison of pretest and posttest mean

4.2 Analysis of Questionnaire

A five-point Likert scale with 1 being “strongly disagree” and 5 being “strongly agree” was used to gather quantitative data and examine students' impressions of adopting the PBL teaching technique in Chinese language reading class. The 15-item questionnaire was broken down into three parts: Part A, interest and motivation; Part B, engagement; and Part C, the effectiveness of the PBL teaching technique on student learning. Every single one of the 30 (N=30) study participants was given a questionnaire. Descriptive statistics were used to analyze the survey results (mean and standard deviation). The mean scores ranged from 4.21 to 5.00, with “high” scores from 3.41 to 4.20, “moderate” scores from 2.61 to 3.40, “low” scores from 1.81 to 2.60, and “lowest” scores from 1.00 to 1.80.

Table 4.3 below shows the mean scores and standard deviations of students' satisfaction with Part A, interest and motivation. The highest mean (\bar{x}) score of 4.70 was obtained for “using the PBL teaching method made learning interesting” (Item 1), which fell within the range of mean score range on the five-point Likert scale indicating the "highest" level. Although the mean score for Item 4 was relatively low ($\bar{x}=4.23$), the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest and motivation, were still at the highest level ($\bar{x}=4.43$).

Table 4.3 Mean and Standard Deviation: Part A (N=30)

	Part A- Interest & motivation	Mean	SD	Interpretation
1	Using the PBL teaching method made learning interesting.	4.70	.535	Highest
2	Using the PBL teaching method made learning meaningful.	4.43	.679	Highest
3	Using the PBL teaching method helped me develop the confidence to learn Chinese reading.	4.40	.675	Highest
4	Using the PBL teaching method motivated me to learn Chinese reading.	4.23	.728	Highest
5	The PBL teaching method provided a more effective learning style.	4.37	.809	Highest
Average		4.43	.685	Highest

Table 4.4 below shows the mean and standard deviation of students' scores for Part B, engagement. As can be seen from the data, Item 10, “I felt more engaged when using the PBL teaching method.” was rated with the highest mean score of 4.50. Item 6, “All the activities related to the PBL teaching method were interesting was rated the lowest mean score of 4.27. However, considering the average score of 4.35, it still fell within the "highest" average score range.

Table 4.4 Mean and Standard Deviation: Part B (N=30)

	Part B- Engagement	Mean	SD	Interpretation
6	All the activities related to PBL teaching method were interesting.	4.27	.704	Highest
7	All the activities related to PBL teaching method were meaningful.	4.33	.758	Highest
8	Cooperative group learning was important in the Chinese reading classroom.	4.33	.758	Highest
9	Speaking in the Chinese language classroom versus helped to understand the reading.	4.33	.758	Highest
10	I felt more engaged when using PBL teaching method.	4.50	.682	Highest
Average		4.35	.739	Highest

Table 4.5 below illustrates the mean scores and standard deviations of students' responses to Part C, Efficacy of PBL teaching method on student learning. The majority of students affirmed that the PBL teaching method was helpful in improving their Chinese language reading scores. The mean score of 4.31 was at the "highest" level. Item 13, "Using the PBL teaching method helped improve my self-directed learning ability." had the highest mean score of 4.47. Item 12, "Using PBL teaching method helped improve my cooperation capability." had the lowest mean score of 4.13. In terms of the overall mean score, it was still at the highest level, and it could be concluded that using the PBL teaching method improved students' Chinese language reading skills achievement.

Table 4.5 Mean and Standard Deviation: Part C (N=30)

	Part C- Efficacy of PBL Teaching Method on Student learning	Mean	SD	Interpretation
11	Using the PBL teaching method helped improve my Chinese reading skill.	4.30	.702	Highest
12	Using the PBL teaching method helped improve my cooperation capability.	4.13	.819	High
13	Using the PBL teaching method helped improve my self-directed learning ability.	4.47	.681	Highest
14	Using the PBL teaching method helped improve my class participation.	4.23	.858	Highest
15	Using the PBL teaching method helped improve my Chinese reading achievement.	4.40	.724	Highest
	Average	4.31	.757	Highest
	Overall Mean & SD for all 15 items	4.36	0.727	Highest

Finally, as mentioned above, among the three parts, Part A had the highest mean score of 4.43 with a standard deviation of 0.685. In contrast, Parts B and C had relatively lower mean scores of 4.35 and 4.31, with standard deviations of 0.739 and 0.757, respectively. However, given the overall mean of 4.36, the researcher was convinced that the students' overall satisfaction with the PBL teaching method was positive.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the summary of the study in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives stated for this study were:

- 1) To compare grade 5 Chinese students' Chinese reading abilities before and after the use of the PBL teaching method in Guizhou province.
- 2) To investigate grade 5 Chinese students' satisfaction with the application of the PBL teaching method in Chinese reading learning.

This study was conducted using a quantitative approach with a pretest, a posttest, and a questionnaire on the Chinese fifth grade students in Guizhou Province, China. Based on this data, we came to the following conclusions:

5.1.1 The Result of Pretest and Posttest Data Analysis

The first objective of this study was to improve the learning performance of fifth grade students in Chinese reading after using the PBL teaching method in Guizhou Province, China. Next, the pretest and posttest results were analyzed using the paired sample T-test to compare the differences in the learning performance of the sample groups.

The PBL method encouraged students to be more independent and take the initiative to explore problems. The PBL teaching method is student-centered and problem-based. Through discussion and information search, students learned the methods and solutions to the problems. This transformed passive learning into active learning, from blind rote memorization to active searching for the answers and essence of problems.

In addition, the PBL method could also stimulate students' interest in learning and help them develop their cooperative skills. It had a positive effect on students in all aspects. For these reasons, the students' progress in the process of reading Chinese was obvious.

1) The statistical analysis of the paired sample T-test of scores showed that the mean score of the posttest (26.37) was higher than that of the pretest (22.57), and the mean difference was (3.8). The standard deviations of the pretest and posttest in the sample group were 4.22 and 2.54, respectively. The average score on the posttest was higher than on the pretest. According to the results of the posttest, the PBL teaching method has a positive effect on improving Chinese reading ability.

2) According to the pretest, the highest and lowest scores were 27 and 13, respectively. The highest and lowest scores on the posttest were 29 and 20, respectively. From these differences between pretest and posttest scores, it could be concluded that the highest score on the posttest was 2 points higher than the score on the pre-test. The lowest posttest score was 7 points higher than the lowest score pretest score.

3) Most of the participants, (22 out of 30) scored 24 or above out of the total of 30 points in the posttest. In contrast, only 14 students scored 24 or above out of 30 on the pretest.

4) All participants scored higher on the posttest than on the pretest. The score improvements ranged from 2 to 9 points.

The above quantitative data analysis clearly revealed the improvement of students' scores in the posttest. The results of the study clearly indicated that the

Chinese language reading level of Chinese students in grade 5 in Guizhou Province, China, has improved. Thus, the use of the PBL teaching method was effective.

5.2 Discussion

As noted above, the study found two key results. The first finding showed that the use of the PBL teaching method increased the Chinese language reading skills of Chinese students in Guizhou Province, China. The second finding was that Chinese students in the fifth grade showed positive satisfaction regarding the use of the PBL teaching method to learn Chinese language reading. The following discussion describes these findings in detail and explains how they addressed the research questions provided by this study.

5.2.1 Students' Chinese Language Reading Test Achievement

The results of the study showed that using the PBL teaching method to teach Chinese language reading courses improved students' performance in those courses. The results of this study were also promising in that 22 of the 30 students scored 24 or higher out of a total score of 30 on the posttest. The mean score on the posttest (26.37) was 3.8 points higher than that of the pretest (22.57). Furthermore, students 18 and 27 improved the most by 9 points (scoring 15 points on the pretest and 24 points on the posttest). Thus, the improvement in students' performances indicated that the use of the PBL teaching method positively influenced the students' performances in the Chinese language reading course. Jin (2019) found that the above method was used to teach students' reading ability for six months. The results of the reading test are as follows: (90-100 scores are excellent; 75-89 scores are good; 60-74 scores are passing): 10 students scored 90 or above, with an excellent rate of 22.2%; 25 students scored 75-89, with a good rate of 55.6%; and 45 students scored 60 or above, with a passing rate of 100%. Through statistical analysis of the scores, we could see that the PBL teaching method could comprehensively improve the reading level of students. Thus, all of the above findings addressed the first research question of the study.

5.2.2 Students' Satisfaction

To collect quantitative data concerning the students' satisfaction with the use of the PBL teaching method in learning Chinese language reading, a five-point Likert scale was used, where 1 = strongly disagree and 5 = strongly agree. It contained 15 items. Part A was about interest and motivation, Part B was about participation, and Part C was about the effect of the PBL teaching method on students' learning. The questionnaire was administered to all 30 (N=30) study participants. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. The mean scores were highest at 4.21-5.00, high at 3.41-4.20, moderate at 2.61-3.40, low at 1.81-2.60, and lowest at 1.00-1.80. The findings could be concluded as follows:

- 1) 14 questionnaire items were rated at the "highest" level, and one item was at the "high" level. None of the items were rated as strongly disagreeable.
- 2) The findings of the descriptive statistical analysis of the questionnaire suggested that students had positive satisfaction with using the PBL teaching method in their Chinese language reading learning. Most notably, none of the issues were marked as "strongly disagree," which provided strong proof of the students' positive satisfaction towards utilizing the PBL teaching method in Chinese language reading learning
- 3) Most students also agreed that regular use of the PBL teaching method would give them a better grasp of reading methods and comprehension skills.

The results also showed that all students agreed that using PBL in the Chinese reading curriculum was a pleasant experience for them. Ali, Hukamdad, Akhter, and Khan (2010) found that students who use problem-based learning achieve better grades than those who use traditional methods. The study also concluded that the significant difference between the achievement levels was due to PBL. The study by Li (2008) found that more than 75 percent of students believed that using the PBL teaching method for teaching Chinese language reading lessons helped them learn the language actively and positively, and they preferred to learn the language in that manner. According to Gong (2016), this new teaching method is applicable to Chinese

language teaching. In the long run, students' independent learning ability is improved, their sense of cooperation and group collaboration is enhanced, and they change from passive acceptance to active learning, which has achieved a very good teaching effect.

5.3 Recommendations

According to the results and conclusions of the research, the following suggestions were made:

5.3.1 Recommendations for Implementation

1) Using the PBL teaching method to boost the Chinese language reading of fifth-grade Chinese students in Guizhou Province has been found to be successful. Thus, the PBL method could be used to teach Chinese language reading in other schools as well.

2) Other Chinese language teachers could consider offering Chinese language reading classes using the PBL method as an alternative learning approach.

3) PBL teaching methods could also be applied in other fields since they provide a variety of materials and the ability to analyze whether they have a similar effect on student learning. In addition, they could also be used as a complement to traditional classroom instruction.

5.3.2 Recommendations for Future Research

The following recommendations are for any interested researchers to take into account before doing any similar studies in the future.

1) This study was confined to 30 Chinese students in grade 5 in Guizhou Province, China. Therefore, a comparable study may be undertaken with a larger sample in a different region of China. This would be valuable for replication and serve to validate and ensure the trustworthiness of the conclusions drawn from this study.

2) This study was limited by time and was conducted over a period of one month. Therefore, further studies over a longer period of time are recommended in order to obtain more reliable and significant results.

3) Further similar studies could be conducted by including different schools located in different geographical locations in the country.

4) Similar research could be undertaken by implementing PBL for other Chinese language skills. This may yield a variety of results and benefits.

5) For the purpose of comparative study, this study could be repeated to examine the efficacy of the PBL teaching method in different schools in different regions.

All the details of the research have already been presented. Before concluding this part, it is evident that PBL's application remarkably increased students' Chinese language reading skills and their satisfaction with learning Chinese language reading. Chinese language teachers and students in China and throughout the world may benefit from using PBL teaching methods as an alternative and innovative approach to teaching and learning. The benefits of this method seem to be immense, and the use of PBL is likely to lead to better teaching of Chinese language reading and other related fields.

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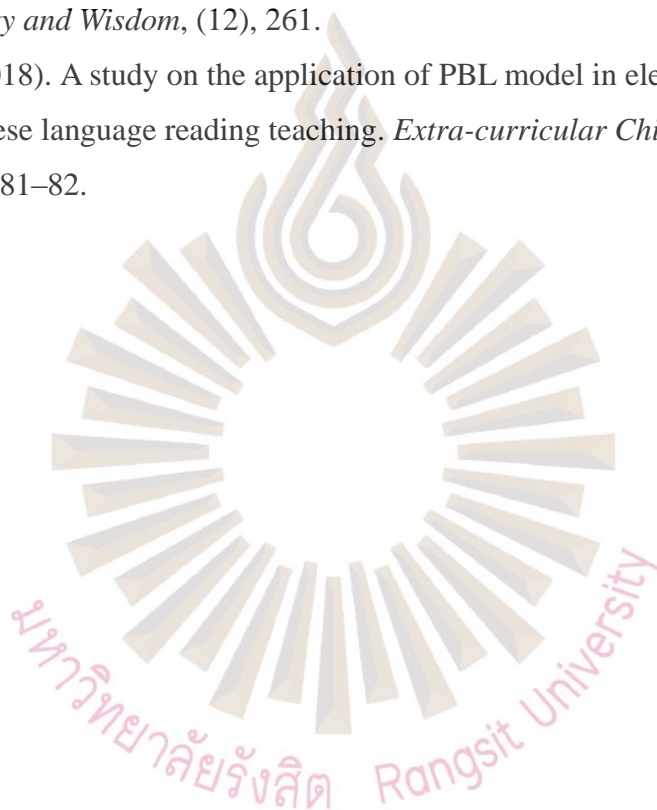
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APPENDIX A
LETTER OF APPROVAL



Certificate of Approval

Anlong Lugou Primary School, Administration Department

Subject: Approval of Data Collection for M.Ed. Thesis

Dear Sir/Madam,

I am currently enrolled in the master in curriculum and instruction, at Rangsit University, Thailand. I am conducting a research on the " THE APPLICATION OF PROBLEM BASED LEARNING TEACHING METHOD METHOD IN CHINESE READING SKILL OF GRADE 5 STUDENTS IN GUIZHOU PROVINCE, CHINA". This research requires students participation. The instruments involved during the study pretest and posttest for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and undisclosed.

Yours Sincerely,

Shiqi Hu, Student

Rangsit University Thailand

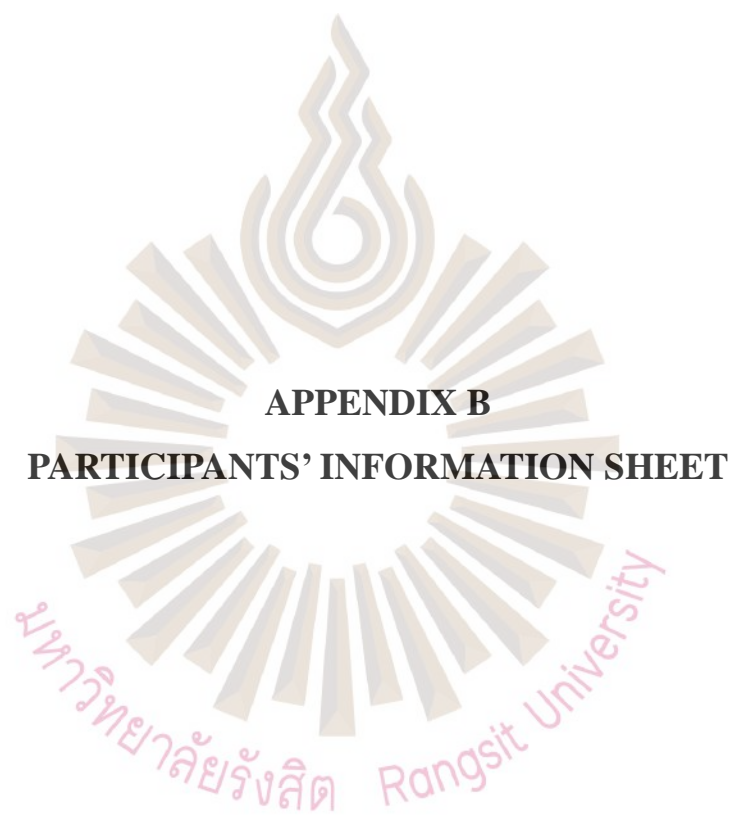
Since the study requires data for analysis purposes, Shiqi Hu would collecting data from this school and you are kindly requested so allow her to collect data with the following conditions:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the The prior mentioned document have been reviewed and approved by the administration of Anlong Lugou Primary School.

Signature  Date 2022/11/16/20

Anlong Lugou Primary School, Administration Department
Minxin Road, Anlong County, Guizhou Province, 0859-5530058



APPENDIX B
PARTICIPANTS' INFORMATION SHEET



Participant's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School : Anlong Lugou Primary School, Guizhou province, China.

Name: HU SHIQI **Student ID:**6406615

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title: THE APPLICATION OF PROBLEM BASED LEARNING TEACHING METHOD IN CHINESE READING SKILL OF GRADE 5 STUDENTS IN GUIZHOU PROVINCE, CHINA

1. What is the purpose of the study?

To compare grade 5 Chinese students' reading skill before and after using problem based learning teaching method in Guizhou Province, and to determine grade 5 Chinese students' satisfaction in using problem based learning teaching method to improve their Chinese reading skill.

2. Expected results

After using problem based learning teaching method, grade 5 Chinese students' Chinese reading skill will be improved, and after using problem based learning teaching method, grade 5 Chinese students will have positive satisfaction.

3. Outcome

Use of problem based learning teaching method will yield more effective achievement of Grade 5 Chinese students in Guizhou province, China.

4. Number of participants in the study 50 individuals

5. Research procedures

The researchers will collect data in 4 steps. First, the participants will be pretested. Second, the participants will be given Chinese reading lessons using problem based learning teaching method. Third, a post-test will be administered after all the lessons have been given. Fourth, a questionnaire was given to the participants to investigate their satisfaction with learning Chinese reading skill using problem based learning teaching method.

6. Duration

The research period will be 4 weeks, 8 sessions,

Week 1: class 1&2 (to be announced) Week 2: class 3&4 (to be announced)

Week 3: class 5&6 (to be announced) Week 4: class 7&8 (to be announced)

There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also allow 50 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Hu Shiqi), who is enrolled at Rangsit University in Thailand to research her thesis.

Signature  Date 

Anlong Lugou Primary School, Administration Department
Minxin Road, Anlong County, Guizhou Province, 0859-5530058



APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

มหาวิทยาลัยรังสิต Rangsit University

No.	Name	Position/Title	Institutes
1	Wang Lihong	Professor	Mudanjiang Normal University, CHINA.
2	Wang Bo	Lecturer	Mudanjiang Normal University, CHINA.
3	Tan Jian	Associate Professor	Guangxi University of Foreign Languages, CHINA.





APPENDIX D
IOC OF LESSON PLANS

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruence
2	Lesson plan 2	+1	+1	+1	+1	Congruence
3	Lesson plan 3	+1	+1	+1	+1	Congruence
4	Lesson plan 4	+1	+1	+1	+1	Congruence
Overall Average		1				Congruence





APPENDIX E
LESSON PLANS

Lesson Plans 1

Lesson Plan 1 (Session:1&2)	
<p>Subject: Chinese</p> <p>Topic: The Peanut (落花生)</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Students' background knowledge: Students have been learning Chinese for more than five years and have basic Chinese reading skills.</p> <p>Teaching and learning strategy: PBL Teaching Method.</p> <p>Teaching and learning materials: Chinese Textbook for Compulsory Education (compiled by national administrative departments) (2018), online learning material, PowerPoint and picture.</p> <p>Lesson Objectives: After the course, students will be able to:</p> <ul style="list-style-type: none"> ➤ Mastering new vocabulary. ➤ Comprehend the profound sentences in the text, learn the character of Peanut who does not seek fame, silent dedication, and know that "people should be useful people, and don't be a person who only talks about decency but does no good to others". ➤ Be able to retell the text in own words. 	
Session 1	
Stage & Duration	Teaching activities
Greeting and Checking (5 minutes)	1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly.

Lesson Plans 1 (Cont.)

Stage & Duration	Teaching activities
Create the Situation and Introduce the Problem (5 minutes)	The teacher shows pictures of peanuts and asks students if they know about peanuts. What qualities does it have that we should learn? Let's go through the text with some questions.
Form Groups to Explore the Problem (20 minutes)	<ol style="list-style-type: none"> 1. Learning new vocabulary (亩、盼、榨、播、矮、慕). 2. The teacher asks: (1) What does the text say about peanuts? (2) What are the characteristics of peanuts? (3) What is the value of peanuts? 3. Create a group under the guidance of the teacher, elect a group leader, and discuss in the group. 4. The teacher provides timely guidance and assistance to students as they engage in discussion.
Share Presentations and Solve Problems (10 minutes)	<p>The representatives of each group speak at the end of the discussion. The teacher and students work together to clarify the correct answer:</p> <ol style="list-style-type: none"> (1) The text is about peanuts and the family planting, harvesting, eating and talking about peanuts. (2) Peanuts are delicious, cheap and can be used to make oil. (3) Peanuts are not well-looking, but very useful, not seeking fame, and quietly giving themselves away.
Summary and Evaluation (5 minutes)	<p>Summary: Repeat the characteristics of peanuts.</p> <p>Homework: Find articles about peanuts and read them after class, and write notes on your reading.</p>

Session2	
Stage & Duration	Teaching activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly.
Create the Situation and Introduce the Problem (5 minutes)	<ol style="list-style-type: none"> 1. Ask students if they remember what they learned in the last class to activate their schema. If possible, invite the student to retell the story briefly and praise him or her. 2. Teachers ask: We learned about peanuts' characteristics during the last lesson. In this lesson, think about what the father wants to tell us through peanuts.
Form Groups to Explore the Problem (20 minutes)	Students will discuss and learn in small groups, with the teacher giving appropriate guidance.
Share Presentations and Solve Problems (10 minutes)	<p>Teacher and students clarifies the answer:</p> <p>The father in the text tells us through peanuts that people should be useful, not just decent, but useless to others.</p>
Summary and Evaluation (5 minutes)	<p>Summary: Invite students to retell the content of the text.</p> <p>Homework: Read the text in different roles to deepen students' understanding.</p>

Lesson Plan 2

Lesson Plan 2 (Session:3&4)	
<p>Subject: Chinese</p> <p>Topic: What's Faster Than a Speeding Cheetah (什么比猎豹的速度更快)</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Students' background knowledge: Students have been learning Chinese for more than five years and have basic Chinese reading skills.</p> <p>Teaching and learning strategy: PBL Teaching Method.</p> <p>Teaching and learning materials: Chinese Textbook for Compulsory Education (compiled by national administrative departments) (2018), online learning material, PowerPoint and picture.</p> <p>Lesson Objectives: After the course, students can:</p> <ul style="list-style-type: none"> ➤ Mastering new vocabulary. ➤ Be able to read faster and understand the main content with the help of key words and phrases. ➤ Be able to ask your own questions about the content of the text. 	
Session 3	
Stage & Duration	Teaching activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly.
Create the Situation and Introduce the Problem (5 minutes)	<ol style="list-style-type: none"> 1. Teacher show a picture about today's learning topic. 2. We are studying a new text today. Let's examine the topic together. Do you know anything about cheetahs? Yes, the cheetah can reach an amazing speed of about 115 km/h. If the cheetah competes with Bolt, the world record holder in sprinting, it can make Bolt run at least 50 meters first and then easily catch up. What is faster than the speed of a cheetah? Let's study the text together with the question.

Lesson Plans 2 (Cont.)

Stage & Duration	Teaching activities
Form Groups to Explore the Problem (20 minutes)	<p>1. Learning new vocabulary.(鸵、赢、冠、俯、猎豹、冠军)</p> <p>Combine the learned methods and have students read the text silently at a faster pace.</p> <p>2. The teacher ask: (1) Some students didn't read through it very quickly. What factors affected your speed? (2) What is the main content of the article?</p> <p>3. Create a group under the guidance of the teacher, elect a group leader, and discuss in the group.</p> <p>4. The teacher provides timely guidance and assistance to students as they engage in discussion.</p>
Share Presentations and Solve Problems (10 minutes)	<p>The representatives of each group speak at the end of the discussion.</p> <p>The teacher and students work together to clarify the correct answer:</p> <p>(1) If you read selectively with questions, you will soon be able to find the important words and phrases in each passage, and these words and phrases are the "key words and phrases". These words and phrases are called "key words". Grasping the content of a text with the help of key words and phrases is an effective way to improve reading speed. (2) The text begins with the most familiar speed of one's own running, moves on to the speed of three animals: the ostrich, the cheetah, and the peregrine falcon, then to the speed of planes in the sky, rockets in space, meteoroids, and finally to the speed of light.</p>
Summary and Evaluation (5 minutes)	<p>Summary: Show the key words on the PowerPoint and ask students to retell the text according to the key words.</p> <p>Homework: Use keywords to read extracurricular books.</p>

Session4																										
Stage & Duration	Teaching activities																									
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly. 																									
Create the Situation and Introduce the Problem (5 minutes)	<ol style="list-style-type: none"> 1. Ask students if they remember what they learned in the last class to activate their schema. If possible, invite one to retell briefly and praise the student. 2. Teachers ask: What did you learn from the last lesson? Did you like the text? Do you have any questions about such an interesting text? 																									
Form Groups to Explore the Problem (25 minutes)	<p>The group shares questions of interest to them and records the valuable ones.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">Record Sheet</th> </tr> <tr> <th style="width: 15%;">Members</th> <th style="width: 20%;">Questions of interest</th> <th style="width: 15%;">Whether to solve</th> <th style="width: 15%;">Reading time</th> <th style="width: 35%;">Experience</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Record Sheet					Members	Questions of interest	Whether to solve	Reading time	Experience															
Record Sheet																										
Members	Questions of interest	Whether to solve	Reading time	Experience																						
Share Presentations and Solve Problems (5 minutes)	<p>Some students not only improved their reading speed through the exchange, but also resolved the problems they raised in the process of reading. However, there are still some students whose problems have yet to be resolved. What do we need to do? Yes, consult the information. If you encounter problems that cannot be solved while reading, put them aside to continue reading. Finding information to solve problems when there is enough time is also a way to improve the reading rate.</p>																									
Summary and Evaluation (5 minutes)	<p>Complete the relevant exercises in this text and Find more ways to read.</p>																									

Lesson Plan 3

Lesson Plan 3 (Session:5&6)	
<p>Subject: Chinese</p> <p>Topic: The Destruction of Old Summer Palace (圆明园的毁灭)</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Students' background knowledge: Students have been learning Chinese for more than five years and have basic Chinese reading skills.</p> <p>Teaching and learning strategy: PBL Teaching Method.</p> <p>Teaching and learning materials: Chinese Textbook for Compulsory Education (compiled by national administrative departments) (2018), online learning material, PowerPoint and picture.</p> <p>Lesson Objectives: After the course, students will be able to:</p> <ul style="list-style-type: none"> ➤ Mastering new vocabulary. ➤ Read the text aloud with feeling and grasp the content of the text. <p>Understand the meaning of key sentences.</p> <ul style="list-style-type: none"> ➤ Learn about the glorious past and the destruction of Old Summer Palace, inspire students to love the culture of their country and enhance their sense of responsibility and mission to revitalize China. ➤ Be able to retell the text in own words. 	
Session 5	
Stage & Duration	Teaching activities
Greeting and Checking (5 minutes)	1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly.

Lesson Plans 3 (Cont.)

Stage & Duration	Teaching activities
Create the Situation and Introduce the Problem (5 minutes)	<p>"People have always compared the Parthenon in Greece, the pyramids in Egypt, the Colosseum in Rome, Notre Dame in Paris and the Old Summer Palace in the East. If one cannot see the Old Summer Palace, one sees it in one's dreams."</p> <p>Questions are asked by the teacher, why is the Old Summer Palace so highly regarded? In what way has it deteriorated to become the ruins it is today? With our questions in mind, let's dive into the article.</p>
Form Groups to Explore the Problem (20 minutes)	<ol style="list-style-type: none"> 1. Learning new vocabulary (珑、剔、毁、拱等). 2. The teacher asks: (1) What did you learn about the Old Summer Palace through your first reading of the text? (2) What is the Old Summer Palace made up of ? (3) What distinctive buildings are described in the text? 3. Create a group under the guidance of the teacher, elect a group leader, and discuss in the group. 4. The teacher provides timely guidance and assistance to students as they engage in discussion.
Share Presentations and Solve Problems (10 minutes)	<p>The representatives of each group speak at the end of the discussion.</p> <p>The teacher and students work together to clarify the correct answer:</p> <p>(1)The Old Summer Palace was a royal garden that was once very glorious, but after the British and French invaded Beijing, they broke into the garden and burned and looted it, and now it is only in ruins.</p> <p>(2)The Old Summer Palace consists of the Yuanmingyuan(圆明园), the Wanchunyuan (万春园) and the Changchunyuan (长春园). (3)The An Lan Garden in Haining, the Lion Grove in Suzhou and the Autumn Moon at Pinghu in Hangzhou's West Lake, to name but a few.</p>

Stage & Duration	Teaching activities
Summary and Evaluation (5 minutes)	Summary: Retell the main points of the text. Homework: Pack up information on the Old Summer Palace online to learn more about its history.



Session6	
Stage & Duration	Teaching activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly.
Create the Situation and Introduce the Problem (5 minutes)	<ol style="list-style-type: none"> 1. Ask students if they remember what they learned in the last class to activate their schema. If possible, invite the student to retell the story briefly and praise him or her. 2. Teachers ask: In the last lesson we learned about the former glory and destruction of the Old Summer Palace, in this lesson, think about what else we can learn.
Form Groups to Explore the Problem (20 minutes)	Students will discuss and learn in small groups, with the teacher giving appropriate guidance.
Share Presentations and Solve Problems (10 minutes)	<p>Teacher and students clarifies the answer:</p> <p>Find out about the immeasurable loss of the Old Summer Palace to China and the world, as well as the brutality, greed, and shamelessness of the invaders, and the deplorable destruction the Old Summer Palace suffered.</p>
Summary and Evaluation (5 minutes)	<p>Summary: Invite students to retell the content of the text.</p> <p>Homework: Complete relevant post-course exercises.</p>

Lesson Plan 4

Lesson Plan 4 (Session:7&8)	
<p>Subject: Chinese</p> <p>Topic: Hunter Hailibu (猎人海力布)</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Students' background knowledge: Students have been learning Chinese for more than five years and have basic Chinese reading skills.</p> <p>Teaching and learning strategy: PBL Teaching Method.</p> <p>Teaching and learning materials: Chinese Textbook for Compulsory Education (compiled by national administrative departments) (2018), online learning material, PowerPoint and picture.</p> <p>Lesson Objectives: After the course, students will be able to:</p> <ul style="list-style-type: none"> ➤ Mastering new vocabulary. ➤ Learn from the noble qualities of Hailibu's self-sacrifice and know that everyone must have a kind heart. ➤ Be able to retell the text in own words. 	
Session 1	
Stage & Duration	Teaching activities
Greeting and Checking (5 minutes)	1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly.
Create the Situation and Introduce the Problem (5 minutes)	The teacher shows some popular folk tales through the multimedia and introduces the topic.

Lesson Plans 4 (Cont.)

Stage & Duration	Teaching activities
Form Groups to Explore the Problem (20 minutes)	1. Learning new vocabulary (酬、叮、嘱、塌、誓、延等). 2. The teacher asks: (1) Who is the main character of the text? (2) What is the cause, course and outcome of the story in the text ? (3) Why did Hailibu turn to stone? 3. Create a group under the guidance of the teacher, elect a group leader, and discuss in the group. 4. The teacher provides timely guidance and assistance to students as they engage in discussion.
Share Presentations and Solve Problems (10 minutes)	The representatives of each group speak at the end of the discussion. The teacher and students work together to clarify the correct answer: (1) The main character in the text is Hailibu. (2) Hailibu saved a small white snake on a hunting trip. In order to repay Helibu, the father of the small white snake promised to give the gem to Hailibu. With the gem, Halibu could understand the words of the animals, but he could not tell the words to others or they would turn to stone. However, when the mountain collapsed and the flood was about to drown the village, Hailibu chose to sacrifice himself and tell the villagers the truth, saving everyone's lives. (3) For he had to save the villagers, and the only way to get them to believe what he said was to tell them what had happened, but if he did he would turn to stone.
Summary and Evaluation (5 minutes)	Summary: Ask students to write roughly 150-word summaries of the stories in the text. Homework: Complete relevant post-course exercises.

Session8	
Stage & Duration	Teaching activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Students and teachers greet each other. 2. Check students' presence and make sure they can hear me clearly.
Create the Situation and Introduce the Problem (5 minutes)	<ol style="list-style-type: none"> 1. Ask students if they remember what they learned in the last class to activate their schema. If possible, invite the student to retell the story briefly and praise him or her. 2. Teachers ask: What did we learn about what happened to Hailibu the Hunter in the last lesson? In this lesson let's find out what qualities we should learn from Hailibu the Hunter.
Form Groups to Explore the Problem (20 minutes)	Students will discuss and learn in small groups, with the teacher giving appropriate guidance.
Share Presentations and Solve Problems (10 minutes)	Teacher and students clarifies the answer: Hailibu has the wonderful quality of giving himself up for others and sacrificing for them.
Summary and Evaluation (5 minutes)	<p>Summary: Invite students to retell the content of the text.</p> <p>Homework: Rehearse the textbook play as a group.</p>



Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Multiple Choice Question 1	+1	+1	+1	+1	Congruence
2.	Multiple Choice Question 2	+1	+1	+1	+1	Congruence
3.	Multiple Choice Question 3	+1	+1	+1	+1	Congruence
4.	Multiple Choice Question 4	+1	+1	+1	+1	Congruence
5.	Multiple Choice Question 5	0	+1	+1	0.67	Congruence
6.	Multiple Choice Question 6	+1	+1	+1	+1	Congruence
7.	Multiple Choice Question 7	+1	+1	+1	+1	Congruence
8.	Multiple Choice Question 8	+1	+1	+1	+1	Congruence
9.	Multiple Choice Question 9	+1	+1	+1	+1	Congruence
10.	Multiple Choice Question 10	+1	+1	+1	+1	Congruence
11.	Multiple Choice Question 11	+1	+1	+1	+1	Congruence
12.	Multiple Choice Question 12	+1	+1	+1	+1	Congruence
13.	Multiple Choice Question 13	+1	+1	+1	+1	Congruence
14.	Multiple Choice Question 14	+1	+1	+1	+1	Congruence
15.	Multiple Choice Question 15	+1	+1	0	0.67	Congruence
16.	Multiple Choice Question 16	+1	+1	+1	+1	Congruence
17.	Multiple Choice Question 17	+1	+1	+1	+1	Congruence
18.	Multiple Choice Question 18	+1	+1	+1	+1	Congruence
19.	Multiple Choice Question 19	+1	+1	+1	+1	Congruence
20.	Multiple Choice Question 20	+1	+1	+1	+1	Congruence
21.	Multiple Choice Question 21	+1	+1	+1	+1	Congruence
22.	Multiple Choice Question 22	+1	+1	+1	+1	Congruence

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
23.	Multiple Choice Question 23	+1	+1	+1	+1	Congruence
24.	Multiple Choice Question 24	+1	+1	+1	+1	Congruence
25.	Multiple Choice Question 25	+1	0	+1	0.67	Congruence
26.	Multiple Choice Question 26	+1	+1	+1	1	Congruence
27.	Multiple Choice Question 27	+1	+1	+1	1	Congruence
28.	Multiple Choice Question 28	+1	+1	+1	1	Congruence
29.	Multiple Choice Question 29	0	+1	+1	0.67	Congruence
30.	Multiple Choice Question 30	+1	+1	0	0.67	Congruence
Overall Average		0.945				Congruence



Learning Achievement Test

(PRETEST & POSTTEST)

Subject: Chinese

Total

scores: 30

Name:

ID number:

Direction: Each question below is followed by four possible choices. Choose the correct answer and write in the space provided.

1. 《落花生》的作者是? (The author of "The Peanuts" is...)

A. 许地山

B. 莫言

C. 老舍

D. 余华

Ans:

2. 《落花生》中重点叙述的是? ("The Peanuts" focus on the narrative of is...)

A. 种花生

B. 收花生

C. 品花生

D. 议花生

Ans:

3. 《落花生》中母亲种花生是为了什么? (What did the mother plant peanuts for in "The Peanuts"?)

- i. 使那半亩地不再荒着。
- ii. 培养孩子们热爱劳动的好习惯。
- iii. 满足孩子们爱吃花生的愿望。
- iv. 节约家里的开支。

- A. i, ii
- B. i, ii, iii, iv
- C. i, iv
- D. i, ii, iii

Ans:

4. 《落花生》中我和哥哥姐姐从哪些方面说花生的好处? (In "The Peanuts", what do my brother and sister and I say about the benefits of peanuts?)

- i. 花生的味道很美。
- ii. 花生可以榨油。
- iii. 花生的价钱便宜。

- A. i, ii
- B. i, iii
- C. i
- D. i, ii, iii

Ans:

5. 《落花生》中父亲用什么和花生作比较? (What does the father use in "The Peanuts" to compare with peanuts?)

- A. 香蕉、苹果、葡萄
- B. 桃子、石榴、苹果
- C. 榴莲、西瓜、石榴
- D. 桃子、核桃、梨子

Ans:

6. 《落花生》中的花生具有什么品格? (What is the character of peanut in "The Peanut"?)

- A. 谦虚、无私奉献
- B. 高贵、骄傲
- C. 善解人意、可爱
- D. 聪明、勇敢

Ans:

7. 《落花生》中父亲想借助花生告诉我们什么道理? (What does the father want to tell us in "The Peanuts"?)

- A. 做人要踏实，不要和人攀比。
- B. 人要做有用的人，不要做只讲体面，而对别人没有好处的人。
- C. 做人要诚实，不能说谎。
- D. 要学会尊老爱幼。

Ans:

8. 《落花生》中的花生能让我们想到现实生活中哪些默默无闻的人? (The peanut in "The Peanut" reminds us of the silent people in real life?)

- i. 清洁工人
- ii. 消防员
- iii. 老师
- iv. 学生

- A. i
- B. i, iii
- C. i, ii, iii
- D. i, iv, ii, iii

Ans:

9. 《什么比猎豹的速度更快》的作者是谁? (Who is the author of "What's Faster than a Cheetah"?)

- A. Margaret Wise Brown
- B. Robert E. Wells
- C. Buffon
- D. Hemingway

Ans:

10. 人在奋力奔跑的时候, 最大速度能够达到多少千米每小时? (When people are running hard, the maximum speed can reach how many kilometers per hour?)

- A. 110千米每小时
- B. 72千米每小时
- C. 320千米每小时
- D. 24千米每小时

Ans:

11. 《什么比猎豹的速度更快》中，在两条腿的动物里，跑得最快的是? (In What's Faster Than a Speeding Cheetah, the fastest of the two-legged animals is?)

- A. 人
- B. 鸵鸟
- C. 丹顶鹤
- D. 猎豹

Ans:

12. 《什么比猎豹的速度更快》中，陆地上跑得最快的是? (The fastest runner on land in "What's Faster Than a Speeding Cheetah"?)

- A. 长颈鹿
- B. 狮子
- C. 老虎
- D. 猎豹

Ans:

13. 《什么比猎豹的速度更快》中，宇宙中最快的东西是什么? (What is the fastest thing in the universe in "What's Faster Than a Speeding Cheetah"?)

- A. 飞机
- B. 游隼
- C. 光
- D. 火箭

Ans:

14. 《什么比猎豹的速度更快》中，以下说法哪一项是正确的? (Which of the following statements in "What's Faster Than a Speeding Cheetah" is correct?)

- A. 游隼的速度没有飞机的速度快，但游隼俯冲的速度比飞机快。
- B. 声音传播的速度是1050千米每小时。
- C. 声音传播的速度没有超音速移动的物体速度快。
- D. 喷气式飞机的飞行速度比声音传播的速度快。

Ans:

15. 《什么比猎豹的速度更快》中，速度由快到慢的是? (In "What's Faster Than a Speeding Cheetah", the speed is again fast to slow?)

- A. 光—火箭—流星体—喷气式飞机
- B. 光—流星体—火箭—喷气式飞机
- C. 光—喷气式飞机—火箭—流星体
- D. 光—喷气式飞机—流星体—火箭

Ans:

16. 《圆明园的毁灭》作者是谁? (Who is the author of "The Destruction of Old Summer"?)

- A. 雨果
- B. 于永正
- C. 王英琦
- D. 贾平凹

Ans:

17. 圆明园由哪些部分组成? (What parts of the Old Summer Palace are composed of?)

- i. 圆明园
- ii. 万春园
- iii. 长春园
- iv. 皇家园林

- A. i
- B. i,ii
- C. ii,iv
- D. i,ii,iii

Ans:

18. 《圆明园的毁灭》中的景色分别有什么? (What are the scenes in "The Destruction of Old Summer"?)

- i. 殿堂
- ii. 亭台楼阁
- iii. 买卖街
- iv. 山乡村野

- A. i
- B. i, ii, iii, iv
- C. ii, iv
- D. i,ii,iii

Ans:

19. 《圆明园》中，从那几个方面介绍了昔日的圆明园? (How many aspects of the the Old Summer Palace of the past are described in "The Destruction of Old Summer"?)

- i. 圆明园的位置和总体布局。
- ii. 圆明园的景点，突出它在园林建筑上的杰出成就。
- iii. 圆明园内收藏的历史文物和奇珍异宝，突出它的文化艺术价值。

- A. i
- B. i,ii
- C. i,ii,iii
- D. ii

Ans:

20. 《圆明园》表达了作者什么样的情感? (What kind of emotions does "The Destruction of Old Summer" express?)

- A. 表达了作者对祖国灿烂文化的无限热爱和对侵略者野蛮、无耻行径的无比痛恨之情。
- B. 表达了作者对世事不公的愤怒之情。
- C. 表达了敢于面对痛苦的无奈之情。
- D. 表达了作者对家乡的思念之情。

Ans:

21. 《圆明园》中，作者为什么要用那么多笔墨写圆明园昔日的辉煌? (Why did the author write so much about the former glory of the Old Summer Palace in "The Destruction of Old Summer"?)

- A. 因为以前的圆明园真的很漂亮。
- B. 因为作者想用对比的方法，反应出了破坏者的残忍，反映出当时人们的懦弱无能反抗。
- C. 因为作者不知道写什么。
- D. 因为作者想回到过去。

Ans:

22. 为什么说圆明园“又是当时世界上最大的博物馆、艺术馆”?(Why did you say that the Old Summer Palace was "the largest museum and art gallery in the world at that time"?)

- A. 因为它收藏的文物珍宝年代跨度大、种类多、数量多。
- B. 因为它是一座举世闻名的皇家林园。
- C. 因为它很宏伟。
- D. 因为它经历了两代人的长期劳动。

Ans:

23. 《猎人海力布》的主人公是谁? (Who is the main character of "Hunter Hailibu"?)

- A. 小白蛇
- B. 海力布
- C. 龙王
- D. 村民

Ans:

24. 小白蛇为什么要报答海力布? (Why does the little white snake want to repay Hailibu?)

- A. 因为小白蛇想杀了海力布。
- B. 因为海力布是他的哥哥。
- C. 因为海力布在老鹰的嘴里救下了它。
- D. 因为龙王让它这么做的。

Ans:

25. 海力布为什么只要龙王嘴里的那颗宝石? (Why does Halibu only want the jewel in the mouth of the Dragon King?)

- A. 因为宝石很值钱。
- B. 因为拥有宝石可以听懂动物说话。
- C. 因为宝石可以当作礼物送给村民。
- D. 因为宝石很耀眼。

Ans:

26. 海力布在打猎时听到了什么消息? (What news did Halibu hear while hunting?)

- A. 大山要崩塌，洪水要淹没这里的村庄。
- B. 龙王要把村民全抓了。
- C. 村民们都不相信他。
- D. 动物们都因为海力布不敢到这里来了。

Ans:

27. 海力布为什么会变成石头? (Why did Hailibu turn to stone?)

- A. 他为了救乡亲们，违背了龙王的忠告。
- B. 他为了了一己私欲，把宝石卖掉了。
- C. 宝石被偷走了。
- D. 龙王给海力布的宝石是假的。

Ans:

28. 课文中说了海力布的哪几件事情? (What are some of the things that the text says about Hailibu?)

- i. 救小白蛇
- ii. 获得宝石
- iii. 救乡亲们
- iv. 变成石头

- A. i
- B. i, ii, iii, iv
- C. ii, iii, iv
- D. iv

Ans:



IOC OF QUESTIONNAIRE

S1NO	Items	Expert1	Expert2	Expert3	Average	Congruence
1.	Using PBL teaching method made learning interesting.	+1	+1	+1	+1	Congruence
2.	Using PBL teaching method made learning meaningful.	0	+1	+1	0.67	Congruence
3.	Using PBL teaching method helped me develop confidence to learn Chinese reading.	+1	+1	+1	+1	Congruence
4.	Using PBL teaching method motivated me to learn Chinese reading.	+1	+1	0	0.67	Congruence
5.	PBL teaching method provided a more effective learning style.	+1	+1	+1	+1	Congruence
6.	All the activities related to PBL teaching method were interesting.	+1	+1	+1	+1	Congruence
7.	All the activities related to PBL teaching method were meaningful.	0	+1	+1	0.67	Congruence

IOC OF QUESTIONNAIRE (Cont.)

S1NO	Items	Expert1	Expert2	Expert3	Average	Congruence
8.	Cooperative group learning was important in the Chinese reading classroom.	+1	+1	+1	+1	Congruence
9.	Speaking in the Chinese language classroom versus helped to understand the reading.	+1	0	+1	0.67	Congruence
10.	I felt more engaged when using PBL teaching method.	+1	+1	+1	+1	Congruence
11.	Using PBL teaching method helped improve my Chinese reading skill.	+1	+1	0	0.67	Congruence
12.	Using PBL teaching method helped improve my cooperation capability.	+1	+1	+1	+1	Congruence
13.	Using PBL teaching method helped improve my self-directed learning ability.	+1	0	+1	0.67	Congruence
14.	Using PBL teaching method helped improve my class participation.	+1	+1	+1	+1	Congruence

IOC OF QUESTIONNAIRE (Cont.)

S1NO	Items	Expert1	Expert2	Expert3	Average	Congruence
15.	Using PBL teaching method helped improve my Chinese reading achievement.	+1	+1	+1	+1	Congruence
Overall Average		0.868				Congruence





QUESTIONNAIRE

The questionnaire will be handed out to grade five students who are the sample group for the study. This questionnaire is designed to examine students' perceptions about the use of PBL in Chinese reading lessons. The questionnaire filled out by participants will be kept confidential and will be used only for this study.

Part I: Demographic Data

Direction: Put a tick mark (✓) in the brackets.

1.Age

Between 10-12 () Between 13-15 () 16 and above ()

2.Gender

Male () Female ()

3.Years of learning Chinese

() 5 years () 6 years () more than 6 years

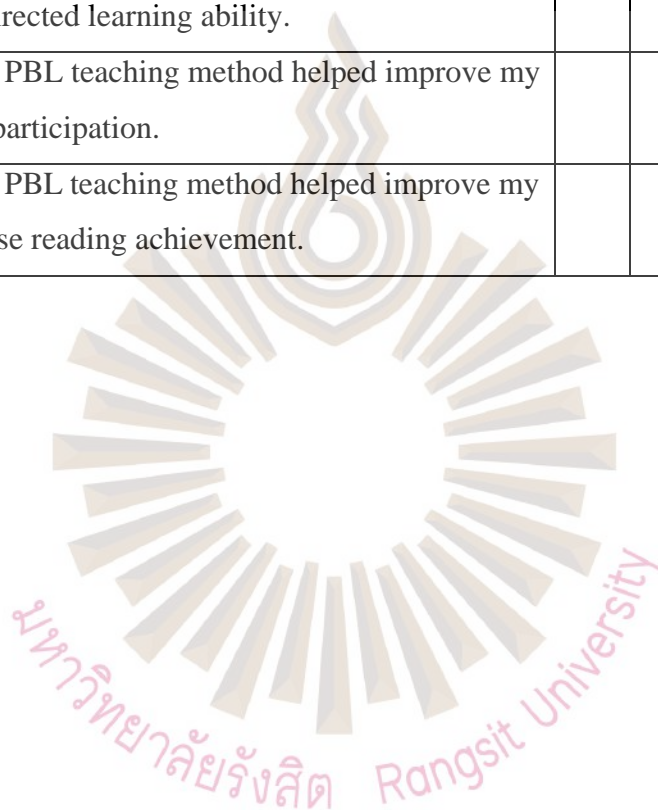


Part II: Students' Satisfaction

Mark your level of opinion from 1-5 (from strongly disagree to strongly agree) against each statement. The description of each scale 1-5 is as shown in the table below.

Scale						
Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1						
SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
PART A: INTEREST & MOTIVATION						
1.	Using PBL teaching method made learning interesting.					
2.	Using PBL teaching method made learning meaningful.					
3.	Using PBL teaching method helped me develop confidence to learn Chinese reading.					
4.	Using PBL teaching method motivated me to learn Chinese reading.					
5.	PBL teaching method provided a more effective learning style.					
PART B: ENGAGEMENT						
6.	All the activities related to PBL teaching method were interesting.					
7.	All the activities related to PBL teaching method were meaningful.					
8.	Cooperative group learning was important in the Chinese reading classroom.					
9.	Speaking in the Chinese language classroom versus helped to understand the reading.					
10.	I felt more engaged when using PBL teaching method.					

PART C: EFFICACY OF PBL TEACHING METHOD ON STUDENT LEARNING						
11.	Using PBL teaching method helped improve my Chinese reading skill.					
12.	Using PBL teaching method helped improve my cooperation capability.					
13.	Using PBL teaching method helped improve my self-directed learning ability.					
14.	Using PBL teaching method helped improve my class participation.					
15.	Using PBL teaching method helped improve my Chinese reading achievement.					





APPENDIX I

ACHIEVEMENT TESTS (PRETEST AND POST-TEST)

มหาวิทยาลัยรังสิต Rangsit University

Learning Achievement Test

(PRETEST & POSTTEST)

Subject: Chinese

Total scores: 30

Name: 陈许雅

ID number: 28

Direction: Each question below is followed by four possible choices. Choose the correct answer and write in the space provided.

1. 《落花生》的作者是? (The author of "The Peanuts" is...)

- A. 许地山
- B. 鲁迅
- C. 老舍
- D. 余华

Ans:

2. 《落花生》中重点叙述的是? ("The Peanuts" focus on the narrative of is...)

- A. 种花生
- B. 收花生
- C. 品花生
- D. 议花生

Ans:

3. 《落花生》中母亲种花生是为了什么? (What did the mother plant peanuts for in "The Peanuts"?)

- i. 使那半亩地不再荒着。
- ii. 培养孩子们热爱劳动的好习惯。
- iii. 满足孩子们爱吃花生的愿望。
- iv. 节约家里的开支。

- A. i, ii
- B. i, ii, iii, iv
- C. i, iv
- D. i, ii, iii

Ans:

4. 《落花生》中我和哥哥姐姐从哪些方面说花生的好处? (In "The Peanuts", what do my brother and sister and I say about the benefits of peanuts?)

- i. 花生的味道很美。
- ii. 花生可以榨油。
- iii. 花生的价钱便宜。

- A. i, ii
- B. i, iii
- C. i
- D. i, ii, iii

Ans:

5. 《落花生》中父亲用什么和花生作比较? (What does the father use in "The Peanuts" to compare with peanuts?)

- A. 香蕉、苹果、葡萄
- B. 桃子、石榴、苹果

- C. 榴蓮、西瓜、石榴
D. 桃子、核桃、梨子

Ans:

6. 《落花生》中的花生具有什么品格? (What is the character of peanut in "The Peanut"?)

- A. 谦虚、无私奉献
B. 高贵、骄傲
C. 善解人意、可爱
D. 聪明、勇敢

Ans:

7. 《落花生》中父亲想借助花生告诉我们什么道理? (What does the father want to tell us in "The Peanuts"?)

- A. 做人要踏实，不要和人攀比。
B. 人要做有用的人，不要做只讲体面，而对别人没有好处的人。
C. 做人要诚实，不能说谎。
D. 要学会尊老爱幼。

Ans:

8. 《落花生》中的花生能让我们想到现实生活中哪些默默无闻的人? (The peanut in "The Peanut" reminds us of the silent people in real life?)

- i. 清洁工人
ii. 消防员
iii. 老师
iv. 学生

- A. i
 B. i, iii
 C. i, ii, iii
 D. i, iv, ii, iii

Ans:

9. 《什么比猎豹的速度更快》的作者是谁? (Who is the author of "What's Faster than a Cheetah"?)

- A. Margaret Wise Brown
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10. 人在奋力奔跑的时候，最大速度能够达到多少千米每小时? (When people are running hard, the maximum speed can reach how many kilometers per hour?)

- A. 110 千米每小时
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 C. 320 千米每小时
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11. 《什么比猎豹的速度更快》中，在两条腿的动物里，跑得最快的是? (In "What's Faster Than a Speeding Cheetah, the fastest of the two-legged animals is?)

- A. 人
 B. 鸵鸟

C. 丹顶鹤

 D. 猎豹

X

Ans:

12. 《什么比猎豹的速度更快》中，陆地上跑得最快的是？(The fastest runner on land in "What's Faster Than a Speeding Cheetah"?)

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C. 老虎

 D. 猎豹

Ans:

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A. 飞机

 B. 游隼

C. 光

D. 火箭

Ans:

14. 《什么比猎豹的速度更快》中，以下说法哪一项是正确的？(Which of the following statements in "What's Faster Than a Speeding Cheetah" is correct?)

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D. 喷气式飞机的飞行速度比声音传播的速度快。

Ans:

15. 《什么比猎豹的速度更快》中，速度由快到慢的是？(In "What's Faster Than a Speeding Cheetah", the speed is again fast to slow?)

- A. 光—火箭—流星体—喷气式飞机 ~~X~~
 B. 光—流星体—火箭—喷气式飞机
 C. 光—喷气式飞机—火箭—流星体
 D. 光—喷气式飞机—流星体—火箭

Ans:

16. 《圆明园的毁灭》作者是谁？(Who is the author of "The Destruction of Old Summer"?)

- A. 雨果
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 C. 王英琦
 D. 贾平凹

Ans:

17. 圆明园由哪些部分组成？(What parts of the Old Summer Palace are composed of?)

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 iii. 长春园
 iv. 皇家园林

- A. i
 B. i,ii
 C. ii,iv
 D. i,ii,iii

Ans:

18. 《圆明园的毁灭》中的景色分别有什么?(What are the scenes in "The Destruction of Old Summer"?)

- i. 殿堂
- ii. 亭台楼阁
- iii. 买卖街
- iv. 山乡村野

- A. i
- B. i, ii, iii, iv
- C. ii, iv
- D. i,ii,iii

Ans:

19. 《圆明园》中，从那几个方面介绍了昔日的圆明园?(How many aspects of the the Old Summer Palace of the past are described in "The Destruction of Old Summer"?)

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- A. i
- B. ii
- C. i,ii,iii
- D. ii

Ans:

20. 《圆明园》表达了作者什么样的情感? (What kind of emotions does "The Destruction of Old Summer" express?)

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- C. 表达了敢于面对痛苦的无奈之情。
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- B. 因为它是一座举世闻名的皇家园林。
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- D. 因为它经历了两代人的长期劳动。

Ans:

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- C. 龙王
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Ans:

28. 课文中说了海力布的哪几件事情? (What are some of the things that the text says about Halibu?)

- i. 救小白蛇
- ii. 获得宝石
- iii. 救乡亲们
- iv. 变成石头

A. i

B. i, ii, iii, iv

C. ii, iii, iv
D. iv

X

Ans:

29. 课文表现了海力布怎么样的精神品质? (What kind of spiritual qualities does the text show about Hailibu?)

- A. 淡泊名利
- B. 有勇有谋
- C. 舍己为人
- D. 不为五斗米而折腰

Ans:

30. 人们为什么要纪念海力布? (Why do people commemorate Halibu?)

- A. 因为海力布牺牲自己救了乡亲们。
- B. 因为海力布是龙王。
- C. 因为人们害怕海力布。
- D. 因为海力布有宝石。

Ans:

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Learning Achievement Test

(PRETEST & POSTTEST)

Subject: Chinese

Total scores: 30

Name: 陈伟

ID number: 28

Direction: Each question below is followed by four possible choices. Choose the correct answer and write in the space provided.

1. 《落花生》的作者是? (The author of "The Peanuts" is...)

- A. 许地山
- B. 莫言
- C. 老舍
- D. 余华

Ans: A

2. 《落花生》中重点叙述的是? ("The Peanuts" focus on the narrative of is...)

- A. 种花生
- B. 收花生
- C. 品花生
- D. 议花生

Ans: D

3. 《落花生》中母亲种花生是为了什么? (What did the mother plant peanuts for in "The Peanuts"?)

- i. 使那半亩地不再荒着。
- ii. 培养孩子们热爱劳动的好习惯。
- iii. 满足孩子们爱吃花生的愿望。
- iv. 节约家里的开支。

- A. i, ii
- B. i, ii, iii, iv
- C. i, iv
- D. i, ii, iii

Ans: D

4. 《落花生》中我和哥哥姐姐从哪些方面说花生的好处? (In "The Peanuts", what do my brother and sister and I say about the benefits of peanuts?)

- i. 花生的味道很美。
- ii. 花生可以榨油。
- iii. 花生的价钱便宜。

- A. i, ii
- B. i, iii
- C. ii
- D. i, ii, iii

Ans: D

5. 《落花生》中父亲用什么和花生作比较? (What does the father use in "The Peanuts" to compare with peanuts?)

- A. 香蕉、苹果、葡萄
- B. 桃子、石榴、苹果

- C. 榴蓮、西瓜、石榴
D. 桃子、核桃、梨子

Ans: B

6. 《落花生》中的花生具有什么品格? (What is the character of peanut in "The Peanut"?)

- A. 谦虚、无私奉献
B. 高贵、骄傲
C. 善解人意、可爱
D. 聪明、勇敢

Ans: A

7. 《落花生》中父亲想借助花生告诉我们什么道理? (What does the father want to tell us in "The Peanuts"?)

- A. 做人要踏实，不要和人攀比。
B. 人要做有用的人，不要做只讲体面，而对别人没有好处的人。
C. 做人要诚实，不能说谎。
D. 要学会尊老爱幼。

Ans: C

8. 《落花生》中的花生能让我们想到现实生活中哪些默默无闻的人? (The peanut in "The Peanut" reminds us of the silent people in real life?)

- i. 清洁工人
ii. 消防员
iii. 老师
iv. 学生

- A. i
- B. i, iii
- C. i, ii, iii
- D. i, iv, ii, iii

Ans: C

9. 《什么比猎豹的速度更快》的作者是谁? (Who is the author of "What's Faster than a Cheetah"?)

- A. Margaret Wise Brown
- B. Robert E. Wells
- C. Buffon
- D. Hemingway

Ans: D

10. 人在奋力奔跑的时候，最大速度能够达到多少千米每小时? (When people are running hard, the maximum speed can reach how many kilometers per hour?)

- A. 110 千米每小时
- B. 72 千米每小时
- C. 320 千米每小时
- D. 24 千米每小时

Ans: D

11. 《什么比猎豹的速度更快》中，在两条腿的动物里，跑得最快的是? (In What's Faster Than a Speeding Cheetah, the fastest of the two-legged animals is?)

- A. 人
- B. 鸵鸟

C. 丹顶鹤

D. 猎豹

Ans: B

12. 《什么比猎豹的速度更快》中，陆地上跑得最快的是？(The fastest runner on land in "What's Faster Than a Speeding Cheetah"?)

A. 长颈鹿

B. 狮子

C. 老虎

D. 猎豹

Ans: D

13. 《什么比猎豹的速度更快》中，宇宙中最快的东西是什么？(What is the fastest thing in the universe in "What's Faster Than a Speeding Cheetah"?)

A. 飞机

B. 游隼

C. 光

D. 火箭

Ans: C

14. 《什么比猎豹的速度更快》中，以下说法哪一项是正确的？(Which of the following statements in "What's Faster Than a Speeding Cheetah" is correct?)

A. 游隼的速度没有飞机的速度快，但游隼俯冲的速度比飞机快。

B. 声音传播的速度是 1050 千米每小时。

C. 声音传播的速度没有超音速移动的物体速度快。

D. 喷气式飞机的飞行速度比声音传播的速度快。

Ans: B

15. 《什么比猎豹的速度更快》中，速度由快到慢的是？(In "What's Faster Than a Speeding Cheetah", the speed is again fast to slow?)

- A. 光—火箭—流星体—喷气式飞机
- B. 光—流星体—火箭—喷气式飞机
- C. 光—喷气式飞机—火箭—流星体
- D. 光—喷气式飞机—流星体—火箭

Ans: B

16. 《圆明园的毁灭》作者是谁？(Who is the author of "The Destruction of Old Summer"?)

- A. 雨果
- B. 于永正
- C. 王英琦
- D. 贾平凹

Ans: C

17. 圆明园由哪些部分组成？(What parts of the Old Summer Palace are composed of?)

- i. 圆明园
- ii. 万春园
- iii. 长春园
- iv. 皇家园林

- A. i
- B. i,ii
- C. ii,iv
- D. i,ii,iii

Ans: ~~B~~

18. 《圆明园的毁灭》中的景色分别有什么? (What are the scenes in "The Destruction of Old Summer"?)

- i. 殿堂
- ii. 亭台楼阁
- iii. 买卖街
- iv. 山乡村野

- A. i
- B. i, ii, iii, iv
- C. ii, iv
- D. i, ii, iii

Ans: ~~B~~

19. 《圆明园》中，从哪几个方面介绍了昔日的圆明园? (How many aspects of the the Old Summer Palace of the past are described in "The Destruction of Old Summer"?)

- i. 圆明园的位置和总体布局。
- ii. 圆明园的景点，突出它在园林建筑上的杰出成就。
- iii. 圆明园内收藏的历史文物和奇珍异宝，突出它的文化艺术价值。

- A. i
- B. i, ii
- C. i, ii, iii
- D. ii

Ans: ~~B~~.....

20. 《圆明园》表达了作者什么样的情感? (What kind of emotions does "The Destruction of Old Summer" express?)

- A. 表达了作者对祖国灿烂文化的无限热爱和对侵略者野蛮、无耻行径的无比痛恨之情。
- B. 表达了作者对世事不公的愤怒之情。
- C. 表达了敢于面对痛苦的无奈之情。
- D. 表达了作者对家乡的思念之情。

Ans: A.....

21. 《圆明园》中, 作者为什么要用那么多笔墨写圆明园昔日的辉煌? (Why did the author write so much about the former glory of the Old Summer Palace in "The Destruction of Old Summer"?)

- A. 因为以前的圆明园真的很漂亮。
- B. 因为作者想用对比的方法, 反应出了破坏者的残忍, 反映出当时人们的懦弱无能反抗。
- C. 因为作者不知道写什么。
- D. 因为作者想回到过去。

Ans: B.....

22. 为什么说圆明园“又是当时世界上最大的博物馆、艺术馆”? (Why did you say that the Old Summer Palace was "the largest museum and art gallery in the world at that time"?)

- A. 因为它收藏的文物珍宝年代跨度大, 种类多, 数量多。
- B. 因为它是一座举世闻名的皇家园林。
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A. i

B. i, ii, iii, iv

BIOGRAPHY

Name	Shiqi Hu
Date of birth	August 12, 1998
Place of birth	Guizhou, China
Education background	Mudanjiang Normal University, China Bachelor of Arts in Chinese as a Foreign Language, 2021 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2022
Address	Qianxinan, Guizhou, China
Email Address	819562740@qq.com

