



**TEACHING CHINESE VOCABULARY AT A THAI PRIMARY  
SCHOOL USING INTERACTIVE TEACHING METHOD:  
TEACHERS' REFLECTION**



**BY  
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### **Abstract**

This research aims to reflect on the interactive teaching methods employed by educators in Thai primary schools to enhance students' Chinese vocabulary skills and to explore the significance of these methods in Chinese vocabulary learning. Utilizing a qualitative research approach, the study collected data through interviews and observations at a primary school in Bangkok. Grounded theory was used to identify two primary objectives: 1) to identify the specific interactive teaching techniques used by teachers to enhance students' Chinese vocabulary skills; and 2) to understand the broader impact of interactive teaching on the acquisition of Chinese vocabulary among Thai primary school students. The findings reveal that interactive teaching methods, including game interactions and teacher-student Q&A sessions, not only stimulated enthusiasm among teachers and students but also fostered positive teacher-student relationships. Furthermore, these methods significantly improved students' Chinese vocabulary proficiency, learning interest, and confidence. The research highlights the importance of integrating interactive teaching strategies into the Chinese language curriculum design in Thai primary schools. Detailed lesson plans are provided in the Appendix, offering valuable insights for language educators and policymakers.

(Total 158 pages)

**Keywords:** Interactive Teaching, Reflection, Primary School Students, Chinese Vocabulary Skills.

Student's Signature..... Thesis Advisor's Signature.....

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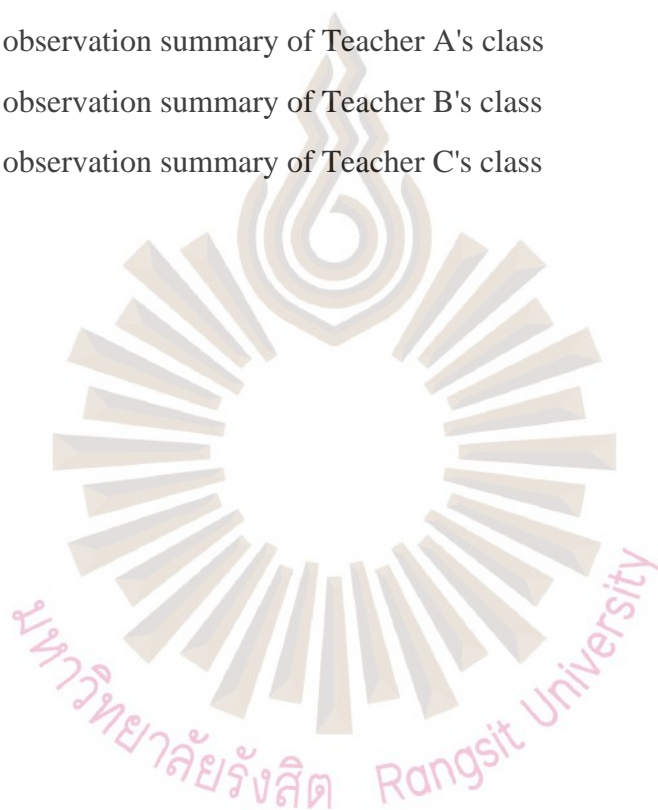
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**ABBREVIATIONS AND SYMBOLS**

<b>Symbol</b>	<b>Meaning</b>
SAT	Suite of Assesments
IELTS	International English Language Testing System
IOC	Item Objective Congruence
RSU ERB	The Ethical Review Board of Rangsit University



# CHAPTER 1

## Introduction

### 1.1 Background of the Study

The field of education is in a constant state of evolution, with a recent surge in interest in reflective practice among educators. Reflective thinking, although not a novel concept, has its roots in ancient Greece. The earliest notions of reflection can be credited to Plato and Aristotle. In the 16th century, the French philosopher René Descartes was the first to formally introduce reflection as a philosophical concept. However, it was the American pragmatist John Dewey who made significant strides in comprehending reflection. Dewey regarded reflective thinking as the most effective approach to inquiry, defining it as persistent, and meticulous consideration of any belief or assumed knowledge in light of its supporting grounds and the potential further implications. (Zhang, 2021).

During the 1980s, the concept of reflective teaching gained prominence in the field of education, triggering extensive discourse within Western educational circles. In 1989, Posner, an American educator, introduced the notion that = experience + reflection, a vivid depiction of how a teacher's advancement hinges on both practical teaching experience and the practice of reflection. Posner underscored that engaging in reflective teaching could significantly enrich a teacher's knowledge repository, self-awareness in learning, and overall disposition (Zhang, 2021). He cautioned that if educators merely amass teaching experiences without engaging in critical reflection, their professional development would be confined to a narrow collection of experiences, resulting in minimal impact on their progress and potentially leading to a state of stagnation.

According to Zhang (2021, pp. 20-24), this phenomenon rapidly extended beyond Western nations, impacting the worldwide educational environment. The promotion and deepening of reflective teaching led to the emergence of various associated educational principles. The notion of and enhancing their teaching approaches. Simultaneously, the concept of "reflective capacity" emerged as a vital characteristic for professional growth, necessitating educators to demonstrate sharp observational skills and critical thinking capabilities to thoroughly contemplate and refine their pedagogical strategies.

"Reflective teaching" has developed into a prominent pedagogical approach, emphasizing the continuous reflection and adjustment of instructional methods by teachers to effectively cater to students' needs and classroom dynamics. This model highlights the significance of teacher proactiveness and innovation, prompting educators to recognize and resolve challenges in their teaching practices to enhance educational results.

Moreover, the concept of "reflective practice" has surfaced as a methodological strategy in the field of education. It underscores the importance of continuous reflection and enhancement within teaching practices to foster a dynamic instructional process. This method not only enriches teachers' pedagogical skills but also enhances student learning achievements, thereby optimizing the educational process.

The notion of the "teacher-researcher" has become increasingly significant, emphasizing that teachers are not solely conveyors of information but also play an active role in educational research. Teacher-researchers are involved in structured reflection and research to consistently improve their professional abilities and teaching effectiveness, thereby enriching educational theory and practice.

The emphasis on teachers' reflective capacities has emerged as a prominent trend in global education. By engaging in reflection, educators can enhance their professional skills and teaching quality, effectively tackling the obstacles posed by

educational reforms and progress. This trend not only fosters the personal development of teachers but also plays a crucial role in enhancing and advancing the overall educational framework.

## 1.2 Statement of the Problem

As more and more schools in Thailand introduce Chinese classes, the demand for Chinese language teachers has significantly increased, leading to a growing number of native Chinese teachers coming to Thailand to teach Chinese to Thai students. However, these teachers may encounter various challenges and issues when engaging in reflective teaching practices. These challenges encompass cultural and linguistic barriers, as well as limitations in teaching environments and resources. According to Xu et al. (2022), Budnampetch (2019), Chen (2015), Cao (2022), here are some key issues:

1) Cultural differences. Cultural differences between Thailand and China can impact Chinese teachers' reflective practices. For example:

Student Learning Habits: Thai students' learning habits differ from those of Chinese students. Thai classrooms often have a more relaxed atmosphere and less academic pressure, requiring Chinese teachers to take time to adapt and understand these differences.

Educational Philosophy: The educational systems and teaching methods in Thailand differ from those in China, necessitating adjustments in teaching methods for Chinese teachers.

2) Language barriers. Despite being native Chinese speakers, teachers may face language communication issues while teaching in Thailand:

**Students' Chinese Proficiency:** The proficiency levels of students in Chinese vary widely, requiring teachers to tailor their approaches accordingly, which adds complexity to their reflective practices.

**Thai/English Communication:** If teachers are not proficient in Thai or English, communication with students and parents may be limited, affecting their ability to reflect on and receive feedback about their teaching effectiveness.

3) **Teaching resources and environment.** The teaching resources and environment in Thai schools may differ from those in China, influencing teachers' reflective practices:

**Limited Teaching Resources:** Some schools may lack sufficient Chinese textbooks and teaching tools, as well as a robust Chinese learning environment, requiring teachers to be more creative and adaptable.

**Insufficient Technical Support:** In certain areas, the lack of modern teaching equipment and internet support limits teachers' ability to use multimedia and online resources in their teaching.

4) **Educational policies and management.** Educational policies and school management styles in Thailand can also impact teachers' reflective practices:

**Policy Constraints:** Certain educational policies may restrict teachers' freedom and space for innovation in teaching, affecting their ability to reflect and improve.

**School Management:** The management style of schools and the level of support for teachers and Chinese language subjects can influence the teachers' enthusiasm and effectiveness in conducting reflective practices.

5) Personal factors. Personal factors of the teachers themselves can affect their ability to engage in reflective teaching:

**Reflective Ability:** Teachers' abilities to reflect and think critically vary. Some teachers may not be accustomed to or skilled in conducting deep reflective practices.

**Time and Pressure:** Heavy teaching workloads and life pressures may leave teachers with insufficient time and energy for reflective practices.

6) Professional development and support. Opportunities for professional development and support systems available to teachers also affect their reflective practices:

**Training Opportunities:** Availability of adequate training and professional development opportunities to enhance teachers' reflective abilities and teaching skills.

**Peer Support:** Presence of a supportive teacher community or peer feedback mechanisms to help teachers engage in reflective practices and improvements.

In summary, although native Chinese teachers in Thailand face numerous challenges when engaging in reflective teaching, by adapting to the local culture, improving language skills, making full use of limited resources, enhancing self-reflective abilities, and seeking professional support, they can continually improve their reflective practices and, consequently, their teaching effectiveness.

### **1.3 Significance of the Study**

This research on interactive teaching methods has the potential to benefit various stakeholders in the education system. This includes:

#### **1.3.1 For Students**

learning more enjoyable, and spark students' enthusiasm for learning. Educators can capture students' attention and enhance their interest and motivation for learning by incorporating elements such as games, simulations, and real-life scenarios.

Interactive teaching can also improve classroom participation. It can create a dynamic and collaborative learning environment. Additionally, it fosters interaction between teachers and students as well as among students, providing opportunities for personalized teaching, feedback, and support. This interaction strengthens teacher-student relationships, creates a positive and inclusive classroom atmosphere, and enhances students' engagement and enthusiasm for classroom learning.

Interactive teaching can meet diverse learning needs and adapt to different learning styles and preferences. Interactive teaching offers various pathways for students to engage with content, allowing them to choose methods that best suit their needs. This inclusivity promotes fairness, ensuring all students have equal opportunities for learning and success.

Interactive teaching can increase learning efficiency. It can improve students' attention and focus, enhancing learning efficiency. It can also actively engage with materials through interactive activities, enabling students to retain and understand more content within the same time frame.

### **1.3.2 For Teachers**

Interactive teaching contributes to building positive teacher-student relationships. Through interactive communication with students, teachers can better understand their interests, needs, and individual characteristics, establishing trust and interaction between teachers and students. This positive teacher-student relationship promotes students' enthusiasm and engagement in learning, making the teaching process more harmonious and meaningful.

Interactive teaching can enhance teaching efficacy. By interacting with students, teachers can better understand students' learning needs, challenges, and questions, adjusting and personalizing teaching based on student feedback and understanding. This helps improve the specificity and adaptability of teaching, making it more effective and meaningful.

Interactive teaching enhanced teaching skills and professional development. It encourages teachers to explore and try different teaching methods and strategies. Through practical interaction with students, teachers can continually reflect on and improve their teaching skills, accumulating rich teaching experience. This improves teachers' teaching abilities and professional development, making them more outstanding and influential educators.

### **1.3.3 For Schools**

Interactive teaching can improve the overall teaching quality of schools. By encouraging interaction between teachers and students, teachers can better understand students' learning needs and difficulties, adjust teaching strategies, and provide personalized educational services. This helps enhance students' learning outcomes and satisfaction, ultimately raising the overall teaching quality of the school.

## **1.4 Research Objectives**

1.4.1 To investigate what interactive teaching methods teachers use to improve students' Chinese vocabulary skills in Thai primary school.

1.4.2 To explore the significance of interactive teaching methods in Chinese vocabulary learning for Thai primary school students.

## **1.5 Research Questions**

1.5.1 What interactive teaching methods teachers use to improve students' Chinese vocabulary skills in Thai primary school?

1.5.2 To what extent can interactive teaching methods support students' Chinese vocabulary skills?

## **1.6 Scope of the Research**

### **1.6.1 Location of the Study**

This research was conducted at Wells International School in Bangkok, Thailand. Chinese language learning was incorporated as a mandatory subject in the school curriculum. The school followed an American educational curriculum and included Chinese as a third language instruction.

### **1.6.2 Research Participants**

For the selection of research participants, the researcher employed purposive sampling to recruit three Chinese language teachers (Teachers A, B, and C) responsible for instructing Chinese language classes throughout the research duration. Additionally, three qualified educators (Teachers D, E, and F) were chosen to serve as observers during the Chinese vocabulary teaching sessions.

The selection of Chinese language teachers was based on their varied backgrounds and extensive expertise in Chinese language education. Teacher A, who held a master's degree in education, had five years of experience teaching Chinese as a foreign language. Notably, Teacher A had also passed the SAT English Level 6 test, demonstrating proficiency in English language assessment. Teacher B had eleven years of teaching experience in Chinese language education in Thailand and was currently pursuing a doctoral degree in education. With an IELTS score of 6.5, Teacher B showed strong language proficiency and pedagogical skills. Teacher C, with a master's degree in English education, had three years of experience teaching

Chinese language in Thailand, providing the research team with diverse perspectives and insights.

### **1.6.3 Research Design**

This study employed a qualitative research approach, utilizing interviews and observations to collect data.

At the outset, the researcher's school had three second-grade classes dedicated to Chinese subjects, each under the instruction of three distinct Chinese teachers (A, B, C). The study involved three experienced teachers (D, E, F) as observers and lasted for four weeks. Before commencing the research, the researcher conducted pre-interviews with the three Chinese teachers, focusing on the academic performance of second-grade students in Chinese classes, their interest in learning Chinese, and their proficiency in Chinese vocabulary. Throughout the study duration, the three teachers employed interactive teaching approaches, delivering identical course content in their respective classes (as outlined in the curriculum). The school offered one Chinese class per week for second-grade students.

During the study, teachers D, E, and F, who were qualified, observed the interactive Chinese vocabulary lessons in classes A, B, and C, respectively (teacher D observed class A, teacher E observed class B, and teacher F observed class C). They meticulously documented their observations in detailed records. When employing observational methods to examine the impact of interactive teaching methods on students' mastery of Chinese vocabulary and enhancement of their Chinese language skills, observers were required to focus on the following aspects during classroom observations:

- 1) Teaching Methods. Observing the teaching methods employed by the teachers, including whether interactive teaching methods were used and if there was appropriate guidance and encouragement during the teaching process.

2) Student Participation. Observing the level of student participation in the classroom, including whether they actively answered questions, participated in discussions, and engaged with teaching equipment.

3) Student Learning Outcomes. Assessing the students' learning outcomes, including their understanding and application of the learned knowledge, as well as their interest and initiative in the course content.

4) Classroom Atmosphere. Observing the classroom atmosphere, including whether there was harmonious interaction between students and teachers and whether there was a positive learning atmosphere.

5) Utilization of Teaching Resources. Evaluating whether the teachers effectively utilized teaching resources, such as teaching equipment and supplementary materials, to enhance teaching effectiveness.

By observing and recording these aspects, observers could assess the impact and effectiveness of interactive teaching methods on student learning. After each Chinese class, teachers D, E, and F made an entry in their observation lists. Throughout the study, each qualified teacher provided a total of four entries in the observation list.

At the conclusion of the four-week research period, the researcher conducted post-interviews with the three Chinese teachers. Post-interview topics included changes in the second-grade students' performance in Chinese classes, whether their interest in learning Chinese had increased, and whether their Chinese vocabulary proficiency had improved. Once the pre-interviews, post-interviews, and observation lists were obtained, the researcher analyzed the data. Through the analysis of interview content and observation lists, the researcher aimed to address the following research questions: 1, To explore the significance of interactive teaching methods in Chinese vocabulary learning for Thai primary school students. 2, To investigate what interactive teaching methods teachers used to improve students' Chinese vocabulary

skills in Thai primary school? The study aimed to draw conclusions from these findings. The research design process is outlined as follows:

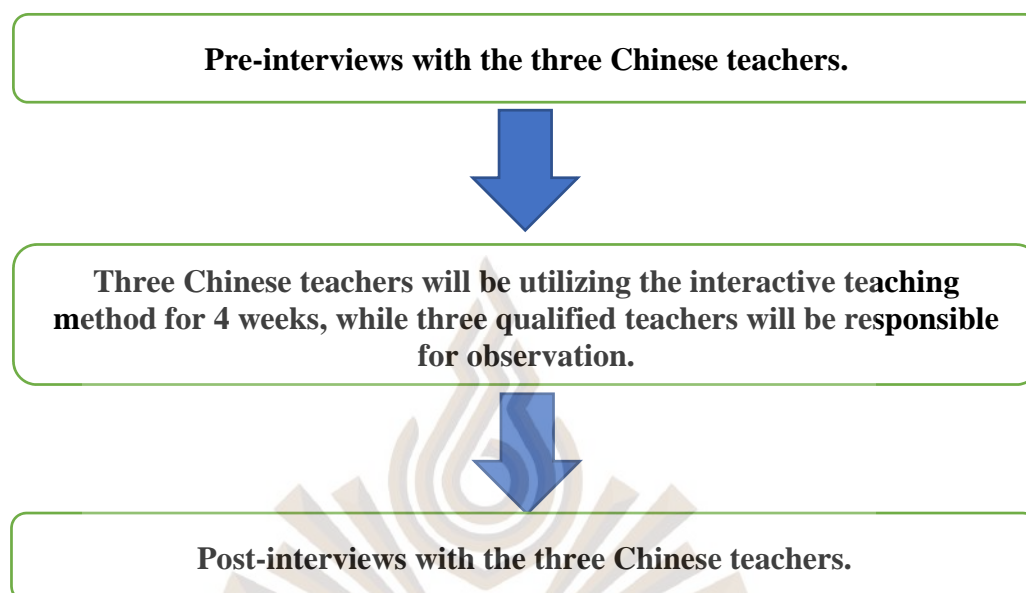


Figure 1.1 The illustration of content framework

#### 1.6.4 Data Analysis

This study uses the grounded theory suggested by Strauss and Glaser (Strauss & Corbin, 1998). To analyze the data and to investigate what interactive teaching methods teachers use to improve students' Chinese vocabulary skills in Thai primary school, and to explore the significance of interactive teaching methods in Chinese vocabulary learning for Thai primary school students.

### 1.7 Definitions of Terms

#### Teachers' reflection

In this study, teachers' reflection refers to the critical evaluation by teachers of their experiences using interactive teaching methods to teach Chinese vocabulary to second-grade students. During the four-week research period, teachers will explore various forms of interactive teaching and reflect on their experiences in post-

interviews. They will identify which interactive methods they believe had a positive impact on the second-grade students' learning of Chinese vocabulary.

### **The interactive teaching method**

In this study, interactive teaching referred to a teaching mode in Chinese language classes for second-grade students in a Thai primary school. This mode, guided by teachers, involved interactions among teachers and students, students with other students, and students with teaching equipment. Examples included questioning and answering, discussions, group activities, role-playing, and games.

### **Teacher-student interaction**

In this study, teacher-student interaction referred to a bidirectional and positive exchange process between teachers and students during Chinese language classes. In the context of this interactive teaching research, teacher-student interaction included various forms such as questioning and answering, discussions, group activities, role-playing, and games conducted in the classroom at the researchers' Thai primary school's Chinese class.

### **Student-student interaction**

In this study, student-student interaction referred to a bidirectional and positive exchange process between students in the researchers' Thai primary school's Chinese class. In this interactive teaching research, such interaction included forms such as group discussions, collaborative projects, solving problems together, role-playing, and games.

### **Student-teaching equipment interaction**

In this study, student-teaching equipment interaction referred to the participation or communication between students and teaching equipment or educational technology tools in the researchers' Thai primary school's Chinese class. For instance, students utilized computers, interactive whiteboards, educational software, scientific equipment, or other teaching aids to engage in lessons, conduct

experiments, solve problems, or participate in interactive learning activities facilitated by the equipment.

### **Chinese vocabulary**

In this study, Chinese vocabulary referred to the selection of words by the researcher based on the HSK1 (Hanyu Shuiping Kaoshi Grade 1) Level 1 vocabulary learning list. The chosen words were closely related to the daily lives of second-grade students at Wells International School and covered themes such as family and fruits. The following are samples of Chinese vocabulary and their meanings.

Week 1: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹. Dad, mom, older brother, older sister, younger brother, younger sister.

Week 2: 这是谁? 这是我爸爸. Who is this? This is my dad. Review the vocabulary from week 1.

Week 3: 苹果, 西瓜, 葡萄, 芒果, 榴莲, 木瓜. Apple, watermelon, grapes, mango, durian, papaya.

Week 4: 你喜欢吃...吗? 我喜欢/我不喜欢. Do you like apple? Yes, I do/ No I don't. Review the vocabulary from week 3.

### **Thai primary school students**

In this study, Thai primary school students referred to second-grade students at Wells International School in Thailand. The students were divided into three classes: Class A consisted of 10 students, Class B had 13 students, and Class C had 11 students, making a total of 34 students across Classes A, B, and C. These students had completed one year of basic Chinese language study in the previous academic year.

## **1.8 Limitation of the Study**

The limitations of this study are as follows:

1) In this study, Classes A, B, and C were each led by different Chinese teachers, and the presence of distinct teachers for each class might have resulted in variations in students' learning outcomes. Factors such as the teacher's instructional style, teaching experience, and even the dynamics of interactions between the teacher and students could have contributed to differences in the effectiveness of learning Chinese vocabulary, particularly due to variations in teaching styles.

2) Interactive teaching required various types of interactive activities, such as teacher-student interactions and student-student interactions, and each lesson required a significant amount of interactive time. As interactive teaching emphasized the subjectivity of students, students needed ample opportunities for interactive exercises in the classroom. Therefore, in this research, there might have been a lag in the instructional progress compared to the planned curriculum, as more time might have been dedicated to interactive activities.



## **CHAPTER 2**

### **Literature Review**

The literature review presented the background, significance, theories, types, characteristics, benefits, and factors related to the topic of primary school learners. The following overview provided the rationale for this study.

2.1 The background of the interactive teaching method

2.2 The theory and process of the interactive teaching method

2.2.1 Foundations of the Interactive Teaching: Constructivist and Humanistic Learning Theories

2.2.2 Implementation of the Interactive Teaching: Strategies and Considerations

2.3 Characteristics and benefits of the interactive teaching method

2.3.1 Fostering participation and engagement

2.3.2 Cultivating equality and collaboration

2.3.3 Implementing systematic approaches

2.3.4 Embracing diversity for enhanced learning experience

2.4 Types of the interactive teaching methods

2.4.1 Classification Based on Classroom Interaction Targets

2.4.2 Classification Based on Interactive Teaching Models

2.5 Key points of interactive teaching methods

2.6 The background, theory and professional development and reflective practice for primary school teachers

2.6.1 Critical theory in education

2.6.2 Professional development and reflective practice for primary school teachers

2.7 Related research

2.8 Conclusion

## 2.1 The Background of the Interactive Teaching Method

Researchers traced the origins of interactive teaching back to ancient Greece. The concept of "maieutics," proposed by Socrates, introduced the idea of interaction. Socrates advocated that teachers and students should engage in mutual discussions, inspire each other, and seek answers through four steps: irony, maieutics, induction, and definition (Zhang, 2023). In 1918, teachers at Harvard University applied interactive teaching methods based on real cases to stimulate students' interest in learning and deepen their understanding (Sharma, 2021).

In 1934, American sociologist Mead introduced the theory of "Symbolic Interactionism," which posited that symbols acted as intermediaries in interpersonal interaction and communication. For instance, in a classroom setting, a teacher might raise a finger and make a "shushing" sound to indicate the need for quiet without verbal communication. This approach emphasized the role of symbols in facilitating effective communication and interaction, influencing teaching and learning strategies.

After the 1960s, "interaction" gradually became a crucial aspect of teaching and learning. Educators developed teaching methods emphasizing interaction between teachers and students, forming what is now known as interactive teaching methods.

Building on this foundation, Vygotsky (1978) emphasized the crucial role of social interaction in cognitive development, believing that communities played a central role in "meaning-making." Interactive methods indicated that learners' communicative competence was critical in foreign language teaching and learning. Similarly, Wells (1981) proposed that language interaction was a collaborative process involving two or more individuals.

In the researcher's Chinese language classroom, the "Ask Your Friend" game facilitated group interaction, maintained student attention, and allowed the teacher to assess each student's learning progress. Interactive communication could enhance the effectiveness of foreign language learning.

Subsequent research highlighted another perspective: interaction captured attention, directing it toward unfamiliar language aspects (Gass, 1997). For example, in a Chinese vocabulary learning classroom, discussing new words resulted in numerous related vocabulary words, aiding associative memory. Discussing aspects of the Spring Festival, such as food, activities, customs, and greetings, could deepen understanding.

Classroom interaction allowed students to acquire more knowledge than passive listening. Student discussions were more engaging, making students the focal point of the class.

After 2000, research on interactive teaching continued. Rivers (2000) defined "interaction" as the ability of students to use language when focusing on conveying and receiving real information. Interaction served a communicative function, making information exchange crucial. Through interactive activities, learners achieved higher language proficiency, enabling them to read authentic materials and share thoughts through discussions and dialogues.

In Chinese language classrooms, teachers should encourage more oral and written practice, especially after learning new vocabulary. Student interactions through dialogues deepened impressions and contributed to solid memorization.

According to Brown (2005), interaction involved a collaborative exchange of thoughts, feelings, or ideas with mutual influence. Effective teaching and learning activities were two-way processes between teachers and students, requiring active student participation (Chaisanit, 2018). Interaction was inherently bi-directional, with teachers providing guidance and students offering feedback. This dynamic created a harmonious classroom atmosphere, enhancing students' interest in learning.

Scholars compared the effectiveness of interactive teaching with traditional methods. Hanuscin and Lee (2010) found that students receiving interactive teaching demonstrated significantly better learning outcomes. Interactive methods helped

deepen the understanding of scientific concepts and improved assessment performance, advocating for their use in education.

In Chinese language instruction, interactive teaching emphasized the social and communicative functions of language, directing attention to unknown language aspects and providing materials for learning (Xu & Wu, 2013). Interactive methods improved practical language proficiency, inspired interest and motivation, and cultivated cooperation and teamwork skills.

Research on interactive teaching was ongoing. Jafari and Ketabi (2016) found that interactive methods enhanced motivation and achievement among Iranian EFL learners. Valeev et al. (2016) demonstrated that interactive methods improved language skills in Russian high school students. Jin (2016) emphasized interactive teaching in Thai elementary schools, shifting the teacher's role from "boss" to "organizer."

Hanum (2017) highlighted the value of interaction in language courses through role-playing. Wang (2017) improved Taiwanese middle school students' English proficiency using interactive methods. Zhang (2017) enhanced Thai high school students' oral expression through interactive methods.

Buehl (2017) integrated subject-specific reading and thinking skills into interactive teaching, sparking students' interest. Ma'unah et al. (2018) showed improved student performance using interactive methods in American history classes. Cui (2020) enhanced Thai elementary students' confidence and interest in learning Chinese through interactive methods.

Nootchanat and Whanchit (2020) found that interactive learning enhanced students' sense of achievement and motivation. Ngo and Nguyen (2021) demonstrated that interactive methods improved communication skills for Vietnamese EFL learners. Zhang (2023) found that interactive methods effectively improved Burmese children's Chinese oral proficiency.

Interactive teaching emphasized interaction and communication between teachers and students, enhancing language learning through active engagement, experiential learning, and practice.

## **2.2 The Theory and Process of the Interactive Teaching Method**

### **2.2.1 Foundations of Interactive Teaching: Constructivist and Humanistic Learning Theories**

Piaget (1973) proposed in "To Understand is to Invent: The Future of Education" that constructivist theory viewed learning as an active process where learners constructed their understanding of the world through interaction with the environment and experiences. Teachers, therefore, needed to shift from being mere knowledge transmitters to guiding students and facilitating constructivist learning.

Drawing from experience in Chinese language teaching, teachers fostered an environment that promoted interaction and communication, enabling students to construct knowledge collaboratively. For instance, teachers introduced new vocabulary, encouraged students to connect new words with previously learned ones, and practiced forming sentences. Initially, students' sentences might have contained errors, but interaction encouraged them to attempt. Through continuous practice and teacher guidance, students constructed their own sentences.

Another theoretical underpinning of interactive teaching was humanistic learning theory. Xu (2020) suggested that this theory emphasized learning centered around individuals, integrating learners throughout the educational process. Educators utilized suitable methods to achieve this, ultimately aligning with common objectives between learners and educators. Learning equipped learners to apply knowledge in various contexts, fostering good study habits and a positive attitude toward learning.

Bu (2020) argued that humanistic learning theory posited that human potential was stimulated through learning, not merely an outcome of education.

Teachers prioritized students' psychological needs over textbook-driven educational tasks. Tailoring teaching activities to students' cognitive development, interests, and more allowed them to immerse in learning, find joy, and unleash their potential.

Interactive teaching had significantly evolved based on constructivist and humanistic theories. Zhang and Gao (2019) defined classroom interaction as regulating critical elements to achieve educational goals, fostering positive interactions, creating a learning community, and generating cognitive activities within it. Thus, positive interpersonal relationships served as the foundation for classroom interaction, with teachers and students actively promoting it as essential for good interpersonal relations.

### **2.2.2 Implementation of Interactive Teaching: Strategies and Considerations**

Interactive teaching encompassed various methods where teachers guided students to participate, discuss, and solve problems related to learning objectives. It was more than a teaching method—it was heuristic, emphasizing active engagement. Students were always the learning subjects, and interaction boosted their confidence, encouraging voluntary participation. Teachers, leveraging their subjectivity, enhanced classroom teaching quality by effectively using interactive methods.

Collaboration, communication, and the learning environment were central in interactive teaching. Students, influenced by interaction within social contexts, constructed understanding based on experiential backgrounds. For example, in Chinese language classes, discussing vocabulary pronunciation enhanced memory through mutual correction.

Gong et al. (2018) and Yuan and Li (2019) highlighted the teacher's role as a learning facilitator rather than a content deliverer. Teachers created a supportive environment for cooperation and guided students, who constructed knowledge through active participation. Teachers guided, facilitated, and provided feedback, nurturing

deeper understanding when students discovered answers and solved problems independently.

## **2.3 Characteristics and Benefits of the Interactive Teaching Method**

Each teaching method had its unique characteristics, and interactive teaching stood out from traditional methods by emphasizing extensive interaction and practice between teachers and students, as well as among students. This approach helped students acquire knowledge more effectively (Cui, 2016). For Chinese language classes, merely following traditional methods such as "reading first, then memorizing, followed by writing, and finally speaking," was deemed boring by students. To counter this, Jin (2016) in her research "Study on Interactive Learning Methods in Chinese Teaching" proposed that teachers should strive to engage students actively in interactive teaching through attractive and communicative activities that stimulated learning enthusiasm. By incorporating game-based and musical interactions, teachers enhanced the learning experience and maintained student attention. Based on the works of Cui (2016), Jin (2016), and Zhang (2023), researchers summarized the following characteristics and benefits of interactive teaching:

### **2.3.1 Fostering Participation and Engagement**

Participatory teaching involved teachers acting as guides, directing students' learning while keeping them central to classroom activities. Interactive teaching fostered a two-way or multi-directional exchange among teachers, students, and even technology. Teachers systematically conducted lessons, and students absorbed and understood content through activities that promoted interactive communication and learning.

Interactive teaching methods stimulated enthusiasm in teaching and learning by transforming teaching into an exploratory activity. Teachers were no longer mere knowledge transmitters but co-explorers with students, leading them in the quest for knowledge. This shift enhanced both teacher and student engagement, making the

learning process more enjoyable and collaborative. For example, turning a simple word review into a competitive game significantly boosted student engagement and enthusiasm.

### **2.3.2 Cultivating Equality and Collaboration**

Interactive teaching emphasized equality and collaboration by transforming the traditional "control-controlled" relationship between teachers and students. This approach promoted a democratic classroom environment where teachers and students cooperated and participated equally. Such an environment fostered emotional resonance and mutual respect, enhancing classroom efficiency and student participation.

Positive teacher-student relationships were cultivated through increased interactions, leading to better mutual understanding and trust. This new dynamic encouraged students to respect their teachers and actively engage in the learning process, while teachers treated students fairly and with love. This positive relationship enhanced the overall classroom atmosphere, facilitating effective teaching and learning.

### **2.3.3 Implementing systematic approaches**

Systematic interactive teaching was a continuous, cyclical process encompassing pre-class preparation, in-class implementation, and post-class evaluation. Teachers and students worked together within a complex interactive system, adjusting content, objectives, and methods based on various factors such as the learning environment and classroom tasks. This systematic nature ensured effective and cohesive teaching and learning experiences.

Interactive teaching methods cultivated innovative awareness by breaking free from rigid regulations and allowing for open-ended thinking. This fostered creativity and new ways of thinking in both teachers and students. For example,

encouraging students to provide creative solutions and ideas during classroom activities helped expand their learning mindset and enhance their problem-solving skills.

#### **2.3.4 Embracing diversity for enhanced learning experience**

Diversity in interactive teaching involved incorporating various methods and strategies to ignite student interest, enhance engagement, and address diverse learning needs. This included presenting varied instructional content, employing different teaching methods such as discussions, games, and multimedia presentations, and using diverse teaching resources. Creating a mix of collaborative projects, problem-solving tasks, and hands-on activities ensured that all students were actively involved in the learning process.

Interactive teaching methods supported students' Chinese vocabulary skills through active engagement, contextual learning, immediate feedback, repetition, visual and kinesthetic learning, personalized instruction, and increased motivation. By incorporating these elements, teachers effectively enhanced students' vocabulary acquisition and overall language proficiency.

In summary, the characteristics and benefits of interactive teaching included fostering participation and engagement, cultivating equality and collaboration, implementing systematic approaches, and embracing diversity. These elements created a comprehensive, student-centered educational experience that enhanced learning outcomes. Interactive teaching transformed the classroom into a dynamic environment where teachers and students explored knowledge together, fostering enthusiasm, positive relationships, innovative thinking, and effective learning.

### **2.4 Types of the Interactive Teaching Methods**

Educators widely employed interactive teaching methods in Chinese language instruction. Various types of interactive teaching methods depended on factors such as

the teaching environment and the target audience. According to Zhang (2023), in the interactive teaching process, the teacher's and the student's roles complemented each other. By adjusting and balancing the relationship between "teaching" and "learning," it was possible to effectively guide students to engage in "positive transfer" thinking and inspire teachers to explore more profound levels of teaching. The interaction between teachers and students collectively promoted improving the quality of Chinese language teaching. The types of interactive teaching methods could be classified based on different criteria, and the researcher summarized and categorized them based on Zhang's (2023) classification in his work. The following are the main introductions to six types:

#### **2.4.1 Classification Based on Classroom Interaction Targets**

##### **1) Teacher-student interaction:**

This type focused on the interaction between the teacher and individual students, student groups, or the entire class. It was conducive to communication and emotional exchange between teachers and students. For example, in a Chinese language classroom, the teacher might pose a question, give students some time, and then ask students to make guesses. This was a typical form of teacher-student interaction. The teacher's questions at the beginning of the class should have aroused students' interest, making them look forward to and curious about the content to be learned that day.

##### **2) Student-student interaction:**

This type fostered an open, positive classroom atmosphere and was often employed in relatively free learning activities. It encompassed interactions among individual students, student groups, and between student groups. In a Chinese language classroom, when the teacher assigned a task, they might have divided all students into several small groups, allowing them a few minutes to discuss the Chinese language questions assigned. This enabled each group of students to formulate an agreed-upon answer, providing them with both linguistic practice and enhancing classroom participation.

### 3) Student-technology interaction:

Also known as "human-computer interaction," this type involved using teaching aids and technology to engage with students. This included utilizing cards, presentations, videos, music, interactive whiteboards, and online platforms. For example, Chinese language teachers at the researcher's school utilized interactive whiteboards. They prepared interactive games such as Wordwall and Quizizz. The teacher pre-wrote interactive game content, such as selecting Chinese characters based on images, answering questions, and other interactive whiteboard activities for students to choose from. This approach significantly enhanced students' interest in learning.

## 2.4.2 Classification Based on Interactive Teaching Models

### 1) One-way interaction:

This involved one-directional communication between the teacher and students or among students. For example, the teacher asked questions in Chinese, and students responded or engaged in language exercises. One-way interaction was typical in Chinese language classrooms to enhance students' oral proficiency through active participation.

### 2) Two-way interaction:

This involved interactive communication between two or more participants, such as between the teacher and students or among students through discussions, questioning, and answering. For instance, an everyday activity involved a Q&A relay where the teacher asked a question, a student answered, and then that student asked the same question to another student. This fostered two-way interaction, encouraging student engagement and content review.

### 3) Multi-way interaction:

This involved interaction among student groups, promoting collaborative discussions and group activities. This type of interaction aimed to cultivate teamwork and diverse perspectives. For example, if the class was divided into two groups and a

game was conducted where each group read Chinese characters, the group with the most read correctly won. This activity reinforced Chinese language knowledge and enhanced teamwork and cooperation.

These interaction types offered various ways to engage participants in the Chinese language learning process, catering to different aspects of language acquisition and communication skills.

The diverse application of these interactive teaching methods aimed to enhance the quality of Chinese language education comprehensively. Educators adjusted their methods based on the specific requirements of students, fostering a dynamic and effective learning environment. Throughout the journey of language education, these interactive methods were valuable tools to facilitate students' understanding and application of the Chinese language.

## **2.5 Key Points of Interactive Teaching Methods**

This study aimed to investigate the impact of interactive teaching on Chinese vocabulary instruction in primary schools. Here are several key points of interactive teaching methods (Zhu, 2019). By utilizing these key points, teachers could better organize classroom interactions to assist students in learning and mastering Chinese vocabulary.

### **1) Active Engagement**

Interactive teaching methods, such as group discussions, role-playing activities, and language games, actively engaged students in using Chinese vocabulary. When students participated actively, they were more likely to remember and understand new words.

### **2) Contextual Learning**

Interactive methods provided opportunities for students to learn Chinese vocabulary in context. This involved using vocabulary in real-life scenarios, dialogues,

or storytelling. Contextual learning enhanced understanding and retention of vocabulary compared to memorization out of context.

### 3) Feedback Mechanism

Interactive teaching allowed for immediate feedback, which was crucial for language learning. Teachers could correct pronunciation, grammar usage, and word choice in real-time, helping students refine their vocabulary skills. Peer feedback in group activities also contributed to vocabulary improvement.

### 4) Repetition and Practice

Interactive methods often involved repetitive practice of vocabulary through various activities. Repetition was essential for vocabulary acquisition, and interactive methods made this process more enjoyable and effective.

### 5) Visual and Kinesthetic Learning

Interactive teaching often incorporated visual aids, gestures, and movement, catering to different learning styles. This multisensory approach enhanced vocabulary retention and comprehension, especially for students who learned better through visual or kinesthetic means.

### 6) Personalized Learning

Interactive teaching allowed for personalized instruction based on students' needs and interests. Teachers could tailor activities and materials to target specific vocabulary areas that students struggled with, making learning more effective and relevant.

### 7) Motivation and Engagement

Interactive methods made learning more enjoyable and engaging, increasing students' motivation to learn. By incorporating interactive activities, teachers could sustain students' interest and enthusiasm for Chinese vocabulary learning.

## **2.6 The Background, Theory and Professional Development and Reflective Practice for Primary School Teachers**

### **2.6.1 Critical theory in education**

Critical theory in education emerged through the critique of various social aspects such as culture, institutions, power dynamics, gender, and class by critical theorists. This theoretical framework was subsequently incorporated into reflective teaching practices, where educators adopted a critical stance to evaluate teaching methods both theoretically and practically. According to Giroux's seminal work "On Critical Pedagogy" (2020), critical theory finds its roots in the Frankfurt School during the 1930s, with influential figures including Max Horkheimer, Theodor Adorno, Herbert Marcuse, and Paulo Freire.

Freire, as discussed by Giroux, advocated for education to transcend fixed states and determinism, empowering learners to assert control over their lives and histories. He conceived of education as a practical, contextual, and historical process of liberation aimed at unlocking human potential, nurturing self-awareness, and fostering an egalitarian society conducive to comprehensive social development. Freire emphasized the cultivation of individuals capable of critical analysis, reflective practice, transformative action, and the realization of subjectivity. To achieve the liberation of students, teachers first needed to liberate themselves, critically interrogating systems of oppression and challenging self-perceptions from a critical perspective.

Moreover, Giroux posited that teaching was not merely a technical endeavor but a creative, improvisational, and morally charged activity requiring critical thought. Teaching functioned as a dominant discursive force seeking to transform or assimilate peripheral discourses into a coherent discourse system. Attaining teaching objectives hinged on educators' ability to engage in critical thinking to navigate conflicts and contradictions within pedagogical discourse.

In parallel, Michael W. Apple (Apple, 2018) asserted the humanizing role of education, highlighting the need to honor individuals' dignity and recognize their inherent creativity. He argued that the purpose of schooling should encompass the discovery of personal subjectivity, the attainment of subject liberation, the cultivation of critical consciousness, and the stimulation of creative potential. Apple called for the deconstruction of oppressive paradigms, the reconstruction of reflective educational cultures, and the promotion of multidimensional understanding and identification among students.

Critical educational theory not only offered a fresh lens for examining teaching practices but also stimulated innovative thinking. It urged educators to adopt a critical reflective stance and engage in deliberate reflection through practical action. Critical reflection was essential for enhancing educational practices and driving meaningful improvements.

Furthermore, the application of critical theory extended beyond education to address broader social change issues. It underscored the political dimension of education, viewing it as a tool for promoting social justice and transformation. Through critical education, students developed not only knowledge but also critical thinking skills, enabling them to challenge power structures and injustices for individual and societal liberation.

In conclusion, critical education theory provided robust theoretical underpinnings and practical guidance for educational practice by emphasizing reflection, self-critique, and social activism. It transcended the mere transmission of knowledge to underscore education's role in advancing social justice and fostering individual empowerment.

### **2.6.2 Professional development and reflective practice for primary school teachers**

In the context of various orientations in the professional development of primary school teachers, the practice of reflective teaching was highly favored. This approach required teachers to continually advance their professional development through practice, thereby enhancing their ability to reflect on their teaching. The components of professional development significantly impacted teachers' reflective capabilities. When exploring the dimensions of reflective teaching for primary school teachers, it was essential to consider the following aspects:

1) Teaching beliefs and concepts:

Reflective teaching involved teachers applying familiar educational theories to their classroom practices. Through actual teaching activities, teachers identified areas needing improvement and refined their methods. This process helped teachers pinpoint deficiencies in their teaching and guided by theoretical knowledge, made necessary adjustments. This iterative process allowed teachers to experience joy and achievement in their work, thereby enhancing their educational beliefs and realizing their societal value.

2) Teaching proficiency:

Reflective teaching aided in the selection and mastery of educational theories, which was crucial for effective teaching practices. Continuous reflection enabled teachers to integrate theoretical knowledge with practical activities more effectively. Various factors, such as school conditions, teacher expertise, and student cognition, influenced this process. Reflective practice allowed teachers to adapt to unexpected classroom situations, demonstrating their teaching acumen. Successful reflection led to effective problem-solving and enhanced teaching outcomes.

3) Teacher transformation:

The ultimate goal of educational reform was the transformation of teachers. Reflective practice encouraged teachers to evolve from relying solely on traditional classroom knowledge to becoming lifelong learners who actively engaged in reflection. The importance of reflection in teacher growth could not be overstated.

Only through consistent reflective practice could teachers develop into reflective practitioners.

4) Student impact:

Reflective teaching not only enhanced teachers' professional skills but also benefited students directly. As teachers improved their reflective capabilities, they became better equipped to foster students' overall growth. The focus on reflection led to improved educational practices and better student outcomes. Thus, the central goal of teaching remained the holistic development of students.

5) Reflective awareness:

Reflective awareness involved teachers consciously examining their teaching practices. This included planning, evaluating, and adjusting their teaching methods. Teachers with strong reflective abilities understood the purpose of reflection, recognized its significance, and used it to achieve rational thinking. Reflection helped assess the effectiveness of teaching and corrected any existing shortcomings, thus promoting professional development.

6) Reflective content:

The scope of reflective teaching was broad and encompassed various aspects such as student characteristics, personal teaching beliefs, teaching techniques, classroom dynamics, and professional identity. Reflection on students included understanding their age, emotions, cognitive levels, social backgrounds, and learning attitudes. Reflection on teachers included examining teaching ideals, techniques, experiences, methods, and personal well-being. Reflection on colleagues involved interpersonal relationships, collaboration, and shared teaching practices. Lastly, reflection on curriculum included evaluating educational philosophies, objectives, design, and knowledge structures.

7) Reflective pathways:

Teachers could engage in reflective practice through several channels. These included applying educational theories, summarizing practical teaching experiences, recording and reviewing classroom activities, engaging in discussions with colleagues

or experts, and conducting action research. The advancement of technology had enriched these pathways, providing access to online resources and professional development networks. Despite the variety of reflective methods available, personal experience and peer discussions remained fundamental.

In summary, the practice of reflective teaching was integral to the professional development of primary school teachers. It involved a continuous process of applying, evaluating, and refining educational practices, which not only improved teaching proficiency but also enhanced the overall learning experience for students. Through consistent reflection, teachers could achieve significant professional growth and contribute more effectively to their students' development.

## **2.7 Related Research**

In 2017, Miao explored the application of interactive teaching in primary school English classrooms in an article titled "A Brief Analysis of the Application of Interactive Teaching in Primary School English Classroom Teaching." Miao aimed to stimulate students' enthusiasm for learning by implementing interactive teaching methods. The focus was on increasing interaction between teachers and students and among students to enhance student learning efficiency and teacher-classroom effectiveness.

The influential study by Chen and Wong (2018) focused on Chinese language learning within the context of interactive teaching. This research acknowledged the challenges faced by non-native speakers in memorizing Chinese characters. To address these challenges, teachers employed interactive teaching methods to help students more effectively memorize characters and words. For instance, teachers explained the meanings of essential components of characters, such as radicals, and encouraged students to use this knowledge to deduce the meanings of new words. This student-centered teaching approach required teachers to be facilitators, providing necessary guidance and feedback while allowing students to explore and construct knowledge independently. By fostering active student engagement in the learning

process, interactive teaching cultivated deeper involvement, enhanced learning outcomes, and instilled a lifelong love for learning.

Li (2019) believed that interactive teaching procedures could significantly enhance the quality of Chinese character instruction in Nepalese Chinese language classrooms. Li's elementary school Chinese language interactive project was based on logographic characters, making full use of the ideographic nature of Chinese characters. Each character conveyed different information; the meaning was vivid, clear, and easy to understand. This teaching method boosted students' confidence in learning Chinese characters and was conducive to interactive teaching. Interactive teaching engaged students through various forms of interaction, inspiring their interest in learning Chinese characters. This way, students could better understand the unique connotations of the logographic characters studied in the lesson.

Li's teaching approach included the "drawing based on pictures" activity, where students created a painting resembling traditional Chinese landscape paintings using the logographic characters they had learned. This activity helped students deepen their understanding of the form and meaning of Chinese characters, enhancing their enthusiasm for learning Chinese. Moreover, this method allowed students to memorize Chinese vocabulary effortlessly, improving learning efficiency.

In 2020, Zhu and Xu conducted a study on the application of interactive teaching methods in adult online Chinese language instruction to help students enhance their spoken Chinese proficiency. Zhu and Xu, in their teaching process, employed interactive teaching methods to create an environment conducive to speaking Chinese, increasing students' opportunities to use the language and boosting their interest and initiative in learning.

In the context of online platforms, students not only had quick access to the information they needed but also found it convenient to communicate and interact with peers and teachers. The research indicated that interactive teaching methods significantly improved students' spoken Chinese abilities in adult online Chinese language instruction.

In 2020, Bu applied interactive teaching methods in Chinese cultural education classes for elementary students in Thailand. Effective interactive methods were employed through teacher-student interaction, peer interaction, and human-computer interaction to enhance students' enthusiasm for learning. The teaching philosophy of combining education with entertainment was integrated into the Chinese cultural education classes, aiming to positively strengthen students' cognitive abilities and thereby improve both the teaching efficiency and students' interest in the classroom.

In 2023, focusing on interactive teaching in primary spoken Chinese classes, Huang explored the practical impact of interactive teaching in beginner-level spoken Chinese classes in Thailand. Through interactive teaching methods, Huang aimed to rekindle students' interest and confidence in speaking Chinese, enhance opportunities for students to speak Chinese among themselves, and cultivate students' oral expression skills, thereby improving their spoken Chinese proficiency. The research suggested that interactive teaching methods positively impacted elementary spoken Chinese classes in Thailand, contributing to the enhancement of students' spoken Chinese abilities.

The exploration of interactive teaching methods across various contexts, including English and Chinese language classrooms in primary schools, adult online Chinese language instruction, and cultural education classes, highlighted the versatility and effectiveness of interactive teaching in enhancing learning outcomes and student engagement.

Studies by Miao (2017), Chen & Wong (2018), Li (2019), Zhu & Xu (2020), Bu (2020), and Huang (2023) collectively underscored the positive impact of interactive teaching methods on student learning experiences and outcomes. These studies emphasized the importance of increasing interaction between teachers and students, as well as among students themselves, to foster deeper engagement, enhance understanding, and stimulate enthusiasm for learning.

Interactive teaching methods, encouraging active participation, incorporating hands-on activities, promoting peer interaction, and utilizing multimedia resources have improved student learning efficiency, boosted spoken language proficiency, and cultivated a lifelong love for learning. Additionally, interactive teaching methods empowered students to take ownership of their learning process, facilitating the development of critical thinking skills, creativity, and effective communication.

In conclusion, the evidence presented from these studies supported the notion that interactive teaching was a valuable approach for promoting student-centered learning environments, fostering collaboration and active engagement, and, ultimately, enhancing overall learning outcomes in diverse educational settings. As educators continued to explore innovative teaching methods, incorporating interactive teaching strategies significantly contributed to creating dynamic and compelling learning experiences for students of all ages and backgrounds.

## **2.8 Conclusion**

The researcher delved into the theory, practice, and impact of interactive teaching methods in Chinese language instruction across various educational contexts. Through an exploration of constructivist and humanistic learning theories, critical educational theory, professional development avenues for teachers, related research findings, and practical applications of interactive teaching, a comprehensive understanding of this pedagogical approach has been achieved.

Interactive teaching, rooted in constructivist and humanistic theories, emphasizes active student engagement, collaboration, and personalized learning experiences. By fostering participation, equality, and systematic approaches, interactive teaching cultivates a dynamic learning environment conducive to enhanced learning outcomes and student engagement. Through continuous professional development and reflective practice, teachers refine their instructional methods,

incorporate interactive strategies, and adapt to diverse learner needs, thereby promoting effective teaching and student-centered learning experiences.

Related research studies underscored the positive impact of interactive teaching on student learning, particularly in Chinese language instruction. From primary school English classrooms to adult online Chinese language instruction, interactive teaching methods have proven effective in enhancing student engagement, improving language proficiency, and fostering a lifelong love for learning.

In conclusion, interactive teaching methods play a vital role in modern pedagogy, offering innovative ways to promote student-centered learning, collaboration, and critical thinking skills. The researcher's exploration of interactive teaching has illuminated its theoretical underpinnings, practical applications, and positive outcomes, highlighting its significance in contemporary education. As educators continue to embrace interactive teaching, they empower students to become active participants in their own learning journey, fostering a generation of lifelong learners equipped with the skills and knowledge to thrive in a rapidly evolving world.



## CHAPTER 3

### Research Methodology

This study adopted a qualitative approach to systematically collect and analyze data, ultimately deriving conclusive results. The primary research tools utilized for data gathering consisted of pre- and post-interviews administered to the 3 Chinese teachers, complemented by observation conducted with three other qualified teachers. The following overview provides the rationale for this study.

- 3.1 Research design
- 3.2 Research location
- 3.3 Research participants
- 3.4 Research instruments
  - 3.4.1 Pre- and post-interview
  - 3.4.2 Lesson plan
  - 3.4.3 Observational checklist
  - 3.4.4 Grounded theory
- 3.5 Validity of the research
- 3.6 Data collection procedures
  - 3.6.1 Pre-interview
  - 3.6.2 Lesson plan
  - 3.6.3 Observational checklist
  - 3.6.4 Post-interview
- 3.7 Data analysis
  - 3.7.1 Pre-post interview analysis
  - 3.7.2 Lesson plan
  - 3.7.3 Observation
- 3.8 Ethical consideration

### 3.1 Research Design

In this research, a qualitative methodology was employed to gather data and derive results. Interviews and observations served as the research instruments for data collection.

The researcher intended to employ grounded theory to examine the extent to which interactive teaching methods could support students' Chinese vocabulary skills. This investigation involved pre-interviews, post-interviews, and participant observation. The study aimed to investigate the interactive teaching methods teachers used to improve students' Chinese vocabulary skills in Thai primary schools.

The interactive Chinese vocabulary teaching program spanned four weeks, with three Chinese teachers conducting classes once a week for three second-grade classes, totaling 12 lessons. Pre-interviews were conducted before the commencement of the teaching in the first week, while post-interviews were conducted after the completion of the teaching plan in the fourth week. By comparing the interview content before and after the teaching plan, grounded theory was utilized to explore the significance of interactive teaching methods on the learning of Chinese vocabulary by Thai primary students and the level of support provided by interactive teaching methods in enhancing their Chinese vocabulary skills.

Throughout the four-week teaching process, the three Chinese teachers maintained a weekly lesson plan to facilitate classroom observations. This journal aided in recording their experiences, insights, and notable observations during the interactive teaching sessions.

The combination of pre- and post-interviews, participatory observations, and grounded theory provided a comprehensive understanding of the impact and effectiveness of interactive teaching methods in the context of Chinese vocabulary learning for Thai primary students.

### **3.2 Research Location**

The study was conducted at Wells International School, an educational institution established in 1999. Providing education for students from nursery to high school, the school offers a curriculum that encompasses American and IB college preparatory courses. Situated in the heart of Bangkok, Wells International School boasts three campuses and currently hosts approximately 1,000 students hailing from over twenty different countries.

Dedicated to delivering high-quality education and fostering character development within a supportive community, Wells International School's philosophy closely aligns with the essential attributes and traits necessary for successful life progression during childhood. The school values the uniqueness of each student and promotes qualities such as communication, critical thinking, principled behavior, determination, balance, caring, open-mindedness, and knowledge. These attributes collectively contribute to shaping well-rounded, globally minded students.

Acknowledging that education transcends mere acquisition of knowledge or vocational training, Wells International School recognizes the evolving demands of the global era. The school emphasizes the significance of cultivating a broad range of skills across various domains, fostering the ability to make connections, critically evaluate knowledge, and commit to applying acquired skills to benefit local and global communities.

Adopting a progressive approach rooted in American learning standards, Wells International School encourages students to think creatively, pose critical questions, work independently and collaboratively, and take responsibility for their actions and community. The Wells community, comprising students and administrative leaders alike, is dedicated to continuous growth and improvement.

Key benefits for students at Wells International School include:

1) An intensive, university-preparatory curriculum anchored in American standards, emphasizing experiential learning and real-life application.

2) Comprehensive academic support, including TOEFL, PSAT, and SAT preparation, university and career counselling, academic support clubs, internships, and job shadow opportunities at significant institutions.

3) Access to personalized instruction from highly trained staff, with approximately 70% holding or pursuing advanced graduate diplomas or degrees in education or their respective subject areas.

4) Wells International School views education as more than a job or a requirement; it is seen as a passion and an intrinsic value. The community recognizes the importance of collaboration and commitment to working together. The school is dedicated to continuous improvement, understanding that progress and change are essential for meaningful growth. Committed to its credo, Wells International School aims to change the world one student at a time.

### **3.3 Research Participants**

The primary objective of this study is to investigate the critical role of interactive teaching methods in Chinese vocabulary acquisition among second-grade students at Wells International School. At Wells International School, there are a total of 7 male and 21 female educators. Using purposive sampling, the research participants were selected, consisting of three Chinese language teachers responsible for teaching second grade, alongside three other qualified educators. This method was employed to ensure the comprehensiveness and relevance of the sample. The study is scheduled to be conducted at Wells International School during the second semester of 2024, spanning four weeks.

The research participants comprised two distinct groups: Chinese language teachers and three additional qualified educators. Three Chinese teachers from

mainland China were selected for their diverse backgrounds and expertise. Teacher A held a master's degree in education and brought five years of experience teaching Chinese as a foreign language, having successfully passed the SAT English Level 6 test. Teacher B, with 11 years of teaching experience in Chinese language education in Thailand and currently pursuing a doctoral degree in education, attained a score of 6.5 on the IELTS examination. Teacher C, equipped with a master's degree in English education, had three years of teaching experience in Chinese language education in Thailand.

Additionally, three proficient educators from English-speaking countries, certified in their respective nations, were enlisted. Teachers D, E, and F, who held bachelor's or master's degrees in education and had more than five years of teaching experience, were engaged in teaching or supervisory roles at Wells International School and were designated as observers for the study.

The inclusion of these participants aimed to provide a comprehensive examination of the efficacy of interactive teaching methods in Chinese vocabulary learning. The diverse backgrounds and expertise of the participants contributed to the richness and depth of the research findings, enhancing the study's overall validity and relevance.

### **3.4 Research Instruments**

This study mainly employed two tools for data collection: semi-structured pre- and post-interviews with Chinese teachers and observations by qualified teachers using an observation checklist. The following section introduces all the instruments used in this research.

#### **3.4.1 Pre-post Interview**

The researcher conducted two interviews with each of the three Chinese teachers participating in the study, each lasting about 20 minutes. The first interview took place before the study to understand the background and learning experiences of

all students, while the second interview occurred after the completion of the teaching sessions to record the teachers' insights gained from using interactive teaching methods. A semi-structured interview format was used, allowing interviewees to prepare and express themselves freely. This type of interview provided reliable and comparable qualitative data, reflecting the specific learning situations and psychological needs of the interviewees. For instance, questions included, "What forms of activities do you believe have the best effect on students' learning of Chinese vocabulary?"

The researcher prepared a series of open-ended questions designed to uncover the Chinese teachers' perspectives and ideas. Both the first and second interviews comprised 10 questions each. To ensure accurate data collection, the researcher reviewed the list of interview questions and conducted the interviews in English.

All questions listed in the following table were checked and validated by experts in the field of education at Rangsit University.

The presentation of interview questions is as follows:

Table 3.1 Interview Questions

<p>First interview questions: The first interview (pre-interview) will be conducted before the commencement of the initial phase of the study to understand the background and learning of all students.</p>	<p>Pre-interview:</p> <ol style="list-style-type: none"> <li>1. How are you? Have you taught Chinese before? (Icebreaker question)</li> <li>2. How long have you been teaching Chinese?</li> <li>3. Do you interact with students during Chinese class?</li> <li>4. What teaching activities do you use to help students learn Chinese vocabulary?</li> <li>5. What teaching activities do students like the most in your class?</li> </ol>
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Table 3.1 Interview Questions (Cont.)

	<p>6. How well do students grasp Chinese vocabulary?</p> <p>7. How do students learn and master Chinese words in class?</p> <p>8. In which teaching activities do students show the most enthusiasm and engagement?</p> <p>9. Can students keep up with your teaching pace in Chinese class?</p> <p>10. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?</p>
<p>Second interview questions: The second interview will be conducted after the conclusion of the 4-week teaching research period. Its purpose is to understand potential challenges that may arise after students have undergone interactive teaching methods, and to explore the impact of interactive teaching on enhancing Chinese vocabulary skills in second-grade students.</p>	<p>Post-interview:</p> <p>1. How are you today? Do students enjoy your teaching?</p> <p>2. Do you interact with students during Chinese class?</p> <p>3. What teaching activities do you use to help students learn Chinese vocabulary?</p> <p>4. What teaching activities do students enjoy the most in your class?</p> <p>5. How well do students grasp Chinese vocabulary?</p> <p>6. How do students learn and master Chinese words in class?</p> <p>7. In which teaching activities do students show the most enthusiasm and engagement?</p> <p>8. Can students keep up with your teaching pace in Chinese class?</p>

Table 3.1 Interview Questions (Cont.)

	<p>9. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?</p> <p>10. What assistance do students receive in learning vocabulary through interactive teaching methods?</p>
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### 3.4.2 Lesson Plan

Based on the lesson plans of the three Chinese teachers, this study examined various forms of interactive teaching:

1) Teachers prepared lesson plans to guide interactive teaching activities in Chinese language classes. The purpose of these lesson plans was to outline classroom activities and allow teachers to critically reflect on their teaching methods. For example, if a particular interactive teaching activity yielded little effect and students did not show the desired level of engagement, the activity would need further redesign.

2) Lesson plans enabled teachers to compare and reflect on their teaching. By recording students' learning progress, attitudes, and problems in each class, teachers could present this information in lesson plans, which could then guide other teachers.

3) Through lesson plans, teachers could track teaching ideas at any time, providing ample teaching space to develop more reasonable teaching methods, address teaching problems, reflect on strengths and weaknesses in class, and apply past experiences to future teaching plans.

While writing lesson plans, teachers recorded all information from four aspects: teaching design, teacher's instruction, student learning, and classroom atmosphere. This allowed for a clear understanding of the problems throughout the

teaching process, facilitating timely adjustments to improve teaching quality and student learning outcomes.

Table 3.2 Lesson Plan

Teacher	A	Week/Dates	Week 1
Grade/Class	G2A	Topic /Main Idea	Vocabulary: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹 Dad, mom, older brother, older sister, younger brother, younger sister
Subject	Chinese		
Objectives/ Skills	<ol style="list-style-type: none"> <li>1. Students can remember all the vocabularies of this lesson.</li> <li>2. Students understand the meaning of each vocabulary when hear it.</li> <li>3. Students can write down the Chinese vocabulary when hear it (Not mandatory).</li> </ol>		
Procedures / Activities	<ol style="list-style-type: none"> <li>1. At the beginning of class, the teacher uses a Chinese family members song as an introduction. After the song, the teacher asks students, "What are we going to learn today? Who knows?" Then, the teacher displays the family tree and places all the word cards on the board. Next, a male student and a female student are asked to go to the board and match the Chinese characters with pictures of family members. After the two students have finished matching, ask all students to judge whether they have matched correctly. Then proceed to today's vocabulary lesson.</li> <li>2. After ensuring that each student can read each vocabulary word, play the interactive game "Guess Who I Am." The teacher displays 6 headbands with pictures of 6 family members. Students need to go to the front of the classroom one by one, close their eyes, and pick a headband to put on. The student then needs to guess which family member is on his headband. During</li> </ol>		

Table 3.2 Lesson Plan (Cont.)

Teacher	A	Week/Dates	Week 1
Grade/Class	G2A	Topic /Main Idea	Vocabulary: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹 Dad, mom, older brother, older sister, younger brother, younger sister
Subject	Chinese		
	<p>the activity, the rest of the students can only answer Yes and No or use body language to prompt the student as to which family member is on his head. Every student will participate in this interactive activity.</p> <p>3. The end of class. Everybody stands up, cleans up the table, and says 再见 (bye-bye) to each of the family member words: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹 Example: 爸爸再见! 妈妈再见! 哥哥再见! .....(Bye-bye, dad, bye-bye, mom, bye-bye, brother...). Remind students to take a family photo the next time.</p>		
Resources / Materials	Word cards, family tree, family member headbands, white paper.		
Reflections	<p>Today's learning theme is "Family." In the introduction segment of the class, I began by playing a song about family for the students. Following that, I posed some questions to the students, such as: After listening to this song, what do you think we will be learning about today? I found that interactive questioning between teachers and students not only captures students' attention but also stimulates their interest and curiosity in learning. After the teacher-student interactive questioning, I drew a family tree on the whiteboard and asked students to come to the board for a matching activity involving pictures and Chinese characters. This interactive approach engaged all students, and I could sense their focused</p>		

Table 3.2 Lesson Plan (Cont.)

Teacher	A	Week/Dates	Week 1
Grade/Class	G2A	Topic /Main Idea	Vocabulary: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹 Dad, mom, older brother, older sister, younger brother, younger sister
Subject	Chinese		
<p>attention as they eagerly awaited the correctness of the answers from the selected students. The students' curiosity was piqued, and the classroom atmosphere was vibrant.</p> <p>Following the introduction of today's target vocabulary, I facilitated a review through an interactive game called "Guess Who I Am," ensuring that all students effectively reviewed the newly learned words. In this interactive game, students unknowingly practiced word recall in a fun and interesting manner. All students participated enthusiastically, and when some students forgot a particular word, their classmates were quick to assist, fostering a positive learning environment. In the concluding segment of the class, I reinforced the vocabulary through a farewell activity. Almost all students were able to provide correct answers effortlessly, leaving me content.</p> <p>In summary, throughout the entire class, students actively engaged in various activities, whether it was teacher-student interaction, student-to-student interaction, or interactions with classroom materials. Their evident happiness and active participation underscored the success of the lesson.</p>			

### 3.4.3 Observational Checklist

In this study, three qualified teachers/supervisors, D, E, and F, participated as observers in second-grade Chinese vocabulary classes. Each teacher attended four Chinese classes during the research period, with each class lasting 40 minutes, and completed relevant observation checklists. Throughout this process, the observers gathered the following information through observation.

1) Objectives. Are the teaching objectives appropriate? Do they effectively guide student learning?

2) Content. Does the teaching content meet the needs and levels of the students? Is it sufficiently challenging and practical?

3) Tasks. Are the teaching tasks consistent with the objectives? Do they help students achieve their goals?

4) Instructional clarity. Are the explanations and descriptions of objectives, tasks, etc., clear and understandable? Do they guide students' understanding and practice?

5) Teaching segments. Are the segments of the lesson appropriately arranged? Do they smoothly guide students to complete learning tasks?

6) Teaching methods. Do the teaching methods contribute to achieving the objectives? Do they stimulate students' interest and engagement in learning?

7) Listening. Are students attentive to the teacher's instruction? Are they able to effectively listen to and understand the teaching content?

8) Interaction. How active are students in participating in classroom activities? Do they actively interact with the teacher and classmates?

9) Quality of completion. How is the quality of students' answers to questions? What about the quality of students' completion of learning tasks?

10) Learning atmosphere. What is the atmosphere like in the classroom? Is the interaction between teachers and students harmonious and conducive to student learning and development?

Observing and evaluating these aspects, observers can comprehensively understand the quality and effectiveness of teaching and provide essential data and insights for the study.

Table 3.3 Observational Checklist: Week 1

Course	Family-1	Class & Teacher	A	Number of people		10		
Observer	D	Class time	Apr. 3 Wed					
Dimensionality	Perspectives	Observation Points	Effect					
			Excellent	Good	Average	Fair	Poor	
Instructional Design	Objectives	Are the teaching objectives qualified?			<input checked="" type="checkbox"/>			
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>			
	Tasks	Is the teaching task appropriate?			<input checked="" type="checkbox"/>			
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?		<input checked="" type="checkbox"/>				
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>				
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?		<input checked="" type="checkbox"/>				

Table 3.3 Observational Checklist: Week 1 (Cont.)

Course	Family-1	Class & Teacher	A		Number of people	10	
Observer	D	Class time	Apr. 3 Wed				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Students' Learning	Listening	Are the students focused on the teacher's teaching?			<input checked="" type="checkbox"/>		
	Interaction	Students' motivation to participate in classroom activities?		<input checked="" type="checkbox"/>			
	Quality of completion	The quality of students' answers to questions?			<input checked="" type="checkbox"/>		
		The quality of student learning tasks completed?			<input checked="" type="checkbox"/>		
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?			<input checked="" type="checkbox"/>		
		Teacher-student interaction?		<input checked="" type="checkbox"/>			

#### 3.4.4 Grounded Theory

In the data analysis section, the researcher employed grounded theory to analyze the collected data. Grounded theory is a systematic methodology that involves constructing hypotheses and theories through data collection and analysis. It also incorporates the application of inductive reasoning (Strauss & Corbin, 1998), which significantly aids in data collation and synthesis.

Research based on grounded theory typically begins with a research question or the collection of qualitative data. As the researcher examines the collected data, concepts or ideas gradually emerge (Faggiolani, 2011). Grounded theory research can

thus start from a research question and the corresponding data collection. Researchers process the data to derive ideas and concepts, encode these ideas, and then summarize them concisely. As more data is collected and re-examined, these codes can be grouped into higher-level concepts, forming the basis for hypotheses or new theories.

Following data collection, grounded theory analysis involves the fundamental steps outlined by Strauss & Corbin (1994): 1) coding text and theorizing; 2) memo writing and theorizing; and 3) integrating, refining, and writing theories.

These steps indicate that data collection and collation began as early as the first interview with the first participant. The researcher encoded each piece of text, identifying useful concepts through key phrases. This process involved analyzing data as conceptual components emerged. The next step was theorizing, where the conceptual data were assembled to consider how each concept related to broader, more inclusive concepts.

While coding the data, the researcher created memos to record important information. Memos served as running notes related to each identified concept and constituted an intermediate step between coding and completing the first draft of the analysis. They included field notes on concepts and insights derived from observations. Memos began with the first identified concept and continued through all subsequent concepts. Once the coding categories were established, the next step was to link them together to form a theoretical model built around central categories, integrating the concepts.

In summary, all these steps involved theorizing. From the beginning to the end of the project, constructing and testing the theory was crucial. A fundamental property of grounded theory is the notion that everything encountered when studying a field is considered data—not just interviews or observations, but anything contributing to the generation of emerging theoretical concepts (Bernard & Ryan, 2010).

### 3.5 Validity of the Instruments

This study utilized the Item Objective Congruence (IOC) index developed by Rovinelli and Hambleton (1977) to assess content validity during the test development stage. Three experts validated the research instruments, including pre-interviews, post-interviews, and observation sheets.

The validation experts comprised three individuals from Rangsit University in Thailand, all of whom were Assistant Professors in the field of education. These experts were required to select one of three choices based on a score range from -1 to 1, assessing the congruence between the measurement content and the measurement objectives. To ensure data validity, the researcher applied the IOC to evaluate the validity of interviews and observations. An expert team was organized to evaluate all items of the interviews and observations based on a scoring range standard of -1 to +1, assigning scores of 1 (conforming to the measurement), -1 (not conforming to the measurement), or 0 (uncertain). Items receiving the maximum score of 1 from all experts were considered exceptional items agreed upon by all.

The formula for calculating the IOC was as follows:

The IOC index represented the scores given by individual experts, with 'n' representing the number of experts. Three experts scored each item in the interviews and observations. For instance, if all three experts scored 1 for a particular item, the result would be  $1 + 1 + 1 = 3$  points. Then, the 3 points would be divided by the three experts, resulting in  $3/3 = 1$ . If two experts scored 1 and one gave a 0, the result would be  $1 + 1 + 0 = 2$  points, and the result would be  $2/3 = 0.67$ . If one expert gave a score of 1 and the other two gave a 0, the result would be  $1 + 0 + 0 = 1$ , then  $IOC = 1/3 = 0.33$ . To simplify the scoring, an item was considered valid and accepted if its value fell between 0.67 and +1. However, if the value fell between 0.67 and -1, it indicated that the item needed modification.

## **3.6 Data Collection Procedures**

The researcher collected relevant data on Chinese vocabulary learning from second-grade students at Wells International School through pre-interviews, observation, and post-interviews. The detailed information about the data collection process is outlined below.

### **3.6.1 Pre-Interview**

The first round of interviews occurred before the initial stage of the study. The researcher interviewed three teachers to understand the teachers' teaching situation and the students' Chinese learning situation. Each interview with a teacher lasted approximately 15-20 minutes. The researcher had prepared ten interview questions for each teacher. Interviews were conducted with the three participating teachers, and their responses were collected, summarized, and organized.

### **3.6.2 Lesson Plan**

After discussing the interactive teaching methods with the researcher, the three Chinese teachers developed their lesson plans, which were applied in their classroom teaching to help students learn and improve Chinese vocabulary. This study lasted four weeks, with one weekly class for each teacher. Each of the three Chinese teachers had two teaching themes: the first one was about family, and the second one was about fruits. The development and implementation of lesson plans facilitated the regular progress of the study and the collection of data by the researcher.

### **3.6.3 Observational Checklist**

Three qualified teachers observed and recorded the teaching of the three Chinese teachers in the second-grade interactive Chinese vocabulary classes. The study lasted four weeks, with one class per week, totaling 12. The three qualified teachers observed and recorded the classroom teaching of the three Chinese teachers,

noting and recording all aspects of the classroom on the observation checklist. The data collected were used for subsequent data analysis.

### **3.6.4 Post-Interview**

The second round of interviews occurred after the 4-week teaching research period ended. The purpose of interviewing the three teachers was to summarize and evaluate the impact of interactive teaching in this study on second-grade students' Chinese vocabulary learning. The researcher had prepared ten interview questions for each participating teacher. Each interview with a teacher lasted approximately 15-20 minutes. The researcher interviewed the three participating teachers, collected the interview responses, summarized and organized the interview content, and used this data for data analysis.

## **3.7 Data Analysis**

The researcher systematically analyzed data collected before the interviews, from classroom observation records, and after the interviews. During the data analysis phase, grounded theory was employed to comprehensively analyze these three sets of data. By thoroughly examining the interview content and classroom observation records, the researcher derived significant research findings. This study collected two sets of data: interviews with Chinese teachers and classroom observation records from qualified teachers. The detailed data analysis process is as follows.

### **3.7.1 Pre-post Interview Analysis**

This study conducted interviews in two phases: pre-interviews and post-interviews, with the detailed contents available in Table 3.1. After completing both sets of interviews, the researcher analyzed the pre- and post-interview data using grounded theory methodology. The analysis provided comprehensive responses to the research questions: 1) What interactive teaching methods do teachers use to improve students' Chinese vocabulary skills in Thai primary schools? 2) What is the

significance of interactive teaching methods in Chinese vocabulary learning for Thai primary school students?

The analysis focused on understanding the insights each teacher gained from the pre-interviews regarding student learning situations and their observations of potential challenges and teaching outcomes during the post-interviews. By comparing the pre- and post-interview content, the researcher aimed to develop a deeper understanding of the practical impact of interactive teaching methods on students' Chinese vocabulary learning. This comparison facilitated the identification of emerging concepts and themes, contributing to the development of a theoretical model that provides specific and detailed conclusions for the study.

### **3.7.2 Lesson Plan**

In the second-grade Chinese vocabulary teaching classes, three qualified Chinese teachers, A, B, and C, taught the lessons. These teachers had 6 years, 3 years, and over 14 years of experience in Chinese teaching, respectively. They also held teaching credentials from their home countries and bachelor's or master's degrees in education-related fields. Before the start of the study, the three Chinese teachers developed lesson plans aligned with interactive teaching methods, which were reviewed by the researcher. During the teaching process, the teachers adhered to the characteristics and principles of interactive teaching to arrange classroom activities. The lesson plans also included the teachers' evaluations and reflections on the interactive teaching curriculum after each class.

According to grounded theory, the researcher analyzed these lesson plans through systematic data collection and analysis. This involved coding the lesson plans to identify key concepts and themes related to teaching strategies and student outcomes. By doing so, the researcher could understand how interactive teaching methods were applied in practice and uncover any challenges and reflections the teachers had during the teaching process. This approach provided a robust data

foundation for constructing a theoretical model on the effectiveness of interactive teaching methods.

### **3.7.3 Observation**

Three qualified teachers, D, E, and F observed second-grade Chinese vocabulary interactive teaching classes. After each session, these native English speakers, holding bachelor's or master's degrees, used an observational checklist to record their findings. After four rounds of observations, the researcher compiled and analyzed the data. This analysis provided insights into the implementation of teaching strategies, student engagement, and classroom atmosphere, contributing to a comprehensive understanding of the research questions.

### **3.8 Ethical Consideration**

In order to conduct this study ethically, the data collection proceeded according to the following steps:

- 1) The researcher obtained permission from the participants before conducting the study.
- 2) The personal information and responses of the participants were collected and kept confidential.
- 3) The identity of each participant was anonymized using a numbering system.
- 4) To prevent the leakage of participants' information, all collected data will be deleted within one year after the publication of the research.
- 5) The ERB proposal will be submitted to RSU ERB for consideration to get approval before data collection is conducted.

## **CHAPTER 4**

### **Data Analysis**

In this chapter, all the data namely the interviews and observations are analyzed to answer the 2 research questions: 1) What interactive teaching methods teachers use to improve students' Chinese vocabulary skills in Thai primary school? 2) To what extent can interactive teaching methods support students' Chinese vocabulary skills?

The following data analysis provides answers to the first research question by demonstrating the ways in which interactive teaching methods are used by teachers to improve students' Chinese vocabulary skills. The subsequent analysis addresses the second research question, examining how interactive teaching methods support students' Chinese vocabulary skills in this study context.

#### **4.1 The Analysis of the Interactive Teaching Methods that Improve Students' Chinese Vocabulary Skills**

##### **4.1.1 The Analysis of Interviews**

In this section, the answer that researcher have found from the interviews are 8 folds:

###### **1) Game interaction:**

The first method that the researcher observed from the interviews indicates that teachers can enhance students' Chinese vocabulary skills through interactive games. In the class, teachers engage students in language games and interactions to

capture their interest and enthusiasm for learning, thereby increasing their motivation to learn Chinese vocabulary. Here are some examples from the interviews.

"In this month's interactive Chinese vocabulary teaching, I mainly adopted interactive teaching methods centered around student-student and student-multimedia interactions. For example, I used a game called "Guess Who I Am," where students actively engaged in the activity." (Teacher A, personal communication, May 1, 2024)

"During group competitions, when I divide students into two teams, they earn points for their team by answering my questions in Chinese. They actively engage in these games, and if a student is unsure, others are eager to help." Teacher A, personal communication, May 1, 2024)

"Through game-based interactions, I aided and encouraged students to speak and practice more, repeatedly reinforcing their memory. From my observations, students showed a high level of acceptance towards interactive teaching methods, resulting in a very lively classroom atmosphere with active participation from students in answering questions and engaging in activities." Teacher B, personal communication, May 1, 2024)

"For example, when I organize game-based interactions, regardless of the content of the game, my goal is to encourage students to repeat and practice. After learning Chinese vocabulary, students actively participate in games with their peers, speaking while playing." (Teacher C, personal communication, May 2, 2024)

## 2) Teacher-student Q&A interaction:

Through interviews with teachers, the researcher discovered a second method, where teachers can enhance students' Chinese vocabulary skills through interactive Q&A sessions. In the class, teachers use simple questions to guide students in

understanding and memorizing Chinese vocabulary. When asking questions, teachers encourage students to actively participate in learning Chinese vocabulary, sparking enthusiasm for language learning and thereby increasing students' motivation to learn Chinese vocabulary. Here are some examples from the interviews.

"For example, I joked with students before class, chatted with them, used teacher Q&A interactions to ask funny questions first, let student think by themselves about today's topic. Students found this approach very enjoyable, and they continuously practiced listening, speaking, and writing Chinese vocabulary with joy. I noticed that students' enthusiasm for learning was fully stimulated, and the classroom atmosphere became more lively." (Teacher A, personal communication, May 1, 2024)

"This month I also tried interactive activities similar to role-playing, providing students with contextual learning conditions. For example, when learning family vocabulary, students drew the names of family members (such as "mom," "dad," "sister," etc.) on pieces of paper. Then, each student had to come to the front and mimic what the family member written on the paper would say. Other students had to guess which family member it was." (Teacher B, personal communication, May 1, 2024)

"Following teacher Q&A interaction, when we are having the cutting activity 'fruit on the basket', students listen to teacher carefully and cut the fruit as teacher said. Teacher also describes the fruit with color, size, and ask student what it is. Additionally, when encountering Chinese that they do not fully understand, some students seek help from the teacher, forming a positive feedback mechanism of teacher-student interaction that allows me to assess students' learning outcomes." (Teacher C, personal communication, May 2, 2024)

### 3) Student-multimedia interaction:

Based on interviews with teachers, the researcher has observed a third method where teachers can enhance students' Chinese vocabulary skills through student-multimedia interactions. In the class, teachers utilize multimedia to help students better understand and memorize new Chinese vocabulary, such as playing videos, songs, or displaying images. By using these visual aids, students' comprehension and memory of vocabulary are strengthened, particularly benefiting those who learn better through visual or kinesthetic means. This approach makes learning more enjoyable and engaging, thereby increasing students' motivation and initiative to learn Chinese vocabulary. Here are some examples from the interviews.

"Multimedia interaction is a good way for words review. By using smartboard, I can prepare match the word and picture for students, they need to read the word, and know the meaning. The students' performance proves that with the help of interactive activities, they can provide a lot of feedback in class, thereby improving learning efficiency." (Teacher A, personal communication, May 1, 2024)

"I feel that students really enjoy some multimedia games. When I review Chinese vocabulary, I open online learning platforms like Wordwall and Quiz, where I edit my review content and invite students to participate. Perhaps because such activities are relatively rare, students find them refreshing. Moreover, these platforms come with animations and sound effects, which easily capture students' attention. " (Teacher B, personal communication, May 1, 2024)

"Moreover, these interactive activities serve as effective feedback mechanisms, allowing teachers to gauge whether students have grasped the Chinese vocabulary (both in terms of comprehension and accurate usage). Judging from students' performance, it's clear that interactive teaching has indeed enhanced their memory and understanding of

Chinese vocabulary." (Teacher B, personal communication, May 1, 2024)

"In my class, I have implemented various types of interactive teaching methods based on interactive teaching, including game-based interactions, teacher-student Q&A interactions, student-multimedia interactions, role-playing interactions, and more. " (Teacher C, personal communication, May 2, 2024)

#### 4) Group cooperative discussion:

Through interviews with teachers, the researcher has discovered a fourth method: teachers can enhance students' Chinese vocabulary skills through student group discussions. In the class, teachers organize students into small groups to discuss the Chinese vocabulary they have learned. This interactive activity encourages students to actively participate in the learning and usage of Chinese vocabulary. Active participation makes it easier for students to understand and remember new words. Additionally, peer feedback in group activities also helps increase students' vocabulary. Here are some examples from the interviews.

"For example, students discussion interaction, teacher pretend a family person, all students in group discuss who this person is, then tell teacher their answer. Which group say it first will get one point. Students also engage more in interactive activities, repeating and practicing more, thereby achieving the goal of memorizing Chinese vocabulary. " (Teacher A, personal communication, May 1, 2024)

"In my interactive teaching this month, I found that student-to-student interaction had the best effect, such as the game-based interactions, group discussions, and role-playing activities that I frequently use in class. " (Teacher B, personal communication, May 1, 2024)

"In group competitions, because of the lively atmosphere, students actively participate, eager to answer questions, which forms a feedback mechanism for teachers to check students' learning outcomes. "  
(Teacher B, personal communication, May 1, 2024)

#### 5) Role-playing interaction:

Based on interviews with teachers, the researcher has discovered a fifth method: teachers can enhance students' Chinese vocabulary skills through interactive role-playing. In class, teachers use role-playing activities to encourage students to actively participate in Chinese vocabulary learning. Not only is this approach fun, but it is also more engaging. Interactive activities provide students with a good contextual learning environment. Compared to rote memorization divorced from context, this type of learning deepens students' understanding and memory of Chinese vocabulary, allowing them to improve their skills in a joyful learning atmosphere. Here are some examples from the interviews. Here are some examples from the interviews.

"For role-playing interactions, students pretend to be a family member, such as a mom or dad, and say something typical of that role, while the rest of the class tries to guess who they are. Initially, a demonstration by the teacher would be the most effective way for students to understand the purpose of this role-playing activity. This feedback mechanism promotes interaction between teachers and students, forming a positive feedback loop in Chinese vocabulary learning."  
(Teacher A, personal communication, May 1, 2024)

"Take role-playing interaction as an example, when learning family topic, students can do role-playing to practice some sentences and memorize it faster, such as 'Mom, I am sorry.' As I mentioned earlier, most of the interactive activities in my class involve interactions among students. When students are in the class, they tend to prefer interactions with their peers, engaging in collaboration, discussions, and exploring

problems, rather than simply answering the teacher's questions." (Teacher B, personal communication, May 1, 2024)

"Role-playing interaction, as I tried in my class, students pretend a famous person is one of his family members. He needs to tell us about the relationship like 'this is my sister/brother...' This is an interesting way for students to review family but connect Chinese vocabulary to someone he liked. In particular, put vocabulary in a special issue provide students with opportunities for contextual learning, deepening their impressions of Chinese vocabulary and sentences, while continuously receiving feedback from students." (Teacher C, personal communication, May 2, 2024)

#### 6) Contextual learning interaction:

From interviews with teachers, the researcher found that interactive teaching methods provide students with opportunities to learn Chinese vocabulary in contextual learning. Teachers create a conducive language learning environment through interactive teaching methods, allowing students more opportunities to learn and speak Chinese. This may involve using Chinese vocabulary in real-life situations and conversations. Contextual learning, compared to rote memorization detached from context, deepens understanding and memory of Chinese vocabulary. Here are some examples from the interviews:

"On the contrary, if given some autonomy to engage in contextual dialogues learning, role-playing with peers, and participate in interactive activities such as games, discussions, and presentations, they prefer these kinds of interactive activities." (Teacher A, personal communication, May 1, 2024)

"This month I also tried interactive activities similar to role-playing, providing students with contextual learning conditions. For example, when learning family vocabulary, students drew the names of family

members (such as "mom," "dad," "sister," etc.) on pieces of paper. Then, each student had to come to the front and mimic what the family member written on the paper would say. Other students had to guess which family member it was. " (Teacher B, personal communication, May 1, 2024)

"Creating contextual learning through various interactive activities, strengthening their connection with Chinese vocabulary. " (Teacher B, personal communication, May 1, 2024)

"By using different modes of teacher-student interaction to guide students to actively participate in the class, teachers can create an active class atmosphere, provide contextual learning opportunities for students, deepen their impressions of Chinese vocabulary/sentences, and continuously receive feedback from them. " (Teacher C, personal communication, May 2, 2024)

"Providing contextual learning and speaking opportunities: Interactive teaching provides students with rich contexts and opportunities for speaking. Through various interactive activities, students can apply Chinese vocabulary more extensively, enhancing their language proficiency. " (Teacher C, personal communication, May 2, 2024)

#### 7) Visual and kinesthetic learning interaction:

Based on interviews with teachers, the researcher discovered that interactive teaching methods can integrate visual and kinesthetic learning to enhance students' understanding and memory of Chinese vocabulary. Interactive teaching methods often incorporate visual aids, gestures, and body movements to accommodate different learning styles. This multisensory teaching approach can strengthen students' comprehension and retention of Chinese vocabulary, particularly benefiting those who learn more effectively through visual and kinesthetic means. Here are some examples from the interviews.

"The students' performance proved that with the help of interactive activities, they could provide a lot of feedback in class, thus improving learning efficiency; meanwhile, interactive activities engaged students' visual and kinesthetic learning, making the class atmosphere more lively." (Teacher A, personal communication, May 1, 2024)

"When they join these games that exercise their visual and kinesthetic senses and interact with their peers, they naturally remember the vocabulary and sentences encountered. For teachers, I believe interactive class can improve learning efficiency, increase student interest, and promote class participation." (Teacher A, personal communication, May 1, 2024)

"This interactive activity engaged both visual and kinesthetic learning. Through the repetition by the teacher and the participation of students, their understanding and memory of the vocabulary were reinforced." (Teacher B, personal communication, May 1, 2024)

"In this month, I tried many interactive activities, and I found that those activities which could simultaneously engage their visual and kinesthetic senses had a greater impact on students. For example, in the lesson on "family vocabulary," I had students make finger puppets, which they were very excited about. Some students even helped their classmates complete their puppets. At the end of the class, I had them use the finger puppets to review all the family members, which they really enjoyed." (Teacher B, personal communication, May 1, 2024)

"Some interactive game designs also involve visual and kinesthetic learning, helping students better understand and memorize new words. When interactive activities are student-centered, with teachers providing rules and assistance, they often stimulate students' potential for self-directed learning, satisfying their curiosity for self-exploration." (Teacher B, personal communication, May 1, 2024)

"The introduction of new teaching aids and interactive activities provides students with visual and kinesthetic learning experiences. They are more likely to move around the class and actively engage in tasks rather than just sitting in their seats." (Teacher C, personal communication, May 2, 2024)

"While improving class efficiency, students can easily understand Chinese vocabulary through visual and kinesthetic learning, making the learning process both interesting and engaging." (Teacher C, personal communication, May 2, 2024)

#### 8) Personalized learning interaction:

Through interviews with teachers, the researcher discovered that interactive teaching methods can also be personalized to students' needs and interests. In the class, teachers can develop activities and materials targeting specific vocabulary areas where students encounter difficulties. Moreover, teachers can create effective personalized teaching based on students' interests and requirements, making the learning process more efficient and targeted.

"If there's still time left in class, while students are doing exercises, teachers can provide personalized learning, assigning challenging exercises for students with a strong foundation and basic exercises for those with weaker foundations. Interactive teaching not only helps students understand and memorize Chinese vocabulary but also makes learning feel easier and the class atmosphere more lively." (Teacher A, personal communication, May 1, 2024)

"Some students found writing Chinese characters challenging and were prone to giving up. I provided personalized guidance based on each student's level and set different requirements for different students. This drawing and writing activity were something that every student could

easily accomplish, encouraging more students to participate actively." (Teacher B, personal communication, May 1, 2024)

"For students who struggle to keep up with the pace, I adopt personalized learning approaches, setting individual goals and adjusting difficulty levels accordingly." (Teacher B, personal communication, May 1, 2024)

"If individual students encounter difficulties and are unable to complete the tasks, I provide personalized assistance to help them. In interactive activities, regardless of the mode of interaction, the most important thing is to encourage students to repeat and practice continuously so that they can deepen their impressions." (Teacher C, personal communication, May 2, 2024)

In summary, based on interviews with teachers, the researcher has observed 8 methods to enhance students' Chinese vocabulary skills: game interaction, teacher-student Q&A interaction, student-multimedia interaction, group cooperative discussion, role-playing interaction, contextual learning interaction, visual and kinesthetic learning interaction, and personalized learning interaction. Interactive teaching methods provide students with a conducive language learning environment and atmosphere, encouraging and stimulating their enthusiasm and interest in learning. This active participation in teaching activities improves students' initiative and engagement, thereby enhancing their Chinese vocabulary skills. By integrating these elements into language teaching, teachers can effectively help students understand and master Chinese vocabulary.

#### **4.2 The Analysis of Degrees of Improvement in the Students' Chinese Vocabulary Skills**

The answers to the second research question were analyzed from two data, including interviews and observations. This is described below:

#### 4.2.1 The Analysis of interviews

Interviews provided insights into how these interactive methods impact students' vocabulary skills. The 5 key points include:

##### 1) Students' interest in learning Chinese vocabulary has been enhanced:

According to interviews with teachers, researchers found that interactive teaching methods can enhance students' interest in learning Chinese vocabulary. Interactive teaching, through activities such as interactive games, questioning, and group activities, motivates students to learn, igniting their enthusiasm for learning. By creating a lively and engaging classroom atmosphere, interactive teaching encourages students to actively participate in teaching activities, significantly boosting their interest in learning and thereby improving the efficiency of learning Chinese vocabulary. Here are some examples from the interviews.

"And students said 'Me! Me' in class, I feel that their interest of Chinese learning has been ignited." (Teacher A, personal communication, May 1, 2024)

"Enhancing interest in learning: Interactive teaching methods make students more interested in learning Chinese vocabulary by introducing games, discussions and group activities. This interesting and diversified teaching method attracts students' attention and makes them more interested in learning Chinese vocabulary and more engaged in vocabulary learning." (Teacher B, personal communication, May 1, 2024)

"For game-based interaction, teaching methods like interactive games can easily attract the attention of primary school students in particular, who only think 'this is fun' without thinking 'the teacher is making us talk more and remember more through games', and for teachers, this way of getting students to take in new knowledge is more effective." (Teacher C, personal communication, May 2, 2024)

2) Improved the efficiency of students' learning Chinese vocabulary in the classroom:

Through interviews with teachers, researchers found that interactive teaching methods can effectively enhance students' efficiency in learning Chinese vocabulary in the classroom. Because in interactive activities, both teachers and students are involved in teaching activities, helping students better understand and memorize Chinese vocabulary through games, questioning, or repetition. This can greatly help improve the efficiency of students' learning Chinese vocabulary. Here are some examples from the interviews.

"By letting students say the words again and again, students can even memorize the words in class- I know they don't have spare time for Chinese subject after Chinese class. Interactive teaching provides an opportunity that enhance their vocabulary learning in class." (Teacher A, personal communication, May 1, 2024)

"Since the interactive teaching method emphasizes active participation and interaction of students, this method significantly improves the learning efficiency of Chinese vocabulary in the classroom. Students are able to give instant feedback and correct mistakes during the interaction, thus mastering the new vocabulary more quickly and improving the learning efficiency in the classroom." (Teacher B, personal communication, May 1, 2024)

"One-on-one tutoring can be targeted to help students better understand Chinese vocabulary, thus increasing the efficiency of the entire class and allowing me to ensure that every student has learned." (Teacher C, personal communication, May 1, 2024)

### 3) Increased students' confidence in learning Chinese vocabulary:

From interviews with teachers, researchers found that interactive teaching methods can enhance students' confidence in learning Chinese vocabulary. In Chinese language classes, students engage in various forms of interactive activities to learn vocabulary. Teachers provide students with more opportunities to understand and memorize Chinese vocabulary. Through participating in these activities, students gradually become familiar with Chinese vocabulary and become more proactive in speaking and writing Chinese vocabulary. This significantly boosts students' confidence in learning Chinese vocabulary. Here are some examples from the interviews.

"More students are willing to join my class, I can see some students' change, before even I ask them questions, they were not confident to answer. After this interactive teaching period, the students grabbed their hands and wanted to answer my questions, and their state of confidence has changed a lot from before." (Teacher A, personal communication, May 1, 2024)

"The interactive approach encourages students to actively express and use new vocabulary in the classroom, which helps to increase their self-confidence. When students successfully use vocabulary in an interactive way, they gain a sense of achievement, which further boosts their confidence in learning." (Teacher B, personal communication, May 1, 2024)

"Through constant repetition, students can remember Chinese vocabulary better. When they are able to remember Chinese

vocabulary, they will have more self-confidence in learning and will be more confident in answering questions in class." (Teacher C, personal communication, May 2, 2024)

#### 4) Increased students' motivation to learn Chinese vocabulary:

Based on interviews with teachers, researchers found that interactive teaching methods can enhance students' enthusiasm for learning Chinese vocabulary. Teachers use a variety of interactive teaching activities in the classroom to stimulate students' enthusiasm for learning Chinese vocabulary, encouraging them to actively participate in teaching activities by appealing to their interest in learning. Moreover, the cheerful learning atmosphere and engaging teaching activities can motivate students to better understand and memorize Chinese vocabulary. Here are some examples from the interviews.

"Through these diverse interactive teaching activities, students maintain a high level of participation and motivation in their Chinese vocabulary learning process, contributing to a lively and vibrant class atmosphere." (Teacher A, personal communication, May 1, 2024)

"The interactive teaching method greatly enhances students' motivation to learn Chinese vocabulary by creating a positive and supportive learning environment." (Teacher B, personal communication, May 1, 2024)

"Activities like games and role-plays are 'play' for second- grade students, and when they don't feel like they are learning but playing, they are more motivated to learn Chinese vocabulary because they think that they are just playing a game and listening/speaking Chinese vocabulary in the process." (Teacher C, personal communication, May 2, 2024)

5) Students' pronunciation of Chinese vocabulary becomes more standardized and clear:

Through interviews with teachers, researchers found that interactive teaching methods can help improve students' pronunciation of Chinese vocabulary to become more standardized and clear. Through interactive activities, students in the classroom engage extensively in listening to, speaking, and reading Chinese vocabulary, which effectively enhances their pronunciation. During these interactions, students can mimic the teacher's pronunciation and seek assistance to correct their own pronunciation, thereby enhancing the standardization of their pronunciation of Chinese vocabulary. Here are some examples from the interviews.

"When they follow teacher to repeat, teacher also correct for them, no matter it's one by one interact or group interact, as long as students say the words, teacher will follow up to see if students say the word clear and standard." (Teacher A, personal communication, May 1, 2024)

"Through interactive teaching, students practice and listen to the teacher's and classmates' pronunciation frequently in class, which helps their pronunciation of Chinese vocabulary become more standard and clear. Interactive activities such as reading aloud and role-playing also provide them with more opportunities to practice their pronunciation." (Teacher B, personal communication, May 1, 2024)

"In the student's feedback, I am able to hear the student's pronunciation of Chinese vocabulary, and I can correct the student's incorrect pronunciation in a more targeted way to help the student pronounce the words in a standard and clear way." (Teacher C, personal communication, May 2, 2024)

By compiling and analyzing these interviews, the researcher has found that interactive teaching methods support students' Chinese vocabulary skills in 5 ways. First, students' interest in learning Chinese vocabulary has been enhanced. Second,

improved the efficiency of students' learning Chinese vocabulary in the classroom. Third, increased students' confidence in learning Chinese vocabulary. Fourth, increased students' motivation to learn Chinese vocabulary. Fifth, students' pronunciation of Chinese vocabulary becomes more standardized and clear. In summary, interactive teaching methods help students better understand and memorize Chinese vocabulary through various interactive activities. By creating an enjoyable learning atmosphere, capturing students' attention, and increasing their enthusiasm and engagement, students can actively and confidently participate in teaching activities in the classroom. This enhances their efficiency in learning Chinese vocabulary and enables them to master a greater number of Chinese vocabulary words.

#### 4.2.2 The Analysis of Observations

In this section, the answer that the researcher has found from the observations are 3 folds:

The teacher created an observational checklist (see appendix B for full trans) based on one month of class observations of students. The table records students' learning status and the teacher's teaching situation from four aspects: Instructional Design, Teacher's Teaching, Students' Learning, and Class Atmosphere. Through the content of the table, the researcher can clearly discern the impact of interactive teaching methods on students' improvement in their Chinese vocabulary skills. Based on the observation of Teacher A's class teaching situation described above, the researcher has created a new summary table to observe the overall learning situation of students after learning Chinese vocabulary through interactive teaching methods. The table 4.1 is as follows.

Table 4.1 The observation summary of Teacher A's class

Teacher A	First week	Second week	Third week	Fourth week
Excellent	0	2	5	8
Good	5	7	5	4

Table 4.1 The observation summary of Teacher A's class (Cont.)

Teacher A	First week	Second week	Third week	Fourth week
Average	7	3	2	0
Fair	0	0	0	0
Poor	0	0	0	0

Through the observation summary table of the data in Table 4.1, it is evident that students' overall learning motivation, enthusiasm, class atmosphere, and the quality of task completion have all significantly improved after undergoing interactive teaching. Interactive teaching indeed provides students with a favorable learning environment, allowing them to actively engage in class activities, practice Chinese vocabulary repeatedly, receive timely feedback, and enhance their Chinese vocabulary skills.

Next is Teacher B's class observation summary table, which clearly records the students' class learning status and the teacher's teaching situation.

Table 4.2 The observation summary of Teacher B's class

Teacher B	First week	Second week	Third week	Fourth week
Excellent	1	3	4	6
Good	5	5	6	5
Average	6	4	2	1
Fair	0	0	0	0
Poor	0	0	0	0

Through the observation of the data in Tables 4.2, the researcher has noticed that students' learning motivation, participation in class activities, and enthusiasm for learning have significantly improved after undergoing interactive teaching. Interactive teaching methods indeed provide students with a conducive learning environment, allowing them to actively engage in class activities, practice Chinese vocabulary repeatedly, and receive timely feedback, thereby enhancing their Chinese vocabulary skills.

Next, here is Teacher C's class observational checklist summary, which clearly records the students' class learning status, class atmosphere, and the teacher's teaching situation.

Table 4.3 The observation summary of Teacher C's class

Teacher C	First week	Second week	Third week	Fourth week
Excellent	0	1	3	7
Good	3	5	6	4
Average	9	6	3	1
Fair	0	0	0	0
Poor	0	0	0	0

Through the observation of the data in Tables 4.3, the researcher has found that after being taught by the teacher using interactive teaching methods, students' learning motivation, participation in class activities, enthusiasm for learning, and class learning atmosphere have all experienced significant improvement. Interactive teaching methods indeed provide students with a conducive learning environment, allowing them to actively engage in class activities, engage in multisensory learning, practice Chinese vocabulary repeatedly, and receive timely feedback. Interactive teaching methods can enhance students' Chinese vocabulary skills and help them effectively understand and memorize Chinese vocabulary in a joyful learning environment.

Through compiling and analyzing these observations, the researcher has identified three advantages of interactive teaching methods in supporting students' Chinese vocabulary skills. First, students' interest in learning Chinese vocabulary has been enhanced. Second, increased students' confidence in learning Chinese vocabulary. Third, increased students' motivation to learn Chinese vocabulary. In summary, interactive teaching methods help students better understand and memorize Chinese vocabulary through various interactive activities. By creating an enjoyable learning atmosphere, capturing students' attention, and increasing their enthusiasm and engagement, students can actively and confidently participate in teaching activities in

the classroom. This enhances their efficiency in learning Chinese vocabulary and enables them to master a greater number of Chinese vocabulary words.

### 4.3 Conclusion

In this study, the analysis of both interviews and observations sheds light on the effectiveness of interactive teaching methods in improving students' Chinese vocabulary skills in Thai primary schools.

Regarding the first research question on the interactive teaching methods utilized by teachers to enhance Chinese vocabulary skills, it is evident from the data that 8 main methods are prevalent: game interaction, teacher-student Q&A interaction, student-multimedia interaction, group cooperative discussion, role-playing interaction, contextual learning interaction, visual and kinesthetic learning interaction, and personalized learning interaction. These methods create a conducive learning environment that fosters students' enthusiasm and engagement in learning, ultimately leading to improvements in their Chinese vocabulary skills.

As for the second research question regarding the extent to which interactive teaching methods support students' Chinese vocabulary skills, the analysis reveals 5 key ways in which these methods contribute to skill enhancement. These include students' interest in learning Chinese vocabulary has been enhanced, improved the efficiency of students' learning Chinese vocabulary in the classroom increased students' confidence in learning Chinese vocabulary, increased students' motivation to learn Chinese vocabulary, and students' pronunciation of Chinese vocabulary becomes more standardized and clear. Interactive teaching methods provide students with a favorable learning environment conducive to mastering Chinese vocabulary.

In summary, the findings highlight the significant role of interactive teaching methods in improving students' Chinese vocabulary skills in Thai primary schools. By integrating these methods into language teaching practices, teachers can effectively

support students in understanding and mastering Chinese vocabulary, thereby enriching their language learning experience and fostering their overall linguistic proficiency.



## **CHAPTER 5**

### **Conclusions, Discussion and Recommendations**

This chapter provides a conclusion of the findings to answer the research questions addressed to this study: 1) What interactive teaching methods teachers use to improve students' Chinese vocabulary skills in Thai primary school? 2) To what extent can interactive teaching methods support students' Chinese vocabulary skills? The conclusions, discussions, and recommendations will be formulated based on the data analysis conducted in the preceding chapters of this study.

#### **5.1 Conclusions and Discussion**

##### **5.1.1 The Conclusion of Interactive Teaching Methods Improve Students' Chinese Vocabulary Skills**

In this study, the researcher identified 8 effective methods for improving students' Chinese vocabulary skills. This investigation has yielded valuable insights into approaches aimed at enhancing students' proficiency in Chinese vocabulary.

1) Interactive games serve as a potent tool for enhancing students' Chinese vocabulary skills. Within the classroom setting, teachers leverage language-based games to captivate students' interest and foster enthusiasm, thereby bolstering their motivation to engage with Chinese vocabulary.

2) Interactive question-and-answer sessions also prove beneficial in augmenting students' Chinese vocabulary proficiency. Teachers employ straightforward queries to guide students in comprehending and memorizing Chinese

vocabulary. By actively involving students in answering questions, educators promote an immer-sive learning experience.

3) The integration of multimedia elements into teaching facilitates enhanced Chinese vocabulary acquisition. Utilizing multimedia resources such as videos, songs, and images aids in clarifying and memorizing new vocabulary. This approach particularly benefits visual and kinesthetic learners, enriching their comprehension and retention of vocabulary.

4) Student group discussions provide another avenue for advancing Chinese vocabulary skills. Teachers orchestrate small group activities wherein students delve into discussions about learned Chinese vocabulary. This interactive exchange fosters active participation and reinforces vocabulary usage among students.

5) Interactive role-playing activities offer an engaging method to bolster Chinese vocabulary acquisition. Through role-playing scenarios, students are encouraged to actively immerse themselves in Chinese vocabulary learning. This approach not only injects enjoyment into the learning process but also provides a rich contextual learning environment. Compared to rote memorization, contextual learning deepens students' understanding and memory of Chinese vocabulary, nurturing their skills within a joyful learning atmosphere.

6) Contextual learning interaction provide students with opportunities to learn Chinese vocabulary in contextual learning. Teachers create a conducive language learning environment through interactive teaching methods, allowing students more opportunities to learn and speak Chinese. This may involve using Chinese vocabulary in real-life situations and conversations. Contextual learning, compared to rote memorization detached from context, deepens understanding and memory of Chinese vocabulary.

7) Visual and kinesthetic learning interaction can integrate visual and kinesthetic learning to enhance students' understanding and memory of Chinese

vocabulary. Interactive teaching methods often incorporate visual aids, gestures, and body movements to accommodate different learning styles. This multisensory teaching approach can strengthen students' comprehension and retention of Chinese vocabulary, particularly benefiting those who learn more effectively through visual and kinesthetic means.

8) Personalized learning interaction can also be personalized to students' needs and interests. In the class, teachers can develop activities and materials targeting specific vocabulary areas where students encounter difficulties. Moreover, teachers can create effective personalized teaching based on students' interests and requirements, making the learning process more efficient and targeted.

### **5.1.2 The Conclusions of Degrees of Improvement in the Students' Chinese Vocabulary Skills**

The researcher reached the following conclusions regarding the extent of improvement in students' Chinese vocabulary proficiency, derived from data acquired through interviews with three teachers and classroom observations.

1) Interactive teaching methods can enhance students' interest in learning Chinese vocabulary. Interactive teaching, through activities such as interactive games, questioning, and group activities, motivates students to learn, igniting their enthusiasm for learning. By creating a lively and engaging classroom atmosphere, interactive teaching encourages students to actively participate in teaching activities, significantly boosting their interest in learning and thereby improving the efficiency of learning Chinese vocabulary.

2) Interactive teaching methods can effectively enhance students' efficiency in learning Chinese vocabulary in the classroom. Because in interactive activities, both teachers and students are involved in teaching activities, helping students better understand and memorize Chinese vocabulary through games, questioning, or

repetition. This can greatly help improve the efficiency of students' learning Chinese vocabulary.

3) Interactive teaching methods can enhance students' confidence in learning Chinese vocabulary. In Chinese language classes, students engage in various forms of interactive activities to learn vocabulary. Teachers provide students with more opportunities to understand and memorize Chinese vocabulary. Through participating in these activities, students gradually become familiar with Chinese vocabulary and become more proactive in speaking and writing Chinese vocabulary. This significantly boosts students' confidence in learning Chinese vocabulary.

4) Interactive teaching methods can enhance students' enthusiasm for learning Chinese vocabulary. Teachers use a variety of interactive teaching activities in the classroom to stimulate students' enthusiasm for learning Chinese vocabulary, encouraging them to actively participate in teaching activities by appealing to their interest in learning. Moreover, the cheerful learning atmosphere and engaging teaching activities can motivate students to better understand and memorize Chinese vocabulary.

5) Interactive teaching methods can help improve students' pronunciation of Chinese vocabulary to become more standardized and clear. Through interactive activities, students in the classroom engage extensively in listening to, speaking, and reading Chinese vocabulary, which effectively enhances their pronunciation. During these interactions, students can mimic the teacher's pronunciation and seek assistance to correct their own pronunciation, thereby enhancing the standardization of their pronunciation of Chinese vocabulary.

In conclusion, the findings from both 5.1.1 and 5.1.2 underscore the significant role that interactive teaching methods play in enhancing students' Chinese vocabulary skills. Through a comprehensive examination of various interactive approaches, including game interaction, teacher-student Q&A interaction, student-multimedia interaction, group cooperative discussion, role-playing interaction,

contextual learning interaction, visual and kinesthetic learning interaction, and personalized learning interaction, it becomes evident that these methods not only foster active engagement but also provide contextualized learning experiences conducive to deeper comprehension and retention of vocabulary. Moreover, the feedback mechanisms inherent in interactive teaching allow for timely correction and reinforcement, further contributing to skill development. Overall, these conclusions highlight the effectiveness of interactive teaching in not only improving students' vocabulary proficiency but also in cultivating motivation and enthusiasm for language learning.

## **5.2 Recommendations**

Based on the findings of this study, the researcher proposes three recommendations: the first pertains to the school, the second to the teachers, and the third to future researchers.

### **5.2.1 Recommendations for the school**

Three recommendations are proposed for the school:

1) The school ought to furnish students with high-quality and extensive educational resources. This may entail establishing a dedicated library on campus to facilitate Chinese language acquisition and offering access to relevant learning materials. Moreover, classrooms should be equipped with multimedia amenities, including computers and projectors, to facilitate material access and enrich the Chinese learning environment.

2) Secondly, the school should cultivate a supportive linguistic atmosphere, promoting the use of Chinese among students on campus. Strategies to accomplish this objective might involve broadcasting Chinese songs or animations throughout the campus.

3) Thirdly, the school should host monthly Chinese cultural education events to broaden students' comprehension of Chinese culture. These activities could encompass Chinese song competitions, speech contests, Han Chinese clothing fashion shows, among others.

### **5.2.2 Recommendations for the teachers**

Three recommendations are offered for the teachers:

1) Teachers ought to augment their professional development by acquiring diverse knowledge and enhancing teaching competencies. For instance, educators can explore novel and efficacious interactive teaching methodologies online and devise engaging activities tailored to students' learning contexts.

2) Teachers should gain a deeper insight into students' proficiency levels and formulate coherent teaching plans aligned with their Chinese language proficiency. Regular monthly assessments can aid in identifying students' learning hurdles and requirements, while weekly planning sessions can ensure a structured teaching approach.

3) Teachers should embrace innovative pedagogical approaches, with a constant focus on student-centered learning, and endeavor to foster an engaging and dynamic learning atmosphere. For example, educators can establish a 'Chinese corner' in classrooms, showcasing visual representations of Chinese culture, Chinese literature, and traditional attire.

### **5.2.3 Recommendations for Future research**

Future researchers are advised to allocate additional time to each phase, affording students ample opportunities to further explore their Chinese vocabulary proficiency. Secondly, it is recommended that future studies encompass more longitudinal investigations, spanning periods of one to two years. Lastly, researchers

could delve into other facets of students' Chinese language aptitude, including listening, reading, and writing skills, and explore their interrelations and correlations.

The researcher expresses confidence that the conclusions, discussions, and recommendations presented in this study will substantially enrich the existing body of research in this domain. Additionally, the researcher intends to document these findings in an article and disseminate them through presentations at conferences or forums as opportunities arise.



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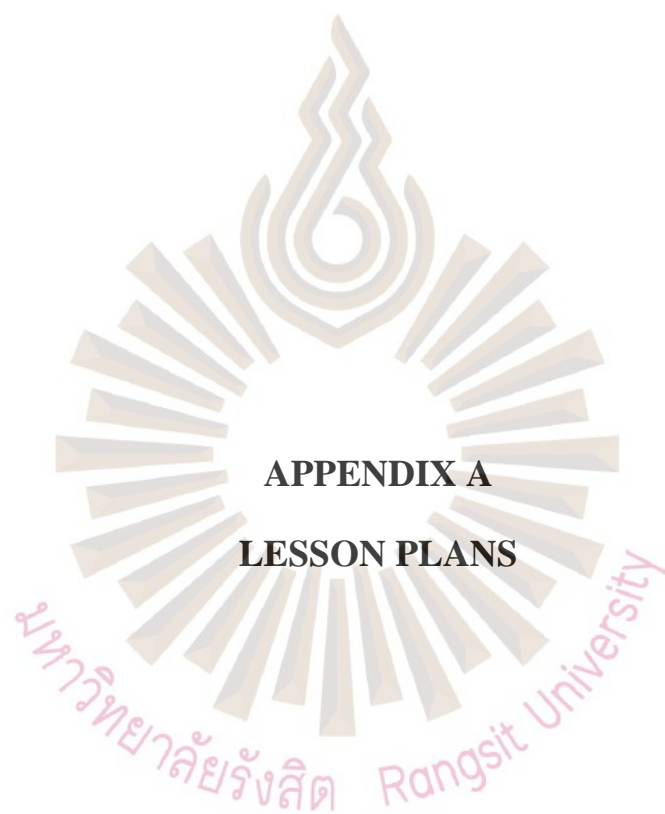
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**APPENDIX A**

**LESSON PLANS**

มหาวิทยาลัยรังสิต Rangsit University

## Lesson Plan

Teacher	A	Week/Dates	Week 1
Grade/Class	G2A	Topic /Main Idea	Vocabulary: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹
Subject	Chinese		
Objectives/ Skills	<p>Students can remember all the vocabularies of this lesson.</p> <p>Students understand the meaning of each vocabulary when hear it.</p> <p>Students can write down the Chinese vocabulary when hear it (Not mandatory).</p>		
Procedures / Activities	<p>At the beginning of class, the teacher uses a Chinese family members song as an introduction. After the song, the teacher asks students, "What are we going to learn today? Who knows?" Then, the teacher displays the family tree and places all the word cards on the board. Next, a male student and a female student are asked to go to the board and match the Chinese characters with pictures of family members. After the two students have finished matching, ask all students to judge whether they have matched correctly. Then proceed to today's vocabulary lesson.</p> <p>After ensuring that each student can read each vocabulary word, play the interactive game "Guess Who I Am." The teacher displays 6 headbands with pictures of 6 family members. Students need to go to the front of the classroom one by one, close their eyes, and pick a headband to put on. The student then needs to guess which family member is on his headband. During the activity, the rest of the students can only answer Yes and No or use body language to prompt the student as to which family member is on his head. Every student will participate in this interactive activity.</p> <p>The end of class. Everybody stands up, cleans up the table, and says 再见 (bye-bye) to each of the family member words: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹 Example: 爸爸再见! 妈妈再</p>		

	见！哥哥再见！.....(Bye-bye, dad, bye-bye, mom, bye-bye, brother...). Remind students to take a family photo the next time.
Resources / Materials	Word cards, family member headbands, white paper.
Reflections	<p>Today's learning theme is "Family." In the introduction segment of the class, I began by playing a song about family for the students. Following that, I posed some questions to the students, such as: After listening to this song, what do you think we will be learning about today? I found that interactive questioning between teachers and students not only captures students' attention but also stimulates their interest and curiosity in learning. After the teacher-student interactive questioning, I drew a family tree on the whiteboard and asked students to come to the board for a matching activity involving pictures and Chinese characters. This interactive approach engaged all students, and I could sense their focused attention as they eagerly awaited the correctness of the answers from the selected students. The students' curiosity was piqued, and the classroom atmosphere was vibrant.</p> <p>Following the introduction of today's target vocabulary, I facilitated a review through an interactive game called "Guess Who I Am," ensuring that all students effectively reviewed the newly learned words. In this interactive game, students unknowingly practiced word recall in a fun and interesting manner. All students participated enthusiastically, and when some students forgot a particular word, their classmates were quick to assist, fostering a positive learning environment. In the concluding segment of the class, I reinforced the vocabulary through a farewell activity. Almost all students were able to provide correct answers effortlessly, leaving me content.</p> <p>In summary, throughout the entire class, students actively</p>

	engaged in various activities, whether it was teacher-student interaction, student-to-student interaction, or interactions with classroom materials. Their evident happiness and active participation underscored the success of the lesson.
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Teacher	A	Week/Dates	Week 2
Grade/Class	G2A	Topic /Main Idea	Sentence: 这是谁? 这是我爸爸 . Who is this? This is my dad.
Subject	Chinese		
Objectives/ Skills	<p>Students understand the meaning of each sentence.</p> <p>Students are able to engage in this dialogue</p> <p>Student are able to use this sentence patten</p>		
Procedures / Activities	<p>For the class warm-up, the teacher plays the family song again for review. Students try to sing it and name all the family members in Chinese. Then, the teacher uses PowerPoint to teach the sentence "这是谁? 这是我爸爸。 Who is this? This is my dad. " After ensuring that students understand, the teacher tries an interactive activity: "Let's introduce our family." Students pair up, then change seats and sit with a new partner. The teacher gives students 2 minutes to practice how to ask and answer. Afterward, students, group by group, come to the front to show their family photos to everyone and engage in the dialogue "这是谁? 这是我爸爸。 Who is this? This is my dad, " to discuss family members. After all the students finish the dialogue, teacher shows his family photo, and students ask him, "这是谁? Who is this?" The teacher answers, "这是我...This is my ..."</p> <p>Following this dialogue practice, teacher uses headbands to play the same "Guess Who Is It" interactive game like last class. The person chosen first closes his eyes, randomly chooses a headband, and wears it. This person needs to say the sentence "这是我..." (This is my ...), and the rest of the students can only respond with</p>		

	<p>Yes or No until he correctly identifies the family member. Every student will have a turn to try.</p> <p>The end of class. Everybody stands up, cleans up the table, and says 再见 (bye-bye) to each of the family member words: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹 Example: 爸爸再见! 妈妈再见! 哥哥再见! .....(Bye-bye, dad, bye-bye, mom, bye-bye, brother...).</p>
Resources / Materials	Word cards, family tree, family member headbands, white paper.
Reflections	<p>Today's learning theme is "Family." In the introduction segment of the class, I began by playing a song about family for the students. Following that, I posed some questions to the students, such as: After listening to this song, what do you think we will be learning about today? I found that interactive questioning between teachers and students not only captures students' attention but also stimulates their interest and curiosity in learning. After the teacher-student interactive questioning, I drew a family tree on the whiteboard and asked students to come to the board for a matching activity involving pictures and Chinese characters. This interactive approach engaged all students, and I could sense their focused attention as they eagerly awaited the correctness of the answers from the selected students. The students' curiosity was piqued, and the classroom atmosphere was vibrant.</p> <p>Following the introduction of today's target vocabulary, I facilitated a review through an interactive game called "Guess Who I Am," ensuring that all students effectively reviewed the newly learned words. In this interactive game, students unknowingly practiced word recall in a fun and interesting manner. All students participated enthusiastically, and when some students forgot a particular word, their classmates were quick to assist, fostering a positive learning environment. In the concluding segment of the</p>

	<p>class, I reinforced the vocabulary through a farewell activity. Almost all students were able to provide correct answers effortlessly, leaving me content.</p> <p>In summary, throughout the entire class, students actively engaged in various activities, whether it was teacher-student interaction, student-to-student interaction, or interactions with classroom materials. Their evident happiness and active participation underscored the success of the lesson.</p>
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Teacher	A	Week/Dates	Week 3
Grade/Class	G2A	Topic /Main Idea	Vocabulary:
Subject	Chinese		苹果, 西瓜, 葡萄, 芒果, 榴莲, 木瓜
Objectives/ Skills	<p>Students can remember all the vocabularies of this lesson.</p> <p>Students understand the meaning of each vocabulary when hear it.</p> <p>Students can write down the Chinese vocabulary when hear it (Not mandatory).</p>		
Procedures / Activities	<p>First, divide all students into two groups and have each group sit together. For the class warm-up, the teacher plays a fruit song video. Before playing the song, the teacher displays some fruit models and asks the students if they know the names in Chinese. Instruct the students to listen to the song attentively, and after the song, the teacher asks them to identify the names of the fruits. Following the song, the teacher asks students in groups 1 and 2 which fruits they recognized from the song. If students can identify any, give their respective groups points.</p> <p>Secondly, the teacher teaches the names of the fruits: 苹果 (apple), 西瓜 (watermelon), 葡萄 (grapes), 芒果 (mango), 榴莲</p>		

	<p>(durian), 木瓜 (papaya). The teacher employs an interactive game called "hit and say." Each student repeats the new words, and the teacher gives two hammers to two students from each group (1 and 2). When the teacher says a word, students should quickly hit the corresponding card, and the first one to do so earns a point for their group.</p> <p>Thirdly, the teacher displays all the fruit models and puts some of the fruits in a box. All students have the opportunity to pick a fruit from the box and try to say its name. If a student can correctly identify the fruit, their group earns a point. Then, distribute fruit paper sheets for coloring the fruits and writing down their Chinese characters.</p> <p>Before the class concludes, count the points and announce which group is the winner for the day. Encourage the other group.</p>
Resources / Materials	Word cards, fruit models, box, white paper.
Reflections	<p>Today's learning theme is "Fruits." A notable difference from the previous class is that I divided all students into two groups right at the beginning and had them sit together according to their groups, facilitating the upcoming teaching activities. In the warm-up segment, following the previous approach, I played a song about fruits for the students. After the song, I posed questions such as: After listening to this song, can you identify which fruits were mentioned? If students could answer, I awarded points to their respective groups. This competitive and interactive grouping effectively engaged students in the classroom, with everyone eager to participate.</p> <p>The next segment focused on vocabulary repetition, and I conducted a competitive game called the "Hammer Game." Students had to compete to answer, and the group with the correct answers received additional points. Students enjoyed this game</p>

	<p>format, and some even went to the extent of looking up answers in books to help their peers, creating a lively learning atmosphere.</p> <p>The final classroom activity, "Guess the Fruit," was a successful interaction between students and teaching materials. Students eagerly reached into the box to feel the fruits, and others watched with curiosity. This vocabulary learning approach was novel and effective for students. Based on today's interactive class, I believe that appropriate competition can be utilized in Chinese classrooms. It significantly enhances the classroom atmosphere, making all students more active, and contributes to the overall efficiency of the class. Finally, before leaving the classroom, students were required to bid farewell to the fruits they had learned today. I observed that most students could spontaneously say the names of the fruits when shown pictures, indicating a good grasp of the vocabulary learned today.</p>
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Teacher	A	Week/Dates	Week 4
Grade/Class	G2A	Topic /Main Idea	Sentence: 你喜欢吃...吗? 我喜欢/我不喜欢 Do you like apple? Yes, I do/ No I don't.
Subject	Chinese	Topic /Main Idea	
Objectives/ Skills	<p>Students understand the meaning of each sentence.</p> <p>Students are able to engage in this dialogue</p> <p>Student are able to use this sentence patten</p>		
Procedures / Activities	<p>First, play the fruit song again and review the fruit words with word cards: 苹果, 西瓜, 葡萄, 芒果, 榴莲, 木瓜.</p> <p>Secondly, use PowerPoint to display the sentences for this lesson: 你喜欢吃...吗? 我喜欢/我不喜欢 (Do you like apple? Yes, I do/ No, I don't). Ensure that everyone can confidently say the</p>		

	<p>sentences. After that, initiate a student-student interactive activity.</p> <p>Prepare fruit models and place them in a box. A student takes the box, selects a fruit randomly, and uses it to ask a friend, "你喜欢吃...吗?" (Do you like apple?). The other student responds with "我喜欢/我不喜欢" (Yes, I do/ No, I don't). The student with the box then passes it to the next student, who picks a fruit and continues the dialogue. Repeat until all students have participated.</p> <p>Thirdly, distribute white paper to each student and conduct a "I say, you write" activity. The teacher divides the students into six groups, each corresponding to one of the six new vocabulary words. The teacher instructs each group to carefully listen to the sentences provided by the teacher and draw the corresponding fruit on the paper, collaborating to write the sentence mentioned by the teacher. For instance, when the teacher says, "我喜欢苹果" (I like apples), the students in the apple group need to draw an apple on the paper and attempt to write the Chinese sentence "我喜欢苹果".</p>
Resources / Materials	Word cards, fruit models, box, white paper.
Reflections	<p>Today, I began by reviewing the vocabulary learned in the previous lesson with the students. I prepared pictures and asked the students to say the corresponding Chinese words for each image. I found that the learning effect from the last class was quite good, as the students were able to remember and recognize all the fruits. The focus of today's lesson was on dialogues about fruits. After teaching the target sentence pattern, I prepared teaching aids for today's interactive game. Through the practice of the last class, I observed that students are excited about the appearance of "new things" in the classroom. Whenever the teacher prepares new teaching aids, the students anticipate interactive games or different teaching methods, which increases their classroom participation and aids in vocabulary learning.</p>

	<p>The second interactive activity of this class was "I say, you draw." Compared to working in exercise books, following the teacher's instructions on a paper sheet is more engaging for students. In summary, during this month of interactive teaching, I feel that interactive teaching (teacher-student interaction, student-student interaction, student-classroom aid interaction) can enhance students' classroom focus and increase their interest in learning Chinese vocabulary. Furthermore, during the next class review, I can sense that through interactive teaching, students' vocabulary memorization abilities have also improved.</p>
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Teacher	B	Week/Dates	Week 1
Grade/Class	G2B	Topic /Main Idea	Vocabulary:
Subject	Chinese		爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹
Objectives/ Skills	Understand the vocabulary, if seeing the character can read it and know the meaning.		
Procedures / Activities	<p>The teacher, after ensuring that the students were settled, presented her family photo and introduced her family to the students. She engaged them by having them guess which person in the photo was her, asking about the identities of the other family members and prompting them with questions like " Do you know how to express your family members in Chinese? ". Following their responses, the teacher showed a Chinese video about family. After watching the video, some students expressed difficulty understanding, to which the teacher responded.</p> <p>To address this, the teacher used a PowerPoint presentation to display Chinese characters and pictures of family members, teaching vocabulary such as "爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹." After introducing the new words, the teacher initiated an</p>		

	<p>interactive game called "Stands up, Sits down". In this interactive game, students had to stand up or sit down based on the gender of the family member mentioned by the teacher. The teacher repeated each word twice, and if a student made a mistake during the game, they had to say all six family members correctly.</p> <p>Following the interactive game, the teacher distributed hard cardboard and white paper to the students for a finger puppet craft activity. Firstly, students drew the portraits of their family members on the white paper, colored them, and then cut them out. Next, they used the hard cardboard to create a ring, attaching the portrait and the cardboard ring together. Once the finger puppets were completed, the students paired up and introduced their crafted finger family members to each other, expressing themselves in Chinese.</p>
Resources / Materials	Word cards, teachers' family picture, finger puppets (hard paper, white paper)
Reflections	<p>Today's class marks the first implementation of interactive teaching. The teacher employed various interactive methods, including teacher-student questioning, game interactions, and student-to-student questioning. In the initial classroom activity of teacher-student questioning, the teacher captured the students' attention by using family photos and posed questions, introducing the theme of the day—family. The students carried this impression into the subsequent learning activities. Based on the students' responses, it was evident that this type of questioning interaction was effective in capturing their attention and enhancing their classroom engagement.</p> <p>The second interactive activity in this class was a game, and based on student reactions, they showed a keen interest in this "game." The interactive game "stand up, sit down" required the participation of all students, aiming to focus their attention and simultaneously review vocabulary through the game, reinforcing</p>

	<p>their understanding of Chinese vocabulary. In the final segment of the class, the teacher guided the students in a hands-on activity. After completing the craft, the students engaged in mutual discussions, sharing which family members they had created. This step, executed through student interaction, strengthened the students' classroom output.</p> <p>As a reminder for the next class, the teacher should pay attention to reviewing the learned vocabulary, achieving the effect of "reviewing the old to learn the new."</p>
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Teacher	B	Week/Dates	Week 2
Grade/Class	G2B	Topic /Main Idea	Sentence: 这是谁? 这是我爸爸 . Who is this? This is my dad.
Subject	Chinese		
Objectives/ Skills	Students understand the meaning of the sentences, are able to output the dialogues they have learned today and memorize the vocabulary of all family members.		
Procedures / Activities	<p>First, the teacher used flashcards to review the six family members learned last time. Then, the lesson proceeded to sentence teaching for today. The teacher showed students a picture of his own family, then asked, "Who is this?" guiding and correcting students to respond using the target sentence pattern "This is my dad." Encouraging them to inquire about each family member in the photo.</p> <p>Next, the teacher displayed a series of celebrity pictures, having students first guess their ages and then asking, "If he/she is your family member, could he/she be your dad, mom, older brother, older sister, younger brother, or younger sister?" All these pictures were then placed into a bag. The teacher handed the bag to the first student, who randomly selected a celebrity photo, asked their desk mate, "Who is this?" and the responding student completed the</p>		

	<p>dialogue with "This is my dad/mom/brother/sister," before taking the bag and repeating the process with another student. The teacher ensured that every student practiced this dialogue.</p> <p>Afterward, each student was given a piece of blank paper. They were guided to choose a family member they liked, draw that person, and write the sentence "This is my..." next to the drawing. Then, all students will take their picture to the front, express the person in their picture and say "This is my Dad." Before leaving the classroom, the teacher pointed to himself and asked students, "Who is this?" Students should respond, "This is my teacher."</p>
Resources / Materials	Word cards, pictures of celebrity stars of different ages, white paper.
Reflections	<p>In today's class, due to the teacher's arrangement, students participated in various interactive activities aimed at strengthening their understanding of family members and sentence structures. A notable feature was the effective use of flashcards at the beginning of the class to review the vocabulary from the previous lesson. This helped reinforce what students learned last time and prepared them for the new content.</p> <p>The personal touch of the teacher sharing family photos added a meaningful element to the class. In this segment, the interactive Q&amp;A between the teacher and students effectively captured students' curiosity, directing their attention to the teacher. By asking students, "Who is this?" and guiding them to use the target sentence pattern "This is my dad," the teacher created an interactive environment, encouraging students to actively apply what they had learned. This method not only enhanced students' speaking skills but also prompted them to inquire about different family members, fostering a more dynamic and participatory learning experience.</p> <p>The introduction of celebrity photos added a fun and creative</p>

	<p>aspect to the class. Guessing their ages and imagining them as potential family members challenged students to think beyond the immediate context. In the bag activity, students randomly selected and identified family members in a dialogical format, ensuring that each student actively participated and reinforced the newly acquired sentence structure.</p> <p>The drawing activity at the end of the class provided a creative outlet for expressing personal preferences and practicing the sentence structure in a personalized context. It allowed students to apply what they had learned to their individual interests, making the language more relevant and memorable.</p> <p>Overall, the interactive nature of today's class not only made the learning process enjoyable but also facilitated a deeper understanding of the material. The combination of visual aids, real-life examples, and interactive exercises created a well-rounded and engaging learning environment, contributing to a successful and enriching class experience.</p>
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Teacher	B	Week/Dates	Week 3
Grade/Class	G2B	Topic /Main Idea	Vocabulary: 苹果, 西瓜, 葡萄, 芒果, 榴莲, 木瓜
Subject	Chinese		
Objectives/ Skills	Understand the vocabulary, if seeing the character can read it and know the meaning.		
Procedures / Activities	First, divide all students into two groups and have each group sit together. For the class warm-up, the teacher plays a fruit song video. Before playing the song, the teacher displays some fruit models and asks the students if they know the names in Chinese. Instruct the		

	<p>students to listen to the song attentively, and after the song, the teacher asks them to identify the names of the fruits. Following the song, the teacher asks students in groups 1 and 2 which fruits they recognized from the song. If students can identify any, give their respective groups points.</p> <p>Secondly, the teacher teaches the names of the fruits: 苹果 (apple), 西瓜 (watermelon), 葡萄 (grapes), 芒果 (mango), 榴莲 (durian), 木瓜 (papaya). The teacher employs an interactive game called "hit and say." Each student repeats the new words, and the teacher gives two hammers to two students from each group (1 and 2). When the teacher says a word, students should quickly hit the corresponding card, and the first one to do so earns a point for their group.</p> <p>Thirdly, the teacher displays all the fruit models and puts some of the fruits in a box. All students have the opportunity to pick a fruit from the box and try to say its name. If a student can correctly identify the fruit, their group earns a point. Then, distribute fruit paper sheets for coloring the fruits and writing down their Chinese characters.</p> <p>Before the class concludes, count the points and announce which group is the winner for the day. Encourage the other group.</p>
Resources / Materials	Word cards, a box, fruit cards for the game (each fruit printed twice, with four extras for backup).
Reflections	<p>Today's learning theme is "Fruits." A notable difference from the previous class is that I divided all students into two groups right at the beginning and had them sit together according to their groups, facilitating the upcoming teaching activities. In the warm-up segment, following the previous approach, I played a song about fruits for the students. After the song, I posed questions such as: After listening to this song, can you identify which fruits were mentioned? If students could answer, I awarded points to their</p>

	<p>respective groups. This competitive and interactive grouping effectively engaged students in the classroom, with everyone eager to participate.</p> <p>The next segment focused on vocabulary repetition, and I conducted a competitive game called the "Hammer Game." Students had to compete to answer, and the group with the correct answers received additional points. Students enjoyed this game format, and some even went to the extent of looking up answers in books to help their peers, creating a lively learning atmosphere.</p> <p>The final classroom activity, "Guess the Fruit," was a successful interaction between students and teaching materials. Students eagerly reached into the box to feel the fruits, and others watched with curiosity. This vocabulary learning approach was novel and effective for students. Based on today's interactive class, I believe that appropriate competition can be utilized in Chinese classrooms. It significantly enhances the classroom atmosphere, making all students more active, and contributes to the overall efficiency of the class. Finally, before leaving the classroom, students were required to bid farewell to the fruits they had learned today. I observed that most students could spontaneously say the names of the fruits when shown pictures, indicating a good grasp of the vocabulary learned today.</p>
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Teacher	B	Week/Dates	Week 4
Grade/Class	G2B	Topic /Main Idea	Sentence: 你喜欢吃...吗? 我喜欢 /我不喜欢 Do you like apple? Yes, I do/ No I don't.
Subject	Chinese		

Objectives/ Skills	<p>Students understand the meaning of the sentences, are able to output the dialogues they have learned today and memorize the vocabulary of all family members.</p>
Procedures / Activities	<ol style="list-style-type: none"> <li>1. Before the class began, the teacher placed pictures of the six fruits learned last time on the walls around the classroom. Through interactive questioning, where the teacher pointed to a fruit, and students responded, the class reviewed all the fruits. Following the review, the teacher introduced and taught today's sentence structure: "你喜欢.....吗? 我喜欢/我不喜欢" (Do you like...? Yes, I do/No, I don't).</li> <li>2. Next, the teacher conducted an interactive game called "Answer me." Two students, A and B, were selected. Student A asked student B, "你喜欢.....吗?" (Do you like...?), and student B, holding a mallet, chose a fruit and struck the corresponding fruit picture. Then, student B responded, "我喜欢.../我不喜欢..., 我喜欢..." (I like.../I don't like..., I like...). All students paired up, taking turns using mallets to strike fruit pictures. If an odd number of students were present, the remaining student teamed up with the teacher to complete the dialogue until each student had participated. The teacher ensured that every student correctly expressed the sentences.</li> <li>3. Following this, the teacher used multimedia to open a quiz, engaging students in an interactive fruit game. In the game, students saw a fruit picture and read three options in Chinese characters, selecting the correct word. The teacher made sure that every student actively participated in this interactive activity.</li> <li>4. Finally, before students left the classroom, the teacher reviewed vocabulary and sentence structures once more using fruit models. The teacher held up the corresponding fruit model, asking the question "你喜欢...吗?" (Do you like...?), and students responded according to their preferences with "我喜欢.../我不喜欢"</li> </ol>

	..." (I like.../I don't like...).
Resources / Materials	Word cards, fruit models, hammer toy, Quiz game.
Reflections	<p>In today's class, the teacher employed an interactive teaching approach centered around the theme of fruits and expressions related to personal preferences. The pre-class preparation, displaying fruit pictures around the classroom, immediately captured the students' attention, laying the foundation for a participatory learning experience.</p> <p>The pre-class "学生指你说" (students point, teacher responds) interactive review was an effective way for students to revisit the previously learned fruits. This not only served as a warm-up activity but also encouraged active participation from each student, ensuring an overall understanding before delving into new content.</p> <p>The introduction of the new sentence structure "你喜欢.....吗? 学生喜欢/学生不喜欢" (Do you like...? Students like/Students don't like) was seamlessly integrated with the interactive game "我问你答" (I ask, you answer). This game not only provided students with an opportunity to practice the new sentence pattern but also added an element of fun through the use of mallets to strike fruit pictures. The paired interaction ensured that each student actively engaged in the dialogue, reinforcing the target sentences.</p> <p>The multimedia quiz further enriched the interactive nature of the class. The game format, where students had to read and choose the correct Chinese characters for the presented fruits, made learning both enjoyable and educational. The teacher's emphasis on ensuring the active participation of each student during this activity contributed to a well-rounded interactive experience.</p> <p>The concluding review using fruit models was a thoughtful way to reinforce vocabulary and sentence structures. By holding up the corresponding fruit models and asking, "你喜欢...吗? " (Do you</p>

	<p>like...?), the teacher prompted personalized responses from each student, providing a final opportunity for active engagement.</p> <p>Overall, today's class successfully blended various interactive elements, from physical activities to multimedia quizzes, creating an immersive and dynamic learning environment. The introduction of interactive games contributed to an effective and enjoyable class experience, ensuring that each student actively participated and absorbed the lesson content.</p>
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Teacher	C	Week/Dates	Week 1
Grade/Class	G2C	Topic /Main Idea	Vocabulary:
Subject	Chinese		爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹
Objectives/ Skills	<p>For the vocabulary learned today, students should aim to achieve listening comprehension, spoken proficiency, and character recognition. Ideally, they should also be able to write the corresponding Chinese characters, although this is not a mandatory requirement.</p>		
Procedures / Activities	<p>(Before the class starts) The teacher needs to prepare some photos of family members and post them somewhere in the classroom. Then, the teacher draws a family tree on the whiteboard and writes the names of family members in Chinese. When students enter the classroom, the teacher asks them to open their textbooks to the lesson for the day. The teacher gives students one minute to read the text and unfamiliar words.</p> <p>Next, the teacher asks students how many people are there in their families. After getting the students' answers, the teacher points out each family member on the family tree on the whiteboard and confirms with the students. Then, the teacher introduces the new vocabulary for the lesson: 爸爸(dad), 妈妈 (mom), 哥哥 (older</p>		

brother), 姐姐 (older sister), 弟弟 (younger brother), 妹妹 (younger sister).

The teacher points the family pictures around the classroom, allowing students to look at the family member photos posted on the walls.

After that, students participate in the "Find My Family" interactive game. The teacher demonstrates by saying the name of a family member in Chinese, and then a student looks for the photo on the wall. Once found, the student raises the card and says the name of the family member in Chinese. Then, the student who found the card becomes the "little teacher" and says the name of another family member, designating another student to find the card, and so on (students who participated in the activity should not repeat; the teacher should ensure that students choose different family member vocabulary, avoiding everyone saying "mom" or "dad").

After the "Find My Family" activity, all students return to their seats. The teacher distributes a sheet with a family tree and family member pictures, emphasizing that this exercise is called "everyone can help." The teacher guides students to fill in the correct Chinese characters for family members in the blank spaces (if students don't know, they can discuss with classmates, open their textbooks, etc., to find the answers). The teacher circulates in the classroom, ensuring that all students can complete the task and assisting with checking the spelling of Chinese characters. During this time, the teacher emphasizes that if students have any questions, they can ask classmates or the teacher at any time because the teacher welcomes and is willing to answer any questions.

Finally, before leaving the classroom, the teacher holds six family member pictures and asks each student one by one. Students need to say the corresponding family member in Chinese, and only when

	<p>they can correctly say the Chinese for a particular family member does the teacher allow them to leave the classroom.</p>
Resources / Materials	<p>Word cards, many of the family member picture, family character writhing paper sheet, crocodile bite toy (in case)</p>
Reflections	<p>In today's class, the teacher employed an interactive teaching approach, engaging students in a dynamic learning experience. Prior to the lesson, strategically placing family member photos around the classroom introduced a visual stimulus, laying the foundation for an interactive exploration of family vocabulary.</p> <p>The initial reading exercise encouraged individual participation as students independently read the text and learned new vocabulary. Subsequently, discussing students' family structures and connecting them to a visual family tree on the whiteboard effectively combined interactive discussions with reinforcement of family vocabulary. This interactive discussion not only solidified family vocabulary but also encouraged active participation from students as they confirmed the identities of their own family members.</p> <p>Introducing new vocabulary through displayed family member photos on the wall added a multi-sensory element to the learning experience. The visual stimulation from these images enhanced students' understanding of the new vocabulary within context. The "Find My Family Member" interactive game that followed provided students with an opportunity to apply the newly learned vocabulary. This game not only fostered student participation but also cultivated interaction among peers as students took turns guiding each other to find family members.</p> <p>During the practical activity of filling out a family tree, the teacher emphasized the concept of "everyone can help." Encouraging collaboration and seeking assistance reinforced a sense</p>

	<p>of collective learning. The teacher circulated around the classroom during the task, ensuring students received necessary support and contributing to the creation of a cooperative learning environment.</p> <p>The final individual assessment segment required students to verbally express the corresponding family member in Chinese before leaving the classroom, highlighting the concept of interactive learning. Students had to correctly articulate a family member in Chinese before exiting the class, ensuring active participation and comprehension.</p> <p>Overall, today's class effectively showcased the concept of interactive teaching by seamlessly integrating visual aids, interactive games, and student-to-student activities. This approach not only captured students' interest but also actively involved them in the learning process, creating a vibrant and engaging classroom atmosphere.</p>
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Teacher	C	Week/Dates	Week 2
Grade/Class	G2C	Topic /Main Idea	Sentence: 这是谁? 这是我爸爸
Subject	Chinese		. Who is this? This is my dad.
Objectives/ Skills	The students are able to independently engage in dialogues related to asking about family members and can remember the Chinese names for the six family members introduced in this lesson.		
Procedures / Activities	<p>At the beginning of the class, start by reviewing the vocabulary learned in the previous lesson: 爸爸(dad), 妈妈 (mom), 哥哥 (older brother), 姐姐 (older sister), 弟弟 (younger brother), 妹妹 (younger sister).</p> <p>Next, play a Chinese family members song twice and ask students which line about family members they heard from the song</p>		

	<p>and if they can try to repeat it. Select a student who can repeat the line and ask them to write the Chinese sentence on the whiteboard: 这是谁? 这是我爸爸 (Who is this? This is my dad). Then, introduce the "crocodile bites" game. Prepare six family member picture cards and have students come to the front one by one. They draw a card and hold it up for the other students to see. The remaining students then ask, "这是谁? (Who is this?)" .The student holding the card must respond correctly, "这是我爸爸 (This is my dad)". Once a student has answered, they press down one of the crocodile's teeth. If a student gets bitten, they need to repeat the six sentences: 这是我爸爸/妈妈/姐姐 (This is my dad/mom/older sister...).</p> <p>After this interactive sentence activity, all students open their workbooks, practice writing Chinese characters, and complete assigned exercises, with the teacher checking each student's work individually.</p>
Resources / Materials	Word cards, pictures of celebrity stars of different ages, white paper.
Reflections	<p>In today's class, the teacher incorporated interactive teaching methods to create a dynamic learning atmosphere. Through the review of family vocabulary, various forms of interaction, such as student-media interaction, student-student interaction, and student-teacher interaction, were utilized to guide active student participation and reinforce previously learned knowledge.</p> <p>By playing a Chinese family member song, the teacher prompted students to listen to sentences about family members and encouraged them to try to paraphrase the content. Subsequently, through the "crocodile bites" game, students engaged in language interaction while drawing family member cards, answering questions, and triggering crocodile actions, enhancing the class's fun</p>

	<p>and engagement.</p> <p>Later, the focus of the class shifted to writing exercises. Students, by opening their workbooks and practicing writing Chinese characters, completed assigned exercises. The teacher checked and guided each student individually, ensuring active participation and consolidating the learned content.</p> <p>The final activity design required students to answer questions within the context of the "crocodile bites" game, adding challenge and amusement. This design not only stimulated active student participation but also solidified the target sentence patterns in an enjoyable manner.</p> <p>The overall class design cleverly integrated visual aids, interactive games, and individual tasks, effectively showcasing the concept of interactive teaching. This teaching approach not only maintained student enthusiasm but also provided a comprehensive and enjoyable learning experience.</p>
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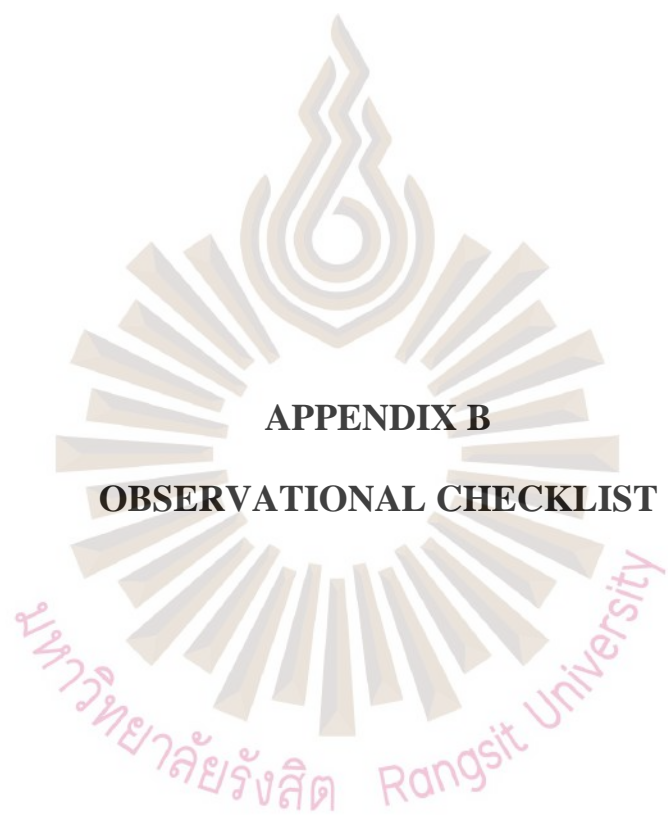
Teacher	C	Week/Dates	Week 3
Grade/Class	G2C	Topic /Main Idea	Vocabulary: 苹果, 西瓜, 葡萄, 芒果, 榴莲, 木瓜
Subject	Chinese		
Objectives/ Skills	For the vocabulary learned today, students should aim to achieve listening comprehension, spoken proficiency, and character recognition. Ideally, they should also be able to write the corresponding Chinese characters, although this is not a mandatory requirement.		
Procedures / Activities	In the beginning of the class, the teacher instructed the students to		

	<p>open their textbooks and read the day's lesson. The teacher then presented a box containing fruit models. After a few minutes of reading, the teacher selected a girl and a boy, asking them to close their eyes and pick something from a black bag. The chosen items were then displayed to the class. The teacher announced that they would be learning fruit vocabulary that day, introducing six fruits: 苹果, 西瓜, 葡萄, 芒果, 榴莲, 木瓜。 (Apple, watermelon, grape, mango, durian, and papaya).</p> <p>Next, the teacher displayed six large paper baskets in different locations and distributed a paper sheet to each student containing the names of the fruits they would be learning. Students were instructed to prepare scissors and glue. Guided by the teacher, students collectively pronounced the names of each fruit and then cut out the pictures of the six fruits. Following the teacher's instructions, students glued their cut-out fruits onto the corresponding baskets. In the first round, the teacher called out a fruit, and students collectively placed the corresponding pictures in the correct baskets. In the second round, individual students (e.g., Student A) took turns calling out a fruit, and the rest of the students followed their instructions to place the fruit pictures in the correct baskets. This process continued until all the fruit pictures were correctly placed.</p> <p>In the last minute of the lesson, the teacher displayed all the fruit models and asked the students to say "Goodbye" to each fruit using the sentence pattern. For example, if the teacher showed an apple, the students would say, "Apple, goodbye!" After saying goodbye to all six fruits, the students bid farewell to the teacher and left the classroom.</p>
Resources / Materials	Word cards, fruit models, big fruit paper basket for six, six fruits

	paper sheet for all students, scissors, glue
Reflections	<p>In today's class, the teacher employed interactive teaching methods to actively engage students in the learning process. The introduction of vocabulary related to fruits began with a tactile experience, as students explored real fruit models inside a box. This hands-on practice not only captured students' attention but also set the interactive tone for the entire class.</p> <p>The subsequent activity involved paper baskets and personalized fruit cutouts, further emphasizing the interactive concept (interaction between students and teaching materials). Guided by the teacher, students collectively named each fruit and then, following instructions, cut and pasted them into the corresponding baskets. This process served not only as a practical exercise in fruit recognition but also created a dynamic learning environment through students' responses to the teacher and their peers' instructions.</p> <p>The "goodbye" segment at the end of the class, where students used newly learned vocabulary in a farewell context, added a creative conclusion. The visual aid of fruit models enhanced the interactivity of this concluding activity, bringing a playful ending to the lesson.</p> <p>Throughout the class, the teacher seamlessly integrated visual, tactile, and interactive collaborative elements, emphasizing the principles of interactive teaching. By combining these elements seamlessly, the teacher created an immersive and engaging learning atmosphere, ensuring that students actively absorbed and applied the lesson content. This cohesive integration of interactive elements contributed to a vivid and effective learning experience.</p>

Teacher	C	Week/Dates	Week 4
Grade/Class	G2C	Topic /Main Idea	Sentence: 你喜欢...吗? 我喜欢/我不喜欢 Do you like apple? Yes, I do/ No I don't.
Subject	Chinese		
Objectives/ Skills	<p>The students have to demonstrate the ability to autonomously participate in dialogues centered around inquiring about preferences for certain fruits. Additionally, they should have successfully retained the Chinese names of the six fruits in Chinese that has introduced in today's lesson.</p>		
Procedures / Activities	<p>The teacher begins by reviewing the fruits from the previous lesson. Using a box containing fruit models, the teacher takes out each fruit one by one and asks students to say the Chinese name of each fruit, reinforcing the students' memory of Chinese vocabulary.</p> <p>After the review, the teacher introduces today's sentence: "你喜欢.....吗? 我喜欢/我不喜欢" (Do you like...? I like/I don't like). Following the sentence instruction, the teacher organizes an interactive dialogue activity: "你喜欢吗?" The teacher demonstrates by randomly selecting a fruit from the box and asking a student, "你喜欢苹果吗?" The student responds based on their preference, saying "我喜欢../我不喜欢..." Then, the student selects another fruit from the box and asks the same question to another student, who must answer first before asking others, and so on, until each student has participated in this interactive dialogue. Throughout the interaction, students practice the introduced dialogue. For example, one student asks, "你喜欢吃苹果吗?", and another student responds, "我不喜欢吃苹果, 我喜欢吃榴莲" (I don't like to eat apples; I like to eat durian).</p> <p>Following this activity, all students open their workbooks, practice writing the Chinese characters introduced in this lesson,</p>		

	and complete assigned exercises. The teacher checks each student's work individually, providing assistance as needed.
Resources / Materials	Word cards, fruit models
Reflections	<p>In today's class, the teacher adopted an interactive teaching approach, creating a dynamic and participatory learning environment for the students. By introducing tangible fruit models as teaching tools, the teacher cleverly captured the students' attention, setting the tone for an interactive session throughout the class.</p> <p>After learning the new sentence structure "你喜欢.....吗? 我喜欢/我不喜欢" (Do you like...? Yes, I do/No, I don't), the teacher organized an interactive dialogue activity. Students took turns participating, engaging in lively practice of the newly learned sentence structure through questioning and answering. This segment not only fostered interaction among students but also reinforced their understanding of the lesson content.</p> <p>The subsequent writing exercise solidified the students' grasp of Chinese characters, with the teacher providing individual guidance and assistance. This personalized practice ensured active participation from each student and deepened their impression of the lesson content.</p> <p>Overall, today's class design ingeniously integrated visual tools, interactive dialogue, and personalized exercises, highlighting the concept of interactive teaching. This approach not only maintained the students' enthusiasm but also created a vibrant learning atmosphere. The organic combination of various interactive elements contributed to a captivating and effective learning experience.</p>



## Week 1

Course	Family-1	Class & Teacher	A		Number of people	10	
Observer	D	Class time	Apr. 3 Wed				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?		<input checked="" type="checkbox"/>			
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>		
	Tasks	Is the teaching task appropriate?			<input checked="" type="checkbox"/>		
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?		<input checked="" type="checkbox"/>			
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?			<input checked="" type="checkbox"/>		
Students' Learning	Listening	Are the students focused on the teacher's teaching?			<input checked="" type="checkbox"/>		
	Interaction	Students' motivation to participate in classroom activities?		<input checked="" type="checkbox"/>			
	Quality of completion	The quality of students' answers to questions?			<input checked="" type="checkbox"/>		
The quality of student learning tasks completed?				<input checked="" type="checkbox"/>			
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?			<input checked="" type="checkbox"/>		

		Teacher-student interaction?		<input checked="" type="checkbox"/>			
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## Week 2

Course	Family-2	Class & Teacher	A		Number of people	10	
Observer	D	Class time	Apr. 10 Wed				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?		<input checked="" type="checkbox"/>			
	Content	Does the teaching content meet the needs of the students?		<input checked="" type="checkbox"/>			
	Tasks	Is the teaching task appropriate?			<input checked="" type="checkbox"/>		
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?		<input checked="" type="checkbox"/>			
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?		<input checked="" type="checkbox"/>			
Students' Learning	Listening	Are the students focused on the teacher's teaching?		<input checked="" type="checkbox"/>			
	Interaction	Students' motivation to participate in classroom activities?	<input checked="" type="checkbox"/>				
	Quality of completion	The quality of students' answers to questions?			<input checked="" type="checkbox"/>		
		The quality of			<input checked="" type="checkbox"/>		

		student learning tasks completed?					
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?	<input checked="" type="checkbox"/>				
		Teacher-student interaction?		<input checked="" type="checkbox"/>			

## Week 3

Course	Fruit-1	Class & Teacher	A	Number of people			
Observer	D	Class time	Apr. 17 Wed				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?	<input checked="" type="checkbox"/>				
	Content	Does the teaching content meet the needs of the students?	<input checked="" type="checkbox"/>				
	Tasks	Is the teaching task appropriate?		<input checked="" type="checkbox"/>			
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?		<input checked="" type="checkbox"/>			
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?	<input checked="" type="checkbox"/>				
Students' Learning	Listening	Are the students focused on the teacher's teaching?		<input checked="" type="checkbox"/>			
	Interaction	Students' motivation to participate in classroom activities?	<input checked="" type="checkbox"/>				

	Quality of completion	The quality of students' answers to questions?			<input checked="" type="checkbox"/>		
		The quality of student learning tasks completed?			<input checked="" type="checkbox"/>		
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?	<input checked="" type="checkbox"/>				
		Teacher-student interaction?		<input checked="" type="checkbox"/>			

## Week 4

Course	Fruit-2	Class & Teacher	A	Number of people		10	
Observer	D	Class time	Apr. 24 Wed				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?	<input checked="" type="checkbox"/>				
	Content	Does the teaching content meet the needs of the students?	<input checked="" type="checkbox"/>				
	Tasks	Is the teaching task appropriate?	<input checked="" type="checkbox"/>				
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?	<input checked="" type="checkbox"/>				
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?	<input checked="" type="checkbox"/>				
Students' Learning	Listening	Are the students focused on the teacher's teaching?		<input checked="" type="checkbox"/>			

	Interaction	Students' motivation to participate in classroom activities?	<input checked="" type="checkbox"/>				
	Quality of completion	The quality of students' answers to questions?		<input checked="" type="checkbox"/>			
		The quality of student learning tasks completed?		<input checked="" type="checkbox"/>			
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?	<input checked="" type="checkbox"/>				
		Teacher-student interaction?	<input checked="" type="checkbox"/>				

## Week 1

Course	Family-1	Class & Teacher	B	Number of people		13	
Observer	E	Class time	Apr. 3 Wed				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?		<input checked="" type="checkbox"/>			
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>		
	Tasks	Is the teaching task appropriate?		<input checked="" type="checkbox"/>			
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?			<input checked="" type="checkbox"/>		
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of		<input checked="" type="checkbox"/>			

		the objectives?					
Students' Learning	Listening	Are the students focused on the teacher's teaching?			<input checked="" type="checkbox"/>		
	Interaction	Students' motivation to participate in classroom activities?		<input checked="" type="checkbox"/>			
	Quality of completion	The quality of students' answers to questions?			<input checked="" type="checkbox"/>		
		The quality of student learning tasks completed?			<input checked="" type="checkbox"/>		
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?			<input checked="" type="checkbox"/>		
		Teacher-student interaction?	<input checked="" type="checkbox"/>				

## Week 2

Course	Family-2	Class & Teacher	B	Number of people		13
Observer	E	Class time	Apr. 10 Wed			
Dimensionality	Perspectives	Observation Points	Effect			
			Excellent	Good	Average	Fair
Instructional Design	Objectives	Are the teaching objectives qualified?		<input checked="" type="checkbox"/>		
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>	
	Tasks	Is the teaching task appropriate?	<input checked="" type="checkbox"/>			
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?			<input checked="" type="checkbox"/>	

	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?		<input checked="" type="checkbox"/>			
Students' Learning	Listening	Are the students focused on the teacher's teaching?			<input checked="" type="checkbox"/>		
	Interaction	Students' motivation to participate in classroom activities?	<input checked="" type="checkbox"/>				
	Quality of completion	The quality of students' answers to questions?		<input checked="" type="checkbox"/>			
The quality of student learning tasks completed?					<input checked="" type="checkbox"/>		
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?		<input checked="" type="checkbox"/>			
		Teacher-student interaction?	<input checked="" type="checkbox"/>				

## Week 3

Course	Fruit-1	Class & Teacher	B	Number of people			13
Observer	E	Class time	Apr. 17 Wed				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?		<input checked="" type="checkbox"/>			
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>		
	Tasks	Is the teaching	<input checked="" type="checkbox"/>				

		task appropriate?					
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?		<input checked="" type="checkbox"/>			
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?		<input checked="" type="checkbox"/>			
Students' Learning	Listening	Are the students focused on the teacher's teaching?			<input checked="" type="checkbox"/>		
	Interaction	Students' motivation to participate in classroom activities?	<input checked="" type="checkbox"/>				
	Quality of completion	The quality of students' answers to questions?	<input checked="" type="checkbox"/>				
		The quality of student learning tasks completed?		<input checked="" type="checkbox"/>			
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?		<input checked="" type="checkbox"/>			
		Teacher-student interaction?	<input checked="" type="checkbox"/>				

## Week 4

Course	Fruit-2	Class & Teacher	B	Number of people		13
Observer	E	Class time	Apr. 24 Wed			
Dimensionality	Perspectives	Observation Points	Effect			
			Excellent	Good	Average	Fair
Instructional Design	Objectives	Are the teaching objectives qualified?	<input checked="" type="checkbox"/>			
	Content	Does the teaching content meet the		<input checked="" type="checkbox"/>		

		needs of the students?					
	Tasks	Is the teaching task appropriate?	<input checked="" type="checkbox"/>				
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?		<input checked="" type="checkbox"/>			
	Teaching Sessions	Are the teaching sessions arranged properly?	<input checked="" type="checkbox"/>				
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?	<input checked="" type="checkbox"/>				
Students' Learning	Listening	Are the students focused on the teacher's teaching?			<input checked="" type="checkbox"/>		
	Interaction	Students' motivation to participate in classroom activities?		<input checked="" type="checkbox"/>			
	Quality of completion	The quality of students' answers to questions?		<input checked="" type="checkbox"/>			
The quality of student learning tasks completed?			<input checked="" type="checkbox"/>				
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?	<input checked="" type="checkbox"/>				
		Teacher-student interaction?	<input checked="" type="checkbox"/>				

## Week 1

Course	Family-1	Class & Teacher	C	Number of people		11
Observer	F	Class time	Apr. 4 Thu			
Dimensionality	Perspectives	Observation Points	Effect			
			Excellent	Good	Average	Fair
Instructional	Objectives	Are the teaching		<input checked="" type="checkbox"/>		

Design		objectives qualified?					
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>		
	Tasks	Is the teaching task appropriate?			<input checked="" type="checkbox"/>		
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?		<input checked="" type="checkbox"/>			
	Teaching Sessions	Are the teaching sessions arranged properly?			<input checked="" type="checkbox"/>		
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?			<input checked="" type="checkbox"/>		
Students' Learning	Listening	Are the students focused on the teacher's teaching?			<input checked="" type="checkbox"/>		
	Interaction	Students' motivation to participate in classroom activities?		<input checked="" type="checkbox"/>			
	Quality of completion	The quality of students' answers to questions?			<input checked="" type="checkbox"/>		
The quality of student learning tasks completed?				<input checked="" type="checkbox"/>			
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?			<input checked="" type="checkbox"/>		
		Teacher-student interaction?			<input checked="" type="checkbox"/>		

## Week 2

Course	Family-1	Class & Teacher	C	Number of people	11
Observer	F	Class time	Apr. 11 Thu		

Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?			<input checked="" type="checkbox"/>		
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>		
	Tasks	Is the teaching task appropriate?			<input checked="" type="checkbox"/>		
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?	<input checked="" type="checkbox"/>				
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?		<input checked="" type="checkbox"/>			
Students' Learning	Listening	Are the students focused on the teacher's teaching?		<input checked="" type="checkbox"/>			
	Interaction	Students' motivation to participate in classroom activities?			<input checked="" type="checkbox"/>		
	Quality of completion	The quality of students' answers to questions?		<input checked="" type="checkbox"/>			
		The quality of student learning tasks completed?			<input checked="" type="checkbox"/>		
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?		<input checked="" type="checkbox"/>			
		Teacher-student interaction?			<input checked="" type="checkbox"/>		

Course	Family-1	Class & Teacher	C	Number of people		11	
Observer	F	Class time	Apr. 4 Thu				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?			<input checked="" type="checkbox"/>		
	Content	Does the teaching content meet the needs of the students?			<input checked="" type="checkbox"/>		
	Tasks	Is the teaching task appropriate?			<input checked="" type="checkbox"/>		
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?	<input checked="" type="checkbox"/>				
	Teaching Sessions	Are the teaching sessions arranged properly?		<input checked="" type="checkbox"/>			
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?	<input checked="" type="checkbox"/>				
Students' Learning	Listening	Are the students focused on the teacher's teaching?		<input checked="" type="checkbox"/>			
	Interaction	Students' motivation to participate in classroom activities?		<input checked="" type="checkbox"/>			
	Quality of completion	The quality of students' answers to questions?		<input checked="" type="checkbox"/>			
		The quality of student learning tasks completed?		<input checked="" type="checkbox"/>			
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?	<input checked="" type="checkbox"/>				

		Teacher-student interaction?		<input checked="" type="checkbox"/>			
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## Week 4

Course	Family-1	Class & Teacher	C	Number of people		11	
Observer	F	Class time	Apr. 4 Thu				
Dimensionality	Perspectives	Observation Points	Effect				
			Excellent	Good	Average	Fair	Poor
Instructional Design	Objectives	Are the teaching objectives qualified?		<input checked="" type="checkbox"/>			
	Content	Does the teaching content meet the needs of the students?		<input checked="" type="checkbox"/>			
	Tasks	Is the teaching task appropriate?			<input checked="" type="checkbox"/>		
Teacher's Teaching	Teaching Instructions	Are the instructions and expression of goals, tasks, etc. clear?	<input checked="" type="checkbox"/>				
	Teaching Sessions	Are the teaching sessions arranged properly?	<input checked="" type="checkbox"/>				
	Teaching Method	Does the teaching method contribute to the achievement of the objectives?	<input checked="" type="checkbox"/>				
Students' Learning	Listening	Are the students focused on the teacher's teaching?	<input checked="" type="checkbox"/>				
	Interaction	Students' motivation to participate in classroom activities?	<input checked="" type="checkbox"/>				
	Quality of completion	The quality of students' answers to questions?		<input checked="" type="checkbox"/>			
		The quality of student learning		<input checked="" type="checkbox"/>			

		tasks completed?					
Classroom atmosphere	Learning atmosphere	Classroom atmosphere?	<input checked="" type="checkbox"/>				
		Teacher-student interaction?	<input checked="" type="checkbox"/>				





**APPENDIX C**

**PRE- AND POST-INTERVIEW**

มหาวิทยาลัยรังสิต Rangsit University

## Interviews- Teacher A

### Pre-interview

1. How are you? Have you taught Chinese before? (Icebreaker)

Hi, I'm doing well today, thank you. Yes, I've been teaching Chinese since I came to Thailand.

2. How long have you been teaching Chinese?

I've been teaching Chinese for over 6 years in Thailand.

3. Do you interact with students in your Chinese class?

Yes. Normally I interact with my students by...if you mean asking questions and having students respond, then yes, I do interact in my class. Typically, I'll ask questions and students will answer.

4. What teaching activities do you use to help students learn Chinese vocabulary?

I often incorporate repeating games or do some drawing in my lessons. For example, I have two air hammers, and I'll call out a word for the students to find and hit the corresponding card.

5. What teaching activities do students like the most in your class?

It seems like they really enjoy drawing. For instance, when we're learning phrases like "where do you come from," I ask students to draw people from their own countries and write a corresponding Chinese sentence like "I am from China" on the picture. Initially, I didn't expect them to take to it so enthusiastically, but they've shown a lot of passion. Most of them can write the Chinese sentence on their picture, and even when I ask them later how to express "I am from China/Thai/Japan," many still remember.

6. How well do students grasp Chinese vocabulary?

Based on my observations of students' classroom learning, the mastery of Chinese vocabulary by most students is not very ideal. Taking the Chinese learning goals for

one semester as an example, most of them can only grasp some Chinese vocabulary, while the more proficient students can master over half of the Chinese vocabulary.

7. How do students learn and master Chinese vocabulary in class?

In my class, students primarily learn and memorize Chinese through methods such as recognizing flashcards, describing pictures, and writing words and sentences.

8. In which teaching activities do students show the most enthusiasm and engagement?

As I mentioned before, my students really enjoy drawing in class, so I'm considering incorporating more drawing activities into my lessons.

9. Can students keep up with your teaching pace in Chinese class?

I think about half of the students can keep up with my pace. Some of them as I know, don't have a strong interest in Chinese, while others tend to get distracted easily in class.

10. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?

In my Chinese class, I once organized a vocabulary competition among groups, which left a deep impression on me. During that class, all students participated in answering questions to earn points, and those with stronger Chinese skills helped their peers with weaker foundations. I felt like students are really enjoy having activity with each other, they feel like they are playing games not learning. These kinds of activities effectively organize all students, creating a lively classroom atmosphere and engaging every student in the learning of Chinese vocabulary. Through listening and speaking exercises within these activities, students deepen their impressions and memory of Chinese words, effectively enhancing their Chinese vocabulary skills.

### **Post-interview**

1. How are you today? Do students enjoy your teaching?

Hey! It's great to see you again! This month Chinese classes went well. I've been experimenting with interactive teaching methods, and it's sparking some fresh ideas for teaching Chinese vocabulary. I can feel my students they are happier than before.

2. Do you interact with students during Chinese class?

Yes, I interact with students in my Chinese class. After discussing the concept of interactive teaching at the last Chinese department meeting, I realized the benefits of emphasizing "interaction" in both the curriculum and students' Chinese learning.

Therefore, in this month's Chinese vocabulary teaching, I incorporated various interactive activities, such as game-based interactions, teacher-student questioning, student-multimedia interactions, and increased the frequency of interaction, repetition and practice. For example, I joked with students before class, chatted with them, used teacher Q&A interactions to ask funny questions first, let student think by themselves about today's topic. Students found this approach very enjoyable, and they continuously practiced listening, speaking, and writing Chinese vocabulary with joy. I noticed that students' enthusiasm for learning was fully stimulated, and the classroom atmosphere became more lively.

3. What teaching activities do you use to help students learn Chinese vocabulary?

In this month, I mainly used game-based interactions, teacher Q&A interactions, and student-multimedia interactions to help students learn Chinese vocabulary. For example, I employed a game called "Guess Who I Am," students wear different headband without seeing it, then tried to guess the person on his head, which encouraged students to actively participate in the activity. One student described something, and other students answered "yes" or "no." When explaining the rules of the game, students were eager and enthusiastic to engage in class interactions. While students participated in the game and practiced Chinese vocabulary, I also helped them correct their pronunciation. This interactive game served as a good feedback mechanism, allowing the teacher to promptly identify and correct students' deficiencies. Through game activities, students continuously repeated and practiced Chinese vocabulary, achieving the goal of memorization. By letting students say the words again and again, students can even memorize the words in class- I know they

don't have spare time for Chinese subject after Chinese class. Interactive teaching provides an opportunity that enhance their vocabulary learning in class. It can be said that this student-student interactive game effectively helped students learn and memorize Chinese vocabulary. And students said 'Me! Me' in class, I feel that their interest of Chinese learning has been ignited.

#### 4. What teaching activities do students enjoy the most in your class?

In this interactive Chinese vocabulary teaching, I tried more student-to-student interactions and achieved positive results. It's evident that compared to simply answering the teacher's questions, students prefer activities, games, conversations, role-playing, or singing with friends. Therefore, leveraging their affinity for collective activities, I designed various game-based interactions, role-playing interactions, multimedia interactions, etc., to encourage their greater participation in the class. More students are willing to join my class, I can see some students' change, before even I ask them questions, they were not confident to answer. After this interactive teaching period, the students grabbed their hands and wanted to answer my questions, and their state of confidence has changed a lot from before. Multimedia interaction is a good way for words review. By using smartboard, I can prepare match the word and picture for students, they need to read the word, and know the meaning. The students' performance proves that with the help of interactive activities, they can provide a lot of feedback in class, thereby improving learning efficiency. At the same time, interactive activities engage students' visual and kinesthetic learning, making the class atmosphere more lively. If there's leftover time in class, while students are doing exercises, the teacher can provide personalized learning by assigning challenging exercises to students with stronger foundations and basic exercises to those with weaker foundations. Interactive teaching not only helps students understand and memorize Chinese vocabulary but also makes learning easier for them and creates a more lively class atmosphere. It's a win-win situation for both teachers and students.

#### 5. How well do students grasp Chinese vocabulary?

After incorporating interactive teaching methods, I have noticed an improvement in the students' mastery of Chinese vocabulary. From my observations during this

month of interactive learning, almost all students have been actively engaged in the review sessions of Chinese vocabulary. They are able to fluently answer my questions and recall the Chinese words they have learned, indicating a significant improvement in their grasp of Chinese vocabulary.

#### 6. How do students learn and master Chinese words in class?

In this month, students learn and master Chinese vocabulary by engaging in various interactive activities after learning the key vocabulary of the theme. For example, game-based interactions help students repeat and practice continuously, role-playing interactions deepen understanding through contextualization, multimedia interactions help students consolidate knowledge, and so on. Some students also seek help from the teacher and interact with the teacher promptly when encountering difficulties.

For role-playing interactions, students pretend to be a family member, such as a mom or dad, and say something typical of that role, while the rest of the class tries to guess who they are. Initially, a demonstration by the teacher would be the most effective way for students to understand the purpose of this role-playing activity. This feedback mechanism promotes interaction between teachers and students, forming a positive feedback loop in Chinese vocabulary learning.

#### 7. In which teaching activities do students show the most enthusiasm and engagement?

In this month, students have shown the most enthusiasm and engagement during game-based interactions, role-playing activities, and multimedia interactions. For example, in games like "Guess Who I Am" and activities like the "Fruit Box" game, students actively participate and collaborate with their peers. These interactive games not only foster competition but also encourage cooperation among students as they work together towards common goals. Additionally, activities such as teacher drawing "family trees" and engaging in role-playing games capture the students' interest and provide them with meaningful contexts to actively use and practice Chinese vocabulary. Through these diverse interactive teaching activities, students maintain a

high level of participation and motivation in their Chinese vocabulary learning process, contributing to a lively and vibrant class atmosphere.

8. Can students keep up with your teaching pace in Chinese class?

After interactive teaching, most students are able to keep up with my teaching pace. In interactive classrooms, students' performance is more active, with almost every student actively engaged in interactive activities. The classroom atmosphere is better than before, and the interaction between students helps deepen their impression of Chinese vocabulary. In class, students also actively respond to questions, and the accuracy of their exercises is relatively high.

9. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?

In various forms of interactive teaching, I have found that students have a preference for activities such as game-based interactions, student-multimedia interactions, and role-playing interactions. Whenever I design activities that encourage collaboration among students, they show greater interest, and the class atmosphere improves. For example, students discussion interaction, teacher pretend a family person, all students in group discusses who this person is, then tell teacher their answer, which group say it first will get one point. This is really a good chance for students that they can practice using Chinese vocabulary, everyone say the words that just learned, they hear from teacher, and they say it to each other. Students also engage more in interactive activities, repeating and practicing more, thereby achieving the goal of memorizing Chinese vocabulary. My students are now in the second grade, and I have noticed that compared to when they were in first grade, they sometimes lack patience for lengthy explanations from the teacher. Instead, they prefer activities where they have some autonomy, such as participating in contextual learning, engaging in role-playing with peers, and participating in interactive activities like games, discussions, and presentations. In interactive teaching, I use various methods such as "Guess Who I Am" and "Do You Like This Fruit?" interactive games. In these games, students are highly engaged, enjoying the experience of interactive learning with their peers.

10. What assistance do you think students have received in learning vocabulary through interactive teaching methods?

Language learning relies heavily on repetition, and I believe interactive teaching provides students with a voluntary channel to repeat and practice what they have learned. When they follow teacher to repeat, teacher also correct for them, no matter it's one by one interact or group interact, as long as students say the words, teacher will follow up to see if students say the word clear and standard. From my observations, some students have little interest in learning Chinese. In previous classes, they rarely spoke unless called upon by the teacher. However, after changing my teaching strategies this month, even these less interested students actively engaged in classroom interactions, repeating and practicing listening, speaking, and writing with their peers. If they are interested in these games and want to participate, they must be able to speak, listen, or write Chinese. When they join these games that exercise their visual and kinesthetic senses and interact with their peers, they naturally remember the vocabulary and sentences encountered. For teachers, I believe interactive classrooms can improve learning efficiency, increase student interest, and promote classroom participation. Through student interaction, teachers can also receive feedback to understand students' mastery of Chinese vocabulary and provide personalized learning assistance accordingly. In summary, interactive teaching can enhance students' efficiency in learning Chinese, improve teacher-student relationships, and help students better memorize Chinese vocabulary.

## **Interviews- Teacher B**

### **Pre-interview**

1. How are you? Have you taught Chinese before? (Icebreaker)

Good afternoon, I'm doing great! I haven't taught Chinese when I was in China. After I came to Thailand I start to teach Chinese.

2. How long have you been teaching Chinese?

About 3 years.

3. Do you interact with students in your Chinese class?

In my class, I interact with students mainly through questioning and answering. I ask students questions, and they respond based on their understanding.

4. What teaching activities do you use to help students learn Chinese vocabulary?

In my Chinese class, I often use questioning and answering to help students review previous knowledge and to arouse their curiosity and interest in learning.

5. What teaching activities do students like the most in your class?

I feel that students really enjoy some multimedia games. When I review Chinese vocabulary, I open online learning platforms like Wordwall and Quiz, where I edit my review content and invite students to participate. Perhaps because such activities are relatively rare, students find them refreshing. Moreover, these platforms come with animations and sound effects, which easily capture students' attention.

6. How well do will students grasp Chinese vocabulary?

In my Chinese class, most students demonstrate effective understanding and memory of new Chinese words during the lesson. However, after some time, they tend to forget the previously learned Chinese words, with only a few students able to recall and use them. Therefore, the level of mastery of Chinese vocabulary among students is not very high.

7. How do students learn and master Chinese vocabulary in class?

In my classroom, students deepen their memory of Chinese vocabulary by combining drawing with writing the meaning of the words. Especially for nouns, students can use their imagination to draw them, and then write the Chinese characters, pinyin, and English meanings next to the drawings.

8. In which teaching activities are students most active and engaged?

I've found that if students engage in activities during Chinese class that require them to leave their seats and move around, such as finding vocabulary cards or drawing pictures based on word meanings, they become very active and enthusiastically participate in the activities.

9. Can students keep up with your teaching pace in Chinese class?

The majority of students are able to keep up with my pace, but a few students, based on their classroom performance, seem to struggle to keep up with the pace.

10. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?

From my interactions with the students, I feel that they enjoy engaging with their peers in class, whether it's through discussions, activities, or even games. My students appreciate this lively classroom atmosphere, where they can move around and interact with their classmates rather than sitting still and listening to me lecture for the entire class. When students are engaged in activities together, they feel relaxed and involved. Incorporating activities that involve reading, speaking, writing, and listening to vocabulary in a voluntary and enjoyable learning environment will definitely enhance students' learning efficiency without causing fatigue.

### **Post-interview**

1. How are you today? Do students enjoy your teaching?

Hi! I've been implementing interactive teaching concepts in my Chinese class this month. It seems like the class outcomes have improved compared to before.

2. Do you interact with students during Chinese class?

In this month's Chinese class, I focused on teaching Chinese vocabulary using interactive methods, emphasizing interaction between teachers and students as well as among students. I utilized student-multimedia interactions, teacher Q&A interactions, game-based interactions, role-playing interactions, and more. Building upon this foundation, I designed various class interactive activities that yielded positive results. For instance, through teacher Q&A interactions, I showed students a photo of mine, ask them who are these people, that caught students' attention. I obtained feedback from students and observed their grasp of Chinese vocabulary. Through game-based interactions, I aided and encouraged students to speak and practice more, repeatedly reinforcing their memory. From my observations, students showed a high level of

acceptance towards interactive teaching methods, resulting in a very lively classroom atmosphere with active participation from students in answering questions and engaging in activities.

### 3. What teaching activities do you use to help students learn Chinese vocabulary?

In this month, I mainly focused on teacher-student interaction and student-student interaction. For example, when teaching family vocabulary, I designed a game-based interactive activity called "Stand Up, Sit Down." In this activity, students had to stand up or sit down according to the teacher's instructions. If students made a mistake, they had to repeat the vocabulary. This activity involved teacher-student interaction, where students had to listen carefully to the teacher's instructions and respond accordingly, either by sitting down or standing up. If students made a mistake, they had to repeat the word said by the teacher. Through interactive teaching, students practice and listen to the teacher's and classmates' pronunciation frequently in class, which helps their pronunciation of Chinese vocabulary become more standard and clear. Interactive activities such as reading aloud and role-playing also provide them with more opportunities to practice their pronunciation. This interactive activity engaged both visual and kinesthetic learning. Through the repetition by the teacher and the participation of students, their understanding and memory of the vocabulary were reinforced.

Additionally, this month I also tried interactive activities similar to do role-playing interaction, providing students with contextual learning conditions. For example, when learning family vocabulary, students drew the names of family members (such as "mom," "dad," "sister," etc.) on pieces of paper. Then, each student had to come to the front and mimic what the family member written on the paper would say. Other students had to guess which family member it was. In this interactive activity, students had ample practice in listening and speaking. Through interactive activities that attracted students' interest, I strengthened their connection with the Chinese classroom, enlivened the class atmosphere, and improved overall class efficiency.

### 4. What teaching activities do students enjoy the most in your class?

In this month, I tried many interactive activities, especially those activities which could simultaneously engage their visual and kinesthetic senses, such as game-based interaction had a greater impact on students. For example, in the lesson on "family vocabulary," I had students make finger puppets, which they were very excited about. Some students even helped their classmates complete their puppets. At the end of the class, I had them use the finger puppets to review all the family members, which they really enjoyed.

In another lesson where I taught sentences using family vocabulary, I had students draw their favorite family member and write in Chinese, "This is my dad." Every student completed the task very seriously. Some students forgot to write in Chinese, but with my reminder, they opened their textbooks, found the corresponding Chinese sentences, and wrote them on their drawings. Compared to simply copying and reciting sentences as I requested, this activity of drawing and writing simultaneously clearly sparked more interest among students. Some students found writing Chinese characters challenging and were prone to giving up. I provided personalized guidance based on each student's level and set different requirements for different students. This drawing and writing activity were something that every student could easily accomplish, encouraging more students to participate actively.

##### 5. How well do students grasp Chinese vocabulary?

Most students have shown improvement in their mastery of Chinese vocabulary. From classroom observations, it's evident that students have been much more active in Chinese class this month compared to before, and their accuracy in answering questions has also noticeably increased. They actively participate in interactive activities during class, repeating and practicing Chinese vocabulary in various interactive exercises. Moreover, these interactive activities serve as effective feedback mechanisms, allowing teachers to gauge whether students have grasped the Chinese vocabulary (both in terms of comprehension and accurate usage). Judging from students' performance, it's clear that interactive teaching has indeed enhanced their memory and understanding of Chinese vocabulary. Since the interactive teaching method emphasizes active participation and interaction of students, this method significantly improves the learning efficiency of Chinese vocabulary in the classroom.

Students are able to give instant feedback and correct mistakes during the interaction, thus mastering the new vocabulary more quickly and improving the learning efficiency in the classroom.

#### 6. How do students learn and master Chinese words in class?

This month, with the assistance of interactive teaching, students have benefited in the following aspects:

1) Through role-playing interactions, they created contexts and strengthened their connection with Chinese vocabulary.

2) Through student discussion interactions and teacher Q&A interactions, they repeatedly practiced Chinese vocabulary.

3) Through game-based interactions and student-multimedia interactions, they engaged their visual and kinesthetic learning, enhancing their understanding and memory of Chinese vocabulary. Multimedia can provide varieties of resources such as Quizz, Word wall for students to play as for review. Enhancing interest in learning: Interactive teaching methods make students more interested in learning Chinese vocabulary by introducing games, discussions and group activities. This interesting and diversified teaching method attracts students' attention and makes them more interested in learning Chinese vocabulary and more engaged in vocabulary learning.

4) They effectively provided feedback to the teacher on their understanding of Chinese vocabulary during interactive activities.

Through these interactive activities, students were able to learn and master Chinese vocabulary more effectively.

#### 7. In which teaching activities do students show the most enthusiasm and engagement?

In my class I've noticed that students show the greatest enthusiasm and engagement when there's interaction among them, whether it's through game-based interactions, group discussions, or role-playing interaction activities, such as the group competition and fruit box game I mentioned earlier. When I conduct these activities, students need to constantly repeat and practice to deepen their impression if they want to join in the interactive activities. In group competitions, because of the lively

atmosphere, students actively participate, eager to answer questions, which forms a feedback mechanism for teachers to check students' learning outcomes. The interactive approach encourages students to actively express and use new vocabulary in the classroom, which helps to increase their self-confidence. When students successfully use vocabulary in an interactive way, they gain a sense of achievement, which further boosts their confidence in learning. Some interactive game designs also involve visual and kinesthetic learning, helping students better understand and memorize new words. When interactive activities are student-centered, with teachers providing rules and assistance, they often stimulate students' potential for self-directed learning, satisfying their curiosity for self-exploration. They enjoy actively using language in activities, interacting with classmates, and finding pleasure in the learning process. In addition, activities that incorporate multimedia elements or use innovative teaching methods can also attract students' interest and participation. In conclusion, any activities that encourage students to actively participate, interact, and apply knowledge often ignite students' high enthusiasm for the classroom and motivate them to participate.

#### 8. Can students keep up with your teaching pace in Chinese class?

In this month's interactive classroom sessions, I've found that the majority of students are able to keep up with the pace of my lessons. Like I said, interactive teaching methods lead to various interactive activities, through which students can more easily understand, memorize, and apply Chinese vocabulary. For students who struggle to keep up with the pace, I adopt personalized learning approaches, setting individual goals and adjusting difficulty levels accordingly. So, overall, most students are able to keep up with my teaching progress through the interactive teaching method of Chinese vocabulary learning.

#### 9. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?

From what I know, interactive teaching can be divided into three main types: teacher-student interaction, student-student interaction, and student-multimedia interaction. In my interactive teaching this month, I found that student-to-student interaction had the best effect, such as the game-based interactions, group discussions,

and role-playing activities that I frequently use in class. Take role-playing interaction as an example, when learning family topic, students can do role-playing to practice some sentences and memorize it faster, such as 'Mom, I am sorry.' As I mentioned earlier, most of the interactive activities in my class involve interactions among students. Interactive teaching methods provide students with more opportunities to use Chinese vocabulary in the classroom. Through group discussions, role-plays and interactive games, students have more opportunities to practice and use vocabulary in real contexts, thus consolidating their vocabulary mastery. When students are in the class, they tend to prefer interactions with their peers, engaging in collaboration, discussions, and exploring problems, rather than simply answering the teacher's questions. The interactive teaching method greatly enhances students' motivation to learn Chinese vocabulary by creating a positive and supportive learning environment. Students learn from each other and encourage each other in the interaction, thus participating more actively in vocabulary learning. Therefore, I believe that interactive teaching encourages active student participation in the classroom and motivates language learning. Additionally, interactive teaching creates an atmosphere for contextual learning, allowing students to practice repeatedly. Some interactive games involve visual and kinesthetic elements, which also help deepen students' understanding of Chinese vocabulary. Therefore, I highly recommend student-student interaction in interactive teaching, as it fosters a positive class atmosphere and enhances learning efficiency.

10. What assistance do you think students have received in learning vocabulary through interactive teaching methods?

Yes, I want to say that interactive teaching has been very beneficial for my students. This month, I have noticed a significant increase in their participation and enthusiasm in Chinese classes. The class atmosphere has become lively and enjoyable, and students are more willing to engage and participate actively. I can also use it as a feedback mechanism to assess students' learning progress. For those students who may be struggling to keep up, I can offer personalized learning to tailor the content to their individual needs. The use of visual and kinesthetic techniques keeps students in a pleasant state during class, even as they engage in repeated practice during interactive

activities. These different modes of interaction introduce new activities that ignite students' curiosity. When they discover interesting things, they become more engaged and involved, using various interactive methods such as speaking, listening, and writing to reinforce their learning. In future teaching, I will continue to incorporate interactive teaching methods, hoping to bring more freshness to students and improve class efficiency.

## **Interviews- Teacher C**

### **Pre-interview**

1. How are you? Have you taught Chinese before? (Icebreaker)

I'm fine, thank you. You know I am here for many years. I stayed in Thailand for more than 14 years.

2. How long have you been teaching Chinese?

Around 10 years. First at Thai public school, then private school, then our international school.

3. Do you interact with students in your Chinese class?

Well, previously, my teaching method mainly focused on traditional "teacher-centered" instruction, with more emphasis on teacher lectures and student listening. There wasn't much interaction.

4. What teaching activities do you use to help students learn Chinese vocabulary?

I usually give lectures in class and then assign some written assignments or memorization tasks for students to practice vocabulary through repetition.

5. What teaching activities do students like the most in your class?

My students they tend to enjoy tasks like recitation and dictation because they are more straightforward, allowing them to quickly memorize vocabulary.

6. How well do will students grasp Chinese vocabulary?

Conservatively estimating, more than half of the students can grasp the Chinese vocabulary taught on any given day.

7. How do students learn and master Chinese vocabulary in class?

In my class, students primarily memorize Chinese vocabulary through listening, speaking, and writing. Typically, when learning new vocabulary, students either read texts and new words individually or in groups. After learning the vocabulary, students open their workbooks and practice writing the new words to deepen their impression of the newly learned Chinese vocabulary.

8. In which teaching activities are students most active and engaged?

They seem to be most engaged in the tasks of memorization and dictation because these tasks are relatively easier to accomplish. Simply by dedicating time to memorize, they can quickly learn Chinese vocabulary, and they can also achieve good results in dictation tasks.

9. Can students keep up with your teaching pace in Chinese class?

Most students can keep up with my teaching pace because the majority of them are able to complete the tasks I assign in class. Therefore, most students can indeed keep up with the teaching progress.

10. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?

In my class, activities such as dictation of new vocabulary and copying characters serve to deepen students' understanding and memory of Chinese characters. Through these activities, they practice Chinese vocabulary from text sentences/paragraphs, cultivate sensitivity to Chinese vocabulary, and enhance their accumulation of Chinese vocabulary.

### **Post-interview**

1. How are you today? Do students enjoy your teaching?

Hi. You mean class in this month? I think everything goes well, the students, my lesson plan, the interactive teaching... and so on. Everything is good. I can see my students they are enjoyed.

2. Do you interact with students during Chinese class?

I use interactive teaching methods, and the results have been quite good. Students show greater interest in learning in interactive class, and the class atmosphere has improved.

3. What teaching activities do you use to help students learn Chinese vocabulary?

In my class, I have implemented various types of interactive teaching methods based on interactive teaching, including game-based interactions, teacher-student Q&A interactions, student-multimedia interactions, role-playing interactions, and more. To facilitate these interactions, I have utilized a variety of teaching aids such as fruit models, family word cards, and others. Students have shown great enthusiasm because such diverse interactions were not common in previous classes. For example, when teaching family members, I arrange an interactive game called 'Find my family'. First teacher says a family person, student find the card around classroom and repeat that word. Then, the person whole has done repeating will be 'little teacher', he will say a word for the next person. For game-based interaction, teaching methods like interactive games can easily attract the attention of primary school students in particular, who only think 'this is fun' without thinking 'the teacher is making us talk more and remember more through games', and for teachers, this way of getting students to take in new knowledge is more effective. This approach allows students to practice repeatedly and provides feedback to me on their learning outcomes. Additionally, I have incorporated many interactive Q&A sessions in the class to guide student discussions.

4. What teaching activities do students enjoy the most in your class?

Game-based interactions, teacher-student Q&A interactions and role-playing interactions are the interactive teaching activities that students seem to enjoy the most in my Chinese class. Like game-based interactions 'crocodile bites', I took a toy and

family people cards to help me to let students focus and feel fun. Students say a sentence and press a tooth, who's got bite will repeat 6 sentences.' This activity requires students to repeat and practice, and actively participate, while also engaging their visual and kinesthetic learning. If individual students encounter difficulties and are unable to complete tasks, I provide personalized learning for them. In interactive activities, regardless of the type of interaction used, the most important thing is to encourage students to practice repeatedly to deepen their impressions. One-on-one tutoring can be targeted to help students better understand Chinese vocabulary, thus increasing the efficiency of the entire class and allowing me to ensure that every student has learned. Considering that my teaching primarily focuses on Chinese reading, recitation, and dictation, I will continue to prioritize teacher-student interaction. However, this experience of interactive teaching has also prompted some reflections. Previously, I mainly used reading, recitation, and dictation to memorize words in Chinese class. However, for second-grade students, this method may be somewhat challenging, and they may also experience fatigue. After introducing interactive teaching in the class, I have adopted a more attractive method to teach Chinese vocabulary. I have found that the teaching effect is almost the same, but the students' responses are noticeably happier.

##### 5. How well do students grasp Chinese vocabulary?

The class observations this month have indicated a significant improvement in students' mastery of Chinese vocabulary. They have been more actively engaged in classroom interactions, demonstrating higher levels of enthusiasm and confidence when answering my questions. Additionally, throughout the lessons, students have been consistently repeating and practicing Chinese vocabulary to deepen their understanding and memory of the words. Through constant repetition, students can remember Chinese vocabulary better. When they are able to remember Chinese vocabulary, they will have more self-confidence in learning and will be more confident in answering questions in class. Through various forms of interactive activities, they have continuously engaged with Chinese vocabulary, thereby enhancing their learning outcomes. In this process, students have gradually developed confidence in their grasp of Chinese vocabulary, showcasing increased enthusiasm and

motivation for learning. With their sustained efforts and the assistance of interactive teaching methods, their mastery of Chinese vocabulary continues to improve, laying a solid foundation for their journey in learning Chinese.

#### 6. How do students learn and master Chinese words in class?

Through this month of interactive learning, I have observed that students have adopted new methods for learning and mastering Chinese vocabulary in the class. For example, when I organize game-based interactions, regardless of the content of the game, my goal is to encourage students to repeat and practice. After learning Chinese vocabulary, students actively participate in games with their peers, speaking while playing. Activities like games and role-plays are ‘play’ for second- grade students, and when they don't feel like they are learning but playing, they are more motivated to learn Chinese vocabulary because they think that they are just playing a game and listening/speaking Chinese vocabulary in the process. Following teacher Q&A interaction, when we are having the cutting activity ‘fruit on the basket’, students listen to teacher carefully and cut the fruit as teacher said. Teacher also describes the fruit with color, size, and ask student what it is. Additionally, when encountering Chinese that they do not fully understand, some students seek help from me, forming a positive feedback mechanism of teacher-student interaction that allows me to assess students' learning outcomes.

#### 7. In which teaching activities do students show the most enthusiasm and engagement?

My students show the greatest enthusiasm and participation in interactive activities such as game-based interactions, teacher-student interactions. This may be related to the nature of interactive teaching, which encourages students to actively engage and stimulates their motivation to learn. Like students’ discussion interaction ‘What is that fruit’, students put a hand on the box, touch it and describe to others. Other students need to ask him about that fruit, like how does it feel, is it sweet... Then, the student who is touching the fruit should say the fruit, then take it out if he says it correctly. For the students, these fun activities greatly increased the frequency of using Chinese vocabulary in the classroom - if you want to join in the activities, no

problem, but use Chinese vocabulary. Furthermore, they can practice sentence with dialogues. They enjoy learning in context, participating in dialogues, and creating dialogues, which makes it easier for them to remember sentences. Additionally, the introduction of new teaching aids and interactive activities provides students with visual and kinesthetic learning experiences. They are more willing to move around in class and actively complete tasks, rather than just sitting in their seats.

8. Can students keep up with your teaching pace in Chinese class?

Yes, all of them are able to keep up with my teaching pace. Overall, my students demonstrate strong learning abilities. In previous teaching methods, I emphasized their listening and writing skills in Chinese. However, in this interactive teaching practice, I focus on enhancing their speaking skills through various teacher-student interactive activities. Based on their performance in class, I believe they can adapt to this teaching method and intensity and keep up with the teaching pace. The class atmosphere is also quite lively. Through interactive teaching with continuous repetition and practice, their class efficiency has also improved significantly.

9. Which forms of teaching activities do you think are most effective for students to learn Chinese vocabulary?

I believe that interactive teaching activities, particularly teacher-student interactions, are most effective for teaching Chinese vocabulary in my class. Teacher-student interactions in interactive teaching greatly promote students' learning of Chinese vocabulary. Especially at the second-grade level, students typically follow my lead, providing excellent teaching opportunities for educators. By utilizing various teacher-student interactions, teachers can actively engage students in class, creating an interactive class atmosphere. Role-playing interaction, as I tried in my class, students pretend a famous person is one of his family members. He needs to tell us about the relationship like 'this is my sister/brother...' This is an interesting way for students to review family but connect Chinese vocabulary to someone he liked. Put vocabulary in a special issue provide students with opportunities for contextual learning, deepening their impressions of Chinese vocabulary and sentences, while continuously receiving feedback from students. In the student's feedback, I am able to hear the student's

pronunciation of Chinese vocabulary, and I can correct the student's incorrect pronunciation in a more targeted way to help the student pronounce the words in a standard and clear way. While improving class efficiency, students can also engage in game-based interactions. Through interactive games using different toys or teaching aids, such as card flipping and "pick that fruit," students' visual and kinesthetic learning can be fully utilized, making it easier for them to understand Chinese vocabulary and making the learning process lively, engaging, and enjoyable.

10. What assistance do you think students have received in learning vocabulary through interactive teaching methods?

To my understanding, the benefits of interactive teaching methods for students can be summarized as follows:

1) Increasing students' interest in learning: By introducing interactive teaching methods, students perceive the classroom as more interesting and enjoyable, relieving them of excessive stress. This change makes them more willing to participate in classroom activities and find pleasure in the learning process.

2) Strengthening knowledge retention: Interactive teaching encourages students to repeat and practice in the classroom, helping them better remember the knowledge learned that day. By participating in various interactive activities, students can more effectively grasp and retain Chinese vocabulary.

3) Providing feedback mechanisms: Interactive teaching class provide teachers with effective feedback mechanisms. By observing students' performance in interactive activities, teachers can promptly identify issues such as incorrect pronunciation or poor vocabulary mastery and provide timely correction and guidance, informing the next steps of teaching.

4) Providing contextual learning and speaking opportunities: Interactive teaching provides students with rich contexts and opportunities for speaking. Through various interactive activities, students can apply Chinese vocabulary more extensively, enhancing their language proficiency. This is particularly important for non-native speakers, as class exercises can compensate for their limited opportunities to use Chinese in daily life.



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COA. No.	COA. No. RSUERB2024-097
Protocol Title	Teachers' Reflection on Teaching Chinese Vocabulary at a Thai Primary School: Interactive Teaching Method
Principle Investigator	Wu Kun
Co-Investigator	Asst.Prof.Dr.Supinda Lertlit
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	10 June 2024
Date of Expiration:	10 June 2026

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research



**BIOGRAPHY**

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