



**INQUIRY-BASED APPROACHES TO IMPROVE SENIOR HIGH
SCHOOL STUDENTS' SPEAKING SKILLS IN A CHINESE
LANGUAGE CLASSROOM**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN BILINGUAL EDUCATION
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2024**

Thesis entitled

**INQUIRY-BASED APPROACHES TO IMPROVE SENIOR HIGH SCHOOL
STUDENTS' SPEAKING SKILLS IN A CHINESE LANGUAGE CLASSROOM**

by

JIA LIU

was submitted in partial fulfillment of the requirements
for the degree of Master of Education in Bilingual Education

Rangsit University
Academic Year 2024

Assoc. Prof. Pragasit Sitthitikul, Ph.D.
Examination Committee Chairperson

Asst. Prof. Anchalee Chayanuvat, Ed.D.
Member

Asst. Prof. Ubon Sanpatchayapong, D.Ed.
Member and Advisor

Approved by Graduate School

(Prof. Suejit Pechprasarn, Ph.D.)

Dean of Graduate School

August 29, 2024

Acknowledgements

This thesis is the result of a long and challenging journey, and I have been able to complete it because many individuals provided me with selfless and powerful assistance and support along the way. The completion of this thesis holds great significance for me, and I want to express my heartfelt and sincere gratitude to those who have consistently supported and encouraged me throughout this endeavor.

Firstly, I am most grateful to my advisor, Dr. Ubon Sanpatchayapong, an assistant professor. Throughout my research process, she has consistently offered me very professional guidance and patient assistance. Dr. Ubon has helped me address various challenging issues in the thesis from the beginning to the end. I am a fortunate individual who has benefited from Dr. Ubon's knowledge and character.

Secondly, I would like to express gratitude to all the teachers in the bilingual education master's program who have taught me. They have imparted knowledge of bilingual education, which has made me fall in love with this field. Additionally, I want to thank all the staff members and fellow students in the bilingual education department for their ongoing help, encouragement, and support.

Finally, I am thankful for my perseverance and the encouragement and support from my family. I am deeply grateful to my parents for providing me with motivation, patience, and love throughout my educational and life journey, supporting me in completing my studies in Thailand. I also extend my thanks to all those who directly or indirectly helped and supported me in completing this thesis. Thank you! I have always believed that truly valuable things are often not easily or comfortably obtained. Thank you!

Jia Liu
Researcher

6204836 : Jia Liu
 Thesis Title : Inquiry-based Approaches to Improve Senior High School
 Students' Speaking Skills in a Chinese Language Classroom
 Program : Master of Education in Bilingual Education
 Thesis Advisor : Asst. Prof. Ubon Sanpatchayapong, D.Ed.

Abstract

This study adopts the inquiry-based approach to guide students in learning through problem-solving and experiential learning. In the Chinese language classroom, students use questions to acquire more knowledge, engage in collaborative inquiry and discussions, and open their minds to adapt to the changing classroom dynamics and environment. This research was conducted as a qualitative project at a high school in Pathum Thani Province, Thailand. It aimed to examine the values of inquiry-based approaches and to see how much the approaches support the students in improving their Chinese speaking skills. Three types of data were collected, including interviews, teacher's journals, and students' learning logs, and triangulated to find out the answers to the two research questions. The results revealed 7 key issues where this method facilitates Chinese learning, including more fluency and accuracy, asking more questions, using a lot of media, conversing in Chinese with friends, better grammar awareness, making Chinese presentations, and gaining more scores in the Chinese quizzes. The experimental results show improvements in students' Chinese pronunciation, learning mindset, confidence, and study strategies. This study contributes to the Chinese teaching community in Thailand and internationally, particularly in speaking Chinese proficiency and curriculum design, and has a positive impact on cultural and educational cooperation between Thailand and China.

(Total 155 Pages)

Keywords: Inquiry -based Approaches, High School Students, Chinese Speaking Skills, Chinese Language Classroom.

Student's Signature Thesis Advisor's Signature

Table of Contents

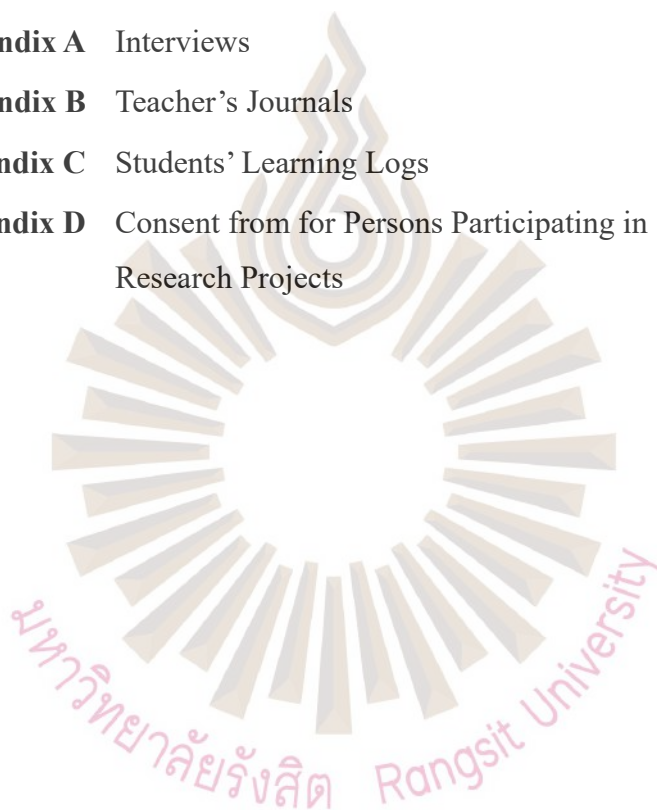
		Page
Acknowledgements		i
Abstracts		ii
Table of Contents		iii
List of Tables		vi
List of Figures		vii
Chapter 1	Introduction	1
	1.1 Background of the study	1
	1.2 Statement of the problems	2
	1.3 Significance of the study	3
	1.4 Context of the study	4
	1.5 Objectives of the study	5
	1.6 Research questions	5
	1.7 Scope of the study	6
	1.8 Limitation of the study	8
	1.9 Definition of terms	8
Chapter 2	Literature Review	11
	2.1 Introduction	13
	2.2 Inquiry-based theory framework	17
	2.3 Inquiry-based history	21
	2.4 Inquiry-based teaching and learning	12
	2.5 Research and trends of inquiry-based teaching and learning	24
	2.6 Inquiry-based teaching and learning in CLT (Chinese Language Teaching)	25

Table of Contents (Cont.)

		Page
	2.7 Related research on inquiry-based teaching and learning Chinese	26
	2.8 Speaking interactions	27
	2.9 Theories on speaking interactions	28
Chapter 3	Methodology	35
	3.1 Introduction	35
	3.2 Qualitative research	35
	3.3 Research design	37
	3.4 Scope of the study	39
	3.5 Data collection	47
	3.6 Data analysis	54
	3.7 Conclusion	56
Chapter 4	Research Results	58
	4.1 Introduction	58
	4.2 Ways inquiry-based supports students' Chinese speaking	58
	4.3 Degrees of improvement in the students' Chinese speaking skills	69
	4.4 Summary	79
Chapter 5	Conclusion, Discussion, and Recommendations	82
	5.1 Conclusion and Discussion	82
	5.2 Recommendations	86

Table of Contents (Cont.)

	Page
References	90
Appendix	95
Appendix A Interviews	96
Appendix B Teacher's Journals	125
Appendix C Students' Learning Logs	134
Appendix D Consent from for Persons Participating in Research Projects	144
Biography	155



List of Tables

		Page
Tables		
1.1	Teaching plan	5
3.1	Participant profiles	47
3.2	Link between the research questions and data collection	50
3.3	Interview questions	53
4.1	A summary of the ways in which the inquiry-based teaching and learning supports students' Chinese speaking and a summary of how much inquiry-based teaching and learning improves students' Chinese speaking skills	78



List of Figures

		Page
Figure		
2.1	Steps of inquiry-based teaching and learning	25
3.1	Plan for implementation of activity	57
4.1	The mind map of the ways in which the inquiry-based teaching and learning supports students' Chinese speaking	91
4.2	The mind map of how much inquiry-based teaching and learning improves students' Chinese speaking skills	93



Chapter 1

Introduction

1.1 Background of the Study

In a world where communication is essential, effective speaking skills and verbal expressions play a crucial role. According to Jarvis (2014), mastering language learning is vital for utilizing it proficiently. In my opinion, regardless of the type of knowledge a person seeks, it is important to learn it effectively to apply it in daily life. Krashen (2014, p. 39) argues that understanding written or speaking language is the key to supporting language skills. He emphasizes that language learners can acquire language only when they receive comprehensible input, and comprehensible output is the result of language acquisition. Learning Chinese is an important skill for understanding Chinese culture and tradition. Despite various reasons for learning Chinese, not everyone can do so correctly and effectively. Wolfgang and Caldwell (2009) assert that the correct understanding of language input is the driving force behind language learning ability. Therefore, in the process of learning Chinese, one should know what to learn and how to learn it.

Today, the most of schools in Thailand offer Chinese courses, including primary schools, secondary schools, universities, and even kindergartens. With strong support from the Thai government and royal projects, Chinese teaching has developed rapidly (Lv & Li, 2017, p. 1). The purpose of teaching Chinese is to promote language skills such as listening, speaking, reading, and writing, helping students better learn the language. For students to enhance their language learning, teachers play a role in stimulating their intrinsic motivation and enabling them to build their own knowledge (Treagust & Qureshi, 2020, p. 3). I also hope that students can understand and master Chinese, transforming Chinese knowledge into their own. Dewey states that the purpose of seeking knowledge in a school lies not in the knowledge itself but in the way students

acquire knowledge (Eddy & Brownell, 2016). These views undoubtedly form the theoretical basis of inquiry-based teaching and learning, a good direction for better learning Chinese.

To summarize, I aim to identify an effective teaching approach suitable for learners studying Chinese. Eisenman, Edwards, and Cushman (2015) suggest that students should be considered the center of teaching activity, encouraging them to independently realize the cognitive process. Based on my teaching experience and understanding of learning cognition, I believe that students should be the focal point in Chinese teaching. The teacher's role should be that of a guide, using probing questions to assist students in exploring and learning what they want to know. This approach requires students to actively engage in exploration, analysis, and problem-solving, using their existing knowledge to construct new frameworks, aligning with the constructivism theory. The effectiveness of this teaching approach hinges on students' prior knowledge and experience (Leslie & Gale, 2012). The richer their prior knowledge and experience, the stronger their thinking abilities, resulting in a more favorable learning outcome. This is why my research focuses on inquiry-based approaches to support senior high school students' speaking skills in a Chinese language classroom. Inquiry-based approaches may prove to be an effective method suitable for senior high school students learning Chinese.

1.2 Statement of the Problem

When I teach Chinese in Thailand, I find some problems in students' learning Chinese in my class, which has a great impact on students' effective and reasonable learning of Chinese. The problems I have confronted are as follows:

The students' reasons: First, most of my students do not like to speak Chinese because they think speaking Chinese is not only difficult, but it is also unfamiliar to them. The second problem is the lack of intrinsic motivation to learn. Third is the students lack opportunities to speak Chinese either in or out of the classroom. The students study Chinese with me for 4 hours a week, but from my discussions with them,

most of them rarely speak or study Chinese outside the classroom. Fourth, most students think that Chinese is only their third language. Students do not pay much attention to the Chinese, and they only treat Chinese as an optional course to learn. Therefore, students do not devote much time to learning Chinese or speaking Chinese in class. Last, the students do not have a good learning strategy to learn Chinese. In the process of learning Chinese, most students only memorize Chinese words and sentences by rote-learning. They are more willing to memorize some complicated sentences than to speak Chinese bit by bit.

Therefore, I am curious if there is a better teaching method to enhance students' interest in learning Chinese and to engage them interactively so that they will be more willing to approach and learn Chinese. Having been a math teacher, I discovered that inquiry-based teaching and learning can be applied to teaching Chinese as well. Asking students questions is one strategy I use to encourage them to speak. While my students may be hesitant to initiate a conversation, they are more inclined to respond to the teacher's questions. Thus, I want to explore further how inquiry-based teaching and learning can help improve my students' Chinese speaking skills.

1.3 Significance of the Study

In accordance with the requirements of the Basic Education Curriculum developed in 2001, the Thai Ministry of Education has included Chinese as a subject for foreign language teaching (Lv & Li, 2017, p. 1). To establish economic ties and foster communication with China, it is crucial to promote Chinese teaching in Thailand. In a bid to enhance students' Chinese proficiency further, the Ministry of Education of Thailand enacted the 'Chinese Teaching Reform Decree' in 2014 (Lv & Li, 2017, p. 2). Since then, Thai schools have given importance to the teaching of Chinese, making it a compulsory subject. These educational measures not only improve the Chinese language skills of Thai students but also strengthen international friendship between China and Thailand, fostering deeper mutual understanding and communication. This can be of great assistance in future friendly exchanges and mutual learning.

I have observed that the Thai government and people are increasingly focusing on Chinese. They aim to understand Chinese culture and strengthen communication with China. Consequently, I have decided to apply an inquiry-based method to teach my students and enhance their Chinese language skills, particularly their speaking proficiency.

1.4 Context of the Study

The context of this study includes the school, the teacher, the students, and the teaching plans as follows:

1.4.1 The School

The study was conducted at a public school in a Thai province. The school accommodates 3,972 students, 267 teachers which include 1 Chinese teacher. The school adopts a diversified teaching philosophy, aiming at cultivating students' comprehensive abilities, and offers three foreign language courses, English, Chinese, and Japanese. The school is made up of intermediate students, according to the website's demographics, represents a typical public-school setting that serves underprivileged learners (The School Document, 2022).

1.4.2 The Teacher

The Chinese teacher teaches four months at a Chinese teaching communication. Then there is a meeting to find out problems that may exist in Chinese teaching. The Chinese teacher can exchange his own teaching experience and formulate teaching tasks (The School Document, 2022).

1.4.3 The Students

Most of my students come from poor families; As a result, they cannot afford to study at a prestigious school that emphasizes Chinese education. In addition, their choice of schools is limited, as few schools in the region offer Chinese courses to students (The School Handbook, 2022). Some people do not like to learn, but they must learn. The 9 students involved in my research are all 16 years old. They all like Chinese

because Chinese is their major.

1.4.4 The Teaching Plan

The teaching plan is as follows.

Table 1.1 Teaching plan

Subject	Level	Course type	Total time of class (hours)	Course score
Chinese	10	Required course	64	100

As shown in Table 1.1 above, inquiry-based teaching and learning is employed to help students improve their Chinese language skills over the course of a semester. The students' grade level is 10th grade. The total duration of the course is 64 hours. The total score of the course is 100 points.

1.5 Objectives of the study

I have two purposes in conducting this study. First is to explore values of inquiry-based approaches. Second, I want to see how much inquiry-based approaches support my students to improve their Chinese speaking skills.

1.6 Research questions

1) To what extent do the inquiry-based approaches support the students' Chinese speaking?

2) To what extent do the inquiry-based approaches improve the students' Chinese speaking skills?

1.7 Scope of the study

In this section, a qualitative methodology, participants, data collection, and data

analysis are provided:

1.7.1 Qualitative Methodology

I have chosen to apply this research method to my study because it is commonly used in the field of education. This method relies on data obtained by researchers through first-hand observations, interviews, focus groups, participant observations, recordings in the natural environment, and analysis of documents and artifacts (Alasuutari & Pertt, 2010, p. 39). Baden (2013) also suggests that qualitative research is a way for researchers to define or address problems, using methods such as historical review, literature analysis, access, observation, and participation experience to gather data in natural situations. Hence, in targeted research, researchers often employ case studies to observe and study their subjects, a method applicable to my context as well.

In this context, the evidence in my class is presented through a classroom case study. Yin (2017) points out that the case study method is a way to track the behavior of an individual or group. It involves the collection and recording of one or more case materials, as well as the writing of case reports. This method typically employs techniques such as observation, interviews, collection of documentary evidence, descriptive statistics, tests, questionnaires, pictures, films, or video materials. In my study, my data include interviews, class observations, students' learning logs, and teacher's journals, aligning with a qualitative nature. Ridder (2017) notes that a case study adds descriptive richness and is useful in explaining the results of an individual case. In the light of the above information, a case study is used to investigate and research into my context.

1.7.2 Participants

The participants in this study are 9 senior high school students, who are 16 years old. They are purposefully selected from students in Grade 10. They study Chinese at a provincial senior high school. During this semester one Chinese course focusing mainly on speaking skills is available.

1.7.3 Data Collection

In this study, I collect 3 data: Interviews, teacher's journals, and students' learning logs.

First, I use three interviews as a method of collecting data on targeted conversations between participants and me. Through this tool, I garner participant's personal information and their reflection toward my teaching, classroom activities, useful feelings, experiences, their learning progress and problems.

Second is the teacher's journals record my teaching activities and the effects of classroom teaching. Through these teaching events, I can understand my students' learning strategies, progress and challenges arising from their classroom interactions. In this respect, Suhomlinski (Foster & Inglis, 2019, p.11) supports teacher's journals. He claims these journals help teachers to concentrate their thoughts and think deeply about a problem and later can find ways to solve them. He further argues through the teacher's journals, teachers can better understand themselves, understand the characteristics of their own organization of teaching, understand the most suitable teaching method, and help themselves grow.

Third is the students' learning logs. They are a tool to reflect on the learning process, their improvement, problems, learning strategies, and class atmosphere. Students record and summarize learning experience to deepen the reflection and understanding of knowledge, also to improve the efficiency of learning Chinese.

1.7.4 Data Analysis

This study uses the grounded theory suggested by Strauss and Glaser (Strauss & Corbin, 1998). To analyze the data and to investigate ways inquiry-based approaches support their Chinese speaking.

1.8 Limitation of the study

There are two limitations in the study as follows.

Firstly, inquiry-based teaching and learning demand considerable time to guide students in learning Chinese effectively. Given its emphasis on student subjectivity and the need for collaborative exploration and hands-on engagement, it often requires two class periods to cover what standard teaching methods would typically accomplish in one. This necessitates providing ample time for students to ponder questions, explore problem-solving methods, and engage in extensive Chinese speaking practice after resolving issues, all of which significantly contribute to improving their speaking Chinese.

Secondly, inquiry-based teaching and learning revolves around a student-centered approach. With nine students in the class, it's crucial to dedicate sufficient time to focus on each student's individual successes and setbacks. This entails assessing whether students comprehend posed questions, can articulate inquiries in Chinese, devise problem-solving strategies, and independently practice speaking Chinese. By doing so, it ensures a personalized learning experience tailored to each student's needs, ultimately enhancing their Chinese speaking skills.

Lastly, active student involvement is essential for successful inquiry-based teaching and learning. Students must invest significant time in practicing speaking Chinese both within and outside the classroom setting. This entails responding to questions in speaking Chinese, showcasing learning outcomes, engaging in daily dialogue exercises, and seizing opportunities to converse in Chinese during and beyond class hours. Therefore, besides classroom instruction, I also allocate additional time outside class for students to hone their speaking skills through activities like assigned conversational exercises or memorizing short passages in speaking Chinese. Such efforts facilitate continual improvement and proficiency development among my students in their journey of learning Chinese.

1.9 Definition of terms

Inquiry-based teaching and learning in my study, I apply Bruner's (1960) idea to my use. It means the students learn concepts and principles, the teacher gives them

some examples and questions so that students can actively explore through reading, observing, experimenting, thinking, discussing, listening and so on, and discover and master the corresponding principles and conclusions by themselves.

Speaking skills refers to the expression of students' thoughts and feelings through oral language. In speaking Chinese communication, students should have a basic grasp of the pronunciation of Chinese words and the grammatical structure of Chinese sentences. Students are able to carry out simple daily speaking conversations in Chinese and maintain fluency in Chinese conversation both in and out of the classroom.

Senior high school students are 9 students from Grade 10, who are 16 years old. They study Chinese with me when I conduct this research at a provincial school. They all participated in my study voluntarily, in order to improve their Chinese, especially their speaking Chinese.

Chinese language refers to the Chinese language these students learn in 2020 at this provincial school.

The next Chapter shows my literature review concerning this study.

Chapter 2

Literature Review

2.1 Introduction

In this Chapter, the framework of this research is reviewed, and research on inquiry-based approaches as well as the characteristics of speaking interactions are provided.

2.2 Inquiry-based theory framework

Section 24 of the B.E. The National Education Act (NEA, 1999) states that educational institutions and organizations should be “comfortable environments in which teachers create learning scenes, teaching media, and facilities that enable learners to become well-rounded individuals who can benefit from the research and teaching process” (NEA, 1999, p. 11). In this way, learners and teachers can work together through different types of teaching concepts and knowledge from other sources, providing a very good foundation and teaching environment for the effective and rapid implementation of inquiry-based teaching and learning in Thai education. Interestingly, inquiry-based teaching and learning, which is one of the methods, has become one successful tool in education reform in Thailand (Anusorntharangkul & Rugwongwan, 2021, p. 3).

2.3 Inquiry-based history

The inquiry-based teaching method has a long history. According to Bruner (1961), inquiry-based teaching and learning occur when students learn a subject in class. Teachers provide them with examples and questions, allowing students to actively explore on their own through reading, observation, experimentation, thinking,

discussion, and listening, for example. This enables them to discover and grasp the corresponding principles and conclusions independently. As a teacher, I have observed that this learning method encourages the acquisition of new knowledge, new inventions, or new procedures through a scientific approach and one's own learning. This is because when I pose questions to my students, they become more alert and pay closer attention to provide me with answers.

In addition, inquiry-based teaching and learning are primarily instructional methods developed during the discovery learning movement of the 1960s in response to traditional forms of teaching, where individuals needed to memorize information from instructional materials, such as direct instruction and rote memorization (Bruner, 1961, p. 21). Also, the philosophy based on inquiry learning has precedents in constructivist learning theory, including the works of Piaget (1977), Dewey (1981), Vygotsky (1962), Freire (1984), and others, making it a constructivist philosophy. He (1999, p. 17) claims that the purpose of inquiry-based teaching and learning is to establish one's own cognitive model and the framework of learning methods.

According to my teaching experience and cognitive study, the best method of teaching Chinese to students is centered on using teaching activities to learn new knowledge. It also requires students to take the initiative to explore, analyze, think, and find methods to solve problems. Inquiry-based teaching and learning provide a learning experience designed to allow students to synthesize knowledge from different areas of learning and apply it critically and creatively in real life (Bruner, 1961, p. 35). This kind of learning experience is closer to life, allowing students to move beyond textbooks and apply what they have learned to life.

Inquiry-based teaching and learning are usually done in groups, but it can also be done by individuals. Therefore, it is important to establish a good working relationship. Students working together to complete learning tasks through group cooperation will form a "community of interests" relationship among group members. The realization of group goals requires the efforts of everyone, creating responsibilities that drive each member to study hard, stimulating their learning motivation, and improving their

learning enthusiasm. Besides, Schwab (1969, p. 75) believes that the practical operation of inquiry-based teaching and learning specifically has two aspects:

First, students should also learn in an independent inquiry-based teaching and learning environment. There must be abundant teaching materials, various modern teaching instruments, etc., and these arrangements should be around the topic of a certain knowledge point, rather than chaotic knowledge points; Second, students can reduce the pressure of learning and spontaneously seek the knowledge they need in a relaxed and interesting classroom atmosphere. Students make their own assumptions, test and solve problems in their own way under the guidance of the teacher. (p. 75)

All in all, history informs us about the formation and complete framework of inquiry teaching methods, allowing us to understand and apply it in our teaching. By using questions and answering a series of questions to explore the knowledge we want to learn, students can delve into the principles of knowledge and build their own knowledge framework. As mentioned above, a good teaching environment is crucial to students' learning. Teachers need to provide rich learning materials and tools in class to help students find the information they want quickly and effectively. Additionally, a relaxed and interesting learning atmosphere can enable students to learn new knowledge effectively and find solutions to problems under the guidance of teachers.

2.4 Inquiry-based teaching and learning

In the review of inquiry-based teaching and learning, I include its characteristics, principles, learning steps as well as benefits of inquiry-based teaching and learning.

Jin (2011, p. 5) points out how inquiry-based is applied in the classroom:

- 1) Ask and clarify the questions that interest the students;
- 2) Make students experience some degree of uncertainty on the problem, so as to stimulate the desire to explore;
- 3) Provide various hypotheses for solving the problem;
- 4) Assist

students to collect and organize information that can be used to draw conclusions; 5) Organize students to review relevant materials and draw due conclusions; 6) Guide students to use analytical thinking to verify the conclusion and finally solve the problem. (p. 5).

The citation above indicates that the questions the teacher asks have to be interesting, inspiring, and not solely have one answer. This means that the questions have to be flexible and welcome more possible answers. Additionally, as a guide, the teacher can support students in searching for answers to any question. In my class, for example, I usually help students who get stuck in finding the answer to my questions or their friend's questions by giving a hint or encouraging them to revisit the text or find more information to reply to those questions. It is also acceptable if a student helps their friends find the appropriate answer.

Inquiry-based teaching and learning involve applying the method of inquiry learning to teaching, aiming to acquire knowledge and apply wisdom to solve problems, similar to scientific research. Kirschner, Schaller, and Clark (2006) argue that students construct basic knowledge through examples, practices, and feedback, which can help students integrate other information and provide assistance based on problem-solving and critical thinking skills. All of these indicate the importance of thinking.

In the process of learning, inquiry-based teaching and learning help learners understand how to analyze problems with critical thinking, comprehend the relationship between things, derive reasonable and effective solutions, solve the problem, draw a reasonable conclusion, and ultimately build a knowledge framework.

2.4.1 Characteristics of inquiry-based teaching and learning

When a person studies inquiry-based teaching and learning, he/she has to study its characteristics, in order to better understand and master the inquiry-based teaching and learning. According to Bell, Schanze & Ploetzner (2010, p. 50) in the clear explanation of inquiry-based teaching and learning: Models, tools, and challenges in the research on inquiry teaching method. They came up with four basic characteristics of the inquiry-

based teaching approach: 1) Flexibility and openness of teaching content; 2) Autonomy and cooperation in teaching process; 3) Diversity and creativity of teaching results, and 4) Plurality and process of teaching evaluation. (p. 50)

Through studying, understanding and personal experience, I have made the following analysis and understanding:

First, flexibility and openness of teaching content. Inquiry-based teaching and learning require teachers to guide students in effectively utilizing their knowledge reserves for researching and solving problems through various inquiry methods. These problems can be incorporated into the teaching plan or emerge during the inquiry process. They can pertain to a language subject or a related field. However, it is better to have a topic that students are interested in, as this will stimulate their desire to learn.

Second, autonomy and cooperation in the teaching process. In the process of inquiry-based teaching and learning, teachers strive to make students the center of teaching and learning, helping and guiding them toward independent learning as soon as possible. For example, students learn and understand the key points of technical movements, choose practice methods, and create games and practice methods based on prompts from teachers or principles they have learned independently. Students can work in groups to analyze and solve problems by cooperating with each other and eventually finding solutions. In the cooperation between teacher and student, the teacher can act as “a guide” or “a participant.” Teachers should be adept at posing guiding questions and hints to assist students, and they can also collaborate with students to solve problems, making the inquiry process interesting and smooth.

Third, diversity and creativity of teaching results. The flexible diversity of teaching contents determines the diversity of inquiry-based teaching and learning results. Inquiry is not only the process of teaching but also the purpose of teaching. The multiple ways of inquiry also determine the rich and colorful teaching results. Inquiry-based teaching and learning also pay attention to creating a comfortable environment and an active atmosphere for students to give full play to their potential. This is conducive to

supporting and promoting the organic integration of students' knowledge and comprehensive abilities, thus stimulating their innovative inspiration and creative ability. This approach allows students to fully utilize and showcase their diverse and creative learning outcomes.

Fourth, plurality and process of teaching evaluation. Inquiry-based teaching and learning involve a variety of evaluations of students' learning. For example, teachers should combine students' self-evaluation, mutual evaluation among students, and teacher's evaluation. The evaluation standards should focus on intra-individual differences, emphasizing the progress of each student to encourage and reinforce their development. In conclusion, teachers should employ a combination of qualitative and quantitative evaluation. Additionally, since students' inquiry-based learning process is one of the main objectives of inquiry-based teaching and learning, teaching evaluation must be procedural.

To sum up, when learners understand the characteristics of the inquiry teaching method in detail, they can better grasp and utilize it. This approach has obvious effects on both teacher's teaching and students' learning, thereby supporting the quality of teaching and enhancing students' learning efficiency.

2.4.2 Types of Inquiry-based Teaching and Learning

The inquiry-based teaching method is a versatile approach that can be widely applied to various fields. Based on "Learning and Guidance of Inquiry-based Teaching" by Jin (2001) and "Understanding the Theoretical Problems of Inquiry-based Teaching" by Li & Yu (2002, p. 34), there are two common teaching modes of inquiry-based teaching: Sachman's model of inquiry-based training and Schwab's model of scientific inquiry. The following are brief accounts of the two teaching modes:

First, Sachman's model of inquiry-based training. The inquiry-based training mode is a conclusion drawn after observing and analyzing the creative exploration activity of scientists. Here are some of Sachman's thoughts on the inquiry-based training:

The teaching objectives of inquiry-based training mode can be summarized from three aspects: affective objectives, cognitive objectives and process objectives: affective objectives are to enhance students' desire to explore the unknown world and improve their creativity through inquiry activities, which is a basic premise; The cognitive goal is to find out the problem to be solved in the learning content and then put forward the hypothesis, collect data, verify the hypothesis, draw a conclusion or a reasonable explanation. (p. 34)

As mentioned above, conclusion and rational explanation are the cognitive objectives of this training model. The goal of the process is that students should not only find out the explanation of a certain problem or unknown phenomenon, but more importantly, understand how to conduct scientific inquiry into an unknown phenomenon, put forward hypotheses, engage in reasoning and judgment, and cultivate their own spirit of inquiry. These three goals influence and interact with each other. The three objectives run through the whole teaching process of the inquiry-based training mode, so it is necessary to deal with the relationship between the three and effectively make good use of the three objectives to improve the learning and teaching outcomes. According to Sachman, the basic procedure of the inquiry-based training mode consists of five stages: presenting the question; forming hypotheses and collecting data; presenting new hypotheses and collecting data again. The fourth stage involves drawing conclusions, and the fifth involves analyzing the mode and type of inquiry.

Inquiry-based training mode emphasizes practical application. Through discussions between teachers and students in class, the training of inquiry methods and thinking modes is conducted in the form of dialogue. This mode essentially reproduces the process of scientists' exploration and is very helpful for improving students' creative thinking ability and reasoning skills.

Second, Schwab's model of scientific inquiry. Schwab realized that the essence of science is inquiry, and science as inquiry can only be truly understood through inquiry activity. The goal of the scientific inquiry teaching mode is: Different from the traditional mode, the scientific inquiry model emphasizes the importance of the process;

Affects the way students process information and data; Scientific inquiry is an innovative activity.

With the development of modern science, the scale of scientific research is becoming larger and larger, and it tends to be integrated more and more. Although the model of scientific inquiry attaches great importance to the process, it does not ignore the content and takes students' mastery of scientific knowledge as a rather important goal.

The basic procedure of the model of scientific inquiry includes four stages: The first stage, the students determine the research object and method. They construct questions, speculate about the problem, and solve the problem.

The teaching content should encompass specific inquiry methods related to the subject, including problem-solving approaches and inquiry narratives. Teachers are encouraged to impart knowledge through the lens of inquiry, and students are expected to engage in learning through various inquiry activities. In essence, students should develop proficiency in the scientific methods essential for inquiry, acquire scientific concepts through inquiry-based methods, and gradually cultivate the ability for independent knowledge acquisition and a scientific attitude (Tawfik, Hung & Giabbanelli, 2020, p. 15).

With regard to inquiry-based teaching and learning, and the various levels of inquiry that may exist in these situations, Banchi & Bell (2008, p. 29) clearly outline four levels of inquiry: Level 1: Confirm the query; Level 2: Structured queries; Level 3: Directional questions; Level 4: Open honest inquiries. The details are as follows:

First, level 1: Confirm the query. The teacher first gives the student a specific topic, then the teacher asks questions and develops procedures to guide the student through an activity with known results. This approach helps consolidate the concepts being taught, guides students to learn to follow procedures, properly collect and record data, and finally validate and deepen their understanding of the

topic to be studied.

Second, level 2: Structured queries. The teacher provides initial questions and an overview of the program. Students evaluate and analyze the collected data to explain their findings and come to a final conclusion through discussion.

Third, level 3: Directional questions. The teacher only provides students with research questions. Students are responsible for designing and following their own procedures to test the problem, then communicating their results and findings, and coming up with their own opinions through brainstorming and feedback, finally finding a solution.

Fourth, level 4: Open honest inquiries. Students present their own research questions, design and follow developed procedures, and communicate their findings and results. (p. 29)

According to Banchi & Bell (2008), teachers should initiate inquiry teaching at a foundational level and carry out inquiries in an open manner to effectively nurture students' inquiry abilities. Open inquiry-based activities can be successful when students are motivated by intrinsic interests and possess the skills to conduct independent research. All these measures and methods aim to enhance students' learning of knowledge in a more effective manner.

In summary, the smaller the role of the teacher, the greater the role of students' subjectivity. However, in real life, few students possess enough ability to explore and learn fully independently from the outset. Students can begin by discovering valuable problems around them and cultivate their inquiry abilities through the process of questioning, gathering evidence, providing explanations, evaluating, and discovering. Inquiry with a prominent mentor role is suitable for establishing specific scientific concepts, while inquiry with a noticeable learner role can offer excellent opportunities for students to develop cognitive and scientific reasoning abilities (Yoon, Joung & Kim, 2012, p. 89).

Therefore, in my inquiry-based teaching activities, I focus on guiding students to explore problems and find solutions by asking questions. The primary role of the teacher is to guide students in their exploration. The teacher needs to understand what students are thinking and how to enrich their ideas. This ensures that students can comprehend each knowledge point in the exploration process and build their own knowledge framework.

2.4.3 Principles of Inquiry-based Teaching and Learning

Every teaching method comes with its set of teaching principles. To better comprehend inquiry-based teaching and learning, understanding its fundamental teaching principles is essential. Teaching principles are the basic requirements that must be adhered to for effective teaching, guiding and constraining various activities in the teaching process. (Celik, 2019, p. 4) In an inquiry-based activity, both the teacher and the student should have a clear direction; the teacher should understand what to teach, and the student should know what to learn. The goal of inquiry teaching is to cultivate innovative talents through 'inquiry and innovation' teaching, primarily addressing the challenge of fostering students' innovation ability. Therefore, inquiry teaching must establish its own set of principles.

As Bruner (1960, p. 52) proposed in 'Educational Process,' according to the thinking method of system science, educational activities are categorized into six relatively independent yet interconnected activity systems: target, subject, environment, method, process, and end. The essence of education is intertwined with the activities of these elements to derive the framework for constructing principles of inquiry teaching. A system of inquiry teaching principles is developed by considering these six aspects. Based on these six elements, Bruner distilled five teaching principles for inquiry-based teaching and learning.

Through study and personal teaching experience, the following is my understanding and description of the principles of inquiry-based teaching and learning, as follows:

First, the principle of people-oriented subjectivity. The principle of subjectivity emphasizes a people-oriented approach. Therefore, teaching activities should revolve around students, with both the teacher's instruction and students' learning centered on them. Moreover, teachers should strive to comprehend the thoughts and emotions of each student, recognizing the uniqueness of each individual, thus fostering the development of students' subjectivity. In this paradigm, the teacher transitions from a traditional leader to a guide, assisting students in exploring new knowledge. Teachers can empower students to proactively choose learning objectives and methods, independently complete learning tasks, design activities, pose questions, engage in communication and discussion, and participate in post-class reviews and ongoing learning. This approach aims to cultivate students' initiative, independence, and creativity.

Second, the democratic principle of academic freedom. To establish a democratic and liberating learning environment, teachers should respect students' ideas and emotions, making an effort to nurture illogical and divergent thinking among students. It is only within such a democratic and liberating learning environment that we can uphold equality between teachers and students, fostering an atmosphere of mutual respect and discussion. This environment encourages students to think boldly and learn in ways that may seem illogical and divergent.

Third, the difference principle of teaching students in accordance with their aptitude. Each student possesses a unique personality, emphasizing the significance of understanding students' personalities for the successful implementation of differential teaching. Moreover, fostering creativity necessitates the comprehensive development of one's personality. Teaching that accommodates the differences among students is tailored to individual abilities. This encompasses establishing development goals, delivering relevant teaching content, selecting appropriate teaching methods, and creating a conducive teaching environment suitable for each student.

Fourth, the tentative principles of questioning any problems. Posing problems, identifying issues, solving challenges, and innovating constitute the fundamental

elements of innovative activities, with problem consciousness serving as the primary condition for fostering innovation. According to Paul & Elder (2013, p. 91): A person who is not good at asking questions is not a good critical thinker. It is not the answers that drive the mind. It is the questions that do.

On one hand, questioning helps students understand what needs to be done, clarify and articulate related problems, and comprehend the issues at hand. On the other hand, having an answer often results in a complete halt in thinking. Without problems, students cease contemplating solutions. Therefore, it is imperative to instill and nurture students' awareness of problems and curiosity. The key to sparking students' curiosity lies in liberating their minds without constraining their thinking. Problem-solving strategies serve as the 'key' to addressing challenges. It is crucial for students to acquire effective problem-solving strategies. Generally, these strategies encompass problem discovery, problem presentation, problem discussion, problem analysis, and problem resolution. Consequently, teachers should adeptly arrange problem situations, meticulously design problem scenarios, and guide flexible problem development in alignment with the characteristics and objectives of the teaching content.

Fifth, the principle of diversity that encourages innovation. Innovative thinking activities inherently exhibit characteristics of diversity and divergence. Consequently, teachers should foster an environment that encourages students to propose new ideas, methods, insights, and conclusions within inquiry-based teaching activities. Non-logical thinking, independent design, and creative responses should be welcomed in the format, content, and grading of assessments. Teachers should consistently motivate students to excel in identifying and resolving problems, to observe phenomena from various perspectives, to explore different modes of thinking, and to adeptly articulate their distinctive viewpoints and effective methodologies.

In conclusion, the principles within the system of inquiry-based teaching and learning support and interact with one another. The people-oriented subjectivity principle holds a general guiding influence over the other principles, and these, in turn, should align with the principle of objectivity. The differentiated principle of teaching

according to students' aptitude and the democratic principle of academic freedom mutually reinforce each other, offering guidance to the tentative principle of questioning and solving doubts, as well as the diversity principle of encouraging innovation.

The principle of encouraging innovation through diversity should not only align with the requirements of other principles but also exert a guiding influence on them. The aforementioned principles establish a closely intertwined relationship of guidance, embodiment, and direction, forming a cohesive system of inquiry-based teaching principles. The interconnected nature of these principles also dictates their comprehensive application, providing a clear direction and educational purpose for both student learning and teacher instruction.

2.4.4 Steps of Inquiry-based Teaching and Learning

The birth of a new teaching method is inevitably accompanied by corresponding scientific teaching steps, essential for verifying and practicing the feasibility and effectiveness of the teaching approach. After examining the inquiry-based teaching steps proposed by Sujarittham, Tanamatayarat & Kittiravechote (2019, p. 76), I studied and summarized their five fundamental steps of inquiry teaching:

- 1) Step 1: Create an atmosphere and a situation to stimulate students' interest and desire to explore independently;
- 2) Step 2: Open class and boldly ask questions to explore the potential of students to explore independently;
- 3) Step 3: Reasonable and appropriate reminders and hints to guide students to explore the direction;
- 4) Step 4: Encourage students to actively discuss and communicate research questions and learning outcomes;
- 5) Step 5: Students are encouraged to take the initiative to learn by giving creative homework after class. (p. 76)

In summary, inquiry-based teaching and learning place the student at the center of teaching activities, allowing students to take the initiative, actively explore, and master knowledge, as well as the methods and steps to solve problems. Students engage in researching the attributes of objective things, discovering the causes of the development of phenomena, exploring the internal workings of objects, identifying patterns, forming

concepts, and establishing their own cognitive architecture model and learning method. This is illustrated in Figure 2.1:

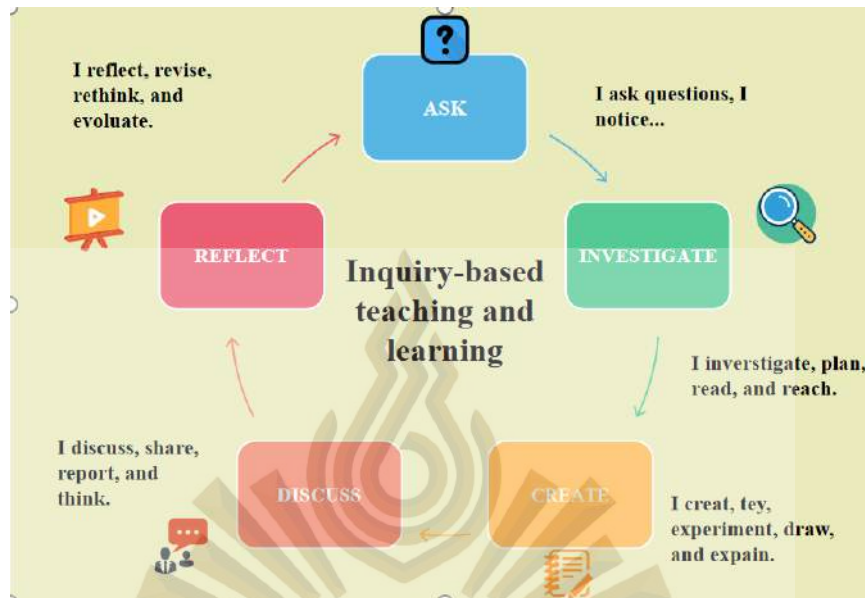


Figure 2.1 Steps of inquiry-based teaching and learning
Source: Sujarittham, Tanamatayarat & Kittiravechote, 2019

2.4.5 Benefits of Inquiry-based Teaching and Learning

Inquiry-based teaching and learning can offer significant benefits to both ‘teacher’s teaching’ and ‘students’ learning.’ It not only provides clear assistance in teaching strategies and learning thinking but also enhances the coordination of interpersonal relationships between teachers and students. Loukomies, Juuti & Lavonen (2018, p. 14) summarize four benefits of inquiry-based teaching and learning as follows:

- 1) Inquiry-based teaching and learning establishes a new relationship between teacher and student;
- 2) Inquiry-based teaching and learning can make classroom teaching coruscate full of vitality;
- 3) Inquiry-based teaching and learning can break the teacher’s “self-centered” teaching habit and promote the teacher’s self-all-round development in the inquiry;
- 4) Inquiry-based teaching and learning is beneficial to cultivate students’ ability of deductive thinking. (p. 14)

Based on my personal teaching experience and observations of student learning,

the following is my understanding and description of the benefits of inquiry-based teaching and learning:

First, inquiry-based teaching and learning establishes a new teaching relationship between teacher and student. In the bilateral relationship between ‘teaching’ and ‘learning,’ teachers focus on guiding students to explore knowledge, providing students with the time to pose questions and opportunities to discuss them, and allowing students space for divergent thinking with full imagination. Learning is no longer about teachers delivering knowledge from a platform, nor is it about students passively listening without contributing; instead, students collaborate with each other or with the teacher to unravel the mysteries of knowledge. Teachers become knowledge initiators, guides for students’ learning, and managers of classroom activities, actively exploring and acquiring knowledge alongside the students.

Second, inquiry-based teaching and learning can make classroom teaching coruscate full of vitality. The inquiry-based teaching method has cultivated a relaxed and lively classroom atmosphere, with heuristics and discussions as its primary features. Any flexible organizational format that can stimulate students’ interest and achieve teaching objectives can be boldly attempted, fully reflecting students’ autonomy in learning. This approach empowers students to independently discover patterns, identify problem-solving strategies, explore problem-solving ideas, and ultimately solve problems on their own.

Third, inquiry-based teaching and learning can break the teacher’s “self-centered” teaching habit and promote the teacher’s self-all-round development in the inquiry. Practical inquiry demonstrates that teachers primarily undergo personal change by engaging in practical inquiry, summarizing their own experiences, and learning from others, including learning from students. Through active participation in the practice of inquiry, teachers can enhance their skills, overcome the ‘self-centered’ tendencies, and attain the teaching goal of ‘self-all-round development.’

Fourth, inquiry-based teaching and learning is beneficial to cultivate students’

ability of deductive thinking. Inquiry-based teaching and learning necessitate clear assumptions, critical and logical thinking, and the consideration of various possible explanations. In the exploration and solution-seeking process, students observe, communicate through the system, and conduct simple measurements for factual information. Based on existing experiences, students carry out preliminary information processing, propose simple assumptions, and collaboratively or individually test their hypotheses. The iterative process involves student reflection and addressing related issues until a new solution is proposed and identified.

To sum up, the inquiry-based teaching method offers significant benefits for both ‘teacher’s teaching’ and ‘students’ learning.’ It not only provides clear assistance in teaching strategies and learning thinking but also enhances the establishment of a harmonious relationship between the teacher and the students.

2.5 Research and trends of inquiry-based teaching and learning

Many educators have made bold exploration and research on inquiry-based teaching mode, and achieved some development, showing the following trends:

- 1) The theoretical basis of inquiry-based teaching method can be better strengthened;
 - 2) Inquiry teaching method highlights the importance of students in teaching;
 - 3) Inquiry-based teaching method move towards diversification from unitary;
 - 4) The design of classroom teaching will be more reasonable and scientific.
- (Gray & Rybska, 2018, p. 173)

Through research on constructivism theory, people’s understanding of inquiry-based teaching and learning deepens, effectively promoting the development of the inquiry-based teaching mode.

Moreover, students are the center of teaching activities in the class, with teachers acting as guides who lead students to actively explore new knowledge and think critically to solve problems. In the process of problem-solving, there is no single correct

answer for students. They explore new knowledge according to their individual abilities, allowing for greater diversity in both teacher's instruction and student learning. With regard to teaching design, an approach based on the inquiry-based teaching mode becomes more reasonable, scientific, and effective.

In conclusion, the research and development trend of inquiry-based teaching and learning is improving, which brings great encouragement to my research. I aim to enhance my students' Chinese speaking skills through further exploration and research on inquiry-based teaching and learning.

2.6 Inquiry-based teaching and learning in CLT (Chinese Language Teaching)

The application and practice of inquiry-based teaching and learning in China also have a long history. Since the 1980s, China's educational reform has shifted toward the direction of student development, and inquiry-based teaching and learning as a learning approach has been deeply integrated into the curriculum standards of various subjects. In fact, inquiry-based teaching and learning has become a successful educational tool in China's educational reform (Shi, Ma & Wang, 2020, p. 3).

Since the 1990s, the Ministry of Education of China has increasingly focused on cultivating students' inquiry skills with the goal of nurturing innovative talents. Consequently, there has been a widespread implementation of inquiry-based teaching. In 1999, the Decision of the CPC Central Committee and the State Council on Deepening Educational Reform and Comprehensiveness Education (1999) was promulgated for the first time. This decision emphasized the cultivation of students' innovative spirit and practical ability, with inquiry teaching identified as one of the key methods for fostering these qualities.

The Ministry of Education enacted interdisciplinary "Curriculum Standards" in 1999. Whether considering the nature and value of the course orientation or its fundamental concept, scientific inquiry was recognized as a breakthrough for the

development of curriculum reform. The standards proposed that science courses could adopt scientific inquiry-based teaching and learning, allowing students to experience the process and methods of scientific inquiry activity and develop an initial capacity for scientific inquiry. These measures were implemented to effectively apply the inquiry teaching method to enhance the quality and outcomes of teaching.

In 2001, the Ministry of Education of China issued the Basic Education Curriculum Reform Guidelines (2001, p. 2), which emphasizes: Change the current situation that the curriculum implementation process emphasizes receptive learning, rote memorization, and mechanical training. Advocate students' active participation, willingness to explore, diligence in hands-on activities, and cultivate students' ability to search and process information, acquire new knowledge, analyze and solve problems, as well as the ability to communicate and cooperate. This necessitates students to actively engage in the process of seeking knowledge, allowing it to become integrated into their minds, actively entering the field of knowledge, exploring it, mastering knowledge, and applying that knowledge.

In summary, inquiry-based teaching and learning in Chinese prompts students to contemplate how to approach and what to do, rather than simply accepting pre-determined conclusions taught by the teacher. The primary role of the teacher is to guide students in exploring knowledge through questioning, while the main responsibility of the student is to comprehend knowledge during exploration activities and subsequently construct their own knowledge framework.

2.7 Related research on inquiry-based teaching and learning Chinese

Wang (2014) conducted a mixed-methods study and discovered that students' Chinese speaking skills and problem analysis ability significantly improved after adopting the inquiry teaching method. The students expressed a high level of satisfaction with the application of the inquiry teaching method in Chinese teaching.

In a study titled 'Teaching Design of Integrated Chinese Course Based on Inquiry

Teaching,' Li (2017) found that the use of the inquiry teaching method greatly enhanced students' learning efficiency. Their interest in Chinese learning was significantly increased, and students became more willing to engage in problem-solving, search for information, and cooperate in discussions.

Gao (2019) conducted a study comparing the speaking Chinese ability of 10 foreign students before and after learning through the inquiry-based approach. These students hailed from Russia, the United Kingdom, South Korea, Nigeria, and other countries and regions. Eight of them had passed HSK 4, indicating a solid foundation in the Chinese language. The results showed a significant improvement in students' oral and writing skills after adopting the inquiry-based teaching method. The satisfaction level of these students with Chinese subject study was rated as good.

In conclusion, through the study and research of inquiry-based teaching and learning, I have found that in the process of speaking interactions, inquiry-based teaching and learning may assist me in addressing the challenges present in Chinese teaching and can contribute to enhancing students' Chinese speaking skills.

2.8 Speaking interactions

Oral expression is a fundamental language skill for students and a crucial teaching focus for Chinese educators. Speaking interaction serves as a comprehensive reflection of students' language skills, including listening, speaking, and reading. It plays a pivotal role in the development of their thinking and the enhancement of their language proficiency. Furthermore, speaking is a direct means for students to engage with society and integrate into daily life (Hu, 2018, p. 3). To a considerable extent, the level of oral expression represents the Chinese proficiency of foreign students, prompting educators to consistently prioritize its development. Oral courses are designed to cultivate students' ability to use Chinese for verbal expression in real-life situations (Li, 2017, p. 4). Therefore, both inside and outside the campus, teachers should encourage students to actively utilize speaking Chinese for expression and communication, effectively enhancing their Chinese proficiency.

In the process of acquiring a second language, the emphasis should be on ‘acquiring’ the language, not merely ‘learning’ it. Throughout language learning, students should not only comprehend the knowledge they are taught but also assimilate new information into their existing experiential structures, actively constructing their own knowledge systems. Krashen (1982, p. 83) argued that acquisition enables individuals to attain genuine language competence, and learners generate language output through acquired knowledge. The purpose of learning a second language is to communicate effectively, not solely to achieve high scores on tests. Inquiry-based teaching and learning stress the understanding and application of knowledge content. By analyzing and answering a series of questions to explore the desired knowledge, students can delve deeply and effectively into the principles of knowledge. Furthermore, they can construct their own knowledge framework and enhance their speaking skills, as these dialogues mirror our daily oral expressions.

In conclusion, speaking interaction is a natural instinct for students. It originates from life, returns to life, and the teacher’s role is to create an educational environment of speaking interaction that is deeply connected to life for students, aiming to maximize the development of their potential. As Dewey (1981, p. 21) asserted, ‘Education is life, and school is society.’ This underscores the importance of integrating life and learning, emphasizing that studying is not solely for obtaining high marks but for cultivating a better life. Through the study and practice of daily speaking interactions, students can enhance their Chinese speaking skills more rapidly and effectively.

2.9 Theories on speaking interactions

In the theories on speaking interactions, I include the Introduction, Purposes for Speaking Interaction, Factors Affecting Speaking Interaction, and Levels of Speaking Interaction. They are as follows:

2.9.1 Speaking interactions

Speaking interaction requires not only the teacher’s instruction but also the ability to create a comfortable, open, and free learning environment for students. Sumholinsky

(1950, p. 59) highlights in 'A Hundred Suggestions for Teachers' that When children enter school, do not confine their minds within the walls of the blackboard and the spelling book, shutting them off from the colorful world in which the storm contains inexhaustible sources of thought and creativity.

Therefore, teachers should not only encourage students to actively and effectively ask questions in class but also pay attention to matters related to life and learning. They should boldly communicate and discuss with students, differentiate between right and wrong in problem-solving, and cultivate students' innovative thinking and consciousness. Through questioning, teachers can train students' thinking abilities, practice students' Chinese speaking skills, and encourage the formation of mutual listening, expression, and response skills (Bernard & Dudek, 2020, p. 17).

Interpersonal communication activities are something each person engages in daily and are also an essential way to build and sustain relationships. Speaking interaction is a fundamental component of communication, serving as the primary means through which emotions, attitudes, facts, beliefs, and ideas are conveyed from one person to another. Effective communication is a two-way process involving attentive listening, understanding the other person's thoughts and feelings, and expressing one's own ideas. Learning speaking Chinese effectively is crucial for expressing thoughts and feelings.

The interpretation of the word 'speaking language' in the Modern Chinese Dictionary (2005, p. 785) defines it as the language used in conversation, distinguished from 'written language.' The term 'communication' is defined as contact between people. Speaking interaction refers to the two-way or multidirectional interaction between people in a specific situation. It is based on oral language and aided by non-verbal expressions, body language, manner, intonation, etc. (Modern Chinese Dictionary, 2005, p. 680). Essentially, speaking interaction is a form of dialogue, encompassing communication between two parties, dialogue with the environment, and the dialogue between thinking processes and expression processes (Wei, 2016, p. 4).

Speaking interaction is a type of language activity where two parties communicate

in a certain form of oral language and expression with a specific purpose. With the guidance of teachers, students' Chinese speaking skills can be cultivated through teaching activities that involve specific communicative situations and activities. Speaking interaction is an effective training content that comprehensively applies and embodies knowledge and abilities. In routine training, it engages the mouth, ears, eyes, hands, and other senses in language practice to enhance oral expression ability. My goal is to assist students in improving their Chinese speaking skills more rapidly and effectively by incorporating inquiry-based teaching and learning into speaking interaction learning and training.

2.9.2 Purposes for speaking interactions

Combined with the literature and students' psychological characteristics, teaching speaking interaction holds significant value. According to Lang's research (2020, p. 16), it can be broadly categorized into four aspects: language experience and application, improvement and development of thinking, cultivation of aesthetic taste, and formation of cultural consciousness. Lang summarized four advantages of Chinese speaking:

To improve students' ability of preliminary language experience, accumulation and application; to develop and improve students' receptive language thinking ability; to increase students' aesthetic experience of oral expression; to feel the history and charm of Chinese culture. (p. 16)

As mentioned above, based on my personal teaching experience and students' learning situation, my understanding and description of the benefits of speaking interaction are as follows:

First, to improve students' ability of preliminary language experience, accumulation and application. Through the study of speaking interaction, students can develop the consciousness of speaking Chinese and cultivate the habit of expressing themselves skillfully and accurately in oral communication. In the process of speaking interaction, students willingly listen to others and acquire the methods and abilities of effective listening. As listening forms the premise and foundation of speaking

interaction, students who learn to listen well will be better equipped to express themselves and communicate with others. Speaking interaction teaching enables students to understand and master the necessary methods and skills, allowing them to express their ideas accurately and vividly in Chinese.

In the course of learning and practicing speaking interaction, students continuously engage with and accumulate materials and methods, providing a linguistic foundation for them to express their views and ideas coherently. Through the training of speaking interaction, students enhance their confidence in oral communication, fostering a desire and interest to engage in meaningful conversations with others.

Second, to develop and improve students' receptive language thinking ability. Students should develop and enhance their language intuitive thinking abilities. In the process of speaking interaction, students gradually gain the capability to comprehend others' perspectives and articulate their own views concisely. Additionally, students should cultivate and improve their language image thinking abilities. Through engaging in speaking interaction, students can comprehend others' ideas at multiple levels and effectively express themselves, thereby enhancing and developing their language intuitive thinking abilities.

Third, to increase students' aesthetic experience of oral expression. Students can experience the formal beauty of oral expression through the study of speaking interaction. This involves initially appreciating the elegance of pronunciation, vocabulary, and grammar. Moreover, students can also gain perceptual experience of the emotional beauty of oral expression. Through learning speaking interaction, students can experience the emotional pleasure derived from oral communication. This cultivates interest and anticipation in their efforts to engage in speaking interaction.

Fourth, to feel the history and charm of Chinese culture. Students can sense the history and charm of Chinese culture through the process of speaking interaction. Gradually, they come to feel and comprehend the rich history of Chinese culture, experiencing its charm and power. Additionally, students have the opportunity to learn

about and appreciate the excellence of traditional Chinese culture.

In conclusion, the aim of learning and practicing speaking interaction through inquiry-based teaching and learning is to empower students to better understand Chinese and enhance their effectiveness in learning the language. Furthermore, students can acquire proficiency in Chinese speaking skills and apply them flexibly in various aspects of their lives.

2.9.3 Factors affecting speaking interaction

In fact, there are many factors that affect speaking interaction. According to Krashen (1982, p. 34), the factors that affect speaking interaction are mainly divided into three parts: language and cultural factors, learner's internal factors and learner's external factors. Through studying and researching Krashen's literature and my own teaching experience, I have summarized two main factors that affect speaking interaction as follows:

First of all, the students' reason. In the process of speaking interaction, students are often unable to accurately express what they want to say due to the differences in language and culture. Different languages and cultures lead to cultural transfer and cultural filtering among students. Students learn and practice speaking interaction in a second language using cultural concepts and ways of thinking in their mother language. Therefore, when teaching a student speaking Chinese interaction, the teacher should try to be close to life and use simple and accurate sentences to express the topic.

There are many motivations for students to learn, but what I pay more attention to is the intrinsic motivation of students, the motivation generated by learners themselves, which often comes from their personal interest in doing things and their understanding of their meaning. It helps students to build up enough interest and enthusiasm for learning, which is very helpful for learning and practicing speaking interaction. A survey of students finds that most of them do not like oral expression, because they think it is not only difficult but also boring. In my own teaching experience, the main factors that cause difficulties are lack of intrinsic motivation and lack of opportunities to speak

Chinese outside the classroom.

As a bilingual learner, I know that students find it increasingly difficult to learn Chinese if they are not able to effectively communicate and interact in conversations. Most students lack the opportunity to speak Chinese. They cannot communicate in Chinese in daily life, and even in class, they cannot have speaking interaction in

Chinese. From my personal experience, I always find that students do not have enough interest and courage to speak Chinese in class.

Second, the teacher's reason. Teachers do not have a sufficient understanding of the value of oral teaching. Teachers pay attention to the goal of cultivating students' knowledge, but often ignore the important role of speaking interaction in other aspects as well as students' comprehensive ability and all-round development. Teachers lack special training for students' listening ability and Chinese speaking skills. Teachers are often too much emphasis on the basic knowledge of Chinese language teaching, ignoring the application of speaking Chinese teaching, causes student to the accumulation of language materials, the lack of training and master the meaning of language expression method can make the students' interest in oral expression method as the foundation, cause most of the students feel fear and boring, cannot speak Chinese to express their ideas.

Many teachers do not have a set of effective scientific teaching methods, they still use the traditional teaching methods to teach students to learn Chinese, just let the students remember the Chinese knowledge. Therefore, students cannot effectively understand and master Chinese knowledge, nor can they effectively engage in Chinese speaking interaction in daily life. In addition, many teachers only pay attention to whether the student has completed the Chinese learning task or whether the student can get enough scores to complete their teaching goals. These measures cannot effectively promote the efficiency of students learning Chinese, and cannot improve the teaching quality of teachers.

To sum up, in the process of speaking interaction, the main factors that affect students' learning Chinese are teacher's teaching methods, students' internal learning motivation and learning environment (opportunities and time for Chinese dialogue interaction). Through understanding and studying these factors, I find that inquiry-based teaching and learning may help me solve these problems, to support the learning effect of students and the teaching quality of teachers, so as to well support the ability of students to speak Chinese.

2.9.4 Levels of speaking interaction

According to the general requirements of the Chinese Curriculum Standards for Compulsory Education (2012, p. 13), students should develop basic abilities in daily speaking interaction, including learning to listen, express, communicate, and conduct interpersonal communication and social interaction in a civilized manner. The primary objectives for oral expression teaching at this stage are:

- 1) Learn to speak Chinese (Putonghua Chinese), gradually develop the habit of speaking Chinese;
- 2) Listening to others carefully and try to understand the main content of the speech;
- 3) Listening to stories and watching audio-visual works, I can retell the general meaning and the plots I am interested in;
- 4) Learner can tell a short story completely and briefly tell what learner is interested in;
- 5) Communicate with others, natural and generous attitude, polite;
- 6) Have the confidence to express, take an active part in discussions and dare to express your own opinions. (p. 13)

As mentioned above, it is evident that speaking interaction constitutes an interactive process between the listener and the speaker. Teaching activities should be conducted in specific communication situations, with topics closely related to daily life being judiciously selected. The organization of teaching should adopt a flexible format, encouraging students to practice their Chinese speaking skills both in teaching activities and daily life.

To sum up, the Chinese Curriculum Standards for Compulsory Education, through

both general requirements and specific section requirements, articulate the crucial role of speaking interaction teaching and outline its objectives. The increasing emphasis on speaking interaction in Chinese education aligns with the direction of future social development.

Chapter 3 that follows is devoted to the research method.



Chapter 3

Methodology

3.1 Introduction

This chapter delineates the methodology employed in this study, which adopts a qualitative research approach. The primary objective of this study is to investigate how inquiry-based teaching and learning can enhance students' Chinese speaking skills through speaking interactions. The study involves nine participants, all of whom are 10th-grade high school students, approximately 16 years old.

To examine the role of inquiry-based teaching and learning in Chinese language education, two research questions were formulated: 1) In what ways do inquiry-based approaches support students' Chinese speaking? 2) To what extent do inquiry-based approaches enhance students' Chinese speaking skills? To ensure a more reasoned and scientific analysis of the research problem, three types of data were utilized in this study: interviews, teacher's journals, and students' learning logs. These sources collectively contribute to a comprehensive and effective analysis of the role of inquiry-based teaching and learning in the context of Chinese language education.

3.2 Qualitative research

Qualitative research methods have long been employed in various fields such as social, psychological, and educational research. According to Giddens (1990), the primary aim of qualitative research is to attain a deeper understanding of human behavior and to investigate the methods and reasons behind human decision-making. This approach involves studying individuals' comprehension and cognition of their social reality. Wolcott (1995) proposed that qualitative research serves as both an approach and a method for researchers to define and address problems, with the specific

goal of delving into the specific characteristics or behaviors of objects and further exploring the reasons for their occurrence.

The choice of qualitative research as a research method is influenced by its capability to assist researchers in collecting and analyzing data effectively to address research questions. Walt (2002) suggests that qualitative research is employed to investigate whether the research object possesses certain attributes or features and whether there is a correlation between them through observation, experimentation, and analysis. Typically, qualitative research focuses on small and specific research objects.

Once the research problem is identified, establishing a reasonable and correct research objective becomes crucial. The uncertainty of the research goal can hinder researchers from finding a suitable research path, akin to navigating in the dark without the guidance of stars or the moon. Therefore, determining research objectives is crucial for successful research. According to Flick (2009, p. 91), the goal of qualitative research is not to simplify phenomena by breaking them down into variables but to increase the complexity of phenomena by incorporating contextual factors into the analysis. The aim is to observe, study, and understand specific social phenomena within their real-life situations.

Qualitative research, then, aims to make simple problems more complex, allowing for a deeper understanding and analysis of the research object within a specific realistic situation. It involves collecting sufficient real data to gain profound insights into and analyze the research object, eventually constructing new theoretical hypotheses. As Feng (2017, p. 2) notes, qualitative research aims to reveal the process of phenomenon change, internal connections of phenomena, subjective understanding of the research object, and the interpretation of the meaning of behavior. Thus, it necessitates ample real data to achieve a deep understanding and analysis, leading to the construction of new theoretical hypotheses.

After determining the research tools, attention is directed towards the reasonableness and effectiveness of the operational steps in qualitative research. Feng

(2017, p. 3) emphasizes the flexibility and openness of qualitative research in terms of operational procedures. The entire research process is often subject to changes, modifications, and adjustments based on the development of the research. Researchers may not strictly adhere to predefined procedures, allowing for adaptability to field situations, unexpected events, or insights gained during data collection. This flexibility underscores the variability in operational steps across different qualitative research methods and stages.

In summary, qualitative research involves the observation, experimentation, and analysis of individuals in specific situations, focusing on subjective meanings and the microscopic examination of phenomena. Its purpose is to explain the process of change and inner links within phenomena, examine whether the object of study exhibits specific characteristics, explore correlations, and ultimately offer a scientific research method.

3.3 Research design

A research design serves as an overarching strategy for conducting research, providing a concise and rational plan for addressing existing research problems through the collection, interpretation, analysis, and discussion of data (Zack, 2020). It acts as a framework tailored for finding answers to research questions (Creswell, 2014). Given the utilization of a case study approach, the type of research design employed is descriptive.

Case studies have been a staple in research for decades, particularly in qualitative research within fields like sociology and education since the 1980s. According to Herreid (2015, p. 3), a case study is an in-depth empirical exploration of a current phenomenon in a real situation, well-suited for scenarios where the boundary between the phenomenon and situation is unclear. Researchers opt for case studies to comprehend real-world cases, aiming to gather precise, realistic data, analyze and understand the issues under investigation, and derive new theoretical hypotheses.

Ellinger & Whorter (2016, p. 11) underscore the significance of case studies,

asserting that explanatory research seeks the thematic view held by individuals in the case, emphasizing an ethnographic ethos. They recommend treating individual cases as bounded and complete systems, emphasizing the importance of in-depth investigation as objects rather than processes. This approach aligns with the flexibility and openness inherent in qualitative research operational procedures, allowing researchers to respond to emergencies and special situations during the research process, ensuring a smooth and reasonable course of action.

Sneed, Nguyen & Eubank (2020, p. 8) define the case study as an in-depth and holistic description and analysis of bounded phenomena. These understandings emphasize the importance of case studies in qualitative research, particularly in the context of my research, where a case study is utilized to conduct experiments, collect, and analyze data.

Regarding types of case studies, Yin (1984) categorizes them into exploratory, descriptive, and explanatory. The explanatory case study is particularly suited to understanding how and why a research problem or object is studied, making it fitting for my research problem. Case studies, similar to experimental studies, can generalize theoretical propositions but are not universally applicable to different populations and domains (Bartlett & Waverroth, 2017, p. 4). This rationalizes the choice of a public high school student as the research object, given the specific focus on inquiry-based approaches to improve senior high school students' speaking skills in a Chinese language classroom.

In summary, this study adopts the case study method for its qualitative design, offering real situations and rich details to understand students' experiences in attempting to enhance their Chinese speaking skills. This method proves suitable for the study, incorporating various data collection forms, enabling thorough analysis and research of substantial data, and providing insights into the effectiveness of inquiry teaching methods. The case study, being descriptive, explanatory, and specific in design, aligns with the study's focus on people, events, and procedures, necessitating clear details to comprehend the phenomenon fully. As Roell (2019, p. 7) stated, such studies extensively

collect relevant data, understand, organize, and analyze the generation and development process of research objects, internal and external factors, and their interrelationships in detail, leading to a comprehensive understanding and conclusion of relevant issues.

3.4 Scope of the study

In the scope of my study, I include the school background, participants, and instruments. They are as follows:

3.4.1 School Background

The setting for this study is a public school in Thailand, comprising both middle and high school levels. The school has a total enrollment of 3,972 students and employs 267 teachers, including 1 Chinese teacher. Embracing a diversified teaching philosophy, the school focuses on fostering students' comprehensive abilities and offers three foreign language courses: English, Chinese, and Japanese. Approximately 50% of the students are Chinese learners, with a dedicated Chinese class for each grade level (The Students Handbook, 2022).

The selection of this school was deliberate as it encompasses middle-level students and, based on demographic data, mirrors a typical public-school environment catering to economically disadvantaged learners. The 2022 Chinese language test results revealed low scores in the speaking part. Despite an 86% pass rate for the overall Chinese language test and commendable performance in the written section, students exhibited weak Chinese speaking skills, with only 11% passing this component. Consequently, the findings emphasize the necessity of enhancing students' Chinese speaking skills through inquiry-based teaching and learning (The School Document, 2022).

3.4.2 Participants

The nine students participating in the case study are in their first year of high school, comprising one boy and eight girls with an average age of around 16. To ensure the collected data's authenticity and universality, I randomly selected 9 participants from a

pool of 21. The students were given the freedom to form their study groups based on their preferences.

Before the interviews, I utilized pre-interview questions to gain a comprehensive understanding of their needs, learning strategies, challenges in learning Chinese, proficiency in speaking Chinese, as well as their opinions and expectations regarding Chinese learning. Following this initial understanding, I categorized them into three study groups based on their varying levels of Chinese proficiency. Table 3.1 below provides an overview of the students' profiles.

Table 3.1 Participant profiles

Participants	Age	Years	Major	Proficiency assessment	Learning strategy	Learning disability
A	6	9 years	English, Chinese	Good	Watch Chinese series, listen to Chinese songs, read Chinese books	Grammar, accenting
B	16	1 year	English, Chinese	Good	Social network, internet, videos, applications.	Grammar, positional patterns of sentences.
C	16	4 years	English, Chinese	Good	Read Chinese books, applications Chinese	Grammar and vocabulary that are pronounced the same, but with different meanings
S	16	1 year	English, Chinese	Good	Watch Chinese series, collect the unheard of words	Speaking to the teacher because of the accent and not being confident in speaking.

Table 3.1 Participant profiles (Cont.)

Participants	Age	Years	Major	Proficiency assessment	Learning strategy	Learning disability
H	16	1 year	English, Chinese	Good	Listen to Youtube, read books, listen to teacher's teaching	Chinese grammar
E	16	1 year	English, Chinese	Moderate	Watch Chinese series, APP teach Chinese, listen to Chinese songs	Vocabulary and grammar words that are pronounced the same, but written differently.
X	17	1 year	English, Chinese	Good	Online series, various Chinese books.	Writing, speaking, reading.
Y	16	1 year	English, Chinese	Poor	Listen to Chinese songs	Not easy to understand Chinese
Z	17	6 years	English, Chinese	Moderate	Write down a notebook and memorize	I do not know how to read Chinese.

My students are grouped based on common interests, task preferences, and relationships with others. Furthermore, students collaborate on learning tasks through group cooperation. As Yang (2018, p. 10) suggests, a “community of interests” relationship is formed among group members, and achieving group goals necessitates the efforts of everyone.

Following the interviews, the students demonstrated increased motivation to learn Chinese and heightened enthusiasm to participate in my speaking interactions. Table 3.1 above illustrates that students aspire to enhance their Chinese speaking skills and proficiency in applying Chinese grammar.

3.4.3 Instruments

The qualitative design of this study adopts a total of three methods: Interviews, teacher's journals and students' learning logs. Table 3.2 below illustrates the links envisaged between the research questions and instruments.

Table 3.2 Link between the research questions and data collection

Research questions	Data collection
1. In what ways do the inquiry-based approaches support the students' Chinese speaking?	Interviews
	Teacher's journals
	Students' learning logs
2. How much do the inquiry-based approaches support the students' Chinese speaking skills?	Interviews
	Teacher's journals
	Students' learning logs

The three data collection methods included in this study are explained as follows:

Teacher's journals. Based on the analysis of five teacher's journals, this paper discusses the five basic steps involved in the implementation of inquiry-based teaching and learning. First and foremost, the purpose of employing this method is to document classroom occurrences, enabling teachers to critically reflect on classroom management, such as providing feedback or engaging in discussions with students. Second, the teacher's journals enable me to record students' learning progress, their attitude towards learning, and any issues encountered in each class. Third, through the teacher journals, I can track my teaching ideas at any time, allowing for the development of more reasonable teaching methods, resolution of teaching-related issues, reflection on my strengths and weaknesses in the classroom, and the application of past experiences to future teaching plans.

Throughout the process of writing teacher's journals, I record information from four key aspects: teaching design, teacher's instructional methods, students' learning, and classroom atmosphere. This comprehensive approach allows for a clear understanding of issues within the entire teaching process, facilitating timely

adjustments to improve the teaching quality for teachers and enhance the learning outcomes for students.

Interviews. I conducted three interviews with each student in the study, all held in my office, with each interview lasting approximately 20 minutes. The first interview was conducted before the start of the first phase of the study to gather information about the background and learning experiences of all students. The second interview took place one month after the teaching study to identify any questions or reactions that students might have after the initial period of study. The third interview was conducted after the completion of the teaching research to understand any issues that students might have encountered during the learning process and to assess the impact of inquiry-based teaching on improving students' Chinese speaking skills. I employed a semi-structured interview format.

Through my study and research of qualitative research methods, I determined that semi-structured interviews can be prepared in advance, allowing interviewees to prepare for the interview process and express themselves freely in their own way. Such interviews provide reliable and comparable qualitative data, offering insights into the specific learning situations and psychological needs of the interviewees. For instance, students' challenges and difficulties in speaking Chinese, along with their desire to improve Chinese speaking skills through speaking interaction in the learning process.

I developed a series of open-ended questions, framed with awareness and inquiry, to elicit my students' perspectives and ideas. These questions were adjusted based on inquiries from this study and those posed by previous scholars. The first interview comprised 10 questions, the second interview had 10 questions, and the third interview included 6 questions. To ensure accurate data collection, I reviewed the interview question list and conducted the interviews with questions and answers in English.

All the questions in the following table will be checked and validated by experts of Rangsit university whose expertise are in the area of education. Table 3.3 below outlines the three sets of interview questions proposed by the researcher.

The presentation of interview questions is as follows:

Table 3.3 Interview questions

<p>First interview questions:</p> <p>The first interview was conducted before the start of the first phase of the study to understand the background and learning of all students.</p>	<ol style="list-style-type: none"> 1. How are you today? Have you studied Chinese before? (warm-up question) 2. How long have you been learning Chinese? 3. Do you like Chinese? Why? 4. How do you communicate with others in Chinese (classmates, friends, teachers, family members)? 5. How often do you communicate with your family in Chinese at home? 6. What strategy/strategies do you use to learn Chinese in class? 7. What other ways do you improve your Speaking Chinese after class? 8. What is your purpose in learning Chinese? 9. What teaching activity do you like to improve your Chinese speaking? 10. How much has this course improved your Chinese speaking?
<p>Second interview questions:</p> <p>The second interview was conducted one month after the teaching study, in order to detect questions and reactions that students might have after a period of study.</p>	<ol style="list-style-type: none"> 1. How do you keep up with my teaching pace? 2. How do my questions help you in class? 3. How do my explanations help you in class? 4. How do you understand and complete the learning tasks of each lesson? 5. How does my teaching method help you to improve your Chinese speaking skills? 6. What strategy/strategies do you use to learn Chinese in class? 7. What other ways do you improve your Speaking Chinese after class? 8. What is your purpose in learning Chinese?

Table 3.3 Interview questions (Cont.)

	<p>9. What teaching activity do you like to improve your Chinese speaking?</p> <p>10. How much has this course improved your Chinese speaking?</p>
<p>Third interview questions:</p> <p>The third interview was conducted after the completion of the teaching research, to understand the problems that students might have after learning and to test the impact of inquisitive teaching on improving students' speaking Chinese.</p>	<p>How does my teaching method help you to improve your Chinese speaking skills?</p> <p>2. What strategy/strategies do you use to learn Chinese in class?</p> <p>3. What other ways do you improve your Speaking Chinese after class?</p> <p>4. What is your purpose in learning Chinese?</p> <p>5. What teaching activity do you like to improve your Chinese speaking?</p> <p>6. How much has this course improved your Chinese speaking?</p>

Students' learning logs. Students' learning logs serve as a valuable reflection of their challenges, accomplishments, and learning experiences in class. These logs authentically express students' thoughts and concerns, providing crucial insights for me to adjust teaching plans and enhance teaching methods. Therefore, at the end of each class, I pose questions to students to facilitate the completion of their learning logs. For instance, I inquire about the difficulties encountered during the class, aspects of the classroom teaching they find beneficial, and areas where they believe improvements are needed. These questions prompt students to articulate their thoughts coherently, enhancing their learning efficiency and offering constructive feedback for me to enhance the quality of teaching.

In summary, by collecting these three types of data, I can gain a comprehensive and accurate understanding of each students' learning status and evaluate my teaching methods. This data provides supporting evidence for my hypothesis and reasoning.

Additionally, it enables me to offer assistance and receive feedback to refine my teaching practices during the instructional process.

3.5 Data collection

As a guide for teachers to organize speaking interactions, the activity is student-centered and driven by the need to create an end product using an inquiry-based approach. I followed these steps:

Firstly, I studied the learning standards and instructions for the core curriculum B.E. 2551, A.D. (2018) in Basic Education, aligning with the expected results for Chinese learning in Grade 10 students.

Secondly, before initiating the process, I interviewed the students to ascertain their background in inquiry-based learning. Subsequently, I adjusted the theory proposed by Schwab (1969) to establish a quasi-scale process suitable for my context in 2023. This process spanned 16 weeks, and the teaching steps are outlined as follows:

The students will study Chinese with me for 4 hours per week, over a duration of 4 months, totaling 64 hours. During this period, I will collect research data using teacher journals and students' learning logs. And then the 5 steps of the work are described to map out the phenomena occurring at each step in Figure 3.1 below.

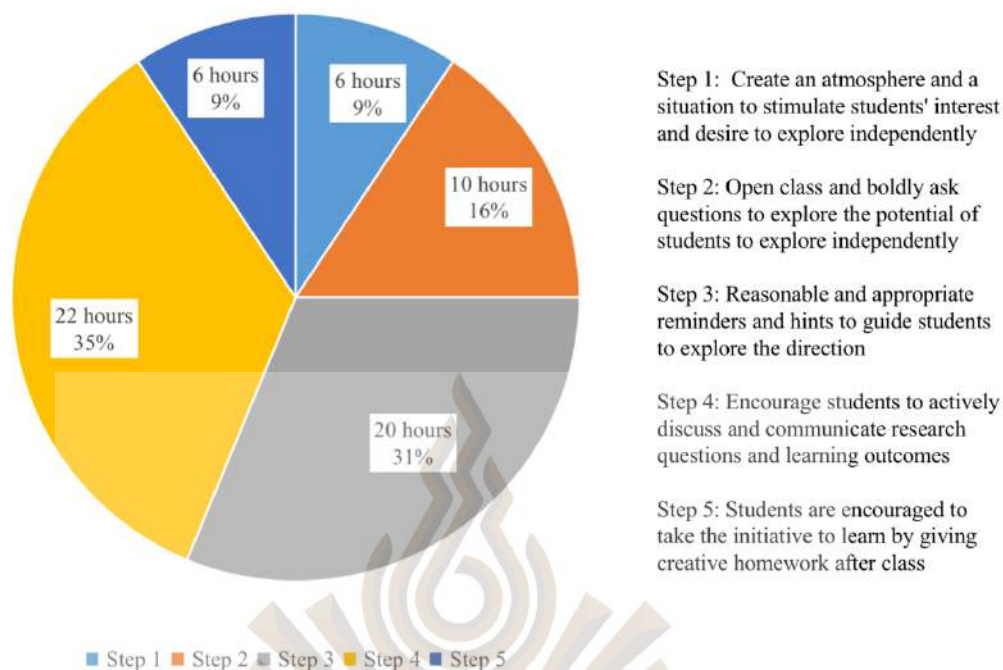


Figure 3.1 Plan for implementation of activity

The details of each step in the Figure are explained as follows:

Step 1: Create an atmosphere and a situation to stimulate students' interest and desire to explore independently.

At this stage, I will strive to create a pleasant, comfortable, and relaxed atmosphere in class so that students can enter with a comprehensive and positive mental state. The teacher will organize an activity based on the theme of today's lesson (with 2 or 3 themes for students to choose freely), such as singing, playing the guitar, or playing games. This approach encourages active learning in a relaxed and free environment, fostering improved enthusiasm and engagement.

Next, the teacher will pose interesting questions related to the theme, aligning with the content of the activity. For instance, if playing a song about fruit (like "Lemon Tree" on the guitar), questions like "What is the name of this song? What does the song mainly describe? What other common fruits do you know besides lemons?" will be asked. The

purpose of this stage is to elicit ideas from the students that will form the basis of teaching activities. It's important to note that if students are not interested in the current topic, it can be changed to another one to maintain their motivation and interest in learning.

During this stage, an agreement is reached on a specific issue. During the discussion, students come together to decide on a theme for further development, such as the theme of "fruit." Considering that these objects are part of our daily lives and are encountered regularly, they seem very familiar. Finally, the students agree on a set of topics, sub-topics, and teaching objectives for the activities.

Moreover, students can refer to the textbook subjects approved by the Ministry of Education for classroom use. These subjects include: 1) Names of people, 2) Means of transport, 3) Food and fruit, 4) Recreational activities and sports, 5) Health and safety, 6) Shopping articles, 7) Environment and weather, 8) Jobs, 9) Units of measurement and figures. The learning content for students will not be detached from the textbook. These measures not only enhance students' interest and enthusiasm for learning but also ensure that they cover the learning content and textbook knowledge that should be completed.

Step 2: Open class and boldly ask questions to explore the potential of students to explore independently.

At this stage, the experiment is conducted with an open-ended problem, a crucial step in teaching. I will pose questions to students based on the teaching topics, providing certain experimental conditions or necessary data. Students can also generate meaningful questions themselves and then conduct experiments or seek answers through consultations to formulate hypotheses.

I organize an open discussion session where students brainstorm questions related to the topic. Each student contributes their ideas and questions, such as: "What are the top 10 common fruits? Which fruits have sweet tastes? Which fruits have a sour taste? Which fruits are round in shape? Which fruits are red in color?" and so on. This series

of questions and ideas help students better understand and remember the knowledge to be studied. At this point, the teacher can write down these questions and ideas on the blackboard, discussing with the students to decide which questions and ideas need further exploration.

Students are then free to form groups based on their preferences, and different students or groups may offer diverse interpretations or viewpoints on the same issue. During the activity, the teacher's task is to explain to the students what tasks they need to complete and is responsible for ensuring the smooth progression of the activity.

Step 3: Reasonable and appropriate reminders and hints to guide students to explore the direction.

At this stage, students will search for materials based on research questions. When students encounter difficulties, the teacher can provide appropriate guidance and reminders. In the process of Chinese teaching, the teacher acts as a guide, with the primary task of encouraging and guiding, while students take an inquiry-based approach, exploring new things through their own inquiries. Thus, it is crucial to strike the right balance between the teacher's "guidance" and students' "exploration." The teacher, as a guide, should not excessively interfere with students' inquiry and exploration process, allowing them to conduct independent investigations, think critically about problems, and find solutions.

Each group works on their assigned problems, typically two or three. Each member identifies their specific goal and completes the task based on the information gathered. They answer these questions by searching on the Internet or in books, explaining and classifying the characteristics of fruits. Each group member has their own task, providing mutual help and cooperation. For example, one student in the group can find out which fruits are common, another student can discover which fruits are red in color, and the last student can explore which fruits are sweet, and so on. Through information searching, students learn how to select, summarize, organize, and structure information.

During this period, students may encounter challenges with the grammar and pronunciation of sentences. I should offer instructional support to students without overwhelming content, providing a few simple sentence patterns like: “The apple is red. Apples are sweet. What fruit do you like to eat?” and so on. The teacher can then ask some guiding questions, such as: “Can you name any other fruit?” and “What other fruit is red?” These questions are designed to lead students to actively explore new knowledge and theories.

Subsequently, the teacher guides the students to make oral expressions based on their language content, teaching them how to use Chinese speaking skills to showcase their learning outcomes. In presenting their work, each group is asked to explain their respective topics and decide how to present their ideas, enabling other students to understand and recognize the topic through their descriptions.

Step 4: Encourage students to actively discuss and communicate research questions and learning outcomes.

At this stage, the teacher prompts students to exchange the results of their self-study. Through mutual communication, ideas collide, fostering creative thinking and sparking innovative insights. The communication format can vary from allowing students to speak freely to engaging in group conversations, followed by a representative presenting their findings to the class. Students showcase their final product by conveying the information they’ve gathered. The presentation can take various forms, such as bulletin boards, slides, lectures, conversations, images, and physical displays. For instance, students may use a slideshow to exhibit 10 common fruits and their characteristics, categorize common fruits on the blackboard according to their characteristics (taste, shape, color, etc.), or engage in a conversation about fruits.

Before reporting their grades, students have completed all the necessary preparations, including organizing sentences and practicing speaking. During this period, students or teachers may pose some simple questions to deepen understanding and address any lingering issues in the learning process.

Following each group's presentation of their learning outcomes, an exchange and discussion of the presented results occur. The teacher guides students in discussing questions and common ambiguities raised during the "Exchange of Results" segment, challenging conclusions in cooperative learning. Various discussion forms, such as cooperation, group discussion, or group debate, can be employed to better sum up learning methods and conclusions. At this stage, participants in each group receive feedback on their content from other students and teachers. Each group must reevaluate their work based on this feedback, determine the group work format for the next stage, analyze necessary needs, and organize new matching tasks to enhance the efficiency of Chinese learning.

In the process of presentation and communication, some students may face challenges if others cannot fully understand due to the lack of fluency in Chinese expression. In such cases, students can briefly explain in English or Thai to maintain the activity's fluency, summarize the experience, and adjust their final product. An Activity Assessment Form is then used to evaluate how well each group understood their work. Students are asked about their activity plans to identify areas for adjustment and improvement. Additionally, the performance of both students and classmates is assessed, leading to more reasonable and effective suggestions.

Step 5: Students are encouraged to take the initiative to learn by giving creative homework after class.

At the end of each class, the teacher should initially summarize and review all the knowledge and learning to consolidate students' understanding and deepen their memory of the information. This review process involves interactive participation between teachers and students, with teachers posing questions and students providing answers. For instance, when reviewing the common 10 kinds of fruit, the teacher asks questions, and the students respond.

Following the review, the teacher can assign interesting and innovative homework to stimulate students' independent, cooperative, and exploratory interest in learning.

Teachers should objectively consider differences in students' learning abilities when designing homework. Homework should be grouped, stratified, and appropriately assigned based on students' abilities. For example, students can use their group's learning method to find another 10 unusual fruits, engage in conversations about fruit, compare and analyze two similar fruits, or explain how fruit grows. Students then choose a task based on their abilities and interests. This approach ensures that students at all levels are challenged, reducing the burden on students while enhancing their initiative to complete homework.

In conclusion, through the implementation of the aforementioned five teaching steps, I can effectively and scientifically teach Chinese to students. By creating a relaxed and pleasant atmosphere, teachers stimulate students' interest in independent exploration. Teachers encourage students to ask meaningful questions boldly, explore the potential of independent exploration, provide appropriate reminders and prompts, guide students in exploring the learning direction, and encourage active discussion and exchange of research problems and learning results. Finally, teachers motivate students to have a deeper understanding and memory of what they have learned through creative post-class homework, fostering students' initiative to learn new knowledge. Therefore, inquiry-based teaching and learning emerges as a scientific and effective teaching method suitable for both students' study and teachers' instruction.

3.6 Data analysis

In the data analysis, I include the introduction, teacher's journals, students' learning logs and interviews. They are as follows:

3.6.1 Process

In the data analysis section, I employ grounded theory to analyze the collected data. Grounded theory is a systematic methodology that involves constructing hypotheses and theories through the collection and analysis of data. It is also concerned with the application of inductive reasoning (Strauss & Corbin, 1998, p. 73), providing significant assistance in data collation and induction.

Research based on grounded theory typically commences with a research question or the collection of qualitative data. The idea or concept becomes apparent to the researcher as they review the collected data (Faggiolani, 2011). Grounded theory research can initiate from a research question and the collection of corresponding data. Researchers derive ideas and concepts from data processing, encode these ideas, and then summarize them briefly. As more data is collected and re-examined, the codes can be grouped into higher-level concepts, forming the basis of hypotheses or new theories.

Following data collection, grounded theory analysis involves the fundamental steps outlined by Strauss & Corbin (1994): 1) Coded text and theorizing; 2) Memorandum and theorizing; 3) Integrate, refine, and write theories.

These steps indicate that data collection and collation begin as early as the first interview with the first person. I encode each piece of text, identifying useful concepts through key phrases. This process involves analyzing data as conceptual components emerge. The next step is theorizing, where the conceptual data is assembled to consider how each concept relates to a larger, more inclusive concept.

As I encode the data, I create memos to record important information. Memos are running notes related to each identified concept and constitute an intermediate step between coding and completing the first draft of the analysis. They include field notes on concepts and insights arising from observations. Memos start with the first identified concept and progress through all the concepts. Once the coding categories are present, the next step is to link them together to form a theoretical model built around the central categories, binding the concepts together.

To summarize, all these steps involve theorizing. It is essential to build and test the theory from start to finish until the project's end. The 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 concepts for emerging theories (Bernard & Ryan, 2010). As mentioned in Section 3.4 above, this study collects three groups of data: teacher's journals, students' learning logs,

and interviews. The details of the data analysis process are as follows.

3.6.2 Teacher's Journals

The analysis of this data is an ongoing process at each step of the activity. In the first phase, as described above, five items can be divided according to the role and purpose of data analysis: 1) The steps and timing of inquiry-based teaching and learning; 2) Teacher's actions; 3) The actions of the participants; 4) The action of the whole class; 5) Observation notes.

Then, the data for items 2 through 5 are classified, and a coding system based on grounded theory techniques is applied: open, axial, and selective coding programs. As explained by Strauss and Corbin, in open coding or macro analysis, I examine data step by step to generate categories and discover relationships between categories (Strauss & Corbin, 1990). Then, the data in this step are decomposed to detect how oral Chinese activities improve students' oral communication ability and Chinese speaking skills. In an axial coding program, I integrate my knowledge and experience into the analysis to synthesize the understanding of alternative interpretations and recognize the attributes and dimensions of emergent concepts.

I prepare a memorandum of record, starting with the first concept identified and working through all the concepts. Once the coding categories are present, the next step is to link them together to form a theoretical model built around the central categories, binding the concepts together. These data were used to answer research questions 1-2.

3.6.3 Students' Learning Logs

Students' learning logs were analyzed in the same way as teacher's journals. Students write down their logs clearly based on the questions I ask, such as: "What difficulties or problems did you encounter in class? What aspects of classroom teaching do you find helpful? What aspects of the classroom do you think need improvement?" and so on. It is the most authentic expression of students' ideas and needs.

In addition, to see how each step affected the students' learning, the researcher

compared them with the teacher logs to examine the differences between the teacher's and students' perceptions. These data are used to answer research questions 1 and 2.

3.6.4 Interviews

As for the interviews with students, I use the same procedure to analyze the three interviews as I analyze the teacher's journals. These data are used to answer research questions 1 and 2.

3.7 Conclusion

Based on the understanding of qualitative research and the case study, I designed an inquiry-based teaching course. In order to enable students to better participate in my teaching, I provided information and precautions about the working methods of 5-step teaching activities. By guiding and organizing students' learning activities step by step, I have found that after a lot of time and effort, my students could understand and use this inquiry-based teaching and learning to learn Chinese and support their Chinese speaking skills.

I then observed and recorded the teaching and the learning of the students in the different activities. Then I found 13 ways that inquiry-based approaches support the students' Chinese speaking and inquiry-based approaches support the students' Chinese speaking skills through their activities that encouraged them to ask and answer the questions. These ways not only provide students with numerous opportunities to speak Chinese but also engage them in the process of learning Chinese. They aid students in reviewing and consolidating their knowledge, thereby enhancing their Chinese speaking skills. Additionally, as students grow more confident in their Chinese learning journey, they begin to actively speak Chinese and express their thoughts. This signifies a positive stride forward in their Chinese learning endeavors.

The following Chapter presents the research results, which are the answers to the two research questions.

Chapter 4

Research Results

4.1 Introduction

In this Chapter, all the data namely the interviews, teacher's journals and students' learning logs are analyzed to answer the 2 research questions:

1) In what ways do the inquiry-based approaches support the students' Chinese speaking?

2) How much do the inquiry-based approaches improve the students' Chinese speaking skills?

The following data analysis provides answers to the first question regarding the ways inquiry-based support enhances students' Chinese speaking skills in this study context. The subsequent answers to the second research question demonstrate how inquiry-based approaches respectively improve students' Chinese speaking skills.

4.2 Ways inquiry-based supports students' Chinese speaking

The answers to the first research question were analyzed from 3 data, including interviews, teacher's journals and students' learning logs. This is described below:

4.2.1 The interviews

In this section, the answer I have found from the interviews are 5 folds:

First of all, based on the interviews, students improve their speaking Chinese by practicing Chinese pronunciation and speaking Chinese. The students pay attention to

the pronunciation of Pinyin when practicing speaking Chinese in class, and they repeat the correct pronunciation to enhance their fluency in speaking Chinese, both in and outside the class. Here are some examples from the interviews.

“I practice speaking Chinese every day and review the Chinese I have learned. Practicing more daily Chinese dialogues in order to improve my speaking Chinese.” (Huang, personal communication, February 27, 2023)

“The teacher helped me practice how to pronounce it better. Just like learning mathematics, I have constantly practiced and then mastered the correct pronunciation of Chinese by getting familiar with and understanding the rules of Chinese pinyin, so my Chinese pronunciation has been greatly improved.” (Zhou, personal communication, December 27, 2022)

“Practicing speaking Chinese repeatedly, it lets my Chinese pronunciation become more standard. The teacher asked me to use Chinese to have dialogues to exercise Chinese pronunciation. If I did not know anything, I must seek my teacher’s help in Chinese, which can improve my Chinese speaking skills.” (Liu, personal communication, December 27, 2022)

“In the process of learning the Chinese language, the teacher gave good explanations and examples to help me understand all the problems, and then improve the Chinese pronunciation by repeatedly speaking the Chinese language.” (Lin, personal communication, December 27, 2022)

Therefore, the first way the students applied learning Chinese to their use is by practicing during their free time and whenever they realize it. For example, some students practice Chinese pronunciation for 10 minutes in the evening or read Chinese words aloud for half an hour in the morning. Practicing the language helps my students gain fluency and confidence. Refer back to Figure 2.1 for a connection to the literature review.

The second way I identified from the interviews with my students indicates that students improve their speaking Chinese by asking the teacher questions about what they want to know. The students ask the teacher questions about what they do not understand, especially regarding Chinese pronunciation and grammar, to comprehend and remember these challenging points. Here are some examples from the interviews.

“My strategy is listening carefully, asking more questions to the teacher and daring to speak in Chinese. Because I have to answer the teacher’s questions, I have to do them in Chinese, which gives me a lot of opportunities to practice speaking Chinese.” (Huang, personal communication, February 27, 2023)

“I asked my teacher for help if I have something I do not understand, and I chat with Chinese teachers after school. I often speak Chinese in class, and I also try to communicate with my teachers in Chinese.” (Yang, personal communication, December 27, 2022)

In summary, another way the students use to communicate with teachers is by asking questions to clarify if their speaking, such as pronunciation of words or Chinese phonics, is correct and whether the stress on Pinyin is accurate. The students often ask teachers questions like, “Teacher, how should I pronounce this word?” Banchi & Bell (See Section 2.4.2) also support this approach. The students ask questions and provide feedback to form their own opinions and ultimately find solutions. They argue that asking questions helps students learn more.

The third way I observed from the interviews with my students is that their improvement in speaking Chinese is achieved by using various media, such as watching Chinese movies and TV series and listening to Chinese music. The students listen attentively to Chinese pronunciation in TV series and movies to imitate and correct their own Chinese pronunciation. Through long-term practice in this language-rich environment, students can enhance their speaking Chinese. Here are some examples from the interviews.

“I often watch Chinese TV series and listen to Chinese songs, and then imitate native speakers to speak Chinese.” (Kong, personal communication, December 27, 2022)

“Watching Chinese TV series and listening to Chinese music. Sometimes I practice singing Chinese songs.” (Yang, personal communication, February 27, 2023)

“Watching Chinese movies and listening to Chinese songs. I also memorize new words that I don’t know by writing.” (Yong, personal communication, February 27, 2023)

It can be concluded that this third approach is also very helpful to my students because they can easily utilize the mentioned media to support their learning. Students imitate and practice correct Chinese pronunciation by watching and listening carefully to Chinese TV shows and movies. Many students spend their weekends with friends watching Chinese movies or learning to sing Chinese songs. They find this enjoyable and beneficial for learning to speak Chinese. This is a popular method for many language learners to acquire the language.

Fourth, the interviews indicate that students in the classroom practice Chinese conversation to enhance their speaking Chinese. The students compensate for their individual weaknesses through cooperative learning and practice their speaking Chinese by quizzing each other in Chinese conversation exercises. Here are some examples from the interviews.

“Teacher often lets the students conduct Chinese dialogue exercises in class.” (Kong, personal communication, December 27, 2022)

“The teacher often asks the students to practice the Chinese dialogues, it helps me speak Chinese much better.” (Wang, personal communication, December 27, 2022)

“More Chinese dialogue exercises. I hope the teacher lets me speak Chinese more often in class.” (Zhou, personal communication, February 27, 2023)

In summary, the fourth way demonstrates that students practice Chinese conversation with each other to enhance their speaking Chinese. Students can compensate for their weaknesses and improve their Chinese pronunciation by consistently practicing speaking Chinese. Li (See Section 2.8) also supports this approach, stating that a lot of practice in speaking helps students learn more. Whether in the classroom or outside of school, teachers should encourage students to actively use speaking Chinese to express and communicate, thereby effectively improving their Chinese speaking skills. For example, students often greet their teachers in Chinese on campus and chat with their Chinese friends in Chinese on the Internet after school.

The fifth way I identified from the interviews with my students indicates that students improve their speaking Chinese by regularly compiling a list of common grammar in Chinese conversations. The students deepen their understanding and memorization of sentences by organizing, classifying, and generalizing each common Chinese grammar, allowing them to better grasp many common speaking Chinese pronunciations and, thus, improve their speaking Chinese. Here are some examples from the interviews.

“I can regularly sort out the common grammar in daily Chinese dialogues with the help of my teacher, which is of great help to improve my speaking Chinese.” (Huang, personal communication, February 27, 2023)

“I often record grammar problems and examples in my daily conversations, and if I don’t understand something in Chinese grammar I could seek help from my teacher and record it.” (Liu, personal communication, February 27, 2023)

Therefore, in the process of learning Chinese, students record, summarize, and conclude the Chinese knowledge they have acquired. This practice is beneficial for deepening their understanding and memory of Chinese knowledge, enabling them to

speak Chinese more effectively and fluently in their daily conversations. When students learn subject, predicate, and object grammar, they can change the meaning of a sentence by altering the subject while keeping both the predicate and object unchanged. For example, “I like to swim; he likes to swim; Jackie Chan likes to swim.” In this way, students can learn many sentences. A good learning method is crucial. Kirschner, Schaller & Clark (See Section 2.4) also support this approach. They argue that students construct basic knowledge through examples, practices, and feedback, which can help students integrate other information.

By compiling and analyzing the interviews, I have found that students improve their Chinese speaking in five ways. The first way is for students to practice their pronunciation and speaking in Chinese; the second way is for students to ask the teacher questions about what they want to know; the third way is for students to use various media, such as watching Chinese movies and TV series and listening to Chinese music; the fourth way is for students to practice Chinese conversation with each other in the classroom; the fifth way is for students to regularly organize the grammar in Chinese conversations. The students are not only improving their pronunciation of Chinese through these five ways but also speaking Chinese more fluently and smoothly in their conversations. This is a good sign that students know effective methods to enhance their Chinese speaking.

4.2.2 The teacher’s journals

In this section, the answers I have found from the teacher’s journals are 4 folds:

The first method I discovered from the teacher’s journals indicates that students enhance their speaking Chinese by asking the teacher questions about what they want to know. Here are some examples from the teacher’s journals.

Students would ask me questions to explain in detail and ask me to give some examples to deepen their understanding of the content they did not understand. Therefore, I think that by organizing such interactive dialogues, students can learn Chinese pronunciation and grammatical structures more effectively and seriously,

and thus improve their oral Chinese expression skills quickly.

Students search the internet to come up with better suggestions and conclusions, they search for many relevant Chinese words and sentences, however, not every student understands the meaning and usage of these words and sentences, so they ask me questions to understand what they don't understand.

In summary, students need to consider what they want to know and learn in the process of asking questions, which is essential for helping them improve their speaking Chinese. The students ponder in their minds how to distinguish these two words and then comprehend and use them. This demonstrates a commendable attitude towards learning Chinese. Paul & Elder (see Section 2.4.3) also endorse this approach. They assert that a person who is not proficient at asking questions is not a good critical thinker. It is not the answers that stimulate the mind; it is the questions. Therefore, asking questions can assist students in learning more.

The second method I observe from the teacher's journals is that students in each group enhance their speaking Chinese by showcasing their learning in speaking Chinese. Presentations can take the form of Chinese speeches, dialogues, and so on. Here is an example from the teacher's journals.

The task of this lesson is for each group to find relevant information according to their group problem, then organize the information they have found and present their learning to the rest of the class by speaking Chinese (The presentation can be in the form of a Chinese speech, a Chinese dialogue, etc.).

Therefore, students can showcase their learning through various forms of presentation, allowing them to leverage their strengths in the process and practice speaking Chinese extensively. For instance, students may use slides to present their learning in class, providing explanations and using examples to help their peers understand their conclusions in Chinese. Additionally, some students create mind maps on the board to illustrate their learning and articulate their findings in Chinese. This not

only provides an excellent opportunity for students to speak Chinese but also establishes a solid platform for them to enhance their speaking Chinese skills significantly. Bruner (see Section 2.4.3) also supports this approach, emphasizing the importance of creating a teaching environment conducive to students' learning and allowing them to demonstrate their understanding through various formats.

The third method I discovered from the teacher's journals reveals that, through interactive dialogue activities, students can effectively learn Chinese pronunciation and grammatical structures, thereby rapidly enhancing their speaking Chinese. Here is an example from the teacher's journals.

Students asked me to explain in detail what they did not understand and asked me to give some examples to deepen their understanding. I organized such interactive activities to make students learn Chinese pronunciation and grammatical structure more effectively and seriously, to improve students' oral Chinese expression ability quickly.

It can be concluded that students can effectively learn Chinese pronunciation and grammatical structures during interactive dialogue activities, improving their speaking Chinese by continuously engaging in conversation and practicing extensively. For example, students solidify their Chinese proficiency by practicing dialogues in Teaching Step 5 (See Figure 2.1: Steps of inquiry-based teaching and learning):

A: "What kind of fruit do you like?"

B: "I like watermelon. What kind of drink do you like?"

A: "I like cola."

Students enhance their Chinese speaking skills through such dialogue practice. Wei (see Section 2.9.1) also supports this approach, stating that speaking interaction is an effective training component that integrates the application and expression of knowledge and ability. Both parties communicate using speaking and expressive language, and under the guidance of the teacher, students' Chinese language skills are

developed through teaching activities involving specific communicative situations and activities.

The fourth method I observe from the teacher's journals suggests that students enhance their speaking Chinese by completing learning quizzes in speaking Chinese. Since they need to be well-prepared, students are compelled to practice speaking Chinese to respond to these questions. Here is an example from the teacher's journals.

During the learning quiz, the students with good speaking Chinese skills could answer all my questions fluently in Chinese and did very well, while the students with poor speaking Chinese skills were a bit nervous and shy when answering the questions, but they could also answer all my questions in Chinese without any problems.

In summary, students must be well-prepared and engage in extensive Chinese speaking practice as they get ready for and complete quizzes. This is because they have to respond to the questions in Chinese and analyze, think, and summarize to provide reasonable answers. I pose questions to students to assess their mastery of the Chinese points they have learned, such as, "Can you use the word 'like' to make a sentence?" Depending on their knowledge of Chinese, students can provide various answers like, "I like to eat apples," "Daddy likes to eat bananas," and "Jack likes to eat papaya." Please refer to Figure 2.1 in my literature review for further context.

By compiling and analyzing the teacher's journals, I have found that students improve their Chinese speaking in four ways. First, the students ask the teacher questions about what they want to know. Second, the students showcase their learning by speaking Chinese. Third, the students engage in organized interactive Chinese dialogue activities. Fourth, the students complete learning quizzes by speaking Chinese. Students practice speaking Chinese extensively to enhance their speaking skills and construct their own knowledge framework through analysis and generalization. This not only deepens students' understanding of Chinese but also helps them improve their pronunciation and speak Chinese fluently.

4.2.3 The students' learning logs

In this section, the students' learning logs are 4 folds:

The first method I observe from the students' learning logs indicates that, in Step 2, students enhance their speaking Chinese through numerous speaking practice sessions. Here are some examples from the students' learning logs.

“Probably because we wanted to do the better job, we had a lot of Chinese dialogue exercises, during which the teacher would correct our pronunciation. I remembered the correct pronunciation of each word, which was much better than memorizing it by rote.” (Yang, personal communication, December 9, 2022, Group A)

“It was not difficult to find information, but it was very hard to speak scenario in Chinese fluently, and our group spent a lot of time practicing the Chinese dialogue.” (Lin, personal communication, December 9, 2022, Group C)

It can be concluded that, in the process of practicing speaking Chinese, students pay attention to Chinese pronunciation and grammar. They enhance their Chinese speaking skills by continuously engaging in speaking practice, which makes them more confident in speaking Chinese. Lang (See Section 2.9.2) also supports this approach, stating that during the learning and practice of speaking, students are consistently exposed to and accumulate materials and methods of speaking interaction. This provides a linguistic basis for students to express their opinions and ideas rationally. Furthermore, through the training of speaking interaction, students can boost their confidence in speaking communication.

Secondly, according to the students' learning logs, the students appreciate the speaking interactive learning style to express their ideas and opinions, thereby improving their speaking Chinese. Here is an example from the students' learning logs.

“I like the interactive learning style because it helped me to express my

thoughts in Chinese and to speak Chinese in my life instead of memorizing Chinese words in class. I find it very useful for improving my speaking Chinese.” (Wang, personal communication, December 16, 2022, Group A)

Therefore, the second way demonstrates that students can only express their ideas and communicate their opinions if they speak Chinese boldly. The students are becoming increasingly courageous in expressing their opinions in class through speaking Chinese. They often provide their own perspectives, such as, “I think this sentence would be a little better in the past tense” or “I can also use ‘him’ to refer to Jack instead.” By speaking Chinese, they can enhance their speaking skills and consolidate their knowledge framework through a collaborative learning process. Please refer to Figure 2.1 in my literature review for further context.

The third method I identified from the students’ learning logs reveals that students enhance their speaking Chinese by presenting their learning in speaking Chinese. Here are some examples from the students’ learning logs.

“Each group presented their learning results by speaking Chinese, which I think is a new attempt for learning Chinese. Although there is a little difficulty in practicing Chinese conversation, it can effectively improve my speaking Chinese.” (Jin, personal communication, December 16, 2022, Group A)

“I think what is especially good is that I can summarize the subject matter systematically and not memorize Chinese words and sentences like I did before. Also, by showing my learning results, I can improve my Chinese because I need to practice how to pronounce words correctly and how to speak Chinese fluently.” (Kong, personal communication, December 16, 2022, Group B)

In summary, students present their learning in various forms, requiring thorough preparation to express their understanding smoothly through extensive Chinese speaking practice. This not only improves their speaking Chinese but also deepens their understanding and memory of the language. For instance, students can showcase their

learning through board books, slides, mind maps, and presentations. Dewey (See Section 2.8) also supports this approach, stating that through daily speaking interaction learning and training, students can enhance their Chinese language skills more rapidly and effectively.

The fourth method I observe from the students' learning logs indicates that in Step 5, learning quizzes in speaking Chinese can be an effective way to enhance students' Chinese speaking skills because students need to be well-prepared to answer the questions in Chinese. Here are some examples from the students' learning logs.

“I can speak Chinese with my teacher by learning quizzes in speaking Chinese, which improves my speaking Chinese very well.” (Wang, personal communication, December 30, 2022, Group A)

“I really like the way the teacher teaches and consolidates the Chinese knowledge I have learned by learning quizzes in speaking Chinese, which not only deepens my memory of Chinese knowledge but also improves my speaking Chinese.” (Yong, personal communication, December 30, 2022, Group B)

Therefore, the fourth method demonstrates that students need to prepare and complete the quiz well in advance because they have to answer the questions in Chinese. Students can provide reasonable answers after analyzing, thinking, and summarizing.

By compiling and analyzing the students' learning logs, I have identified four ways for students to improve their Chinese speaking. The first is for students to practice their pronunciation and speaking of Chinese. The second is for students to organize interactive activities in speaking Chinese. The third is for students to show their learning by speaking Chinese. The fourth is for students to complete learning quizzes in Chinese. Therefore, students enhance their Chinese language skills by practicing speaking Chinese extensively, ultimately constructing their knowledge framework through analysis and generalization. This not only improves students' ability to speak Chinese

but also deepens their understanding of the language.

In summary, I have identified that students improve their Chinese speaking in seven ways. First, the students practice Chinese pronunciation and speaking Chinese. Second, the students ask the teacher questions about what they want to know. Third, the students use various media, such as watching Chinese movies and TV series, and listening to Chinese music. Fourth, the students practice Chinese conversations with each other. Fifth, the students regularly organize grammar in Chinese conversations. Sixth, the students showcase their learning by speaking Chinese. Seventh, the students complete learning quizzes in Chinese. These methods not only provide students with numerous opportunities to speak Chinese and actively engage in the learning process but also help them better review, consolidate what they have learned, and improve their speaking Chinese.

4.3 Degrees of improvement in the students' Chinese speaking skills

The answers to the second research question were analyzed from 3 data, including interviews, teacher's journals and students' learning logs. As described below.

4.3.1 The interviews

In this section, the interviews provide four answers:

The first observation from the interviews with my students indicates that the students' Chinese pronunciation skills were significantly enhanced, and their Chinese pronunciation became more accurate and clearer. Here are some examples from the interviews.

“Practicing speaking Chinese repeatedly, it lets my Chinese pronunciation become more standard.” (Liu, personal communication, December 27, 2022)

“The teacher often asks me to do my daily Chinese dialogue exercises, now my Chinese pronunciation has become much better.” (Zhou, personal

communication, December 27, 2022)

“I have improved a lot in Chinese pronunciation and learned a lot of new oral Chinese.” (Kong, personal communication, December 27, 2022)

In summary, the first method highlights that the students’ Chinese pronunciation has genuinely improved, enabling them to speak Chinese proficiently both in class and outside for daily conversational communication. This is a positive indicator of their progress in learning Chinese.

The second observation from the interviews indicates that the students can speak Chinese fluently to express their ideas and opinions. Here are some examples from the interviews.

“Because I have learned and sorted out many Chinese syntax, so I can now speak simple Chinese dialogues with my friends very fluently.” (Huang, personal communication, February 27, 2023)

“Now I can roughly describe a thing, and I can clearly express my ideas in Chinese. I am so happy!” (Yong, personal communication, February 27, 2023)

Thus, one of the purposes of learning a language is to be able to communicate better with others. The students are endeavoring to express their ideas and opinions by speaking Chinese during their Chinese studies. They have a desire to express themselves and want to demonstrate that they can do so by speaking Chinese. In fact, after learning Chinese for a period of time, students can indeed speak Chinese fluently to express their ideas and opinions.

The third observation from the interviews with my students reveals that the students are more confident in speaking Chinese and have more courage to express their opinions and ask questions in Chinese during their Chinese studies. Here are some examples from the interviews.

“It gives me courage to speak Chinese more. I can speak Chinese confidently now, and even if I make a mistake I won’t worry about it anymore, as long as I keep practicing speaking Chinese.” (Wang, personal communication, December 27, 2022)

“The teacher asked me to practice speaking Chinese loudly, which gave me the courage to speak Chinese. Through the training, I can pronounce Chinese accurately.” (Jin, personal communication, February 27, 2023)

It can be concluded that students become more and more confident in speaking Chinese as they practice. Through analysis, generalization, and summarization, students can continue to improve their Chinese pronunciation. In the process of repeatedly practicing speaking Chinese, their ability to speak Chinese is greatly enhanced. This increased proficiency provides students with the confidence to try speaking Chinese more often.

The fourth observation from the interviews with my students reveals that, through practicing speaking Chinese, students can engage in simple daily conversations with their friends or teachers. Here are some examples from the interviews.

“Now I can have a simple daily Chinese conversation with my Chinese friends.” (Jin, personal communication, February 27, 2023)

“Now I dare to speak Chinese loudly and can have simple Chinese conversations with friends in my daily life.” (Liu, personal communication, February 27, 2023)

“I can now have a simple daily conversation with my Chinese friend in Chinese.” (Lin, personal communication, February 27, 2023)

“Now I can communicate with my Chinese teacher about my daily life in Chinese.” (Yang, personal communication, February 27, 2023)

In summary, the fourth method highlights that after learning Chinese for a period, students can not only communicate with their teachers orally in a simple manner but also engage in conversations in Chinese with their Chinese friends. This is a positive phenomenon for students learning Chinese, indicating their willingness to speak Chinese and their eagerness to improve their Chinese language skills.

By compiling and analyzing the interviews, I have learned that students improved their Chinese speaking in four ways. Firstly, the students' Chinese pronunciation skills greatly improved, and their pronunciation became more accurate and clearer. Secondly, the students can now speak Chinese fluently to express their ideas and opinions. Thirdly, the students are more confident to speak Chinese and have the courage to express their opinions and ask questions during their Chinese studies. Fourthly, students can now engage in simple conversations in Chinese with their friends or teachers after class. While studying Chinese, students can confidently communicate with others in the language, expressing their ideas and opinions. They also make Chinese friends to practice their speaking Chinese. All of these factors indicate that students are willing to learn and speak Chinese, which is a positive sign for their Chinese language learning journey.

4.3.2 The teacher's journals

There are 2 answers from the teacher's journals as follows:

The first observation from the teacher's journals indicates that the students were more active in speaking Chinese in class, and they were willing to answer the questions I asked. Here are some examples from the teacher's journals.

The students were very motivated to learn, the classroom learning atmosphere was very good, every group wanted to show their best. Although some students were a bit shy and nervous, it was very helpful to improve their ability to speak Chinese. I found two classroom phenomena. First, most of the students were very active in talking about the questions and all of them gave the correct answers; Second, the students searched the internet to come up with many relevant Chinese words and

sentences in order to come up with better suggestions and conclusions, and they organized their language to answer each question.

It can be concluded that students aim to excel in the process of learning Chinese, as each student actively presents themselves and strives to enhance their Chinese language skills by speaking Chinese. Students have the desire to showcase themselves and express their ideas and opinions through speaking Chinese.

The second observation from the teacher's journals indicates that the students fluently answer the questions I asked in Chinese. Students with good speaking Chinese skills could answer all my questions fluently and performed exceptionally well, while students with poor speaking Chinese skills could also answer all my questions smoothly. Here is an example from the teacher's journals.

During the learning quiz, the students with good Chinese skills could answer all my questions fluently in Chinese and did very well, while the students with poor Chinese skills were a bit nervous and shy when answering the questions, but they could also answer all my questions in Chinese without any problems.

In summary, the second method highlights that students can now answer the questions I ask very quickly and fluently, which is very helpful for them to improve their speaking Chinese. Students need to think and practice how to answer questions more effectively in the process, which is beneficial for deepening their understanding and use of Chinese.

By compiling and analyzing the teacher's journals, I have found that the students improved their speaking Chinese in two ways. First, students are more active in speaking Chinese in class. Second, students fluently answer the questions I asked in Chinese. This is a positive sign for students learning Chinese. They have experienced significant improvements both in understanding and memorizing Chinese. The students have developed more passion for learning Chinese and gained more confidence to speak the language.

4.3.3 The students' learning logs

In this section, the answer I have found from the students' learning logs are 3 folds:

The first observation from the students' learning logs shows that the students are more confident in speaking Chinese in class. Here are some examples from the students' learning logs.

“When I first started to speak Chinese on stage, I felt very nervous and some words were not pronounced very well, but I finished the speaking Chinese conversation completely, which gave me confidence to learn Chinese and speak it well. I am very happy to have this new way to learn Chinese, it is very suitable for me to speak Chinese.” (Zhou, personal communication, December 16, 2022, Group C)

“First, I was worried that I wouldn't be able to get a higher score in the speaking test because my speaking Chinese was not very good, so I needed to do a lot of practice to prepare. In the end, I also successfully completed the questions asked by the teacher, which improved my self-confidence in speaking Chinese.” (Lin, personal communication, December 30, 2022, Group C)

In summary, the first method shows that students can confidently speak Chinese in class to answer questions and express their ideas. The students are willing to take the initiative to speak Chinese to enhance their language skills. In the process of speaking Chinese, students can correct their pronunciation and expand their conversational abilities. This is a very effective way to help them improve their speaking Chinese.

The second observation from the students' learning logs exhibits the students can fluently express their ideas and opinions by speaking Chinese. Here are some examples from the students' learning logs.

“I like the interactive learning style because it helps me to express my thoughts in Chinese and to speak Chinese in my life instead of memorizing Chinese

words in class. I find it very useful for improving my speaking Chinese.” (Yang, personal communication, December 16, 2022, Group A)

“Every student has the opportunity to speak Chinese in showing their learning achievements, which is a good way to learn Chinese and speak Chinese. I like this way of learning to practice speaking Chinese because I practice how to speak Chinese well and speak more Chinese, which I think is very helpful to improve my speaking Chinese.” (Yong, personal communication, December 16, 2022, Group B)

It can be concluded that students want to speak Chinese to express their ideas and opinions and engage in normal conversations with others in Chinese. This indicates that students are intrinsically motivated to learn Chinese, and they have the desire to express themselves by speaking Chinese to showcase what they have learned.

The third observation from the students’ learning logs indicates that the students’ Chinese pronunciation has greatly improved, and they can speak Chinese clearly and accurately. Here are some examples from the students’ learning logs.

“We sought the help of our teachers when we encountered difficulties, and because of his instruction, practicing the pronunciation of Chinese words and sentences became very effective and easy.” (Huang, personal communication, December 9, 2022, Group B)

“I think what is especially good is that I can summarize the subject matter systematically and not memorize Chinese words and sentences like I did before. Also, by showing my learning results, I can improve my speaking Chinese because I need to practice how to pronounce words correctly and how to speak Chinese fluently.” (Kong, personal communication, December 16, 2022, Group B)

Therefore, the third observation indicates that students have improved their

Chinese pronunciation, and they actively seek correction from others when needed. They are knowledgeable about correct Chinese pronunciation and consistently practice it, which is a positive indicator of their efforts to enhance their Chinese speaking skills. This improvement allows students to express themselves more clearly and fluently in Chinese conversations.

By compiling and analyzing the students' learning logs, I have identified three aspects in which students improved their Chinese speaking skills. Firstly, students are more confident in speaking Chinese in class. Secondly, they can express their ideas and opinions fluently in Chinese. Thirdly, their Chinese pronunciation has greatly improved, enabling them to speak Chinese more clearly and accurately. These findings indicate that the students are more enthusiastic about learning Chinese. They confidently express their ideas and opinions in Chinese, showcasing improvement in both pronunciation and speaking skills. The students actively participate in normal Chinese conversation activities, demonstrating their commitment to learning and enhancing their speaking Chinese.

In summary, I have observed six ways in which students improved their Chinese speaking skills. First, their Chinese pronunciation skills significantly improved, making their pronunciation more accurate and clearer. Second, they can fluently express their ideas and opinions in Chinese. Third, they are more confident and courageous in expressing opinions and asking questions during their Chinese studies. Fourth, they can engage in simple conversations in Chinese with friends or teachers after class. Fifth, they are more active in speaking Chinese during class and willingly answer questions. Sixth, they fluently answer questions in Chinese. In conclusion, students have become more confident in the process of learning Chinese, taking the initiative to speak Chinese and express their ideas. This positive beginning for students in learning Chinese allows them to communicate fluently with friends, classmates, and even teachers in their daily interactions.

4.4 Summary

In this chapter, the ways in which inquiry-based teaching and learning support students' Chinese speaking, and the extent to which inquiry-based teaching and learning improve students' Chinese speaking skills, are reported hand in hand. When I teach Chinese to my students using inquiry-based teaching and learning, its five teaching steps are considered the primary means to enhance students' Chinese speaking and strengthen their Chinese speaking skills in various ways. A summary of the ways in which inquiry-based teaching and learning support students' Chinese speaking and a summary of how much inquiry-based teaching and learning improve students' Chinese speaking skills are provided in Table 4.1.

Table 4.1 A summary of the ways in which the inquiry-based teaching and learning supports students' Chinese speaking and a summary of how much inquiry-based teaching and learning improves students' Chinese speaking skills

Ways of supporting students' Chinese speaking	Degrees of improvement in the students' Chinese speaking skills
The students practice Chinese pronunciation and speaking Chinese	The students' Chinese pronunciation skills were greatly improved and their Chinese pronunciation became more accurate and clearer
The students ask the teacher questions they want to know	The students can express their ideas and opinions by speaking Chinese
The students use various media, such as watching Chinese movies and TV series, and listening to Chinese music	The students are more confident to speak Chinese and have more courage to express their opinions and ask questions in Chinese during their Chinese study
The students practice Chinese conversations with each other	The students can have simple conversations in Chinese with their friends or teachers after class
The students regularly organize grammar in Chinese conversations	The students were more active in speaking Chinese in class, and they were willing to answer the questions I asked
The students show their learning by speaking Chinese	The students fluently answer the questions I asked in Chinese
The students complete the learning quizzes in speaking Chinese	

Therefore, I have identified that students improved their Chinese speaking in seven ways. First, the students practice Chinese pronunciation and speaking Chinese. Second, the students ask the teacher questions about what they want to know. Third, the students use various media, such as watching Chinese movies and TV series, and listening to Chinese music. Fourth, the students practice Chinese conversations with each other. Fifth, the students regularly organize grammar in Chinese conversations. Sixth, the students showcase their learning by speaking Chinese. Seventh, the students complete learning quizzes in Chinese. These methods provide students with many opportunities to speak Chinese and create a conducive language environment to help them practice their speaking Chinese. As students speak Chinese, they can better review and consolidate what they have learned, thus improving their speaking Chinese, as described in Figure 4.1 below.



Figure 4.1 The mind map of the ways in which the inquiry-based teaching and learning supports students' Chinese speaking

I also found that students improved their Chinese speaking skills in six ways. First, the students' Chinese pronunciation skills were greatly improved, and their Chinese pronunciation became more accurate and clearer. Second, the students can express their ideas and opinions by speaking Chinese. Third, the students are more confident to speak

Chinese and have more courage to express their opinions and ask questions in Chinese during their Chinese study. Fourth, the students can engage in simple conversations in Chinese with their friends or teachers after class. Fifth, the students were more active in speaking Chinese in class, and they were willing to answer the questions I asked. Sixth, the students correctly answer the questions I asked in Chinese. The students take the initiative to speak Chinese actively in class, and they become more and more confident in learning Chinese and eager to express themselves by speaking Chinese. This is a positive sign that students can communicate with their friends, classmates, and teachers in Chinese on a daily basis and are able to speak Chinese fluently, as described in Figure 4.2 below.

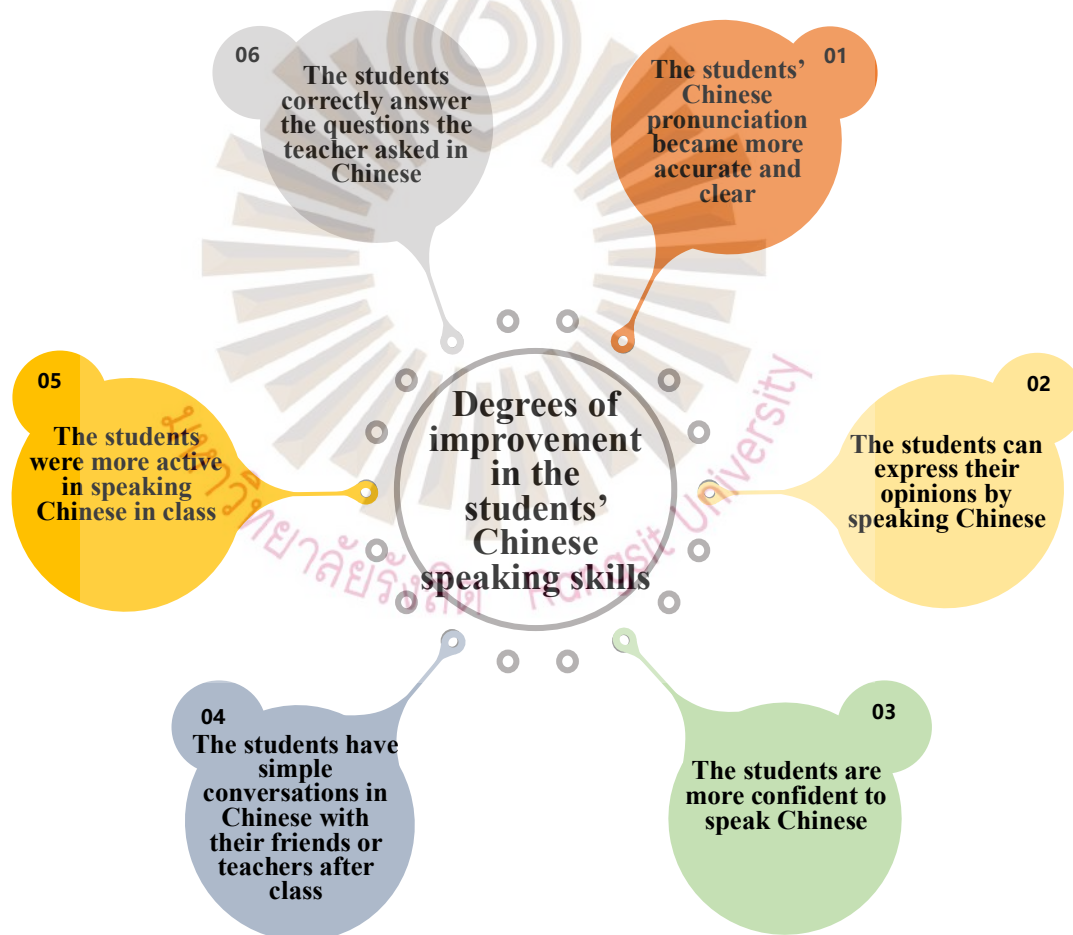


Figure 4.2 The mind map of how much inquiry-based teaching and learning improves students' Chinese speaking skills

In summary, I have identified that students improved their Chinese speaking in seven ways, and their Chinese speaking skills improved in six ways. It can be concluded that these methods not only provide students with many opportunities to speak Chinese and engage in the process of learning Chinese but also help them better review and consolidate what they have learned, enhancing their speaking Chinese.

Moreover, as students become more confident in the process of learning Chinese, they take the initiative to actively speak Chinese and express their ideas. This marks a positive beginning for students in learning Chinese. The students can communicate with their friends, classmates, and even teachers in Chinese daily and speak, I speak Chinese fluently.



Chapter 5

Conclusion, Discussion, and Recommendations

This Chapter provides the conclusion, discussion, and recommendations of the findings based on the 2 research questions below:

In what ways do the inquiry-based approaches support the students' Chinese speaking?

How much do the inquiry-based approaches improve the students' Chinese speaking skills?

Section 5.1 that follows shows the conclusion, discussion, and recommendations of this study.

5.1 Conclusion and Discussion

Below gives the conclusion and discussion of the two research questions. They are explained as follows:

5.1.1 Ways supporting students' Chinese speaking

I found out that there are 7 ways that support students' Chinese speaking skills in my study. They are:

First, the students became more fluent and accurate in speaking Chinese due to their more frequent practice of Chinese pronunciation and speaking in sentences, as well as engaging in simple dialogues. The inquiry-based approaches have enhanced my students' Chinese speaking through consistent practice. When they practice regularly, or even daily, their pronunciation improves, enabling them to articulate Chinese words

correctly. Consequently, they can speak Chinese sentences more clearly and accurately, both in class and outside, especially during casual greetings in the hallway.

Second, the students became more familiar with my strategies and started asking questions when they did not understand. In this process, the students structured their questions and attempted to use them to seek answers. This approach showcases the students' enthusiasm to learn, a crucial attitude that helps them communicate comprehensively in Chinese.

Third, the students use various media to learn Chinese at home when they have time. For example, they watch Chinese movies and TV series and listen to Chinese music via YouTube and online clips. Through these media, they imitate and correct their Chinese speaking. Some students even record their speech to check for correctness and make adjustments to tones and pronunciations. With their efforts through self-directed learning, their Chinese improves, and they gain more motivation to learn.

Fourth, the students practice Chinese conversations with one another in various genres or situations they have learned in class. They can engage in Chinese practice both in class and after school, contributing to the enhancement of their Chinese speaking skills.

Fifth, the students regularly drill Chinese grammar in conversations. For instance, when the teacher teaches a grammar rule about the agreement between the verb and subject, they substitute the subject and choose the correct verb form. The teacher focuses on several grammar rules, applying drills so that students can better master common speaking Chinese sentences. This familiarity with content and patterns enables them to speak Chinese more accurately, improving their Chinese speaking skills.

Sixth, the students present their work in Chinese based on topics provided by the teacher. Upon completing their tasks, they present them to the class. The topics may include holidays, places, festivals, and fruits. These activities not only create opportunities for students to speak Chinese but also provide a platform for organizing

inspiring activities. As a result, students speak more Chinese, enhancing their Chinese speaking skills.

Seventh, the students complete learning quizzes in the classroom. To do well, they must be well-prepared and practice speaking Chinese extensively as they prepare for and complete the quizzes. When they answer questions by speaking, they need to analyze, think, and summarize before providing reasonable answers. Participating in these quizzes greatly enhances the students' speaking skills in Chinese.

In conclusion, these methods not only provide students with numerous opportunities to speak Chinese and feel involved in the learning process but also help them review, consolidate, and improve their Chinese speaking skills.

5.1.2 Degrees of improvement in the students' Chinese speaking skills

I have found 6 degrees of improvements in the students' Chinese speaking skills described below:

First, the students' Chinese pronunciation skills greatly improved, making their pronunciation more accurate and clearer. They can accurately articulate

Chinese words or sentences related to topics such as fruits, transportation, greetings, and questions both in and out of class. The students pay increased attention to pronouncing words accurately in Chinese, seeking help from teachers to correct their pronunciation when necessary. This heightened focus on pronunciation is a positive indicator of the students' commitment to speaking Chinese.

Second, the students can express their ideas and opinions in Chinese. While learning the Chinese language, students actively try to communicate their thoughts and opinions by speaking Chinese. They have a strong desire to express themselves and prove their ability to articulate their ideas in Chinese. For instance, students greet the teacher in Chinese and inquire about the teacher's hobbies or how their life is going.

Third, the students exhibit increased confidence in speaking Chinese and show more courage in asking questions during their Chinese studies. As students engage in regular Chinese practice, their confidence in speaking the language grows. Particularly when students successfully answer questions in Chinese, they display positive and excited behavior. This increased confidence boosts motivation and autonomy in learning. Confident students serve as role models, encouraging less confident peers to speak Chinese more willingly and boldly.

Fourth, the students can engage in simple conversations in Chinese with friends or teachers after class. They frequently communicate with teachers in Chinese, seeking clarification on topics like numbers, buildings, or unfamiliar food. Some students make efforts to befriend Chinese students online to enhance their Chinese speaking skills. Additionally, students discuss various topics, such as the latest news, preferences, wishes, and ideas, with friends in Chinese. This active engagement outside the classroom proves to be an effective learning strategy for improving Chinese speaking skills.

Fifth, the students become more active in speaking Chinese during class and willingly respond to questions posed by the teacher. Students actively express themselves and strive to enhance their Chinese skills through active participation. For instance, students collaborate in Chinese learning groups, with each member contributing to problem-solving tasks independently. This increased activity extends to answering questions posed by the teacher.

Sixth, the students correctly answer questions asked by teachers in Chinese. They respond quickly and accurately, contributing to the improvement of their Chinese speaking skills. To answer questions, students engage in thoughtful consideration of the words and grammar they use, organizing their sentences coherently. For example, when asked about their hobbies, students provide responses like, “I like playing basketball, listening to music, and watching movies.” This demonstrates that students are gaining confidence in learning Chinese, actively expressing themselves, and positively engaging in Chinese conversations.

In conclusion, these observations indicate that students are becoming more confident in their Chinese language skills. They actively express themselves and strive to improve their Chinese proficiency, allowing them to communicate in Chinese with friends, classmates, and even teachers daily. Both within and outside the classroom, students consistently practice their Chinese pronunciation, leading to clearer and more accurate speaking Chinese. Long-term practice is expected to further enhance the students' Chinese speaking skills.

5.2 Recommendations

In the light of this study, there are 5 suggestions I want to make: the first one is to the school, then to the syllabus design, to the teachers, to the parents, and to the future researchers.

5.2.1 General recommendations

In this section, there are 4 general recommendations to the school, and its stakeholders: the syllabus designers, the teachers, and the parents. As described below.

5.2.1.1 The school

There are five recommendations for the school.

First, the school should provide good and comprehensive teaching facilities for the students. For instance, the school could establish a small library within the school building to facilitate Chinese learning and provide access to learning materials. Additionally, the school should equip classrooms with media facilities such as computers and projectors, enabling students to access materials and enhance their Chinese learning experience.

Second, the school should create a conducive language environment for students, encouraging them to speak Chinese on campus. Strategies to achieve this could include playing Chinese songs across the campus.

Third, the school should organize monthly Chinese culture teaching activities to expose students to a broader understanding of Chinese culture. Examples of such activities could include a Chinese song singing contest, Chinese speech contest, Han Chinese Clothing fashion show, among others.

Fourth, the school should establish a Chinese cultural exchange club on campus, encouraging students to actively participate and organize Chinese cultural activities.

Fifth, the school should aim for smaller class sizes, ideally keeping the number of students in each class to no more than 20. This approach allows teachers to closely monitor each student's progress, and students can concentrate more on learning Chinese, benefiting from increased access to learning resources.

5.2.1.2 The syllabus designers

There are six recommendations for the syllabus designers:

First, incorporate a Chinese morning reading lesson into the daily schedule. Second, assign the task of learning and memorizing five new Chinese words every night. Third, include the learning and singing of one Chinese song each month. Fourth, integrate a weekly practice of writing 10 Chinese characters into the syllabus. Fifth, schedule a monthly Chinese movie screening at school for the students. Sixth, organize a monthly Chinese speech activity within the classroom.

5.2.1.3 The teachers

There are three recommendations for the teachers:

First, teachers should enhance their professional training, acquire various new professional knowledge, and improve their teaching skills. For instance, teachers can explore new and effective teaching methods on the Internet and read relevant books on teaching.

Second, teachers should have a better understanding of students' learning levels and develop reasonable teaching plans and programs based on their Chinese proficiency. Regular assessments, conducted monthly, can help identify students' learning challenges and needs, and weekly planning sessions can ensure a well-structured teaching approach.

Third, teachers should adopt innovative teaching methods, consistently placing students at the center of the learning process, and strive to create an engaging and interesting learning environment. For instance, teachers can establish a 'Chinese corner' in the classroom, featuring visuals of Chinese culture, Chinese books, and traditional Chinese costumes.

5.2.1.4 The parents

There are three recommendations for parents:

First, parents should provide support and encouragement to their children's Chinese learning, both materially and spiritually. For instance, parents can frequently attend Chinese cultural celebrations with their children, watch Chinese TV series and movies together, and consider purchasing electronic devices such as cell phones and computers to facilitate their Chinese learning.

Second, parents should actively monitor their children's Chinese learning progress in school, maintain communication with the students' teachers, and collaborate with teachers to address any challenges their children may be facing.

Third, parents should engage in simple daily Chinese conversations with their children at home. This not only creates a conducive language environment but also serves as a positive example that encourages their children to learn Chinese.

5.2.2 Recommendation for future study

In this section, there is a recommendation to the future researchers below:

5.2.2.1 The future researchers

There are three recommendations for future researchers:

First, I suggest that future researchers allocate more time to each step, providing additional opportunities for students to delve deeper into their Chinese speaking. Second, I recommend conducting more longitudinal studies, extending the research to cover a period of one year or even two years. Third, future researchers could explore other facets of students' Chinese language skills, such as listening, reading, and writing, and investigate the relationships and connections that exist among them.

I am confident that the conclusions and recommendations of this study will contribute significantly to the growing body of research in this field. I plan to write an article on it and present the findings at conferences or forums whenever the opportunity arises.



REFERENCES

- Alasuutari & Pertti. (2010). The rise and correlations of qualitative studies. *The International Journal of the Methodology of Social Studies*, 31(6), 633-652.
- Anusorntharangkul, N., & Rugwongwan, Y. (2021). Using Inquiry-Based Learning to Explore Respect of Cultural Base Design: A Case Study in Amphawa Tourism Community, Thailand. *Geo Journal of Tourism and Geosites*, 34(1), 164-169.
- Baden, S. (2013). *Qualitative research: a basic guide to theory and practice*. London: Routledge.
- Banchi, H., & Bell, R. (2008). The many levels of inquiry. *Science & Children*, 46(2), 29-30.
- Bartlett, L., & Vavrus, F. (2017). Comparative case studies: An innovative approach. *Nordic journal of comparative and international education (NJCIE)*, 1(1), 4.
- Bell, T., Urhahne, D., Schanze, S., & Ploetzner, R. (2010). Collaborative inquiry learning: Models, tools, and challenges. *International journal of science education*, 32(3), 349-377.
- Bernard, H. R., & Ryan, G.W. (2010). *Analyzing qualitative data: A systematic approach*. California. California: Sage Publications.
- Bernard, P., & Dudek-Różycki, K. (2020). The impact of professional development in inquiry-based methods on science teachers' classroom practice. *Journal of Baltic Science Education*, 19(2), 17.
- Bruner, J. S. (1960). *The Educational Process*. Compiled by Shao Ruizhen. New York: Culture and Education Press.
- Bruner, J. S. (1961). *Discovery Behavior*. New York: Harvard University Education Review.
- Çelik, F. (2019). The Effect of Outcomes in the Teaching Principles and Methods Course in the Pedagogical Formation Program on Prospective Teachers' Self-Efficacy Beliefs. *Online Submission*, 6(5), 274-293.
- Creswell, W. (2014). *Study Design: Qualitative, Quantitative, and Mixed Method Methods*. Thousand Oaks: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (1996). Handbook of qualitative research. *Journal of Leisure Research*, 28(2), 132.

REFERENCES (CONT.)

- Dewey, J. (1916). *Democracy and Education*. Translated by Wang Chengxu. *Foreign educational classics series*. Beijing: People's Education press.
- Dewey, J. (1981). *Democracy and Education*. Compiled by Zhao Xianglin & Wang Chengxu: *Selected Works of Dewey on Education*. East China Normal University Press.
- Dictionary Editorial Office, Institute of Linguistics, Chinese Academy of Social Sciences. (2005). *Modern Chinese Dictionary*. Beijing: The Commercial Press.
- Eisenman, G., Edwards, S., & Cushman, C. A. (2015). Bringing reality to classroom management in teacher education. *Professional Educator*, 39(1), n1.
- Ellinger, A. D., & McWhorter, R. (2016). Qualitative case study research as empirical inquiry. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 7(3), 1-13.
- Faggiolani, C., (2011). *Perceived identity: Applying grounded theory to libraries*. JLIS. It. Italian: University of Florence.
- Feng, X. T. (2017), The Difference and Combination of Qualitative and quantitative Research. Sociological studies. Nan Jing University. *Journal of Jiangsu Administration Institute*, 10(1),1-2.
- Flick, U. (2009). *An introduction to qualitative research*. NY: Sage Publications Ltd.
- Foster, C., & Inglis, M. (2019). Mathematics teacher professional journals: What topics appear and how has this changed over time? *International Journal of Science and Mathematics Education*, 17(8), 1627-1648.
- Freire, P., (1984). *Pedagogy of the Oppressed*. New York: Continuum Publishing Company.
- Gao, K. S. (2019). *Case Study of Intermediate Chinese Comprehensive Course Teaching Based on Inquiry-based Teaching* (Unpublished Master's thesis). Shen Yang University, China.
- Giddens, A. (1990). *The consequences of modernity*. Stanford, CA: Stanford University Press.

REFERENCES (CONT.)

- Gray, P., & Rybska, E. (2018). Professional Development for Inquiry-Based Science Teaching and Learning. Contributions from Science Education Research. *Contributions from Science Education Research*, 2(6), 172-173.
- He, K. K. (1999). The Theoretical Basis of Constructivism —— the Reform of Traditional Teaching. *Educational technology research*, 6(1), 16-17.
- Herreid, C. F. (2015). Case Study: Testing with Case Studies. *Journal of College Science Teaching*, 44(4), n4.
- Hu, W. J. (2018). *A Study on the Cultivation strategy of Oral Communication Ability in Primary School Chinese Teaching* (Unpublished Master's thesis). Shanghai Normal University, China.
- Jarvis, H., & Krashen, S. (2014). Is CALL obsolete? Language acquisition and language learning revisited in a digital age. *Tesl-Ej*, 17(4), n4.
- Jin, Y. L. (2001). *Learning and Guidance of Inquiry Teaching*. Beijing: China Personnel Publishing House.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition* (Unpublished Master's thesis). University of Southern California.
- Krashen, S. (2014). Common core: Ignoring education's real problems. *Talking Points*, 28(1), 26-28.
- Lang, Y. P. (2020). *Study on the value and practical strategies of oral Communication teaching in the first stage of primary school* (Unpublished Master's thesis). Liaoning Normal University, China.
- Leslie, P. & Gale, J. (2012). *Constructivism in education*. Oxon: Routledge.
- Li, J. (2017). *Teaching Design of Integrated Chinese Course Based on Inquiry-based Teaching* (Unpublished Master's thesis). An Yang Normal University, China.
- Li, J. Z. (2017). *The Cultivation of Primary School Chinese Oral Communication Ability* (Unpublished Master's thesis). Shandong Normal University, China.
- Li, S., & Yu, Z. Y. (2002). On the Understanding of inquiry Teaching Theory. *Educational Research*, 7(3), 33-34.

REFERENCES (CONT.)

- Loukomies, A., Juuti, K., & Lavonen, J. (2018). Teachers as Educational Innovators in Inquiry-Based Science Teaching and Learning. *Contributions from Science Education Research*, 4(2), 185-201.
- Lv, F., & Li, Y. (2017). *Research on Chinese Language and Culture Promotion Model of Confucius Institute in Thailand — Taking Confucius Institute of Prince Songkla University of Thailand as an example*. Hubei Correspondence University.
- Ministry of Education, PRC. (1999). *Decision of the CPC Central Committee and the State Council on Deepening Educational Reform and Comprehensively Promoting Quality Education*. Beijing: Beijing Normal University Press.
- Ministry of Education, PRC., (2001). *Basic Education curriculum Reform*. Beijing: Beijing Normal University Press.
- Ministry of Education, PRC., (2012). *Chinese Curriculum Standards for Compulsory Education* (2011 edition). Beijing: Beijing Normal University Press.
- Paul, R., & Elder, L. (2013). *Critical thinking tools*. Beijing: China Machine Press.
- Piaget, J. (1977). The role of action in the development of thinking. In *Knowledge and Development: Volume 1 Advances in Research and Theory* (pp. 17-42). Boston, MA: Springer US.
- Reyes-Santander, P., & Ramos-Rodríguez, E. (2015). Learning journals for university students' reflection on advanced algebra. *Reflective Practice*, 16(5), 623-635.
- Ridder, H. G. (2017). The theory contribution of case study research designs. *Business research*, 10, 281-305.
- Roell, C. (2019). Using a Case Study in the EFL Classroom. In *English teaching forum* (Vol. 57, No. 4, pp. 24-33). Washington, D.C.: Bureau of Educational and Cultural Affairs.
- Schwab, J. J. (1969). The practical: A language for curriculum. *The school review*, 78(1), 1-23.
- Shi, W. Z., Ma, L. P., & Wang, J. Y. (2020). Effects of Inquiry-Based Teaching on Chinese University Students' Epistemologies about Experimental Physics and Learning Performance. *Journal of Baltic Science Education*. 4(1), 1-3.

REFERENCES (CONT.)

- Sneed, S., Nguyen, C. H., & Eubank, C. L. (2020). An introduction to case study methodology: Single case and multiple case approaches. *International Journal of Adult Education and Technology (IJAET)*, 11(4), 1-11.
- Strauss, A. & Corbin, J., (1994). *Fundamentals of qualitative research. Grounded theory procedures and techniques*. Mill Valley, California: Sociology Press.
- Strauss, A., & Glaser, B. (1998). *Grounded Theory-problems and Discussions*. Mill Valley, California: Sociology Press.
- Sujarittham, T., Tanamatayarat, J., & Kittiravechote, A. (2019). Investigating the Students' Experimental Design Ability toward Guided Inquiry Based Learning in the Physics Laboratory Course. *Turkish Online Journal of Educational Technology-TOJET*, 18(1), 63-69.
- Sumholinsky, B. A. (1950). *One hundred suggestions for teachers*. Compiled by Zhou Qu. Changjiang literature and art publishing house.
- Tawfik, A. A., Hung, W., & Giabbanelli, P. J. (2020). Comparing How Different Inquiry-Based Approaches Impact Learning Outcomes. *Interdisciplinary Journal of Problem-based Learning*, 14(1), n1.
- Thai Ministry of Education. (1999). *Student Centered Learning*. Bangkok: National Education Act.
- Treagust, D. F., Qureshi, S. S., Vishnumolakala, V. R., Ojeil, J., Mocerino, M., & Southam, D. C. (2020). Process-oriented guided inquiry learning (POGIL) as a culturally relevant pedagogy (CRP) in Qatar: A perspective from grade 10 chemistry classes. *Research in Science Education*, 50, 813-831.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, MA: MIT Press.
- Walt, K. M. (2002). *Participant observation*. Walnut Creek, CA: AltaMira Press.
- Wang, X. J. (2014). *Research on the application of inquiry-based Teaching methods in Intermediate Spoken Chinese Teaching* (Unpublished Master's thesis). Guang Xi University for Nationalities, China.
- Wei, M. Y. (2016). *Research on the Cultivation of Students' Oral Communication Ability in Primary School Chinese Teaching* (Unpublished Master's thesis). Yanan University, China.

REFERENCES (CONT.)

- Wolcott, H. F. (1995). *The art of fieldwork*. Walnut Creek, CA: AltaMira Press.
- Yang, Y. (2018). *The Application of Cooperative Learning in Thai Elementary Chinese Comprehensive Course* (Unpublished Master's thesis). Chongqing University, China.
- Yin, R. K. (2009). *Case study research: Design and methods* (Vol. 5). California: Sage.
- Yoon, H. G., Joung, Y. J., & Kim, M. (2012). The challenges of science inquiry teaching for pre-service teachers in elementary classrooms: Difficulties on and under the scene. *Research in Science Education*, 42, 589-608.
- Zack, K. (2020). *Research Guidelines: Organizational Academic Research Papers: Types of Research Design*. Oxon: Routledge.







November 3, 2022

First interview: (Huang)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am good. I have been studying Chinese when I was 11 years old.

2. How long have you been learning Chinese?

7 years.

3. Do you like Chinese? Why?

Yes, I like Chinese. Because I like to study language and I think the world is open.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I often communicate with Chinese teachers and my friends after school.

5. How often do you communicate with your family in Chinese at home?

My family cannot speak Chinese, so I did not communicate with my family in Chinese at home.

6. What strategy/strategies do you use to learn Chinese in class?

Read more, listen more and try to speak Chinese.

7. What other ways do you improve your Speaking Chinese after class?

I often watch Youtube about Chinese videos and Chinese movies.

8. What is your purpose in learning Chinese?

I want to go to China and use Chinese in the job.

9. What teaching activity do you like to improve your Chinese speaking?

I like to use more Chinese in class to communicate and express myself.

10. How much has this course improved your Chinese speaking?

I can say some simple Chinese sentences.

First interview: (Jin)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am fine. I have studied Chinese before.

2. How long have you been learning Chinese?

5 years.

3. Do you like Chinese? Why?

Yes, I like Chinese. Because I like to know Chinese culture and learn more new words.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I often talk to Chinese teachers after school.

5. How often do you communicate with your family in Chinese at home?

Never.

6. What strategy/strategies do you use to learn Chinese in class?

I will listen carefully to the Chinese teacher said, I will ask for teacher if I do not understand the question.

7. What other ways do you improve your Speaking Chinese after class?

I watch many Chinese series.

8. What is your purpose in learning Chinese?

I want to understand the Chinese series and know how other people communicate in Chinese.

9. What teaching activity do you like to improve your Chinese speaking?

I hope I can have more Chinese dialogues in class. I like to talk to my classmates in class.

10. How much has this course improved your Chinese speaking?

I can speak Chinese fluently with my friends.

First interview: (Kong)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am great. I have studied Chinese when I was 8 years old.

2. How long have you been learning Chinese?

10 years.

3. Do you like Chinese? Why?

Yes, I love Chinese. Because the Chinese teacher is so kind and nice, and they always help me when I got trouble in the Chinese.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I often talk to Chinese teachers and Friends after school.

5. How often do you communicate with your family in Chinese at home?

I never communicated with my family in Chinese because they are Thai people.

6. What strategy/strategies do you use to learn Chinese in class?

I will try my best to speak Chinese.

7. What other ways do you improve your Speaking Chinese after class?

I watch Youtube, use Weibo and Chinese application. I also like reading Chinese books.

8. What is your purpose in learning Chinese?

I want to speak Chinese fluently for job in the future.

9. What teaching activity do you like to improve your Chinese speaking?

I think we need to find Chinese people to communicate, this is the best way to improve our Chinese speaking.

10. How much has this course improved your Chinese speaking?

I can speak Chinese fluently with Chinese people.

First interview: (Lin)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am great! Yes, I was study Chinese.

2. How long have you been learning Chinese?

3 years.

3. Do you like Chinese? Why?

I like Chinese, I think Chinese is a fascinating language.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

When I communicate with my Chinese friends, I will try to speak Chinese. If there is any difficulty in communication, I will use my mobile phone to translate what I want to express.

5. How often do you communicate with your family in Chinese at home?

I never chat with my family in Chinese.

6. What strategy/strategies do you use to learn Chinese in class?

I will listen carefully to the teacher's oral expression, and then practice speaking Chinese.

7. What other ways do you improve your Speaking Chinese after class?

I try my best to understand what the teacher said, for the do not understand the question

go back to consult the teacher.

8. What is your purpose in learning Chinese?

I hope I can speak Chinese like native speaker and understand when someone needs help.

9. What teaching activity do you like to improve your Chinese speaking?

I want to practice speaking Chinese more in class. The Chinese teacher can ask me more questions and have conversations with me.

10. How much has this course improved your Chinese speaking?

Much better. Especially vocabulary.

First interview: (Wang)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am good. Thank you. Yes, I studied Chinese before.

2. How long have you been learning Chinese?

12 years.

3. Do you like Chinese? Why?

I like Chinese, because it is an easy language for me. I like to communicate and pronounce.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I will communicate with my Chinese teacher to practice my spoken Chinese.

5. How often do you communicate with your family in Chinese at home?

Never.

6. What strategy/strategies do you use to learn Chinese in class?

I focus on memorizing the vocabulary from the lesson and practicing pronunciation continuously.

7. What other ways do you improve your Speaking Chinese after class?

I always watch Chinese movies and practice speaking Chinese.

8. What is your purpose in learning Chinese?

I hope I have a good job in the future.

9. What teaching activity do you like to improve your Chinese speaking?

Speak Chinese more and communicate more with Chinese teachers in Chinese.

10. How much has this course improved your Chinese speaking?

Much better and it made me more assertive.

First interview: (Yang)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am good. I have studied Chinese before.

2. How long have you been learning Chinese?

6 years.

3. Do you like Chinese? Why?

Yes, I like Chinese. Because I think learning Chinese is a interesting thing.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I often talk to Chinese friends on my cell phone.

5. How often do you communicate with your family in Chinese at home?

I barely communicate with my family in Chinese.

6. What strategy/strategies do you use to learn Chinese in class?

My strategies are paying more attention while teacher is teaching and ask teacher for question when I do not understand.

7. What other ways do you improve your Speaking Chinese after class?

I like to watch Chinese series and listen to music.

8. What is your purpose in learning Chinese?

I want to be able to write and read Chinese characters, I want to speak Chinese like a native speaker.

9. What teaching activity do you like to improve your Chinese speaking?

Watching Chinese series and listening to music.

10. How much has this course improved your Chinese speaking?

My vocabulary has been improved.

First interview: (Yong)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am fine. Thank you. I studied Chinese before.

2. How long have you been learning Chinese?

10 years.

3. Do you like Chinese? Why?

I like Chinese, because I want to work in China and have Chinese friends.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I talk to my friends in Chinese in daily life.

5. How often do you communicate with your family in Chinese at home?

I chat with my family every day.

6. What strategy/strategies do you use to learn Chinese in class?

I will preview and review the text.

7. What other ways do you improve your Speaking Chinese after class?

If I don't understand the questions, I will ask the Chinese teacher after school.

8. What is your purpose in learning Chinese?

I want to make a Chinese friend and practice speaking Chinese.

9. What teaching activity do you like to improve your Chinese speaking?

Quiz game.

10. How much has this course improved your Chinese speaking?

Much better, I have learned a lot of new words and sentences.

First interview: (Liu)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am fine! I have learned Chinese before.

2. How long have you been learning Chinese?

I have been learning Chinese for 11 years.

3. Do you like Chinese? Why?

I love the Chinese very much. Because I want to study abroad in China.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I often talk to my Chinese friends on the Internet.

5. How often do you communicate with your family in Chinese at home?

I don't speak Chinese to my family at home because my family doesn't speak Chinese.

6. What strategy/strategies do you use to learn Chinese in class?

Listen more, read more, and say more. These three methods are very important for learning Chinese.

7. What other ways do you improve your Speaking Chinese after class?

My method is to watch Chinese TV series, which is not difficult to practice oral Chinese with the dialogues.

8. What is your purpose in learning Chinese?

I want to study abroad in China.

9. What teaching activity do you like to improve your Chinese speaking?

I like learning Chinese by watching Chinese TV dramas and movies.

10. How much has this course improved your Chinese speaking?

My Chinese language has improved a lot, especially in my vocabulary.

First interview: (Zhou)

1. How are you today? Have you studied Chinese before? (warm-up question)

I am fine! I have learned Chinese before.

2. How long have you been learning Chinese?

I have been learning Chinese for 10 years.

3. Do you like Chinese? Why?

Yes, I love the Chinese. Because I think the Chinese is another important language and I am happy every time I learn it.

4. How do you communicate with others in Chinese? (classmates, friends, teachers, family members)

I mostly practice speaking about basic sentences and remember the key vocabulary to communicate.

5. How often do you communicate with your family in Chinese at home?

Few times a month. My family just knows a little bit Chinese.

6. What strategy/strategies do you use to learn Chinese in class?

I often memorize vocabulary and grammar, and review it every day after school.

7. What other ways do you improve your Speaking Chinese after class?

I write down the new words and learn each day in a notebook. I watch the Chinese series to practice speaking sentences.

8. What is your purpose in learning Chinese?

I want to go to China once and share my experiences with foreign friends, and I want to meet my idol that I love.

9. What teaching activity do you like to improve your Chinese speaking?

Watching Chinese series and movies.

10. How much has this course improved your Chinese speaking?

I think that would be good I can learn speaking skills from the course.

December 27, 2022

Second interview: (Huang)

1. How do you keep up with my teaching pace?

I practice speaking Chinese every day and review the Chinese I have learned.

2. How do my questions help you in class?

Because I have to answer the teacher's questions, so I must answer them in Chinese, which gives me a lot of opportunities to practice speaking Chinese.

3. How do my explanations help you in class?

The teacher often gives me examples to illustrate problems, which can better understand problems and knowledge points, especially abstract problems and words.

4. How do you understand and complete the learning tasks of each lesson?

Take notes and ask the teacher questions that I don't understand.

5. How does my teaching method help you to improve your Chinese speaking skills?

It has expanded my vocabulary and made my Chinese pronunciation much better.

6. What strategy/strategies do you use to learn Chinese in class?

I will use my mobile phone to search for information to deal with questions that I don't understand.

7. What other ways do you improve your Speaking Chinese after class?

Watching Chinese movies and reading Chinese books.

8. What is your purpose in learning Chinese?

I want to speak Chinese more skillfully and use Chinese in my future work.

9. What teaching activity do you like to improve your Chinese speaking?

I hope there will be Chinese reading activities in class, it can train me to speak Chinese.

10. How much has this course improved your Chinese speaking?

It makes my Chinese pronunciation more accurate.

Second interview: (Jin)

1. How do you keep up with my teaching pace?

I will review what the Chinese teacher has taught me every day.

2. How do my questions help you in class?

The teacher's questions can help me think much more and try to find the way to solve the question.

3. How do my explanations help you in class?

It can help me to understand each knowledge point better and more clearly.

4. How do you understand and complete the learning tasks of each lesson?

I will preview the text in advance, and then listen to the Chinese teacher's explanation carefully.

5. How does my teaching method help you to improve your Chinese speaking skills?

It helps me to pronounce clearly and dare to speak more.

6. What strategy/strategies do you use to learn Chinese in class?

I will listen carefully to Chinese teacher and make notes each class.

7. What other ways do you improve your Speaking Chinese after class?

I watch Chinese series and movies, and talk to my Chinese teachers after school.

8. What is your purpose in learning Chinese?

I want to speak Chinese fluently.

9. What teaching activity do you like to improve your Chinese speaking?

Ask Chinese teacher more questions and communicate with Chinese teacher in Chinese.

10. How much has this course improved your Chinese speaking?

I speak Chinese much better now.

Second interview: (Kong)

1. How do you keep up with my teaching pace?

I will listen carefully in class, and I will review Chinese I learn.

2. How do my questions help you in class?

The questions you ask can remind me of more learning methods rather than rote learning. I know what I want to do in the process of learning Chinese and thinking about how to solve the problems.

3. How do my explanations help you in class?

Your explanation is detailed, and it can expand new Chinese, so I can learn a lot different from textbook.

4. How do you understand and complete the learning tasks of each lesson?

I will ask teacher if I do not understand and use mobile phone to search for information what I want.

5. How does my teaching method help you to improve your Chinese speaking skills?

I have improved a lot in Chinese pronunciation and learned a lot of new oral Chinese.

6. What strategy/strategies do you use to learn Chinese in class?

If I don't understand it, I will seek help from teacher in time, such as Chinese pronunciation and Chinese grammar.

7. What other ways do you improve your Speaking Chinese after class?

I often watch Chinese TV series and listen to Chinese songs, and then imitate native speakers to speak Chinese.

8. What is your purpose in learning Chinese?

I want to speak Chinese fluently for job in the future.

9. What teaching activity do you like to improve your Chinese speaking?

Teacher often lets the students conduct Chinese dialogue exercises in class.

10. How much has this course improved your Chinese speaking?

Now I can speak some daily spoken Chinese.

Second interview: (Liu)

1. How do you keep up with my teaching pace?

I often take notes, so I can review the text and preview new text in time.

2. How do my questions help you in class?

The teacher's questions can make me think more deeply and more clearly in a knowledge point.

3. How do my explanations help you in class?

The teacher's explanation is very clear, because some problems are more abstract and difficult to understand, especially the grammar problems, so the explanations can help me to understand the problem better.

4. How do you understand and complete the learning tasks of each lesson?

Every lesson, I will preview the new text and review the text that I have learned, so I know what I need to prepare.

5. How does my teaching method help you to improve your Chinese speaking skills?

Practicing speaking Chinese repeatedly, it lets my Chinese pronunciation become more standard.

6. What strategy/strategies do you use to learn Chinese in class?

Listening carefully and asking questions to the teacher are my best learning strategy.

7. What other ways do you improve your Speaking Chinese after class?

Watching Chinese series and chatting with Chinese friends can help me improve my speaking Chinese.

8. What is your purpose in learning Chinese?

I want to study abroad in China.

9. What teaching activity do you like to improve your Chinese speaking?

Practicing speaking Chinese repeatedly, it lets my Chinese pronunciation become more standard. The teacher asked me to use Chinese to have dialogues to exercise Chinese pronunciation. If I did not know anything, I must seek my teacher's help in Chinese, which can improve my Chinese speaking skills.

10. How much has this course improved your Chinese speaking?

Now I speak Chinese is more fluent.

Second interview: (Lin)

1. How do you keep up with my teaching pace?

I take pictures of the content on the blackboard and go review it.

2. How do my questions help you in class?

It always led me to grasp the key points, which helps me to better understand the new knowledge points.

3. How do my explanations help you in class?

In the process of learning the Chinese language, the teacher gave good explanations and examples to help me understand all the problems, and then improve the Chinese pronunciation by repeatedly speaking the Chinese language.

4. How do you understand and complete the learning tasks of each lesson?

Reviewing the lesson every day and previewing the lesson before the teacher comes to teach.

5. How does my teaching method help you to improve your Chinese speaking skills?

I feel like I have found the right way to learn Chinese. Now I can communicate more smoothly with my Chinese friends.

6. What strategy/strategies do you use to learn Chinese in class?

My strategy is using mobile phone. I can use my mobile phone to translate or look up the information I want to know.

7. What other ways do you improve your Speaking Chinese after class?

Watching Youtube and communicate with the Chinese.

8. What is your purpose in learning Chinese?

I want to be Chinese translation for celebrities or work in China.

9. What teaching activity do you like to improve your Chinese speaking?

I like the oral Chinese test.

10. How much has this course improved your Chinese speaking?

My Chinese pronunciation has become much better.

Second interview: (Wang)

1. How do you keep up with my teaching pace?

I will listen to Chinese very carefully in class, and I will review the text after school.

2. How do my questions help you in class?

It gives me courage to speak Chinese more. I can speak Chinese confidently now, and even if I make a mistake I won't worry about it anymore, as long as I keep practicing speaking Chinese.

3. How do my explanations help you in class?

It helps me to understand more sentences and pronounce better.

4. How do you understand and complete the learning tasks of each lesson?

Because the teacher explained it very clearly, so I know what work I need to do.

5. How does my teaching method help you to improve your Chinese speaking skills?

The teacher often asks the students to practice the Chinese dialogues, it helps me speak Chinese much better.

6. What strategy/strategies do you use to learn Chinese in class?

Focusing and memorizing Chinese words, I also practice pronouncing.

7. What other ways do you improve your Speaking Chinese after class?

Watching Chinese movies and practicing speaking Chinese.

8. What is your purpose in learning Chinese?

I want to have a good job in the future.

9. What teaching activity do you like to improve your Chinese speaking?

I want to have more conversations with my teacher in Chinese.

10. How much has this course improved your Chinese speaking?

My Chinese pronunciation has become much better.

Second interview: (Yang)

1. How do you keep up with my teaching pace?

I will pay attention to while teacher teaches.

2. How do my questions help you in class?

Your questions can make me think more and deeper.

3. How do my explanations help you in class?

Your explanation is well explained in detail and can help me to better understand Chinese, especially abstract things.

4. How do you understand and complete the learning tasks of each lesson?

Because the teacher introduced it in detail, so in most cases I understood what I wanted to do, and if I didn't understand something, I would ask for the teacher's help.

5. How does my teaching method help you to improve your Chinese speaking skills?

You often ask us to speak Chinese in class, so my spoken Chinese has improved a lot.

6. What strategy/strategies do you use to learn Chinese in class?

I asked my teacher for help if I have something I do not understand, and I chat with Chinese teachers after school. I often speak Chinese in class, and I also try to communicate with my teachers in Chinese.

7. What other ways do you improve your Speaking Chinese after class?

Watching Chinese series and listening to Chinese music. Sometimes I practice singing Chinese songs.

8. What is your purpose in learning Chinese?

I want to write and read Chinese characters; I want to speak Chinese like a native speaker.

9. What teaching activity do you like to improve your Chinese speaking?

Watching Chinese movies and practicing the dialogue with the teacher in Chinese.

10. How much has this course improved your Chinese speaking?

I can have simple Chinese dialogues fluently in Chinese.

Second interview: (Yong)

1. How do you keep up with my teaching pace?

I will remember all the texts in my mind.

2. How do my questions help you in class?

It can help me to analyze and understand the problems, and I can also learn more knowledge points.

3. How do my explanations help you in class?

It helps me a lot to understand the work, because the teacher intends to explain the pattern of learning Chinese in detail.

4. How do you understand and complete the learning tasks of each lesson?

I will pay more attention to the teacher's instructions.

5. How does my teaching method help you to improve your Chinese speaking skills?

It makes me absorb Chinese accent and pronunciation well.

6. What strategy/strategies do you use to learn Chinese in class?

My strategy is remembering Chinese by writing and reading.

7. What other ways do you improve your Speaking Chinese after class?

Watching Chinese movies and listening to Chinese songs. I will also memorize new words that I don't know by writing.

8. What is your purpose in learning Chinese?

I want to have a good job in the future.

9. What teaching activity do you like to improve your Chinese speaking?

Speaking Chinese and quiz games.

10. How much has this course improved your Chinese speaking?

I speak Chinese more fluently and understand more.

Second interview: (Zhou)

1. How do you keep up with my teaching pace?

I will listen carefully and review my Chinese that I learned.

2. How do my questions help you in class?

I got a lot of good things from your teaching. Your problem makes me think deeper in

the process of learning Chinese. And I know what I need to prepare for and try to find solutions to the problem.

3. How do my explanations help you in class?

The teacher's explanation was very clear, and it was very helpful for me to understand the new content. Especially the grammar, the teacher will give me a lot of examples to explain.

4. How do you understand and complete the learning tasks of each lesson?

I will preview the text in advance and listen carefully, and I will ask the teacher if I don't understand something.

5. How does my teaching method help you to improve your Chinese speaking skills?

The teacher helped me practice how to pronounce it better. Just like learning mathematics, I have constantly practiced and then mastered the correct pronunciation of Chinese by getting familiar with and understanding the rules of Chinese pinyin, so my Chinese pronunciation has been greatly improved.

6. What strategy/strategies do you use to learn Chinese in class?

Listening carefully and making notes, and one more important thing is I will ask teacher if I do not understand.

7. What other ways do you improve your Speaking Chinese after class?

I often learn new words and sentences by watching Chinese series, and then practice how to speak Chinese.

8. What is your purpose in learning Chinese?

I want to go to China once and share my experiences with foreign friends, and I want to meet my idol that I love.

9. What teaching activity do you like to improve your Chinese speaking?

The teacher often asks me to do my daily Chinese dialogue exercises, now my Chinese

pronunciation has become much better.

10. How much has this course improved your Chinese speaking?

I learned a lot of Chinese conversations in my daily life and I can speak to them fluently.



February 27, 2023

Third interview: (Huang)

1. How does my teaching method help you to improve your Chinese speaking skills?

I can regularly sort out the common grammar in daily Chinese dialogue with the help of my teacher, which is of great help to improve my spoken Chinese.

2. What strategy/strategies do you use to learn Chinese in class?

My strategy is listening carefully, asking more questions to the teacher and daring to speak in Chinese. Because I have to answer the teacher's questions, I must do them in Chinese, which gives me a lot of opportunities to practice speaking Chinese.

3. What other ways do you improve your Speaking Chinese after class?

I practice speaking Chinese every day and review the Chinese I have learned. Practicing more daily Chinese dialogues to improve my speaking Chinese.

4. What is your purpose in learning Chinese?

I want to go to China and use Chinese in my future work.

5. What teaching activity do you like to improve your Chinese speaking?

Practicing more daily Chinese dialogue.

6. How much has this course improved your Chinese speaking?

Because I have learned and sorted out many Chinese syntax, so I can now speak simple Chinese dialogues with my friends very fluently.

Third interview: (Jin)

1. How does my teaching method help you to improve your Chinese speaking skills?

The teacher asked me to practice speaking Chinese loudly, which gave me the courage to speak Chinese. Through the training, now I can use Chinese pinyin very skillfully, so I can pronounce Chinese accurately.

2. What strategy/strategies do you use to learn Chinese in class?

Listening carefully and asking teacher if I do not understand.

3. What other ways do you improve your Speaking Chinese after class?

Watching Chinese series and movies, I also chat with my new Chinese friends online.

4. What is your purpose in learning Chinese?

I want to speak Chinese fluently like a native speaker.

5. What teaching activity do you like to improve your Chinese speaking?

Chinese dialogue exercises and quiz games.

6. How much has this course improved your Chinese speaking?

Now I can have a simple daily Chinese conversation with my Chinese friends.

Third interview: (Kong)

1. How does my teaching method help you to improve your Chinese speaking skills?

It is very interesting to learn Chinese with my teachers, because I can find some Chinese pronunciation skills like I learn math, which makes me make myself more fluent and proficient when speaking Chinese.

2. What strategy/strategies do you use to learn Chinese in class?

I will try to speak more Chinese and ask more questions.

3. What other ways do you improve your Speaking Chinese after class?

I often watch Chinese series and listen to Chinese songs, and then imitate native speakers to speak Chinese.

4. What is your purpose in learning Chinese?

I want to speak Chinese fluently like a native speaker.

5. What teaching activity do you like to improve your Chinese speaking?

I hope teacher lets the students conduct Chinese dialogue exercises in class.

6. How much has this course improved your Chinese speaking?

Now I can speak some daily conversations fluently in Chinese.

Third interview: (Liu)

1. How does my teaching method help you to improve your Chinese speaking skills?

The teacher will ask me to use Chinese to have dialogues to exercise Chinese pronunciation. If I do not know anything, I must seek my teacher's help in Chinese, which can improve my Chinese speaking skills.

2. What strategy/strategies do you use to learn Chinese in class?

I often record grammar problems and examples in my daily conversations, and if I don't understand something in Chinese grammar, I could seek help from my teacher and record it.

3. What other ways do you improve your Speaking Chinese after class?

Watching Chinese series and chatting with Chinese friends can help me improve my speaking Chinese.

4. What is your purpose in learning Chinese?

I want to study abroad in China.

5. What teaching activity do you like to improve your Chinese speaking?

I want to speak Chinese more and have quiz games in class.

6. How much has this course improved your Chinese speaking?

Now I dare to speak Chinese loudly and can have simple Chinese conversations with friends in my daily life.

Third interview: (Lin)

1. How does my teaching method help you to improve your Chinese speaking skills?

In the process of learning the Chinese language, the teacher will give good explanations and examples to help me understand all the problems, and then improve the Chinese pronunciation by repeatedly practicing speaking the Chinese language.

2. What strategy/strategies do you use to learn Chinese in class?

My strategy is using mobile phone. I can use my mobile phone to translate or look up the information I want to know.

3. What other ways do you improve your Speaking Chinese after class?

I will briefly communicate with my Chinese friends in Chinese.

4. What is your purpose in learning Chinese?

I want to speak Chinese fluently like a native speaker.

5. What teaching activity do you like to improve your Chinese speaking?

Chinese dialogue exercises and quiz games.

6. How much has this course improved your Chinese speaking?

I can now have a simple daily conversation with my Chinese friend in Chinese.

Third interview: (Wang)

1. How does my teaching method help you to improve your Chinese speaking skills?

The teacher's teaching method makes me feel the most profound is to learn Chinese in the questions. The teacher gave me a lot of questions to help me think, it likes learning math, I can learn Chinese by solving problems.

2. What strategy/strategies do you use to learn Chinese in class?

I often dare to speak Chinese in class.

3. What other ways do you improve your Speaking Chinese after class?

I often watch Chinese movies, I especially like two Chinese stars, so I will practice speaking Chinese to understand the meaning of the movie lines.

4. What is your purpose in learning Chinese?

I want to have a good job in the future.

5. What teaching activity do you like to improve your Chinese speaking?

I want to have more conversations with my teacher in Chinese.

6. How much has this course improved your Chinese speaking?

Now I am more confident to express my ideas in Chinese.

Third interview: (Yang)

1. How does my teaching method help you to improve your Chinese speaking skills?

The teacher's teaching is full of problems. In order to solve these problems, I have to find information and then practice speaking the answers in Chinese. At the beginning, I had some difficulties, I gradually adapted to this teaching mode after many exercises. I felt that the understanding of Chinese would be more profound rather than rote.

2. What strategy/strategies do you use to learn Chinese in class?

I often speak Chinese in class, and I also tried to communicate with my teacher in Chinese.

3. What other ways do you improve your Speaking Chinese after class?

Watching Chinese TV series and listening to Chinese music. Sometimes I practice singing Chinese songs.

4. What is your purpose in learning Chinese?

I want to write and read Chinese characters; I want to speak Chinese like a native speaker.

5. What teaching activity do you like to improve your Chinese speaking?

Watching Chinese movies, listening to Chinese music and doing Chinese dialogue exercises.

6. How much has this course improved your Chinese speaking?

Now I can communicate with my teacher about my daily life in Chinese.

Third interview: (Yong)

1. How does my teaching method help you to improve your Chinese speaking skills?

The teacher taught me to learn Chinese to systematically collect and organize data, and understand each knowledge point to remember them by asking questions. This is a good way to learn Chinese and improve my consistency of speaking Chinese.

2. What strategy/strategies do you use to learn Chinese in class?

First, I will listen carefully; Second, I will take notes; Third, I will ask the teacher if I do not understand.

3. What other ways do you improve your Speaking Chinese after class?

Watching Chinese movies and listening to Chinese songs. I also memorize new words that I don't know by writing.

4. What is your purpose in learning Chinese?

I want to go to China and study abroad in China.

5. What teaching activity do you like to improve your Chinese speaking?

Speaking Chinese and quiz games.

6. How much has this course improved your Chinese speaking?

Now I can roughly describe a thing, and I can clearly express my ideas in Chinese. I am so happy!

Third interview: (Zhou)

1. How does my teaching method help you to improve your Chinese speaking skills?

The teacher will help me practice how to pronounce it better. Just like learning mathematics, I have constantly practiced and then mastered the correct pronunciation of Chinese by getting familiar with and understanding the rules of Chinese pinyin, so my Chinese pronunciation has been greatly improved.

2. What strategy/strategies do you use to learn Chinese in class?

My strategies are listened carefully, take notes and ask more questions.

3. What other ways do you improve your Speaking Chinese after class?

I often learn new words and sentences by watching Chinese series, and then practice how to speak Chinese.

4. What is your purpose in learning Chinese?

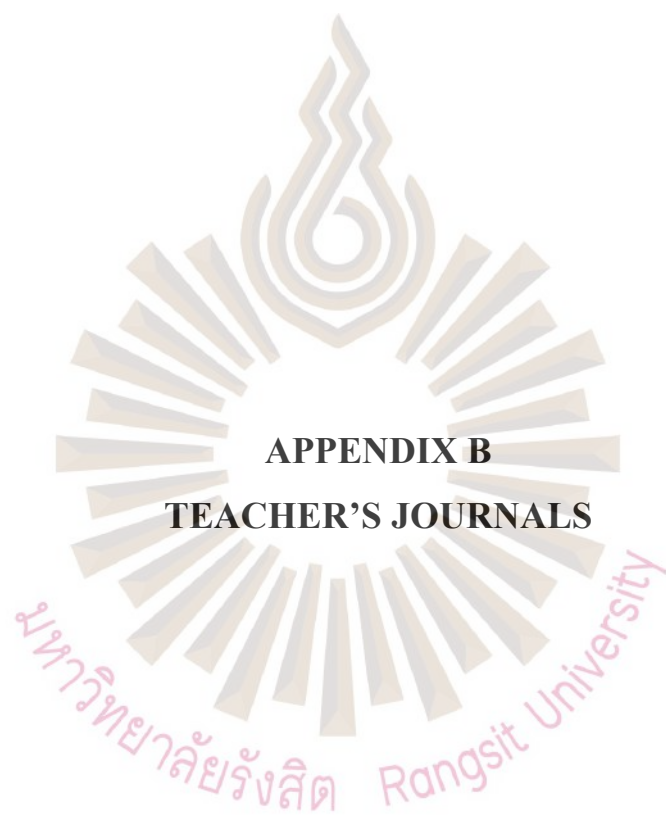
I want to go to China once and share my experiences with foreign friends, and I want to meet my idol that I love.

5. What teaching activity do you like to improve your Chinese speaking?

Chinese dialogue exercises. I hope the teacher will let me speak Chinese more often in class.

6. How much has this course improved your Chinese speaking?

I can speak Chinese more clearly than before and then I can also have simple daily Chinese conversations fluently. Thank you very much!



December 2, 2022

Today was the first time I tried to use my new teaching method to teach Chinese to the students and to improve their oral Chinese skills through an inquiry-based approach. This lesson consisted of two elements: first, using interesting activities (singing, playing games, etc.) to liven up the classroom atmosphere and stimulate students' interest in learning Chinese; second, introducing the subject matter of the lesson by asking some targeted questions and provoking students to think about how to solve the problems to motivate them to learn.

At the beginning, I sang a song for the students on my guitar, which was familiar to them, so that I could interact with them. Another point to note is that as a teacher, you need to have some interesting talents, such as singing, dancing, playing games, acting and playing instruments, etc., in order to liven up the classroom atmosphere and stimulate students' interest in learning. The students were very active during the song playing and enjoyed this little activity, some of them sang along with me and some of them even danced along. I found that Thai students like to sing and dance very much, probably because Thai culture and education have cultivated students' ability to sing and dance, and they are very lively and cheerful, so I like these students.

After the activity, in a relaxed and cheerful classroom atmosphere, I showed the students a small video I had prepared, with different kinds of fruits, plants and animals. During the video, I asked the students to name the fruits, plants and animals they knew in Chinese, and the students could say the names of the things they knew immediately. However, the students knew the most fruits. Then I asked the students what topic they wanted to learn about today. The result was, of course, fruit (teachers need to plan for multiple topics so that they can be comfortable with different situations). Based on the theme of fruit I wrote some questions on the board, such as: What are the common fruits in life? What are some of your favorite fruits? To get students to actively think about what they want to learn; I want them to ask meaningful questions that concern them. I will give them some prompts, such as: When would you use the topic of fruit to have a conversation? What characteristics would you use to describe your favorite fruit? How would you classify fruits? And so on. At first only two or three students gave some

questions, probably because the students had not yet figured out my teaching steps, so I re-explained clearly to the students what we were going to do next. After the students met to ask questions and have a heated discussion, they gave many new questions and answers. I found that it is important to be clear and concise when giving students questions and tips, and because it is bilingual, it is important to ensure effective communication when communicating.

I then discussed with the students how to classify these questions, during which I gave them some hints to guide them, this part was designed by me because the task was a bit difficult for the students and it would have wasted a lot of time if they had to do it by themselves. After the discussion, we finally divided the 11 questions into three categories: the first category, introducing 10 common fruits and their characteristics; the second category, completing a daily conversation about fruits; and the third category, completing a conversation about buying fruits in a fruit store. At the end, I asked the students to record some of these questions and told them that they would need to answer them in the next lesson. After completing these tasks, students were looking up information on their phones and books, some looked excited and some looked confused. I think this is the result of their different Chinese language levels. Students with good Chinese language skills will find these tasks not difficult, while students with poor Chinese language skills will find these tasks difficult, so in the next lesson I will have students divide into small groups for cooperative learning, so that students with good Chinese language skills and students with poor Chinese language skills will be in a group.

In general, the whole teaching process went well. By asking a series of questions to determine the topic and knowledge content to be learned in this lesson, the students were very active and lively, and the classroom atmosphere was very good, which was the result I wanted to see.

December 9, 2022

Through the classification of all the questions in the previous lesson, I asked the students to form teams according to their own preferences, requiring three people in

each learning group (each group should have both good and bad Chinese members, so that students with good Chinese proficiency cannot be in a group and students with bad Chinese proficiency can also be in a group, these are the links I designed beforehand), and then each group must pick a task of their own to complete. The task of this lesson is for each group to find relevant information according to their group problem, and then organize the information they have found and present their learning results to the rest of the class by speaking Chinese (the presentation can be in the form of Chinese speech, Chinese dialogue, etc.).

After the students finished working in teams, I gave them some suggestions in order to make them work more efficiently, such as: the group could divide the group task into three parts for each team member to complete them individually, one student could look up relevant information on their cell phones and textbooks, one student could record the data, another student could practice saying the information they found in Chinese, etc. After I gave suggestions, each student quickly started their task. I then gave each group a standard for completion of the task, requiring each group member to be able to say what they had learned in Chinese.

I observed two very good learning phenomena while the students were looking for information. First, each group wanted to be the first to finish the task, in fact, I did not specify which group would be rewarded if they were the first to finish, so the sense of competition in learning would make each student more active and positive in learning Chinese; second, group members would help each other instead of just finishing their own tasks, this kind of cooperative learning would greatly improve each student's learning efficiency. These are the phenomena I would like to see.

Although each group was able to complete their tasks quickly, they encountered some difficulties in how to fluently present their learning in Chinese, such as the grammatical structure of the sentences and the pronunciation of the words. During their practice, I gave them reasonable instructions to help them master these new grammatical structures and Chinese pronunciation, and in the process of instruction I let them try to use simple sentences to show their learning results, because learning a language always

starts with simple words and sentences, and then slowly expands to more new words, sentence patterns and grammar, so that they can learn Chinese well.

In this process, I found that not all students could understand the grammar and sentence patterns when I explained them to each group, so arranging a group with students who are good at Chinese and students who are not good at Chinese could solve this problem.

Students would ask me to explain in detail what they did not understand and ask me to give some examples to deepen their understanding. Therefore, I think that by organizing such interactive dialogues, students can learn Chinese pronunciation and grammatical structures more effectively and seriously, and thus improve their oral Chinese expression skills quickly. However, one thing to note is that it takes a lot of time to explain different Chinese knowledge to each student in detail, so this teaching method is more suitable for small classes and less easy to operate if the number of students in the class is large. In my experience, it is best to have a class size of no more than 20 students, so that it is easier to teach students Chinese using the inquiry method, and easier to control the teaching process and classroom management. However, students need a lot of time to complete their learning outcomes in this session, where the main steps include searching for information, discussion and practice.

Overall, the learning atmosphere in the classroom was very good. For example, for students with good Chinese proficiency, I only need to give them some guiding questions or hints to help them find the right thinking target, because they have good Chinese foundation to support them in finding reasonable conclusions in the right direction of inquiry; for students with poor Chinese proficiency For students with poor Chinese proficiency, I need to give them some detailed and simple explanations and examples to help them understand the new Chinese grammar and sentence patterns, and then I will let them try to apply these new Chinese grammar and sentence patterns by themselves, in order to let students really understand these knowledge contents instead of memorizing them by heart.

According to my teaching experience, the students should not be too young, because the younger students do not have good logical reasoning ability and sense of discernment, and such a teaching method will make them feel difficult and tired, thus discouraging them from learning. As a teacher, I know that I have to guide my students to explore the Chinese language instead of memorizing it by rote, so I will give the most reasonable suggestions and hints to each student to guide them to explore the Chinese language and to understand the content deeply.

December 16, 2022

In this lesson, each learning group will present their work, and then each group will grade each other and give reasonable suggestions. Each group is given 15 minutes to present their work, during which time students not only present their work, but also provide reasonable explanations for the questions asked by other students. I will also ask some guiding questions or give better explanations for students to better understand the content.

Although each group behaves differently, this does not detract from their ability to showcase their learning. The students were more like a teacher at this point, and each group was working hard to do their best. There were pauses or inability to answer students' questions, but the students were happy to learn Chinese this way.

After each group presented their learning outcomes, the students and I summarized each group's learning outcomes on the board. I found that each group was very excited to talk about what they had learned, and the students were afraid that they would miss every detail. I found that the students still had a little difficulty in speaking Chinese, so they needed a lot of practice to have Chinese conversations.

In general, the students were very motivated to learn, the classroom learning atmosphere was very good, and every group wanted to show their best. Although some students were a bit shy and nervous, this was very helpful to improve their Chinese speaking ability. I found that students can speak Chinese, but the key is whether the teacher can give them the opportunity to do so. Some students are not good at Chinese,

some students are too nervous to speak Chinese, and some students do not even have the opportunity to speak Chinese (except in the classroom, it is difficult for students to communicate with others in Chinese). These measures are obviously much more useful than memorizing Chinese words and sentences, because language is a tool to express oneself and a way to communicate with others, not words and sentences memorized by rote.

December 23, 2022

This lesson is for students to discuss the learning outcomes of each group in order to get better learning outcomes. After listing all the learning outcomes, the students and I organized all the information according to the previous task categories and then discussed and exchanged ideas on how to improve the learning outcomes. As I expected, the discussion was quite intense, with everyone quickly thinking about how to find better sentences and words to improve their learning outcomes, with many useful suggestions for each situation, and finally a show of hands to choose the best sentences and words to improve the task. During this time, I, as the teacher, would still give the students some guiding tips and suggestions to help them think effectively and find a more reasonable conclusion.

I found two classroom phenomena. First, most of the students were very active in talking about the problems, but two of them never gave positive responses, probably because they were more introverted or their Chinese language skills were not good, so they did not have the confidence to express their ideas; second, the students searched the Internet for many relevant Chinese words and sentences in order to come up with better suggestions and conclusions. However, not every student understands the meaning and usage of these words and sentences, which will increase their learning burden. Therefore, I think that relying too much on the Internet may not be very helpful for students to learn Chinese, especially the expression of spoken Chinese, and may make students not think well and only look for answers to questions. As a teacher, I would try to let students give a reasonable suggestion or answer by themselves through thinking, even though the suggestion or answer may not be good enough, but it can develop students' ability to think and analyze problems.

At the end, the students completed all the tasks, and the fruits of their work were the students' efforts, so they looked extra excited and joyful at the moment of completion. In order to make the students understand and remember the content more effectively and deeply, I took them to review the content again, and I explained the difficult content in detail and gave reasonable examples to help them deepen their understanding. Since the content was obtained from the students' research, it was not unfamiliar or difficult for them to understand, so I felt very relaxed when explaining it, and the students were able to understand the content very well.

Overall, the students' learning performance was excellent, the atmosphere of the class was good, and as a teacher I was able to easily control the whole process and make sure it flowed smoothly. I found that after the students finished their tasks, the teacher had to help them explain and review all the content so that they could understand and remember the content in a systematic and detailed way, thus improving the students' Chinese speaking skills little by little.

December 30, 2022

After completing the previous learning sessions, I needed to create a learning quiz for the students in this lesson. Because each student's Chinese level is different, I would give each student a different learning quiz, which would ensure that the learning quiz is not too difficult and would also consolidate and improve the students' spoken Chinese, and the students would get a corresponding score after the quiz is completed, so that the students would be more motivated to learn Chinese.

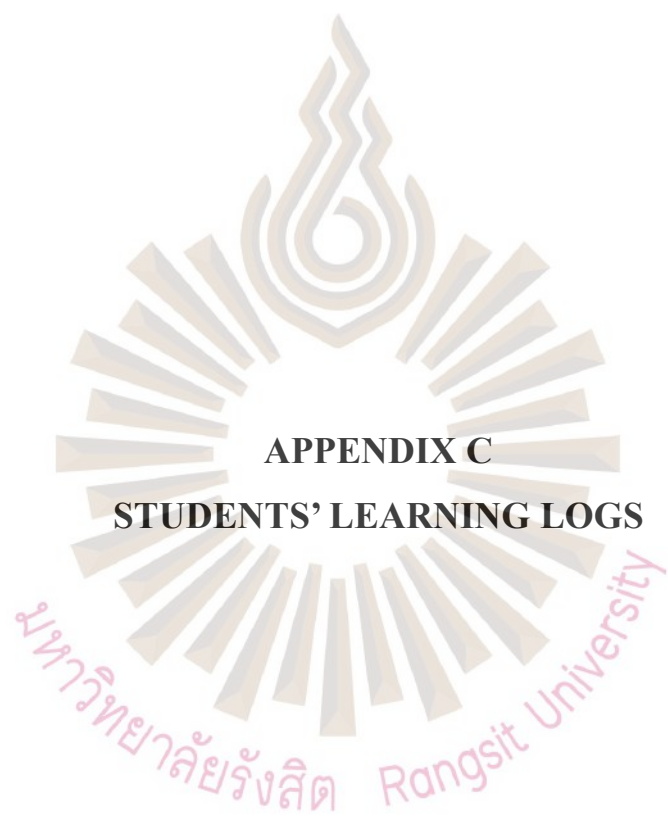
Before the learning quiz, I would give students a quick review of all the Chinese knowledge they have learned and give explanations for what they do not understand or remember to better consolidate and deepen their understanding and memory of the Chinese they have learned.

Each student was very serious and active to get a higher score and consolidate the Chinese they had learned. After being informed of all the questions, each student was

carefully reviewing and speaking Chinese out loud. For example, some students had to read aloud each word and sentence about fruits, some students had to do oral quiz with me about fruits, some students had to describe their favorite fruits in Chinese, etc. I did not give each student specific questions for the test, so to fully prepare for this learning quiz students would practice speaking and reading aloud in Chinese to each other, and for questions they did not understand and pronunciation problems in Chinese, students would seek my help to better complete the learning quiz.

During the learning quiz, the students with good Chinese skills could answer all my questions fluently in Chinese and did very well, while the students with poor Chinese skills were a bit nervous and shy when answering the questions, but they could also answer all my questions in Chinese without any problems.

Overall, every student performed very well and accomplished a good job of expressing themselves in spoken Chinese, especially in Chinese pronunciation. The students were all very enthusiastic about learning and the atmosphere in the classroom was very good. I found that the quizzes helped the students to consolidate their knowledge of Chinese, and the questions and answers in Chinese helped them to improve their spoken Chinese. I will practice speaking Chinese more often in the future.



APPENDIX C

STUDENTS' LEARNING LOGS

มหาวิทยาลัยรังสิต Rangsit University

Group A (Yang, Jin, Wang)**December 2, 2022**

1. I like the fact that the teacher uses interesting teaching activities (playing guitar, singing) to increase the students' interest in learning. This will help me not to feel bored or uninteresting when learning Chinese. Then the teacher introduces what the topic of the day is going to be through videos and interactions, which I like, instead of just explaining the book content.

2. I felt very relaxed after the whole session, knowing what I had to prepare and do next, rather than memorizing what was in the book.

3. The class was a great learning atmosphere and we all discussed very actively and asked many questions. We were all eager to express ourselves actively. I enjoyed such a pleasant classroom atmosphere, and such interaction made me interested in learning Chinese and not feeling scared or stressed about learning Chinese.

4. After watching the video, the teacher would ask a series of questions for us to answer. Although there were some pictures with names that I didn't know how to answer in Chinese, I knew what they were and what we were going to learn about the subject matter. I think the purpose of this was to better understand and become familiar with the subject matter we were going to learn, and I liked the fact that it would allow me to go step by step through what I was going to learn, rather than just telling me the answers or reading the textbook.

December 9, 2022

1. In this lesson, the teacher divided us into three learning groups and asked us to search for relevant information to answer these questions based on the questions asked. I found this teaching style very interesting.

2. Everyone in the group had a task to complete; we needed to look up information, think about how to solve the problems, and then sort out those answers. I like the

learning atmosphere where everyone is working hard to learn Chinese.

3. Probably because we wanted to do the best job, we had a lot of oral practice in Chinese, during which the teacher would correct our pronunciation. I would remember the correct pronunciation of each word, which was much better than memorizing it by rote.

4. It becomes a bit difficult to put all this searched information together in Chinese in a reasonable way, during which the teacher will give us help, the teacher will give some hints, will give some questions, but never give us the final answer.

5. In the process of finding information, we not only need to think about how to solve these problems, but we also need to learn to organize this information, because we have to show our group's learning to the whole class.

December 16, 2022

1. I like this interactive way of learning to speak Chinese because it will help me to express my thoughts in Chinese and to speak Chinese in my life instead of memorizing Chinese words in class. I find it very useful for improving my spoken Chinese.

2. Each group presented their learning results by speaking Chinese, which I think is a new attempt for learning Chinese. Although there is a little difficulty in practicing Chinese conversation, it can effectively improve my spoken Chinese.

3. We wrote out all the dialogues on the board in Thai and Chinese and explained everything to the others, and we gave reasonable explanations and examples for what the other students did not understand. I like this way to speak Chinese through dialogue interaction, it is very good to improve my self-confidence in speaking Chinese.

4. Each group scored each other and then gave reasonable suggestions, the

students performed very well and actively, and the classroom learning atmosphere was very pleasant.

5. I was a little nervous at first when we presented the results of our group's study, but I slowly got used to it and felt that I could speak Chinese confidently.

December 23, 2022

1. In order to organize all the contents presented in the last lesson, the students had an intense discussion, some of them asked new questions, some gave new answers, and the teacher would give better contents to help us improve our learning.

2. The teacher asked us to discuss these learning and new questions together, in order to summarize better content for us to understand and remember. I think this is a good way to learn to help us review and consolidate what I have learned.

3. Since most of the content was done by us, I was able to understand their meanings and I only had to practice and memorize these new words and sentence patterns, which made learning Chinese easy and simple.

4. In general, I like the systematic way of learning, I can learn spoken Chinese that I often use in my life, which is very helpful to improve my spoken Chinese skills.

5. I am glad to have such a way to learn Chinese and I have improved a lot in learning Chinese, especially in the expression of spoken Chinese.

December 30, 2022

1. In this lesson, the teacher gave each of our students a learning quiz, and each student had different questions for the quiz, which required each of our students to prepare carefully and to practice speaking Chinese to answer the questions asked by the teacher.

2. I like the teaching session that the teacher does not assign a lot of homework to the students at the end of the class, just a spoken Chinese test in the classroom, so there is not much pressure to learn Chinese.

3. I can speak Chinese with my teacher by learning quizzes in speaking Chinese, which improves my speaking Chinese very well.

4. Although I understood and remembered all the Chinese I had learned well, I was still a little nervous to answer the teacher's questions by speaking Chinese. However, with the help of my teacher and classmates, I was brave enough to answer the teacher's questions.

Group B (Yong, Kong, Huang)

December 2, 2022

1. The teacher sang a song to us at the beginning, and the classroom atmosphere was immediately lively. I like the way the teacher's teaching style can make learning cheerful and interesting, instead of directly teaching students the knowledge of the textbook.

2. The teacher asked us to ask questions that we could think of based on the content of the video and to familiarize ourselves with what we would be studying through these questions.

3. The classroom atmosphere is very good, learning Chinese is not boring and difficult, I wish every class had such interesting teaching activities, such as watching Chinese movies, Chinese animation or playing games, etc.

December 9, 2022

1. Through this study I think this way of teaching is interesting and effective because we are learning Chinese seriously and we are willing to learn Chinese. Everyone has their own tasks to accomplish, and it's a good learning atmosphere.

2. Based on the three sets of questions from the previous lesson, the teacher asked us to divide into three learning groups to solve these questions. The teacher would not give the answers directly but asked us to search for relevant information and then answer these questions ourselves according to the questions.

3. We sought the help of our teachers when we encountered difficulties, and because of the one-on-one instruction, practicing the pronunciation of Chinese words and sentences became very effective and easy.

4. I like this way of learning; I know I am learning new Chinese seriously and I understand the content because it is something we find out ourselves instead of trying to memorize what is in the book. Also, the teacher can give detailed explanations for what we don't know, so we will understand and remember the content better, especially the application of Chinese grammar.

December 16, 2022

1. I like the way that each student becomes the center of learning, and each student can explain their group's learning to the rest of the class.

2. I think what is especially good is that I can summarize the subject matter systematically and not memorize Chinese words and sentences like I did before. Also, by showing my learning results, I can improve my spoken Chinese because I need to practice how to pronounce words correctly and how to speak Chinese fluently.

3. Every student could speak Chinese in showing their learning achievements, which is a good way to learn Chinese and speak Chinese. I like this way of learning to practice speaking Chinese because I will practice how to speak Chinese well and speak more Chinese, which I think is very helpful to improve my spoken Chinese.

4. I was very nervous at first, and my pronunciation of some Chinese words was still not standard, but I still finished all my learning in Chinese.

December 23, 2022

1. The atmosphere of the class was very active, and the discussion was very intense, students would give different opinions, but in the end they would unite for the best result. I think this method is very good, not only to engage students in learning, but also to come up with the best learning outcome to make it easier and more effective for us to learn and speak Chinese.

2. We did all these contents by ourselves, and I feel very accomplished. I was able to understand their meanings and was willing to memorize them, which made me more confident and braver when speaking Chinese.

3. I liked the way the teacher taught me, although I found it difficult at first to speak Chinese, but by practicing speaking Chinese it really improved my ability to speak Chinese and I wanted to prove that I could speak Chinese well.

4. I think this way of teaching is very helpful to improve the motivation of learning Chinese, because everyone is involved in the learning, everyone wants to solve the problems better, and everyone wants to show the best of themselves.

December 30, 2022

1. I really liked the way the teacher taught me, and I was able to consolidate my Chinese knowledge through learning quizzes, which not only deepened my memory of Chinese knowledge, but also improved my spoken Chinese.

2. I was very nervous when practicing speaking Chinese, but I did well on the test with lots of practice.

3. Each student actively practiced speaking Chinese to get a higher score and helped each other with questions they didn't know, which I liked.

Group C (Liu, Zhou, Lin)**December 2, 2022**

1. I liked the fun teaching activities, every student seemed excited, some were singing along, some were dancing, everyone was happy and relaxed.

2. The teacher will communicate and interact with us instead of directly explaining the contents of the textbook.

3. The teacher would give us questions and let us ask interesting questions of our own. Whatever the questions are, I think they are helpful for learning Chinese, because we need to think about how to solve these problems.

4. I find that by asking some columns of questions can help me understand and learn new knowledge faster, because I must think about how to solve these problems, so I will go to understand and search relevant information, I think this is a good way to learn.

December 9, 2022

1. The teacher wants students to be able to take the initiative to find information and solve problems on their own, rather than having the teacher provide the answers directly to them. I think this is good because it is not going to memorize the words in the textbook.

2. Because it was a group effort, everyone had a task to complete, and we needed to find information, think about how to solve the problems, and then organize that information.

3. It was not difficult to find information, but it was very difficult to speak the scenario in Chinese fluently, and our group spent a lot of time practicing the Chinese dialogue.

4. Although I encountered many problems in the process of solving the problem, other students and teachers could give me a lot of help.

5. Although it took a lot of time, I felt happy and satisfied because the learning was done with my group members, and I felt that I could understand and remember the content better because I put in the effort and sweat.

December 16, 2022

1. I was a little less confident in speaking Chinese, so this time it was the other two members of the group who presented our learning. But I still feel good because these learning results are the result of each member's efforts.

2. I think the teacher's teaching style is very innovative, although there is a little bit of difficulty in the learning process, but I can clearly distinguish and organize all the content, which I couldn't do before and only knew to memorize all the Chinese words and sentences by rote. Now I can understand and remember the new content very well, and I am very happy to have such a learning experience.

3. When I first started to speak Chinese on stage, I was very nervous and my pronunciation of some words was not very standard, but I finished the spoken Chinese conversation completely, which gave me confidence to learn Chinese and speak Chinese well. I am very happy to have this new way to learn Chinese, it is very suitable for me to speak Chinese.

4. The students were doing their best to complete each task in order to show their best learning results, and most of them were actively preparing to present their group's learning results.

December 23, 2022

1. Students engaged in intense discussions, some raised new questions, some gave new answers and suggestions, the learning atmosphere in the classroom was very good,

every student was involved in the activities, students were very active and worked hard to solve the problems, hoping to get the final answers.

2. I'm glad to have such a way to learn Chinese, but I still don't dare to speak Chinese, so I hope I can take the initiative to speak Chinese next time.

3. We remembered the contents very well because we searched for them ourselves, and then the teacher explained and reviewed them for us systematically, especially the grammatical structure of the sentences, and by practicing saying them in Chinese, we would better master and use the sentence patterns.

4. I can now organize everything clearly, although I have a little difficulty in expressing myself in spoken Chinese, but I believe I will get better and I need to spend more time to practice speaking Chinese.

December 30, 2022

1. The teacher used learning quizzes to reinforce what I had learned about Chinese, and I was glad to learn Chinese without a lot of homework.

2. The teacher gave each student a learning quiz in which each student had to answer the teacher's questions by speaking Chinese, and I liked this way of teaching to improve my spoken Chinese.

3. At first, I was worried that I wouldn't be able to get a higher score in the speaking test because my spoken Chinese was not very well, so I needed to do a lot of practice to prepare. In the end, I also successfully completed the questions asked by the teacher, which improved my self-confidence in speaking Chinese.



APPENDIX D
CONSENT FROM FOR PERSONS PARTICIPATING IN
RESEARCH PROJECTS

มหาวิทยาลัยรังสิต Rangsit University



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects

PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom
Name of participant: ศุภกมลรัตน์ ชวนพิชญ์พรหมName of investigator(s): Liu jia

1. I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2. I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3. I acknowledge that:

a. The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b. I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c. The project is for the purpose of research;

d. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e. The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature ศุภกมลรัตน์ ชวนพิชญ์พรหม Date November 02, 2022
(Participant)

Signature อภินันท์ ชวนพิชญ์พรหม Date November 02, 2022
(Witness to consent)



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects**PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom**

Name of participant: อุกฤษณ์ อัจฉริยะ

Name of investigator(s): Liu jia

1. I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2. I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3. I acknowledge that:

a. The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b. I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c. The project is for the purpose of research;

d. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e. The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature อุกฤษณ์ อัจฉริยะ Data November 02, 2022
(Participant)

Signature อัครวิทย์ อัจฉริยะ Data November 02, 2022
(Witness to consent)



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects**PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom**

Name of participant: จุฑามงณ์ จงจิตร

Name of investigator(s): Liu jia

1.I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2.I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3.I acknowledge that:

a.The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b.I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c.The project is for the purpose of research;

d.I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e.The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature จุฑามงณ์ จงจิตร Data November 02, 2022
(Participant)

Signature อภิชาติ อภิชาติ Data November 02, 2022
(Witness to consent)

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Faculty of Education

THE UNIVERSITY OF RANGSIT Ruttanakhunakorn Bld 12000 Thailand

T: + 66- (0) -2-997-2200 F:+ 66- (0) -2-997-2200



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects**PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom**

Name of participant: จุฑามณี จงจิตร

Name of investigator(s): Liu jia

1.I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2.I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3.I acknowledge that:

a.The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b.I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c.The project is for the purpose of research;

d.I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e.The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature จุฑามณี จงจิตร Data November 02, 2022
(Participant)

Signature อภิวันท์ จงจิตร Data November 02, 2022
(Witness to consent)



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects**PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom**Name of participant: จากภรณ์ จงจิตรName of investigator(s): Liu jia

1.I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2.I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3.I acknowledge that:

a.The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b.I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c.The project is for the purpose of research;

d.I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e.The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature จากภรณ์ จงจิตร Data November 02, 2022
(Participant)

Signature ฉัตรวิภาณี จงจิตร Data November 02, 2022
(Witness to consent)



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects**PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom**

Name of participant: อุมภรณ์ อรุณรัตน์

Name of investigator(s): Liu jia

1.I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2.I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3.I acknowledge that:

a.The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b.I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c.The project is for the purpose of research;

d.I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e.The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature อุมภรณ์ อรุณรัตน์ Data November 02, 2022
(Participant)

Signature อิศวิมลรัตน์ อรุณรัตน์ Data November 02, 2022
(Witness to consent)



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects**PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom**Name of participant: จุมภรณ์ จงจิตรName of investigator(s): Liu jia

1.I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2.I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3.I acknowledge that:

a.The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b.I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c.The project is for the purpose of research;

d.I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e.The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature จุมภรณ์ จงจิตร Data November 02, 2022
(Participant)

Signature สิททิษาณ์ จงจิตร Data November 02, 2022
(Witness to consent)



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects

PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom

Name of participant: จากภรณ์ อัจฉริยะ

Name of investigator(s): Liu jia

1.I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2.I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3.I acknowledge that:

a.The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;

b.I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

c.The project is for the purpose of research;

d.I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;

e.The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature จากภรณ์ อัจฉริยะ Data November 02, 2022
(Participant)

Signature สิททิษา อัจฉริยะ Data November 02, 2022
(Witness to consent)



มหาวิทยาลัยรังสิต

THE UNIVERSITY OF RANGSIT

SCHOOL/DEPARTMENT of International Studies - Bilingual Education

Consent form for persons participating in research projects**PROJECT TITLE: Inquiry-based Approaches to Improve Senior High School Students' Speaking Skills in a Chinese Language Classroom**Name of participant: สุภาภรณ์ อัจฉิธรName of investigator(s): Liu jia

1.I consent to participate in the project named above, the particulars of which-including details of classroom participation, pre and post questionnaires, interviews, being audio-taped, and being video-taped have been explained to me. A written copy of the information has been given to me to keep.

2.I authorize the research or his or her assistant to use with me the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings referred to under (1) above.

3.I acknowledge that:

- a.The possible effects of the activities in classroom participating, pre and post questionnaires, interviews, audio-tape and video-tape recordings have been explained to me to my satisfaction;
- b.I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;
- c.The project is for the purpose of research;
- d.I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;
- e.The transcripts of the interviews and the interpretation of the classroom activities, and pre and post questionnaires will be returned to me for verification. Moreover, I will be referred to by pseudonym in any publication arising from the research. My relationship with the researcher as students and teacher will have no effect on grades either in case of participation or non-participation in the research.

Signature สุภาภรณ์ อัจฉิธร Data November 02, 2022
(Participant)

Signature ฉัตรวิภาณี อัจฉิธร Data November 02, 2022
(Witness to consent)

BIOGRAPHY

Name	Jia Liu
Date of Birth	11 January 1993
Place of Birth	Kunming, China
Education Background	Anhui Wenda College of Information Engineering, China Bachelor of Industrial design, 2017 Rangsit University, Thailand Master of Education in Bilingual Education, 2024
Email:	liujiawill131458@gmail.com

