



**TEACHER'S PERCEPTION OF CHINESE LANGUAGE
CLASSROOM INSTRUCTION: VOICES
OF THE TEACHERS**

**BY
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Abstract

This study aimed to 1) investigate the classroom instruction used in Chinese language teaching, 2) explore the issues related to classroom instruction, and 3) identify ways to address the issues in an international school, Bangkok, Thailand. This study used the whole teacher population (N=35) as the subjects of the study. 33 teachers in total returned the questionnaire, and we purposefully selected eight Chinese teachers for in-depth interviews. The questionnaire data were analyzed using average and standard deviation (SD). The interview data were analyzed using the three steps of the Grounded Theory: open coding, axial coding and selective coding. The results showed that Chinese teachers at this school rarely used Thai in their instruction. Instead, they frequently used either Chinese instruction or instruction aided by English. Prior to class, the majority of teachers provided language tests, reviewed classroom rules with the pupils, mostly employed lecturing techniques, and routinely tested the students' Chinese language skills. However, several issues were found, namely inadequate preparation of lesson plans, a lack of classroom engagement, a mismatch between the curriculum and real learning objectives, and outdated teaching resources. The ways to improve Chinese classroom instruction included ensuring that teachers are aware of their students' backgrounds and needs, creating classroom rules in advance, creating a dynamic learning environment, and utilizing more pair work rather than group work for assignments.

(Total 141 pages)

Keywords: Teacher's Perception, Instruction, Voices of The Teachers, Chinese Language Classroom

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CHAPTER 1

INTRODUCTION

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

1.1 Background of the study

Developing second language learners' practical capacity is one of the primary goals of foreign language instruction (Liu, 2000, pp. 21-22). The classroom serves as the primary instructional venue. The classroom experience is the most essential component of a student's education. Classroom environments are influential on student learning (Reutze and Cooter, 2000). Its quality directly affects students' growth and development, both now and in the future, in various ways. The most essential component of a teacher's work is in the classroom. To achieve their goals and optimize learning outcomes, teachers must be skilled in managing various teaching-related aspects in the classroom. Because of this, each teacher must carefully prepare the lesson plan before class.

Classroom instruction is important to students because it allows them to acquire the knowledge and skills they need for education and work. It enables students to explore and construct knowledge independently, while also providing direct guidance when necessary. Instruction methods interact with other important factors for learning, such as individual differences, self-explanation, and comparison. Students' needs should closely align with the critical instruction content, and learners should effectively communicate specific teaching objectives. An instructional environment that encourages students' active participation in the learning process is also beneficial. Instruction helps

teachers improve students' learning at their own pace, tailoring it to specific needs and characteristics. Overall, instruction is vital in promoting understanding, supporting student development, and ensuring effective education (Lee and Anderson, 2013).

Classroom instruction is the primary form of school teaching, the central channel for students to acquire knowledge, and the main way to achieve quality education. The classroom is the key to improving the quality of teaching. When the educational environment is well-designed, students will be joyful and enthusiastic, open-minded, and fast to respond to inquiries. They will also participate in strong teacher-student cooperation. Conversely, students who are depressed, low in energy, and have poor thinking skills will respond slowly to questions and exhibit poor teacher-student cooperation. Currently, it is more important than ever to vigorously promote quality education. This kind of "pleasant classroom teaching" makes students learn efficiently and lively (Wang, 2017).

Classroom instruction plays a vital role in various areas such as physical education, language acquisition, motor skill learning, and procedural tasks. They provide the guidance, structure, and information necessary to learn and perform effectively. Tailored training for both novices and specialists in sports psychology can enhance movement patterns and performance. Likewise, in motor skill learning, instructions to divide difficult sequences into digestible parts have an impact on both the initial cognitive representation and the performance that follows. In language acquisition, the type and timing of instruction can affect second language acquisition, highlighting the importance of teaching methods. Furthermore, instructions help with learning and task completion in procedural tasks, and various approaches might influence performance and learning objectives. In general, classroom instruction greatly aids learning, the transfer of information from short-term to long-term memory, and task performance (Schlapkoh and Raab, 2016).

According to the specific teaching objectives, teaching content, and teaching methods, common classroom instruction types can be divided into the following categories: lecture-style teaching, task-based language teaching, interactive language

teaching, game teaching, experiential teaching, cooperative teaching, etc. Teachers can select appropriate course types based on specific teaching content and student needs. Additionally, teachers can flexibly combine different course types based on specific teaching objectives, creating a variety of teaching forms that are suitable for different teaching environments and student groups.

Lecture-style teaching is a structured form of instruction in which students receive information directly from a teacher. Here, the responsibility for students' learning rests firmly on the teacher. The teacher establishes the lesson's goal and provides the students with an accurate explanation of it. The teacher gives a detailed explanation of the course objectives to the students, as well as an outline or sneak peek at what is to come. Seeing the structure of what is to be learned helps students process and encode new information. It is well-structured and designed to make optimal use of instructional time. Effective planning enhances learning and reduces classroom management issues. The input is the specific information you want students to know. To improve students' assimilation and encoding of knowledge, the input for a direct instruction lesson should be logically structured and well-organized if you are teaching a skill or a concept (Johnson, 2010).

Task-based teaching in the primary comprehensive Chinese course has produced relatively positive results, giving full play to the advantages of task-based teaching and improving the shortcomings of the single teaching method in the comprehensive Chinese course at Wutong School. In order to facilitate learning and turn "language knowledge" into "language skills," it places a strong emphasis on "learning by doing," "negotiation of meaning," and "interactive communication." This effectively raises students' proficiency in all areas of language use. Secondly, active learning and diverse, large-scale communicative exercises significantly enhance output training, increase the proportion of classroom exercises, and boost the rate of Chinese speaking. Additionally, cooperative learning is better suited for Thai students, since it lowers anxiety levels, fosters the development of students' learning strategies and interpersonal connections, and helps to create a Chinese learning environment that values friendship and mutual support. Of course, the shortcomings and contradictions

of task-based teaching in comprehensive elementary Chinese courses primarily stem from the requirements placed on teachers due to class time restrictions. Some language elements cannot guarantee sufficient training. Teachers must compare teaching content, task design, etc. For classroom management, progress control, and other related tasks, adequate preparation and extensive teaching experience are necessary (Dong, 2019).

Various disciplines have widely adopted the interactive teaching style. It encourages teacher-student interaction, as well as student feedback on teaching materials and methods. Researchers can naturally combine the interactive teaching model with the introduction link to conduct in-depth research. This helps to foster a positive learning environment in the classroom, grab students' interest in participating in class, and facilitate Chinese learners' entry into the learning state as soon as possible. However, there are also some shortcomings in the introduction design of elementary Chinese as a foreign language course under the interactive teaching mode, such as loss control of the introduction time, which affects the development of subsequent teaching content (Tang, 2020).

Game-based classroom instruction involves using games as educational tools to enhance student learning and engagement. Games can help teach various subjects, from geometry to natural number sequences, by providing interactive and immersive learning experiences. Teachers can use game mechanics to increase student motivation and enjoyment, ultimately improving learning outcomes. Research has proven that integrating digital games into the classroom environment positively impacts students' interest and intrinsic motivation to learn. Teachers' professional development opportunities play a critical role in overcoming barriers and increasing the use of game-based learning in education. By combining game mechanics with learning objectives, educators can create effective game-based interventions that promote skill development and knowledge retention (Ellsworth, 2023).

In today's increasingly globalized society, language teaching has become increasingly important. Enhancing the practicality and engagement of language classes

has become critical to improving students' language skills. Through practice and engagement, language instruction should not only transfer knowledge in one direction but also help students become more proficient speakers and gain confidence while using the language in everyday situations. Language learning requires a natural language environment to be supported. Therefore, experiential practice is an essential means to improve the practicality of language courses. Teachers can arrange for students to participate in field trips, language exchange programs, and other events to enhance their language proficiency and gain real-world experience in language use. To increase the practicality of language courses, teachers can design some practical tasks to permit students to apply the language knowledge they have learned in real life. For example, students can make posters, make speeches, write essays, etc., and consolidate and improve language skills through practical tasks (Anburaj, 2013).

Cooperative learning is an essential strategy in developmental teaching. With students as the center in groups, through a clear division of labor, pupils learn together for a shared learning goal, cooperate and interact during the discussion and learning process, promote each other, and improve together. It is conducive to mobilizing students' enthusiasm for learning, cultivating students' awareness of subject participation and cooperative inquiry ability, cultivating harmonious teacher-student relationships, and establishing students' sense of self-worth. However, specific problems may arise, such as improper timing, unscientific grouping, unclear rules, a lack of independent thinking, uneven participation, time constraints, inadequate guidance, formality, and an imperfect management evaluation system (Parupalli, 2019).

An inquiry-based model can assist teachers in preparing their lessons and catering for all their learners' diverse needs. With this model, teachers can prepare their learners for the lesson by using prepared questions that encourage them to 'inquire', and 'search for the truth'. Inquiry-based learning (IBL) places the learners' questions, ideas, and reflections at the center of their learning experiences. It has the Confucian motto "Tell me and I forget; show me and I remember; involve me and I understand" at the heart of its procedure. Through inquiry, learners move away from accumulating data and more toward acquiring useful, applicable knowledge. This

renders learners 21st Century citizens who are critical thinkers and problem solvers (Alameddine and Ahwal, 2016).

The previous overview makes explicit how crucial classroom instruction is to the process of mastering Chinese. It serves as the primary location for students to acquire Chinese language proficiency methodically. Students can progressively establish a strong foundation in the Chinese language and consistently enhance their language application skills with the help of teachers' expert guidance and a wealth of varied teaching techniques. In addition, classroom instruction gives kids the chance to engage with both teachers and peers, which fosters their ability to think linguistically and communicate across cultural boundaries. Students' future academic, professional, and personal lives will be significantly impacted by the development of these skills.

1.2 Statement of the Problem

Classroom instruction faces a variety of challenges that affect both educators and students. Problems include unexpected and unplanned controversial topics that impact teachers' responses and pedagogy. Additionally, teachers encounter critical situations such as student aggression, highlighting the need for adaptive and metacognitive skills. Classroom management issues were identified by both teachers and students, with differences in perceptions of teacher behavior and its impact on the learning environment. Different management problems will be encountered in actual teaching, which requires different measures to be taken, such as dealing with students' inappropriate behavior through strategies such as being friendly, setting rules, and maintaining confidence. Addressing these issues requires effective planning, supportive environments, scaffolding, and formative assessment to achieve successful teaching outcomes (Prilla and Angelina, 2019).

In Chinese language classrooms, problematic behaviors arise when students disregard conduct and teaching guidelines and disrupt the normal order and efficacy of instruction. The severity of problematic behaviors varies in Chinese classrooms. A primary focus is learning how to accurately gauge the severity of problem behaviors

and implement suitable coping mechanisms. Inappropriate coping mechanisms can trigger students' rebellious psychology, cause problematic behaviors to worsen, and eventually create a vicious cycle that strains the teacher-student bond (Zhu, 2023).

Chinese teachers' classroom management and communication methods are the main factors causing international students' classroom learning anxiety. Chinese teachers' improper error correction methods and ignorance of cultural and cognitive style differences in learning activities also make international students feel too stressed during classroom learning and unwilling to participate in classroom activities. Chinese teachers should face up to the language learning anxiety of international students, fully consider differences in culture and cognitive styles in language teaching planning, and enhance the sensitivity of cross-cultural communication. Methods of instruction like group projects and delayed error correction can also be used to provide the right kind of academic assistance to lessen the stress, anxiety, and frustration that foreign students experience when studying Chinese (Yang, 2023).

Since the 21st century, Chinese language teaching in Thailand has entered a new period of vigorous development. Thailand's Chinese language education and promotion programs are noteworthy from a global standpoint, particularly with regard to Chinese language promotion in Southeast Asia. Overseas Chinese teachers should fully utilize the resources available to them in order to conduct action research on teaching Chinese as a foreign language. This will not only enhance the existing body of research on teaching Chinese as a foreign language, but also foster the independent development of Chinese language education as a foreign language discipline (Feng, 2023).

In Thai primary schools, Chinese classroom management problems seriously affect regular teaching. According to a survey conducted in Thai schools, among the most prevalent problematic behaviors in Thai Chinese classrooms are, for instance, teachers who neglect to arrange their teaching connections in a way that preserves each teaching link's integrity. It should align with the actual status of the students; students' behavioral issues have caused chaos in the classroom, leading to unsatisfactory teaching effects; the school environment and curriculum; there are zero-based Chinese learners of

all ages in the school, which will also increase the difficulty of regular classroom management (Wang, 2023).

In summary, there is much to be gained from studying Chinese teachers and classroom instruction. It fosters cultural exchanges and mutual understanding between China and Thailand, enhances the effectiveness and quality of Chinese instruction, and advances the professional development of instructors. As a result, we ought to give this research a lot of weight and add more knowledge and power to the global advancement of Chinese education.

1.3 Research Objectives

The objectives of the study are as follows:

- 1.3.1 To investigate the classroom instruction used in Chinese language teaching
- 1.3.2 To explore the issues that are related to classroom instruction
- 1.3.3 To find ways to address the issues

1.4 Research Questions

In this study, the following research questions were explored.

- 1.4.1 What is the classroom instruction in Chinese language teaching?
- 1.4.2 What are the issues that are related to classroom instruction?
- 1.4.3 What are the ways that should be done to address the issues that are related to classroom instruction?

1.5 Conceptual Framework

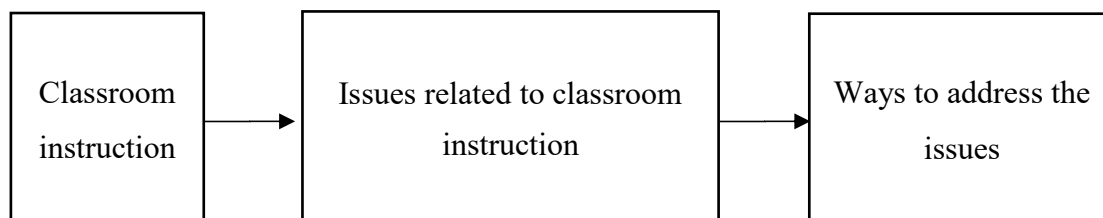


Figure1.1 Conceptual Framework

1.6 Significance of the Study

1.6.1 For teachers: this study examines the perspectives of Chinese teachers on teaching in the classroom in order to provide teachers with a deeper understanding of the interactions and communication that occur between teachers and students in Chinese classrooms, as well as any limitation. It can also help teachers acquire the scientific observation abilities required to identify their weaknesses in terms of lesson planning, student-teacher interaction, and instructional strategies. This will ultimately expedite their job progression.

1.6.2 For students: obtaining an in-depth knowledge of teachers' perspectives in the classroom can assist in designing a more needs-based learning environment, encourage student interest and initiative, and enhance learning outcomes. Simultaneously, this type of study also highlights the development of students' holistic qualities, enabling them to adjust to the demands of future societal development more effectively.

1.6.3 For schools: school can improve teaching management and procedures in a targeted manner and raise overall teaching quality by analyzing instructors' perspectives in the classroom. This will give schools a deeper understanding of the problems related to the quality of instruction. Simultaneously, this type of research will support the school's innovation in the field of education and help it keep its top spot in the education industry.

1.7 Scope of the Study

This study was to be conducted within a particular scope as described here, therefore, generalizations of the results must be taken with caution, especially in the contexts of different educational levels and using various research instruments.

1.7.1 Location of study

The study was carried out by the survey, and the sample group was from Wells International School-On Nut Campus, Bangkok, Thailand. The campus is located in Sukhumvit District, Bangkok, close to the city center and with convenient transportation.

Wells International School-On Nut is a Grade 1–12 college preparatory school, offering the American curriculum in the heart of Bangkok. Over 500 students, representing 50 nationalities, populate Wells On Nut, creating a truly international environment. AP and IBDP, in addition to the Wells high school program, are available, and many of our students graduate to attend top universities worldwide. Located minutes away from the BTS On Nut station, Wells On Nut is comprised of three computer labs, a cafeteria, pool, fitness room, gym, coliseum, science labs, playground, auditorium, dance room, and music room. Wells is licensed by the Thai Ministry of Education, and has been accredited by the Western Association of Schools and Colleges (WASC) since 2009. Wells is a member of the International Schools Association of Thailand (ISAT) and the East Asia Regional Council of Schools (EARCOS).

1.7.2 Population of the Study

The population of the study was 33 Chinese teachers at Wells International School- On Nut in Thailand. 8 Chinese teachers were purposively selected for in-depth interviews in the interview section.

1.8 Limitations of the Study

Due to the small size, only 33 Chinese teachers participated. The result of questionnaire and semi-structured interview had some limitations. In addition, the results of the current study may differ from those extensive observations of classroom situations because our primary focus is on gathering Chinese teachers' cognition and analysis of Chinese teaching, as well as discovering the comprehensive phenomena that currently exist in Chinese teaching from the teacher's perspective.

1.9 Definition of Terms

Teachers' Perception

Teacher perceptions refer to the cognitive, emotional, and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the Chinese teaching and learning process, and the educational environment.

Chinese Language Classroom

Chinese language classroom refers to the Chinese classroom at Wells on Nut, including various Chinese courses, foundational Chinese courses, comprehensive Chinese courses, writing courses, and courses to prepare for the Chinese proficiency exam.

Instruction

Instruction refers to the purposeful direction of the learning process and is one of the major teacher class activities along with planning and management. Instruction is complex and can take many forms. It is a vitally important classroom activity, but must be considered in the context of such factors as measures of desired student learning (including overlapping objectives taught to objectives tested), controlling student behavior (classroom management activities), individual differences among students, and school processes.

Voices of the Teacher

The teacher's voice refers to the values, opinions, beliefs, perspectives, expertise, and cultural backgrounds of the teachers working in a school, which extends to teacher unions, professional organizations, and other entities that advocate for teachers.



CHAPTER 2

LITERATURE REVIEW

This chapter introduces five areas: instruction, teaching Chinese as a foreign language, Chinese classroom instruction, Chinese language instruction in Thailand, and related research. This study aims to synthesize these aspects and explore and summarize effective methods and strategies.

2.1 Instruction

A crucial component of educational activity is instruction. It is a method of reciprocal promotion and two-way engagement that addresses both the "learning" and "teaching" of teachers and students. Teaching not only transfers information and builds skills, but it also dispels misconceptions, encourages creativity, and develops practical skills in pupils. During the teaching process, instructors take on the role of guides, helping students to actively investigate and think through carefully thought-out lesson plans and instructional strategies. It allows students to internalize the material and develop their skills.

Gao (2004) said that instruction is how teachers convey knowledge and skills to their students. From the standpoint of school teaching practices, teachers should meticulously organize each instruction step to enhance their students' learning caliber. Before instructing students, the teacher must undertake "teaching preparation," which involves setting instructional objectives, gathering resources, analyzing students' initial behaviors, promoting learning motivation, and setting up instructional aids.

Yang (2008) said that determining the syllabus and textbooks needs to get teacher feedback so that the new syllabus and textbooks become more realistic and easier to implement. Teaching should not only focus on textbooks but also take students' needs and preferences into account. In traditional education, teachers wield authority while pupils assume subordinate roles. Rogers (1977), promotes the "student-centered theory". He proposes replacing the role of the instructor with that of a learning facilitator. Students have an inherent capacity for acquiring knowledge, and facilitators just need to establish a calm and well-equipped learning environment to support their learning.

Li (2010) presents the idea that education should promote human development and consider the circumstances of human existence. However, traditional education focuses primarily on human cognition and ignores the subject's life experience. Teaching gains new qualities from experiential learning, including subjectivity, vibrancy, emotion, life, knowledge, and individuality. To incorporate experiential learning, educators must adapt their perspectives and advance their students' subjects; proactively create circumstances that pique students' interests; establish developmental assessments and give careful consideration to each student's feelings; and pay close attention to reasoned advice that encourages positive experiences.

Qiao (2015) examined the fundamentals of student-centered teaching from four perspectives: theory, practice, limited and broad interpretations, and theory. His research indicates that since its origin, the definition of student-centered teaching has expanded to include educational philosophy, instructional approaches, and activities that highlight the significance of the student as the primary participant. In addition to actively supporting and promoting student-centered teaching, it offers four primary implementation strategies and engages in-depth theoretical discussions and ongoing practice inquiry.

Xu (2017) refers to this approach as "the first post-teaching and study teaching." In layman's terms, it means taking students as the center and teaching around students. Clearly, the goal is to enhance the effectiveness of teaching by

utilizing this particular method. The three dimensions of effective teaching refer to teaching effectiveness, effectiveness, and efficiency. These three dimensions are the core and most essential definitions of effective teaching.

In conclusion, numerous academics have conducted extensive research on teaching from a variety of perspectives, including in-depth examinations of teaching theory and close observations of teaching in action. These studies offer important direction for teaching practice in addition to illuminating the nature and rules of teaching.

2.2 Teaching Chinese as a Foreign Language

Teaching Chinese as a foreign language refers to Chinese teaching activities for non-native speakers of Chinese, providing Chinese language and cultural communication skills for communicating with foreigners of different cultural backgrounds. Teaching Chinese as a foreign language should meet the characteristics of students' learning of Chinese based on their usual language as much as possible, including various factors such as teaching methods, textbook design, and learning environment, and focus on student practical application ability to continuously improve their language level and comprehensive ability through effective teaching methods and classroom design.

Three key areas make up the content of teaching Chinese, as shown in Table 2.1.

Table 2.1 Main contents of teaching Chinese as a foreign language

1	Language	Chinese phonetics (pronunciation, tone)
	Knowledge	Chinese character writing
		Chinese Vocabulary
		Chinese grammar

Table 2.1 Main contents of teaching Chinese as a foreign language (Cont.)

2	Language Skill	Listening (basic skills) Speaking (basic skills) Reading (requires a long time of accumulation and training) Writing (requires a long time of accumulation and training)
3	Language Culture	Chinese society and culture Chinese history and culture Chinese Pragmatic Culture

The practice of international Chinese teaching started at the beginning of the founding of the new China. The discipline of international Chinese teaching began in the 1980s and has existed for more than 40 years. The name of the discipline also evolved from "Chinese as a Foreign Language (Teaching)" to "International Chinese Teaching" and then to "International Chinese Teaching" (Zhao, 2022). International Chinese teaching has two directions: For example, the following table 2.2:

Table 2.2 Two directions of International Chinese teaching

1	Vertical	the transmission of the mother tongue or ancestral language of overseas Chinese
2	Horizontal	the international dissemination of Chinese as a foreign language

The field of worldwide Chinese language instruction is made up of two components: a horizontal one and a vertical one. The "Chinese language" has amassed a wealth of practical experience in the process of teaching abroad and subsequently being transmitted, with several instances of success. In addition to the "teaching of Chinese as a foreign language" in China, the international dissemination of the Chinese language is mainly local. A review of the history of "Chinese language" abroad can help us understand the "artificiality" of the Chinese language transmission, explore the historical experience of Chinese language transmission, and provide some insights into the local dissemination of Chinese language. Many years ago, we viewed

overseas Chinese language transmission and local Chinese language dissemination as two distinct and parallel paths. However, in recent times, there has been a push for the integration of international Chinese language education into both domains. The two fields should complement each other and develop together. There is a lot of potential for Chinese language heritage and international Chinese localization (Guo, 2023).

Zhu (2022) presented several enhancement ideas for phonetics instruction:

- 1) Educators ought to enhance their professional competence and cultivate their awareness of cross-cultural communication. Teachers should consistently enhance their academic pursuits, enhance their professional competence, and augment their reservoir of information. Simultaneously, teachers should enhance their cross-cultural communication awareness, possess a comprehensive understanding of students' national background, culture, and learning objectives, and implement tailored instruction based on students' learning needs, while developing practical teaching strategies.
- 2) Employ contemporary technological methods to augment the enjoyment of instruction. The advancement of contemporary educational technologies has facilitated the progress of teaching Chinese as a second language. The utilization of diverse instructional resources in teaching Chinese as a second language has also introduced novel modifications to the pedagogy of teaching Chinese as a foreign language.
- 3) Establish an optimal instructional setting for phonetics. When instructing phonetics, you may display Chinese Pinyin schemes, calligraphy pieces created by foreign students, poetry compositions, handwritten newspapers, renowned quotations, Chinese knots, folding fans, and other related materials on the walls of classrooms attended by international students. This can not only foster a welcoming and cozy learning environment for students, but also ignite their enthusiasm for studying Chinese and enhance their cultural awareness.

Xie and Lin (2023) researched on etymological teaching methods, there exist numerous approaches to instructing Chinese characters. Mere recognition and transcription of Chinese characters is insufficient. The ultimate objective of acquiring knowledge in Chinese characters is to effectively utilize the acquired knowledge. Hence, comprehending the distinct variations among learners, employing Chinese character instructional techniques that are tailored to specific circumstances, and incorporating

captivating Chinese character culture into the teaching process can not only heighten the enjoyment of Chinese character classes and circumvent the monotony of Chinese character instruction, but also reinforce learners' recollection, bolster their retention, facilitate their learning efficacy, and disseminate Chinese culture.

Huang (2023) suggested that when teaching Chinese as a foreign language, the best approach to handling contentious grammar issues is to prioritize the accurate and authentic usage of the language, while respecting the linguistic facts. Furthermore, it is vital to differentiate between the standard guidelines and the exceptional cases of grammatical rules. Furthermore, adhering to the principle of making teaching the primary focus and ultimate objective will assist Chinese educators in prioritizing research findings within the framework of teaching grammar and in selecting contentious grammatical perspectives for instructional purposes. This approach will help avoid unnecessary detours and promote efficiency.

Zhou (2022) suggested that Chinese teachers instructing foreign students can employ diverse pedagogical approaches when explaining the cultural aspects of traditional Chinese festivals in the classroom. There is no predetermined instructional framework. Teachers must adapt their teaching methods to suit the specific circumstances of students in the classroom. This may involve employing techniques such as task-based teaching, cultural experience method, customized lecture method, random infiltration method, and others.

Because a language is a cultural medium, it will have different applications depending on the culture. When teaching Chinese as a foreign language, we should use appropriate teaching methods and techniques based on cross-cultural awareness. Han (2022) suggested that while teaching Chinese as a foreign language, students should not only learn Chinese grammar but also understand the equivalent qualities of the foreign language expressions. In the present day, teaching Chinese as a foreign language should prioritize utilizing new educational technologies and emphasize practical application. This approach will enhance foreign learners' proficiency and comprehension of Chinese grammar. Lin (2012) pointed out that the establishment of

the concept of teaching Chinese as a foreign language, the input of practical knowledge, the training of teaching skills, the exploration of teaching methods, and the mastery of classroom management skills are all part of the training of teaching Chinese as a foreign language.

A theoretical foundation and research framework for studying Chinese teaching classrooms may be found in the synthesis of academic research on the subject of teaching Chinese as a foreign language. The synthesis of academic research on the topic of teaching Chinese as a foreign language provides a theoretical foundation and research framework for studying Chinese classroom instruction. The theoretical and practical experience in teaching design, task design, teaching evaluation, and other aspects can provide reference and inspiration for Chinese classroom instruction research.

2.3 Chinese Classroom Instruction

Teaching Chinese as a foreign language fall under the category of second language teaching. This characteristic distinguishes the process of teaching Chinese as a foreign language from teaching it as a native language. So, the objectives, methods, and instructional emphasis in teaching Chinese as a second language differ significantly from those employed in teaching a native language (Liu, 2000).

Beckett and Zhao (2014) highlighted that project-based instruction (PBI) is a viable and efficient method for teaching and learning Chinese as a foreign language among American students. PBI revolutionized the conventional approach to education by shifting the emphasis from language intake to language output, thereby fostering language acquisition through active language use. This study provides valuable insights into the perceptions of Chinese language learners and teachers regarding PBI, making a beneficial contribution to current research in CFL and foreign language education as a whole. To gain a deeper comprehension of how PBT effectively attains the language acquisition objectives related to communicative competence, cultural knowledge, and the teacher-student relationship.

Sun (2019) believed that the application of the flipped classroom teaching model in Chinese teaching can effectively control and eliminate the current problems and drawbacks in Chinese teaching, stimulate students' enthusiasm and enthusiasm for learning Chinese, improve the efficiency and quality of classroom teaching, and provide the country with more professional talents. Based on this, this article mainly discusses the significance of applying the flipped classroom teaching model in Chinese teaching, the problems existing in the application of the flipped classroom teaching model in Chinese teaching, and the application strategies of the flipped classroom teaching model in Chinese teaching. Another research Sun (2017) also pointed out that "flipped classroom" has changed teachers' teaching methods and students' learning methods in traditional teaching, allowing students to learn independently online, complete homework exercises offline and in class, and promote students' absorption and internalization of knowledge.

Lin, Lee, and Chen (2004) have endeavored to find possible applications of information and communications technologies (ICT) in the instruction of Chinese language arts. According to the survey, eight Chinese teachers who participated believed that the use of ICT will enhance performance. The activities encompass a wide range of Chinese language arts instruction, including enhancing reading comprehension, fostering writing skill development, and engaging in other teaching-related tasks. It would be both intriguing and significant to compare their viewpoints on the integration of ICT with those of teachers.

Ye (2016) said the light board is a cutting-edge and potent instrument for imparting information to students, suitable for both hybrid and fully online courses. It enables instructors to actively engage with their illuminated handwritten notes in front of them and to dynamically comment PowerPoint presentations overlaid into the board. Unlike traditional blackboards or whiteboards, the Light board enables instructors to maintain direct engagement with spectators while making notes on the glass board. Although the Lightboard produces high-quality videos, minimal training is necessary to operate it due to its straightforward operation. The Lightboard possesses a variety of characteristics that make it an effective tool for creating concise training films. These

videos may be used to enhance both hybrid and fully online courses, specifically for teaching aspects such as Chinese pronunciation, characters, new vocabulary, and grammar patterns.

Wu (2020) introduced the teaching objectives and curriculum design of the third grade of the Chinese Navigation Program at the University of Rhode Island in the United States, showing how to use technological auxiliary tools to strengthen pre-class preview, classroom interaction, and after-class review. Emphasizing the importance of cultivating students' advanced Chinese proficiency when teaching, it is necessary to create conditions to increase the reproduction of language elements (such as vocabulary and language points) to ensure that students have sufficient opportunities for second language input and output. The study also offers examples of effective and engaging methods for completing unit communicative tasks, which are crucial in achieving the curriculum's language proficiency goals. The study focused on the benefits of using technology to help learn second languages, getting immediate feedback on mistakes, and formative assessment when setting specific learning goals, teaching methods, and testing methods.

2.4 Issues and Ways Related to Chinese Classroom Instruction

Tan (2022) explained how using Thai as a medium language in Chinese classes might improve understanding in the classroom management section. Chinese educators perceive this duty as arduous. Typically, international pupils tend to be more expressive in their communication compared to children that are local to a certain country. While certain teachers may use the translation strategy to clarify unfamiliar vocabulary and grammar ideas, its effectiveness is less than desirable. Owing to the inadequate robustness of the connection and the proclivity of pupils to readily forget, Grammar often lacks a direct and unequivocal one-to-one correspondence. Deciphering the Thai language might provide some challenges. Interactions between professors and students can frequently be difficult when inquiring about students' understanding or completion of assignments in the Thai language. When the teacher is speaking and the students are listening, it is challenging to avoid the use of intermediate language. It is

imperative to alter the instructional strategy in this case. Furthermore, De La Fuente & Goldenberg (2022) argue that for novice learners, relying solely on L2 (second language) may hinder the optimal development of competency, which encompasses both speaking and writing skills.

According to Chen (2021), the Chinese education system in Thailand is currently experiencing a trend of younger students. However, there are several significant issues that need to be addressed. These include a shortage of qualified teachers with appropriate training and expertise in teaching Chinese as a second language, as well as high turnover rates. Furthermore, there is an immediate want for the enhancement of the educational materials being utilized. Due to the absence of a standardized teaching syllabus in Thailand, certain teaching materials lack specificity and are inadequately organized in accordance with students' cultural background, physiological development, and psychological characteristics. Consequently, numerous donated teaching materials remain unused, and some schools even accumulate a surplus of teaching materials, as teachers opt to create their own instructional resources. Chen (2021) presented relevant remedies: 1) Prioritize the training of highly skilled educators. 2) Focus on the creation of Chinese educational resources specifically designed for young children. 3) Utilize online resources with adaptability.

Liu's (2013) assessment of all Chinese instructors working in Qiaonan schools revealed that while they are well qualified academically and professionally, they do not have any prior teaching experience. Nevertheless, they are able to use a wide range of teaching techniques and are extremely happy with the results of their instruction. In addition to their own lack of teaching experience and classroom management abilities, the teacher believes that extrinsic factors such as overly large class sizes, a lack of teaching tools, and inconsistent student aptitude in Chinese cannot be overlooked as elements affecting instructional efficacy. A sample survey of all students in the school showed that students have a strong interest in learning Chinese, but lack the initiative to learn; students hope to learn more about Chinese culture and art besides learning Chinese. Liu (2013) also pointed out schools should improve from the following five aspects: strengthen the construction of teachers, comprehensively improve students' Chinese proficiency, standardize the use of teaching materials, strengthen the construction of

supporting teaching facilities in schools, and strengthen teaching management.

Huang, Li, and Gao (2022) used a combination of quantitative and qualitative methods based on multi-dimensional questionnaire surveys and used students from Rangsit University in Thailand as a research sample to explore the adaptation of online Chinese learning in Thai universities. Through data analysis, it was found that students at Rangsit University in Thailand have generally adapted well to online Chinese learning, but there are significant differences in learning motivation among students of different grades and Chinese proficiency test levels, and there are significant differences in the physical and mental health dimensions of students with different lengths of Chinese learning. significant difference.

Feng (2023) executed a study on Chinese teaching practices, Sanambin Primary School in Thailand as the research location. Feng suggested implementing thematic instruction that aligns with children's psychology based on their learning characteristics. It is important to emphasize the interconnection and repetition of themes throughout the teaching process. Furthermore, the primary objective of classroom activities is to facilitate the process of education. We must not mindlessly prioritize the classroom ambiance, but rather ensure that students truly acquire knowledge, so that Chinese classes can strike a balance between enjoyment and efficacy. Hence, Chinese instructors for non-native individuals ought to actively enhance their understanding of children's cognitive development, comprehend the distinctive traits of children, and create instructional exercises that take into account the students' nationality and individual characteristics. This will facilitate the establishment of a teacher-student relationship that is both authoritative and friendly. Furthermore, it is imperative to acquaint students with the present-day vibrant Chinese narratives and the authentic experiences of modern Chinese individuals who possess commendable ethical development. This aligns precisely with the students' expectations. Furthermore, it is recommended to modify the teacher's singular assessment approach by integrating teacher evaluation with student self-evaluation. Simultaneously, it is advised to enhance the scoring criteria, aiming to optimize students' capabilities and foster a culture of continual improvement. Furthermore, it is

important to utilize rivalry processes and incentive systems in order to properly address students' psychology.

He (2020) took Bangkok Chinese Primary School as the research subject and explored the current status of Chinese teaching. He (2020) pointed out that the main problems of Chinese teaching in this school were unreasonable time arrangements and students' lack of learning motivation. Corresponding solutions were also proposed for these two issues, namely, enhancing students' learning motivation and strictly controlling their out-of-class time.

Duff and Li (2004) discusses competing perspectives from research, theory, and practice that teachers negotiate as they teach, such as how much pair work to include, how much modeling and repetition of patterns to provide, and how much corrective feedback to produce and in what form. Approaches that had worked well in adult ESL writing classes, for example, seemed inappropriate in first-year Mandarin L2 classes; formats that worked well in other years seemed less effective, because of changes in class size, timetabling, curricular changes, preferences, and practices of teachers in other sections of multi-section courses, and the composition of students in this course will be discussed.

Zhao (2022) explores the frequency of pragmatic contents in a set of Chinese intermediate textbooks. This study is generally in line with the Chinese native language culture and Chinese communication habits, and has a positive effect on teaching authentic Chinese pragmatics. However, the presentation of certain speech acts in the books is not comprehensive enough. From this point of view, the presentation of speech act contents in this set of books does not conform to real life and needs to be further improved.

Ewe and Min (2021) explored the perceptions of 13 Chinese language teachers regarding the difficulties and challenges of being Chinese teachers in Thailand. Findings revealed that participants reported that the language barrier, lack of classroom management experience, and inappropriate textbooks for tertiary education

hampered their teaching. Chinese language teachers urgently need professional and ongoing training to ensure their teaching quality. In addition, further efforts to develop textbooks for higher education are demanded.

Zhang, Osborne, Shao, and Lin (2022) studied the practice of mol choice in the CFL classroom, the findings suggest that translanguaging was commonly used by teachers. However, due to limits on resource availability and to the linguistic complexity of a CFL classroom, these translanguaging practices also posed challenges to the teachers. Interestingly, English was predominantly employed for explanatory and elicitation functions, whereas Chinese was chosen mainly for teaching and instructing purposes. While translanguaging practice was observed in both the beginner CFL class and in the more advanced class, the monolingual approach was still predominantly used and advocated across different levels.

Wang (2019) pointed out that many colleges and universities do not pay attention to the quality of Chinese teaching in the process of carrying out Chinese teaching, resulting in a decline in the quality of Chinese teaching. Furthermore, there is often little student passion for learning Chinese, which will have an impact on the quality of Chinese instruction-efficiency and the quality of Chinese classroom teaching. Based on the shortcomings and flaws in Chinese teaching, the study proposes strategies to strengthen Chinese teaching and enhance students' enthusiasm for learning. It has important practical significance for improving the quality of Chinese teaching and promoting the long-term development of Chinese teaching.

Zhang (2019) conducted a survey on the online course learning situation of students in the Chinese Department of Jiangsu Institute of Technology using a questionnaire and found that there are problems such as a low utilization rate of online courses, a lack of rich course content, and low student initiative in online learning. The emergence of these problems is closely related to the fact that the teaching method is mainly classes, the content of online courses is slow to update, and students lack a learning community. Schools must strengthen teachers' information technology training and improve teachers' information literacy. To fully exploit the complimentary

benefits of both online and offline learning environments, educators must assume various responsibilities. Students must continually work to enhance their online learning skills and adjust their attitudes toward them.

At present, there are many deficiencies in the classroom time management of elementary Chinese comprehensive teachers. Zeng (2021) point out there are six points as follows: 1) Teachers' scheduling of class time is inefficient. 2) The majority of inexperienced instructors of primary Chinese comprehensive courses frequently fail to allocate time for teaching Chinese culture and character knowledge, as well as for listening and writing instruction. 3) Novice teachers often overlook the importance of reviewing and assigning tasks during actual teaching sessions. 4) In the specific teaching steps, it is difficult for novice teachers of elementary Chinese comprehensive courses to follow the principle of "detailed teaching and more practice", and there are problems such as insufficient actual practice time and short effective practice time. comprehensive courses accounts for too high a proportion of the total classroom. 5) The overall interactive time of novice teachers of elementary Chinese comprehensive courses accounts for too high a proportion of the total classroom interaction time. There is also a problem that the main classroom interaction method does not match the class situation, and the classroom time is wasted. 6) It is difficult for teachers to grasp the best time domain for classroom teaching 7) Novice teachers generally lack reflective behavior on classroom time management, and teachers do not realize the importance of after-class time management reflection.

The use of classroom teaching time is a critical educational asset. The inefficiency of classroom instruction resulting from teachers is a significant issue in educational practice. Song (2006) examined the efficacy of instructional time in the classroom. The author posits three primary factors: firstly, an imbalanced time allocation ratio for three-dimensional training objectives; secondly, an imbalanced time allocation ratio for instructional methods; thirdly, a deficient idea of time efficiency among teachers. And suggested approaches to address this issue at both the conceptual and operational levels.

2.5 Chinese Language Instruction in Thailand

In the 21st century, the number of people studying Chinese worldwide has exceeded 30 million, and more than 2,500 universities in 100 countries and an increasing number of primary and secondary schools offer Chinese courses. The Chinese Proficiency Test (HSK) not only has test sites across five continents around the world but also has an increasing number of candidates. By 2007, a total of approximately 370,000 people had taken the HSK exam at nearly 200 test centers at home and abroad. The rise of this craze for Chinese literature has brought about changes in the learning of Chinese in Southeast Asian countries. Chinese education is becoming more and more popular the general public, teens, majors, universities, and elementary and secondary schools. There is also a craze for the Chinese language in Thailand. In recent years, many international students have entered Chinese universities to study Chinese.

Thai language teaching in China and Chinese teaching in Thailand have a long history. Their rise, fall, and development reflect the development history of the relations between the two countries. From the 1st to the 15th century AD, the exchanges between the two countries mainly relied on "retranslation," that is, through translation into a third language. It was not until the Ming Dynasty government opened the Siamese Pavilion in the Siyi Pavilion in 1578 AD that China had government-run Thai language teaching. Thai language instruction in contemporary China began at the Nanjing Oriental Language College, which was founded in the 20th century. Chinese teaching in Thailand began during the Ayutthaya Dynasty. Before World War II, Thai Chinese schools also copied the education model of Chinese schools. After World War II, the Thai government restricted Chinese teaching, resulting in a gap in Thai talents who were proficient in Chinese. After the establishment of diplomatic relations between China and Thailand, the political, economic, and cultural exchanges between the two countries have developed increasingly, which has given rise to the rapid growth of Thai language teaching in China and Chinese teaching in Thailand. The specific survey figures illustrate the vigorous development of bilingual teaching in China and Thailand, which reflects and

further promotes the development of strategic cooperative partnerships between the two countries (Duan and Zhao, 2014).

Zhong (2015) argued that the teaching of Chinese characters is a pragmatic discipline. The researchers provided a concise overview of Chinese character teaching methods that are suitable for use in local schools in Thailand. Firstly, when it comes to education, the primary emphasis should be on the instruction of characters, which are the fundamental units of written language. The utilization of the "word-based text" teaching approach is not particularly appropriate for the primary instruction of Chinese as a foreign language in this educational institution. Secondly, the "connection teaching method" involves comprehending the meaning of characters through examination of their shapes. Thirdly, "tracing the origin and explaining" entails beginning the teaching process by exploring the generation and evolution of Chinese characters. Furthermore, the implementation of "life-oriented memory" aims to integrate Chinese language into the daily lives of Thai students, hence fostering increased possibilities for students to utilize Chinese outside of the classroom. This includes organizing events such as Chinese traditional game week and Chinese song competitions. Furthermore, Zhong (2015) said that during the teaching process, teachers should consider not only the overall context of the school, but also the individuality of pupils and foster their sense of initiative. Teaching is a bilateral process, rather than a singular one. The impact can only be profound through connection, and education can only be effective through profoundness.

Li (2021) pointed out that in Thailand, the Chinese language education policy has experienced completely different development and destiny histories in four distinct stages of evolution: after the 1860s, between 1939 and 1945, at the beginning of the end of World War II, and after the 1980s. Thailand Changes from "rise" to "decline" to "revival" have also occurred in the Chinese language's development. From a domestic perspective, the Thai government has successively promulgated and implemented the "Private School Regulations" and the "Chinese Language Teaching Reform Policy", which has caused Chinese language education in Thailand to show different tendencies, whether in the early gestation period in 1918 or the short-lived period later. The

evolution of Thailand's language, culture, and educational policy, whether via rapid growth or gradual stasis, shows how crucial the Chinese language has remained.

According to Zhao (2019), there have been four distinct life-growth cycles for Chinese education in Thailand: gestation, development, downturn, and prosperity. Its development path is as follows: before the 20th century, there was an unsystematic and unstandardized Chinese language policy; during the early 20th century to the 1930s, there was a language assimilation policy; before the establishment of diplomatic relations between China and Thailand, there was a strict control policy on Chinese education; and finally, there is the current open and inclusive policy. The policy direction of each stage in Chinese language education has a strong historical, political, and social foundation in addition to displaying different development trends.

Li (2020) noted that a number of information platforms and application programs (APPs) to support education have evolved with the advent of the Internet information age. It is a free online platform based on game learning, which can improve students' intrinsic motivation to learn Chinese, achieve in-depth interaction, and provide real-time feedback on teaching effects, but there are still some problems. It is recommended to grasp the duration of the question, embed various resources, dig deep and accumulate data, and maximize its effectiveness.

Duangmanee and Waluyo (2023) examined the impact of a government-administered Chinese teaching seminar on their professional development. The findings are that HANBAN (Center for Language Education and Cooperation) and the Thai Ministry of Education should plan their seminars and workshops in a manner that would enable Thai-Chinese instructors to continually address their students' and teachers' inadequacies while they are participating in active learning activities. Second, to optimize the efficacy of active learning, schools must aid teachers in overcoming obstacles in the teaching and learning of Chinese characters. This study uncovered low motivation, low academic achievement, and low interest in learning Chinese in schools. Providing reading materials and films that motivate pupils to study Chinese might also be beneficial. Before implementing practical learning activities, students'

understanding of the significance and benefits of studying Chinese characters should be strengthened. Lastly, teachers should be actively engaged in their self-professional development and inform stakeholders of what they require to achieve substantial results in their Chinese classroom instruction in schools. Learning from teachers in other schools in Thailand and overseas might motivate teachers to confront the obstacles they face.

2.6 Related Research

Many researchers have undertaken pertinent studies on classroom instruction in different languages, which is essential to the teachers' opinions on the subject. Here are the specifics.

According to Naubetbayevich (2024), using interactive techniques into foreign language instruction is crucial for promoting meaningful learning and developing comprehensive language learners. Through the establishment of dynamic and immersive learning settings that foster active involvement, engagement, and interaction, educators have the ability to enable students to develop confidence and proficiency in language usage. As technology advances and influences the field of language education, instructors need to use creative teaching methods that utilize interactive techniques to improve language learning results. By promoting a pedagogical approach that places students at the center and emphasizes active participation, cooperation, and the ability to understand and appreciate different cultures, educators may motivate and prepare a new cohort of individuals who are well-equipped to succeed in an ever more linked global society.

Tafoya (2024) emphasized the similarities in foreign language instruction throughout different educational levels, ranging from kindergarten to college. Initially, all classrooms strived to sustain an ambiance dominated by the target language. By creating a classroom environment where the target language (TL) is used most of the time, students have the chance to listen to and practice speaking the TL. The combination of repetition and a multi-angle, multi-modal strategy was employed to address the same issue. Initially, the technique of repetition was employed to provide pupils with several opportunities to

engage with the subject matter. However, it was not simply a matter of repeating the same thing. The implementation of a realistic approach to repetition facilitated students' comprehension of the subject and facilitated their active involvement, even if they had limited proficiency in the language. Finally, a maximum of two grammar points were introduced during each class session, and each point was promptly reinforced through two to three tasks immediately following the instructional period. The students were able to solidify their comprehension, inquire the teacher, and interact with the topic using different approaches due to the prompt implementation of practice.

Tian and Hennebry (2016) study, which examined Chinese learners' contextualized perceptions of and preferences towards teachers' language use for explaining unknown lexical items, it was found that students are satisfied with their teachers' L1 use and find it helpful for their understanding and learning. It was believed to offer more precise understanding through direct L1-L2 correspondence, thus facilitating memorization. On the other hand, L1 was believed to be particularly helpful in assisting students to understand the fine distinction between similar words, particularly where these distinctions may not be present in L2. A key problem of L1 lexical explanation was seen to be the mismatch between the complexity of the teacher's lexical explanations and students' proficiency levels, which was reported to impede students' comprehension and memorization of target words. This suggests a need for teachers to be equipped with a range of teaching strategies to be able to convey complex lexical items in simple English, suited to the proficiency level of their students. In a mixed-ability setting, this requires particular expertise on the part of the teacher to be able to provide a range of explanations catering to the range of needs.

Wang (2018) pointed out the primary objective of the English basic education stage in primary school is to incite and foster students' enthusiasm for learning English, empower students to establish self-assurance, cultivate positive study habits, and develop effective learning strategies. Additionally, it aims to enhance students' capacity for independent learning and foster a spirit of cooperation. The success of English classes relies on the realization of students' subjectivity. To enhance the quality of English instruction in primary school classrooms, it is essential to prioritize

the development of students' subjectivity and foster their active engagement in all elements of the class. This approach effectively addresses the constraints and impacts of conventional teaching paradigms on elementary school students.

Su and Zhang (2021) suggested that college English teachers should enhance their evaluation concepts, enhance their evaluation literacy, consistently enhance the quality of formative evaluation in college English teaching, and facilitate the advancement of hybrid teaching reform in college English. Teachers must meticulously devise formative assessment strategies that align with students' current proficiency level and three-dimensional instructional goals. It is important to give proper attention to online evaluation and the evaluation of non-intellectual factors. These evaluations should be seamlessly linked with classroom evaluation, while also enhancing the evaluation of extracurricular practice and value-added evaluation. According to this survey and research, the formative evaluation of college English teaching can enhance and optimize the established evaluation indicator system and streamline the evaluation process. This will facilitate further research on the effectiveness of various evaluation indicators in the formative evaluation of college English teaching.

Meng and Yang (2021) believes that effective classroom instruction is the foundation of high-quality higher education, and it is essential to the achievement of the learning objectives of advanced vocational English courses. Teachers are the leaders in the classroom and play a crucial role in establishing productive learning environments. The study uses niche theory to examine the current state of teachers' environmental niches in the ecosystem of English classrooms in higher vocational colleges. From an ecological standpoint, the study aims to propose a model for effective English classrooms in higher vocational colleges. It does this by combining quantitative and qualitative research methods. This essay delves deeper into creating an effective higher vocational English classroom from the standpoint of the ecological niche of the teacher.

Jia (2015) conducted a study on the teaching of "verb-object phrases" in the classroom, which is a challenging aspect of Japanese teaching. The study aimed to explore how to effectively combine task-based teaching and student-centered communicative teaching in teaching design. The main strategy used was questioning, and group discussions and teacher summaries were also employed to stimulate students' interest in learning, encourage critical thinking, and enhance their problem-solving skills. The ultimate goal was to improve the effectiveness of teaching.

Wei (2016) examined the impact of the teaching approach for developing critical thinking skills in intermediate and advanced Japanese intense reading courses using the Japanese Department of Beijing Foreign Studies University as an example. She did this by combining questionnaires and interviews. First, based on teacher interviews, 12 teaching models were categorized based on analysis, reasoning, and evaluation skills. These included group explanations of articles, summarizing paragraphs, and teachers' additional theories and approaches from various perspectives. According to the survey data used to evaluate these models' efficacy, generating bespoke models—such as concept maps—is a very fulfilling experience. Therefore, teachers in the same class should work to increase horizontal cooperation. They should also coordinate extracurricular and classroom activities and connect the development of critical thinking abilities with student needs. It should be connected effectively.

Fu (2023) stated that in the instructional process, it is imperative to initially revolutionize the Japanese teaching methodologies. Then, enhance one's understanding of the Japanese cultural context. Furthermore, it is imperative to implement focused advancements in fundamental Japanese instruction that align with market needs. Finally, it is imperative to enhance the efficacy of Japanese internship programs and enhance practical application skills. Fu (2023) also emphasized the importance of stimulating students' interest and enthusiasm in learning Japanese in theoretical classroom teaching. It is crucial to foster students' subjective initiative and create a harmonious teaching atmosphere with a focus on Japanese learning culture. In-class practice should be prioritized, and teaching content should be effectively organized. Innovative assessment methods should be employed to enhance the quality of

Japanese teaching in the classroom. Additionally, extracurricular practical teaching should involve diverse and engaging activities outside of regular class hours. Active collaboration between schools and enterprises should be encouraged to integrate basic Japanese classrooms into real-world settings. Enhance the professional competence of Japanese teachers and establish a teaching team with dual qualifications.

In the present era, it is difficult to keep the concentration of college students at its maximum potential during class time, as many distractions negatively impact students' concentration and prevent optimal learning. Technologies such as laptops and cell phones have invaded the classroom, raising considerable concerns about their effects on college students' attention in the classroom. (Attia, Baig, Marzouk & Khan, 2017) invited students participating in the study rated the degree to which each distraction interferes with their concentration on the class materials and their ability to learn. Overall, distractions (internal and external) were more significant for fifth-year students than the other years at p -value < 0.001 . Finally, the students believed that laptop and cell phone use in the classroom could affect their concentration and ability to learn. The students also felt that inappropriate behavior is a major distraction for students as well, and thus necessitates monitoring and improvement.

In addition to continuously improving their lesson plans through hands-on investigation, teachers also work hard to establish a calm, engaging, and productive learning environment. To increase student participation, spark students' interest in learning, and improve classroom interaction, they employ various instructional techniques, including role plays, group discussions, and situation simulations. Teachers also hope to help students build their potential for independent learning, as well as their capacity for innovative consciousness and practical competence, by guiding them toward inquiry-based learning, cooperative learning, and autonomous learning. Additionally, as information technology has advanced, educators have started using contemporary technical tools in language instruction. Teaching methods and effects have been substantially enhanced by introducing multimedia teaching equipment to display engaging content and network platforms to enable online and offline interactive instruction.

In summary, when teaching a language in a classroom, teachers take on the roles of facilitator, organizer, and guide. To enhance the quality and impact of language classroom instruction and establish a solid basis to students' holistic growth, educators work to update and refine their teaching conceptions, refine their pedagogical approaches, and leverage contemporary scientific and technology resources. In light of this, this article will also investigate the natural teaching environment in Chinese classrooms from the viewpoint of the teachers, to identify and address actual teaching deficiencies and raising the bar for Chinese instruction.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter mainly introduces the research design, research site, population and sample, research instruments, data collection and analysis as well ethical consideration of the study.

3.1 Research Design

This study adopted a mixture of quantitative and qualitative research methods by collected quantitative data from questionnaires for volunteering teachers. Cameron (2014) states that mixed methods research entails the gathering, examination, and interpretation of both quantitative and qualitative data in a single study. Furthermore, "A mixed methods approach is one in which the researcher typically bases knowledge claims on pragmatic grounds (e.g., problem-centered, pluralistic, and consequence-oriented)". The use of mixed-approach research aids in improving comprehension of the research difficulties and complex facts that may be incalculable in terms of numbers (McKim, 2017).

Based on the research theme of this paper, this paper adopts a mixed research method. The study uses semi-structured interviews for qualitative data collection and quantitative analysis of questionnaire responses from teachers. After an analysis and summary of the data from the questionnaire and interviews, the survey material served as the foundation for a study investigating teachers' perspectives on teaching in Chinese classrooms (refer to Table 3.1).

Table 3.1 The Steps of the Research and People Involved

Research Question No.	Data Type	Instruments	Data Collection	Data Analysis	People Involved
1. What is the classroom instruction in Chinese language teaching?	Quantitative and Qualitative	Questionnaire and Interview	WeChat	Percentage, Average, SD	--The teachers --The researcher --IOC experts
2. What are the issues that are related the classroom instruction?	Quantitative and Qualitative	Questionnaire and Interview	WeChat	Percentage, Average, SD Content analysis	--The teachers --The researcher --IOC experts
3. What are the ways that should be done to address the issues that are related to classroom instruction?	Quantitative and Qualitative	Questionnaire and Interview	WeChat	Percentage, Average, SD Content analysis	--The teachers --The researcher --IOC experts

3.2 Research Site

This study was conducted at the Wells International School- On Nut in Bangkok, Thailand. With an American curriculum, this centrally located school in Bangkok prepares students for college. Grades 1 through 12. With over 500 students from 50 countries, this school offers a truly international environment. In addition to the high school curriculum, the school offers AP and IB DP, and many of its students graduate

and attend top universities worldwide. On Nut Campus, which is conveniently located near the BTS On Nut station, features three computer laboratories, a canteen, a swimming pool, a gymnasium, a science lab, a playground, an auditorium, a dance studio, and a music room. This school has been accredited by the Western Association of Schools and Colleges (WASC) since 2009 and is licensed by the Thai Ministry of Education. It is a part of both the East Asia Regional Schools Council and the International Schools Association of Thailand (ISAT).

3.3 Research Population

Both an interview and a questionnaire are used in this investigation. Through the integration of both the quantitative and qualitative analysis of the questionnaire and interview data, a more thorough investigation of Chinese classroom instruction was carried out. The interviewees of the study were 35 Chinese teachers at the Wells International School- On Nut. The questionnaire was distributed online. After filling out the questionnaire, the results were collected and analyzed. 8 Chinese teachers were randomly selected for the interview process. The semi-structured interview outline found in the appendix was used while formulating the questions. Finally, the interview material was combined to provide this study a solid foundation.

3.4 Research Instruments

The primary research instruments used in this study are a questionnaire and an interview with Chinese teachers about Chinese classroom instruction. Here is the comprehensive introduction:

3.4.1 Questionnaire

The questionnaire was designed as single choice or multiple choice, except for basic information. The content design of the questionnaire mainly focuses on “ teachers’ perceptions of Chinese instruction.” Using a questionnaire survey to investigate the issues and causes surrounding the teaching of Chinese at Wells International School Nut

Campus. The main content of the questionnaire focuses on the following three aspects: The first was the actual situation of Chinese classroom instruction; the second is the problems that existed in teachers' classroom instruction; and the third is the needs and suggestions of Chinese teachers for Chinese classroom instruction. Modification decisions were based on the Wells International School-On Nut Campus's Chinese teaching environment and the instructor's suggestions.

The teacher questionnaire mainly consisted of three parts, and the Part 2 was divided into three parts:

Part 1: Personal Particulars (Items 1-3)

Part 2 A: Chinese Language Classroom Instruction (Items 4-15)

Part 2 B: Issues related the Classroom Instruction.(Items 16-26)

Part 2 C: Ways to address issues related the Classroom Instruction.
(Item 27-34)

Part 3: One Open-ended Question (Part 3 Items 35)

The purpose of this question was to give respondents to the questionnaire an opportunity to add more remarks and recommendations regarding interactions in Chinese classrooms.

After the IOC step, the questionnaire was pilot-tested before it was used with the sample group.

3.4.2 Interview

The semi-structured interview, a qualitative study, was conducted one week after the questionnaire was collected. The researcher interviewed 8 Chinese teachers by an audio interview. The interview was conducted in Chinese so that the language was not an obstacle to their self-reported.

The purpose of the interviews with teachers was to analyze and come up with issues related to Chinese classroom instruction from the teachers' perspectives, respectively. Recommendations and solutions for teaching Chinese in the classroom were also provided. In the end, the interview material was organized and looked over.

Table 3.2 Interview Questions Semi-Structured Interview Questions for the Teachers

Question 1	Please tell me about your experience in Chinese teaching.
Question 2	In your opinion, are your lessons practical?
Question 3	Do you prefer to put students work in pairs/groups? Why so or why not? Do you often do this in your teaching?
Question 4	In your opinion, what are the typical aspects that interfere with effective classroom instruction activities?
Question 5	How do you overcome the problems of not having enough classroom instruction activity?
Question 6	Briefly give your suggestions to other teachers on how classroom instruction can be made effective.

3.5 Reliability and validity test of the questionnaire

The questionnaire was mainly designed to further understand the teachers' attitudes. To illustrate the reliability and validity of the questionnaire, a reliability analysis method was used. For the reliability and effectiveness of the questionnaire, IOC was adopted. IOC Index of Item Objective Congruence was developed by Rovinelli and Hambleton (1977). It is a procedure used in ensuring that the questionnaire items designed for the study were valid to the research objectives. Before the questionnaire was used to collect the data, three experts were invited to evaluate the content of the questionnaire. In other words, if the validity score of each questionnaire item was above 0.67, the item could be used. In this study, to ascertain the validity of the research instruments, the questionnaire and interview questions were sent to three experts from Thai universities for Item Objective Congruence (IOC). Each of them had to rate every item on the instruments according to a three-scale range of +1, 0 and -1 as they corresponded to their opinions towards content validity. Following Turner and Carlson (2003), the scale was interpreted

as follows:

+1: For the item that clearly matches the stated objectives.

0: For the item that is unclear and the rater is unsure whether it meets the stated objectives.

-1: For the item that does not match the objectives.

After the evaluation of items by experts, the ratings were combined to give indexes of item-objective congruence. Each questionnaire item measured only one of the three objectives. Thus, a unidimensional item congruence index was adopted to check the congruence between the content of a single questionnaire item and an objective it was intended to measure (Sukamolson and Sitti, 2019). The IOC was computed with the aid of a calculation program developed by Sukamolson and Sitti.

3.6 Data Collection

The data collecting link is primarily focused on gathering and organizing survey data from the questionnaire and interview format.

- 1) 33 questionnaires were distributed to the teachers by WeChat.
- 2) Invited 8 teachers to participate in the interview.

The information that interviewees disclosed in meetings was captured in this research. With the consent of the participants, audio recordings of the discussions were also made. In addition to ensuring the accuracy of the interview, this enables the substance of the interview to be verbally expressed and allows for the verification and supplementation of information omitted during recording. The primary objective of this activity is to provide further details and assurance of other datasets for this study.

3.7 Data Analysis

Two methods of data analysis were employed since the study made use of two instruments: questionnaires and interview questions.

3.7.1 Questionnaire Data Analysis

Descriptive Statistics: Descriptive Statistics was used in the data results of the questionnaire to identify teachers' attitudes toward Chinese classroom instruction. In order to quantify teachers' attitudes, researchers referred to related surveys designed by Lee (2008). The following table shows the explanations of attitudes scores.

Table 3.3 The Chinese classroom instruction of teachers' attitudes

Likert scale	Answers	Level	Score
1	Strongly Disagree	Lowest	1-1.49
2	Disagree	Low	1.50-2.49
3	Medium	Moderate	2.50-3.49
4	Agree	High	3.50-4.49
5	Strongly Agree	Highest	4.5-5

The score for each item indicated the teacher's attitude level, the higher the score, the more active the teacher's level of attitude, while the lower the score, the lower the teacher's level of attitudes.

3.7.2 The Semi-structured Interview Data Analysis

The analysis was conducted on the data obtained from the questionnaires and interviews. For the analysis of the data, the Litchman's 3 cycles was adopted and the following analysis was conducted

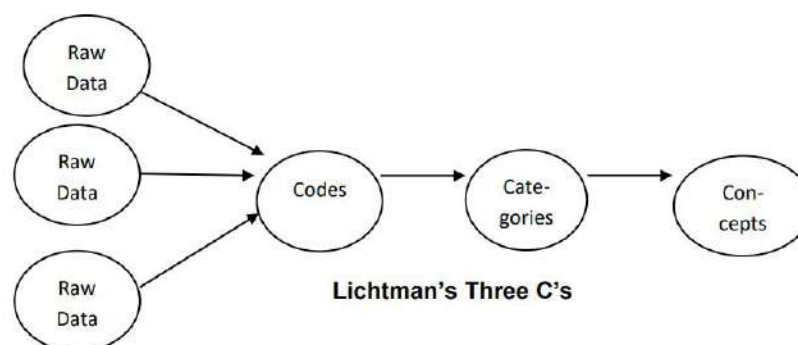


Figure 3.1 Use the Lichtman's Three C's operation process

3.8 Ethical Considerations

To conduct this study ethically, the data collection was processed in order of the following steps:

3.8.1 The researcher asked permission from the participants before conducting the study.

3.8.2 The participants' personal information and answers were collected and kept confidential.

3.8.3 Each participant's identity was kept secret through the use of a number system.

3.8.4 To avoid leaking the participants' information, the collected data would be deleted within 1-year after the publication of the research.



CHAPTER 4

RESULTS AND DATA ANALYSIS

This chapter presented the quantitative and qualitative results of the data collected via the instruments described in Chapter 3. The data analysis of the data collected through research instruments: questionnaire and semi-structured interview were also provided. Tables and charts were included to present the findings more clearly and vividly.

4.1 Questionnaire Analysis

The questionnaire survey targeted the teachers at an international school in Bangkok. The questionnaire, which included five sections—personal information, Chinese language instruction in the classroom, issues relating to the instruction, strategies for resolving issues relating to the instruction, and one open-ended question—was filled out by 35 teachers who participated in the study. Finally, 35 questionnaires were distributed, and 33 were returned, 94% return rate.

4.1.1 Personal Information

Table 4.1 displays the basic data of the respondents based on the findings of the questionnaire collecting. In terms of gender, 78.79% of the respondents are female, and 21.21% of the respondents are male, with a relatively high proportion of female Chinese teachers. Regarding teaching years, 42.42% of the respondents have 1-4 years, and 36.36% have 5-10 years. Most teachers have short teaching years and have been engaged in the Chinese education industry for a short time. In terms of teaching language, 72.73% use Chinese for teaching, and 27.27% use English for teaching. It can be seen that most Chinese teachers currently use Chinese and English as the primary

teaching languages, and Thai only plays a supporting role. The role of teaching.

Table 4.1 Basic Information of Respondents

	Details	Members	Proportion
Gender	Male	7	21.21%
	Female	26	78.79%
Teaching Years	1-4	14	42.42%
	5-10	12	36.36%
	10-15	2	6.06%
	15-20	4	12.12%
	More than 20 years	1	3.03%
Teaching Language	Chinese	24	72.73%
	Thai	3	9.09%
	English	24	72.73%

4.1.2 Chinese Language Classroom Instruction

33 instructors at a Bangkok-based international school were asked to complete a questionnaire regarding their opinions of teaching Chinese in the classroom. Table 4.2 below displays the analysis of the questionnaire data. For each item, descriptive statistics, such as means and SD, were computed. With regard to the specifics of each item in the table, Table 4.2 examined the teacher's perspective of Chinese language instruction in the classroom.

Based on the statistical data, the questionnaire data is analyzed in three parts. Based on the data analysis results, the results are divided into intervals, and then the performance of the corresponding items is judged according to the interval. The intervals are divided into from 4.50-5.00 as Highest, 3.50- 4.50 as High, 2.50-3.50 as Moderate, 0-1.50 as low and 1.00-1.80 as lowest.

Table 4.2 Questionnaire data analysis-A

A. Chinese Language Classroom Instruction		Mean	SD	Interpretation
4.	I can accurately determine the teaching focus according to the school's Chinese curriculum standards	4.09	0.606	High
5	I design lessons that get students to work in groups or pairs as often as possible.	3.82	1.089	High
6	Classroom lectures are my most commonly used method of Chinese classroom teaching.	3.85	1.108	High
7	I always check the pretest scores before class and adjust the lesson plan.	3.85	0.628	High
8	I always establish rules and order in the classroom to make classroom teaching orderly and efficient.	4.39	0.424	High
9	I am very good at integrating contemporary teaching techniques into classroom teaching.	4.27	0.917	High
10	I usually use classroom activities to capture students' interest.	4.24	0.684	High
11	I start with the class and then interact with individual students, answering their questions or asking them mine.	4.21	0.821	High
12	I often ask my students to work in small groups to prepare their presentations before finally presenting them to the class.	3.82	0.806	High
13	I always conduct Chinese proficiency tests on students regularly.	3.94	0.858	High
14	I always use qualitative and quantitative assessment techniques to evaluate classroom instruction.	4.15	0.856	High
15	I am satisfied with my current job and will continue to do so.	4.03	0.864	High
Average		4.055	0.805	High

According to Table 4.2, the average teacher perception of the Chinese language classroom instruction was rated as "high" overall ($\bar{x}=4.055/SD=0.805$). This indicates that the participating teachers highly value the Chinese classroom instruction in many areas and are content with the state of education in China at the moment. Additionally, the relatively low value, as indicated by the standard deviation of 0.805, shows that teachers have excellent consistency in this dimension and no significant variances. Instructors' attitudes toward the methods they use in Chinese classroom instruction are mainly positive. In addition to focusing on student assessment and classroom management, teachers can also choose to base their instruction on curricular standards, emphasize student cooperation and interaction, and use a range of instructional strategies and technological tools to enhance their teaching effects.

As shown in Table 4.2, regarding Chinese language classroom instruction, the mean values for items 4-15 are all in the range of 3.50-4.50, which means that the interviewees performed well in the Chinese classroom teaching process and were able to adopt more reasonable teaching methods. Chinese classroom teaching activities. The average performance scores for all items were 'high', indicating that participants performed well on these items.

The highest mean in this study was Item 8 ($\bar{x}=4.39/SD=0.424$), which means the teachers have performed excellently in maintaining classroom rules and order. On the contrary, the lowest mean in this study was Item 5 and Item 12, the mean values were same ($\bar{x}=3.82$), which indicated an excellent overall performance. Among these items, item 6 has the most significant standard deviation of 1.108, which shows that the participants' answers to this item vary greatly and that teachers currently do not stick to one language in Chinese teaching.

4.1.3 Issues Related to Classroom Instruction

The questionnaire surveyed 33 teachers at an international school in Bangkok about the issues related to the classroom instruction. The questionnaire data analyzed was shown in Table 4.3 below. Descriptive statistics namely means and SD were calculated

for all items. Table 4.3 analyzed the teacher's perception about Chinese language classroom instruction, which specific details of each item being displayed in the table.

Based on the statistical data, the questionnaire data is analyzed in three parts. Based on the data analysis results, the results are divided into intervals, and then the performance of the corresponding items is judged according to the interval. The intervals are divided into from 4.50-5.00 as Highest, 3.50- 4.50 as High, 2.50-3.50 as Moderate, 0-1.50 as low and 1.00-1.80 as lowest.

Table 4.3 Questionnaire data analysis-B

	B. Issues related to Classroom Instruction	Mean	SD	Interpretation
16	The Chinese teaching syllabus formulated by the school does not match the teaching needs.	3.61	1.075	High
17	The content of the Chinese teaching materials currently used is outdated and does not conform to current daily life.	3.52	1.266	High
18	Since I teach using multimedia technological, I frequently overlook writing on the whiteboard during class.	3.06	0.375	Moderate
19	There isn't enough time in class for me to properly engage and tutor.	3.33	0.686	Moderate
20	I don't know enough about the students' cultural backgrounds to effectively communicate with them.	3.09	1.167	Moderate
21	Sometimes, due to numerous work tasks, there is insufficient preparation before class, resulting in confusing teaching content.	3.33	0.489	Moderate
22	Sometimes, I focus too much on practice and ignore the explanation of key content.	3.15	1.166	Moderate
23	In my class, students often used tablets or mobile phones in the classroom.	3.18	0.985	Moderate

Table 4.3 Questionnaire data analysis-B (Cont.)

	B. Issues related to Classroom Instruction	Mean	SD	Interpretation
24	Insufficient preparation of students before class leads to poor classroom teaching results.	3.21	0.815	Moderate
25	Students' completion of Chinese homework is not high.	3.06	0.514	Moderate
	Average	3.24	0.853	Moderate

Table 4.3 revealed that the average teacher perception of the issues surrounding classroom instruction was "moderate" ($\bar{x}=3.24/SD=0.853$). This indicates that the teachers who took part in the study think that while there are some shortcomings and difficulties in the current Chinese teaching classroom, there are not many problems overall. The value of the standard deviation is not particularly large, indicating that although there are individual extreme evaluations, most teachers' evaluations are still relatively close to the overall average.

Item 16 had the highest mean ($\bar{x}=3.61/SD=1.075$) in this study, followed by Item 17 ($\bar{x}=3.52/SD=1.266$), both of which were categorized as "high." This indicates that the existing Chinese teaching syllabus in Chinese instruction is not in line with the needs of actual Chinese education. The problem of inconsistency and the fact that the content of Chinese teaching materials is outdated and does not meet the current daily life.

The mean values for Items 18 to 25 are all categorized as "moderate," and two of them—Items 19 and 21—have mean values that are very close to 3.50, indicating that these areas still require improvement in terms of interactive tutoring in the classroom and material preparation.

From the standard deviation analysis, item 17 ($\bar{x}=3.52/SD=1.266$) has the most significant standard deviation. It showed that there are large differences in the participants' answers to item 17, which may reflect that different teachers have specific differences in their views on the content of Chinese textbooks. On the contrary, the lowest mean in this part of the questionnaire was Item 18 ($\bar{x}=3.06/SD=0.375$),

which shows that the teachers' answers to Item 18 are relatively concentrated and their opinions are consistent. It shows that teachers currently focus on multimedia technological and ignore the traditional teaching method of writing on the blackboard.

4.1.4 Ways to Address Issues Related to Classroom Instruction

33 teachers at a Bangkok-based international school were asked to respond to a questionnaire regarding strategies for handling problems pertaining to in-class instruction. The questionnaire data analyzed was shown in Table 4.4 below. The means and SD of each item were determined using descriptive statistics. Specifics of each item in the table were examined in Table 4.4 to examine the teacher's perspective of Chinese language instruction in the classroom.

The data from the questionnaire is evaluated in three sections based on the statistical data. The performance of the associated items is evaluated based on the intervals created by dividing the results of the data analysis. Intervals are classified as follows: 4.50-5.00 for the highest, 3.50–4.50 for the highest, 2.50-3.50 for the moderate, 0-1.50 for the lowest, and 1.00–1.80 for the lowest.

Table 4.4 Questionnaire data analysis-C

C. Ways to address the issues related to Classroom Instruction		Mean	SD	Interpretation
26	Students can post on chat forums to solve their Chinese learning problems.	3.21	0.869	Moderate
27	In classroom teaching, teachers need more time to prepare lessons to stimulate students' enthusiasm.	4.24	0.804	High
28	The teaching materials are as close to current daily life as possible.	4.33	0.716	High
29	We insist that students are the main body of teaching and teachers are the guides in the classroom.	4.48	0.640	High

Table 4.5 Questionnaire data analysis-C (Cont.)

C. Ways to address the issues related to Classroom Instruction		Mean	SD	Interpretation
30	Evaluate classroom instruction based on the learning of all students in the class.	4.33	0.806	High
31	When designing exercises for classroom education, the teacher's confidence is essential.	4.24	0.516	High
32	Students will benefit from interactive group cooperation in the classroom when they are in groups of no more than five.	4.15	1.020	High
33	Actively ask questions in class and complete assigned learning tasks with their classmates.	4.09	0.633	High
34	Multiple forms of classroom instruction must be used.	4.42	0.538	High
Average		4.165	0.726	High

Table 4.4 demonstrated that teachers' overall perceptions of how to address problems relating to classroom instruction were on the whole "high" ($\bar{x}=4.165/SD=0.726$), indicating that the participating instructors have a high degree of recognition of the solutions to problems relating to teaching Chinese in the classroom. Most teachers have a positive attitude towards the solutions mentioned and believe that these measures can effectively improve and solve the current issues of Chinese classroom teaching. The standard deviation of 0.726 is relatively low, indicating that the teachers or observers participating in the survey have relatively consistent evaluations of these solutions without extreme disagreements.

In this part, the highest mean value was Item 29 ($\bar{x}=4.48/SD=0.640$), which showed that Chinese classroom instruction still needs to focus on students, and teachers only play a guiding role. The second highest mean value was Item 34 ($\bar{x}=4.42/SD=0.538$), which showed that teachers should enrich the current Chinese classroom teaching forms and combine multiple forms to improve teaching effects. On the contrary, the top lowest mean value was Items 29 ($\bar{x}=4.42/SD=0.538$) and 34 have the most minor standard

deviations, 0.640 and 0.538, indicating that participants' answers to these items are relatively concentrated, their views are relatively consistent, and they relatively recognize the focus of classroom teaching on students and the diversification of teaching forms.

4.1.5 Open-Ended Question

According to the last question of the questionnaire, teachers have many suggestions for current Chinese classroom teachers. Based on the word frequency statistics, a word cloud diagram was created, as shown in Figure 4.1. It can be seen from the word cloud diagram that the teachers interviewed believe that the current focus of Chinese classroom teaching should be on students, focusing on teaching quality, and combining multiple teaching methods to carry out Chinese classroom teaching better.

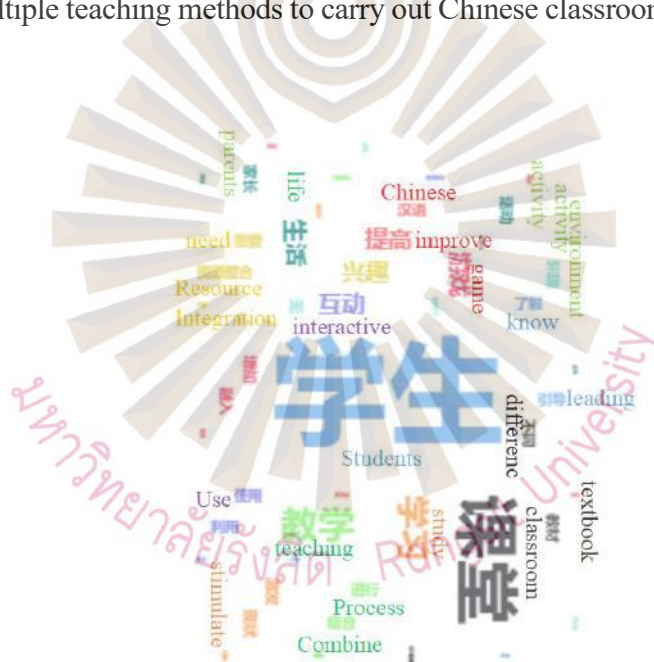


Figure 4.1 Word Frequency Analysis 1

Further integration of teachers' viewpoints was performed to obtain a viewpoint word cloud diagram, as shown in Figure 4.2. From the summary of the opinions of many teachers, it can be concluded that to improve the level of Chinese classroom teaching, we need to learn more and interact more, mobilize students to participate in the classroom, and use more games to stimulate students' interest. The teaching and learning environment can be enhanced and learning standards raised with

The criteria for key concept categories for teacher interviews were categorized by the researchers according to teachers' perceptions of issues of Chinese classroom instruction and their address for these issues. Four key concepts for teacher interviews are 'instruction strategies', 'interactive teaching, teaching design and 'language strategies'. 'instruction strategies' includes 3 subcategories classroom management and textbook choice, and classroom game, while "students feature" includes 3 subcategories: positivity, character, interest. "language's strategy" collects teachers' opinions, two key concepts in teacher interviews are "medium language teaching" and "goal language teaching".

Table 4.5 The number of Interviewee, Categories, and Concepts

	Interviewee Number	Number of Categories	Number of Concepts
1	Interviewee 1	4	2
2	Interviewee 2	4	2
3	Interviewee 3	4	1
4	Interviewee 4	4	2
5	Interviewee 5	4	2
6	Interviewee 6	4	1
7	Interviewee 7	3	1
8	Interviewee 8	4	1
Total	8	29	12

4.2.1 The Teacher's Interview Findings

Table 4.5 shows that the total number of concepts is 12. Based on each interviewed teacher's views, the corresponding categories are further summarized, which can then be reduced to 29 categories to summarize the teachers' views further. The specific summary process is as follows:

Table 4.6 Categories of Teachers' Interview Findings

Key Statement	Categories	Concept
"...What impressed me most was that I was in an international school for young children. Because international school students pay more attention to education and entertainment, so they learn some knowledge through activities."	To educate through entertainment	Methods and philosophy of instruction Features of the students
"Then, for that teaching, I used a game that we Chinese like to play, called the carrot squatting game. I prepared the hoods for them to wear on their heads, and then prepared the cards of small animals and fruits, and stuck them on their hoods, and then I played this game with them while teaching them about animals, during this process, I felt that they learned very quickly."	Teaching with games and integrating cultures	Method of teaching interaction
" I played the grade 4 kids in a Thai public school their favorite Chinese pop songs during that class. That song is quite slow, and the students had previously heard it, on TikTok, a social media platform. They liked this song very much, and after I played it, they followed the music. The rhythm started to hum. The rhythm started to hum. Even though they didn't speak Chinese, they liked Chinese music."	Teaching with music and students' interests	Utilizing students' interests to improve teaching effectiveness
"I use English as a medium in my teaching. Still, some teachers speak both simple and mix Thai and English."	Language media, multilingual teaching	language use strategies
"I have been teaching Chinese in Thailand for several years, and there are many teachings that are impressive to me." " And for children of this grade, they need interesting teaching. You need to prepare various games, various ... uh ... activities for	Years of Chinese teaching. instruction, total experience, passion, and flexibility in the	Establish various teaching strategies according to experience

Table 4.6 Categories of Teachers' Interview Findings (Cont.)

Key Statement	Categories	Concept
them before class."	classroom	
"... Uh ... mainly because I teach Chinese. Yes, so I think 80% of the time, I try to explain it in Chinese."	Language usage patterns and teaching of target languages	language teaching strategies
"Then, I found that even in a class with deficiencies in discipline, as long as my teaching content is a topic that interests students, they will still pay attention."	Content interest, student attention	Teaching content and student engagement
"Well, I typically only utilize Chinese with kids who have a particular basis. But, for students who are just starting and don't have any background, I use ... well ... their language."	Language use, student foundation	Educating language preference
" For classes with a more ... uh ... better learning atmosphere, the final classroom effectiveness It even exceeds our expectations, so it is still based on, um... a situation in each class, and finally we can see the results of the teaching."	The classroom environment and its impact	The effect of classroom interaction on the efficacy of instruction
" I don't need to translate, but my students will understand the meaning of the words that I taught." " While I will need to employ multimedia technological to convey images and pertinent information, my primary method of instruction is full-course Chinese."	non-translation instruction, comprehension of meaning, Chinese media, and technical support	Language of instruction and communication understanding
" One of the most critical aspects of teaching Chinese as a foreign language is that we first need to understand our students, why they want to learn Chinese, what personal interests they have, what their learning methods are like, etc." Now, I teach in an international school in Thailand. The students I come into contact with are Thai students, and some from other countries. They are all speak English fluently,	English as a medium, individualized instruction, and an international educational setting	Teaching language selection and environmental adaptation

Table 4.6 Categories of Teachers' Interview Findings (Cont.)

Key Statement	Categories	Concept
that is why I communicate with students in English. "		
" For example, if the student has zero basic knowledge, I will use English, or simply use some ... ah ... the other person's native language."	support in the native tongue and streamlined instructions	Using linguistic aid in the classroom

4.2.2 Analysis of Teachers' Interview

The primary aspects of Chinese classrooms instruction, as perceived by teachers, are the four principles of methods of instruction, language use, interactive instruction, and teaching design. Strategies for teaching play a crucial role in Chinese classroom instruction. The topics of "teaching concepts and teaching methods" and "implementing various teaching methods based on experience" fall under the category of "instructional strategies". This illustrates that Chinese classroom teachers must not only possess clear teaching concepts, but also choose suitable teaching methods that align with these principles. In order to meet the diverse learning needs of their students, teachers must also demonstrate adaptability by adjusting their instructional methods based on their own experiences and real-life classroom situations.

Secondly, a primary issue encountered in the instruction of Chinese inside classroom settings pertains to the utilization of language. "Language usage strategies" encompass the instruction of "language selection", "language and communication comprehension", and "language selection and environmental adaptation", together with the "implementation of language assistance in teaching". Based on these principles, educators must meticulously decide the language they will employ to interact with students in Chinese lessons. In addition, teachers must take into account the impact of the classroom environment on language selection and promptly utilize language aids to enhance the efficacy of their teaching.

Furthermore, it is imperative to improve the efficacy of Chinese education by implementing interactive teaching methods. The importance of interactive teaching is demonstrated through the concepts of "teaching interaction methods," "utilizing students' interests to enhance teaching outcomes," and "the influence of classroom interaction on teaching effectiveness." By creating a variety of interactive exercises, educators may foster students' curiosity in the subject and enhance their engagement and academic performance. Concurrently, active participation in the classroom can enhance students' ability to work together and effectively communicate verbally. Instructional design is an essential element of Chinese classroom instruction. The teaching of design involves the consideration of various elements, which are evident in the concepts of "language teaching strategies" and "teaching content and student engagement". In order to ensure that students can fully understand and achieve proficiency in Chinese, teachers must develop effective language teaching approaches. In order to guarantee that the curriculum not only meets the learning objectives but also sparks students' attention and enhances their involvement, teachers must concurrently assess the correlation between the curriculum and student engagement.

4.3 Conclusion

Through data sorting from the questionnaire and interviews with eight Chinese teachers, certain inferences concerning Chinese classroom instruction can be made.

The questionnaire data analysis, first of all, demonstrates that the Chinese teachers employed by the International School of Wales are doing a fantastic job of maintaining classroom order and norms and doing an overall good job of carrying out their teaching tasks. Nevertheless, there are still specific issues with the teaching process. For example, the content of Chinese teaching materials is outdated and does not relate to modern daily life, and the Chinese teaching curriculum does not match actual teaching needs. Enhancing instructional engagement and topic preparation is also essential.

Secondly, according to the summary of the interviews, teachers generally believe that entertaining and teaching students by their aptitude are the key factors to improve the effectiveness of Chinese classroom teaching. Students' learning motivation can be increased, and their engagement and interest in learning can be enhanced, by integrating their interests and needs with a variety of teaching techniques like games, music, and multimedia. For example, Interviewee 1 and Interviewee 2 enabled students to quickly learn Chinese in a relaxed and pleasant atmosphere through the Carrot Squat game and Chinese pop song sign language teaching. In addition, teachers also emphasize the importance of understanding students' backgrounds and needs, which can help teachers design teaching content and methods that are more realistic for students. Teachers also pointed out that the effectiveness of classroom teaching is affected by many factors, including students' learning motivation, classroom atmosphere, teaching methods, time resources, etc. Even with well-prepared teachers, there may be a negative impact on their efficacy if students are not motivated to learn or if the classroom environment is poor. Therefore, teachers need to adopt flexible teaching strategies, such as appropriately adjusting teaching content, using auxiliary tools, adding interactive links, etc., to adapt to different situations and ensure the realization of teaching goals. In addition, teachers tend to use the two-person grouping model for organizing classroom interactions, believing that this helps improve the efficiency and quality of interaction. In group interactions, teachers can observe and guide students' learning more effectively, correct mistakes on time, and improve the pertinence and effectiveness of teaching.

Finally, teachers also shared some suggestions for improving Chinese classroom teaching. For example, teachers should be fully prepared to use a variety of teaching resources and tools to create an open and inclusive classroom atmosphere, encourage students to ask questions and discuss, give timely feedback, pay attention to students' differences, and implement teaching by their aptitude.

In conclusion, teachers must consider all pertinent elements, including the teaching material, student characteristics, and the classroom environment, in order to teach Chinese in the classroom effectively. They must also use various teaching strategies, such as interactive models, to increase student engagement and interest in the material and help them meet the learning objectives. To overcome such obstacles, educators should simultaneously maintain their adaptability and creativity and modify their lesson plans in response to real-world circumstances.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the conclusion from the analyzed findings, discussion of findings followed by recommendations for the use of the findings and for future studies. This chapter is separated into three sections: conclusion, discussion, and recommendations.

This study is based on three research objectives:

- 1) To investigate the classroom instruction used in Chinese language teaching
- 2) To explore the issues that are related to classroom instruction
- 3) To find ways to address the issues

5.1 Conclusion

5.1.1 Responses to Research Objective 1

First, the results of the analysis of the questionnaire (mean and standard deviation) showed that the mean level of Chinese language classroom instruction was $\bar{x}=4.055$ with a standard deviation of 0.805. Based on the scoring criteria of 5 Likert scale, the participating teachers highly value the Chinese classroom instruction in many areas and were content with the state of education in China at the moment. According to the results of the questionnaire data, the items 4-15 were all in the range of 3.50-4.50, which means that the participated teachers were able to adopted more teaching instructions and activities.

Among the items 4-15, the average value of all items was higher than 3.50, indicating a high level of teachers' perception about these items. Especially 7 items was higher than 4.0, these items are Q4 (I can accurately determine the teaching focus

according to the school's Chinese curriculum standards), Q8 (I always establish rules and order in the classroom to make classroom teaching orderly and efficient), Q9 (I am very good at integrating contemporary teaching techniques into classroom teaching), Q10 (I usually use classroom activities to capture student's interest), Q11 (I start with class and then interact with individual students ,answering their questions or asking them mine), Q14 (I always use qualitative and quantitative assessment techniques to evaluate classroom instruction), and Q15 (I am satisfied with my current job and will continue to do so).

Secondly, combining the analysis results of semi-structured interviews, it can be seen that the instruction among Chinese classroom can be summarized as: make classroom rules, design classroom interactive, make lesson plan and the use of media language.

5.1.2 Responses to Research Objective 2

The results of the analysis of the issues related to classroom instruction questionnaire (mean and standard deviation) showed that the mean value of Wells on Nut school teachers' perception towards the issues related to classroom instruction was $\bar{x}=3.24$ with a standard deviation of 0.853. The teacher maintained a moderate attitude towards other issues (Items 18-25) that related to Chinese classroom instruction, which also shows that these problems (inappropriate ratio of blackboard writing and multimedia use, insufficient understanding of students, students' lack of concentration, and low homework completion) also often appear in Chinese classroom.

In addition, the items 16 and 17 were higher than 3.50, which means that the participated teachers thought these two instruction issues are easily to occur in Chinese classroom. These questions are Q16 (The Chinese teaching syllabus formulated by the school does not match the teaching needs), and Q17 (The content of the Chinese teaching materials currently used is outdated and does not conform to current daily life). According to the average, the options with the high scores for the perception towards the issues related to classroom instruction are: Insufficient classroom teaching time ($\bar{x}=3.33$), Insufficient preparation before class, resulting in confusing teaching

content ($\bar{x}=3.33$), and Insufficient preparation of students before class leads to poor classroom teaching results ($\bar{x}=3.21$).

5.1.3 Responses to Research Objective 3

The results of the analysis of the ways to address issues related to the classroom instruction questionnaire (mean and standard deviation) showed that the mean value of Wells International school on nut teachers' perceptions towards the ways to address issues related to the classroom instruction was $\bar{x}=4.165$ with a standard deviation of 0.726. According to the average, the options with the highest scores for the attitude towards the ways to address issues related to the classroom instruction are: Q29 (We insist that students are the main body of teaching and teachers are the guides in the classroom) is the most helpful ($\bar{x}=4.48$), Q34 (Multiple forms of classroom instruction must be used) is the most helpful ($\bar{x}=4.42$). Q26 (Students can post on chat forums to solve their Chinese learning problems) had the lowest mean ($\bar{x}=3.21$) of all items.

A careful examination of the teacher interviews reveals that the effectiveness of teaching Chinese in the classroom is not static, but rather dependent on a number of factors. Teachers typically employ engaging teaching strategies, combining games, music, multimedia, and other activities with students' interests and hobbies to create a laid-back and enjoyable learning environment that encourages students' motivation to learn and participate. For instance, teachers use popular song teaching and carrot squatting games to help students quickly master knowledge through interaction. Teachers also stressed the significance of knowing their students' backgrounds and needs, as this aids in creating lesson plans and instructional materials that suit their needs.

Teachers typically utilize the pair work to arrange classroom interactions because they think it enhances the effectiveness and caliber of engagement. Students can learn more efficiently under the direction of teachers when they work together in groups. Teachers can also more closely watch the learning environments of their pupils at this time, giving prompt feedback and adjustments.

5.2 Discussion

5.2.1 The main findings from Research Question 1: What is the classroom instruction in Chinese language teaching?

First, findings indicated that teacher considered establishing rules and order to be highly necessary ($\bar{x}=4.39$; $SD=0.424$). Teachers' attitudes mostly positively, and no one thought establish classroom rules was useless. This was consistent with the findings of Lin (2012), showing that classroom rules are very valuable and thus has a beneficial effect on classroom rules This was also confirmed by a previous study by Zhe (2023), which thought the lack of Chinese classroom management in Thai primary schools seriously affects regular teaching. Different management problems are encountered in actual teaching, which requires different measures to be taken, such as dealing with students' inappropriate behavior through strategies such as being friendly, setting rules, and maintaining confidence (Prilla and Angelina, 2019). Respondents in Lin's (2012) study pointed out that the mastery of classroom management skills is all part of the training of teaching Chinese as a foreign language. The results from semi-structured interview emphasized the importance of classroom management in Chinese classroom teaching. Teachers believe that teachers must establish rules at the beginning of the course and maintain these rules throughout the teaching process. For the study of classroom instruction. Chinese teachers' classroom management and communication methods are the main factors causing international students' classroom learning anxiety. (Yang, 2023). Furthermore, the results of the current study are in congruence with Liu (2013), that schools should improve in the following five aspects: strengthen the construction of teachers, comprehensively improve students' Chinese proficiency, standardize the use of teaching materials, strengthen the construction of supporting teaching facilities in schools, and strengthen teaching management.

Second, in the option on students' interest (Questionnaire Option 10: I usually use classroom activities to capture students' interest. $\bar{x}= 4.24$; $SD = 0.684$), this could mean that teachers often use different teaching methods to attract students' interest. Looking deeper, the teacher received positive feedback from students after trying

different teaching activities. This is consistent with Li (2010), Xie and Lin (2023), Zhu (2022), and Jia (2015), who found that educators must adapt their perspectives, advance their students' subjects, and proactively create circumstances that pique students' interests. During the interview, the teachers stated that students need interesting teaching. These findings are consistent with research by Li (2010), which proactively creates circumstances that pique students' interests.

Third, teachers also discussed the use of the medium language. Most of them would like to use English as the medium because international students speak English fluently, and easily communicate with them by English. Sometimes, the teacher uses Thai if the students are Thai. Overall, which language to use as the medium of instruction in class should be determined based on the student's situation. This result is similar to previous studies, where translanguaging was commonly used by teachers, by Zhang et al. (2022), Ewe (2021), Tan (2022), and Tian (2016). Zhang et al. (2022) pointed English was predominantly employed for explanatory and elicitation functions, whereas Chinese was chosen mainly for teaching and instructing purposes. While translanguaging practice was observed in class, the monolingual approach was still predominantly used and advocated across different levels. However, Tan (2022) said foreign students are generally more talkative than native children. Although some teachers may employ the translation approach to elucidate unfamiliar vocabulary and grammar concepts, its efficacy is suboptimal. Due to the insufficient strength of the link and the tendency of students to easily forget, Grammar frequently does not have a direct one-to-one relationship. Interpreting the Thai language may provide certain difficulties.

Finally, the findings of this study showed that the use of teaching technology ($M=4.27$) of teachers. This finding aligns with the research conducted by Lin and Le (2004), Ye (2016), Han (2022), Zhu (2022), and Wu (2020), all of whom support the integration of information technology in education and the use of current technology to promote the enjoyment of teaching.

5.2.2 The main findings from Research Question 2: What are the issues that are related to classroom instruction?

First, the findings of this study showed that this issue of a significant discrepancy between the Chinese teaching curriculum established by the school and the actual teaching requirements is of great concern ($M=3.61$). This is consistent with previous studies that showed that inappropriate textbooks hampered teachers' teaching (Ewe and Min, 2021, Lu, 2023, Yang, 2008, Zhao, 2022). The language barrier, lack of classroom management experience, and inappropriate textbooks for tertiary education hampered their teaching. Chinese language teachers urgently need professional and ongoing training to ensure their teaching quality. In addition, further efforts to develop textbooks for higher education are demanded. (Ewe and Min, 2021).

Second, most teachers were concerned with class time (Questionnaire Option 19: There isn't enough time in class for me to properly engage and tutor $\bar{x} = 3.33$; $SD = 0.686$. Questionnaire Option 21: Sometimes, due to numerous work tasks, there is insufficient preparation before class, resulting in confusing teaching content $\bar{x} = 3.33$; $SD = 0.498$). The results of this study have a relationship with previous studies (Zeng, 2021, Dong, 2019), which found that the inadequate allocation of class time can have a detrimental impact on the overall effectiveness of teaching, thus causing significant worry among most teachers on the sufficiency of class time. In addition, the results of Song (2006) examined the efficacy of instructional time in the classroom. She posited three primary factors: firstly, an imbalanced time allocation ratio for three-dimensional training objectives; secondly, an imbalanced time allocation ratio for instructional methods; and thirdly, a deficient idea of time efficiency among teachers. And suggested approaches to address this issue at both the conceptual and operational levels.

Third, another serious problem in this study was that students often used tablets or mobile phones in the classroom. If teachers fail to highlight mistakes, students will not correct them. One teacher made it clear in the interview that electronic devices frequently have a detrimental impact on students' focus. At the same time, some teachers claimed that students primarily engage in recreational activities or

entertainment, rather than utilizing tablets or mobile phones to access educational resources. This situation similar to research by Attia, Baig, Marzouk, and Khan (2017) which claimed that students believed that laptop and cell phone use in the classroom can affect their concentration and ability to learn.

5.2.3 The main findings from Research Question 3: What are the ways that should be done to address the issues that are related to classroom instruction?

According to the study, most teachers maintained that students are the main body of instruction and teachers are the guides in the classroom ($\bar{x} = 4.48$; $SD = 0.64$). Rogers (1977) pointed to the “student-centered theory.” He proposes that the role of a learning facilitator replace that of the instructor. Xu (2017) mentioned an approach as “the first post-teaching and study teaching.” In layman's terms, it means taking students as the center and teaching around students. Jia (2015) explores how to effectively use student-centered communicative teaching in teaching design. During the teaching process, teachers should consider not only the overall context of the school but also the individuality of pupils and foster their sense of initiative (Zhong, 2015). In addition, Wang (2018) demonstrated that the effectiveness of English education depends on students' recognition and understanding of their subjectivity. To improve the quality of English teaching in primary school classrooms, it is crucial to give priority to the cultivation of students' subjectivity and encourage their active participation in all aspects of the class.

The findings of this study showed that in terms of preference for the type of classroom instruction, “multiple forms of classroom instruction must be used” was also one of the highest outcomes selected by teachers ($\bar{x} = 4.42$; $SD = 0.726$). This finding is in agreement with Zhou's (2022) findings that Chinese teachers instructing foreign students can employ diverse pedagogical approaches, there are numerous approaches to instructing Chinese characters (Xie and Lin 2023). Most teachers think that prolonged utilization of a singular instructional approach will diminish pupils' enthusiasm for acquiring knowledge.

Most teachers were concerned with how the material of the textbook closely resembled everyday life ($\bar{x} = 4.33$; $SD = 0.716$). According to Chen (2021) focus on the creation of Chinese educational resources specifically designed for young children. When determining the syllabus and textbooks needs to get teacher feedback so that the new syllabus and textbooks become more realistic and easier to implement. Of course, teaching should not only focus on textbooks but also take students' needs and preferences into account (Yang, 2008). Fu (2023), stated that the Japanese instructional process enhances one's understanding of the Japanese cultural context. Furthermore, it is imperative to implement focused advancements in fundamental Japanese instruction that align with market needs. Finally, it is imperative to enhance the efficacy of Japanese internship programs and enhance practical application skills.

In the semi-structured interviews, teachers expressed that they would flexibly use various interactive methods and means, such as group discussions, role-playing, etc., to attract students' attention and improve their participation. Zhong (2015) argued that the implementation of "life-oriented memory" aims to integrate the Chinese language into the daily lives of Thai students, hence fostering increased possibilities for students to utilize Chinese outside the classroom. This includes organizing events such as Chinese Traditional Game Week and Chinese song competitions. Using interactive foreign language instruction is crucial for promoting meaningful learning and developing comprehensive language learners. Through the establishment of dynamic and immersive learning settings that foster active involvement, engagement, and interaction, educators can enable students to develop confidence and proficiency in language usage (Naubetbayevich, 2024).

Based on the findings in Chapter 4, the teachers also talked about Children's psychology. Huang, Li, and Gao. (2022) pointed out there are significant differences in the physical and mental health dimensions of students with different lengths of Chinese learning. significant difference. So, Chinese instructors for non-native individuals ought to actively enhance their understanding of children's cognitive development, comprehend the distinctive traits of children, and create instructional exercises that take into account the student's nationality and individual characteristics (Feng 2023). This point needs additional

attention and research.

5.3 Recommendations for Future Studies

Based on the findings of this study, the researcher would like to recommend the future researchers the following:

5.3.1 Future studies can further expand the sample from different schools rather than the same school to ensure that the sample is more representative.

5.3.2 Future research should employ additional tools to comprehend and identify strategies for resolving issues related to classroom instruction.

5.3.3 This study is a preliminary exploration of the teachers' perceptions of Chinese language instruction in an international school in Thailand. This study focuses on the issues that are related to classroom instruction, the ways that should be done to address the issues that are related to classroom instruction. Follow-up research can be supplemented and improved from other directions.



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The Questionnaire for the teacher's perception of Chinese Language Classroom Instruction

This questionnaire is conducted as part of the master's thesis aiming to improve the learning environment at school. Personal information provided during the course study will be treated with confidentiality. The questionnaire mainly has three parts.

Part 1: Participant's Information

Please tick the box with the information that is appropriate according to your situation.

1. Gender Male Female
2. Years of Teaching Chinese 1-4 5-10 11-15 16-20 20 years above
3. What language do you use when teaching your students?
 Chinese Thai English

Part 2: Your Opinion on Classroom Instruction

Tick the box that is true to your situation.

5= Strongly Agree 4=Agree 3= Neutral 2= Disagree 1= Strongly Disagree

No.	Statement	5	4	3	2	1
A. Chinese Language Classroom Instruction						
4.	I can accurately determine the teaching focus according to the school's Chinese curriculum standards					
5	I design lessons that get students to work in groups or pairs as often as possible.					
6	Classroom lectures are my most commonly used method of Chinese classroom teaching.					
7	I always check the pretest scores before class and adjust the lesson plan.					
8	I always establish rules and order in the classroom to make classroom teaching orderly and efficient.					

No.	Statement	5	4	3	2	1
9	I am very good at integrating contemporary teaching techniques into classroom teaching.					
10	I usually use classroom activities to capture students' interest.					
11	I start with the class and then interact with individual students, answering their questions or asking them mine.					
12	I often ask my students to work in small groups to prepare their presentations before finally presenting them to the class.					
13	I always conduct Chinese proficiency tests on students regularly.					
14	I always use a combination of qualitative and quantitative assessment techniques to evaluate classroom instruction.					
15	I am satisfied with my current job and will continue to do so.					
B. Issues related the Classroom Instruction						
16	The Chinese teaching syllabus formulated by the school does not match the teaching needs.					
17	The content of the Chinese teaching materials currently used is outdated and does not conform to current daily life.					
18	Since I teach using multimedia, I frequently overlook writing on the whiteboard during class.					
19	There isn't enough time in class for me to properly engage and tutor.					
20	I don't know enough about the students' cultural backgrounds to effectively communicate with them.					
21	Sometimes, due to numerous work tasks, there is insufficient preparation before class, resulting in confusing teaching content.					
22	Sometimes I focus too much on practice and ignore the explanation of key content.					
23	In my class, students often used tablets or mobile phones in the classroom.					

No.	Statement	5	4	3	2	1
24	Insufficient preparation of students before class leads to poor classroom teaching results.					
25	Students' completion of Chinese homework is not high.					
C. Ways to address the issues related the Classroom Instruction						
26	Students can post on chat forums to solve their Chinese learning problems.					
27	In classroom teaching, teachers need more time to prepare lessons to stimulate students' enthusiasm.					
28	The teaching materials are as close to current daily life as possible.					
29	We insist that students are the main body of teaching and teachers are the guides in the classroom.					
30	Evaluate classroom instruction based on the learning of all students in the class.					
31	When designing exercises for classroom education, the teacher's confidence is essential.					
32	Students will benefit from interactive group cooperation in the classroom when they are in groups of no more than five.					
33.	Actively ask questions in class and complete assigned learning tasks with their classmates.					
34	Multiple forms of classroom instruction must be used.					

Part 3: An Open-ended Question

35. What can be done to improve the classroom instruction?

Semi-Structured Interview Questions for the Teachers

There are six questions that will be prepared for the semi-structured interview.

Question 1	Please tell me about your experience in Chinese teaching.
Question 2	In your opinion, are your lessons practical?
Question 3	Do you prefer to put students work in pairs/groups? Why so or why not? Do you often do this in your teaching?
Question 4	In your opinion, what are the typical aspects that interfere with effective classroom instruction activities?
Question 5	How do you overcome the problems of not having enough classroom instruction activity?
Question 6	Briefly give your suggestions to other teachers on how classroom instruction can be made effective.





IOC FOR ACHIEVEMENT TEST

✓ Rate +1, if the item clearly matches the stated objectives.

✓ Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

✓ Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Attributes	Rating by Expert 1	Rating by Expert 2	Rating by Expert 3	IOC Average	Congruence
1	Question 1	+1	+1	+1	+1	Congruent
2	Question 2	+1	+1	+1	+1	Congruent
3	Question 3	+1	+1	+1	+1	Congruent
4	Question 4	+1	+1	+1	+1	Congruent
5	Question 5	+1	+1	+1	+1	Congruent
6	Question 6	+1	+1	+1	+1	Congruent
7	Question 7	0	+1	+1	0.67	Congruent
8	Question 8	+1	+1	+1	+1	Congruent
9	Question 9	+1	+1	+1	+1	Congruent
10	Question 10	+1	+1	+1	+1	Congruent
11	Question 11	+1	+1	+1	+1	Congruent
12	Question 12	+1	+1	+1	+1	Congruent
13	Question 13	+1	+1	+1	+1	Congruent
14	Question 14	+1	+1	+1	+1	Congruent
15	Question 15	+1	+1	+1	+1	Congruent
16	Question 16	+1	+1	+1	+1	Congruent
17	Question 17	+1	+1	+1	+1	Congruent
18	Question 18	+1	+1	+1	+1	Congruent
19	Question 19	+1	+1	0	0.67	Congruent
20	Question 20	+1	+1	+1	+1	Congruent
21	Question 21	0	+1	+1	0.67	Congruent
22	Question 22	+1	+1	+1	+1	Congruent
23	Question 23	0	+1	0	0.33	Incongruent

Sl. No	Attributes	Rating by Expert 1	Rating by Expert 2	Rating by Expert 3	IOC Average	Congruence
24	Question 24	+1	+1	+1	+1	Congruent
25	Question 25	0	+1	0	0.33	Incongruent
26	Question 26	+1	+1	+1	+1	Congruent
27	Question 27	+1	+1	0	0.67	Congruent
28	Question 28	+1	+1	+1	+1	Congruent
29	Question 29	+1	+1	0	0.67	Congruent
30	Question 30	0	+1	0	0.33	Incongruent
31	Question 31	-1	+1	+1	+1	Congruent
32	Question 32	+1	+1	+1	+1	Congruent
33	Question 33	+1	+1	+1	+1	Congruent
34	Question 34	+1	+1	+1	+1	Congruent
35	Question 35	-1	+1	+1	+1	Congruent
36	Question 36	0	+1	+1	0.67	Congruent
37	Question 37	+1	+1	+1	+1	Congruent
38	Question 38	+1	+1	+1	+1	Congruent
39	Question 39	+1	+1	+1	+1	Congruent
40	Question 40	+1	+1	+1	+1	Congruent
41	Question 41	+1	+1	+1	+1	Congruent
Overall Average		0.75	+1	0.85	0.90	Congruent

Item Objective Congruence for Focus Group Interview

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Questions	Expert 1	Expert 2	Expert 3	Average	Congruence
	Please tell me about your experience in Chinese teaching.	+1	+1	+1	+1	Congruent
	Which language do you use when teaching your students? What are the reasons?	+1	+1	+1	+1	Congruent
	In your opinion, are your lessons practical?	+1	+1	+1	+1	Congruent
	Which types of interactive patterns you prefer in your classroom? Why?	+1	+1	+1	+1	Congruent
	Do you prefer to put students work in pairs/groups? Why so or why not? Do you often do this in your teaching?	+1	+1	+1	+1	Congruent
	In your opinion, what are the common aspects that interfere with effective classroom interaction?	+1	+1	+1	+1	Congruent
	How do you overcome the problems of not having enough classroom interaction?	+1	+1	+1	+1	Congruent

Sl. No	Questions	Expert 1	Expert 2	Expert 3	Average	Congruence
	Briefly give your suggestions to other teachers on how classroom instruction can be made effective.	+1	+1	+1	+1	Congruent
	Overall Average	+1	+1	+1	+1	Congruent



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst shape at the top, with a circular base containing radiating lines. Below the logo, the text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle.

APPENDIX C

**CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD
OF RANGSIT UNIVERSITY**

มหาวิทยาลัยรังสิต Rangsit University



COA. No. RSUERB2023-200

**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2023-200
Protocol Title	A Mixed-Methods Study of Interaction in the Chinese Language Classroom: Voices of the Teachers
Principle Investigator	Chen Sun
Co-Investigator	Asst Prof. Dr. Anchalee Chayanuvat
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	8 December 2023
Date of Expiration:	8 December 2025

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

Signature.....

(Associate Professor Dr. Papan Kancharanphong)
Chairman, Ethics Review Board for Human Research



Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University

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STC.4800/0504

1 December 2023

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Dr. Thanyapatra Soisuwan,

Miss Chen Sun student number 6407637, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 25 July 2023. Her research is entitled "A Mixed-Methods Study of Interaction in the Chinese Language Classroom: Voices of the Teachers". Currently, she is in the stage of collecting and analyzing data. Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

Miss Chen Sun has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.
 Program Director of Bilingual Education
 Suryadhep Teachers College
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STC4800/0505

1 December 2023

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Assistant Professor Dr. Pairin Srisinthorn,

Miss Chen Sun student number 6407637, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 25 July 2023. Her research is entitled "A Mixed-Methods Study of Interaction in the Chinese Language Classroom: Voices of the Teachers". Currently, she is in the stage of collecting and analyzing data. Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

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Sincerely yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.

Program Director of Bilingual Education

Suryadhep Teachers College

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STC.4800/0506

1 December 2023

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Assistant Professor Dr. Jutharat Kampeerapab,

Miss Chen Sun student number 6407637, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 25 July 2023. Her research is entitled "A Mixed-Methods Study of Interaction in the Chinese Language Classroom: Voices of the Teachers". Currently, she is in the stage of collecting and analyzing data. Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

Miss Chen Sun has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

Anchalee Chayanuvat

Assistant Professor Anchalee Chayanuvat, Ed.D.

Program Director of Bilingual Education

Suryadhep Teachers College

Rangsit University



The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a central circle with radiating lines. The text 'APPENDIX E' and 'INTERVIEW RECORDING' is centered within this emblem.

APPENDIX E
INTERVIEW RECORDING

มหาวิทยาลัยรังสิต Rangsit University

Interviewee 1

R: Hello, teacher.

T: Hi

R: I am a graduate student majoring in bilingual education at Rangsit University. I would want to ask you some questions right now on teaching Chinese.

T: OK

R: First of all, thank you for accepting this interview with me. Hope our interview can go on smoothly.

T: Well, okay.

R: So, can you briefly introduce your Chinese teaching experience?

T: Ok, I started teaching Chinese in 2019. It took about two years. Yes, that's right—the most astounding thing happened in a children's international school where the pupils were more...Put your attention into amusing and instructing us so that we might get some knowledge through activities. Then, for that teaching, I used a game that we Chinese like to play, called “the carrot squatting game”.

R: ...Yes.

T: I prepared the hoods for them to wear on their heads, and then prepared the cards of small animals and fruits, and stuck them on their hoods, and then I played this game with them while teaching them about animals. During this process, I felt that they learned very quickly. So, this time I felt very impressed because it was both educational and entertaining. Those who can do some interaction because the more relaxed they are, the more they learn.

R: Ok.

T: Um..., this experience is indeed quite profound.

R: Okay, I would also like to ask because in Chinese teaching, the students we contact are from different countries. So, which language do you mainly use in teaching?

T: Sure, because my main teaching targets are Thai children.

R: Yes.

T: Well, at first, Thai was first used as the intermediary language in the public school. Then, at the international school, there was no full admission and more English was utilized, but some Thai was still added.

R: Yes, teacher usually use some media language.

T: Well, in teaching, sometimes it may be more effective to communicate with the help of the native language that some students have mastered.

R: Yes.

T: That's right. We teach students according to their aptitude and the situation.

R: Yes. In your opinion, is the current Chinese classroom teaching effective?

T: Regarding this, I think it depends on who is teaching, uh... who is teaching. For example, it is effective in international schools or some relatively good public schools. Since the idea is that he or she is a student and will therefore be more compliant with rules and regulations in the classroom.

R: Yes

T: But if it's like a government school, such as schools in some external counties, the students are already too lively, so you need to control classroom discipline, and then the effect of this class may not be perfect.

R: Well, in this case, classroom management may take up a certain amount of teaching time.

T: Yes.

R: In class, we will also design some activities for interaction. What kind of activity do you prefer to interact with in class?

T: Um... what I use more is the interaction between me and my students. However, students complete assignments in groups after working on them. After that, there will be a conversation, or a conversation, with the teacher. What I use most is the interaction between me and my students. Of course, the interaction between students is more about question and answer, which is a part of the conversation.

R: Well, you mentioned that students will be divided into groups for some interactions. Which kind of group interaction—two students, several students, or another approach—do you prefer?

T: Groups are formed by two individuals.

R: Can you briefly talk about one of the reasons for grouping like this?

T: Well, first of all, if two people are grouped, firstly, he or she is not very good at messing up, and then you let the two of them do a..., you can put it this way, that is, if we work in pairs, it is mainly because the content of the conversation text contains a and b, right? Another way is if two people interact, the effect may be better. Because

the more people there are, the more chaos there will be.

R: Well, yes.

T: And another thing is that I can stand directly next to them and listen to whether what they are saying is standard. I can hear it more clearly and correct it faster.

R: So, in your class, it is mainly a teaching mode of two people in groups, and the interactive mode will be more effective.

T: That's right.

R: In that case, will you often use this model in your teaching?

T: Well, there usually a lot of conversational stuff when teaching junior high school. Based on the pupils' needs and level, this is done.

R: Yes.

T: Yes, there is also teaching content.

R: Well, aright.

T: Yes.

R: In your opinion, in the current teaching, what factors will affect the teaching in the classroom?

T: Classroom teaching is mainly about classroom discipline. Of course, there are also teaching methods, which are more rigid and flexible. In fact, because we need to teach more content in each class, they are more rigid. Yes, and when it comes to time, sometimes we are not so plentiful. Well, so in such a case, it will affect the actual classroom teaching effect.

R: Because we have to rush for time and progress.

T: Yes, so the effect is not very good.

R: Yes, will the teaching content affect the teaching effect?

T: Yes.

R: When teaching, you will indeed encounter many factors that affect the classroom . Well, I also want to talk about it. How do you prepare for interactions in your lessons between students and teachers or between students themselves?

T: Just how the interactive session should be designed, right? Or can I ask the following question first?

R: Yes, can you give some better suggestions to other teachers?

T: I think one of the most essential points to improve the effectiveness of

classroom teaching is to use your teaching aids and design activities with you, and the type of activities must be suitable for your students. According to the student's preferences, does he like this? What are his hobbies? What are his needs? Then, the third person can get close to the teaching content and find a good form of activity. Indeed, the structure appears to be well-received by students, perhaps leading to increased levels of engagement and collaboration.

R: Well, in this regard, the starting point is mainly learning and students.

T: Right, right.

R: Yes, let's go back to the question just now, uh, how to design interactive links.

T: If it were me, I would use pictures and videos.

R: Yes.

T: This may arouse more resonance and interest among them. Then, it's the same thing, it's still students-centered, starting from the student's perspective. Hey, consider your pupil. What interests him in order to pique his interest? This may make it easier for him to be interested, or better interact with me.

R: Yes, it should mainly catch the students' attention and let them learn as much as possible and master some of the knowledge taught in our classroom.

T: Yes, yes.

R: Well, okay, thank you very much, teacher, for being able to accept my interview despite your busy schedule. Thank you.

T: You're welcome.

Interviewee 2

R: Hello, Teacher.

T: Hello!

R: I am a graduate student majoring in bilingual education at Rangsit University, and completing my thesis. Today, I have a few questions about Chinese teaching.

T: Okay.

R: First, I would like to introduce my thesis to you briefly. I study the interaction in Chinese classroom teaching, mainly from the teachers' perspective. I would like you to share some methods you frequently use in the classroom today. Methods, or some interaction issues that have been observed in the classroom.

T: Ok.

R: Thank you very much for accepting this interview, and hope we can proceed smoothly.

T: Okay, okay

R: Then we'll start now.

T: Yeah.

R: This interview starts from the aspect of Chinese teaching. First of all, I would like to ask you to introduce your Chinese teaching experience, and you can also talk about a teaching session that left a deep impression on you.

T: Well, I used to work as a Chinese teacher in a middle school in China, and then I came to Thailand because I liked Thai culture. I am a Chinese teacher in Thailand, and I teach Thai students in the language. During this period, a teaching that impressed me was entirely unexpected. I played the grade 4 kids in a Thai public school their favorite Chinese pop songs during that class. That song is a very slow, and the students had heard it on social software before, that is, on our TikTok. They liked this song very much, and after I played it, they followed the music. The rhythm started to hum. Despite their lack of Chinese language skills, they expressed a fondness for Chinese music. I continued to teach the sign language about this song. To my great surprise, when they made the sign language with me and learned the Chinese pronunciation, I thought they had to learn it more than ten times. Still on the sixth practice Finally, these students not only memorized the lyrics of the song but also learned the sign language of the song. I think they are very brilliant. I found that using music to create

this relaxed learning atmosphere is very popular among students. I had the richest experience in this particular lesson.

R: Well, indeed. Unlike that in China, our classes are not static lectures, but more inclusive.

T: That's right, because Thai students like the relaxed atmosphere in class.

R: Well, okay. then we also discussed how you are teaching Chinese in Thailand at the moment. So, when you teach Chinese, which language do you mainly use?

T: Well, I use English as a medium in my teaching. Despite this, there are teachers who speak both simple and a combination of Thai and English.

R: It means that it is not language-specific.

T: Yes, because some teachers know some Thai, which is actually quite good.

R: Well, yes, this is also a better teaching method.

T: Uh-huh.

R: You mentioned a lot of fascinating classroom instruction that I heard. In your opinion, how effective are the current Chinese classes? It can also be understood as whether the entire class can achieve your expected results.

T: Yeah, yeah, in my class, I think it is effective. Because I am a relatively strict teacher, I will pay more attention to their mastery of knowledge. Naturally, this covers not just learning new vocabulary and grammar but also a little bit of Chinese culture. In order to boost students' enthusiasm in studying, I frequently employ multimedia in my Chinese lessons to demonstrate aspects of Chinese culture. Uh-huh..., of course, I will also give some uh, some gifts related to Chinese culture to some students.

R: Yes.

T: For example, paper-cuts and other gifts that represent Chinese elements.

R: Yes.

T: So, in fact, the effectiveness of the classroom may not only refer to whether the student has mastered this knowledge, but also whether he can pass the cultural or film and television works. Get interested in this language.

R: Yes

T: Because I think, ...uh...uh, we have also learned the true Chinese meaning of Chinese in culture. Because it is the same word in Chinese, it may represent various Chinese meanings in different situations. So, I think that by wearing it and traveling

through their Chinese culture, they will understand the true meaning of the Chinese language.

R: Well, if you only learn new words in a language, or if the language is quite dull, maybe adding some culture will make our class more effective.

T: Yes, yes.

R: Well, okay, then we have been talking about class. There will inevitably be interactive sessions in class. What kind of interactive mode do you prefer?

T: Well, in my classroom, I prefer the game interaction between students, ...um..., or the game interaction between students and teachers.

R: Yeah.

T: I hope they can learn more Chinese vocabulary and sentences in this relaxed teaching environment.

R: Yeah.

T: I just mentioned Thai primary school students, they prefer a relaxed learning atmosphere. So ...uh... Students may, in my opinion, sustain and even increase their excitement for learning in this way.

R: Indeed.

T: Well, I think Chinese teachers should actually combine Thai culture with Chinese culture.

R: Yes.

T: Well, because Thailand is like this, Thai students can better understand the different meanings of our Chinese vocabulary.

R: Right.

T: Well, in fact, the interaction is two-way. It is not necessarily a one-way output from the teacher. It might also be able to spark their curiosity and allow them to share some of their cultural knowledge about other things they are aware of or about their own nation. Acquired some knowledge.

R: Yes.

T: In such an interaction, students will also have some positive or active willingness to communicate.

R: Right, right.

T: Because in this way they can actually understand each other 's culture, and

then they can also compare their own country's culture , so they can better understand some of the ... uh ... knowledge we have learned in this class.

R: For example, some vocabulary and sentences.

T: Well, yes.

R: Okay, then let's continue ... uh ... continue talking about this issue. We just mentioned classroom interaction. I also want to ask you, in class, for example, when you let students interact, do you generally like to have students pair work, or small group for classroom interaction?

T: Well, in my teaching, I often have ... uh... students pair work. due to the small number of students in my class overall.

R: Yes.

T: ... Uh ... I will use more reasonable tasks in class for students to complete.

R: Yeah.

T: You can, for instance, finish assignments in groups, finish images in groups and match the appropriate Chinese translations, etc.

R: Yes.

T: In addition, time is adequate. Regarding courses, I think pair work is more suitable and the efficiency is relatively high.

R: Yes.

T: In this case, the teacher can also ... uh ... it is more convenient for the teacher to observe the students' learning and absorption. The teacher might not be able to manage each student's absorption if there are too many people there.

R: Yes.

T: Well, ah, so starting from ... uh... the base number of students in our class, and also from the effectiveness, we consider using double the number of students.

R: Right.

T: Yeah.

R: Yes, you also briefly talked about this just now. If ... uh ... there are too many people, it may affect the interaction.

In your opinion, in teaching, besides ... well ... for example, the number of students will affect your classroom interaction, what other factors will affect your classroom interaction?

T: Well, in my opinion, it is ... uh ... some primary school students in Thailand, they ... uh ... don't like to study, have no enthusiasm for learning, and have no interest, um, so for Teaching is the most difficult for me. Because ... well ... it's just one class, and his time is fixed. I can't spend too much time teaching Thai students to learn Chinese. ... uh ... and I can only say that exciting activities should attract students to take the initiative to learn.

R: Hmm.

T: Students participated in my class ...

R: Yes.

T: For instance, I believe it is crucial to understand students' learning attitudes when it comes to...

R: Well, that's true.

T: This is an initiative issue for him. The students themselves need to know that I want to learn or they want to like it. It may ...Er ... we say to achieve more despite less effort.

R: Yes.

T: Yes.

R: Okay, so in addition to some student factors, uh, what other objective factors do you think will affect your classroom teaching?

T: Well ... because, that is to say, we are in class at school ...

R: Yes.

T: My class period ... Em ... is limited to forty minutes.

R: Yes...

T: So, it can be an adequate time in class. Actually ... well ... it's not much, maybe ... uh ... twenty minutes. So, to ensure students have effective learning time, I will prepare it in advance. ...Uh ... , for example, props for classroom interaction.

R: En.

T: I will also try my best to let students ... uh ... focus on me early.

R: Yeah.

T: And follow me into the content of classroom teaching, or ... or study, some students ... uh ... as a demonstration ... uh ... so that they can quickly understand some of the requirements of classroom teaching.

R: Well, yes.

T: Then in this case, he can ... uh um ... work hard to complete some ... uh ... classroom teaching tasks. ... Uh ... , including ... um ... If this basis is not enough, I will also assign some homework ... um ... let them continue to consolidate some knowledge after class.

R: Yes.

T: Yes.

R: Okay... uh ... I also want to know more about the international school where you teach. It is ... uh ... part of the Chinese classroom is fixed. What do you think? Will the fixed environmental layout in a Chinese classroom affect the classroom teaching effect?

T: This class has a fixed, dedicated Chinese classroom, right?

R: Yes.

T: I don't think so, um ... uh ... no. Because in accordance with the... uh... teaching themes of this session, we will have some matching teaching supplies ready in advance. I am able to make adjustments in the fixed classroom thanks to these things.

R: Well, then ... uh ... how would you arrange Chinese teachers in the school you are currently working at?

T: I will look for some Chinese calligraphy and painting, or some ... uh ... things with Chinese elements.

R: If there is such an environmental decoration, will it be helpful for classroom teaching?

T: Oh, yes, yes, the Chinese teachers in our school, on different holidays, actually Chinese holidays ... uh ..., we will decorate the classroom in advance. ... Uh ... for example ... um ... Mid-Autumn Festival we will arrange some pictures about the Mid-Autumn Festival.

R: Yes.

T: And ...arranging the Chinese classroom this way is more conducive to our interaction with students during class. Thus, I believe it is imperative to develop these instructional materials ahead of time.

R: Yes, okay.

T: Ok

R: After that, we also had an extended talk regarding the variables influencing Chinese instruction. As for the teacher, I think that his several years of expertise as a Chinese teacher have given him certain insights and experiences regarding Chinese classes. Thus, I would also like to ask you to...um...share some insightful tips for teaching Chinese.

T: Well, first of all, I think that effective Chinese classroom teaching... is ... first of all, we must make preparations before class.

For example, we want teaching aids combined with lesson plans.

R: Well, yes.

T: Let students feel in advance that the class has begun ... well ... so that students can quickly get into a state of learning.

R: Right.

T: In addition, I think teachers' teaching methods are also very important ... um ... choose appropriate teaching activities and teaching methods, combine them with the content of our teaching, and ... um ... choose one of our own classes The situation ... well ... control the teaching progress reasonably.

R: Yes.

T: At the same time, we should also refer to how other teachers teach. Throughout the lesson, we should guide students in learning vocabulary, assist them in communicating in Chinese, and then expand on it based on the fascinating and varied real lives of Thai students.

R: Right.

T: ... Uh ... what about classroom interaction? I ... I think the teacher's accurate expression ability is also needed. For example, some gestures or followed body language. Students ... they see it in movies ... ah ... uh, on the news.

R: Yes.

T: So, they can better understand the teacher's expressions, which reduces communication errors and can also improve the efficiency of classroom teaching .

R: Yes.

T: My suggestion is this.

R: Well, okay, thank you very much.

T: You're welcome

R: Time flies so fast. Our interview has come to an end. Thank you again, for being able to accept our interview despite your busy schedule. I am honored to be interviewed by you.

T: It's okay.



Interviewee 3

R: Hello, Teacher.

T: Hello!

R: I am a student majoring in bilingual education at Rangsit University. First of all, ... thank you for accepting our interview this time, and I hope this interview can go smoothly.

T: Okay.

R: Let's start now.

T: Ok.

R: Uh...first of all I want to talk to you about some of your current Chinese teaching experience, or you can also introduce a teaching session that left a deep impression on you during your teaching process.

T: Well, I have been teaching Chinese in Thailand for several years, and there are many teachings that are pretty impressive to me.

R: Yes.

T: Just for me, uh ... it was, I remember I was in an international school before, and I taught some kids, probably grade 1 to 3. And for children of this grade, they need interesting teaching. You must prepare a variety of games and activities to engage the students.

R: Yes.

T: Under such circumstances, what children learn can be used to communicate better.

Then, in this teaching situation ... um ..., I also saw some differences between some Thai children and our Chinese children. Thai students focus more on engagement and enjoyment before beginning to write. A minor issue arises when reading.

R: Yes.

T: But speaking and listening will be better.

R: Yes.

T: So, during this teaching process, I also felt that for children ... um ... it is also essential to make them ... um ... happy to learn.

R: Well, so it is happy teaching.

T: Yes, happy teaching.

R: Well, okay, I just heard you talk about it, you mainly teach Chinese in Thailand. When you teach, which language do you mostly use?

T: Oh, because I graduated with a major in Thai, so when I teach, I mostly use Thai, but this is also divided into different levels.

R: Yes.

T: For example, some of the ... uh ... high school students and high school students I teach now have been learning Chinese for many years, and then I try to teach them in Chinese.

R: Yeah

T: For example, when I am explaining vocabulary, if I come across some vocabulary that is a bit unfamiliar or difficult to understand, I will try my best to give them examples in the simplest Chinese, and I will also let the children ... uh ... When learning vocabulary, I use some of the new words I teach to make sentences. Students learn it this way and apply it once more. I believe that this is a fantastic way for them. Saying that would be a better move.

R: Well, so you mainly use Chinese to teach Chinese and create a target language environment for students.

T: Yes, it is divided into different levels of students.

R: Well, okay. From your perspective, is the teaching in the past few years and the current implementation of Chinese classes effective?

T: Well, in this case, we need to separate schools. Because I think in Thailand it is divided into different schools, for example, it has public and private schools.

R: Yes.

T: Well, for the most part, children in international schools are probably better at listening and speaking.

Because it aims to teach all aspects of listening, speaking, reading, and writing, students can get practice in every aspect.

But children in public schools ... well ... are weaker in every aspect.

R: Yeah.

T: But actually, I think no matter which school you are in, this has something to do with your course schedule.

If you want to look at this school, what is its focus? For example, in international schools, they focus on everyday teaching. But ... well ...the school where I taught before had a relatively simple Chinese curriculum, and the final Chinese learning situation was not ideal.

R: That's true. Each school's Chinese curriculum is different.

T: Because learning Chinese is different from learning other languages. To learn Chinese well, you must combine listening, speaking, reading, and writing.

R: Yes.

T: But now, in this school, because our curriculum is designed like this, students are required to master ... uh ... these four skills: listening, speaking, reading and writing.

R: So, the Chinese classes in the school where you teach are generally effective.

T: Yes. This should be determined according to the situation of each school, so it is determined by some of its teaching syllabi, so it is mainly based on the teaching content.

R: Yes, okay, then ... uh ... in class, our classroom interaction is also essential.

So, which type of interactive mode do you prefer in teaching?

T: In this instance, however, I may be the only one interacting with the students during the instructional process.

First and foremost, if language is being learned, allow children to construct sentences on their own after providing them with examples. After the lesson is over, I will let the students to converse in groups of three, using some of the previously taught sentence structures.

If we are learning something similar to the text, I would ... choose the topic, let the students simply use the vocabulary in the topic we have learned, and then simply write five to ten sentences, and then let them express themselves, then general interaction, this is, this may be an interaction mode for some students with good primary performance.

R: Yeah.

T: But for children, we will, probably, definitely prepare some games, some exciting games.

For example, we use drumming to spread flowers, and then let the students move,

become active, or something ... uh ... that's called flashing word cards, and then let the students read the word continuously, and then, so that They can remember, or there are some other games, prepare some ppts, there will be some games in the ppts .

R: Yes.

T: But, generally speaking, when teaching Chinese in Thailand, we hope ... that is ... in class ... uh ... after students have mastered it, we let them use it.

R: Well ... An AB conversation was just brought up. Which method of group interaction do you prefer while teaching—pairs or multiples?

T: Oh, in this case, during the class, it is usually based on the student's situation. If we were the conversational type, maybe it would be better to work in pairs. But if it is some ... uh ... other content, such as some themed activities or something, I will arrange for students to collaborate with multiple students.

R: Okay.

T: But most of the time, we work in groups of two.

R: Yeah.

T: The main thing is to determining how to group according to different teaching contents.

R: Yes.

T: Yeah.

R: Okay, so in the classroom, what factors will affect the entire class?

T: ...Uh..., actually, there are many influencing factors, such as students, teaching content, etc.

R: Oh, can you talk more about the influence of students?

T: Yes. Generally speaking, it just depends on the student's status and basic level of Chinese. Since it relies on how well the kids performed today, we can determine whether or not the teacher's activities will be able to draw them in after taking a first look at their condition.

R: Yes.

T: Furthermore, the reason why learning basic Chinese is so tough is that Chinese is a comparatively challenging language when compared to other languages like English.

R: Yes.

T: So, although sometimes we will prepare a lot of teaching tools . But if the students' foundations are uneven, it will also be a big challenge to our Chinese classroom teaching.

R: Yes.

T: Because ... uh ... stuff like that. Well, I hope that if the students' basic level improves, our classroom effect will be ... relatively speaking ... better.

R: Hmm.

T: But if the students' foundation is very poor, for example, some students cannot even pronounce Chinese pinyin correctly, and they cannot master very basic things, then under such circumstances, it will be difficult for our classroom teaching to be carried out.

R: Yes.

T: Because students cannot understand all the teacher 's classroom arrangements, the teacher needs to spend more time explaining in media.

R: Right. What measures will you take when the classroom results are not satisfactory?

T: For example, we can prepare some small games to make the children active, and then, or we can pause for a while. The students ... well ... play some interesting games, which will increase the children's enthusiasm.

Second, in order to help students who have a weak foundation, it is both possible and necessary to assist them after class. Afterward, they can become more accustomed to our pinyin and the teacher's word cards. Simple to learn and enhances foundational knowledge.

R: Well, all we aim to do is raise the students' proficiency in fundamental Chinese.

T: Yes, at least I can understand the Chinese language used by the teacher in class.

R: Yes.

T: Of course, we should also prepare some small prizes for students appropriately, and then ... well ...encourage and motivate students appropriately.

R: Well.

T: Yes.

R: Okay, finally, I would like to ask you to give ... uh ... other teachers some effective suggestions.

T: Actually, I don't have that much experience. However, I believe that this is the case in the classroom because, first and foremost, it is important for us to comprehend some of the cultural distinctions between Chinese and Thai children as well as some of the differences between Thai children and Chinese children. This helps us get along with Thai students, which is very important.

Another thing is, maybe it means to learn a little knowledge about student psychology, and then understand some of the children's learning motivations and enthusiasm for learning, and try to interact with the children as much as possible. Addition, because students themselves are more active and fun, we may need to prepare some interesting things during classroom teaching, whether it is interesting games, interesting gifts, or interesting stories. Well, we can let the children ... just ... improve their enthusiasm for learning Chinese and make them ... uh ... interested in what we teach.

R: Yes.

T: And the last point is ... well ... teaching Chinese, we need teachers to be able to speak a little Thai simply. Because, maybe ... uh ... if you know some younger students or some students who are not very good at English, it is ... um ... if your Thai ... uh ... is not at all. If you do, it may cause some difficulties in the teaching process.

R: Yes.

T: One more thing to add, which is ... well ... for students. ...Uh... you have to keep communicating.

R: Well, get to know the students deeply.

T: Yes, it means getting to know the students profoundly and knowing what they need. If we can further communicate with students and understand their inner thoughts, this may be helpful for our later classroom teaching.

R: Well, okay, thank you very much, teacher, for accepting our interview. So, our interview today ends here.

Interviewee 4

R: Hello, teacher!

T: Hello.

R: I am a student majoring in bilingual education at Rangsit University. I would like to ask you a few questions regarding teaching Chinese today.

T: Okay.

R: Well, first of all, thank you for accepting this interview. I hope our interview can go smoothly.

T: Yeah, okay.

R: First, let's talk about your Chinese teaching experience.

T: ... Uh ... As for me, I have been in Thailand for five years. Then, because I have worked in different schools, including elementary school, junior high school and high school, I feel that my experience is pretty good.

R: Yes.

T: So, I came into contact with different teaching groups.

R: Right.

T: Then, the teaching materials used are also different. ... Hmm ... I also got a rough idea of the Chinese teaching situation in Thailand.

R: Okay, so in your teaching, which language do you mainly use?

T: ... Uh ... mainly because I teach Chinese. Indeed, I strive to explain concepts in Chinese 80% of the time.

R: Hmm.

T: Then, when I encounter difficulties, I will choose to use English to help.

R: Yeah.

T: English is a medium language and can help me communicate with students.

R: Okay, in your opinion, how effective is the current Chinese classroom teaching?

T: What does this effectiveness mainly refer to?

R: Mainly I want to ask you about, for example, the degree of completion of the teaching content in class, or how well you think students understand it.

T: ... Uh ... I think we cannot simply say whether a course is effective or not, or our school mainly depends on the content of this course.

R: Yes.

T: Moreover, I think that in a specific class, for example, the students in this class have better Chinese proficiency, but there are deficiencies in discipline. Then, I found that even in a class with deficiencies in discipline, as long as my teaching content is a topic that interests students, they will still pay attention.

R: Yes.

T: Well, it mainly has to do with the selection of teaching content in the classroom.

R: Okay.

T: Yes.

R: So, what classroom activities do you prefer to use to communicate with students in Chinese classes?

T: Are you talking about the interaction with students?

R: It also includes classroom interaction, such as the interaction between teachers and students, or the interaction between students.

T: ... uh ... usually ... uh ... every time I teach today's teaching content in class, I interact with the students first, and then the students interact with the students. Both of these interactions are needed. Because, as a teacher, my pronunciation is relatively standard. However, the problem is that if students go to China, they must use Chinese in real-life activities. However, it is impossible for every Chinese can't have a standard Chinese. Therefore, the students just practice each other's listening skills and get used to less standard Chinese.

R: Well, in classroom activities, you hope that the communication between students will be closer to real-life.

T: Yes, why should we study? It's mainly for practical use.

R: Yes, it is based on practicality.

T: Yes.

R: Okay, let's talk further about the interaction between students. Do you typically put your pupils in groups of two or more when you are teaching?

T: Oh, I will try my best to ... uh ... for example, when it comes to dialogue, for the part that has been practiced in practice, I will not only let two students divide the work and cooperate, but it may also be three or four students. Mainly according to the teaching difficulty.

R: ...En...ok.

T: Yes.

R: In this way, in addition to the rigidity of teaching difficulty, our teaching is also affected by other factors.

T: Well, that's right, influencing factors come from all aspects.

R: Let's continue talking about some factors that affect the classroom.

T: In this regard... well ... because I think, as a professional teacher, first of all, the teacher must ensure a happy mood, because everyone can feel it.

R: Yes.

T: Then, first of all, their native language is definitely not Chinese or English. Even if I use English as the medium, there will be certain difficulties.

R: Yeah.

T: So, first of all, teachers should maintain a positive attitude. Secondly, try to discover the interesting aspects of our class content, and then let students feel that even learning can be interesting.

R: Yes.

T: Well, so teachers are also an important influencing factor.

R: Are there any other influencing factors?

T: There is also the aspect of teaching content.

R: Yes.

T: As for students, every student is the same. The most essential thing is that students may be required to have a correct attitude toward learning. That's it: maintain classroom discipline.

R: Well, yes.

T: Yeah.

R: So, if your class is affected by these factors, the classroom teaching link is interrupted, or a particular link is missing, how will you deal with it?

T: If something like this happens, for example, if there are no activities in my class, it will be challenging to capture the students' attractiveness and their attention. So, at this time, I will use some auxiliary tools, such as some ... uh ... Chinese music and some interesting Chinese videos, to attract students' attention.

R: Right.

T: Let's get students into class first.

R: Yes.

T: First, pay attention. Students can only comprehend what their teacher is talking about once they have listened.

R: Yes.

T: Yes, but to be honest, I think if there is no interaction in every class and the teacher just keeps teaching, then the efficiency of the class will be extremely low.

R: Yes.

T: So, there are still certain ways that we must engage and speak with students.

R: Well, yes.

T: And the mode of communication and interaction is no single or extremely complex. It means if you talk to me, there will be interaction.

R: Yes.

T: However, some teachers still enter classrooms to pique students' interest.

R: Yes. Finally, I would like you to give a few straightforward recommendations to raise the classroom's efficacy.

T: ... Uh ... first of all, when teachers prepare lessons, they can spend a little more time and energy to make their lessons ... uh ... more exciting.

R: Yeah.

T: Second, given that I also..., what about the students? Oh, yeah... have, for instance, taught adolescents in junior middle school. To be really honest, we need to explain to the kids why they are in my class. Why should someone learn Chinese?

R: Yes.

T: Then, because in this way students can study more purposefully. They need to know what they can do with Chinese after learning Chinese.

R: Yes.

T: Just to stimulate them more. Students come to Chinese class not to sit here and waste time. They need to clarify their motivation for learning.

R: Well, time flies very fast. Our interview today ends here. Thank you again, teacher, for accepting our interview. Thanks.

T: You're welcome.

Interviewee 5

R: Hello, teacher!

T: Hello!

R: I am a student majoring in bilingual education at Rangsit University. Today, I would like to ask you some questions.

T: Okay.

R: First of all, thank you for accepting this interview, and I hope this interview can go smoothly.

T: OK.

R: At the beginning of the interview, I want to discuss your Chinese teaching experience in the past few years.

T: Well, okay, ... uh ... I just started my first Chinese teaching in 2019. Then, at that time, I had an opportunity to go to South Korea, so I went there ... Well ... I worked as a Chinese teacher for a year and a half. During the process of being a teacher, I found that this job was exciting. It is also a kind of dissemination of Chinese culture.

So, I decided that I might continue this work in the future.

R: Yes.

T: After that, I ... uh ... found an opportunity to come to Thailand. In Thailand ... uh ... I changed schools one after another. I was in a school in the south of Thailand before, but later because of ... uh ... I came to this school now because there are more Chinese teachers, and I want to talk to more Chinese teachers.

R: Well, you have been engaged in teaching Chinese in both South Korea and Thailand. Which language will you use in teaching?

T: Well, I typically only utilize Chinese with kids who have a particular basis. But, for students who are just starting and don't have any background, I use ... well ... their language.

R: Yeah.

T: For instance, I typically speak Korean when I'm teaching in South Korea. In Thailand, instruction in Thai is conducted mostly in a basic language.

R: Yes.

T: Therefore, in order to help students grasp some of the material more quickly,

we mostly teach in their mother tongue.

R: Well, okay, in your opinion, how effective is the current Chinese classroom teaching?

T: Can you elaborate on this issue?

R: Yes, effective in this context most likely relates to meeting learning objectives in the classroom, mastering students' circumstances, and, of course, other factors.

T: Well, this depends on ... uh ... some courses are okay. It depends on the learning atmosphere of a class.

R: Yes.

T: Maybe ... uh ... although it has a little effect, the effect may not be as big as imagined, but for classes with a more ... uh ... better learning atmosphere, the final classroom effectiveness It even exceeds our expectations, so it is still based on, um... a situation in each class, and finally we can see the results of the teaching.

R: Yes.

T: Yes.

R: Okay, talking about the classroom, how do you arrange the classroom communication and interaction?

T: ... uh ... I prefer to ask students direct questions, one-on-one questions, or ask students to make sentences ... uh ...which is mainly between teachers and students. An interaction between.

R: Yes. As for the interaction between students, will this form be used in your classroom?

T: ... Uh ... , I rarely use student-to-student interaction. Because ... well ... Thailand students are also livelier.

R: Yes.

T: If I ask students AB to interact, they may chat during the interaction, talking about content unrelated to the class.

R: Yeah

T: At this time, if you criticize them when you see them talking", Why are you two talking?", they may say, let's have a class-related conversation.

R: Yes.

T: But it is possible that they are not having school-related conversations. It's

about chatting, so I generally don't use student-to-student interactions.

R: Yes.

T: As a matter of fact, if you come across the dialogue in the text, some pupils actually conduct it based on groups A and B.

R: Yes.

T: But like other new word teaching, there is generally no division of labor in grammar teaching.

R: Yes.

T: In my class, I mainly make decisions based on a teaching content in the class.

R: Right, right. Will you use multi-person group interaction?

T: Well, at the beginning when ... uh ... teaching to lower grades , multi-person group interaction was used , but that grouping had some shortcomings .

R: What shortcomings do you mean...?

T: ... Well ... some teachers said that grouping in this way would make students compete, which would be detrimental to the unity among students, so I later gave up on this model.

R: Yeah.

T: So, the teaching model is not fixed. It needs to be adjusted according to different situations. The teacher's main role is to take the lead and allocate it according to the situation.

R: Well, from this point of view, there are actually many factors that affect Chinese classroom teaching.

T: Yes.

R: So, what influences your Chinese class more than others?

T: ... Well ... it should be the learning atmosphere of the students.

R: Yes.

T: If ... uh ... during the classroom interaction, I find that the students are not very motivated, or they are ... uh ... doing other things during the teaching interaction. Then, I will interrupt the classroom interaction at this time.

R: Yes.

T: Additionally, and perhaps most importantly, there is the kids' actual status on that particular day.

R: Yes.

T: Well, the teaching content or materials I currently use will also affect my classroom teaching.

R: Yes.

T: Just like what I just said, if the teaching content is dialogue, then it definitely needs to ... uh ... arrange interactive sessions.

R: Yeah.

T: ... Uh ... If it's just explaining grammar, or ... uh ... just teaching text, I don't usually arrange interactions.

R: Yeah. So, what would you do if students' mastery of knowledge in class is not ideal?

T: ... Hmm ... Maybe if I feel that he is not very good at this, or I find that he has some ... uh ... problems during my interaction, and his understanding is not very good, but students will be asked to go to the office after class and then have one-on-one tutoring.

R: Yes.

T: So sometimes we still have to take up time after class to consolidate knowledge for weak students, so that students can master the content that needs to be mastered in this link.

R: Yes.

T: The teaching content is also interrelated. We ensure that students can grasp the content they have learned coherently.

R: Okay. Finally, I would like to ask you to introduce some suggestions that can improve the effectiveness of Chinese classes.

T: Well, in this regard, I think actually ... uh ... you first need to manage the classroom, and you must establish rules at the beginning.

R: Yeah.

T: And then during the teaching process, if someone is more ... well ... lively, too lively. ... Well ... if they break this rule, you must impose some punish on them. This will prevent other students from disturbing the class.

R: Yes.

T: The second thing is that in the classroom teaching process, you must ... uh ...

cover everything. You can't say you only focus on those with good grades. Maybe for those with poor grades, you have to ... uh Ask some relatively simple questions that you think he can answer. In this case, the overall situation of Chinese classroom teaching will be better.

R: Yes.

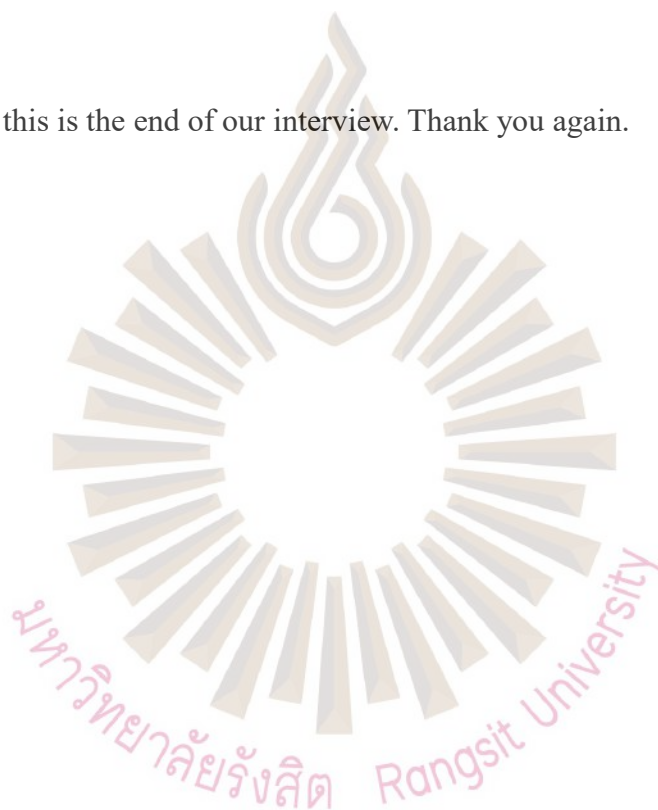
T: Teach students according to their aptitude. Furthermore, there should be good communication. Teaching must be carried out in a good classroom atmosphere.

R: Yes.

T: Yeah.

R: Okay, this is the end of our interview. Thank you again.

T: Yes.



Interviewee 6

R: Hello, teacher.

T: Hello.

R: I am a student majoring in bilingual education at Rangsit University. I would like to ask you a few questions regarding teaching Chinese today.

T: Okay.

R: Okay, now let me introduce my thesis. My paper mainly analyzes the current situation of Chinese classes from the perspective of teachers. Thank you very much for accepting this interview, and I hope our interview can go smoothly.

T: Okay.

R: Well ... first of all, I want to talk to you about some of your Chinese teaching experience in this area. I can also introduce you to a teaching session that left a deep impression on you.

T: Okay, let me first introduce my Chinese teaching experience.

R: Well, okay,

T: I graduated in 2016 majoring in Teaching Chinese as a Foreign Language. When I came to Thailand that year, I ... uh ... became a Chinese teacher. Now, ah... I am still a Chinese teacher, and I also work as an online Chinese teacher.

R: Yes.

T: For me, the most impressive teaching situation should be me. I was in class ... uh ... it was the first time I was impressed. It was the first time I felt that a teaching situation had a better impression. It's just recently. I believe I have just developed a fresh perspective on teaching Chinese to non-native speakers.

R: Yes.

T: Thai students ... uh ... are similar to domestic students. As long as the method is appropriate, they can also ... ah ... carry out this kind of very effective teaching.

R: Yes.

T: In the past, for instance, I did not employ multimedia or images in my instruction, instead, I solely taught Chinese. Students wouldn't be able to understand because there weren't many instructional tools available.

R: Yes.

T: Then, recently, I have learned a comprehensible input method. ... Ah ... I,

everything I mean, I don't need to translate, but my students will understand the meaning of the words that I taught.

R: Yes.

T: So basically, students learn the language on their own.

R: Well, okay, I just heard you say that after graduation, you mostly taught Chinese here in Thailand. So, in your teaching, which language do you mainly use?

T: ... Uh ... As for me, I have to look at the specific situation when teaching. The specific situation.

R: Yes.

T: In the event that I employ multimedia and all of the content is clear. During the entire course, I will instruct in Mandarin.

R: Yes.

T: Well, I will teach in Chinese throughout the whole process. This is the situation. While I will need to employ multimedia to convey images and pertinent information, my primary method of instruction is full-course Chinese.

R: Yes.

T: However, because I am currently working in an international school, ... well ... the students may be from different countries. For example, if the student has zero basic knowledge, I will use English, or simply use some ... ah ... the other person's native language.

R: Yes.

T: Simple, straightforward, some imperative vocabulary, but not used too much, and only a few media are used for teaching.

R: Yes.

T: It would be better to teach the target language using the target language.

R: Well, okay, when it comes to the classroom ... uh ... I also want to talk about the current situation in the Chinese classroom. How well-rounded and proficient do you think the current school curriculum is?

T: Uh... this situation, yes, this situation. If you talk about me, I have made a good teaching design in advance, as well as various teaching preparations. ... Uh ... Basically, I feel that I can finish all the content in this class, which means that I have achieved my teaching goals.

R: Yes.

T: But the students' mastery situation, because they have different levels, the feedback they give me is different.

R: Yeah

T: But, I, from my point of view, it is still an effective classroom.

R: Well, yes.

T: Because students can still learn knowledge more or less.

R: Right

T: Yeah

R: Then I would like to know more about how you arrange your classroom activities in class and how you interact with them?

T: In fact, the most common ones may be ... uh ... question-based interactions between teachers and students, or some groupings between students, or other aspects of interaction.

R: Well, which one do you prefer?

T: Actually, I teach using a combination of two approaches: the teacher poses questions, and occasionally the students give them assignments.

R: Yes.

T: Let them just ... uh ... learn through communication.

R: Yes.

T: Then I will also have some ... uh ... questions and answers between teachers and students. I basically have two modes.

R: Well, yes, what do you think are the advantages and disadvantages of these two models?

T: Well, if it's the teacher asking the students the pros and cons, I'll talk about the pros first.

R: Okay.

T: The benefit is that the instructor has total control over the lesson.

R: Yes.

T: His teaching will be ... uh ... very effective. Able to complete the teaching objectives and teaching content.

R: Yes.

T: Its disadvantage is that students are relatively passive and do not have more creative things.

R: Yeah.

T: If it is utterly interactive teaching between students, then its biggest disadvantage is that it is not easy for teachers to control the classroom.

R: Yes.

T: Yes, maybe the teaching content cannot be completed, or it may be challenging to control time.

R: Yes.

T: The possibility of a more engaged class is, well, an advantage.

R: Yes, regarding interaction, do you prefer to be in two-person groups or multi-person groups?

T: If it's a group, I usually work in groups of two.

R: Yes.

T: Because in language teaching, uh, a lot of it is dialogue, basically two-to-two dialogue.

Now they haven't gotten into ... uh ... multiplayer dialogue. So, I work in pair work, and I often use this method.

R: Yeah.

T: And it's easier to group them this way.

R: Well, okay.

T: Yes.

R: Okay, then let's talk about some influencing factors, factors that affect classroom teaching.

T: Well, in fact, in teaching, there will inevitably be some influencing factors that will affect the progress of some of our classes. For example, the interaction we just talked about.

R: Yes.

T: Sometimes, there are factors that some factors cause in classroom interaction.

R: Can you tell us more?

T: Indeed, in terms of Thai students specifically, the answer is yes, since Thai students tend to be... well, more liberal.

So, in terms of interaction, when ... uh ... I ask students to complete a task, some students are unwilling to do it, affecting the interactive effect of the class.

R: Yes. The factor we often talk about, student initiative.

R: Right.

T: Learning, in general, is about students' motivation and attitude towards learning ... um ... ah ... not positive enough.

R: Well, are there other influencing factors?

T: The classroom environment or the overall atmosphere will also affect our classroom teaching.

R: Yeah.

T: For example, if the atmosphere of the entire class is very, very dull, ... um ... or if the whole class is too active, it will affect my classroom teaching.

R: Well, okay, in your case, how would you improve classroom teaching?

T: Well ... one approach I take is that I develop my teaching style. Basically, what do I do before each class, and what do I do next? I am very clear about every step, and I do it in this way.

R: Yeah.

T: This happens over time. Students will form a habit. After that, students will get used to this way of class.

R: Yes.

T: So ... ah ... maybe he will ... uh ... follow, uh ... the teacher's rhythm.

Then, also in this subtle way, it is ... uh ... improving classroom teaching, and then my teaching can be carried out more effectively.

R: What will you do, therefore, if any of the previously planned interactive sessions cannot be held because of an unforeseen circumstance affecting your class?

T: ... uh ... if that's the case, I can only go ... uh ... I can only go, only through indoctrination, at least ... uh ... first the content is finished.

R: Yes.

T: I will adopt the traditional teaching method to complete the teaching content.

R: Well, make sure the knowledge points can be covered.

T: Right.

R: Well, okay, time flies very fast. Finally, hope you can provide some teaching

suggestions for other Chinese teachers.

T: Well, because of what I say ... well ... because of my method, other teachers are unsuitable for it. But ... uh ... also tell me a little about how I teach in the classroom.

R: Yes.

T: First of all, I will add some ... ah ... game sessions to ... ah ... this class, that is to say ... uh ... design some games, and then design some ... uh ... project.

R: Yes.

T: For example, let students work together to complete a dialogue, or let them do some activities, such as playing games in pairs. Then, use video or audio related to the course content, and prepare some pictures. That's it.

R: Yes.

T: We must still use different teaching methods to enrich class.

R: Okay, thank you very much, teacher. This concludes our interview.

T: You're welcome.



Interviewee 7

R: Hello, teacher.

T: Hello.

R: I am a graduate student majoring in bilingual education at Rangsit University . We are delighted that you have been invited to participate in this interview.

T: You're welcome.

R: Because I am currently completing my thesis, the direction of my thesis is to analyze the current situation of Chinese classroom teaching from the teachers' perspective. Hope this interview can go smoothly.

T: Okay.

R: Let's start this interview now. First of all, I would like to ask you to introduce some of your Chinese teaching experience. You can briefly talk about it based on your current teaching situation.

T: Okay, yes. Having five years of experience as a Chinese teacher. To me, studying Chinese is about more than just being able to communicate in Chinese; it's about discovering a whole new world through this language — the door to a new world.

R: Yes.

T: In addition to its means of expression, a language's cultural and historical roots, as well as the values and ways of thinking they have shaped, are what make it so valuable.

R: Yes.

T: Um...One of the most critical aspects of teaching Chinese as a foreign language is that we first need to understand our students, why they want to learn Chinese, what personal interests they have, what their learning methods are like, etc.

R: Yes.

T: With a preliminary understanding of students, we can know their specific characteristics and some needs, and then we can help students learn Chinese based on some experiences summarized in textbooks and our own teaching practices.

R: Yes.

T: I think this is very important because most students new to learning Chinese know very little about Chinese culture. Teachers are in class right now, and they may

get a basic understanding of the kids by asking them a few easy questions. For instance, the reason for the pupils' learning as well as their thoughts and personal traits. What do these students share in common at the same time?

R: Yes.

T: Generally speaking, as long as students choose to learn Chinese, they first have their interest in Chinese to varying degrees. When a person does something he likes, he will be more motivated and motivated. If you work hard at it, it will be easier to do it well.

R: Yes.

T: As for students learning Chinese, I think there are many differences. For instance, a large portion of our class enjoys Chinese culture. Because they have come into contact with me through various channels, they have a preliminary understanding of Chinese culture, which arouses their interest in learning Chinese. For example, some students ate Chinese food and watched Chinese movies, which aroused their interest in learning Chinese.

R: Yes.

T: In addition, the parents of some students have seen China's growing status in the world and its rapid economic development. Considering their development direction after graduation, some students choose careers or want to go abroad to continue their studies. This is the follow-up. Development direction and other specific issues.

R: Yes.

T: They have realized the importance of learning Chinese and the advantages of mastering a certain amount of Chinese for personal development in the future. As a result, there are particular tools and techniques that help pupils learn Chinese effectively based on their individual circumstances. As for students' shared interest in learning about Chinese culture, I think that we can also provide corresponding materials based on the teaching materials.

R: Yes. So, which countries do the students you come into contact with during your teaching mainly come from? Which language do you usually use to teach?

T: When I taught Chinese in China, the students I taught came from different countries, mainly from Africa, Thailand, South Korea, Japan, etc., so the language I

used was mostly English. Now, I teach in an international school in Thailand. The students I come into contact with are Thai students, and some from other countries. They all speak English fluently, that is why I communicate with students in English. This allows me to explain complicated Chinese grammar, cultural context, and other unique ideas to students more effectively and help them learn and become fluent in the language.

R: Yes, indeed.

T: English is still widely used, especially for students in international schools. Proficiency in English is an essential requirement for these students.

R: Yes. Next, let's talk about the next question. Do you think your current Chinese class is effective?

T: I think my classroom teaching is practical. From my point of view, first of all, my class can complete the set teaching content. The positive feedback from students in the class is more than the negative feedback. From the student's point of view, each student is an independent individual, and each individual will have specific characteristics. Due to differences, some students have Chinese foundation and poor understanding ability. The learning effectiveness can be appropriately lowered, and the requirements can be increased step by step.

R: Alright, then tell me about the activities you plan to do and the interactive teaching strategies you will employ in the classroom.

T: I think it needs to be determined according to the group of students and the course content. Of course, I think diversified interactive models are the most effective in classroom teaching. The interaction methods I often use include the following...

R: Yes.

T: First, discussion and sharing. We can encourage students to participate in class discussions on course-related issues and provide opportunities for them to share their ideas, opinions, and experiences. Students will benefit from more communication and a deeper understanding of the material as a result of this.

R: Yes.

T: Second, group activities are to divide students into groups and let them complete tasks or solve problems together. Then such an interactive model can cultivate the team's cooperation and communication skills.

R: Okay.

T: Third, role-playing and simulated conversations allow students to play specific roles in class and participate in simulated conversations or scenarios. This helps deepen their understanding of the course content and improves students' practical application abilities.

R: Yes.

T: Fourth, use technology to assist interaction and use current technological tools for interaction, including current social media and other multimedia, such as online voting, gamified learning, or teaching software to stimulate students' interest.

R: Yes.

T: Fifth, using the interactive mode of asking and answering, teachers encourage students to ask questions, boost thinking, and then provide timely feedback and answers. In this way, I find that this model can promote students' critical thinking skills and stimulate their interest in learning. Of course, each interactive mode has its advantages and characteristics. We should combine different methods to make the classroom livelier and more enjoyable, which can help students absorb knowledge.

R: Ok, you have given a very detailed introduction to the selection of interactive modes and the advantages of each mode.

I just heard you talk about the interactive mode of group activities. Can you further talk about how you use this interactive mode?

T: First work in groups it is a good teaching method and also a suitable learning method.

R: That's right.

T: It can, first and foremost, encourage student collaboration and a sense of unity. This is the first point. Secondly, it can provide more interactive opportunities, which makes it easier for students to communicate and share their ideas. This will also help to cultivate students' cooperative listening skills, listening skills, and joint problem-solving abilities. However, there may be some challenges when working in groups, especially in two-person group activities.

R: Yes.

T: For example, some students prefer to study independently, or they feel uncomfortable when collaborating with others and feel that their voices and ideas are

suppressed by the other party. Therefore, for different groups of students and different teaching content, whether we use group work needs to take into account the needs of the students and the characteristics of the course.

R: Yes.

T: But in general, I think that grouping two people is a perfect teaching method. When implementing, we must consider the unique characteristics of each student and use additional interaction modalities to enhance group work. We can guarantee that every student can engage completely in the interaction in this way.

R: So, in your opinion, the advantages of studying in small groups outweigh the disadvantages, right?

T: Yes.

R: Classroom teaching is influenced by many factors. In your opinion, where do these factors mainly come from?

T: I think the effectiveness of teaching activities is affected by many factors. First of all, it includes the following points. The first point is the individual differences of students. Because the students we face come from different families, their learning styles, interests, Chinese proficiency, and social skills will all affect their interactions in the classroom.

R: Yes.

T: For example, some students may prefer cooperative learning, while others may be better at independent thinking.

R: Yes.

T: The second point comes from the teaching environment and atmosphere, because we all know that classroom atmosphere, teacher attitude, classroom layout, etc., will all have an impact on student interaction. An environment that is supportive and encourages communication will surely lead to more interactions, right?

R: Yes.

T: I believe that instructional strategies and content design come in third. Since various teaching strategies and course materials may have differing effects on student involvement, for example, some teaching strategies may be more likely to pique students' attention and encourage them to participate in class activities. more open to taking part in conversations in the classroom.

R: Yes.

T: The fourth point I think is technical support, because in modern teaching, the use of technical tools and online resources will also affect teaching interaction. Good technical support can increase the possibilities and diversity of classroom interactivity.

R: Yes.

T: I believe that time and resource constraints are the final point. Due to constraints on classroom time, instructor resources, course schedule, etc., it will not allow for as much growth and depth in the contact, which will lower the overall quality of the teaching interaction. Therefore, I think that in designing and implementing teaching, teachers should usually try to consider and balance these factors to promote better learning experiences and teaching results.

R: Yes. So, what would you do if an activity in the classroom cannot be implemented due to some factors?

T: Actually, I will prepare a range of activities ahead of time for each session to handle unforeseen circumstances and guarantee that things run as smoothly as possible.

R: Yes.

T: First of all, group activities and discussions, because when we design classroom activities, we usually encourage students to engage in group discussions or cooperation, cooperative activities, and then, secondly, we can assign tasks to students and let them complete them together, and then share the results after completion to stimulate interaction and communication among students.

R: Yes.

T: Then I will prepare some multimedia activities, using modern technology to use online voting tools, virtual whiteboards or online discussion platforms. These modern technological tools will then promote students' participation in the classroom, because these tools can stimulate students' interest, which is to guide them to participate more actively.

R: Yes.

T: Thirdly, given that questions are posed often in class and students are encouraged to contribute to the replies, I believe the conventional question-and-answer format can be employed. It is possible to use diversified questioning methods, such as taking turns to answer group competitions, so it allows every student to have the

opportunity to participate, and then makes them feel that they can integrate into the ocean of learning knowledge, which makes them feel very happy.

R: Yes.

T: The fourth point is that I think it can also be done through teachers' demonstration and guidance, because teachers can better stimulate students' interest and participation when they properly act as guides and demonstrators in the classroom.

R: Yes.

T: The last point I think is to create an open environment, because creating an atmosphere that encourages students to share their opinions and ideas, or an open environment, can make students feel safe and encouraged, so it can make students more willing participate in classroom interactions. I think the above points can make up for the shortcomings of classroom activities.

R: Yes, at the end of the interview, I would also like to ask you to give some good classroom teaching suggestions to future teachers.

T: I believe that the first thing we can do as educators in the classroom is to implement game-based learning strategies. For example, you can create classroom activities that will pique students' interests and allow them to learn in a classroom setting by using game-based role-playing or contests. It is possible to conduct an interaction in a comfortable and laid-back setting.

R: Well.

T: Next, we can create group projects or assignments for the second group work that will motivate pupils to finish cooperating. This can encourage student connection and communication while also fostering a sense of teamwork and cooperation.

R: Yes.

T: The third one is a practical exercise. We can provide actual scenarios and exercises to allow students to use the knowledge they have learned to communicate. For example, we can simulate actual situations such as shopping, ordering food, etc., to stimulate students' practical application abilities.

R: Yes.

T: The fourth point I think is technical support, because with the current advanced technical support, it can further enhance the interactivity and initiative in the classroom, and even more because, for example, you let students play some small

games, or play some virtual whiteboard games and it can stimulate students' interest and participation.

R: Right.

T: I believe the fifth factor is that you may promote dialogue and inquiries. You can encourage students to actively participate by providing them with additional opportunity to express their thoughts and ask questions. Teachers' main objective is to foster an environment where students feel free to ask questions and actively participate in their answers.

R: Yes.

T: The final piece of advice is that teachers should provide prompt feedback and encouragement to students so they feel that their efforts are appreciated. This will increase their motivation to participate in class. Good classroom interaction should not only be about teaching content; it should also help students develop their critical thinking and practical application skills. These are a few of my own observations and ideas.

R: Yes. I have benefited a lot from what you said. I would like to thank the teacher again, and our interview ends here.

T: Goodbye.



Interviewee 8

R: Hello, teacher.

T: Hello!

R: I am a graduate student majoring in bilingual education at Rangsit University. I am currently completing my master's thesis. I mostly want to ask you a few questions regarding teaching Chinese today.

T: Okay.

R: Let me first briefly introduce my research direction. The main research of my thesis is to analyze the current situation of Chinese classroom instruction from the perspective of teachers. Thank you very much for accepting this interview. I hope our interview can go smoothly.

T: Okay.

R: At the beginning of the interview, I want to talk to you about some of your Chinese teaching experiences.

T: Okay, let me first introduce my Chinese teaching situation.

R: Well, okay

T: My major is Teaching Chinese as a Foreign Language in college. After graduating in 2016, I came to Thailand to work as a Chinese teacher, and I am still engaged in this profession. Teaching Chinese is very interesting to me. Thai students are similar to domestic students. Students are happy to learn Chinese as long as the approach is suitable. The lesson was really challenging, and as a new instructor, I had no idea how to use multimedia to teach. Conventional, and I was quite nervous and would quickly clarify things in English to kids who could not grasp my instructions or the material we were covering in class. Subsequently, I discovered that having more images and more contemporary teaching resources in the classroom would be more practical. I might not have to translate; the students will pick up on it.

R: Well, okay, you say that after graduation, you mainly worked as a Chinese teacher in Thailand. At first, you used English translation, and now you use other teaching tools to help students understand, so in your teaching Isn't it necessary to use media language?

T: This also needs to be looked at the specific situation in teaching. All the information on multimedia is comprehensible if I use it. During the entire course, I

will instruct in Mandarin. However, in order to display images and pertinent information on it, I will need to employ multimedia. On the other hand, if the student knows no Chinese at all, I will help them with some basic classroom instructions in their home tongue.

R: Yes. Then let's talk about Chinese classes. In your opinion, is the current Chinese classroom teaching effective?

T: If I say that I have made a good teaching design in advance and prepared various teaching tools. I feel that this class is practical. That is, I have achieved my teaching goals.

R: Yes.

T: Students' acceptance will be different because their levels are different. In terms of content completion, the teaching objectives can still be achieved.

R: Well, yes, students can still learn a lot of knowledge.

T: Yes.

R: Yes, well, let's continue the topic of Chinese classroom teaching. What type of interaction do you prefer in the classroom?

T: Common interactions between teachers and students, some groupings between students, or other interactions.

R: Yes.

T: In fact, I usually use a mixture of several interactive methods in class. For example, sometimes I assign some tasks to students so that they can communicate and learn. There will also be some questions and answers between teachers and students, and most of the time the interaction will be a combination of these two modes.

R: Well, yes.

T: These methods all have certain advantages and disadvantages.

R: Could you give further details?

T: If it is a model where teachers ask students questions, let me discuss the advantages first. The advantage is that the teacher can control the classroom and achieve the expected teaching goals. The disadvantage is that students are more passive and do not have more creative things. If it is about interaction between students, then one of its most significant disadvantages is that it is challenging for the teacher to control the class, the teaching content cannot be completed, and it is also

difficult to control time in the class. The advantage is that the class will be more active.

R: Yes, when it comes to interactions between students, do you prefer to arrange students in pairs or groups of multiple students?

T: ...Um..., if it's a group, I usually work in groups of two. Because there are a lot of AB conversations in language teaching, I work in pairs. I often use this method of pairing.

R: Why adopt such a grouping model?

T: Enhancing the interaction effect requires using the two-person interaction mode.

T: Yes, it is easier to group.

R: Well, okay. Next question: What are some factors that affect classroom teaching?

T: The first factor that affects interaction should be students' learning motivation, because some students learn Chinese because of the student curriculum or the requirements of their parents. Thus, some students are not highly involved in the interactive tasks that are assigned in the classroom. If it is excessively high, the classroom's interactive effect will be impacted. The other is student initiative, which stems from the fact that students lack motivation to learn and, thus, are unaware of the concept of active learning.

R: Yes.

T: Additionally, a student's own motivation has a role in how they learn overall.

R: Are there any other factors?

T: Classroom environment or teaching materials will also affect classroom teaching.

R: Yes.

T: ...Er... For example, if the atmosphere in a class is very dull, or too active, it will affect classroom teaching.

R: OK, since we are talking about how classroom interaction will be affected by these factors, if there is no interaction in your Chinese class, how will you continue teaching?

T: Actually, I plan in advance what to do before each class and what to do next. And follow the designed steps. In the event that my course has an interactive

component, I will faithfully adhere to the lesson plan in order to finish it.

R: Yes.

T: But if classroom interaction is forced to stop, I can only finish the teaching content through lectures.

R: Yes.

T: In other words, no matter what, you must first ensure that the knowledge points in this class can be covered.

R: Right.

T: Teaching must be done as much in accordance with the syllabus as feasible.

R: Well, okay, time flies quickly, let's talk about the last question. Regarding some tips, I hope you can give some suggestions for improving Chinese classroom teaching.

T: Let me tell you briefly. Initially, I'll incorporate some game links into the lesson, like requiring students to work together to finish a dialogue or assigning tasks like playing games in pairs. I'll also create some images and audios that are pertinent to the material covered in the course.

R: Yes.

T: We need to use different teaching methods to enrich our classrooms.

R: Alright, well, thank you so much for taking part in our interview, teacher. Our interview has come to an end.

T: Okay.

BIOGRAPHY

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