

巴吞他尼公立学校中文课堂教学语言态度研究

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摘要

本研究旨在 1) 了解巴吞他尼公立学校的学生对汉语课堂教学语言的态度, 2) 调查学生对巴吞他尼公立学校汉语课堂教学语的建议。在本文中, 作者采用了混合研究方法。首先, 通过问卷调查获得定量研究数据。然后, 从半结构化访谈中得出定性数据。此外, 通过问卷收集的数据使用描述性统计进行分析, 如计算机程序的频率、平均值和标准差。从泰国学生的访谈中收集的数据使用编码系统进行分析: 编码、分类和概念。

关键词: 态度; 教学用语; 中文课堂

ATTITUDES TOWARDS INSTRUCTIVE LANGUAGE IN CHINESE CLASSES

AT A PUBLIC SCHOOL IN PATHUM THANI

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Abstract

This study aimed to 1) find out the students' attitudes towards instructive language in Chinese classes at the public Schools in Pathum Thani, and 2) to investigate the students' suggestions on the instructive language in Chinese classes at the public school in Pathum Thani. In this article, the author used a mixed-method research approach. First, quantitative research data was obtained through the questionnaire surveys. Then, the qualitative data was derived from the semi-structured interviews. Furthermore, data collected through questionnaires were analyzed using descriptive statistics, such as frequency, mean, and standard deviation of computer programs. Data collected from Thai students' interview were analyzed using the coding system: coding, categorization, and concepts.

Key words: Attitude; Instructive Language; Chinese Classes;

1. Introduction

The interest in learning the Chinese language in Thailand has been increased since China and Thailand established an official diplomatic relationship almost half a century ago. The teaching of Chinese as a foreign language is categorized into two categories: Firstly, the teaching of Chinese in an environment where Chinese is used, such as the teaching of Chinese as a second language in China, referred to as TCSL; secondly, the teaching of Chinese in a non-Chinese environment; that is, the teaching of Chinese as a foreign language conducted abroad, referred to as TCFL. However, Chinese teaching in Thailand belongs to the latter. The language of instruction in Thai Chinese classroom teaching has always attracted the attention of scholars in language teaching. Han(2015) believes that reasonable use of English and Thai in Thai Chinese teaching can enliven the classroom atmosphere and fully mobilize students' enthusiasm and attract students' attention to a certain extent. Previous study by Li (2020) found that most Chinese teachers and students at the elementary Chinese teaching stage in middle schools favored using Thai as the medium of instruction in the classroom. However, Guo (2019) believes that the medium of instruction has become one of the important factors restricting the further improvement of Thai Chinese teaching.

This study conducted in a public school in Pathum Thani Province, Thailand. In this targeted school, teachers from different countries teach Chinese. The author found that Thai and Chinese teachers use different mediums of instruction. As a result, students encounter some problems when learning Chinese. Before this, we had no evidence to prove whether the student's positive or negative attitude related to the instruction. No previous study shows that these public

middle school students have any suggestions for the medium of Chinese classroom teaching. So the author addressed the research gap described above by conducting the study on Attitudes towards Instructive Language in Chinese Classes at the Public School in Pathum Thani.

2. Literature Review

Language is the communication medium that people need in daily life and for each country to spread its own culture (Zhang, 2015). As the name suggests, Instructive language is a language used as a communication medium and a bridge for teachers and students to achieve the purpose of communication and teaching. (Peng, 2016).

Attitude is the most defined concept in social psychology, and different scholars have different definitions (Maio, Gregory, Geoffrey Haddock & Bas Verplanken, 2018). Attitude is closely related to inner feelings, emotions, and intentions (Bohner & Dickel, 2011). Emotion is a part of attitude. It is in harmony with introverted feelings and intentions. Emotion is complex and influenced by stable physiological evaluation and experience, sound physiological assessment, and expertise. Emotion includes two aspects: morality and value, which are specifically expressed in love, happiness, hatred, disgust, beauty, and so on (He, 2012). The dictionary of Psychology defines that: "Emotion is a person's attitude and experience of whether objective things meet their own needs."

In teaching Chinese as a foreign language, teachers' classroom language is an integral part of the teaching activities and plays a vital role in teaching (Chen, 2018). It manifests a teacher's teaching ability and a bond of communication between teachers and students in the teaching process, directly affecting the success or failure of teaching and students' learning effect.

Therefore, the classroom language used by Chinese teachers is responsible for the dual functions of teacher-student communication and completion of teaching tasks and significantly impacts teaching (Wu, 2010).

3. Research Methodology

In this article, the author uses a mixed research method. Firstly, the quantitative research data is obtained through questionnaire surveys, and secondly, the qualitative data was derived from semi-structured interviews. This study collected students' attitudes towards Chinese classroom teachers' use of media language by sending questionnaires to the students. In addition, it explored students' suggestions for the teacher's use of medium language by conducting a semi-structured interview. At the beginning of the study, students in the Chinese classes of this public school will be invited and asked to participate in a questionnaire survey. One thousand one hundred and eighty-eight students in the Chinese class are from senior one to senior three at the public School in Pathum Thani. According to Yamane's sampling technique, the subjects sampled must be a minimum of 299. It indicates that the samples cannot be less than 299. Then the researcher can get the results of the student's questionnaire survey. This questionnaire survey analyzed the results by Mean, SD, and One sample T-test. The other data was derived from semi-structured interviews by 8-12 volunteer students. The results of the discussion analyzed by content analysis and theme-coding in this section.

Conceptual Framework

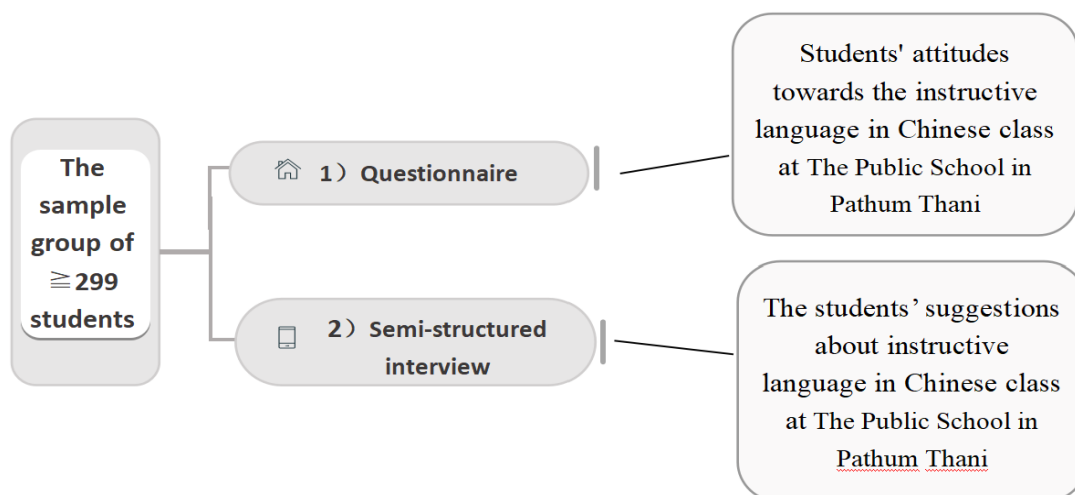


Figure 1: The conceptual framework

The research is a questionnaire-based cross-sectional study. First, the questionnaire will be given to the sample group. After that, the researcher will analyze questionnaires and get the students' attitudes towards instructive language in the Chinese classroom. Secondly, the researcher and the volunteer students will conduct semi-structured interviews to understand students' suggestions on the instructive language in the Chinese school classroom.

Part A contains the student's personal information and motivation for learning Chinese. For example students' grades, Chinese level, basic information, gender, motivation for learning Chinese, etc.

Part B There are 27 questions in this section asking were asked the participants to fill in the 5-point Likert scale, to express their attitudes and suggestions concerning the use of instructive language in teaching different skills. For example, there were listening, speaking, reading, writing, the teacher warming up before the activity, the teacher explains grammar points,

the teacher corrects the mistakes, the teacher tells students to work in pairs or groups, the teacher summarizes the lesson, etc.

Part C was the Open-ended question.

Semi-structured interviews conducted after the questionnaire survey had is completed. Semi-structured interviews were more suitable for students, which design to Semi-structured interviews are designed to explore students' suggestions on using medium language for teachers in Chinese classrooms.

4. Data Analysis

To find out the attitudes towards instructive language in Chinese classes at a public school in Pathum Thani. This study used a set of questionnaires containing 27 statements, with a total of no less than 299 participants participating. The data collected through the questionnaire is analyzed using descriptive statistics, mean, SD. In addition, SPSS statistical program was conducted in the analysis.

The data collected from the interview data of Thai students was analyzed using a coding system: coding, categorizing, and concepts. "The process of selecting a center or category, systematically linking to other categories, verifying these relationships, and filling in categories that need to be further refined and developed."

5. Results of the Research

Quantitative data, students' attitudes towards Chinese classroom language of instruction collected by online surveyed at Pathum Thani Public School. Furthermore, the

qualitative data, students' suggestions for Chinese classroom language of instruction, was derived from semi-structured interviews. Different research analysis methods are used to interpret different types of data. For quantitative data analysis was performed with mean and standard deviation values, and the factor analysis of questionnaire data was ranked according to the level of significance. Then, the qualitative data was analyzed by researchers for content, entering themes that emerge, and reporting themes.

The salient points of presenting mainly to explain in the following:

Table 1 The Preferred Instructive Language in Chinese Classroom

Items	The Strongest Theme	\bar{x}	S.D
Listening	Chinese	4.21	0.928
Speaking	Thai	4.22	0.981
Reading	Thai	4.16	0.981
Writing	Thai	4.18	0.965
Teacher Warms up before the Activity	Chinese	4.26	0.993
Teacher Explains Grammar Points	Chinese	4.25	0.969
Teacher Corrects the Mistakes	Thai	4.32	0.899
Teacher Tells Students to Work in Pairs or Groups	Thai	4.08	0.988
Teacher Summarizes the Lesson	Thai	4.35	0.906

These six parts show that more students choose the teacher to use Thai as the medium of Chinese classroom teaching. In all nine sections, students scored the lowest in choosing teachers to use English as the medium of instructive in Chinese classrooms. Students choose Chinese as the medium with a 4.17 mean score ($SD=0.928$), English as the medium with a 4.03 mean score ($SD=0.993$), and Thai as the medium with a 4.21 mean score ($SD=0.969$).

The second research question was: "Pathum Thani Public School students' suggestions for the Chinese classroom language of instructive" To answer this question, the researchers have identified influencing factors through content analysis. Data were collected by conducting online interviews with ten students (volunteers) from different classes. These topic-based responses were classified and summarized, revealing their suggestions for the medium of Chinese classroom teaching. Identify the strongest themes for each discussion point based on the semi-structured interview survey results, as show in the following table:

Table 2 Findings of the Study

Discussion point	Strongest Themes
1.What do you think of the current Chinese class?	Satisfy
2.What language do you want the teacher to use to teach Chinese?	Chinese and Thai mixed
3.What kinds of languages should your teacher talk with you after class?	Chinese
4.What are your suggestions for Chinese class?	Daily application

5.What are your suggestions for Chinese teachers?	None
6.What are your suggestions on using Chinese as the medium language in Chinese class?	Other suggestion

Each respondent's data is analyzed and interpreted using content volunteers, including students from 33 different classes, for ten students. The researchers conducted online interview analysis techniques.

The first research question is, "What do you think of the current Chinese class." The "like" factor is the strongest, indicating that in the current Chinese classroom, most students are satisfied. The second research question "What language do you want the teacher to use to teach Chinese?" The data shows that most students want teachers to use a mixture of Chinese and Thai as a medium in Chinese teaching. The third research question "What language do you want the teacher to use to teach Chinese?" The data shows that most students want teachers to use Chinese after class. The fourth research question is, "What are your suggestions for Chinese class?" The data shows that some students want Chinese classrooms to pay more attention to vocabulary teaching. The fifth research question "What are your suggestions for Chinese teachers?" The data shows that most students believe that the current teacher's education is excellent, and there is no suggestion. But some students also made some suggestions. The sixth research question is, "What are your suggestions for using Chinese as the medium language in Chinese class?" Most of the students suggested that Chinese should be the medium language in the classroom.

6. Conclusion

The results showed that most students have a positive attitude towards teachers using Thai or Chinese as the medium in Chinese classrooms, however they had a negative attitude towards teachers using English as a medium. Teaching Chinese as a foreign language is not recommended using students' mother tongue for teaching because it is not conducive to cultivating their language environment.

This article only investigates the students in this public school, and does not expand to the impact of the different instructive Languages used by Chinese teachers on Chinese teaching. This is the limitation of this article. In the future, we can compare the differences in Chinese teaching between public schools and private schools, and use empirical research data to make comparisons between different teachers.

7. Recommendations

The suggestions of this study can be categorized into 2 major parts as follows.

1. Suggestions for instructive Language selection for future Chinese classroom teachers. It is necessary for teachers to use instructional language in Chinese classrooms, but they should follow the principle of moderation, use instructional language based on students' language foundation, and consciously increase the use of Chinese in the teaching process. .

2. Recommendations for further study, the questionnaire survey in this study is only for 302 middle school students in this public school, and there are only 10 volunteer students in the semi-structured interview. Other investigators can expand the sample size and expand the grade

range.

8. Discussion

Most students chose Thai as the language of instruction in Chinese classrooms. Following the results of this study by the 9 items of the questionnaire (Listening; Speaking; Reading; Writing; Teacher Warms up before the Activity; Teacher Explains Grammar Points; Teacher Corrects the Mistakes; Teacher Tells Students to Work in Pairs or in Groups; Teacher Summarizes the Lesson). Because most students have a positive attitude towards teachers who use their native language as the language of instruction. The above findings are supported by the study of Xu (2017), which suggests that Chinese teachers in Thailand should try to use Thai as a medium in the teaching stage. Moreover, Ma (2017) also proposed that teachers using students' native language as a teaching medium can help teachers improve the efficiency of Chinese classroom teaching. In the primary stage of Chinese learning for Thai students, Thai-assisted Chinese teaching is better than English-assisted , it could be suggest that Chinese is the second choice of medium language for students. In the process of Chinese teaching, teachers should create a Chinese context for students. Han (2018) also proposed that teachers should use Chinese to teach and actively create a rich language environment. Additionally, Wang (2012) said: "Using Chinese as a language of instruction in Chinese classrooms creates a good Chinese environment for students."He mentioned that teachers should increase the frequency of using Chinese in Chinese classrooms. Moreover, Wang (2018) pointed out that Chinese classrooms should improve the input-output ratio of Chinese to make it easy to use.

The results show that some students prefer to use Chinese as the Chinese classroom

instruction language. Because in the process of Chinese teaching, teachers need to create a Chinese context for students. Similar to Wang's (2012) argument, using Chinese as the language of instruction in Chinese classrooms creates a good Chinese environment for students. Therefore, teachers should increase the frequency of using Chinese in Chinese classrooms. This is consistent with Wang (2018)'s point of view that Chinese classrooms should improve the input-output ratio of Chinese to make it easy to use.

English as a Chinese classroom instruction language is a considerable challenge for the English level among students and teachers, so in this study, it was found that students' attitude towards English as a instruction language was very negative. Obviously, English teaching requires both teachers and students to have a high level of English. If the English level is low, the teaching effect will be very unsatisfactory, and the negative impact of English as a language of instruction is more significant than the positive impact. The above findings are supported by Ma (2019) and McKay (2002), whose research showed that there is an error in the code-switching between English as the instruction language and the instructional language of Chinese teaching, and if English is used, the accumulation of the target language is insufficient.

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