



Implementation of Chinese Language Training Course Based on Communicative Approach and Situated Learning to Improve Students' Listening and Speaking Skills

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Abstract

Background and Importance: Language acquisition, especially in speaking and listening, is essential for overseas students studying Chinese. These competencies promote academic achievement and social assimilation. The communicative approach and situated learning acknowledged for improving language proficiency, provide immersive and pragmatic learning contexts. Nonetheless, the difficulties in implementing these strategies, particularly for Chinese as a foreign language, remain little examined.

Objective: The study seeks to assess the efficacy of a Chinese language course that integrates the communicative approach with situated learning to enhance students' speaking and listening abilities by comparing the communicative approach and situated learning scores of students before and after learning through the Chinese language training course based on the communicative approach and situated learning.

Methods: Twenty second-year international students at Xi'an University engaged in this experimental investigation. The study employed a pretest-posttest methodology to evaluate speaking and listening skills before and during course implementation, utilizing scoring rubrics and listening assessments. The statistical analysis encompassed means, standard deviation, and t-tests for dependent samples to assess the significance of differences.

Results: Post-course assessments indicated significant improvements in both speaking and listening skills. Speaking skills improved significantly ($t=19.992$, $p=0.001$, effect size=4.48), and listening skills also showed substantial growth ($t=9.289$, $p=0.001$, effect size=2.07).

Conclusion: The research illustrates the efficacy of integrating communicative and situated learning methodologies to improve language proficiency. This comprehensive method provides a dynamic and immersive context that fosters significant enhancement in both speaking and listening abilities. This research enhances the understanding of second language instruction, specifically for Chinese learners, and offers data advocating for the adoption of new pedagogical approaches in language training programs.

Keywords: Communicative Approach; Situated Learning; Students' Listening Skills; Speaking Skills

Introduction

In today's world, human resources have become the strategic resources of a country, and the cultivation of talents has received more and more attention from various countries. Against the background of internationalization of higher education and worldwide student mobility brought about by economic globalization, vigorously attracting international students is not only a competition for talents among countries but also an important manifestation of national interests and foreign policies. At present, countries all over the world have embodied the gradual deepening of their understanding of the cause of international student education in their actions. Countries have introduced relevant programs and policies on international student enrollment and education. According to the Organization for Economic Cooperation and Development (OECD) and UNESCO released information in the first half of 2013, in 2011, there were approximately 4.3 million international students in higher education worldwide, with the most popular countries of destination for students studying in Europe and the United States, namely the United States (17%), the United Kingdom (13%), Australia, Germany, France (6% each), and Canada (5%) (Nomura & Yuan, 2019). To fully adapt to the development of international education, many students, including those from the U.S. and Europe, are studying abroad. To fully adapt to the development of international education, many developing countries, including China, have become fast-growing. Many developing countries, including China, are becoming emerging countries with rapid growth in international student education. In China, for example, the education for international students in the new era is making great strides toward internationalization, specialization, identification, standardization, and institutionalization.





Speaking and listening skills are vital for international students learning Chinese because these capabilities form the basis for successful communication and incorporation into the linguistic nature. Speaking well allows students to convey themselves, participate in discussions, and form bonds with others—all of which are critical for social integration and academic achievement. Conversely, the ability to listen well is essential for comprehending lectures, taking part in conversations, and reacting correctly in on-the-spot situations. By enabling students to understand nuances, colloquial idioms, and cultural settings, these abilities promote an immersive learning environment. According to research, communicative and contextual learning strategies greatly improve these skills by offering real-world examples of language use (Brown, 2014; Richards, 2015). Furthermore, enhancing one's speaking and listening abilities can help pupils become more self-assured, motivated, and proficient in the language as a whole (Nunan, 2016; Ellis, 2017). Hence, a mature language training course centering on these capabilities is essential for international students aspiring to accomplish fluency and cultural proficiency in Chinese (Lightbown & Spada, 2013).

Wang et al. (2018) and Wei et al. (2018) argue that the target group for teaching Chinese as a foreign language possesses distinct characteristics in terms of learning goals, student psychology, and teaching methods. Firstly, foreign students have diverse objectives for learning Chinese, ranging from basic survival skills to achieving fluency. Secondly, foreign students must cope with the psychological challenges of being in a foreign country, which can lead to feelings of isolation. Lastly, teaching Chinese as a foreign language differs from teaching Chinese to domestic students or teaching other languages in China. Ultimately, the approach to teaching Chinese as a foreign language in the classroom should incorporate both the enjoyable and adaptable aspects of foreign classrooms, while also adhering to the structure and orderliness of Chinese classrooms and avoiding the excessively rigid teaching methods commonly used in China.

The communicative approach is widely acknowledged as a prominent teaching style in second-language instruction. Its primary goal is to develop students' communicative competence in their language skills. The communicative approach has been implemented in classroom education in China for a considerable duration (Liyanawatta et al., 2022). However, in actuality, when it comes to teaching Chinese as a foreign language, it is valuable to thoroughly examine the application and effectiveness of the communicative teaching method. This includes assessing whether it successfully achieves the teaching objectives, understanding teachers' perspectives on the communicative approach, identifying factors that impact the teaching process, exploring opportunities for improvement, and gauging students' thoughts and reactions.

Situated learning is founded upon many linguistic structures and grammatical systems and has been progressively shaped and established via the ongoing evolution of multiple educational institutions throughout Europe. Situated learning is an instructional approach that focuses on developing speaking skills and emphasizes the use of fundamental language structures in meaningful contexts (Wei et al., 2018). It originated in Britain during the 1920s and 1930s. The reference "Liu, 2000" is provided. Situated learning, formerly referred to as the Oral Approach, was a pedagogical method for instructing spoken English that derived from the Direct Approach, which was established by British language educators Palmer and Hornby. During the 1950s and 1960s, the Oral Approach gained widespread acceptance. Its primary focus on teaching language in authentic contexts led to its recognition as "Situated learning".

The theoretical foundation of situated learning is the constructivist theory, often known as the structuralist theory, which was introduced by Piaget, a Swiss psychologist specializing in cognitive development. According to the theory of constructivism, teaching activities should prioritize the students and their active involvement. Teachers should encourage students to take initiative and show enthusiasm by creating scenarios. This approach enables students to effectively construct their understanding of what they have learned, ultimately improving their language skills. The psychological theory underlying the scenario teaching approach is rooted in behaviorism, specifically the "stimulus-response theory" as applied to language acquisition. B.F. Skinner is a prominent figure associated with this theory. The behaviorist theory emphasizes the acquisition of language and asserts that learners develop accurate language habits through their own imitation and external reinforcement. The communicative approach and situated learning in a training program can greatly enhance the speaking and listening abilities of foreign pupils. This is so that students can practice communicating in a real-



world setting within an immersive and dynamic learning environment that these methods generate. Students improve their speaking fluency and listening comprehension by participating in meaningful dialogues and real-world situations, which makes language learning more applicable and efficient. Students gain competence and confidence in speaking the language in daily settings via consistent practice and contextual learning.

Research Question

The research question addressed by this research was how the effectiveness of Chinese language training courses based on a communicative approach and situated learning does to improve students' listening and speaking skills.

Research Objective

The objective of this research was to determine the effectiveness of implementing the Chinese language training course based on the communicative approach and situated learning by comparing the communicative approach and situated learning scores of students before and after learning through the Chinese language training course based on the communicative approach and situated learning.

Literature Review

Chinese Language Training Course

Chinese language training courses have undergone substantial changes throughout time, in response to the increasing worldwide fascination with Mandarin Chinese. These courses are designed to accommodate a wide range of individuals, such as business professionals, tourists, students, and researchers, who are all driven by different motivations, including economic prospects and cultural discovery (Dos Santos, 2020). Mandarin Chinese, being the most widely spoken language globally, serves as a linguistic connection to comprehend the ancient culture and contemporary advancements of one of the world's oldest societies. Contemporary language classes often incorporate multimedia resources, immersive environments, and practical communication activities to improve the efficiency of learning.

Traditional Chinese language classes placed significant emphasis on the memory and repetition of information, which is indicative of the teaching methods historically employed in China. Nevertheless, modern courses prioritize a more equitable approach that encompasses the development of speaking, listening, reading, and writing abilities (Pan, 2018). This trend mostly stems from research that emphasizes the significance of interactive and communicative teaching strategies in the process of language learning. These approaches are specifically created to imitate the way people naturally use language in their daily lives, to enhance both fluency and understanding (Rahman et al., 2018).

Technology is crucial in the contemporary Chinese language classroom. Online platforms, language learning apps, and virtual reality (VR) settings are becoming more prevalent tools that provide students with flexible, accessible, and captivating learning opportunities (Xie et al., 2019). Virtual Reality (VR) can mirror real-life interactions in Chinese, providing a dynamic learning environment that traditional classrooms are unable to imitate. Technological innovations play a vital role in adapting to various learning styles and paces, which have a substantial impact on student engagement and retention rates (Chen et al., 2018). In recent years, there has been an increased focus on the cultural aspect of Chinese language training, which is considered to be a crucial area. Comprehending cultural context is crucial for language learners to comprehend idiomatic expressions, humor, and social standards. Several courses now incorporate cultural immersion modules, which involve in-country language programs, cultural seminars, and engagement with native speakers. These modules assist learners in applying their language abilities in authentic situations.

Anticipating the future, the need for Chinese language instruction is expected to persistently increase, propelled by China's developing influence in global affairs and worldwide commerce. Educational institutions and language trainers must continuously adapt their techniques and materials to stay abreast of technological breakthroughs and increase learner needs. Constantly evolving teaching methods and resources are crucial for equipping learners with the necessary skills to effectively communicate and adapt to the cultural nuances of a Mandarin-speaking setting (Lian et al., 2021).

Communicative approach



The communicative Approach originated in the Western European Community countries in the 1970s, with its center in Britain and Wilkins as its founder. The communicative Approach is a pedagogical method that is based on the outline of ideas and functional items and advocates the cultivation of students' ability to use the language for communication in specific social contexts, and it has been widely used in the field of foreign language teaching. Since the introduction of the communicative approach to China in the 1970s, it has had a great impact on the field of language teaching in China.

Hu (1982), in his article "An Initial Exploration of the Communicative Approach to Teaching and Learning", summarized the process of the emergence of the communicative approach, summarized the pedagogical propositions of the communicative approach that focuses on the application of language, takes the conceptual function as an outline and creates real communication, and listed the many implications of the communicative approach for English teaching: communicative teaching, based on students' needs, and the integration of society and culture into teaching and learning, and so on (Chen et al., 2018).

Tong Bingzheng (1985), in his article "Teaching Chinese as a Foreign Language: From Sentence Constructing Exercises to Communicative Exercises," presented the characteristics of the communicative approach to teaching by comparing sentence constructing exercises and communicative exercises in oral language teaching. Cheng (1987), in his article "Learning in Play: Examples of Chinese Teaching Games," mentioned for the first time that teachers should design an "information gap" when using the communicative approach to teaching and listed three kinds of games to clarify the idea of teaching (Ma, 2021).

Wu's (2002) article "The Necessity of Applying the Communicative Principle in Grammar Teaching" and Hu's (2005) article "The Communicative Approach in Grammar Teaching" are both useful in teaching grammar. "The Necessity of applying communicative principles to grammar teaching" and Wang et al. (2020) "The Use of communicative approach in teaching Chinese as a foreign language" illustrate the specific teaching methods of the communicative approach applied to teaching Chinese as a foreign language and grammar respectively.

As the theoretical system of the communicative approach is getting better and better, the research on the combination of the communicative approach and teaching practice is getting richer and richer. Most of this kind of research takes classroom teaching as the background, research, and summarizes the application suggestions of the communicative approach through the practice of the communicative approach in teaching. Wang et al. (2020) and Qiu et al. (2023) in *Language Learning Strategies, the Communicative Approach, and their Classroom Implications* analyze how to better apply the communicative approach to learning in the classroom. In "Language Learning Strategies, the Communicative Approach, and their Classroom Implications", the main principles of the communicative approach are analyzed to determine how to better use the learning strategies, and the meaning and application of communicative principles and learning strategies are discussed.

Situated Learning Approach

According to the theory of A.S. Hornby, the situated learning refers to "in the teaching process, the teacher purposefully introduces or establishes the image as the main body, with a certain emotional color, concrete and vivid scene, in order to cause students to have a certain emotional attitude experience, and then assist students to understand the mastery of knowledge and skills, and to help students get the development of the psychological methods" (Waluyo, 2019). Scenario teaching method mainly reflects the importance of "scenario" through the use of scenarios by teachers to show students the teaching content and the way students practice in the scenario, which requires teachers to not only explain the grammatical structure of the language teaching in the classroom, but also to show the content of a certain teaching content through objects, pictures, charts, multimedia, behavior, action and even performance to create the same kind of language as that of the students in the classroom (Al-Sobhi & Preece, 2018).

Situated learning was developed based on the direct method, which, as its name suggests, has two characteristics: "One is the direct learning of a language without the intermediary of another language; the other is the direct learning of the spoken language of the target language, as children learn their mother tongue directly after birth". The "direct method" was created as the antithesis of the grammar-translation method, which advocates that language teaching in the classroom should be carried out through activities and that teachers should take the approach of encouraging students to

communicate actively and directly in the target language, rather than stopping at interpreting and translating the target language (Al-Sobhi & Preece, 2018; Yang et al., 2021). Gouin's book "Language Teaching Method" is one of the representative works of the direct method, in which Gouin describes in detail the teaching steps of the direct method, advocating that the teacher should first make a demonstration, and the teacher should take a corresponding action every time he/she says a sentence so that the students can imitate it based on full understanding, and then read the same content after mastering these sentences orally (Clark-Gareca & Gui, 2019).

Situated learning minimizes the boring emotional experience that inevitably occurs in the process of learning a language, makes the classroom diverse and full of interest, mobilizes the students' learning enthusiasm and participation as much as possible, and improves learning efficiency (Kuru Gönen, 2019). At the same time, this teaching method has high requirements for teachers' classroom control ability, data collection ability, teaching aids useability, creativity, and knowledge, and some teaching principles have been formed in the promotion. The scenario teaching method requires a lot of preliminary preparation. First of all, the scenarios created should be purposeful, and relevant to the content and theme of the lecture, to assist the successful completion of the teaching task. Secondly, the scenarios created should be realistic, improve the authenticity of the scenario, the collection of background information and teaching aids, teaching activities, and the arrangement and implementation of strict requirements. Once again, the scenarios created should be inspiring and topical to arouse students' interest and discussion if they want to arouse students' emotional resonance and deepen their understanding (Zhang et al., 2022).

Listening skill

Educationalists on the listening process of systematic research found that: the listener is through a special channel to receive information and to "decipher" to achieve the purpose of understanding communication. Listening comprehension is the process of selecting, abstracting, organizing, and processing the new information received by the ear through the purposeful use of the original information stored in the brain to obtain new knowledge (Chen et al., 2018). Listening comprehension is not an isolated skill, it is inseparable from a person's overall English level, knowledge, and analytical ability. Factors affecting listening comprehension mainly include intellectual barriers, such as phonetics, grammar, vocabulary, chapter knowledge, background knowledge, and so on, and non-intellectual barriers, such as teaching equipment, learning atmosphere, listening skills, psychological factors, physical factors, and so on (Li & Peng, 2022).

Listening comprehension is a process of "decoding". Listeners to understand the speaker must master the "code", that is, to identify the continuous flow of speech in a system of information, and this system is composed of speech, vocabulary, and sentences (Ma, 2021). In addition to listening to understand the meaning of words, sentences, paragraphs, and the center of the text and the theme of the idea, summarize the main points of the content of the hearing, but also through the relationship between the material and the point of view, the expression of the text, genre, emotional color to understand the meaning of the content of the hearing and the speaker's intention, purpose, listen to the "strings outside the voice". This process can be accomplished in a very short time and requires the listener and the speaker to have a common understanding of the cultural background of the material being listened to (Qiu et al., 2023).

Chinese "listening" can be subdivided into a variety of listening skills, such as the six kinds of abilities: the ability to filter listening materials; the ability to predict and correct predictions; the ability to jump over barriers; the ability to recognize restatements or changes in wording; the ability to use connectives and grammatical relationships to provide information; The ability to "use two minds at once", etc. Yang et al. (2021) summarized eight micro-skills of listening comprehension: the ability to discriminate and analyze, the ability to store in memory, the ability to associate and guess, the ability to react quickly, the ability to remember while listening, the ability to hear and imitate, the ability to retrieve and monitor, and the ability to generalize and summarize. Zhang et al. (2022) distinguished two different cognitive levels of listening comprehension skills: low-level listening skills (the ability to identify sounds, the ability to recognize intonation, and the ability to recognize grammatical components) and high-level cognitive skills (the ability to select information, the ability to anticipate and guess, the ability to reason, and the ability to synthesize and summarize).

Speaking skill

Speaking skill is a person's ability to communicate through listening and speaking; it is an external ability, an externalization of linguistic competence. Speaking skills require students to synthesize learned language knowledge and language materials to create. Speaking skills are one of the fundamental aims of Chinese language teaching. Speaking practice is the fundamental way to improve international students' oral communication skills. The steps of classroom teaching, such as pre-class review, word learning, text comprehension, practice, and consolidation, and learning summary, should be carried out in combination with the communicative way of learning, and a large amount of oral practice outside the classroom is also essential.

The Standardized Dictionary of Modern Chinese (Kuru Gönen, 2019; Wang et al., 2018; Xie et al., 2019) explains that "Spoken language is the language used in speaking (as distinguished from written language)." Spoken language refers to the use of the mouth to speak. And everyone in the speech applies the rules of language in the actual process of communication, each person is subject to gender, age, occupation, degree of language cultivation, psychological state, as well as life and work environment, and many other factors and so different, so the oral expression of the individual color, linguists will be called speech. In short, "spoken language" is also called "oral language", which is different from "written language" as opposed to "written language". It is a way of language expression that is different from "written language".

The content of speaking skills can be summarized in three broad areas: firstly, semantic, and grammatical competence, that is, the ability to organize sentences correctly and express meaning accurately. This does not require students to memorize a lot of vocabulary and analyze grammatical structures, but rather to acquire the language communication skills to be able to generate their utterances based on their existing knowledge, while at the same time applying the sentence patterns they have already mastered in their minds (Clark-Gareca & Gui, 2019; Li & Peng, 2022; Liyanawatta et al., 2022). The second is phonological competence, which means that students can pronounce words correctly and express themselves in such a way that the other person understands the basic meaning of the words. The last and more difficult aspect is pragmatic competence, which refers to whether students can communicate appropriately and whether their speech is contextualized and in line with Chinese communication habits. The purpose of improving students' speaking skills can be realized by targeting the above three abilities.

Conceptual Framework

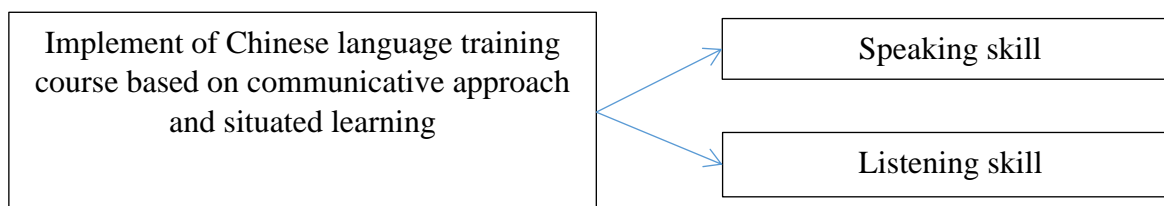


Figure 1: Research Conceptual Framework

Research Methodology

Population and samples: The population of this study was 50 second-year international students at Xi'an University China. The sample of this study was 20 second-year international students of Xi'an University, which was derived by Simple random sampling.

Research Instrument: Research instruments were the tools for collecting data. The research instruments which were used in this study were as follows:

1) Instruments for experiment; (1) Chinese language training course based on communicative approach and situated learning. (2) Lesson plan according to the verified training course.

2) Instruments for data collection; (1) Scoring rubric for speaking skills. (2) Test for listening skills. Scoring rubrics for speaking and test listening skills were constructed and examined the quality as follows;

The construction and examination of the quality of research instruments for data collection

The construction and examination of the quality of the scoring rubric for Speaking skills was



proceeded as follows:

- Step 1: Define scoring objectives
- Step 2: Choose a rubric type (Holistic scoring rubric)
- Step 3: Determine the criteria
- Step 4: Create your performance levels
- Step 5: Write descriptors for each level of the rubric

Step 6: The scoring rubric was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity, and wording of the test. After that, the scoring rubric was revised according to the thesis advisors' suggestions. The scoring rubric was offered to the three experts for the content validity check. The quality of the test was considered from the Index of Item Objective Congruence (IOC) obtained from the scoring rubric.

Step 7: Analyzing the IOC index of the items. The formula used to calculate the IOC index was:

$$IOC = \frac{\sum R}{N}$$

Where IOC means Index of Item-Objective Congruence
 $\sum R$ means Summation of experts' opinion marks
N means Several experts

If the Index of Item Objective Congruence (IOC) of each item of the test is higher than 0.5 that means it can be used in the rubric. The result of analyzing the IOC index showed that all items were appropriate and could be used in the test.

Step 8: Revise the scoring rubric according to the experts' comments and suggestions.

Step 9: Determine reliability by trying out the scoring rubric. The reliability of the scoring rubric was computed and should be more than 0.7. It was found that the Cronbach's alpha coefficient of reliability was at 0.93.

The construction and examination of the quality of the test for listening skills was proceeded as follows:

Step 1: Studying the construction of the test and the relevant documents. Consideration was focused on the purposes, types, and contents of the test.

Step 2: Analyzing the training course contents and the learning objectives by constructing the test specification table of the course regarding the coverage of objectives and content of the course. The test items consisted of six types of cognitive domains: 1) Remember 2) Understand 3) Apply 4) Analyze 5) Evaluate 6) Create

Step 3: Constructing the test which consisted of 20 items of questions, each of which had four alternatives with one correct answer.

Step 4: The draft test was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity, and wording of the test. After that, the draft test was revised according to the thesis advisors' suggestions. The test and the test evaluation form were offered to the five experts for the content validity check and suggestions such as the type of questions, accuracy of the test, and wording. The quality of the test was considered from the Index of Item Objective Congruence (IOC) obtained from the achievement test evaluation form.

Step 5: Analyzing the IOC index of the test items. The formula used to calculate the IOC index was:

$$IOC = \frac{\sum R}{N}$$

Where IOC means Index of Item-Objective Congruence
 $\sum R$ means Summation of experts' opinion marks
N means Several experts

If the Index of Item Objective Congruence (IOC) of each item of the test is higher than 0.5 that means it can be used in the test. The result of analyzing the IOC index showed that all test items were appropriate and could be used in the test. It was found that IOC was in a range from 0.8 to 1.0.

Step 6: Revise the test according to the experts' comments and suggestions.

Step 7: Try out the test to students who have learned this content. Then, analyze each item of the test to find out the item difficulty (p) and item discrimination (r) including reliability. Item difficulty (p) should range from 0.20-0.80 and item discrimination (r) should be more than 0.20. The reliability of the test was computed using the formula of Kuder and Richardson formulas 20 and should be more





than 0.7 (Kuder; & Richardson. 1939: 681-687). It was found that item difficulty (p) ranged from 0.59-.75, discrimination (r) ranged from .32-.78 and reliability was at 0.89.

Data Collection: The course was implemented in the samples during the autumn semester of the academic year 2023. The data gathering employed during the course implementation process was as follows:

1. The pre-evaluation was administered to the samples to measure speaking and listening. Scoring rubrics for speaking and test listening skills were used to evaluate the speaking and listening skills before course implementation.

2. The experimental group of samples underwent a communicative approach and situated learning-based Chinese language training program. The development of lesson plans and the allocation of time for instruction were considered. The experimental group adopts the teaching method based on the combination of communicative and situational teaching methods. Teaching was carried out through pre-course pre-testing, class discussion, and post-course practice. The lesson plan and teaching time allocation was 8 hours in total for one month, divided into four lectures of 2 lessons each and 40 minutes each, one lesson per week. During the course implementation, the researchers observed and recorded data on the teaching process, learning process, classroom atmosphere, students' behavior, teachers' behavior, and so on. The 7 teaching steps of the communicative approach and situated learning were as follows;

- Step 1: Problem design; for the course content design problem

- Step 2: Study analysis; basic information of learners, learners' needs analysis, learners' initial ability analysis, and learning preference analysis.

- Step 3: Learning to support the analysis; study support analysis includes policy support, resources, platforms, and human and material resources.

- Step 4: Study on the front line of class; teachers upload high-quality video resources to the platform before class, recommend textbooks and websites to students, and learners watch videos.

- Step 5: Offline flip; according to the characteristics and conditions of the problem, students choose the appropriate solutions, report the results or debate, and teachers summarize and extract the knowledge points.

- Step 6: Improve after class; at the end of the course, learners will advance the whole learning process through the platform and interactive teaching tools such as line summary, discussion, and reflection.

- Step 7: Dual evaluation mechanism; the dual evaluation mechanism of summative evaluation and formative evaluation is adopted. Formative evaluation accompanies the whole learning process, and the beginning of the learning is the beginning of the evaluation. The summative evaluation is mainly about after-school exercises and final tests after the end of the course.

3. Following the completion of the instructional session, the samples experienced a post-evaluation employing the identical equipment used for the pre-evaluation.

Data Analysis: In this study, quantitative data were analyzed by using the statistical program in line with the research objectives:

1. Statistics were used to determine the different significance at .05 level of scores on the students' listening skills before and after learning through a Chinese language training course based on the communicative approach and situated learning by using a t-test for the dependent sample.

2. Statistics were used to determine the different significance at .05 level of scores on the students' speaking skills before and after learning through a Chinese language training course based on a communicative approach and situated learning by using a t-test for the dependent sample.

Results

The research findings of the course implementation

The course was implemented with 20 International students at Xi'an University. The one-group pretest-post-test design (Campbell and Stanley, 1963) was used as a procedure to investigate the effectiveness of course implementation. The findings were presented as the following.

The finding of comparison of students' speaking skills before and after learning through Chinese language training course based on a communicative approach and situated learning

The findings of the comparison of students' speaking skills between pretest and post-test scores



which were analyzed by using a t-test for the dependent sample were presented in the below table. This table aimed to answer the research objective about whether Chinese language training courses based on a communicative approach and situated learning were able to enhance students' speaking skills.

Table 1: Students' speaking skills before and after implementation of Chinese language training course based on communicative approach and situated learning.

Group	n	Pretest scores		Posttest scores		t	p	Effect size
		M	SD	M	SD			
Experimental group	20	66.30	6.93	81.75	6.74	19.992**	0.001	4.48

** p < .01

As presented in Table 3 the mean score of pretests of students' speaking skills was 66.3 (SD =6.93) and the posttest of students' speaking skills was 81.75, (SD = 6.74). Moreover, it aimed to examine the different scores of before-and-after learning through Chinese language training courses based on a communicative approach and situated learning to enhance students' speaking skills. The finding of this table revealed that after implementation through a Chinese language training course based on a communicative approach and situated learning, posttest scores of students' speaking skills were greater than pretest scores at .05 .01 level of statistical significance ($t_{19} = 19.992$, $p = 0.001$). The average scores of the study developed increasingly higher than the pretest. The effect size was 4.48, it was considered to be a large effect of the implementation of Chinese language training courses based on the communicative approach and situated learning on students' speaking skills.

The finding of comparison of students' listening before and after learning through a Chinese language training course based on a communicative approach and situated learning

The findings of the comparison of students' listening skills between pretest and post-test scores which were analyzed by using a t-test for the dependent sample were presented in the below table. This table aimed to answer the research objective about whether Chinese language training courses based on a communicative approach and situated learning were able to enhance students' listening skills.

Table 2: Students' listening skills before and after learning through a Chinese language training course based on a communicative approach and situated learning.

Group	n	Pretest scores		Posttest scores		t	p	Effect size
		M	SD	M	SD			
Experimental group	20	67.8	6.59	75.95	5.72	9.289**	0.001	2.07

** p < .01

As presented in Table 2 the mean score of pretests of students' listening skills was 67.8 (SD =6.59) and the posttest of students' listening skills was 75.95, (SD = 5.72). Moreover, it aimed to examine the different scores of before and after learning through Chinese language training courses based on a communicative approach and situated learning to enhance students' listening skills. The finding of this table revealed that after implementation through a Chinese language training course based on a communicative approach and situated learning, posttest scores of students' listening skills were greater than pretest scores at a .01 level of statistical significance ($t_{19} = 9.289$, $p = 0.001$). The average scores of the study developed increasingly higher than the pretest. The effect size was 2.07, it was considered to be a large effect of the implementation of a Chinese language training course based on the communicative approach and situated learning on students' listening skills.

Discussion

The Chinese language Training Course Based on the Communicative Approach and Situated Learning course was implemented for second-year students to assess the effectiveness of the training course on students' listening and speaking skills. The research results found that 1) after training course implementation, posttest scores of students' speaking skills were greater than pretest scores at a .01 level of statistical significance ($t_{19} = 19.992$, $p=0.001$) and 2) posttest scores of students' listening skills



were greater than pretest scores at .01 level of statistical significance ($t_{19} = 9.289, p=0.001$). This may be due to the following reasons; 1) In terms of textbook selection, "Integrated Chinese: Level 1, Part 1" is the best Chinese as a Foreign Language (CFL) textbook in the world that integrates listening and speaking into a single course. Listening and speaking are two inseparable, interactive, and interconnected dimensions, listening is for comprehension, while comprehension is for communication, which is also for speaking. 2) When it comes to designing a lesson plan, it is important to make the language learning process more engaging and enjoyable. This can be achieved by moving away from traditional teaching methods and embracing a more diverse and practical approach. To do this, the teaching design should prioritize the students and be centered around their needs. By making the students the main participants in the learning activities, they will be more actively involved in the entire teaching process. 3) This study examines a Chinese language training course that combines communicative and situated learning which is considered an innovative pedagogical strategy. The situational method prioritizes the teaching of language knowledge, ensuring that students acquire a deep understanding of vocabulary and grammar within the teacher-created scenarios. Additionally, the teacher promptly corrects any mistakes made by students during practice, ensuring accurate language learning. Furthermore, the use of the communicative method compensates for the limited opportunities for communication in listening and speaking classes, meeting students' language communication. 4) Students are encouraged to participate in peer-to-peer discussions and group projects in the classroom thanks to the communicative and situated learning approach, which also creates a safe and engaging environment. With instant feedback and reinforcement, this dynamic environment helps students hone their language skills in real-time. These activities are collaborative, which encourages students to talk spontaneously and actively listen. This improves students' general communicative skills and adds dynamism and effectiveness to the language learning process.

Recommendations

In this study, the following recommendations are thought to be useful for instructions and for further study.

- 1) Teachers should first study the curriculum and curriculum documents such as lesson plans and textbooks before introducing them into the classroom to make teaching more effective.
- 2) Teachers should study the modes of using teaching skills such as cooperative learning, group discussion, problem-solving, and problem-based teaching to explain to the students how to conduct the learning activities before they start.
- 3) Teachers should know how to prepare and select instructional materials.
- 4) Teachers should encourage students to express their ideas and utilize social interaction. They should equip them with the ability to work in a team, have teamwork skills, communicate, and interact well, and carry out activities with others responsibly.
- 5) Teachers should examine authentic assessment and how to assess student learning. In addition, teachers should use authentic and varied methods of assessment. Such assessment is effective and can better evaluate students' learning achievements.

Future research directions: Listening and speaking lessons are more comprehensive and systematic than simple listening or speaking lessons, and the requirements for teachers are higher, so students learn more. In a listening and speaking class, not only do we need to make students understand the dialogue of the text, teach them what to say to what kind of people and how to say it, to cultivate students' ability to express themselves by using Chinese phonetics, vocabulary, grammar, and various functional structures, but we also need to help students master the ability to identify the phonetics of the Chinese characters and comprehending the meanings of the words, dialogues and articles using various teaching methods, to cultivate and improve students' listening and speaking skills. It is also necessary to use various forms of teaching to help students acquire the ability to recognize the phonetics of Chinese characters and to understand the meaning of words, dialogues, and texts, to cultivate and improve their listening and understanding skills.

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