



Using Situational Teaching Method to Improve Reading Comprehensive Ability of Chinese Language Courses for Undergraduate Students

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Abstract

The purposes of this research were 1) to use situational teaching method to improve reading comprehensive ability of Chinese language courses for undergraduate students; 2) to compare reading comprehensive ability of students in Chinese language courses before and after class based on situational teaching method. The sample group included 30 first-year college students majoring in e-commerce, at Yunnan College of Tourism Vocation, obtained by cluster random sampling. Research instruments included 1) course plan based on situational teaching method and 2) reading comprehensive ability of Chinese language courses Test. Data were statistically analyzed for standard deviation and t-test for dependent samples. The results show that using situational teaching method to understand students' reading comprehensive ability of Chinese language courses, the students' abilities have improved; after adopting the situational teaching method, students' reading comprehensive ability of Chinese language courses were significantly higher at .01.

Keywords: Situational Teaching Method, Reading Comprehensive Ability, Chinese Language Courses, Undergraduate Students

Introduction

Chinese reading class is an important Chinese language learning course aim to help students improve their Chinese reading ability. By learning Chinese reading skills and strategies, students can better understand the meaning and content of Chinese articles, improve reading speed and accuracy. Meanwhile, Chinese reading courses can also help students improve their cognitive, comprehension, and summarize abilities, making them an important course for enhancing their Chinese reading and academic literacy (Guo



Yanling, 2022). Through systematic learning and training, students can improve their reading comprehension ability, expand their vocabulary, cultivate reading thinking and skills (Li Dan, 2023). I hope that students can actively participate in this course, strive to improve their Chinese reading ability, lay a solid foundation for future academic research and attention to Chinese cultural history, enhance their understanding and appreciation of Chinese, and other comprehensive Chinese reading abilities.

The Ministry of Education and the National Language Commission of China issued several opinions on comprehensively improving the quality of higher vocational education teaching on November 16, 2006, indicating that the Chinese reading course is a quality education course that integrates instrumental, foundational, cultural, humanistic, and aesthetic aspects, which is related to the quality of talent cultivation and the cultural construction of the Chinese nation. As a fundamental course of higher vocational education, the Chinese reading course provides students with language literacy education, improves their cultural and professional basic qualities, and enables them to receive rich mother tongue education in the process of reading and understanding literary works, effectively improving their reading comprehension and expression abilities, enhancing their thinking quality and aesthetic comprehension abilities (Zhu Shujuan, 2018). It occupies an important position in the vocational education curriculum system, playing a supporting and guaranteeing role in improving students' professional abilities, enriching their professional emotions, and promoting their career development.

Situational teaching method is a teaching method that conforms to the thinking habits of students, combines classroom teaching with student life experiences, and makes the teaching process richer and more interesting. Therefore, applying situational teaching method to Chinese reading teaching can optimize the atmosphere of Chinese language classrooms, achieve efficient Chinese reading classroom teaching effects, and conform to the development trend of modern educational teaching concepts (Wang Jue ,2018). The situational teaching method provides an effective way to improve students' comprehensive Chinese reading ability. Researcher aim to improve reading comprehensive ability of Chinese language courses for undergraduate students through situational teaching method, which involves five teaching Step 1: Scenario Design, Step 2 : Situational presentation , Step 3 : student experience , Step 4 : Analysis and Summary Step 5 : Evaluation feedback . student-centered teaching to stimulate their interest in learning, thereby enhancing their cognitive reading, comprehension analysis, summarize and expansion abilities in Chinese reading courses.

In summary, researchers have introduced situational teaching method into classroom teaching in order to enhance students' interest in learning in college Chinese reading teaching, effectively improve their self-learning ability, change the traditional



teaching mode of teachers teaching students listening, fully tap into students' subjective initiative, and encourage them to actively participate in course teaching. In teaching practice, teachers use diverse teaching methods to create authentic teaching situations, encourage students to actively participate in teaching activities, effectively improve their cognitive reading ability, analytical comprehension ability, and summarizing and expanding ability, and promote their learning outcomes. According to the requirements of the current new curriculum reform, teachers should actively use situational teaching method in Chinese reading teaching, better reflecting the subject status of students in teaching, and aiming to improve reading comprehensive ability of Chinese language courses for undergraduate students.

Objectives

1. To use situational teaching method to improve reading comprehensive ability of Chinese language courses for undergraduate students.
2. To compare reading comprehensive ability of Chinese language courses for undergraduate students.

Concept theory framework

The researchers conducted teaching based on situational teaching method, with teaching steps divided into: Step 1: Scenario Design, Step 2 : Situational presentation , Step 3 : student experience , Step 4 : Analysis and Summary Step 5 : Evaluation feedback. Aiming to improve the comprehensive Chinese reading ability of undergraduate students, including three aspects: Cognitive Reading, Understanding Analysis and Summary and Expansion. The research conceptual framework is as follows:

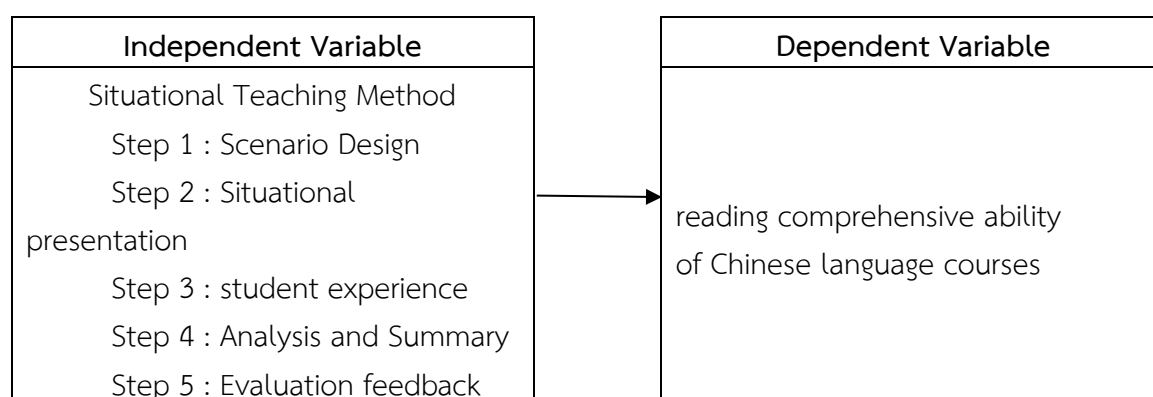


Figure 1.1: Research Framework



Materials and Methods

Using situational teaching method to improve reading comprehensive ability of Chinese language courses. The research conducted using experimental research methods involves the following steps.

1. The population / the sample Group

The Population

There are 90 first-year students majoring in e-commerce at Yunnan College of Tourism Vocation.

The Sample Group

Through the random cluster sampling method, by considering from classes with grades mixed of high level, medium level and low level. Class 3, Grade 1, E-commerce major, Yunnan College of Tourism Vocation, with 30 students.

2. Research Instruments

Using situational teaching method to improve reading comprehensive ability of Chinese language courses for undergraduate students. The research instruments are as follows:

2.1 Course plan according to the Situational Teaching methods

Created the development process and course plan for the course plan, based on situational teaching method. The form of effectiveness evaluation is as follows:

2.1.1 Exploring the methods of curriculum planning and the forms of evaluating the effectiveness of curriculum planning, based on situational teaching, this study starts from the perspective of books, textbooks, articles, and related research.

2.1.2 Using situational teaching method to Improve reading comprehensive ability of Chinese language courses for undergraduate students. There are three chapter in total duration of 12 hours: Chapter 1: Three Poems of the Book of Songs , 4 Hours, Chapter 2: Tang Poetry, Spring River Flower Moonlight, 4 Hours , Chapter 3: Song Ci, Hairpin Head Phoenix ,4 Hours.

2.1.3 Develop a learning management plan based on literature, textbooks, and related research.

2.1.4 Develop three study plans based on the learning content, totaling 12 hours. By using situational teaching method to design course plans, each class has a plan. Teaching steps: Step 1: Scenario Design. In this step, the teacher needs to divide learning groups based on the student's learning ability, gender ratio, communication ability, and other factors. Create teaching scenarios and arrange pre class learning for students. Step 2: Situational presentation. In this step, the teacher raises new questions to stimulate deep thinking among students. Step 3: Student experience. In this step, students showcase their learning outcomes as required and complete collaborative discussions. Step 4: Reflection



summary. In this step, students and teachers understand and analyze the text, and summarize the knowledge learned. Step 5: Evaluation feedback. In this step, students need to complete after-school exercises and expand their knowledge.

2.1.5 Teaching Media/Learning Resources

2.1.6 Measurement and evaluation of learning outcomes

2.1.7 Submit the completed course plan to the thesis supervisor to verify the applicability and consistency of the content. The possibility of aligning goals with learning activities, and then making improvements based on suggestions.

2.1.8 Submit the revised course plan to 3 experts for verification to verify the accuracy, appropriateness and completeness of the course plan content, and the consistency of learning objectives, content, learning activities, teaching materials, measurement and evaluation. And find out the IOC Consistency Index (Item Objective Consistency Index).

Table 1: Evaluation results of chapter

Using situational teaching method to Improve reading comprehensive ability of Chinese language courses for undergraduate students	hours	IOC	Evaluation results
Chapter 1: Three Poems of the Book of Songs	4	1.00	accept
Chapter 2: Tang Poetry, Spring River Flower Moonlight	4	1.00	accept
Chapter 3: Song Ci, Hairpin Head Phoenix	4	1.00	accept

2.1.9 Each curriculum activity plan had a consistency index greater than or equal to 0.50 and was considered suitable for use in research. The analysis result of the IOC (Index Objective Congruence) is that each chapter is 1.00.

2.2 Reading comprehensive ability of Chinese language courses test

The development process of reading comprehensive ability of Chinese language courses and the effectiveness evaluation table of Chinese reading ability test are as follows.

2.2.1 Research on the principles of creating the reading comprehensive ability of Chinese language courses Test and the effectiveness evaluation form of the reading comprehensive ability of Chinese language courses Test from the perspectives of books, textbooks, articles, and related research.

2.2.2 Create a reading comprehensive ability of Chinese language courses test and an effectiveness evaluation form for the reading comprehensive ability of Chinese language courses test.

The situational teaching method evaluation framework proposed by Li Jilin (2019) is a systematic classification of students' abilities to enhance their learning abilities,



which can be divided into the following categories: 1) Scenario Design , 2) Situational presentation , 3) Student experience , 4) Reflection summary, 5) Evaluation feedback. Referring to scholar Zhu Shujuan's (2018) research on the application of situational teaching method in college Chinese language teaching, an evaluation test scale was designed based on this.

2.2.3 Hand over the tool to three experts to verify the effectiveness of the evaluation form and the consistency indicators of project objectives. Test the consistency indicators to be between 0.67 and 1.00.

2.2.4 Determine the scoring standard of the aptitude test: 1 point for a correct answer and 0 points for an incorrect answer.

2.2.5 Suggest a proficiency test to the thesis advisor. Check for accuracy and make improvements as suggested.

2.2.6 Submit the Mathematics Learning Ability evaluation criteria created to three experts for measurement and inspection. Experts check the Content Validity and calculate the Index of Item Objective Congruence (IOC). The consistency indicator of each evaluation content is greater than or equal to 0.50 and is considered suitable for research. The IOC (Index of Item Objective Congruence) value for each item in this evaluation standard is 1.00.

2.2.7 Improve and revise tests that have been verified by experts. Then take it to try out with 30 students, who were not the sample to ensure the quality of the assessment.

2.2.8 Check the quality of each item test. The results were analyzed for difficulty (p) and a discriminating power (r) of the test. Tests were selected with difficulty in the range of 0.20 - 0.80 and discriminating power of 0.20 or higher.

Criteria for interpreting the difficulty value (p) of the test

Test Difficulty Value Meaning

0.81 – 1.00 Very easy (should be improved or eliminated)

0.60 – 0.80 Fairly Easy (Good)

0.40 – 0.59 Moderately difficult (very good)

0.20 – 0.39 Quite Difficult (Good)

0.00– 0.19 Very difficult (should be improved or eliminated)

Criteria for interpreting the discriminant power (r) of the test

Rating power of the test (r) Meaning

0.60 – 1.00 Very good classification

0.40 – 0.59 well classified

0.20 – 0.39 Classified

0.10 – 0.19 Hardly distinguishable (Should be improved or eliminated)



-1.00– 0.09 Not distinguishable at all (Should be improved or eliminated).

The analysis results showed that difficulty (p) was in the range of 0.41-0.68, and discrimination (r) was in the range of 0.20-0.80.

2.2.9 The confidence level was measured by the coefficient method, and the basic music course test was tested. The test value is 0.70 or higher, this confidence value. The test result is 0.91. So it's good for research

2. 2.10 Apply the final reading comprehensive ability of Chinese language courses. test to sample students

3. Data Collection

The data collection is as follows:

3.1. Data collection and verification for test tools:

1) Coordinate with 3 experts dispense official document from Bansomdejchaopraya Rajabhat University professional scholars experts and give information about the data collection process and research tools: instructional model and checklist form about quality of instructional model for consideration (IOC: Index Objective Congruence).

2) Collect data from 3 professional scholars experts and analyze data for consideration (IOC: Index Objective Congruence).

3) This research is experimental .One Group Pretest – Posttest .Design was used with the following experimental design:

Table 2: Experimental design.

Group	Pretest	Experimental	Posttest
R	O ₁	X	O ₂

The meaning of the symbols used in the experimental design.

R means Random Sampling

X means experimental

O₁ means Pretest

O₂ means Posttest

4 Data Analysis

The data analyzed as follows:

4.1 Quantitative data were analyzed through descriptive statistics; means, and standard deviation.

4.2 Quantitative data were analyzed by inference statistical method; Then calculate the difference in the reading comprehensive ability of Chinese language courses of students before and after using situational teaching method and conduct t-



test analysis on the relevant samples.

Results

This study aims to use situational teaching method to improve the reading comprehensive ability of Chinese language courses of undergraduate students and compare the comprehensive ability of Chinese language courses for undergraduate students. before and after using situational teaching method. The data analysis results are as follows:

Results of data analysis

Using the situational teaching method to improve the reading comprehensive ability of Chinese language courses of undergraduate students, researchers conducted research in the following order:

Part 1: The effect of using situational teaching method to Improve the reading comprehensive ability of Chinese language courses of undergraduate students.

This study used the situational teaching method to conduct three teaching classes on 30 first-year e-commerce students at Yunnan Tourism Vocational College, including scenario design, scenario demonstration, student experience, analysis and summary, and evaluation feedback. Researcher analyzed the comprehensive Chinese reading abilities of students before and after class using scenario-based teaching, scenario-based teaching method can improve the reading comprehensive ability of Chinese language courses of undergraduate students. The average score before the study was 14.87 points, and the score after the study was 17.03 points, with an average difference of 2.16 points. The score after learning is higher than the score before learning. The changes in student behavior indicate that their 1) Cognitive Reading, 2) Understanding Analysis, 3) Summary and Expansion and reading comprehensive ability of Chinese language courses are gradually improving throughout the entire learning process. Using situational teaching method to improve reading comprehensive ability of Chinese language courses for undergraduate students. The following includes 5 steps:

- 1) Scenario Design: At this stage, teachers need to design a context suitable for students' age and cognitive level based on their learning goals and content. Teachers should assign relevant teaching tasks in advance, and students should collect and organize relevant materials before class.

Teacher operations: The teacher provided the students with basic information about the course content, and before class, the students developed a desire to explore and ask



questions for active learning. During the learning process, group members cooperate with each other and leverage their respective strengths. Collect and organize relevant learning materials, and ultimately form PPT or video files. Teachers are responsible for answering questions that students encounter in their studies.

Student operation: Students will conduct pre-class learning based on the information provided by the teacher. They will independently complete the reading of the text and preliminary search for learning materials and share the materials with study group members. They will also collaborate to complete PPTs and organize learning materials. Students can learn before class through books, the internet, and videos.

Through the design of this section, the teacher's goal is to inspire students to actively learn interest and cultivate their hands-on ability and thinking awareness. Students are more motivated to explore and learn new concepts through group meetings. This learning method can enhance students' initiative and learning effectiveness.

2) Situational presentation: The second step of situational teaching method is to present the situation. Teachers need to present the situation to students and allow them to enter the situation. Context presentation can be achieved through various methods, such as videos, images, simulators, etc.

Teacher operations: Teachers will act as guides to complete the introduction of basic knowledge, guide students into learning situations, and clarify the learning content of this lesson. The teacher will present learning materials to students in the order of study groups, allowing them to complete the preliminary perception learning of the article.

Student operation: Students will be guided by the teacher to enter the classroom learning context and present learning materials in the order required by the teacher. According to the division of labor in the group, students can be divided into 1) textual material presentation, 2) PPT presentation, 3) video presentation, and 4) audio presentation.

Through the design of this section, the teacher's goal is to test the pre class learning outcomes of students, understand their initial perception and cognitive understanding of the text. Enable students to fully showcase their learning outcomes, promote teamwork and communication among group members, and improve their learning efficiency.

3) Student Experience: The third step of situational teaching method is student experience. Students need to practice and experience the learning process in a context. Teachers can help students' complete tasks through guidance, prompts, and other methods, enabling them to master knowledge and skills in practice.



Teacher operations: Teachers will act as assistants, inspiring students to understand and analyze the article, guiding them towards deeper issues or knowledge that students have not explored, guiding them to gradually approach the core issues of reading comprehension, and accurately grasp the key and difficult points of the text.

Student operation: Students will engage in learning and exploration through the sharing of materials from the previous stage. Through teacher-student communication, group cooperation, or independent thinking, they will gradually identify the key and difficult points of learning. Through the guidance of the teacher, students will discover problems, sort out clues, and come up with answers.

Through the design of this section, the teacher's goal is to test students' self-learning ability, guide them to deeply explore problems, discover and solve them, cultivate their reasoning, comprehension, and analytical abilities, and improve their logical thinking ability.

4) Analysis and Summary: Analyze and summarize. Students need to analyze and summarize the learning process, analyze the collection and organization of their own learning materials. Teachers can guide students to analyze and summarize through questioning, discussion, and other methods, so that students have a deeper understanding of the learning content.

Teacher operations: Teachers help students sort out the clues of the article, summarize the knowledge points, guide students to summarize the key and difficult points of the text, and try to analyze and summarize the writing characteristics of the article. Assist students in summarizing the core ideas of the article and supplement and improve the learning materials collected by students.

Student operation: Students will be guided by teachers to improve the organization of article clues, identify the key points and difficulties of the article, and independently or through group cooperation, summarize the writing characteristics and artistic characteristics of the article.

Through the design of this section, the teacher's goal is to help students complete the learning of the text. Through teacher-student interaction, problems that students have can be identified in a timely manner, which facilitates the teacher's timely improvement and supplementation of knowledge points and cultivates students' summarizing ability.

5) Evaluation feedback: The final step of situational teaching method is to evaluate feedback. Teachers need to evaluate students' learning outcomes and provide feedback. Evaluation feedback can be achieved through exams, assignments, oral evaluations, etc.,



allowing students to understand their learning achievements and shortcomings, and prepare for the next step of learning.

Teacher operations: Teachers will observe students' learning progress through their classroom performance, teacher-student interaction, and homework assignments, and evaluate and summarize the course. Based on students' classroom performance and homework assignments, teachers will promptly identify and solve problems.

Student operation: Students will summarize and provide feedback on the course, including improving materials, answering questions in class, expanding knowledge, and completing homework assigned in the classroom. Based on feedback from teachers, identifying their own shortcomings in learning is beneficial for students to improve and correct in a timely manner.

Through the design of this section, the goal of the teacher is to test the teaching results, reflect on the teaching in a timely manner, and provide feedback on the teaching evaluation results to students, so that students can discover their own shortcomings and improve them in a timely manner.

Part 2: Comparison of Comprehensive Chinese Reading Abilities of Undergraduate Students before and after the Application of Situational Teaching Method.

Researchers analyzed the data by using the pretest and post test scores obtained using the admission method. They used indicators such as mean, standard deviation, and t-tests for related samples for data analysis.

There are 19 females, accounting for 63.33%, and 11 males, accounting for 36.67%. Subsequently, researchers analyzed the comprehensive Chinese reading abilities of students before and after class using scenario-based teaching, scenario-based teaching method can improve the reading comprehensive ability of Chinese language courses of undergraduate students. The average score before the study was 14.87 points, and the score after the study was 17.03 points, with an average difference of 2.16 points. The score after learning is higher than the score before learning. The researchers analyzed the data and used means and standards. Dependent on sample variance and t-test to analyze students' previous grades and after completing three Chinese reading courses. The data analysis results are shown in Table 3.

Table 3: Compare reading comprehensive ability of Chinese language courses of undergraduate students before and after adopting situational teaching method.



compare reading comprehensive ability of Chinese language courses	n	Full Score	\bar{X}	SD.	df	t	p
Pre-test	30	20	14.87	3.53	29	7.32**	0.00
Post-test	30	20	17.03	3.66			

**Statistically significant at level .01($p < .01$)

Table 3 shows that the average score of the first-grade students' reading comprehensive ability of Chinese language courses after class is higher than the average score before class, indicating that their reading comprehensive ability of Chinese language courses after class is higher than before class $P < .01$ indicates statistical significance at the .01 level. By implementing scenario-based teaching methods for students, their overall Chinese reading ability after class is significantly higher than before class. This is consistent with the research hypothesis.

Conclusions and Discussion

Conclusion

According to the research topic, the summary of the study on improve reading comprehensive ability of Chinese language courses for undergraduate students through situational teaching method is as follows:

1. By using situational teaching methods to observe students' learning behavior, it is found that their self-learning ability, course understanding feedback ability, knowledge summarizing and internalizing. ability have been improved.
2. Using scenario-based teaching method, the average score of reading comprehensive ability of Chinese language courses for undergraduate students after class is higher than the average score before class, and the reading comprehensive ability of Chinese language courses after class is significantly higher than before class, with a statistical significance of 0.01 level.

Discussion

The purpose of this study is to enable first-year undergraduate students to improve their reading comprehensive ability of Chinese language courses through scenario-based teaching methods. The results of this study can be discussed as follows:

1. Develop cognitive learning theory and improve the reading comprehensive ability of Chinese language courses among college students. According to the five steps of the



teaching process, this plan includes the following steps: Step 1. Create a situation. Step 2. Scenario demonstration. Step 3. Student experience. Step 4. Reflection and summary. Step 5. Evaluate feedback. After learning, the overall reading comprehensive ability of Chinese language courses of the students has significantly improved. Positive effects were observed in at least three aspects of reading skills. 1) Cognitive reading, 2) comprehension analysis, 3) summary and expansion, as well as cultural background knowledge and social experience. Therefore, the application of cognitive learning theory in college Chinese reading teaching is crucial for improving students' reading comprehensive ability of Chinese language courses. Due to the significant improvement of students' abilities in these areas, there is a significant difference in the average scores of the posttest and pretest of the 01-level exam.

2.The results of this study are consistent with previous studies. Especially Zhang Lei. (2022) Effective Application of Situational Teaching Method in Primary School Chinese Reading Classroom: Overview [J] The use of Situational Teaching Method In order to improve student learning outcomes, research on the application of learning modes is consistent, and the results of this study are consistent. Research has found that students significantly improve their overall Chinese reading ability and learning outcomes after completing the course ($p < 0.01$). In addition, the research results are consistent with Yang Jianxun's (2020) Selected Journal of Young Writers. A Preliminary Study on the Application of Situational Teaching Method in Junior High School Chinese Reading Teaching [J] Wang Liuzhi's (2015) research results are consistent. Contemporary Education Practice and Teaching Research. It involves the influence of reading comprehensive ability of Chinese language courses. The study found that students who adopted problem-based learning methods significantly improved their comprehensive ability in reading ancestral texts, and the difference was statistically significant ($p < 0.01$). In addition, the study also found that compared to students who used traditional teaching methods, students who used situational teaching methods showed higher progress in reading comprehension, with statistical significance ($p < 0.01$).

This learning method encourages students to independently explore knowledge, utilize different scenarios, align with their needs, stimulate interest in Chinese reading, promote independent research-based learning, participate in group cooperative learning, and express opinions, so that students can fully demonstrate their potential. Therefore, this method improves students' comprehensive ability in Chinese reading, enabling the acquired knowledge to be applied in the real world. This is consistent with Liu Li (2021).



The Application of Situational Teaching Method in Modern Chinese in Classroom Teaching of College Chinese. Situational teaching method.

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