



A Comparative Study of Grade 7 Students' Chinese Listening Achievement With Bilingual Teaching Method and Monolingual Teaching Method in Learning Chinese as a Foreign Language Class at an International School Bangkok, Thailand

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Abstract

The purpose of this study was to determine if there were significant differences between Grade 7 students' Chinese listening achievement with bilingual teaching method (BTM) and monolingual teaching method (MTM) in learning CFL class at an international school in Bangkok, Thailand, in the academic year 2021-2022. This study was conducted on a population sample of 59 Grade 7 students who were divided into two groups. The experimental group was taught with BTM, while the control group was taught with MTM, taught with the same lesson plans within a six-week experimental period. The research instrument was designed through pretest and posttest of the listening section of YCT (Level 2) test. YCT was a national standardized test of Chinese language proficiency. The data was collected from pretest and posttest scores and compared through both descriptive (i.e., mean and standard deviation) and inferential (i.e. dependent and independent samples t-test) statistics methods. The results showed that there was a significant difference between Grade 7 students' Chinese listening gain achievement with BTM and MTM. Compared to MTM, students could learn better when they learned with BTM. According to these findings, the researcher put forward some recommendations for TCFL teachers, students, administrators, and future researchers in this field.

Keywords : Chinese listening achievement, Bilingual teaching method, Monolingual teaching method, Grade 7 students, Chinese as a foreign language

JEL Classification Code : E44, F31, F37, G15

1. Introduction

With the rapid rise of China's economy, China's strong comprehensive national strength and broad development prospects have promoted the rise of "Chinese language fever" all over the world, which causes the demand for overseas Chinese language learning is also increasing day by day (Zheng et al., 2014).

In learning a language, "listening, speaking, reading and writing" are the four most important skills known as "four skills" to master a language. Among the "four skills", "listening skill" is in the first place, which is in the primary position. However, listening comprehension teaching is the weakest part of teaching Chinese as a foreign language (Zhang, 2014).

According to Purkarthofer and Mossakowski (2011) as well as Slavin and Cheung (2005), there are studies conclude that English learners are more satisfied with the teaching method under bilingual and interactive conditions. However, many people still believe that immersion in a target language classroom using only the target language is the best way to learn a second language,

even though this may cause learners to lose their first languages. And even though bilingual education advocates have demonstrated bilingual education program to be highly effective for teaching English to ELLs, English-only policies still hold a dominant position (Han & Park, 2017).

Al Jadidi and Sangunietti (2010) reported the results of a study conducted in Oman between 2004 and 2007 on bilingual (English and Arabic) and monolingual (English only) teaching styles of EFL teaching. Through a series of classroom observations and interviews with teachers and students, characteristic pedagogical approaches of bilingual and monolingual teachers were identified. The strengths and disadvantages of typical bilingual and monolingual pedagogies are discussed. Students were critical of both teaching styles and divided on whether they preferred monolingual or bilingual teachers at tertiary level (Al Jadidi & Sangunietti, 2010).

Similar to EFL teaching, the ideal process in general of teaching CFL is to use the target language as much as possible to teach the target language. That is, trying to avoid the interference of the second language, which is to use Chinese as a monolingual teaching method to teach



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Chinese. The target school also advocates the use of Chinese as a monolingual teaching method for teaching CFL. However, in practice from the target school, TCFL teachers have perceived that some students have difficulty with listening comprehension when the teacher uses Chinese as a monolingual language for teaching. Especially the students whose basic Chinese skills are very weak often feel restless and stressed in the class and cannot keep up with the TCFL teachers. In such a situation, some TCFL teachers need to increase the use and frequency of the second language to communicate better with the students. Some TCFL teachers use English or Thai as a second language to teach Chinese in TCFL class. With this bilingual teaching method, TCFL teachers have noticed that students feel less anxiety and stress in learning Chinese.

Regardless of whether a bilingual or monolingual teaching method is used, each teaching method has different effects on students' learning of Chinese as a foreign language. Given the debate about which teaching method has the better effect and influence on students' learning success in learning Chinese as a foreign language, TCFL teachers are eager to find out which teaching method is more effective and suitable for them to teach Chinese to students. In particular, what are the different effects on students' listening achievement in learning Chinese and which teaching method is more effective are also the concerns of TCFL teachers and students?

Therefore, the researcher decided to investigate which teaching method is more effective and suitable for students to achieve higher performance in listening comprehension of Chinese when learning CFL, whether the bilingual teaching method or the monolingual teaching method. That is to determine if there were significant differences between Grade 7 students' Chinese listening achievement with bilingual teaching method (BTM) and monolingual teaching method (MTM) in learning CFL class at an international school in Bangkok, Thailand.

1.1. Research Objectives

The following were the Research Objectives for this study.

1. To determine the Grade 7 students' Chinese listening achievement with bilingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand.
2. To determine the Grade 7 students' Chinese listening achievement with monolingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand.

3. To determine if there is a significant difference between Grade 7 students' Chinese listening gain achievement (difference of pretest and posttest) with bilingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand.

4. To determine if there is a significant difference between Grade 7 students' Chinese listening gain achievement (difference of pretest and posttest) with monolingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand.

5. To determine if there is a significant difference between Grade 7 students' Chinese listening gain achievement (mean difference of pretest and posttest) with bilingual teaching method and monolingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand.

1.2. Hypotheses

Three Research Hypotheses were defined in this study.

1. There is a significant difference between Grade 7 students' Chinese listening gain achievement (difference of pretest and posttest) with bilingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand, at a significance level of .05.

2. There is a significant difference between Grade 7 students' Chinese listening gain achievement (difference of pretest and posttest) with monolingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand, at a significance level of .05.

3. There is a significant difference between Grade 7 students' Chinese listening gain achievement (mean difference of pretest and posttest) with bilingual teaching method and monolingual teaching method in learning Chinese as a foreign language class at an international school in Bangkok, Thailand, at a significance level of .05.

1.3. Theoretical Framework

Two main theories used to guide and support this research were bilingualism and monolingualism, both are based on the Theory of Mind.

1.3.1. Theory of Mind

Children's ability to attribute causal mental states in order to explain and predict behavior is called the theory of mind (ToM) (Premack & Woodruff, 1978). And the



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bilingualism and monolingualism on it is discussed in literature review.

1.3.2. Bilingualism

The bilingual teaching method comes from bilingualism. As it is seen simply, bilingualism is the ability to perform in two languages. In particular, there are two major theories of cognitive development in the bilingual individual, which are the “Common Underlying Proficiency” Theory and the “Threshold” Theory (Baker, 1996).

1.3.3. Monolingualism

According to Romaine, monolingualism is precisely a monolingual perspective which is a modern linguistic theory that takes as its starting point in dealing with basic analytical problems such as the construction of grammars and the nature of competence (Wright, 1996). The keyword “monolingual”, which means be able to use one

language well, (of a group or place) using one language as the main language, and written, created, or done using only one language.

1.4. Conceptual Framework

Two classes of Grades 7 students were chosen from the target school, as the source of data, in order to determine and compare Grade 7 students’ Chinese listening gain achievement with bilingual teaching method and monolingual teaching method. Two different teaching methods: bilingual teaching method and monolingual teaching method were considered as independent variables; and students’ Chinese listening achievement towards these two teaching methods were considered as dependent variables of this study (see Figure 1)

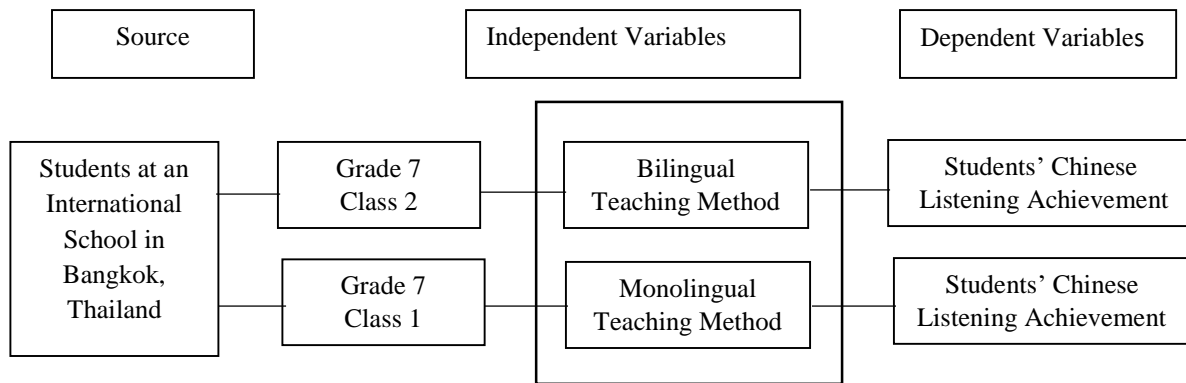


Figure 1. Conceptual framework of this research.

2. Literature Review

2.1. Learning Chinese as a Foreign Language in Thailand

At the end of 2010, there were 1,393 primary and secondary schools offering Chinese courses in Thailand, including 1,020 public schools and 373 private schools. The opening of Chinese courses in primary and secondary schools in Thailand’s mainstream society makes the growing Chinese language teaching more lively (Zheng et al., 2014).

2.2. Learning Chinese as a foreign language in international schools in Thailand

Compared to students in local Thai schools, students in international Thai schools absorb information faster and achieve better results in learning Chinese. The reason is the bilingual or even multilingual living and learning environment of Thai students in international schools. Those who speak at least two languages have been taught different languages from an early age and have developed their own approach to language learning - even if they do not know they are capable of it. As a result, they are more sensitive to the nuances of different languages and are more likely to recognize, accept, and use them (Cui, K., 2014)

2.3. Chinese Listening Achievement



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Chinese listening achievement depends on Chinese listening skills. That is to say, to improve Chinese listening achievement, is to improve Chinese listening skills. Among the “four skills”, “listening skill” is in the first place, which is in the primary position. In daily communication and language learning, we can only give the appropriate answer if we understand the other side’s meaning first. Therefore, listening skill occupies a key position in TCFL (Zhang, 2014).

2.3. Bilingual Teaching Method

2.3.1. Bilingualism on the Theory of Mind

The bilingualism mentioned by Devine and Hughes (2014) also extends to the aspect of mental functions, such as the Theory of Mind. It is a social cognitive ability and believed to be closely related to executive function. The potential benefits of bilingualism in executive functions have been prevalent in modern bilingualism research. It is supported by numerous studies (Bialystok, 1999; Bialystok et al., 2004; Costa et al., 2008). It has also been disseminated to the public through extensive media coverage (Bhattacharjee, 2012; Reville, 2014).

The ability of Theory of Mind is often assessed using false-belief tests such as the Unexpected Transference Test (Wimmer & Perner, 1983; Baron-Cohen et al., 1985) and the Unexpected Content Test (Hogrefe et al., 1986; Perner et al., 1987). It is the ability to attribute mental states to others and to predict and explain the behavior of others based on those attributed mental states.

As Schroeder (2018) mentioned, Theory of Mind is malleable and may be facilitated by a bilingual environment, suggested by cultural differences in the speed of ToM development. Such as a meta-analysis shows that children in mainland China, Canada, and the United States develop Theory of Mind faster than children in Hong Kong (Liu et al., 2008). And children in Australia and Canada develop Theory of Mind faster than children in Austria and Japan (Wellman et al., 2001). These differences are considered to be related to specific environmental factors, such as a child's language environment.

A study by Kovacs (2009) showed that the bilingual children of Romanian-Hungarian at the same ages of 2 and 3 -year-old were more than twice as likely to pass the Unexpected-Transfer Test as the monolingual Romanian children comparable in intelligence. From this line of thought and the evidence of previous research, it appears that bilingualism accelerates the development of Theory of Mind.

2.3.2. Bilingualism

According to Longman Dictionary from Applied Linguistics, the word “bilingual” is defined by Yuan (2017) as follows: It is a person who is able to understand and use two languages. In daily use, a balanced bilingualism usually refers to someone who can speak, read and understand two languages well.

2.3.3. The Strategies of Bilingual Teaching Method

Including these teaching strategies:

1. Code-switching in the teaching process (Giauque & Ely, 1990): they advocate the use of code-switching in primary foreign language teaching and present procedures for teaching with code-switching that can be used as teaching references.

The sandwich technique (Butzkamm & Caldwell, 2009): said the second language and then repeat the first language, then again in the second language. L2 → L1 → L2.

2. The concurrent translation method. In some bilingual classes, the teacher uses the target language first and then proceeds to clarify the meaning of the first language to emphasize the content of the message and improve comprehension (Burenhult, & Flyman-Mattson, 1999).

3. New Concurrent Approach (Jacobson & Faltis, 1990): requires teachers to use code-switching consciously, through systematic code-switching to distinguish the different functions.

2.3.4. The Modes of Bilingual Teaching Method

English famous Langman Publishing House published “Langman Applied Linguistics Dictionary” to define the “bilingual teaching” teaching mode, the bilingual teaching model has the following:

1. Immersive teaching mode -- Schools use a second language that is not the mother tongue of students.

2. Maintenance bilingual teaching model- When students come to school, they are taught in their native language and then gradually used the second language to teach some subjects. Some subjects continue to be taught in the mother tongue.

3. Transitional bilingual teaching model-- When students come to school, they use all or part of their mother tongue and then gradually move to teach only in a second language (Wang, 2010).

2.4. Monolingual Teaching Method



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2.4.1. Monolingualism on the Theory of Mind

As mentioned earlier, the Monolingual Teaching Method is based on monolingualism, while the Bilingual Teaching Method is based on bilingualism. Both belong to the Theory of Mind. What is the definition of the Theory of Mind? According to Premack and Woodruff (1978), Theory of Mind (ToM) is a theory of children’s ability to assign causal mental states to explain and predict behavior. In the past two decades, it has been an active area of research in developmental psychology. Research in this area examines young children’s understanding of themselves and others as mental beings (Milligan et al., 2007). Segal (1998) disputed about the Theory of Mind is not possible without language.

A study of Farhadian et al. (2010) examined whether bilingual and monolingual preschoolers developed Theory of Mind (ToM) differently. A number of 163 bilingual (Kurdish-Farsi) and monolingual (Farsi) preschool children were administered with three-false-belief tasks. ToM performance was significantly better in bilingual children than in monolingual children. When age and language proficiency were controlled, it was showed that bilingualism significantly contributed to the prediction of ToM development in preschool children, according to a hierarchical multiple regression analysis (Farhadian et al., 2010).

According to Milligan et al. (2007), Theory of Mind performance is associated with both linguistic and cognitive abilities, particularly executive functions. Theory of Mind tasks are often linguistic in nature. Children are required to understand the linguistic information contained in the task. This is successful performance of the Theory of Mind.

2.4.2. Monolingualism

According to the Oxford Dictionary monolingualism is defined as: 1. Knowing or being able to use only one language; monoglot. 2. Spoken or written in only one language. Meanwhile, general dictionaries and linguistic dictionaries define monolingual differently as follows: Monolingual(adj) “able to speak only one language” (Macquarie Dictionary) (adj) “said of a person/community with only one language, also monolingual” (Crystal, 1987).

2.4.3. The Strategies of Monolingual Teaching Method

Including this teaching strategies:

1. Direct teaching method: teaching only use the target language, without having to rely on the student’s first language. Use of images, such as physical medium.

2. Prohibit translation: language classes should not have translation between the first language and the target language. 3. Divided into two parts: in the immersion and bilingual courses, it needs to do the strict separation of the two languages (Cummins, 2007).

2.4.4. The Monolingual Instructional Assumptions

1. Instruction should be exclusively in the target language, without recourse to the students’ L1. One consequence of this assumption is that the use of bilingual dictionaries is discouraged. (The “direct method” assumption) (Cummins, 2007).

2. Translation between L1 and L2 has no place in language or literacy teaching. (The “no translation” assumption) (Cummins, 2007).

3. In immersion and bilingual programs, the two languages should be strictly separated. (The “two solitudes” assumption) (Lambert & Tucker, 1972).

2.5. Previous Research on Related Studies

Jiang (2014) did a study on the monolingual teaching method in the bilingual course of law for experimental analysis of bilingual teaching in the law department of Guangdong Peizheng University. As mentioned in the study of Mohamed and Lobo(2020), implemented at RAK University of Medicine and Health Sciences in the United Arab Emirates, the monolingual teaching method and bilingual teaching method were investigated in ELT. A study by Han and Park (2017) investigated which of two teaching methods (bilingual vs. monolingual instruction) was more effective and satisfactory for students learning English language. Sui (2005) mentioned the “bilingual teaching method” in storytelling class in his research.

2.6. Background of the Target School

One of the international schools in Bangkok, Thailand was chosen as the target school for this study. This school offers curriculums in English, Thai and Chinese from Grade 1 to Grade 12. The school provides native Chinese teachers, which means that students receive a recognized standard of effective listening, speaking, reading, and writing skills in Chinese.



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2.7. Target Grade 7 Students at an International School in Bangkok, Thailand

The population and sample of the target students in this study were 59, Grade 7 students, in the target school. Most of them were Thai, while a few were of Chinese, Korean, Japanese or mixed descent. Therefore, the students' Chinese language proficiency varied widely. However, regardless of their Chinese proficiency as determined by the final Chinese test by last year, the level dimensions of each class of Grade 7 students were the same.

3. Methodology/Procedure

By collecting the results of the pretest and posttest of Chinese listening achievement, quantitative comparative intervention research was conducted. After that, descriptive statistics (mean and standard deviation) and a quantitative hypothesis testing (dependent samples t-test and independent samples t-test) were used to determine if there were significant differences between the Grade 7 students' Chinese listening achievement with bilingual teaching method and monolingual teaching method in learning CFL class at an international school in Bangkok, Thailand.

3.1. Population and Sample

The population sample of this study included all 59 Grade 7 students in two classes who studied CFL at an international school in Bangkok, Thailand, during the academic school year 2021-2022 (see in Table 1).

Table 1: The Population and Sample of Grade 7 Students in the Target School

Grade 7	Group	Teaching Method	Number of Students	
			Population	Sample
Class 2	Experimental Group	BC2	30	30
Class 1	Control Group	MC1	29	29

3.2. Research Instrument

The research instrument of this study was the pretest and posttest. YCT (Level 2) Sample 1 was used for the pretest, and YCT (Level 2) Sample 2 was used for the posttest for this research. The data collecting was the scores of the listening sections of the YCT (Level 2), and the total score is 100 (see in Table 2).

Table 2 : The Chinese Listening Achievement Scoring Rubric and interpretation of the Pretest and Posttest

The Chinese Listening Achievement Scoring Rubric of Pretest and Posttest	
Percentage scale	Interpretation
91- 100	Excellent
81- 90	Very good
71- 80	Fairly good
61- 70	Satisfactory
≤ 60	Recommendation for CFL support

3.3. Validity and Reliability of the Research Instrument

Regarding the research instrument of this study, the pretest was the YCT (Level 2) Sample 1 and the posttest was the YCT (Level 2) Sample 2. Therefore, we continue to further describe the validity and reliability of the YCT (Level 2) for this research.

Based on the new concept of validity, Ou (2013) adopted the selection of the new YCT (Level 2) test, from the perspective of test users in Rhode Island in America two middle schools from the Chinese evidence of the test of internal and external aspects: content and structure. Including test reliability and test set, it was the criterion compared between (teacher) and candidate's attitude. The results showed that: (1) In terms of reliability, the reliability coefficient of the whole test, listening and reading subtest and most question types were ideal. (2) In terms of content and structure, the test generally covers language functions and vocabulary in the content area. There was a moderately significant correlation between the listening and reading comprehension scores, indicating that different skills were tested. In terms of the surface validity of the test, the test content was mostly consistent with the content of the large framework (Ou, 2013).

Zhang (2016) mentioned that based on the measured data of the YCT (Level 2) test in 2007, the paper investigated the validity and reliability of the test. The results showed that the difficulty level of the test items was relatively easy and the quality and reliability of the questions were relatively ideal. His study on the "Validity of the New YCT Level 2 Test -- Taking the Sample Paper of the YCT Level 2 Test" as an example collected the test sections and external evidence of two American high schools with the new validity view, concluded that the YCT Level 2 Test could effectively measure learners' Chinese



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proficiency and made some suggestions for the YCT test (Zhang, 2016).

3.4. Research Procedures

For this study, the pretest was conducted before the experiment. Grade 7 students were divided into two groups. The experimental group was taught with the bilingual teaching method in Grade 7 Class 2 (BC2). The control group was taught with the monolingual teaching method in Grade 7 Class 1 (MC1). In six-week experimental period of this study, the same content of lesson plans was taught in both groups. At the end of the experimental period, both groups were conducted with a posttest to obtain Chinese listening achievement data.

4. Research Findings and Conclusions

The findings of the study are presented according to the research objectives.

4.1. Research Finding from Research Objective 1

Table 3: Mean Score and Standard Deviation of Grade 7 Students' Chinese Listening Achievement of BC2 in Posttest

MC1	N	M	SD	df	t	p
Pretest	29	57.93	12.99	28	-6.831	.000
Posttest	29	68.97	9.67			

For the BC2, Grade 7 students' Chinese listening achievement with the bilingual teaching method was interpreted as very good.

4.2. Research Finding from Research Objective 2

Table 4: Mean Score and Standard Deviation of Grade 7 Students' Chinese Listening Achievement of MC1 in Posttest

Posttest	Minimum	Maximum	M	SD
MC1	40	80	68.97	9.67

For the MC1, Grade 7 students' Chinese listening achievement with the monolingual teaching method was interpreted as satisfactory.

4.3. Research Finding from Research Objective 3

Table 5: Results of the dependent Samples t-Test Comparing Grade 7 Students' Chinese Listening Gain Achievement (Difference of Pretest and Posttest) in BC2

BC2	N	M	SD	df	t	p
Pretest	30	59.33	14.07	29	-11.988	.000
Posttest	30	81.33	8.60			

Not only there was a significant difference between Grade 7 students' Chinese listening gain achievement (difference of pretest and posttest) with bilingual teaching method was found, but also it got marked Chinese listening gain achievement through comparative observation of the results.

4.4. Research Finding from Research Objective 4

Table 6: Results of the dependent Samples t-Test Comparing Grade 7 Students' Chinese Listening Gain Achievement (Difference of Pretest and Posttest) in MC1

MC1	N	M	SD	df	t	p
Pretest	29	57.93	12.99	28	-6.831	.000
Posttest	29	68.97	9.67			

Despite there was a significant difference between Grade 7 students' Chinese listening gain achievement (difference of pretest and posttest) with monolingual teaching method was found, it got improved scores with a certain amount in Chinese listening gain achievement through comparative observation of the results.

4.5. Research Finding from Research Objective 5

Table 7: Results of the Independent Samples t-Test Comparing Grade 7 Students' Chinese Listening Gain Achievement (Mean Difference of Pretest and Posttest) in BC2 and MC1

Group	N	MD	SD	df	t	p
BC2	30	22	8.60	57	-5.194	.000
MC1	29	11.04	9.67			

Note. Significance level was set at .05 (two-tailed). "MD" stands for "mean difference".

Not only there was a significant difference between Grade 7 students' Chinese listening gain achievement (mean difference of pretest and posttest) with bilingual teaching method and monolingual teaching method was found, but also BC2 had achieved more remarkable results than MC1 through comparative observation of the results.

5. Discussion and Recommendations

5.1. Discussion

5.1.1. Bilingual Teaching Method in TCFL



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The previous study of Sui (2005), it was used the bilingual teaching method for children's vocabulary memory and learning in the storytelling classes, which could improve children's English listening comprehension ability and attract children's attention and stimulate their interest in language learning. Similar to that study, this study showed students' Chinese listening achievement improved obviously with the bilingual teaching method. Regardless of whether the students have a good or poor Chinese language foundation, they can achieve better performance in Chinese listening comprehension with the bilingual teaching method in TCFL class. This is because they have no obvious stress in the language environment, which greatly reduces their anxiety about Chinese.

5.1.2. Monolingual Teaching Method in TCFL

From Jiang's (2014) previous study, it was found that in the monolingual teaching method, students' listening comprehension and speaking ability had improved, but there were still problems in acquiring subject knowledge. Similar to that study, the findings of this study showed that although the students got a satisfactory Chinese listening achievement, they still failed to master some knowledge in the implementation of TCFL with the target curricula. That was the reason explained why the mean scores of Chinese listening achievement that they got were not so high. In other words, they did not have an excellent understanding of Chinese knowledge in the TCFL class.

5.1.3. Bilingual Teaching Method versus Monolingual Teaching method in TCFL

A study by Han and Park (2017) investigated which of the two teaching methods (bilingual vs. monolingual instruction) was more effective and satisfactory for English language learning students. The results indicated that the bilingual teaching method was more effective. The participants under bilingual instruction significantly preferred the bilingual teaching method to the monolingual teaching method. The group with monolingual instruction perceived the exclusive use of the target language in second language instruction as negative.

As mentioned in the study of Mohamed and Lobo(2020), implemented at RAK University of Medicine and Health Sciences in the United Arab Emirates, the monolingual teaching method and bilingual teaching method were investigated in ELT. This study tried to find out which method was more effective and which method English learners preferred and got better results. Compared

to the monolingual teaching method, the results explained that the bilingual teaching method was more successful and convenient in ELT (Mohamed & Lobo, 2020).

Similar to these studies, the findings of this study from Research Objective 5 revealed that, under the same certain conditions, students' Chinese listening achievement with bilingual teaching method was better than those with the monolingual teaching method. This means that under the same certain conditions, compared to the monolingual teaching method, students could learn better with bilingual teaching method in Chinese listening achievement of learning CFL for a certain group of students.

In TCFL, both teaching methods have their advantages and disadvantages, which cannot be generalized or limited to one. Both teaching methods should be used flexibly under certain conditions and with certain groups of students.

The bilingual teaching method is suitable for students whose Chinese proficiency is relatively weak to learn CFL. Given the Chinese and English as the bilingual languages in TCFL class, the requirements for students with weak Chinese proficiency are low. Therefore, there is less pressure on the Chinese language in TCFL class. Students can freely switch between the target language and the second language in CFL class. In this way, their interaction with the TCFL teacher in class is more effective. As a result, their interest in learning Chinese is strengthened.

The monolingual teaching method is suitable for students who have a good knowledge of Chinese, and even better for students who already have excellent proficiency in Chinese. It means that students can understand well what the teacher says even without using a second language as a medium.

However, it should be noted that in the bilingual teaching method, TCFL teachers should not only make good lesson plans but also flexibly control the frequency of using the second language when the second language is used as the medium. To learn more Chinese, students' dependence on the second language should be gradually reduced. So that, they can be guided to learn more Chinese.

5.2. Recommendations

From the above findings and discussions of this study, there are some recommendations for students, teachers, administrators, and future researchers.

5.2.1. Recommendations for Students

In order to find suitable and effective learning methods for themselves, students should be aware of their



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Chinese proficiency. Based on the understanding of their Chinese language skills, choose suitable methods and books for their Chinese language skills. Not only during the class, but also after the class, students should practice more Chinese to improve their Chinese skills. At the same time, when learning Chinese, they should not always be trapped in their anxiety and pressure to learn Chinese, but actively find and choose a suitable and effective learning method. Whether it is a monolingual or bilingual teaching method, students should use it flexibly according to their Chinese proficiency and the effective suggestions of TCFL teachers.

5.2.2. Recommendations for Teachers

It is better to ask students to participate more in interaction and communication with the teacher in TCFL class. TCFL teachers should pay more attention to the “student learning centre” method in the class, so that students can play a more active and positive role instead of relying only on the teacher. In addition, to make a good teaching plan according to the Chinese language level of the students, it is necessary to know the Chinese language level of the target students well.

Moreover, TCFL teachers should be more professional not only in Chinese but also in the second language. In this way, TCFL teachers could reduce the negative transfer caused by using the target language and the second language in the teaching process as much as possible. In this way, it is possible to improve the accuracy of language transfer and reduce the error between language changes.

Finally, regarding linguistic and cultural differences, TCFL teachers should be able to know well the cultural background of the two languages. TCFL teachers should be able to use the different languages flexibly and switch freely between languages to facilitate good communication with students in class. In this way, students’ attention can be aroused and their interest in learning CFL can be increased.

5.2.3. Recommendations for Administrators

Administrators can flexibly arrange lessons and class’ levels according to students’ Chinese proficiency. After effective communication with students and TCFL teachers, they can choose textbooks that match students’ abilities, which would benefit both students and teachers.

5.2.4. Recommendations for Future Researchers

This research study revealed that there were significant differences between Grade 7 students’ Chinese

listening gain achievement with bilingual teaching method and monolingual teaching method in learning CFL class. Besides that, this study further discussed the application of bilingual teaching method and monolingual teaching method in TCF. It was found that under the same conditions, students’ Chinese performance is better when they use the bilingual teaching method than when they use the monolingual teaching method. Obviously, this is true for a certain group of students under certain circumstances. When the scope of the research objects is expanded, the research methods are improved, and the research objects are more specific, the research results will be more accurate and profound. For example, expanding the age tests for students or differentiating the duration of studying CFL and so on.

At the same time, this study makes some valuable suggestions for the curriculum and instructions for TCFL class. It also gives some teaching strategies and hints for teachers and researchers who are engaged in TCFL. In this study, only the performance in Chinese listening skills with TCFL was investigated. A longer study would be included the other Chinese language skills in the four skills of TCFL, namely speaking, reading and writing, and the statistical data obtained would be more accurate. Therefore, future researchers could try to conduct the relevant studies in a broader range of TCFL learning and over a longer experimental period. In this way, the research in this area would be more thorough and make a greater contribution to future researchers.

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