

**A COMPARATIVE STUDY OF GRADES 8 AND 9 STUDENTS'
BELIEFS TOWARDS TASK-BASED APPROACH AND TEACHER-
CENTERED APPROACH IN TEACHING CHINESE AS A FOREIGN
LANGUAGE CLASS AT A PRIVATE SCHOOL IN BANGKOK,
THAILAND**

**Si Wei Wang¹
Md. Ziaul Abedin Forhad²**

Received: 4th June 2021

Revised: 30th April 2022

Accepted: 1st July 2022

Abstract: The purpose of this study was to investigate the levels of Grades 8 and 9 students' beliefs and determine whether there were significant differences between task-based and teacher-centered approaches in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand. This study had 92 Grade 8 and 90 Grade 9 participants as a population sample in the 2020-2021 academic year. This research was designed as a quantitative comparative study. The students' beliefs towards teaching approaches questionnaire from Zhang and Liu (2014) was used as the research instrument in this study. Descriptive statistic was utilized to analyze the levels of Grade 8 and Grade 9 students' beliefs towards task-based and teacher-centered approaches in teaching Chinese as a foreign language (CFL) classes. Dependent samples *t*-test was used to compare whether there were significant differences between task-based and teacher-centered approaches in teaching CFL classes. The findings revealed that Grades 8 and 9 students expressed their positive beliefs towards a task-based approach in teaching CFL class but showed their neutral belief toward a teacher-centered approach. There was a significant difference in Grade 8 and Grade 9 students' beliefs towards task-based and teacher-centered approaches in teaching CFL classes. According to these findings, the researcher provided recommendations for students, Chinese teachers, school administrators, and future researchers.

Keywords: Beliefs, Task-based approach; Teacher-centered approach; Chinese as a foreign language; A private school

¹ M.Ed. in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University, Thailand. 6029481siwei@gmail.com

² Ph.D., Lecturer, Graduate School of Human Sciences, Assumption University, Thailand. zforhad@gmail.com

Introduction

Nunan (2003) declared that the essence of educational development is to get the ideal results with the students' beliefs in accordance with teaching approaches. Believe that a person's state or habit of mind, which individuals judge, evaluate, and approve, is placed in some person or thing (Pajares, 2005). Moreover, the main function of education is to cultivate students' correct beliefs and develop their think critical ability rather than rote memory knowledge (Khalid,2015). Thus, reducing the gap between students' beliefs and teaching approaches is more important.

Thai students and adults with a high degree of enthusiasm learned the Chinese language in the early 20th century. In 2008, Chinese as a foreign language became a core course in the national curriculum system. However, the design of the Chinese curriculum depends on the type of school (Chang, 2008).

Tang (2014), a scholar in teaching Chinese as a foreign language, stated that teachers not only teach the Chinese language but also need to guide students in learning under effective teaching methods. In 2016, Richards and Rodger studied approach and methods in language teaching, and pointed out the importance of using the task-based approach in teaching foreign language class. The teacher-centered approach is one of the best ways to manage a large number of students in traditional teaching (Brophy, 2006).

In this study, the researcher chose Grades 8 and 9 students from a private school in Bangkok, Thailand. Chinese as a foreign language has become a core curriculum from Grade 1 to Grade 9 in this school since 2008. Based on Grades 8 and 9, students' cognitive ability towards task-based and teacher-centered approaches in teaching CFL class are higher than other Grades 1 to 7, which is why I chose them as the population of this study. There is a significant difference between Grade 8 and Grade 9 students' beliefs towards both teaching approaches in CFL class. Therefore, this study will determine first what grade 8 and Grade 9 students' beliefs are and whether there was a significant difference between the Grade 8 and Grade 9 students' beliefs towards task-based and teacher-centered approaches in CFL class. Then to determine Grades 8 and 9 students' beliefs towards task-based and teacher-centered approaches in CFL class

Objectives

The following are the Research Objectives for this study.

1. To determine the level of Grade 8 students' beliefs towards a task-based approach in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand.

2. To determine the level of Grade 8 students' beliefs towards a teacher-centered approach in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand.
3. To determine if there is a significant difference between Grade 8 students' beliefs towards task-based and teacher-centered approaches in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand.
4. To determine the level of Grade 9 students' beliefs towards a task-based approach in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand.
5. To determine the level of Grade 9 students' beliefs towards a teacher-centered approach in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand.
6. To determine if there is a significant difference between Grade 9 students' beliefs towards task-based and teacher-centered approaches in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand.
7. To determine if there is a significant difference between Grades 8 and 9 students' beliefs towards task-based and teacher-centered approaches in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand.

Hypotheses

Three Research Hypotheses have been defined in this study.

1. There is a significant difference between Grade 8 students' beliefs towards task-based and teacher-centered approaches in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand, at a significant level of .05.
2. There is a significant difference between Grade 8 students' beliefs towards teacher-centered approach and teacher-centered approach in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand, at a significant level of .05.
3. There is a significant difference between Grades 8 and 9 students' beliefs towards task-based and teacher-centered approaches in teaching Chinese as a foreign language class at a private school in Bangkok, Thailand, at a significant level of .05.

Conceptual Framework

Grades 8 and 9 students were chosen from the targeted private school as the source of data to determine and compare Grades 8 and 9 students' beliefs towards task-based and teacher-centered approaches. Two different teaching approaches, task-based and teachers-centered, were considered independent

variables, and students' beliefs toward these two teaching approaches were considered dependent variables of this study.

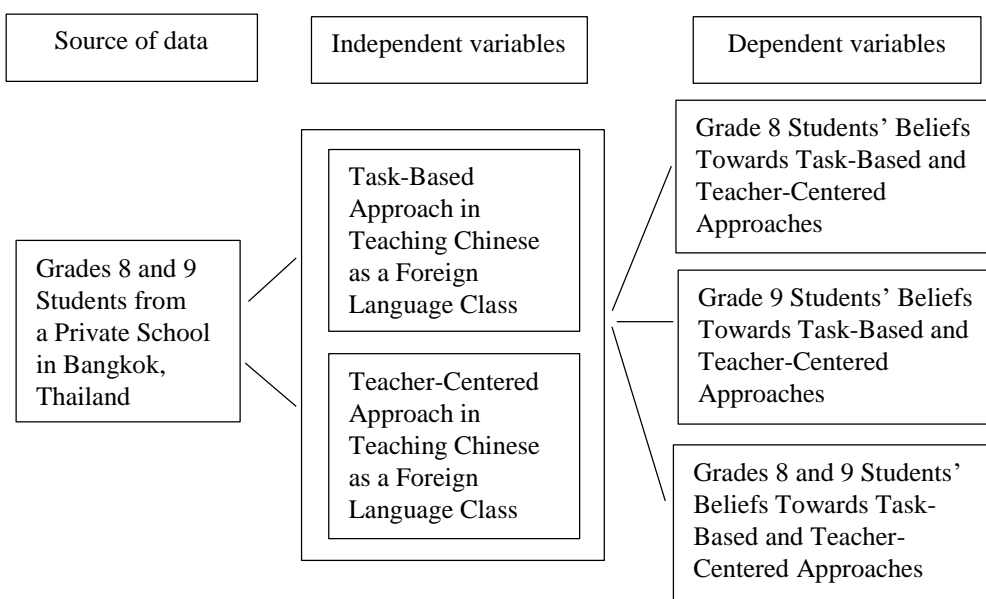


Figure 1. Conceptual Framework

Literature Review

Skinner's Behaviorist Learning Theory

Skinner (1977) developed his thought of reinforcement that effective teaching must be based on a positive reinforcing stimulus. Meanwhile, Skinner believed positive reinforcement was integral to teaching and learning. Human behavior changed and was established effectively through positive reward rather than punishment. Skinner's opinion of learning theory profoundly influenced second language teaching and widely used the teacher-centered approach to control the classroom environment (Brown, 2014). Evertson and Weinstein (2006) declared that the teacher-centered approach provided a regular schedule and fixed instructional structure through extensive drill-and-practice in order to reinforce learning under the behavioral principle. Qualified teachers become valuable resources and may help students learn knowledge and methods (Nagaraju et al., 2013).

Thus, It is widely recognized and used for behavioral principles and teacher-centered approaches in the second language teaching and learning field.

Vygotsky's Constructivist Learning Theory

Vygotsky (1978) defined the Zone of Proximal Development (ZPD) as the range of abilities an individual could achieve with assistance but could not yet perform independently. Vygotsky's ZPD pointed out the link between learning and social development. According to his belief, there was a gap between the actual cognitive level and the potential understanding level and reduced distance with the assistance of teaching approaches, self-experience, and others. Nassaji and Cumming (2000) stated that Vygotsky's ZPD played an important role in second language learning contexts. In 2006, Brown reminded us that one of the strengths of the task-based teaching approach maximizes learning to allow students to use their creativity and ideas to solve situations. In 2008, Samuda and Bygate pointed out that the task-based approach concentrated on improving students' ability to finish a task to develop their beliefs and establish their knowledge in their foreign language class. In the task-based approach, teachers play a guiding role in helping students achieve some tasks beyond their learning ability. Therefore, teachers and students play different roles and effective collaboration under constructivist learning principles in CFL class.

Communicative Language Teaching Theory

In 2003, Klapper pointed out Communicative Language Teaching (CTL), which focused on learners' psychological actions and thought linguistics that emphasized the drilling, the formation of habit, and the avoidance of error. In 2006, Richards called CLT for a more effective foreign language teaching approach that was a crucial point in language teaching on communicative skills rather than language. Lightbown and Spada (2013) declared that CLT provided an effective way to mingle traditional approach and constructivist teaching in second language learning. In 2002, Spillane stated the behaviorist declaration that human actions (conduct) were evaluated and established through a reinforcement learning environment. The students' practical ability and brain thinking can be developed simultaneously under a task-based approach (Zerrouki & Khanji, 2013).

Beliefs in Education

The main function of education is to cultivate students' correct beliefs and develop their critical thinking skills rather than rote memory knowledge. In 1999, Archer declared that the beliefs of humans are enhanced through the profundity of the connection of goals and practice. Therefore, students understand and gain opinions and assertions on the problem or the issue through various specialist teaching instruction and task training (White, 1999). Cognitive theories in beliefs in education explore learners' brainstorming to understand and gain new knowledge through correct training methods (Robert

et al., 2010). Students could access internal cognitive processes by applying different learning approaches and systematic verifiable teaching skills (Khalid,2015).

Chinese as a Foreign Language in the Thai Education System

In 2008, Chinese as a foreign language became a core course in the national curriculum system. However, the design of the Chinese curriculum depends on the type of school (Chang, 2008). Teaching Chinese in Thailand is mostly based on the Mulan school textbook "Di Zi GUI" as a teaching guide (Srisupha, 2013). It is known that Chinese has become a more popular and important subject in the heart of Thai learners in the recent decade (Narueporn & Yang, 2013).

Background of a Private School in Bangkok, Thailand

This private school was established on February 20, 1975. It locates at Wang Thonglang in Bangkok. This is an ideal, famous, United school from kindergarten to grade 12. More than 1300 students from kindergarten, elementary, middle, and high school during the academic year 2020-2021. In this study, all Grades 8 and 9 students' native language is Thai.

Methodology/Procedure

The purpose of this study was to investigate the levels of Grades 8 and 9 students' beliefs and determine whether there were significant differences between task-based and teacher-centered approaches in teaching Chinese as a foreign class at a private school in Bangkok, Thailand. This quantitative study used a questionnaire to collect data from 182 Grades 8 and 9 CFL students for the academic year 2020-2021. Descriptive statistics and dependent samples *t*-tests were used to analyze collected data to examine the research hypotheses.

Research Instrument

There were two parts to the questionnaire used in the research instrument. The first part explained the purpose of the cover letter and participation methods. The second part included 20 items about Grades 8 and 9 students' beliefs towards the task-based approach (9 items) and the teacher-centered approach (11 items). Zhang and Liu (2014) developed an original questionnaire to assess students' beliefs on both teaching approaches in this study. The original questionnaire was divided into five subscales: constructivist teaching, traditional teaching, grammar, language, resources, and students' roles. The researcher adopted items in the first two subscales (constructivist teaching and traditional teaching) that were related to task-based and teacher-centered approaches. All 20 items were been measure by using a 5-point Likert scale (*I*

= *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*). Information on the interpretation and scale are shown in Table 1

Table 1. *Interpretation and Scale for Grades 8 and 9 Students' Beliefs Towards Teaching Approaches*

Scale	Score	Mean Score	Interpretation
Strongly Agree	5	4.51-5.00	Very Positive
Agree	4	3.51-4.50	Positive
Neutral	3	2.51-3.50	Neutral
Disagree	2	1.51-2.50	Negative
Strongly Disagree	1	1.00-1.50	Very Negative

Validity and Reliability

In order to investigate the validity and reliability of the original questionnaire. Zhang and Liu (2014) surveyed teachers' beliefs towards teaching approaches first. Then they surveyed students' beliefs towards teaching approaches. They collected 900 questionnaires from 10 provinces in China, and all students were questioned from different school types. Zhang and Liu (2014) obtained Cronbach's alpha .71 for the learner-centered approach (constructivist teaching) and Cronbach's alpha .74 for the teacher-centered approach (traditional teaching) in their research. In this study, the researcher gained .73 Cronbach's alpha of task-based approach (constructivist teaching) and worded out .82. Cronbach's alpha of teacher-centered approach (traditional teaching). According to the standards of Cronbach's alpha and Internal consistency, $0.8 > \alpha \geq 0.7$ means acceptable level, and $0.9 > \alpha \geq 0.8$ means good level. Thus, Cronbach's alpha of Zhang and Liu (2017) and this study all were above an acceptable level. These are shown in the following Table 2.

Table 2: *The Internal Consistency Reliability of Zhang and Liu (2014) and This Study*

Scale name	Cronbach's Alpha (Zhang & Liu, 2014)	Internal Consistency Cronbach's alpha (Zhang & Liu, 2014)	Cronbach's alpha for this study	Internal Consistency Cronbach's alpha for this study
Task-based approach (constructive teaching)	.71	Acceptable	.73	Acceptable
Teacher-centered approach (traditional teaching)	.74	Acceptable	.82	Good

Findings

Findings of this study revealed that Grade 8 and Grade 9 CFL students showed a positive belief toward the task-based approach. But both Grades held neutral beliefs towards the teacher-centered approach and positive beliefs toward the learner-centered approach. The findings of the study are shown in following Tables 3 and 4.

Table 3. *Summary of the Findings of This Study*

	<i>Beliefs Levels</i>	
	Task-based approach	Teacher-centered approach
Grade 8 students	Positive	Neutral
Grade 9 students	Positive	Neutral

Table 4. *Summary of the Findings of This Study by Using the Inferential Statistic for Data Analysis*

Group Categories	Teaching approaches	Sig. (2-tailed)	Interpretation
Grade 8 students	Task-based approach	<.001	There is a significant difference
	Teacher-centered approach		
Grade 9 students	Task-based approach	<.001	There is a significant difference
	Teacher-centered approach		
Grade 8 and 9 students	Task-based approach	<.000	There is a significant difference
	Teacher-centered approach		

Note. The mean difference is significant at the .05 level.

Discussion

The findings of this study revealed a significant difference between Grades 8 and 9 students' beliefs towards based-based and teacher-centered approaches in teaching Chinese as a foreign language class at the target school in Bangkok, Thailand. The results of these findings showed that Grades 8 and 9 students held positive beliefs toward task-based approach but expressed their neutral beliefs toward teacher-centered approach.

Willis (1996) pointed out that the main purpose was to foster students' combinations of abilities using a task-based approach. Samuda and Bygate (2008) also declared that the task-based approach approximately focused on improving students' ability through finishing a task. So there is a cognitive benefit condition that the students successfully achieve the learning objectives under positive beliefs towards the task-based approach.

Li and Lynch (2016) studied the relationship between motivation for learning and academic achievement among basic and advanced level students studying Chinese as a foreign language in Years 3 to 6 at Ascot International School in

Bangkok, Thailand. According to their findings, both the basic class students' intrinsic and extrinsic goal orientation were high, and the advanced class students' intrinsic goal orientation was high. Still, their extrinsic goal orientation was very high. The findings in the current study were in accord with their findings and pointed out that students' motivation was dynamic development under extrinsic goal orientation. Thus, learners' beliefs, attitudes, and motivations were different levels towards teaching approaches and external learning environment.

Bai and González (2019) studied Grade 12 students' beliefs towards the constructivist teaching (learner-centered approach) English as a foreign language class at one governmental senior secondary school in shaan'xi province, China. Grade 12 students (48 intermediate-level and 87 advanced-level) expressed their positive beliefs about the learner-centered approach but held neutral ideas toward the teacher-centered approach. The researchers declared that the findings were mainly from the new curriculum's student-centered teaching practice. And the researchers also predicted Grade 12 students were convinced by the language teaching principle focused on curriculum reform in language class by the Education Ministry in China. Thus, their research findings provided strong support points in which students held different beliefs about the teaching approach, and all the students showed positive views toward the constructivist teaching approach.

Mai and Eamoraphan (2020) studied 120 Grade 10 and 145 Grade 11 students' beliefs towards the constructivist teaching (learner-centered approach) EFL class at Mai Ja Yang High school in Kachin State, Myanmar. The findings presented and showed that Grades 10 held positive beliefs towards learner-centered approach, but towards teacher-centered approach was neutral. Grade 11 students expressed their positive beliefs toward both teaching approaches. In their findings, the researchers pointed out that the students were interested in four skills of English learning (speaking, listening, reading, and writing) by doing. So the students had a clear cognitive to improve their English ability by a learner-centered approach. Therefore, the constructivist teaching approach has been recognized and applied to foreign language class learning.

Nunan (1989) mentioned that scholars and researchers studied the task-based approach. Brophy (2006) repeatedly emphasized that necessary to manage a big classroom and control students who lack independent learning ability by using a teacher-centered approach.

Ramjoo and Riazi (2006) declared that teachers had an essential role in creating positive learning and teaching environments with prompt approaches.

The teaching method is a bridge and medium of knowledge between teachers and students. It is also necessary that multimedia teaching is been used by the language teachers in the classroom (Tang, 2014). In teaching activities, students should face textbooks and blackboard and audio-visual teaching materials with pictures and multimedia teaching (Roorda, 2010).

Recommendations

In light of the present research results, the researcher provides some recommendations for students, teachers, administrators, and future researchers.

For Students

The findings of Grades 8 and 9 students had positive beliefs about the task-based approach, reflecting that the students were deeply interested in learning the Chinese language by doing activities and assigned jobs. The findings also found that they all could learn and explore the Chinese class independently. Meanwhile, they desired to learn Chinese for real life rather than the language alone. Therefore, Grades 8 and 9 students at the target school can undertake their learning tasks with critical thinking to develop and create their learning model and style for Chinese class.

For Chinese Teachers

The findings of Grades 8 and 9 students had positive beliefs on task-based approach at the target school, which declared clearly that the students held their learning style in Chinese class. Chinese teachers play a role that guides and does not control teaching Chinese classes. So it is more critical for Chinese teachers to design learning objectives followed by tasks and activities. As the students are very interested in using a task-based approach for their Chinese class, Chinese teachers should take this point in their teaching class to obtain students' positively participating and independent learning. Teachers may help mitigate the gap between task and their learning goal by offering and guiding as well as encouraging but not dragging and forcing them to do their jobs. It is a better way to support the students to learn Chinese through a task-based approach, which will teach them the language alone and the language for their real life.

For Administrators

As the findings of Grades 8 and 9 students' beliefs toward task-based approach were positive, it is more important for Chinese teachers to consider how to help students learn than to consider how to teach. They also were interested in learning by doing to improve their learning achievement and enhance pleasant cooperation with peers. Furthermore, administrators at the target school may

consider and accommodate more professional development programs and training for the teachers to upgrade the current teachers for more efficiency and productivity in teaching Chinese. Furthermore, the administrator might design activities and arrangements of flexible time for learning by doing and offer opportunities for students to explore and express their idea and thinking while carrying out tasks in teaching Chinese class.

For Future Researchers

According to the findings of this study, the samples, and grade levels, the researcher commends the future researcher for researching larger populations and samples, different Grade levels, and international or public schools. Future researchers may also conduct other subjects such as English, Thai, mathematics, music, etc. If the future researchers are interested in Chinese, only that also suggests a comparative study of teachers' beliefs and genders' beliefs towards teaching approach. In addition, the future researcher will conduct a comparative analysis and determines a correlational-comparative study of different Grades' students' beliefs towards teaching approaches at a Private school in Bangkok, Thailand.

REFERENCES

- Archer, J. (1999). Teachers' beliefs about successful teaching in mathematics and learning. *IES Institute of Education Sciences*, 10-15. ERIC Number: ED453077.
- Bai & González, O. R. (2019). A comparative study of teachers' and students' beliefs towards teacher-centered and learner-centered approaches in Grade 12 English as a foreign language class at one governmental senior secondary school in Shaan'xi province, China. *Scholar: Human Sciences* 11(1).
- Brophy, J. (2006). History of research classroom management. In C. E. Eventson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17-43). Mahwah, NJ: Lawrence Erlbaum
- Brown, T. H. (2006). Beyond constructivism: Navigation in the Knowledge era. *Computer Science on the Horizon*, 14(3), 108-118.
- Brown. H.D. (2014). Human Learning. Principles of language learning and teaching (pp. 87-90). New York: Pearson Education Press.
- Chang, D. Q. (2008). A survey report on the history, current situation and development trend of Chinese teaching in Southeast Asia. Retrieved from <https://core.ac.uk/download/pdf/41439918>.
- Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. *Handbook of classroom management: Research,*

- practice, and contemporary issues* (1st ed., pp. 3-15). Lawrence Erlbaum Associates Publishers.
- Khalid, M. (2015). Educational theories of cognitive development. *Journal of Educational and Social Research*, 5(1), 313-322.
- Klappter, J. (2001). Taking communication to task: A critical review of recent trends in language teaching. *The Language Learning Journal*, 27(1), 33-42.
- Li, T., & Lynch, R. (2016). The relationship between motivation for learning and academic achievement among basic and advanced level students studying Chinese as a foreign language in Years 3 to 6 at Ascot International School in Bangkok, Thailand. *Scholar: Human Sciences* 8(1).
- Lightbown, P. M., & Spada, N. (2013). Observing learning and teaching in the second language classroom. *How languages are learned* (4th ed., pp. 127-128). Oxford University Press.
- Mai, S. & Eamoraphan, S. (2020). A comparative study of Grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar. *Scholar: Human Sciences*, 12(1).
- Nagaraju, Ch., Madhavaiah, G. & Peter, S. (2013). Teacher-centred learning and student-centred learning in English classroom: The teaching methods realizing the dreams of language learners. *International Journal of Scientific Research and Reviews* 2(3), 125- 131.
- Narueporn, W. & Yang, T. (2013). The study of Thailand Chinese teaching policy in Chinese teaching of the Faculty of Education, Khon Kaen University. *Journal of Education, Khon Kaen University*, 36(1), 154-161.
- Nassaji, H., & Cumming, A. (2000). What's in a ZPD? A case study of a young ESL student and teacher interacting through dialogue journals. *Language Teaching Research*, 4, 95-121.
- Nunan, D. (1989). The role of the learner. *Designing tasks for the communicative classroom* (1st ed., pp.19-20). Cambridge: Cambridge University Press.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asian-Pacific region. *TESOL Quarterly*, 37, 589-613.
- Pajares, F. (2005). Self-efficacy during adolescence: Implications for teachers and parents. In F. Pajares & T. Urden (Eds.), *Adolescence and education. Vol. Self-efficacy beliefs of adolescents* (pp. 339-367). Greenwich, CT: Information Age Publishing.

- Priya, U. & Lynch, R. (2019). A comparative study of student motivation and academic achievement in Grade 8 science under teacher-centered and student-centered instructional methods at Triamudomsuksa Pattanakarn School in Bangkok, Thailand. *Scholar: Human Sciences* 11(1), 108-117.
- Razmjoo, S. A., & Riazi, A. M. (2006). Do high schools or private institutes practice communicative language teaching? *Reading Matrix: An International Online Journal*, 6(3), 340-362.
- Richards, J. C. (2006). Current trends in communicative language. *Teaching Communicative language teaching today* (pp. 22-26). VIC: Cambridge University Press
- Richards, J. C. & Rodgers, T. S. (2016). Communicative language teaching. *Approaches and methods in language teaching* (pp. 64-86). VIC: Cambridge University Press
- Robert, H., Cantwell, R., & Andrews, B. (2010). Cognitive and psychological factors underlying secondary school students' feelings towards group work. *JAMA Network*, 9(14), 75-91.
- Roorda, D. L. (2010). The influence of affective teacher–student relationships on students school engagement and achievement. *Review of Educational Research*, 81(4), 451-452.
- Rotfeld, H. H. (2007). Theory, data, interpretations and more theory. *The Journal of Consumer Affairs*, 41(2), 376-380.
- Samuda, V., & Bygate, M. (2008). Task in second language learning. *Language Use: Holistic Activity and Second Language Learning*, 1(1) 7-25.
- Savignon, S. J. & Sysoyev, P. V. (2004). Sociocultural strategies for a dialogue of cultures. *The Modern Language Journal*, 86(4), 508-524.
- Skinner, B.F. (1977). Hermstein and the evolution of behaviorism. *American Psychologist*, 32, 1006-1012.
- Spillane, R. (2002). Self-directed learning strategies in adult educational contexts behaviorist learning theory. *Review of Educational Research*, 4(1), 140-143.
- Srisupha, R. (2013). Thai students' language learning strategies. *Quarterly Journal of Chinese Studies*, 2(2), 53-67.
- Tang, Y. H. (2014). A study on the learning strategies of Chinese characters for foreign students at the primary stage. *Philosophy and Society*, 14(5), 40-44.
- Vygotsky, L. S. (1978). Basic theory and data. *Mind in society: The development of higher psychological process* (pp. 19-58). Cambridge. MA: Harvard University Press.
- White, C. (1999). Expectations and emergent beliefs of self-instructed language learners. *Science Direct System*, 27(4), 443-457.

- Willis, J. (1996). A framework for task-based learning. *Part A: Starting Points in Aspects of Tasks*, 2(2), 25-28.
- Zerrouki, N. & Khanji, K. A. (2013). Teaching methodology and its effects on quality learning. *Journal of Education and Practice*, 4(6).
- Zhang, F. J., & Liu, Y. B. (2014). A study of secondary school English teachers' beliefs in the context of curriculum reform in China. *Language Teaching Research*, 18(2), 187-204.