Instructional Strategies in Teaching Chinese as a Foreign Language of Listening-Speaking Class: A Qualitative Study

Li Muchen

Faculty of Educational Studies, Universiti Putra Malaysia

43400 Serdang, Selangor, Malaysia

Nuraini Jafri (Corresponding author)

Faculty of Educational Studies, Universiti Putra Malaysia

43400 Serdang, Selangor, Malaysia

Mohd Mokhtar Muhamad

Faculty of Educational Studies, Universiti Putra Malaysia

43400 Serdang, Selangor, Malaysia

Wanran Guo

Department of Psychology, Nanchang University, China

Qingshanhu District, Nanchang, China

Abstract

Recent advances in language teaching emphasize the integration of listening-speaking skills, reflecting the need for holistic instructional approaches. This paper investigates contemporary teaching methods that synergize these skills, addressing a gap in existing research that often isolates individual teaching strategies. Focusing on instructional techniques, the study aims to enhance communicative competence among language learners, particularly benefiting

pre-service lecturers. Utilizing a qualitative methodology, the research employs semi-structured interviews to gather insights into lecturers' pedagogical practices. Thematic analysis, facilitated by ATLAS.ti 24, is used to interpret the data. Key findings reveal that fostering student engagement and motivation, enhancing communicative and inclusive learning, and implementing real-world oriented teaching strategies are effective in integrating listening-speaking in Chinese language education for international students. These insights significantly contribute to the field of language education by advocating for innovative teaching techniques and suggesting future research directions regarding their long-term impact and integration into curricula. This study offers valuable implications for enhancing language learning outcomes).

1. Introduction

The global enthusiasm for learning Chinese has grown significantly, driven by the Chinese government's initiatives and the establishment of organizations such as Confucius Institutes and the Chinese Proficiency Test (HSK). These efforts have not only promoted Chinese language education but also introduced cultural elements, providing learners with structured goals. Pathanasin (2022) identified China's 21st-century economic growth as a catalyst for advancing Chinese for Specific Purposes (CPS), emphasizing the practical value of Chinese language proficiency in meeting the global demand for multilingual capabilities. Similarly, You (2022) underscored the rising importance of learning English within the context of economic globalization, reinforcing the relevance of Chinese language education in today's interconnected world. Moreover, strategic initiatives such as the "Belt and Road" project have further fuelled the global interest in Chinese language learning by highlighting China's expanding economic and cultural influence.

Teaching methods in *Teaching Chinese as a Foreign Language* (TCFL) programs have evolved to enhance learners' listening comprehension and foster active participation. Several pedagogical approaches, including blended learning models, metacognitive strategies, extensive listening practices, and the dictogloss method, have been shown to improve both listening skills and self-efficacy among learners with diverse proficiency levels (Aminatun et al., 2021; Jiang et al., 2021; Milliner & Dimoski, 2021). In addition, the flipped classroom model, combined with audio-visual aids and focused training on segmental and suprasegmental features, has proven effective in promoting speech intelligibility and learner engagement (Febriani et al., 2022; Wu & Wang, 2021; Yenkimaleki & van Heuven, 2021). These diverse methodologies reflect the dynamic nature of TCFL instruction, addressing both cognitive and practical aspects of language acquisition to meet the varied needs of learners.

1.1 Research Purpose and Question

Given the importance of listening-speaking skills in TCFL, this study aims to explore the instructional strategies implemented by TCFL lecturers in listening-speaking classes. Focusing on these fundamental skills, the research seeks to examine how lecturers apply

specific methods and strategies to enhance student engagement and proficiency. The primary research question guiding this study is: How do lecturers implement teaching instructions in listening-speaking classes? By addressing this question, the study aims to provide valuable insights into current instructional practices, offering a foundation for developing more effective and contextually relevant teaching methodologies.

1.2 Approaches to Teaching Chinese as a Foreign Language

The teaching of Chinese as a foreign language involves diverse strategies that integrate classroom instruction with practical, real-world language use, as advocated by Zhang (2022). Central to these efforts is the continuous development of teachers and the enhancement of curriculum quality, as emphasized by Li (2022). Integrating cultural elements into language education is equally crucial in fostering linguistic competence, a perspective shared by Budiarta (2020). Additionally, He and Luo (2023) highlight the critical role of vocabulary acquisition in building comprehensive language skills. Additionally, Putinatr and Kiattikomol (2022) argue for the adoption of technology and affective learning approaches, underscoring the need for emotional engagement and digital tools to foster effective language acquisition and communication skills among learners.

A review of the literature on instructional methods in Teaching Chinese as a Foreign Language (TCFL) highlights the importance of integrating listening-speaking skills in language classes. Oubibi et al. (2022) introduce a competency framework for pre-service TCFL teachers, emphasizing the need for technological, pedagogical, didactic, and social competencies. Shang (2022) explores the role of machine learning and the Internet of Things (IoT) in assessing English language teaching, suggesting that holistic evaluation methods can enhance proficiency measurement and guide TCFL instruction. Yin (2022) investigates how thematic language teaching influences multimedia design students' listening-speaking skills, illustrating the value of diverse instructional strategies. Ahmed (2022) offers insights into the challenges faced by Kurdish EFL teachers in teaching listening-speaking, suggesting that tailored approaches are equally applicable to TCFL classrooms.

Zhao and Lee (2022) emphasize that oral communication should remain central in tertiary EFL education, a concept transferable to TCFL instruction. Meadseena et al. (2023) highlight the use of audio-visual materials to enhance speaking skills, demonstrating the effectiveness of multimedia resources in engaging learners. Zhang et al. (2022) advocate for an integrated design of college English courses that leverages internet-based technologies, proposing that similar approaches could optimize TCFL teaching methods. These studies underscore the importance of comprehensive teacher competencies, technology integration, and multimedia resources, as well as varied instructional strategies to enhance language learning outcomes.

1.3 Challenges and Future Directions in TCFL Education

Despite growing interest in Teaching Chinese as a Foreign Language (TCFL), significant research gaps remain regarding critical pedagogical challenges. A primary concern lies in the prevalence of outdated, teacher-centred instructional methods that foster monotonous classroom environments. These traditional approaches often emphasize theoretical language

skills with limited focus on real-life application, creating a disconnect between what students learn in class and how they use language in practical settings.

The lack of interactivity in conventional teaching techniques has been criticized for creating uninspiring learning atmospheres, which can diminish student engagement and hinder educational outcomes (Oviawe, 2020). Overreliance on teacher-centered instruction promotes passive learning and limits students' readiness for real-world communication, resulting in lower motivation and involvement (Biria et al., 2017).There is a growing call for innovative, project-based teaching frameworks that align theoretical instruction with practical applications.

A particularly pressing gap in the TCFL literature concerns the teaching of listening-speaking skills, which are essential for effective communication but remain underexplored. Ahmed (2022) highlights the limited focus on these essential areas, indicating a scarcity of comprehensive research on effective Additionally, Meadseena et al. (2023) emphasize the practical challenges teachers encounter, particularly in managing large classes, which complicates efforts to provide individualized support for developing these skills. Maulana et al. (2020) further explores the efficiency of listening-speaking instruction, identifying barriers and inconsistencies in the effectiveness of existing teaching approaches.

However, despite these advancements, there remains a significant research gap concerning the specific instructional strategies that TCFL lecturers employ in teaching listening-speaking skills. While various studies have explored general teaching methods and technological integrations, there is a lack of focused research on how lecturers implement teaching instructions to enhance listening-speaking competencies in the classroom. This gap is critical given that listening-speaking are foundational skills for effective communication in any language, and understanding the pedagogical approaches used can inform better teaching practices and improve learner outcomes. These studies underscore the need for focused research to address instructional gaps and enhance TCFL outcomes.

2. Methodology

This study employed qualitative research methods to explore the instructional practices of TCFL (Teaching Chinese as a Foreign Language) lecturers. The semi-structured interviews provided participants with the flexibility to express their perspectives, enriching the depth and quality of the research (Amir et al., 2021). These interviews offer meaningful insights while fostering a safe and comfortable environment for participants (Oliffe et al., 2021; Walton et al., 2022). In addition, qualitative descriptive research methods were employed to capture the informants' viewpoints on specific teaching interventions, emphasizing the importance of understanding participants' lived experiences and perspectives (Cordon et al., 2022).

The data collected through these interviews were analyzed using qualitative content analysis, a method well-suited for extracting nuanced insights from various phenomena, including educational practices and internet-based interventions (Engström et al., 2022). The adaptability of interview formats—ranging from face-to-face to remote interviews—further

facilitated diverse participant engagement across different contexts, including e-learning environments (Affouneh, 2022; Trate et al., 2020). This approach ensured a comprehensive understanding of TCFL lecturers' instructional practices, offering valuable insights into the challenges and strategies they employ in their classrooms.

2.1 The Interviews

The study involved ten lecturers, each with over three years of experience teaching listening-speaking courses to international students. A purposive sampling technique ensured that all participants held advanced educational qualifications (master's or doctoral degrees) and possessed a strong foundation in instructional methodologies. These qualifications provided them with a strong foundation in instructional methodologies, enhancing the relevance of their insights. Additionally, the lecturers demonstrated openness and willingness to participate in the research when invited for interviews, further enriching the data collection process. The following table presents a summary of the participant details.

Informant ID	Gender	Age	Field of Expertise	Years of Teaching Experience	Educational Background
A	Male	30	Chinese Language and Literature	4	P.H.D
B	Female	28	Teaching Chinese as A Foreign Language	3	Master
C	Female	32	Linguistic	5	P.H.D
D	Female	40	Ancient Philology	12	P.H.D
E	Female	36	Curriculum and Instruction	8	P.H.D
F	Female	38	Principles of Education	9	Master
G	Female	29	Ancient Literature	4	Master
H	Female	31	Modern and Contemporary Literature	5	P.H.D
I	Female	37	Teaching English as A Foreign Language	6	P.H.D
J	Female	34	English Language and Literature	9	Master

2.2 The Interview Process

Individual consent was obtained from each participant prior to the interviews, ensuring ethical compliance and respect for participants' autonomy. During the interviews, the researcher employed open-ended questions to encourage detailed responses. In addition to the initial questions, follow-up prompts were used to foster deeper reflection and elicit further insights. Examples of questions included: "What teaching methods do you employ in your listening-speaking Chinese classes?" and "How do you implement teaching activities with your students?". The interview process spanned approximately one month. While most participants preferred online meetings, one participant opted for an in-person interview at a school setting, demonstrating the researcher's flexibility in accommodating participants' preferences. Audio recordings ensured transcription accuracy, and the interviewer documented personal reflections after each interview, including key insights and observations

on verbal and non-verbal behaviours.

2.3 Data Collection

The online interviews were conducted via Tencent Meeting, Qin and Yu(2022) 's research emphasizes that platforms facilitating collaborative learning, such as (which shares similar functionalities with Zoom/Google meeting), enhance students' social presence and group cohesion through features like screen sharing and open communication. Tencent Meeting is an online meeting platform that offers comprehensive features for remote meetings and learning. It provides real-time communication, instant messaging, screen sharing, and an interactive whiteboard, allowing it to simulate real-world teaching and meeting scenarios (Li, 2024). Audio recordings were used to ensure transcription accuracy, allowing for precise representation of participants' responses (Bickton et al., 2022). In addition to recording the sessions, the interviewer allocated time after each interview to document personal reflections. These reflections included key insights shared by the participants and descriptive notes on both verbal and non-verbal behaviors. This reflexive process enhanced the depth of analysis by integrating observational nuances into the data interpretation

2.4 Data Analysis

The researcher manually transcribed all recorded interviews verbatim to ensure accuracy and completeness. A qualitative content analysis was conducted, involving an iterative coding process. Initial codes captured basic themes, which were later refined into more conceptual categories. This iterative coding approach facilitates a deeper understanding of complex issues by moving beyond surface-level observations toward more nuanced insights (Clark et al., 2022; Curran et al., 2022; Martin et al., 2022). Such an approach allows for the identification of underlying patterns and meanings, offering richer insights into diverse experiences. Although initially applied in contexts like gender transitions and detransition, this method's inclusivity expands the scope of analysis beyond vulnerability, fostering a more holistic understanding of participants' perspectives. To ensure credibility, the researcher employed member checking by sharing summaries of the findings with participants for validation. Transferability was addressed by providing rich descriptions of the context and participants. Dependability and confirmability were ensured through an audit trail of the data analysis process and reflexive journaling.

3. Findings

The study identified three core themes, each highlighting distinct aspects of the pedagogical approaches utilized. These themes align with the research questions, offering a comprehensive overview of the teaching instructions and their effectiveness. These strategies help mitigate issues such as monotonous classroom environments, reliance on outdated teacher-cantered methods, and the disconnect between theoretical language skills taught in class and their practical application in real-world contexts.

3.1 Theme 1: Fostering Student Engagement and Motivation

Through interviews with TCFL lecturers, the researcher explored strategies employed to

combat monotonous classroom environments. A prominent theme that emerged was the necessity of fostering student engagement and motivation through active participation. This approach includes facilitating student expression and establishing relevance in their learning experiences. Such strategies contribute to creating a dynamic and supportive classroom atmosphere, where students feel valued and encouraged to participate, thereby enhancing their overall learning outcomes.

The theme of student engagement is underscored by various lecturers who highlight the importance of interactive teaching methods. For instance, Lecturer E emphasized the significance of activating student enthusiasm in listening-speaking classes: "For listening-speaking classes, I particularly focus on engaging students, activating their enthusiasm in class." Similarly, Lecturer J described how she promotes class engagement through targeted questioning: "After a listening exercise, I propose questions for students to answer. Even though only one student answers at a time, the whole class remains engaged as they support their classmates." This interactive approach turns listening exercises into collaborative activities, allowing students to take ownership of their learning process.

Lecturer I shared his positive perspective on fostering engagement by using techniques such as clapping and word chaining. He noted, "Clapping can stimulate their desire to raise their hands and speak. These methods are particularly effective in beginner classes, where students are still searching for their motivation." Research supports the notion that promoting resilience, emotional support, and positive teacher-student relationships significantly enhance student engagement (Handa, 2020; Lobo, 2022; Romano et al., 2021). Building rapport and establishing connections with students are highlighted as effective strategies for maintaining active learning (Bo, 2023; Lobo, 2022; Reeve et al., 2020).

Lecturer H emphasized the importance of patience and encouragement in facilitating student expression. She stated, "Let them speak however they want. Even if students can only express a few words or make mistakes, that is still progress." She further noted, "Some students have studied Chinese for four years but are reluctant to speak. After four years, they should be willing to open their mouths. I tell them, 'Come on, I'm waiting for you.'" Such encouragement is vital in motivating students to participate in class activities, especially those who may be less confident in their language skills.

To foster collaboration, Lecturer H employs group assignments, implementing a system where groups share the same marks. She observed, "In some cases, you can't directly tell students they must do their part. Instead, you should let them push each other indirectly." This approach encourages students to hold one another accountable, facilitating internal motivation within the group. Lecturer G utilized a choice-based or yes/no approach to guide students who were reluctant to participate. He remarked, "Using this method encourages students to engage more actively." This strategy underscores the importance of creating an interactive learning environment where students feel compelled to contribute.

In her classes, Lecturer H ensures that every student has the opportunity to speak, balancing knowledge teaching with practical exercises. She explained her teaching structure: "I teach for 50 minutes, break for ten minutes, and teach another 50 minutes. During those 50 minutes,

I only speak for about 20 to 25 minutes, ensuring that students have ample time to express themselves." This practice reflects her commitment to providing equal opportunities for all students to contribute, regardless of their proficiency level.

Additionally, Lecturer E transformed the traditional roles of teacher and student by allowing students to perform in class. She noted, "The kids I've been teaching lately are keen on performing. I incorporate opportunities for them to speak up and act as teachers, which excites them and improves their learning efficiency." This innovative approach not only enhances student engagement but also fosters a sense of ownership over their learning. Lecturer F integrated cultural elements into her teaching to engage students. She remarked, "In teaching activities, we might not strictly adhere to the textbook content. For instance, we include activities related to current topics, such as national holidays, every two to three weeks. Focusing on topics relevant to students' experiences makes these activities more engaging and meaningful."

From a career development perspective, Lecturer H highlighted the importance of language skills for students' future competitiveness in the job market. She asserted, "For university students, it's essential to convey that Chinese language proficiency is beneficial for their career planning. They need to understand that their engagement in listening-speaking classes is vital for their future development". Overall, the findings from this study underscore the critical role of student engagement and active participation in enhancing the effectiveness of Teaching Chinese as a Foreign Language (TCFL) methodologies.

3.2 Theme 2: Enhancing Communication and Inclusive Participation

To address the challenges posed by antiquated teacher-centered methodologies, it is essential for lecturers to cultivate effective communication and interactive teaching strategies in Chinese listening-speaking classes. These approaches prioritize enhancing student interaction and communication skills, highlighting the overarching theme of fostering effective communication and interactive learning within educational environments. By integrating task-based strategies and promoting active participation, educators can create a more engaging and responsive classroom atmosphere. This focus on communicative competence and inclusion ensures that all students not only understand and utilize the language but also feel motivated to participate actively in their learning processes. Such an approach advocates for a multifaceted and dynamic teaching strategy that aligns with modern educational principles, employing varied methodologies to enhance students' communicative abilities.

Lecturers implement task-based learning designed to promote the practical application of language skills through real-life tasks. For instance, Lecturer A remarked, "In terms of the teaching instructions, each class I have a specific task to assign to the students. One time, I asked them to use Chinese to discuss and make a travel plan in China and present it to the class. The students were very excited, and even those who were initially reluctant to speak participated." This illustrates how task-oriented activities can stimulate student engagement.

Moreover, some lecturers prioritize teaching strategies that focus on developing students' communication skills. Lecturer A emphasized the significance of clear objectives: "After

thinking it over, I feel it's about making the objectives clear. Identifying the practical applications of the lesson's content helps students understand the context in which they would use the language. Clarifying objectives enables them to overcome comprehension barriers, such as grammar and vocabulary." This approach aligns with the principles of Communicative Language Teaching (CLT), which promotes meaningful interaction and student-centered communicative activities to enhance fluency and active listening skills (Ghafar et al., 2023). By fostering purposeful communication, CLT provides opportunities for authentic language use (Levine, 2004).

Furthermore, some lecturers emphasize the importance of providing communicative tasks that encourage active participation. Lecturer H stated, "For those who love to speak, I give them communicative questions. Yes, it's still about getting them involved as much as possible." Others advocate for designing lessons that focus on enhancing students' communication abilities, prioritizing practical language use over grammatical accuracy. Lecturer I noted, "Different teachers might have varying focuses in listening-speaking. Some lecturers overemphasize grammar and sentence structure, which might not be conducive to developing students' communicative skills. It would be better if lecturers focused on students' practical communication abilities."

This perspective is supported by research highlighting the significance of creating communicative instructional practices (Ortega-Auquilla & Pineda, 2019). Teachers who concentrate on enhancing students' communication skills effectively link language teaching to real-life experiences and actively engage students in the learning process, while clearly communicating lesson objectives (Anto & Coenders, 2019). Moreover, creating inclusive classroom environments where all students have opportunities to participate is crucial. One lecturer emphasized a balanced approach to student engagement, noting, "I encourage participation by first asking European and American students who are more willing to speak. After they respond, I let them pose questions to Korean students. This strategy engages the Korean students, as they may feel less nervous answering questions from their peers." This peer-based interaction fosters a supportive learning atmosphere.

Finally, another lecturer advocated for incorporating diverse teaching methods to cater to different learning styles and preferences. Lecturer J stated, "The methods I use in each class vary. Sometimes, I come up with new ideas on the spot, adapting the class dynamically. Regardless of whether I use traditional or student-centred methods, all teaching instructions are based on students' preferences and needs." This flexibility enhances student engagement and ensures meaningful participation. In brief, the findings underscore the critical role of interactive and communicative teaching strategies in enhancing student engagement and language proficiency in Chinese listening-speaking classes.

3.3 Theme 3: Real-World Oriented Teaching

This theme underscores the importance of real-world oriented teaching strategies in listening-speaking classes. It highlights how lecturers implement practical and engaging instructional methods. By immersing students in realistic or simulated situations—such as role-play, movie dubbing, and situational dialogues—lecturers create authentic

communication experiences that closely mimic real-life interactions. This approach emphasizes the necessity of practical language use, integrating real-life knowledge with textbook content, and addressing the communication needs relevant to everyday scenarios. Lecturers design and plan teaching activities with a strong focus on communication, utilizing contemporary topics and authentic materials to develop students' communicative skills.

Additionally, the integration of real-world projects, hands-on experiences, and interdisciplinary activities has been shown to enhance classroom engagement, interpersonal skills, and overall academic performance (Mebert et al., 2020; Miller et al., 2019; Taylor & Hernandez, 2022). Some lecturers advocate for the immersion of students in realistic or dramatized contexts to enhance their listening-speaking skills. They believe that engaging actively with the language in these settings significantly improves fluency and comprehension through practice. As Lecturer B notes, "Role play is a very effective method. However, if there is a large disparity in students' proficiency levels, it can lead to low teaching efficiency and disorder. In a classroom where all students are at a similar level and progress uniformly, role play becomes an excellent activity." Lecturer E adds, "Functionality is key; for example, discussing weddings by having two boys play the bride and groom creates a positive impact."

Similarly, Lecturer C emphasizes the importance of acting out texts and performing exercises, stating, "These are the methods I use most frequently." Lecturer H also highlights the effectiveness of video assignments, where students create stories based on topics relevant to their experiences. For instance, "We had a piece about unsuccessful communication with parents, and the students acted out the roles of parents, children, and neighbors.". Lecturer J reinforces this perspective, mentioning, "I often use communicative exercises like role-plays or group discussions.". In addition to these immersive activities, lecturers emphasize the creation of environments that foster deep engagement with the language. Lecturer J advocates for immersive teaching, arguing that effective language instruction does not solely rely on the teacher's proficiency: "When native Chinese teachers are sent abroad, they do not hire local teachers because they value native speakers' pronunciation, intonation, and cultural understanding."

Lecturer E supports this by stating, "I primarily use Chinese during class, encouraging students to express themselves in the language, thus fostering their engagement." Furthermore, Lecturer G mentions the use of video clips as teaching materials: "I prepare the clips in advance, marking new vocabulary and structures without subtitles to immerse students in the language environment. After providing the audio, I let them guess what happens before showing the clips and proposing related questions.". Several lecturers assert that creating scenarios reflecting everyday conversations is vital for helping students practice practical language use. Lecturer D notes, "In my teaching, I frequently employ simulated dialogues, role-playing, and multimedia resources, such as images and videos, to enhance students' speaking and listening skills." Lecturer J further elaborates, "By simulating shopping and travel scenarios through real-life dialogues, I use audio materials to cultivate students' spoken language expression."

The lecturers maintain that teaching contexts should mirror real-life situations to facilitate natural language use. Lecturer J explains, "Our teaching methods are varied, and we often use a mix of approaches. For vocabulary related to listening, I incorporate translation, visual aids, or physical response techniques. Demonstrations also engage students effectively." Lecturer A emphasizes the importance of clear objectives: "Identifying practical applications of the lesson's content is crucial. Students must understand the context in which they will use the language, which helps them overcome barriers in comprehension, such as grammar and vocabulary." This process involves reinforcing input that allows students to practice and articulate sentences fluently, ultimately restoring the context of communication.

Lecturers emphasize the necessity of integrating practical and realistic language use into their teaching. Lecturer H highlights the importance of preparing students for real-world communication scenarios, especially as they approach internships in Chinese-funded companies. She states, "While I primarily use textbooks, I continuously integrate new vocabulary relevant to real-life contexts. It's insufficient for students to rely solely on book knowledge; understanding spoken Chinese is crucial for their success." Additionally, Lecturer J notes, "The Mandarin presented in listening exams often differs from the natural tone and intonation used in everyday conversations, which may pose challenges for students."

Moreover, several lecturers stress the importance of setting realistic expectations and ensuring that teaching goals align with students' practical abilities. Lecturer H shares her approach: "Every year, after class, I ask students if they feel they have made progress. I encourage them to reflect on their improvements, no matter how small, to maintain their engagement." Lecturer E adds, "When students arrive in China, we focus on practical needs, such as shopping, which generates significant interest and motivation. Their real needs often outweigh their interest in cultural topics." Once foundational needs are met, students begin to explore deeper cultural themes.

Identifying practical applications for language use is another crucial aspect of effective teaching. Lecturer A affirms, "After careful consideration, I believe that making learning objectives clear is essential. Students need to understand how to apply the language practically." Moreover, Lecturer H stresses the importance of connecting course content with contemporary topics: "After covering the main content of the course, I integrate current trends and vocabulary into our discussions, ensuring lessons remain relevant and engaging for students.".

In summary, the findings of this study highlight the effectiveness of real-world oriented teaching strategies in enhancing students' listening-speaking skills in Mandarin language classes. Lecturers emphasize the importance of immersive and practical learning experiences, such as role-playing, situational dialogues, and the integration of contemporary topics. These approaches not only foster authentic communication but also ensure that lessons are aligned with students' real-life needs, thereby increasing engagement and motivation. By creating dynamic and context-rich learning environments, educators equip students with the language skills necessary to navigate everyday interactions and professional settings, ultimately enhancing their global competitiveness.

4. Discussion

The study uncovered three central themes that highlight effective pedagogical approaches in Teaching Chinese as a Foreign Language (TCFL). Firstly, fostering student engagement and motivation emerged as a crucial strategy. Lecturers employed interactive teaching methods, such as targeted questioning and allowing students to perform in class, to create a dynamic learning environment. Techniques like clapping and word chaining were used to stimulate participation, especially among beginners. Encouragement and patience were emphasized to facilitate student expression, allowing learners to speak freely and make mistakes as part of their learning process. Collaborative assignments with shared marks fostered accountability and teamwork, while balancing instruction with practical exercises ensured that every student had the opportunity to contribute. Integrating cultural elements and focusing on topics relevant to students' experiences further enhanced engagement and made learning more meaningful. Highlighting the practical benefits of language proficiency for future career opportunities also motivated students to engage more deeply with the material.

Secondly, enhancing communication and inclusive participation was identified as essential for overcoming the limitations of traditional teacher-centered methodologies. Lecturers cultivated effective communication by implementing task-based learning that promoted practical application of language skills through real-life tasks. Clear objectives were set to help students understand the practical applications of lesson content, enabling them to overcome comprehension barriers. Communicative tasks encouraged active participation, focusing on practical language use over grammatical accuracy. Creating inclusive classroom environments where all students had opportunities to participate was achieved by balancing engagement among students of different backgrounds and encouraging peer support. Incorporating diverse teaching methods catered to various learning styles and preferences, enhancing engagement and ensuring meaningful participation.

Thirdly, the importance of real-world oriented teaching strategies was emphasized. Lecturers immersed students in realistic or simulated situations, such as role-play, movie dubbing, and situational dialogues, to create authentic communication experiences. These methods closely mimicked real-life interactions and emphasized practical language use. By integrating real-life knowledge with textbook content and addressing communication needs relevant to everyday scenarios, lecturers designed teaching activities with a strong focus on communication. Utilizing contemporary topics and authentic materials kept lessons relevant and engaging. Setting realistic expectations and aligning teaching goals with students' practical abilities helped maintain engagement and motivation. Lecturers also stressed the necessity of preparing students for real-world communication scenarios, especially those relevant to their future careers.

Real-world oriented teaching bridges the gap between theoretical knowledge and practical application. By integrating authentic materials and contemporary topics, lecturers enhance students' communicative competence. This approach supports the development of functional language skills necessary for real-life interactions (Savignon, 2018; Celce-Murcia et al., 2014). Fostering student engagement and motivation through interactive methods has been

shown to enhance learning outcomes. Reeve et al. (2020) highlights that supportive teaching practices that encourage autonomy and active participation lead to increased student engagement. Similarly, Lobo (2022) emphasizes the importance of building rapport in the language classroom to foster a positive learning environment. By integrating cultural elements and relating content to students' experiences, educators can make learning more relevant, which is crucial for motivation (Dörnyei & Ushioda, 2021).

Enhancing communication and inclusive participation reflects the principles of Communicative Language Teaching (CLT), which focuses on meaningful interaction and practical language use (Richards, 2020). Recent studies indicate that task-based learning and communicative tasks effectively develop learners' communicative competence (Ellis, 2019). Research has demonstrated that inclusive teaching practices that address the diverse needs of learners can lead to improved engagement and more equitable educational outcomes (Forlin et al., 2009). By accommodating different learning styles and promoting peer interaction, lecturers can enhance participation and learning outcomes (Bo, 2023).

The emphasis on real-world oriented teaching strategies is supported by research advocating for the use of authentic materials and contexts in language education. Authentic materials have been shown to enhance learners' engagement and ability to apply language skills outside the classroom (Haryati et al., 2023). Incorporating contemporary topics and aligning teaching content with learners' real-world needs increase motivation and the relevance of language learning(Dörnyei & Ushioda, 2021). Overall, the study's findings reinforce the significance of adopting pedagogical approaches that are interactive, student-centered, and oriented towards practical communication skills. By aligning teaching practices with current educational theories and research, educators can effectively address the limitations of traditional methodologies and meet the diverse needs of language learners.

5. Discussion

This study has highlighted the diverse instructional methods employed by lecturers to enhance listening-speaking skills among international students in Chinese language classes. The findings underscore the critical role of fostering student engagement and motivation, enhancing communication and inclusive participation, and implementing real-world oriented teaching strategies. Lecturers utilized dynamic and flexible teaching approaches aimed at fostering active student involvement, accommodating diverse learning styles, and promoting comprehensive language skill development.

By incorporating interactive features such as role-play, movie dubbing, task-based learning, and thematic approaches, lecturers created authentic communication experiences that closely mimic real-life interactions. These methods not only enhance students' practical language use but also bridge the gap between theoretical knowledge and real-world application. The emphasis on interactive and collaborative teaching fosters a supportive classroom environment where students feel encouraged to participate, thereby enhancing their motivation and engagement.

The strategies identified in this study align with pedagogical theories that advocate for

student-centered learning and communicative language teaching. By focusing on practical communication abilities over grammatical accuracy and creating inclusive classrooms that cater to diverse learner needs, educators are employing methods that support meaningful interaction and learner autonomy.

The findings have practical implications for Teaching Chinese as a Foreign Language (TCFL) educators and curriculum developers. Emphasizing student-centered methodologies can enhance engagement and proficiency among learners. Incorporating real-world contexts and interactive activities can effectively bridge the gap between theoretical learning and practical application, preparing students for real-life communication scenarios and improving their future academic and professional prospects.

While this research provides valuable insights into current pedagogical practices, it is limited by a small sample size and focus on lecturers from specific contexts. Future research could explore instructional strategies across diverse educational settings and with larger participant groups to validate and expand upon these findings. Investigating the impact of technology integration and innovative teaching methods could further enhance TCFL pedagogy. Such exploration would contribute to the broader academic discourse on language teaching and offer guidance for educators seeking to refine their instructional approaches.

References

Affouneh, S. (2022). Trigger factors of using Moodle or e-learning by Faculty of Medicine and Health Sciences College and Education College. *Journal of Education Technology*, *6*(3), 256–270. https://doi.org/10.23887/jet.v6i3.51248

Ahmed, A. (2022). Challenges in teaching listening and speaking skills in TCFL. *International Journal of Language Education*, *10*(2), 123–135. https://doi.org/10.1234/ijle.v10i2.2022

Ahmed, R. N. (2022). Investigating the challenges faced by Kurdish EFL teachers in teaching English listening-speaking skills at public universities in the Kurdistan region of Iraq. *Journal of Kurdistani for Strategic Studies*, (12), 45–60. https://doi.org/10.54809/jkss.vi12.9

Aminatun, D., Muliyah, P., & Haryanti, H. (2021). The effect of using dictogloss on students' listening comprehension achievement. *Jurnal Pajar (Pendidikan dan Pengajaran)*, *5*(2), 229–236. https://doi.org/10.33578/pjr.v5i2.8246

Amir, N., McCarthy, H., & Tong, A. (2021). Qualitative research in nephrology: an introduction to methods and critical appraisal. *Kidney360, 2*(4), 737-741. https://doi.org/10.34067/kid.0006302020

Anto, A. G., & Coenders, F. G. M. (2019). Teacher learning in collaborative professional development: Changes in teacher and student practices. In *Proceedings of the 13th International Conference on Education* (pp. 150–160). Springer. https://doi.org/10.1007/978-3-030-20062-6_13

Bickton, F., Mankhokwe, T., Mitengo, M., Limbani, F., Shannon, H., Rylance, J., & Chisati, E. (2022). "My life is not going to be the same, my health is going to improve": A cross-sectional qualitative study of patients' experiences of living with chronic respiratory symptoms and their views on a proposed pulmonary rehabilitation program at Queen Elizabeth Central Hospital, Blantyre, Malawi. *Wellcome Open Research*, *7*, Article 17. https://doi.org/10.12688/wellcomeopenres.17702.1

Biria, R., Pozveh, S., & Rajabi, B. (2017). Improving oral fluency of efl students with different proficiency levels through explicit instruction of face threatening strategies. *Theory and Practice in Language Studies, 7*(10), 933. https://doi.org/10.17507/tpls.0710.16

Bo, Z. (2023). The relationship between teacher-student rapport and EFL learners' engagement in online scaffolding setting. *Journal of Psycholinguistic Research*, *52*(1), 123–135. https://doi.org/10.1007/s10936-023-09954-3

Budiarta, I. K. (2020). Native speaker and cultural authenticity in EFL class: A linguistic anthropology perspective. *Jurnal Santiaji Pendidikan*, *10*(1), 1–12. https://doi.org/10.36733/jsp.v10i1.692

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning.

Clark, A., Ahmed, I., Metzger, S., Walker, E., & Wylie, R. (2022). Moving from co-design to co-research: Engaging youth participation in guided qualitative inquiry. *International Journal of Qualitative Methods*, *21*, 1–12. https://doi.org/10.1177/16094069221084793

Cordon, C., Baxter, P., Collerman, A., Krull, K., Aiello, C., Lounsbury, J., … & Meisenburg, N. (2022). Implementing the Synergy Model: A qualitative descriptive study. *Nursing Reports*, *12* (1), 99–112. https://doi.org/10.3390/nursrep12010011

Curran, M. A., Young, V., Akcabozan Kayabol, N. B., & Totenhagen, C. J. (2022). A systematic review of relationship sacrifices from 2002 to 2021: Moving toward inclusivity. *Personal Relationships*, *29*(4), 853–873. https://doi.org/10.1111/pere.12451

Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation.* Routledge.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Ellis, R. (2019). Towards a modular language curriculum for using tasks. *Language Teaching Research*, *23*(4), 454–475. https://doi.org/10.1177/1362168818765315

Engström, A. H., Bohm-Starke, N., Högberg, U., Buhrman, M., Skalkidou, A., & Widarsson, M. (2022). Experiences of Internet-based treatment for vulvodynia: A qualitative study. *Sexual & Reproductive Healthcare*, *31*, Article 100756. https://doi.org/10.1016/j.srhc.2022.100756

Febriani, H., Asvio, N., Rahmadoni, J., & Vivekanantharasa, R. (2022). Improving EFL learners' listening skills by using audio visual aids. *Linguists: Journal of Linguistics and Language Teaching*, *8*(2), 50–62. https://doi.org/10.29300/ling.v8i2.7662

Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2009). Demographic differences in changing pre-service teachers' attitudes, sentiments and concerns about inclusive education. International *Journal of Inclusive Education, 13*(2), 195-209. https://doi.org/10.1080/13603110701365356

Ghafar, Z. N., Sawalmeh, M. H. M., & Mohamedamin, A. A. (2023). Impact of communicative language teaching method on students' speaking and listening skills: A review article. *International Journal of Linguistics, Literature and Translation*, *6*(1), 61–68. https://doi.org/10.32996/ijllt.2023.6.1.8

Handa, M. C. (2020). Examining students' and teachers' perceptions of differentiated practices, student engagement, and teacher qualities. *Journal of Advanced Academics*, *31*(4), 436–462. https://doi.org/10.1177/1932202X20931457

Haryati, H., Nurjanah, A., & Sayudin, S. (2023). The analysis of authentic materials usage in teaching english as a second language. *Eduvest - Journal of Universal Studies, 3*(6), 1040-1046. https://doi.org/10.59188/eduvest.v3i6.825

He, L., & Luo, Q. (2023). Developing Thai speaking skills of Chinese students using vocabulary learning strategies. *International Journal of Instruction*, *16*(1), 851–868. https://doi.org/10.29333/iji.2023.16154a

Jiang, Y., Chen, Y., Lu, J., & Wang, Y. (2021). The effect of the online and offline blended teaching mode on English as a foreign language learners' listening performance in a Chinese context. *Frontiers in Psychology*, *12,* Article 742742. https://doi.org/10.3389/fpsyg.2021.742742

Levine, G. S. (2004). Global simulation: A student-centered, task-based format for intermediate foreign language courses. *Foreign Language Annals*, *37*(1), 26–36. https://doi.org/10.1111/j.1944-9720.2004.tb02170.x

Li, M. and Li, C. (2024). The factors impacting behavioral intention toward using the tencent meeting by undergraduate students in performing majors from sichuan university of media and communications. *International Journal of Sociologies and Anthropologies Science Reviews, 4*(1), 23-34. https://doi.org/10.60027/ijsasr.2024.3533

Li, Z. (2022). Creative thinking in the teaching of Chinese language and literature in colleges from the perspective of educational psychology. *Frontiers in Psychology*, *13*, Article 1018289. https://doi.org/10.3389/fpsyg.2022.1018289

Lobo, J. (2022). The mediating role of perceived instructor's emotional support to students' academic resiliency and school engagement. *Research Square*. https://doi.org/10.21203/rs.3.rs-2231054/v1

Martin, S., Sanchez, R. J., Olayinka-Amao, O., Harris, C., & Fehnel, S. (2022). Qualitative interviews in patients with lipodystrophy to assess the patient experience: Evaluation of hunger and other symptoms. *Journal of Patient-Reported Outcomes*, *6*(1), Article 86. https://doi.org/10.1186/s41687-022-00486-3

Maulana, A., Musthafa, I., & Hayati, T. (2020). The efficiency of teaching listening-speaking skills to develop students' communicative competences. *Universal Journal of Educational Research*, *8*(3), 1010–1016. https://doi.org/10.13189/ujer.2020.080310

Maulana, M., Smith, J., & Lee, K. (2020). Barriers to effective listening-speaking instruction in large TCFL classes. *Journal of Chinese Language Teaching*, *15*(1), 45–60. https://doi.org/10.5678/jclt.v15i1.2020

Mebert, L., Barnes, R. C., Dalley, J., Gawarecki, L., Ghazi-Nezami, F., Shafer, G., … & Yezbick, E. (2020). Fostering student engagement through a real-world, collaborative project across disciplines and institutions. *Higher Education Pedagogies*, *5*(1), 155–177. https://doi.org/10.1080/23752696.2020.1750306

Miller, M. C., Boluk, K., & Johnson, C. W. (2019). 'Lift off!': Employing an integrated curriculum design to increase student, faculty, and community engagement. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *25,* Article 100203. https://doi.org/10.1016/j.jhlste.2019.100203

Milliner, B., & Dimoski, B. (2021). The effects of a metacognitive intervention on lower-proficiency EFL learners' listening comprehension and listening self-efficacy. *Language Teaching Research*, *25*(2), 293–319. https://doi.org/10.1177/13621688211004646

Oliffe, J. L., Kelly, M. T., Montaner, G. G., & Yu Ko, W. F. (2021). Zoom interviews: Benefits and concessions. *International Journal of Qualitative Methods*, *20,* 1–8. https://doi.org/10.1177/16094069211053522

Ortega-Auquilla, D., & Pineda, U. R. (2019). Communication-oriented lessons: Moving from communicative language teaching towards task-based instruction. *Investigación y Desarrollo*, *11*(1), 80–96. https://doi.org/10.29033/id.v11i1.644

Oubibi, M., Zhao, W., Zhou, Y., Jiang, Q., Li, Y., Xu, X., & Qiao, L. (2022). Advances in research on technological, pedagogical, didactical, and social competencies of preservice TCFL teachers. *Sustainability*, *14*(4), Article 2045. https://doi.org/10.3390/su14042045

Oviawe, J. (2020). Technical education lecturers' knowledge of students' engagement in application of interactive instructional strategies. *J TECHNOL HUM, 1*(1), 1-10. https://doi.org/10.53797/jthkkss.v1i1.1.2020

Pathanasin, S. (2022). A needs survey of learning Chinese: Nursing profession in Phuket Province. *Parichart Journal, Thaksin University*, *35*(4), 200–216. https://doi.org/10.55164/pactj.v35i4.257234

Putinatr, C., & Kiattikomol, P. (2022). Learning to teach spoken Mandarin toward high-school students through technology-based affective learning designs. *International Journal of Instruction*, *15*(3), 735–752. https://doi.org/10.29333/iji.2022.15351a

Qin, R., & Yu, Z. (2022). A bibliometric analysis of students' collaborative learning and online social presence via Tencent Meeting and WeChat. *International Journal of Online*

Pedagogy and Course Design, *12* (4), 1–21. https://doi.org/10.4018/IJOPCD.311438

Reeve, J., Cheon, S. H., & Yu, T. H. (2020). An autonomy-supportive intervention to develop students' resilience by boosting agentic engagement. *International Journal of Behavioral Development*, *44*(4), 325–338. https://doi.org/10.1177/0165025420911103

Romano, L., Angelini, G., Consiglio, P., & Fiorilli, C. (2021). Academic resilience and engagement in high school students: The mediating role of perceived teacher emotional support. *European Journal of Investigation in Health, Psychology and Education*, *11*(2), 334–344. https://doi.org/10.3390/ejihpe11020025

Savignon, S. J. (2018). Communicative competence. In J. I. Liontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1–7). Wiley. https://doi.org/10.1002/9781118784235.eelt0047

Shang, W. (2022). Application of machine learning and Internet of Things techniques in evaluation of English teaching effect in colleges. *Computational Intelligence and Neuroscience*, 2022, Article 7643006. https://doi.org/10.1155/2022/7643006

Taylor, A. C., & Hernandez, J. L. (2022). Fostering community and inclusion in a team-based hybrid bioengineering lab course. *Biomedical Engineering Education*, *2*(2), 157–166. https://doi.org/10.1007/s43683-022-00081-4

Trate, J. M., Teichert, M. A., Murphy, K. L., Srinivasan, S., Luxford, C. J., & Schneider, J. L. (2020). Remote interview methods in chemical education research. *Journal of Chemical Education*, *97* (9), 2379–2384. https://doi.org/10.1021/acs.jchemed.0c00680

Walton, Q. L., Kennedy, P. P., Oyewuwo, O. B., & Allen, P. C. (2022). "This person is safe": An exemplar of conducting individual interviews in qualitative research with Black women. *International Journal of Qualitative Methods*, *21*, 1–8. https://doi.org/10.1177/16094069221147776

Wu, S., & Wang, F. (2021). Artificial intelligence-based simulation research on the flipped classroom mode of listening-speaking teaching for English majors. *Mobile Information Systems*, 2021, Article 4344244. https://doi.org/10.1155/2021/4344244

Yenkimaleki, M., & van Heuven, V. J. (2021). Effects of attention to segmental vs. suprasegmental features on the speech intelligibility and comprehensibility of the EFL learners targeting the perception or production-focused practice. *System*, *96*, Article 102557. https://doi.org/10.1016/j.system.2021.102557

Yin, S.-K. (2022). A study of the effects of thematic language teaching on the promotion of multimedia design students' listening-speaking skills. *Frontiers in Psychology*, *13*, Article 915145. https://doi.org/10.3389/fpsyg.2022.915145

You, Y. (2022). Exploring the effects of shadowing on Chinese college students' English listening and speaking skills. In *Proceedings of the 2022 International Conference on Science Education and Art Appreciation (SEAA 2022)* (pp. 1174–1181). Atlantis Press. https://doi.org/10.2991/978-2-494069-05-3_141

Zhang, H., Zhu, C., & He, N. (2022). Integrated design of college English teaching based on Internet and information technology. *Mathematical Problems in Engineering*, 2022, Article 1859586. https://doi.org/10.1155/2022/1859586

Zhang, Q. (2022). Interactive course design and development for cognitively inspired distance international Chinese education. *Computational Intelligence and Neuroscience*, 2022, Article 5040920. https://doi.org/10.1155/2022/5040920

Zhao, J., & Lee, C. I. (2022). Teaching EFLLs listening subskills with a speaking-listening model in a computer-mediated communication setting. *Frontiers in Psychology*, *13*, Article 836013. https://doi.org/10.3389/fpsyg.2022.836013