

**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**

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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

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