



Developing strategic management guidelines for self-practice Chinese writing for senior high school students at Yunnan University, China

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ABSTRACT

The objectives of this research were 1) to investigate the problems of Chinese writing of high school students, 2) to investigate the needs of self-practice Chinese writing for high school students, and 3) to develop strategic management guidelines for self-practice Chinese writing for high school students. The respondents in this research were 348 students and 30 teachers obtained through a simple random sampling technique in senior high school at Yunnan University as a case study. The research instrument employed in this study was a questionnaire with 60 questions for students and teachers. The result indicated that problems and needs of self-practice Chinese writing for senior high school students from the perspective of students and teachers at Yunnan University, China, are at the "highest" level, respectively ($\bar{x}=4.55$, $\bar{x}=4.61$) from the perspective of students and ($\bar{x}=4.59$, $\bar{x}=4.52$) from the perspective of teachers. The strategic management guidelines for self-practice Chinese writing for high school students consist of six units, namely, 1) Foundations of Writing, 2) Developing Writing Confidence, 3) Structuring Your Writing, 4) The Role of Feedback in Writing, 5) Identifying and Selecting Writing Topics, and 6) Advanced Writing Techniques.

Introduction

With the continuous development of the social economy, the national basic education curriculum reform has entered a new stage. Curriculum reform encompasses not only the revision of the curriculum text, but also the revitalization of educational concepts, the modification of training objectives, the creation of curriculum resources, and the introduction of innovative teaching methods and educational forms. In the 2011 edition of "Compulsory Education Chinese Curriculum Standards," the first section called "Basic Curriculum Concepts" made it clear: "Actively promote independent, cooperative, and inquiry learning methods." As one of the teaching methods, the group cooperative learning teaching method is as well for everyone who who pays close attention. In this context, to improve students' Chinese literacy and Chinese writing in an all-round way, teachers should break the narrow concept of Chinese curriculum and Chinese

writing and and actively create a learning environment for students that is conducive to cooperative inquiry (Zhang, 2008, p.28). As a creative and effective teaching method, cooperative learning can indeed bring some changes to Chinese teaching if it can be used reasonably by teachers. First of all, teachers' rational use of group cooperative teaching can greatly change the traditional classroom situation dominated by teacher-centered instruction. Students become the main body of the class, freely participate in class discussions, have more opportunities to show themselves, and continuously improve their learning enthusiasm and learning initiative. Secondly, the junior high school era is the golden period when students grow the fastest, have the strongest ability to accept, and develop their thinking faster. During this period, the environment has a giant impact on students. In the teaching of group cooperative learning, the atmosphere of cooperation, questioning, and creation created will subtly influence them all the time and help them realize their comprehensive self-development faster. Finally, Chinese language represents both functional and cultural significance. Chinese writing is more and more important. In addition to cultivating learning abilities and establishing a spiritual world, it is also necessary to impart specific knowledge to students. A good teaching method is an effective way to improve teaching efficiency. Teachers can improve the efficiency of Chinese teaching to a certain extent through the effective use of group cooperative learning teaching methods. Currently, a growing number of teachers recognize the clear benefits of the group cooperative teaching method in junior high schools, have successfully implemented it in their teaching practices, and have made significant progress. However, due to its early development, the group cooperative learning teaching method still suffers from issues such as unreasonable group construction, disorderly cooperative learning organization, random cooperative learning tasks, uncooperative students, teachers who lack effective guidance, and cooperation that is merely a formality in practical application. The problem (Wang, 1994, p.34) is is for these reasons that the author chooses the research on the effective application of the cooperativetive learning teaching method as a topic, researches the problems existing in the practice of the groupgroup cooperative teaching method in Baishu School, comprehensively analyzes the causes of the problems,, and proposes practical strategies. It is expected that this research can improve the learning efficiency of the groupgroup cooperative learning teaching method in junior high school Chinese classrooms and provide a certain reference for junior high school Chinese teachers to implement group cooperative teaching (Gao, 2018, pp.161-169). Real progress in group cooperative learning came in the mid-1970s to the mid-1980s. During this period, there were many schools of research and cooperative learning. Although the research found was different, a hundred flowers blossomed. Researchers have proposed many group cooperation strategies, among which the group division of labor, group investigation,, and so on were produced during this period (Zhu, 2019, pp.77-89). With the continuous development of societye the mid-1980s, it has entered the stage of integrated development, and the learning methods have gradually increased. As one of the ways, group cooperative learning also begins to learn from each other's strengths and integrate with other teaching methods. Among them, the theories of "cooperative mastery learning" and "cooperative learning and direct teaching integration" proposed by the famous scholar Gasski are more representative. Starting from the practical requirements of Chinese teaching, with the goal of cultivating students' good Chinese quality, the effectiveness of the research group cooperative learning teaching method in the practice of Chinese teaching is the common characteristic of these documents. Wen-hui Liu's's group cooperative learning in high school language classroomss using the effectiveness of the article from scientific groupss, team building, cooperation habits,operation skills training, classroom design, class and text selection, and and scientific evaluation in six aspects,, such as the junior middle school Chinese classroom using group cooperative learning efficient strategy, provides a reference for us. Research on the Effectiveness of Group Cooperation in High School Chinese Classroomss under the Background of the New Curriculum Reform, The article focuses on the similarities and differences of cooperative learning by comparing group teaching and group, puts forward the same essence of the two, oves the group learning effect in view of the problems, and puts forward effective teaching strategies. The new curriculum standard points out: " Chinese curriculum should pay special attention to the influence of the characteristics of

Chinese language on students' literacy, writing, reading, unication,, and thinking development. It is under the guidance of this theory that scholars go deep into the text to explore the impact of different content on group cooperative learning and teaching. For example, Tang Li's "Group Cooperative Learning in Chinese Reading Teaching in Junior Middle School," starting from the practice of Chinese reading teaching in junior middle school, analyzed the current situation and existing problems of group cooperative learning in Chinese reading teaching and put forward improvement methods to improve reading teaching (Li & Xie, 2005, pp. 76-77).. an University's "Research on the Application of Group Cooperative Learning in the Teaching of Ancient Chinese and Poetry in Junior Middle School" specifically discusses the characteristics and efficient application methods of ancient poetry in group cooperative teaching. In addition to Suzhou University, Chihuahua's group cooperative learning under the background of high school Chinese writing teaching to explore the group cooperation learning teaching method for writing teaching, Inner Mongolia University, Di Xiaoyan's department, this junior middle school Chinese comprehensive learning teaching status and improvement suggestions, focus on its application to comprehensive learning teaching research.

Objectives

1. To investigate the problems of Chinese writing of high school students
2. To investigate the needs of self-practice Chinese writing for high school students.
3. To develop strategic management guidelines for self-practice Chinese writing for high school students.

Literature review

The authors should describe the findings of relevant documents, articles, and research papers to demonstrate the “knowledge gap” that has not yet been considered. This research can fill that knowledge gap. It is imperative to fully reference literature reviews. It should also be analyzed and systematized, the relationship of those literatures.1. In 2018, Gao (2018) carried out an empirical study of cooperative learning in junior middle school Chinese teaching. Yunnan: Yunnan Normal University, International Review of Applied Linguistics. The study focuses on the application and effect of cooperative learning in Chinese language teaching in junior high school and aims to explore how to improve student learning effectiveness in Chinese through cooperative learning. Cooperative learning can, under the guidance of new curricula, stimulate students' potential, improve their learning abilities, and develop their collaborative skills. Gao Jiawei's research examines the implementation of cooperative learning in middle school Chinese classrooms, identifies potential issues, and proposes appropriate strategies and suggestions to enhance junior high school Chinese teaching.2. In 2005, Li & Xie (2005) carried out a cooperative learning study. The concept of “cooperative learning” is indeed a subject that is widely used and studied in the field of education. Collaborative learning emphasizes interaction and cooperation among students, facilitates communication and collaboration among students through group activities, task division, and problem-solving, and thus enhances learning effectiveness and develops students' social skills.3. In 2013, Liu (2013) discusses the effectiveness of group cooperative learning in a Chinese high school classroom. As a teaching theory and strategy system, the application of the high school language classroom has attracted extensive attention and research. Group collaborative learning through biological interaction provides a platform for students to engage actively, which helps stimulate student learning initiative, improve learning performance, and foster teamwork and comprehensive literacy. In summary, the three major directions of professional positioning, school-enterprise cooperation, and professional reform primarily reflect the relevant research. The research of this paper mainly starts from the direction of academic administration and novel questionnaire questions and contacts the intuitive ideas of students and teachers. The research method is more direct, the understanding of the situation is closer to the reality, and it provides a more humane perspective for the subsequent academic administration guidelines.

Conceptual framework

The objectives of this research will be: 1) to investigate the problems of Chinese writing of high school students, 2) to investigate the needs of Self-practice Chinese writing for high school students, and 3) to develop strategic management guidelines for Self-Practice Chinese writing for high school students. A case study of this research will be in Yunnan University. The Conceptual Framework is as follows:

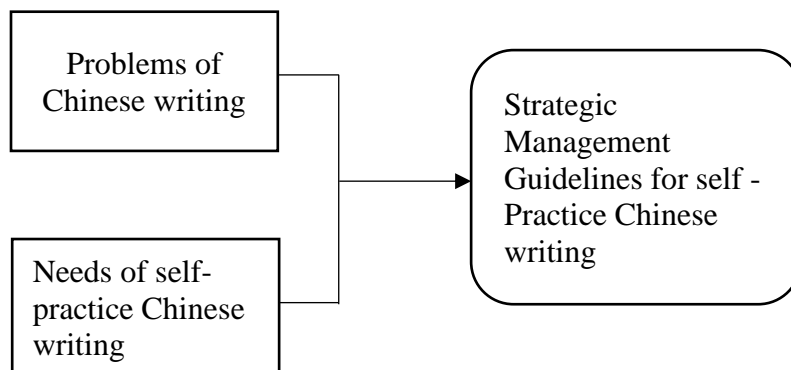


Figure 1. Conceptual framework

Method

In this research, there are 3 sections; namely, (1) Population and samples (2) research tools (3) data collection and data analysis.

1. Population and samples

This study will take Yunnan University as a case study. Aiming at students majoring in Chinese, it is will divided into 2 groups; namely; 1) 2700 students in 2022, and 2) 30 teachers/administrators.

In this research project the sample groups will be divided into 2 groups; namely, 1) 348 students (Yamane, 1973), and 2) 30 teachers/administrators. The respondents will obtain through the stratified random sampling technique. The 3 specialists will be used for the focus group discussion meeting.

2. Research tool

Questionnaire: In this research, a questionnaire will be employed for the data collection. The questionnaire will be divided 2 parts; namely, 1) general information, and 2) problems and needs of Chinese grammar teaching.

3. Data collection and data analysis

The questionnaire will be evaluated for the index of congruence scores (IOC scores) by the three specialists. Each question in the questionnaire will be in the range of IOC 0.67 to 1.00.

A set of questions for focus group this discussion meeting. The developed handbook will be evaluated by the three specialists and the three specialists will be invited for a focus group discussion meeting to share ideas and give comments concerning the correctness and suitability of the strategic management guidelines, the results then will be presented in terms of IOC. The ideas and comments of the 3 specialists obtained from the focus group discussion meeting will be analyzed and then used to correct and improve the contents of the handbook.

Results

1. Problems of Self-Practice Chinese writing for high school

Table 1 Problems of Self-Practice Chinese writing for high school students the opinions of students

| Questions | n=348 | | Level of problems |
|---|-------------|-------------|-------------------|
| | \bar{x} | S.D. | |
| 1. You don't have enough examples and guidance, students may struggle to start writing. | 4.63 | 0.55 | Highest |
| 2. You are not confident in language expression skills. | 4.60 | 0.30 | Highest |
| 3. You don't know how to structure your article. | 4.62 | 0.54 | Highest |
| 4. You don't have timely feedback and guidance. | 4.52 | 0.49 | Highest |
| 5. You don't know how to choose a suitable writing topic | 4.68 | 0.53 | Highest |
| 6. You lack of logical reasoning makes your writing arguments less rigorous and coherent. | 4.66 | 0.50 | Highest |
| 7. You don't know enough about literary common sense. | 4.57 | 0.24 | Highest |
| 8. You don't have ability to managing your writing time effectively. | 4.56 | 0.23 | Highest |
| 9. You don't have a motivation and interest in writing. | 4.56 | 0.26 | Highest |
| 10. Your writing is mediocre and lacks personality and charm. | 4.55 | 0.42 | Highest |
| 11. You are not familiar with various writing techniques. | 4.56 | 0.38 | Highest |
| 12. You can't get an inspiration and material for writing from reading. | 4.66 | 0.45 | Highest |
| 13. You feel anxious and stressed when facing writing tasks. | 4.54 | 0.21 | Highest |
| 14. You don't have the opportunities to showcase and share your writing work. | 4.56 | 0.29 | Highest |
| 15. You don't have a self-confidence and doubt your writing ability. | 4.62 | 0.52 | Highest |
| Total | 4.61 | 0.41 | Highest |

According to table 1, it is indicated that problems of Self-Practice Chinese writing for high school students the opinions of students are at the highest levels with average score of 4.61 (S.D=0.41).

Q5: You don't know how to choose a suitable writing topic have a highest level (4.68).

Q6: You lack of logical reasoning makes your writing arguments less rigorous and coherent and

Q12: You can't get an inspiration and material for writing from reading have a highest level (4.66).

Q1: You don't have enough examples and guidance, students may struggle to start writing have a highest level (4.63).

Table 2 Problems of Self-practice Chinese writing for high school students the opinions of teachers

| Questions | n=30 | | Level of problems |
|---|-------------|-------------|-------------------|
| | \bar{x} | S.D. | |
| 1. Students don't have examples and guidance. | 4.52 | 0.24 | Highest |
| 2. Students don't have enough vocabulary, making it difficult to express ideas accurately. | 4.56 | 0.35 | Highest |
| 3. Students don't know how to organize the structure of their writing. | 4.56 | 0.29 | Highest |
| 4. Students lack timely feedback and guidance, hindering their ability to improve their writing skills. | 4.58 | 0.40 | Highest |
| 5. Students don't know how to choose suitable writing topics. | 4.66 | 0.33 | Highest |
| 6. Students don't have enough logical reasoning skills. | 4.65 | 0.87 | Highest |
| 7. Students have insufficient knowledge of literary concepts. | 4.55 | 0.38 | Highest |
| 8. Students struggle to manage writing time effectively. | 4.56 | 0.43 | Highest |
| 9. Students lack motivation and interest in writing | 4.55 | 0.36 | Highest |
| 10. Students' writing style is mediocre, lacking personality and charm. | 4.58 | 0.45 | Highest |
| 11. Students are unable to accurately convey the content of the article. | 4.68 | 0.26 | Highest |
| 12. Students do not have enough reading knowledge accumulation. | 4.58 | 0.34 | Highest |
| 13. Students feel anxious and stressed when faced with writing tasks. | 4.52 | 0.37 | Highest |
| 14. Students do not have enough perseverance in writing. | 4.55 | 0.42 | Highest |
| 15. Students do not fully understand the importance of writing. | 4.52 | 0.38 | Highest |
| Total | 4.52 | 0.37 | Highest |

According to table 2, it is represent that the problems of Self-Practice Chinese writing for high school students for the opinions of teachers are at the highest levels with average score of 4.52 (S.D.=0.37).

Q11: Teach students how to conduct effective writing revisions have a highest level (4.68).

Q5: Cultivate students' critical thinking and literary analysis skills have a highest level (4.66).

Q6: Encourage students to actively explore various writing genres and topics have a highest level (4.65).

2. Needs of Self-practice Chinese writing for high school students

Table 3 Needs of Self-practice Chinese writing for high school students the opinions of students

| Questions | n=348 | | Level of Needs |
|---|-------------|-------------|----------------|
| | \bar{x} | S.D. | |
| 1. You need diverse samples to understand various styles, structures. | 4.66 | 0.43 | Highest |
| 2. You need a clear and useful guidance. | 4.57 | 0.68 | Highest |
| 3. You need a feedback and evaluation from teachers or peers. | 4.55 | 0.39 | Highest |
| 4. You need methods to boost creativity, such as writing prompts, storylines and thematic inspirations. | 4.65 | 0.44 | Highest |
| 5. You need writing materials suitable for their level and interests. | 4.59 | 0.37 | Highest |
| 6. You need to improve and training the language use ability. | 4.66 | 0.46 | Highest |
| 7. You need to learn various writing techniques. | 4.63 | 0.26 | Highest |
| 8. You need to learn more about literary concepts and works. | 4.65 | 0.85 | Highest |
| 9. You need appropriate writing topics that align with personal interests and curriculum requirements. | 4.56 | 0.33 | Highest |
| 10. You need to learn to manage time effectively to write and revise their work efficiently. | 4.60 | 0.42 | Highest |
| 11. You need to learn logical thinking to organize and develop arguments. | 4.52 | 0.39 | Highest |
| 12. You need to learn self-motivation to maintain enthusiasm. | 4.56 | 0.28 | Highest |
| 13. You need to learn explore different writing genres. | 4.56 | 0.27 | Highest |
| 14. You need to enhance reading comprehension skills to gather inspiration and materials for writing. | 4.61 | 0.37 | Highest |
| 15. You need to provide opportunities for practice writing. | 4.59 | 0.42 | Highest |
| Total | 4.55 | 0.44 | Highest |

According to table 3, it is indicated that needs of Self-Practice Chinese writing for high school students are at the highest level with average score of 4.55 (S.D.=0.44).

Q1: You need diverse samples to understand various styles, structures, and Q6: you need to improve and training the language and ability have a highest level (4.66).

Q4: You don't have timely feedback and guidance, and Q8: You don't have ability to managing your writing time effectively have a highest level (4.65).

Q14: You don't have the opportunities to showcase and share your writing work have a highest level (4.61).

Table 4 Needs of Self-practice Chinese writing for high school students the opinions of teachers

| Questions | n=30 | | Level of needs |
|--|-------------|-------------|----------------|
| | \bar{x} | S.D. | |
| 1. Students need to learn from the sample essays and imitate the writing skills. | 4.55 | 0.54 | Highest |
| 2. Students need personalized writing guidance. | 4.67 | 0.55 | Highest |
| 3. Students need stimulating writing assignments and discussions. | 4.56 | 0.33 | Highest |
| 4. Provide diverse writing materials to meet students' various interests and needs. | 4.54 | 0.64 | Highest |
| 5. Cultivate students' critical thinking and literary analysis skills | 4.54 | 0.25 | Highest |
| 6. Encourage students to actively explore various writing genres and topics. | 4.66 | 0.42 | Highest |
| 7. Teach students a variety of writing techniques and strategies. | 4.55 | 0.31 | Highest |
| 8. Offer students writing tasks that provide moderate challenges. | 4.56 | 0.59 | Highest |
| 9. Students need to create a positive writing atmosphere. | 4.52 | 0.46 | Highest |
| 10. Provide students with specific writing feedback and evaluation. | 4.60 | 0.65 | Highest |
| 11. Teach students how to conduct effective writing revisions. | 4.67 | 0.30 | Highest |
| 12. Provide students with necessary writing resources and support. | 4.56 | 0.39 | Highest |
| 13. Encourage students to collaborate and learn from each other during the writing process. | 4.59 | 0.46 | Highest |
| 14. Pay attention to each student's individual needs and provide them with necessary support and care. | 4.59 | 0.46 | Highest |
| 15. Students need to develop enthusiasm and interest in writing. | 4.59 | 0.59 | Highest |
| Total | 4.59 | 0.45 | Highest |

According to table 4, it is represented that the needs of Self-Practice Chinese writing for high school students for the opinions of Teachers are at the highest levels with average score of 4.59 (S.D.=0.45).

Q2: Students need personalized writing guidance, and Q11: Teach students how to conduct effective writing revisions have a highest level (4.67).

Q6: Encourage students to actively explore various writing genres and topics have a highest level (4.66).

Q10: Provide students with specific writing feedback and evaluation have a highest level (4.60).

3. Strategic management guidelines for Self-Practice Chinese writing for high school students

The strategic management guidelines for Self-Practice Chinese writing for high school students consist of six units; namely, 1) Foundations of Writing 2) Developing Writing Confidence 3) Structuring Your Writing 4) The Role of Feedback in Writing 5) Identifying and Selecting Writing Topics 6) Advanced Writing Techniques. All the six units evaluated by the three specialists in terms of correctness and suitability of the contents and presented in terms of loc (index of Congruence) values.

Discussions

Problem and needs of self-practice Chinese writing for senior high school students from the perspective of students and teachers at Yunnan University, China at the "Highest" level, respectively

(\bar{x} =4.55, S.D.=0.44), (\bar{x} =4.61, S.D.=0.41) from the perspective of Students and (\bar{x} =4.59, S.D.=0.45), (\bar{x} =4.52, S.D.=0.37) from the perspective of teachers. For students, students need support in all facets of self-practice Chinese writing. Students need to be trained in the basics of language writing, they need to develop self-confidence in self-writing, they need to master the structure of writing, and they need to learn to choose suitable and well-suited topics. This is similar to the findings of Cao (2019, pp.10-15) scholarly study from the teacher's point of view, the teacher thought that students needed to improve in the following dimensions when they learnt Chinese writing on their own. Students need to get good feedback on their working on these aspects, students' language writing will be improved, and their confidence and motivation to learn language writing will be enhanced, this is similar to the findings of (Jin, 2007, pp.50-54).

The strategic management guidelines for Self-Practice Chinese writing for high school students consist of six units. The content of each unit focuses on providing students with the skills to learn Chinese writing according to the objectives of learning Chinese writing, and has been revised after many revisions and refinements. According to the learning objectives of high school language writing in the Chinese Education Curriculum Standards, six units were identified respectively. The difficulty of the six units was gradually increased, and the contents were gradually deepened to help students' Chinese language writing gradually. It is believed that after using this strategic management guideline, students will build up their confidence in language writing, improve their language writing skills, and get greater improvement and assistance in language writing.

Body of knowledge

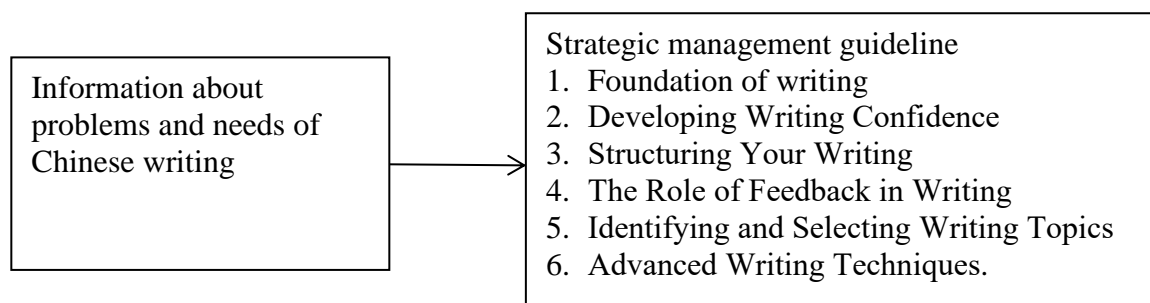


Figure 1. Body of knowledge

According to the research and guidance on professional literature, the problem of self-writing skills of students at Yunnan University should be considered in five aspects: professional writing skills, writing self-practice ability, high school writing self-practice ability. Yunnan University needs to require students from the following aspects: high school students must be evaluated and studied on the guidelines for self-study writing in Chinese self-study. The guidance on the management of self-repairing writing strategy of high school students must be evaluated. The factors affecting the strategic management guidelines of self-repairing Chinese self-writing in high school students must be studied. The guidance on the management of self-repairing writing strategy of high school students must be evaluated. The factors affecting the strategic management guidelines of self-repairing Chinese self-writing in high school students must be studied.

Suggestions

1. A research on the evaluation towards for the strategic management guidelines for Self-Practice Chinese writing for high school students must be executed.
2. A research of factors affecting the strategic management guidelines for Self-Practice Chinese writing for high school students must be executed.
3. Strengthen writing training and guidance, and develop guidelines for self-writing strategy management.
4. Establish effective policy management mechanisms; formulate detailed plans to ensure the smooth progress of the process.
5. The accumulation of material to cultivate independent learning ability, the emphasis of independent learning ability should be strengthened, to ensure the quality of writing.
6. Study the general problems encountered in the management of self-writing strategies and reasonable solutions for high school students.
7. Master the method of self-writing, quickly stimulate student writing interests, and cultivate students' enthusiasm for writing.

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