
	<p>ISSN: 3056-9680 (Online)</p> <p>Journal of Public and Private Issues: JPPI</p> <p>Journal homepage: https://so17.tci-thaijo.org/index.php/jppi</p> <p>E-mail: jppissues@gmail.com</p>	
---	---	---

Developing a strategic management of Chinese reading skills for students in grade 4 of primary school at Xinxing primary school in Beijing City of China

Liu Jiayu¹, Nipaporn Khamcharoen²

Dhonburi Rajabhat University, Thailand

Corresponding Author E-mail: 119014829@qq.com¹, nipaporn.k@dru.ac.th²

ARTICLE INFO

Article history:

Received: January 18, 2025

Revised: February 12, 2025

Accepted: March 07, 2025

Keyword: Chinese reading skills improvement, teaching strategy management, Beijing Xinxing Primary School

ABSTRACT

The objectives of this research were: 1) To investigate the issues related to Chinese reading skills among fourth-grade primary school students. 2) To investigate the need for a Chinese reading skills strategy for students in grade 4 of primary school. 3) To develop the strategic management of Chinese reading skills for students in grade 4 of primary school. The respondents were 286 students. The research instrument employed in this study was a questionnaire with 40 questions. The information and data collected were analyzed through the content analysis method and then presented in terms of percentage, mean, and standard deviation. The study's results indicate that the Chinese reading skills of fourth-grade primary school students were at a moderate level. 2) The needs of Chinese reading skills strategy for students in grade 4 of primary school were at a middle level. 3) Strategic management of Chinese reading teaching for grade 4 students is composed of 6 units: 1) Develop personalized course design and teaching methods and set appropriate reading content and tasks for students at different levels; 2) Establish a sound evaluation system and measurement; 3) Support from family and social environments; 4) Provide teacher training and development; 5) Provide support for educational technology training and digital tools; 6) Conduct interdisciplinary research. Ten primary school language teachers graded all six units on how correct and useful the content was. The results were shown as IOC values ranging from 0.67 to 1.00. This means that these skills and methods are fine and can be used as Chinese reading management strategies for fourth graders.

Introduction

The Ministry of Education's reform of the examination policy has made it clear that "reading" is now a mandatory activity for every child, not just a bonus after learning. Educator Professor Zhu (2022) once said, "A person's spiritual development history is his reading history; a nation's spiritual realm, to a large extent, depends on the reading level of the whole nation." Most parts of China are currently implementing a wide range of reading activities to encourage national reading. Under the background of "National Reading," the Textbook Development Center of the Ministry of Education of China has released the Reading Guidance Catalogue for Primary and Secondary School Students. As the State Council and the Ministry of Education have promoted reading to a new height, more and more

teachers and parents have begun to attach importance to the importance of reading. The importance of reading is becoming more and more prominent. Most parts of China are currently implementing a wide range of reading activities to encourage national reading. Under the background of "National Reading," the Basic Education Curriculum and Textbook Development Center of the Ministry of Education in China has released the Reading Guidance Catalogue for Primary and Secondary School Students. As the State Council and the Ministry of Education have promoted reading to a new height, more and more teachers and parents have begun to attach importance to the importance of reading. The importance of reading is becoming more and more prominent.

A simple calculation shows that primary school children read to reach 1.45 million words. In the context of "Reading for all," the Basic Education Curriculum and Textbook Development Center of the Ministry of Education of China edition issued the "Reading Guidance Catalogue for Primary Education" to promote reading for all. It is also clearly pointed out in the China Language Education Research and Development Report that "students' reading frequency is positively correlated with their language performance and reading ability performance". In short, cultivating students' reading ability is an important task of quality education and an important aspect of language education. The primary school period is divided into three school segments, with grades 3-4 as the second school segment, also known as the primary and middle school segment. The middle-class students have already possessed certain literacy, writing, and reading abilities, especially the reading ability, which has been greatly improved, and the fourth grade is an important period for the development of students' reading ability. The development of children's thinking is a process of gradual transformation from figurative to abstract logic. In this transformation process, there is a key change point, which is a relatively obvious "qualitative change" or "leap" from concrete image thinking to abstract logical thinking. The period when this qualitative change occurs is the "key age" of primary school children's thinking development. Generally, this critical age period is in the fourth grade of primary school. Some things can move this important stage forward or backward, but in general, the fourth grade is seen as the most important time for moving from concrete image thinking to abstract logical thinking. This kind of thinking transformation is of tremendous help to the improvement of Chinese reading ability and is an important premise for reading ability to rise to a higher level.

In his monograph *The Development Stage of Reading Ability*, Chall divided the development of reading ability into six stages: Stage 0 to Stage 5, which are the pre-reading stage, the initial reading stage, the confirmation stage, the reading period for obtaining information, the development of multiple viewpoints, and the construction and reconstruction period. Stage 3 (reading for information), the age of 9 to 14 years old (Primary four to Secondary two), this stage begins to read through the acquisition of new knowledge, absorb a large amount of vocabulary knowledge, and develop reading strategies; prior knowledge also develops rapidly. According to the stages of Chall's reading ability, it can be seen that stage 3 - from age 9 to 14 - focuses on the ability to acquire information. The fourth grade of primary school has fundamental significance as the starting point for developing reading abilities during this stage and in all subsequent stages. Its importance is self-evident. Whether teachers can use certain reading teaching strategies to cultivate students' reading ability has also become one of the important factors in the cultivation of students' reading ability. To improve students' language application ability, develop students' thinking ability, and cultivate students' communication ability, reading is critical. A questionnaire survey of current fourth-grade primary school teaching activities found that there are still many problems in Chinese reading instruction. 1) The fourth grade of primary

school students have low interest in reading and low accumulation; 2) In teachers' teaching, there are single methods, boring content, tired teachers, and students, but the effect is not satisfactory. Based on the above description, effective strategies need to be developed for fourth-grade Chinese reading teaching. This paper will analyze the problems in Chinese reading teaching in the fourth grade of primary school and put forward corresponding optimization strategies to enhance students' interest in reading, cultivate students' good reading habits, find suitable reading methods for students, and gradually train students to learn to read and like reading from low to high school. Therefore, we need to study the teaching methods of Chinese reading and find out the most suitable teaching management methods as far as possible to obtain better teaching results.

Objectives

1. To investigate the problems of Chinese reading skills of primary school students in grade four.
2. To investigate the needs of Chinese reading skills strategy for students in grade 4 of primary school.
- 3 . To develop a strategic management of Chinese reading skills for students in grade 4 of primary school.

Literature review

Dong (2022), conducted a research project titled "How to guide primary school students' reading in primary language teaching." The study gave more information on how to teach reading in primary school, looked at how important reading is for students' language learning, and summed up useful reading teaching methods by combining the current issues in reading teaching at this level. Correct selection of reading books, changing concepts, innovative reading teaching methods, mobilizing students' interest in reading, developing students' reading skills, stratified reading, and in-depth analysis of texts. Li & Wang (2022) conducted a research project titled "Exploring the path of cultivating elementary school students' reading ability under 'double reduction policy,'" and the path of developing students' reading skills under the double reduction policy was developed. In this paper, we explore the strategies for developing students' reading skills in accordance with the "double reduction" policy, which can help to implement the educational objectives; more research on online teaching has sprung up, especially in China. Relevant studies mainly focus on teaching mode, teaching quality, challenges, and strategies. Liu (2023) conducted a research project titled "The cultivation strategy of primary school students' reading ability under the concept of whole reading. Basic Education Forum."

It can be found that in traditional reading teaching, students' reading objects are limited to textual knowledge, but students' reading objects should involve various aspects of man and self, man and society, and man and nature. The lack of attention to this teaching issue by primary school language teachers has resulted in students' reading objects not being comprehensive enough. Teachers should therefore cultivate a wide range of reading interests in their students. Although some teachers have enriched students' reading objects by means of extra-curricular reading instruction, the teaching of extra-curricular reading is not strong enough. The research pointed out that teachers should innovate reading teaching methods to improve the effectiveness of language reading instruction (Wang, 2020). Research on primary school Chinese reading teaching strategy points out that Chinese teachers should change their reading teaching concept and build a student-oriented reading teaching concept. Teachers should change their traditional reading teaching ideas and take students as the main body. The literature review primarily examines the current issues and requirements related to Chinese reading in the fourth grade of primary school, utilizing network questionnaires. It also explores the creation and implementation of teaching strategies for managing Chinese reading in this grade.

Conceptual framework

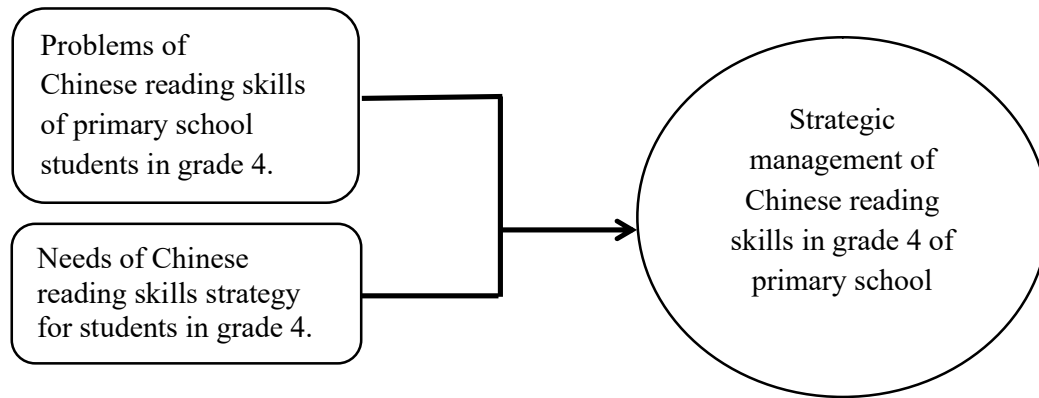


Figure 1. Conceptual framework

Methods

1. Populations and samples

Population in this research, Xinxing Primary School will be used as a case study. The population in this research project will be 1000 students in grade 4, for the collection of ideas and comments, 3 specialists will be used for the focus group discussion meetings.

Sample group for investigating the problems and needs, the sample group will be 286 students in grade 4 (Yamane, 1973). The respondents will be collected through the random sampling technique.

2. Research tools

For this research project a questionnaire will be used for data collection. The questionnaire is divided into three parts: 1) general information 2) the problems of the Chinese reading skill of primary school students in grade four; 3) Needs of Chinese reading teaching strategy for students in a grade 4 of primary school. The questionnaire will be evaluated by three experts. The IOC for each question in the questionnaire will range from 0.67 to 1.00. Moreover, the reliability of the questionnaire will be evaluated through Alpha Cronbach coefficient which will be 0.80 or more.

3. Data collection

For this research project, the researchers collected the data and information from the sample groups via email. Moreover, the ideas and comments for the correct of the teaching management strategies will be collected through focus group discussion meeting.

4. Data analysis

For the data and information collected for the questionnaire will be analyzed, interpreted and then presented in terms of frequency, percentage, mean, standard deviation. The 5-point Likert rating scale was used to evaluate respondents' needs and problems. Moreover, the ideas and comments from the focus group discussion meeting will be analyzed through content analysis method. The criteria are defined at the range of the mean scores (Wongwanich, 2005) as the following:

- 4.51-5.00 = the highest level of problems and needs
- 3.51-4.50 = the high level of problems and needs
- 2.51-3.50 = the moderate level of problems and needs
- 1.51-2.50 = the low level of problems and needs
- 1.00-1.50 = the lowest level of problems and needs

Results

1. The problems of Chinese reading skills of primary school students in grade four.

Table 1. The problems of reading skills encountered by fourth grade students.

Questions	n = 286		Level of problems
	\bar{X}	S.D.	
Q1 Your homework is too busy. As a result, your daily Chinese reading time is too short.	4.53	0.63	Highest
Q2 Your Chinese reading is carried out at the request of teachers and parents in order to complete the task.	2.86	1.09	Middle
Q3 Your school and class don't have regular reading sessions.	3.60	1.04	High
Q4 You are reading Chinese, and meeting the author who likes the book can spark your interest in reading Chinese.	2.93	1.03	Middle
Q5 You are reading Chinese, the biggest challenge is that new words are difficult to understand, long sentences are difficult to parse, and the subject is not clear.	2.47	1.11	Low
Q6 You are in Chinese reading class. You will use the learning model your teacher has given you rather than using your own ideas.	2.43	1.02	Low
Q7 You were in Chinese reading class, unable to find the information asked in the reading and have their own opinion or point of view on the article.	2.92	1.06	Middle
Q8 You were in Chinese reading class. It does not improve your ability to properly understand and experience messages and express your true feelings in words.	2.94	1.10	Middle
Q9 You are in Chinese reading class. and can read the content of the article but be unwilling to discuss the article in more depth.	3.53	1.08	High
Q10 You are unwilling to show your understanding after reading Chinese.	2.41	1.04	Low
Q11 You are in Chinese reading class, and unable to feel the main problem of teachers in designing reading materials.	4.51	0.64	Highest
Q12 You are in Chinese reading class, unable to feel the innovation of teachers' teaching content.	3.53	1.08	High
Q13 You are in Chinese reading class, the reading assigned by the teacher cannot satisfy your knowledge.	2.94	1.08	Middle
Q14 You are in Chinese reading class, not satisfied with the teacher's teaching content.	2.39	1.01	Low
Q15 You don't have enough time to read Chinese in your free time.	2.31	0.93	Low
Q16 You are in your free time, unable to read 3-5 Chinese extracurricular books per month assigned by the teacher.	3.03	1.03	Middle
Q17 When you read Chinese freely in your free time, you often can't concentrate.	1.48	0.67	Lowest

Q18 When you read Chinese in your free time, you will not be able to read and understand the content of the article very well.	3.02	1.06	Middle
Q19 When you read Chinese freely in your free time, teachers can't give you advice.	3.52	1.05	High
Q20 You are not satisfied with the modern educational resources of the current Chinese reading class	3.53	1.07	High
Total	3.05	1.00	Middle

As can be seen from table 1, the total average is at a middle level (3.05) and the standard deviation is 1.00.

Q1: Your homework is too busy. As a result, your daily Chinese reading time is too short (4.53). Q11: You are in Chinese reading class, and unable to feel the main problem of teachers in designing reading materials (4.51). The average scores were at the highest level of problems.

Q3: Your school and class don't have regular reading sessions (3.60). Q9: You are in Chinese reading class and can read the content of the article but be unwilling to discuss the article in more depth (3.53). Q12: You are in Chinese reading class, unable to feel the innovation of teachers' teaching content (3.53). Q19: When you read Chinese freely in your free time, teachers can't give you advice (3.52). Q20: You are not satisfied with the modern educational resources of the current Chinese reading class (3.53). The average scores were at a high level of problems.

2. The needs of Chinese reading skills strategy for students in a grade 4 of primary school.

Table 2. The needs of reading skills strategy of fourth grade students.

Questions	n = 286		Level of needs
	\bar{X}	S.D.	
Q1 You want to read Chinese regularly every day in your free time.	4.53	0.63	Highest
Q2 You want to read the encyclopedia, classical literature and other extracurricular reading books in school.	2.82	0.97	Middle
Q3 You would like to have more time to read Chinese in school and have regular Chinese reading exchanges.	3.52	1.06	High
Q4 You want to improve your thematic skills in Chinese reading.	2.15	0.88	Low
Q5 You want to be more willing to ask the teacher for help when you encounter words you don't understand or questions you don't understand.	3.07	0.99	Middle
Q6 You would like to receive a Chinese reading plan developed by the teacher in Chinese reading.	2.94	0.98	Middle
Q7 You hope that in your Chinese reading class you can receive guidance from your teacher, be able to read articles to express your own views and opinions.	3.07	1.08	Middle
Q8 You hope that in the Chinese reading class, there can be group interaction to encourage students to express their true feelings after reading more actively and improve their ability to understand the article.	2.29	0.93	Low
Q9 You hope that in the Chinese reading class, teachers and students will be able to have an in-depth discussion about the article.	3.97	1.37	High
Q10 You want to add interactive stories, situational teaching, and other teaching plans to Chinese reading.	3.53	1.07	High

Q11 You hope that in the Chinese reading class, the teacher will design more main questions.	4.54	0.63	Highest
Q12 You hope that in the Chinese reading class, the teacher needs to reform and improve teaching content.	3.53	1.12	High
Q13 You would like to receive extracurricular Chinese reading assignments assigned by your teacher.	2.92	1.08	Middle
Q14 You want to increase your knowledge of literature, science, etc. in your Chinese reading.	2.47	1.12	Low
Q15 You hope that the school will reduce students' homework and have more time to read Chinese after school.	3.55	1.10	High
Q16 You want to read Chinese better.	2.46	1.11	Low
Q17 You want to write a reading experience after reading Chinese.	2.99	1.01	Middle
Q18 You would like to receive comments and suggestions in your Chinese reading class.	4.55	0.60	Highest
Q19 You hope that the teacher will add more advanced teaching technology resources in the Chinese reading class to achieve better learning results.	3.56	1.11	High
Q20 You hope that the school will provide teaching support and teaching strategy management for teachers in this course of Chinese reading.	3.55	1.05	High
Total	3.30	0.99	Middle

As can be seen from table 2, the total average is at middle level (3.30) and the standard deviation is 0.99.

Q1: You want to read Chinese regularly every day in your free time (4.53). Q11: You hope that in the Chinese reading class, the teacher will design more main questions (4.54). Q18: You would like to receive comments and suggestions in your Chinese reading class (4.55). The average scores were at the highest level.

Q3: You would like to have more time to read Chinese in school and have regular Chinese reading exchanges (3.52). Q9: You hope that in the Chinese reading class, teachers and students will be able to have an in-depth discussion about the article (3.97). Q10: You want to add interactive stories, situational teaching, and other teaching plans to Chinese reading (3.53). Q12: You hope that in the Chinese reading class, the teacher needs to reform and improve teaching content (3.53). Q15: You hope that the school will reduce students' homework and have more time to read Chinese after school (3.55). Q19: You hope that the teacher will add more advanced teaching technology resources in the Chinese reading class to achieve better learning results (3.56). Q20: You hope that the school will provide teaching support and teaching strategy management for teachers in this course of Chinese reading (3.55). The average scores were at a high level.

3. Strategic Management of Chinese Reading Skills

The results showed that the strategy management of Chinese Reading teaching in the fourth grade of primary school is of great significance to the improvement of students' Chinese reading ability and teachers' teaching methods. Based on the survey results, this paper puts forward some suggestions on Chinese teaching strategy management in grade four primary schools, which are divided into the following parts: 1) Develop personalized course design and teaching methods, and set appropriate reading content and tasks for students at different levels; 2) Establish a sound evaluation system and measurement; 3) Support from family and social environment; 4) Teacher training and development; 5) Support for educational technology training and digital tools; 6) Interdisciplinary research

Discussion

Reading promotes physical and mental development and academic progress, but for busy children, how to read as much as possible is a very real problem. (1) The school should strengthen the control of the amount of homework in the class to avoid excessive homework to bring pressure to students. Schools can set some rules, such as no more than 2 hours of homework per day, and no written homework on weekends. (2) Stratified teaching Stratified teaching can be grouped according to students' abilities and interests, so that each student can get the teaching content and the amount of work suitable for their own. This can reduce the pressure of students and improve the learning effect. Li & Wang (2022) carried out the research project "Exploring ways to cultivate primary school students' reading ability under the dual-reduction Policy", and formulated ways to cultivate students' reading skills under the dual-reduction policy. In this study, by designing an ability development program strictly in accordance with the requirements of "double reduction", teachers can avoid traditional teaching problems, and at the same time pay full attention to the development of primary school students' reading ability, so as to achieve the three-dimensional goal of improving quality, improving efficiency, reducing burden, and optimizing teaching (Li & Wang, 2022).

The teaching objective is the direction of all teaching activities, and the teaching objective is specific to every period of Chinese reading teaching. Gu Wenxia believes that "Core questions in Chinese reading play a very good guiding role in primary school Chinese teaching classroom, which not only helps teachers to teach effectively, but also enhances students' learning interest. Students' in-depth thinking when answering" core questions "can improve students' Chinese learning ability (Gu, 2020).

In the process of primary school Chinese teaching, teachers can mobilize students' interest in learning through visual, auditory and other teaching forms in the teaching process, and effectively integrate the imparted knowledge with diversified factors, so as to improve the interest of the classroom. Through the way of edutainment, students can have a deeper understanding of knowledge points, and can also make students better into the actual teaching. Li (2020), A Study on Chinese Reading Teaching Strategies in Primary Schools, pointed out that Chinese teachers should change the teaching concept of reading and build a student-oriented teaching concept of reading. Teachers should change the traditional idea of reading teaching and take students as the main body.

Establish a student guidance system: the school can establish a more perfect student guidance system, including the establishment of a special guidance agency or guidance team, responsible for students in the after-school time guidance and guidance work (Li, 2021). How to organically combine primary school Chinese teaching with class teacher management mentioned that middle grade students are weak in independent learning ability and self-control due to age restrictions. Therefore, the combination of reading teaching and class teacher management can enable students to receive the management of class teachers while acquiring knowledge, develop good learning habits, participate in reading learning more actively, and improve the efficiency of Chinese learning.

With the rapid development of science and technology, China's education has ushered in a new development peak. The "Internet +" model not only makes the teaching content more rich, but also has a great impact on teachers' teaching methods and students' learning mode. Li Hong mentioned in "On the Practice and Innovative Strategies of Primary School Chinese Reading Teaching under Multimedia Environment" that in primary school Chinese teaching, teachers can make use of the characteristics of the Internet to optimize the teaching content and teaching mode. For example, Internet resources can be used to create a relaxed and pleasant classroom atmosphere, help students expand the knowledge content beyond the text, and build a platform for students to show themselves and communicate through innovative teaching and learning forms, so as to cultivate students' interest in reading, strengthen the teaching effect, and promote the comprehensive development of students' Chinese literacy and information literacy (Li, 2021).

Body of knowledge

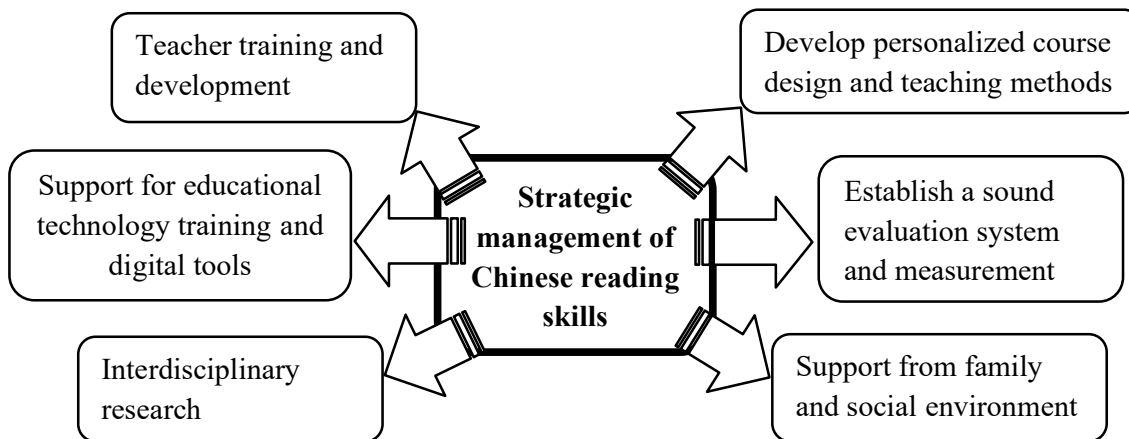


Figure 2 Body of knowledge from Research

According to the research findings, (1) Schools should strengthen the control of the amount of homework in class, arrange the amount of homework reasonably, and avoid excessive homework pressure. Work should be based on quality, not quantity. (2) Teachers guide students to adopt correct reading methods, which can achieve twice the result with half the effort. (3) Innovative countermeasures of Chinese reading teaching in primary schools Defining teaching objectives and cultivating students' comprehensive quality in Chinese reading teaching in primary schools, teachers should deeply analyze and study the texts according to the requirements of the new curriculum standards, and formulate teaching objectives suitable for students' actual situation Teaching purpose is an important condition for improving teaching. (4) With the help of the advantages of the Internet, we can better broaden students' horizons and enable students to obtain more diversified knowledge. By turning boring reading into vivid images, we can not only adjust the classroom atmosphere, but also make students greatly interested in learning. (5) With the deepening of Chinese classroom teaching reform, the importance of reading accumulation has been paid more and more attention. Especially at present, it is of far-reaching significance to lead children into reading, get close to reading and enjoy reading.

Suggestions

For the reading teaching strategies of the fourth grade students in primary school, there can be further research suggestions as follows:

1. Personalized learning strategies: Study how to design personalized reading learning strategies according to students' individual differences. Taking into account the differences in students' reading levels, interests, learning styles and other aspects, different teaching methods and resources are used to meet the learning needs of each student.

Technology-assisted teaching: Explore how to effectively use technology to assist the reading teaching of grade 4 students in primary school. It is possible to research and develop reading software, applications or online platforms for students in this age group to provide personalized reading AIDS and feedback to stimulate students' reading interest and motivation.

2. Cultivation of literary literacy: Research on how to cultivate students' literary literacy through reading teaching, including literary taste, literary knowledge and literary appreciation ability. Through guiding students to read classic literary works and participate in literary activities, the level of students' literary literacy is improved.

3. Interdisciplinary integration: Discuss how to integrate reading teaching with other disciplines to promote the all-round development of students. They can study and design interdisciplinary reading

projects or activities, combining the content of Chinese, science, society and other subjects to expand students' reading vision and cognitive field.

4. Effect evaluation of reading teaching strategies: Study how to evaluate the effects of different reading teaching strategies to determine the most effective teaching methods and strategies. Through empirical research, questionnaire surveys, case analysis and other methods, data can be collected and analyzed in depth to provide scientific basis and guidance for teaching practice.

5. Family reading support: Study how to strengthen the family's support and guidance for students' reading and enhance parents' reading awareness and ability. We can explore ways to carry out home-school cooperation projects and organize family reading activities to promote the close cooperation between families and schools and jointly promote the reading development of students.

6. Reading motivation and emotional factors: Explore how to stimulate students' reading interest and emotional input and cultivate their positive reading attitude and habits. We can study and discuss the influence of individual differences on reading motivation, and design targeted incentive mechanisms and emotional guidance strategies to improve students' reading engagement and sustainability.

7. Construction of reading teaching resources: Research on how to build rich and diverse reading teaching resources to support the reading teaching of students in grade four of primary school. We can develop high-quality reading materials, design inspiring reading tasks, and establish open and shared teaching platforms to provide students with a richer reading learning experience.

These research suggestions can help to further improve the reading teaching of the fourth-grade students in primary school, improve the teaching effect, and promote the overall improvement of students' reading ability.

References

- Dong, W. P. (2022). *How to guide primary school students' reading in primary language teaching*. Knowledge Library.
- Gu, W. X. (2020). *Strategic Research on Design of Primary Chinese Reading Teaching Questions*. Composition tutoring for primary school students.
- Li, D. (2021). *How to organically combine primary school Chinese teaching with class teacher management*. Prose Hundred (New Chinese Loose-leaf).
- Li, H. (2021). *On the practice and innovative strategies of Chinese reading teaching in primary schools under multimedia Environment*. Electronic Education in Primary and Secondary Schools (Comprehensive).
- Li, J. G. & Wang, X. C. (2022). *Exploring ways to cultivate Primary school students' reading ability under the dual-reduction Policy*. Southwest University.
- Li, Y. (2020). *Reading is a kind of cultivation*. Beijing Normal University.
- Liu, W. (2023). Strategies for cultivating primary school students' Reading ability under the concept of Total reading. *Forum on Basic Education*. 11, 36-38.
- Wang, Y. (2020). *Research on Chinese Reading Teaching Strategies in Primary Schools*. Education and Research (Beijing).
- Wongwanich, S. (2005). *Classroom action research*. (14th ed.). Bangkok: Chulalongkorn University Press.
- Yamane, T. (1973). *Statistics: An introductory analysis*. New York: Harper & Row.
- Zhu, Y. X. (2022). *Chinese Curriculum Standards for Compulsory Education*. Beijing.