

## Using Chinese Learning Materials with LingQ Application to Develop Reading Skills of Lower Secondary Students

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### Abstract:

Reading proficiency plays a crucial role in foreign language learning and directly influences students' academic development and long-term educational outcomes. In the context of Chinese as a foreign language (CFL) education in Thailand, lower secondary students often encounter difficulties in reading comprehension, vocabulary recognition, and learning motivation, which may negatively affect learning efficiency.

This study aims to examine the effectiveness of integrating picture-based Chinese learning materials with the LingQ mobile application in enhancing reading skills and learning motivation among lower secondary students. A one-group pretest-posttest design was employed with 23 Grade 7 students from a public secondary school in Chiang Mai Province, Thailand. The instructional intervention was conducted over a four-week period using selected picture-based Chinese reading materials delivered through the LingQ application.

Data were collected through a Chinese reading skill test, a student attitude questionnaire, and classroom observations. Quantitative data were analyzed using descriptive statistics and paired-sample t-tests, while qualitative data were analyzed using thematic analysis. The results revealed a significant improvement in students' Chinese reading ability, particularly in vocabulary recognition and reading comprehension. In addition, students demonstrated increased learning motivation, classroom engagement, and active participation.

The findings suggest that integrating picture-based Chinese learning materials with mobile-assisted language learning tools can effectively support Chinese reading instruction and contribute to the sustainable development of foreign language education at the lower secondary level.

### Keywords:

Chinese as a foreign language, reading skills, picture-based learning materials, mobile-assisted language learning, secondary education.