กรณีศึกษาในการสอนภาษาจีนธุรกิจระดับกลาง
The Study of Case-Based Learning Method in Intermediate Business Chinese Teaching

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อเปรียบเทียบความสามารถการสื่อสารทางภาษาพูดของนักศึกษาระหว่างวิธีการสอนแบบดั้งเดิมและวิธีการสอนแบบกรณี เปรียบเทียบความสามารถการอ่านหนังสือ เปรียบเทียบความสามารถการเขียน และเปรียบเทียบความพึงพอใจต่ออาจารย์ของนักศึกษา กลุ่มเป้าหมายที่ใช้ในการวิจัย ได้แก่ นักศึกษาต่างชาติในมหาวิทยาลัยครูแห่งชาติกวางสี จำนวน 40 คน ที่ผ่านหลักสูตรภาษาจีนธุรกิจขั้นพื้นฐาน เครื่องมือที่ใช้ในการวิจัยได้แก่ 1. แบบทดสอบความสามารถการสื่อสาร จำนวน 20 ข้อ แบบทดสอบความสามารถการอ่านหนังสือ จำนวน 20 ข้อ แบบทดสอบความสามารถการเขียนบทความ จำนวน 10 ข้อ และ 4. แบบประเมินความพึงพอใจต่ออาจารย์ของนักศึกษา จำนวน 10 ข้อ สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบค่าเฉลี่ย และสถิติเชิงพรรณนา

ผลการวิจัยพบว่า 1. การเปรียบเทียบความสามารถการสื่อสารทางภาษาพูดของนักศึกษาระหว่างวิธีการสอนแบบดั้งเดิมและวิธีการสอนแบบกรณี แตกต่างกันที่ระดับ 0.05 คะแนนเฉลี่ยวิธีการสอนแบบกรณีสูงกว่า 2. การเปรียบเทียบความสามารถการอ่านหนังสือของนักศึกษาระหว่างวิธีการสอนแบบดั้งเดิมและวิธีการสอนแบบกรณี แตกต่างกันที่ระดับ 0.05 คะแนนเฉลี่ยวิธีการสอนแบบกรณีสูงกว่า 3. การเปรียบเทียบความสามารถการเขียนของนักศึกษาระหว่างวิธีการสอนแบบดั้งเดิมและวิธีการสอนแบบกรณี แตกต่างกันที่ระดับ 0.05 คะแนนเฉลี่ยวิธีการสอนแบบกรณีสูงกว่า และ 4. การเปรียบเทียบความพึงพอใจต่ออาจารย์ของนักศึกษาระหว่างวิธีการสอนแบบดั้งเดิมและวิธีการสอนแบบกรณี แตกต่างกันที่ระดับ 0.05 คะแนนเฉลี่ยวิธีการสอนแบบกรณีสูงกว่า

คำสำคัญ: ความสามารถ, ความพึงพอใจ, ภาษาจีนธุรกิจชั้นระดับกลาง, วิธีการสอนแบบดั้งเดิม

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Abstract

This study aims to compare the spoken language communication abilities of students using traditional teaching methods versus case-based teaching methods. Additionally, it compares reading and writing abilities, as well as students' satisfaction with their instructors. The research targets a group of 40 international students at Guangxi Normal University who have completed a basic business Chinese language course. The research instruments include: 1. a 20-item spoken communication ability test, 2. a 20-item reading comprehension test, 3. a 10-item writing ability test, and 4. a 10-item student satisfaction questionnaire regarding their instructors. The statistical methods used in the study include percentages, mean scores, standard deviations, t-tests, and descriptive statistics.

The study reveals the following results: 1. A significant difference at the 0.05 level was found between the spoken language communication abilities of students taught using traditional methods and those taught using case-based methods. The average score of students taught using the case-based method was higher; 2.A significant difference at the 0.05 level was observed in the reading abilities of students between the traditional and case-based teaching methods, with the average score for the case-based method being higher; 3. A significant difference at the 0.05 level was identified in the writing abilities of students between the traditional and case-based teaching methods, with the average score for the case-based method being higher; and 4. A significant difference at the 0.05 level was found in student satisfaction with their instructors between the two teaching methods, with the average satisfaction score being higher for the case-based method.

Keywords: Ability, Satisfaction, Intermediate Business Chinese, Case-Based Learning Method

Introduction

In September and October 2013, China put forward the significant initiatives of "the Silk Road Economic Belt and the 21st-Century Maritime Silk Road" and began to refer to simply as "the Belt and Road" initiative. In the 21st century, the "Chinese learning fever" has burgeoned worldwide (Commission, n.d.).

On June 28, 2022, the Ministry of Education held a press conference. The director of the Language and Text Application Management Department of the Ministry of Education, delivered a report at the meeting. Zhou Wei (2022) said more than 180 countries and regions has launched Chinese language education, and 76 countries has incorporated Chinese into their national education systems at the end of 2021, more than 25 million international students are learning Chinese. A cumulative number of people who are learning and using Chinese is nearly 200 million (Wei, 2022).

Zhang Li (2006) pointed out that Business Chinese is used by people engaged in cross-language business communication activities and related activities in business work and daily life (Li, 2006). Wan Yina (2004) proposed that Chinese business culture should add to the Business Chinese course, and Wan Yina pointed out that Business Chinese teaching should attach great importance to practicability and focus on cultivating students' practical application ability and communicative ability (Yina, 2004). Xie Xiaojuan (2020) proposed that selecting Chinese content on business language topics should follow the principles of practicality, interest, relevance, authenticity, and contrast (Xiaojuan, 2020). Miao Xin (2011) tried to introduce the Case-Based Learning Method into Business Chinese teaching, Miao Xin believed that the Case-Based Learning Method could significantly improve learners' comprehensive application ability of Business Chinese, and proper selection of teaching cases and effective organization of classroom teaching were necessary (Xin, 2011). Quan Zhi (2013) proposed that the content selection of Business Chinese textbooks should pay attention to contextualization, authenticity, national dialect, interest, and practicability (Zhi, 2013).

Yang Qiaoyu (2012) said that there are currently several problems in international students' oral Chinese learning, such as the influence of their mother tongue, learning purpose, and psychological factors (Qiao Yu, 2012). International students are influenced by the mother tongue, it is challenging to master oral skills. A poor pronunciation can also cause stress. Different study goals lead to different study efforts. Liu Xun (2020) pointed out that the purpose of second language teaching is to cultivate language communication ability, which determines the teaching goal (Xun, 2020). Xu Mengzhen

(2022) pointed out that language is an essential tool of communication, and an indispensable part of national culture (Mengzhen, 2022). Teaching Chinese as a foreign language is not only the teaching of language, but also culture. In different cultural contexts, international students understand different concepts when reading texts.

Huo Jinlong (2023) pointed out that the style of business Chinese is biased towards formal and solemn written expressions, and teachers pay attention to cultivate learners' written language ability and teach in different types of writing styles in business Chinese (Jinlong, 2023). Yang Fanghua studied mainly from the perspective of error analysis, learners' learning strategies, and Chinese writing teaching. It aims at improving the Chinese writing ability of international students, and the main problems are errors among students, teachers, and textbooks, and the misuse of verbs, nouns, quantifiers, and sentence patterns (Fanghua, 2020).

To sum up, economy, authenticity, typicality, and timeliness are the unique properties of Business Chinese. Using the Case-Based Learning Method in Business Chinese teaching, author should fully consider students' cultural background, and select practical, classic and interesting cases.

Literature Review

1. Case-Based Learning Method

Case-Based Learning Method aims to cultivate learners' listening, speaking, reading, and writing abilities. Yang Guang Fu and Zhang Hongju (2008) pointed out that Harvard Business School in the United States had used the Case-Based Learning Method for the first time (Guang Fu, & Hongju, 2008). Xu Yanyu (2002) pointed out the four processes of Case-Based Learning Method are case preparation, group discussion, representatives speaking, and evaluation stage (Yanyu, 2002). Miao Xin (2011) pointed out the procedure of Case-Based Learning Method is teachers provide cases, organize students to discuss and teach inspiration, and students solve problems (Xin, 2011). Shen Shuying considered the Case-Based Learning Method is appropriate cases, students preview, class discussions, evaluate and summarize, and writing report (Shuying, 2013).

2. Langue Learning

The essence of Intermediate Business Chinese is a language course. Liao Yunlin (2016) pointed out Business Chinese is a language course to learn professional business vocabulary, expression methods, communication skills and other professional knowledge from the curriculum level. (Yunlin, 2016) Xie Qiuju (2015) introduced the examination results can clearly reflect the

teaching effectiveness of Traditional Teaching Method and Case-Based Learning Method (Qiuju, 2015). Zhang Lu (2020) applied that using new teaching methods can better encourage students to learn Business Chinese. (Lu, 2020). Baiyun Fei (2019) applied the Case-Based Learning Method in Chinese teaching in secondary vocational schools and Obtained good results (Yunfei, 2019).

3. Oral Communication Ability

Oral communication ability is a person's basis communication and an important skill to form social interpersonal relations. According to Thornbury's (2008) research, there were two main types of rating for assessing oral communication ability: overall rating and analytical rating, overall rating was achieved by giving a single rating based on the overall impression; analytical scoring was done by giving individual scores to different aspects of the subject (Thornbury, 2008). Pimonwan Suphan (2020) gave an overall rating based on a grading scale that included pronunciation, vocabulary, grammar and fluency (Suphan, 2020). The author mainly evaluated students' oral communication ability from the perspectives of comprehensiveness, pronunciation standards, accuracy of intonation and grammar, and language accuracy.

4. Reading Ability

Reading ability refers to the ability to understand, analyze and evaluate text content. Yu Jiawei (2023) said that the training of students' reading ability mainly included sentence training, mastering reading methods, cultivating students' language sense, cultivating students' reading interest and cultivating students' reading habits (Jiawei, 2023). The author cultivated students' reading ability from five aspects: Sentence Training, Mastering Reading Methods, Students' Language Sense, Students' Interest in Reading, and Students' Reading Habits.

5. Writing Ability

The essence of writing ability is the ability of language expression, which is a way for writers to show their own ideas or experiences to readers after word processing. Yao Linqun, & Chen Wei (2023) built a writing ability evaluation framework for primary school students from four dimensions: writing context, writing content, writing process and writing strategy (Linqun, & Wei, 2023). Yang Qinfen (2021) put forward that the components of writing ability include the ability of observation and analysis, the ability of thinking, the ability of selecting materials, the ability of language expression and the ability of revising articles (Qinfen, 2021). The author constructed a writing framework from three aspects: consideration of the topic, writing content and language expression ability.

6. Students' Satisfaction towards Teachers

The essence of student satisfaction is a teaching evaluation method, where students use the internet to evaluate the satisfaction of the teacher's teaching process through oral communication, written evaluation, or questionnaire surveys. Liu Jiaxiu (2015) mainly investigated the quality of work and life of Chinese language teachers in public high schools in northeastern Thailand, and the research has found that the first factor of teacher dissatisfaction is language understanding, the second is Thai climate, and the third is the relationship with Thai teachers (Jiaxiu, 2015). The author mainly collected and analyzed students' satisfaction towards teacher from four aspects: teaching attitude, teaching content, teaching design, and teaching effectiveness.

The objective(s) of the study

There are four purposes of this research:

1. Comparing student's oral communication ability between the Traditional Teaching Method and Case-Based Learning Method.

2. Comparing student's reading ability between the Traditional Teaching Method and Case-Based Learning Method.

3. Comparing student's writing ability between the Traditional Teaching Method and Case-Based Learning Method.

4. Comparing student's satisfaction towards teachers between the Traditional Teaching Method and Case-Based Learning Method.
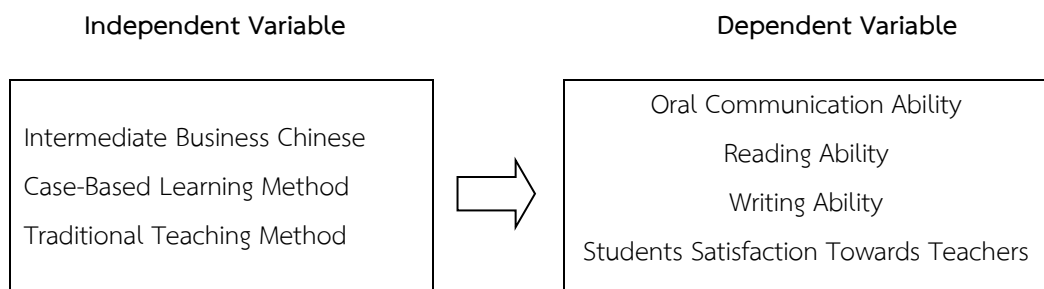
Theoretical Framework

Independent Variable   Dependent Variable

Intermediate Business Chinese Case-Based Learning Method Traditional Teaching Method	⟹	Oral Communication Ability Reading Ability Writing Ability Students Satisfaction Towards Teachers

Figure 1: Theoretical Framework

Methodology

1. Population and Samples

The population is 120 international students from Guangxi Normal University for Nationalities, including 40 third-year students, 40 second-year students and 40 first-year students, and they came from Vietnam, Thailand, Laos, South Korea, Ghana, and other countries. Third-year and second-year students have studied Intermediate Business Chinese courses in the second semester in the first year.

The author selected 40 first-year students majoring in Chinese language and literature as the research objects through purposeful sampling. According to the training goal of the Guangxi Normal University for Nationalities, Intermediate Business Chinese mainly teach in the second semester of first year. The author deliberately sampled 40 first-year students as research objects in order to obtain valid data. First-year students have learned Basic Business Chinese in the first semester in first year in China. First-year students can continue to learn Intermediate Business Chinese.

The author took Class 1 and Class 2 of the first-year students major in Chinese Language and Literature as the research objects. Class 1 of Chinese Language and Literature Major of first-year students are experimental group, and divide into five groups in teaching. And the author uses Case-Based Learning Method to teach the Intermediate Business Chinese in class. Class 2 of Chinese Language and Literature Major of first-year students are control group, and the author uses the Traditional Teaching Method teaching Intermediate Business Chinese.

2. Research Instruments

The author mainly designs six lesson plans, an oral communication ability test, reading ability test, writing ability test, and student satisfaction survey. Author consulted three experts in Chinese language and literature evaluate the six lesson plans, three tests, and a questionnaire survey. The author asked 40 second-year students to test the difficulty and discrimination of three test papers, and asked 80 second-year and third-year students to test the reliability and validity of the questionnaire.

2.1 Oral Communication Ability

The author used lesson plan one and lesson plan four to train students' oral communication ability. The Index of Item-Objective Congruence (IOC) of Lesson plan one and Lesson plan four is 0.67, which is higher than 0.5.

There are 20 questions in oral communication ability test. The Index of Item-Objective Congruence of the oral communication ability test is 0.9, higher than 0.5.

The difficulty of the oral communication test is 0.76. Moreover the difficulty of individual question is 0.64 - 0.83. The discrimination of the oral communication ability test is 0.34, and the individual item discrimination is between 0.44 - 0.56. The oral communication ability test has a reasonable degree of discrimination.

2.2 Reading Ability

The author mainly used lesson plan 5five and lesson plan six to train students' reading ability. Index of Item-Objective Congruence (IOC) of Lesson plan five and Lesson plan six is 0.67 – 1.00, which is higher than 0.5.

For the reading ability test, 20 questions are given, with 5 points for each question, a total of 100 points. Index of Item-Objective Congruence (IOC) of the reading ability test is 0.92, and the goal consistency index of individual items is between 0.67 - 1.00, higher than 0.5.

The difficulty of the Business Chinese reading ability test is 0.77. Moreover the difficulty of individual questions is between 0.68 - 0.83. Discrimination of the Business Chinese reading ability test is 0.31. Moreover the individual item discrimination is between 0.55 – 1.00. Reading ability test has a reasonable degree of discrimination.

2.3 Writing Ability

The author mainly used lesson plan two and lesson plan three to train students' writing ability. Index of Item-Objective Congruence (IOC) of Lesson plan two and Lesson plan three is 1, which is higher than 0.5.

For the writing ability test, There are 10 questions, write a composition of 80 - 120 words based on the given words or pictures. Index of Item-Objective Congruence (IOC) of the writing ability test is 0.84, and the goal consistency index of individual items is between 0.67 - 1.00, higher than 0.5.

The difficulty of the Business Chinese writing ability test is 0.72, and the difficulty of individual questions is between 0.65 - 0.78. Discrimination of the Business Chinese writing ability test is 0.30, and the individual item discrimination is between 0.44 - 0.65. Writing ability test has a reasonable degree of discrimination.

2.4 Students' Satisfaction Towards Teachers

Option	Score
A. Very good	10
B. Good	9
C. Generally	8
D. Poor	7
E. Very poor	6

Satisfaction Questionnaire are in four dimensions, and includes ten indicators. Satisfaction Questionnaire mainly include two questions of teaching attitude, three questions of teaching content, two contents of teaching design, and three contents of teaching effect. Index of Item-Objective Congruence (IOC) of the students' satisfaction towards teachers is 0.93, higher than 0.5. Moreover the goal consistency index of individual items is between 0.67 and1, which is higher than 0.5. Reliability range of the satisfaction survey is between 0.522 and 0.724. Author analyzed from four dimensions, the reliability of teaching attitude is 0.643, the reliability of teaching content is 0.676, the reliability of teaching design is 0.522, and the reliability of teaching effect is 0.724. Validity (KMO) of the Satisfaction Questionnaire is 0.87, $P < 0.05$. Satisfaction Questionnaire has a good construct validity.

3. Data Collection Process

The author searches various documents and books through the school library and CNKI. Author used the Comparative Experimental Method. Experimental group used the Case-Based Learning Method, and control group used the Traditional Teaching Method. Comparing different types of teaching between the experimental group and the control group, the author studied whether the Case-Based Learning Method can improved students' oral communication ability, reading ability, writing ability, and satisfaction with statistical significance. Author designed six lesson plans, three tests and one questionnaire to analyze the research data in this paper.

4. Data analysis

4.1 Oral Communication Ability

There was a difference with statistical significance ($p < .05$) in the oral communication ability test between Class 1 and Class 2 (Table 1). The average score on the oral communication ability test in Class 1 is higher than in Class 2. Standard deviation of the oral communication ability test of Class 1 is less than the standard deviation of Class 2.

Table 1 Comparison of Oral Communication Ability Test in Class 1 and Class 2

Oral Communication Ability	N	Mean	S.D.	%	t	p
Case-Based Learning Method (Class 1)	20	81.65	3.60	81%		
Traditional Teaching Method (Class 2)	20	68.95	5.72	69%	8.396	0.000*

4.2 Reading Ability

There was a difference with statistical significance ($p < .05$) in the reading ability test between Class 1 and Class 2 (Table 2). The average score on the reading ability test in Class 1 is higher than in Class 2. Standard deviation of the reading ability test of Class 1 is less than the standard deviation of Class 2.

Table 2 Comparison of Reading Ability Test in Class 1 and Class 2

Reading Ability	N	Mean	S.D.	%	t	p
Case-Based Learning Method (Class 1)	20	84.5	5.83	85%		
Traditional Teaching Method (Class 2)	20	71.0	6.20	71%	7.097	0.000*

4.3 Writing Ability

There was a difference with statistical significance ($p < .05$) in the writing ability test between Class 1 and Class 2 (Table 3). The average score on writing ability test in Class 1 is higher than in Class 2. Standard deviation of the Business Chinese writing ability test of Class 1 is less than that of Class 2.

Table 3 Comparison of Writing Ability Test in Class 1 and Class 2

Writing Ability	N	Mean	S.D.	%	t	p
Case-Based Learning Method (Class 1)	20	77.65	3.26	78%		
Traditional Teaching Method (Class 2)	20	66.7	3.91	67%	9.616	0.000*

4.4 Students' Satisfaction Towards Teachers

Score	Level
90-100	Excellent
80-89	Good
70-79	Medium
65-69	Pass
60-64	Fail

There is a statistically significant difference (p < .05) in student satisfaction questionnaire surveys between Class 1 and Class 2(Table 4). The average score of Class 1 is 91.75, reach Excellent level, and eighteen students have reached an excellent level. Moreover the average score of Class 2 is 80.3, reach Good level, and fifteen students reach a good level.

Table 4 The Grade Statistics of Students' Satisfaction Questionnaire

Satisfaction	Excellent	Good	Medium	Pass	Fail	Mean	Level
Case-Based Learning Method (Class 1)	18	2	0	0	0	91.75	Excellent
Traditional Teaching Method (Class 2)	0	15	5	0	0	80.3	Good

There is the descriptive statistics of the four subdivision indicators of the student satisfaction questionnaire survey (Table 5). The average score of teaching attitude in Class 1 is 19.25, Class 2 is 18.25, and Class 1 is higher than Class 2. The average score of teaching content in Class 1 is 27.5, Class 2 is 22.8. The average score of teaching design in Class 1 is 17.5, Class 2 is 15.3. The average score of teaching effect in Class 1 is 27.5, Class 2 is 23.95.

Table 5 Descriptive Statistics of the 4 Subdivision Indicators of the Questionnaire

Item	Method	N	Minimum	Maximum	Mean	S. D.
Teaching attitude	Case-Based Learning Method (Class 1)	20	18.00	20.00	19.25	0.638

Table 5 Descriptive Statistics of the 4 Subdivision Indicators of the Questionnaire (Continue)

Item	Method	N	Minimum	Maximum	Mean	S. D.
	Traditional Teaching Method (Class 2)	20	17.00	19.00	18.25	0.850
Teaching content	Case-Based Learning Method (Class 1)	20	26.00	29.00	27.50	0.945
	Traditional Teaching Method(Class 2)	20	22.00	25.00	22.80	0.833
Teaching design	Case-Based Learning Method (Class 1)	20	16.00	19.00	17.50	0.888
	Traditional Teaching Method(Class 2)	20	14.00	16.00	15.30	0.732
Teaching effect	Case-Based Learning Method (Class 1)	20	25.00	30.00	27.50	1.100
	Traditional Teaching Method(Class 2)	20	23.00	25.00	23.95	0.686
Total score	Case-Based Learning Method (Class 1)	20	88.00	95.00	91.75	1.802
	Traditional Teaching Method(Class 2)	20	78.00	82.00	80.30	1.260
Valid N (listwise)		20				

Result

The author analyzed the result from four aspects:

1. Oral Communication Ability

The Business Chinese oral communication ability test scores in Class 1 are significantly higher than in Class 2. Average score of class 1 (M = 81.65) and the average score of Class 2 (M = 68.95) of Business Chinese oral communication ability of international students, the score of Class 1 is significantly higher than that of Class 2 (p < 0.05).

2. Reading Ability

The Business Chinese reading ability test scores of Class 1 are significantly higher than those of Class 2. Average score of Business Chinese reading ability in Class 1 is 84.5, and average score of Class 2 is 71.0, the score of Class 1 is significantly higher than Class 2 ($p < 0.05$).

3. Writing Ability

The Business Chinese writing ability test scores of Class 1 are significantly higher than those of Class 2. Average score of Business Chinese writing ability in Class 1 is 77.65, and average score of Class 2 is 66.7, the score of Class 1 is significantly higher than Class 2 ($p < 0.05$).

4. Students' Satisfaction Towards Teachers

The average score of satisfaction of Class 1 is significantly higher than that of Class 2. The average score of Class 1 is 91.75, and average score of Class 2 is 80.3, the satisfaction score of Class 1 is significantly higher than that of Class 2 ($p < 0.05$).

The above results show that to compare Traditional Teaching Method and Case-Based Learning Method in the Intermediate Business Chinese teaching, Case-Based Leaning Method can improve student's oral communication ability with a statistically significant difference. To compare Traditional Teaching Method and Case-Based Learning Method in the Intermediate Business Chinese teaching, Case-Based Leaning Method can improve student's writing ability with statistically significant difference. To compare Traditional Teaching Method and Case-Based Learning Method in the Intermediate Business Chinese teaching, Case-Based Leaning Method can improve student's reading ability with statistically significant difference. To compare Traditional Teaching Method and Case-Based Learning Method in the Intermediate Business Chinese teaching, Case-Based Leaning Method can improve student's satisfaction towards teachers with statistically significant difference.

Discussion

1. Oral Communication Ability

The research results prove that the Case-Based Learning Method is more conducive improving students' oral communication ability than the Traditional Teaching Method. Case-Based Learning Method provides tangible and visible cases, simulates real business scenarios, and combines classrooms with real scenarios. International students communicate and discuss based on cases, increasing classroom interaction, which is more conducive to students' understanding. Bai Yunfei found that before 2019, 39 papers used case teaching method in Chinese language

education. The steps of using case teaching method in each paper were different, but all of them could effectively improve the performance of Chinese language teaching (Yunfei, 2019). Zhao Xiaoxu stated that in the Case-Based Learning Method, students often participate in group discussions in the classroom, and students' oral expression ability has also been significantly improved (Xiaoxu, 2017).

2. Reading Ability

When the author used the Case-Based Learning Method, she usually sends cases to international students to preview advance, so that international students can familiarize themselves with the materials in advance, find unfamiliar words and usages, and help improve their reading ability. Gao Shengming also recognized this statement. Preview can improve reading ability. The content of textbooks and teaching methods affect students' reading experience (Shengming, 2020).

3. Writing Ability

This article mainly designs ten writing questions, which are relatively large for international students. International students write about 80 words for the first eight questions based on the words given, and write about 120 words for the last two questions based on the pictures given. Liu Sijia also supports this point of view. International students who have studied Chinese for two years have reached Chinese HSK level 5 and can write short essays of about 80 characters. However, the level of vocabulary they use in writing is relatively low (Sijia, 2018). Liu Sijia said that the teaching of Chinese writing needs to adjust the teaching objectives according to the professional situation of the students. For international students majoring in Chinese, higher requirements for Chinese writing can be put forward (Sijia, 2018).

4. Students' Satisfaction Towards Teachers

The author mainly uses novel and typical cases to stimulate international students' interest in learning, and lead international students devote themselves to learning, and improve international students' satisfaction. Liao Yunlin indicated that increasing the number of cases in the teaching process can attract students' interest in learning (Yunlin, 2016). Lu Xiangjun, & Zhang Jin also indicated that interest is a good teacher for language learning, and how to choose teaching materials to increase students' interest is a crucial consideration (Xiangjun, Lu, & Jin, 2017).

Suggestions

    1. Recommendations for Applying Research Findings

        This article mainly compares the Case-Based Learning Method with the Traditional Teaching Method to study Intermediate Business Chinese. The results found that the Case-Based Learning Method can effectively improve students' oral communication ability, reading ability, writing ability, and students satisfaction towards teachers. The result can be applied to researchers in Intermediate Business Chinese teaching, Chinese teaching, and various teaching types, providing a particular reference for future researchers.

    2. Recommendations for Future Research

        Teachers must have rich teaching experience. Teachers master professional knowledge in Intermediate Business Chinese. Applying the Case-Based Learning Method in Intermediate Business Chinese teaching, teachers should be familiar with professional vocabulary and professional situations as much as possible, guide students to actively participate in classroom discussions, and use the business knowledge they have learned to solve corresponding problems.

        Writers choosing the number of participants should be appropriate. Number of participants in this study is relatively small. Number of participants should appropriately increase to make the data analysis more convincing in further research.

        Writers should choose the appropriate cases. Writers should consider students' Chinese proficiency when selecting cases.

        Cases that are too difficult or too simple are not suitable for teaching. Teachers can make adaptations based on existing Intermediate Business Chinese teaching cases.

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