



Enhancing Chinese Speaking Proficiency of International Students through Scenario-Based Learning Integrated with Padlet

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Abstract- Enhancing Chinese speaking proficiency remains challenging for junior high school students in Thailand due to limited authentic contexts in traditional instruction, such as a lack of real-life interaction and exposure to diverse speaking tasks. This study aims to explore the effectiveness of integrating Padlet into scenario-based learning to improve students' oral Chinese skills, focusing on how digital tools—using audio, images, and video to construct authentic scenarios—can support speaking development, increase engagement, and enhance communicative competence, which are crucial for real-world language use. A quasi-experimental design involved 50 junior high school students divided into an experimental group (Padlet-supported scenario-based learning) and a control group (traditional instruction). The intervention lasted 8 weeks, with 2 sessions of 50 minutes each per week. Data were collected via pre-tests and post-tests, and a motivation questionnaire measuring attitudes toward Chinese speaking and perceptions of the intervention. A one-way MANOVA was used to evaluate students' learning motivation between groups, while a one-way ANCOVA was used to evaluate differences in speaking proficiency between two groups. The findings indicate that the experimental group demonstrated statistically significant improvement in Chinese speaking proficiency compared to the control group. Post-test scores revealed the experimental group outperformed the control group by a large margin in all dimensions. Students in the experimental group showed notable progress in pronunciation accuracy, fluency, and interactive communication skills, along with enhanced motivation, participation, and confidence in speaking Chinese.

Keywords: Scenario-Based Learning, Padlet, Chinese Speaking, Digital Learning International Student.

I. Introduction

Global interest in learning Chinese has grown significantly in recent years, driving the expansion of its economic and cultural influence. Concurrently, Teaching Chinese as a Foreign Language (TCFL) not only boasts a long history but is also gaining popularity as an academic and professional discipline (Liu, 2020). However, Traditional teaching methods tend to prioritize grammatical accuracy, vocabulary memorization, and textbook-based exercises over communicative competence. As a result, students often lack sufficient opportunities to practice speaking in meaningful contexts, leading to a gap between their theoretical knowledge and their practical speaking ability (Huang & Deephu, 2023). A common problem is that, despite studying for many years, they still struggle to speak Chinese in real-life situations. In the real world, language is used in specific contexts, such as ordering food, asking for directions, or shopping. Without a connection to these real-life scenarios, students may learn the language but cannot use it effectively. This creates a gap between what is learned in the classroom and what is needed for practical communication (Gong, 2021).

Therefore, Chinese language teaching needs to further explore pedagogical approaches that provide students with increased opportunities for contextualized oral practice, enabling them to effectively apply the knowledge they have acquired in real communicative situations (Li, 2021). This study aims to integrate digital media into scenario-based learning (SBL) to create meaningful and authentic practice environments. Rather than focusing solely on memorizing vocabulary and grammar rules, students will engage in communicative tasks grounded in real-life contexts, such as ordering food in a restaurant, shopping in a market, or greeting friends at school. Such scenario-based activities are considered effective in fostering spoken language proficiency by simulating natural language use (Huang & Li, 2022). These scenarios are expected to enhance Chinese-speaking skills by promoting both fluency and confidence.

Scenario-Based Learning (SBL), grounded in situated learning theory, highlights the importance of presenting language in authentic cultural and situational contexts to enhance students' speaking skills. Although SBL has long been recognized as an effective pedagogical approach in Chinese language education (Wang, 2018), its application in traditional classrooms is often constrained by time, space, and resource limitations. However, the emergence of digital tools has initiated a paradigm shift, transforming SBL from static role-plays into dynamic,



interactive simulations. In this study, a digital tool called Padlet will be adopted because it supports the creation of scenarios by integrating pictures, audio, and videos, and can be flexibly used to design practice scenarios tailored to different learning topics (Zhang, 2023). Each scenario will be carefully designed to correlate closely with the curriculum and students' communicative needs. By participating in these digitally mediated interactive environments. Students will have more opportunities to speak, listen, and respond naturally. Additionally, the study aims to examine how Padlet can support scenario-based digital media to enhance students' motivation and Chinese-speaking proficiency by considering correctness, fluency, and communication confidence. This study addresses the gap between traditional Chinese-speaking instruction and the emerging use of Padlet-supported scenario-based learning to foster more authentic and engaging oral communication among Thai students.

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RQ1 Can scenario-based digital learning media through the Padlet application enhance students' motivation to learn Chinese speaking?

RQ2 Can scenario-based digital learning media through the Padlet application promote students' Chinese speaking proficiency?

II. Literature Review

2.1 Teaching Chinese as a Foreign Language (TCFL)

Currently, international Chinese teaching primarily follows a traditional approach, where the teacher and textbook are at the center (Li & Ren, 2022). This method focuses on teaching grammar rules, memorizing vocabulary lists, and carefully reading texts. It helps students build a basic knowledge of Chinese through copying characters and repeating sentences. However, a common problem is that this approach to teaching is far removed from real-life language use. As a result, many students, even after years of learning, still cannot communicate in Chinese (Gao & Yuan, 2019). The key problem is that the classroom does not provide real chances for language interaction. Students do not have enough opportunities to use Chinese in meaningful and purposeful communication. This "learning-application gap" means that students may excel in exams but often have very weak speaking skills (Tsung & Gong, 2021). Studies show that building automaticity (automaticity) in language skills depends on a lot of practice in real or close-to-real situations. This is something that many Chinese classrooms lack (Gao & Yuan, 2019). As a result, many recent studies advocate for a shift to new teaching models, such as Task-Based Language Teaching (TBLT) and Content and Scenario-Based Learning (CSBL). These methods focus more on meaning and interaction and suggest using technology (such as language partner apps and virtual reality) to create an immersive "second classroom" that connects school learning with real life (Li & Ren, 2022).

2.2 Scenario-Based Learning Theory

Scenario-Based Learning (SBL) has been explored across multiple educational domains, demonstrating its effectiveness in making learning more active, meaningful, and relevant to real-life experiences. In education, SBL has been utilized to foster critical thinking, engagement, and real-world problem-solving. For example, Joaquin and Hermosa (2021) studied Grade 9 students in the Philippines who used SBL in their social studies and found significant improvements in critical thinking, motivation, and the ability to apply learned content to realistic situations. These studies suggest SBL encourages students to be more participative, reflect on their learning, and see the relevance of what they learn to situations outside the classroom.

In language education, SBL has been adopted to bridge the gap between theory and communicative competence. A study examined the sociolinguistic competency of Grade 7 English students and employed SBL to enhance their proficiency. The students in the SBL condition showed notable gains compared to their own pre-test scores, although not always significantly more than those in traditional instruction. Another example by Abu Shaaban and Shaat (2020) involved training student-teachers in TEFL (Teaching English as a Foreign Language) within inclusive education settings using SBL. Their findings indicated that SBL helps future teachers better plan, evaluate, and adapt their instruction for real classroom conditions. These language-focused studies show that scenario tasks (role-plays, dialogues, simulations) provide meaningful contexts that make



language use not just a form of learning but also a tool for communicating, negotiating, and solving tasks. In recent years, an increasing number of scholars have conducted research on SBL in Chinese Language Teaching. Research in SBL for Chinese as a Second Language (CSL) or Teaching Chinese as a Foreign Language (TCFL) is relatively recent but growing. Sripol, Weimin, and Srichoom (2023) conducted a study with 60 Chinese teaching students, using situation-based learning (a form of SBL) to improve their spoken communication. Their results showed significant improvement in students' communicative Chinese speaking competence after SBL intervention, beyond traditional classroom speaking practice. This suggests that SBL can enhance fluency, pragmatic competence, and students' ability to use Chinese in real-world communicative situations.

2.3 Digital Tools for Chinese Speaking Learning

Digital multimedia refers to the integration of text, images, audio, video, and interactive elements for educational purposes. In general education, research shows that multimedia tools make lessons more engaging and help students understand abstract concepts more clearly. For example, a systematic review found that multimedia can enhance student comprehension and motivation; however, challenges include a lack of teacher training and resources (Alasal, 2025). Recent research has shown that digital tools with collaborative or scenario-based features can significantly enhance speaking skills among foreign and second-language learners. For example, Application of Padlet.com to Improve Assessment as Learning in Speaking Classes (Lien, Khanh & Huyen, 2022) found that in a Vietnamese university, the use of Padlet increased students' participation in speaking tasks, improved fluency, and boosted their confidence (Nguyen, 2023). Similarly, a study of Chinese EFL students' perceptions of educational technology found that when lessons include tools like Padlet alongside gamified or assessment technologies such as Kahoot! Students report higher motivation, more positive attitudes, and believe that such tools help them engage more in communicative practice (Chen, 2022).

In a study specifically about Chinese lessons, "Using Padlet as a Vocabulary Learning Platform in Chinese Lessons" (Yi Ying & Chandra, 2023) demonstrated that Padlet-based activities not only helped students recognize grammar and new words but also enabled them to compose sentences more flexibly after using Padlet. By contrast, many digital tools focus primarily on vocabulary recognition (flashcards, quiz apps) or on structured drills (pronunciation apps, grammar drills) rather than on scenario-based speaking tasks. These tend to improve isolated skills, such as word recall and pronunciation, but less so in interactive speaking in real or simulated contexts.

2.4 Padlet for Chinese Speaking Enhancement

Padlet is a collaborative online platform that enhances the effectiveness of scenario-based learning by creating interactive, visually engaging, and student-centered environments. Padlet enables users to post multimedia content, including text, audio, video, and images, on a shared virtual board, facilitating real-time collaboration and feedback (Kim et al., 2024). This functionality aligns well with the principles of scenario-based language teaching, which emphasizes authenticity, contextuality, and social interaction. Studies show that Padlet enhances oral proficiency by reducing anxiety and encouraging student participation. For instance, in a study involving international students, Padlet's anonymity options and multimodal features increased engagement by allowing students to practice speaking in low-stakes scenarios (Kim, 2024). Similarly, research in health management education has found that Padlet-mediated collaborative tasks promote active learning and cognitive flexibility, as students negotiate meaning and solve problems in simulated professional contexts (Naamati-Schneider & Alt, 2023). These benefits are critical for Chinese language students, who often struggle with confidence in spontaneous speaking. Additionally, Padlet supports scaffolded, scenario-based practice by providing a structured yet flexible space for iterative learning and practice. For example, students can upload audio recordings of role-plays (e.g., simulating a restaurant dialogue), receive feedback from peers or instructors, and refine their performance as a process shown to improve fluency and pragmatic competence (Gawin, 2021). The platform's visual organization also helps students map vocabulary and grammar to specific scenarios, reinforcing contextualized language acquisition. In summary, building on the reviewed literature, this study draws on prior research on integrating Padlet as a digital learning tool to enhance Chinese speaking proficiency. Previous studies have demonstrated Padlet's effectiveness in supporting situational learning, promoting student interaction, and enabling multimodal communication through text, audio, and visual materials. Through the creation of contextualized speaking tasks, such as role-plays, picture-based discussions, and short video dialogues, students are encouraged to use Chinese in purposeful, life-related situations rather than memorizing isolated sentences. Furthermore, Padlet's collaborative, visually engaging environment provides a motivating platform for students to record, share, and reflect on their spoken performances. Exploring how digital scenario-based instruction via Padlet can effectively improve students' speaking fluency, pronunciation accuracy, and communicative confidence in Chinese.

Padlet was selected as the primary digital learning medium to support Chinese speaking instruction through scenario-based learning because of its strong interactive and multimodal features. It allows teachers to design authentic communicative scenarios that integrate text, images, audio, and video, creating a virtual yet realistic



environment for oral practice. Compared with other digital platforms, Padlet provides greater flexibility for collaboration and student engagement. Therefore, it effectively supports the development of students' Chinese speaking fluency, accuracy, and confidence while increasing their motivation and participation in classroom communication.

III. Methodology

This study investigated the differences in speaking performance and learning motivation between students who engaged with Padlet-based scenario activities and those who learned through traditional teaching methods. It also compared outcomes between the control group and the experimental group, which implemented the innovative instructional approach. The following sections present a detailed explanation of the experimental procedures.

3.1 Participants

This study comprised 50 junior high school students in Bangkok, Thailand, all of whom were beginner learners of Chinese. The participants were evenly assigned to two groups, with 25 students in the experimental group and 25 in the control group. The experimental group engaged in scenario-based learning activities designed with digital tools, using Padlet to support an interactive learning environment. In contrast, the control group received instruction in a conventional classroom setting, where the teacher played a central role in the learning process. Detailed demographic information, including gender and age, is presented in Table 1.

Table 1. Demographic Characteristics of Participants by Group

Variable	Category	Experimental	Control
Gender	Male	7 (28%)	9 (36%)
	Female	18 (72%)	16 (64%)
Age	14 years	14 (56%)	12 (48%)
	15 years	11 (44%)	13 (52%)

3.2 Contents

The oral topics and situational content involved in this teaching intervention for the study will be strictly aligned with and aim to comprehensively cover the texts stipulated in the HSK Level 1 (Hanyu Shuiping Kaoshi Level 1) syllabus. This level is specifically designed for young beginner Chinese students, focusing on practical communication for daily life. The HSK Level 1 syllabus comprises 15 lessons, covering topics such as time, location, age, date, weather, and food. Each lesson includes vocabulary and grammar. This teaching intervention will also introduce selected simple grammatical structures closely integrated with the vocabulary to help students apply the language effectively in context, using simple sentences to achieve basic communication and understanding.

For this study, the topic of "food" has been selected as the research focus, specifically Lessons 8, "I Want to Drink Tea," and Lesson 13, "He Is Learning to Cook Chinese Food." These two lessons were chosen because they are closely related to students' everyday experiences and are frequently used in real communication. As Wu and Lin (2025) found in their analysis of Thai junior high school Chinese textbooks, dietary culture content is integrated into life scenarios through situational dialogues, making the learning process more vivid and practical. Such familiar and practical themes are particularly suitable for scenario-based speaking practice.

3.3 Research Instruments

This study primarily employed a learning motivation questionnaire as the research instrument to evaluate students' attitudes and motivation toward learning Chinese speaking skills, as well as their perceptions of scenario-based practice using Padlet. The questionnaire specifically explores students' feelings about speaking Chinese and is administered to both the experimental and control groups. The instrument is structured around four dimensions: intrinsic motivation, self-determination, self-efficacy, and grade motivation, adapted from Glynn et al. (2011) and Daungcharone et al. (2020). It uses a five-point Likert scale to measure responses (Joshi et al., 2015), where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

The second instrument consists of a pre-test and a post-test administered orally. The test content is appropriate for students' level of Chinese proficiency, and both the pre-test and post-test are designed to maintain equivalent levels of difficulty. The difficulty of the test tasks is informed by established proficiency standards, including the International Chinese Language Proficiency Standards (Ministry of Education of the People's Republic of China, 2021), the Chinese Proficiency Test (HSK) framework (Hanban/Chinese Testing International, 2021), and the Basic Education Core Curriculum for Foreign Languages issued by the Ministry of Education of Thailand (2008). The two tests are designed based on the HSK speaking components and aim to assess students' proficiency in using various sentence patterns in spoken Chinese, the accuracy of pronunciation and tones, the

fluency of oral expression, the coherence and logical organization of speech, as well as the appropriateness and creativity in conveying meaning. The results of the pre-test are used to group students, create personalized lesson plans, and inform future research comparisons. Following the intervention, students' oral Chinese proficiency is reassessed through a post-test to determine the extent of their improvement. The comparison between pre-test and post-test results focuses on changes in learners' spoken vocabulary range, grammatical accuracy, pronunciation quality, and fluency. In addition, the analysis evaluates students' progress after implementing a digital or scenario-based learning approach, providing insights into the effectiveness of the instructional intervention. To ensure systematic and objective evaluation, an analytical scoring rubric is used to assess students' speaking performance across multiple dimensions, including pronunciation, fluency, grammatical accuracy, lexical richness, and communicative effectiveness. Then, rubrics are tools used to assess and evaluate students' Chinese speaking skills.

Here, we refer to the HSK speaking scoring criteria as the Second Language Examination speaking scoring criteria. First, the HSK exam has strict, clear level divisions, as well as divisions for pronunciation and grammatical difficulty. According to Table 2, the HSK speaking test emphasizes the accuracy of Chinese character pronunciation and the completeness of vocabulary use. According to the assessment requirements of pronunciation accuracy, vocabulary usage, and fluency, it is divided into four levels: zero score, low score, medium score, and high score.

Table 2. HSK speaking scoring guidelines

Level	Point	HSK Scoring Criteria Summary
Low	1-2	long hesitations and incomplete sentences, unclear pronunciation, frequent hesitations, incoherent, minimal content.
Mid	3-4	Generally clear, some flow, coherent but limited, contains some grammatical errors.
High	5	Clear & natural, smooth flow, rich & logical, no errors.

3.4 Experimental Procedures

In this experiment, two groups of students, an experimental group and a control group, received the same teaching content but utilized different methods and tools, as shown in Figure 1. First, the teacher designs lesson content and learning activities for four lessons. After that, students complete a pre-test (20 minutes) to assess their initial ability. Next, the students are divided into two groups of 25 each, and each group participates in different learning methods for 50 minutes per lesson. In the experimental Group, students learned to speak Chinese through scenario-based digital learning using the Padlet application. In the control group, students learned Chinese speaking in a traditional classroom setting, using conventional teaching methods. After completing the lessons, all students are asked to complete a motivation questionnaire (10 minutes) to measure their learning motivation. Finally, students took a post-test (20 minutes) to evaluate their learning outcomes after the intervention. In addition, Table 3 presents an example teaching plan for both groups.

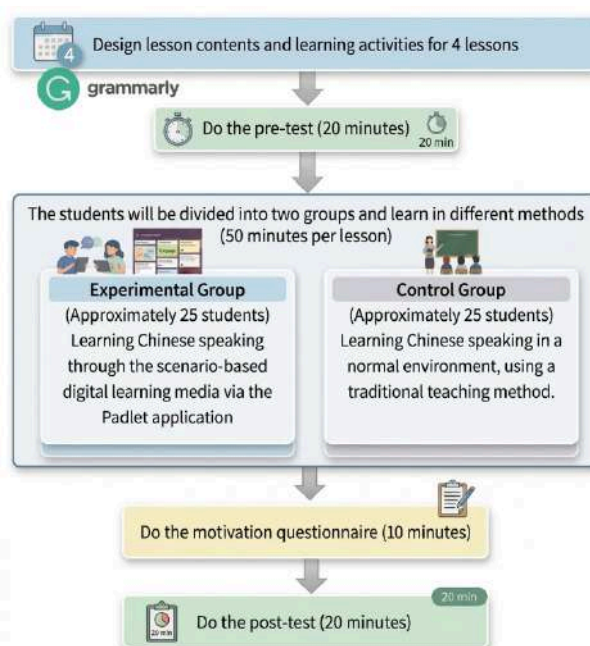




Figure 1. Experimental Procedure

Table 3. Example of a teaching plan in a lesson

Teaching Content	Experimental Group	Control Group
Warm-up & Review (5 minutes)	<ul style="list-style-type: none"> - Padlet board with pictures of food/drinks from last lesson. - Students drag and match pictures with words (e.g., 水, 面条). - Quick oral sharing in pairs. 	<ul style="list-style-type: none"> - Teacher-led oral drills on previous vocabulary. - Flashcard review (food/drink items).
New Vocabulary (10 minutes)	<ul style="list-style-type: none"> - Teacher presents new words with Padlet images (想, 喝, 茶, 米饭, 商店, 买, 杯子, 多少, 钱, 块). - Students add example sentences or stickers on Padlet. 	<ul style="list-style-type: none"> - Teacher introduces 8–10 new words using the textbook/flashcards. - Students repeat after the teacher, practice pronunciation.
Text teaching (10 minutes)	<ul style="list-style-type: none"> - Padlet mini-task: ① Modal verb “想”(我想喝茶). ② Interrogative “多少”(这个多少钱?). ③ Measure word “个/杯”. - Students type their own short sentences into Padlet wall. 	<ul style="list-style-type: none"> - Teacher explains grammar on the board/textbook. - Students copy examples into notebooks. - Oral drilling: “我想__”, “多少__?”
Scenario Practice (15 minutes)	<ul style="list-style-type: none"> - Padlet Scenario: “At the Shop” - Digital role-play: Teacher posts a shop menu with images & prices. - Students (in pairs) act as buyer & seller, post dialogues on Padlet (e.g., A: 我想喝茶。 B: 一杯茶三块。). Class votes/likes the best dialogues. 	<ul style="list-style-type: none"> - Textbook Role-play - Students read scripted dialogue from the book (buying food/drink). - Practice in pairs orally, teacher checks pronunciation.
Wrap-up & Assessment (10 minutes)	<ul style="list-style-type: none"> - Teacher: Prepares a Padlet quiz with phrases and pictures (“茶”, “米饭”, “多少”) and shows it to the students. - Student: Matches the phrases to the correct pictures on Padlet. 	<ul style="list-style-type: none"> - Teacher: Instructs students to create 1 sentence using the word “想” and upload it to Padlet. - Student: Records and uploads their own sentence, e.g., “我想喝茶”.

IV. Results and Discussion

Based on the research questions, this study examined the impact of using Padlet applications as supplementary resources on students' motivation to learn Chinese speaking and their learning achievement. The experimental results are as follows.

4.1 Results of students' Chinese speaking learning motivation

A one-way MANOVA was used to evaluate students' motivation to learn Chinese speaking across different teaching approaches. The first group is the experimental group, which assigns students to learn Chinese speaking using Padlet to create scenario-based learning as a support tool, and the control group, which assigns students to learn in the traditional style, with a teacher playing a main role in the class. The teaching approach is the independent variable, and the scores for the four motivation dimensions (intrinsic, self-efficacy, self-determination, and grade) are the dependent variables.

As shown in Table 4, among the four dimensions of learning motivation — intrinsic motivation, self-efficacy motivation, self-determination motivation, and grade motivation, the intrinsic motivation dimension shows a statistically significant difference between the experimental and control groups. In addition, the results show that students who learn Chinese speaking with the experimental group by using Padlet as a support tool have higher

motivation in all dimensions (M=4.05, SD=0.68; M=3.60, SD=0.85; M=3.90, SD=0.70; M=4.00, SD=0.65, respectively) than those students who learn in the control group with the traditional teaching approach (M=3.30, SD=0.82; M=3.25, SD=0.80; M=3.45, SD=0.78; M=3.60, SD=0.90, respectively) as shown in Table 3 and Figure 2.

Table 4. Results of one-way MANOVA in students' motivation to learn Chinese speaking between different teaching approaches.

Motivation dimension	Teaching approach	N	M	SD	MS	F _(1,47)	η ²
Intrinsic	Experimental	25	4.05	0.68	7.36	9.20*	0.16
	Control	25	3.30	0.82			
Self-efficacy	Experimental	25	3.60	0.85	1.92	2.40	0.05
	Control	25	3.25	0.80			
Self-Determination	Experimental	25	3.90	0.70	2.48	3.10	0.06
	Control	25	3.45	0.78			
Grade Motivation	Experimental	25	4.00	0.65	2.24	2.80	0.05
	Control	25	3.60	0.90			

*p<0.5

comparison of learning motivation between groups

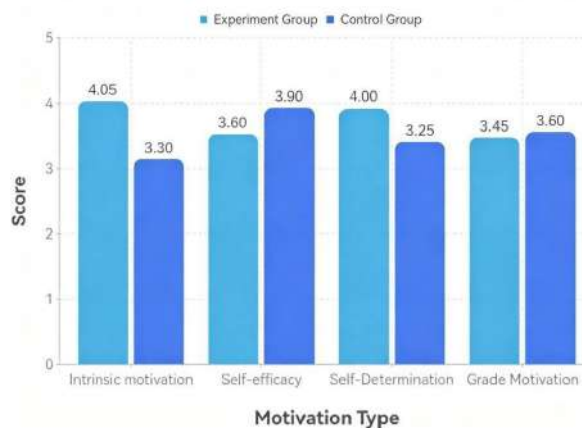


Figure 2. The comparison of the motivation between different teaching approaches

Regarding the four dimensions of learning motivation — intrinsic motivation, self-efficacy, self-determination, and grade motivation — the results presented in Table 4 show that only intrinsic motivation differed significantly between the experimental and control groups. This finding supports the studies of Yuliani (2022) and Nguyen (2023), who reported that Padlet-assisted scenario-based learning enhances students' intrinsic motivation to speak Chinese by providing authentic and engaging contexts. Similarly, Rehman et al. (2025) found that interactive digital tools, such as Padlet, foster learners' intrinsic drive rather than external rewards. However, the absence of significant differences in self-efficacy, self-determination, and grade motivation differs from the findings of Ta et al. (2023), who observed that Padlet significantly improved all four motivation dimensions among Vietnamese EFL students. Our results also do not align with Li, Onyon, and Charoontham (2024), whose communicative and situated learning intervention positively affected learners' self-determination and grade motivation. A possible explanation is that the eight-week intervention period in the present study may have been sufficient to influence intrinsic interest but insufficient to reshape deeper motivational constructs such as self-efficacy and self-determination, which often require longer exposure and more varied speaking tasks (Dai, 2023).

4.2 Results of students' Chinese speaking achievement

A one-way ANCOVA was used to evaluate the Chinese speaking achievement of students who learn under different teaching approaches, including experimental group students who learn Chinese speaking with Padlet and control group students who learn in the traditional learning style. The teaching approach is used as the independent variable, the pre-test score as the covariate, and the post-test score as the dependent variable.

Table 5 presents the results of students who learn in different teaching approaches. The results indicate that after the intervention, the post-test results show a statistically significant difference between the two groups, with the

experimental group ($M = 12.64$, $SD = 3.10$) outperforming the control group ($M = 10.04$, $SD = 1.67$). This finding indicates that Padlet was more effective at improving students' Chinese speaking proficiency than the traditional teaching approach.

Table 5. Results of one-way ANCOVA in Chinese speaking achievement between different teaching approaches

Teaching approach	N	M	SD	MS	$F_{(1,47)}$	η^2
Experimental	25	12.64	3.10	72	9.17*	0.16
Control	25	10.24	2.47			

* $p < 0.5$

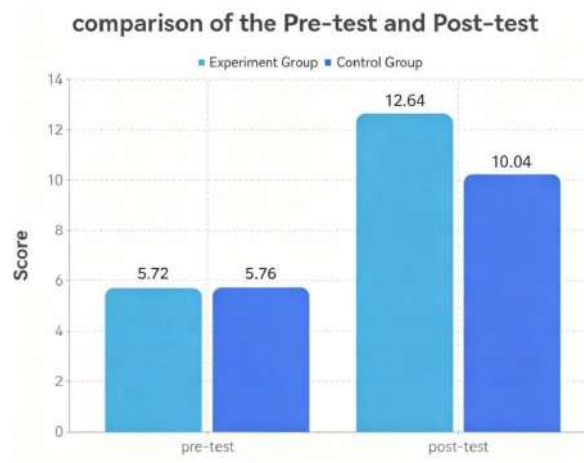


Figure 3. The comparison of the Pre-test and Post-test between different teaching approaches

The findings from Table 5 indicate that the experimental group (Padlet-supported scenario-based learning) significantly outperformed the control group (traditional instruction) in Chinese speaking proficiency. This result supports the studies of Yuliani (2022) and Nguyen (2023), who also found that Padlet-assisted activities effectively enhanced students' oral performance.

V. Conclusion

This study investigates a Chinese speaking instructional approach that integrates Padlet into scenario-based learning, aiming to enhance students' learning motivation (RQ1) and improve their Chinese speaking proficiency (RQ2).

For RQ1, the results show that Padlet-supported scenario-based learning effectively boosted students' learning motivation. The experimental group showed higher intrinsic motivation than the control group (see Table 3). Although the differences in self-efficacy, self-determination, and achievement orientation were not large enough to be certain, the latter two approached the significance threshold, suggesting an overall positive trend in motivational development.

For RQ2, the results clearly indicate that Padlet-supported scenario-based learning leads to a statistically significant improvement in students' oral Chinese proficiency, specifically in pronunciation, vocabulary, grammar, and communicative competence. These findings suggest that integrating Padlet, a collaborative and interactive platform, into scenario-based learning provides learners with authentic, low-anxiety opportunities for oral practice. Importantly, the results affirm that students genuinely require sustained exposure to contextualized speaking activities in order to internalize linguistic knowledge and apply it flexibly in communicative situations. Without such practice, learners may struggle to transfer discrete language skills into effective real-world communication. Therefore, the study highlights that the development of higher-level communicative ability in Chinese depends not merely on explicit instruction but on the provision of meaningful, scaffolded, and interactive oral practice environments.

This study examined the effectiveness of integrating Padlet into scenario-based learning to enhance international students' Chinese speaking proficiency and learning motivation. The findings indicate that this instructional approach significantly improved students' intrinsic motivation and speaking performance, with the experimental



group outperforming the traditional teaching group in both post-test scores and overall learning gains. The results suggest that embedding a digital platform within structured, task-driven speaking activities can effectively increase students' engagement, promote more frequent oral output, and support meaningful language use in authentic contexts.

Ethical Approval: We obtained ethical approval for this study from the Chiang Mai University Research Ethics Committee Office (Ethical Approval Number: Ref.). No.: 8392(10).E.1/316

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