

**THE TRAINING CURRICULUM DEVELOPMENT BASED ON THE LANGUAGE
TEACHING FOR COMMUNICATION APPROACH TO DEVELOP
BASIC CHINESE SPEAKING FOR GRADUATE DIPLOMA
PROGRAM IN TEACHING PROFESSION STUDENTS**

TONG WU

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
PROGRAM IN CURRICULUM AND LEARNING
MANAGEMENT INNOVATION
FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2024
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Thesis Title The Training Curriculum Development Based on the Language Teaching for Communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students

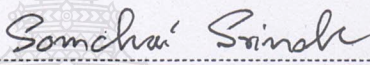
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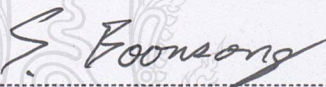
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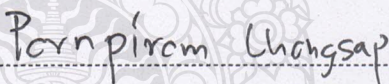
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Program	Curriculum and Learning Management Innovation
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Academic Year	2024

ABSTRACT

The objectives of this research were to: 1) develop a training curriculum based on the Language Teaching for Communication Approach to develop basic Chinese speaking for Diploma Program in Teaching Profession students to be effective according to the criteria 75/75, 2) compare the students' basic Chinese speaking before and after training through the training curriculum based on the Language Teaching for Communication Approach, and 3) assess the students' satisfaction with the training curriculum.

The research samples consisted of 1 classroom with 25 Diploma Program in Teaching Profession students at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand, in the 2023 academic year. The sample was selected by cluster random sampling. The research instruments were: 1) a training curriculum, 2) a knowledge and understanding test, and 3) a satisfaction questionnaire. The data were analyzed using mean, standard deviation, E1/E2 efficiency, and a dependent samples t-test

The research findings were as follows: 1) a training curriculum based on the Language Teaching for Communication Approach was effective according to 83.46/80.73, which was higher than the set criterion of 75/75, 2) the students' basic Chinese speaking after the training was higher than before at the statistical significance level of .05, and 3) the students' satisfaction with the training curriculum was at a high level.

Keywords: training curriculum, basic Chinese speaking, Language Teaching for Communication Approach

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Tong Wu

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CHAPTER 1

INTRODUCTION

1.1 Background and Statement of the Problems

In recent years, China's peaceful rise has captured global attention, sparking a growing interest among foreigners in understanding the country (Sun Y., 2014, p.94). This rise elevated China's political and economic stature and drove the global spread of the Chinese language, transforming language learning into a collective effort supported by favorable social environments (Qiu Y., 2023, pp.92-94). As the language of the Chinese nation, Chinese embodied the rich tapestry of Chinese civilization and the essence of Chinese culture. Therefore, language was a "calling card" for a region or nation. Through the exchange and propagation of language, culture was seamlessly conveyed and diffused (Liu Y., 2021, p.121).

This growing global significance of Chinese has led to a surge in educational curricula focused on teaching the language. Chinese language instruction aimed primarily at developing proficiency and was typically divided into two categories: native speakers and those learning Chinese as a second language (Wang D., 2014, pp.109-110). For non-native speakers, the abstract nature of cultural learning posed significant challenges, as cultural concepts were difficult to teach in isolation (Ma H., 2023, pp.203-204). Various teaching strategies and techniques have been developed to address these challenges, emphasizing key language skills: listening, speaking, reading, and writing (Lorena M. S., 2015, pp.29-30). Notably, teaching Chinese as a foreign language focused on cultivating oral communication skills, considered essential for effective language use (Yao J., 2022, p.1).

In addition to linguistic proficiency, effective language learning requires using the language in socially and culturally appropriate ways. The Language Teaching for Communication Approach introduced significant changes in teaching methods, materials, learning objectives, and assessment practices (Michael B. et., al, 2002, pp.6-8). This approach, which emphasized communication and contextual learning, aligned well with student-centered educational philosophies and was particularly suited to learners who thrived in interactive, communicative environments (Zhang J., 2019, p.1).

Acquiring a language did not always equate to achieving fluency. This discrepancy could arise from rigid formal training methods that prioritized theoretical knowledge over practical usage. Additionally, a lack of communicative activities could inhibit learners' ability to use the language effectively. Richards emphasized that learners should be encouraged to actively participate and express their ideas, regardless of their proficiency level. The focus should have been on fostering a willingness to engage and practice consistently, as this approach promoted gradual improvement and fluency over time (Richards J. C., 2006, pp.7-24). As had been seen, communicative language teaching emphasized the importance of interaction and the use of language in real situations. The objective was to enhance learners' communication competencies, encompassing both grammatical accuracy and the capacity to utilize language effectively and appropriately across diverse contexts.

In addition, three key elements of learning theory were central to effective practices: the Communication Principle, the Task Principle, and the Meaningfulness Principle. These principles established a theoretical foundation that ensured teaching methodologies were both practically applicable and firmly rooted in robust educational theory (Richards J. C. & Rodgers T. S., 2014, pp.45-125).

It also highlighted the importance of teachers mastering the method and embodying their educational principles in actual teaching. Practically, it was crucial to balance communication and grammatical accuracy, prioritize cultural distinctions, provide personalized instruction, and align with the educational system (Jiang J., 2022, pp.45-53). Focusing on these pedagogical challenges, the research developed a curriculum specifically designed for foundational oral Chinese training for the Graduate Diploma Program in Teaching Profession students. This curriculum, grounded in the Language Teaching for Communication Approach, aimed to equip students with the necessary skills and expertise to effectively use Chinese in real-world contexts. By refining and improving these curricula, educational institutions could better support students in mastering the language, thereby enhancing the overall effectiveness of Chinese language education globally.

The language teaching for communication approach employed a classic deductive method in which grammar was explicitly introduced during the Presentation

stage, which marked the initial segment of the class and was facilitated by the teacher. By addressing these issues, students had been able to enhance their oral Chinese proficiency and had achieved the research objectives.

1.2 Research Questions

1.2.1 Was the training curriculum based on the Language Teaching for Communication Approach effective for the Graduate Diploma Program in Teaching Profession students?

1.2.2 Was there a statistically significant difference in the Graduate Diploma Program in Teaching Profession students' basic Chinese speaking abilities before and after the training through the curriculum based on the Language Teaching for Communication Approach?

1.2.3 What was the level of satisfaction among the Graduate Diploma Program in Teaching Profession students who underwent the training curriculum based on the Language Teaching for Communication Approach?

1.3 Purpose of the Study

1.3.1 To develop a training curriculum based on the Language Teaching for Communication Approach to develop basic Chinese speaking for Graduate Diploma Program in Teaching Profession students to be effective according to the criteria 75/75.

1.3.2 To compare the students' basic Chinese speaking before and after training through the training curriculum based on the Language Teaching for Communication Approach for Graduate Diploma Program in Teaching Profession students.

1.3.3 To assess the students' satisfaction with the training curriculum based on the Language Teaching for Communication Approach for Graduate Diploma Program in Teaching Profession students.

1.4 Research Hypothesis

The researcher tested the following hypotheses:

1.4.1 The training curriculum based on the Language Teaching for Communication Approach was effective in developing basic Chinese speaking skills for the Graduate Diploma Program in Teaching Profession students, meeting the criteria of 75/75.

1.4.2 The Graduate Diploma Program in Teaching Profession students' basic Chinese speaking abilities after the training through the curriculum based on the Language Teaching for Communication Approach were significantly higher than their abilities before the training, with statistical significance at the .05 level.

1.4.3 The level of satisfaction among the Graduate Diploma Program in Teaching Profession students with the training curriculum based on the Language Teaching for Communication Approach was high.

1.5 Scopes of the Study

1.5.1 Population and Sample

1.5.1.1 The population of this study comprised all Graduate Diploma Program in Teaching Profession students at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand, in the 2023 academic year. The total number of students was 134, and they were distributed among 5 classrooms.

1.5.1.2 The research sample consisted of 1 classroom with 26 Graduate Diploma Program in Teaching Profession students at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand, in the 2023 academic year. The sample was selected using cluster random sampling.

1.5.2 Variables

1.5.2.1 The independent variable: The training curriculum based on the Language Teaching for Communication Approach.

1.5.2.2 The dependent variable: 1) basic speaking Chinese, and 2) students' satisfaction with the training curriculum based on the Language Teaching for Communication Approach.

1.5.3 Scope of Contents

The training curriculum based on the Language Teaching for Communication Approach consisted of 18 academic hours, covering the following 6 lessons:

- 1) Daily talk
- 2) Shopping
- 3) Introduce myself
- 4) Relationship
- 5) Weather
- 6) Holiday

1.5.4 Scope of Time

The duration of this research project was from September 2023 to 2024.

1.6 Definition of Terms

For clarity, the following terms were defined conceptually and operationally as follows:

1.6.1 Training curriculum referred to a comprehensive plan designed to achieve specific training objectives. This plan included learning objectives, content, teaching materials, and assessment methods. The choice of teaching methods was closely related to the training objectives, and appropriate teaching situations were created according to the course.

1.6.2 Training curriculum based on the Language Teaching for Communication Approach organizing the learning process to emphasize language acquisition through actual communication. The main components of the training curriculum included 12 elements: 1) Principles and Rationale, 2) Training curriculum Objectives, 3) Training curriculum Content, 4) Training curriculum Structure, 5) Training curriculum Implementation Guidelines, 6) Training Activities, 7) Target Groups, 8) Dates, Times, and Locations, 9) Learning Resources/Equipment, 10) Measurement and Evaluation, 11) Expected Benefits, and 12) Training Schedule. The training activities based on the Language Teaching for Communication Approach were designed in three steps:

Presentation: The teacher provided language information to the students, introducing new content aimed at helping them understand the meaning and common usage of the language, including pronunciation, vocabulary, and appropriate grammatical structures for different situations, along with relevant rules.

Practice: The students engaged in using the language they had learned through controlled or guided practice, with the teacher leading the exercises in a step-by-step manner. The goal was for students to memorize correct language forms, understand their meanings, and learn how to use those language structures appropriately.

Production: The students practiced using the language for communication, applying the knowledge they had gained in the classroom to real or simulated situations. The teacher assigned tasks or scenarios and primarily acted as a guide, allowing students to use the language in various contexts.

1.6.3 Basic Chinese speaking referred to the abilities that allowed effective communication, enabling individuals to convey information orally in a way that was understood by the listener. In the process of learning spoken Chinese as a foreign language, the ultimate goal of practicing speaking skills was to develop beginners' ability to communicate in the target language.

1.6.4 The Language Teaching for Communication Approach emphasized learning and using language through actual communication, with a focus on student-centeredness. It encouraged interaction and feedback to help students acquire correct and appropriate communicative language skills. This approach prioritized teaching in real communicative environments.

1.6.5 Satisfaction referred to students achieving the expected results in learning basic Chinese spoken and quickly reaching their anticipated objective.

1.6.6 Graduate Diploma Program in Teaching Profession students referred to students who study in the Graduate Diploma Program in Teaching Profession at the Rajamangala University of Technology Thanyaburi, Thailand.

1.7 Conceptual Framework

The conceptual framework for the research can be summarized as illustrated in Figure 1.1.

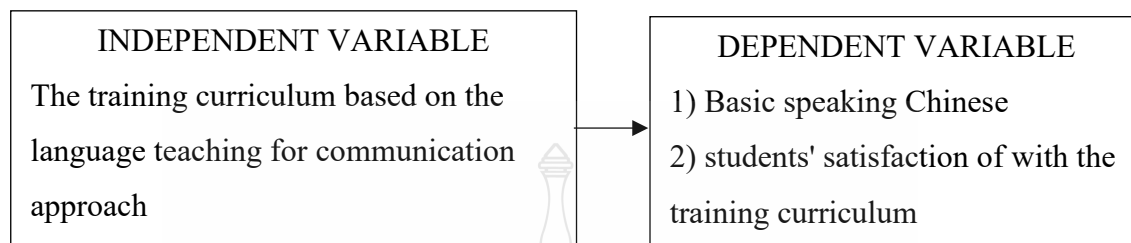


Figure 1.1 Conceptual Research Framework

1.8 Expected Benefits

1.8.1 An effective innovative training curriculum based on the Language Teaching for Communication Approach was developed to enhance basic Chinese speaking skills for Graduate Diploma Program in Teaching Profession students.

1.8.2 The Graduate Diploma Program in Teaching Profession students had effectively developed basic Chinese speaking skills.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter focused on reviewing the previous studies related to the following area relevant to this research.

- 2.1 Theoretical Research Related to Training Curriculum
 - 2.1.1 Definition of Training Curriculum
 - 2.1.2 The Importance of Training Curriculum
 - 2.1.3 Basic Element of Training Curriculum
- 2.2 Speaking Skills Definition
 - 2.2.1 Speaking Skills Definition
 - 2.2.2 The Importance of Speaking Skills in Oral Expression in Daily Expressions
 - 2.2.3 Evaluation of Speaking Skill
- 2.3 The Language Teaching for the Communication Approach
 - 2.3.1 The Concept of the Language Teaching for Communication Approach
 - 2.3.2 The Language Teaching for Communication Approach Skill
 - 2.3.3 The PPP Approach to Communication Teaching ep
- 2.4 Satisfaction
 - 2.4.1 Definition of Curriculum Satisfaction
 - 2.4.2 The Importance of Curriculum Satisfaction
 - 2.4.3 The Steps of Curriculum Satisfaction
- 2.5 Related Research
 - 2.5.1 Domestic Research
 - 2.5.2 Foreign Research

2.1 Theoretical Research Related to Training Curriculum

2.1.1 Definition of Training Curriculum

The term "curriculum" specifically referred to a planned sequence of instruction aimed at guiding students' educational activities and experiences in alignment with schools' instructional goals and objectives. In education, the curriculum was often

seen as a driving force, acting as a catalyst in educational activities (Uwak S, O., 2018, p.27). The training curriculum encompassed a comprehensive set of learning objectives, content, materials, and methods used to evaluate participants' achievement of the training goals. The curriculum content was delivered using specific teaching methods tailored to reflect the learning characteristics of the trainees. The effectiveness of these teaching methods depended on the training objectives and served as a critical link between the planning phase and the implementation of the courses. Not all training courses were suited to a single teaching method, nor was every teaching method required to be fully comprehensive within the training context (Liu W., 2013, pp.39-40).

Education served as the fundamental function that a curriculum fulfilled within any educational system and learning institution. A curriculum embodied the intentions of education and represented the educational program. It encompassed the beliefs, values, attitudes, skills, knowledge, and everything that education aimed to achieve (Innocent M, M., 2018, p.3).

Curriculum training served the goals of the course. Therefore, it needed to be organized and arranged according to specific logical relationships that aligned with the objectives. Every course developed had to consider the relationship between its content and the achievement of the objectives, with its structure adapted to the learning characteristics of adults. Students were trained to improve their teaching design abilities through the theoretical course "Discipline Teaching Research and Design", supplemented by practical courses such as "Collective Lesson Preparation", "Trial Lessons", "Lectures and Lesson Research", "Classroom Teaching Observation" and "Lesson Study". These courses enabled students to understand theoretical knowledge while also experiencing the process of skill formation (Wang Q., 2013, p.98).

At that time, the concepts, methods, and ideas of curriculum training modules and course design had gradually matured and had been studied extensively. However, there had been a lack of research on the formation mechanisms and evaluation criteria of course modules and content, and no specific reference standards had yet been formulated for actual operations. Existing research had primarily focused on scientific curriculum design theories and methods, curriculum training construction theories and technology, and related areas. There had been more theoretical studies and fewer

discussions at the practical level. Most discussions had been macro in nature, with less research on micro-level issues, particularly in determining training based on needs. There had been few reports on the specific methods, processes, quantitative indicators, and technical standards for the courses, especially regarding the mechanism for generating curriculum training based on training needs (Wang Y., 2022, p.41).

As a subordinate concept of curriculum, scholars' interpretations of its meaning and connotation had varied, leading to diverse and personalized results due to differing understandings of curriculum concepts. For instance, Yang Rongchang (2006, p.1) had proposed that teacher curriculum training referred to a comprehensive term encompassing all experiences and activity systems constructed by educational goals, designed to help teachers continue their professional work. This definition had emphasized the holistic nature of teacher curriculum training.

Li G. et al. (2014, p.485) had argued that teacher curriculum training could be understood in two ways based on the attributes of the word 'curriculum.' First, when 'curriculum' had been treated as a noun, teacher curriculum training had referred to knowledge-based courses with 'theory, knowledge, and experience' as the learning objectives. On the other hand, when 'curriculum' had been treated as a verb, teacher curriculum training had been understood as 'activities, practices, and processes,' or practical courses. This definition had reflected both the dynamic and static characteristics of curriculum training (Qiao Y., 2021, pp.52-53).

The most difficult and important aspect of learning a language was oral expression. For example, when Chinese people learned English, their weakest aspect was often oral communication. If a student had strong oral expression skills in English, it was naturally assumed that their overall English proficiency was very good. Similarly, if a foreigner learned Chinese and could speak fluent Mandarin, they were praised by everyone. Oral expression ability indicated that a person could articulate their thoughts in the language, convey them to others, and respond quickly to information communicated by others. Teaching Chinese as a foreign language was divided into three levels: elementary speaking, intermediate speaking, and advanced speaking. Intermediate oral classes were in a transitional stage, and their importance was undeniable (Yao J., 2022, p.14).

Curriculum training was a comprehensive plan designed to achieve specific training objectives, including learning goals, content, teaching materials, and assessment methods. The choice of teaching methods had to be closely related to the training objectives, and appropriate teaching situations needed to be created based on the course objectives and content. Course training had to be logically organized and arranged to meet learners' needs and ensure a meaningful relationship between course content and objectives. Although course training theories and methods had become relatively mature, there was still a lack of research on the formation mechanisms and evaluation standards of course modules and content.

2.1.2 The Importance of Training Curriculum

Knowledge had always been one of the main drivers of development. Due to the EU's aim to become a knowledge-based economy, knowledge had become even more important. The efficient creation, dissemination, and use of knowledge led to knowledge-based development, a stronger economy, and increased competitiveness (Jednak, S. et al., 2018, p.4). The environment in which organizations had operated had been changing rapidly, imposing on every organization the need for flexibility, the ability to respond to a changing environment, and to proactively seek potential innovations (Bosnjak, Z. et al., 2018, p.292). Current trends such as globalization, internationalization of political, economic, and social ties, technological development, and rising environmental awareness had constantly imposed the need to adapt to a turbulent environment. On the other hand, it had also been necessary to develop and acquire new knowledge, expertise, skills, and abilities, which had become crucial in all areas. In such conditions, the permanent acquisition of new knowledge and skills, along with the application and development of the latest technologies, had been a necessary basis for the development and survival of society (Marcikic, H. A., Radovanov B., 2017, p.124).

As an essential component of Chinese training curricula, Egyptian Chinese courses faced issues such as unreasonable curriculum settings, unscientific course titles, improper use of curriculum materials, and insufficient teaching time. These problems seriously hindered the quality of Chinese language learning and teaching in Egyptian universities. Based on this, and considering teaching influence and professional significance, the study selected Ain Shams University, the first university in Egypt to

offer Chinese majors, as an example to explore the curriculum objectives, course content, teaching methods, and faculty team of the Chinese Department (Zhang, H. N., 2021, p.1).

The significance and value of training had long been recognized. In the most simplistic definition, training was an activity that changed people's behavior. Increased productivity was often cited as the most important reason for training, but it was only one of the benefits (Susan, D. M., 2002, p.7).

The training curriculum served as a vehicle for delivering instructional content and achieving educational objectives, with curriculum planning being a crucial component of academic research and development. In the context of teaching Chinese as a foreign language, it served as a fundamental guarantee for achieving both overall and specific teaching goals. As teaching theories, practices, and needs evolved, and with advancements in modern educational technology, training curricula were continually updated and improved, resulting in the accumulation of extensive research findings over the years.

2.1.3 Basic Element of Training Curriculum

The curriculum was made up of elements whose appropriate coordination guaranteed the success of the curriculum. There was no consensus among experts on the elements of the curriculum, but the four most common points of view concerning this issue were: objectives, content, methods, and evaluation (Alireza, G. & Ladan, S., 2011, p.69).

The curriculum structure served as the link between curriculum objectives and educational outcomes and formed the basis for the smooth implementation of curriculum activities. The curriculum structure involved the coordination and organization of each part of the curriculum, essentially forming the skeleton of the curriculum system. It mainly defined the subject categories that comprised the curriculum system, the proportional relationship between the content of each subject, the combination of compulsory and elective courses, and the integration of sub-discipline and comprehensive courses. This structure reflected certain curriculum concepts and the value orientation of curriculum settings (Gu W., 2020, p.7).

The elements of curriculum training included curriculum topics, objectives, background, timetable, materials, forms and methods, assessment, teaching

organization, and teachers. The training course elements mainly included course plans, teaching syllabi, and teaching materials. The plan stipulated the course categories and class hour allocation, the outline determined the student learning outcomes, and the teaching materials served as the content carrier. The course structure was the core of the course system, involving subject combinations, content proportions, compulsory and elective courses, and so on. It reflected the course philosophy and value orientation.

2.2 Speaking Skills

2.2.1 Speaking Skills Definition

Speaking skills were defined as the abilities that allowed individuals to communicate effectively. They provided the capability to convey information verbally in a way that the listener could understand.

Speaking skills referred to the ability to express opinions, thoughts, and feelings verbally to a person or group, whether face-to-face or at a distance (Patanjali, M., 2017, pp.138-139). The goal of practicing speaking Chinese as a foreign language was to cultivate beginners' ability to communicate in the target language. In oral Chinese classes, students primarily trained their oral expression and communication skills. The purpose of elementary speaking practice in Chinese as a foreign language was not only to help learners consolidate the knowledge and skills they had acquired but also, and more importantly, to cultivate their ability to think in Chinese, develop a sense of the language, and use Chinese communicatively and proficiently. Practice was a form of intensive training (Li, L.Y., 2015, p.3).

Speaking skills classes for second language learners were specialized training sessions focused on language skills. The fundamental purpose of any language class was to cultivate learners' speaking abilities. These classes emphasized developing learners' verbal communication skills. This verbal communication ability was directly reflected in the learners' capacity to communicate verbally in Chinese in an environment where Chinese was the target language. Therefore, verbal communication was particularly important. In the process of verbal communication, stimulating students' need to 'speak' was the prerequisite for smooth verbal communication interactions (Liu, Q., 2014, p.1).

Speaking skills were the abilities that allowed us to communicate effectively, enabling us to convey information orally in a way that was understood by the listener. In learning spoken Chinese as a foreign language, the ultimate goal of practicing speaking skills was to develop beginners' ability to communicate in the target language. In the spoken Chinese course, students primarily trained their oral expression and communication skills. The purpose of elementary oral Chinese as a foreign language exercises was not only to consolidate the knowledge and skills learners had acquired but, more importantly, to cultivate their ability to think in Chinese, develop a sense of the language, and communicate proficiently in Chinese. Practice was a form of intensive training. By summarizing and consolidating knowledge points, the information was presented in a more organized manner, making it easier for learners to remember.

2.2.2 The Importance of Speaking Skills

Speaking was considered the most important skill to acquire in foreign or second language learning. Among the four key language skills-listening, speaking, reading, and writing-speaking was deemed the most crucial in learning a foreign or second language (Parupalli, S. R., 2019, p.8). This included the comprehensive application of these skills.

An increasing number of studies on the theory of teaching Chinese speaking skills emerged, and academic circles generally agreed that the goal of speaking classes was to improve learners' speaking abilities (Lv, B., 1992, p.2). It was stated that establishing a speaking class had been necessary to cultivate learners' speaking skills, and highlighting the importance of speaking class teaching required targeted training design. In his research on the cultivation of Chinese communicative ability, Fan, K. (1992, p.13) believed that primary Chinese speaking skills should have cultivated learners' three abilities: understanding the 'language system,' achieving 'appropriate expression,' and ensuring 'cultural adaptation'. Yang, J. Z. (2019, p.1) clearly pointed out that primary Chinese speaking skills had emphasized the training of students' language communicative abilities (Zhang, N., 2022, p.6).

In teaching Chinese speaking skills as a foreign language, the teaching of language ontology and language functions had been integrated. Therefore, this study classified modern Chinese greetings based on existing classifications by domestic

scholars and according to the form and function of the greetings. They were mainly divided into response types, inquiry types, evaluation types, greeting types, humorous types, compound types, and other types (Zhao, Y. L., 2022, p.8).

Speaking skills referred to oral communication abilities, which had been a person's capacity to communicate through listening and speaking. They were an external manifestation of language ability and had required students to communicate creatively based on the language knowledge and materials they had learned. This had included listening, speaking, reading, writing, and the comprehensive application of these skills.

2.2.3 Evaluation of Speaking Skill

Speaking was seen by language testers as the most difficult of the four language skills to assess. Therefore, understanding the assessment of speaking required examination of assessment methods, scales, and raters (April, G., 2013, p.1). Assessing oral communication involved evaluating pronunciation, grammar, vocabulary, fluency, clarity, expression, logical thinking, and emotional expression. The goal was to identify strengths and areas for improvement, offering feedback and support to enhance speaking skills. Methods included oral exams, audio recordings, expression tasks, and conversation assessments, aiming for a thorough understanding of oral performance. Such assessments were used in language learning, education, and career development to ensure effective communication and meet oral standards.

The evaluation of speaking skills in Chinese as a second language was based on CAF (Complexity, Accuracy, Fluency). Research on the evaluation of Chinese speaking skills could be divided into two aspects. First, CAF served as the selection and validity test for typical language features in the speaking scoring process. (Guo, X., 2007, p.4) conducted a quantitative assessment of oral fluency and performed reliability and validity tests, thereby providing a basis for objective scoring of oral exams. (Wang, Z., 2018, p.161) selected indicators of oral accuracy, complexity, and fluency-11 typical indicators in total-to measure the speaking ability of Chinese learners at different levels, followed by statistical analysis. The conclusion was that these measurement indicators could objectively reflect the speaking ability of Chinese learners. The second aspect involved examining the impact of typical language features such as CAF on speaking scores and constructing objective speaking scoring standards. (Zhai, Y., 2011, p.19) used

generalized fluency (oral level) as the starting point to compare teachers' subjective ratings with objective quantitative statistics. The results found that teachers' subjective evaluations were highly consistent with the quantitative analysis of time indicators (Han. X. & Feng, L., 2017, p.542). (Wu, J. & Zhao, X., 2020, p.85) examined the performance of benchmark indicators for oral expression and studied the impact of eight typical features of CAF on elementary Chinese language learners, exploring their influence on second language learners' oral performance (Ma, Q. et al., 2022, p.93).

Speaking skill evaluation was often used in Chinese conversations, and this type of speech behavior was frequently observed in everyday life. The connotation of evaluation was quite rich. In practical applications, it could often be expressed through various means, including grammatical and pragmatic approaches (Xv, S., 2021, p.13).

The assessment of speaking skills involved a systematic process for measuring an individual's or a student's performance in oral expression and communication, including aspects such as pronunciation, grammar, vocabulary, and fluency. Its purpose was to gain insights into an individual's oral abilities and to provide targeted feedback and improvement recommendations. In assessing speaking skills for Chinese as a second language, the CAF (Complexity, Accuracy, Fluency) criteria were commonly employed, focusing on complexity, accuracy, and fluency. This assessment was of great significance for language learning, education, and career development, ensuring that individuals could effectively communicate and meet oral communication standards.

2.3 The Language Teaching for the Communication Approach

2.3.1 The Definition of the Language Teaching for Communication Approach

Communicative Language Teaching (CLT), also referred to as the communicative approach, involved teaching language through communication. This approach framed communication as both a goal and a method for English Language Learners (ELLs) whose first language was not English.

Communicative Language Teaching (CLT), which was an approach to the teaching of second and foreign languages, emphasized interaction as both the means and the ultimate goal of learning a language (Azimova, S., 2019, p.472). It emphasized

the central role of students in teaching and clearly pointed out that teachers were not only assistants and collaborators in students' learning but also supportive partners throughout the learning process. Teachers guided students in understanding and constructing new knowledge through interaction and created real communication scenarios, allowing students to apply new knowledge appropriately in communication and interaction. Additionally, they used interactive methods such as games and group cooperation to create a relaxed and enjoyable learning atmosphere, stimulating students' enthusiasm and initiative in learning, thereby improving the efficiency of classroom teaching and learning (Yang, P. P., 2024, p.9). Classroom teaching was intended to be student-centered, providing and creating real language materials and learning environments based on students' language acquisition needs. It should not have been divorced from real life or comprehensive situations, nor should it have been mechanically repetitive or artificial. This included 'classroom language' or 'textbook language' (Wang, Y., 2021, p.10).

Communicative Language Teaching was more comprehensive than any other approaches or methods; it differed in form and status. There was no single authority on it, nor was there any universally accepted model that was considered authoritative (Marius, N. M., 2012, pp.138-139). It was a teaching model centered on the student's ontology. When using the language teaching for communication approach to teach speaking, attention was given to the importance of feedback and information gaps in conversation. In teaching, teachers could not ask questions unilaterally while students answered them unilaterally. There had to be good interaction. For example, when setting questions, teachers focused on creating questions that students might not know the answers to, guiding them to guess and enhancing the exchange of information in communication. Taking into account the characteristics of the language teaching for communication approach, teachers also allowed students to engage in feedback exercises. For example, one group of students might have been given some information, while another group received different information. Finally, the two groups of students communicated and provided feedback to each other. At the same time, teachers allowed students to make mistakes (Chen, Z., 2018, p.175).

The language teaching for communication approach emphasized learning and using language through actual communication, with a focus on student-centeredness.

It encouraged interaction and feedback to help students acquire correct and appropriate communicative language skills. This was a teaching method that prioritized real communicative environments.

2.3.2 The Language Teaching for Communication Approach

The language teaching for communication approach developed students' communication and interaction skills. This ensured that students could communicate effectively and confidently in real-life situations through both student-to-student and student-to-teacher interactions.

Speaking was a complex skill. According to Harmer, it involved components such as grammar, vocabulary, pronunciation, fluency, and comprehension. There were several key elements to consider: 1) Comprehension, 2) Grammar, 3) Vocabulary, 4) Pronunciation 5) Fluency (Kuni, F. Z., 2022, pp.13-15).

In the language teaching for communication approach, a cooperative attitude was considered the premise for effective communication. This cooperation was primarily reflected in the following aspects. First was the accuracy of the information conveyed. Both the sender and the receiver of information needed to ensure that information was sent or received accurately and clearly, so that communication activities could remain focused on the theme or main idea. Second was the authenticity of the information conveyed. Without authenticity, communication activities would lose their meaning. Third was the relevance of the information transmitted. In the exchange of information, both the sender and the receiver needed to cooperate. This required the speaker to avoid saying anything irrelevant to the topic, refrain from making abrupt shifts in conversation, and communicate consistently on the subject. The language needed to focus on the same topic from beginning to end, ensuring the relevance of the speech throughout (Li, Y., 2008, p.22).

The language teaching for communication approach aimed to develop students' communication and interaction skills, enabling them to communicate effectively and confidently in real-life situations through interactions with peers and teachers. Cooperation was fundamental in this approach, with a focus on accurate, authentic, and relevant information exchange. Both senders and receivers of information had to ensure clarity and accuracy, and communication had to remain focused on the topic. This

approach emphasized maintaining relevance throughout the conversation, thus ensuring meaningful communication.

2.3.3 The PPP Approach to Communication Teaching

Among the various teaching methods, PPP served as a framework for building language abilities, with a particular emphasis on speaking skills. In this approach, accuracy was given priority in the learning process (Zhao, Y., 2024, pp.127-128). As Willis and Willis stated, a lesson plan based on PPP had three phases:

1) Presentation Stage: The teacher began the lesson by setting up a situation, either eliciting or modeling some language that the situation called for. Presentation might have consisted of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape, or acted out by the teacher.

2) Practice Stage: Students practiced the new language in a controlled way. They drilled sentences or dialogues by repeating after the teacher or the tape in chorus and individually until they could say them correctly. Other practice activities included matching parts of sentences, completing sentences or dialogues, and asking and answering questions using the target language.

3) Production Stage: Students were encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher (Rachma, V. B., 2021, pp.17-18).

The "PPP" (or the "3P's") approach to language teaching was the most common modern methodology employed by professional schools around the world. It was a strong feature of the renowned CELTA certification and other TEFL qualifications offered, especially in the United Kingdom. Even though David Evans mentioned that current thinking in Second Language Acquisition suggested that the 'PPP' approach was unjustifiable as a means of teaching, it not only persisted but seemed to flourish. Presentation, Practice, Production worked through the progression of three sequential stages: Presentation, where the teacher presented new words or structures; Practice, where students practiced using words or structures in a controlled way, which could be oral or written; and Production, where students used the language they had learned to express themselves more freely (Lenka, V., 2009, p.21).

For the language teaching for communication approach to have been truly effective, it was essential that all three stages took place smoothly, with a seamless transition from one stage to the next.

2.4 Satisfaction

2.4.1 Definition of Curriculum Satisfaction

It was believed that the curriculum served as the backbone of all educational practices at every level. At the heart of any curricular endeavor were the courses offered to students throughout their formal education (Oya, T., Semin, K., 2021, p.41). Satisfaction was defined as the degree to which an individual's needs, goals, and desires were fully met (Sanchez-Franco, M. J., 2009, p.247). The factors affecting learners' online learning satisfaction could be categorized into the learner dimension (perceived usefulness, perceived ease of use, personal characteristics, interaction, interest), the teacher dimension (teacher-student interaction, teacher's attitude toward online learning), the course dimension (course quality, course design, course support), and the platform dimension (technical support, platform design) (Xv, F., 2023, p.8).

In the field of education, students were typically regarded as consumers of educational services. Their satisfaction was defined as the subjective feelings and evaluations that arose after comparing their expected experiences with the actual quality of the service they received. If the students' actual feelings were higher than their expectations, it indicated that their satisfaction was high; if the actual feelings were lower than the expectations, it indicated that their satisfaction was low. The comprehensive influence of internal factors such as students' personal wishes, needs, and interests, as well as external factors such as the teaching environment, curriculum setting, and teachers' teaching, ultimately determined students' satisfaction. In addition, student satisfaction also influenced the likelihood of continuing to choose this service in the future. If satisfaction was high, the likelihood of choosing this service was high; conversely, if satisfaction was low, the likelihood of choosing this service was low (Li, R., 2016, p.11).

In the context of education, curriculum satisfaction was defined as the subjective evaluation of students based on their comparison of expected educational

experiences with the actual quality of services received. It was influenced by both internal factors, such as personal preferences, and external factors, such as the teaching environment, curriculum design, and teacher performance, ultimately impacting students' future choices in educational services.

2.4.2 The Importance of Curriculum Satisfaction

Students had been the direct beneficiaries of college curricula, active participants in their implementation, and carriers of curriculum outcomes. Their attitudes toward these curricula had significantly influenced the effectiveness of curriculum delivery. From the perspective of institutional development, students had served as the external primary customers of colleges and universities. They had formed the foundation of a school's survival and had been key to its reputation. Their success had reflected the success of the institution itself. Furthermore, as direct customers, students' evaluations of their schools had been closely linked to the satisfaction of other indirect stakeholders, such as parents, employers, the government, and society. Colleges and universities had needed to acknowledge the pivotal role students had played in the institution's growth, fully respect and address their learning needs, and actively support their personal and holistic development. By doing so, they had provided an educational experience that had met students' expectations and fostered satisfaction (Yu, Y. J., 2014, p.19).

Curriculum satisfaction was very important; its evaluation served as a crucial method for assessing teaching quality and provided insights for enhancing school curriculum reform. It aided school administrators in identifying issues in the learning process, meeting students' curriculum needs, and optimizing teaching resource utilization, ultimately improving educational efficiency.

2.4.3 The Steps of Curriculum Satisfaction

The step of curriculum satisfaction provided three approaches for quality evaluation:

Diversification of Evaluation Subjects: Initially, Western educational evaluation relied primarily on educational administrators or public opinion. The introduction of Taylor's rating model had granted more authority to experts in relevant fields. Over time, the focus of Western educational evaluation had shifted from a single to a multiple approach. This change altered the relationship between evaluators and the

evaluated, increased the rigor of the evaluation subjects, and enhanced the scientific nature of the evaluation process.

1) Highlighting the Guiding Function of Evaluation: Early educational evaluation theory had often emphasized results used to identify quality. As educational evaluation theory had evolved, its guiding function had gained importance. It began to focus more on the sustainable development of education, emphasizing improvements and regulation of the educational process, and playing a "baton" role in the field of education.

2) Organic Combination of Qualitative and Quantitative Evaluation Methods: Historically, educational evaluation methods had predominantly used qualitative approaches, with rating results reflecting subjective impressions. With the rise of scientism, positivism, and advancements in mathematics, quantitative evaluation methods began to play a role, leading to a more scientific approach to educational evaluation. Since not all evaluation aspects could be quantified precisely, the quantitative method alone could not support the evaluation system. Therefore, modern educational evaluation had evolved into a trend of "qualitative + quantitative," integrating scientific principles with humanistic methods for more accurate and comprehensive evaluation outcomes (Tian, S. X., 2022, pp.40-41).

The evolution of curriculum satisfaction evaluation led to a diversification of evaluation subjects, emphasized the guiding role of evaluation in education, and promoted an organic combination of qualitative and quantitative evaluation methods, resulting in a more comprehensive and scientific assessment process.

2.5 Related Research

2.5.1 Domestic Research

Dai Yunli (2020) conducted a study on the development of a training course in Basic Chinese Communication for Prathomsuksa 4 students at Uttaradit Rajabhat University Demonstration School. The research aimed to develop the course, assess learning achievements, and evaluate student satisfaction. The results showed that the training course included five learning units: Welcome to China, Let's Learn Chinese, Self-Introduction, My Family, and Chinese Culture, with a total duration of 20 hours. The course's effectiveness met the E1/E2 criteria, achieving scores of 81.49/81.53. The mean

learning achievement score after the training was 84.25%, which was statistically significantly higher than the set criteria at the 0.05 level. Additionally, student satisfaction with the training course was rated as high.

Wasinnitiwong, N. and Iamsam-ang C (2022) conducted a study on the development of a youth guide training curriculum in Chinese language, integrated with Kanchanaburi local content, for Mathayom 6 students. The objectives of the research were to: 1) develop the curriculum by integrating Kanchanaburi local content, 2) assess the students' ability to communicate in Chinese, 3) examine their pride in local identity, and 4) evaluate student satisfaction with the developed curriculum. The curriculum comprised the following components: 1) rationale, 2) learning objectives, 3) course description, 4) course structure, 5) learning activities, 6) media and learning resources, and 7) measurement and evaluation. The four learning units had an Index of Congruence ranging from 0.60 to 1.00. After completing the course, students' capacity for Chinese language communication improved, and they developed pride in their local identity. They gained an understanding of local history and became more aware of the significance of local tourist attractions. Student satisfaction with the developed curriculum was rated at the highest level.

Rattanachanok, M (2018) conducted a study on the development of a selective Chinese language course by integrating local Ratchaburi content for sixth-grade students. The objectives of this research were to: 1) examine basic information for developing a selective Chinese language course by integrating local Ratchaburi content for sixth-grade students; 2) develop the course using this data; 3) test the developed course, and 4) evaluate and improve the course based on learning outcomes related to Chinese vocabulary derived from local Ratchaburi content. The research results were as follows: The study of basic information revealed that students and relevant personnel regarded the establishment of a selective Chinese language course that integrated local Ratchaburi content as important and necessary. The developed selective course, incorporating local Ratchaburi content, included the following components: 1) course background 2) principles 3) objectives 4) course description 5) learning outcomes 6) learning structure 7) schedule 8) guidelines for course implementation 9) instructional

media 10) measurement and evaluation, and 11) lesson plans. The results from the evaluation and improvement of the developed selective course showed that:

1) After the lessons, students' learning outcomes in Chinese vocabulary, based on local Ratchaburi content, were excellent.

2) Students' skills in Chinese, integrated with local Ratchaburi content, were also rated as excellent.

3) Following the lessons, students' learning outcomes related to local Ratchaburi knowledge exceeded the criteria by 80%.

Additionally, students' satisfaction with the elective course was rated at the highest level.

Wangtakwadeen, N., and Lin Caijun (2018) aimed to develop and evaluate the quality of a training curriculum using a Chinese communicative approach for private sector tourism businesses operated by entrepreneurs in the northern border of Chiang Rai Province. The research results revealed that the developed training program achieved an efficiency (E1/E2) of 83.50/87.00, which met the established requirement of 80/80, and had an effectiveness index (E.I) of 0.68. Moreover, it was found that the business entrepreneurs participating in the training curriculum significantly increased their knowledge and skills in using the Chinese communicative approach for the private sector tourism business, with a statistically significant difference at the .05 level before and after the training. The developed training curriculum had a very large effect size ($d=4.18$) on the participants' knowledge and skills. Additionally, their self-awareness regarding the use of Chinese communication significantly improved before the implementation, with a statistically significant result. The training curriculum also had a very large effect size on their self-awareness ($d=6.19$). Finally, their overall satisfaction with the training curriculum was rated at the highest level ($\bar{x}=4.62$).

Chade Sirisawad, et al. (2020) studied the development of a short-term Thai language training program for Chinese students at the Faculty of Education, Burapha University. The research aimed to: 1) develop a short-term Thai language training program for Chinese students, and 2) implement and evaluate the effectiveness of the Thai language courses for these students. The population consisted of 50 students from

the School of Vocational and Technical Education at Yunnan Minzu University (YMU), P. R. China. The results of the study were as follows:

The short-term Thai language training program for Chinese students included elements such as rationale, course objectives, course content, procedures, and evaluation, which were aligned with the context of Chinese students with basic Thai proficiency. According to expert opinion, the appropriateness of the course was rated at the highest level ($\bar{x}=4.51$, $SD=0.34$). After implementing the short-term Thai language training program at the Faculty of Education, Burapha University, it was found that 90 percent of the Chinese students completed the training. Their opinions on the teaching and learning exceeded the criteria of 3.50, with a significance level of .01 ($\bar{x}=4.30$, $SD=0.16$).

Li Xiaomin and Sirinat Jongkonklang (2009) aimed to develop a learning unit for improving Chinese communication skills among Prathomsuksa 5 students. The study involved developing this learning unit, assessing the students' Chinese conversation skills, comparing their learning achievements before and after the class against a standard of 70 percent, and evaluating their satisfaction with the learning unit. The conclusion of the study was as follows: 1) The developed learning unit for improving Chinese communication skills was an innovative addition to Chinese language instruction. The learning unit included a title and specified duration. It encompassed learning outcomes, content, key competencies for learners, desirable characteristics, tasks, assessment methods, and activities focused on developing Chinese conversation skills. The learning unit was deemed valuable, with an index of 1.00, and the planning was considered suitable and in accordance with the criteria ($\bar{x}=4.47$, $SD=0.46$). 2) Regarding the use of the learning unit, students' learning achievement in developing Chinese conversation skills was higher after the learning period compared to before. The achievement after learning exceeded the 70% criterion with statistical significance at the .05 level. Additionally, satisfaction with the learning unit was rated at a high level.

Udomkan, P. (2021) studied the development of a training curriculum to promote English speaking skills using the B-SLIM model for Prathomsuksa 5 students under the Nakhon Phanom Primary Educational Service Area Office 2. The objectives of

the study were to: 1) develop a training curriculum to enhance English speaking skills using the B-SLIM model for Prathomsuksa 5 students, and 2) evaluate the effectiveness of this training curriculum in promoting English speaking skills for these students. The results were as follows: 1) The training curriculum to promote English speaking skills using the B-SLIM model for Prathomsuksa 5 students comprised four components: 1) objectives 2) content 3) training process, and 4) measurement and evaluation. 2) The effectiveness of the training curriculum was demonstrated by: (2.1) the students' English speaking skills being at the highest level, and (2.2) students' satisfaction with the training curriculum also being at the highest level.

2.5.2 Foreign Research

Qin Yi and Wang Guonian (2014) developed a computer-aided Chinese pronunciation training program for English-speaking learners. Their paper introduced a pilot study on incorporating effective teaching methods into computer-aided pronunciation training (CAPT) programs to assist English-speaking learners in acquiring Mandarin lexical tones using speech analysis software. for more efficient Chinese learning. It was demonstrated that CAPT programs helped learners identify relevant acoustic cues and distinguish the four tones in the Chinese language, which they had previously found difficult to differentiate and imitate. Acoustic analyses of pitch track comparisons between pre- and post-training productions, visually displayed through the speakers' pitch curves, revealed the nature of the improvement process for the learners. Acoustic images indicated that post-training tone curves more closely approximated native norms compared to pre-training tone tracks. The methodology developed in this study may have provided a platform for more efficient Chinese learning.

Maysoon, A. Dakhiel (2019) investigated the effectiveness of a training program in improving study skills and English language achievement among high school students. The study aimed to assess the impact of the training program on developing study skills and enhancing English language achievement among 10th-grade students. To achieve these objectives, a training program was designed and implemented for 35 first-year high school students. The respondents were pre-tested and post-tested using a series of study skills and English language achievement tests. The results revealed statistically significant differences favoring the post-test scores in both study skills and English

language achievement, indicating the effectiveness of the training program. The study recommended training teachers to design educational tasks for English language courses based on study skills.

Gowsalya, R. S., and Asma, V. K. M. (2017) conducted a study on training effectiveness, emphasizing its crucial role in organizational effectiveness and in shaping individuals' work experiences. The study highlighted that training had significant implications for productivity, health, workplace safety, and personal development. As a result, modern organizations invested their resources in the ongoing training and development of their employees. Organizations that consistently created new knowledge, extended it throughout the entire organization, and implemented it swiftly with new technologies developed high-quality products and provided excellent services. Training effectiveness was measured by the improvement in employees' knowledge, skills, and behavioral patterns within the organization as a result of the training program. This measurement helped to align the costs incurred in designing and implementing the training with the associated benefits. Thus, it indicated whether the program had achieved its intended goals and objectives. The purpose of this paper was to review the model of training effectiveness for adoption by human resources development executives in their planning, designing, and implementation of training programs.

Romi Rampun Ramlan; Zuraidah Zainol; and Dewi Tajuddin (2020) studied the effects of training transfer on training program evaluation and the effectiveness of training programs. They found that evaluating training programs was a crucial aspect in determining the effectiveness of the training conducted by an organization. Two dimensions of training program evaluation-namely response and learning-were used as variables in this study. The research was designed as a quantitative study based on the survey method. It was conducted at the Tun Abdul Razak Library, one of the public institutes of higher learning in Malaysia. A total of 288 respondents, consisting of library staff, participated in the study. Data analysis was performed using SmartPLS Software (SmartPLS-SEM) with the multivariate analysis technique of Structural Equation Modeling (SEM). The results of the study revealed a significant relationship between the evaluation of training programs and their effectiveness. The study also found that training transfer served as a mediating variable between training

program evaluation and training program effectiveness. This study could be utilized by the human resource management division to implement training program evaluations as a measure of effectiveness in planning training programs.

In addition, an effective curriculum fostered student engagement, clarified expectations, and prepared them for future success. Considering these factors, the researcher focused on studying a training curriculum based on the language teaching for communication approach to develop basic Chinese speaking skills for graduate diploma teaching profession students.



CHAPTER 3

RESEARCH METHODOLOGY

The study on the development of a training curriculum based on the Language Teaching for Communication Approach to enhance develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students included the following details or components:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instrument
- 3.4 Instrument Development
- 3.5 Data Collection
- 3.6 Data Analysis
- 3.7 Statistics Used in Research

3.1 Research Design

The study was designed as quasi-experimental research, utilizing a one-group pretest-posttest design.

Table 3.1 The One-Group Pretest-Posttest Design

pre-test	independent variable	post-test
T ₁	X	T ₂

Symbols used in experimental design:

X = Training through the training curriculum based on the Language Teaching for Communication Approach

T₁ = Pretest

T₂ = Posttest

3.2 Population and Sample

3.2.1 Population

The population of this study comprised all Graduate Diploma Program in Teaching Profession students at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand, in the 2023 academic year. The total number of students was 134, and they were distributed among 5 classrooms.

3.2.2 Sample

The research sample was selected by cluster random sampling and consisted of 1 classroom with 26 students Graduate Diploma Program in Teaching Profession students at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand, in the 2023 academic year. The sample was selected using cluster random sampling.

3.3 Research Instrument

The research instruments used in the experiments and data collection were divided into the following categories:

3.3.1 The training curriculum based on the Language Teaching for Communication Approach consisted of 18 academic hours, covering the following 6 units:

- 1) Daily talk
- 2) Shopping
- 3) Introduce myself
- 4) Relationship
- 5) Weather
- 6) Holiday

The main components of the training curriculum included 12 elements:

- 1) Principles and Rationale
- 2) Training curriculum Objectives
- 3) Training curriculum Content
- 4) Training curriculum Structure
- 5) Training curriculum Implementation Guidelines
- 6) Training Activities
- 7) Target Groups
- 8) Dates, Times and Locations
- 9) Learning Resources/Equipment
- 10) Measurement and Evaluation
- 11) Expected Benefits, and
- 12) Training Schedule.

3.3.2 The assessment of Basic Chinese Speaking was conducted using a rubric scoring method. The rubric for Basic Chinese Speaking consisted of five score levels and three items, totaling 15 points:

- 1) Repeat: Listening to what the trainer said and repeating it.
- 2) Vocabulary: Choosing the correct Chinese characters.
- 3) Conversation: Simulating relevant scenarios and conducting situational dialogues between the trainer and trainees or between students, with full participation from the teacher.

3.3.3 Satisfaction Questionnaire: The satisfaction questionnaire was developed using a 5-level Likert scale, which was divided into five grades from the lowest to the highest. The questionnaire was structured as follows:

Part 1: Personal Information

Part 2: Assessment of satisfaction regarding Curriculum Content, Training Activities, Audiovisual Equipment, Training Venue, Training Duration, Training Materials, Training Evaluation, and Trainer. criteria:

3.4 Instrument Development

3.4.1 The training curriculum based on the Language Teaching for Communication approach was developed through the following steps:

3.4.1.1 Theories and concepts related to the training curriculum and the Language Teaching for Communication Approach were studied. Summarizes the following concepts:

1) Training curriculum referred to a comprehensive plan designed to achieve specific training objectives. This plan included learning objectives, content, teaching materials, and assessment methods. The choice of teaching methods was closely related to the training objectives, and appropriate teaching situations were created according to the course.

2) The Language Teaching for Communication Approach emphasizes learning and using language through actual communication, with a focus on student-centeredness. It encouraged interaction and feedback to help students acquire correct and appropriate communicative language skills. This approach prioritized

teaching in real communicative environments. The training activities based on the Language Teaching for Communication Approach were designed in three steps:

Table 3.2 The training activities based on the Language Teaching for Communication Approach

Steps	The training activities are based on the Language Teaching for Communication Approach
Presentation	The teacher provided language information to the students, introducing new content aimed at helping them understand the meaning and common usage of the language, including pronunciation, vocabulary, and appropriate grammatical structures for different situations, along with relevant rules.
Presentation	The teacher provided language information to the students, introducing new content aimed at helping them understand the meaning and common usage of the language, including pronunciation, vocabulary, and appropriate grammatical structures for different situations, along with relevant rules
Practice	The students engaged in using the language they had learned through controlled or guided practice, with the teacher leading the exercises in a step-by-step manner. The goal was for students to memorize correct language forms, understand their meanings, and learn how to use those language structures appropriately.

3.4.1.2 The training curriculum was developed based on the Language Teaching for Communication Approach. The main components of the training curriculum included 12 elements: 1) Principles and Rationale 2) Training curriculum Objectives 3) Training curriculum Content 4) Training curriculum Structure 5) Training curriculum Implementation Guidelines 6) Training Activities based on the Language Teaching for Communication Approach 7) Target Groups 8) Dates, Times and Locations 9) Learning Resources/Equipment 10) Measurement and Evaluation 11) Expected Benefits, and 12) Training Schedule. The structure of the training curriculum was as follows:

- 1) Daily talk
- 2) Shopping
- 3) Introduce myself
- 4) Relationship
- 5) Weather
- 6) Holiday

3.4.1.3 Propose the draft of the training curriculum was developed based on the Language Teaching for Communication approach to the advisor to verify the validity of the content and suggestions then revised according to suggestions.

3.4.1.4 The draft of the training curriculum based on the language teaching for communication approach was proposed to five experts, including two curriculum and instructional experts, two Chinese language experts, and one measurement and evaluation education expert. The verification of the training curriculum included the following steps:

- 1) The experts checked the correctness and consistency of the elements of the training curriculum by setting the Item-Objective Congruence (IOC) consistency index value to be greater than or equal to 0.50. The scoring criteria were as follows:

Score 1: When certain that the elements of the training curriculum were consistent.

Score 0: When uncertain about the consistency of the elements of the training curriculum.

Score -1: When certain that the elements of the training curriculum were not consistent.

Based on the experts' opinions, the Item-Objective Congruence (IOC) value was found to be 0.80-1.00 in all aspects, indicating consistency in the training curriculum.

- 2) The experts assessed the suitability of the training course framework through a questionnaire-based evaluation, gathering opinions from the five qualified individuals. This evaluation employed a 5-level rating scale: Excellent, Very Good, Good, Fair, and Poor. The scoring criteria for the answers were as follows: 5, 4, 3,

2, and 1, respectively. The criteria for determining the level of suitability of the training course were:

4.21 - 5.00 : Very High Level of Agreement

3.41 - 4.20 : High Level of Agreement

2.61 - 3.40 : Uncertain Level

1.81 - 2.60 : Low Level of Agreement

1.00 - 1.80 : Strong Level of Disagreement

The evaluation of the appropriateness of the training curriculum outline was at a highly Suitable level.

3.4.1.5 The draft of the training curriculum was tested with 30 Graduate Diploma Program in Teaching Profession students who were not part of the sample.

3.4.1.6 The draft of the training curriculum was then improved and finalized based on the Language Teaching for Communication approach before collecting data.

3.4.2 Training Curriculum Manual

The training Curriculum Manual was developed through the following steps:

3.4.2.1 Reviewed relevant curriculum, theories, and training curriculum manual concepts.

3.4.2.2 Create the training curriculum manual consists of 1) Training Curriculum Manual Name 2) Introduction 3) Training Curriculum Implementation Guidelines 4) Teacher's Manual 5) Teacher's Role 6) Student's Role 7) Training Plan (6 plans) 8) Basic Chinese Speaking Assessment 9) Training Documents, after that present it to an advisor.

3.4.2.3 The training curriculum manual was proposed to five experts, including two curriculum and instructional experts, two Chinese Language experts, and one measurement and evaluation education expert. These experts evaluated the correctness and consistency of the elements of the training curriculum manual. The scoring criteria were as follows:

Score 1: When certain that the elements of the training curriculum manual were consistent.

Score 0: When uncertain about the consistency of the elements of the training curriculum manual.

Score -1: When certain that the elements of the training curriculum manual were not consistent.

3.4.2.4 These experts evaluated the assessment's appropriateness, and their ratings were analyzed. The training curriculum manual was refined based on the Item-Objective Congruence (IOC) index, with analysis revealing an IOC value of 1.00.

3.4.2.5 The training curriculum manual was tried out with 30 students outside the main sample. The reliability of the training curriculum manual was analyzed using Cronbach's alpha coefficient (α). The analysis results showed that the reliability was equal to 9.86.

3.4.2.6 The training curriculum manual was then improved and finalized before collecting data.

3.4.3 The assessment of Basic Chinese Speaking was conducted using a rubric scoring method, following these steps:

3.4.3.1 Reviewed relevant curriculum, theories, and assessment concepts.

3.4.3.2 An assessment of Basic Chinese Speaking was created and presented to an advisor. The rubric for Basic Chinese Speaking consisted of five score levels and three items, totaling 15 points:

- 1) Repeat: Listening to what the trainer said and repeating it.
- 2) Vocabulary: Choosing the correct Chinese characters.
- 3) Conversation: Simulating relevant scenarios and conducting situational dialogues between the trainer and trainees or between students, with full participation from the teacher.

The full score quality judging criteria were determined as follows:

- | | |
|---------|----------|
| 10-15 : | Good |
| 5-10 : | Moderate |
| 0-5 : | Improve |

3.4.3.3 The Basic Chinese Speaking assessment was proposed to five experts, including two curriculum and instructional experts, two Chinese Language experts, and one measurement and evaluation education expert. These experts evaluated the correctness and consistency of the elements of the assessment item. The scoring criteria were as follows:

Score 1: When certain that the assessment item for vocal music skills aligned with the learning objectives.

Score 0: When uncertain whether the assessment item for vocal music skills aligned with the learning objectives.

Score -1: When certain that the assessment item for vocal music skills did not align with the learning objectives.

3.4.3.4 These experts evaluated the assessment's appropriateness, and their ratings were analyzed. The assessment was refined based on the Item-Objective Congruence (IOC) index, with an analysis revealing an IOC value of 1.00.

3.4.3.5 The assessment of Basic Chinese Speaking was tried out with 26 students outside the main sample.

3.4.3.6 The assessment of Basic Chinese Speaking was then improved and finalized before collecting data.

3.4.4 Satisfaction questionnaire: The satisfaction questionnaire was developed using a 5-level Likert scale, following these steps:

3.4.4.1 Reviewed relevant satisfaction, theories, and assessment concepts.

3.4.4.2 Create the satisfaction questionnaire and present it to an advisor.

The questionnaire was structured as follows:

Part 1: Personal Information

Part 2: Assessment of satisfaction regarding Curriculum Content, Training Activities, Audiovisual Equipment, Training Venue, Training Duration, Training Materials, Training Evaluation, and Trainer.

3.4.4.3 The draft of the satisfaction Questionnaire was proposed to five experts, including two curriculum and instructional experts, two Chinese Language experts, and one measurement and evaluation education expert. These experts evaluated the correctness and consistency of the satisfaction item. The scoring criteria were as follows:

Score 1: When certain that the satisfaction item for vocal music skills aligned with the learning objectives.

Score 0: When uncertain whether the satisfaction item for vocal music skills aligned with the learning objectives.

Score -1: When certain that the satisfaction item for vocal music skills did not align with the learning objectives.

3.4.4.4 These experts evaluated the satisfaction's appropriateness, and their ratings were analyzed. The assessment was refined based on the Item-Objective Congruence (IOC) index, with an analysis revealing an IOC value of 1.00.

3.4.4.5 The satisfaction Questionnaire was tried out with 30 students outside the main sample.

3.4.4.6 The reliability of the satisfaction assessment questionnaire was analyzed using Cronbach's alpha coefficient (α). The analysis results showed that the reliability was equal to 9.82.

3.4.4.7 The satisfaction was improved and published before data collection.

3.5 Data Collection

The data collection process was carried out in the following steps:

3.5.1 Preparation Steps

3.5.1.1 The researchers contacted the graduate official at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, to request permission to collect data from the sample.

3.5.1.2 The researchers also reached out to the director of the Graduate Diploma Program in Teaching Profession at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand, to seek assistance and cooperation in collecting data from the sample.

3.5.1.3 Using random cluster sampling, the researchers selected a sample of 26 Graduate Diploma Program in Teaching Profession students from a total of 134 students at the Faculty of Technical Education, Rajamangala University of

Technology Thanyaburi, Thailand. They explained the training curriculum based on the Language Teaching for Communication Approach.

3.5.2 Data Collection Steps

3.5.2.1 The researchers conducted an assessment before the training through the training curriculum with 26 Graduate Diploma Program in Teaching Profession students at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand.

3.5.2.2 The researchers implemented the training curriculum based on the Language Teaching for Communication Approach for the Graduate Diploma Program in Teaching Profession students.

3.5.2.3 The researchers conducted an assessment after the training through the training curriculum with 26 Graduate Diploma Program in Teaching Profession students at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand.

3.5.3 Summary Steps

3.5.3.1 The researchers analyzed the scores using basic statistics and statistical methods used in hypothesis testing.

3.5.3.2 They summarized the data in tabular form, described the research findings, and discussed them.

3.6 Data Analysis

In data analysis, the researchers conducted the following data analysis steps:

3.6.1 Analysis of Study Instrument Quality

3.6.1.1 The Index of Item Objective Congruence (IOC) was used to analyze the effectiveness of the training curriculum based on the Language Teaching for Communication Approach, the assessment of Basic Chinese Speaking, and the satisfaction questionnaire.

3.6.1.3 The Cronbach Alpha Coefficient (α formula) was used to assess the reliability of the satisfaction questionnaire with a confidence assessment of the alpha coefficient.

3.6.2 Analysis used in hypothesis testing

3.6.2.1 To develop a training curriculum based on the Language Teaching for Communication Approach to develop basic Chinese speaking for Graduate Diploma Program in Teaching Profession students to be effective according to the criteria 75/75. Analyze data using the Mean, Standard Deviation and treat the data using E1/E2.

3.6.2.2 To compare the students' basic Chinese speaking before and after training through the training curriculum based on the Language Teaching for Communication Approach for Graduate Diploma Program in Teaching Profession students. Analyze data using the Mean, Standard Deviation and treat the data using a dependent sample t-test.

3.6.2.3 To assess the students' satisfaction with the training curriculum based on the Language Teaching for Communication Approach for Graduate Diploma Program in Teaching Profession students. Analyze data using the Mean, Standard Deviation and interpret the meaning according to the criteria.

3.7 Statistics Used in Research

3.7.1 Basic Statistics

The researcher primarily employed descriptive statistics, including mean and standard deviation, to analyze the data collected from the experimental units.

3.7.1.1 Mean

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$ = refers to the mean

$\sum x$ = was The summation of all observations

N = was the number of observations

3.7.1.2 Standard Deviation

$$\bar{x} = \frac{\sum (x - \bar{x})^2}{n-1}$$

- $x - \bar{x}$ = was the difference between the observation (score) and the mean of the distribution
 $(x - \bar{x})^2$ = was the squared deviation of the scores from mean
 $n - 1$ = the was the number of observations minus the 1

3.7.2 Statistics Used in Quality Inspection of Instruments

3.7.2.1 Index of Item Objective Congruence (IOC)

$$IOC = \frac{\sum R}{N}$$

- IOC = was the Item Objective Congruence Index
 $\sum R$ = was the summation of 1 in all raters
 N = was the number of items

3.7.2.2 Reliability (Cronbach Alpha Coefficient)

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum s_i^2}{s_t^2} \right]$$

- α = was the Cronbach alpha coefficient
 k = was the number of items
 $\sum s_i^2$ = was the sum of the variances of each item
 s_t^2 = was the variance of the total column

3.7.3 Statistics Used in Hypothesis Testing

3.7.3.1 E1/E2

Formula 1

$$E_1 = \left(\frac{\sum x}{\frac{N}{A}} \right) \times 100$$

- E_i = Process efficiency
 $\sum x$ = The total score of exercises
 A = The full score of the exercise
 N = Number of people answering the exercise

Formula 2

$$E_2 = \left(\frac{\sum y}{\frac{N}{B}} \right) \times 100$$

E_2 = Results efficiency

$\sum y$ = Total score of results after studying

B = Full score of post-tests

N = Number of examinees

3.7.3.2 The dependent samples t-test, also known as the paired t-test or paired-samples t-test, was employed to compare the means of two related groups and assess if there was a statistically significant difference between them.

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

$\sum D$ = Sum of the differences

$\sum D^2$ = Sum of the squared differences

$(\sum D)^2$ = Sum of the squared differences, squared

CHAPTER 4

RESEARCH RESULT

The study of the development of a training curriculum based on the Language Teaching for Communication Approach to enhance develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students. The objectives to study: 1) to develop a training curriculum based on the Language Teaching for Communication Approach to develop basic Chinese speaking for Graduate Diploma Program in Teaching Profession students to be effective according to the criteria 75/75, 2) to compare the students' basic Chinese speaking before and after training through the training curriculum based on the Language Teaching for Communication Approach for Graduate Diploma Program in Teaching Profession students, and 3) to assess the students' satisfaction with the training curriculum based on the Language Teaching for Communication Approach for Graduate Diploma Program in Teaching Profession students. The following will also be presented in this section:

4.1 The analysis of the effectiveness of the training curriculum based on the Language Teaching for Communication Approach to develop basic Chinese speaking for Graduate Diploma Program in Teaching Profession students.

4.2 The analysis compares basic Chinese speaking before and after training through the training curriculum based on the Language Teaching for Communication Approach of the Graduate Diploma Program in Teaching Profession students.

4.3 The analysis of assessing the students' satisfaction with the training curriculum based on the language teaching for communication approach.

4.1 The analysis of the effectiveness of the training curriculum based on the Language Teaching for Communication Approach to develop basic Chinese speaking for Graduate Diploma Program in Teaching Profession students.

The analysis involves calculating the E1/E2 ratio according to the effectiveness criteria of 75/75. An analysis of the effectiveness of the training curriculum based on the Language Teaching for Communication Approach to develop basic Chinese speaking for Graduate Diploma Program in Teaching Profession students was also presented in Table 4.1

Table 4.1 The average, standard deviation, and efficiency of the training process (E1) of the training curriculum.

Unit	N	Full Score	$\sum X_i$	The Score Obtained		
				$\bar{X}$	SD	Percentage
1	26	5	111	4.27	0.92	85.40
2	26	5	108	4.15	0.83	83.00
3	26	5	109	4.19	0.69	83.80
4	26	5	106	4.08	0.74	81.16
5	26	5	105	4.04	0.72	80.80
6	26	5	112	4.31	0.84	86.20
Total		30	651	4.17	0.34	83.46

The effectiveness of the training process (E1) is 83.46

From Table 4.1, the data showed that the average score from the assessment of basic Chinese speaking across 6 units was 25.03 out of a total score of 30, equivalent to 83.46%. This indicated that the developed training curriculum achieved a process efficiency (E1) of 83.46, which was higher than the set criterion of 75.

Table 4.2 The mean, standard deviation, and effectiveness of the outcomes (E2) of the training program.

N	Full Score	$\sum X_i$	The Score Obtained		
			$\bar{X}$	SD	Percentage
26	10	209.90	8.07	0.924	80.73

The effectiveness of the process (E2) is 80.73

From Table 4.2, the data showed that the average score from the assessment of basic Chinese speaking in the post-training test was 8.07 out of a total score of 10, equivalent to 80.73%. This indicated that the developed training curriculum achieved an outcome efficiency (E2) of 80.73, which was higher than the set criterion of 75.

Table 4.3 The result of determining the effectiveness of the training curriculum according to the 75/75 criterion.

N	The process measurement			Posttest			E ₁ / E ₂
	$\sum X_1$	A	E ₁	$\sum X_2$	B	E ₂	
26	651	16.76	83.46	209.90	24.29	80.73	83.46/80.73

From Table 4.3, it was observed that the average score for basic Chinese speaking in the post-training tests across all six units was 16.76 out of 20, equivalent to 83.82%. Additionally, the score from the assessments measuring basic Chinese speaking after the training was 24.29 out of a possible 30, equivalent to 80.73%. Therefore, the developed training program demonstrated effectiveness (E₁/E₂) with scores of 83.46/80.73, surpassing the established criteria of 75/75.

Table 4.4 Effectiveness Index (E.I.)

The analysis result	Effectiveness Index (E.I.)	Percentage of Effectiveness Index
	0.6766	67.66
Interpreting the results	After training using the training curriculum, there was an increase in scores by percentage	
		67.66

From Table 4.4, it was found that the Effectiveness Index (E.I.) was 0.6766, or 67.66%. In summary, after completing the training curriculum, the scores increased by 67.66%. It can be observed that the obtained efficiency index value exceeded 0.5, which aligns with the acceptance criteria requiring the efficiency index value to be at least 0.5. Therefore, the developed course or innovation was deemed effective.

4.2 The analysis compares basic Chinese speaking before and after training through the training curriculum based on the Language Teaching for Communication Approach of the Graduate Diploma Program in Teaching Profession students.

Comparing basic Chinese speaking before and after training through the training curriculum based on the Language Teaching for Communication Approach of the Graduate Diploma Program in Teaching Profession students was also presented in [Table 4.2](#) and [Figure 4.2](#).

Table 4.5 Mean, Standard Deviation, dependent samples t-test, and the level of statistical significance to compare the basic Chinese speaking before and after the training curriculum.

Testing	n	$\bar{x}$	S.D.	df	t-test	Sig. (2-tailed)
Pre-test	26	4.04	0.649	16.246*	25	0.000
Posttest	26	8.07	0.924			

* $p < .05$

From Table 4.5, It was found that the students' basic Chinese speaking had a mean score of 4.04 ($\bar{x}=4.04$, $SD=0.649$) before the training curriculum based on the Language Teaching for Communication Approach and a mean score of 8.07 ($\bar{x}=8.07$, $SD=0.924$) after the training. When comparing the t-scores, it was found that the students' basic Chinese speaking ability after training was higher than before at a statistical significance level of .05.

4.3 The analysis of assessing the students' satisfaction with the training curriculum based on the language teaching for communication approach.

The assessing the students' satisfaction with the training curriculum based on the language teaching for communication approach, was also presented in Table 4.6.

Table 4.6 Mean, Standard Deviation, and meaning of the student's satisfaction with the training curriculum based on the language teaching for communication approach.

Item of the assessment the satisfaction	$\bar{x}$	SD	Meaning
Curriculum Content	4.56	0.64	Highest agree
- The curriculum content was well-organized and easy to understand.	4.63	0.52	Highest agree
- The curriculum content was divided into clear and comprehensible sections.	4.50	0.76	Highest agree
Training Activities	4.56	0.64	Highest agree
- Training activities facilitated learning.	4.63	0.52	Highest agree
- Training activities were engaging.	4.50	0.76	Highest agree
- Training activities provided opportunities to practice basic Chinese speaking skills.	4.56	0.64	Highest agree
Training Materials	4.44	0.75	Highest agree
- The content in the training materials was accurate and aligned with the topics.	4.50	0.76	Highest agree
- The training materials were well-designed and engaging.	4.38	0.74	Highest agree
Audiovisual Equipment	4.57	0.75	Highest agree
- The audiovisual equipment was suitable for the training activities.	4.50	0.76	Highest agree
- The audiovisual equipment was of good quality and sufficient.	4.63	0.74	Highest agree
Training Venue	4.42	0.75	Highest agree
- The training venue was clean and tidy.	4.38	0.74	Highest agree
- The training venue was appropriately sized for the training activities.	4.50	0.76	Highest agree
- The training venue had suitable air quality and temperature for the training.	4.38	0.74	Highest agree

Table 4.6 Mean, Standard Deviation, and meaning of the student's satisfaction with the training curriculum based on the language teaching for communication approach. (Cont.)

Item of the assessment the satisfaction	$\bar{x}$	SD	Meaning
Training Duration	4.48	0.78	Highest agree
- The duration of the training was appropriate for the curriculum content.	4.50	0.76	Highest agree
- The time allocated for each topic was appropriate.	4.46	0.80	Highest agree
Training Evaluation	4.42	0.81	Highest agree
- The evaluation covered the training content.	4.38	0.74	Highest agree
- The evaluation criteria were clear.	4.38	0.92	Highest agree
- There was consistent evaluation throughout the training period	4.50	0.76	Highest agree
Trainer	4.52	0.78	Highest agree
- The trainer was knowledgeable and well-understood the content for training.	4.57	0.75	Highest agree
- The trainer was capable of effectively conveying the subject matter.	4.63	0.74	Highest agree
- The trainer was able to provide illustrative examples to facilitate quick understanding.	4.38	0.89	Highest agree
- The trainer was able to answer questions clearly and accurately.	4.50	0.74	Highest agree
Total	4.48	0.75	Highest agree

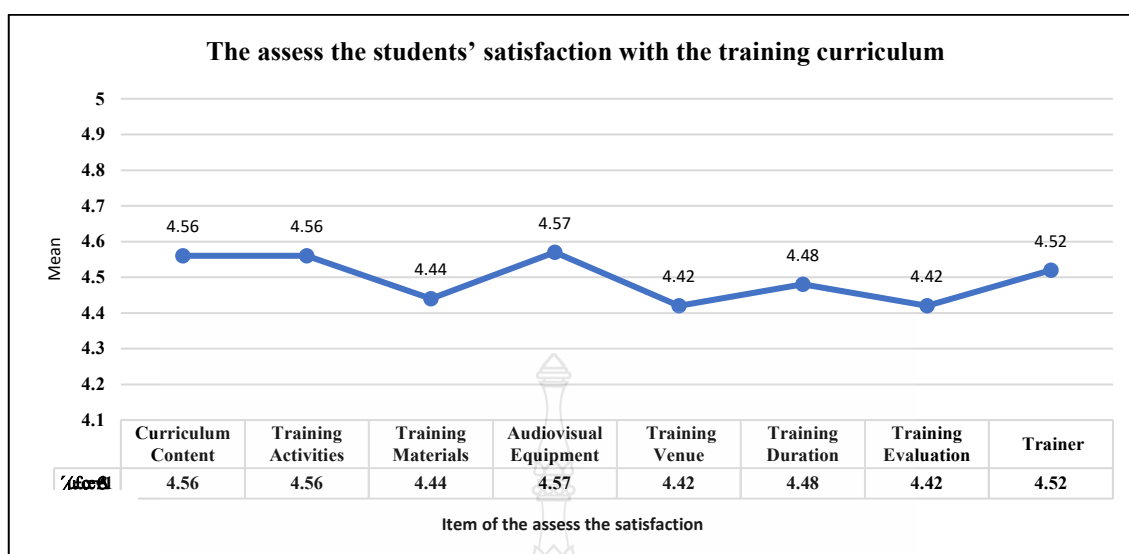


Figure 4.1 Mean of the student's satisfaction with the training curriculum based on the language teaching for the communication approach

Based on the findings from Table 4.5 and Figure 4.1, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement ($\bar{x}=4.48$, $SD=0.75$).

When considering the various aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects. The aspects, sorted by the highest mean, were as follows: Audiovisual Equipment ($\bar{x}=4.57$, $SD=0.75$), Trainer ($\bar{x}=4.52$, $SD=0.78$), Training Activities ($\bar{x}=4.48$, $SD=0.80$), Training Materials ($\bar{x}=4.44$, $SD=0.75$), Training Venue ($\bar{x}=4.42$, $SD=0.75$), and Evaluation ($\bar{x}=4.42$, $SD=0.81$).

When considering the curriculum content aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.56$, $SD=0.64$). The aspects, sorted by the highest mean, were as follows: The curriculum content was well-organized and easy to understand ($\bar{x}=4.63$, $SD=0.52$), and the curriculum content was divided into clear and comprehensible sections ($\bar{x}=4.50$, $SD=0.76$).

When considering the training activities aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.46$, $SD=0.80$). The aspects, sorted by the highest mean, were as follows: Training activities facilitated learning ($\bar{x}=4.63$, $SD=0.74$), training activities provided opportunities to practice basic Chinese speaking skills ($\bar{x}=4.50$, $SD=0.76$), and training activities were engaging ($\bar{x}=4.25$, $SD=0.89$).

When considering the training materials aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.44$, $SD=0.75$). The aspects, sorted by the highest mean, were as follows: The content in the training materials was accurate and aligned with the topics ($\bar{x}=4.50$, $SD=0.76$), and the training materials were well-designed and engaging ($\bar{x}=4.38$, $SD=0.74$).

When considering the audiovisual equipment aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.57$, $SD=0.75$). The aspects, sorted by the highest mean, were as follows: The audiovisual equipment was of good quality and sufficient ($\bar{x}=4.63$, $SD=0.75$), and the audiovisual equipment was suitable for the training activities ($\bar{x}=4.50$, $SD=0.74$).

When considering the training venue aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.42$, $SD=0.75$). The aspects, sorted by the highest mean, were as follows: The training venue was appropriately sized for the training activities ($\bar{x}=4.50$, $SD=0.76$), the training venue was clean and tidy ($\bar{x}=4.38$, $SD=0.74$), and the training venue had suitable air quality and temperature for the training ($\bar{x}=4.38$, $SD=0.74$).

When considering the training duration aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.48$, $SD=0.78$). The aspects, sorted by the highest mean, were as follows: The duration of the training was appropriate for the curriculum content ($\bar{x}=4.50$, $SD=0.76$), and the time allocated for each topic was appropriate ($\bar{x}=4.46$, $SD=0.80$).

When considering the evaluation aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.42$, $SD=0.81$). The aspects, sorted by the highest mean, were as follows: There was consistent evaluation throughout the training period ($\bar{x}=4.50$, $SD=0.76$), the evaluation covered the training content ($\bar{x}=4.38$, $SD=0.74$), and the evaluation criteria were clear ($\bar{x}=4.38$, $SD=0.92$).

When considering the trainer aspects, it was found that the satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication approach was at the highest level of agreement across all aspects ($\bar{x}=4.52$, $SD=0.78$). The aspects, sorted by the highest mean, were as follows: The trainer was capable of effectively conveying the subject matter ($\bar{x}=4.63$, $SD=0.74$), the trainer was knowledgeable and well-understood the content for training ($\bar{x}=4.57$, $SD=0.75$), the trainer was able to answer questions clearly and accurately ($\bar{x}=4.50$, $SD=0.74$), and the trainer was able to provide illustrative examples to facilitate quick understanding ($\bar{x}=4.38$, $SD=0.89$).

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

The study focused on developing a training curriculum based on the Language Teaching for Communication Approach to enhance basic Chinese speaking skills for Graduate Diploma Program in Teaching Profession students. The objectives were: 1) to develop a training curriculum based on the Language Teaching for Communication Approach to effectively improve basic Chinese speaking skills for Graduate Diploma Program in Teaching Profession students, meeting the criteria of 75/75; 2) to compare students' basic Chinese speaking abilities before and after the training through the curriculum; and 3) to assess students' satisfaction with the training curriculum based on the Language Teaching for Communication Approach. The research sample consisted of one classroom with 26 Graduate Diploma Program in Teaching Profession students from the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand, during the 2023 academic year. The sample was selected using cluster random sampling. Statistical analyses, including mean, standard deviation, Index of Item Objective Congruence (IOC), E1/E2, and dependent samples t-test, were employed. The results of these analyses were presented in the study.

5.1 Summary of Research Results

5.2 Discussion and Recommendation

5.3 Implication for Practice and Future Research

5.1 Summary of Research Results

5.1.1 The results of developing a training curriculum based on the Language Teaching for Communication Approach to enhance basic Chinese speaking skills for Diploma Program in Teaching Profession students indicated that the curriculum was effective according to the 75/75 criteria.

The average score from the assessment of basic Chinese speaking across six units was 25.03 out of a total score of 30, equivalent to 83.46 percent. This demonstrated that the developed training curriculum had a process efficiency (E1) of 83.46. The assessment of basic Chinese speaking in the post-training test was 8.07 out of

a total score of 10, equivalent to 80.73 percent, indicating that the curriculum had an outcomes efficiency (E2) of 80.73. Therefore, the training program achieved effectiveness (E1/E2) with scores of 83.46/80.73, surpassing the set criteria of 75/75.

The Effectiveness Index (E.I.) was 0.6766, representing a 67.66 percent increase in scores after training. This index value, being over 0.5, met the acceptance criteria, confirming that the developed course or innovation was effective.

5.1.2 The comparison of basic Chinese speaking skills before and after the training through the curriculum based on the Language Teaching for Communication Approach for Diploma Program in Teaching Profession students showed significant improvement.

The students' basic Chinese speaking had a mean score of 4.04 ($\bar{x}=4.04$, $SD=0.649$) before the training curriculum based on the Language Teaching for Communication Approach and a mean score of 8.07 ($\bar{x}=8.07$, $SD=0.924$) after the training. The comparison of t-scores showed that the students' basic Chinese speaking ability after the training was significantly higher than before, with a statistical significance level of .05.

5.1.3 To assess the students' satisfaction with the training curriculum based on the Language Teaching for Communication Approach.

The satisfaction level of graduate diploma teaching professional students who underwent the training curriculum based on the Language Teaching for Communication Approach was at the highest level of agreement ($\bar{x}=4.48$, S.D. =0.75). When considering the various aspects, it was found that their satisfaction level was at the highest level of agreement across all aspects. The aspects, sorted by the highest mean, were as follows: Audiovisual Equipment ($\bar{x}=4.57$, $SD=0.75$), Trainer ($\bar{x}=4.52$, $SD=0.78$), Training Activities ($\bar{x}=4.48$, $SD=0.80$), Training Materials ($\bar{x}=4.44$, $SD=0.75$), Training Venue ($\bar{x}=4.42$, $SD=0.75$), and Evaluation ($\bar{x}=4.42$, $SD=0.81$).

5.2 Discussion and Recommendations

5.2.1 The training curriculum based on the Language Teaching for Communication Approach aimed to develop basic Chinese speaking skills for Diploma Program in

Teaching Profession students and was effective with scores of 83.46/80.73, surpassing the set criterion of 75/75. This effectiveness resulted from a systematic training curriculum design and development process, which consisted of four steps: Step 1: Basic information was studied and analyzed. Step 2: The training curriculum was designed and developed. Step 3: A trial of the training curriculum was conducted. Step 4: The training curriculum was evaluated and improved (Saylor and Alexander., 1974; cited in Suthirak, C., 2014, p.83). This process aligned with the approach described by Smitthikrai (2007, pp.29-34), where curriculum development began with determining curriculum goals, followed by designing and creating the curriculum, implementing it, and then evaluating it. Additionally, the drafted training curriculum based on the Language Teaching for Communication Approach, aimed at developing basic Chinese speaking skills, underwent a quality evaluation process before implementation. Experts' evaluations indicated that the curriculum was of good quality, demonstrating its effectiveness for training.

According to the findings of Dai Yunli (2020), the training course on Basic Chinese Communication included five learning units: Welcome to China, Let's Learn Chinese, Self-Introduction, My Family, and Chinese Culture. The effectiveness of the training course met the E1/E2 criteria with scores of 81.49/81.53. Additionally, Wangtakwadeen, N. and Caijun, L. (2018) found that the developed training curriculum, which used the Chinese communicative approach for the private sector tourism business of entrepreneurs, achieved an efficiency (E1/E2) of 83.50/87.00, meeting the established requirement of 80/80, and had an effectiveness index (E.I) of 0.68.

5.2.2 The basic Chinese speaking skills of students, after completing the training curriculum based on the Language Teaching for Communication approach, were significantly higher than before, with a statistical significance level of .05. This improvement occurred because the training curriculum had been designed according to the steps of the Language Teaching for Communication approach, a teaching model that had centered on students. The core principle of the Communicative Language Teaching approach focused on learning to use the language effectively in real-life communication rather than merely acquiring knowledge about the language itself (Savignon, 2002). Consistent with Angwattanakul (1997, p.34), the Language Teaching for Communication approach was a form of teaching that did not merely instruct learners in language forms

or structures but rather emphasized enabling them to apply their knowledge in real-life situations. This approach represented a significant pedagogical method, emphasizing the development of students' language skills within authentic communicative contexts. It also demonstrated the teacher's mastery of the method and their ability to embody educational principles in actual teaching. In practice, it had been crucial to strike a balance between communication and grammatical accuracy, prioritize cultural distinctions, provide personalized instruction, and align with the educational system (Jiang, J., 2022, pp.46-53).

According to the findings of Yamprayoon, P., and Jermtaisong, R. (2021), there had been a statistically significant difference at the 0.05 level in Chinese communication skills for everyday use before and after students had studied using the language for communication instruction combined with grouping techniques.

5.2.3 The satisfaction level of graduate diploma teaching professional students who had undergone the training curriculum based on the language teaching for communication approach had been high. This result was due to the systematic implementation of the training course according to the planned and prepared steps. Various factors, including the budget, materials, equipment, course documents, and locations that had served as sources of knowledge and experience, had been well-prepared and ready to support the training. This thorough preparation had contributed to the overall satisfaction with the course. According to the findings of Dai Yunli (2020), Chakkaphan Prasomsup et al. (2024), and Xiang Yonghong et al. (2024), student satisfaction with the training curriculum had been high. This finding had been consistent across the studies.

5.3 Implication for Practice and Future Research

5.3.1 Suggestions for Applying the Research Results

5.3.1.1 Practice had been a crucial part of the training curriculum as it transformed theoretical knowledge into practical skills. Therefore, in the course design, it had been essential to allocate sufficient time for the practical component, allowing learners ample opportunity to apply and practice their skills. This had ensured that learners could proficiently master the skills learned by the end of the training. After the training course, feedback from learners had been collected to continuously improve the course content and teaching methods to better adapt to the ever-changing work requirements.

5.3.1.2 In communicative language teaching, teachers were expected to transition from traditional knowledge transmitters to facilitators and promoters. However, in practice, some teachers had still found it difficult to completely abandon their traditional roles. Therefore, it had been necessary to organize training for teachers in communicative language teaching, helping them change their roles and master the skills and methods needed to guide and promote student autonomous learning, thereby better adapting to the requirements of communicative language teaching.

5.3.1.3 To ensure the quality and effectiveness of the training curriculum, teachers had needed to tailor training programs to different groups. This had required maintaining high personal standards. Teachers had continuously updated their knowledge base, stayed informed about the latest industry trends and technological advancements, and had been encouraged to participate in actual projects and research work. This approach had enhanced their practical experience and teaching skills, ultimately enabling them to provide higher-quality teaching and guidance to students.

5.3.2 Suggestions for Future Research

5.3.2.1 Future research should have delved into training curricula that were developed using various teaching methods, such as simulation exercises, role-playing, and group discussions.

5.3.2.2 Future research should have studied training curricula based on the Language Teaching for Communication approach that also developed other skills, such as listening, writing, and reading, or focused on other variables like learning persistence.

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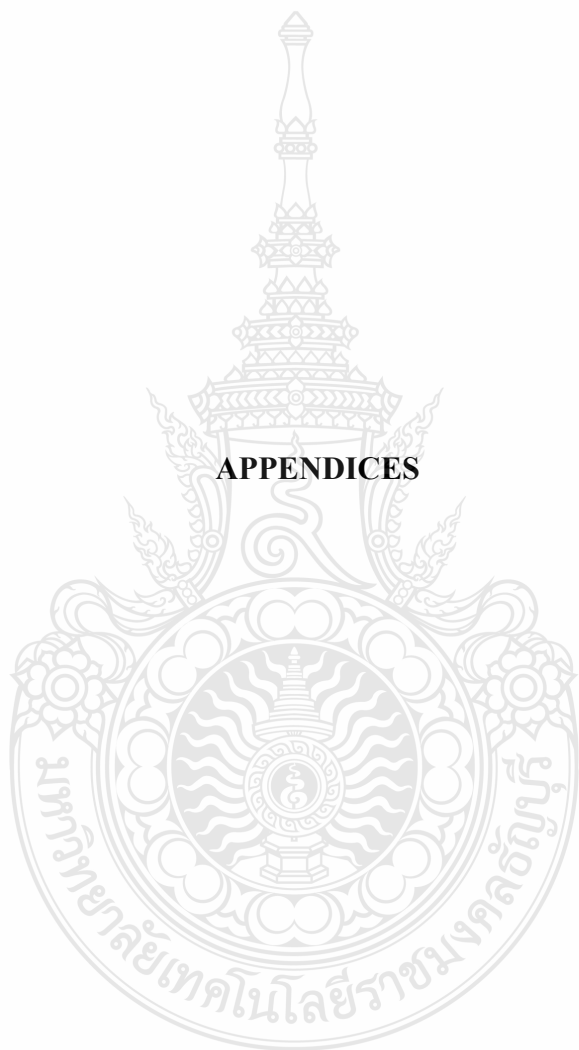
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APPENDICES





APPENDIX A

- **List of Experts Reviewing Research Instruments**
- **Sample Letter to Experts and Specialists for Research Instruments Validation**

List of Experts Reviewing Research Instruments

Specialists

1. Teacher Zhang Xuning
Zigong Hengchuan Experimental School, Zigong, China.
2. Assistant Lecturer Li Xingchuan
Sichuan Province Yibin vocational and technical school, Zigong, China.
3. Dr. Saengrung Poolsuwan
Aksorn CharoenTat ACT Co., Ltd., Thailand.
4. Dr. Pongsathorn Kittachotworakul.
Hui mingtang Chinese classroom, Pattaya, Thailand.
5. Dr. Surat Kwanboonchan
Faculty of Technical Education, Rajamangala University of Technology
Thanyaburi, Thailand.

No. 0649.02/0270



Faculty of Technical Education
Rajamangala University of Technology
Thanyaburi
39 Moo 1, Rangsit-Nakhon Nayok Road,
Klong Hok, Khlong Luang, Pathum Thani
Postal Code 12110, Thailand

1 March 2024

Subject Invitation letter inviting experts to validate research instruments

Dear Mr. Zhang Xuning

Due to Mr.Tong Wu , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Training Curriculum Development Based on the Language Teaching for communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students."with Asst. Prof. Dr. Rossarin Jermtatsong , a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr.Tong Wu for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

(Asst. Prof. Arnon Niyomphol)
Dean, Faculty of Technical Education

Department of Education
Tel: +66-2549-3207
Fax: +66-2577-3207

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Postal Code 12110, Thailand

1 March 2024

Subject Invitation letter inviting experts to validate research instruments

Dear Assistant Lecturer Li Xingchuan

Due to Mr. Tong Wu, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Training Curriculum Development Based on the Language Teaching for communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students." with Asst. Prof. Dr. Rossarin Jermtatsong, a research advisor.

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Thank you for your kind consideration.

Sincerely Yours,

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Postal Code 12110, Thailand

1 March 2024

Subject Invitation letter inviting experts to validate research instruments

Dear Dr.Saengrung Poolsuwan

Due to Mr.Tong Wu , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Training Curriculum Development Based on the Language Teaching for communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students." with Asst. Prof. Dr. Rossarin Jermtatsong , a research advisor.

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1 March 2024

Subject Invitation letter inviting experts to validate research instruments

Dear Dr.Surat Kwanboonchan

Due to Mr.Tong Wu , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Training Curriculum Development Based on the Language Teaching for communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students." with Asst. Prof. Dr. Rossarin Jermtatsong , a research advisor.

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Postal Code 12110, Thailand

1 March 2024

Subject Invitation letter inviting experts to validate research instruments

Dear Dr. Pongsathorn kittachotworakul

Due to Mr. Tong Wu , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Training Curriculum Development Based on the Language Teaching for communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students." with Asst. Prof. Dr. Rossarin Jermtatsong , a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr. Tong Wu for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

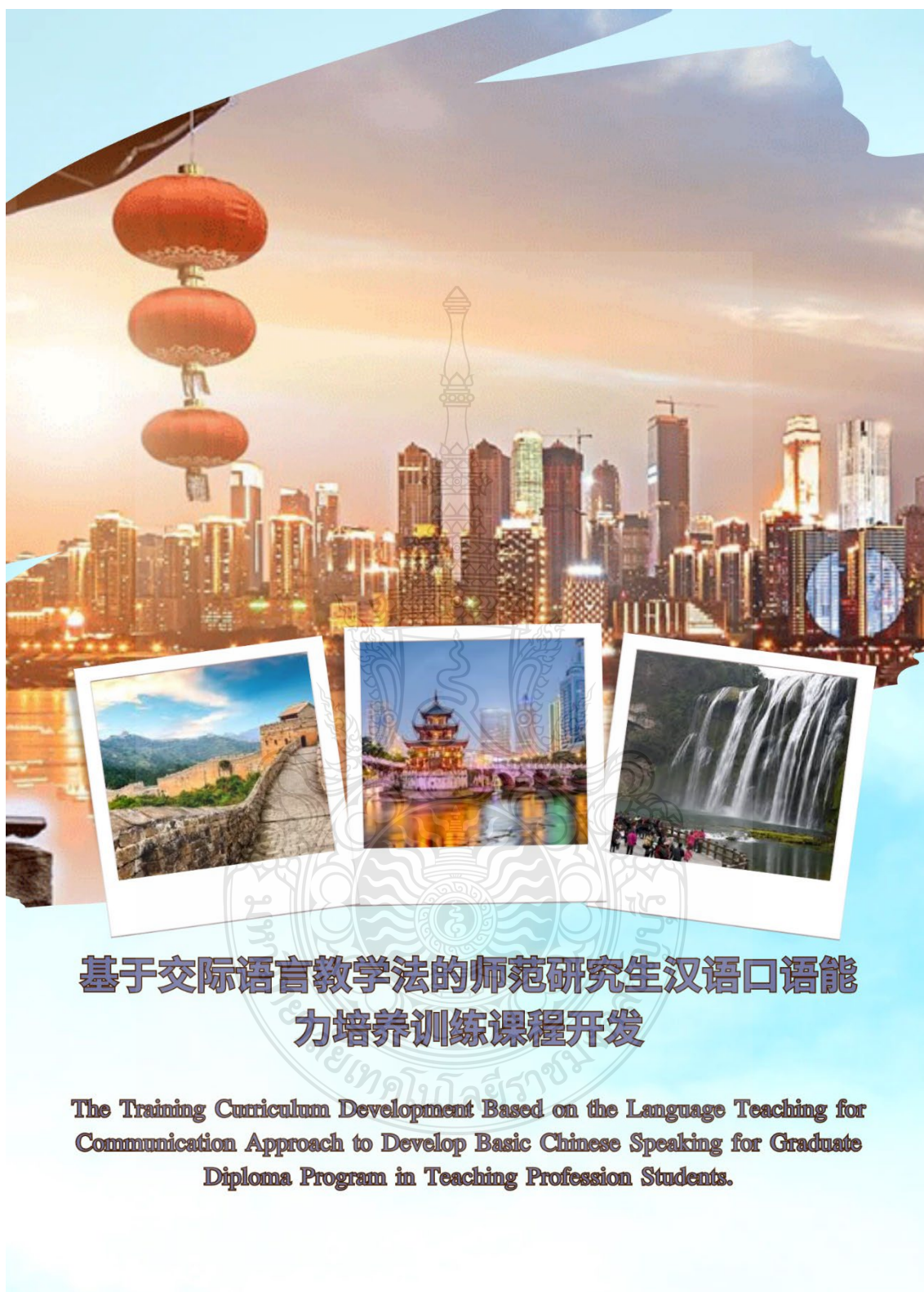
Thank you for your kind consideration.

Sincerely Yours,

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Dean, Faculty of Technical Education

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APPENDIX B
Instrument of Research



基于交际语言教学法的师范研究生汉语口语能力培养训练课程开发

The Training Curriculum Development Based on the Language Teaching for Communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students.

The Training Curriculum Development Based on the Language Teaching for Communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students

1. Principles and Rationale

Thailand and China had vast opportunities for cooperation in the economic field, and learning Chinese played a crucial role in fostering business interactions and collaborations between the two nations. As China became an increasingly important tourism market for Thailand, mastering the Chinese language significantly improved service levels, catering to the needs of the large influx of Chinese tourists. Additionally, learning Chinese facilitated cultural exchanges between the people of Thailand and China, deepening mutual understanding and fostering stronger bonds of friendship. By mastering the language, Thai people gained easier access to China's advanced achievements and skills in fields such as science, technology, and medicine.

Furthermore, proficiency in Chinese enabled Thailand to assume a more proactive role in international affairs, enhancing the country's influence on the global stage. As educational cooperation between China and Thailand deepened, the study of Chinese promoted academic exchanges and collaborations between universities, benefiting Thai students in their academic pursuits and career development. In the era of globalization, learning Chinese became an effective strategy for addressing economic and cultural challenges.

The friendly cooperation between Thailand and China across various fields continued to deepen. Learning Chinese helped Thailand better integrate into global trends, achieve mutual benefits, and foster common development on the international stage. In the realm of educational cooperation, an increasing number of Thai universities began offering Chinese courses, aiming to cultivate professionals with proficiency in the language. This initiative strengthened exchanges and cooperation between the universities of both countries, providing more opportunities for Thai students to study abroad, undertake internships, and enhance their competitiveness in the global job market.

The development of curriculum training kept pace with the times, continuously introducing the most forward-looking ideas and techniques. It aligned with the progress in science and technology, inspiring students' thinking. In Chinese language instruction, students were taught how to effectively use the language. There were two primary groups of learners: those who spoke Chinese as their first language and those who learned it as a second language. A crucial aspect of this education was ensuring that foreign students developed strong oral proficiency in Chinese, which was a key indicator of their overall language competence.

When learning a language, the ability to listen and speak effectively was paramount, particularly for those studying Chinese as a foreign language. Teachers focused on helping students communicate efficiently by teaching correct pronunciation and grammar usage. One effective method for improving speaking skills quickly was through curriculum training, which employed diverse educational techniques to help students achieve their goals and develop their abilities.

The communicative language teaching approach emphasized real-life language use and rejected purely mechanical exercises in teaching. However, it also recognized the value of such exercises in building language proficiency. This approach represented a significant pedagogical shift, focusing on the development of students' language skills within authentic communicative contexts. It demonstrated the teacher's expertise in applying educational principles to practical teaching. In practice, it was essential to balance communicative competence with grammatical accuracy, prioritize cultural distinctions, provide personalized instruction, and align with the broader educational system.

In this approach, grammar was explicitly introduced during the Presentation stage, which marked the initial part of the class and was led by the teacher. By addressing these pedagogical elements, students were able to enhance their oral Chinese proficiency and achieve the research objectives set forth in their studies.

2. Training curriculum Objectives

2.1 Trainees can understand Vocabulary Grammar content of speaking about daily life: greeting, shopping, introduce myself, relationship, weather, holiday (K).

2.2 Trainees can speak about daily life: greeting, shopping, introduce myself, relationship, weather, holiday (P).

2.3 Trainees can conversation about daily life: greeting, shopping, introduce myself, relationship, weather, holiday (P).

2.4 Trainees can consciously learn Chinese culture and Chinese language (A).

3. Training Curriculum Content

3.1 Unit 1 Daily talk

3.2 Unit 2 Shopping

3.3 Unit 3 Introduce myself

3.4 Unit 4 Relationship

3.5 Unit 5 Weather

3.6 Unit 6 Holiday

4. Training curriculum Structure

Unit	Unit Title	Topic	Duration
1	Daily talk	1.1 Greeting 1.2 Call the phone 1.3 Request 1.4 Say goodbye	3 hours
2	Shopping	2.1 Shopping 2.2 Daily necessities 2.3 Asking for directions	3 hours
3	Introduce myself	3.1 Name 3.2 Job 3.3 Country 3.4 Hobby	3 hours
4	Relationship	4.1 Family relationships 4.2 Interpersonal relationships	3 hours

Unit	Unit Title	Topic	Duration
5	Weather	5.1 Weather 5.2 Four seasons	3 hours
6	Holiday	6.1 Get to know the holidays 6.2 Transportation	3 hours

5. Training curriculum Implementation Guidelines

5.1 Define Training Objectives: Understand the needs, knowledge level, and learning styles of training.

5.2 Training Analysis: Understand the needs, knowledge level, and learning styles of training.

5.3 Curriculum Training Development: develop a structured curriculum training that covers the necessary topics in a logical sequence.

5.4 Resource Allocation: allocate resources such as budget, time, personnel, and materials required for implementing the curriculum training effectively.

5.5 Engagement Activities: training Activities based on the language teaching for communication approach. Typical production stage activities include: 1) Role-plays 2) communication tasks 3) Collaborative tasks and 4) Discussion activities.

5.6 Feedback Mechanism: satisfaction assessment to gather input from trainees after the training sessions.

5.7 Assessment and Evaluation: develop assessment tools such as rubrics for basic speaking Chinese. Evaluate the overall effectiveness of the curriculum based on predefined criteria.

6. Training Activities

Training Activities based on the language teaching for communication approach.

Stage	Activities
Presentation	The teacher provided language information to the students, introducing new content aimed at helping them understand the meaning and common usage of the language,

Stage	Activities
	including pronunciation, vocabulary, and appropriate grammatical structures for different situations, along with relevant rules.
Presentation	The teacher provided language information to the students, introducing new content aimed at helping them understand the meaning and common usage of the language, including pronunciation, vocabulary, and appropriate grammatical structures for different situations, along with relevant rules
Practice	The students engaged in using the language they had learned through controlled or guided practice, with the teacher leading the exercises in a step-by-step manner. The goal was for students to memorize correct language forms, understand their meanings, and learn how to use those language structures appropriately.

7. Trainees Groups

Diploma Degree student, Instructional Innovation Faculty of Technical Education Rajamangala University of Technology Thanyaburi.

8. Dates, Times, and Locations

3 days, Time is 08:30 - 16:30, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi.

9. Learning Resources/Equipment

- 9.1 PPT
- 9.2 Book
- 9.3 Video

10. Measurement and Evaluation

An assessment of basic speaking Chinese. The assessment form is the rubric
Scoring consist of 3 area:

- 1) Repeat (Listen to what the teacher says and repeat it)
- 2) Vocabulary Choose the correct Chinese character based on the picture or video)
- 3) Conversation (Simulate relevant scenarios and conduct situational dialogues between trainers and trainees or between students and students with the full participation of the trainer)

11. Expected Benefits

Let participating training institutes be able to speak clearly in Chinese after the training and be able to hear and understand the meaning clearly.

12. Training Schedule

Day/Time	Training details
1 day	
8.00-9.00	Project opening ceremony and Pre test
9.00-12.00	Study Unit 1
13.00-16.00	Study Unit 2
2 day	
9.00-12.00	Study Unit 3
13.00-16.00	Study Unit 4
3 day	
9.00-12.00	Study Unit 5
13.00-16.00	Study Unit 6
16.00-17.00	Post test



基于交际语言教学法的师范研究生汉语口语能力培养训练课程开发

The Training Curriculum Development Based on the Language Teaching for Communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students.



培训课程手册

TRAINING CURRICULUM MANUAL

THE TRAINING CURRICULUM DEVELOPMENT BASED ON THE LANGUAGE TEACHING FOR COMMUNICATION APPROACH TO DEVELOP BASIC CHINESE SPEAKING FOR GRADUATE DIPLOMA PROGRAM IN TEACHING PROFESSION STUDENTS.



1. Training Curriculum Manual Name: The Training Curriculum Development Based on the Language Teaching for Communication Approach to Develop Basic Chinese Speaking.

2. Introduction

Thailand and China have close cooperation in economic and educational fields. Learning Chinese helps to promote business exchanges, improve the level of tourism services, and deepen cultural exchanges. Mastering Chinese allows Thais to access advanced knowledge in fields such as science and technology and medicine from China, enhancing their role and influence in international affairs. Thai universities offer Chinese language courses to cultivate professionals, thereby enhancing the competitiveness of their students in the international job market. Effective Chinese teaching focuses on the development of listening and speaking skills, adopts practical teaching methods, and combines mechanical exercises to improve students' language abilities.

3. Training curriculum Implementation Guidelines

3.1 Define Training Objectives: Understand the needs, knowledge level, and learning styles of training.

3.2 Training Analysis: Understand the needs, knowledge level, and learning styles of training.

3.3 Curriculum Training Development: develop a structured curriculum training that covers the necessary topics in a logical sequence.

3.4 Resource Allocation: allocate resources such as budget, time, personnel, and materials required for implementing the curriculum training effectively.

3.5 Engagement Activities: training Activities based on the language teaching for communication approach. Typical production stage activities include: 1) Role-plays 2) communication tasks 3) Collaborative tasks and 4) Discussion activities.

3.6 Feedback Mechanism: satisfaction assessment to gather input from trainees after the training sessions.

3.7 Assessment and Evaluation: develop assessment tools such as rubrics for basic speaking Chinese. Evaluate the overall effectiveness of the curriculum based on predefined criteria.

4. Teacher's Manual:

During class, the PPP (Presentation, Practice, Production) teaching model should be fully utilized, and the expected goals of the lesson should be adjusted based on the pre-class assessment of the students, and the teacher needs to understand China.

5. Teacher's Role:

Teachers need to transform their roles, considering themselves as disseminators of culture and evaluators.

6. Student's Role: The students are not only students in the traditional sense but also cultural enthusiasts within this course.

7. Training Plan

Day/Time	Training details
1 day	
8.00-9.00	Project opening ceremony and Pretest
9.00-12.00	Study Unit 1
13.00-16.00	Study Unit 2
2 day	
9.00-12.00	Study Unit 3
13.00-16.00	Study Unit 4
3 day	
9.00-12.00	Study Unit 5
13.00-16.00	Study Unit 6
16.00-17.00	Post test

8. Basic Chinese Speaking Assessment:

An assessment of basic speaking Chinese. The assessment form is the rubric
Scoring consist of 3 area:

- 8.1 Repeat (Listen to what the teacher says and repeat it)
- 8.2 Vocabulary (Choose the correct Chinese character based on the picture or video)
- 8.3 Conversation (Simulate relevant scenarios and conduct situational dialogues between trainers and trainees or between students and students with the full participation of the trainer)



Example

Lesson Plan 6

Curriculum Training	Basic Speaking Chinese		
Unit Title	6 Holiday		
Trainees	Diploma Degree student	Training Duration	3 hours

Training objectives

- 1) 1. Trainees can understand vocabulary, grammar content of speaking about Holiday (K).
- 2) 2. Trainees can speak about Holiday (P).
- 3) 3. Trainees can consciously learn Chinese culture and Chinese language (A).

Training content

1. Get to know the holidays
2. Transportation

Training Activity

Stage	Activity based on the language teaching for communication approach
Presentation	1. By playing videos and using PowerPoint presentations, students can move through course material and make connections and connections between what they have learned and what they will learn in the future.
	2. The teacher explains the learning objectives of this lesson to the students so that they can clearly understand what is expected of their learning.
	3. Through the review of the previous lesson and the explanation of the objectives for this lesson, students can establish the basic framework of the lesson's content. This enables them to develop a general understanding of the lesson's material, after which the teacher will provide detailed explanations.

Stage	Activity based on the language teaching for communication approach
Practice	4. Each unit in the course will be divided into several small chapters. Following the explanation of each chapter's content, in-class exercises will be conducted immediately. Additionally, exercises will be carried out in the classroom after the completion of unit explanations to reinforce the unit's content.
	5. At the end of each day's class, students will be assigned practice exercises, mainly focusing on oral pronunciation and situational Chinese practice. Additionally, students will be required to preview the content of the next class in advance.
Production	6. Through role-playing, situational dialogue and other methods, students' understanding and application of the knowledge they have learned will be tested. The assessment criteria include oral pronunciation standard, grammar understanding, understanding of Chinese words or sentences, etc.

Training Materials/Resources

1. ppt, videos, and Training Documents

Training Assessment

Assessment method	Assessment Tool	Assessment Criteria
class attendance	Attendance record sheet	Pass 80 percentage
Class Speaking	Basic Chinese Speaking Evaluation Form	Pass 60 percentage

Training Documents

第六单元 假期

Unit 6 Holiday

6.1 认识假期 Get to know the holidays

一、Vocabulary

元 yuán 旦 dàn 节 jié

New Year's Day



春 chūn 节 jié

Chinese New Year



清 qīng 明 míng 节 jié

Ching Ming Festival



中 zhōng 秋 qiū 节 jié

Mid-Autumn Festival



端 duān 午 wǔ 节 jié
Dragon Boat Festival



劳 láo 动 dòng 节 jié
Labor day



国 guó 庆 qìng 节 jié
National Day



二、Conversation

jīn nián shì fó lì duō shǎo nián
A: 今年 是 佛历 多 少 年?

nián
B: 2567 年

jīn nián shì gōng lì duō shǎo nián
A: 今年 是 公历 多 少 年?

nián
B: 2024 年

gōng lì nóng lì fó lì
Tips: 公历、农历、佛历:

Comparison of international calendar, traditional Chinese calendar and Thai Buddhist calendar

公历 (年)	2023	2024	2025	2026
农历 (年)	庚卯年	甲辰年	乙巳年	丙午年
佛历 (年)	2566	2567	2568	2569

gōng lì shì dāng qián guó jì tōng yòng de lì fǎ zài zhōng guó de chēng hū
公历: 是 当 前 国 际 通 用 的 历 法 在 中 国 的 称 呼。

Gregorian calendar: is the name of the current internationally accepted calendar in China.

nóng lì shì zhōng guó chuán tǒng de yīn yáng hé lì lì fǎ
农历: 是 中 国 传 统 的 阴 阳 合 历 法。

Lunar Calendar: It is the traditional Chinese lunar calendar.

fó lì tài guó de lì fǎ zài zhōng wén chēng hū
佛历: 泰 国 的 历 法 在 中 文 称 呼。

Buddhist calendar: The Chinese name for the Thai calendar.

cí yǔ biǎo
三、词语表 Vocabulary list

1. yuándàn jié
元旦节: New Year's
2. chūn jié
春节: Chinese New Year
3. qīngmíng jié
清明节: Ching Ming Festival
4. láodòng jié
劳动节: labor day
5. duānwǔ jié
端午节: Dragon Boat Festival
6. zhōngqiū jié
中秋节: Mid-Autumn Festival
7. guóqìng jié
国庆节: National Day
8. gōng lì
公历: Gregorian calendar
9. nóng lì
农历: lunar calendar
10. fó lì
佛历: Buddhist calendar

jiāotōnggōng jù
6.2 交通工具 Transportation

一、Vocabulary

飞 fēi 机 jī

Airplane



火 huǒ 车 chē

Train



高 gāo 铁 tiě

High speed rail



出 chū租 zū车 chē

Taxi



汽 qì车 chē

car



摩 mó托 tuō车 chē

Motorcycle



电 diàn 瓶 píng车 chē

Battery car



助 zhù力 lì车 chē

Electric power bicycle



电 diàn 动 dòng 滑 huá 板 bǎn
车 chē
Electric scooter



自 zì 行 xíng 车 chē
Bike



飞 fēi 机 jī 场 chǎng
Airport



火 huǒ 车 chē 站 zhàn
Train station



高 gāo 铁 tiě 站 zhàn
High Speed Rail Station



地 dì铁 tiě站 zhàn

Metro station



公gōng交 jiāo 车 chē

Bus

公gōng交 jiāo 车 chē站 zhàn

Bus station



长 zhǎng途 tú汽 qì车 chē

Long distance bus



长 zhǎng途 tú汽 qì车 chē站 zhàn

Long-distance bus station

二、Conversation

Eg1:

A: 我喜欢出租车

B: 自己开车更便捷

A: 我喜欢公共交通

Eg2:

A: 我喜欢骑自行车

B: 我喜欢新能源汽车

A: 但是我也喜欢皮卡, 很大

三、Vocabulary list

1. 飞机: Airplane

2. 飞机场: Airport

3. 火车: Train

4. 火车站: Train station

5. 高铁: High-speed rail

6. 高铁站: High-speed rail station

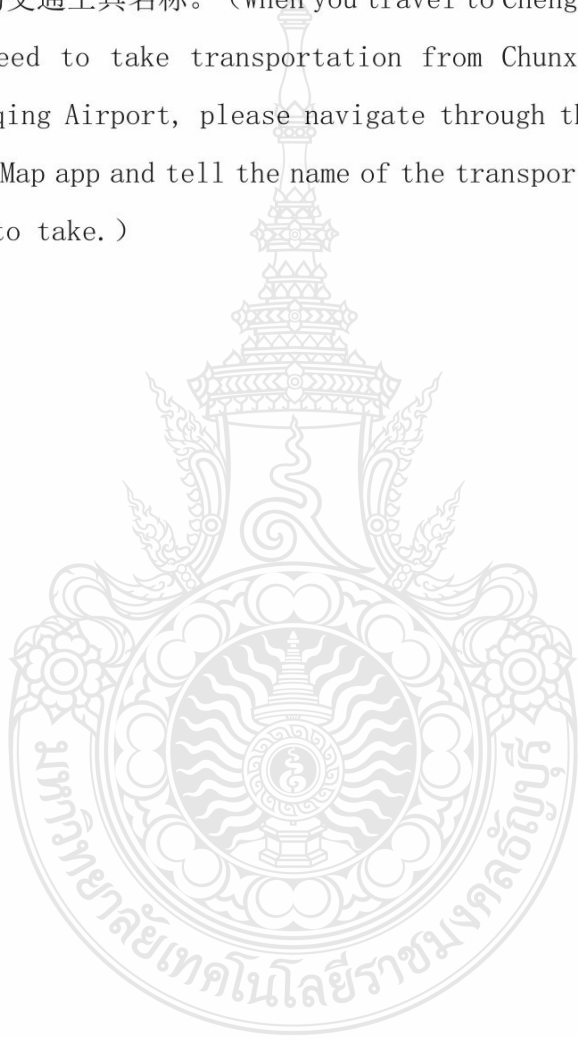
7. 公交车: Bus

8. 公交车站: Bus stop

- ch ū z ū ch ē
9. 出租车：Taxi
- zh ǎ ng t ú q ì ch ē
10. 长途汽车：Long-distance bus
- zh ǎ ng t ú q ì ch ē zh à n
11. 长途汽车站：Long-distance bus station
- q ì ch ē
12. 汽车：Cars
- x ī n n é ng yu á n ch ē
13. 新能源车：New Energy Vehicles
- j i à o ch ē
14. 轿车：Car
- yu è y ě ch ē
15. 越野车：SUV
- sh ā ng w ù ch ē
16. 商务车：MPV
- p ǎ o ch ē
17. 跑车：Sports car
- p í k ǎ
18. 皮卡：Pickup truck
- z ì x í ng ch ē
19. 自行车：Bicycle
- m ó tu ō ch ē
20. 摩托车：Motorcycle
- d i à n p í ng ch ē
21. 电瓶车：Battery car
- zh ù lì ch ē
22. 助力车：Electric power bicycle
- d i à n d ò ng hu á b ǎ n ch ē
23. 电动滑板车：Electric scooter

kètángliànxí
课堂练习 Class exercises

当你到中国成都旅游，需要从春熙路乘坐交通工具到重庆机场，请通过高德地图或百度地图 app 进行导航，并说出需要搭乘的交通工具名称。(When you travel to Chengdu, China, and need to take transportation from Chunxi Road to Chongqing Airport, please navigate through the Amap or Baidu Map app and tell the name of the transportation you need to take.)





The assessment of Basic Chinese Speaking

Name	Score level	Total	Percentage	Summary
	1 2 3	15		Good Moderate Improve
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Quality Judging Criteria

Score range

10-15

5-10

0-5

Quality level

Good

Moderate

Improve

Passing Criteria

Summary

From good quality and above

☐ Pass student.

☐ Fail student.

Rubric: Basic Chinese Speaking

Topic	Score level				
	1	2	3	4	5
Repeat Listen to what the trainer says and repeat it	There are more than 5 errors when repeating the sentences heard, and the pronunciation is unclear.	There are 4-5 errors when repeating the sentences heard, and the pronunciation is basically clear, with long pauses.	There are 3-4 errors when repeating the sentences heard, and the pronunciation is relatively clear and there can be pauses.	Repeat the sentence you heard with 1-2 errors, and pronounce it clearly, with a short pause.	Repeat the sentences you hear without any errors and pronounce them clearly and fluently.
Vocabulary Choose the correct Chinese character)	Choose more than 8 wrong words ($8 \leq X$)	There are 5-7 wrong words selected ($5 < X \leq 7$)	There are 3-5 wrong words selected ($3 < X \leq 5$)	The selected words are 1-3 wrong ($1 < X \leq 3$)	There is at most 1 wrong word selected ($X \leq 1$)
Conversation Simulate relevant scenarios and conduct situational dialogues between trainer and trainees or between students and students with the full participation of the teacher	When the trainer conducts a situational dialogue with the trainees, the trainees' pronunciation is not standard or their grammar is inconsistent, and there are long pauses. Each pause lasts more than 2 seconds and the number of pauses exceeds 7 times. The duration of the	When the trainer has a situational dialogue with the trainees, the trainees' pronunciation must be basic and consistent with Chinese grammar. There should be a noticeable pause. Each pause time should be greater than 1 second, but the number	When the trainer has a scene dialogue with the trainees, the trainees must have basic pronunciation standards and basically conform to Chinese grammar. There are obvious pauses, each pause lasting more than 1 second, but the number	When the trainer has a situational dialogue with the trainees, the trainees' pronunciation should be standard and consistent with Chinese grammar, but there should be obvious small pauses. Each pause must not exceed 1 second, the number of pauses must	The trainer will conduct a situational dialogue with the trainees. During the dialogue, the trainees' pronunciation should be standard, fluent, and consistent with Chinese grammar. The dialogue should last no less than 1 minute.

Topic	Score level				
	1	2	3	4	5
	conversation is within 45 seconds.	of pauses should not exceed 7 times. Conversation time should be between 45 seconds and 1 minute.	of pauses must not exceed 5 times, and the length of the conversation should be between 45 seconds and 1 minute.	not exceed 3, and the duration of the conversation must not be less than 1 minute.	



Satisfaction Questionnaire of a training curriculum based on the Language Teaching for Communication Approach to enhance develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students

Instructions:

1) This questionnaire assessed satisfaction with the training curriculum based on the Language Teaching for Communication Approach for Graduate Diploma Program in Teaching Profession students, focusing on eight key aspects.

2) The questionnaire was divided into the following parts:

Part 1: Personal Information

Part 2: Assessment of satisfaction regarding Curriculum Content, Training Activities, Audiovisual Equipment, Training Venue, Training Duration, Training Materials, Training Evaluation, and Trainer.

3) Please answer the questionnaire truthfully. The information you provide will be kept confidential and will be used to make important improvements to the training curriculum based on the Language Teaching for Communication Approach, aimed at enhancing basic Chinese speaking skills for students in the Graduate Diploma Program in Teaching Profession.

We hope to receive a high level of cooperation from our students in completing the questionnaire. Thank you for participating in this important opportunity.

Mr. Tong Wu

Master's degree student in Curriculum
Development and Teaching Innovation
RMUTT, Thailand

Part 1 The personal information

Instructions: Please put a tick (✓) in the box that closely match your personal information.

1. Gender ☐ Male ☐ Female
2. Age ☐ 20-30 ☐ 31-40
- ☐ 41-50 ☐ 51-60
- ☐ Others.....

Part 2 Assessment of satisfaction

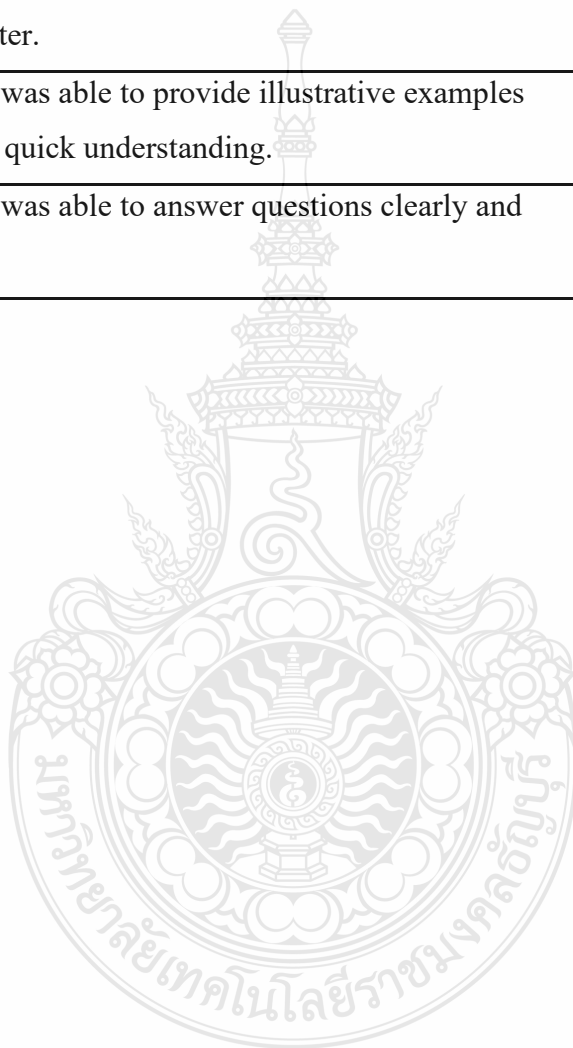
Instructions: Please place a tick (✓) in the box that best reflects your opinion according to the following criteria:

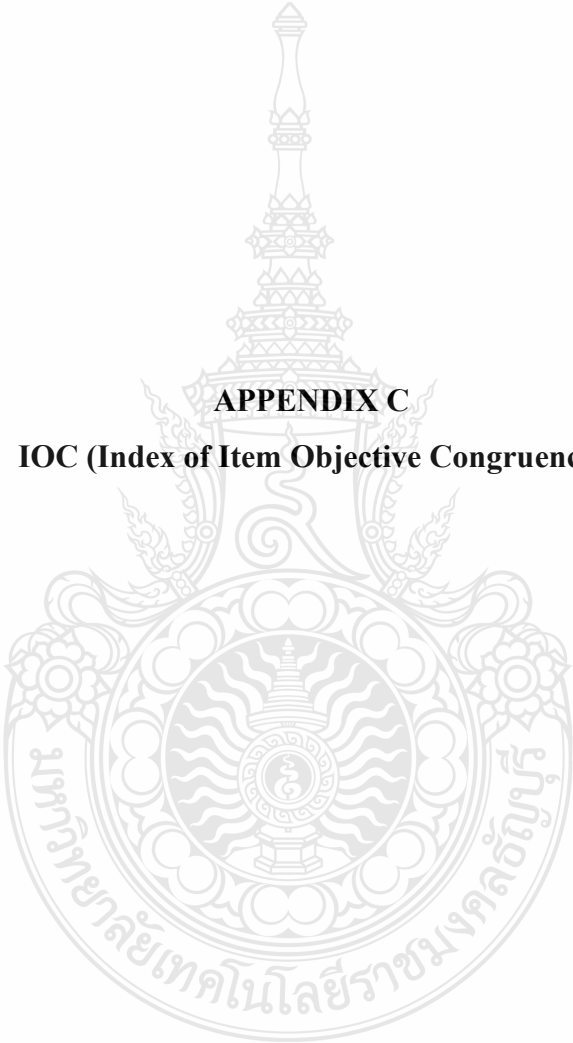
- 5 indicates the highest level of satisfaction
- 4 indicates a high level of satisfaction
- 3 indicates a moderate level of satisfaction.
- 2 indicates a low level of satisfaction.
- 1 indicates the lowest level of satisfaction.

No.	Assessment list	Satisfaction level				
		5	4	3	2	1
Component curriculum						
1	The curriculum content was well-organized and easy to understand.					
2	The curriculum content was divided into clear and comprehensible sections.					
Training Activities						
1	Training activities facilitated learning.					
2	Training activities were engaging.					
3	Training activities provided opportunities to practice basic Chinese speaking skills.					

No.	Assessment list	Satisfaction level				
		5	4	3	2	1
Training Materials						
1	The content in the training materials was accurate and aligned with the topics.					
2	The training materials were well-designed and engaging.					
Audiovisual Equipment						
1	The audiovisual equipment was suitable for the training activities.					
2	The audiovisual equipment was of good quality and sufficient.					
Training Venue						
1	The training venue was clean and tidy.					
2	The training venue was appropriately sized for the training activities.					
3	The training venue had suitable air quality and temperature for the training.					
Training Duration						
1	The duration of the training was appropriate for the curriculum content.					
2	The time allocated for each topic was appropriate.					
Training Evaluation						
1	The evaluation covered the training content.					
2	The evaluation criteria were clear.					
3	There was consistent evaluation throughout the training period					

No.	Assessment list	Satisfaction level				
		5	4	3	2	1
Trainer						
1	The trainer was knowledgeable and well-understood the content for training.					
2	The trainer was capable of effectively conveying the subject matter.					
3	The trainer was able to provide illustrative examples to facilitate quick understanding.					
4	The trainer was able to answer questions clearly and accurately.					





APPENDIX C

IOC (Index of Item Objective Congruence)

IOC (Index of Item Objective Congruence)

The Training Curriculum Development Based on the Language Teaching for Communication Approach to Develop Basic Chinese Speaking for Graduate Diploma Program in Teaching Profession Students

Research Instrument	Expert results					total	IOC	Result
	1	2	3	4	5			
Training curriculum based on the language teaching for communication approach								
1. Principles and Rationale	1	1	1	1	1	5	1	yes
2. Training curriculum Objectives	1	1	1	1	1	5	1	yes
3. Training Curriculum Content	1	1	1	1	1	5	1	yes
4. Training curriculum Structure	1	1	1	1	1	5	1	yes
5. Training curriculum Implementation Guidelines	1	1	1	1	1	5	1	yes
6. Training Activities	1	1	1	1	1	5	1	yes
7. Trainees Groups	1	1	1	1	1	5	1	yes
8. Dates, Times, and Locations	1	1	1	1	0	4	0.8	yes
9. Learning Resources/Equipment	1	1	1	1	1	5	1	yes
10. Measurement and Evaluation	1	1	1	1	1	5	1	yes
11. Expected Benefits	1	1	1	1	1	5	1	yes
12. Training Schedule	1	1	1	1	0	4	0.8	yes

IOC (Index of Item Objective Congruence)
Training Plan for Training curriculum based on the language teaching
for communication approach

Research Instrument	Expert results					Total	IOC	Result	
	1	2	3	4	5				
Learning Management Plan using the game-based learning									
Unit 1	Daily talk								
	1. Training objectives	1	1	1	1	1	5	1	yes
	2. Training content	1	1	1	1	1	5	1	yes
	3. Training Activity	1	1	1	1	1	5	1	yes
	4. Training Materials/Resources	1	1	1	1	1	5	1	yes
	5. Training Assessment	1	1	1	1	1	5	1	yes
Unit 2	Shopping and direction								
	1. Training objectives	1	1	1	1	1	5	1	yes
	2. Training content	1	1	1	1	1	5	1	yes
	3. Training Activity	1	1	1	1	1	5	1	yes
	4. Training Materials/Resources	1	1	1	1	1	5	1	yes
	5. Training Assessment	1	1	1	1	1	5	1	yes
Unit 3	Introduce myself								
	1. Training objectives	1	1	1	1	1	5	1	yes
	2. Training content	1	1	1	1	1	5	1	yes
	3. Training Activity	1	1	1	1	1	5	1	yes
	4. Training Materials/Resources	1	1	1	1	1	5	1	yes
	5. Training Assessment	1	1	1	1	1	5	1	yes
Unit 4	Relationship								
	1. Training objectives	1	1	1	1	1	5	1	yes
	2. Training content	1	1	1	1	1	5	1	yes
	3. Training Activity	1	1	1	1	1	5	1	yes
	4. Training Materials/Resources	1	1	1	1	1	5	1	yes
	5. Training Assessment	1	1	1	1	1	5	1	yes

IOC (Index of Item Objective Congruence)
Training Plan for Training curriculum based on the language teaching
for communication approach

Research Instrument		Expert results					Total	IOC	Result
		1	2	3	4	5			
Learning Management Plan using the game-based learning									
Unit 5	Weather								
	1. Training objectives	1	1	1	1	1	5	1	yes
	2. Training content	1	1	1	1	1	5	1	yes
	3. Training Activity	1	1	1	1	1	5	1	yes
	4. Training Materials/Resources	1	1	1	1	1	5	1	yes
	5. Training Assessment	1	1	1	1	1	5	1	yes
Unit 6	Holiday								
	1. Training objectives	1	1	1	1	1	5	1	yes
	2. Training content	1	1	1	1	1	5	1	yes
	3. Training Activity	1	1	1	1	1	5	1	yes
	4. Training Materials/Resources	1	1	1	1	1	5	1	yes
	5. Training Assessment	1	1	1	1	1	5	1	yes

IOC (Index of Item Objective Congruence)

Basic Chinese Speaking Evaluation for Training curriculum based on the language teaching for communication approach

Research Instrument	Expert results					Total	IOC	Result
	1	2	3	4	5			
1 Repeat (Listen to what the trainer says and repeat it)								
1. There are more than 5 errors when repeating the sentences heard, and the pronunciation is unclear.	1	1	1	1	1	5	1	yes
2. There are 4-5 errors when repeating the sentences heard, and the pronunciation is basically clear, with long pauses.	1	1	1	1	0	4	0.8	yes
3. There are 3-4 errors when repeating the sentences heard, and the pronunciation is relatively clear and there can be pauses.	1	1	1	1	1	5	1	yes
4. Repeat the sentence you heard with 1-2 errors, and pronounce it clearly, with a short pause.	1	1	1	1	0	4	0.8	yes
5. Repeat the sentences you hear without any errors and pronounce them clearly and fluently.	1	1	1	1	1	5	1	yes
2 Vocabulary (Choose the correct Chinese character)								
1. Choose more than 8 wrong words ($8 \leq X$)	1	1	1	1	1	5	1	yes
2. There are 5-7 wrong words selected ($5 < X \leq 7$)	1	1	1	1	1	5	1	yes
3. There are 3-5 wrong words selected ($3 < X \leq 5$)	1	1	1	1	1	5	1	yes
4. The selected words are 1-3 wrong ($1 < X \leq 3$)	1	1	1	1	1	5	1	yes
5. There is at most 1 wrong word selected ($X \leq 1$)	1	1	1	1	1	5	1	yes

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Research Instrument	Expert results					Total	IOC	Result
	1	2	3	4	5			
3 Conversation (Simulate relevant scenarios and conduct situational dialogues between trainer and trainees or between students and students with the full participation of the teacher)								
1. When the trainer conducts a situational dialogue with the trainees, the trainees ' pronunciation is not standard or their grammar is inconsistent, and there are long pauses. Each pause lasts more than 2 seconds and the number of pauses exceeds 7 times. The duration of the conversation is within 45 seconds.	1	1	1	1	0	4	0.8	yes
2. When the trainer has a situational dialogue with the trainees, the trainees ' pronunciation must be basic and consistent with Chinese grammar. There should be a noticeable pause. Each pause time should be greater than 1 second, but the number of pauses should not exceed 7 times. Conversation time should be between 45 seconds and 1 minute.	1	1	1	1	0	4	0.8	yes
3. When the trainer has a scene dialogue with the trainees, the trainees must have basic pronunciation standards and basically conform to Chinese grammar. There are obvious pauses, each pause lasting more than 1 second, but the number of pauses must not exceed 5 times, and the length of the conversation should be between 45 seconds and 1 minute.	1	1	1	1	0	4	0.8	yes
4. When the trainer has a situational dialogue with the trainees, the trainees' pronunciation should be standard and consistent with Chinese grammar, but there should be obvious small pauses. Each pause must not exceed 1 second,	1	1	1	1	0	4	0.8	yes

Research Instrument	Expert results					Total	IOC	Result
	1	2	3	4	5			
the number of pauses must not exceed 3, and the duration of the conversation must not be less than 1 minute.								
5. The trainer will conduct a situational dialogue with the trainees. During the dialogue, the trainees' pronunciation should be standard, fluent, and consistent with Chinese grammar. The dialogue should last no less than 1 minute.	1	1	1	1	1	5	1	yes



Biography

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