

## Guidelines to Promote Thai Communication Skills for Higher Education Students of China

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**ABSTRACT:** Thailand has, over the years, been receiving foreign visitors from several countries, especially people from the People's republic of China. Chinese citizens have been showing up in Thailand while Thai people have been touring the Chinese cities. The growing tourism between these two ethnic groups requires a local guide to help out in language translation according to the language of the tourists. Moreover, China and Thailand have been having trade relations in various industries.

When it comes to language learners, reading is an essential skill that needs to be appropriately harnessed. Therefore, like any other group of international students, Chinese students require practical language instruction guidelines to assist them in comprehending their reading tasks. This study launched an investigation on the current state of reading and comprehension skills evident in Chinese students on Thai reading and the subsequent language instruction guidelines to promote Thai culture and language to foreign students, especially Chinese learners. A group total of 100 Chinese students and Yanglin Vocational Education College Song Mingcheng Kunming Yunnan Province Technology and Business University and Mengkun College of Arts and Sciences Academic year 1/2021 participated in the study in three months. During the period, constant reading materials and tests were issued. The data was gathered over time empirically in terms of those who were faster and fluent Thai readers, the average readers and learners, and the struggling learners. Various methods to teach and assist the students were employed, and the observed results were recorded. The data collected was empirically analyzed and studied, and a conclusion arrived at that of the study group, 55% of them were conversant with the required Thai reading skills set. 25% of the group showed progress but slowly but portrayed desire and promise with the required assistance. 15% of the Chinese students revealed skills below average and were relatively poor in Thai comprehension skills. In comparison, the other 5% showed no interest in the skills and instead used their native language or any different foreign language. Therefore, they gathered and analyzed data suggesting the formulation and adoption of appropriate language guidelines enhance embrace, improvement, and nurturing of Thai reading skills among Chinese students.

**KEYWORDS:** Chinese students; reading skills; Thai readers; tourism; Thai as a Foreign Language.

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### I. INTRODUCTION

#### 1.1 Background of the Research

Reading skills are as necessary for professional development as they are for academic achievement. Due to the number of Chinese students who travel to Thailand, especially to pursue academic studies or professional achievements, it is important to ensure these students develop practical learning skills and improve their Thai reading skills. Promotion of Thai reading would serve to grow the language internationally and promote international student exchanges in that more international students would arrive for studies or professional-related purposes. For instance, a World Bank study established that many students who manage to enrol in training programs fail to complete their studies and fail to obtain formal qualifications due to lacking the necessary skills required (2021). As years pass by, more and more students worldwide are embracing the notion of pursuing their studies in foreign countries. Chinese students are no exception to this phenomenon.

Nonetheless, despite this constantly developing and emerging issue, the Thai language instruction guidelines have not explicitly been positively assisting international students in effectively learning their comprehension skills. Relevant stakeholders need to change the policies and formulate better ones that conform with the problems Chinese students face working on learning the skills. From an educational perspective, the ability to read well in Thai is crucial for Chinese students in Thailand.

Proficiency in Thai reading skills of Chinese students pursuing academic goals in Thailand is significantly essential and would benefit them enormously. Articulating these students' grievances in looking at the problems they face in learning the skills and enacting better good skills would positively impact the learners. Learning a new language and familiarizing it with its comprehension may be scary and tiring to learners, which therefore means the policies implemented would serve to make their learning better or more complex and time-consuming. A previous study conducted by Xu Ping sought to establish the effective Chinese reading strategies utilized by Thai undergraduates (Ping, 2017). This study differs from Ping's because it focuses on the improvement of comprehension skills of Chinese students studying in Thailand or Thai courses. It seeks to look at rather the Chinese students and their learning experience of Thai. The primary hypothesis of the study states that the language guidelines to promote Thai comprehension skills are too rigid and do not effectively address the difficulties of new learners hence needing to be changed, while the second hypothesis states the inverse of the primary idea. This study has specific objectives that aim to analyze the performance of the current Thai language guidelines, the response and evident results from Chinese students, and the need to make relevant adjustments to ensure better performance and improvement in the portrayed Thai reading skills set. The hypothesis established in this study will be arrived at after observation of the overall strategy chosen to integrate the different components of this study following a coherent and logical order to address the research problem effectively. The theoretical implications of the study are that the findings will either confirm the primary hypothesis or falsify it, while the practical consequences are the actual events that will occur if certain conditions and requirements are effected based on the findings of this study.

### 1.2 Importance of the Problem

The problem requires new research because more and more Chinese students are taking up Thai courses and engaging in training that requires proficiency in Thai comprehension skills. There were 9329 Chinese students who enrolled in Thai Higher Education Institution in the year 2012 (Yin et al., 2015). Considering the numbers that continue to increase of Chinese students, it is necessary that more favourable policies and guidelines on the language be effected to continue enhancing growth in these numbers. Chinese students continue to become one of the primary sources of international students who travel to Thailand over the years, promoting the partnership between Thailand and China. This uptrend in entry and interest of many Chinese students can be responded to by making it a significant cultural, educational, and economic initiative to bring in more students, make it a priority to increase the resources necessary for improving the language teaching in all Thai institutions and also formulating more engaging student programs to ensure integration between foreign especially Chinese students with the local students, after all the best way to learn a language is by staying near its speakers. This study seeks to highlight the possible weaknesses that would negatively impact this exchange program whereby more Chinese students every year enrol into Thai institutions for courses despite a majority not being familiar with the language and comprehension skills. It seeks to ensure that various beneficial and well-researched programs are arrived at to promote this culture with the aim of growing Thailand on the basis of sharing its culture and benefiting economically from more students in institutions and a wide variety of skilled labour produced thereafter.

Hardly any solid research has been effectively conducted on the need for practical language instruction guidelines that would promote the comprehension skills of Chinese students. Most of the studies focus on the numbers, that is, how many Chinese students move to Thailand for yearly studies, but very few focus on the language guidelines. This notion reveals a gap that needs to be addressed, similar to an emerging issue. Languages develop and change over time, and Thai is no exception. Language policies formulated, for instance, 50 years ago may not necessarily conform with the culture of the modern days, or even a particular group of people leave alone students. Similarly, programs initiated for the betterment of a language or a group of people vary over time since the initiatives used a number of years back may not necessarily reflect the nature or needs of people in the present. Therefore, language is a part of the culture of a people that goes through phases over the years, with changes taking place whether in terms of speaking, reading, or the use of comprehension skills. Due to differences in cultures and lifestyles of people worldwide, language guidelines for international students should be an initiative taken into consideration for research regularly due to its nature as an emerging issue. Students from different countries and origins travel for education purposes in Thailand even though the Chinese are usually the majority; hence flexible language guidelines should be implemented to ensure ease of these students in learning.

### 1.3 Relevant Scholarship

A previous study conducted investigated Chinese students' abilities in reading after being handed Thai materials and texts to read out of class for their own pleasure. The study sample was selected from a group of 44 Chinese students who had enrolled at a university in Thailand in the year 2010 for a Thai reading course. The reading activities were then included in the regular course lessons where they involved relevant activities such as discussion of books, orientation, selection of best readers, and sharing of language elements and stories. The

books and materials used in the project were chosen based on the individual's language level and interests, and choices. This activity aimed to assess the scope of Thai understanding; hence details of the were not evaluated. In order to gather the data, student scores were included based on tests of reading speed and surveys of reading comprehension observed as well as the problems encountered by the students. The collected data was analyzed at the end of the semester, revealing that students who read more pages depicted better reading comprehension skills and speed (Kirin et al., 2012). The purpose of this previously conducted study was to investigate and establish the number of Chinese students taking Thai courses who were familiar with the comprehension skills and how the group identified to be having problems in learning could be assisted based on their identified weaknesses. This study lays the foundation for the importance of identifying and formulating language instruction guidelines that would serve to improve and promote Thai reading skills among Chinese students effectively.

#### 1.4 Research goals

1. To study the conditions and problems of Thai culture teaching to improve the Thai communication skills of students from Chinese higher education institutions.

2. Learn Thai culture teaching and Thai communication skills for students of Chinese higher education institutions.

3. To provide Thai culture teaching methods for students to Chinese higher education institutions to improve their communication skills in Thai.

#### 1.5 Research Questions

- How does Thai cultural teaching promote the Thai communication skills of students from Chinese higher education institutions?

- How to teach Thai culture to students of Chinese higher education institutions and improve Thai communication skills?

- How to provide Thai culture teaching methods for students of Chinese higher education institutions?

#### 1.6 Expected Benefits

- Understand the conditions, problems and needs of Thai language and cultural curriculum management.

- Promoting management development of Thai language and culture curriculum.

- Provide Thai language culture as a foreign language teaching method for Thai language learners.

- Thai language learners as a foreign language learn the language while learning English as their mother tongue.

- Provide a foreign language guide for Thai teachers to improve the Thai communication skills of students from Chinese higher education institutions.

- Provide a guide to teaching Thai culture for students of Chinese higher education institutions.

Scope of Content

- Thai culture includes the ability to explain social cognition. Thai arts, culture, literature, and traditions understand the similarities and differences between Thai culture and learner culture and apply Thai cultural knowledge appropriately.

- Thai language communication includes listening, speaking, and knowledge of Thai language, communication with Thai people, daily Q&A and commentary skills. Elements of business connections between Chinese students studying in higher education institutions and Thai in the context of Thai society.

## II. TEACHING GUIDE

### 2.1 Legend Lecture

The lecture is a teaching method that teachers have been using for a long time, and it is also an effective teaching method. These lectures are increasingly being adopted and applied to supplement the lecture attendances within higher education, although their impact on student learning still remains unclear (Leadbeater, 2013). The word "lecture" in the 1999 "Royal Society Dictionary" means clarification or explanation. As for the meaning of lectures and teaching methods, scholars have given similar meanings. Details are as follows:

The teaching method of lectures is a process by which teachers help learners achieve their established goals by preparing materials and then teaching, speaking, explaining, content or content, learning in a certain way.

Teachers are prepared to learn about the knowledge and understanding of textbooks and courses from other subject sources and provide learners with indirect content or experience to actually gain concepts. Teachers aim to make learners hear, perceive and perceive. Understand and learn. Thinking, analyzing, and memorizing content taking notes is a one-way expression, that is, from teacher to learner. This teaching method centres on

the role of the teacher. Learners take the initiative to accept the results of this research. Usually, one-way expression is a way of expression, that is, from the teacher to the learner; the learner rarely participates in teaching activities and only occasionally listens, takes notes or asks questions. This teaching method centres on the role of the teacher.

## 2.2 Active learning

Active learning refers to learners' free learning and highly self-controlled teaching. Teachers can organize teaching activities. Active learning is an effective method but hardly used despite reports showing that students learn better, effectively and more committed to learning when teachers and instructors use it (Salemi, 2002). The nature of the activities includes problem-solving processes. These processes can be organized individually or in groups. The teaching style is the opposite of lecture teaching, including activities that motivate and motivate learners and cultivate communication skills. Create a sense of happiness in the learning process, improve the positive attitude of learning, and organize teaching activities to allow students to participate in a common way. Unity, teamwork, mutual interaction, students exchange ideas with each other.

Active learning refers to the process of making students learn meaningfully through collaboration between students. In this regard, teachers must reduce their role in teaching and directly impart information to learners, but increase processes and activities so that learners can actively carry out various activities, including communicating experiences through oral English. Write or discuss with friends.

## 2.3 Content-oriented learning is the foundation of content learning.

Previous Scholars have described language teaching, the use of content to promote language learning, also known as content structure (CBI), a content-centric language teaching method that combines content and media language teaching. Many academics view themselves primarily as experts and scholars in their discipline and hold content-oriented beliefs and conceptions of teaching (Kember, 2009). The purpose is coordinated. It aims to enable students to use English as a tool for learning content while developing academic English. The content should not only be used as language practice. Instead, teachers should train them to understand the content and use language skills as a tool. Teachers use content to define language formats, language functions, and sub-skills. Learners must understand these skills in order to understand the content of the content and perform activities. Using content to promote language learning, teachers can create courses that best fit the actual situation. Teachers must understand integrated teaching or relational skills, understand the content, and be able to use the content to determine language courses.

In conclusion, content-based teaching is a content-centric teaching method, which defines language style, language functions and sub-skills that learners must learn in order to truly understand the content of the content, use content to promote language learning and enable teachers Able to create courses that are very realistic according to the actual situation.

## 2.4 Task-based learning is a basis for task-based learning.

Many scholars discussed the definition of workload. There are various starting points for the workload, which may come from the information provided by the learner, such as personal experience, general knowledge, and writing. Task-based learning offers an advantage to both teachers and students where it recognizes the clinical attachments in individual disciplines and can offer rich learning opportunities, and that such attachments could play a vital role in an integrated or traditional curriculum (Harden, 2000). Record audio data or record image data, as well as activities such as games. Some of the scholars have discussed the definition of workload, that is, the workload is an activity involving people whose purpose is to achieve the goal of using language. The language used in this article is the goal achieved by understanding the input language and creating language productivity. For example, interacting with others in real situations through language will enable learners to achieve higher goals.

The definition of "workload" can also be described as an activity or action performed by language processes or language understanding, such as listening to tapes from tapes or drawing maps from textbooks, or following instructions and commands. "Workload" may have nothing to do with language productivity, so teachers must clearly state what the "workload" should consider in order to achieve or complete. It believes that using various activities in teaching will help to use more languages in communication. Learners must understand the target language, manage the target language, and produce results from the target language. The definition of "workload" is that the plan requires learners to achieve their goals and be able to assess the accuracy and appropriateness of the content, and emphasizes learners' interest in the definition and use their own language resources, Even if the form of the workload is to choose a specific format. In addition, "workload" also refers to language results similar to the real world, such as speaking, writing, and learning processes. Target language management creates target language output or communication in the target language. Emphasizes the use of learners' grammatical knowledge and emphasizes expression rather than understanding grammar. The "workload" should be at each stage of the activity (such as at the beginning, middle and end of the activity),

Complete and detailed. In short, the workload is the teaching activity for learners to complete the set goals. By clearly defining the procedures for carrying out these activities, these activities promote interaction between learners. Be consistent with daily life or real life, and evaluate. Use emphasizing the meaning of the target language rather than grammar or language patterns.

## 2.5 Use projects as the basis of project-based learning for learning

Project-based learning management ( PBL ) is a learning management method centred on learners. It helps learners develop knowledge and skills by studying and using holes in real life. Project learning is driven by problems and defines a learning framework, To link the learning standards of pores and advanced thinking skills with the reality in real life. The integrated learning unit is used in conjunction with the project, including mechanical teaching methods so that all learners can learn. Although the learning methods are different, students can seek the cooperation of external or community experts to solve or deepen the knowledge content and combine various technologies and evaluation processes to enhance the quality of students. In 2014, project management was a teaching method that guided students to solve problems and complete their own work. In multiple study groups, projects that help create learning conditions in the classroom will be produced. The project will be based on the challenge of memorizing unanswerable questions. The project creates a diverse role among students as problem solvers. The person who decides the definition of researcher PBL is that many foreign and Thai scholars have given many meanings. Details as follows: the problem to be solved, it is a real and important issue, then develop projects to find answers solutions To communicate with others.

The Institute of Progress and Development discussed how to enable learners to choose the problems to be solved or extensive knowledge research, such as the in-depth study of specific topics and exploratory research. Conduct experiments through scientific processes and reconstruct theories from experiments or self-research. The concept of project-based learning is that the diversity of learning through so-called " projects " is the integration of knowledge and hands-on or research. This form of learning is discussed in terms of the implications of the use of project-based learning, i.e. learning management, which is another form of learning, allowing learners to take practical action in education, research and exploration. Under the impetus of the teacher, experiment, invent and invent. Advice and close consultation. Guevara Bonn talked about project-based learning; he said the project is a bridge between classrooms and the outside world, is the real-life learners where;

- Learners must combine the knowledge learned in the classroom with activities and acquire new knowledge through definition, problem-solving and self-discovery.
- Learners must create and define knowledge from existing ideas and concepts based on newly emerging ideas and concepts. Turn knowledge into tools. Therefore, in PBL learning, learners may take some time to learn. In the early stages of adaptation, familiar with the new teaching methods in this way, it will not take long to adapt. Once learners get used to it, they will begin to enjoy learning. PBL format.

In short, project-based learning is a curriculum that learners follow when practising from start to finish. New knowledge of the true self is born, not but through reading books. The benefits of project-based learning are not just knowledge or search methods but learning and innovative skills. Life and professional skills (life and professional skills) Good project design will encourage active research, and learners will practise critical thinking and problem-solving skills, communication skills and collaboration skills. It also helps to cooperate with teachers and has the opportunity to build good relationships with students.

## 2.6 Cooperative learning

Cooperation and collaborative learning are terms with similar meanings because they are characterized by a cooperative learning process. Based on the results of the study done, the results reveal that internal group cohesion can be achieved through a regular inter-group competitive reward system, and positive interdependence can be attained with an extreme cooperative reward structure, grounded and based out on individual assessment of the students (Serrano & Pons, 2007). The results also point out the essence and importance of incorporating a reward structure that is based on the results obtained by students to promote a learning and competitive environment. It is related to structured tasks to provide more limited answers and learn clear knowledge and skills. The collaborative learning part has less pre-structure. Relevant to loosely structured tasks to provide flexible answers and learn within an unlimited range of knowledge and skills. In terms of online teaching conditions, the term "collaborative learning " is often used.

## Theoretical Framework

Language understanding is crucial and vital to better reading and communication by students in school or in other relevant places. Due to differences in culture, language, academic pressure, and climate, it is inevitable for Chinese students in Thailand to experience difficulties during their stay and in their learning experience (Cheng, 2018). Since learning a new language is not usually an easy task for everyone, different ways and methods can be used to promote the comprehension skills of Chinese students. Poorly or rigidly formulated language guidelines can be established through observations of the performance of Chinese students'

Thai reading skills. This is quite the case when for a given number of students taking a test or a course, only a few in other cases even less than half the number can comprehend with the reading while the other groups struggle in various areas.

Students acquire reading skills not just from books but from different factors that, when well implemented, enable quick and easy learning for students. Some of these factors include exposure, for instance, integrating Chinese students with local students in the form of groups in handling course work, giving of occasional tests and out of class reading materials for students to improve their skills, and individual handling of student weaknesses in learning instead of as a collective group since their abilities may be different. Moreover, to reduce the hectic nature and of learning and adapting to a new culture, putting up conducive and tension-free environments by the institutions especially. This would be made possible through the inclusion of concepts such as allowing the readers to first work on the understanding of the text rather than focusing on the details grasped, allowing the Chinese students choices on what, where, and when to read, giving tests not based on the content or facts but instead reading skills of the text. Moreover, implementation of the readers' interests in issuing books and reading tasks would serve to enhance the desire and need for reading in the students. The use of collaborative projects in the course work, thereby grouping all students, would promote reading as a social activity promoting peer assistance and collaboration through even sharing of ideas and opinions.

### **III. RESEARCH METHODOGY**

In this method section, details on how the study was conducted are going to be described with the inclusion of operational and conceptual definitions of variables applied in this study. Different studies require different methodologies based on their suitability. A description of the methods used provides the reader with the ability to scrutinize the validity of the methods used and their reliability which translates to the credibility of the results and conclusions made.

#### **3.1 Study Sample**

The study sample used was of a group of 100 Chinese students taking Thai courses in one of the institutions of higher learning in Thailand. This group of Chinese students mainly included those with beginner and post-beginner reading abilities.

#### **3.2 Subjects Characteristics**

The study group demonstrated apparent differences on the basis of Thai reading abilities and comprehension, ease and time of understanding as well differences in the interests and worked put in individually. For a start, there were few of the students among the study group who demonstrated knowledge of the basic Thai language skills and had ease learning and reading text. There were also students who were beginners meaning they had no knowledge of the language, while some knew few words and could read a little. Focusing on learning in the facilities, the group did show variances in the interests and work put in to enhance learning and working on school materials. Some demonstrated evidence of frustrations and traces of problems in the understanding text; hence needed extra attention and materials to assist them. After some time, the students started working in groups of three, five, or more, and after continuous assessment tests, there were notable improvements on average in every student's reading skills in the study group.

#### **3.3 Sampling Procedures**

In order to come up with the study group, newly enrolled Chinese students and those that had been studying in the institution for not more than two months were the primary basis of selection. There was no limit on gender, but the preference for the study was to ensure no more than 55% of one gender was selected in order to uphold the qualitative aspect of the survey in even looking out for differences in learning and understanding based on gender. Simple random sampling and systematic sampling methods were used to make statistical inferences. All the students in the study group participated and were included in the samples. This group did not study with the rest of the students in the institution during the three-month period but instead inspected in a different facility in the institution but were occasionally grouped and involved with other students, including locals, to foster integration. The institution's board was aware of the program, and the study group's movement was carefully monitored where they were only allowed specific times and places to integrate with other local students and a record of their movements, interactions, and resultant behaviours recorded for further analysis based on the study.

#### **3.4 Sample Size, Power, and Precision**

The sole purpose of allowing limited and monitored integration and interaction with other students in the institution was to analyze the impacts it had on the study group. Those Chinese students who, besides

learning in class and taking reading tests and texts, still went on to interact with other students in the institution were evidently expected to demonstrate a quick understanding of the language and better reading skills within a shorter period of time compared with their peers who interacted less or hardly did. The achieved sample demonstrated differences in some aspects related to the knowledge of the language. Chinese students in the study group showed proper and enough knowledge on Thai reading and comprehension skills, while Chinese students who were excluded and studied with the rest of the institutions demonstrated skimmed ability on the language, could read to some extent but still showed signs of struggling. This revelation revealed that the standard language guideline only allowed for Chinese students to learn the basics but was not as effective as the study, which enabled the group to be swift readers and conversant with Thai comprehension skills.

### 3.5 Instruments

For the research to be effected, various instruments used included reading surveys on comprehensions, reading speed tests, number of pages read, track of reading progress based on texts or materials read, and student opinion surveys highlighting their experience, strengths and weaknesses, and possible assistance they consider adequate for them. The tests were occasionally prepared and compiled by Thai instructors based on any relevant text. A wide variety of texts ranging from university libraries to self-access centres were offered for learning. Tests were given and assessed on an individual level because, unlike English texts that are simplified and graded, most Thai readers are not graded.

### 3.6 Additional reading activities

A number of out-of-class activities involving reading and test of comprehension skills were integrated into the course for the Chinese students. It was more of a traditional approach but was aimed to be employed as a reading strategy to foster improvement and positive feedback in the students. After a survey was conducted on the study group, the first 20 minutes of each reading class were reserved for the students to share their reading experiences and what they expected going forward. This development helped make reading enjoyable, and the concept of sharing individual opinions concerning the reading experience motivated the students to read more so that they could share with others their views. On the other hand, this initiative made work more accessible for the teachers and instructors since the students engaged among themselves, listened to each other, shared ideas about different texts, and even assisted and corrected each other, making the work of the teachers easy just having to point out a thing or two where necessary. At the end of the three-month period, the best readers were given rewards for their hard work and resilience. Rewards motivate students to work hard not just for themselves or for the sake of Academics but also for the greater good promised at the end of it. Tips allow the students to dream equally and put in the effort that they could not all initially employ for the sake of being knowledgeable.

### 3.7 Data Collection and Analysis

Throughout the three-month study, data was gathered on a qualitative and quantitative basis. Before the study began, the Chinese students identified for the experiment were asked to take a survey on the books eliciting the type of books and genres they preferred to read. The collected data was used to compile and come up with a number of materials and texts that properly satisfied the reading interests of the target students. To credibly compile the data, every student who has finished reading a book was required to note down the amount they had read in terms of pages and sections as well as fine details of the books they had read before embarking onto another. They were later interviewed by a teacher in order to verify the information obtained from the reading as well as their reading performance. The reading performance was accounted for on the basis of speed of reading text, pronunciation of words, and accurate understanding of the words or text. The addition of the number of pages or books read was done at the end of the experiment to divide the students into groups of fast readers and average readers. The reading speed test and comprehension surveys were conducted before and after the onset of the study. The other reading and opinion surveys were conducted during the period of the study. For the quantitative aspect of the research, data was analyzed for mean and standard deviation, while the qualitative part was fulfilled through analysis of the content by a given number of students. Computerization of the data followed based on the division as either fast or average readers.

### 3.8 Research Design

An experimental research design was used for this study, where the study was carried out utilizing a scientific approach as well as two sets of variables. The first variable was to serve as a constant against which any variations witnessed in the second set were to be measured. For this study, the Chinese students not included in the experiment were the control variable, while the Chinese students in the program were used as the second set of variables. The investigation followed a quantitative research methodology whereby if there weren't sufficient evidence to back the conclusions, the facts would first be established. The aim of using experimental research was because it would enable the collection of data and assist in making better rational judgments. The

effectiveness of this experimental investigation is dependent verification that specific variable change will or did result only due to modification and changes to the constant variable. This experiment is aimed at identifying a noticeable difference with its cause and effects. A positive difference in the reading and comprehension skills of the Chinese students who took part in the experiment different from the Chinese students in the institution not participating in the study would confirm the effectiveness of this research design.

### 3.9 Experiment Manipulations

As observed and recorded, a number of students, approximately 24 of the total 100 studied, regularly interacted properly with other local students in the institution during the allowed periods and places. In return, they responded quickly and better to texts and demonstrated a better understanding of Thai comprehension skills even faster than some of the other students being studied. These students had an easy task responding to tests and were even eager to complete reading texts and learn more. This group of students was only allowed interaction with the rest of the institution in specific areas like; Cafeteria, washrooms, playing facilities and fields, and shared learning buildings like libraries. This ensured that they were exposed but only controlled to prevent distortion of the data and experiment. Chinese students good at socializing found it easy to make friends in the limited time they had during the investigation but usually benefited from learning a few things concerning Thai comprehension that they did not hesitate to apply.

Those students that solely depended on the course work for the study acted like the control group for the experiment. Both the students who integrated better with other students outside of the research and those that only relied on the study work demonstrated notable differences and improvements compared to before beginning the experiment, but the former appeared happier and more comfortable with the new culture and language.

#### 3.9.1 Measures and Covariates

Having not experienced and rebel or discontent from any student from the study group, no strict action was required in gathering and collecting the data. Through continuous assessments prior to and during the study, information was recorded and grouped. Chinese students who, over time, demonstrated sharp learning skills and were fast readers were grouped differently from average learners and slow readers. Grouping took place on the basis that those who were good readers were assigned materials and left to read on their own, while those who struggled were offered extra attention by the teachers and instructors as well as more texts and tests to help them improve. Interviews were employed to make a step-by-step assessment of the performance of every student and gauge their level of improvement or areas they need to work on. Observations by teachers were an essential part of the study to be able to take note of weak and strong students evident even in their interests to learn or ways they handled their difficulties. Written questionnaires and surveys were used to gather information mainly from the students on the materials they were interested to read, areas they felt they had problems understanding, and the ways they considered applicable and effective to help them individually and as a group. The teachers and instructors used for the program were qualified and reliable. In an attempt to ensure reliability in the assessments, the students were assessed by different teachers over the course of the experiment.

## IV. RESEARCH FINDINGS

The results obtained reflect on the effects of the application of various reading and learning techniques to assist Chinese students in familiarizing themselves with Thai reading skills. These effects include results from assessments and tests administered over time through means like reading comprehension tests, reading speed tests, the number of texts or books read, and content reading and understanding. Due to the fact that the whole study was to be divided into two at the end of the experiment, the first group included the fast learners who had read an average of 721 pages while the average readers had read an average of 300 pages by the end of the three-month experiment. The data analysis was performed based on the number of pages read by all students who participated in the research, and their number of pages was averaged to divide them into the two groups of either fast or average readers. This same statistic revealed that those students who read more pages used less time reading at the beginning of the experiment when compared to the students who read fewer pages. It was also noted that the few students who were picked, having already been at the institution for a month, demonstrated fast reading skills at the beginning of the experiment compared to beginner-level Chinese students but also struggled in the content assessments of the readings. This revelation proved that despite being at the institution some time, integrating with the students, and familiarizing with the language to some extent, the language guidelines and instructions were still not enough to promote practical Thai reading comprehension skills.



#### 4.1 Recruitment

For the study, a number of Chinese students were selected to make up for the 100 students required for the program. The study was initiated at the beginning of one of the semesters selecting 70 Chinese students who had enrolled but were due to begin learning while the other 30 students constituted of Chinese students who had registered early and had familiarized themselves with the institution, had started learning but only a few lessons not exceeding an exposure of one month from the first day of learning physically. Recruitment was done following the institution's guidelines, and the students were actively sensitized to the program and its purpose before asking for them to register for the positions voluntarily for those interested to participate in it. After the short but detailed orientation on the purpose of the study, registrations were opened in the form of filling in application forms and dropping them in the designated offices. As a result, 53 male Chinese students and 47 female Chinese students were enrolled in the program, which then started immediately.

#### 4.2 Statistical and Data Analysis

The gathered data and statistics showed a difference in the abilities of the students in the study group but were not separated by a significant margin. Of all the students in the group, 40 of them were able to read 600 pages of text, 27 others were able to read 900 pages of text, while the other 33 Chinese students only managed 300 pages of text for the entire three-month experiment. Given that the fast learners group consisted of those who had read between 600 to 900 pages, it translated to the fact that during the study, more than half of the group, approximately 67% of the students, were able to read an average of 721 pages of text in a three month period. Furthermore, 77% of the students were able to understand the text in detail, while the other 23% of the students were able to read but struggled at some points in understanding the text. The results of this data analysis reflect the overall reading skills and comprehension portrayed in the study group with the application of the various reading and learning methods integrated into the research different from the criterion used with the other students in the institution. Based on the findings of this research, the study transformed a beginner-level group of Chinese students taking Thai courses but with little to no comprehension and reading skills to international students competing amongst themselves to be better and more fluent. From the numbers recorded, it can be established that the robustness and focus of the study mainly on that group of students made it seem mandatory and an essential part of their academic aspirations to learn and be familiar with Thai comprehension skills. From that short program, the participating students were able to gain skills and familiarize themselves with the relevant skills while at the same time providing information on the best language instruction guidelines to use to promote the Thai reading comprehension skills of Chinese students.

#### 4.3 Ancillary Analyses

Based on the observations recorded, it was also established that students studied different patterns during the period. Some students surveyed by themselves depending on the course work and only worked with others when asked to, while others had formed friendships and study groups. For the students that studied as a group, they had averagely read more pages individually and showed more confidence and better reading skills compared to those students who preferred doing their reading by themselves. Interaction with outside the experiment students was another point of ancillary analysis for this study. Due to the fact that it was limited and monitored, the effects it had on the students who interacted with others during the stipulated time and areas displayed better comprehension skills and even better reading skills as a result of the interaction compared to those students who rarely did.

#### 4.4 Participant Flow

The study involved 100 Chinese students taking up Thai courses, with 70 students of the whole group being newly recruited, with the other 30 students constituting of those who had arrived earlier and had begun learning but for not more than a month. The target group studied separately from the rest of the students in the institutions using different classrooms but not in necessarily isolated buildings. The study students used the same washrooms, cafeteria, fields, and any other standard building of relevance but were only allowed limited time in each of those places. They did not use the same sleeping facilities as the rest of the group, for they had designated rooms in a different facility which only they used. The study involved five qualified teachers and instructors with skills in Thai reading comprehension as well as could speak, read and write Chinese. Each of the five teachers assigned themselves a specific group of 20 students whom they were tasked to oversee and assist on a personal level during the experiment but were supposed to interchange with the other teachers during different assessments to ensure credibility in the results recorded and obtained. The purpose for the constant rotation in the teachers assessing the students despite having their designated groups was to ensure that there was no room for bias and that the results obtained always reflected the reality of the students' performance and progress. In order to safeguard the interests of the students were upheld, surveys in the form of questionnaires were issued regularly to the students for them to air their concerns and experiences. These surveys gave the teachers an insight into what these students were interested in, what worked for them, the areas they were weak

in and needed further assistance, and whether the project was working for them or not. This policy served to prevent any student from leaving or abandoning the experiment because they felt they were well heard and listened to. Furthermore, no student mainly complained about the nature of the investigation or its workload, revealing how convenient the approach to this study had been undertaken.

#### 4.5 Intervention

A number of previously stated factors were incorporated as manipulators to the subjects, although they were administered optionally. In order to ensure that the intervention worked as planned, it was necessary for it to be delivered as intended and designed according to the set protocols. The inclusion of treatment fidelity was to for the purpose of assessing the integrity of evaluation tests and efforts of the study. Allowing student interactions with others from the institution could have affected the experiment but was only allowed in limited proportions to allow for assessment of its impacts and possible benefits. To effect this initiative, the students in the study had only 10 minutes to get meals to meals from the cafeteria, but they had an isolated facility only to be used by them for taking the meals. Due to the nature of games and fields, no further unintended learning could take place, and hence they were allowed enough time but required to return immediately to their facility after the two-hour period was over. The manipulation came during library hours, where the students integrated with other students to use the facility. They were carefully noted with their movements and socialization with other students every time they used the facility and every time any of the study groups made tangible contact with the other students. This data constituted of the groups of students who over time seemed to develop some confidence and interest in making significant contact, whether academically or for social purposes, with the rest of the school.

After a month, it was pretty evident occasionally sight of the study group members comfortably interacting with other students in their allocated three-hour period in the library facility. This group of students who had started forming connections and interactions in the facility were always eager for those periods in the facility and asked a few questions during class periods. That was usually the case for these students because they interacted and even asked questions to their peers in the facility regarding the culture and language of the country and institution. This made them feel more comfortable in the institution, and as the days passed by, the comprehension skills became more and more familiar and applicable. To confirm this ideology, after careful observation of the students who embraced this form of manipulation, their test assessments and reading skills reports were recorded and compared to the students who hardly or interacted less during these periods in the library facility. Although the results revealed only minor differences in terms of the reading skills, the noted group of students that had formed library buddies portrayed significant comprehension and understanding of texts and materials compared to other students who did not. This led to further minor research through an interview to ask the experimental group why they usually preferred interacting more in the library, what kind of questions they asked, and how they thought interacting with other students benefitted or impacted them.

Having interviewed that particular group of students, it was revealed that they preferred studying with the native speakers since they could follow up on their manner of reading and understanding of concepts and wordings they could not comprehend by themselves. They added that making conversations with native students helped them understand the culture of the country and how particularly they tackled their reading and course work. This group of about 45 students insisted that being in a new country and learning a new language, making meaningful conversations with other students made them more curious to know their culture, read and improve their Thai comprehension and even learn speaking their language to engage more with them and the course.

#### 4.6 Baseline Data

In order to collect the baseline data, a survey with questions was issued to the target students intended for the experiment using the following two strategies: the first one being Prospective, where data was collected before the students participated in the program, and enough time was allowed for them to respond. The control group of students, that is, the students outside of the research, were used as a logic model for defining and formulating the purpose and content of the survey questions; the planning period was used to prepare the survey. The same questions were used for the study after the research was over to ensure that a change could be accurately observed and measured through the participating student's responses. In order to make it possible to analyze the pre-and post-test collected data, a paired t-test method was used. The retrospective was the second strategy used to collect data after the research was completed for the purpose of having accurate data despite challenges posted by data collection before the start of the study or logistical challenges that may have emerged. This was effected through the deployment of a survey that included questions about the students' attitudes, feelings, and behaviours both before and after the study program. Additionally, questions were also included at the end of the program to illuminate the changes in behaviour or attitude that resulted from the research among the students who participated.

## V. DISCUSSION

The promotion of Chinese students' Thai reading comprehension skills and development involves two aspects: reading speed and comprehension. Focusing on the reading speed, it has to be emphasized that the division of the two groups from the sample study, fast or average, was compiled after the research was completed but not before. The results recorded revealed that students who read the most number of pages read faster from the beginning of the study, that is before they divided into groups following the end of the experiment, while the average readers read at a slower pace. Therefore, the number of pages read can be established to have been influenced by the student's speed of reading.

The findings do not necessarily conform with the common belief that 'the more a student reads, the faster he or she becomes.' The individual control over the number of vocabulary used and grammatical sentence structures recycled makes it easy for students to read faster. Results and remarks from the teachers revealed that most of the fast readers' group of students preferred to pick high-level texts such as Chinese stories translated to Thai and other Thai literature, whereas average readers often preferred choosing low-level books, for instance, children stories because they considered their ability to comprehend with the language to be below. On the other hand, some of the students in the fast readers' group found the plots and characters of the books they read confusing and, on many occasions, could not remember the whole story or the fine details of the text when interviewed by a teacher. In contrast, the average readers' group of students found it relatively easy to understand the text because the plots were rather easy to understand, including the characters. From this revelation, it is pretty clear that for a successful reading experience, easy and less complex books and materials are vital to ensuring comprehension and speed in reading. Incomprehensible reading of texts reduces the rate of reading.

The recorded results from comprehension assessments revealed that both groups of readers shared an averagely equal opinion concerning the comprehension of the texts. It can be established that the number of pages read or the speed of reading text may differ from student to student, but the comprehension of the texts does not necessarily depend on the speed of reading. Moreover, it is easier to understand text for a new language using comprehensible materials than using high-level materials and books. Those students who chose complex books just because they could read faster were met with difficulties in understanding the text. The reading experience becomes worse when a learner stops to look for the meaning of a word because the brain takes more time trying to understand the concept of that word. For the average readers, most of the students in the group only read what they could at the pace they were comfortable with; hence majority understood a particular percentage of the text. The results proved that even though proficiency in reading texts in Thai was essential, comprehension of texts definitely did not depend on speed or the number of pages covered by the students. Generally, the ability to read texts in Thai, but the consequent ability to comprehend most of the texts or ideas being articulated is the interrelation of various different factors that involve suitable materials and texts as well as exposure to the target language. Both reading and comprehension skills are equally important tools.

## VI. CONCLUSION

The research conducted to investigate and reveal the language instruction guidelines that promote Thai reading comprehension skills of Chinese students showed significant and positive impacts and benefits in the students who participated and shed some light on the various policies and guidelines that can be incorporated by institutions in Thailand to promote these comprehension skills of Chinese students.

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