

# A STUDY ON THE RELATIONSHIP BETWEEN THE DEVELOPMENT OF A “COMMUNICATIVE CHINESE” COURSE FOR THAI STUDENTS BASED ON TAYLOR'S PRINCIPLES AND LEARNING OUTCOMES\*

Fanghua Ouyang<sup>1</sup> and Usaporn Klinkasorn<sup>2</sup>  
North Bangkok University, Thailand<sup>1-2</sup>

Corresponding Author's Email : usaporn.kl@northbkk.ac.th2

## Abstract

The development of the “Communicative Chinese” course for Thai students has progressed in practice, but several challenges remain, including unclear teaching objectives, content misaligned with learners’ real-life needs, and limited opportunities for interactive and practical communication. Guided by Taylor’s Principles of Curriculum Development—which emphasize the alignment of objectives, content, learning experiences, and evaluation—this study employed a mixed-methods design to investigate the current status of course development and its relationship with students’ learning outcomes. Quantitative data were collected from 59 Thai students enrolled in the “Communicative Chinese” course through a questionnaire, while qualitative insights were obtained from semi-structured interviews with three experts. Quantitative analyses included descriptive statistics, correlation analysis, and inferential tests (t-tests and ANOVA) using SPSS.

The results indicated that students’ perceptions of the four course development dimensions—course objectives, content, activities, and evaluation—were at the “Agree” level. A very strong positive correlation was found between overall course development and learning outcomes ( $r = 0.927$ ,  $p < .01$ ). Further analysis revealed strong correlations between each course dimension and learning outcomes, with correlation coefficients of 0.878, 0.909, 0.862, and 0.896, respectively. These findings confirm that well-developed course components significantly enhance learners’ communicative competence and learning performance.

---

\* Received 11 December 2025 ; Revised 26 December 2025; Accepted 5 January 2026

**Keywords:** Communicative Chinese course, Tyler's Principles of Curriculum Development, Learning Outcomes

## Introduction

In an era of accelerating globalization, language plays a vital role in international communication. With China's growing global influence, Chinese has become increasingly important worldwide. By 2023, over 180 countries and regions had implemented Chinese language education programs, with more than 20 million learners globally (Ministry of Education of the People's Republic of China, 2022). In Thailand, Chinese language learning has expanded rapidly in response to cooperation with China across political, economic, educational, and tourism sectors, further strengthened by the visa-free policy introduced in 2024.

China has been Thailand's largest trading partner for 12 consecutive years, with bilateral trade reaching approximately USD 135 billion in 2024 (China Belt and Road Network, 2025). This has increased demand for Thai professionals with Chinese communication skills. Accordingly, Chinese education in Thailand has grown, with more than 1.3 million learners and an expanding network of Confucius Institutes and Classrooms (Global Times, 2024). At the same time, increasing numbers of Thai students pursue higher education in China, contributing to Sino-Thai educational and cultural exchange (Guangming Daily, 2025).

Guangxi University of Foreign Languages in Nanning hosts over 1,500 international students, including a large cohort of Thai learners, and plays an important role in Sino-Thai educational cooperation (Guangxi Zhuang Autonomous Region Department of Education, 2021). However, challenges persist in the "Communicative Chinese" course for Thai students, including unclear instructional objectives, misaligned course content, and predominantly teacher-centered teaching methods that limit active and practical language use. To address these issues, TAYLOR's curriculum principles provide a relevant framework, emphasizing clear objectives, appropriate learning experiences, systematic content organization, and effective evaluation. Applying these principles to the "Communicative Chinese" course directly addresses the

identified challenges by clarifying communicative goals, enhancing content relevance, promoting interactive pedagogy, and strengthening assessment.

Despite their theoretical value, a research gap remains regarding the systematic application of TAYLOR's principles to communicative Chinese courses for Thai learners in higher education contexts in China. This study aims to fill this gap by applying TAYLOR's curriculum principles to the development and evaluation of the "Communicative Chinese" course, with the goal of enhancing Thai students' communicative competence and supporting effective Sino-Thai educational cooperation.

## Research Question

1. What is the current status of the development of the "Communicative Chinese" course for Thai students?
2. What is the relationship between the development of the "Communicative Chinese" course for Thai students and their learning outcomes?
3. What is the relationship between the various dimensions of the "Communicative Chinese" course development for Thai students and their learning outcomes?

## Research Objectives

1. To investigate the current status of the development of the "Communicative Chinese" course for Thai students.
2. To examine the relationship between the development of the "Communicative Chinese" course for Thai students and their learning outcomes.
3. To explore the relationship between the various dimensions of the development of the "Communicative Chinese" course for Thai students and their learning outcomes.

## Literature Review and Research Framework

### 1. Current Research on Language Courses

Research on language curricula highlights technology integration, instructional design, and assessment as key factors influencing learning outcomes. AI-supported personalized learning enhances interaction and

efficiency (Xia Shan, 2025), while segmented online learning requires strong self-regulation and resource management (Wu Hui, 2024). Integrating teaching–learning–assessment improves reading performance (Yang Yiling, 2024), and peer assessment strengthens analytical thinking and language competence (Hu Xiaolian, 2023). Overall, recent studies emphasize learner-centered and communication-oriented curriculum development for sustained language learning (Zhang Li, 2022).

## **2. Current Research on Communicative Courses**

Studies highlight that communicative courses must integrate real-life interaction, contextualized language use, and task-based learning. AI tools help provide contextual input and authentic communication scenarios (Xia Shan, 2025). Online formats reshape communicative tasks and require effective classroom organization (Wu Hui, 2024). Research emphasizes structured activities, interaction, and assessment alignment to promote communicative competence (Yang Yiling, 2024; Hu Xiaolian, 2023).

## **3. Current Research on Chinese Communicative Courses**

Recent studies show that Chinese communicative courses focus on enhancing learners’ practical communication skills through integrated listening, speaking, reading, and writing tasks. Teaching–learning–assessment integration improves learners’ reading and interaction (Yang Yiling, 2024). Peer assessment supports deeper language processing (Hu Xiaolian, 2023). AI-enhanced instruction provides real-world communicative contexts, improving learners’ engagement (Xia Shan, 2025). These findings highlight the importance of task design and interactive strategies in Chinese communicative course development.

## **4. Research on Course Development Based on Taylor’s Principles**

Research applying Taylor’s principles stresses alignment among objectives, content, activities, and evaluation. Studies show that integrated curriculum design increases learning coherence and effectiveness (Yang Yiling, 2024). Peer-based and AI-supported frameworks further enhance alignment and learner engagement (Hu Xiaolian, 2023; Xia Shan, 2025). Recent findings emphasize systematic goal setting and organized learning experiences as core strengths of Taylor’s model (Zhang Li, 2022).

## **5. Research on Teaching Objectives**

Recent scholarship stresses that teaching objectives must be explicit, achievable, and learner-centered. Clear goal setting enhances teaching efficiency and learner progress (Zhang Li, 2022). AI-enhanced analysis supports personalized objectives and adaptive pathways (Xia Shan, 2025). Objective clarity is also linked to better task design and outcome alignment (Yang Yiling, 2024).

## **6. Research on Course Content**

Studies indicate that course content should be relevant, practical, and aligned with learners' needs. Contextualized and authentic materials enhance communicative effectiveness (Yang Yiling, 2024). Online learning environments require reorganized and modularized content (Wu Hui, 2024). AI-generated resources offer flexible materials and real-world communication models (Xia Shan, 2025).

## **7. Research on Course Activities**

Research emphasizes interactive, task-based activities as essential for communicative learning. Effective activities promote cooperation, participation, and analytical thinking (Hu Xiaolian, 2023). Teaching–learning–assessment integration enhances participation and improves reading and communication outcomes (Yang Yiling, 2024). AI-supported scenarios increase immersion and interaction (Xia Shan, 2025).

## **8. Research on Course Evaluation**

Current studies stress integrating formative and summative assessments to support continuous learning. Teaching–learning–assessment alignment improves reading and overall performance (Yang Yiling, 2024). Peer evaluation enhances self-reflection and analytical ability (Hu Xiaolian, 2023). AI-supported evaluation tools strengthen feedback quality and adaptivity (Xia Shan, 2025).

## **9. Research on Learning Outcomes**

Research defines learning outcomes as improvements in knowledge, skills, and communicative ability. AI-supported personalized learning boosts skill development (Xia Shan, 2025). Teaching–learning–assessment integration fosters better reading and comprehension outcomes (Yang Yiling, 2024). Peer-based activities enhance cognitive engagement and language skills (Hu Xiaolian, 2023). Overall, studies emphasize measuring both linguistic and communicative competence for comprehensive evaluation (Zhang Li, 2022).

## 6. Research Framework

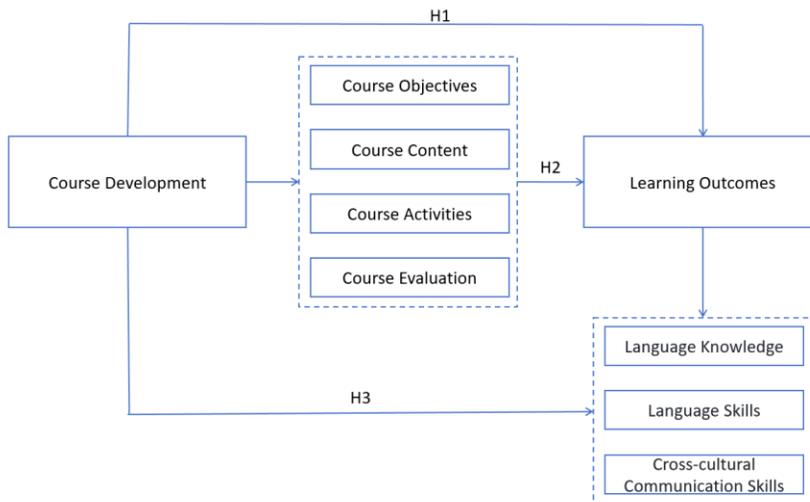


Figure 1 : Research Framework

## Methodology

### 1. Research design

This study employed a mixed-methods design, integrating quantitative questionnaires and qualitative semi-structured interviews. The quantitative component examined students' satisfaction across four dimensions of course development based on Taylor's framework: objectives, content, activities, and evaluation. The qualitative component provided contextual explanations and improvement directions for the "Communicative Chinese" course.

### 2. Population and sample

The population comprised Thai international students enrolled in the "Communicative Chinese" course at Guangxi University of Foreign Languages. Two intact classes with comparable proficiency levels—Thai 1 and Thai 2—were purposively selected. The quantitative sample consisted of 59 students ( $n = 59$ ) taught by the same instructor, ensuring instructional consistency.

For the qualitative phase, three experts were selected: two senior teachers with over five years of experience teaching Thai learners and the dean of the International Education College.

### 3. Research instruments

### **3.1 Questionnaire**

The questionnaire consisted of 35 items covering four dimensions—objectives, content, activities, and evaluation—rated on a five-point Likert scale. Items were adapted from established instruments and contextualized for the “Communicative Chinese” course. Two open-ended items were included.

### **3.2 Semi-structured interviews**

The interview guide addressed course objectives, content relevance, instructional activities, and evaluation practices. Probing questions were used to obtain detailed examples from experts.

## **4. Reliability and validity**

### **4.1 Questionnaire**

A pilot test with 30 students yielded Cronbach’s alpha values ranging from 0.79 to 0.85, with an overall reliability of 0.89. Content validity was confirmed using IOC ( $\geq 0.67$  for all items), with a CVI of 0.81.

### **4.2 Interview guide**

Three experts reviewed the interview questions, producing IOC values  $\geq 0.67$  and a CVI of 0.84. Reliability was supported through triangulation and dual-coder analysis, yielding an inter-coder reliability coefficient of 0.86.

## **5. Data collection**

Quantitative data were collected online from 59 students with informed consent. Qualitative data were obtained through 25–30 minute semi-structured interviews with three experts, audio-recorded and transcribed with permission.

## **6. Data analysis**

Quantitative data were analyzed using descriptive statistics (mean and SD). Qualitative data were analyzed through thematic analysis. Findings from both methods were integrated to provide a comprehensive interpretation.

## **7. Research ethics**

Participation was voluntary, with informed consent obtained prior to data collection. Anonymity and confidentiality were ensured, and all data were reported in aggregate form. The study complied with institutional ethical guidelines of Guangxi University of Foreign Languages.

## **8. Limitations**

The study was limited to Thai students at one university, involved a small number of experts, relied on self-reported data, and employed a cross-sectional design, which may limit generalizability and long-term interpretation.

## Results

This section reports the findings based on descriptive, comparative, and correlation analyses of 59 responses, organized according to the three research objectives

### 1. Objective 1 To investigate the current status of the development of the “Communicative Chinese” course for Thai students.

Descriptive statistics were used to examine students’ perceptions of the current development of the course across four dimensions: course objectives, course content, course activities, and course evaluation. Table 1 summarizes the mean scores and standard deviations for each dimension.

**Table 1** Descriptive Statistics of Course Development (Part 1–4)

Dimension	Mean	SD	Interpretation
Part 1: Course Objectives	3.87	1.05	Agree
Part 2: Course Content	3.85	1.04	Agree
Part 3: Course Activities	3.95	1.07	Agree
Part 4: Course Evaluation	3.96	1.09	Agree

The results show that students rated all four dimensions of course development at the level of “Agree,” indicating an overall positive perception of the course’s current status. The highest mean score appears in course evaluation (Mean = 3.96), suggesting that students found the assessment methods, feedback, and evaluation criteria particularly effective. Course activities also received a relatively high rating (Mean = 3.95), reflecting that interactive and technology-supported learning activities contribute positively to students' learning experience. All dimensions were consistently perceived as appropriate and supportive of their learning needs, demonstrating that the course development is generally well-received.

**2. Objective 2 To examine the relationship between the development of the “Communicative Chinese” course for Thai students and their learning outcomes.**

To address this objective, a correlation analysis was conducted between the combined course development dimensions (Part 1–4) and the learning outcomes (Part 5). The results are shown in Table 2.

**Table 2** Correlation between Course Development (Part 1–4) and Learning Outcomes (Part 5)

Variables	r	p-value
Part 1–4 ↔ Part 5	<b>0.927</b>	<b>p &lt; .01</b>

The analysis revealed a very strong positive correlation ( $r = .927$ ) between overall course development and students’ learning outcomes, with statistical significance at  $p < .01$ . This finding indicates that when students perceive the course objectives, content, activities, and evaluation as being well-developed, their learning outcomes improve correspondingly. In other words, higher-quality course development plays a crucial role in enhancing students’ linguistic proficiency, cultural understanding, and overall learning performance.

**Objective 3** To explore the relationship between the various dimensions of the development of the “Communicative Chinese” course for Thai students and their learning outcomes.

A more detailed correlation analysis was conducted to examine the relationship between each specific dimension of course development (Parts 1–4) and Part 5 (learning outcomes). The results are presented in Table 3.

**Table 3** Inter-Correlation between Course Dimensions and Learning Outcomes

Course Dimension	r with Learning Outcomes (Part 5)	Significance
Part 1: Course Objectives	0.878	<b>p &lt; .01</b>
Part 2: Course Content	0.909	<b>p &lt; .01</b>
Part 3: Course Activities	0.862	<b>p &lt; .01</b>
Part 4: Course Evaluation	0.896	<b>p &lt; .01</b>

The results demonstrate that all dimensions of course development exhibit strong, statistically significant positive correlations with students’ learning outcomes. The highest relationship was found between course content and learning outcomes ( $r = .909$ ), highlighting the importance of relevant, practical, and culturally integrated

materials in supporting effective language learning. Course evaluation ( $r = .896$ ) also shows a strong correlation, suggesting that clear criteria, meaningful feedback, and authentic assessment tasks contribute substantially to students' progress. Course objectives ( $r = .878$ ) and course activities ( $r = .862$ ), while slightly lower, remain strongly associated with improved learning outcomes.

These findings collectively indicate that every component of course development plays a significant role in shaping students' learning achievements, with course content and evaluation demonstrating particularly high impact.

### 3. Overall Summary of Results

Overall, the findings reveal that the “Communicative Chinese” course is perceived positively by Thai students across all dimensions. The course development shows a strong and significant relationship with learning outcomes, indicating the effectiveness of its design and implementation. Furthermore, every dimension—objectives, content, activities, and evaluation—contributes meaningfully to enhancing students' linguistic skills, cultural understanding, and confidence in real-life Chinese communication.

## Discussion

The findings of this study are discussed in relation to Taylor's Principles and aligned with the three research objectives.

### 1. Investigating the current status of course development

Students positively evaluated all four dimensions of the course, supporting Taylor's principles on clarifying goals and selecting appropriate learning experiences. Clear and culturally relevant objectives align with Taylor's emphasis on learner-centered goals, while concerns regarding objective difficulty support Li Li's (2016) view that course development requires contextual adaptation. High ratings for culturally embedded content and practical vocabulary indicate learners' perceived relevance and usefulness, as the content integrates cultural contexts, authentic communication, and practical language use, consistent with Xuan Ling (2013) and Chen Meilin & Yin Shiwei (2024). Lower ratings on text difficulty suggest the need for improved scaffolding, a concern also noted in expert feedback, which indicated that some materials were linguistically dense and required additional instructional support.

## **2. Examining the relationship between course development and learning outcomes**

The strong positive correlation between overall course development and learning outcomes ( $r = .927, p < .001$ ) indicates that well-aligned objectives, content, activities, and evaluation are strongly associated with students' self-reported learning outcomes and perceived learning gains. This finding aligns with Yang Yiling's (2024) integrated "teaching–learning–assessment" model and Zhao Wei's (2025) learner-centered instructional design, both of which emphasize alignment as a key factor in enhancing perceived learning effectiveness and learner motivation. Expert qualitative feedback further supports this relationship, highlighting that clear alignment among course components enhanced learning direction and engagement, while objective clarity remained a key factor influencing perceived outcomes.

## **3. Exploring the relationship between each development dimension and learning outcomes**

All course development dimensions showed strong positive correlations with learning outcomes ( $r = .862-.909, p < .01$ ), confirming Taylor's principles on organizing learning experiences and evaluating goal achievement. The strong influence of course content underscores the importance of culturally grounded and contextually aligned materials in shaping students' perceived learning outcomes, while technology-enhanced activities correspond with Jiao Xue (1989) and recent AI-supported instructional models (Zhao Wei, 2025) in supporting engagement and self-reported learning effectiveness. Clear evaluation criteria reinforce Taylor's alignment principle (Yang Yiling, 2024), and minimal differences across academic years suggest the model's applicability across learner groups. Expert feedback also identified ongoing challenges related to objective clarity, text difficulty, and the need for explicit scaffolding, helping to contextualize lower quantitative ratings. Overall, the findings reinforce prior research and highlight the need for future studies using performance-based assessments, as well as higher education and policy implications emphasizing culturally relevant, scaffolded, and alignment-based course design.

## Conclusion and Research Recommendations

### 1. Conclusion

This study found that Thai students positively perceived all dimensions of the “Communicative Chinese” course—objectives, content, activities, and evaluation. Strong positive correlations were identified between course development and learning outcomes, confirming that well-designed objectives, relevant content, interactive activities, and clear assessment practices significantly enhance learners’ communicative competence and cross-cultural understanding.

### 2. Research Recommendations

#### 2.1 Program-Level (Curriculum Policy Recommendations)

- 1) Emphasize communication-centered learning objectives in curriculum design.
- 2) Integrate authentic real-life content that reflects practical language use.
- 3) Incorporate cross-cultural elements related to China–Thailand interaction to enhance intercultural competence.

#### 2.2 Instructor-Level (Teaching Management)

- 1) Align instructional practices with the four key dimensions of course development (objectives, content, activities, and evaluation).
- 2) Utilize culturally relevant materials and interactive learning activities to promote student engagement.
- 3) Apply formative assessment strategies to support continuous learning improvement.

#### 2.3 Instructor-Level (Learning Achievement Support)

- 1) Design learning tasks that directly support students’ communicative achievement in Communicative Chinese.
- 2) Ensure consistency between learning objectives, teaching methods, and assessment practices to enhance learning outcomes.

### 3. Future Research

- 1) Larger and More Balanced Samples: Future studies should increase the sample size and include balanced groups across academic years to improve generalizability.

2) Mixed-Methods Designs: Combining surveys with interviews or qualitative data from students, instructors, and alumni can provide deeper insights into course needs and effectiveness.

3) Text Difficulty Analysis: Further research should investigate the appropriateness of text difficulty and explore strategies to better match course materials with learners' proficiency levels.

## References

- Chen, M., & Yin, S. (2024). A comparative study of the textbooks Chinese oral communication: A quick start guide (Vols. 1–2) and Communicative Chinese (Vols. 1–2). In Proceedings of the 2024 Higher Education Teaching Symposium (Vol. 2, pp. 109–111).
- China Belt and Road Network. (2025). Voices: China and Thailand join hands for progress, golden friendship shines brighter. <https://www.yidaiyilu.gov.cn/p/0LLGJQP8.html>
- Global Times. (2024). Colorful ASEAN | Chinese language bridges cultural exchange between China and Thailand. <https://hqtime.huanqiu.com/article/4KhilpQhBy0>
- Guangming Daily. (2025). 50 years of diplomatic relations: China–Thailand educational cooperation steadily moving forward. [https://news.gmw.cn/2025-06/26/content\\_38113883.htm](https://news.gmw.cn/2025-06/26/content_38113883.htm)
- Guangxi Zhuang Autonomous Region Department of Education. (2021). Guangxi University of Foreign Languages: Fully leveraging geographical advantages to build an ASEAN-oriented international education brand. <http://jyt.gxzf.gov.cn/jyxw/jyyw/t7841750.shtml>
- Hu, X. (2023). Peer assessment and its impact on analytical thinking and language competence. [Journal information in Chinese].
- Jiao, X. (1989). The launch of a program on Communicative Chinese on Shanghai Radio. *World Chinese Language Teaching*, (4), 206.
- Li, L. (2016). A study on the textbook “Communicative Chinese” and its application in three vocational schools in Hua Hin, Thailand (Master’s thesis, Ludong University).

- Ministry of Education of the People's Republic of China. (2022). Ministry of Education: Over 25 million foreigners are currently learning Chinese, with a cumulative total of nearly 200 million people having learned or used Chinese.  
[http://www.moe.gov.cn/fbh/live/2022/54618/mtbd/202206/t20220628\\_641484.html](http://www.moe.gov.cn/fbh/live/2022/54618/mtbd/202206/t20220628_641484.html)
- Wu, H. (2024). A study on the effectiveness of online fragmented learning in university English under the context of information technology. *Journal of Hubei Open Vocational College*, (13), 161–163.
- Xia, S. (2025). The mechanism of artificial intelligence literacy on the learning effectiveness of vocational English. *Journal of Shandong Commercial Vocational and Technical College*, (3), 65–69.
- Xuan, L. (2013). A study on the compilation of Chinese oral communication textbooks based on the communicative approach (Master's thesis, Soochow University).
- Yang, Y. (2024). An integrated approach to teaching, learning, and assessment in junior high school English reading from the perspective of Taylor's principle. *Pudong Education*, (11), 55–61.
- Zhang, L. (2022). Learner-centered curriculum development and its implications for language learning outcomes. [Journal information in Chinese].
- Zhao, W. (2025). A study on the design of AI-based personalized learning pathways and their impact on the learning outcomes of vocational college students. *Computer Knowledge and Technology*, (18), 178–180.