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Designing Competency-Based Language Instruction to Teach Thai Culture for Chinese Teachers in Thailand[1]

การออกแบบการเรียนการสอนภาษาฐานสมรรถนะด้วยวัฒนธรรมไทย สำหรับผู้สอนภาษาจีนในประเทศไทย

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Abstract

This study investigates how undergraduate students in a Chinese language teacher education program developed intercultural communication competence through competency-based language instruction. Intercultural communicative competence was defined in terms of three key components: (1) knowledge of local and global cultural contexts, (2) teaching skills for real-world tasks, and (3) attitudes, especially regarding Chinese teachers' perspectives on Thai culture. The research aimed to (1) create a competency-based Chinese language learning model focused on teaching Thai culture, (2) assess its effectiveness, and (3) evaluate the satisfaction of student teachers with the model. Seven Chinese language student teachers participated in the study, designing and practicing lessons that integrated Thai cultural content into Chinese language teaching during micro-teaching sessions in urban public schools. Data were collected using lesson plan evaluations, teaching evaluations, teacher supervision forms, and satisfaction survey on teaching using the competency-based language teaching model (CBLT). Quantitative analysis, including mean and standard deviation, demonstrated strong alignment with CBLT principles, with an average score of 4.14 for lesson design and execution, and 4.09 for teaching competencies. Qualitative analysis of classroom observations identified key teaching strategies for promoting intercultural communicative competence. The overall satisfaction score of 4.40, gained from the satisfaction survey on teaching using the CBLT model, indicated that the model was highly effective and well-received by student teachers, further reinforcing the success of competency-based education in fostering intercultural competence in language teacher training.

Keywords: Competency-Based Language Teaching, Chinese Teachers, Thai Culture

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บทคัดย่อ

บทความนี้ได้สำรวจวิธีการที่นักศึกษาระดับปริญญาตรีในหลักสูตรการสอนภาษาใช้เพื่อพัฒนาความสามารถของการสื่อสารข้ามวัฒนธรรมผ่านการสอนภาษาจีนโดยใช้รูปแบบการเรียนการสอนฐานสมรรถนะ ความสามารถของการสื่อสารข้ามวัฒนธรรมในการศึกษาครั้งนี้มี 3 ด้าน ได้แก่ 1) ความรู้ทางวัฒนธรรมสำหรับบริบทท้องถิ่นและระดับโลก 2) ทักษะการประยุกต์ใช้จริงในการสอน และ 3) ทัศนคติที่มีคุณค่าโดยเฉพาะอย่างยิ่งมุมมองทางวัฒนธรรมไทยสำหรับครูภาษาจีน การสอนภาษาฐานสมรรถนะมุ่งเน้นให้เกิดคุณลักษณะที่พึงประสงค์ด้านความสามารถทางภาษาผ่านการออกแบบการฝึกปฏิบัติในชั้นเรียนและบูรณาการความสามารถทางวัฒนธรรมท้องถิ่นให้เข้ากับการสอนภาษาจีนสำหรับนักเรียนมัธยมศึกษาตอนปลาย การศึกษานี้สำรวจวิธีที่นิสิตฝึกสอนภาษาจีน จำนวน 7 คน ใช้ในการออกแบบและฝึกปฏิบัติการสอนวัฒนธรรมไทยด้วยการสอนภาษาฐานสมรรถนะในการสอนแบบจุลภาค (microteaching) จำนวน 2 ครั้ง ที่โรงเรียนระดับมัธยมศึกษา สังกัดการศึกษาขั้นพื้นฐาน (สพฐ.) ข้อมูลที่เก็บรวบรวมได้จากแบบประเมินแผนการสอน แบบประเมินการสอน แบบฟอร์มการนิเทศของมหาวิทยาลัย และแบบประเมินความพึงพอใจในการสอนโดยใช้รูปแบบการเรียนการสอนภาษาฐานสมรรถนะ ถูกนำมาวิเคราะห์เชิงปริมาณ รวมถึงการคำนวณค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน แสดงให้เห็นถึงการสอดคล้องอย่างดีกับหลักการของการสอนภาษาฐานสมรรถนะ (CBLT) ผลการวิเคราะห์ข้อมูลที่ได้จากแบบประเมินแผนการสอน แบบประเมินการสอนภาษาจีน และแบบประเมินการนิเทศการสอน พบว่าการพัฒนาการสอนวัฒนธรรมไทยสำหรับนิสิตฝึกสอนภาษาจีนโดยใช้รูปแบบการเรียนการสอนฐานสมรรถนะ มีคะแนนเฉลี่ยโดยรวมที่ 4.14 บ่งชี้ว่าแผนการสอนมีการออกแบบและดำเนินการอย่างดี ผลประเมินการปฏิบัติการสอนวัฒนธรรมไทยสำหรับนิสิตฝึกสอนภาษาจีน มีคะแนนเฉลี่ยโดยรวมที่ 4.09 บ่งชี้ว่าความสามารถในการสอนภาษาจีนมีพัฒนาการที่ดีและนำไปใช้ได้อย่างมีประสิทธิภาพ ความพึงพอใจของนิสิตฝึกสอนภาษาฐานสมรรถนะด้วยวัฒนธรรมไทยจากแบบประเมินความพึงพอใจในการสอนโดยใช้รูปแบบการเรียนการสอนภาษาฐานสมรรถนะ มีคะแนนรวมที่ 4.40 บ่งชี้ว่ารูปแบบดังกล่าวมีประสิทธิภาพสูงและได้รับการตอบรับเป็นอย่างดีจากนิสิตฝึกสอนสอดคล้องกับหลักการของการศึกษาฐานสมรรถนะ

คำสำคัญ: การสอนภาษาฐานสมรรถนะ ครูผู้สอนภาษาจีน วัฒนธรรมไทย

Introduction

In the past few decades, Chinese language education has focused primarily on communication skills. However, the current demand for Chinese language instruction in Thailand has diversified. Learners now seek to utilize Chinese not only for communication but also to advance their specialized knowledge in various fields. Consequently, Chinese language educators must adapt their teaching methods to better align with learners' needs. This shift has led to a more diverse approach to Chinese language instruction, addressing the evolving demands of society. One such transformation is an emphasis on learner competencies, which prioritize the learning process and outcomes over a mere knowledge transfer from the teacher.

Competency-based language teaching (CBLT) draws on a functional and interactional perspective of language, aiming to teach it with reference to the social contexts where it is used. Language serves as a medium for interaction and communication between individuals to achieve specific goals and purposes (Richards & Rodgers, 2014) , and CBLT integrates competency-based education (CBE) principles into language teaching. Achieving competency

involves more than meeting set goals; it also requires the application of the acquired skills in real-life situations.

Contemporary society is transitioning toward a twenty-first-century skill-centric paradigm. The researcher recognizes the importance of designing education that fosters such skills alongside Chinese language learning. CBLT offers an approach that equips learners with practical Chinese language skills while developing various competencies through participatory activities. This study focuses on a case study of a Thai culture course for third-year Chinese language student teachers at the Faculty of Education.

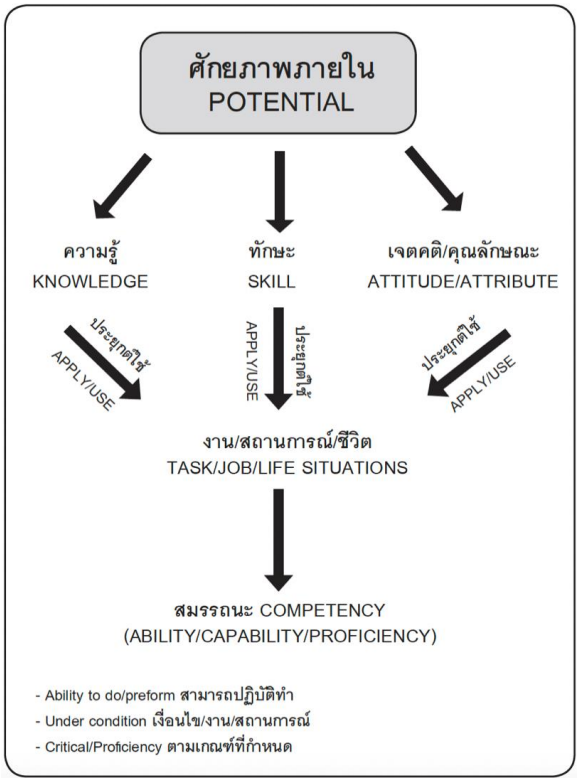
The current educational landscape has advanced with pedagogical progress. The shift from teacher-centered to learner-centered approaches emphasizes active learning, "Learning by Doing" (Reese, 2011). Research supports the view that learning is most effective when learners engage in activities themselves. Learner-centered instruction focuses on knowledge construction through cognitive and social processes and interaction, enabling learners to apply their knowledge effectively. Teachers act as facilitators, providing learning experiences that cater to learners' interests, abilities, and aptitudes, and integrating knowledge from various disciplines (Khammanee, 2019; Dechakup, 2022).

CBLT not only imparts language knowledge but also involves experiential learning, linking classroom learning with real-life language use. The present study proposes a CBLT model for Thai learners to enhance their competencies. Competencies include the ability to use knowledge, skills, attitudes, and attributes to achieve success in various tasks. These competencies manifest in observable, measurable behaviors, reflecting a combination of knowledge, skills, attitudes, and other attributes necessary for individual or group success.

Every person has inherent abilities, which are latent within individuals. Each person has potential in one or more areas, which may not yet be visible until stimulated or appropriately taught or learned in alignment with that potential. When this potential emerges and is further nurtured, it can enhance the individual's abilities significantly in that area. Therefore, acquiring knowledge and being trained in various skills, along with developing desired attributes, can help enhance a person's capabilities (Office of the Education Council, 2019).

Figure 1

The Conceptual Framework of Competency



Note: Image source: Office of the Education Council, 2019

CBE emphasizes practice with a set of essential knowledge, skills, attitudes, and attributes that lead to the desired competencies. This approach can reduce spurious content, allowing learners to explore the necessary content in depth and practice applying knowledge in various situations. This helps learners achieve a level of expertise. The learning and teaching process integrates knowledge across disciplines, applying various aspects of academic knowledge related to a specific task for successful task performance, leading to a more integrated educational approach (Office of the Education Council, 2019).

As Boukhentache (2020) notes, competency-based teachers begin by analyzing real-world tasks to identify the essential knowledge, skills, and attitudes required. They then design instructional experiences that sequentially teach each component until they are thoroughly mastered. Once these elements are learned, teachers create integration scenarios where students apply their new knowledge and skills harmoniously to solve real-life problems. This study also recommends that teaching supervisors encourage teachers to develop integration scenarios during workshops.

Furthermore, Nunan (1991) highlights several key points about the use of objectives in language learning. First, when objectives are communicated to learners comprehensibly, this helps significantly to make learners aware of what it means to be a language learner. This awareness allows learners to develop a more realistic understanding of what can be achieved in a course, thereby viewing learning as the gradual accumulation of attainable goals. Second, learners become more sensitive to their roles as language learners and refine their previously vague notions of what being a learner entails. Third, the feasibility of self-evaluation improves, allowing learners to assess their progress more effectively. Fourth, classroom activities are perceived as being more connected to real-life needs, enhancing their practical relevance. Lastly, the development of skills is understood as a progressive journey, rather than an all-or-nothing process. Accordingly, this comprehensive approach to teaching not only enhances cognitive skills but also aligns educational activities with real-world applications, thereby preparing learners to engage practically and meaningfully with the content.

The teaching of Thai culture in educational settings involves a comprehensive approach that integrates linguistic, historical, and social dimensions. Effective cultural education not only enhances students' understanding of Thai society but also promotes intercultural competence and global awareness. This literature review examines various methodologies and pedagogical strategies for teaching Thai culture, emphasizing the integration of cultural content with language instruction and the use of experiential learning techniques.

It is essential to integrate cultural content with language instruction in teaching Thai culture to foreigners. Sampaotong (2022) stated that, in Thailand, a culture-based instructional program was specifically developed to teach Thai language and culture together, showing that this method leads to more effective language acquisition by providing real-life context. These findings suggest that merging language and cultural instruction can lead to better communication skills and a deeper understanding of cultural norms.

Teaching Thai culture to Chinese language instructors using CBLT is, therefore, designed according to these principles. The goal is to develop learners who can communicate in Chinese about Thai culture. The content is designed to meet this objective, including vocabulary and Chinese sentence structures that explain or introduce Thai culture appropriately. Teaching methods are developed to help learners acquire these skills, linking cultural stories that are close to the learners' experiences. Assessment and evaluation are conducted to determine the effectiveness of achieving learning objectives. The development and effectiveness of teaching and student teachers' satisfaction with the instructional approach will be evaluated to support CBLT concepts. The results will be studied further in various aspects of competency-based Chinese language teaching.

Competency-based language teaching is particularly effective in the context of teaching Thai culture to Chinese language instructors. The principles of CBLT emphasize the development of specific, measurable competencies, which align well to enable learners to communicate about Thai culture in Chinese. According to Richards and Rodgers (2014), CBLT focuses on what learners are expected to do with the language, prioritizing practical and real-life applications. This methodological approach ensures that the instructional content is relevant and directly applicable to learners' communication needs. For the assessment, Leber, Renkl, Nückles, and Wäschle (2017) emphasize that assessment in a formal learning context needs to be carefully designed to ensure that learners derive useful goals from it, thereby

leading to meaningful learning processes. To do so, the model of constructive alignment is a useful framework for teachers. Teachers are reminded to align their intended teaching goals with their teaching activities and the assessment format. Such alignment, in turn, encourages learners to use appropriate learning strategies that further the attainment of teaching goals.

Integrating cultural content into language teaching significantly enhances the learning process by making it more meaningful and engaging (Boukhentache, 2020). Embedding cultural themes, such as vocabulary and sentence structures related to Thai culture, into language lessons helps learners explain and introduce cultural concepts effectively, thereby improving both their language skills and cultural understanding. Hao (2022) believes that Language is inherently situated within real-world contexts, with many words and phrases deriving their full significance only when understood within the cultural framework in which they are used. The presentation of language in authentic, contextualized settings facilitates natural acquisition for learners. Hence, providing international students with real-life contexts for the target language is crucial. This approach is a fundamental strategy in the integration of cultural elements into the teaching of foreign languages, promoting deeper comprehension and more effective language learning outcomes for non-native speakers.

In conclusion, the integration of cultural content with CBLT principles provides a robust framework for teaching Thai culture to Chinese language instructors. By focusing on specific competencies, incorporating relevant cultural themes, and employing iterative assessment methods, educators can improve both language proficiency and cultural understanding. This approach not only prepares learners for practical communication tasks but also ensures a high level of engagement and satisfaction.

Objectives

1. To develop a competency-based Chinese language learning model for teaching Thai culture to Chinese language student teachers.

2. To examine the effectiveness of teaching Thai culture to Chinese language student teachers.

3. To evaluate the satisfaction of Chinese language student teachers with the competency-based Chinese language learning model for teaching Thai culture.

Research Methodology

1. Population and Sample

The population in this study comprised 14 Chinese language student teachers from the Faculty of Education, majoring in Chinese language teaching. The sample for this research consisted of 7 third-year Chinese language student teachers from the Faculty of Education, selected using purposive sampling. This group was chosen because its members possessed sufficient knowledge of both the Chinese language and teaching methodologies, enabling them to apply this knowledge effectively in real-life situations.

2. Research Instruments

The research instruments used in this study include 1) A lesson plan assessment form with an index of item-objective congruence (IOC) ranging from 0.70 to 1.00; 2) An assessment form for using the Chinese language in teaching Thai cultural content, with an IOC ranging from 0.80 to 1.00; 3) An assessment form for evaluating the skills and competencies in subject-specific teaching at the Faculty of Education, Chulalongkorn University; 4) A satisfaction survey for Chinese language student teachers regarding the teaching of Thai culture using a competency-based Chinese language learning model, with a reliability coefficient of 0.88. Each assessment form must adhere to the following design stages: 1) defining and specifying the components of the practice, 2) accurately establishing and defining the indicators of the practice, 3) determining the evaluation items for each indicator, 4) developing scoring criteria descriptions for each assessment item, 5) validating the index of item-objective congruence (IOC) for the assessment items, and 6) revising and finalizing the assessment form.

3. Data Collection

The data collection process was as follows:

1) Sending a letter to a secondary school under the Office of the Basic Education Commission to request cooperation in allowing Chinese language student teachers to collect data on Chinese language teaching for high school students;

2) Coordinating with subject teachers to seek cooperation in the data collection process for high school Chinese language classes;

3) Chinese language student teachers collecting data on the teaching of Chinese language in schools, which was used to design methods of teaching Thai culture using a competency-based Chinese language learning model;

4) Chinese language student teachers conducting Thai culture lessons using the competency-based Chinese language learning model for students in the school;

5) Assessing the teaching performance of the Chinese language student teachers using the research instruments.

4. Data Analysis

The researcher collected data from the design and implementation of Thai culture lessons using a competency-based Chinese language learning model to study the development of Thai culture teaching for Chinese language student teachers. The collected data was entered into Microsoft Excel for analysis, where the mean and standard deviation were calculated. Following this, the overall average of the results was computed to generate the findings. This analysis aimed to evaluate the effectiveness of Thai culture teaching for Chinese language student teachers and their satisfaction with this teaching method, using the competency-based Chinese language learning model.

Findings

1. Development of Thai Culture Teaching for 7 Chinese Language Student Teachers Using a Competency-Based Chinese Language Learning Model

Table 1

The results of the evaluation of the teaching plan.

Item	Evaluation n=7	
	$\bar{x}$	S.D.
Clear learning objectives	4.29	0.49
Accurate and appropriate content	4.29	0.76
Interesting and appropriate lesson introduction	4.14	0.69
Proper sequence of activities	4.14	0.90
Interesting and creative teaching activities	4.00	0.58
Suitable and engaging teaching materials	4.14	0.90
Assessment aligned with objectives	3.86	0.69
Consistency between objectives, content, activities, and assessment	3.71	0.49
Appropriate allocation of teaching time	4.71	0.49
Overall	4.14	0.66

The evaluation criteria are as follows: a mean score of 4.51–5.00 indicates a very high level of the quality of the teaching plan, 3.51–4.50 indicates a high level of the quality of the teaching plan, 2.51–3.50 indicates a moderate level of the quality of the teaching plan, 1.51–2.50 indicates a low level of the quality of the teaching plan, and 1.00–1.50 indicates the lowest level of the quality of the teaching plan. The evaluation results show that the quality of the Thai culture teaching plan for Chinese language student teachers, using a competency-based Chinese language learning model, has an average quality score of 4.14 which is considered good. Each aspect of the evaluation is rated at a high level or above. The evaluation results of the teaching plan, as detailed in Table 1, indicate a generally high level of effectiveness in various instructional components. The overall average score of 4.14 suggests that the teaching plan is well-designed and executed, reflecting a strong alignment with CBLT principles.

2. Performance Outcomes of Thai Culture Teaching for 7 Chinese Language Student Teachers

Table 2

The evaluation results of skills and competencies in teaching.

Item	Evaluation n=7	
	$\bar{x}$	S.D.
Implementation of teaching	4.57	0.53
Assessment and evaluation	3.71	0.49
Teacher's language expression	4.00	0.82
Overall	4.09	0.61

The evaluation criteria are as follows: a mean score of 4.51–5.00 indicates a very high level of skills and competencies in teaching, 3.51–4.50 indicates a high level of skills and competencies in teaching, 2.51–3.50 indicates a moderate level of skills and competencies in teaching, 1.51–2.50 indicates a low level of skills and competencies in teaching, and 1.00–1.50 indicates the lowest level of skills and competencies in teaching. The evaluation results show that the overall quality of skills and competencies in teaching Thai culture to Chinese language student teachers, using a competency-based Chinese language learning model, has an average quality score of 4.09, which is considered good. Each aspect of the evaluation is rated at a good level or higher. The evaluation results of skills and competencies in teaching, as detailed in Table 2, indicate a generally high level of effectiveness in instructional implementation. The overall average score of 4.09 suggests that the teaching competencies being assessed are well-developed and applied effectively, reflecting the principles of CBLT.

3. Satisfaction of 7 Chinese Language Student Teachers with Thai Culture Teaching Using a Competency-Based Chinese Language Learning Model

Table 3

The evaluation results of student satisfaction with the teaching of Thai culture using the competency-based Chinese language learning model.

Item	Evaluation n=7	
	$\bar{x}$	S.D.
Appropriateness of Thai culture teaching using the competency-based Chinese language learning model	4.21	0.70
Benefits from Thai culture teaching using the competency-based Chinese language learning model	4.29	0.73
Satisfaction with Thai culture teaching using the competency-based Chinese language learning model	4.71	0.47
Overall	4.40	0.63

The evaluation criteria are as follows: a mean score of 4.51–5.00 indicates a very high level of satisfaction, 3.51–4.50 indicates a high level of satisfaction, 2.51–3.50 indicates a moderate level of satisfaction, 1.51–2.50 indicates a low level of satisfaction, and 1.00–1.50 indicates the lowest level of satisfaction. The evaluation results show that the overall satisfaction of Chinese language student teachers with Thai culture teaching using the competency-based Chinese language learning model is high ($\overline{x}$ = 4.40, S.D. = 0.63), with each aspect of the evaluation rated at a high or a very high level. The evaluation results of student satisfaction with the teaching of Thai culture using the competency-based Chinese language learning model, as detailed in Table 3, indicate a high level of overall satisfaction. The aggregate score of 4.40 suggests that the model is highly effective and well-received by the students, aligning with the principles of CBE.

Discussion

1. Development of Thai Culture Teaching for Chinese Language Student Teachers

The development of Thai culture teaching for Chinese language student teachers can be achieved effectively by integrating Thai cultural education with competency-based learning. The objective of this teaching approach is to enable students to use Chinese with reference to the Thai culture surrounding them, allowing them to communicate or introduce Thai culture using the Chinese language. This aligns with Hao (2022), which states that teaching foreign languages serves as a crucial bridge connecting individuals to the global community. Cultural integration has been recognized as an effective approach to second language acquisition. Previous studies have emphasized the significance and benefits of incorporating cultural elements into foreign language instruction. However, it is essential to further explore the specific advantages of cultural integration in language teaching and to identify the most effective instructional models for integrating culture.

Student teachers collect data on Chinese language teaching and the interests of high school students where micro-teaching sessions are to be conducted. This data is then used to design lesson plans that align with the learning characteristics of the students as closely as possible. The lesson plan design process involves collaboration between the researcher and the student teachers. After the student teachers have presented their lesson plan designs, they are evaluated, and feedback is provided by both the researcher and the students' peers. This feedback is used to refine the lesson plans to better align with the learning characteristics of the students.

Following this, the refined lesson plans are used in experimental teaching sessions within the course. Subsequently, these lesson plans are employed in actual micro-teaching sessions at educational institutions. This iterative process ensures that the lesson plans are improved continuously and tailored to meet the needs of the students, enhancing the effectiveness of Thai culture teaching through a competency-based Chinese language learning model. Following Khaled (2022), the teaching methods used in teaching Thai culture using competency-based language teaching are as follows:

1) Warm up: A brainstorming task, an interactive task, or a revision of a previous lesson content.
2) Introduction: The teacher introduces the lesson objectives, and informs the students of what they will do
3) Presentation: New information, language functions and forms that will be used in that lesson are explained, modeled, and drilled by the teacher. They are to be introduced in the introduction first.
4) Comprehension check: This could be considered a part of the presentation stage. The teacher herein checks that students have understood the language content they have been introduced to, before moving on to the guided practice stage.
5) Guided practice: The students engage in short and controlled activities for a guided practice of the introduced language content.
6) Communicative practice: In a mini-stage lesson, students pair up or team up and complete a communicative task, using the language they have focused upon in the guided practice stage.
7) Evaluation: Students evaluate the extent of their learning by "showing, explaining, analyzing or reflecting on what they have learned during the lesson"
8) Application: The learnt content is extended to new situations and applied in new activities.

The development can be achieved by integrating Thai culture teaching with competency-based learning. The objective is to enable students to use Chinese with reference to Thai culture, and to communicate or introduce Thai culture in Chinese. Data were collected from teaching practices and student interests to design lesson plans that align with student learning characteristics. The researcher and student teachers work together, with feedback provided by both the researcher and peers to refine the lesson plans. These plans are then used in experimental teaching sessions before being applied in actual micro-teaching sessions at educational institutions.

2. Performance Outcomes of Thai Culture Teaching for Chinese Language Student Teachers

The overall evaluation of the Thai culture teaching for Chinese language student teachers is rated as good. The student teachers were able to implement the designed lesson plans effectively. Teaching implementation and its detailed evaluation include lesson introduction, organization of teaching activities, communication and personality, use of teaching materials, classroom management and problem-solving, consistency with the lesson plan, reinforcement and motivation, opportunities for student participation, use of questions and activities to promote thinking, and a lesson summary. The student teachers performed very well in teaching implementation, which can be attributed to their preparation during the lesson plan design phase and practice in class before the micro-teaching sessions.

The detailed assessment and evaluation include the assessment of students' pre-teaching knowledge, assessment of their knowledge during teaching, and assessment aligned with the specified objectives. This aligns with the concept of Leber et al. (2017), which states that, assessment must be thoughtfully designed in a formal learning context, to guide learners toward meaningful learning outcomes. The constructive alignment model serves as a valuable framework for this purpose. It emphasizes the importance of aligning teaching objectives,

instructional activities, and assessment methods. This alignment ensures that students engage with learning strategies that effectively support the achievement of the intended educational goals. By structuring assessments in harmony with teaching goals, teachers foster a more focused and impactful learning process, enhancing both student engagement and success. The student teachers performed well in assessment and evaluation. They were able to assess and evaluate the students' learning effectively. However, due to limited teaching time, the evaluation was conducted at the overall class level rather than at the individual level.

The evaluation of the teachers' language expression includes both speaking and writing in Chinese. In terms of speaking, the student teachers performed well, communicating with students in simple Chinese to facilitate understanding and learning. In terms of writing, the student teachers had fewer opportunities to write in Chinese, as comprehensive teaching materials were provided, thereby reducing the need to write Chinese characters frequently.

The student teachers managed the teaching process successfully, reflecting the effectiveness of the competency-based teaching design. After acquiring knowledge and skills, students need to apply them in real situations. Before actual application, proper preparation is necessary to ensure correct and appropriate practice and to train students in handling various potential issues.

The high performance in teaching outcomes highlights the efficiency of the teaching design process in enhancing teaching competencies among student teachers. By using a competency-based approach, students are not only equipped with theoretical knowledge and skills but also prepared to apply them effectively in practical settings. The research findings are consistent with the descriptions provided by Schenck (1978) and Ellis (2003) on the adaptability and effectiveness of CBLT.

Schenck (1978) describes CBLT as being highly adaptable to the evolving needs of students, teachers, and the community. This adaptability ensures that the competencies developed are directly relevant to real-world situations, thereby enhancing the relevance and effectiveness of the learning process. By focusing on the specific competencies that students require in their daily lives, CBLT prepares them effectively for practical communication tasks. This alignment with real-world applicability ensures that learners are better equipped to meet practical communication challenges.

Similarly, Ellis (2003) supports the integration of task-based language learning within CBLT frameworks. He emphasizes that tasks designed to reflect real-life language use can improve learning outcomes significantly. This method requires learners to use the language actively, thereby enhancing their practical skills and increasing their confidence in using the language in real-world contexts (Ellis, 2003).

3. Satisfaction of Chinese Language Student Teachers with Thai Culture Teaching Using a Competency-Based Learning Model

Chinese language student teachers expressed high levels of satisfaction with the competency-based Chinese language learning model. The overall satisfaction of Chinese language student teachers with the Thai culture teaching using a competency-based Chinese language learning model has an average score of 4.40. They found it appropriate and practically beneficial, as it provided practical experience and enhanced their teaching skills. Not only did they plan their lessons effectively, but they also had the opportunity to apply them in real-life situations. The opportunity to teach in real educational settings boosted their confidence and

subsequent motivation to pursue teaching careers. The research findings on satisfaction align with those of Ramesh et al. (2023), who highlighted the role of the learner in a competency-based framework is to decide whether the competencies are useful and relevant for him/her. This shows that the learner has an active role in the classroom which is underlined by the fact that the students are expected to perform the skills they learned.

Additionally, the experience of teaching in actual educational institutions provided the student teachers with practical teaching experience, further inspiring them in their pursuit of a teaching career. Hence, the satisfaction level of the student teachers with this teaching method is exceptionally high, contributing significantly to the positive development of their attitudes toward the profession of Chinese language teaching.

Conclusion

The findings and discussion demonstrate that CBLT can enhance the effectiveness of Chinese language student teachers significantly. The opportunity for student teachers to learn and apply their knowledge in real-life situations has increased their teaching competencies. This aligns with Boukhentache's (2020) concept, which states that Competency-based teachers begin by analyzing real-world tasks to identify the essential knowledge, skills, and attitudes required. They then design instructional experiences that sequentially teach each component until they are thoroughly mastered. Once these elements are learned, teachers create integration scenarios where students apply their new knowledge and skills harmoniously to solve real-life problems.

The study underscores the effectiveness of integrating Thai cultural education with competency-based learning for Chinese language student teachers. This approach facilitates the use of Chinese with reference to Thai culture, enabling students to communicate or introduce Thai culture effectively using the Chinese language. The iterative lesson plan design process, which involves collecting data on teaching practices and student interests, collaborative development, and continuous feedback, proves to be instrumental in tailoring lesson plans to meet student learning characteristics. This methodology ensures the refinement and practical application of lesson plans, thereby enhancing the overall teaching process.

The performance outcomes of the Thai cultural teaching initiative demonstrate significant success. Student teachers implemented the designed lesson plans effectively, showing high proficiency in various teaching aspects, including lesson introduction, activity organization, communication, and classroom management. Their preparation during the lesson plan design phase and practice sessions contributed to their strong performance. Additionally, the assessment and evaluation processes highlighted their ability to align their teaching with specified objectives, despite some limitations in individual assessments due to time constraints. The competency-based approach proved beneficial in equipping students with both theoretical knowledge and practical skills, preparing them for real-world teaching scenarios.

Furthermore, the high satisfaction levels among Chinese language student teachers with the competency-based learning model emphasize its practical benefits. The model not only facilitated effective lesson planning but also provided opportunities for real-life application, boosting the students' confidence and motivation to pursue teaching careers. The hands-on experience gained through teaching in actual educational settings enhanced their practical

teaching skills significantly and influenced their attitudes toward the teaching profession positively.

Overall, the integration of Thai cultural education with competency-based learning has proven to be a successful strategy in enhancing teaching competencies, fostering practical application, and improving the satisfaction and motivation of Chinese language student teachers. Future research should continue to explore and refine these methodologies to enhance their effectiveness further and address any remaining challenges.

Limitations and Recommendations for Future Research

Competency-based language teaching offers significant benefits in language education. It not only provides learners with language skills and usage but also enables practical application in real-life situations. The student teachers involved in this study learned vocabulary, sentence structure, language usage, and cultural knowledge, which they applied effectively in actual classroom settings. This practical application benefited both the student teachers and their students.

Therefore, it is recommended that instructors should be well-prepared in their teaching objectives, identifying the specific knowledge and skills they want their students to acquire and the contexts in which these will be applied. Subsequently, teaching content should be carefully planned and coordinated with relevant institutions or agencies where students can practice in real-life scenarios. Detailed preparation of the instructional content is vital to ensure students are ready for practical application. Additionally, incorporating feedback mechanisms is essential to enhance the learning process.

For CBLT, the current study indicates that the evaluation of alignment with objectives and other teaching aspects scored lower than other areas. This is consistent with the lower performance outcomes in overall teaching effectiveness. Therefore, designing assessment and evaluation methods that specifically address the measurement of intercultural communication skills could further enhance the CBLT model.

Future research should focus on refining these assessment tools to provide a more thorough evaluation of students' competencies in cultural communication, thus contributing to the overall effectiveness of CBLT.

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