

RESEARCH ARTICLE

Research on the path to enhance the cultural communication literacy of Thai international Chinese language teachers

Jiang Lirong

International College, Krirk University, Bangkok 10220, Thailand

* Corresponding author: Jiang Lirong, Jianglirong0907@outlook.com

ABSTRACT

With the rapid development of global integration, new requirements have been put forward for the content of communication and cooperation among countries. Since the 1990s, China's comprehensive strength has continued to develop rapidly and has become an indispensable and important country in the global development process. With China's increasing international status and close cooperation with countries around the world in multiple fields, each country has a strong demand for learning Chinese, which has prompted China's Chinese language and culture to enter a new stage of high-quality development. Language is a bridge of communication that can promote the integration and development of international culture, industry, and other aspects. International Chinese language teachers play a particularly important role in the dissemination of Chinese language and literature. Therefore, it is necessary to develop a standardized framework and model for cultivating the ability elements of international Chinese language teachers based on guidance and goals, in order to promote sustainable development. This study uses literature review, interview methods, and mathematical statistics to investigate some international Chinese language teachers who have traveled from China to Thailand. The PDCA cycle theory is used to establish a development path centered on "current situation analysis, innovation path, path evaluation, and continuous improvement", exploring the difficulties and difficulties in improving the cultural communication literacy ability of Thai international Chinese language teachers, Targeted optimization and development paths should be proposed: (1) Reasonable goals and development ideas for cultivating the ability elements of international Chinese language teachers should be formulated based on the actual situation of Thai Chinese language learning, exploring deep internal motivation and logical relationships, and improving the framework for cultivating ability elements based on the elements of communication. (2) In the specific implementation process, specific indicators for cultivating ability elements should be clearly defined to strengthen standardization. Targeted training should be conducted based on relevant indicators. (3) Targeted ability element training standards should be developed for Chinese language teachers based on the actual environment, needs, and theoretical foundation of international communication in Thai Chinese language learning. Fourthly, explore diversified cultural communication methods and development path choices, improve the comprehensive ability of Thai international Chinese language around the elements of global communication, and continuously optimize the curriculum system and teaching content. (4) We should improve the evaluation and feedback system, establish clear management systems and development plans for each stage, and promote excellent culture and concepts in a healthy manner. In the specific implementation process, being good at identifying and proposing problems, and combining practical experience to fully solve problems, can help promote deep development.

Keywords: Thai international Chinese language teacher; cultural dissemination; literacy; ability improvement; path

ARTICLE INFO

Received: 16 January 2024 | Accepted: 25 March 2024 | Available online: 26 March 2024

CITATION

Lirong J. Research on the path to enhance the cultural communication literacy of Thai international Chinese language teachers. *Environment and Social Psychology* 2024; 9(6): 2409. doi: 10.54517/esp.v9i6.2409

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1. Introduction

In the trend of globalization, the dissemination of language at the international level can have a diversified and multi-level promoting effect. Language not only represents its own charm and practical value, but also symbolizes a country's international status and promotes common development goals. This shows the importance of language in promoting global common development. Chinese is the mother tongue of the Han ethnic group and the official language of the People's Republic of China, with over 1.5 billion users. It is mainly circulated in overseas Chinese communities in China, Singapore, Malaysia, Myanmar, Thailand, the United States, Canada, Australia, New Zealand, and Japan. So the promotion of Chinese language overseas is of great significance for the development of Chinese culture, diplomatic practice, finance and trade, and other fields. Chinese is broad and profound, with a long history and rich cultural connotations. With the high promotion of global integration, exchanges and exchanges between China and other countries around the world are becoming increasingly close. The international community's optimism and attention towards China's comprehensive development are gradually increasing, resulting in an increase in the status and influence of Chinese language at the international level. The international dissemination of Chinese language has a promoting effect on the development of global integration, and there has been a trend of "Chinese fever" and "Chinese fever" at the international level, The dissemination and promotion of Chinese language to the outside world has ushered in favorable development opportunities^[1]. As of early 2018, the National Chinese Language Office has established 515 Confucius Institutes and 1113 Confucius Classrooms in 138 countries or regions. The number of people learning Chinese has exceeded 40 million, and over 3000 universities in more than 120 countries have offered Chinese language courses. Some universities outside of China have offered Chinese language and literature majors. Countries such as Thailand, Malaysia, Singapore, and Zimbabwe have included Chinese in foreign language teaching courses for primary and secondary schools. This shows that the value of Chinese in promoting global integration and building a community with a shared future for humanity is immeasurable. In 2006, the Thai Ministry of Education and the Chinese Language Exchange Center conducted their first cooperation to promote the comprehensive integration of Chinese language courses into kindergartens and primary and secondary school classrooms. The Chinese Language Center regularly sends Chinese language teachers and volunteers to Thailand every year to carry out targeted and systematic Chinese language teaching. Currently, Chinese language teaching in Thailand has reached a stage of in-depth development. On April 20, 2022, the Sino Foreign Language Cooperation Center of the Ministry of Education of China signed a Chinese language teaching cooperation agreement with departments such as the Ministry of Higher Education and Research Innovation of Thailand, deepening the deep development of Chinese language teaching and promotion in Thailand. Conduct a survey and research on the current status of cultural communication literacy of Chinese language teachers visiting Thailand, in order to find a scientific development path and provide reference for the improvement of the comprehensive abilities of international Chinese language teachers.

2. The dilemma of improving the cultural communication literacy of Thai international Chinese language teachers

Thailand is one of the countries with blood relations between Southeast Asia and China, among which the main ethnic group, the Thai, shares a common ancestor and language culture with the Dai, Lao, Shan, and other ethnic minorities in China. Thailand has good bilateral relations with China, with in-depth cooperation in industries such as tourism, commerce, industry, agriculture, education, and culture. Therefore, all sectors of Thailand attach great importance to the learning of Chinese language, and the status and importance of international Chinese language teachers are high^[2]. Through the dissemination of national culture by teachers

in teaching, it can have a point to area effect, which has important value implications. At present, international Chinese language teachers from China who have rushed to Thailand have some shortcomings in cultural dissemination, such as the training goals of Chinese language teachers, the construction of teacher ability frameworks, and the relatively lack of scientific evaluation indicators for teachers; The specific indicators of cultural communication ability and literacy of Chinese language teachers are not clear enough; Inaccurate implementation of the deep connotations of excellent traditional culture, insufficient integration with Thailand's regional characteristics and cultural customs, targeted cultural dissemination, etc., requires continuous improvement based on actual situations.

2.1. The goal and ability framework for improving cultural communication literacy are not well established

International Chinese language teachers are the main participants in imparting Chinese language knowledge and disseminating excellent Chinese culture. Therefore, it is crucial to improve their cultural communication literacy and ability. It is necessary to establish scientific and reasonable development goals and framework construction for ability cultivation in order to better promote scientific development. At present, there are corresponding problems in the overall development goal setting of cultural communication literacy improvement for international Chinese language teachers who have rushed to Thailand from China, mainly reflected in: (1) the level of attention paid to the cultural communication literacy of international Chinese language teachers is not high, and has not received the attention of relevant departments. Therefore, the goal setting of cultural literacy ability improvement is not perfect, and relatively lacks targeted and phased. (2) The concept and positioning of the cultural communication literacy ability of international Chinese language teachers are relatively vague, and the core starting point cannot be found, so the goal setting is relatively inaccurate. (3) The formulation of development goals is relatively lacking in foresight and sustainability, which to some extent affects the development of international Chinese language teachers in cultural communication.

To enhance the cultural communication literacy of international Chinese language teachers, it is necessary to establish a reasonable framework and standards in order to carry out targeted training work based on the standards. However, based on the investigation and research of relevant materials and on-site interviews, it is found that the current level of improvement in the framework for enhancing cultural literacy and ability of Thai international Chinese language teachers is not high, mainly reflected in: (1) the concept of building a framework for cultural communication ability of Thai international Chinese language teachers is not clear enough, and the definition of relevant requirements is not clear enough, resulting in relatively unclear direction of the framework construction. (2) The overall framework for improving cultural communication literacy has not been fully developed based on the basic principles and objectives of education and the basic requirements of international Chinese language teachers, resulting in a lack of basis and reference for the development of the framework. Therefore, solutions need to be proposed. In summary, the framework construction of the cultural communication literacy ability of Thai international Chinese language teachers needs to be developed based on the actual situation and cannot be separated from reality. The framework construction needs to be carried out within a scientific and systematic scope in order to maximize its value and role.

2.2. The specific indicators for cultivating cultural communication literacy of international Chinese language teachers are not clear enough, and there is a lack of targeted training

The specific indicators for cultivating the ability and literacy of Thai international Chinese language teachers are not clear enough, which is one of the main factors affecting the improvement of their abilities. If specific standards are not established for the cultivation of cultural communication abilities of international Chinese language teachers, practical problems such as unclear evaluation standards and deviation from actual

intentions may arise. In the process of cultivating the ability elements of international Chinese language teachers, if specific training standards are not established, accurate judgments cannot be made, resulting in deviations from the actual direction of training. It is necessary to propose timely solutions^[3].

The improvement of cultural communication literacy among Thai international Chinese language teachers requires targeted training to enhance their comprehensive abilities in this area. However, current relevant training lacks a certain degree of specificity. Lack of targeted training and failure to conduct training based on actual needs and basic laws of cultural dissemination. The training on enhancing the cultural communication literacy of international Chinese language teachers has not been effectively conducted based on the individual situation of the teachers. Therefore, to a certain extent, it has affected the effectiveness and quality of improving the cultural dissemination literacy ability of Chinese language teachers.

2.3. The inherent driving force and deep connotations of cultural dissemination have not been fully reflected

The historical and cultural connections between Thailand and China are very close, and the exchanges and exchanges between the two countries are very close. The long-term development between China and Thailand is related to the common progress of the two countries in various fields and the stable life of the people. Therefore, international Chinese language teachers in Thailand need to pay attention to the excavation and inheritance of deep internal motivation in cultural dissemination. However, through practical understanding, some international Chinese language teachers from China who rushed to Thailand did not fully realize the importance of cultural dissemination, and lacked understanding and understanding of the internal motivation. Therefore, the deep connotation of cultural dissemination was not fully reflected, which to some extent affected the effectiveness of cultural dissemination.

2.4. The evaluation and feedback on the cultivation of international Chinese language teachers' ability and literacy are relatively single

The cultivation of cultural communication literacy among Thai international Chinese language teachers is relatively limited in terms of evaluation and feedback, thus affecting sustainable development. The establishment of a single evaluation and feedback system is not conducive to the comprehensive evaluation and continuous improvement of the abilities of international Chinese language teachers in this area. It is necessary to combine the needs of modern development and adopt diversified evaluation forms.

The main reason for the current relatively single evaluation and feedback is reflected in: (1) The current evaluation of international Chinese language teachers places more emphasis on teaching evaluation, often neglecting the evaluation of their comprehensive abilities, thereby affecting the improvement of teachers' abilities. (2) Cultural communication literacy only appears in the overall evaluation options and does not reflect its importance. (3) The evaluation of cultural communication elements appears relatively single, without reflecting deep value connotations and diversified evaluation methods.

3. The development path for improving the cultural communication literacy of Thai international Chinese language teachers

3.1. Reasonable goals and ideas for cultivating cultural communication abilities of Chinese language teachers should be formulated based on the actual situation of Chinese language learning in Thailand

Based on the actual situation of Chinese language learning in Thailand, it is very important to develop reasonable goals and ideas for cultivating the cultural communication ability elements of Chinese language teachers. By formulating reasonable goals and ideas for cultivating the cultural communication ability elements

of Chinese language teachers, the comprehensive ability of Thai Chinese language teachers in cultural communication can be improved, and Chinese language learners can deepen their understanding and appreciation of Chinese culture, which is conducive to further promoting cultural exchange and cooperation between China and Thailand.

Firstly, analyze from the perspective of training objectives. Chinese language teachers deepen their understanding of the diversity and uniqueness of Chinese culture by learning about Chinese history, geography, folk customs, and other aspects. At the same time, they study traditional Chinese festivals, food culture, clothing styles, etc., in order to better spread the essence and characteristics of Chinese culture. Chinese language teachers should have the ability to spread traditional Chinese values, such as respecting the family, treating others politely, and being filial to parents. They can convey these values to students through stories, cases, and discussions, and guide them to implement them in their daily lives^[4]. Chinese language teachers can promote Chinese art and literary works by organizing artistic performances, exhibitions, and competitions, guiding students to appreciate traditional Chinese music, dance, opera, and other forms of art, and encouraging them to participate in related activities to enhance their understanding and appreciation of Chinese art and literature. By setting reasonable goals and taking corresponding expansion measures, Chinese language teachers can enhance their cultural dissemination ability, stimulate students' interest and love for Chinese culture, and promote cultural exchange and cooperation between China and Thailand. This will help deepen Thai students' understanding and in-depth learning of Chinese culture.

Secondly, analyze from the perspective of training ideas. Firstly, Chinese language teachers should have an interdisciplinary knowledge background, not only understanding Chinese culture, but also relevant knowledge in history, geography, politics, economy, and other aspects. This can better connect Chinese culture with other disciplines and provide richer and more comprehensive cultural dissemination. Secondly, Chinese language teachers should actively participate in various cultural activities and exchange projects, experience Chinese culture firsthand, and communicate with Thai students and other Chinese language learners. Through practical experience, Chinese language teachers can better understand students' needs and feedback, and further enhance their cultural communication abilities. Finally, Chinese language teachers should encourage students to demonstrate innovative thinking and self-directed learning abilities during the learning process. By guiding students to engage in independent research, group projects, and creative works, we aim to cultivate their deep understanding and expression of Chinese culture and further promote the breadth and depth of cultural dissemination. By expanding the above ideas, we can comprehensively cultivate the cultural communication ability of Chinese language teachers. This will help improve Thai students' awareness and understanding of Chinese culture, promote cultural exchange and cooperation between China and Thailand, and deepen the friendship and cooperative relationship between the two peoples.

Thirdly, analyze based on the actual situation of learning Chinese in Thailand. Chinese language teachers should have a deep understanding of the cultural background and learning needs of Thai students. Understanding Thailand's history, traditions, values, and understanding and interest in Chinese culture can help Chinese language teachers better adjust their teaching content and methods to better meet the needs of Thai students. In the teaching process, Chinese language teachers can help students better understand and accept Chinese culture by comparing and connecting with Thai culture. For example, comparing traditional festivals, dietary customs, family values, and historical exchanges and cultural influences between China and Thailand. Thai Chinese language learners have different backgrounds and learning objectives, and Chinese language teachers should pay attention to personalized learning needs. By understanding students' interests, professional fields, and career development directions, providing targeted teaching content and resources, we aim to help students better apply Chinese in their practical life and work.

3.2. Specific indicators for cultivating ability elements should be clarified to strengthen standardization

In the process of cultivating the cultural communication ability of Chinese language teachers, clarifying specific indicators of ability elements can help strengthen standardization. By clarifying these specific indicators, Chinese language teachers can have a clearer understanding of their own training goals and directions, and improve their cultural communication abilities in a targeted manner. At the same time, these indicators can also be used to evaluate and monitor the development of teachers' abilities, promote standardized training, and improve teachers' professional literacy.

Firstly, Chinese language teachers should have good cross-cultural communication skills, be able to understand and respect the cultural background of Thai students, and have effective communication and exchange with them. They should be able to adapt to different cultural environments and handle challenges in cross-cultural communication. Chinese language teachers should also have the ability to solve conflicts and misunderstandings in cross-cultural communication, as well as the skills to promote cultural exchange and cooperation^[5]. It should be able to guide students to cultivate an open, inclusive, and respectful attitude in a cross-cultural environment, promoting cross-cultural understanding and the establishment of friendship.

Secondly, Chinese language teachers should have the ability to design and implement teaching activities and courses related to Chinese culture. They should be able to develop appropriate teaching objectives and plans based on students' needs and levels, and use various teaching methods and resources to stimulate students' interest and understanding of Chinese culture. At the same time, Chinese language teachers should also have the ability to evaluate students' learning outcomes, understand their learning progress through effective evaluation methods and tools, and make teaching adjustments and personalized guidance based on the evaluation results to enhance students' interest and understanding of Chinese culture.

Thirdly, Chinese language teachers should possess innovative thinking and methods, and be able to design and develop teaching resources and activities with creativity and Thai characteristics. They should be able to flexibly respond to changes in the teaching environment, continuously improve and innovate teaching content and methods, and enhance students' learning experience and outcomes. In addition, Chinese language teachers should actively participate in educational research and professional development, constantly updating their knowledge and teaching skills. By participating in training, seminars, and teaching exchange activities, Chinese language teachers can share their experiences and teaching resources with peers, jointly improve their teaching level, and provide students with better educational services.

3.3. Developing targeted standards for cultivating cultural communication ability elements for Chinese language teachers

By developing standards for cultivating cultural communication skills, Chinese language teachers can comprehensively enhance their cultural communication abilities, provide Thai students with a richer and deeper Chinese language teaching experience, and promote further development of cultural exchange and understanding between China and Thailand.

Firstly, Chinese language teachers should have the ability to deeply understand and understand Chinese culture, while also having a certain understanding of the cultural background of Thai students. They should be able to recognize the differences between different cultures and be able to approach them with an open and respectful attitude. Chinese language teachers should master effective cross-cultural communication skills, including nonverbal communication, language expression, and listening skills. They should be able to effectively communicate and communicate with Thai students, eliminating language and cultural barriers.

Secondly, Chinese language teachers should possess innovative thinking and methods, and be able to design and develop teaching resources and activities with creativity and Thai characteristics. Chinese language teachers should be able to flexibly respond to changes in the teaching environment, continuously improve and innovate teaching content and methods, and enhance students' learning experience and outcomes.

Thirdly, Chinese language teachers should be able to develop targeted cultural communication strategies and effectively implement them. Chinese language teachers should be able to design appropriate teaching objectives and plans based on students' needs and levels, utilize various teaching methods and resources, and stimulate students' interest and understanding of Chinese culture. Chinese language teachers should actively participate in educational research and professional development activities, constantly updating their knowledge and teaching skills. By sharing experiences and teaching resources with peers, Chinese language teachers can jointly improve their teaching level and provide students with better educational services.

3.4. Optimizing the mode of cultural dissemination in the context of Chinese language teaching

By optimizing the cultural dissemination model in the context of Chinese language teaching, students can gain a deeper understanding and experience of Chinese culture, improve their cultural literacy and cross-cultural communication skills. This optimization will help promote cultural exchange and cooperation between China and Thailand, and promote the development and improvement of Chinese language teaching.

Firstly, the use of multimedia teaching resources. Utilize multimedia teaching resources such as videos, audio, pictures, etc. to showcase various aspects of Chinese culture. Through vivid and interesting teaching content, stimulate students' interest and curiosity in Chinese culture, and enhance their learning enthusiasm. Through the use of multimedia teaching resources, rich and diverse Chinese cultural elements can be presented, such as traditional festivals, folk art, historical sites, etc. Teachers can use videos to showcase traditional dances, audio to play Chinese music, and pictures to showcase Chinese scenic spots, allowing students to experience the unique charm of Chinese culture through audio-visual experience^[6]. At the same time, combining interactive discussions and problem guidance, stimulate students' thinking and exploration, and promote their in-depth understanding and experience of Chinese culture. This teaching method not only enhances students' interest and participation in learning, but also cultivates their love and appreciation for Chinese culture.

Secondly, design interactive teaching activities. Design various interactive teaching activities, such as role-playing, group discussions, cultural experiences, etc., to enable students to personally participate and experience Chinese culture. Deepen students' understanding and memory of Chinese culture through practical operations and interactive communication. In the interactive teaching activities, role playing activities can be designed to let students play roles in traditional Chinese festivals, such as dragon and lion dances in the Spring Festival or lantern making in the Yuanxiao (Filled round balls made of glutinous rice-flour for Lantern Festival) Festival. Through hands-on participation and experience, students can gain a deeper understanding of the traditional customs and values of Chinese culture^[7]. In addition, group discussions are also an effective way of interaction, allowing students to share their understanding and feelings of Chinese culture, while cultivating their cooperation and communication skills. You can also organize cultural experience activities, such as tea ceremony, calligraphy, Paper Cuttings, etc., so that students can participate in them personally and feel the unique charm of Chinese culture. Through these interactive teaching activities, students will be able to gain a deeper understanding and memory of Chinese culture, and integrate it into their own learning and life.

Thirdly, encourage students to participate in cultural creation. Encourage students to participate in cultural creation activities such as writing, painting, dancing, etc., allowing them to express their understanding and feelings of Chinese culture through their own creations. This can cultivate students' creativity and expression

ability, while deepening their experience and understanding of Chinese culture. Encouraging students to participate in cultural creation activities is an important way to cultivate their deep understanding and feelings of Chinese culture. Students can express their understanding and feelings of Chinese culture through writing, painting, dancing, and other forms. They can create stories, poems, paintings related to Chinese culture, or choreograph Chinese dances to showcase their unique insights into Chinese culture. Such creative activities not only cultivate students' creativity and expression ability, but also deepen their experience and understanding of Chinese culture. At the same time, by sharing and showcasing their own works, students can also learn and communicate with each other, further expanding their understanding and perspective on Chinese culture.

3.5. Innovative methods and paths should be integrated into intelligent development models

By integrating intelligent development models into cultural dissemination through innovative methods and paths, it can provide a more attractive and interactive learning experience, stimulate students' interest and curiosity in Chinese culture, and improve their learning enthusiasm and effectiveness. At the same time, it can also provide teachers with more targeted teaching tools and resources to promote innovation and development in education.

Firstly, utilize virtual reality (VR) and augmented reality (AR) technologies. By utilizing VR and AR technologies, students can create immersive cultural experiences. Through virtual scenes, students can visit Chinese historical sites, participate in traditional festival activities, and more. This immersive learning experience can enhance students' interest and participation, while also improving their understanding and memory of Chinese culture. When using VR and AR technology for cultural experience, students can enter a virtual scene through virtual reality devices or mobile apps, such as historical sites in China such as the Forbidden City and the Great Wall, and even participate in traditional festival celebrations. They can freely move, observe, interact, and experience the real environment and cultural atmosphere. For example, students can experience Chinese traditional festivals in virtual reality, such as dragon and lion dances in the Spring Festival, and crossword puzzles in the Yuanxiao (Filled round balls made of glutinous rice-flour for Lantern Festival) Festival. This immersive learning experience can stimulate students' interest and curiosity, enabling them to have a deeper understanding and memory of Chinese culture. By interacting with virtual characters and touching virtual objects, students can gain a more immersive experience, deepen their understanding and cognition of Chinese culture. This cultural experience based on virtual reality and augmented reality technology can not only improve students' learning enthusiasm and participation, but also provide them with more comprehensive and vivid cultural knowledge, broaden their horizons and understanding of Chinese culture.

Secondly, through the application of social media platforms. Combining intelligent development models with social media platforms can create a learning community with strong interactivity and rich learning resources. Students can share their insights on Chinese culture, participate in discussions, and interact with other students and experts on social media platforms. This socialized learning environment can promote cooperation and sharing among students, broaden their understanding of Chinese culture. By combining intelligent development models with social media platforms, a learning community with strong interactivity and rich learning resources can be created, providing students with more opportunities for participation and interaction. On this social media platform, students can share their insights, experiences, and learning outcomes on Chinese culture, and engage in discussions and interactions with other students^[8]. You can communicate and collaborate with other students through comments, likes, sharing, and other means to jointly explore and deeply understand various aspects of Chinese culture. At the same time, experts and teachers can also provide guidance and Q&A on social media platforms, providing students with more comprehensive learning support.

Through this socialized learning environment, students can acquire knowledge and insights from different perspectives and experiences^[9].

3.6. We should improve the evaluation and feedback system, establish clear management systems and development plans for each stage

By improving the evaluation and feedback system, formulating clear management systems and development plans, the application of intelligent development models in cultural creation can be better promoted. This can improve students' creative and expressive abilities, deepen their experience and understanding of Chinese culture. At the same time, it can also promote communication and cooperation among students, stimulate their creativity and thinking abilities. By continuously optimizing and improving these aspects, effective management and sustainable development of cultural creation can be achieved, providing students with better learning experiences and growth opportunities. Firstly, improve the evaluation and feedback system. Establishing a comprehensive evaluation and feedback system can evaluate and provide feedback on students' cultural creations through various means. Quantitative and qualitative evaluation methods can be used, including work grading, student self-evaluation, teacher evaluation, etc. The directional adjustment is carried out for the review of the evaluation and feedback system.

At the same time, through interactive communication between students and teachers, targeted feedback and suggestions can be provided to help students continuously improve and enhance their creative abilities. In terms of improving the evaluation and feedback system, peer review and expert evaluation mechanisms can also be introduced. By inviting other students or professionals to review and evaluate students' cultural creations, more perspectives and professional feedback can be provided. This diversified evaluation method can help students comprehensively understand their creative level and potential, and obtain more targeted guidance from professional advice, further improving their cultural creativity ability. In addition, regular work exhibitions and sharing activities can also provide students with the opportunity to showcase their achievements, receive feedback and encouragement from the audience, and stimulate their creative enthusiasm and confidence. By continuously improving and optimizing the evaluation and feedback system, students can be provided with more effective guidance and support, promoting their continuous growth and development in cultural creation^[10].

Secondly, development plans for each stage should be formulated. Develop development plans for each stage based on students' grades and ability levels. This can help students engage in targeted cultural creation at different stages, gradually improving their creative and expressive abilities. Development plans can include learning objectives, content, and methods, providing clear guidance and support for students. The development plan for each stage is formulated to help students gradually improve their abilities and levels in cultural creation. Based on students' grades and ability levels, specific learning goals can be set, such as improving creative skills and expanding cultural knowledge^[11]. Develop corresponding learning content for these goals, including learning the basic knowledge of Chinese culture and learning different forms of artistic expression^[12]. At the same time, it is also necessary to choose appropriate learning methods based on students' characteristics and preferences, such as classroom teaching, practical experience, independent exploration, etc. The development plan should have a clear timeline and evaluation indicators, so that students and teachers can have a clear understanding of learning progress and achievement^[13]. By formulating a reasonable development plan, targeted guidance and support can be provided to students. To provide support and guarantee for students' school Chinese culture.

4. Conclusion

(1) Firstly, there are some difficulties in improving the ability of international Chinese language teachers in cultural communication, including incomplete construction of goals and ability frameworks, unclear specific indicators, insufficient reflection of internal motivation and deep connotations, and a single evaluation and feedback system. In order to solve the dilemma of improving the ability of international Chinese language teachers in cultural communication, the following measures can be taken: establish a comprehensive framework of goals and abilities, and clarify the specific indicators that teachers should have in cultural communication; Pay attention to cultivating teachers' internal motivation, stimulate their enthusiasm and sense of responsibility for cultural dissemination; Strengthen the cultivation of deep connotations for teachers, enhance their cultural literacy and cross-cultural communication abilities; Establish a diversified evaluation and feedback system, and provide timely guidance and support. Through these measures, the ability of international Chinese language teachers in cultural dissemination can be effectively improved.

(2) Secondly, in order to enhance the cultural communication literacy of international Chinese language teachers, it is necessary to establish reasonable development goals and ability training frameworks, clarify specific indicators, formulate targeted training standards, optimize cultural communication models, innovate methods and paths, and improve the evaluation and feedback system. In order to enhance the cultural communication literacy of international Chinese language teachers, it is necessary to establish reasonable development goals and ability training frameworks, clarify specific indicators, and formulate targeted training standards. At the same time, it is possible to optimize cultural dissemination models, innovate methods and paths, introduce diverse teaching resources and cases, and enhance teachers' cross-cultural communication and cultural understanding abilities. In addition, establish an effective evaluation and feedback system, including peer review, student evaluation, and teaching observation, in order to promptly identify problems and make improvements. Through these measures, the cultural communication literacy of international Chinese language teachers can be comprehensively improved, and their expression ability and teaching effectiveness in cross-cultural communication can be improved.

(3) In summary, by analyzing the difficulties in improving the cultural communication literacy of Thai international Chinese language teachers and proposing corresponding development paths and solutions, reference can be provided for the improvement of the comprehensive abilities of international Chinese language teachers. By clarifying training objectives, establishing a framework for ability development, innovating teaching methods, introducing cross-cultural teaching, and establishing effective evaluation and feedback mechanisms, Thai international Chinese language teachers can better meet students' cultural communication needs and improve teaching quality.

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