



# Chinese Language Learning Challenges and Instructional Adaptation Strategies Among Thai Learners: A Grounded Theory Approach

Ruiming Li<sup>1</sup>, Valee Amatyakul<sup>2\*</sup>

<sup>1</sup>Faculty of Humanities, Kasetsart University, Bangkok, 10900, Thailand.

Email: [ruiming.l@ku.th](mailto:ruiming.l@ku.th)

<sup>2\*</sup>Rattanakosin International College of Creative Entrepreneurship, Rajamangala University of Technology Rattanakosin, Nakhon Pathom 73170, Thailand

Email: [valee.ama@rmutr.ac.th](mailto:valee.ama@rmutr.ac.th) (correspondence)

**Abstract:** This study aims to systematically explore these challenges and analyze the instructional strategies adopted by teachers, this study employs Grounded Theory as its research methodology, conducting semi-structured interviews with 20 Thai Chinese language learners (S1-S20) and 10 Chinese language teachers (A1-A10). The collected qualitative data were analyzed through open coding, axial coding, and selective coding, leading to the development of a theoretical framework. The findings indicate that Thai learners experience considerable difficulties in phonetic acquisition, grammatical comprehension, vocabulary retention, listening comprehension, and oral expression. Additionally, low classroom participation and insufficient pedagogical adaptation to learners' needs further hinder language acquisition. Moreover, cultural factors and disparities in educational resources exacerbate these challenges. The theoretical contribution of this study lies in addressing the lack of systematic research on Thai learners' Chinese language acquisition, offering new insights into cross-cultural language learning. From a practical perspective, this study proposes optimization strategies for Chinese language instruction, including enhanced phonetic training, task-based teaching, digital learning integration, and culturally contextualized pedagogy, to improve learning outcomes for Thai students. Despite its contributions, the study is limited by the sample size, suggesting that future research should expand the dataset and incorporate longitudinal studies to examine learners' language development trajectories over time.

**Keywords:** Thai learners, Chinese language acquisition, instructional adaptation strategies, Grounded Theory; cross-cultural education

## 1.Introduction

In recent years, economic, socio-cultural, and policy cooperation between China and Thailand has deepened significantly, leading to multifaceted and multi-sectoral interactions. According to data from the Ministry of Commerce of China, the bilateral trade volume between China and Thailand reached USD 105.1 billion in 2023, with China maintaining its position as Thailand's largest trading partner for several consecutive years (MOFCOM, 2023). Simultaneously, Thailand remains one of China's key economic partners within the ASEAN region (Zhang, 2021). Strengthening economic ties between the two nations has facilitated labor mobility, particularly in industries such as manufacturing, tourism, and cross-border e-commerce, thereby increasing the demand for professionals proficient in the Chinese language (Srichampa, 2015). Furthermore, under the Belt and Road Initiative, Chinese enterprises have been expanding their investment in Thailand, with China's direct investment in Thailand exceeding USD 3 billion in 2023 alone. This investment spans infrastructure development, high-tech industries, and financial services, further reinforcing the strategic importance of Chinese language proficiency for career advancement among Thai professionals (Tupas & Sercombe, 2014).

In addition to economic collaboration, socio-cultural exchanges between China and Thailand have become increasingly dynamic. In 2023, the number of Chinese tourists visiting Thailand surpassed 5 million, accounting for nearly a quarter of Thailand's total international arrivals, making China the largest source of international tourists (Thailand Ministry of Tourism, 2023). The flourishing

tourism industry has not only heightened societal demand for Chinese language proficiency in Thailand but has also facilitated greater cultural exchanges between the two countries (Wu & Techasan, 2016). Furthermore, Thailand has a long-standing Chinese cultural influence due to its significant Chinese diaspora, estimated at approximately 10 million people, constituting around 14% of the country's total population. This group plays a pivotal role in Thailand's economy, education, and cultural development (Kosonen & Person, 2014). To enhance cultural and educational collaboration, the Thai government has partnered with China to promote Chinese language education. Thailand currently hosts 17 Confucius Institutes and nearly 40 Confucius Classrooms, ranking among the highest globally (Kirkpatrick & Liddicoat, 2017). Additionally, over 200 Thai universities offer Chinese language courses, making it the most popular second foreign language in higher education institutions (Li & Wan, 2023). In line with these developments, the Ministry of Education in Thailand has incorporated Chinese into the national foreign language curriculum, with some public schools piloting mandatory Chinese courses, thereby providing a robust policy framework for the long-term development of Chinese language education in Thailand (Cao, 2022).

Despite continuous improvements in Thailand's Chinese language education system driven by policy support, several challenges persist in instructional practice. From a linguistic perspective, Thai and Chinese exhibit significant phonetic, grammatical, and lexical differences, which pose cognitive challenges for Thai learners. The tonal system of Chinese, the non-transparent correspondence between Chinese characters and their

pronunciations, and the syntactic differences between Chinese and Thai—such as Chinese being a subject-verb-object (SVO) language while Thai exhibits more agglutinative characteristics—contribute to Thai learners' difficulties in listening, speaking, reading, and writing (Luangpipat, 2024). Moreover, limited local resources for Chinese language education, a shortage of trained Chinese language instructors, and insufficient pedagogical adaptation to Thai learners' linguistic and cultural backgrounds further hinder effective instruction (Cao, 2022). Many Chinese language teachers in Thailand continue to employ pedagogical approaches designed for native Chinese speakers, without adequately addressing the unique challenges faced by Thai learners (Baker & Jarunthawatchai, 2017). Additionally, the constrained linguistic environment in Thailand provides limited opportunities for authentic Chinese language exposure, impeding learners' ability to develop oral communication and practical application skills (Savski, 2021).

Existing research has explored various aspects of Thai learners' challenges in acquiring Chinese, such as phonetic acquisition, grammatical errors, and character recognition (Li & Wan, 2023; Cao, 2022). However, these studies remain fragmented and lack a systematic investigation of the comprehensive difficulties faced by Thai learners (Luangpipat, 2024). Furthermore, research on external factors influencing these learning challenges—such as classroom interaction models, instructional strategies, the availability of learning resources, and socio-cultural influences—remains insufficient (Kirkpatrick & Liddicoat, 2017). While some studies have examined Chinese language course structures in Thai

universities, few have addressed how teachers adapt their instructional methods to address learners' specific challenges (Li & Wan, 2023). Thus, a systematic analysis of the difficulties encountered by Thai learners in Chinese language acquisition and the identification of effective pedagogical interventions remain crucial research gaps. Particularly within the context of cross-cultural language education, optimizing instructional models to enhance the efficiency of Chinese language acquisition and facilitate learners' ability to use the language in real-world communication is an urgent issue in international Chinese language education research.

This study aims to systematically examine the primary challenges faced by Thai learners in acquiring Chinese and to analyze the underlying factors contributing to these difficulties. Specifically, it seeks to explore learners' challenges in different aspects of language skills (listening, speaking, reading, and writing), learning motivation, and cultural adaptation. Additionally, this study identifies key variables influencing learning outcomes, including learners' cognitive styles, instructional methods, and social support systems.

Furthermore, this study investigates how Chinese language teachers in Thailand respond to these learning difficulties and proposes practical strategies for optimizing Chinese language instruction based on empirical findings. By analyzing classroom teaching practices, textbook utilization, and teacher-student interactions, this research aims to develop a pedagogical support framework tailored to the needs of Thai learners. The ultimate goal is to enhance the effectiveness of Chinese language instruction in Thailand and improve

learners' language application and cross-cultural communication competencies.

The remainder of this paper is structured as follows: Section Two presents a literature review, examining relevant studies in the field of international Chinese language education and outlining the current state and challenges of Chinese language instruction in Thailand. Section Three describes the research methodology, detailing the grounded theory framework, data collection methods, and analytical procedures. Section Four presents the research findings based on open coding, axial coding, and selective coding, summarizing the learning challenges faced by Thai learners and the instructional strategies employed by teachers. Section Five discusses the research findings in relation to theoretical perspectives, highlights the study's contributions to both theory and practice, and provides policy and instructional recommendations for improving Chinese language education in Thailand.

## **2.Literature review**

In recent years, research on international Chinese language education has expanded significantly, with Second Language Acquisition (SLA) theories and related pedagogical approaches providing critical theoretical support. SLA theory primarily examines how learners acquire a new language beyond their native tongue, with Krashen's (1982) Input Hypothesis and Swain's (1985) Output Hypothesis highlighting the significance of comprehensible input and productive language use in the acquisition process. Within the field of Chinese language instruction, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have gradually replaced traditional

Grammar-Translation Methods (GTM) as the dominant approaches for fostering learners' communicative competence (Wen, 2016). CLT emphasizes real-world interaction to develop language proficiency, while TBLT structures learning around task completion to facilitate language acquisition. These methods have been widely applied in Chinese language instruction and have been validated through empirical research as effective pedagogical strategies (Zhang & Feng, 2021).

Furthermore, Sociocultural Theory (SCT) offers an alternative perspective on language learning, positing that language acquisition is not solely a cognitive process but is also profoundly shaped by social interaction and cultural context (Vygotsky, 1978). According to Vygotsky, the Zone of Proximal Development (ZPD) allows learners to advance beyond their current abilities through scaffolded interactions with more knowledgeable peers or instructors. This theory is particularly relevant to cross-cultural language instruction, where sociocultural dynamics influence learners' engagement and progress (Lantolf, 2000). However, in Chinese language classrooms in Thailand, traditional didactic approaches remain predominant, with teacher-centered instruction limiting opportunities for interactive language practice. As a result, Thai learners often struggle to apply their linguistic knowledge effectively in real-world communication scenarios (Chen & Li, 2020). While some studies have examined the applicability of different teaching methods in Thai Chinese language education, there remains a lack of systematic comparative research—particularly regarding the specific learning challenges faced by Thai learners and the adaptive teaching strategies employed by instructors. This highlights

the need for further exploration of Thai learners' linguistic difficulties and the development of more contextually appropriate instructional approaches.

Within the domain of research methodologies for language acquisition, Grounded Theory (GT) has emerged as a valuable analytical tool in recent years. Originally proposed by Glaser and Strauss (1967), GT is a data-driven research approach that constructs theoretical frameworks inductively rather than testing predefined hypotheses. Unlike traditional hypothesis-driven research, GT emphasizes open coding, axial coding, and selective coding to systematically identify core themes and develop conceptual frameworks (Strauss & Corbin, 1998). GT has been increasingly applied in language education studies, offering insights into learners' experiences, classroom interactions, and pedagogical strategies (Charmaz, 2006).

In recent studies, GT has been employed to examine various aspects of language learning. For example, Yin (2018) utilized GT to analyze the phonetic acquisition processes of Chinese learners, revealing the significant role of L1 transfer and individual learning differences in shaping pronunciation outcomes. Additionally, Liu and Wang (2020) explored classroom interaction strategies in Chinese language teaching, demonstrating how teachers adapt their methodologies to enhance learner engagement. Despite these contributions, most existing research on Thai learners' acquisition of Chinese has relied heavily on quantitative methodologies, with limited qualitative inquiry into learners' lived experiences. Moreover, studies examining learners' difficulties, influencing factors, and teachers' adaptive strategies remain fragmented. By integrating GT into the present study,

a more comprehensive theoretical framework can be developed to encapsulate the primary challenges faced by Thai learners and the instructional responses employed in Chinese language classrooms.

The adoption of GT in this study is motivated by three key considerations. First, GT enables an in-depth exploration of learners' experiences, capturing real-world learning challenges rather than merely testing existing theories (Glaser & Strauss, 1967). Given that Thai learners operate in a unique linguistic environment with limited exposure to Chinese, they may encounter distinct difficulties in phonetic, lexical, and syntactic acquisition. The inductive nature of GT facilitates the identification of these issues based on empirical data. Second, GT provides a systematic mechanism for analyzing teaching strategies and pedagogical adaptation, allowing researchers to assess how instructors modify their methodologies in response to learner difficulties (Charmaz, 2006). In the context of Thai Chinese language instruction, where learners' native language structures and cultural cognitive models differ significantly from Chinese, teachers must adopt flexible strategies to accommodate these differences. GT enables the systematic categorization and evaluation of such instructional adaptations. Third, compared to traditional quantitative approaches, GT emphasizes data-driven theory construction, ensuring that research findings are closely aligned with pedagogical realities (Strauss & Corbin, 1998). The outcomes of this study will offer evidence-based recommendations for optimizing Chinese language instruction in Thailand, contributing to both theoretical advancements and practical improvements in international Chinese education.

Existing research on Chinese language education in Thailand primarily focuses on the dissemination of Chinese education, teacher training, curriculum development, and the applicability of different teaching methodologies. Studies indicate that the rapid expansion of Chinese language education in Thailand has been largely driven by the strengthening economic and diplomatic relations between China and Thailand, leading to its widespread implementation in both public and private educational institutions. However, the lack of standardized curricula and inconsistencies in teacher qualifications have posed significant challenges to the sustainable development of Chinese language education (Wu & Yang, 2008). While the Thai government has introduced policies to promote the widespread adoption of Chinese language instruction, the shortage of qualified Chinese teachers in rural and remote areas remains a persistent issue (Chen, 2011). Research on teacher qualifications and pedagogical approaches has highlighted the country's over-reliance on volunteer teachers, which has led to fluctuations in instructional quality. Many volunteer teachers lack formal bilingual teaching training, resulting in limitations in classroom effectiveness (Lin, 2007). Furthermore, short-term teaching assignments among volunteer teachers disrupt students' learning continuity, and inadequate training often leaves teachers struggling with classroom management (Wu & Guo, 2007). At the university level, studies have found that Thai instructors tend to prefer communicative language teaching (CLT), whereas Chinese instructors place greater emphasis on grammatical instruction, revealing distinct pedagogical preferences. It has been suggested that a hybrid teaching model integrating both

approaches could be more effective in enhancing student engagement and overall learning outcomes (Huang, 2005).

Regarding curriculum development and teaching resources, research suggests that significant disparities exist across institutions in terms of course content and textbook systems. The absence of a unified curriculum standard has led to inconsistencies in instructional quality (Fang, 2008). Additionally, studies on primary and secondary education in northern Thailand indicate notable gaps in resource distribution between urban and rural schools. Students with access to native Chinese-speaking teachers demonstrate stronger language acquisition outcomes, whereas those in rural schools, where instructional resources are more limited, generally achieve lower proficiency levels (Feng & Wu, 2009). In terms of phonetic acquisition, research highlights that structural differences between Thai and Chinese phonetic systems present substantial challenges for Thai learners, particularly in mastering the four-tone system. Pronunciation errors remain a major obstacle to their oral proficiency (Du & Gou, 2011). While some studies have recommended the incorporation of interactive phonetic training to enhance pronunciation accuracy, the practical application of such measures in Thai Chinese language classrooms remains an area requiring further investigation (Yang, 2012).

Although previous studies have examined various aspects of Chinese language education in Thailand, including policy support, teacher qualifications, pedagogical methods, and curriculum standardization, research remains fragmented, lacking a systematic analysis of how these factors interact and collectively influence

learning outcomes. Existing literature underscores the importance of teacher training and curriculum development but has not thoroughly investigated how these factors jointly impact the effectiveness of Chinese language acquisition among Thai learners. Furthermore, while studies have explored the effectiveness of teaching methodologies such as CLT and the grammar-translation method, limited research has systematically evaluated the adaptability of these approaches within the specific linguistic and cultural context of Thai learners. In particular, there is no established theoretical framework addressing how different instructional strategies can best accommodate Thai learners' diverse cognitive patterns and challenges arising from first-language interference.

Moreover, most existing studies rely on quantitative research methodologies, primarily employing policy analyses, surveys, and student performance assessments to examine macro-level educational trends. However, there remains a notable gap in qualitative investigations into micro-level classroom dynamics. Given that language acquisition is a complex and dynamic process influenced by cognitive, linguistic, and sociocultural factors, relying solely on quantitative data may fail to capture the nuanced challenges faced by Thai learners in real learning contexts. Specifically, there is a lack of research on how learners navigate difficulties in classroom settings and how teachers adjust their instructional strategies in response to these challenges.

To address these gaps, this study employs Grounded Theory (GT) to systematically identify the learning difficulties faced by Thai students in acquiring Chinese and to examine how teachers modify their pedagogical

approaches to meet diverse learner needs. Compared to traditional research that builds upon pre-existing theoretical frameworks, GT allows for the direct extraction of concepts and theories from empirical data, making it a more robust and explanatory approach. Through classroom observations, teacher interviews, and student learning experience analysis, this study aims to construct a multidimensional theoretical framework encompassing linguistic, pedagogical, and sociocultural perspectives, thereby providing a foundation for optimizing Chinese language education in Thailand.

### **3. Research Methodology**

This study employs Grounded Theory (GT) as the primary research methodology to systematically analyze the challenges faced by Thai learners in acquiring Chinese and to explore how teachers adapt their instructional strategies in response to these difficulties. GT is particularly suitable for this study as it emphasizes inductive theory construction based on empirical data rather than testing pre-established hypotheses (Glaser & Strauss, 1967). Compared to traditional quantitative methods, GT allows for an in-depth exploration of learners' and teachers' real experiences, ensuring that the findings are both explanatory and practically relevant.

To achieve these research objectives, semi-structured interviews were conducted with 20 Thai learners of Chinese (coded as S1-S20) and 10 Chinese language teachers (coded as A1-A10) to ensure diversity in perspectives and to enhance the credibility of the study's conclusions.

The sample selection of Thai learners followed a purposive sampling approach, ensuring that participants represented a diverse range of language

proficiency levels, learning backgrounds, and educational settings. The 20 learners were recruited from public universities, private language institutions, and Confucius Institutes, covering three proficiency levels: beginner (S1-S7), intermediate (S8-S14), and advanced (S15-S20). This selection strategy ensured a comprehensive understanding of the challenges faced at different learning stages. The interview questions focused on phonetic acquisition, grammatical comprehension, vocabulary retention, classroom interaction, learning strategies, and cultural adaptation, with an emphasis on identifying learning barriers and adaptation mechanisms in different instructional settings.

Similarly, the selection of 10 Chinese language teachers was based on purposive sampling to capture a range of teaching experiences and instructional practices. This group included both Thai-native teachers (A1-A5) and Chinese-native teachers (A6-A10), recruited from institutions in urban and rural regions to examine the contextual variations in teaching challenges and strategies. The interviews explored teaching methodologies, curriculum design, classroom management, common learning difficulties among students, instructional adaptations, and the influence of cultural factors on teaching effectiveness. All interviews were conducted in a one-on-one format, lasting approximately 40-60 minutes, and were audio-recorded and transcribed to ensure data completeness and accuracy.

The data analysis followed GT's three-phase coding process (Strauss & Corbin, 1998), which consists of open coding, axial coding, and selective coding, combined with constant comparative analysis to ensure a

rigorous and systematic approach to theory development. In the open coding phase, transcripts were reviewed line by line to identify key concepts emerging from learner and teacher narratives. Preliminary categories were developed based on commonly recurring themes, such as "frequent pronunciation errors," "difficulty distinguishing tones," and "challenges in mastering grammatical structures" in the learner dataset (S1-S20). Similarly, in the teacher dataset (A1-A10), key categories such as "limited classroom interaction," "over-reliance on rote learning," and "adjustments in instructional strategies" emerged.

In the axial coding phase, relationships between these initial categories were examined to refine the core themes and their sub-dimensions. For instance, connections between "phonetic learning difficulties" and "phonetic instructional strategies" were established to analyze how teachers address students' pronunciation challenges in the classroom. Broader thematic structures were developed, such as "bottlenecks in phonetic acquisition" and "teacher strategies for addressing pronunciation issues."

In the selective coding phase, a final theoretical framework was constructed by integrating the major categories into a cohesive model. This model explains the interaction between learner difficulties, teaching strategies, and classroom adaptability, highlighting the factors that influence Chinese language acquisition outcomes among Thai learners.

To ensure the reliability and validity of the coding process, a double coding method was employed, wherein two independent researchers conducted parallel coding and cross-validated the results through multiple rounds of comparison and discussion.

Additionally, the study adhered to the principle of theoretical saturation, meaning that data collection continued until no new categories or theoretical concepts emerged, ensuring the sufficiency and representativeness of the findings.

Ultimately, this study, through the application of Grounded Theory, systematically identifies the key challenges Thai learners face in acquiring Chinese and explores how teachers adjust their pedagogical approaches. By developing a conceptual model that integrates language learning difficulties, instructional adaptations, and classroom strategies, the study provides empirical insights for improving Chinese language education in Thailand and contributes to both theoretical and practical advancements in international Chinese language pedagogy.

This study employs semi-structured interviews to explore the challenges faced by Thai learners in acquiring Chinese and the instructional strategies

adopted by teachers. The interview questions focus on phonetic acquisition, grammatical comprehension, vocabulary retention, classroom interaction, learning strategies, and cultural adaptation, ensuring a comprehensive analysis of the factors affecting Chinese language learning in Thailand. The study targets two key respondent groups: Chinese language learners (S1-S20) and Chinese language teachers (A1-A10). By examining both learner experiences and teacher perspectives, this study aims to construct an empirically grounded theoretical framework that explains learning difficulties, instructional adaptations, and the effectiveness of different teaching methodologies.

The interview guide is designed to systematically capture qualitative data while allowing for flexible responses to gain deeper insights into learners' challenges and teachers' strategies. The interview questions are structured into thematic sections to align with the research objectives. Table 1 presents the detailed interview guide for both respondent groups.

**Table 1. Interview Guide**

Respondent Group	Interview Topics	Specific Questions
Chinese Language Learners (S1-S20)	Background Information	<p>1. Can you briefly introduce yourself, including your current level of education and Chinese learning experience?</p> <p>2. How long have you been learning Chinese, and what motivated you to study it?</p> <p>3. What type of institution are you studying in (e.g., public university, private language school, Confucius Institute)?</p>
	Learning Challenges	<p>4. What aspects of Chinese language learning do you find most challenging (e.g., pronunciation, grammar, vocabulary, listening, speaking, reading, writing)? Why?</p> <p>5. Have you encountered difficulties with Chinese pronunciation, particularly the four-tone system? How do you try to overcome these challenges?</p> <p>6. Are there any Chinese sentence structures or grammatical patterns that you find difficult to understand?</p>

Chinese Language Teachers (A1-A10)	Teaching Background	Learning Strategies and Support	Classroom Experience and Teacher Adaptation	Can you provide an example?
				7. What challenges do you face in learning and remembering Chinese vocabulary? How do you typically review and retain new words?
				8. Do you find listening comprehension difficult? What factors contribute to this difficulty?
				9. How confident are you in using Chinese for real-life communication outside the classroom? Why or why not?
				10. Have you experienced any difficulties in understanding or using Chinese due to cultural differences?
				11. What learning methods or strategies have been most effective in improving your Chinese skills?
				12. What kind of support do you receive from teachers to help overcome learning difficulties?
				13. How do your classmates or peers influence your learning process?
				14. Are there specific teaching methods that you find particularly effective or ineffective? Why?
				15. Do you use additional learning resources (e.g., online platforms, mobile apps, language exchange partners)? How helpful are they?
				16. How would you describe the teaching style in your Chinese class? Does it focus more on grammar instruction, communication practice, or a combination of both?
				17. Have your teachers adjusted their teaching methods based on student needs? If so, can you provide an example?
				18. What classroom activities do you find most engaging and beneficial for your learning?
				19. Do you think the current Chinese language curriculum meets your needs as a learner? What improvements would you suggest?
				20. If you could change one aspect of how Chinese is taught in Thailand, what would it be?
				1. Can you briefly introduce yourself, including your teaching experience and the institution where you currently teach?
				2. What is your educational background, and have you received professional training in teaching Chinese as a second language?
				3. What levels of Chinese learners do you typically teach (beginner, intermediate, advanced)?

Challenges Faced by Thai Learners	4. In your experience, what are the most common difficulties Thai learners encounter in acquiring Chinese?
	5. How do Thai learners struggle with Chinese pronunciation, particularly tones? What strategies do you use to help them improve?
	6. What are the primary grammar-related difficulties faced by Thai learners? How do you address these in your teaching?
	7. Do Thai learners struggle with listening and reading comprehension? What do you think causes these difficulties?
Teaching Strategies and Adaptations	8. How do cultural differences between China and Thailand affect students' ability to learn and use Chinese effectively?
	9. What teaching methods do you primarily use in your Chinese classes? How effective do you find them?
	10. Have you adapted your teaching methods based on the specific needs of Thai learners? If so, how?
	11. How do you balance grammar instruction with communicative language teaching?
Curriculum, Teaching Materials, and Institutional Support	12. What strategies do you use to enhance student engagement and participation in the classroom?
	13. How do you support students who struggle with Chinese? Are there additional resources or techniques that you recommend?
	14. How would you evaluate the suitability of the current Chinese language curriculum for Thai learners?
	15. Do you find the available textbooks and teaching materials appropriate for your students? What improvements would you suggest?
Reflections and Recommendations	16. What institutional support (e.g., teacher training, resource development) do you receive to help improve your teaching effectiveness?
	17. Do you collaborate with other teachers or institutions to improve teaching methodologies?
	18. In your opinion, what are the biggest obstacles to improving Chinese language education in Thailand?
	19. What changes would you like to see in how Chinese is taught to Thai learners?
	20. If you could implement one major improvement in Chinese language education in Thailand, what would it be?

---

## 4.Results

### 4.1 Open coding

Open coding is a critical step in Grounded Theory, allowing for the systematic identification and categorization of key themes from qualitative data. This process involves segmenting the raw interview data, assigning descriptive labels to meaningful data units, and grouping them into conceptually significant categories. Through a continuous comparison and refinement process, these initial codes are synthesized into higher-order categories, forming the foundation for subsequent theoretical development. Open coding facilitates the identification of dominant themes within the dataset and provides insights into the learning difficulties faced by Thai learners of Chinese and the instructional adaptations made by teachers.

In this study, the open coding process identified ten key categories, representing crucial aspects of Chinese language acquisition and instructional challenges in Thailand. These categories include: phonetic difficulties, grammatical structure challenges, vocabulary retention struggles, listening comprehension barriers, speaking confidence and fluency issues, classroom engagement obstacles, instructional adaptation by teachers, curriculum suitability and textbook limitations, cultural barriers in language

learning, and the effectiveness of supplementary learning resources. Collectively, these categories illustrate the linguistic, pedagogical, and socio-cultural complexities that influence Chinese language learning outcomes for Thai students.

The open coding process (first-level coding) involved a systematic review of verbatim interview data, tagging key statements with descriptive labels, and identifying recurring themes across learner and teacher responses. To ensure analytical rigor and minimize researcher bias, participant quotes were preserved as much as possible in the coding process. Given the large number of initial concepts, a secondary categorization process was employed to refine and consolidate related themes into distinct core categories. Concepts appearing in fewer than two instances were excluded to maintain analytical robustness, while contradictory responses were cross-verified to ensure consistency.

Table 2 presents the resulting open coding categories alongside selected representative statements from interviewees, illustrating the primary learning challenges faced by Thai Chinese learners and the strategies adopted by teachers. To maintain brevity, each category is supported by three to four representative verbatim responses from different participant groups.

**Table 2. Open Coding Categories and Representative Statements**

Category	Representative Statements (Descriptive Responses)
Phonetic Difficulties	"The four-tone system in Chinese is very difficult for me; I often confuse them when speaking." (S3)
	"Even when I try to imitate native speakers, my pronunciation still sounds unnatural." (S7)
	"Teachers correct our pronunciation, but I find it hard to remember the differences between tones." (S14)
Grammatical Structure	"The word order in Chinese is very different from Thai, and I often mix

Challenges	<p>them up." (S2)</p> <p>"Understanding when to use different grammatical particles is confusing." (S9)</p> <p>"Even after learning grammar rules, I still make mistakes when speaking." (S19)</p> <p>"Chinese characters are hard to remember, and I often forget words quickly." (S5)</p>
Vocabulary Retention Struggles	<p>"Some words look similar, and I mix them up when writing." (S10)</p> <p>"Learning new vocabulary takes a long time because I don't use Chinese outside of class." (S16)</p> <p>"Native speakers speak too fast, and I can't catch what they're saying." (S4)</p>
Listening Comprehension Barriers	<p>"Listening to recordings in class is easier, but in real life, it's much harder." (S11)</p> <p>"I struggle with distinguishing similar sounds in Chinese words." (S18)</p> <p>"I feel nervous when speaking Chinese because I don't want to make mistakes." (S1)</p>
Speaking Confidence and Fluency Issues	<p>"Even if I know the right words, I hesitate when talking to native speakers." (S13)</p> <p>"I practice speaking in class, but outside the classroom, I rarely use Chinese." (S17)</p> <p>"I feel shy in class, so I don't actively participate in discussions." (S6)</p>
Classroom Engagement Obstacles	<p>"Sometimes, the lessons feel too fast, and I don't have time to absorb everything." (S12)</p> <p>"Interactive activities help, but there aren't many chances to practice speaking." (S20)</p> <p>"Some teachers explain grammar clearly, while others just follow the textbook." (A3)</p>
Instructional Adaptation by Teachers	<p>"I adjust my teaching methods when I see students struggling, especially with pronunciation." (A6)</p> <p>"Using real-life examples helps students understand better, so I incorporate them in lessons." (A9)</p> <p>"The textbooks focus too much on reading and writing, but we need more speaking practice." (A1)</p>
Curriculum Suitability and Textbook Limitations	<p>"Some textbooks don't match students' actual language levels, making learning difficult." (A5)</p> <p>"We need more cultural context in the curriculum to help students understand language use." (A8)</p> <p>"Some Chinese expressions don't exist in Thai, so I don't always understand their meaning." (S8)</p>
Cultural Barriers in Language Learning	<p>"Understanding cultural references in conversations is sometimes difficult." (S15)</p> <p>"My teacher explains cultural differences, which helps, but I still</p>

Effectiveness of Supplementary Learning Resources	struggle with certain idioms." (S20)
	"I use mobile apps to learn vocabulary, but they don't help much with speaking." (S9)
	"Watching Chinese videos helps, but I still can't understand everything." (S12)
	"Teachers recommend additional resources, but I don't always know how to use them effectively." (S18)

## 4.2 Axis coding

Axial coding is the process of identifying logical relationships between the categories developed during open coding and organizing them into higher-order core themes. This phase refines the analytical framework by linking interrelated concepts, recognizing underlying patterns, and structuring theoretical constructs to provide a comprehensive understanding of the key issues.

Based on the conceptual connections among the ten categories identified in the open coding phase, this study classifies them into five core themes that encapsulate the major challenges and instructional adaptations shaping Chinese language acquisition

for Thai learners. These themes include linguistic challenges, cognitive and psychological barriers, classroom interaction and pedagogical adaptation, curriculum and resource limitations, and socio-cultural influences on learning. Each theme integrates specific subcategories from the open coding phase, reflecting the multifaceted nature of Chinese language education in Thailand.

By structuring the findings into these overarching categories, this study offers a systematic understanding of the interactions between language difficulties, teaching strategies, and broader educational constraints. The results of the axial coding process, along with the corresponding subcategories, are presented in Table 3.

**Table 3. Axial Coding Categories and Corresponding Open Coding Subcategories**

Axial Coding Categories	Subcategories (Open Coding)
Linguistic Challenges	- Phonetic difficulties
	- Grammatical structure challenges
	- Vocabulary retention struggles
Cognitive and Psychological Barriers	- Listening comprehension barriers
	- Speaking confidence and fluency issues
Classroom Interaction and Pedagogical Adaptation	- Classroom engagement obstacles
	- Instructional adaptation by teachers
Curriculum and Resource Limitations	- Curriculum suitability and textbook limitations
	- Effectiveness of supplementary learning resources
Socio-cultural Influences on Learning	- Cultural barriers in language learning

## 4.3 Selective coding

Selective coding involves integrating and refining the axial coding results to identify a central category that systematically unifies the themes and

subcategories identified in the previous phases. This process establishes connections between categories, develops a theoretical framework, and constructs a storyline that encapsulates the relationships among learning

challenges, instructional adaptations, and broader educational influences.

In this study, the central category identified is "Chinese Language Acquisition Challenges and Pedagogical Adaptations in Thai Learners", which serves as the overarching theme linking linguistic, cognitive, instructional, curricular, and socio-cultural factors shaping the effectiveness of Chinese language education in Thailand.

Various structural constraints—including phonetic difficulties, grammatical challenges, limited speaking confidence, classroom engagement issues, and resource limitations—influence Thai learners' ability to acquire Chinese effectively. These barriers, combined with teacher instructional adaptations and curriculum limitations, collectively shape the overall learning experience and outcomes for Thai learners.

Table 4 illustrates the typical relationships among the key categories, detailing how different factors interact to impact Chinese language acquisition. Linguistic and cognitive challenges create barriers to fluency, while classroom engagement issues and ineffective instructional strategies further complicate learning. Meanwhile, curricular inadequacies and cultural differences hinder students' ability to fully immerse in Chinese language learning.

Based on the logical relationships identified in the axial coding phase, the study condenses the five axial coding themes into three selective coding

categories, which encapsulate the core dimensions of language learning barriers and instructional strategies:

**Linguistic and Cognitive Learning Barriers:** This theme integrates phonetic difficulties, grammatical structure challenges, vocabulary retention struggles, listening comprehension barriers, and speaking confidence issues. It highlights how intrinsic linguistic differences between Chinese and Thai and cognitive processing limitations hinder fluency and accuracy in Chinese language acquisition.

**Pedagogical and Classroom Interactional Dynamics:** This theme consolidates classroom engagement obstacles, instructional adaptation by teachers, and curriculum limitations. It explores how teachers modify their teaching strategies in response to learner difficulties and how classroom interaction influences student motivation and engagement.

**Socio-Cultural and Educational Constraints:** This theme includes cultural barriers in language learning and the effectiveness of supplementary learning resources, emphasizing how cultural misunderstandings, lack of immersion, and resource inadequacies affect students' ability to develop practical language skills.

Table 5 presents the final selective coding framework, mapping the three central themes to the axial and open coding categories, illustrating the structural relationships between the study's findings.

**Table 4. Typical Relationship Structure of Core Categories**

Typical Relationship Structure	Conceptual Meaning of the Relationship
Phonetic Difficulties → Barriers to Oral Communication	Thai learners struggle with Chinese tones, leading to miscommunication and reduced fluency. Phonetic inconsistencies between Thai and Chinese complicate pronunciation mastery.
Grammatical Challenges →	Learners face difficulty in understanding sentence structures,

Reduced Writing and Speaking Accuracy	leading to errors in both spoken and written Chinese. Differences between Thai and Chinese word order cause persistent syntactic mistakes. Fear of making mistakes discourages learners from practicing
Limited Speaking Confidence → Low Classroom Participation	speaking in class. Shyness and a lack of real-world speaking opportunities reduce oral fluency development.
Classroom Engagement Issues → Ineffective Learning Outcomes	Students hesitate to actively engage in classroom discussions, slowing their language acquisition. The lack of immersive activities limits exposure to practical language use.
Instructional Adaptation by Teachers → Teaching Effectiveness	Teachers modify their methods to accommodate students' phonetic and grammatical struggles. More interactive teaching strategies improve engagement but remain underutilized in many classrooms.
Curriculum and Textbook Limitations → Mismatched Learning Needs	Course materials focus too much on reading and writing, neglecting communicative skills. Textbooks lack cultural relevance, making it harder for students to understand real-world Chinese usage.
Cultural Barriers → Difficulty in Understanding Contextual Meaning	Learners struggle with idiomatic expressions and indirect communication styles in Chinese. The absence of cultural immersion opportunities limits deeper language comprehension.

**Table 5. Selective Coding Framework Mapping Core Category to Axial and Open Coding Results**

Core Category: Chinese Language Acquisition Challenges and Pedagogical Adaptations in Thai Learners	Axial Coding Categories	Open Coding Subcategories
Linguistic and Cognitive Learning Barriers	Phonetic difficulties	"The four-tone system in Chinese is very difficult for me; I often confuse them when speaking." (S3)
	Grammatical structure challenges	"The word order in Chinese is very different from Thai, and I often mix them up." (S2)
	Vocabulary retention struggles	"Chinese characters are hard to remember, and I often forget words quickly." (S5)
	Listening comprehension barriers	"Native speakers speak too fast, and I can't catch what they're saying." (S4)
	Speaking confidence and fluency issues	"I feel nervous when speaking Chinese because I don't want to

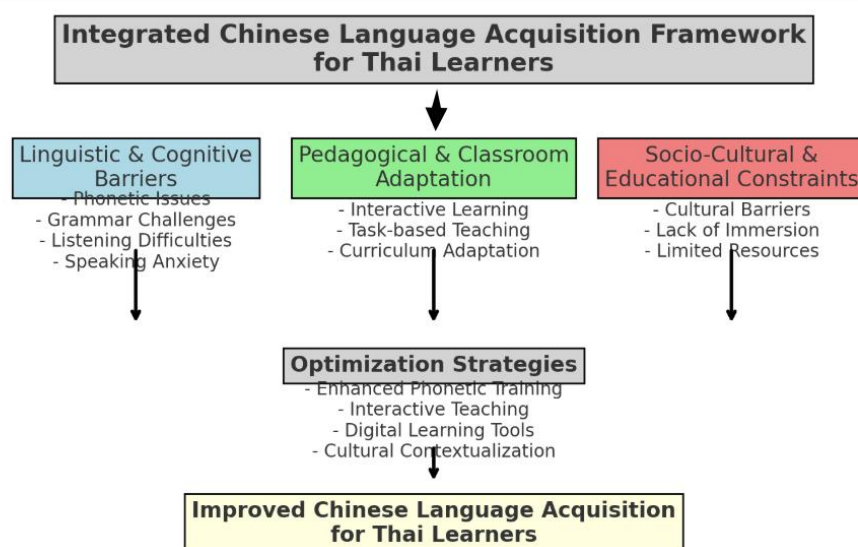
Pedagogical and Classroom Interactional Dynamics	Classroom engagement obstacles	make mistakes." (S1) "I feel shy in class, so I don't actively participate in discussions." (S6)
	Instructional adaptation by teachers	"I adjust my teaching methods when I see students struggling, especially with pronunciation." (A6)
	Curriculum suitability and textbook limitations	"The textbooks focus too much on reading and writing, but we need more speaking practice." (A1)
	Cultural barriers in language learning	"Some Chinese expressions don't exist in Thai, so I don't always understand their meaning." (S8)
Socio-Cultural and Educational Constraints	Effectiveness of supplementary learning resources	"I use mobile apps to learn vocabulary, but they don't help much with speaking." (S9)

#### 4.4 Theoretical verification and model construction

This study employs Grounded Theory as its primary methodological approach to systematically analyze the challenges faced by Thai learners in acquiring Chinese and the adaptive strategies adopted by instructors. The research findings align with several well-established Second Language Acquisition (SLA) theories, particularly Krashen's Input Hypothesis (1985), the Affective Filter Hypothesis (1982), and Vygotsky's Sociocultural Theory (1978). According to Krashen's Input Hypothesis, language acquisition occurs when learners receive comprehensible input that is slightly beyond their current proficiency level ( $i+1$ ). This study confirms that phonetic difficulties, grammatical inconsistencies, and listening comprehension barriers hinder Thai learners from effectively processing Chinese input, thereby limiting their fluency development. Additionally, Krashen's Affective Filter Hypothesis posits that high anxiety, low confidence, and a lack of motivation can obstruct language learning. The findings indicate that many Thai learners

experience a fear of making pronunciation errors, a lack of real-life communication opportunities, and low classroom engagement, all of which contribute to insufficient language input and impede learning outcomes. Furthermore, Vygotsky's Sociocultural Theory highlights the critical role of scaffolding and teacher guidance in helping learners progress within their Zone of Proximal Development (ZPD). This study finds that interactive teaching methods, task-based instruction, and contextualized pedagogy significantly enhance learners' motivation and comprehension. These findings underscore the necessity of integrating cognitive, pedagogical, and socio-cultural elements to optimize the Chinese language learning experience for Thai learners.

Building upon the theoretical validation, this study proposes an Integrated Chinese Language Acquisition Framework for Thai Learners, which systematically addresses the linguistic, pedagogical, and socio-cultural constraints that hinder language proficiency development. Unlike existing studies



that focus on isolated aspects such as phonetic learning, grammar instruction, or cultural adaptation, this framework integrates multi-dimensional learning barriers with instructional and technological interventions, creating a structured solution for enhancing language acquisition. The framework consists of three core dimensions: Linguistic and Cognitive Learning Barriers, Pedagogical and Classroom Adaptation, and Socio-Cultural and Educational Constraints. Each dimension encompasses key learning challenges and corresponding optimization strategies, including enhanced phonetic training, interactive task-based teaching, digital learning integration, and cultural contextualization. The framework

emphasizes a multi-level intervention approach, involving teacher-level, learner-level, and institutional-level solutions to ensure a holistic and effective enhancement of language learning outcomes.

This theoretical model serves as both a significant contribution to SLA research and a practical guideline for educators, curriculum designers, and policymakers seeking to improve Chinese language education for Thai learners. The Integrated Chinese Language Acquisition Framework is illustrated in Figure 1, which visually represents the relationships between learning challenges, instructional strategies, and expected learning outcomes.

**Figure 1. Integrated Chinese Language Acquisition Framework for Thai Learners**

## 5. Discussion and conclusion

### 5.1 Theoretical Significance

This study, employing Grounded Theory, systematically examines the challenges faced by Thai learners in acquiring Chinese and analyzes the instructional strategies used by teachers to address these difficulties. Data were

collected through semi-structured interviews with 20 Thai learners (S1-S20) and 10 Chinese language instructors (A1-A10), and through open, axial, and selective coding, an Integrated Chinese Language Acquisition Framework was constructed. The findings reveal that Thai learners' acquisition difficulties are concentrated

in three dimensions: linguistic and cognitive barriers, pedagogical adaptation, and socio-cultural constraints. Specifically, phonetic difficulties, grammatical inconsistencies, and listening comprehension challenges hinder learners' language processing abilities; limited classroom interaction, insufficient adaptation of teaching methods, and a lack of tailored curriculum design reduce classroom learning effectiveness; and a lack of immersion opportunities, cultural barriers, and limited access to independent learning resources further restrict language application. Based on these findings, this study proposes a series of optimization strategies, including enhanced phonetic training, interactive task-based teaching, digital learning integration, and cultural contextualization, forming a structured learning challenge-teaching strategy-learning outcome theoretical model that provides systematic support for improving Chinese language education in Thailand.

Compared to previous studies, this research makes significant contributions by addressing critical gaps in terms of research focus, methodology, and theoretical application. Existing studies primarily focus on policy development, teacher training, and curriculum standardization, while learner-centered perspectives on language acquisition challenges remain underexplored. Wu & Yang (2008) examined the rapid expansion of Chinese education in Thailand, highlighting government support and institutional efforts but failing to investigate the cognitive difficulties experienced by learners. This study fills that gap by adopting a learner-centered approach, systematically analyzing phonetic, grammatical, listening, and speaking challenges and proposing targeted

pedagogical solutions to enhance Chinese language acquisition.

Methodologically, this study differs from previous research by shifting from quantitative surveys and policy analysis to qualitative interviews and grounded theory analysis. Previous studies, such as Chen (2011) and Lin (2007), primarily used questionnaires to analyze the shortage of Chinese language teachers in Thailand, but they did not explore how this shortage impacts students' learning experiences and outcomes. Similarly, Wu & Guo (2007) relied on statistical assessments of teaching effectiveness, and Du & Gou (2011) focused on phonetic errors but did not address how learners navigate these difficulties in classroom settings. By employing grounded theory, this study systematically categorizes Thai learners' experiences, classroom interactions, and instructor strategies, creating a learning challenge-pedagogical adaptation-language acquisition analytical framework that provides more nuanced and explanatory insights into the learning process.

This study also expands the application of Second Language Acquisition (SLA) theories by offering empirical validation and theoretical supplementation. While previous research, such as Fang (2008) and Huang (2005), discussed instructional methods and textbook inconsistencies, they lacked empirical validation of SLA theories in the context of Thai learners. This study integrates Krashen's Input Hypothesis (1985), the Affective Filter Hypothesis (1982), and Vygotsky's Sociocultural Theory (1978) into its analytical framework and tests their applicability through real learner experiences. The findings confirm that Thai learners' phonetic and grammatical challenges significantly affect the

comprehensibility of Chinese input (i+1), aligning with Krashen's Input Hypothesis. Moreover, high anxiety, low confidence, and cultural adaptation difficulties limit classroom engagement, supporting Krashen's Affective Filter Hypothesis. Additionally, the study reveals that scaffolding in classroom interactions, task-based teaching strategies, and culturally embedded instruction play a crucial role in facilitating language acquisition, providing new empirical support for Vygotsky's concept of the Zone of Proximal Development (ZPD).

Beyond validating existing theories, this study also contributes a structured theoretical model for optimizing Chinese language acquisition among Thai learners. While previous studies have proposed various teaching strategies, they lacked a systematic framework that integrates linguistic cognition, classroom interaction, and socio-cultural factors. For instance, Yang (2012) emphasized the necessity of pedagogical reforms in Thai Chinese education but did not provide a concrete implementation framework, and Feng & Wu (2009) noted the importance of classroom engagement without constructing a comprehensive pedagogical adaptation model. This study, through qualitative analysis, develops the Integrated Chinese Language Acquisition Framework, which constructs a structured relationship between learning difficulties, pedagogical strategies, and learning effectiveness. This model not only applies to Chinese language education in Thailand but can also be extended to other Southeast Asian countries, contributing to the broader discourse on SLA in cross-cultural contexts.

In conclusion, this study not only addresses the underexplored challenges

in Thai learners' acquisition of Chinese but also contributes to the field in methodological, theoretical, and practical aspects. It offers a learner-centered analysis, employs qualitative methodologies, validates and supplements SLA theories, and constructs a practical framework that can guide future research and pedagogical innovations in Chinese language education for non-native learners.

## **5.2 Practical Significance**

The findings of this study have significant implications for multiple stakeholders, including Chinese language educators, curriculum developers, educational policymakers, and learners themselves. Given the identified linguistic, pedagogical, and socio-cultural barriers faced by Thai learners, targeted interventions can enhance the effectiveness of Chinese language instruction. For educators, the study underscores the necessity of adopting interactive and adaptive teaching strategies that align with learners' cognitive and linguistic needs. Teachers should incorporate enhanced phonetic training, scaffolded grammar instruction, and interactive listening exercises to mitigate linguistic difficulties. Additionally, task-based and communicative teaching approaches should be emphasized to increase learner engagement and facilitate real-world language application. Training programs should integrate pronunciation workshops, speech therapy techniques, and technology-assisted learning tools to help teachers develop targeted pedagogical interventions. Furthermore, educators should be encouraged to leverage digital learning platforms to compensate for the lack of immersive language environments in Thailand, utilizing virtual exchange programs and AI-driven language applications to

provide learners with continuous exposure to authentic Chinese input.

For curriculum developers and educational policymakers, the study highlights the necessity of aligning teaching materials with learners' linguistic realities. Existing textbooks often fail to consider the unique phonetic and syntactic difficulties faced by Thai learners, necessitating localized and customized instructional materials. The development of Thai-adapted Chinese language curricula should emphasize progressive phonetic drills, targeted grammar structures, and culturally contextualized dialogues that reflect learners' day-to-day communication needs. Additionally, language immersion initiatives should be promoted through partnerships between Thai and Chinese educational institutions, fostering study abroad programs, online language exchange platforms, and hybrid learning environments. Policymakers should further prioritize the recruitment and professional development of qualified Chinese language instructors, particularly in rural and under-resourced regions where teacher shortages hinder effective instruction. Financial incentives, such as scholarships, subsidies, and structured professional training, should be introduced to attract and retain skilled language educators. Furthermore, language policy reforms should integrate technology-driven solutions, ensuring that Thai learners have access to AI-assisted pronunciation tools, speech recognition software, and adaptive learning platforms that facilitate self-directed learning.

Ultimately, the study provides a practical roadmap for improving Chinese language education in Thailand, emphasizing learner-centered instructional practices, curriculum innovations, and policy-driven

enhancements. By systematically addressing linguistic, pedagogical, and socio-cultural barriers, these reforms can significantly enhance the accessibility and quality of Chinese language instruction, fostering greater linguistic proficiency, cultural exchange, and educational cooperation between Thailand and China.

### 5.3 Conclusion

This study employs Grounded Theory to systematically explore the challenges faced by Thai learners in acquiring Chinese and the instructional strategies used by teachers to address these difficulties. Through semi-structured interviews with 20 Thai Chinese language learners (S1-S20) and 10 instructors (A1-A10), qualitative data were analyzed using open coding, axial coding, and selective coding, leading to the construction of an Integrated Chinese Language Acquisition Framework. The findings reveal that linguistic and cognitive barriers, pedagogical adaptation, and socio-cultural constraints significantly affect Thai learners' ability to master Chinese. Specifically, phonetic difficulties, grammatical inconsistencies, and listening comprehension challenges hinder their language processing, while limited classroom interaction, rigid instructional methods, and lack of exposure to immersive language environments further impede their proficiency. In response, the study proposes enhanced phonetic training, interactive task-based teaching, digital learning integration, and cultural contextualization to optimize language acquisition. The theoretical significance of this study lies in its validation and extension of SLA theories, particularly Krashen's Input Hypothesis, the Affective Filter Hypothesis, and Vygotsky's Sociocultural Theory, by providing empirical evidence on how input comprehension, emotional

engagement, and sociocultural support impact Thai learners' acquisition of Chinese. In practice, the study offers a structured framework for language educators, curriculum designers, and policymakers, emphasizing learner-centered pedagogy, tailored curriculum development, and technology-assisted instruction to improve the accessibility and effectiveness of Chinese language education in Thailand.

Despite its contributions, this study has certain limitations. First, as a qualitative study, the findings are largely context-specific and derived from a limited sample size, which restricts their generalizability. The sample consists of a specific group of Thai learners and instructors, meaning that the identified challenges and strategies may not fully represent learners from different educational backgrounds, age groups, or proficiency levels. Future research should incorporate larger and more diverse samples, including learners from different regions of Thailand and across various instructional settings. Second, the study relies on self-reported experiences, which, while insightful, may be subject to biases in perception and recall. Future studies could integrate longitudinal classroom observations and controlled experimental designs to provide more objective and data-driven insights into the effectiveness of different pedagogical strategies. Additionally, as this study focuses solely on qualitative coding without quantitative validation, further research should employ mixed-methods approaches, combining statistical modeling, experimental interventions, and psycholinguistic assessments to strengthen empirical robustness.

Future research should expand upon the findings of this study by

exploring innovative instructional models and technological advancements in Chinese language education. With the growing influence of artificial intelligence, adaptive learning platforms, and virtual reality technologies, future studies could investigate how AI-assisted pronunciation tools, gamified learning environments, and real-time speech recognition systems impact Thai learners' acquisition of Chinese. Additionally, cross-cultural comparisons could be conducted to examine whether the linguistic and pedagogical challenges identified in this study are unique to Thai learners or applicable to other Southeast Asian learners of Chinese. Further research should also investigate the long-term impact of specific instructional interventions, tracking learners' language development over extended periods to assess which pedagogical adaptations yield the most significant improvements in fluency and comprehension. By incorporating multi-dimensional research methodologies and emerging educational technologies, future studies can contribute to a more comprehensive, scalable, and globally relevant framework for optimizing Chinese language instruction among diverse learner populations.

## Reference

- Baker, W., & Jarunthawatchai, W. (2017). English language policy in Thailand. Liverpool University Press.
- Cao, L. (2022). Chinese language education in Thai social context: A case study of Chinese language teaching at Debsirin school, Bangkok. Chulalongkorn University.
- Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. Language Teaching. Cambridge University Press.
- Kosonen, K., & Person, K. R. (2014). Languages, identities, and education in Thailand. Language, Education, and Nation-Building. Springer.
- Li, Y., & Wan, C. D. (2023). Chineseness in Southeast Asian higher education. Studies in the Cultural Politics of Education. Taylor & Francis.
- Luangpipat, N. (2024). The winding journey: Linguistic suppression, language ideologies, and intergenerational literacies of Thai Chinese families in Thailand. ProQuest Dissertations Publishing.
- Savski, K. (2021). Language policy and linguistic landscape: Identity and struggle in two southern Thai spaces. Linguistic Landscape Journal. John Benjamins.
- Srichampa, S. (2015). Globalization and the language situation in Thailand. Journal of Language and Linguistics.
- Tupas, R., & Sercombe, P. (2014). Language, education, and nation-building in Southeast Asia: An introduction. Springer.
- Wu, H., & Techasan, S. (2016). Chinatown in Bangkok: The multilingual landscape. MANUSYA: Journal of Humanities, 19(3), 38-54.
- Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. SAGE Publications.
- Chen, L., & Li, Y. (2020). The influence of classroom interaction on Chinese language acquisition among Thai learners: A sociocultural perspective. Journal of Language Teaching and Research, 11(3), 289–305.
- Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. Aldine Publishing.

- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford University Press.
- Liu, X., & Wang, J. (2020). Teaching adaptation strategies in Chinese as a foreign language: A grounded theory analysis. *International Journal of Chinese Language Teaching*, 7(2), 112–127.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. SAGE Publications.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wen, X. (2016). Second language acquisition theories and Chinese language teaching. *Chinese as a Second Language Research*, 5(1), 47–70.
- Yin, T. (2018). The role of first language phonology in second language Chinese pronunciation: A grounded theory approach. *Journal of Chinese Linguistics*, 46(4), 567–589.
- Zhang, H., & Feng, Y. (2021). The effectiveness of communicative language teaching in Chinese as a second language classrooms. *Asian Journal of Applied Linguistics*, 8(1), 25–42.
- Chen, X. Z. (2011). *Current situation and future prospects of Chinese teaching in Thailand* (Master's thesis). Hebei Normal University.
- Du, Z. J., & Gou, G. Z. (2011). Analysis and countermeasures for Chinese teaching issues in Thailand. *Economic & Social Development*.
- Fang, X. (2008). *Research on Chinese language teaching and promotion in Thailand* (Master's thesis). Shandong University.
- Feng, Z. F., & Wu, Y. (2009). Study on Chinese teaching in primary and secondary schools in Chiang Mai, Thailand. *Yunnan Normal University Journal*.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Aldine Publishing.
- Huang, H. K. (2005). *The current situation of Thai Chinese teachers and Chinese teaching in Thai universities*. Jinan University Journal.
- Lin, H. Y. (2007). Discussion on the current situation of Chinese teaching in Thailand and its requirements for Chinese teachers. *Hubei Radio & Television University Journal*.
- Liu, M. L. (2006). *Research on the current situation of Chinese teaching in Thai Chinese schools*. Jinan University.

- Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory. SAGE Publications.
- Wu, Y., & Guo, J. Y. (2007). Investigation report on the Chinese teaching volunteer program in Thailand. Yunnan Normal University Journal (Chinese Language Teaching & Research Edition).
- Wu, Y., & Yang, J. (2008). Study on the rapid spread model of Chinese in Thailand. World Chinese Language Teaching.
- Yang, R. (2012). An overview of Chinese education in Thailand. Modern Communication Journal.
- Krashen, S. D. (1982). Principles and practice in second language acquisition. Pergamon Press.
- Krashen, S. D. (1985). The input hypothesis: Issues and implications. Longman.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.