The Current State of Cultural Content Teaching in Chinese Classrooms in Thailand from Teachers ' Perspectives: A Case Study of Traimitwittayalai School in Bangkok

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Abstract

The objectives of this research were as the followings: 1. Getting the summary of interviews with the native speakers and Thai local Chinese language teachers; 2. The current state of cultural teaching in Thai high school Chinese classrooms from the viewpoints of frontline educators, by a case of interviewing Chinese language teachers, about the selections of teaching content and teachers' challenges; teaching methods and strategies; Student Participation and Interaction. The sample was from the native speakers and Thai local Chinese teachers from Traimitwittayalai School, and gained by a face-to-face interview, which approved by the teaching site. The information for this study was gathered through face-to-face interviews with native-speaking teachers and local Chinese teachers, and the results were analyzed using qualitative methods such as inductive analysis. Through the interviews. The results were found as follows: 1. Teachers generally focus on achievement culture and informational culture when teaching cultural content; 2. When teaching cultural content, teachers face challenges such as cultural differences, student acceptance, insufficient understanding of cultural content, wide variations in student interests, and the selection of teaching materials. In terms of teaching strategies for cultural content, teachers primarily utilize cultural experience activities and multimedia resources; 3. Teachers try to enhance student engagement in a variety of ways. Based on our understanding of the current situation and discussions, we propose the following suggestions: 1. Reassessing the relationship between language and culture; 2. Focusing on behavioral culture as main teaching content; 3. Incorporating the Pedagogy of Performing Another Culture (PAC) into teaching practices.

Keywords: Thai Chinese Education; Cultural Content Teaching; Teacher Perspectives; The Pedagogy of Performing Another Culture; Current State of Cultural Teaching

Introduction

With the increasing frequency of Sino-Thai cultural exchanges, the teaching of Chinese culture has gained more attention in Thai high school Chinese language classrooms. However, there are several urgent issues within international Chinese education in Thailand that need to be addressed. In everyday teaching, it has been observed that Chinese language instruction for Thai students often separates "language" from "culture." Elements of Chinese culture, such as understanding Chinese social life, are frequently considered supplementary to language teaching or merely "side dishes" outside the main language instruction (Ma C., 2024, p.179). The relationship between cultural teaching and language teaching remains ambiguous, with cultural instruction often viewed as a mere adjunct to language teaching. Additionally, "for a long time, the teaching model of Chinese cultural courses for non-native speakers has predominantly been a single-lecture method. In this model, teachers unilaterally deliver book knowledge to students, who passively absorb the content, resulting in suboptimal teaching outcomes" (Yao C.& Xie R., 2023, p.216).

Investigating the current state of cultural teaching in Thai Chinese language learning activities is crucial, focusing on identifying educational challenges, exploring teachers' perspectives on cultural content selection, and strategies for promoting student engagement. This paper will use Traimitwittayalai School as a case study, utilizing the perspectives of frontline Chinese language teachers. Through interviews, it will analyze the current state of cultural teaching in Thai high school Chinese classrooms, understand teachers' views on the relationship between language and culture, and identify limitations in teaching methods. Based on these insights, the paper will propose suggestions incorporating "The Pedagogy of Performing Another Culture (PAC)."

Research Objectives

1. To get the summary of interviews with the native speakers and Thai local Chinese language teachers;

2. To know the current state of cultural teaching in Thai high school Chinese classrooms from the viewpoints of frontline educators, by a case of interviewing Chinese language teachers, about the selections of teaching content and teachers' challenges; teaching methods and strategies; Student participation and interaction.

Literature Review

Current Chinese cultural teaching content often emphasizes ancient societal achievements and culture, lacking an understanding and appreciation of modern Chinese life. While such content helps students learn about the rich culture of ancient China, it neglects students' interest and needs regarding contemporary Chinese life, resulting in a lack of genuine experience and understanding of present-day Chinese culture. This paper aims to understand the current state of cultural content teaching in Chinese language classrooms at Thai high schools from the perspective of frontline teachers.

To this end, it is necessary to review the theoretical foundations of cultural teaching and introduce the core concepts of "The Pedagogy of Performing Another Culture (PAC)." This pedagogical approach rethinks the relationship between language teaching and cultural teaching, emphasizing the "construction of a second culture worldview" (Galal W.&Mari N.,

2010). These insights can help frontline teachers in Thailand update their understanding of cultural teaching practices.

      1.Theoretical Foundations of Cultural Teaching

         1.1 Cultural Anthropology Theory

         Cultural teaching in international Chinese education is based on intercultural communication theories and is profoundly influenced by cultural anthropology. For instance, the "cultural iceberg" theory highlights the significance of both the visible and invisible parts of culture, emphasizing that the hidden aspects of culture are harder to acquire and require specific teaching strategies.

         1.2 Intercultural Communication Theory

         Intercultural communication refers to the interaction between individuals from different cultural backgrounds. Edward T. Hall's (1959) theory of "intercultural communication" provides a theoretical foundation for cultural teaching in international Chinese education. It posits that cultural teaching should not only transmit knowledge-based culture but also enhance the teaching of communicative culture to achieve a comprehensive understanding of Chinese culture.

         1.3 Pedagogical Theories

         The pedagogical methods applied in cultural teaching include "cultural integration theory," "bi-directional cultural teaching," and "experiential cultural teaching." These methods emphasize the integration of language and culture through experiential learning activities, aiming to enhance students' intercultural understanding and communicative competence.

         1.4 Other Relevant Cultural Teaching Theories

         Beyond the primary theories, scholars have noted other related theoretical foundations. "Implications of Cognitive Learning Theory and Sociocultural Theory in Second Language Teaching" (Zhu, H., 2011) summarizes key points. These theories encourage cooperative teaching to stimulate student interest and provide support during communicative activities while enhancing cultural awareness to avoid negative transfer from the native language. Based on these cultural teaching theories, teachers should reassess their roles and reflect on their teaching methods. To clearly convey these theoretical concepts, this paper has visualized them (Table 1).

Table 1 Other Relevant Cultural Teaching Theories

Theory Type	Core Concept	Application Scenario
Applied Linguistics Theory	Includes theories such as Grice's Cooperative Principle, Leech's Politeness Principle, and the "Face-Saving Theory," which provide a foundation for intercultural communication (Shi, X., Wan, H., & Bai, C., 2024).	In language classrooms through discussion of these principles to guide students' language use in intercultural communication, preventing misunderstandings, and enhancing politeness and effective communication.

Cognitive Learning Theory	Emphasizes updating cognitive structures and accumulating cognitive abilities (Zhu, H., 2011).	Teachers can guide students in problem discovery and resolution, as well as autonomous learning activities to help them improve cognitive abilities.
Sociocultural Theory	Emphasizes the mediating role of teachers as intermediaries who assist students in acquiring knowledge and skills, guiding their cognitive development to higher levels (Zhu, H., 2011).	Teachers act as guides and supporters in the classroom, gradually removing scaffolding to help students achieve autonomous learning and development.

2. What is PAC

Cornell University has offered an intensive Asian language program since 1972. The program was founded by Professor Eleanor H. Jorden, whose Japanese language textbooks have had a significant impact on the field of language teaching. Her graduates, including Galal Walker and Mari Noda, the founders of PAC, have become leading figures in Chinese and Japanese language instruction. This paper examined 192 documents retrieved from the China National Knowledge Infrastructure (CNKI) database using the search term "Pedagogy of Performing Another Culture" (as of May 2024). These documents were categorized and visualized (Figure 1) to outline current research directions and trends in PAC. The specific content is as follows:

2.1 PAC and Modern Technology

This category primarily focuses on the integration of PAC with modern technology. For example, studies explore how AI tools such as ChatGPT can enhance language teaching effectiveness or the application of VRChat in international Chinese education activities. Representative studies include "On Intelligent English Teaching Based on PAC and ChatGPT" (Cao, L.& Li, Y., 2024). This category includes 2 studies, representing a minor proportion.

2.2 Application of PAC in Specific Language Courses

This category focuses on the specific application of PAC in various language courses, including the design and evaluation of courses on modern Chinese poetry drama, Tang poetry, tourism Chinese, and more. Representative studies include "Teaching Design of Modern Chinese Poetry Drama Based on PAC: A Case Study of 'The Cowherd and the Weaver Girl'" (Li, J., 2023) and "Teaching Design of Elementary Tourism Chinese Course Based on PAC " (Ji, X., 2023). This category includes 19 related studies.

2.3 Application of PAC in Different Educational Contexts

This category examines the application of PAC in various educational settings (e.g., general universities, vocational colleges) to enhance students' learning interest and teaching effectiveness at different stages. Representative studies include "Research on the Teaching of Traditional Chinese Culture Courses in Higher Vocational Colleges from the Perspective of Ideological and Political Education: A Case Study of PAC " (Liu, Z., 2023). This category includes 20 related studies.

2.4 Empirical Research and Teaching Design of PAC

This category aims to verify the effectiveness of PAC through empirical research and teaching design, providing specific teaching cases and designs. Representative studies include "An Empirical Study of PAC " (Yan, H., 2023). This category includes 30 related studies.

2.5 Application of PAC in Intercultural Communication

Intercultural communication is a significant application area of PAC. This category explores how this pedagogy promotes students' intercultural communication competence. Representative studies include "Research on the Application of Intercultural Communication Theory in PAC: Take Elementary Chinese Oral Teaching as an Example" (Huang, Y., 2023). This category includes 25 related studies.

2.6 Application of PAC in Various Special Courses

This category focuses on the application of PAC in special courses such as tourism management, tea ceremony, and Chinese culinary culture. Representative studies include "The Application Path of PAC in the Cultivation of Tourism Management Talents" (Yin, N., 2021). This category includes 35 related studies.

2.7 Theoretical Discussion of PAC

This category delves into the theoretical foundations of PAC, analyzing its origins, core concepts, and theoretical framework. Representative studies include "Galal Walker and PAC " (Zhou, B., 2010) and "Theoretical and Empirical Research on PAC on Teaching Behavior Analysis" (Jiang, X., 2020). This category includes 33 related studies.

2.8 Application of PAC in Graduate Education and Academic Cases

This category showcases the application of PAC in graduate education and specific academic cases, providing a wealth of examples. Representative studies include "The Application of PAC in the Elementary Chinese Comprehensive Course in Thai Secondary School: Taking the Teaching Practice of Songpittayakom Secondary School in Thailand as an Example" (Chen, Z., 2020). This category includes 28 related studies.

It is evident that research on PAC primarily focuses on specialized courses, theoretical discussions, empirical research, and instructional design, while lacking studies that combine teacher feedback with actual teaching situations. This paper analyzes the current state of cultural teaching in Thai high school Chinese classrooms from the perspective of teachers at Traimitwittayalai School, which helps teachers re-evaluate the relationship between language and culture in actual teaching and complements the distribution of research on PAC.
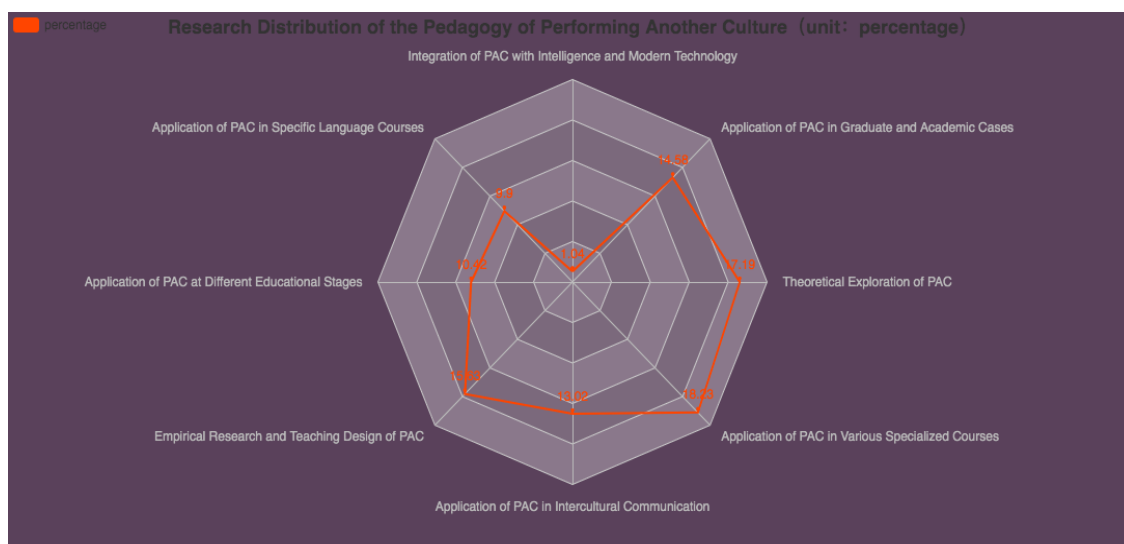
Figure 1 Research Distribution of PAC

Research Methodology

1. Research Method

This study employs qualitative research methods, including information induction.

2. Population and Sample

The research subjects are Chinese language teachers at Traimitwittayalai School in Bangkok, Thailand, including both Thai and Chinese nationals. The basic information of the sample as the Table 2.

Table 2 Basic Information of Interviewees

Information	Local Teacher A	Local Teacher B	Chinese Teacher C	Chinese Teacher D	Chinese Teacher E	Chinese Teacher F	Chinese Teacher G
Ethnic Chinese	No	No					
Grew up in a Chinese community	No	No					
Visited China	Yes	Yes					
Studied in China	Yes	No					
Background in Chinese-related field	Yes	No					

Education	Ph.D student	Bachelor	Master	Bachelor	Master	Bachelor	Master
Visited inThailand for traveling before teaching			No	No	Yes	Yes	No
Studied in Thailand before teaching			No	Yes (as an exchange student)	Yes (master degree)	No	No
Background in Thai studies or experience with Thai language in education			No	Bilingual Thai-English	Thai	No	No
Thai Language Proficiency			Beginner Intermed-iate	Intermed-iate	Intermed-iate	Basic (Spoken)	Basic (Spoke-n)
Received training on Thai culture from government			Yes	Yes	Yes	Yes	Yes
Years worked in Thailand			2	3.5	4	7	2

2.1 Perspective of Local Chinese Teachers

Local Thai Chinese teachers are familiar with Thai culture and the education system, enabling them to understand the needs of students learning Chinese. Selecting Thai teachers who have studied in China helps us understand how they integrate Chinese cultural teaching into the Thai educational context.

2.2 Perspective of Chinese Teachers

Chinese teachers possess deep cultural and professional knowledge, conveying authentic Chinese culture through their teaching. Typically, they have backgrounds in international Chinese education or Thai language education. Interviews with them provide insights into methods of cultural teaching, particularly in adapting to the Thai educational context and addressing student needs.

2.3 Teaching Experience and Qualifications

The teachers at Traimitwittayalai School have extensive experience and qualifications. Their backgrounds in international Chinese education and Thai language education provide deep insights, ensuring accuracy and practicality in the research. The

teachers interviewed cover basic Chinese, reading and writing, communication, and listening and speaking courses.

       3. Data Collection and Analysis

       Qualitative data were collected through interviews with seven teachers, with detailed documentation. The interviews address "selection of teaching materials," "adaptation to cultural differences," "teaching methods," "student engagement," "assessment and feedback," and "challenges and solutions." A written invitation explaining the research purpose and questions was sent to teachers before the interviews, ensuring informed consent.

       3.1 Conducting One-on-One Interviews

       Trust and openness were established through face-to-face interviews, using guiding and open-ended questions to facilitate sharing and follow-ups for deeper insights. Discussions remained focused without interrupting their thought processes.

       3.2 Note-Taking and Summary Confirmation

       Detailed notes were taken to record responses, and summaries were printed for participants to confirm accuracy.

       3.3 Organization and Analysis of Interview Content

       Notes were compiled, categorizing the main viewpoints of each teacher, and segmented according to designed questions, such as "Teacher Background," "Teaching Material Selection," "Teaching Methods," and "Student Interaction." Then, Similar viewpoints were merged for clarity, extracting themes to identify core issues like imbalances in cultural content, viewing cultural teaching as supplementary, and lack of authentic experiences.

       4. Results Analysis

       Qualitative analysis methods were used to distill core viewpoints and themes from teacher responses.

Research Scope

       1. Content Scope

       The study focuses on the understanding and perceptions of Chinese culture teaching content in Chinese language classrooms among the 7 teachers at Traimitwittayalai School in Bangkok.

       2. Objective Scope

       The objective is to understand the current state of Chinese culture teaching in Thai high school classrooms where Chinese is taught as a foreign language, analyze the inadequacies at the pedagogical level, and provide teaching suggestions based on The Pedagogy of Performing Another Culture.

       3. Time Scope

       The research is planned to be completed within 3 months, which includes preliminary preparations, interview question design, conducting interviews, analysis and discussion, and summarizing conclusions.

       4. Theoretical Scope

       First, the relevant theoretical foundations of cultural teaching will be addressed, which include theories of intercultural communication and second language teaching. Second, it will explore concepts related to The Pedagogy of Performing Another Culture.

Research Results

1. Summary of Interviews

This section provides a summarized synthesis of the main content from the interview responses, as detailed in the table below (Table 3).

Table 3 Summary of Interview Responses

Questions	Local Teacher A	Local Teacher B	Chinese Teacher C	Chinese Teacher D	Chinese Teacher E	Chinese Teacher F	Chinese Teacher G
1. Focus Areas for Preparing Cultural Teaching Content	ditional festivals &daily customs	history,tr-aditional festivals, architectu-re & art	compari-son of tradition-al festivals & daily habits, crafts teaching	content related to cultural heritage, solar terms, & cultural experien-ce activities	tradition-al festivals & daily life customs	art, tradition-al festivals, &daily life customs	traditio-nal festival-s,daily life custom-s, & art
2.Challeng ein Selecting Cultural Teaching Content	cultural differen-ces not accepted or under-stood by students	concerns about incomplet-e understan-ding of Chinese culture	uncertai-nty about students' onterests & teaching difficulty	difficulty in grasping teaching focus for different age groups	language & cultural differen-ces between China and Thailand	conflicts between teaching pace & cultural teaching time	varied Chinese proficie-ncy levels among student-s&. limited Thai langua-ge skills
3.Strategie s for Addressing the Challenges in Selecting Cultural Teaching Content	commun-icate with students and listen to their needs	confirm the accuracy and comprehe-nsiveness of prepared content	seek guidanc-e from experien-ced teachers and use online tools	use the teaching Reference *Framewor k for Chinese Culture and National Conditio-ns* to guide lesson planning.	get to know your students in advance and adjust teaching plans accordin-gly	teach arts & tradition-al festival culture through cultural activities	prepare engagi-ng content & multim-edia resour-ces
4.Teaching Methods Used in Cultural Instruction	multimedia resources & cultural experien-ce activities	multimedi-a resources &cultural experien-ce activities	multime-dia resource-s & cultural experien-ce activities	multimedia resource-s, group collabor-ation, & cultural experien-	multimedia -resource-s & cultural experien-ce activities	multimer-dia resources & cultural experien-ce activities	multim-edia resour-ces & cultural experie-nce

				ce activities			activitie-s
5. Which Teaching Method Do You Consider Most Effective? Why?	cultural experien-ce activities are the most effective. It provides students with authentic language environments and communi-cation scenarios	having students personally experience culture Is the best. This allows students to truly engage with foreign cultures, leading to more lasting memories.	field study, offers direct sensory experien-ces, but challeng-ing to impleme-nt due to practical constrain-ts.	group collaborati on & cultural activities are highly effective, engaginga nd relevant to students' lives, providing rich sensory experience s in cultural teaching.	currentl-y, there is no single most effective teaching method	allowing students to immerse themsel-ves in cultural environ-ments and atmosph-eres	cultura-l experie-nce activitie-s boost student participat ion and motivatio n, creating a dynami-c learnin-g environ-ment.
6. How to Enhance Student Participati o-n in the Classroom	incorpor-ate games, competit-ions, group discussi-ons, role playing, and storytelli-ng	use multimedi-a resources and create a relaxed classroom environment	assign prelimin-ary study tasks before cultural lessons	incorpor-ate student interests into lesson introduct-ions	focus on incentive-s as a primary method	design game elements &Imple-ment reward mechani-sms	offer a variety of cultura-l learning content based on student Interest-s

2. Current Status

Based on the responses from the teachers, we can summarize the current state of cultural teaching in Thai high school Chinese classrooms as follows.

2.1 Selection of Teaching Content and Challenges

2.1.1 Selection of Teaching Content

Commonly, most teachers focus on traditional festivals, daily customs, and arts, indicating that content related to everyday life and sensory experiences in cultural teaching is particularly appealing to students. However, there are variations, with some teachers (e.g., Teacher D) emphasizing intangible cultural heritage, demonstrating the importance of personalized content selection based on students' backgrounds and classroom goals.

2.1.2 Challenges in Content Selection

These challenges can be viewed from three perspectives. First, cultural differences and student acceptance are common issues, with solutions including creating an open communication environment, providing cultural background, and offering hands-on experiences. Second, teachers face difficulties in understanding Chinese culture, highlighting the necessity of cross-cultural communication and information validation. Third, variations in student interests and instructional difficulty require the use of a "reference framework" and consultation with experienced colleagues. Lastly, language and cultural differences necessitate prior understanding and adjustments.

2.1.3 Implementation of Solutions

The diversity of strategies is evident, as Teacher A's detailed solutions cover multiple dimensions, including theoretical instruction, hands-on experiences, comparative analysis, and case studies, illustrating the varied strategies employed to address cultural understanding issues.

2.1.4 Resource Utilization

Teacher G highlighted the importance of using teaching videos and materials, showcasing the significant role of modern technologies and learning resources in facilitating intercultural education.

Through the above observations and analyses, it is clear that teachers place importance on both the diversity of cultural content and student interests when preparing and selecting teaching materials, while also facing specific challenges related to understanding differences and content comprehensiveness. By employing various teaching strategies, interactive feedback, reference frameworks, and modern teaching tools, they seek to enhance their cultural teaching efforts.

2.2 Teaching Methods and Strategies

According to teacher feedback, common methods in cultural instruction include cultural experience activities and multimedia resources. Cultural experience activities, such as holiday celebrations, handicraft workshops, and cooking classes, allow students to directly engage with the culture through hands-on participation. Teacher D also mentioned group collaboration and inquiry-based learning. Although Teachers B and C believe field trips are most effective, practical constraints make them difficult to implement. Teacher E pointed out that there is currently no single most effective method, reflecting a sense of powerlessness among teachers in delivering cultural content. Overall, cultural experience activities and multimedia resources are most commonly used and effective, as they can spark interest, deepen understanding, enhance language skills, and promote intercultural communication. These activities make learning more engaging, provide authentic language environments, and enhance understanding and respect for different cultures, thereby improving students' overall abilities.

2.3 Student Participation and Interaction

The methods teachers use to enhance student engagement include diverse teaching activities (such as games and competitions), the use of multimedia resources (animated videos and documentaries), pre-class assignments and question introduction, physical and contextual experiences (such as food culture activities), reward systems, and personalized teaching. These strategies effectively foster student participation and interaction in cultural education.

Discussion

1 Insights from "Cultural Teaching Theory"

First, the "cultural iceberg" theory emphasizes the importance of recognizing implicit culture, which is difficult to acquire and requires specific teaching strategies or experiences. In intercultural communication, individuals from the same linguistic background are more likely to share cultural memories, reducing barriers to interaction. Conventional communication etiquette and habits in a society are challenging to convey to target language learners through generic language instruction, and these are considered aspects of "invisible culture."

Second, the theory of "intercultural communication" underscores that cultural teaching should not only convey knowledge about culture but also strengthen the teaching of communicative culture. Furthermore, concepts within pedagogy, such as "cultural integration theory," "bilateral cultural teaching," and "cultural experience," emphasize the importance of experiential teaching activities in merging language instruction with cultural teaching, thereby enhancing students' intercultural understanding and communication skills.

From our interviews with the seven teachers at Traimitwittayalai School regarding the selection of Chinese cultural teaching content, it was noted that most of them emphasized "traditional festivals," "daily customs," and other aspects of culture, while some also mentioned "historical knowledge" and "seasonal culture." We observe that these emphases lean more towards cultural knowledge and information, categorized as "explicit culture," which is less connected to everyday communicative activities.

2. Insights from "the Core Concepts of PAC "

The two core concepts of PAC are "culture" and "performance" (Yu, L., 2020, p.42). Regarding culture, PAC categorizes it into accomplishment culture, informational culture, and behavioral culture. The cultural aspects that native speakers often overlook in communication should be key learning points for second language learners. This aligns with the focus of communicative and situational teaching methods, which emphasize the importance of interaction and suggest that learning in context can help students acquire the language. However, PAC goes beyond merely engaging in communicative acts, positing that communication should emanate from the cultural habits of native speakers, allowing learners to build a collection of "cultural stories."

The "cumulative cycle" model proposed by Walker and Noda illustrates this point well: role (persona) → cultural knowledge and language knowledge → performance and game → memory → compilation → cases and sagas → second-culture worldview construction (Wan, S., & Li, C., 2021, p.37). By connecting cultural knowledge with language skills through performance, learners accumulate dialogue experiences with native speakers, gradually developing their "second language cultural worldview." This represents a breakthrough in understanding the concept of culture within PAC and its contribution to language instruction.

Regarding performance, the work "Analysis of Misunderstandings in Sino-American Intercultural Communication and PAC," (Qin X., 2017) mentions that "performance" encompasses rich connotations, including "acting," "application," and "practice" (Yu, L., 2010), as well as "understanding," "experiencing," and "performing" (Jian, X., 2010). She emphasizes that "performance" is fundamentally action-oriented, where learners must engage in language learning through active participation. This action involves verbal and non-verbal behaviors that are repeatedly corrected and practiced under the guidance of instructors. She further highlights that the content of performance must always be rooted in the culture of the target language, focusing on elements such as "roles," "locations," "practices," "audiences," and "scripts" (Galal W. & Noda, M., 2000) to help learners accumulate cultural stories of communication, enabling them to develop instinctive and appropriate communicative behaviors in future interactions.

The responses from teachers during the interviews indicate that their handling of cultural content generally still focuses on accomplishment and informational cultures. Some teachers mentioned aspects such as "intangible cultural heritage," "traditional festivals and seasonal customs," "art," and "daily life habits." Furthermore, in terms of teaching methods,

the emphasis remains on cultural point explanations. Although there are experiential activities integrated, or performance elements introduced, their primary intention is to enhance student interest and enrich the classroom experience, which fundamentally differs from the philosophy of PAC. As noted, "Teaching Tang poetry or Song lyrics, showcasing calligraphy or martial arts, can be quite interesting—but these do not encompass the entirety of Chinese culture" (Geng, J.& Liu M., 2011, p.57).

   3. Limitations of Existing Teaching Methods

   Firstly, the use of multimedia resources is limited. Although widely used in teaching, they primarily serve a supplementary role and struggle to facilitate high-level interaction, making it difficult for students to deeply understand cultural nuances. Secondly, experiential activities face practical limitations such as insufficient resources and time, as well as safety and management issues, hindering their frequent implementation. Thirdly, while each teacher has their preferred teaching methods (Figure 2), there is often a lack of systematization and coherence. Teachers employ various methods without systematic planning and coordination, and differences in teaching philosophies among teachers lead to challenges for students who must frequently adapt to varying teaching approaches. This impacts the consistency of their learning progress.
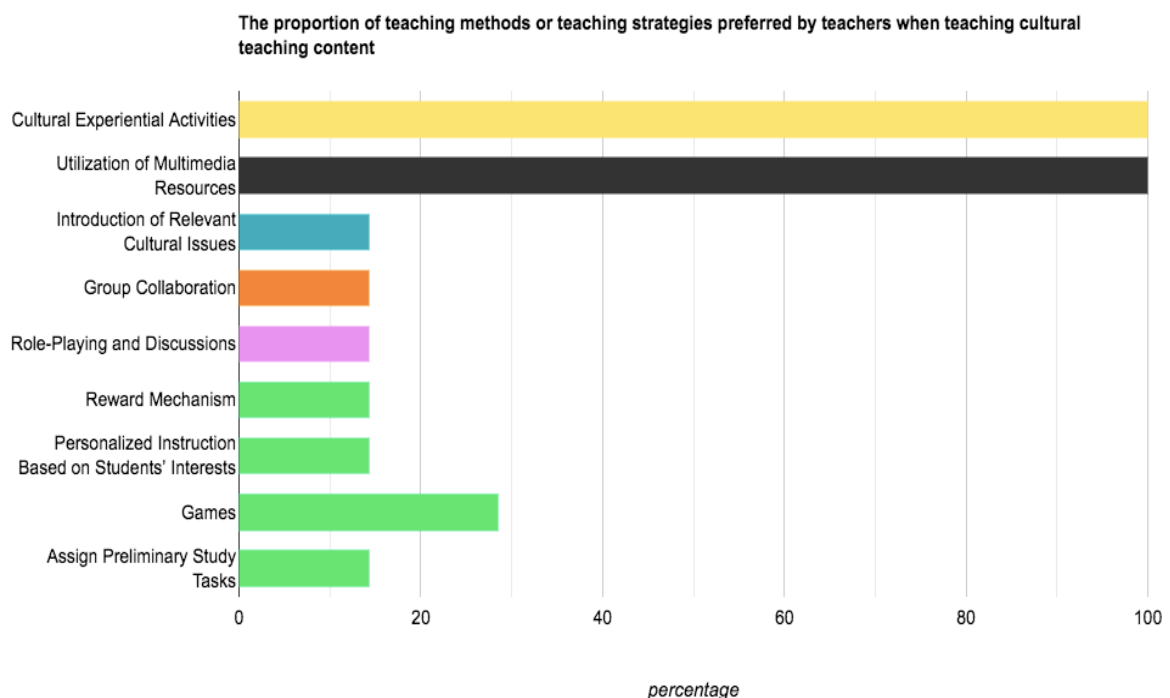

Figure 2 Teacher preferences for instructional methods in cultural education

   Sixth, the challenges of group collaboration and inquiry-based learning arise. While some teachers (such as Chinese Teacher D) employ group collaborative inquiry, the effectiveness may not meet expectations in practice. The effectiveness of this approach relies heavily on the involvement and coordination skills of the group members, which merits reconsideration. If group members are not actively participating or lack collaborative skills, the exploration process can be compromised. Furthermore, if teachers do not provide sufficient supervision and guidance during group collaborative inquiries, students may easily deviate from the topic or engage in superficial discussions.

These limitations can pose significant challenges for teachers in the context of cultural instruction in the classroom, hindering the enhancement of students' deep cultural understanding and sustained learning interest. Such issues necessitate the implementation of more systematic and targeted strategies, particularly calling for a reassessment of cultural teaching within language courses. Specifically, this indicates a need to refine and adapt teaching methodologies.

4. Perspectives from the Requirements of International Chinese Education

Experts in international Chinese education have pointed out that "pure language education can no longer meet the needs of the times; a liberal education that integrates language and culture will become the main concept of teaching Chinese as a foreign language and international Chinese education" (Cui, X., 2010, p.10-11). This viewpoint was articulated over a decade ago, reflecting the ongoing struggle to balance language and culture in teaching practice. The concept proposed by The Pedagogy of Performing Another Culture, which centers on culture and equates culture with performance, can provide significant inspiration for frontline Chinese language teachers.

The "Teaching Reference Framework for Chinese Culture and National Conditions in International Chinese Education" (CLEC, 2022) encompasses three major cultural categories: social life, traditional culture, and contemporary China. This guidance positions social life and contemporary China alongside traditional culture, highlighting the academic community's focus on the practical needs of Chinese language learners. The Pedagogy of Performing Another Culture emphasizes the success of social communication and focuses on behavioral culture in its teaching content, which aligns with the relevant requirements of international Chinese education. This approach can guide Thai Chinese learners in mastering related cultural content effectively.

5. Perspectives from the Requirements of Chinese Teaching in Thailand

"The current Chinese teaching methods in Thailand are also centered around the teacher, the textbook, and the classroom, primarily using the grammar-translation method, which often results in students passively receiving information rather than engaging in active learning" (Shi Y., 2023, p. 272). Scholars in the field of Thai Chinese education have consistently paid attention to the issue of the "three teachings" in international Chinese education; however, one of the core issues—teaching methodology—has been largely overlooked by frontline teachers, particularly those in basic education. Emphasizing the need to shift traditional perceptions of the relationship between language and culture and to improve teaching methods is one of the ideas this paper aims to convey, particularly the goal of "cultivating intercultural communicators who meet the demands of the times."

The "2008 Basic Education Curriculum Guidelines" in Thailand set competency objectives for Chinese learning at each stage, proposing learning indicators across various dimensions: language and communication, language and culture, language and other subjects, and language and the relationship with society. For the language and culture section, it states that high school students should "understand the similarities and differences between the target language country and Thailand in terms of language and culture, and be able to use this knowledge critically; understand the cultural similarities and differences impacting language use; and utilize foreign words to acquire knowledge, integrate into society, and seek job opportunities" (Hathaikarn, M., 2018, p.83). Thai scholar Wipawee Anujapad (2018) also discusses in the work "A Study of the Chinese Curriculum Guidelines for Thai Primary and

Secondary Schools" the inclusion of content related to "interpersonal communication," "interpersonal relationships," and "social etiquette" in the various competency level goals set in the curriculum.

The core goal of PAC is to cultivate learners' intercultural abilities, using appropriate cultural practices aligned with the social environment of the target language as one of the core concepts and content of teaching. It allows learners to acquire socially appropriate communication behaviors within the target language environment through their everyday learning activities. PAC emphasizes a culture-centered, performance-based, and student-centered approach. It seeks to convey behavioral culture within the target language cultural environment, enabling students to continuously accumulate intercultural stories and develop their ability to handle social interactions. These principles align well with Thailand's requirements for Chinese teaching, suggesting that PAC is a feasible approach for enhancing the effectiveness of cultural education.

Suggestions

Based on the discussion in the above chapter, this article gives the following three suggestions（Figure 3）:

1. Reassessing the Relationship Between Language and Culture

In the context of Chinese teaching in Thailand, culture is often viewed as an adjunct to language education. However, language teaching is an integral part of culture, and the meaning of language must be understood within its cultural context. PAC emphasizes effective communication within the target cultural context and reevaluates the relationship between language and cultural teaching. For Thai students learning Chinese, this means that Chinese language study should include cultural understanding, with communication as the core goal of cultural teaching.

Interviews reveal that teachers often perceive culture as a secondary element to language, leading to a disconnect between the two in teaching practice. It is recommended that teachers prioritize the integration of language and culture, going beyond basic language skills. By adopting a communication-oriented teaching approach, they can incorporate cultural training, thereby ensuring that culture and language teaching are organically combined. Culture should not merely be a supplement to language teaching.

2. Focusing on Behavioral Culture as Main Teaching Content

While teachers often focus on "achievement culture" and "informational culture" in cultural teaching, such as festivals and painting, "behavioral culture" is crucial for successful communication. This paper argues that Thai Chinese classrooms should prioritize teaching "behavioral culture" to cultivate students' ability to behave appropriately in Sino-Thai interactions, rather than overemphasizing "achievement culture" and "informational culture."

3. Incorporating PAC into teaching practices

This paper argues that integrating PAC into teaching practices holds significant practical value. It encourages teachers to re-evaluate the relationship between "language and culture" and "language teaching and cultural teaching," guiding them to shift their focus from "achievement culture" and "informational culture" to "behavioral culture." This approach helps students balance the communicative culture of contemporary Chinese society with the achievements of ancient Chinese culture, ultimately fostering competent Chinese language professionals who meet the demands of Sino-Thai interactions.
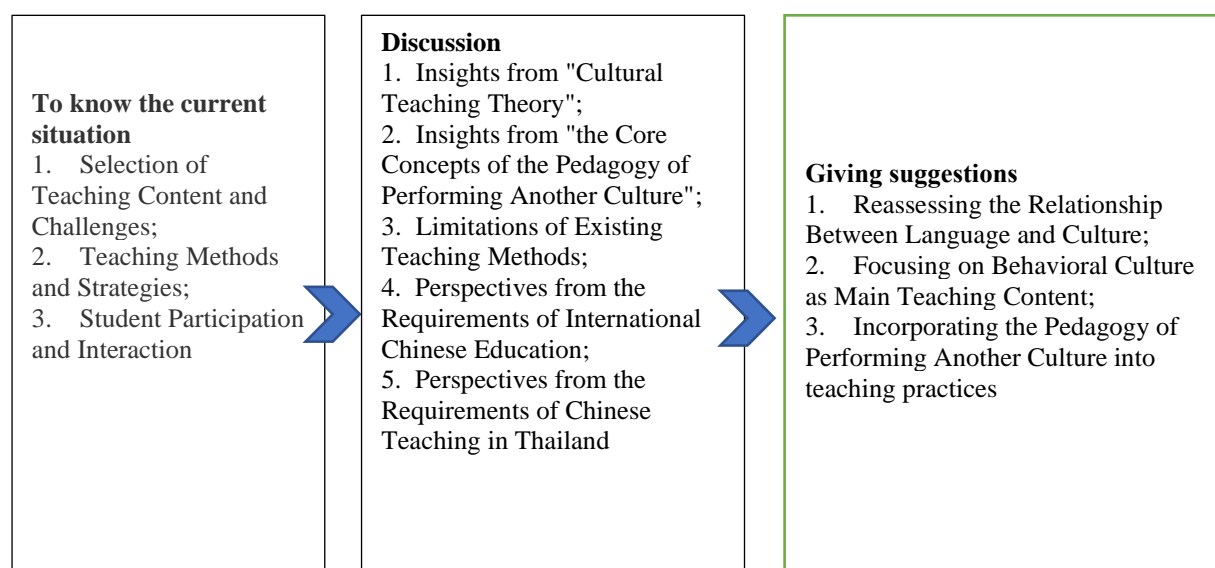
To know the current situation
1.   Selection of Teaching Content and Challenges;
2.   Teaching Methods and Strategies;
3.   Student Participation and Interaction

Discussion
1. Insights from "Cultural Teaching Theory";
2. Insights from "the Core Concepts of the Pedagogy of Performing Another Culture";
3. Limitations of Existing Teaching Methods;
4. Perspectives from the Requirements of International Chinese Education;
5. Perspectives from the Requirements of Chinese Teaching in Thailand

Giving suggestions
1.   Reassessing the Relationship Between Language and Culture;
2.   Focusing on Behavioral Culture as Main Teaching Content;
3.   Incorporating the Pedagogy of Performing Another Culture into teaching practices

Figure 3 The Mind Mapping

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