Ideas for the Construction of Chinese-Thai e-Tandem Course with the Aim of Creating a Target Language Environment[1]

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Abstract

The acquisition of a foreign language within a native linguistic context holds significant importance for non-native speakers. Presently, the Thai Language major at Nanjing Tech University Pujiang Institute confronts challenges, notably the scarcity of Thai language instructors and the limited duration of study programs in Thailand. These factors undermine the efficacy of learning within the target language environment. In response, the Thai Language major has initiated the integration of e-Tandem learning, a method that facilitates remote language learning with native speakers. This approach is designed to augment practical language practice within the native linguistic context and assist learners in enhancing their language proficiency. This article commences with an analysis of the e-Tandem learning method, highlighting its benefits and delineating its constraints. Subsequently, it proposes a framework for the construction of a Chinese + Thai e-Tandem course. The framework encompasses several key components, including the setting teaching objectives, the teaching and operation models, the articulation of teaching content and plans, and the methodologies for feedback and assessment. These elements collectively aim to optimize the learning experience and achieve a balanced and effective bilingual educational program.

Keywords: e-Tandem learning; target language environment; Course Construction

I. **Introduction**

Enhancing proficiency in a foreign language is fundamentally interconnected with practice within an environment where the target language prevails. Such an immersive methodology markedly improves students' command of language skills, thereby augmenting fluency and communicative prowess. Participation in a variety of language practice activities in these settings enables learners to implement their theoretical knowledge in authentic scenarios, thereby refining their linguistic abilities and communicative competence. This enriched experience significantly deepens their comprehension of the culture inherent to the target language.

The crucial importance of a target language milieu in foreign language education is irrefutable. Immersion in such environments affords learners exposure to an extensive array of linguistic stimuli, encompassing both formal and informal speech, authentic language application, idiomatic expressions, and more. This exposure is pivotal for the development of students' oral fluency, writing proficiency, and intuitive understanding of the language. Moreover, the imperative to communicate in the target language prompts learners to actively engage in expression and comprehension, thus facilitating more efficacious and accelerated enhancement of language abilities and their application.

Furthermore, this pedagogical approach provides copious practical opportunities for employing the target language, consequently stimulating and maintaining learner engagement and motivation. Beyond the linguistic dimension, immersion in a target language context offers invaluable insights into the cultural fabric of the language, thus fostering a more profound understanding and appreciation of the culture, promoting cultural exchange, and enhancing cross-cultural communication skills.

Essentially, acquiring a foreign language in its native context is vital for effective language learning. It provides enriched language input, immersive learning experiences, motivational advantages, opportunities for practical application, and pathways to cultural integration. Collectively, these factors contribute substantially to a deeper mastery and practical application of the target language.to a more profound mastery and practical application of the

target language.

At Nanjing Tech University Pujiang Institute, the Thai Language major currently confronts challenges in providing sufficient target language practice opportunities, primarily due to the scarcity of Thai instructors and the limited duration of exchange programs in Thailand. To surmount these challenges and augment student interaction with native speakers, the NJPJI Thai major is pioneering the incorporation of Tandem Language Learning into its curriculum.

This innovative strategy entails a prospective collaboration with Thai sister institutions to develop a Chinese+Thai e-Tandem course. Conceived as an integral component of the curriculum, this course promises not only practical language instruction but also academic credits to incentivize student engagement. At the core of this initiative is the establishment of a Tandem Language Learning platform, utilizing web multimedia technologies and resources. This remote online bilingual communication platform is tailored to furnish a comprehensive and individualized native language setting for students.

The objective of this platform is to significantly enhance students' foreign language competencies by simulating a native language context. This virtual environment is designed to emulate the immersive experience of a target language milieu, enabling students to partake in real-time, culturally pertinent communication with native Thai speakers. Collectively, the e-Tandem course and platform constitute a strategic endeavor to bolster language learning at NJPJI, ensuring that students acquire essential skills and cultural knowledge imperative for proficiency in the Thai language.

II. Building Target Language Environment via e-Tandem Learning Method

In the establishment of a target language environment, student interaction with native speakers through daily dialogues and activities is pivotal for improving listening, speaking, and communicative competencies. Furthermore, language proficiency can be augmented by engaging with relevant literature and media, including books, magazines, newspapers, television programs, and films. Nonetheless, access to authentic learning experiences in such an environment may not always be available to students. In these instances,

e-tandem learning emerges as a practical and efficacious alternative.

The Tandem learning method or language exchange learning method was developed by the European Union in the 1980s to implement a diversified language policy and gradually applied in foreign language teaching systems. Tandem comes from German, referring to a tandem bicycle that two people ride together. Similar to two people cooperating to ride a bicycle, two foreign language learners with different native languages form pairs on a one-to-one basis. They take turns taking the lead and cooperate to learn each other's native language or understand the cultural background of their language partner. At the same time, they teach their own native language or cultural background to each other. It is a learner-centered foreign language learning method based on intercultural learning and partnership, emphasizing autonomy (Calvert, 1992; Brammerts, 1996). This learning method emphasizes cooperation and mutual assistance among students, allowing them to communicate, share knowledge, and deepen their understanding and mastery of the subject matter. Through learning exchanges with language exchange partners, motivation and interest in learning are increased, and learning effectiveness is improved. In a cooperative learning environment, students encourage and support each other, inspire each other's learning potential, correct each other's mistakes and misunderstandings. At the same time, the Tandem learning method can also cultivate students' cooperation and social skills. In the process of cooperative learning, students learn to listen and respect others' opinions, as well as express their own viewpoints and ideas. In addition, the Tandem learning method can break the traditional teacher-centered teaching model in education and make learning more flexible and personalized. Students can choose suitable learning partners based on their own needs and interests, and arrange their learning based on their learning progress and learning style.

The effectiveness of the Tandem learning method has been confirmed by numerous scholars and widely applied in the field of foreign language education. For example, Jin (2010), Li (2011), Lee (2011), and others have discussed the application of the Tandem learning method in teaching Chinese as a foreign language. Studies by Hiranaka et al. (2011), Seo (2011), Hwang (2013), Koh

(2018), and others have also demonstrated the effectiveness of the Tandem learning method in teaching languages such as Japanese, Russian, Vietnamese, and Hindi. In addition to the traditional Tandem learning method, research in the field of foreign language education on e-Tandem is ongoing and continuously deepening. e-Tandem, which refers to non-face-to-face communication through online means such as email and online chat, allows language learners with different mother tongues who cannot directly meet or are in different countries to overcome spatial constraints and learn each other's languages.

Foreign language teaching based on e-Tandem learning method breaks through the limitations of time and space and has shown that it can achieve effective learning results comparable to offline teaching. It affirms that this learning method has the potential to become a teaching and learning method for foreign languages, and to establish a system for autonomous language learning (Ha et al., 2017). Especially since the outbreak of the COVID-19 pandemic, in order to move away from teacher-centered online teaching models, it has become a focal point for researchers in the field of foreign language education to study how to actively engage students in language learning and promote active communication. For example, Lee (2021) proposed an online course based on the Tandem learning method and investigated the course operation, learning content, and learner satisfaction through flipped learning and online live lessons. In fact, as early as 2004, foreign scholars proposed the idea of incorporating e-Tandem learning into foreign language teaching, such as Cziko (2004) and others. These scholars have explored diverse foreign language learning models and operational examples based on the e-Tandem learning method, all of which can achieve the designated learning objectives and have received positive evaluations.

According to the summary of previous research, e-Tandem learning method is a way to create a native language environment and has outstanding advantages. Firstly, e-Tandem learning method can transcend geographical boundaries, allowing students to communicate with native speakers, expand their social circle, and are not limited by time and space. Secondly, e-Tandem learning method can provide students with a real language environment,

increase language practice opportunities. Students engage in collaborative learning with native speakers of the target language, gradually transforming theory into practice. Students use the target language to communicate with language partners, promote language output, and through communication and interaction with each other, they can also obtain more input of the target language. Thirdly, students can receive targeted feedback and timely correction from the other party. When students engage in dialogue and communication with language partners, they easily discover their own language problems and receive timely guidance. Native speakers of the target language can accurately point out students' problems in pronunciation, grammar, vocabulary, etc., and provide corresponding correction suggestions, which help improve the accuracy and fluency of language expression. Fourthly, e-Tandem learning method can increase the autonomy, interactivity, and fun of learning, and stimulate students' confidence. Learners can choose suitable learning materials and activities according to their learning needs and interests. Language partners can improve each other's language abilities through mutual correction and feedback, learn and share learning resources, and jointly complete language tasks, providing students with practical language environments and real contexts, making the learning process more lively and interesting, and stimulating self-confidence. Fifthly, Tandem learning can provide a platform for cross-cultural communication, allowing students to better understand the cultural background and customs of the target language. Through communication with language partners, students can understand the speaking style, accent characteristics, and everyday language of the target language. At the same time, they can also learn about the culture, historical background, and social life of the other country. This cross-cultural communication and understanding helps students broaden their horizons and enhance their understanding and respect for other cultures.

III. Limitations and Solutions of e-Tandem Learning Method

While the e-Tandem learning method offers significant advantages, it is not devoid of challenges and limitations. Notably, in this student-centered approach, which prioritizes autonomy and reciprocity and transcends geographical barriers to facilitate communication with native speakers, there

exist potential risks of confusion or misunderstandings that may not be effectively resolved in the mutual language assistance process. The absence of teacher intervention could negatively impact the efficacy of language learning activities, thereby diminishing the overall learning experience. Furthermore, the success of the e-Tandem method hinges on the cooperation and commitment of both students and native speakers; lack of motivation or involvement from either party can impede learning effectiveness. Additionally, the method's effectiveness largely depends on the pairing with suitable learning partners. In cases where the partner's proficiency level is lower, it may limit the learning outcomes, making this method less suitable for beginners or those with a weaker foundation. The method is more apt for learners with an intermediate level of language proficiency or higher. Another challenge arises from the reliance on the availability and cooperation of language partners, potentially leading to inconsistent pacing in learning progress (Lim, 2017).

In formulating a collaborative approach for the construction of Chinese + Thai e-Tandem courses with sister schools in Thailand, various strategies are devised to mitigate these limitations. These include specialized teaching guidance, broadening the pool of learning partners, setting clear learning objectives and plans, and integrating other teaching methods and resources to enhance learning effectiveness.

i. Specialized Teaching Guidance

Throughout the entirety of the e-Tandem learning activities, student autonomy is emphasized, with instructors fulfilling a pivotal role as guides and supervisors in the language learning process. Instructors are tasked with affording students substantial freedom to interact with their language partners, refraining from direct intervention. Concurrently, instructors are responsible for monitoring the communication process, meticulously documenting the proceedings to track students' learning progress and outcomes, thereby providing necessary support and guidance as required. While maintaining respect for students' independent learning endeavors, instructors should engage constructively in the cooperative learning activities, ensuring that students benefit from accurate and efficacious language instruction.

An essential function of the instructor is to provide exemplary language models, as they serve as a critical reference in students' language acquisition journey. The influence of these models on students' linguistic development is profound, encompassing grammar, pronunciation, and vocabulary. In the collaborative process, instructors should not only present correct language models but also guide students in the appropriate application of language. This entails instructing students on effective expression methods and aiding them in navigating linguistic challenges. Moreover, instructors play a crucial role in offering feedback and suggestions during the language cooperation phase. This involves overseeing student interactions, highlighting language inaccuracies, correcting pronunciation and grammatical errors, and facilitating overall linguistic improvement.

ii. Broadening the pool of learning partners

Establishment of grade-level study groups is advocated to facilitate the inclusion of students with lower proficiency levels in cooperative learning activities. This strategy entails providing foundational cooperative skills training to these students, supplemented by the involvement of more advanced peers as mentors. The mentorship provided by higher-level students is instrumental in addressing the challenges faced by their less experienced counterparts, thereby fostering effective language communication. Such an approach not only augments the engagement and initiative of lower-level students in collaborative language learning but also offers them valuable guidance and inspiration.

Simultaneously, this methodology presents an opportunity for higher-level students to reinforce their own learning outcomes. By assuming the role of mentors, these students are able to solidify their knowledge through the act of instruction and explanation. This reciprocal teaching-learning dynamic not only benefits the mentees in acquiring linguistic skills but also aids the mentors in deepening their understanding and mastery of the subject matter.

iii. Setting clear learning objectives and plans

Prior to the initiation of each Tandem cooperative learning session, it is imperative for teachers to establish explicit learning objectives and plans. The formulation of these objectives serves to enhance student motivation and

dedication towards their learning tasks. In comparison to an approach devoid of defined goals, this methodological framework aids learners in comprehensively understanding the outcomes they are expected to achieve and the tasks they are required to complete throughout the learning process.

Pre-emptive goal-setting and planning enable students to judiciously allocate their time and resources, thereby mitigating the risks of procrastination and minimizing distractions. Additionally, the establishment of detailed learning plans provides learners with a clear understanding of the requisite content, the allocated time for learning, and the methodologies to be employed, consequently rendering the educational process more systematic and efficient.

Furthermore, the clarity provided by specific learning goals and plans facilitates a more focused engagement with the necessary learning content, effectively reducing the impact of extraneous elements. This strategic approach also empowers learners to regularly evaluate their academic progression, adjust their learning strategies and methodologies as needed, and thereby enhance the overall efficacy of their educational experience.

iiii. Integrating other teaching methods and resources

In alignment with predetermined learning objectives and plans, teachers may adopt the flipped classroom methodology during the preparatory phase of cooperative activities. This approach entails students engaging with pre-recorded instructional videos or reviewing teacher-prepared materials independently, thereby familiarizing themselves with the established learning goals and plans prior to the actual cooperative session. By shifting the burden of knowledge transfer to the preparatory stage, teachers can utilize the time during cooperative activities more effectively for practical application and deeper exploration of the subject matter.

During the cooperative activities, teachers can further facilitate learning by engaging in online Q&A sessions, soliciting student feedback, or encouraging the formation of discussion groups where students collaboratively address and resolve issues. This interactive and participatory approach not only enhances student engagement but also fosters critical thinking and problem-solving skills.

Furthermore, the exchange of educational resources with language partners, encompassing tutorials, practice exercises, vocabulary lists, literary

works, films, and music, can significantly enrich the learning experience. This resource sharing broadens the scope of learning materials accessible to students, offering a diverse range of tools to aid in their language acquisition and cultural understanding.

IV. **Ideas for the Construction of Chinese+Thai e-Tandem Course**

The concept of curriculum development encompasses a systematic methodology for determining the objectives, content, and pedagogical approaches of a course. This process is intricately tailored to the specificities of the subject matter, the requirements and aspirations of the student body, and the broader societal demands. It entails a series of meticulously orchestrated activities, including but not limited to course design, textbook selection, and teaching assessment, all under the expert guidance of teachers.

In the context of developing the Chinese + Thai e-Tandem course, a collaborative endeavor with a partner institution in Thailand is essential. This collaboration aims to establish a comprehensive framework for curriculum development activities. Central to this framework are the setting teaching objectives, the teaching and operation models, the articulation of teaching content and plans, and the methodologies for feedback and assessment. These components must be conscientiously designed and implemented, taking into account the pragmatic needs and educational objectives of both Chinese and Thai language majors. This collaborative approach ensures that the curriculum is not only academically rigorous but also culturally sensitive and responsive to the linguistic nuances of both languages.

i. Setting teaching objectives

The primary objective of this educational initiative is to enhance students' oral communication proficiency in both Chinese and Thai languages. It aims to develop their cross-cultural communication skills, equipping them with the necessary tools to effectively navigate and understand the cultural nuances and distinctions between China and Thailand. A key focus is to enable students to acquire and master essential vocabulary and sentence structures pertinent to everyday life and professional environments. This foundation is intended to

facilitate their ability to engage in fluid conversations and proficient professional communications.

Additionally, the program places emphasis on strengthening listening comprehension abilities, thereby allowing students to understand and process practical applications of the Chinese and Thai languages. An integral part of the curriculum is dedicated to developing reading skills, with the goal of enabling students to comprehend straightforward texts in both languages. Concurrently, there is a focus on cultivating writing skills, providing students with the capacity to participate in basic written exchanges in Chinese and Thai.

Another crucial aspect of the program is fostering independent learning competencies, empowering students to self-direct their studies and further expand their vocabulary and grammatical knowledge. The curriculum also seeks to enhance language application and communication skills through direct interaction with native speakers of Chinese and Thai. This real-time communication component is designed to not only improve linguistic abilities but also to ignite students' passion, enthusiasm, and motivation for language learning and cross-cultural exchange, thereby inspiring continued engagement with the Chinese and Thai languages.

ii. Teaching and operation models

The instructional approach for the Chinese + Thai e-Tandem Course is characterized as a self-directed and collaborative online language learning model. This model facilitates language communication and practice between students and native speakers of the target languages through a variety of online technologies, including email, instant messaging, voice, and video calls. The primary aim of this mode is to enhance students' linguistic competence in the target languages via reciprocal learning and support between partners.

The pedagogical design of the Chinese + Thai e-Tandem Course is inspired by the model used in the Korean Language and Literature program, as delineated by Koh (2017). This model centers on the provision of online collaborative courses utilizing the Tandem learning method, specifically tailored for the Korean and Hindi languages. Koh's implementation involved collaboration with Indian academic institutions and Indian students studying in Korea, with a marked emphasis on student autonomy. In this model, the role of

teachers is primarily to provide guidance, assistance, and support, while also focusing on summarization, review, and ensuring the availability of necessary equipment for the course.

Adapted to meet the unique requirements of Thai language learners, the Chinese + Thai e-Tandem course has expanded upon Koh's model. Figure 1 below illustrates the structured framework of the Chinese + Thai e-Tandem course teaching model, highlighting its key components and operational dynamics.
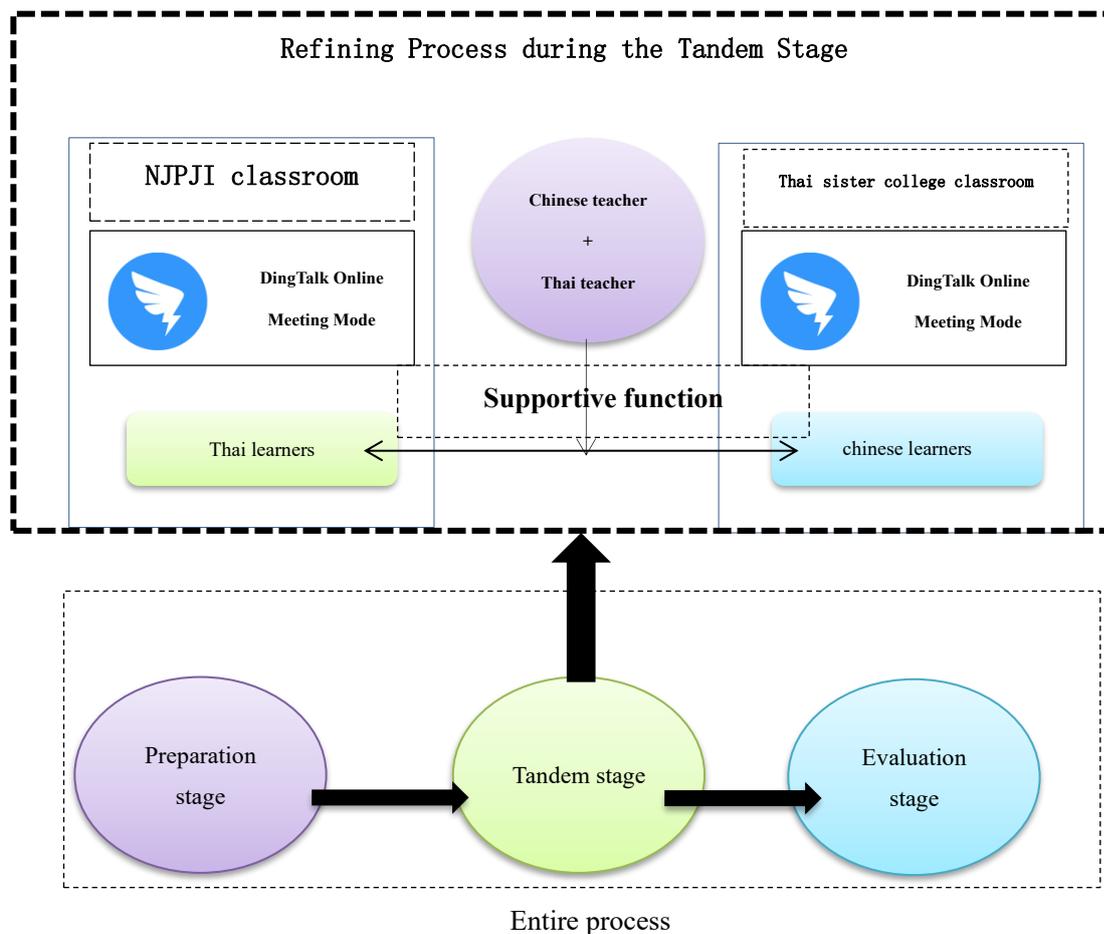

figure 1 Chinese + Thai e-Tandem Course Teaching and Operation Model

Figure (1) presents the teaching and operational model of Chinese-Thai e-Tandem course divided into three stages: preparation stage, led by teachers; Tandem stage, led by students with teacher's assistance; evaluation stage, led by teachers. Among them, the assistance stage is the core part, where Thai learners and Chinese learners participating in the course co-build a DingTalk assistance group and engage in remote assistance activities using DingTalk as a medium. Students from both sides take the lead in organizing activities, while Chinese

and Thai teachers observe the entire assistance activities and provide technical support. They may also offer occasional prompts and guidance in case of communication barriers.

In the preparation stage, both teachers need to clarify the objectives and learning focus of the assistance activities and discuss and determine the assistance themes together. Based on the theme, the two sides develop suitable learning resources for Chinese and Thai language learning, and share them in advance on the DingTalk assistance group for students to conduct independent learning in advance. Teachers address any doubts or supplement information during the students' preparation stage. Refer to example (1) for details.

Example (1) Sample Study Material for the Preparation Stage of Chinese-Thai e-Tandem Course

Tandem Topic

低头族社会

สังคมก้มหน้า

Key world

手机、社会现象、解决方式

โทรศัพท์มือถือ ปรากฏการณ์ทางสังคม วิธีแก้ปัญหา

Questions that require thought

低头族社会有什么危害？

你如何看待低头族？

如何摆脱低头族？

สังคมก้มหน้าส่งผลร้ายต่อสังคมอย่างไร

นักศึกษามีความคิดเห็นอย่างไรกับกลุ่มคนที่ก้มหน้าดูมือถือ

ทำอย่างไรจึงจะแก้พฤติกรรมก้มหน้าดูมือถือได้

Learning resources

ผู้เฒ่าเล่าเรื่อง "สังคมก้มหน้า" ทำลายสัมพันธ์ในครอบครัวจริงหรือ (Online video)

สังคมก้มหน้า ทำให้คนเกิดพฤติกรรมอะไร: รู้เท่าทันสื่อ (Online video)

是什么造就了"低头族"？ (Online article)

什么是"低头族"？"低头"有哪些危害？ (Online article)

Common tasks

1. Both parties introduce the harm of the society of smartphone addicts in the target language.

2. Both parties express their own opinions on smartphone addicts in the target language.

3. Both parties discuss ways to break free from smartphone addiction in the target language.

4. Questions and responses are conducted based on the presentations, opinions, and discussions of the other party.

5. Both parties practice writing in the target language about "smartphone addicts around me" and exchange corrections.

6. Both parties agree on additional tasks.

After both sides have made sufficient preparations, they can transition to the collaboration stage. The teachers on both sides can form groups in a one-on-one ratio based on student proficiency differences. Once the groups are formed, students from both sides can engage in language collaboration activities centered around a theme. The teachers on both sides take turns observing each student's collaboration process and keep records. Finally, there is the evaluation and feedback stage. After the lesson ends, teachers should try to point out students' problems and improvement directions as specifically and clearly as possible and provide specific suggestions and guidance to help students improve their language proficiency and learning effectiveness. However, the smooth implementation of this teaching model has some preconditions, including: (1) efficient internet connection: e-tandem courses mainly rely on online platforms for communication and learning, therefore, stable and efficient internet connection is required to ensure the smooth progress of the course; (2) language proficiency of both parties: e-tandem courses usually require language exchanges between two learners, so participants need to have a certain level of proficiency in the target language to facilitate effective dialogue and communication; (3) appropriate technical devices: participants in e-tandem courses need to have suitable technical devices such as computers, smartphones, or tablets to facilitate language exchange and learning on online platforms; (4) willingness to learn and self-discipline: e-tandem courses usually require learners to autonomously arrange learning time and content, so participants need to have the willingness to learn and self-discipline to actively participate in the course, complete learning tasks, and communicate with each other; (5)

communication and cooperation skills: since e-tandem courses involve language communication and learning between two learners, participants need to have good communication and cooperation skills to achieve mutual promotion of language learning; (6) language learning goals and plans: participants need to clarify their language learning goals and plans and negotiate and arrange with each other to effectively carry out language learning in e-tandem courses.

iii. Articulation of teaching content and plans

The curriculum of the Chinese + Thai e-Tandem course necessitates meticulous design to align with students' language proficiency, categorizing it into three distinct levels: beginner, intermediate, and advanced. A paramount aspect of this design process is the tailoring of teaching content to correspond with these varying proficiency levels. Such customization not only bolsters learning efficacy and fosters students' confidence but also facilitates the provision of personalized feedback and guidance, crucial for students' enhanced acquisition and mastery of Chinese and Thai.

Each student presents unique learning needs and proficiency levels. Consequently, calibrating teaching content to these specificities ensures that students engage with material that is appropriately challenging, thereby enabling a gradual and structured enhancement of their language skills. Conversely, content that is either excessively simplistic or overly complex can lead to student disengagement, manifesting as boredom or frustration, which in turn can detrimentally impact their interest and motivation in language learning.

In contrast, when teaching content is congruent with students' proficiency levels, it fosters a sense of achievement and self-confidence. This positive reinforcement serves as a catalyst for heightened learning motivation, encouraging active student participation. Tailoring teaching content to students' actual proficiency levels also empowers teachers to offer more effective, individualized feedback and assistance. When students encounter difficulties, teachers can provide pinpointed explanations and support, tailored to the learners' specific levels, thus facilitating overcoming of challenges and fostering progress.

The specific teaching content for the Chinese + Thai e-Tandem course, including the detailed breakdown of material for each proficiency level, is

delineated in Table 1

Table(1) Chinese + Thai e-Tandem course Teaching content and plans

levels	teaching content
beginner	1. Introduce myself: Learn how to introduce myself in Chinese and Thai, including basic information such as name, nationality, age, and occupation. 2. Everyday phrases: Learn commonly used greetings, farewells, expressions of gratitude, and apologies in daily life. 3. Numbers and time: Learn basic ways to express numbers and time, such as numbers 1-10 and how to talk about the time. 4. Common vocabulary: Learn some common vocabulary such as family members, colors, food, and animals. 5. Asking for directions and shopping: Learn how to ask for directions and guide others, as well as basic shopping phrases and ways for communication.
intermediate	1. Everyday Conversations: Improve everyday conversation skills and learn how to engage in simple communication and express opinions. 2. Travel Terminology: Learn essential vocabulary and phrases for traveling, such as booking hotels, buying tickets, ordering food, etc. 3. Restaurants and Menus: Understand Thai restaurant culture and language, and learn how to order food, ask about menu items, etc. 4. School and Work: Learn and discuss topics related to education systems, career planning, etc. 5. Movies and Music: Introduce interesting Thai movies and music, and learn related vocabulary and expressions.
advanced	1. Social Topics: Learn how to engage in complex social conversations, such as making friends, attending parties, and understanding social etiquette. 2. Cultural Differences: Explore the differences between Thai and Chinese cultures, and learn how to respect and understand each other's cultural beliefs. 3. Thai History and Traditions: Study Thai history and traditional culture, including knowledge about temples, festivals, and traditional attire.

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levels	teaching content
	4. News and Current Affairs: Stay updated on news and current events in Thailand and China, and learn how to read and comment on relevant articles and reports.
	5. Tourist Attractions: Discover famous tourist spots in Thailand and learn how to discuss topics related to visiting these attractions, including trip planning.

iiii. Methodologies for feedback and assessment

Feedback and assessment are crucial in providing learners with an accurate evaluation of their learning progress. Post-feedback, learners are enlightened about their areas of development, which fosters a sense of achievement and motivates continued learning. These processes are vital for learners to identify their weaknesses and improvement areas. Through comprehensive assessment, learners are able to set educational goals, formulate appropriate learning strategies, and develop customized learning plans.

For teachers, feedback and assessment are essential in understanding students' learning progression. Analyzing students' knowledge acquisition, skills, and preferences enables teachers to fine-tune their teaching methods. Feedback assists teachers in modifying their instructional approaches and materials to meet students' requirements more effectively.

Moreover, feedback and assessment help learners in clarifying their educational objectives and tracking their advancement. Regular assessments allow learners to check if they have achieved their set goals and to make necessary adjustments for improvement. The feedback and assessment methods for the Chinese and Thai e-Tandem course include oral feedback, written feedback, assessment tests, and learner self-assessment.

Oral Feedback: Engaging in oral feedback discussions at the end of each class provides a timely understanding of learners' progress and addresses their questions and uncertainties, planning for subsequent classes. This method allows for immediate corrections and adjustments based on learners' needs.

Written Feedback: Administered through emails, instant messaging tools, or online platforms, written feedback involves learners submitting assignments,

exercises, or questions for evaluation and written responses from teachers. This approach encourages learners to thoroughly think about and summarize their learning content, receiving targeted advice.

Assessment Tests: Conducting regular assessment tests evaluates learners' mastery and application of the Chinese and Thai languages. These can be implemented via online quizzes, exams, or other formats, helping teachers to gauge the overall learning situation of learners and providing guidance for future teaching.

Learner Self-Assessment: Learners are urged to self-evaluate and reflect on their learning process and outcomes. Methods like keeping learning journals, setting learning goals, and conducting self-assessments enable learners to recognize their progress and identify areas for improvement, motivating them to adjust their learning strategies accordingly.

Through these diverse feedback and assessment methods, teachers can quickly comprehend learners' educational situations and needs, making corresponding adjustments to teaching methods to enhance learning effectiveness. Simultaneously, learners are enabled to continuously improve their learning abilities and communication skills through engagement in feedback and assessment.

V. Conclusion

The establishment of an authentic target language environment plays a pivotal role in the efficacy of foreign language learning. True proficiency in the Thai language for learners at Nanjing Tech University Pujiang Institute (NJPJI) can be significantly advanced only within a genuine Thai linguistic context. While the NJPJI Thai major has implemented measures such as employing native Thai teachers and facilitating exchange programs with Thailand, constraints related to the limited number of instructors and the brief duration of study abroad programs have impeded comprehensive exposure to an authentic Thai language environment. Consequently, to augment the Thai language proficiency of students, the NJPJI Thai major has strategically endeavored to create a sustained target language environment over a four-year period.

One notable initiative towards achieving this goal is the introduction of the Tandem learning method. This methodology enables students to engage in linguistic exchanges with native Thai speakers, thereby practicing their language skills in an authentic environment. Tandem learning facilitates direct communication with Thai students, allowing for mutual correction of linguistic errors and enhancement of language expression capabilities. This educational approach not only multiplies the opportunities for students to utilize the language in real-life settings but also fosters cross-cultural exchanges and friendships.

Hence, this article aims to synthesize the benefits of Tandem learning while critically examining its limitations. It outlines the construction of a Chinese + Thai e-Tandem course, focusing on aspects such as the setting teaching objectives, the teaching and operation models, the articulation of teaching content and plans, and the methodologies for feedback and assessment. Moving forward, the NJPJI Thai major intends to continually refine and perfect the Chinese + Thai e-Tandem course, aspiring to establish it as a hallmark program of the institute's Thai Language major.

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