The Strategic Academic Management for Enhancing Communication Ability of Students Majoring in Thai Language at Xiangsihu College of Guangxi Minzu University

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Abstract: This study investigated communication problems and needs among Thai majors at Xiangsihu College of Guangxi Minzu University and developed strategic to enhance their Thai communication. Using a mixed-methods design, data were collected from students and teachers through questionnaires and interviews. The findings revealed major barriers in language system, cultural connotation, and conversational meaning, caused by outdated resources and limited speaking opportunities. To address these issues, the study proposes a strategic academic management framework consisting of curriculum adjustment, innovative teaching methods with technology integration, teacher development and collaboration, scientific evaluation and personalized feedback, and resource and policy support. The framework contributes practical implications for improving Thai communication education and cultivating small-language talents under the "Belt and Road" initiative.

Keywords: Strategy, Academic management, Thai communication

1. Introduction

In 2013, President Xi Jinping proposed the "Belt and Road" initiative, and since then, China's exchanges and cooperation with countries along the route have been continuously consolidated [1]. As the official language of Thailand, Thai not only provides linguistic knowledge but also serves as a gateway to cultural understanding and international cooperation. For Chinese universities, cultivating students who can apply Thai effectively in real contexts has become an important goal in talent development. Under the Belt and Road strategy, the cultivation

of international talents must be restructured to meet evolving global demands. This includes a focus on cross-cultural communication and broader global competencies [2].

However, Thai language education in China continues to face persistent challenges. Existing programs often emphasize grammar and vocabulary over real-time oral communication, resulting in students with limited practical speaking skills. Previous studies have highlighted the lack of immersive learning environments and modern teaching tools, but few have systematically addressed these issues through an academic management perspective. This reveals a research gap: while prior research discusses teaching methods and cultural training, there remains insufficient exploration of how institutional strategic and management practices can enhance Thai communication competence.

Therefore, this study focuses on Thai majors at Xiangsihu College of Guangxi Minzu University to: (1) investigate their communication problems and needs, and (2) propose academic management strategic to improve their Thai communication. The significance of this research lies in providing a strategic framework that not only supports practical language learning but also contributes to the cultivation of internationalized talents needed for regional development under the Belt and Road initiative.

2. Research Objectives

2.1 To Investigate the problems and needs about communication ability of Students majoring in Thai language at Xiangsihu College of Guangxi Minzu University.

2.2 To Develop the strategy academic management enhancing communication ability of students majoring in at Thai language at Xiangsihu College of Guangxi Minzu University.

3. Related Literature Review

3.1 Concepts and Related Theories

3.1.1 Concept of Strategic

This study focuses on four types of strategic: instructional management strategic, resource management strategic, learning management strategic, and emotional management strategic. Each type of strategy is aimed at improving the effectiveness of teaching management and supporting students' learning across diverse contexts, both theoretically and in practical applications within educational institutions.

3.1.2 Concept of Academic Management

Academic management refers to academic operations such as curriculum planning, instructional management, assessment, and educational personnel development. The primary goal is to systematically and sustainably enhance student quality and learning outcomes.

3.1.3 Concept of Thai Communication Ability

Thai communication encompasses the language system, including phonology, vocabulary, and grammar, as well as cultural and contextual meaning in conversation. Effective Thai communication skills require an integration of theoretical knowledge and practical use, including authentic opportunities to practice language in real-life situations.

3.2 Related Research

3.2.1 Research on Strategic

Various studies have been conducted on strategic:

Khalifa introduced the concept of "non-strategy" to distinguish true strategic from common misconceptions [3]. Iamudom and Tangkiengsirisin compared self-directed learning strategic between students from international and public schools in Thailand [4]. Vargas-Hernández and Vargas-González emphasized teaching strategic that promote meaningful learning through autonomy and real-life applications [5]. Navarro Montaño et al. explored inclusive teaching strategic based on Universal Design for Learning (UDL) to enhance participatory teaching in higher education [6]. Xu et al. analyzed language learning strategic among high- and low-level proficiency students, highlighting differences in strategy use, especially metacognitive strategic [7].

These studies demonstrate the significance of strategic in various fields such as theoretical clarification, language acquisition, and instructional practice.

3.2.2 Research on Academic Management

Research on academic management includes:

Marwan et al. examined academic service management at UIN Ar-Raniry University, identifying both strengths and challenges [8]. Landa Agurto proposed a model to improve entrepreneurial and innovative capabilities through academic management [9]. Salam and Syaifuddin discussed the importance of effective planning, organizing, and evaluation in educational management [10]. Basri et al. emphasized leadership's role in academic management and its effect on educational quality [11]. Rokhman et al. developed a scientific model for academic supervision that significantly enhances supervisor effectiveness [12].

These studies highlight academic management's critical role in achieving institutional quality, promoting innovation, and improving teaching and learning outcomes.

3.2.3 Research on Thai Communication

Chaya and Inpin studied the impact of movie-based mobile learning (MBML) on students' oral skills and intercultural competence [13]. Wiboolyasarin et al. investigated students' preferences regarding oral corrective feedback in Thai as a foreign language [14]. Zerfass et al. introduced a new definition of strategic communication [15], while Coombs explained communication strategic in crisis management [16]. Vargas explored the influence of language on interpersonal judgment and persuasion [17].

These studies confirm that communication—both in linguistic and strategic forms—is vital for effective learning and interaction in Thai language education and beyond.

3.3 Conceptual Framework

Based on the literature review, literature, and related studies, the authors developed the following conceptual framework, as shown in Figure 1.
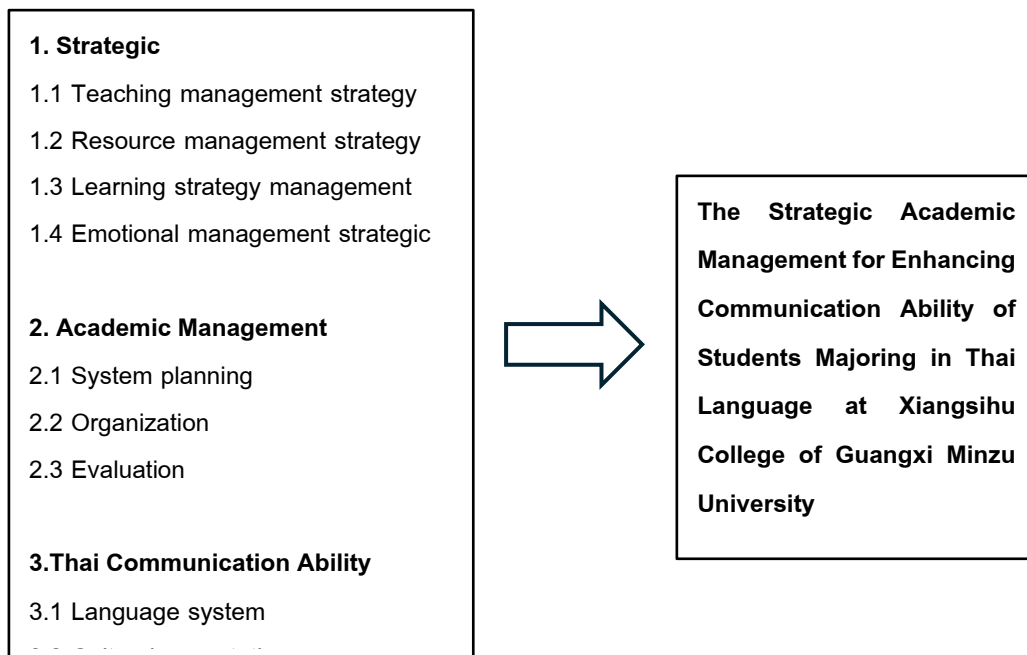

1. Strategic

1.1 Teaching management strategy

1.2 Resource management strategy

1.3 Learning strategy management

1.4 Emotional management strategic

2. Academic Management

2.1 System planning

2.2 Organization

2.3 Evaluation

3.Thai Communication Ability

3.1 Language system

→

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Figure 1 Conceptual Framework

4. Research Methodology

4.1 Population and Sample

This study involved two groups of research participants:

1) Population 1 consisted of 173 students majoring in Thai language at Xiangsihu College of Guangxi Minzu University. The study included all 173 students in the data collection without sampling to ensure the representation of all student group's characteristics.

2) Population 2 included 13 Thai language teachers. All 13 teachers were selected using purposive sampling, based on their direct involvement in Thai language instruction and their relevant teaching experience (Rai & Thapa, 2015, pp. 8–15).

4.2 Research Instruments

Two instruments were utilized for data collection:

(1) Questionnaire:

The questionnaire consisted of two parts: 1. General Information, and 2. Problems and Needs in Thai Communication for Thai major students. The questionnaire was structured around three core dimensions:

Language System: Pronunciation, grammar, and vocabulary mastery.

Cultural Connotation: Cross-cultural understanding and social etiquette.

Conversational Meaning: Contextual understanding, implied meaning, and interactive ability.

Three experts used the item-objective consistency (IOC) method to assess the content validity of the questionnaire, which measures the consistency between the items and the research objectives. The IOC scores ranged from 0.67 to 1.00, indicating high validity. Reliability was tested using Cronbach's alpha coefficient (an internal consistency indicator), with a result of 0.67, which is acceptable for social science research.

(2) Interviews:

We conducted semi-structured interviews with 13 Thai language teachers who hold bachelor's degrees or higher in Thai language or related fields. Their teaching experience ranges from 3 to 28 years, with many having studied or taught in Thailand. The interviews explored teaching challenges and strategic for improving Thai language communication skills.

4.3 Data Collection

Two methods were used in this study. First, questionnaires were distributed online to all student participants, and responses were collected electronically. Second, interviews were conducted with selected teachers.

4.4 Data Analysis

Quantitative data in the questionnaire were analyses using frequency, percentage, mean (M) and standard deviation (S.D.). A five-point Likert scale was used to measure students' problems and needs. Qualitative data from the interviews were analyses using content analysis to identify recurring themes.

5. Research Results

The study examined the Thai communication ability of Thai language majors at Xiangsihu College of Guangxi Minzu University. Both quantitative and qualitative data revealed high-level challenges across three main dimensions: language system, cultural connotation, and conversational meaning. The questionnaire results indicated that all three areas were rated as high-level problems (M = 3.62–3.88, S.D. = 0.80–0.97) (see Table 1). Interviews with 13 teachers further explained the underlying causes, highlighting curriculum limitations, insufficient immersive experiences, and limited practice opportunities.

5.1 Problems of Thai Communication

Table 1 : The problems of Thai Communication for Thai Language Major Students at Xiangsihu College of Guangxi Minzu University.

Problems	M	S.D.	Level
1. Thai language system	3.62	0.97	High
2. Cultural connotation	3.88	0.80	High
3. Conversational meaning	3.69	0.89	High
Total	**3.73**	**0.89**	**High**

Key from Interviews

Language System Difficulties: Teachers reported that students struggle with pronunciation, tone differentiation, and grammar, often applying written rules to oral communication.

"Students' oral expressions are basically in written form and sound rigid" (T2).

"Some students memorize sentences mechanically and cannot flexibly use them" (T7).

Cultural Connotation Gaps: Limited exposure to authentic Thai cultural scenarios leads to improper use of honorifics and etiquette.

"Cultural teaching is mainly lecture-based; students lack practical experience" (T4).

Conversational Meaning Challenges: Students have difficulty interpreting implicit meanings and engaging in fluent dialogue due to limited scenario practice.

"Students lack oral interaction and cannot respond quickly in real-life conversations" (T12).

Table 2 : The needs of Thai Communication for Thai Language Major Students at Xiangsihu College of Guangxi Minzu University.

Needs	M	S.D.	Level
1. Thai language system	4.01	0.77	High
2. Cultural connotation	3.75	0.84	High
3. Conversational meaning	4.06	0.79	High
Total	**3.94**	**0.80**	**High**

Key from Interviews

Enhanced Pronunciation and Grammar Practice: Students require systematic and frequent oral training.

"Only one phonetics class per week; lack of one-on-one pronunciation correction" (T2).

Immersive Cultural Experiences: Greater exposure to real-life Thai contexts, such as festivals and workplace dialogues, is needed.

"Thai exchange programs are limited and need diversification" (T1).

Conversational and Scenario-based Training: Integration of practical exercises to strengthen oral adaptability and confidence.

"Oral logic training is theoretical and lacks scenario-based simulation practice" (T3).

5.2 Factors Restricting Thai Communication

Curriculum and Resource Limitations: Outdated materials and insufficient class hours restrict students' practice.

"Weekly oral teaching time is too short to meet training needs" (T4).

Technological and Environmental Constraints: Aging equipment and lack of immersive platforms reduce interaction opportunities.

"Aging multimedia equipment causes audio-video sync issues in original Thai videos" (T2).

Student-related Factors: Varying proficiency levels and psychological barriers affect participation.

"Wide proficiency gap (2–3 levels) among students in the same class complicates teaching balance" (T1).

5.3 Summary

In summary, Thai language majors at Xiangsihu College of Guangxi Minzu University face significant challenges in language accuracy, cultural understanding, and conversational ability. The questionnaire results and teacher interviews converge on 3 main issues: limited oral practice, outdated teaching resources, and insufficient immersive experiences. The thematic analysis

provides a clear foundation for developing targeted academic management strategic to enhance Thai communication competence.

6. Discussions of Results

6.1 Key Causes of Thai Communication Challenges

The study identified three primary challenges affecting Thai communication among students: language system deficiencies, cultural barriers, and weak conversational logic.

6.1.1 Language System Deficiencies

Students showed persistent difficulties in pronunciation, tone, and grammar application, often transferring written patterns into oral expression. This confirms previous findings that traditional teaching emphasizes theoretical knowledge over practical oral training [17]. Unlike prior studies, this research highlights the compounded effect of limited class hours and lack of one-on-one correction, providing empirical evidence for the impact of teaching logistics on language mastery.

6.1.2 Cultural Barriers

Misuse of honorifics and improper etiquette in business settings illustrates a gap between classroom instruction and real-life application. While prior studies note the general importance of cultural competence, this study emphasizes the fragmented and lecture-based nature of cultural teaching, identifying the lack of immersive experiences—such as simulations of festivals or workplace dialogues—as a key constraint. This extends previous research by linking specific teaching practices to observable deficits in student cultural expression.

6.1.3 Weak Conversational Logic

Students struggled with interpreting implicit meanings and responding appropriately in context, reflecting inadequate scenario-based teaching and critical thinking development. These findings corroborate Elder and Haugh's [18] assertion that "dynamic interactive training is needed for dialogue meaning negotiation," while also demonstrating the practical limitations of outdated textbooks in fostering pragmatic reasoning.

6.2 Strategic Academic Management: Theory and Practice

Based on the identified challenges, the study proposed a multi-dimensional academic management strategy that integrates curriculum design, technology, and teacher development.

6.2.1 Curriculum Adjustment

Shifting from "knowledge accumulation" to hierarchical ability cultivation addresses both pronunciation and conversational challenges. Incorporating specialized modular exercises, such as daily speech reinforcement and AI-assisted speech analysis, responds directly to student

needs. This aligns with the student-centered, technology-empowered model in Raha et al., [18] and confirms that targeted skill training enhances oral proficiency more effectively than traditional lecture-based methods.

6.2.2 Scenario-Based Teaching

Embedding business negotiation simulations and AI virtual social scenarios integrates language, culture, and conversational meaning in authentic contexts. This extends Killen and O'Toole's [19] theory that teaching strategic should adapt to learners' cognitive characteristics, providing practical validation of the model in a Thai language context.

6.2.3 Technology Integration

Digital tools, including AI speech evaluation and native Thai corpora, alleviate resource constraints and enable personalized, real-time feedback. This approach complements Loon et al.'s [20] findings on simulation games promoting active learning and extends their applicability to multilingual language instruction.

6.2.4 Faculty Development and Evaluation

The "dual track" teacher development model, combining local experience and international exposure, addresses cross-cultural teaching deficiencies. Standardized evaluation indicators integrated with AI learning profiles resolve the subjectivity issues identified by Hounsell [21], confirming the role of structured evaluation in enhancing teaching effectiveness.

6.3 Research Limitations and Future Research Directions

6.3.1 Limitations

Sample is limited to Xiangsihu College; long-term effectiveness of the proposed strategic remains untested; AI tools' usage may be constrained by institutional hardware.

6.3.2 Future Research

Longitudinal tracking of student outcomes (employment competitiveness, certificate acquisition), exploring VR for immersive cross-cultural training, and interdisciplinary integration for dual-capability models in language education.

As an educational management researcher, this study deepened my understanding that improving Thai communication requires more than traditional pedagogical reform; it requires the systematic integration of pedagogy, technology, and cross-cultural practices. The research results are not only consistent with previous studies, but also provide a unique perspective, emphasizing that academic management is the key to connecting theory and practice, and provides practical significance for the cultivation of minority language talents in the context of globalization and the "Belt and Road" initiative.

6.4 Reflection and Contribution

As an educational management researcher, this study deepened my understanding that improving Thai communication requires more than traditional pedagogical reform; it requires the systematic integration of pedagogy, technology, and cross-cultural practices. The research results are not only consistent with previous studies, but also provide a unique perspective, emphasizing that academic management is the key to connecting theory and practice, and provides practical significance for the cultivation of minority language talents in the context of globalization and the "Belt and Road" initiative.

7. Conclusion

This study examines communication problem and academic management needs of Thai language majors at Xiangsihu College of Guangxi Minzu University. It reveals that traditional instruction overemphasizes theory, underpreparing students for practical communication, and highlights the combined effects of language system gaps, cultural differences, and weak conversational logic.

The proposed strategic academic management framework—covering curriculum innovation, targeted skill modules, contextualized teaching, technology integration, and faculty development—offers actionable guidance to align theory with practice. This strategic provides a reference for multilingual programs seeking to enhance language proficiency and intercultural competence.

In summary, strategic academic management plays a pivotal role in coordinating pedagogy, resources, and technology, offering practical and theoretical insights for minority language education and international talent development under the Belt and Road Initiative.

8. Suggestions

8.1 Recommendations for Applying Research Findings

8.1.1 Revise the curriculum to prioritize authentic communication practice, situational dialogues, and real-life simulations to improve students' fluency and confidence.

8.1.2 Promote blended learning and digital tools such as AI-powered language assistants, e-learning platforms, and VR scenarios to provide immersive and interactive practice opportunities.

8.1.3 Organize regular professional development workshops for Thai language instructors and strengthen partnerships with Thai universities through teacher exchanges and joint academic initiatives.

8.1.4 Implement multi-dimensional assessments combining teacher evaluations, peer reviews, and self-assessment to monitor, guide, and enhance students' communicative performance.

8.2 Recommendations for Future Research

Future research should expand the sample size to include Thai language courses from multiple institutions and regions, explore the application of digital technology in personalised and contextualised teaching, study the integration of Thai communication skills with business, tourism, and cross-cultural modules, and develop a cost-effective, context-appropriate framework for assessing students' communication abilities.

9. Acknowledgements

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