



Effectiveness of an Integrated CSP-Based Teaching Strategy on Tourism Chinese

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Abstract*

With the recovery and increase of the number of Chinese tourists going to Bali after the epidemic, the local demand for hotel service personnel who can communicate effectively in Chinese is becoming more and more urgent. However, the supply of such talents in Bali is still seriously insufficient. This supply and demand gap is also reflected in the pre-test results of hotel management students participating in the test - although Udayana University is one of the few universities in Bali that offers Chinese elective courses for students in this major, most of the previous Chinese teaching received by students is general Chinese content, and rarely involves the special communication needs of the workplace. This study aims to evaluate a comprehensive Chinese for Specific Purposes (CSP) teaching strategy, which attempts to improve the tourism Chinese proficiency of hotel management students in Bali, Indonesia. Twenty-five students from a hotel management undergraduate class participated in this classroom action research intervention. Under the guidance of CSP, the study adopted a comprehensive teaching strategy, integrating Audiolingual Method (ALM), Performed Culture Approach (PCA) and Task-Based Language Teaching (TBLT). The two-month study also used an explanatory sequential mixed-methods design: pre-test and post-test scores, classroom observation, focus group discussion and semi-structured individual interviews were triangulated for verification. After implementing the teaching strategy, the average score of the study class rose from 50.2 to 74.44, and the pass rate climbed from 24% to 68%. Normalized gain analysis shows that the method has a moderate effect; and among all tasks, the most significant progress is reflected in the weakest professional task areas, and the vast majority of learners have made quantifiable progress. The research results confirm that despite the limited teaching conditions, the demand-oriented and step-by-step CSP framework can still promote students' progress in Tourism Chinese proficiency effectively.

1. Introduction

Bali enjoys a unique position in the global tourism map as one of the most popular tourist destinations in Southeast Asia and even the world, and China has long been one of its main source markets. Before the outbreak of COVID-19 pandemic, the total number of Chinese tourists sometimes even exceeded that of Australia and India, rising to the country with the largest number of tourists visiting Bali. Given that tourism has always been the pillar industry of the island, with the recovery of outbound tourism in China after the epidemic, the number of Chinese tourists has steadily recovered, and the demand for Chinese-speaking tour service personnel, including tour guides and hotel staff, is increasing. However, many tourism practitioners who used to speak Chinese changed careers during the industry downturn, resulting in a significant gap between industry demand and available human resources (Lai & Liu, 2024). This gap in supply and demand at the macro-level highlights the urgency of carrying out effective tourism Chinese teaching.

At the micro-language level, the communication challenges faced by Bali hotel employees are far more than the lack of vocabulary for tourism Chinese. Tourist Chinese - first established by Shi (2001) as a specialised field covering language and cultural phenomena such as catering, accommodation, transportation, sightseeing, shopping and entertainment - requiring learners to be able to master language conversion, pragmatic conventions and culturally rooted verbal behaviour, which are significantly different from the ability of general Chinese. Shen (2005) then extended this concept to non-target language countries, believing that context-based teaching methods are crucial when learners have limited opportunities for immersive learning. In Bali, the local culture is mainly influenced by Hinduism, which is very different from Chinese customs in terms of social etiquette and communication style. Cross-cultural communication requires not only language translation, but also a process of cultural cognition and behavioural adaptation. This unique sociolinguistic ecology makes the island a very inspiring research site, helping to explore how to effectively teach tourist Chinese remote from the target language environment.

The Chinese education in Bali is official supported by two Confucius Institutes: the Tourism Confucius Institute at Udayana University and the Balingkang Confucius Institute at University of Education in Ghana. Among them, the Tourism Confucius Institute at Udayana University has a clear feature of Tourism Chinese and provides training programs for local hotel employees, airport staff, immigration officials, tour guides, police and undergraduates in tourism in Bali. Since April 2023, the author has been teaching at this Tourism Confucius Institute for six semesters, providing tourist Chinese training for students from the faculty of Tourism in Udayana University and staff from various institutions in Bali. Through this continuous teaching practice, the author has accumulated first-hand understanding of the specific teaching challenges in the context of Bali - including limited teaching hours, uneven language background and level of students, and lack of Chinese immersion environment outside the classroom.

In the academic field, although the literature in the field of Chinese for Specific Purposes (CSP) is increasingly abundant, empirical research on the teaching method of Chinese for tourism is still insufficient. Searching on CNKI with the keyword "Tourism Chinese", a total of 274 results were obtained, mainly master's theses (151) and journal articles (89). Existing research mainly focusses on five subject categories - teaching status and challenges, curriculum design, case study, textbook analysis and regional application - and relatively few studies on using rigorous mixed research methods or evaluating teaching strategies through quantitative and qualitative dual perspectives (Chen, 2021; He, 2018). In the context of Indonesia, Wang (2018) analysed the needs of Bali tourism practitioners, and Liu (2018) tried situation-rich activities, but both studies

were limited by small sample size and lack of comprehensive strategic evaluation. Previously, no research has systematically designed, implemented and evaluated the comprehensive teaching strategy of tourism Chinese in a real workplace-oriented university environment, and no research has evaluated the efficiency of the strategy and its operation mechanism at the same time.

This study develops and tests a comprehensive teaching strategy based on CSP, which combines three mainly complementary teaching methods in turn, thus filling this recognised gap. The Audiolingual Method (ALM) helps learners establish the basic accuracy of pronunciation and high-frequency sentence structure through systematic model training. The Performed Culture Approach (PCA), drawn from the framework of Walker (2010), positions cultural interpretation as a carrier of language acquisition. Through in-depth understanding of relevant cultural differences and script performance of tourism scenarios, learners can internalise language forms and service behaviours that conform to cultural norms. Task-Based Language Teaching (TBLT), following Willis's (1996) three-phase model, requires learners to synthesise and apply all acquired competencies in holistic, goal-oriented workplace tasks. Together, CSP determines the "what" and "why" of instruction, while ALM, PCA, and TBLT operationalise the "how" in a coherent sequence moving from accuracy to culturally embedded practice to authentic task performance.

This research is built on the classroom action research (CAR) framework, applying Kemmis and McTaggart's (1988) well-known iterative cycle: "plan–act–observe–reflect". Notably, the researcher served as both the designer and the actual class teacher. An explanatory sequential mixed-methods design is applied, integrating quantitative data from pre-tests and post-tests with qualitative materials from classroom observations, a focus group discussion, and individual interviews. This setup allows us to measure learning progress effectively, and more importantly, to uncover how these strategies work in practice. The study is guided by three research questions: (1) What is the students' Chinese proficiency before the application of the teaching strategies? (2) How does proficiency change after the application, and through what processes do the strategies function? (3) What is the overall efficiency of the strategies, and what implications emerge for refining Tourism Chinese pedagogy in Bali? The students' Chinese proficiency in the research questions here is measured by oral performance tests, which used analytical scoring criteria to evaluate the completion of tasks, cultural accuracy and pragmatic appropriateness. When students can complete a work task fully with correct culture and pragmatics, instead of just saying scattered words, they are considered to have "language utilisation ability".

The contribution of this article is threefold. At the theoretical level, it extends CSP scholarship by demonstrating how ALM, PCA, and TBLT can be integrated within a single instructional cycle to serve the communicative needs of tourism Chinese. At the methodological level, this study adopts a complete CAR paradigm and conducts triangulation of quantitative and qualitative data, especially valuable given the limited resources available in vocational education settings. At the practical level, the documented teaching procedures, adaptive peering strategy, and activity sequences provide a replicable teaching model for educators in other tourism-dependent regions facing similar conditions.

2. Research Methods

This study employs an explanatory sequential mixed-methods design embedded within a classroom action research cycle guided by CSP principles. The research works through three stages: Diagnostic Analysis (needs assessment and pre-test baseline), Intervention Validation (strategy implementation and post-test measurement), and Systematic Optimisation (triangulated

reflection and pedagogical implications). Each stage uses complementary quantitative and qualitative instruments.

Twenty-five second-year undergraduate students majoring in Hotel Management at the Faculty of Tourism, Udayana University, participated in this study. They came from three different classes but were converged into a same Chinese course. Prior to this teaching intervention, they had completed two semesters of general Chinese courses at the HSK Level 1 standard; however, their overall Chinese proficiency remained low, let alone their tourism Chinese proficiency. There were also noticeable gaps in language proficiency within the group: some students had already acquired basic conversational skills like greeting and farewell, self-introduction and inquiry, number and time, etc, while others only had a vague memory of what they had learned previously. The course content for this teaching intervention was determined based on a questionnaire-based survey analyzing the learners' needs and relevant influencing factors. It focused on Chinese for hotel workplace scenarios, including check-in procedures, room reservations, room service, and check-out processes. The researcher took over the teaching duties starting from the fourth class session of the semester. Due to factors such as public holidays, campus events, and the students' wish to finish all examinations before Christmas, the actual teaching schedule consisted of only nine sessions, each lasting 90 minutes, delivered over a period of two months.

Five instruments were employed: (1) a needs analysis and influencing factor questionnaire in Indonesian, based on Hutchinson and Waters's (1987) framework; (2) self-developed oral pre-test and post-test comprising eight hotel-scenario tasks scored on analytical rubrics assessing task completion, linguistic accuracy, and pragmatic appropriateness; (3) Classroom observation notes, which records in detail the flow of each class, student participation and teaching adjustment; (4) a focus group discussion with eight purposively selected students; and (5) semi-structured individual interviews with eight students representing diverse proficiency path. All qualitative instruments used mixed-language guides and were conducted primarily in English.

Quantitative data were analysed with descriptive statistics and normalised gain (N-Gain) scores following Hake's (1998) formula. We analysed the qualitative data following the thematic analysis framework proposed by Braun and Clarke (2006). To ensure the trustworthiness and robustness of the findings, we also conducted data triangulation across all available sources, as outlined by Denzin (1978).

3. Discussions (Bold 12)

The discussion first puts the empirical research results in the diagnosis, intervention and reflection stages of this study, and combines quantitative results with qualitative evidence to clarify the extent of change and the mechanism behind it.

Diagnostic baseline: needs and pre-test profile. Need analysis reveals that all seven target communication skills were rated as very high in importance (means 4.44–4.88). The biggest gap between perceived importance and self-assessment ability is restaurant communication (2.24), cross-cultural awareness (2.08) and product recommendation (2.04). Students reported a strong instrumental motivation - believing that fluent Mandarin can bring employment advantages with the highest score (4.72) - but at the same time, they regard Chinese character writing difficulties (4.20) and pronunciation anxiety (4.08) as the main obstacles. In the open answer, the students pointed out that the prior courses focus too much on general vocabulary and ignores the real hotel scenarios. These diagnostic findings directly affect the design of the intervention program, therefore the program prioritises workplace-scenario role-play, systematic pronunciation drilling, and needs-aligned task content.

The pre-test confirmed a structural weakness of "strong comprehensive ability but weak professional ability". The class mean was 50.2 (SD = 18.24), with a pass rate of only 24% and no students reaching the excellence threshold (≥ 90). Students achieved accuracy rates above 74% on basic items (Greeting, Service Attitude) but below 28% on professional tasks. Question 5 "Handling Special Requests" is the most prominent: the mean is 1.32, the accuracy rate is 8.8%, and 60% of the student scored zero. Question 6 "Check-out Process" shows a trend of polarisation (standard deviation = 6.08). The score range of 72 points (15–87) highlights the significant heterogeneity within the class. Table 1 summarises these baseline indicators.

Table 1
Pre-Test Descriptive Statistics for Key Tasks (N = 25)

Indicator	Q1 (5)	Q3 (20)	Q5 (15)	Q6 (20)	Q8 (10)	Total	Pass Rate
Mean	3.76	10.64	1.32	5.56	7.48	50.2	24%
Accuracy	75.2%	53.2%	8.8%	27.8%	74.8%	50.2%	—
Zero Scorers	0	1 (4%)	15 (60%)	8 (32%)	0	—	—

Intervention content: The intervention program includes a total of nine 90-minute sessions once a week. The process of each session is consistent: review the of the previous class content, learn and practice new words and sentence patterns through ALM method, simulate hotel service scenarios through PCA role-playing, and apply the learned content to complete workplace tasks through TBLT tasks. Table 2 summarises the topics each session.

Table 2
Lesson Topics of Hotel Management Class

Meeting	Lesson
1	Greeting and Room Type
2	Mid term test / pre test
3	Room Reservation and Cross-cultural Communication Skills
4	Check-in Procedures
5	Hotel Facilities Introduction and Giving Directions
6	Handling Special Requests like Morning-Call and food service
7	Check-out Procedures& Payment Processing
8	Farewell and Review for all the lessons
9	Final Exam / post test

Intervention outcomes: quantitative gains. After nine meetings, the class mean already rose to 74.44, with an improvement of 24.24 points. The pass rate increased from 24% to 68%, and the excellence rate reached 44% from 0%. Table 2 shows the pre-post comparison across the key questions.

Table 3
Pre-Test vs. Post-Test Comparison (N = 25)

Question	Full	Pre M	Post M	+Value	Pre AR	Post AR	+AR pp	Zero Δ
Q1 Greeting and Reception	5	3.76	4.60	+0.84	75.2%	92.0%	+16.8	0→0
Q3 Check-in	20	10.64	14.60	+3.96	53.2%	73.0%	+19.8	1→0
Q4 Facilities Introduction	10	3.56	6.20	+2.64	35.6%	62.0%	+26.4	5→2
Q5 Special Request	15	1.32	8.84	+7.52	8.8%	58.9%	+50.1	15→2
Q6 Check-out	20	5.56	13.32	+7.76	27.8%	66.6%	+38.8	8→0
Q8 Service Attitude	10	7.48	9.52	+2.04	74.8%	95.2%	+20.4	0→0
Total	100	50.2	74.44	+24.24	50.2%	74.4%	+24.2	—

Note: M = Mean; AR = Accuracy Rate; pp = percentage points.

This progress is caused by several factors. Firstly, the series of exercises of the ALM method enable students to master the pronunciation and the ability to automatically construct basic sentences. Secondly, PCA role-playing integrates these expressions and sentences into real service situations with a focus on cultural appropriateness, helping students transfer the knowledge they have learned from classroom to practical communication. Third, TBLT tasks require students to comprehensively use a variety of skills to achieve practical workplace goals, thus improving the accuracy and fluency of workplace communication. It is the comprehensive application of these three methods - rather than any single method - that has promoted the observed progress. In addition, consciously pairing students with strong language proficiency and weaker proficiency provides peer support, which can not only reduce learning anxiety and enable learners with insufficient self-confidence to participate more actively, but also promote the progress of the better level students and deepen their memory.

In the questions with the weakest level of ability, the progress is the most significant. The accuracy rate of Q5 processing special requests increased from 8.8% to 58.9%, and the proportion of zero scorers decreased from 60% to 8%. And the accuracy rate in post-test of Q6 check-out process has increased by 38.8 percentage points, and those who get zero points have completely disappeared. When it comes to the basic projects such as Q8 service attitude and Q1 Greeting and Reception, both of their post-test accuracy rates have reached an excellent level. All these show that the intervention not only effectively consolidate the basic capabilities, but also promote breakthrough progress in the weakest professional fields.

Normalised gain analysis shows that the average N-Gain of this class is 0.53 (standard deviation = 0.28). According to the criteria of Hake (1998), the result is considered to be moderate. 44% of students achieved high gains (N-Gain > 0.7), 28% were medium gains, and 28% were low gains. The score distribution changed from the bottom-level heavy structure (76% below 60 points) to the top-level reinforced structure (60% at 80 points and above). Among the 25 students in this class, a total of 23 students (92%) improved their grades, among which the learners with lower starting scores made the most significant progress. For example, A12 increased from 33 points to 92 points, A8 increased from 39 points to 91 points, and A5 increased from 20 points to 75 points. However, there were also two students whose grades declined: student A14 dropped from 48 points down to 40, and Student A22 fell from 40 points to 37. According to individual interviews, both of them attributed the decline in grades to long-term absenteeism and insufficient efforts, rather than insufficient teaching strategies.

Mechanisms of change: qualitative evidence. Classroom observations indicate that the teaching process of each class was consistent: reviewing previous content, intensive training on new vocabulary and dialogues based on ALM, role-playing activities integrated with relevant cultural knowledge contexts, designed under the guidance of PCA, and completing TBLT tasks in a simulated workplace context. Teachers flexibly paired students with higher language proficiency and those with lower proficiency to form a dynamic scaffolding structure. When the matching effect was not ideal - students with lower proficiency only paid attention to preparing by themselves, while those with higher proficiency began to do nothing after completing their part of the task - teachers employed a shared responsibility mechanism to motivate students to provide active peer counselling. When the classroom order was disturbed by too many students being late or other factors, teachers would immediately adjust the teaching strategy: extend the review time, conduct intensive exercises for specific topics, and use WhatsApp to provide exercise explanations as a supplement to classroom teaching, and other relevant measures.

In the focus group discussion, the majority of students agreed that role-playing is the most effective activity for them. One participant pointed out: "This way of role-playing helps us understand the various situations that may be encountered in the daily service scene of receiving Chinese tourists." Another participant emphasised that the transition from general Chinese to tourism Chinese content is a watershed: "In the past, we only learned HSK Level 1 general basic Mandarin, but in your class, we learned tourism Chinese for hotel industry." The repetition-based ALM teaching link is also highly respected by students, especially those with weaker Chinese proficiency: "Repeating exercises keep the words firmly remembered in the mind." The pairing strategy is also widely praised: "The teacher will pair students who do not speak Mandarin at all with students with a high level, so that they can learn from each other."

Semi-structured individual interviews confirm the effectiveness of teaching strategies through diversified study cases. Respondent A12 (33→92) attributed the success to the teacher's teaching strategy of "letting students perform one by one in front of the class", and stated that he would supplement classroom learning by watching Chinese TV dramas after class. A4 (40→94) believes that her success is due to partner practice and systematic repetition, and strongly recommends that the university continue to carry out Chinese teaching, instead of the current arrangement of Chinese classes only in the first three semesters. A5 (20→75) emphasises that role-playing and drilling exercises are the main driving forces for her progress. Even A16 (36→60) whose grades didn't reach the pass line, she also reported that the learning motivation has been enhanced after this semester's study. At the same time, only two students whose grades declined were attributed to external constraints based on their statement: A14 had no energy to study during the day because she was absent from work training for four consecutive weeks and worked in cafes that required all-night shifts; and A22 also admitted that he was "often absent due to work". These statements can confirm that for those less advanced learners, the regularity of attendance rather than the teaching strategy is the key difference factor.

Explaining effectiveness: theoretical alignment. These results can be attributed to several interrelated factors. Firstly, the sequential integration of ALM→PCA→TBLT builds a step-by-step learning path. This sequence - first ALM, then PCA, and finally TBLT - is determined after thorough consideration. For beginners, ALM exercises are particularly important because they can cultivate students' automaticity in pronunciation and constructing basic sentences without causing cognitive overload. Without this foundation, students cannot participate in PCA role-playing meaningfully because they may lack the language resources needed to perform. In this

study, the “culture” in the PCA refers specifically to the service interaction norms that hotel staff in Bali need to follow when dealing with Chinese guests. These include: achieving a balance between efficient check-in procedures and patient listening; avoiding direct refusal and providing alternatives; maintaining appropriate service distance; using culturally appropriate forms of address based on context; paying attention to the taboos of numbers and floors; providing advices instead of multiple choices; avoiding ambiguity promise and clearly confirm the service commitment; and give the guests time to discuss with their family before making a decision. These cultural elements were clearly taught through pre-performance briefings and strengthened in role-playing exercises. Similarly, the TBLT task requires students not only to use language accuracy (established by ALM) but also to take into account cultural suitability (through PCA training) in order to complete the holistic workplace task. If the order is reversed - for example, starting from the TBLT task - it will make it unbearable for novices who have not yet mastered the basic sentence patterns. Therefore, the order follows a development logic: automation → situational practice → comprehensive application. This progression is consistent with Skehan's (1998) cognitive approach to language learning, which emphasises the importance of building an automated foundation before allowing learners to participate in complex communication tasks. Secondly, the CSP orientation ensures that the teaching content includes the real hotel work scenarios identified through the needs analysis questionnaire survey. This needs-driven alignment is in line with the specificity emphasised by Hutchinson and Waters (1987) in curriculum design. Thirdly, adaptive peering realises Vygotsky's (1978) theory of the zone of proximal development in classes that are already heterogeneous, so that students with higher language proficiency can consolidate their knowledge through teaching and helping, while those with lower proficiency can get instant and situational support from their peers.

Boundaries and constraints. Five interrelated factors have been summarised to limit the effectiveness of the strategies. This conclusion has been confirmed in all four sources of evidence. First, irregular attendance is the biggest constrict: from the records of individual interviews with A14, A22 and A23, it is not difficult to find that students who are frequently absent from class due to campus activities or part-time work always didn't perform as expected. Secondly, the prior Chinese language proficiency of learners within the class is uneven and even quite different, which requires teachers to constantly adjust the teaching method according to the actual situation of teaching, and several students interviewed advocate the implementation of layered teaching. Third, the logistics challenges - including the no fixed classroom, which requires the monitor to find an empty classroom before each class - contributed to habitual lateness. Fourth, although the overall level has improved, 32% of the students still do not meet the standard, which shows that some students need deeper and more lasting teaching intervention than the existing nine classes. Fifth, the opportunity to practice with native Chinese speakers is very limited after the course, which leads to the contradiction between the value of language ability and its actual means of maintenance.

4. Novelties

This study offers several original contributions that extend beyond existing scholarship on Tourism Chinese teaching and CSP research more broadly.

First, this study establishes a clear sequential principle of integrating these three methods. The order - first ALM practice, then PCA role-playing, and finally TBLT tasks - based on the cognitive development process of beginners: they first need to establish automaticity (accuracy), then learn to use them in culturally appropriate ways (appropriateness), and finally apply what they have learned to complete real-life tasks (adaptability). This "accuracy → appropriateness → adaptability" progression makes sense because beginners cannot engage meaningfully in role-plays or tasks before they have some pronunciation, vocabulary and basic sentence patterns. What this study suggests is that integrating multiple methods requires a developmental logic - one that respects learners' proficiency in each stage. Although ALM, PCA, and TBLT have each been studied separately - Richards and Rodgers (2014) surveyed ALM within traditional language teaching; Christensen and Warnick (2006) applied PCA to East Asian language classrooms; and Nunan (2004) elaborated TBLT's theoretical foundations - no previous research has proposed or tested this particular sequencing principle in the context of tourism Chinese teaching. In doing so, this study addresses a recognised limitation in the CSP literature, where the question of how to operationalise the "what" of specific-purpose needs into the "how" of classroom practice has remained largely theoretical (Zhang, 2016).

Second, the study pioneers a complete classroom action research cycle in Tourism Chinese, applying Kemmis and McTaggart's (1988) plan-act-observe-reflect framework to a CSP context. Existing doctoral-level research on Tourism Chinese is extremely scarce; only three doctoral dissertations appear in CNKI under the keyword "Tourism Chinese," none of which adopt action research methodology. This study realises in-depth situational participation, which cross-sectional survey designs or quasi-experiments carried out by external researchers cannot achieve. The researcher who plays both the roles of classroom lecturer and research designer, can adjust teaching in real time through classroom observation notes and student feedback.

Third, the explanatory sequential mixed-methods design is methodologically innovative in the field of tourism Chinese research. The combination of quantitative indicators (such as pre- and post-test scores, score distribution changes, N-Gain analysis, etc.) and qualitative data (such as classroom observation notes, focus group interviews and personal interviews) can not only evaluate the effectiveness of teaching strategies in an all-round way, but also show the causal mechanism: role-playing based on the Performed Culture Approach (PCA), Repeated training of listening and speaking based on the Audiolingual Method (ALM) and peer scaffolding are recognised as the main driving forces for improvement, while irregular attendance is identified as the main constraints. This triangulated evidence base, validated through Denzin's (1978) data triangulation and Creswell and Creswell's (2018) methodological framework, offers a level of explanatory depth that single-method studies in this domain have not achieved.

Fourth, the study addresses a geographical and contextual gap. Tourism Chinese research has concentrated overwhelmingly on mainland China and Thailand (He, 2018; Xu, 2018). Indonesia, despite being one of the world's largest Muslim-majority countries with a booming tourism sector and a culturally distinctive Hindu-majority province in Bali, has received minimal attention. Even in this cross-cultural context where learners are not daily surrounded by the target language, role-playing based on PCA still performs well. The specific cultural content taught - such as the polite strategy of front desk interaction, the cognition of numbers and floor taboos, the way of addressing in line with cultural norms, and the norms of service communication, etc. -

is directly related to students' future work in Bali hotels. This contextual relevance promotes the effectiveness of the teaching method. This extends the framework's applicability beyond its original East Asian background, and confirms it is a viable method for vocational education programmes throughout Southeast Asia.

Finally, the practical innovation lies in the replicable teaching model itself. The structured activity sequence recorded in this article (review → ALM drilling → PCA role-play → TBLT task completion), the adaptive peering strategy, and the needs-driven task design — provides a ready-to-adopt pedagogical blueprint for tourism Chinese teaching to other tourist destinations facing similar situations such as limited teaching hours, uneven level of learners, among others. The upcoming tourist Chinese textbooks which is based on this study will further apply these innovative achievements to classroom teaching.

5. Conclusion

This study provides a solid empirical basis to show that this CSP-guided integrated teaching strategy—combining ALM, PCA, and TBLT within a classroom action research framework—can significantly improve the tourism Chinese proficiency among hotel management students. The intervention produced a 24.24-point mean score increase, raised the pass rate from 24% to 68%, achieved an excellence rate of 44%, and generated breakthrough improvements in the weakest professional-scenario tasks, with 92% of students demonstrating measurable progress. The average N-Gain value is 0.53, which confirms that the teaching strategy implemented has a moderate effect, and 44% of the students have made significant progress.

This research has made contributions at three levels. At the theoretical level, it expands academic research in the field of CSP, showing how to systematically integrate three complementary teaching strategies - ALM for language foundation, PCA for cultural performance in work scenarios, and TBLT for task supplementation - into a single action research cycle to meet the unique communication needs of Bali's tourism industry. At the methodological level, this study demonstrates the design of an explanatory sequential mixed-method that acts on a complete action research (CAR) cycle, and verifies the research findings through quantitative testing and triangular verification of classroom observation, focus groups discussion and individual interviews. At the practical level, the teaching process, adaptive grouping strategy and structured activity sequence recorded in the article, etc., provide a replicable paradigm for the tourism Chinese courses of other tourism-dependent destinations.

This study also has some limitations. The study sample contains only 25 students, which limits the universality of quantitative research results. Due to various objective reasons, the intervention has been reduced from 16 meetings to nine meetings, so a long-term knowledge retention assessment cannot be carried out. Despite the triangular verification measures, the dual identity of researchers as teachers and researchers may still introduce bias. Environmental disturbances - the lack of fixed classrooms and frequent changes in the course schedule - affect the consistency of teaching. In addition, this study only examines a group of learners, that is, the pre-service group; if parallel experiments and comparative analysis are carried out for in-service tourism practitioners, it will provide a richer and more complete reference for the teaching of tourism Chinese in Bali.

Future research can adopt a larger sample size of research subjects and set up different types of learner control groups, include delayed post-testing to evaluate the knowledge retention of learners, explore technology-enhanced teaching modes such as virtual reality (VR) simulation of hotel scenes, and study the comprehensive framework in other CSP domains beyond the tourism

industry. The textbook "Bali Practical Tourism Chinese" which is based on this study is about to be published, which is one of the concrete measures to consolidate and promote these research results. This textbook will provide practical teaching materials for tourism Chinese teachers in Bali and even in wider areas.

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