THE DEVELOPMENT OF CHINESE PROFICIENCY READING TEST ONLINE COURSE

THROUGH UDEMY PLATFORM FOR FOREIGNERS

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BY

WEI YAN

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This online course aims to empower foreign learners in mastering a Chinese Proficiency Test (HSK) Reading section through the popular Udemy platform. The course covers a systematic approach to HSK reading comprehension, focusing on essential skills such as character recognition, vocabulary acquisition, and context understanding. The participants will engage in interactive lessons, practice exercises, and simulated HSK exams to enhance their reading proficiency. The purpose of this research is to confirm that the Chinese reading skills of foreign students will be improved by Hanyu Shuiping Kaoshi 1 (HSK 1) course on Udemy platform.

Keyword : Chinese Proficiency Test, Online Reading Course, Foreigner, Udemy Platform

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WEI YAN

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CHAPTER 1

INTRODUCTION

Background

Due to the development of network technology and the influence of the general environment of the Covid19(Patel, 2019) online micro-course learning has become a more popular way of learning at present. This way not only the lectures are flexible, avoiding the obstacles of time and space, students do not have to just sit in the classroom to learn a fixed course(Mahmood, 2020), but can choose their favorite content and courses, at the same time online classes for remote and poor areas with learning potential students bring hope, they can receive excellent education from major universities in their own areas through online classes(Dhawan, 2020).

In addition, online classes can enhance the learning effect. Online classes can improve the learning effect and interest of learners through multimedia, interaction, and personalization, and make it easier for students to master knowledge and skills. and online classes are typical cases of combining information technology and education teaching, which can promote innovation and change in education teaching models and methods, improving the quality and efficiency of education(Zhou et al., 2020). Most importantly, online classes can promote lifelong learning(Ornelles et al., 2019). Online classes can provide education services for all ages and all career fields, meet the needs of different learners, and promote lifelong learning and career development.

As a globally accepted language, Chinese has a high level of popularity worldwide. Also in recent years, as China's economic and cultural influence continues to grow, the popularity of Chinese language courses has been on the rise(Chen, 2021). Online Chinese language courses are gradually becoming mainstream. With the continuous development of information technology, more and more Chinese language courses have started to adopt online teaching mode, which allows learners to study anytime and anywhere and improves learning efficiency. According to data released by Hanban of China, the number of Chinese language learners worldwide has exceeded

100 million by 2020, with more than 3,000 foreign institutions offering Chinese language programs(Zhao & Huang, 2010).

Therefore, Chinese language exams are getting more and more attention. As the number of Chinese language learners increases, Chinese language exams are gradually becoming the standard for measuring learners' Chinese language proficiency. Currently, the HSK test is widely used worldwide and has become an important tool for measuring learners' Chinese language proficiency, according to (Jiang, 2020)Wenying Jiang (2020) as a test to examine students' Chinese language proficiency, also provides a language proof for studying and working in China, so it is of great interest to foreign students.

HSK includes four skills: listening, reading, writing, and speaking. Among these four skills, the importance of reading comprehension skills cannot be ignored(Zhang et al., 2020). Reading is an important way to obtain information. In the daily study and work of Chinese learners, reading is an important way to obtain information, and the reading comprehension section of the HSK test covers language materials from various practical application scenarios, such as news, advertisements, manuals, etc(Zhang et al., 2020). It tests learners' ability to obtain and understand information in real situations. And it is an effective way to improve overall Chinese language skills. Reading involves many aspects such as vocabulary, grammar, logic, and expression. Through reading, learners can improve their overall Chinese language ability, including vocabulary, grammar mastery, comprehension, and expression.

The reading comprehension section of the HSK test is an important part of the assessment of learners' Chinese language ability, and the test score is related to the assessment of learners' Chinese language proficiency, so reading comprehension skills have a greater impact on the HSK test score(Peng et al., 2021).

Besides that, through reading, Chinese learners can learn and imitate Chinese expressions, cultivate language habits and improve their language application skills, which are also important for the subsequent improvement of speaking and writing skills.

Therefore, there are more and more online courses to teach HSK. However, the content and format of many platform courses are so diverse that it is difficult to know whether students learning Chinese have effectively improved their Chinese language ability. Therefore, to find out whether foreign adult students can really improve their reading skill of Chinese on the online platform, The researcher designed a HSK Level 1 Chinese course and updated it on the Udemy platform to study the results of foreign students' reading Chinese achievement and satisfaction.

Udemy is an online platform which is very popular currently to learn language(Fitzpatrick & Alex, 2016)，Compare with other online platforms such as, Coursera ,Udacity, Bloc and so on , the benefits of the Udemy platform include its large selection of courses, convenient learning options, useful content, the ability to learn on your own, ample support resources, and reasonable pricing, all of which make Udemy a popular online learning platform. The HSK courses offered on Udemy are relatively extensive, including courses for all levels of HSK 1-6, as well as courses in HSK vocabulary, grammar, reading, listening, speaking, and more. Besides that, the Udemy platform is available to individual, non-school teachers in China, and has important implications for individual Chinese language teachers in China(Liu, 2020). At the same time, the Udemy platform can be used to interact with students in real time to understand the progress and situation of students' Chinese learning, and to conduct tests on the platform to understand the results of students' learning.

Statement of Problems

HSK is highly regarded and studied by foreign students as a test to examine students' Chinese. However, many platform courses are currently available in a variety of contents and formats, and it is difficult to know whether students learning Chinese are effective in improving their Chinese language ability.

Purposes of the Study

        The purposes of this study are:

        1. To develop the Chinese Proficiency Test 1 reading online course for improving students who are not Chinese native speakers' Chinese reading skills.

        2. To study the results of the Chinese Proficiency Test 1 reading online course on Udemy platform.

        3.To study the satisfaction of the Chinese Proficiency Test 1 reading course on Udemy platform.

Research Questions

        1. What is the quality of the developed Chinese Proficiency Test 1 reading courses?

        2.After studying Chinese Proficiency Test 1 via Udemy Platform, is the post-test score higher than the pre-test?

        3. Are students satisfied with taking Chinese Proficiency Test 1 reading courses on the Udemy platform?

Research Hypotheses

        1. The quality of Chinese reading course are good.

        2. The overall are not same between the students' reading pretest and posttest grades by studying HSK1 on the Udemy platform was that pretest grades were lower than posttest.

        3. Students are satisfied with the HSK course at Udemy.

Scope of the Study

        Population and Participants in the Study

        Population

        The population of this study is all course participants who enrolled on Udemy platform to learn Chinese course, which zero or basic level. the participants have no experience, or they only know Chinese pinyin and some simple sentences, and they have not received systematic learning.

Participants

The participants in the study were 30 enrolled learners in online courses. All learners are from different countries which means their native languages are not Chinese. They were chosen through simple random sampling.

Variable

Independent variable: Chinese Proficiency Test 1 Reading Online Course by Using the Addie Model

Dependent variables: learners' Chinese Proficiency Test reading skills scores and learners' satisfaction.

Definitions of Terms

The terms of the study are defined as follows:

Online course:

An online course is a type of educational instruction that is delivered via the internet or other computer-based networks. In an online course, students typically access course materials, complete assignments, take quizzes and tests, and interact with instructors and fellow students through web-based platforms and communication tools. Online courses may be offered by educational institutions, training organizations, or independent educators, and they may cover a wide range of subjects and topics. In this study, the online course was developed according to ADDIE Model. The following steps: analysis, design, development, implementation, and evaluation.

Chinese Proficiency Test (HSK):

HSK which is the Chinese proficiency test designed to assess the Chinese language proficiency of non-native speakers. It is widely recognized as a standardized measure of Chinese language proficiency for individuals who do not have Chinese as their first language. The HSK test is divided into 6 levels, it is HSK 1 to HSK 6, with HSK 1 being the most basic level and HSK 6 being the most advanced level. The test assesses four main language skills: listening, reading, writing, and speaking. The HSK test is administered by Hanban, a public institution affiliated with the Chinese

Ministry of Education and is recognized by many universities and employers in China and around the world. This study focuses on the reading section of HSK Level 1.

Reading skills of HSK:

Reading is a crucial component of the HSK test, which assesses the Chinese language proficiency of non-native speakers. To succeed on the reading section of the test, it's important to develop certain skills. Here are some reading skills that are important for HSK. The HSK 1 reading section tests basic reading comprehension skills such as identifying simple vocabulary words, understanding simple sentence structures, and recognizing basic grammar patterns. HSK reading skills were measured by a questionnaire to examine learners' reading skills created by the researcher.

Foreigners:

The term "foreigners" typically refers to people who are not citizens or residents of a particular country or community. It generally applies to individuals who are from another country or culture, and who are visiting, working, studying, or living in a country that is not their own. Depending on the context and the laws of the country in question. In some cases, the term may include individuals who are not citizens but are legally resident in a country, while in other cases, it may exclude such individuals.

Udemy:

Udemy is an online education platform founded in 2010 with a wide range of courses covering technology, business, design, education, languages and more than 65,000 courses with over 200 million students on the platform. All users register and develop and create their own courses. The course on this almost platform is provided by teachers, training institutions and people from all walks of life. Students can take courses at a lower price.

Significance of the Study

This study is a good plan to assess whether using of the Udemy platform for Chinese language courses for beginners can improve students' Chinese language skills and to determine whether the quality of the Chinese language courses meets the

standard syllabus of HSK. At the same time, this study will also contribute to the widespread dissemination and teaching of Chinese language courses on the platform. The purpose and value of this study is to determine whether it is useful to learn Chinese on the Udemy platform after being removed from the classroom.

Conceptual Framework

Figure 1 Conceptual Framework

CHAPTER 2

LITERATURE REVIEW

This chapter presents a literature review. It is divided into 4 topics.

1. Online Course

2. Instructional Design Model

3. Chinese Proficiency Test (HSK)

4. Satisfaction

Online Course

1.1 What is the online course?

An online course is a type of educational program that is delivered via the internet, allowing students to access course materials and interact with instructors and other students remotely(Taveiragomes et al., 2016).Online courses are designed to be flexible, convenient, and accessible to students who may not be able to attend traditional, on-campus classes(Parra & Abdelmalak, 2016). The online course may include video lectures, reading materials, interactive quizzes and assignments, discussion forums, and other tools to facilitate learning. Online courses can be offered by a variety of institutions, including universities, colleges, and private organizations, and can cover a wide range of subjects and topics. Some online courses are self-paced, allowing students to complete coursework on their own schedule, while others may have set start and end dates and require students to participate in live online sessions or discussions(Gillis & Krull, 2020).

1.2 The advantages of online course

For online courses it has advantages and disadvantages, The researcher mainly studies the advantages of online courses. The advantages of online courses include flexibility, accessibility, variety, cost-effective(Youssef, 2012). Online courses allow students to study at their own pace and on their own schedule, which can be beneficial for those who have work or family commitments(Morgan, 2015). Students can access course materials and lectures at any time, allowing students to fit their studies

around other commitments such as work, family, or personal interests. This flexibility is particularly beneficial for individuals who have busy schedules or live in different time zones. Besides that, Online courses eliminate geographical barriers, making education accessible to a wide range of learners. students can enroll in courses offered by institutions worldwide without the need to relocate or commute(Shapiro et al., 2017). Additionally, individuals with physical disabilities or other limitations that make attending traditional classes challenging can participate in online learning comfortably from their own homes. For the course of variety, Online learning platforms offer an extensive range of courses and programs to choose. Whether students are interested in academic subjects, professional development, technical skills, or personal hobbies, that can find a diverse array of courses tailored to your interests. This variety allows to explore new subjects or deepen the knowledge in specific areas, not only these advantages but also Cost-effective, Online courses are often more affordable than traditional in-person courses. Students can save money on commuting, housing, and other associated expenses(Shapiro et al., 2017). Additionally, many online courses offer flexible payment options, and some are even available for free, providing access to high-quality education without a significant financial burden. The most important thing is that online courses provide opportunities for lifelong learning. With the rapid advancement of technology and knowledge, it is crucial to stay updated and acquire new skills throughout the career. Online courses allow to engage in continuous learning, keeping the relevant and adaptable in a rapidly evolving world.

1.3 The Process of Taking Online Course

As a student, what is the process of taking an online course? The process of taking an online course typically involves the following steps:

Table 1 The process of taking the course(Cetina Iuliana et al., 2018)

Step	
1	Choosing a course
2	Registering for the course
3	Accessing course materials
4	Learning and completing assignment
5	Participating in discussion forums
6	Taking exams or quizzes
7	Completing the course

The first step is choosing an online course that aligns with the students' interests and learning goals. There are many online course providers, such as Coursera, Udemy, edX, and Skillshare, that offer a wide range of courses. Once the students have chosen a course, they'll need to register for it. This usually involves creating an account on the course provider's website and paying any associated fees. After registering, students will typically gain access to the course materials, which may include video lectures, readings, assignments, quizzes, and discussion forums. And most of the course will involve watching lectures, completing readings, and working on assignments. Students may need to set aside time each week to work on the course. Many online courses have discussion forums where students can ask questions, share ideas, and interact with each other. Participating in these forums can help you deepen your understanding of the course material and connect with other learners. Besides that some courses may have exams or quizzes that students need to take to demonstrate their understanding of the material.

Once students have completed all the required assignments and exams, they will typically receive a certificate of completion or a grade. The order of the process may vary depending on the platform and the course.

1.4 The component of designing online course.

As a lecturer, to design an effective online course, it should involve several components. There are some key components to consider when designing an online course:
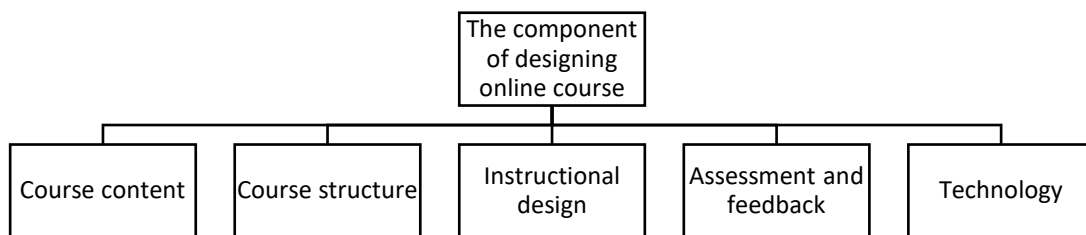
Figure 2 The component of designing online course(Baldwin & Ching, 2019)

Learning objectives: Before designing the course, it's important to identify the learning objectives(Khalil & Elkhider, 2016). This involves defining the specific knowledge and skills that students should gain from the course. These objectives should be specific, measurable, and achievable.

Course content: Once the learning objectives have been established, the course content can be developed. This may include lectures, readings, multimedia materials, interactive activities, and assessments.(Xiu et al., 2019) The content should be organized in a logical and cohesive manner to help students understand the material.

Course structure: The course structure should be designed to facilitate learning. This may involve breaking the course into modules or units, providing clear instructions and expectations, and organizing the content in a way that is easy to navigate.(Saltsman & Shelton, 2008)

Instructional design: Effective instructional design is critical to the success of an online course. This involves developing strategies and techniques to engage learners, promote retention of information, and encourage active participation in the course(Saltsman & Shelton, 2008).

Assessment and feedback: Online courses should include regular assessments to measure students' progress and provide feedback on their learning(Chaiprasurt & Esichaiku, 2013). This may include quizzes, assignments, discussions, and exams. Feedback should be timely, specific, and constructive to help students improve their performance.

Technology: Technology is a crucial component of online course design. This includes selecting the appropriate learning management system (LMS)(Nadirah & Fariza, 2016), choosing the right software and tools, and ensuring that the course is accessible and user-friendly for all students(Amandu et al., 2013)

1.5 Platform of online study

At present, there are many kinds of online class platforms. These online platforms are available depending on the specific learning needs and interests. It's always a good idea to research and compare different platforms to find the one that best suits students' requirements.

There are several online platforms available for studying various subjects. Here are some popular platforms:

Table 2. The comparison of different online courses platform

	Coursera	Udemy	Lynda	edX
Type of organization	For-profit	For-profit	For-profit	Non-profit .
Partner institutions	Top universities and organization	Anyone	Professional teachers	Top universities and organizations
Course rigor	Rigorous	Varies	Varies	Rigorous
Course structure	Structured with deadlines	Varies	Structured with deadlines	Structured with deadlines

Table 2 (Continue)

	Coursera	Udemy	Lynda	edX
Certificates	Recognized by employers and educational institutions	May not be recognized by employers and educational institutions	May not be recognized	Recognized by employers and educational institutions
Cost	More affordable	More affordable	More affordable	More expensive
Chinese language teaching	Not many	Many	Not many	Not many
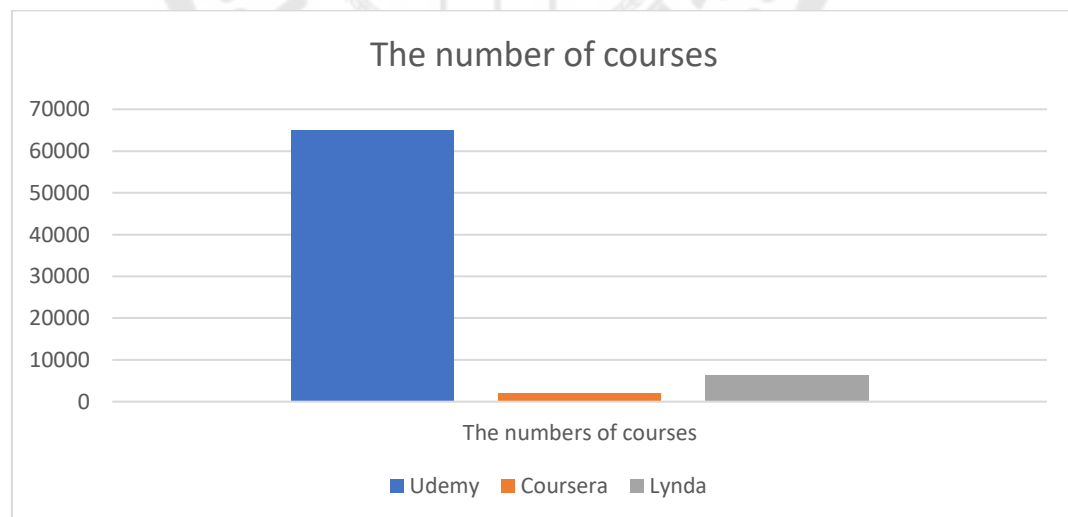
Figure 3. The numbers of the courses on Udemy, Coursera and Lynda

Source: (www.udemy.com, www.coursera.org, www.lynda.com)

From these popular platforms, each online platform has its own characteristics. However, in terms of the variety of courses, prices, and the professionalism of the videos, the Udemy platform is the best Chinese video course distribution platform compared to the others. This is since the platform has a lot of total categories of courses and a lot of students who demand and watch Chinese courses. Udemy From the perspective of the course maker, this is also convenient for the individual teacher to be able to do the course without going through any school groups or universities, so the researcher chose the Udemy platform for my study.1.6 The Udemy platform.

1.5.1 The introduction of Udemy platform

Udemy (https://www.udemy.com/)is an online learning platform that offers a wide variety of courses on a wide range of topics, including business, technology, design, and personal development. It was founded in 2010(Muawiyah et al., 2018). Udemy differentiates itself from other MOOC platforms by allowing anyone to create a course and offer it to the Udemy community(Ahrache et al., 2013). This allows for a vast library of courses and offers a wide range of topics from various instructors.

Courses on Udemy are typically self-paced and include a mix of video lectures, quizzes, and assignments(Cowie & Sakui, 2019). Some courses are free, while others are paid. Udemy also offers a 30-day money-back guarantee for all paid courses. Udemy is also known for its mobile application which can be downloaded to the mobile devices (Maria CONACHE, Ramona DIMA, Andreea MUTU, 2016), making it easier for students to access the course content on the Udemy has gained popularity over the years and has a wide user base, as of 2021, the platform has over 50 million students and 57,000 instructors teaching courses in over 65 languages(Zulueta-Veliz et al., 2022).

The platform is a good reference for anyone looking to learn new skills, improve their career prospects or simply gain new knowledge. The platform's unique approach to online learning, the wide range of topics and the variety of instructors make it a valuable resource for lifelong learning.

1.5.2 Designing course on Udemy platform.

Designing a course on Udemy involves the following process:

Analyze teaching goals and objectives	→	Design the courses	→	Develop the course contents
Implement to set up the course on Udemy	→	Market the courses	→	Evaluate and get the feedback from students
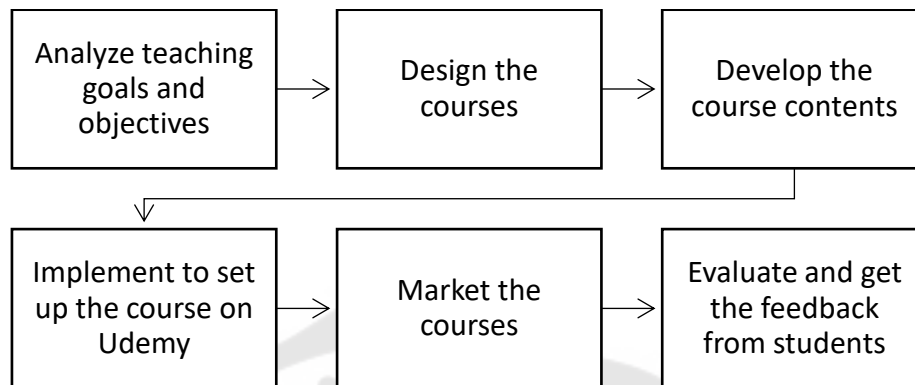
Figure 4. Design of the course online(Thormann & Zimmerman, 2012)

Analyze teaching goals and objectives Choose a topic that teachers are knowledgeable and passionate about. Research the demand for the topic on Udemy to ensure that there is a market for the course. Then define the course goals and learning outcomes. This will help to create a clear and focused course that meets the needs of the target students.

Design the course: Plan the structure of the course, including the course title, course outline, and lesson plan. Ensure that the course has a clear and logical structure that guides students through the learning process.

Development of course content: Create the course content, including video lectures, written content, quizzes, and assignments. Udemy offers tools to help to create high-quality videos and multimedia content for the course. Then to review and edit course content to ensure that it is accurate, engaging, and informative. Get feedback from colleagues or peers to improve the quality of your course content.

Implement to set up the course on Udemy: Once the course content is ready, the teacher can set up the course on Udemy. This involves creating a course landing page, setting a price for the course, and choosing promotional options.

Market the course: Market your course to potential students using Udemy's marketing tools, including email marketing, social media promotion, and

advertising. Teachers can also use their own marketing channels, such as own website or social media accounts.

Evaluate and get feedback from students: Engage with students by answering their questions, providing feedback, and responding to their comments. This will help the teacher to build a strong relationship with students and improve the overall learning experience. Through evaluating the course, the teacher can continuously improve the course based on feedback from students and assessments. Update the course content regularly to ensure that it remains relevant and up to date.

1.5.3 The Chinese course on Udemy platform

Udemy offers a wide variety of Chinese language courses, catering to learners of all levels (Sharov et al., 2021). These courses are designed to help students improve their Chinese language skills through a combination of video lectures, quizzes, and interactive activities.

The Chinese courses on Udemy are typically taught by native Chinese speakers who are experienced teachers and have a deep understanding of the language and culture (Shijuan Liu, 2018). They are designed to help students learn the basics of Chinese grammar and vocabulary, as well as more advanced language skills such as reading, writing, and conversation.

The Chinese courses on Udemy are suitable for both complete beginners and more advanced students. For beginners, there are courses that focus on the basics of Chinese grammar and vocabulary, such as "Chinese for Beginners: The Complete Starter Kit" and "Mandarin Chinese: A Complete Course for Beginners". These courses are designed to help students learn the basics of Chinese in a structured and comprehensive way.

Udemy also offers specialized courses that focus on Chinese culture and history, such as "Discover Chinese Culture: A Complete Guide" and "Chinese History: From Ancient Times to Modern China."(Liu, 2020) These courses are designed to help students understand and appreciate the culture and history of China, which can be valuable for students who are interested in Chinese culture and history.

1.6 Conclusion

Overall, the Chinese courses on Udemy are designed to be interactive, engaging, and effective, and are a great resource for anyone looking to improve their Chinese language skills. Online courses leave the student with a sense of accomplishment and a solid understanding of the subject matter, as well as a clear path forward for continuing their education or applying their new knowledge in real-world situations.

Instructional Design Model

Instructional designers to develop effective and efficient instructional materials and learning experiences.(Muawiyah et al., 2019) It provides a structured process for analyzing, designing, developing, implementing, and evaluating instructional content. These models help ensure that learning objectives are met and that the learning experience is engaging and impactful.

There are several instructional design models available, and each model has its own unique steps and components. Here are some commonly used instructional design models(Spector et al., 2014):

Table 3 The comparison of different online learning model

Instructional Design Model	ISD (Instructional system)	ADDIE Model	DACUM (Develop A Curriculum)	HPT (Human Performance technology)	Dick and Carey Model
Systematic Approach	√	√		√	√
Learner-Centered	√				

Table 3 (Continue)

Instructional Design Model	ISD (Instructional system)	ADDIE Model	DACUM (Develop A Curriculum)	HPT (Human Performance technology)	Dick and Carey Model
Collaboration and Stakeholder Involvement	√	√	√		√
Flexibility		√	√		
Emphasis on Evaluation		√			
Clear Learning Outcomes:		√	√		
Holistic Perspective				√	
Customization and Scalability				√	

      The ADDIE model was chosen based on the researcher's need for a convenient and systematic approach to curriculum design that emphasizes the importance of assessment.

      2.1 ADDIE Model

        2.1.1 What is the ADDIE model

          The ADDIE acronym stands for Analyze, Design, Develop, Implement, and Evaluate. It is a product development concept commonly used in the construction

of performance-based learning materials. The application of ADDIE in education emphasizes the importance of intentional learning that is student-centered, innovative, authentic, and inspirational (Branch, 2010).The ADDIE model is a commonly used instructional design framework. It has been used for a long time in education and curriculum development, and it plays its role in different departments and fields(Lawrence, 2016). The ADDIE model provides a systematic approach to the development of effective learning experiences and training programs. Each stage of the model builds upon the previous stage and is iterative, meaning that feedback and revisions are used to continuously improve the instructional design. The purpose of ADDIE is to assist and help with teaching materials and programs based on the needs of the students and the ability of the teachers(Stapa & Mohammad, 2019).ADDIE adopts an Input-Process-Output (IPO) paradigm as a way to complete its phases.
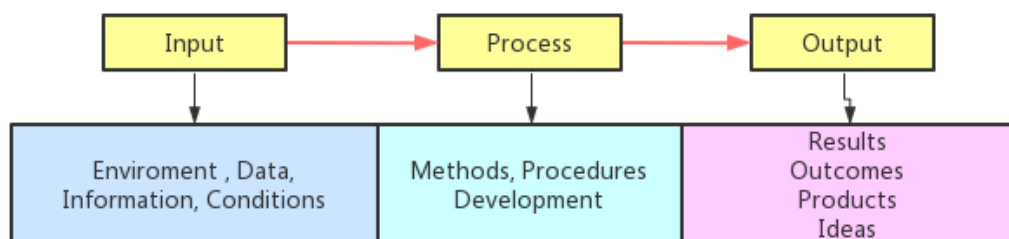
Figure 5 The Input-Process-Output (IPO) paradigm

2.1.2 The processing of the ADDIE

The ADDIE model is typically processed in five stages:
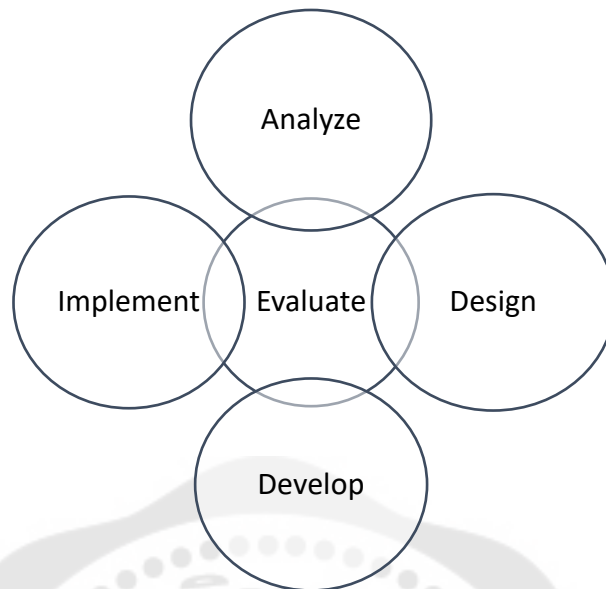
Figure 6. ADDIE Model(Robert-Maribe Branch, 2010a)

Analysis: In this stage, the instructional designer analyzes the needs of the learners, the learning context, and the organization to determine the goals and objectives of the instructional design(Ozdilek & Robeck, 2009). The purpose of the Analyze phase in the ADDIE process is to identify the likely reasons behind a performance gap. This phase involves several key procedures, including validating the performance gap, establishing instructional goals, confirming the target audience, identifying the necessary resources for the entire ADDIE process, determining potential delivery systems, and creating a project management plan. The main deliverable of the Analyze phase is an Analysis Summary, which provides a comprehensive overview of the findings and insights gathered during this phase(Branch, 2010).

Design: In this stage, the instructional designer creates a detailed plan for the learning experience(Ozdilek & Robeck, 2009).The purpose of the Design phase in the ADDIE process is to ensure the desired performances are verified and suitable testing methods are determined. This phase involves several key procedures, including conducting a task inventory, designing the content, learning objectives, instructional strategies, and assessment methods, developing testing strategies, and calculating the return on investment. The main deliverable of the Design phase is a Design Brief, which

outlines the design plan and provides a clear direction for the development of the learning materials.

Development: The purpose of the Develop phase in the ADDIE process is to create and validate the learning resources needed for the instructional modules. This phase involves several key procedures, including generating the content, selecting existing supporting media, or developing new supporting media specifically for the project, creating guidance materials for teachers and students, conducting formative revisions to refine the resources, and conducting a pilot test to gather feedback and make necessary improvements. (Branch, 2010)The main deliverable of the Develop phase includes all the learning resources that have been developed for the entire ADDIE process. These resources are essential for the implementation of the instructional modules. Besides that, In this stage, the instructional designer creates and develops the instructional materials.

Implementation: The purpose of the Implement phase in the ADDIE process is to set up the learning environment and actively involve the students. This phase involves two main procedures: preparing the teacher and preparing the student. Preparing the teacher includes providing them with necessary training and resources to effectively deliver the instructional modules. Preparing the student involves creating an engaging learning experience and ensuring that students have the necessary tools and materials to participate in the instruction. The typical deliverable of the Implement phase is an Implementation Strategy, which outlines the plan and approach for implementing the instructional modules successfully. (Branch, 2010)In this stage, the instructional designer delivers the instruction to the learners, which may include training sessions, e-learning modules, or other methods of instruction. This stage may involve delivering the instruction in person, online, or through a blended approach(Patel et al., 2018).

Evaluation: The purpose of the Evaluate phase in the ADDIE process is to evaluate the quality of the instructional products and processes, both before and after implementation. This phase involves several key procedures, including determining the evaluation criteria for all aspects of the ADDIE process, selecting, or creating the

necessary evaluation tools, and conducting evaluations to gather feedback and assess the effectiveness of the instructional materials. The main deliverable of the Evaluate phase is an Evaluation Plan, which outlines the evaluation methods, tools, and timeline to be used for assessing the instructional products and processes. In this stage, the instructional designer measures the effectiveness of the instruction and makes revisions as necessary to improve future iterations of the instructional design.(Branch, 2010)

Conclusion

The ADDIE model provides a structured and systematic approach to developing effective online courses that meet the needs of learners and achieve desired learning outcomes. The researcher based the curriculum on this ADDIE model, and the design process of Udemy is similar to the ADDIE model. And the ADDIE model is an iterative process, which means that each stage builds upon the previous stage and is subject to revision based on feedback and evaluation. This allows instructional designers to continuously improve the effectiveness of the instructional design and meet the evolving needs of learners and organizations.

Chinese Proficiency Test (HSK)

3.1 What is Chinese Proficiency Test (HSK)

The Chinese Proficiency Test (HSK) is a standardized Chinese language proficiency test designed for non-native Chinese speakers(Z Ozdilek & E Robeck, 2009). It is administered by Hanban, an agency of the Ministry of Education of the People's Republic of China. The HSK test measures the proficiency of a candidate in listening, reading, and writing Chinese as a foreign language.

3.2 The standard of HSK

The HSK is a standardized test of Mandarin Chinese proficiency for non-native speakers. The HSK has six levels, ranging from HSK 1 (beginner) to HSK 6 (advanced). Each level of the HSK test assesses a candidate's ability to listen, speak, read, and write Chinese characters(Zhang & Lin, 2017). The higher the level, the more complex the language skills required. For example, at HSK 1, candidates need to be able to understand and use basic Chinese phrases and sentences, while at HSK 6,

candidates are expected to be able to read and understand Chinese newspapers and literature and communicate fluently in Chinese in a variety of settings.

The HSK is widely recognized as the standard measure of Chinese language proficiency and is used by universities and employers in China and around the world to assess Chinese language proficiency for admission, employment, and other purposes (Nie, D., Zhao, Q., 2021).

The scoring criteria for each section of listening, reading, and writing for HSK different section:

3.2.1 Reading and Listening section:

Table 4 The scoring criteria for each reading and listening section.

HSK Level	Listening Questions	Score of Each Question	Total Score	Reading Question	Score of Each Question	Total Score
HSK1	20	5 points	100	20	5 points	100
HSK2	35	2.86 points	100	25	4 points	100
HSK3	40	2.5 points	100	30	3.33 points	100
HSK4	45	2.22 points	100	40	2.5 points	100
HSK5	45	2.22 points	100	45	2.22 points	100
HSK6	50	2 points	100	50	2 points	100

3.2.2 Writing Section

In the writing section, there are five types of questions: Completing sentences, writing Chinese characters, making sentences with words from pictures, writing short essays, and abbreviations. The writing section starts at level 3.

Table 5 The scoring criteria for each writing section

Question Type	The scoring criteria for each section
1.Completing sentences	HSK Level 3, HSK Level 4 and HSK Level 5 have "sentence completion" questions. 0 marks: blank. Low grade: Not all the words provided; incorrect word order; 3 or more misspelled words. Medium grade: The word order is basically correct but there are additional words not provided; the word order is correct but there are 1-2 misspellings. High grade: all words are included, and the word order is correct, no misspelled words.
2. Look at the picture and use the words to make sentences	There is a question of "Look at the picture and use the words to make a sentence" in HSK Level 4. 0 marks: blank. Low grade: The content is not related to the picture and the words provided; there are 3 or more misspelled words; the sentence is incomplete and has grammatical errors. Mid-range score: complete sentences, no grammatical errors but 1-2 typos; complete sentences, no grammatical errors but simple content. High-grade score: complete sentences, no typos, no grammatical errors, and rich content.

Table 5 (Continue)

Question Type	The scoring criteria for each section
3. Writing short essays	HSK Level 5 has "Writing Short Essays" questions. This includes questions 99 and 100. Question 99 0 points: blank. Low grade: not all 5 words are used, incoherent content, grammatical errors; many misspellings. Mid-range: coherent and logical, with grammatical errors; coherent and logical, with a few typos; coherent and logical, with insufficient words or incomplete content. High grade: All 5 words used, no typos, no grammatical errors, rich, coherent and logical content. Question 100 This question is based on description. We tried to choose the kind of pictures that were suitable for description, and candidates basically did not need to make arguments; if candidates focused on arguments, it would not affect their performance. The scorer is concerned with the standard and fluency of the Chinese expression, not with the level of intention or insight. 0 marks: blank. Low-grade score: content not very relevant to the picture; incoherent content with grammatical errors; more misspelled words. Mid-range score: content is relevant and logical to the picture, with grammatical errors; content is relevant and logical to the picture, with a few typos; not enough words or content is not complete. High grade: The content is related to the pictures, no typos, no grammatical errors, rich, coherent and logical content.

Table 5 (Continue)

Question Type	The scoring criteria for each section
4. Abbreviations	There are "abbreviation" questions in HSK Level 6.
	0 marks: blank.
	Low grade: The content is not very relevant to the material provided; the content is incoherent and has grammatical errors; there are a lot of typos.
	Mid-grade: The content is generally consistent with the material provided, with grammatical errors; the content is generally consistent with the material provided, with a few typos; not enough space.
	High grade: The content is consistent with the provided materials, reasonable structure, coherent expression, no grammatical errors and misspellings.

(The content comes from the Hanban Official website)

3.3 Reading skill in HSK

Since reading is an important part of the HSK, the researcher focused on the reading section. The reading section of the HSK assesses your ability to understand written Chinese characters, including vocabulary, grammar structures, and sentence patterns.

The reading section of the HSK test consists of several parts, including multiple-choice questions, fill-in-the-blank questions, and short-answer questions(Su & Shin, 2015). The passages and questions become progressively more difficult as you move up in level, so the reading section at HSK 6 is considerably more challenging than the reading section at HSK 1. Therefore, it is important to build up your reading skills from the HSK 1 level.

To improve your reading skills for the HSK, it's important to build your vocabulary and become familiar with common sentence structures and patterns. Practice reading Chinese texts, including newspapers, magazines, and online articles, and take note of unfamiliar words or phrases(Xiao et al., 2009). It's also helpful to practice reading Chinese characters aloud to improve your pronunciation and recognition of tone.

When taking the reading section of the HSK test, it's important to read the passages and questions carefully and thoroughly. Pay attention to key words and phrases and try to use context clues to understand unfamiliar vocabulary(Nurharjanto & Widyantoro, 2020). Finally, be sure to manage your time carefully so that you have enough time to read and answer all the questions. Therefore, reading skills are very important.

3.4 HSK Standard Course Textbook （HSK 标准教程）

HSK Standard Course is a series of Chinese language textbooks designed to prepare non-native speakers for the HSK (Hanyu Shuping Kaoshi) Chinese proficiency test. The series is divided into six levels, with each level corresponding to a different level of the HSK test. Each book in the series includes a variety of language exercises and activities that are specifically tailored to help students master the grammar, vocabulary, and structures needed to perform well on the test. The series also includes audio materials and a workbook to provide additional practice opportunities. The HSK Standard Course is widely used in Chinese language classrooms and is an effective and comprehensive tool for preparing for the HSK test (Xiangyu Chi Gaoqi Rao, 2020). My course is based on this textbook design related courses and links.

Figure 7. HSK Standard Course Textbook

Satisfaction

4.1 What is Satisfaction?

Satisfaction generally refers to a feeling of contentment or fulfillment that arises when one's needs, desires, or expectations are met.(Cordaro et al., 2016) It can be experienced in various aspects of life, including personal relationships, work, achievements, and overall well-being. Satisfaction is subjective and can vary from person to person, as what brings satisfaction to one individual may not necessarily do so for another. In the context of work or professional life, job satisfaction refers to the level of contentment an individual experiences in their job or career.(Demirtas & Tezer, 2012) Factors that contribute to job satisfaction may include work-life balance, salary and benefits, opportunities for growth and development, job security, a positive work environment, and the alignment of personal values with the organization's mission.

In personal relationships, satisfaction can be influenced by factors such as communication, emotional support, shared values and interests, trust, and intimacy. (Liu et al., 2011)Achieving a sense of satisfaction in relationships often requires effort, compromise, and effective communication between individuals.

It's important to note that satisfaction is not a constant state, but rather a fluctuating feeling that can be influenced by various factors and circumstances. People may strive to attain satisfaction and pursue activities or make choices that they believe will contribute to their overall well-being and contentment(Liu et al., 2011) However, the

path to satisfaction is subjective and can differ for each person. The researcher's questionnaire will also be developed based on these perspectives.

4.2 Students' satisfaction

Student satisfaction refers to the level of contentment or fulfillment that students experience in their educational journey. It encompasses various aspects of the student's academic and social experience within an educational institution, such as schools, colleges, or universities. Student satisfaction is an important factor in determining the quality and effectiveness of an educational institution and its programs.(Peng et al., 2006)

Several factors contribute to student satisfaction including:

Teaching quality: The competence, expertise, and accessibility of instructors or professors play a significant role in student satisfaction. Engaging and effective teaching methods, clear communication, and support for student learning contribute to a positive educational experience(Markova et al., 2017)

Curriculum and program quality: Students often assess the relevance, depth, and breadth of the curriculum and programs offered by an educational institution. (Markova et al., 2017)The availability of a diverse range of courses, practical experiences, research opportunities, and extracurricular activities can enhance student satisfaction.

Resources and facilities: Adequate resources, including libraries, laboratories, technology, and study spaces, contribute to student satisfaction.(Eom et al., 2006) Access to modern facilities and resources that support learning and research can enhance the educational experience.

Support services: Availability of academic support services such as tutoring, counseling, career guidance, and mentorship programs can greatly influence student satisfaction.(Education et al., 2016) Institutions that provide comprehensive support systems tend to have higher student satisfaction rates.

Campus environment: Factors such as a safe and inclusive campus, a vibrant student community, extracurricular activities, and opportunities for social

interaction can significantly impact student satisfaction.(AGARWAL et al., 2014) A positive campus environment fosters a sense of belonging and enhances overall student well-being.

Administrative responsiveness: Efficient administrative processes, effective communication, and timely resolution of issues or concerns contribute to student satisfaction.(Alawamleh et al., 2020) Institutions that prioritize student feedback and take appropriate action tend to have higher levels of student satisfaction.

Opportunities for personal and professional growth: Students often value institutions that provide opportunities for internships, networking, career development, and experiential learning.(Van Wart et al., 2020) The availability of such opportunities can contribute to student satisfaction by preparing them for future success.

Related Research

Lin Ruo from School of Information Science Beijing Language and Culture University, the research point out that online learning can be a great way to prepare for the HSK test. There are many online resources available to help you improve Chinese language skills, including courses, tutorials, practice tests, and study materials (Lin Ruo, 2021). Some of these resources are free, while others require a fee or subscription. Online learning platforms offer a variety of interactive features that can be especially helpful for HSK preparation. For example, if can practice your reading skills by reading articles and texts in Chinese. Many online courses also include interactive exercises and quizzes to test your knowledge and reinforce your learning.

LI WEI from University College London researched those online resources, it's important to practice speaking and writing Chinese as well. You can find online language exchange partners or tutors who can help you improve your speaking and writing skills. Practicing speaking and writing with others can also help you improve your confidence and fluency in Chinese. Finally, when preparing for the HSK test online, it's important to set specific goals and create a study plan to stay on track. Identify your strengths and weaknesses, and focus on areas where you need improvement.(Li & Zhu,

2013) Practice regularly and consistently, and take practice tests to assess your progress and identify areas where you need further practice. With dedication and effort, you can improve your Chinese language skills and achieve success on the HSK test.

Hess, A, & Greer, K (2016) suggested that the ADDIE model can be used for several different purposes of information literacy instruction. First, it can provide a structure around which librarians can develop a variety of instructional interactions. Second, it can help librarians consider student engagement, learning, and assessment more intentionally. Third, it can help integrate specific standards of information literacy with other learning guidelines, such as high-impact practices and e-learning best practices. From the authors' experience, other academic librarians may find application of the instructional design structure in their own teaching practices, whether in online or face-to-face learning environments.

Huang et al., (2020) mentioned that online Mandarin learning has become increasingly popular in recent years, especially as more people turn to online platforms for education. The benefits of learning Mandarin online include convenience, flexibility, and accessibility, making it a popular option for learners of all ages and backgrounds.

Ken-Zen Chen1 and Barbara Oakley from Institute of Education, National Chiao-Tung University (2020) study that Coursera offers a variety of Chinese language courses that cater to learners at different proficiency levels. However, the mostly Chinese courses on Coursera are not HSK or Chinese language for foreigners which is hold by Hanban, a public institution affiliated with the Chinese Ministry of Education.Therefore, the HSK program needs more development and development.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter writes in detail about the methods used in the study, including the study design, participants, instruments, procedures, data collection, and data analysis.

Research Design

This study utilized quantitative research methods. In addition, I used a set of pre-test-post-test designs to collect test data in quantitative or numerical form.

Group: O1 X O2

Table 6 the relationship between pretest and posttest with the online course

O1	X	O2
Pretest （To test the Chinese level of samples before using Udemy to learn HSK 1 reading)	Using Udemy to teach and learn HSK 1 reading.	Posttest (To test the Chinese achievement of samples after using Udemy to learn HSK 1 reading)

The test for evaluating achievement and the researcher will follow these steps:

Step 1: The researcher selected the test types. Multiple-choice and connect-the-dots questions were chosen to use in the study.

Step 2: The researcher studied theories of HSK exam assessment and developed the questions in the test.

Step 3: Three Chinese experts who works in the field of teaching HSK were asked to check the congruence between objectives and items in the test. The data obtained were used to calculate the Item Objective Congruence index (IOC).

The evaluation criteria were used for checking the congruence between objectives and items of the test as follows:

+1 = a test item is considered congruent with the objectives.

0 = a test item is considered neutral in terms of whether it is congruent with the objectives.

-1 = a test item is considered not congruent with the objectives.

The total mean score of the Item-Objective Congruence (IOC) Index is supposed to be higher than 0.5 for acceptable data.

Step 4: A pre-test and a post-test were administered to 30 zero-based students enrolled in the HSK 1 reading course.

Step 5: Subjects' Chinese reading ability was examined through a pre-test and a post-test.

Participants

The population of this study were 100 zero or basic level Chinese learners who use Udemy platform to learn Chinese course in 2 months, which means the participants have no experience to learn Chinese or they only know Chinese pinyin and some simple sentences, and they have not received systematic learning.

The researcher will select 30 samples by simple randomly selected. All students are from different countries which means their native languages are not Chinese.

Research Instrumentation

There were 3 research instruments of this study as follows:

3.1 The reading course of HSK 1 on Udemy platform

The procedure for development of the reading course of HSK 1 on Udemy platform the following steps: analysis, design, development, implementation, and evaluation. The details of each step are described as follows:

Analysis. There are 3 activities in the analysis step as follows:

(1) Related contents studies studied include HSK examination, the use of online platform and students' needs in order to develop the HSK reading courses.

(2) Evaluation of students. Students being evaluated.

(3) Evaluation of learning resources. Learning resources being evaluated are instructional materials, according the standard of HSK exam, the lesson content will be chosen from the HSK standard textbook, which is designed by Hanban(this institute is from Chinese ministry of education)

Design. There are 2 activities in the design step as follows:

(1) Determine the specific course content and design the lesson instruction according to the HSK syllabus.

(2) Designing the details of instruction. The details of instructional design are the following:

① Designing the objectives and contents, the sequencing of contents, the total lessons are 16 with a video length of 5-15 minutes.

② Designing the methods of teaching and learning activities including the introduction to the lesson, presentation of contents, and practicing of what has been learned

③ Designing the evaluation of learning outcomes via a test and designing the questionnaire of satisfaction.

④ Design the background of the course PPT, video course, design the position of the teacher's character in the video, text size, color, etc.

The content of the HSK course

Table 7 The title of the course

1	The Chinese Pinyin 1
2	The Chinese Pinyin 2
3	How to be greeting in Chinese
4	What's your name?
5	Where are you from?
6	What's your telephone number?
7	What date is it today?
8	What time is it now?
9	How much does it cost?
10	How old are you?
11	What would you like to drink or eat?
12	Where is the bathroom?
13	How is the weather?
14	What are you doing?
15	How to use the auxiliary word 'le'?
16	How to use '是.....的' to emphasis?

Lessen Plan

According to the design of the course, three lessons will be chosen for the sample collection. The course is designed for 16 lessons, and I will choose lesson 7, lesson 8, lesson 9 for the study. The lesson plans are based on the ADDIE model and the actual teaching situation.

Table 8 The detail of the course design

Name	Details
Analysis	The researcher will identify the learning needs, goals, and objectives for the Chinese course. Gather information through course outline and examination syllabus to determine the target learners' proficiency level, interests, and preferences. Besides that to analyze existing materials or textbooks to understand the content and scope of the course.
Design	The researcher will outline the course structure and create a detailed syllabus. And also determine the teaching methods, instructional strategies, and assessments that will be used in the course.
Development	The researcher will create the course content, develop learning activities, and create any necessary materials such as handouts, worksheets, or quizzes.
Implementation	The researcher will deliver the course content to the learners, to monitor and adjust the course materials and teaching methods as needed to ensure that learners are making progress towards their language goals.
Evaluation	The researcher will assess the effectiveness of the course by gathering feedback from learners and analyzing learning outcomes. Using tests to measure learners' language proficiency. Based on the results, I can make adjustments to the course content or delivery methods to improve the learning experience for future students.

Table 9 The contents of the course

Lessons	Contents
7. What month is it today? （今天几月几号）	Duration: 15 minutes Lesson time: 1 Teaching content Vocabulary: today, yesterday, tomorrow, month, day, year, few, Week, Monday to Sunday Common expressions: 　　1- What month and day is today? 　　2- 2 - What day of the week is it today?
8. What time is it? （现在几点）	Duration: 15 Lessons: 1 Teaching content Vocabulary: now, point, minute, morning, noon, afternoon Common expressions: 1-What time is it? 2-Now...
9. How much is this cup? （这个杯子多少钱）	Duration: 15 minutes Lesson time: 1 Teaching content Vocabulary: this, that, a, cup, how much, money, yuan, piece Common expressions: ... how much is it?

Development. There is 1 activity in the development step as follows:

In this activity, the researcher developed the lessons via instruction based on information acquired in activities 1.1.1 to 1.1.2

Implementation.

There are two activities in the implementation step as follows:

(1) Course recording and instructional notes according to the course syllabus and lesson plan.

(2) Sign up for the Udemy online course platform and start designing the platform and uploading video courses ,pretest ,posttest, and satisfaction questionnaire.

Evaluation In this step, three experts were asked to evaluate the developed online course of HSK 1 reading courses who are teaching HSK courses and educational technology. Evaluate with the online media courses quality assessment form. There are criteria for evaluation as follows:

Likert scale: 1 Not very good   2 Not good

3 Neutral   4 Good

5 Very good

The intervals of the mean scores of the questionnaire are explained below:

4.50 – 5.00	=	Very good
3.50 – 4.49	=	Good
2.50 – 3.49	=	Neutral
1.50 – 2.49	=	Not good
1.00 – 1.49	=	Not very good

3.2 Achievement tests in HSK 1 Reading skills

They will be used to test students' Chinese reading skills, the pretest and posttest were developed and produced by the researcher. Pretests and posttests are both assessment tools used to measure learners' knowledge, skills, or abilities before and after an instructional intervention(Diane-B Wayne et al., 2008). The test questions are developed based on the content of the study and the syllabus of the HSK test. The test is composed of multiple-choice questions and connect the dots. The pre- and post-test were designed by the researcher based on the syllabus and were designed to test whether the mean could be greater than 0.5.

3.3 The learners' satisfaction survey

The researcher would use a satisfaction survey to check whether students are satisfied with the HSK 1 reading lessons which are posted on the Udemy platform. Likert scale would be used to confirm student satisfaction on a scale of 1-5 scores, ranging from very dissatisfied to very satisfied. The satisfaction survey was designed by the researcher and evaluated by three experts, and the mean value of the importance of the survey was greater than 0.5, and the satisfaction questionnaire could be used to students who has learned Chinese course.

The intervals of the mean scores of the satisfaction are explained below:

4.50 – 5.00	=	Very satisfied
3.50 – 4.49	=	Satisfied
2.50 – 3.49	=	Neutral
1.50 – 2. 49	=	Not satisfied
1.00 – 1.49	=	Very unsatisfied

Data collection

Data for this study was obtained from pretest and posttest were used at the beginning and the end of one lesson finished, to compare the participants' reading ability before and after learning HSK1 reading course on Udemy platform. The researcher will choose three lessons from the course for the pre and posttest, then collect data in 2 months. After these three courses, the researcher will submit a satisfaction survey to the samples to collect data.

Data analysis

1. To find out the significant difference between the pre-test scores and post-test scores by calculating the mean of the two scores. To find out the standard deviation (S.D.) and significance of pre-test scores and post-test scores, t-test was used in this study.

2.The learner satisfaction survey used the Likert scale to measure student satisfaction and analyze mean and Standard Deviation (S.D.). were analyzed for HSK 1 reading course satisfaction on Udemy platform.

The mean scores from the survey are explained below:

4.50 – 5.00 = Very satisfied

3.50 – 4.49 = Satisfied

2.50 – 3.49 = Neutral

1.50 – 2.49 = Not satisfied

1.00 – 1.49 = Very unsatisfied

Procedures

Step 1: The course design is based on the standard syllabus of the HSK course and the HSK standard curriculum. The course contents should be designed around the key vocabulary and grammar of the standard curriculum, with each lesson lasting roughly 6-15 minutes, for a total of 16 lessons. Then record and edit.

Step 2: The courses were evaluated by 3 experts and the researcher's advisor whose are good at teaching HSK.

Step 3: If the content is consistent and relevant, then the video will be uploaded to the Udemy platform.

Step 4: The test design is based on the standardized syllabus of the HSK curriculum and the HSK standard curriculum, and the test questions in the pre-test and post-test are developed.

Step 5: The pretest, posttest was checked and evaluated by another three experts and the researcher's advisor.

Step 6: Tests are uploaded to the Udemy platform, and students who listen to the course then take pre- and post-tests. A random sample of 30 students was selected from the 100 students on the platform, and then the data was counted and analyzed.
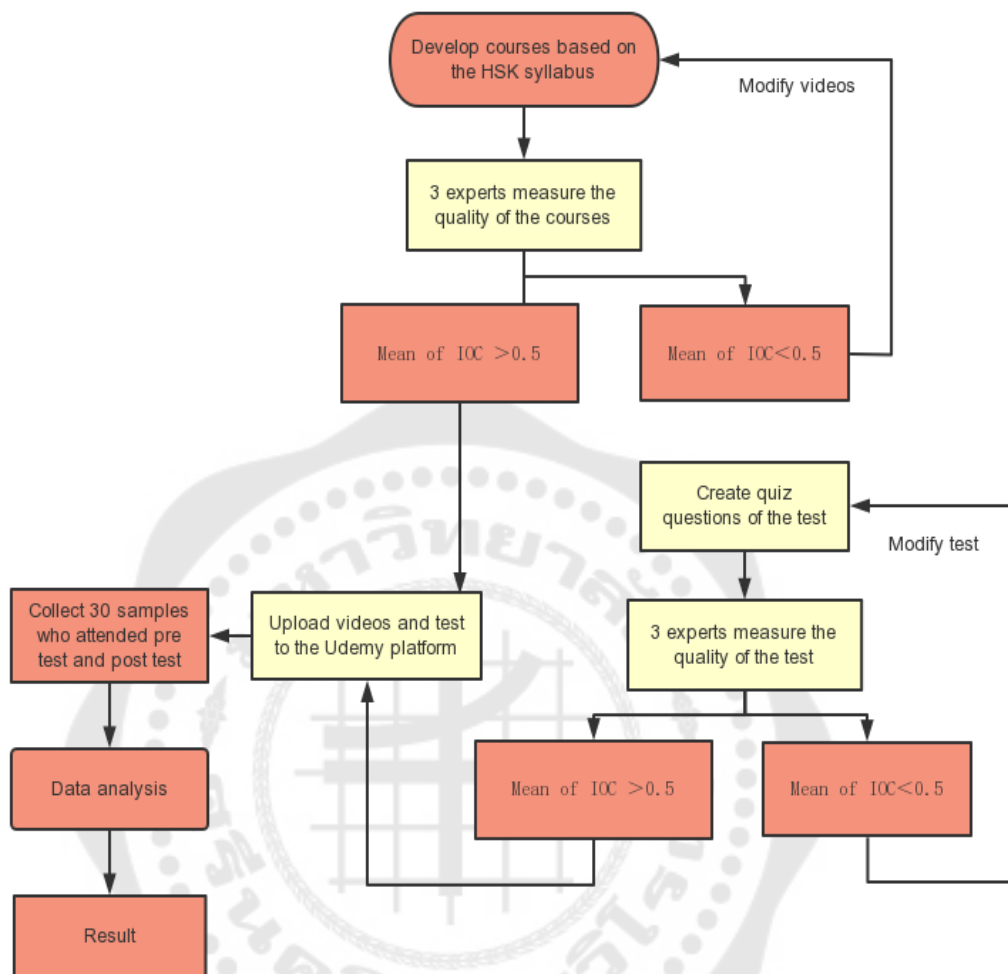
Figure 8 The course production process

Step 7: Satisfaction survey is also posted on the platform, allowing students to score their satisfaction after studying and analyze their satisfaction with the course and the use of the Udemy platform.

CHAPTER 4

RESULTS

The chapter shows results of the study conducted to fulfill objectives of the study according to the data by quantitative methods. Findings were collected from pre-tests, post-tests, and satisfaction ratings completed by 30 learners enrolled in an online course (the participants who study the lesson videos). The data included that the research instrument showed the answers to three questions:

1. What is the quality of the developed Chinese Proficiency Test 1reading curriculum?

2. After studying Chinese Proficiency Test 1 via Udemy Platform, is the post-test score higher than the pre-test?

3. Are students satisfied with taking Chinese Proficiency Test 1 reading courses on the Udemy platform?

This study results are showed in the tables, and the data analysis results are divided into three sections:

Table1.The quality of the developed HSK1 reading course video.

Likert scale:1 Not very good 2. Not good 3. Neutral 4. Good 5. Very good

The mean scores of the closed-ended questionnaire are explained below:

4.50 – 5.00 = Very good

3.50 – 4.49 = Good

2.50 – 3.49 = Neutral

1.50 – 2.49 = Not good

1.00 – 1.49 = Not very good

Table 10 The IOC of the experts to check the quality of the course videos

Item Questions	Experts			$\overline{X}$	Level	Suggestion
	1	2	3			
1. Do you find the picture quality of the video lessons clear?	5	4	4	4.33	Good	
2. Do you think the length of the video course is reasonable?	5	3	5	4.33	Good	
3. Is the sound of the video lessons clear?	4	5	5	4.67	Very good	
4. Do you find the content of the video engaging?	5	4	4	4.33	Good	
5. Do you find the video course design logical and coherent?	4	4	4	4	Good	There should be some more courses in between to make him look more coherent
6. Do you think students will clearly understand the content of the video?	4	3	4	3.67	Good	It would be clearer and deeper if courses were added
7. Did you find the teacher's explanations clear?	3	3	3	3	Neutral	Words and the explanation should be much easier.
8. Is the teacher's teaching style and language appropriate?	5	5	4	4.67	Very good	

Table 10 (Continue)

Item Questions	Experts			$\overline{X}$	Level	Suggestion
	1	2	3			
9. Are the lessons in the video clear and concise?	4	4	4	4	Good	
10. Are the lessons in the video engaging?	5	5	5	5	Very good	
11. If you were a student, would you choose an online video class to learn the HSK reading course?	5	4	5	4.67	Very good	
12. You would choose an online course because of his convenience.	5	5	5	5	Very good	
13. You would choose an online course because it is practical.	5	4	5	4.67	Very good	
14. Do you think video courses, there is still some room for improvement?	5	4	5	4.67	Very good	

Table 10 (Continue)

Item Questions	Experts			$\overline{X}$	Level	Suggestion
	1	2	3			
15. Are there any design aspects that need to be added as part of the HSK reading and learning videos?	5	5	5	5	Very good	
16. Are you satisfied with the content of the current HSK1 reading video lessons?	4	5	5	4.67	Very good	
Total Mean				4.43	Good	

According to Table 10 shows the scores of 3 experts, The total Mean score of quality of the developed HSK1 reading course video is 4.43, which was at a high level. When considering each item, it was found that The highest score question item is NO.10,NO.12,NO15, the Mean is 5, that means The overall course is very interactive and engaging, while the videos give a sense of convenience and are better from all perspectives ,the second higher on Item,3,8,11,13,14,16,the Mean is 4.67, The video sound is clear, the content is clear, the teacher's language is appropriate, and the content is appropriate and relevant, and students are satisfied with the course. third higher score items are NO.1,2, 4..Mean is 4.33 that is indicated that crisp image, appropriate length, and engaging, It shows that the quality of Chinese Proficiency Tes1 reading courses were at high level. With suggestions as follows:

(1) Some lessons should be added in the middle to make the overall course seem more coherent.

(2) The teacher should use more understandable language when explaining words and usage.

2. Students' pre-test scores and post-test scores for learning HSK reading lessons. This section reports the results by comparing students' test scores before and after learning HSK 1 reading lessons on the Udemy platform.

To compare the difference between pre-test scores and post-test scores in learning Chinese Proficiency Test1 reading test through Udemy platform.

Table 11 The result of the pretest and posttest

Test	N	Mean	S.D.	T	Df	P-value
Pretest	30	29.73	13.06	-16.39	29	<0.001
Posttest	30	72.57	15.82			

As shown in Table 11, the mean score of the pre-test was 29.73 with a standard deviation (S.D.) of 13.06, and the mean score of the post-test was 72.57 with a standard deviation of 15.82, indicating that the students' scores on the post-test were higher than their scores on the pre-test, with a statistical t-distribution of -16.39.

The students' satisfaction learning Chinese Proficiency Test reading lessons through Udemy platform.

Table11 shows the mean and standard deviation of satisfaction on learning HSK1 reading course through Udemy platform (N═30)

The survey mean score was as follows:

4.50 – 5.00 = Very satisfied

3.50 – 4.49 = Satisfied

2.50 – 3.49 = Moderate

1.50 – 2.49 = Unsatisfied

1.00 – 1.49 = Very unsatisfied

Table 12 The result of the satisfaction survey

Content of satisfaction survey	$\overline{X}$	S.D.	Level
1.Do you think the content of lessons are interesting?	4.53	0.63	Very satisfied
2. Are you satisfied with the length of the course?	4.53	0.68	Very satisfied
3.Was the teacher clear in his lessons?	4.4	0.78	Satisfied
4. Do you feel that the number of products is satisfactory?	4.2	0.76	Satisfied
5. Is the course practical?	4.5	0.68	Very satisfied
6. Was the exercise portion of the course satisfactory?	4.73	0.52	Very satisfied
7. Do you find the Udemy platform easy to use?	4.27	0.78	Satisfied
8. Are you satisfied with the format in which the course is presented on the platform?	4.57	0.68	Very satisfied
9. Is the price of the course reasonable?	4.2	0.85	Satisfied
10. Do you find it convenient to take Chinese courses on the Udemy platform?	4.33	0.76	Satisfied
Total Mean	4.43	0.71	Satisfied

As shown in Table 12 shows the results of students' satisfaction towards learning HSK reading lessons through Udemy platform. The researcher finds that 30 learners scored on each question, the Total Mean is 4.43 and the S.D is 0.71, which was

at a satisfied level. When considering each item, it means the highest items is the best level of satisfaction is item 6 , the exercise portion of the course satisfactory? (Mean score =4.73) that means students are very satisfied with the practice portion and the higher one is No.8 Are you satisfied with the format in which the course is presented on the platform?(Mean score = 4.57), that means students are satisfied with the class format of the courses, and the third one are the item 1.Do you think the content of lessons are interesting? and item 2.Are you satisfied with the length of the course?, the mean is 4.53, that means students are satisfied with the length of videos and they feel the courses are interesting so that can draw the conclusion that the learners who using the platform to learn HSK1 reading courses are very satisfied and the results are shown in Table.
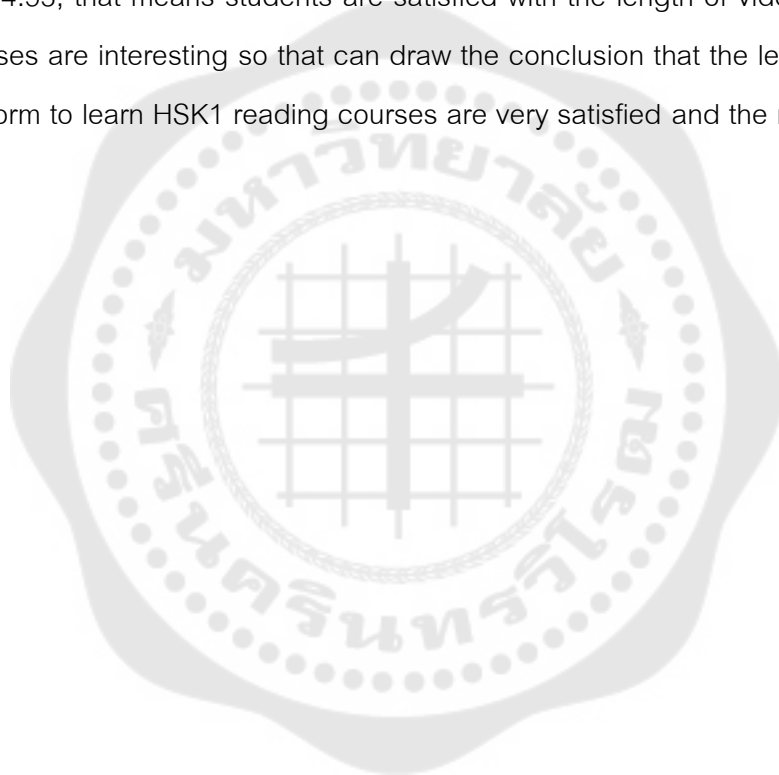
CHAPTER 5

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

This chapter presents discussions, conclusions, and recommendations for further research.

Discussions

In this section, the results of the study and their relationship with other previous relevant studies are discussed. The use of the Udemy platform to teach HSK1 reading courses is supported by many researchers and to use ADDIE model is a good way to design the courses are satisfy the learners, Therefore, it is worthwhile to discuss the results of these studies to tell the different results in the present research differ from those of other studies.

The result of the study

1. The quality of the developed HSK1 reading

Regarding the content, the research findings reveal that the online course content aligns effectively with the learners' proficiency level and complies with the assessment criteria. This achievement is attributed to the researchers' meticulous course design, which was guided by explicit learning objectives and tailored to the student's characteristics. The results of our analysis are very similar to those of M-K Khalil & I-A Elkhider,(2016) In terms of video duration, language utilization, audio volume, course design sequencing, typography, and clarity, each of these aspects has attained a notably high level of proficiency. This achievement can be attributed to the researchers thorough the design principles of ADDIE model, resulting in an exceptional demonstration in these facets of the research outcomes.

And through the design steps of ADDIE model ,it is obvious that the model has a great impetus to the design of the course, the course idea is clear and easy to be understood by the students, and it can also be seen from the students' satisfaction and the experts' assessment of the quality of the course, this one is same as M-A Stapa &N

Mohammad(2019) the researcher thought all the teaching content is based on teacher and student's needs. Furthermore, meticulous consideration was given to the nuances of the course structure, resulting in the content's exceptional suitability and quality. ADDIE model in the course design, especially in the conception of the course, the coherence of the content, analysis, the final production plays a very big role, but ADDIE model in the setup of the evaluation link, for the Udemy platform is not able to communicate with the students in a timely manner, the evaluation of the design of the link to cause a certain degree of obstruction, but can be through the evaluation of the students in the Udemy platform, to assess the video and according to the evaluation of the modification.

2. The results of the HSK 1 reading online course on the Udemy platform.

According to the analysis of the students' pre-test scores and post-test scores, we found that the post-test scores are higher than the pre-test scores, which can be explained by the fact that the students' HSK1 reading ability has been significantly improved after learning HSK1 reading course through the Udemy platform, and the advantage of the course is that the students can learn it without any time constraints, and by observing the Udemy platform, we can find that the students from different countries have enrolled in the course, which also shows that the platform can solve the problem of distance. Students find it very convenient to watch the course, there is no time limit for studying, they can study at any time, and the accompanying practice questions are their favorite part of the course.

The mentioned finding was similar with the study of Lin Ruo, (2021) which demonstrates that online learning can be a great way to prepare for the HSK test. The growing popularity of online learning platforms has shown promise in helping language learners prepare for the HSK test, as evidenced by the study conducted by Lin Ruo (2021), which highlights the benefits and effectiveness of online learning in HSK test preparation, so students are willing to use the videos course to learn and they have a big improvement. Furthermore, the use of online learning platforms Udemy platform can

provide learners with convenient and flexible access to a wide range of resources, including practice exams, and vocabulary exercises.

However, when administering pre- and post-tests, since we cannot guarantee students the time to take the test, some students take the pre-test, study the course, and take the post-test right after. Some students do the pre-test and then watch the video and may do the post-test much later. So, depending on the time and pace of their study, it affects how high or low the post-test scores will be, but at this point, our experiments don't have complete control, so it goes back to some students scoring high and some students scoring low. But the overall trend when it comes to post-test grades is a big improvement over pre-test grades. And the pre-test grades and post-school grades are required to be provided to us by the students themselves, so we can't judge whether the students have really taken the exams or just filled in the grades, so the authenticity of the grades needs to be considered by us, and the factors that need to be considered.

3. **The satisfaction of the HSK 1 reading course on the Udemy platform.**

In the survey on the HSK1 reading course on the Udemy platform, we found that the results of the satisfaction were all above 4 points, which indicates that children are very satisfied with the HSK1 reading lesson through the Udemy platform. The result is the conclusion of the study was like Tatiana Markova's. (2017) The competence, expertise, and rapport of teachers or professors play a crucial role in students' satisfaction and the platform is convenient and the exercise portion is a good part for students. Having engaged and effective teaching methods, clear communication, and providing support for students learning all contribute to students having a positive educational experience.

Besides that, the learners shows that the increasing of the satisfaction with exercise portion of the course and length and format ,they feel interesting and concentrate on the course when they are learning, moreover, the findings are nearly same as this study Nipada Trirat, Nutteerat Pheeraphan, Rathapol Pradubwate, and Naruemon Sirawong (2020) which showed that learning media stimulated the curiosity

and help them to learn until the end and, learning the content of the course is what they really need, the duration of the course has enough for students in online environment.

Advantage and limitations

1. Advantage

Rapid progress in the development of media and technology, through the experiment research, shows that the HSK1 reading courses on the Udemy platform are good for improving learners' Chinese reading skills, the researcher hopes that course design and upload online make it play an important role in our daily life.

Looking toward the future, the trends in online education suggest that it will become even more accessible and personalized. Machine learning and artificial intelligence are likely to play a significant role in tailoring course content to individual learners' needs and preferences. Mobile learning will continue to grow, allowing learners to access courses on their smartphones and tablets. Furthermore, the global reach of online education will expand, fostering cross-cultural exchange and collaboration among learners from diverse backgrounds.

2. Limitation

Due to the relatively short period between course release and the collection of student feedback, it is necessary to have a larger number of learners and a longer duration to obtain effective feedback in the long term. This will allow for course improvements based on the feedback received, ultimately leading to further refinement of the course content.

Furthermore, since learners come from various countries, it cannot be entirely certain whether the learning outcomes may vary due to the differences in their national backgrounds. Therefore, this is also a direction for future research and investigation.

Conclusion

This study hopes to check that using the Udemy platform to teach HSK1 reading lessons to those are zero or basic Chinese language level is effective, and

students' satisfaction with learning HSK1 lessons designed to use ADDIE model and uploaded on the Udemy platform. Regarding the effectiveness of using the HSK1 reading lessons for the online course, since the students' posttest scores were not lower than their pretest grades, and can be concluded the lessons can help learners learn HSK1 reading effectively. This result suggests that students' knowledge of HSK1 reading developed significantly after taking HSK1 reading lessons through the Udemy platform.

Concerning the students' satisfaction with learning the HSK1 reading lesson through the Udemy platform, the satisfaction survey results indicated that a lots of the leaners were satisfied who studying the HSK1 reading lesson through Udemy was helpful and convenient, efficient. In addition, they also agreed that learning HSK1 reading on the Udemy platform can teach particle skills of learning and the prices are cheaper and reasonable than the real onsite courses.

Recommendation

1. Recommendation for research results

Based on empirical evidence, it can be deduced that online HSK1 reading pedagogy exerts a significant and far-reaching influence on student learning outcomes. Leveraging the Udemy platform for instructional delivery enhances both convenience and instructional efficiency. In terms of instructional design, the ADDIE model also emerges as a highly commendable framework. Moreover, due to the relatively short period of data collection since the course's release, many aspects still require more time for validation.

2. Recommendation for further research

With the advancement of modern technology, there is an increasing array of educational technologies available for integration into our teaching methodologies. For instance, nowadays, a growing number of young individuals favor using platforms like TikTok and YouTube for language learning. Additionally, in 2021, the HSK (Hanyu Shuiping Kaoshi) introduced new policies, transforming the previous six levels into three tiers with nine proficiency levels. This restructuring has created a pressing need for

learners to access courses that correspond to and align with these changes. Consequently, post-reform HSK video courses are poised to be more effectively disseminated on social media platforms, catering to a broader audience seeking to enhance their language proficiency.

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APPENDIX

APPENDIX A:

The questionnaire of the quality of the HSK1 reading course videos.
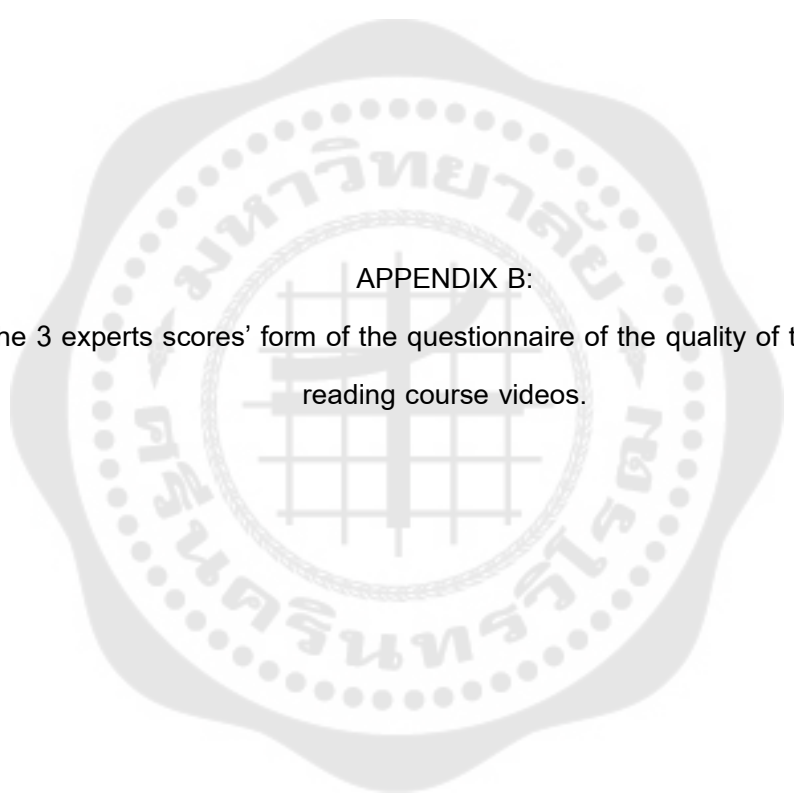
APPENDIX A: The quality of HSK1 reading lesson videos Questionnaire

Likert scale:1 Not very good 2. Not good 3, ok 4. Good 5.Very good

Questions					
	1	2	3	4	5
你觉得视频课程的画质是否清晰？ 1. Do you find the picture quality of the video lessons clear?					
你觉得视频课程的长度是否合理？ 2. Do you think the length of the video course is reasonable?					
视频课程的声音是否清楚？ 3. Is the sound of the video lessons clear?					
你认为视频的内容是否吸引人？ 4. Do you find the content of the video engaging?					
你觉得视频课程设计是否有逻辑性和连贯性？ 5. Do you find the video course design logical and coherent?					
你认为学生能清晰理解视频的内容吗？ 6. Do you think students will clearly understand the content of the video?					
你觉得老师的讲解是否清晰呢？ 7. Did you find the teacher's explanations clear?					
老师的教资教态和语言是否合适？ 8. Is the teacher's teaching style and language appropriate?					
视频中的课件是否清晰明了？ 9. Are the lessons in the video clear and concise?					
视频中的课件是否吸引人？ 10. Are the lessons in the video engaging?					
如果你是学生，你会选择线上视频课学习 HSK 阅读课程？ 11. If you were a student, would you choose an online video class to learn the HSK reading course?					
你会选择线上课程，因为他方便。 12. You would choose an online course because of his convenience.					

APPENDIX A (Continue)

你会选择线上课程，因为它实用。 13. You would choose an online course because it is practical.					
你认为视频课程，还存在一些进步空间？ 14. Do you think video courses, there is still some room for improvement?					
作为 HSK 阅读学习视频，还有一些设计方面需要增加内容？ 15. Are there any design aspects that need to be added as part of the HSK reading and learning videos?					
你对目前的 HSK1 阅读视频课内容感到满意？ 16. Are you satisfied with the content of the current HSK1 reading video lessons?					

APPENDIX B:

The 3 experts scores' form of the questionnaire of the quality of the HSK1

reading course videos.

APPENDIX B: The 3 experts scores' form of the questionnaire of the quality of the HSK1 reading course videos.

Questions	Experts		
	1	2	3
1.你觉得视频课程的画质是否清晰？ 1. Do you find the picture quality of the video lessons clear?	5	5	5
2.你觉得视频课程的长度是否合理？ 2. Do you think the length of the video course is reasonable?	5	5	5
4.视频课程的声音是否清楚？ 3. Is the sound of the video lessons clear?	4	5	5
4.你认为视频的内容是否吸引人？ 4. Do you find the content of the video engaging?	5	5	5
5.你觉得视频课程设计是否有逻辑性和连贯性？ 5. Do you find the video course design logical and coherent?	5	5	5
6.你认为学生能清晰理解视频的内容吗？ 6. Do you think students will clearly understand the content of the video?	4	5	5
7.你觉得老师的讲解是否清晰呢？ 7. Did you find the teacher's explanations clear?	5	5	5
8.老师的教资教态和语言是否合适？ 8. Is the teacher's teaching style and language appropriate?	5	5	5
9.视频中的课件是否清晰明了？ 9. Are the lessons in the video clear and concise?	5	5	4
10.视频中的课件是否吸引人？ 10. Are the lessons in the video engaging?	5	5	5
11.如果你是学生，你会选择线上视频课学习 HSK 阅读课程？ 11. If you were a student, would you choose an online video class to learn the HSK reading course?	5	4	5
12.你会选择线上课程，因为他方便。 12. You would choose an online course because of his convenience.	5	5	5
13.你会选择线上课程，因为它实用。 13. You would choose an online course because it is practical.	5	5	5
14.你认为视频课程，还存在一些进步空间？ 14. Do you think video courses, there is still some room for improvement?	5	4	5
15.作为 HSK 阅读学习视频，还有一些设计方面需要增加内容？ 15. Are there any design aspects that need to be added as part of the HSK reading and learning videos?	5	4	5

APPENDIX B (Continue)

16.你对目前的 HSK1 阅读视频课内容感到满意？ 16. Are you satisfied with the content of the current HSK1 reading video lessons?	4	5	5

APPENDIX C:

The pre and post achievement tests of the HSK1 reading course.

APPENDIX C: The pre and post achievement tests of the HSK1 reading course.

Read the questions and choose the right answer to each of them （10questions ,2points each question)

What day is it today ？　　　　A.Thank you!

What's your telephone number ？　B.I'm 19 years old.

What date is it today?　　　　C.Bye bye

What's your wechat numeber ？　D.You're welcome!

Hello　　　　　　　　E.Today is 12th, March

Sorry　　　　F.My telephone number is 15677839087

May I have your name ,please ？　G.It doesn't matter

Thank you　　　　H.My wechat number is 23493849

See you　　　　　　I.My name is Wang Li

How old are you ？　　　J.Today is Friday.

Multiple-choice question (20 questions, 3points each question)

1. ( ) What day of the week is it?

A. Hello B. Wednesday C. Yesterday D. Excuse me

2. How old are you ( )?

A.brother B.me C.how much D.week

3.What is your telephone ( ) number?

A. how many B. wechat C. how many D. thank you

4. What is your name?

A. is B. called C. how many D. how many

5. How many ( ) now?

A. yesterday B. dinner C. point D. minute

6.What is your ( ) number?

A.wechat B.number C.few D.point

7.It's eight ten ( ) now.

A.minute B.few C.number D.day

8.What month and day ( ) yesterday?

A.number B.how many C.week D.minute

9.My phone ( ) is 12347636273.

A. wechat B. few C. how many D. number

10.I want to go to ( ) barbecue.

A. eat B. be C. call D. play

11.Tomorrow is week ( ).

A. how many B. yesterday C. three D. China

12.Today is Friday, 9 ( ) 30.

A. number B. month C. how many D. several

13.You ( ) number to China?

A. No. B. Month C. How many D. Several

14. I ( ) Li Xiaoxiao.

A.is B.number C.name D.several

15.Yesterday I ( )   come to school at three o'clock.

A.tomorrow B.afternoon C.what D.month

16.A:Hello.B: ( )

A.you're welcome B.thank you C.hello D.what

17. ( ) eight point five.

A.now B.I C.yesterday D.tomorrow

18.Are you from ( ) country?

A. how many B. what C. which D. what

19. I ( ) phone number is 193848494

A.is B.of C.number D.call

20. ( ) what day of the week?

A. the day after B. what C. how many D. how much

Choose a right answer to fill into the brackets

Week   now   10:10   Wednesday   what

1. ( ) Eight o'clock in the morning.

2. ( ) I'm going to class.

3. Today is ( ) five.

4. I would like to go to China( ).

5. ( ) is your sister's name?

Sister You're Welcome Dinner Hotpot WeChat

6.A. Thank you! B: ( )

7. What time are we ( ).

8. I want to go eat ( ).

9. How old are you ( )?

10. What is your ( ) number?

APPENDIX D:

The IOC of pre and post achievement tests of the HSK1 reading course.

APPENDIX D: The IOC of pre and post achievement tests of the HSK1 reading course.

	Question Items	3 Experts			Total Score	IOC	Result
	今天星期几？	+1	+1	+1	3	1	Used
	你的电话号码是多少？	+1	+1	+1	3	1	Used
	今天几月几号？	+1	+1	+1	3	1	Used
	你的微信号码是多少？	+1	+1	+1	3	1	Used
	你好	+1	0	+1	2	0.67	Used
	对不起	0	+1	+1	2	0.67	Used
	请问你叫什么名字？	-1	+1	+1	3	1	Used
	谢谢	+1	+1	+1	3	1	Used
	再见	+1	+1	+1	3	1	Used
	你今年多大？	0	+1	+1	2	0.67	Used
1	（ ）是星期几？ 你好 B.星期三 C.昨天 D.请问	+1	+1	+1	3	1	Used
2	你（ ）几岁？ 弟弟 B.我 C.多少 D.星期	0	+1	+1	2	0.67	Used
3	你电话（ ）号码是多少？ 多少 B.微信 C.几 D.谢谢	+1	+1	+1	3	1	Used
4	你（ ）什么名字？ 多少 B.微信 C.叫 D.谢谢	+1	0	+1	2	0.67	Used
5	现在几（ ）？ 昨天 B.吃饭 C.点 D.分	+1	+1	+1	3	1	Used
6	你的（ ）号码是多少？ 微信 B.数字 C.几 D.点	+1	+1	+1	3	1	Used
7	现在八点十（ ）。 分 B.几 C.号 D.日	+1	+1	+1	3	1	Used

No.	Question						Status
8	昨天几月几（ ）？ 号 B.多少 C.星期 D.分分	0	+1	+1	2	0.67	Used
9	我的电话（ ）是 12347636273。 微信 B.几 C.多少 D.号码	+1	+1	+1	3	1	Used
10	我想去（ ）烧烤。 吃 B.是 C.叫 D.玩	0	+1	+1	2	0.67	Used
11	明天是星期（ ）。 多少 B.昨天 C.三 D.中国	+1	+1	+1	3	1	Used
12	今天是9（ ）30日，星期五。 号 B.月 C.多少 D.几	+1	+1	+1	3	1	Used
13	你（ ）号去中国？ A.号 B.月 C.多少 D.几	+1	+1	+1	3	1	Used
14	.我（ ）李笑。 是 B.号 C.名字 D.几	+1	+1	+1	3	1	Used
15	昨天我（ ）三点来学校。 明天 B.下午 C.什么 D.月	+1	+1	+1	3	1	Used
16	A:你好！B：（ ） 不客气 B.谢谢 C.你好 D.什么	+1	-1	+1	3	1	Used
17	（ ）八点五分。 现在 B.我 C.昨天 D.明天	+1	+1	+1	3	1	Used
18	你是（ ）国人？ 几 B.什么 C.哪 D.什么	+1	0	+1	2	0.67	Used
19	我（ ）电话是193848494 是 B.的 C.号码 D.叫	+1	+1	+1	3	1	Used
20	.（ ）星期几？	+1	+1	+1	3	1	Used

	A.后天 B.什么 C.几 D.多少						
1	. （ ） 上午八点。	+1	+1	+1	3	1	Used
2	（ ） 我去上课。	-1	+1	+1	3	1	Used
3	.今天是 （ ） 五。	+1	+1	+1	3	1	Used
	我想 （ ） 去中国。 （I would like to China)	0	+1	+1	2	0.67	Used
5	你妹妹叫 （ ） 名字?	+1	+1	+1	3	1	Used
6	.A.谢谢你！ B: （ ）	+1	+1	+1	3	1	Used
7	我们几点 （ ） 。	+1	+1	+1	3	1	Used
8	我想去吃 （ ） 。	+1	+1	0	2	0.67	Used
9	你 （ ） 多大了?	+1	+1	+1	3	1	Used
10	你的 （ ） 号码是多少?	+1	+1	+1	3	1	Used
NO.	Question Items	3 Experts			Total Score	IOC	Result
Read the questions and choose the right answer to each of them	What day is it today?	+1	+1	+1	3	1	Used
	What's your telephone number?	+1	+1	+1	3	1	Used
	What date is it today?	+1	+1	+1	3	1	Used
	What's your wechat numeber?	+1	+1	+1	3	1	Used
	Hello	+1	0	+1	2	0.67	Used
	Sorry	0	+1	+1	2	0.67	Used
	May I have your name ,please?	-1	+1	+1	3	1	Used
	Thank you	+1	+1	+1	3	1	Used
	See you	+1	+1	+1	3	1	Used
	How old are you?	0	+1	+1	2	0.67	Used

Multiple-choice question	1. ( ) What day of the week is it? A. Hello B. Wednesday C. Yesterday D. Excuse me	+1	+1	+1	3	1	Used
	2. How old are you ( )? A.brother B.me C.how much D.week	0	+1	+1	2	0.67	Used
	3.What is your telephone ( ) number? A. how many B. wechat C. how many D. thank you	+1	+1	+1	3	1	Used
	4. What is your name? A. is B. called C. how many D. how many	+1	0	+1	2	0.67	Used
	5. How many ( ) now? A. yesterday B. dinner C. point D. minute	+1	+1	+1	3	1	Used
	6.What is your ( ) number? A.wechat B.number C.few D.point	+1	+1	+1	3	1	Used
	7.It's eight ten ( ) now. A.minute B.few C.number D.day	+1	+1	+1	3	1	Used
	8.What month and day ( ) yesterday? A.number B.how many C.week D.minute	0	+1	+1	2	0.67	Used
	9.My phone ( ) is 12347636273.	+1	+1	+1	3	1	Used

	A. wechat B. few C. how many D. number						
	10.I want to go to ( ) barbecue. A. eat B. be C. call D. play	0	+1	+1	2	0.67	Used
	11.Tomorrow is week ( ). A. how many B. yesterday C. three D. China	+1	+1	+1	3	1	Used
	12.Today is Friday, 9 ( ) 30. A. number B. month C. how many D. several	+1	+1	+1	3	1	Used
	13.You ( ) number to China? A. No. B. Month C. How many D. Several	+1	+1	+1	3	1	Used
	14. I ( ) Li Xiaoxiao. A.is B.number C.name D.several	+1	+1	+1	3	1	Used
	15.Yesterday I ( ) come to school at three o'clock. A.tomorrow B.afternoon C.what D.month	+1	+1	+1	3	1	Used
	16.A:Hello.B: ( ) A.you're welcome B.thank you C.hello D.what	+1	-1	+1	3	1	Used
	17. ( ) eight point five. A.now B.I C.yesterday D.tomorrow	+1	+1	+1	3	1	Used
	18.Are you from ( ) country?	+1	0	+1	2	0.67	Used

	A. how many B. what C. which D. what						
	19. I ( ) phone number is 193848494 A.is B.of C.number D.call	+1	+1	+1	3	1	Used
	20. ( ) what day of the week? A. the day after B. what C. how many D. how much	+1	+1	+1	3	1	Used
Choose a right answer to fill into the brackets	1. ( ) Eight o'clock in the morning.	+1	+1	+1	3	1	Used
	2. ( ) I'm going to class.	-1	+1	+1	3	1	Used
	3. Today is ( ) five.	+1	+1	+1	3	1	Used
	4. I would like to go to China( ).	0	+1	+1	2	0.67	Used
	5. ( ) is your sister's name?	+1	+1	+1	3	1	Used
	6.A. Thank you! B: ( )	+1	+1	+1	3	1	Used
	7. What time are we ( ).	+1	+1	+1	3	1	Used
	8. I want to go eat ( ).	+1	+1	0	2	0.67	Used
	9. How old are you ( )?	+1	+1	+1	3	1	Used
	10. What is your ( ) number?	+1	+1	+1	3	1	Used
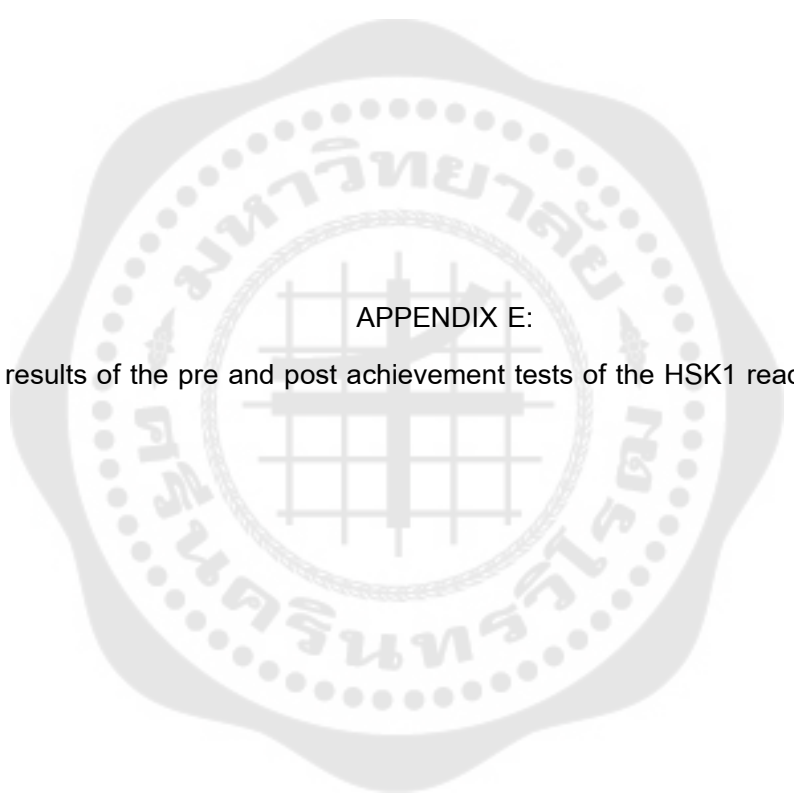
APPENDIX E:

The results of the pre and post achievement tests of the HSK1 reading course.

APPENDIX E: The results of the pre and post achievement tests of the HSK1 reading course.

	pretest	posttest
1	26	61
2	39	70
3	20	88
4	24	65
5	53	88
6	19	79
7	6	20
8	13	80
9	66	100
10	18	40
11	46	87
12	34	86
13	22	95
14	34	87
15	39	76
16	28	81
17	35	89
18	29	70
19	48	65
20	31	87
21	15	65
22	39	75
23	38	67

APPENDIX E   (Continue)

24	41	83
25	22	76
26	25	88
27	19	66
28	28	53
29	65	91
30	13	67
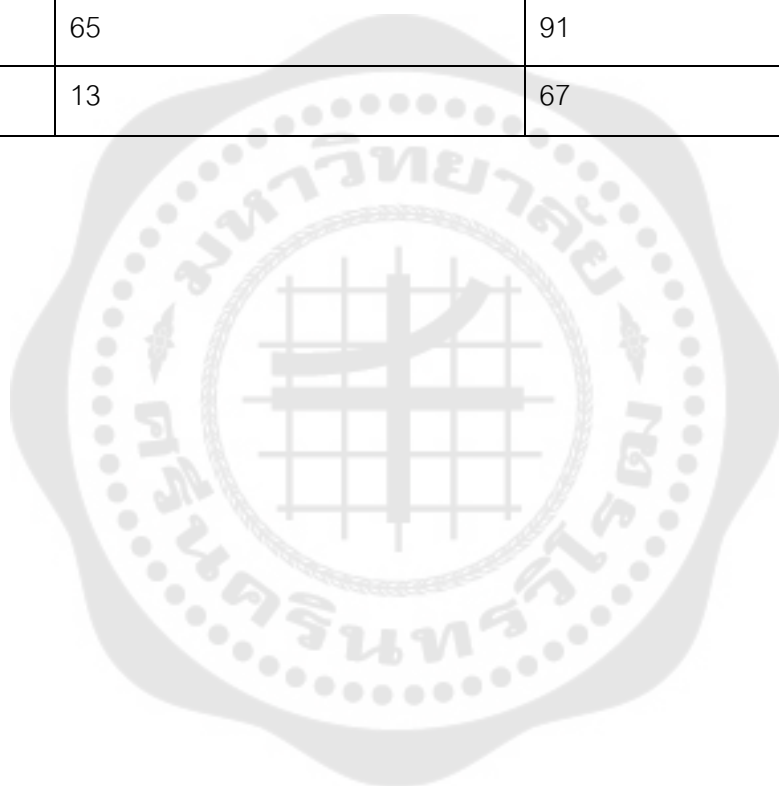
APPENDIX F

The satisfaction survey of the HSK1 reading course.

APPENDIX F: The satisfaction survey of the HSK1 reading course.

Measured standards:

Very unsatisfied 1

Unsatisfied 2

Neutral 3

Satisfied 4

Very satisfied 5

| Content of satisfaction survey	1	2	3	4	5
1.Do you think the content of lessons are interesting?					
2. Are you satisfied with the length of the course?					
3.Was the teacher clear in his lessons?					
4. Do you feel that the number of products is satisfactory?					
5. Is the course practical?					
6. Was the exercise portion of the course satisfactory?					
7. Do you find the Udemy platform easy to use?					
8. Are you satisfied with the format in which the course is presented on the platform?					
9. Is the price of the course reasonable?					
10. Do you find it convenient to take Chinese courses on the Udemy platform?					
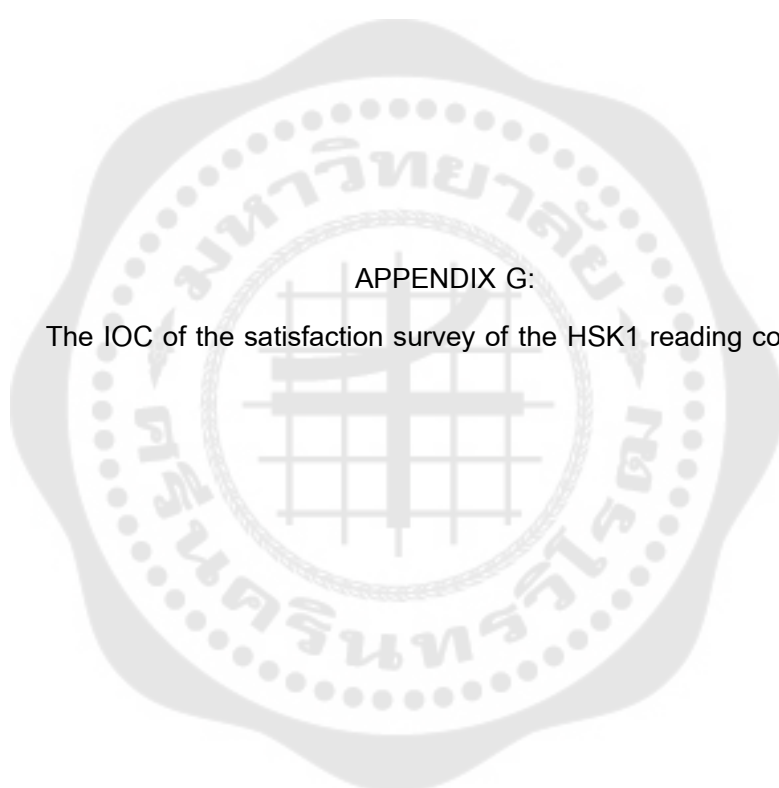
APPENDIX G:

The IOC of the satisfaction survey of the HSK1 reading course.

APPENDIX G: The IOC of the satisfaction survey of the HSK1 reading course.

|	Experts			Total Score	IOC	Result
	1	2	3			Used
1.Do you think the content of lessons are interesting?	+1	+1	0	2	0.67	Used
2. Are you satisfied with the length of the course?	+1	0	+1	2	0.67	Used
3.Was the teacher clear in his lessons?	+1	+1	+1	3	1	Used
4. Do you feel that the number of products is satisfactory?	+1	+1	+1	3	1	Used
5. Is the course practical?	+1	+1	+1	3	1	Used
6. Was the exercise portion of the course satisfactory?	+1	+1	+1	3	1	Used
7. Do you find the Udemy platform easy to use?	+1	+1	+1	3	1	Used
8. Are you satisfied with the format in which the course is presented on the platform?	+1	+1	+1	3	1	Used
9. Is the price of the course reasonable?	+1	+1	+1	3	1	Used
10. Do you find it convenient to take Chinese courses on the Udemy platform?	+1	+1	+1	3	1	Used
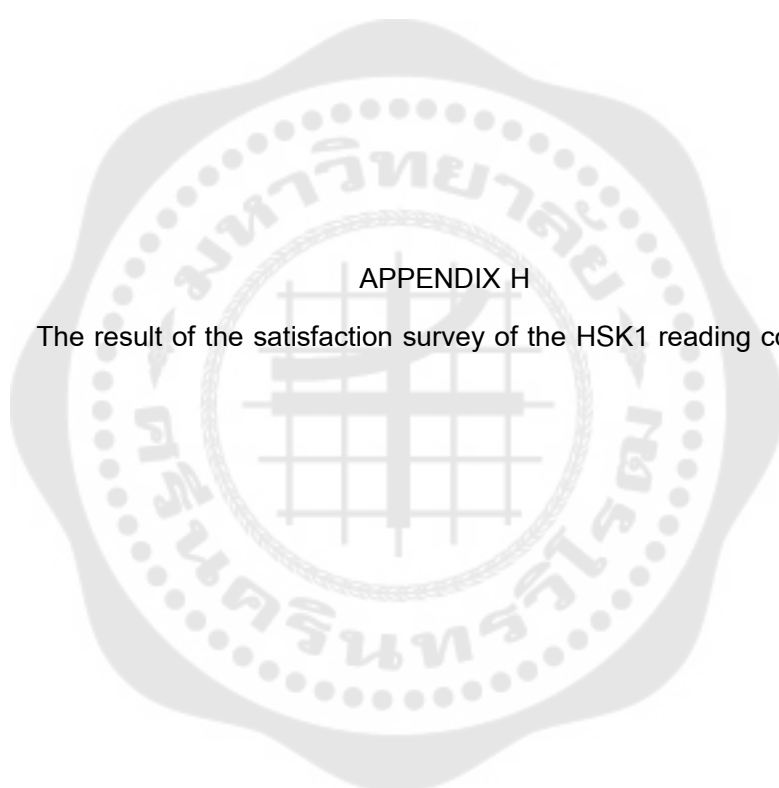
APPENDIX H

The result of the satisfaction survey of the HSK1 reading course.

APPENDIX H: The result of the satisfaction survey of the HSK1 reading course.

Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00
2	4.00	3.00	3.00	3.00	4.00	5.00	3.00	3.00	5.00	5.00
3	4.00	4.00	4.00	4.00	3.00	5.00	5.00	5.00	3.00	3.00
4	5.00	5.00	5.00	3.00	5.00	5.00	2.00	5.00	4.00	5.00
5	5.00	4.00	4.00	3.00	4.00	5.00	5.00	4.00	4.00	4.00
6	5.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	3.00	5.00
7	4.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	3.00	5.00
8	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	3.00	5.00
9	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	3.00	4.00
10	5.00	4.00	3.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00
11	5.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	3.00	4.00
12	4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00
12	5.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	4.00	5.00
13	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	3.00
14	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00
15	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	3.00
16	5.00	3.00	3.00	5.00	3.00	4.00	3.00	5.00	3.00	3.00
17	4.00	5.00	5.00	3.00	5.00	5.00	5.00	5.00	5.00	4.00
18	5.00	5.00	5.00	4.00	5.00	5.00	3.00	5.00	5.00	5.00
19	5.00	3.00	3.00	3.00	5.00	5.00	5.00	5.00	4.00	5.00
20	3.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
21	4.00	5.00	5.00	4.00	3.00	5.00	4.00	3.00	5.00	5.00
22	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00
23	5.00	4.00	4.00	5.00	5.00	5.00	5.00	3.00	5.00	3.00
24	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00

APPENDIX H (Continue)

25	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00
26	5.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	3.00	5.00
27	3.00	5.00	5.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00
28	4.00	5.00	3.00	4.00	5.00	3.00	4.00	4.00	5.00	4.00
29	4.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	4.00
30	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00
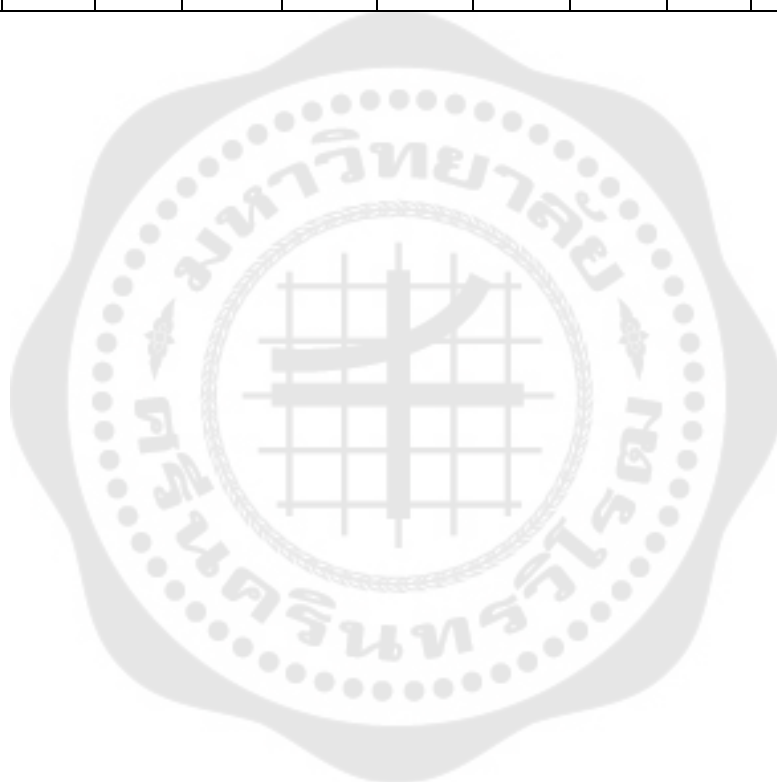
APPENDIX I

Experts Information and Invitation Letter.

APPENDIX I: Experts Information and Invitation Letter.

Expert 1: Wang Xuejiao, with 13 years of experience in teaching Chinese as a foreign language, is currently engaged in the field of education at Beijing Capital University of Economics and Business.

Expert 2: Xining Chen, with 13 years of experience in teaching Chinese as a foreign language, is currently engaged in the field of education at Beijing Capital University of Economics and Business.

Expert 3: Li Yan, with 15 years of experience in teaching Chinese as a foreign language, is currently serving as a Chinese language instructor at the University of International Business and Economics.

Department of Educational
Technology Faculty of Education
Srinakharinwirot University 114
Sukhumvit 23, Khlong Toei Nuea
Wattana, Bangkok 10110
Thailand

Subject: Request for Expertise Invitation

Dear Xuejiao Wang

I hope this letter finds you well. I am writing on behalf of WEI YAN, a graduate student majoring in Educational Technology at Srinakharinwirot University. She has been granted permission to conduct a thesis research on the topic "Develop Chinese Proficiency Test Reading Online Course for Foreigners through Udemy Program." under the guidance of Prof. Nipada Trirat and Naruemon Sirawong who is serving as the thesis advisor.
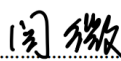
In this regard, I would like to extend an invitation to you to serve as an expert to assess the research instruments related to the thesis. The specific area of expertise required pertains to " Chinese Proficiency Test Course and students' achievement test and satisfaction survey"

The student is seeking your valuable expertise to evaluate the research tools employed in this study. Your insights and guidance would be immensely beneficial in ensuring the quality and rigor of the research.

We kindly request your consideration of this invitation to contribute as an expert in this capacity. Your willingness to support WEI YAN in this academic endeavor would be greatly appreciated.
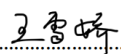
Thank you for considering this request. We look forward to your positive response.

Best regards,

(Student Signature....闫微.....................................)

(.......WEI YAN........)

I am pleased to serve as an expert in inspecting research instruments.

(.Expert Signature.........王雪娇...)

(................................) Wang Xuejiao

Department of Educational
Technology Faculty of Education
Srinakharinwirot University 114
Sukhumvit 23, Khlong Toei Nuea
Wattana, Bangkok 10110
Thailand

Subject: Request for Expertise Invitation

Dear Xining Chen

I hope this letter finds you well. I am writing on behalf of WEI YAN, a graduate student majoring in Educational Technology at Srinakharinwirot University. She has been granted permission to conduct a thesis research on the topic "Develop Chinese Proficiency Test Reading Online Course for Foreigners through Udemy Program." under the guidance of Prof. Nipada Trirat and Naruemon Sirawong who is serving as the thesis advisor.

In this regard, I would like to extend an invitation to you to serve as an expert to assess the research instruments related to the thesis. The specific area of expertise required pertains to " Chinese Proficiency Test Course and students' achievement test and satisfaction survey"

The student is seeking your valuable expertise to evaluate the research tools employed in this study. Your insights and guidance would be immensely beneficial in ensuring the quality and rigor of the research.

We kindly request your consideration of this invitation to contribute as an expert in this capacity. Your willingness to support WEI YAN in this academic endeavor would be greatly appreciated.

Thank you for considering this request. We look forward to your positive response.

Best regards,

(Student Signature........闫微...............................)

(.......WEI YAN....)

I am pleased to serve as an expert in inspecting research instruments.

(.Expert Signature......孙郅宁...............................)

(...XiNing Chen....)

Department of Educational Technology Faculty of Education Srinakharinwirot University 114 Sukhumvit 23, Khlong Toei Nuea Wattana, Bangkok 10110 Thailand

Subject: Request for Expertise Invitation

Dear YAN LI,

I hope this letter finds you well. I am writing on behalf of WEI YAN, a graduate student majoring in Educational Technology at Srinakharinwirot University. She has been granted permission to conduct a thesis research on the topic "Develop Chinese Proficiency Test Reading Online Course for Foreigners through Udemy Program." under the guidance of Prof. Nipada Trirat and Naruemon Sirawong who is serving as the thesis advisor.

In this regard, I would like to extend an invitation to you to serve as an expert to assess the research instruments related to the thesis. The specific area of expertise required pertains to " Chinese Proficiency Test Course and students' achievement test and satisfaction survey"

The student is seeking your valuable expertise to evaluate the research tools employed in this study. Your insights and guidance would be immensely beneficial in ensuring the quality and rigor of the research.

We kindly request your consideration of this invitation to contribute as an expert in this capacity. Your willingness to support WEI YAN in this academic endeavor would be greatly appreciated.

Thank you for considering this request. We look forward to your positive response.

Best regards,

(Student Signature............阅微..............................)

(..........WEI YAN.............)

I am pleased to serve as an expert in inspecting research instruments.

(.Expert Signature..................李忠..............................)

(..............李忠..................)

APPENDIX J

Researcher brief introduction

APPENDIX J Researcher brief introduction

I am WEI YAN, a graduate of Harbin Normal University with a degree in Teaching Chinese as a Foreign Language, completing my studies in 2014. I bring a wealth of experience in the field of teaching Chinese as a foreign language and am dedicated to advancing the internationalization of Chinese education.

Initially, I served as a Chinese language teacher in an international school, primarily instructing students from Europe, America, and Korea. This experience honed my cross-cultural teaching skills, enabling me to adapt to the diverse needs of students from various cultural backgrounds. Successfully organizing cultural exchange activities, I contributed to the development of the Chinese language discipline.

Since 2021, I transitioned to the field of training foreign language teachers. In this role, I have been responsible for training new Chinese language teachers, covering aspects such as teaching methods and curriculum development. My in-depth understanding of the HSK examination allows me to provide targeted guidance for teachers and students, resulting in notable achievements.

Throughout my teaching and training journey, I have developed a teaching philosophy that emphasizes not only imparting knowledge but also fostering students' interest in Chinese culture. I believe that language education is not merely about knowledge transfer but also a means of conveying culture and promoting cross-cultural understanding.

I am passionate about the field of education and hold a steadfast belief in the significance of teaching Chinese as a foreign language. I am eager to leverage my experience and enthusiasm to make a positive contribution to your company's educational projects. I look forward to the opportunity to discuss in detail how I can contribute effectively to your team

VITA

NAME   WEI YAN

DATE OF BIRTH   14 March 1991

PLACE OF BIRTH   China

INSTITUTIONS ATTENDED Srinakharinwirot University