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Problems of Educational Administration for Chinese Program in Thailand

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Abstract

With the gradual formation of a new pattern of China's opening up to the outside world in the new era and the promulgation of major initiatives such as "One Belt, One Road", countries around the world are paying more and more attention to Chinese culture and language. Thailand is an important node country on the “Belt and Road” and one of the most representative countries with a boom in learning Chinese. However, there are varying degrees of problems that need to be resolved in terms of management, curriculum, and teachers. Including the professionalism of Chinese teachers in Thailand needs to be improved, classroom student management is chaotic, there is a lack of curriculum standards, the content of teaching materials needs to be improved, and the welfare of Chinese teachers in Thailand is unsatisfactory. This article analyzes these problems, sorts out relevant literature and puts forward corresponding development suggestions to promote the long-term development of Chinese program in Thailand.

Keywords: Educational Administration, Chinese Program in Thailand

Introduction

Thailand is a trading country and tourist area favored by tourists from many countries. The Thai government and people attach great importance to the use and



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promotion of English and Chinese, emphasizing the important value of international mainstream languages in economic globalization and transnational cultural communication. Especially with the widespread implementation of the country’s “One Belt, One Road” initiative, a large number of Chinese have entered Thailand, making the Chinese language play an important role in Thailand’s economic globalization process. Due to the geographical proximity between China and Thailand, informal Chinese language teaching has slowly emerged since the Chinese immigrated to Thailand. (Ruyi Ouyang, Pragob Kunarak, 2019) Since the 1990s, Chinese has become the second most popular language in Thailand after English. With the support of the Thai Basic Education Board, Chinese program in Thailand has developed over a long period of time and is now taught in kindergartens, primary schools, secondary schools, universities and vocational colleges. (Xingyu Liu, 2022) In Thailand, the number of people learning Chinese has grown from the initial 1,000 to more than 1 million in the past ten years. (Zhouying Ke, Zhe Wang, 2023)

In addition, Thailand is the first country in the world to incorporate Chinese into the national education system. From the perspective of historical development, Thailand’s Chinese education policy is not static. The changes in Thailand’s Chinese education policy also reflect the obstacles and development of Chinese program in Thailand. Its changes have successively gone through the rise stage, the decline stage, the revival and short-term decline stage, and the vigorous development stage. In 1918, the “Siamese Civil Schools Art” was promulgated to control Chinese-language schools and emphasize the study of Thai language; in 1921, the “Siamese Enforcement of Forced Education Regulations” restricted the courses of Chinese-language schools; in 1932, the Ministry of Education issued the “National Education Plan” and began to deregulate the Chinese language; however, from the political reform in 1932 to the establishment of diplomatic relations between Thailand and China in 1975, the Thai government restricted the development of the Chinese language by formulating specific rules. This policy was characterized by negative remarks on the Chinese language, such as on Thailand Threats to national security; until the 1990s, the Thai government completely changed its long-term policy of suppressing Chinese education; at the beginning of the 21st century, when the Thai Ministry of Education formulated the national basic education curriculum, it pointed out that Chinese is the second foreign



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language of Thailand, and formulated the “The 2005 Strategic Plan” for Promoting Chinese program in Thailand to Enhance National Competitiveness is a five-year plan. (Xingyu Liu, 2022)

Nevertheless, the changing international relations, economic and cultural needs, and technological development in the external environment affect the politics and policies between China and Thailand, including the changes and development of the Chinese program in Thailand. From an internal perspective, school management has a direct and huge impact on the program. Influence. Specifically, leadership, Chinese teacher management, student management, financial management and course management are the main and direct influencing factors. (Ruyi Ouyang, Pragob Kunarak, 2019)

Problems of Chinese program in Thailand

Thailand is located in the middle of the Indochina Peninsula, connecting Laos and Myanmar to the north, and Cambodia and Malaysia to the south, so it is geographically known as the "crossroads of Southeast Asia". As the exchanges and cooperation between China and Thailand become increasingly close in various fields such as economy, politics, and culture, the number of people learning Chinese in Thailand is growing rapidly. Thailand is the country that accepts the largest number of Chinese teacher volunteers. (Ziyang Chen, 2021) However, in contrast to this trend, there are still problems in Chinese teaching under Thailand’s education management policy. In addition to the problems of the Chinese program itself, the sudden impact of the epidemic is also a challenge to Chinese program that cannot be ignored. This article aims to analyze the existing problems and make suggestions.

Problems with Chinese program teachers

At present, Thai Chinese teachers are mainly composed of local Chinese teachers and imported Chinese teachers. Imported Chinese teachers include teachers sent by the Hanban Office, international Chinese teacher volunteers, and self-employed Chinese teachers in schools. (Qingqin Tan, 2014) The needs for Chinese learning are diverse and personalized, which also puts forward higher requirements for the professionalism of



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Chinese language teachers. Must have basic Chinese teaching abilities, including basic Chinese knowledge, communication skills, classroom teaching management, cultural learning, teaching methods, etc.

Regarding interesting of Chinese teaching, in order to ensure the quality of Chinese teaching, the Ministry of Education of Thailand stipulates that Chinese teachers in colleges and universities should have at least a master's degree in Chinese-related majors. However, some volunteer teachers sent to Thai universities only have undergraduate degrees, and some of them are graduates of non-Chinese-related majors and do not meet the requirements of the Thai Ministry of Education for the admission qualifications of university teachers. (Qingqin Tan, 2014)

And regarding the input of Chinese teachers, most Chinese teachers in Thailand have the same shortcomings, including lack of teaching experience. Most of these volunteer teachers are graduate students, undergraduate graduates or non-Chinese-related majors, and many of them only participated before going abroad. Undertake short-term training; teachers are highly mobile, and Hanban stipulates that the term of volunteer teachers is generally one year, with a maximum of three years, most volunteers no longer stay after one term ends; moreover, volunteer teachers have deficiencies in language, cross-cultural communication and adaptability, have certain cultural barriers, and lack the ability to accurately and timely convey Chinese. (Qingqin Tan, 2014)

Moreover, the weaknesses of local Chinese teachers include that their knowledge of basic Chinese subjects is not solid enough and their understanding of cultural vocabulary is quite limited; their understanding of Chinese culture is quite limited, they lack experience in studying in China, and their cultural exchange and cross-cultural communication skills are weak; most teachers lack experience in studying in China and have no systematic knowledge of relevant theory, speaking and listening skills; they also lack effective teaching methods and strategies. (Tian Xin, 2022)

Problems of classroom management

Generally speaking, effective classroom management is crucial to creating a good teaching environment, improving teaching effectiveness, and achieving teaching goals.



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Chinese teaching in Thailand is mainly to enable students to master life skills, operational abilities and team awareness, and does not have excessive requirements for academic performance. Therefore, Thai schools arrange courses based on this educational concept. In the process of classroom management, Chinese teachers will encounter various problems.

As far as primary school Chinese classes are concerned, the most common troubling problems include: talking in class, sleeping, walking around at will, not listening to the teacher's arrangements, leaving early and being late, etc. Different educational concepts in China and Thailand lead to different educational methods. In Thailand, students regard teachers as "friends" rather than managers, and they pay more attention to equal dialogue in the classroom. This also makes Chinese teachers have a certain degree of negative attitude towards student problems. Most volunteer teachers have not mastered the practical and effective skills. The method of handling classroom problems, especially when students have problems in class, is not handled promptly and correctly. If things go on like this, Chinese teachers will lose enthusiasm and confidence in classroom management. (Zhouying Ke, Zhe Wang, 2023)

Students have insufficient motivation to learn. Although some students have learned Chinese, due to the lack of teaching materials and syllabus, the frequent replacement of Chinese teachers during their term, and the fact that students do not know how to use Chinese in daily life, this leads to fatigue and low enthusiasm for learning. (Haiyu Wang, 2020)

Furthermore, for Chinese classes in Thai universities, Chinese classes are relatively long, with each class generally lasting 3 hours. Students generally become tired and lose concentration after 1-1.5 hours, which greatly reduces class efficiency. Students being late for class is also a common phenomenon in Thai universities. This leaves teachers with great difficulties in teaching, and class grouping cannot be completed well. It will also widen the gap in Chinese proficiency among students. (Qingqin Tan, 2014)

Problems of educational resources

A 2009 survey of the Chinese major at Chulalongkorn University in Thailand pointed out that the teaching materials used by Chinese majors in Thai national universities are



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happiness include: inconvenience in traveling, missing their hometown, living conditions, monotonous life, language barriers, cultural adaptation and other aspects. (Huan Chen & Pongsin Viseshsiri, 2019) Therefore, if teachers do not experience a healthy sense of well-being at work, this can lead to high levels of stress, which can impact teaching performance.

And Chinese teachers in Thailand can be counted as part of the school staff and face many challenges that may have a negative impact on their well-being. Therefore, Thai schools and administrators should pay attention, focus on the management of these elements, and explore effective ways to address these issues solutions to improve conditions to achieve a healthier, more positive teaching environment.

Development of Chinese Program in Thailand

For Thai students in primary school age, targeted policies need to be formulated due to their younger age. Firstly, intervention plays an important role in solving problems, and general teacher intervention behavior can be divided into mild intervention and moderate intervention. Gentle interventions include nonverbal suggestions, approach methods, clear prompts, quick stops, and letting students make their own choices. Among them, teachers' body language plays an important role in classroom teaching. Through body language, students can realize their mistakes and concentrate. Moderate interventions include: controlling student privileges and participation in activities. (Zhouying Ke, Zhe Wang, 2023) Secondly, class rules can make class life more orderly. Teachers should make management more scientific and fairer in formulating class rules, so as to cultivate Thai students' sense of self-control and moral emotions. Only by relying on class rules to manage the class can class activities be more efficient. be expanded. Setting up the student reward and punishment system. Students need to be involved in setting class rules and are more likely to follow them if they make their own rules. Finally, in terms of teaching content, teachers should choose content that students are interested in as teaching materials when preparing lessons. For primary school students, interest is the best teaching material. Communicate more with students in class, listen to their opinions, and understand what aspects of China they are interested in. In recent years, we can see that many Chinese teachers in Thailand



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use multimedia to play Chinese-related TV series, music, movies, etc. in class, which can better focus students' attention. For the more serious tardiness problem among college students, the tardiness score can be directly included in the overall score required for graduation. If the tardiness limit is exceeded, they will not be able to graduate. Only in this way can stricter requirements effectively curb subjective behaviors such as tardiness.

Then, for Chinese teachers in Thailand, Training is an important part of teacher development and the most direct way to enhance teachers’ professionalism. Chinese teachers in Thailand need to gain experience and development through multi-dimensional training, enhance knowledge and develop cultural, cross-cultural, communication and Target language-related teaching methods.

For example, QCLIF is a new and advanced training model. It is an acronym for "problem-oriented", "case study", "learning and teaching", "input and output", flipped classroom, etc. This model is mainly based on the training of local Chinese teachers in Thailand can effectively improve teachers’ teaching abilities and related professional qualities. This model incorporates chain reaction, participatory learning methods (PLA), and professional learning communities into the training of local Chinese teachers in Thailand. (Tian Xin, 2022) Chain reaction theory includes three categories: the first will change teacher behavior and predict that these behavioral changes will produce student learning; the second category will provide teachers with teaching methods about how students learn and contribute course materials about new practices. and ideas to better facilitate student learning; the third category focuses more narrowly on teacher knowledge and specializes in ideas about how students learn specific subjects. These three categories extend from content more focused on behavior to content more interested in ideas. Teacher training is short-term, so this model focuses more on the second category. The Participatory Learning Approach (PLA), in which students are active participants in assignments, projects and exam cycles, stipulates that students should design problems or projects, execute them and then evaluate the solutions proposed by their peers. Professional learning communities, on the other hand, are groups of educators that meet regularly to collaborate, share expertise, and work to improve teaching skills and student academic achievement, engaging administrators, students, and teachers in learning.



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Therefore, regarding volunteer teachers, Hanban should conduct strict screening and develop a reasonable and standardized screening mechanism when selecting volunteers to go to universities in Thailand. Firstly, it should try to select volunteers who meet the relevant requirements of the Thai Ministry of Education in terms of academic qualifications, majors, and language proficiency. Secondly, volunteer teachers with relatively rich experience should be selected, with at least a certain period of teaching experience; finally, volunteer teachers in colleges and universities should be encouraged to stay or extend their teaching tenure. In response to this, provide corresponding benefits and increase their enthusiasm, especially those who are proficient in Chinese, English and Thai languages. Reduce liquidity. Volunteer teachers need to strengthen "localization" training. They lack understanding of the Chinese teaching environment and teaching objects in Thailand. Through basic training, they can fully understand local culture, Chinese education policies, and student situations to reduce cultural barriers.

In Thailand, Chinese is mostly used for further studies and work related to China. A large number of students hope to enter Chinese departments or study at Chinese universities. They must obtain the Chinese Proficiency Certificate (HSK). (Ying Chen, Liping Feng, 2014) Therefore, teaching materials should be compiled in conjunction with the HSK test requirements so that students can achieve the goal of passing the HSK through secondary school studies. Moreover, teaching content should be arranged under the guidance of teaching objectives, and the teaching content should be closely related to the local environment. The purpose of learning a language is not just to pass exams and obtain certificates, but to be able to communicate smoothly. How to encourage students to use Chinese to communicate in non-linguistic environments is a practical problem that all localized teaching materials need to solve. The selection of teaching content should be close to students' lives and select topics they are familiar with so that they can discuss daily life in Chinese and resonate with them. Finally, the compilation of teaching materials should not only include texts, but also include exercise books, teachers' books, teaching aids, etc. The design of these teaching aids should also reflect the match with the environment.

Besides, to effectively improve the well-being of Chinese teachers in Thailand and the many inconveniences, the participation of managers is not the only way to solve the



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problem. It not only requires empathy and encouragement, but strict implementation will also bring about positive changes, and many methods and policies have been formulated Requires support from school budget and management organizations. Therefore, Thailand’s Ministry of Education should consider dedicating a dedicated budget to this matter. Within the school, Thai school administrators can improve the well-being experience of Chinese teachers in many ways, which mainly depends on the level of attention and personal views on this issue. Regular meetings can be organized on this issue to collect issues among teachers, carry out discussions. Specifically, policy manuals can be developed in Thai and Chinese, collect information from Chinese teachers’ school administrators as data for the main policy, summarize policies and procedures on a one-page poster, and arrange seminar training to discuss the specific contents of the manual, After improvement, policies and procedures need to be carefully implemented, management practices should be regularly checked to see if they are effective, and hotlines should be provided for problems raised by Chinese teachers or corresponding managers to solve problems. For domestic volunteers, relevant training can be done in advance for volunteers going abroad, and seminars, training courses, and the popularization of Thai culture and daily information can be arranged. (Huan Chen & Pongsin Viseshsiri, 2019)

Conclusion

Although the current Chinese program in Thailand has many shortcomings in management, curriculum, teaching materials, teachers, etc. With the increasing rise of Chinese teaching in the country, international Chinese volunteers continue to enter Thailand to work, the training of local Chinese teachers in Thailand and the China is studying, and a new generation of Thai Chinese teachers are constantly growing. We believe that with the care and support of the relevant education departments and learning in China and Thailand, many problems of the Chinese program in Thailand will also be improved. The development of Chinese program in Thailand will get better and better.



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