



Research on the Status Quo and Strategies of Chinese Education in Primary and Secondary Schools in Thailand

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Abstract

Background and Aims: China and Thailand are friendly and close, with a history of over 2000 years of exchanges between the two countries. As early as the 13th century, the Chinese language had already spread to Thailand. With the improvement of China's economic strength and international status, China's influence on global development has also been expanding. This research aims to understand the status quo of Chinese education in primary and secondary schools in Thailand, analyze the factors that influence the Chinese learning of Thai primary and secondary school students, and put forward strategies and suggestions to promote the exchange and dissemination of Chinese culture.

Methodology: Using the literature research method and induction by looking at the literature to summarize the viewpoints proposed by relevant scholars.

Results: (1) With the strong strength of China and the improvement of international status, more and more countries and regions, represented by Thailand, began to learn Chinese; the development of the Chinese language has made significant progress, and countries worldwide have also recognized it. (2) there are still problems in the curriculum system, teaching staff, textbook allocation, and student management of Chinese education in Thailand's primary and secondary schools. Conclusion: To promote cultural exchanges between China and Thailand and achieve joint development, we must cooperate to improve the curriculum education system, improve the level and quality of teachers, scientific and reasonable use of teaching materials, and target to carry out student management.

Conclusion: In conclusion, the joint commitment of China and Thailand to address challenges in Chinese education reflects a shared dedication to mutual growth, cultural exchange, and a more interconnected and enriched future.

Keywords: Thailand; Primary and Secondary Schools; Chinese Education

Introduction

China and Thailand are friendly and close, with a history of over 2000 years of exchanges between the two countries. As early as the 13th century, the Chinese language had already spread to Thailand. With the improvement of China's economic strength and international status, China's influence on global development has also been expanding, especially since the "Belt and Road" strategic concept was put forward, which has made China's exchanges and cooperation with countries and regions along the way in Central Asia, Southeast Asia and other regions more smooth (Chen. 2010). Especially since entering the 21st century, the Thai government has introduced various policies to strengthen Chinese language teaching, further stimulating the enthusiasm of Thai people to learn Chinese. For example, in 2005, the Thai Ministry of Education issued the "Strategic Plan for Promoting Chinese Language Teaching to Improve National Competitiveness (2006-2010)", and in 2014, the Thai Ministry of Education once again issued the "Development Plan for Chinese Language Teaching", Further promote the development of Chinese language teaching (Fan, 2020). According to statistics, as of the first half of 2019, there were 532 Confucius Institutes and 1129 Confucius Institutes built worldwide. Among them, Thailand has established 16 Confucius Institutes and 11 Confucius Institutes, ranking second in Asia Master's Thesis of Guangxi University, 2019. Therefore, given the emergence of "Chinese fever" countries represented by Thailand, this article conducts research on the current situation and existing problems of Chinese language education and teaching in Thailand, aiming to promote the exchange and dissemination of the Chinese language and advanced Chinese culture and promote the development of the world economy and culture.



Research Content

This article aims to analyze the current situation of Chinese language education in primary and secondary schools in Thailand and the factors affecting Chinese language education and propose corresponding opinions and solutions to the existing problems. When studying the current situation of Chinese language education for primary and secondary school students in Thailand, a survey and analysis were conducted on the Chinese language education policies formulated by the Thai government, the situation of teachers, the use of textbooks, and the learning status of learners themselves.

Domestic research status

With the continuous increase of the "Chinese fever" in Thailand, the Chinese language education industry has flourished, and a large number of scholars who are concerned about the development of international Chinese language education have emerged, and a series of research results have also been achieved. For example, Sun Shiwei, a master's student at Jilin University, summarized the reasons and existing problems of the Chinese language craze in Thailand in his "Exploration of the Situation of Chinese Language Education in Thailand", and provided relevant suggestions for the existing problems. He also summarized the significance of Chinese language teaching in Thailand for both China and Thailand (Hu, 2014); In terms of cultural policy, Ge Xiaohui (Ge, X. 2019), a master's student at Guangxi University, wrote an article titled "Thai Cultural Policy and Its Impact on Chinese Language Education in Thailand", outlining Thailand's cultural policies in different periods and their impact on Chinese language education. (Li, 2020); In terms of textbook use, Chen Ruilin from Yunnan Normal University published a summary of the research on Chinese language textbooks in primary and secondary schools in Thailand in the past decade at the Xingyuan Forum, which provides a comprehensive analysis of the use of Chinese language textbooks in primary and secondary schools in Thailand from 2009 to 2019, as well as a survey and analysis of the use of Chinese language textbooks in primary and secondary schools in Thailand by Zhai Yangyang, a master's student from Liaoning Normal University. "TTakeprimary and secondary schools in Suratani Province as an example." (Li, 2018). Through discussions and interviews with volunteers of Chinese language teachers and responsible teachers of teaching schools in the region, the strengths and weaknesses of the textbooks used were analyzed, and some suggestions were provided for the development of Chinese language textbooks suitable for primary and secondary schools in Thailand.

Reasons for the formation of the phenomenon of "Chinese fever" in Thailand

1. Economic reasons

With the rapid development of China's economy, the enhancement of national strength, and the significant improvement of comprehensive national strength, more and more countries and regions are beginning to engage in exchanges and cooperation with China. Language is the bridge of communication, and all diplomatic activities are inevitably related to language. Therefore, more and more countries and regions also recognize the Chinese language. On the one hand, from the perspective of China, overseas students studying and living in China can drive the development of China's economy and create more jobs and employment opportunities. On the other hand, from Thailand's perspective, learning Chinese can help Thai people engage in trade with China, promoting Thailand's economic and trade development. China has become Thailand's third-largest exporter and second-largest importer. Therefore, the formation of the "Chinese fever" in Thailand has its inevitable reasons (Lu, 2020).

2. Cultural reasons

Language is the carrier of culture, and the influence of culture on people is subtle, profound, and long-lasting. Many Chinese immigrants from Guangdong and Fujian regions have immigrated to Thailand, with approximately 7 million Thai Chinese accounting for about one-tenth of the total population. These Chinese people have a strong sense of identification and belonging to Chinese



culture, and many still retain some traditional Chinese customs and values. They will also reflect Chinese culture's characteristics in future generations' education. In addition, Chinese culture is vast, profound, and has a long history. China has an uninterrupted culture worldwide, and its unique charm is also one of the essential reasons for attracting scholars from various countries to learn Chinese.

The Current Situation of Chinese Language Education in Primary and Secondary Schools in Thailand

1. Course Offerings

Since the Thai government began to relax and encourage citizens to learn Chinese in 1992, Chinese language education in primary and secondary schools in Thailand has become the main body of Chinese language education in Thailand. Chinese education in primary and secondary schools in Thailand is mainly divided into Chinese schools and public and private schools that offer Chinese language courses. According to the 2014 Thai "Chinese Language Teaching Development Plan", the Chinese language curriculum is set as a supplementary subject in primary education, with no less than two class hours per week, mainly focused on listening and speaking, aiming to cultivate learning interest; In junior high school education, Chinese language courses are also set as supplementary subjects, with a minimum of four hours per week, to improve listening, speaking, reading, and writing abilities; In high school education, public schools generally set the Chinese language course as a supplementary subject, with no less than four class hours per week. Chinese schools set the Chinese language course as a planned subject, with at least six class hours per week, intending to comprehensively improve various Chinese language abilities and meet the needs of further education or related employment (Lu, 2018).

From this, it can be seen that the establishment of Chinese language courses in primary and secondary schools in Thailand is closely related to the school's own situation and teaching philosophy, and there is a lack of a unified and orderly curriculum system and strict curriculum progress management.

2. Teaching staff level

Regarding teacher composition, Thai primary and secondary Chinese language teachers are mainly composed of Thai Chinese language teachers and Chinese language teachers. According to a survey, there are about 1000 Thai-Chinese language teachers from Chinese families, accounting for 80% of the total number of teachers. Among these teachers, 33.2% have obtained Chinese language education qualifications, 4.3% have obtained HSK certificates, and 23.9% have no certificates. Most Chinese language teachers are college and graduate students selected by domestic universities. After training, they go to Thailand to teach, and volunteers have become the backbone of Chinese language education in Thailand (Sun, 2016).

From the perspective of teaching staff, due to the wave of "Chinese fever," there is a significant demand for the number of Chinese language teachers, but the quality of teachers has not been substantially improved. The overall quality of the Thai Chinese language teacher team could be higher, and the teaching level could be better; Chinese language teachers are primarily interns and dispatched volunteers. Although they have a high level of Chinese proficiency, they lack teaching experience and generally have a short teaching time, mostly 1-2 years.

Strategies and Suggestions for Developing Chinese Language Education in Thailand

1. Course planning

The Thai government and education departments should develop a comprehensive curriculum that clarifies the educational goals and Chinese language proficiency that students of all grades and age groups should achieve. Students' Chinese language learning situation should be tested through corresponding course assessments to achieve standardized teaching of Chinese language courses.

2. In terms of teaching staff

On the one hand, the Thai government should increase its support for the cultivation of Chinese language teachers, encourage Thai teachers to go to China for training and learning, and also adopt specific incentive policies in terms of salary and benefits, increasing the salaries of Chinese language



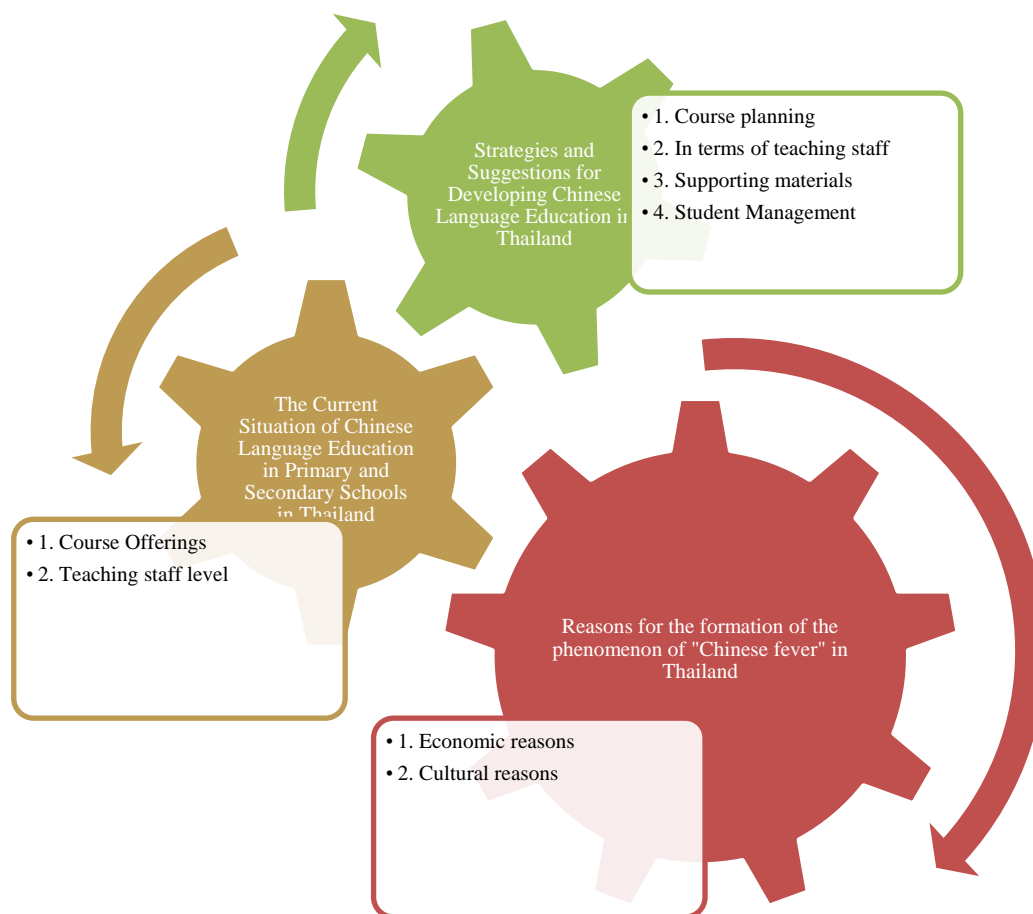
teachers, to drive more and more teachers to engage in Chinese language education; On the other hand, the Thai government should also set corresponding admission thresholds for Chinese language teachers, passing a series of qualification tests, such as obtaining HSK qualification certificates as a condition for teacher admission, to assess the teaching ability and level of teachers, improve the quality and quality of the teaching team, and provide prerequisite conditions for the high-quality development of Chinese language education. Secondly, the Chinese government should also continue to import Chinese language teachers and volunteers to Thailand, promote the dissemination of Chinese culture, and promote the development of Chinese language education in Thailand (Zhai, 2018).

3. Supporting materials

The Thai government needs to set up unified supporting textbooks, select textbooks based on the learning needs and actual situations of learners of different grades and age groups, ensure the coherence of textbook use and learning, and minimize the phenomenon of confusion in textbook use as much as possible; The Chinese side should also support and assist Thai researchers in writing textbooks, making the content more accurate, rigorous, and authentic. At the same time, Thai elements should be added to make it conform to the thinking style of Thai students. It can also be made more vivid and exciting by inserting pictures and audiovisual materials, enhancing students' enthusiasm for learning.

4. Student Management

Firstly, teachers should establish rules to maintain classroom order and ensure the effectiveness of students' classroom learning. Secondly, it is also necessary to improve teaching methods to make students more receptive to Chinese learning, reduce fear of difficulties, and enhance their autonomy in learning.





Conclusion

Chinese language education in primary and secondary schools in Thailand has made specific achievements in recent years, but there are still many problems and challenges. Nevertheless, these achievements and challenges are manageable. To promote the sustainable development of Chinese language education in primary and secondary schools in Thailand, joint efforts from the government, schools, and society are needed. This effort is conducive to improving the quality of Chinese language education and the further development of cultural exchanges and friendly relations between China and Thailand. In Thailand, the development of Chinese language education is not only an educational task but also a significant cultural inheritance and international exchange work. Therefore, the government, schools, and all sectors of society should give it full attention and support. Only with the joint efforts of all parties can we promote the sustainable development of Chinese language education in primary and secondary schools in Thailand and make more significant contributions to cultural exchanges and friendly relations between China and Thailand.

To promote the sustainable development of Chinese language education in primary and secondary schools in Thailand, joint efforts from the government, schools, and society are needed. The government can introduce relevant policies to encourage the development of Chinese language education and provide more educational resource support. Schools can actively introduce excellent Chinese language teachers and textbooks to strengthen cultural exchanges with China. All sectors of society can also give it full attention and support and contribute to the cause of Chinese language education.

Developing Chinese language education in Thailand is an educational task and a significant cultural inheritance and international exchange work. It is an essential link for promoting Chinese culture and cultural exchanges between China and Thailand. In future development, we should pay more attention to the cultural inheritance and international exchange role of Chinese language education, making it an important channel to enhance the friendship between the two peoples and promote the comprehensive strategic partnership between China and Thailand.

Only with the joint efforts of all parties can we promote the sustainable development of Chinese language education in primary and secondary schools in Thailand and make more significant contributions to cultural exchanges and friendly relations between China and Thailand. Therefore, the government, schools, and all sectors of society should attach importance to and support the development of Chinese language education.

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