

# Research on the Development of Chinese Teaching Resources in Thailand

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**Abstract.** Chinese education in Thailand has a long history, but early teaching resources were scarce. It was not until the 21st century that Chinese education in Thailand entered a period of rapid development. This paper systematically reviews the development of Chinese teaching resources in Thailand at different stages, from different sources and of different types. It points out that the early experience of Chinese schools laid a solid foundation for the construction of contemporary Chinese teaching resources. While the development of Chinese teaching resources in Thailand has been rapid, there are still issues such as the lack of top-level design and policy implementation, insufficient teaching resources in higher education, and the need to improve the quality of Chinese teaching resources in vocational education. Suggestions are made to strengthen collaboration from a macro perspective, deepen Sino-Thai cooperation to improve localized teaching resources, and enhance the development of "Chinese + vocational education" teaching resources. These measures will further improve the construction of Chinese teaching resources in Thailand.

**Keywords:** Chinese Education in Thailand; International Chinese Education; Chinese Teaching Resources; Textbook.

## 1. Introduction

2023 marks the tenth anniversary of the joint construction of the "Belt and Road" initiative between China and Thailand. With the support of both governments, Chinese education in Thailand has continued to expand, and teaching resources have become abundant.

Teaching resources are an important component of international Chinese education. In a study conducted by Ma Jianfei et al. on the 70th anniversary of the construction of teaching resources for international Chinese education, it was proposed to actively promote the construction of Chinese teaching resources based on the "Chinese Proficiency Standards for International Chinese Education" and systematically investigate and summarize the achievements of global construction.

However, there is still a lack of research on country-specific international Chinese teaching resources. This paper systematically reviews the development of Chinese teaching resources in Thailand, both in the early stages and in contemporary times. It analyzes the current issues in the development of Chinese teaching resources in Thailand and provides corresponding suggestions. This research contributes to a better understanding of Chinese education in Thailand, improves the research system of regional Chinese education, and promotes the sustainable development of Chinese education in Thailand.

## 2. Related Studies

Previous domestic and foreign scholars have conducted a series of studies on the development of Chinese education in Thailand.

Since the 1990s, Chinese education has gradually received attention in the field of overseas Chinese education research. The China Research Institute at Chulalongkorn University in Thailand published a four-volume series titled "Research on Chinese Education in Thailand" in 2008. In the field of Chinese education research in Thailand, scholars such as Li Yunian (2007), Zhang Bin (2009), and Geng Hongwei (2010) have conducted detailed reviews and classifications of the development history of Chinese education in Thailand over the past century. These works provide important

references for studying the advantages and disadvantages of Chinese education in Thailand during the Chinese language boom and lay the foundation for the organization of teaching resources in specific countries.

When analyzing the challenges faced by Chinese language teaching in Thailand, many experts have highlighted the crucial significance of instructional resources in this context.

For example, Pongpan Pansawat (พงศ์พันธุ์ พันธุ์สวัสดิ์) emphasized in a forum on foreign language teaching that "teaching materials are one of the important foundations of teaching. Only by attaching importance to teaching materials can teachers achieve teaching success and achieve teaching goals, while enabling students to acquire rich knowledge and develop comprehensively." Nitcha Sinthianyakorn (นิตชา สินธิยากร) believes that when selecting Chinese cultural content for Thai Chinese teaching materials, attention should be paid to the hierarchical nature of culture, that is, cultural taste. The content introduced should be the most universal and educationally meaningful cultural factors.

Many domestic experts have also pointed out the problems faced in the development of teaching resources. Zhang Qi (1995) pointed out that the teaching materials used in various Chinese schools in Thailand are diverse, and most of them have outdated viewpoints and vocabulary that are not suitable for Thai students' needs. Wu Qiong and Li Chuangxin (2001) found that Thailand lacks a complete set of Chinese textbooks from elementary to advanced levels, and the textbooks used by different schools are not unified. Chen Jiyun (2006) pointed out that the Chinese textbooks used in Thai Chinese schools are generally suitable for Chinese or Chinese-descendant children and have not truly achieved "adaptation to local conditions." Wei Wanchuan (2007) pointed out that the current Chinese textbooks in Thai Chinese education are complex and diverse, but lack high-quality localized and serialized textbooks, and they are expensive and have limited distribution channels. Wu Yinghui (2008) pointed out that "the biggest problem encountered in Chinese teaching in Thailand is the lack of suitable textbooks." Wang Yuxuan (2008) pointed out that due to the lack of a syllabus, each school in Thailand uses different textbooks. Chen Xiuzhen (2010) believes that the compilation of Chinese textbooks in Thailand should learn from past experiences and lessons and consider the actual needs of Chinese teaching in Thailand. Huang Yongtao (2012) used Pei Hua School as an example to illustrate that textbook development lags behind the flourishing Chinese teaching. Hu Pengcheng (2013) pointed out the lack of teaching space and the lack of multimedia teaching methods. In particular, in terms of textbooks, there are problems of difficulty and lack of Thai annotations. Ticheng Wan (2021) conducted a survey on Chinese textbooks used in 23 high schools in northern Thailand and pointed out issues such as a single variety of Chinese textbooks and a lack of supporting teaching resources. Therefore, it can be seen that there is still relatively broad room for the development of Chinese teaching resources in Thailand.

From the perspective of country-specific research, Li Yafen (2023) analyzed 168 research papers on country-specific Chinese teaching materials published from 2007 to 2021, demonstrating the development characteristics and trends of country-specific Chinese teaching materials over the past 15 years. However, it is also pointed out that there is still relatively little research on Chinese teaching materials for specific countries or regions in different historical and teaching stages.

In summary, based on previous discussions on the issues of Chinese teaching resources in Thailand, this paper systematically reviews the development of Chinese teaching resources at different stages and categories in Thailand. It further improves the research system of regional Chinese education and has theoretical and practical significance.

### 3. Overview of Chinese Education in Thailand

Since the Thai government adjusted its Chinese education policy in 1992 and relaxed restrictions on Chinese teaching, Chinese has transitioned from an elective course to a subject in the national university entrance examination and has been officially included in the high school curriculum. Chinese education has gradually entered the Thai national education system. As of 2019, the number

of Chinese learners in Thailand has exceeded one million, and there are more than 3,000 schools offering Chinese courses, ranking first in the world.

Thailand has been a testing ground and source for Chinese language teaching volunteers and one of the countries that receive the most assistance in Chinese language teaching from the Chinese government. Since 2006, 16 Confucius Institutes and 11 Confucius Classrooms have been established in cooperation with 27 educational institutions in Thailand. In 2021, the Thai Confucius Institute (Classroom) Development Alliance was established. Since 2003, China has sent more than 20,000 international Chinese language teacher volunteers to teach in over 1,000 primary, secondary, and tertiary schools in Thailand. Thailand has become one of the countries with the highest density of Confucius Institutes and the most rapid development of Chinese teaching.

After more than 20 years of development in the new century, Chinese education in Thailand has become an advanced model of global Chinese education.

## **4. Development of Early Chinese Teaching Resources in Thailand**

### **4.1 Overseas Chinese Education Laid the Foundation for Early Chinese Teaching in Thailand**

According to Chinese historical records, as early as the Han Dynasty in China, there were exchanges between China and the countries that were present-day Thailand. With the increase in official and private exchanges, early Chinese schools, such as "Shuzhai" and "Private Schools," emerged in Thai Chinese families or temple associations. The teachers were usually local "temple priests" or "incense masters," and the main subjects of study were biblical stories and Chinese history and culture, with teaching methods being relatively casual.

After the Xinhai Revolution, with the establishment of the Chinese Association, various Chinese schools established by overseas Chinese gradually increased. Different language factions set up Chinese schools that taught in their own dialects, which posed challenges to Chinese language teaching. Initially, these schools completely followed the educational system and teaching methods of traditional schools in China, using traditional Chinese textbooks such as "Three Character Classic," "Hundred Family Surnames," and "Thousand Character Classic" to teach students to read and write. The curriculum, textbooks, and teaching methods varied greatly in different regions.

### **4.2 Chinese Education Policies in Thailand Prompted the Transformation of Chinese Language Teaching**

In the 1920s, Chinese schools in Thailand developed rapidly, and the content taught also changed. Instead of focusing solely on the Four Books and Five Classics, the main textbooks used were the "New Method Textbooks" published by the Commercial Press, which were still under the leadership of Chinese education authorities.

With the rising revolutionary sentiment in China, the teaching content of Thai Chinese schools became closely related to the international situation. In 1928, a report on the textbooks used by Chinese schools in Thailand was submitted to the Thai Ministry of Education. Among the 20 Chinese schools that provided information on their textbooks, the content included not only Chinese culture but also Chinese politics. There were a total of 22 books, including "Chinese Literature," "Letters," and "National Language." In addition, other textbooks from this period were also discovered, such as the "New School System Chinese Reading Book" and "New School System National Language" in the curriculum developed by Lui Pha Nom Yong, as well as the "New Era Three Principles of the People Textbook" and "Latest Chinese Literature" specified in the curriculum developed by Lung Am Noi Jin Phat.

Subsequently, the Thai Ministry of Education tightened its control over Chinese schools. In 1935, the Thai Ministry of Education began to regulate Chinese schools and banned the use of 35 sets of textbooks, including "Revitalizing National Language for Primary Schools" and "New Era National Language for Primary Schools." In 1951, the Thai Ministry of Education stipulated that all Chinese schools in Thailand must use textbooks compiled by the Thai Ministry of Education, removing

content that promoted national consciousness. In 1965, the Thai Ministry of Education collaborated with the Asia Society to compile the first set of localized Chinese textbooks in Thailand, "Chinese Textbook" and "Chinese Reader," mainly edited by Dr. Frederick W. Mote, an American Chinese language expert from the Asia Society. Although only four volumes for grades one to four were published, they were the first truly localized Chinese textbooks in Thai history. At that time, the main textbooks stipulated for use by the Ministry of Education were "Chinese Reader," "Chinese Textbook," and "Ruler." In 1998, the Thai Ministry of Education compiled the "Elementary School Textbook" Chinese textbook for grades five and six, which was widely used in basic education in Thailand.

## **5. Development of Contemporary Chinese Teaching Resources in Thailand**

Since the 21st century, thanks to the good comprehensive cooperation and interaction between China and Thailand, the Thai government and relevant education departments have attached increasing importance to Chinese language teaching, and the number and variety of Chinese textbooks in Thailand have become more abundant.

### **5.1 Target Stage**

#### **5.1.1 Basic Education**

The number of Chinese learners in Thai primary and secondary schools has been increasing year by year. There are very few Chinese textbooks specifically designed for kindergartens, and most schools do not use fixed textbooks. Some schools use self-developed textbooks or elementary school textbooks. There are various textbooks available for primary and secondary schools, with the highest usage rate being the "Experiencing Chinese" series. Other commonly used textbooks include "Happy Chinese," "Chinese Course," "Chuangzhi Chinese," as well as "Chinese" and "Chinese Language," which are mainly used in Chinese schools (see Tables 3, 4, 6).

#### **5.1.2 Higher Education**

As of 2019, 134 universities in Thailand have offered Chinese language and culture courses. Based on a survey of the use of Chinese language textbooks in eight Thai universities (see Table 1), Chinese textbooks published in China are mainly used in Thai universities. Currently, the most widely used textbook in Thai universities' Chinese teaching is "Chinese Course," edited by Yang Jizhou and published by Beijing Language and Culture University Press. In addition to these textbooks, Chinese majors in Thai universities also use self-developed textbooks, such as "Basic Chinese 1-2" by Chulalongkorn University's Bapin, "Chinese Textbook 1-4" by Gao Kangheng University's Lin Ronghua, "Basic Chinese 1 (Thai Version)" and "Introduction to Chinese Culture" co-authored by Thai language teachers and Chinese volunteer teachers at Naresuan University. These textbooks are only used internally within the universities.

#### **5.1.3 Vocational Education**

Chinese teaching materials for vocational education in Thailand can be divided into various categories, such as business, tourism, service, hotel, aviation, medical, and logistics. Among them, the business and tourism categories have the highest number of textbooks, such as "Business Chinese," "Chinese Tour Guide," and "Communicative Chinese." The localization level of service-related textbooks is relatively high, such as "Chinese for Hotel Massage," "Chinese for Hotel and Restaurant," and "Express Chinese Course for SPA." Currently, most vocational Chinese language textbooks are published in China, with a focus on classroom materials, and there are also many skill-based materials for listening, speaking, reading, and writing.

In response to the rapid development of the high-speed rail industry in Thailand, several vocational colleges in Thailand have established "Sino-Thai High-Speed Rail Chinese Training Programs" in collaboration with Chinese vocational colleges, offering "Chinese + High-Speed Rail" courses and

teaching resources. Among them, the most representative overseas localized vocational Chinese online course is "Learning Technology in China," as shown in Table 2.

**Table 1.** Use of Chinese Teaching Materials in 8 Thai Universities

No.	University	Textbook	Editor	Publisher
1	Eastern University	"Chinese Vocabulary Course"	Wan Yiling	Beijing Language and Culture University Press
		"Chinese Course"	Yang Jizhou	Beijing Language and Culture University Press
		"325 Examples of Classroom Teaching Skills for Chinese Language"	Zhou Jian	Commercial Press
2	Chiang Mai University	"Developing Chinese: Intermediate Chinese Reading (Volume 1)"	Xu Chengwei	Beijing Language and Culture University Press
		"Developing Chinese: Intermediate Chinese Reading (Volume 2)"	Zhang Qingxu	Beijing Language and Culture University Press
		"Studying in China"	Shi Huimin	People's Education Press
3	Ramkhamhaeng University	"Thai People Learning Chinese"	Xu Xiaoying, Zhou Xiaobing	Peking University Press
		"Chinese Course"	Yang Jizhou	Beijing Language and Culture University Press
		"ABC of Business Negotiation"	Liu Liying	Beijing Language and Culture University Press
4	Khon Kaen University	"Chinese Modern and Contemporary Literature"	Ding Fan, Zhu Xiaojin	Nanjing University Press
		"Developing Chinese: Intermediate Chinese Reading (Volume 1)"	Xu Chengwei	Beijing Language and Culture University Press
5	Kamphaengphet Rajabhat University	"Boya Chinese: Elementary Starter (Volume 1)"	Li Xiaoqi	Peking University Press
		"Boya Chinese: Elementary Starter (Volume 2)"		
		"Boya Chinese: Pre-Intermediate Accelerated (Volume 1)"		
		"Boya Chinese: Pre-Intermediate Accelerated (Volume 2)"		
6	Rajabhat Rajanagarindra University	"Chinese Characters and Culture"	Han Jiantang	Beijing Language and Culture University Press
		"Chinese Course"	Yang Jizhou	Beijing Language and Culture University Press
		"General Knowledge of Chinese Geography"	Confucius Institute Headquarters Overseas Chinese Affairs Office	Higher Education Press
		"General Knowledge of Chinese Culture"		
		"General Knowledge of Chinese History"		
7	Chiang Rai Rajabhat University	"Chinese Listening Course" (3rd Edition) Volume 1	Yang Xuemei, Hu Bo	Beijing Language and Culture University Press
		"General Knowledge of Chinese Culture"	Confucius Institute Headquarters Overseas Chinese Affairs Office	Higher Education Press
8	Silpakorn University	"Chinese Characters and Culture"	Han Jiantang	Beijing Language and Culture University Press
		"Chinese Characters and Culture"		
		"Chinese Course"	Yang Jizhou	

**Table 2.** Representative Sino-Thai Collaborative "Chinese + Vocational Skills" Online Courses

Course	Producer	MOOC Start Date	Feature
Learning Technology in China - Logistics Chinese	Khon Kaen Confucius Institute, Sino-Thai Vocational Colleges	August 25, 2021 - August 11, 2024	Chinese explanation with Sino-Thai subtitles
Learning Technology in China - Electronic Information Technology Chinese	Khon Kaen Confucius Institute, Sino-Thai Vocational Colleges	June 1, 2020 - June 1, 2023	Chinese explanation with Sino-Thai subtitles
Learning Technology in China - Railway Transportation Chinese	Wuhan Railway Vocational and Technical College	June 1, 2020 - June 1, 2023	Bilingual in Sino-Thai

## 5.2 Resource Origins

### 5.2.1 There is a Predominance of Local Chinese Language Textbooks in Thailand.

In terms of textbook levels, there are more beginner and elementary level textbooks than advanced level ones. In terms of target audience, there are more textbooks for adults than for children. Local Chinese language textbooks in Thailand often include a large number of cartoons, diagrams, and games. The cover designs are colorful and appealing to Thai people's preferences.

There are mainly two types of local Chinese language textbooks in Thailand: first, Chinese language textbooks written by Thai authors (published) (see Table 3); second, textbooks self-compiled by schools or teachers (unpublished), which generally do not have titles.

**Table 3.** Overview of Major Local Chinese Language Textbooks in Thailand

Textbook	Editor	Publication Time	Publisher
"500 Chinese Characters"	Tan Guo'an	1997	Siam Chinese Publishing House
"Children's Chinese Language" (เด็กเด็กเรียนจีน)	Lu Huiwen, Deng Yuqiong	2003	Thai OKLS Publishing House
"Chinese Language Application" (ภาษาจีน)	Surachai Patta mapadungsak	2003	Thai MAC Publishing House
"Chinese Language Enlightenment" ภาษาจีน	Nipon Pissanukup Hinmance	2004	Thai MAC Publishing House
"Basic Chinese Language" (ภาษาจีนพื้นฐาน)	Xu Wenya (Bunyanut Cheewakumjorn)	2004	Chulalongkorn University Press
"Chinese Language Expressway"	Li Zimin	2007	Yiti Automobile Co., Ltd.
"Learning Chinese Happily" (เรียนภาษาจีนให้สนุก)	Guo Shaomei (แก้วชาเหมย)	2009	Thai Nammei Publishing House
"University Chinese Textbook"	Saowapark woralakkanakul	2010	Ramkhamhaeng University Press
"Chinese Friends"	Kedsara Aitsarawuttiwat and Hathairat Ratt anasiriwilai	2015	Thai Tathata Co., Ltd.
"Learning Chinese Joyfully" (เรียนภาษาจีนให้สนุกระดับปฐมวัย)	Patchanee Tanguenyong and colleagues (พ��นิตั้งยีนยงและคณะ)	2019	Nammi Books Co., Ltd. (นามมีบุ๊กส์ บจก)

### 5.2.2 Chinese-authored Textbooks Mainly Focus on Elementary Comprehensive Courses

The commonly used Chinese mainland textbooks in Thailand are mainly focused on elementary comprehensive courses. There are more beginner and elementary level textbooks, while relatively fewer intermediate and advanced level textbooks. Cultural textbooks and audio-visual teaching resources tend to have outdated content, mainly introducing traditional Chinese culture.

**Table 4.** Overview of major Chinese-authored Chinese Language Textbooks

Textbook	Editor	Publication Time	Publisher
"Standard Chinese"	Curriculum Textbook Research Institute	1990	People's Education Press
"Chinese Language" ("Huawen")	Beijing Chinese Language and Culture School	1996	Jinan University Press
"Rapid Learning Chinese Elementary Course"	Guo Zhiliang	1996	Beijing Language and Culture University Press
"Entering China"	Ren Xuemei, Liu Xiaoyu	1997	Peking University Press
"New Century Chinese"	Wu Xiaozhou, et al.	2001	Beijing Language and Culture University Press
"Chinese Language Course" (Thai translation) (แบบเรียนภาษาจีน)	Yang Jizhou	2003	Beijing Language and Culture University Press
"Learn Chinese with Me"	Chen Fu, Zhu Zhiping	2004	People's Education Press
"Elementary Spoken Chinese"	Dai Guifu, Liu Lixin, Li Haiyan	2004	Peking University Press
"New Practical Chinese Textbook"	Liu Xun	2006	Beijing Language and Culture University Press
"Speaking Chinese"	Wu Shuping	2008	Beijing Language and Culture University Press
"Chinese Language Paradise" (เพลินกับภาษาจีน --เรียนภาษาจีนให้สนุก)	Liu Fuhua, Wang Kui, Zhou He'an, Li Dongmei	2009	Beijing Language and Culture University Press
"Happy Chinese"	Li Xiaoqi, et al.	2009	People's Education Press
"Contemporary Chinese"	Wu Zhongwei	2009	Sinolingua

Taiwanese Chinese language textbooks for foreign learners (see Table 5) are generally provided to overseas Chinese schools by the "Overseas Chinese Affairs Commission." These textbooks from Taiwan are often published earlier, use traditional Chinese characters, and are primarily designed for adult learners. The variety of textbook types is relatively limited. Among them, the "Modern Mandarin - Thai Edition" includes simplified characters, Hanyu Pinyin, and Thai explanations. Therefore, the quality of Taiwanese textbooks is relatively high.

**Table 5.** Overview of Major Taiwanese Chinese Language Textbooks for Foreign Learners [1]

Textbook	Editor	Publication Time	Publisher
"500 Chinese Characters" (Chinese-Thai Edition)	Liu Jihua	1997	Overseas Chinese Affairs Commission
"1000 Chinese Characters"(Chinese-Thai Edition)	Ma Zhaohua	1997	Overseas Chinese Affairs Commission
"Far East Living Chinese"	Ye Deming	2003	Far East Publishing Company
"Chinese Language Textbook"	Ke Xuntian, et al.	2005	Overseas Chinese Affairs Commission
"Modern Chinese - Thai Edition"	Sun Yifen, Ding Guoyun	2009	National Taiwan Normal University
"Learning Chinese, Moving Forward"	Sun Yifen, et al.	2016	Overseas Chinese Affairs Commission

### 5.2.3 The Utilization Rate of Sino-Thai Co-Edited Textbooks is High

Sino-Thai co-authored textbooks are commonly used fixed textbooks in Thai schools, with a high market share.

**Table 6.** Common Sino-Thai Co-authored Textbooks

Textbook	Editor	Publication Time	Publisher
"Elementary Chinese"	Ren Jingwen (เหวินจิ่งเหวิน)	2001	Thai SEED Publishing Co., Ltd.
"Chinese Learning Happily"	Xu Juxiu	2001	Peking University Press
"Practical Chinese Textbook" (หนังสือเรียนภาษาจีน)	Du Houwen	2002	Beijing Language and Culture University Press
"Chinese" (แบบเรียนภาษาจีน)	Beijing Language and Culture University, Li Runxin, Cheng Xiangwen, and experts from the Thai St. Gabriel Foundation	2003	Thai St. Gabriel Foundation
"Short-term Chinese Textbook" (ภาษาจีนหลักสูตรเร่งรัด)	Jian Qixian, Gina	2003	Thai Book Point Publishing Co., Ltd.
"Thai People Learning Chinese" (คนไทยเรียนภาษาจีน)	Xu Xiaoying, Zhou Xiaobing	2006	Peking University Press
"Introduction to Chinese"	Ren Jingwen (เหวินจิ่งเหวิน)	2008	S.Asia-Press-Comapny
"Creative Chinese" (ภาษาจีนสร้างสรรค์)	Yunnan Normal University and Thai teachers	2009	Thai Trade Organization Publishing Co., Ltd.
"Experiencing Chinese Elementary School Series (Thai Edition, 2nd Edition)"	Liu Yuan	2012	Higher Education Press
"Everyday Chinese"	Zhu Ruiping, Feng Liping	2016	Beijing Language and Culture University Press

### 5.3 Resource Types

According to the "Report on the Development of International Chinese Teaching Resources in 2022," Thailand has developed 106 Chinese digital teaching materials, making it one of the top five countries in terms of the number of Chinese digital teaching materials developed. However, due to the lack of multimedia facilities in many Thai schools, the development of digital teaching resources in Thailand tends to focus more on non-classroom categories, mainly online Chinese teaching platforms and Chinese learning apps.

#### 5.3.1 Online Chinese Teaching Platforms

Thai online teaching platforms are mainly developed by China and the United States, with some platforms jointly developed by China and the United States.

**Table 7.** Comparison of Characteristics of Chinese, American, and Thai Teaching Platforms

Country	Example	Characteristics
China	Tang Chinese Course	Provides online Chinese courses, emphasizes cooperation with Thai schools
United States	Preply	Uses English as a medium of instruction, which adds difficulty for Thai learners
Thailand	SkillLane	Places more emphasis on the learning characteristics of local learners

#### 5.3.2 Chinese Learning Apps

Chinese learning apps in Thailand mainly focus on vocabulary memorization, HSK exam preparation, dialogue practice, and Chinese character writing. Among them, there is a rich variety of apps for vocabulary memorization and HSK exam preparation. These apps are presented in the form



of games, AI, and comics, such as SuperChinese and Jiefu Island, which are popular among young Thai people. In addition to apps, there are also many Chinese learning groups and individual media channels in Thailand distributed on platforms like Instagram, Facebook, and YouTube.

## **6. Existing Issues and Suggestions**

### **6.1 Lack of Top-Level Design and Policy Implementation in the Development of Chinese Teaching Resources in Thailand**

Suggestions: Strengthening top-level design and enhancing collaboration from a macro perspective are needed.

The "Strategic Plan for Promoting Chinese Teaching to Improve National Competitiveness (2006-2010)" in Thailand proposed that the Ministry of Education should develop a Chinese curriculum framework that meets the requirements of foreign language learning in Thailand, ensuring continuity in Chinese teaching at different educational stages. However, to date, Thailand has not yet implemented a unified Chinese teaching curriculum framework. Although the status of Chinese as a second language was established in Thailand's 2014 "Chinese Teaching Reform Policy," the policy guidelines regarding the establishment of standardized and connected courses have not been effectively implemented. Overall, the top-level design of Chinese teaching in Thailand is weak.

The lack of Chinese teaching curriculum frameworks at various levels means that teaching objectives, content, and evaluation criteria are unclear. This directly leads to issues such as the lack of coherence in curricula across different levels and categories of schools, the use of disorganized textbooks, the mismatch between teaching resources used by teachers and the corresponding stage, and significant repetition of learning for students.

Therefore, it is necessary to strengthen Sino-Thai cooperation at the top-level design level. Based on the "International Chinese Language Proficiency Standards," full consideration should be given to Thai foreign language education policies and norms. Collaboratively develop Chinese teaching curriculum frameworks, course outlines, exam outlines, and standards applicable to different regions. Clearly define the content of Chinese teaching at each stage, develop and specify the textbooks and accompanying teaching resources to be used, and emphasize the coherence between stages and the alignment between courses, strengthening collaboration from a macro perspective.

### **6.2 Insufficient Teaching Resources in Higher Education in Thailand**

Suggestions: Deepen Sino-Thai cooperation to improve localized teaching resource systems.

According to statistics, among the Chinese language textbooks in Southeast Asia, 74% are suitable for preschool, primary, and junior high school students, with more than two-thirds of the users being young learners. There is a lack of textbooks suitable for higher stages. The Chinese language textbooks used in Thai higher education are mostly compiled in China and lack localized characteristics. A small number of textbooks are self-compiled by teachers within schools, but the standardization and professionalism are difficult to guarantee.

A survey conducted by Chulalongkorn University in 2008 in the report "Research on Chinese Teaching in Thai Universities" showed that Chinese teachers believed that the ideal textbooks should be jointly compiled by experienced Thai Chinese language teachers with the assistance of Chinese experts and reviewed by Chinese experts. Thai Confucius Institutes should play a full role in communication, serving as a bridge connecting various institutions and educational experts from China and Thailand, deepening Sino-Thai cooperation. Collaborative efforts should be made to create high-quality Chinese textbooks and accompanying teaching resources that reflect localized characteristics and meet authoritative standards, improving the localized teaching resource system.

### 6.3 The Quality of Chinese Teaching Resources in Vocational Education in Thailand Needs Improvement

Suggestions: Promote successful examples and strengthen the development of "Chinese + vocational education" teaching resources.

According to a survey on the development of "Chinese + vocational skills" teaching resources in 2022, problems encountered by enterprises in training foreign employees include "lack of systematic training materials" (79.41%), "insufficient supporting teaching aids or resources" (52.94%), "theoretical content of textbooks disconnected from practical production needs" (38.24%), and "difficulty of textbook knowledge system exceeding the existing level of employees" (29.41%). Based on these issues, 80% of enterprises hope to strengthen guidance on the use of teaching materials, indicating that the quality of Chinese teaching resources in vocational education in Thailand needs improvement.

Vocational Chinese textbooks should not simply combine general Chinese with professional knowledge in the field. They should be specialized Chinese teaching materials based on professional knowledge or vocational skills. Therefore, in the process of textbook compilation, the characteristics of "vocational" should be highlighted, while also paying attention to the arrangement of basic Chinese content, laying a solid foundation for students' future learning.

The Confucius Institute at Khon Kaen University has taken the lead in vocational Chinese teaching and has achieved remarkable results in Chinese language training for the Sino-Thai high-speed railway. They have developed a set of online vocational Chinese courses and teaching materials that can be promoted, with experience in topic task selection, language skills training, and core vocabulary determination. Other vocational colleges should actively learn from advanced experiences, proactively develop vocational Chinese courses for other vocational fields, develop textbooks and accompanying teaching resources, seize the opportunity of "Chinese + vocational education" development, and promote the integration and development of international Chinese education and vocational education.

## 7. Conclusion

From overseas Chinese education to Chinese education for all, Chinese education in Thailand has developed rapidly, and the teaching resources for Chinese education in Thailand have also increased. By examining the development of teaching resources in Thailand from a national perspective, weaknesses can be objectively analyzed based on survey results, and some development suggestions can be provided. Despite the favorable overall environment, Chinese teaching resources in Thailand still face a series of issues and challenges. It is necessary to strengthen top-level design, enhance macro-level collaboration, deepen Sino-Thai cooperation to improve localized teaching resource systems, and strengthen the development of "Chinese + vocational education" teaching resources.

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