

Academic Administration of the Chinese Language Study Program in Upper Secondary Schools of Bangkok, Thailand

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Abstract

The objectives of this independent study were (1) to study the level of academic administration of Chinese language study programs in upper secondary schools of Bangkok (2) to identify the guidelines to improve academic administration of Chinese language study programs in upper secondary schools of Bangkok. The samples were 86 teachers or administrators who were selected for this study by random sampling and using Krejcie and Morgan table. The instruments used in collecting data were questionnaires and interviews. The statistics utilized in this study were frequency, percentage, mean and standard derivation. The findings showed that: the overall level of academic administration of Chinese language study programs in upper secondary schools of Bangkok was at high level. The guidelines to improve academic administration of Chinese language study program in upper secondary schools of Bangkok were to (1) increase Chinese courses in order to ensure the quality of teaching (2) choose the suitable Chinese teaching materials (3) control the students capacity in each class (4) reduce the reliance on Chinese volunteer teachers (5) speed up the construction of local Chinese teacher teams in Thailand (6) improve teachers' level of teaching abilities (7) stimulate and motivate students' interest in studying Chinese (8) set up effective supervision systems and (9) use an instrument with combination of oral and written tests to measure and evaluate the Chinese language performance of students.

Keywords: level of academic administration, guidelines for developing academic administration, Chinese language study program, upper secondary schools



Introduction

China is one of the four ancient civilizations with a history of more than 5,000 years. It is the country with the largest population in the world. As China's economy continues to develop, its influence in the world continues to expand, and China's position in the world cannot be ignored. Therefore, there are more and more people learning Chinese and using Chinese, and Chinese education has become very important. Thailand is no exception. The spread of Chinese in Thailand has a long history. Thailand is one of the countries with the largest number of ethnic Chinese in the world. At present, the number of ethnic Chinese is 14% of the national population (Wang, Ximei, 2014, p.13). The large population of ethnic Chinese and the friendly relationship between China and Thailand are all favorable conditions for Thai people to learn Chinese. Since the Thai government approved Chinese to be an elective course at all level schools in 1992, more and more secondary schools have set up Chinese as a language skill class with the implementation of a series of policies by the Thai government (Xie, Huaxin 2011, p. 29). In recent years, due to the need to use Chinese for economic trade and social services in Thailand, a wide-ranging enthusiasm for learning Chinese has been launched. Besides, "One Belt and One Road" policy has given China and Thailand better opportunities for personnel training as well as communication and cooperation.

The Chinese language study program in Thai secondary schools plays an important role in the teaching of Chinese in Thailand. Its construction and development are good or bad, which on the one hand can test whether the foundation of Chinese education in Thai

primary schools is solid and on the other hand can test whether the Chinese education at the university or even higher level can be carried out smoothly. Chinese language study program in secondary schools has become a major part of Chinese language education in Thailand. Although Chinese language study program has been greatly developed, there are still many problems in actual teaching. For example, there is no unified teaching materials, Chinese teachers are not enough, students learning Chinese cannot communicate in Chinese. Only by finding out the problems existing in the current academic administration of Chinese language study program can schools get relative guidelines. Moreover, Bangkok is the first city in Thailand to teach Chinese, but after reviewing the historical literature, the researcher found that no one has conducted a comprehensive study and investigation on this title till now. Therefore, the research is to study the level of the academic administration of Chinese language study program in upper secondary schools of Bangkok and identify the guidelines to improve the academic administration of Chinese language study program in upper secondary schools of Bangkok.

Objective

1. To study the level of the academic administration of Chinese language study program in upper secondary schools of Bangkok.
2. To identify the guidelines to develop the academic administration of Chinese language study program in upper secondary schools of Bangkok.

Literature review

This chapter presented the review of related research on the academic administration of Chinese language study program in upper secondary schools of Bangkok:

1. Academic administration: academic administration refers to a process that the administrators using certain methods and instruments make all the academic activities achieve the school's established goal of cultivating talents. It is not only the core of all management work in schools, but also the basis of teaching process. It is an important guarantee to improve the quality of teaching.

It includes:

a. Curriculum Management: Chinese curriculum setting, Chinese curriculum improvement, teaching materials, the student capacity.

b. Principal Support: school culture and organization structure.

c. Teaching Process: (1) teaching content: teacher's knowledge, teaching knowledge (2) teaching method: Chinese native teachers, Thai teachers, teachers collaboration (3) teaching supervision: teacher's perceived ability, teacher's mental health.

d. Measurement and Evaluation: Content, achievement, instrument, satisfaction.

e. Media setting for Instruction: Basic settings and advanced settings.

f. Research for developing the quality of Chinese language study program: Information seeking and doing research.

g. Coordination and cooperation on

developing the Chinese language study program: Internal coordination and cooperation and external coordination and cooperation. (Usaho, 2017; Siribanpitak, Pruet, 2009; Announcement Board of Teachers Council, 2013; Sukhothaimatirat University, 1991)

2. The Chinese language study program

a) The development of the Chinese language study program in Thailand

On August 17, 2005, the Ministry of Education of Thailand ordered the establishment of a working group to promote strategic planning for teaching Chinese language in Thailand. Its task is to draft a "Strategic Plan for Promoting Chinese Teaching in Thailand to Improve National Competitiveness" and submit it to the Ministry of Education. Its purpose is to improve the level of native Chinese and integrate with international standards. The working group summarized the status and problems of Thai language teaching in Thailand through research work and put forward a series of suggestions on how to develop Thai language teaching in Thailand. In 2006, the relevant organization for Chinese education of the Ministry of Education of Thailand formally issued the "Thailand Promotional Chinese Language Program to Enhance its National Competitiveness Strategic Plan" (Wang, Ximei, 2014, pp.18-21). Its main contents are as follows:

The annual strategic plan targets:

(1) All stages of Thai formal school students are well educated in Chinese language and make them excellent in Chinese. The criteria are as follows: Graduates in the fourth stage of basic education (high school), graduates of vocational schools, and graduates of middle and higher education institutions must ensure that

at least 20 percent of students have learned Chinese. (2) The outstanding Chinese students should reach 4,000 and ensure that they can use Chinese to communicate and learn. After continuous improvement, the Chinese will reach a level of proficiency or an expert level. (3) the working-age people in Thailand, at least about 100,000 people have learned Chinese and can use Chinese to communicate at work. They can also be used as an additional skill in employment.

Strategic plan implementation:

According to the status and problems arising from the Chinese education management in Thailand, the Ministry of Education of Thailand has formulated “The Strategic Plan for Promoting Chinese Teaching to Improve National Competitiveness”. On December 26, 2013, the Ministry of Education of Thailand made efforts to improve and develop Thai language teaching in Thailand. The following major strategic plans are (Wang, Ximei, 2014, pp.18-21):

Strategy 1: Chinese curriculum

Strategy 2: Develop a syllabus

Strategy 3: Promote and develop Chinese textbooks and non-formal education systems

Strategy 4: Evaluation of Chinese Teaching

Strategy 5: Develop teachers’ capabilities

Strategy 6: Increase the method of developing Chinese language teaching

In 2005, the Ministry of Education in Thailand formulated a five-year strategic plan for the development of Chinese language teaching and included Chinese language teaching in the national education system. In early 2006, the Ministry of Education Foundation Education Committee, Office of the

President of the Ministry of Education, Higher Education Commission, Vocational Arts Education Committee, and Education Committee signed a cooperation agreement with Hanban on Chinese language teaching. The main content of this agreement is the Chinese government’s request to Thailand’s Ministry of Education, support and cooperation in Thai language teaching in Thailand, and happy cooperation for two years. For example, there are training programs for Chinese teachers among the cooperation projects. This is in accordance with the requirements of the Ministry of Education in Thailand. It is necessary to train Thai language teachers in Thailand. The most important cooperation projects between the Thai government and the Hanban are: First, Chinese teachers; Second, Chinese textbooks; Third, Confucius Institute. These projects should be developed at the request of the Ministry of Education in Thailand to develop Chinese teaching in secondary schools of Thailand (Wang, Ximei, 2014, p.23).

b) The situation of the Chinese language study program in upper secondary schools of Bangkok at present.

There is 18-week course in the Chinese language study program and students will be studying for 4 months. The student has 6 lessons per week and each lesson will last 50 minutes. (Lapthanapat, Interview, January 26th, 2018) The students begin to study Chinese in the first year of upper secondary school. There is a 18-week course in the Chinese language study program and students will be studying for 4 months as one semester. They have 5 or six lessons per week and each lesson will last 50 minutes. (Oym, Interview, February 17th, 2018) There are 7

comprehensive courses per week in the first year of upper secondary school. And there are 5 comprehensive courses, 2 listening and speaking courses and 2 courses for college examination in the second year of upper secondary school. There are 5 comprehensive courses, 2 reading and writing courses and 1 course for college examination in the third year of upper secondary school. (Nun, Interview, April 8th, 2018)

3. Related research

Assawarojchanakulchai (2010, p. 110), studied the causal relationship of factors with the performance of private school teachers in Chinese language teaching. It was found that there were 8 performance factors of teachers in private Chinese language schools. They were teacher collaboration, teacher perceived ability, mental health of teachers, motivation achievement, teacher's knowledge, information seeking, school culture and organization structure.

Srisroi (2008, p. 162), state and problems of academic administration in schools under the office of Sakon Nakhon education service area 3, referred that "The state of academic administration in schools was at the high level. The problems of academic administration in schools was at the moderate level.

Thaosud (2010, p.137), A study of current conditions and problems of academic administration in schools in the North Bangkok group under the Bangkok metropolitan Administration, said that current conditions in the academic administration of the schools under study in an overall picture exhibited performance was at a high level. Problems in academic

administration were at a low level.

Jeesara (2014, p.154), the guidelines of academic administration for small schools of Khampheng Phet educational service area office 2, concluded that the academic administration problems of small schools overall were moderate. The top 3 problems were in research to develop education, followed by the instruction, and the measurement and evaluation.

Wongjanta (2014, p.101), academic administration in the bilingual school (Thai-Chinese) under Bangkok metropolis, said that the level of academic administration in the overall image was at the high level. Most aspects in each step were at the high level except the step of Chinese earning quality development and the step of academic promotion and supporting were at the moderate level.

Chaemburi (2016, p.114), Guidelines for academic administration of schools under the secondary educational service area office 42, told that overall problems in academic administration of schools in Nakhon Sawan province under the Secondary Educational Service Area Office 42 were at a high level. The highest problem was the school curriculum with a mean of 4.04. Guidelines for academic administration of schools under the Secondary Educational Service Area Office 42 were found that the schools should emphasize the involved people's collaboration of school's curriculum planning.

Conceptual Framework

This research is to study the level and identify the guidelines of the academic administration of Chinese language study program in upper secondary schools of Bangkok. So the

conceptual framework is as follows

Academic Administration

1. Curriculum Management (Chinese Language Study Program Management)

- 1.1 Chinese Curriculum Setting
- 1.2 Chinese Curriculum Improvement
- 1.3 Teaching Materials
- 1.4 The Student Capacity

2. Principal Support

- 2.1 School Culture
- 2.2 Organization Structure

3. Teaching Process

- 3.1 Teaching Content
 - 3.1.1 Teacher's Knowledge
 - 3.1.2 Teaching Knowledge
- 3.2 Teaching Method
 - 3.2.1 Chinese Native Teachers
 - 3.2.2 Thai Teachers
 - 3.2.3 Teachers Collaboration

3.3 Teaching Supervision

- 3.3.1 Teacher's Perceived Ability
- 3.3.2 Teacher's Mental Health

4. Measurement and Evaluation

- 4.1 Content
- 4.2 Achievement
- 4.3 Instrument
- 4.4 Satisfaction

5. Media Setting for Instruction

- 5.1 Basic Setting
- 5.2 Advanced Setting

6. Research for Developing the Quality of Chinese Language Study Program

6.1 Information Seeking

6.2 Doing Research

7. Coordination and Cooperation on Developing the Chinese Language Study Program

7.1 Internal Coordination and Cooperation

7.2 External Coordination and Cooperation

Methodology

The research used a mixed method design of quantitative and qualitative analysis. In the mixed method approach, the researcher used questionnaires to collect data and got information from interviewing. Techniques of descriptive statistics used in the analysis of the data collected consisted of frequency, percentage, mean and standard deviation.

Population and Sample

There were totally 106 upper secondary schools which had Chinese language study program in Bangkok. There were 54 schools in area one and 52 schools in area two. The researcher randomly chose 86 (44 in area one and 42 in area two) schools. One of the teachers or administrators working in the academic administration of Chinese language study program would be invited to fill in one questionnaire in each school. The researcher collected 86 questionnaires to analyze the data. In area one, the researcher chose 22 teachers or administrators to interview and in area two chose 21 teachers or administrators to interview.

Research Tools

The questionnaire and the questions for interview used to collect data. IOC form and SPSS used to measure validity and reliability of the questionnaire. SPSS used to analyze the data.

Data Collection

This research used a mixed method design of quantitative and qualitative analysis. Referring to the quantitative method, the questionnaires were sent out to 86 sampling schools and one teacher or administrator in the school filled the questionnaire then gave back. There were 35 questions in the questionnaire and 86 effective questionnaires were collected. Referring to the qualitative method, there were two questions for interview and the researcher interviewed 43 administrators or teachers to collect data. The teachers talked about several problems on the academic administration of the Chinese language study program in their schools and hoped to get the guidelines to solve and improve the problems after doing the research. The target of samplings was the teacher or administrator who worked in the Chinese language study program of upper secondary schools in Bangkok, Thailand, covering people with different genders, ages, types of job, types of worker and nationalities.

Statistical Analysis

1. Research objects

There were 86 samplings of the research. The object of the research was the

teacher or administrator who worked in the Chinese language study program of upper secondary schools in Bangkok, Thailand, covering people with different genders, ages, types of job, types of worker and nationalities. The researcher made a demographic table to show their characteristics as table-1.

From the table, the majority of the research objects were female. The higher percentage was 55.8%. The number of males was at 44.2%. About the age, there were more than half people at the age of 20-29, and the highest percentage was 55.8%. The number of the people at the age of 30-39 was 26, which was at 30.2% and the number of the people at the age of 40 and above was 12, with 14.0%, which was following behind the age 30-39. Besides, 68 teachers and 18 administrators filled the questionnaires. The percentage of teachers was 79.1% and the percentage of administrators was 20.9%. So the data were collected more from teachers than administrators. According to worker's type, 54.7% of them were formal or regular teachers or administrators. There were 47 formal or regular teachers working in the sampling schools. Thirty-four were volunteer teachers or officers and the percentage of that was 39.5%. What's more, there were only five temporary teachers or officers with 5.8%. At last, the majority of the nationality was Thai and the number of Thai teachers was 52 which was at 60.5% as well as Chinese teachers were only 34 in total.

Table 1*A demographic table of research objects*

Demographic Data Results		Total (N=86)	
		Frequency	Percentage
Gender	Male	38	44.2%
	Female	48	55.8%
Age	20-29	48	55.8%
	30-39	26	30.2%
	40 and above	12	14.0%
Type of job	A teacher	68	79.1%
	An administrator	18	20.9%
	Others	0	0%
Type of worker	A formal/regular teacher or administrator	47	54.7%
	A temporary teacher or officer	5	5.8%
	A volunteer teacher or officer	34	39.5%
Nationality	Thai	52	60.5%
	Chinese	34	39.5%
	Others	0	0%

2. Descriptive analysis about academic administration of the Chinese language study program from questionnaires

The questionnaire used Agree--Disagree items with the following 5 response options: Strongly agree--Agree--Neutral--Disagree--Strongly disagree. This five satisfying items scale referred to as Likert scale which was always used on a survey or in a questionnaire. 1--5 scores respectively represented: 1--Strongly disagree, 2--Disagree, 3--Neutral, 4--Agree, 5--Strongly agree. 3 score was theoretically moderate. To collect data, all the 28 questions were designed into five scales. The research objects chose the score according to their own experience. Therefore, the following table-2 showed the mean and standard deviation of each variable about academic administration

of Chinese language study program. From the mean, the researcher would study the level of each variable in order to conclude the general level of the academic administration of Chinese language study program.

In the table 4-2, the highest value of mean was 4.1058, whose level was “high”. Most of the schools were at high level in principal support. The Chinese language study program got enough support and attention from the principal in schools. There was also a good school culture for students to study Chinese. The next lower mean value was 4.0856, about coordination and cooperation on developing the Chinese language study program. This was obviously at “high” level. The Chinese language study program in most schools earned a lot of internal support from other pro-

grams in school and external cooperation from various agencies, eg: Thai government, corporate sponsorship and etc.

“Media setting for instruction” was at high level. Most of the schools all had basic settings for instruction in the classroom to teach Chinese, and at the same time, the majority of schools had some advanced multimedia settings for instruction, for example, the computer, the projector and so on. The mean value of “research for developing the quality of Chinese language study program” was 3.5035, which was at high level. Teachers were seeking information and doing the research to develop the Chinese language study program.

In the curriculum management and teaching process, they were at “moderate” level. They were referring to Chinese curriculum setting, Chinese curriculum improvement, teaching materials, the student capacity, teaching content, teaching method, teaching supervision, teaching measurement and evaluation. Moreover, curriculum management had the lowest score of mean. It needed to improve to “high” level. Also it’s one of the most important parts of academic administration, so it should be well improved to the higher level. At the same time, the researcher would identify the guidelines to improve academic administration of the Chinese language study program from curriculum management and teaching process.

Table 2

A descriptive table of academic administration

Academic Administration	Mean	SD	Level	Order
Curriculum Management	2.9837	0.6038	moderate	7
Principal Support	4.1058	0.6286	high	1
Teaching Process	3.3176	0.6713	moderate	5
Measurement & Evaluation	3.2477	0.7208	moderate	6
Media Setting for Instruction	3.5058	0.7385	high	3
Research for Developing the Quality of Chinese Language Study Program	3.5035	0.5514	high	4
Coordination and Cooperation on Developing the Chinese Language Study Program	4.0856	0.6187	high	2
Total	3.4493	0.6476	high	

3. Analysis about academic administration of the Chinese language study program from interview

From the analysis of interview results, the guidelines to improve the academic administration of Chinese language study program in upper secondary schools of Bangkok was based on curriculum management, teaching process and

measurement and evaluation (a) increase courses in order to ensure the quality of teaching (b) choose the suitable teaching materials (c) control the students capacity in one class (d) reduce the reliance on volunteer teachers (e) speed up the construction of local Chinese teachers’ team in Thailand (f) improve teachers’ level of teaching (g) arouse and motivate students’ interest in

studying Chinese (h) set up effective supervision system (i) use an instrument with combination of oral and written tests to measure and evaluate the Chinese performance of students.

Result

This research was to study the level of the academic administration of Chinese language study program in upper secondary schools of Bangkok and identify the guidelines to improve the academic administration of Chinese language study program in upper secondary schools of Bangkok. Chapter one was introduction. Chinese became more and more popular in Thailand which Thai people were learning and there were lots of schools offering Chinese courses. Although Chinese language study program has been greatly developed, there were still many problems in actual teaching. For example, there was no unified teaching materials, Chinese teachers were not enough, students learning Chinese could not communicate in Chinese. This research was to study the level of the academic administration of Chinese language study program in upper secondary schools of Bangkok from sampling schools in seven parts of academic administration. Chapter two was literature review, which comprised of various related sources of theories and research covering academic administration of Chinese language study program. Chapter three was research conduction. In chapter three, the researcher used questionnaire and interview to collect data. The research used a mixed method design of quantitative and qualitative analysis. There were totally 106 upper secondary schools in two areas which had Chinese language study program in Bangkok. In order to ensure the validity of research, the researcher

randomly chose 86 schools in both areas to interview teachers or administrators and sent out one questionnaire in each school to collect the data. The statistics used were frequency, percentage, mean and standard deviation. Chapter four was presentation and analysis of data. The researcher analyzed the validity and reliability of the questionnaire and the research objects. Descriptive analysis about academic administration of the Chinese language study program from questionnaires and interviews were showed by tables. After the preceding four chapters, the researcher studied the level of the academic administration of Chinese language study program in upper secondary schools of Bangkok and identified the guidelines in chapter five.

From the analysis of questionnaires, the overall level of academic administration of Chinese language study program in upper secondary schools of Bangkok was at high level. The levels of curriculum management, teaching process and measurement & evaluation were at moderate level. The levels of principal support, media setting for instruction, research for developing the quality of Chinese language study program, coordination and cooperation on developing the Chinese language study program were at high level.

From the analysis of interview results, the guidelines to improve the academic administration of Chinese language study program in upper secondary schools of Bangkok was based on curriculum management, teaching process and measurement and evaluation. Here were the guidelines:

a) Schools should focus on teaching, minimize the impact of activities on normal teaching, and consider increasing courses in order

to ensure the quality of teaching;

b) In the selection of teaching materials, teachers should consider that contents ought to conform to the laws of Chinese language, be close to our daily life, be conducive to communication in our work and enable students to “learn what they apply”;

c) To control the students capacity in one class, in which there aren't over 20 people and teachers can classify students according to their levels or performances in Chinese;

d) Should strengthen the training of local Thai teachers, enrich the Thai local teaching staff, increase the overall level of teachers in Thailand, and reduce the reliance on volunteer teachers;

e) Should speed up the construction of local Chinese teachers' team in Thailand, improve the treatment of Chinese teachers, encourage Chinese language graduates to engage in the career of Chinese teachers;

f) To improve teachers' level of teaching, increase their Chinese knowledge and teachers should pay attention to teaching students in accordance with their aptitude, and adopt different teaching methods for different levels of classes and students;

g) Chinese teaching should be integrated into Chinese culture teaching, PAT7.4 and HSK teaching in upper secondary schools, and the purpose of Chinese teaching should be enhanced to increase the practical application meaning of Chinese learning to students, so as to better arouse their interest in learning and motivate their studying;

h) There should be a special department or administrators responsible for Chinese teaching

supervision on curriculum, instruction, teaching and learning;

i) School teachers should use an instrument with combination of oral and written tests to measure and evaluate the Chinese performance of students.

Discussions

The research studied the level of academic administration of Chinese language study program in upper secondary schools of Bangkok and found out the problems in the academic administration of Chinese language study program. The corresponding solutions and suggestions were put forward about the problems and the guidelines to develop the academic administration of Chinese language study program in upper secondary schools of Bangkok came out. Hope this study to be helpful to the Chinese teaching in upper secondary schools of Bangkok and at the same time provide an effective reference for improving the academic administration of Chinese language study program in upper secondary schools of Bangkok.

The following questions should be paid more attention:

1. The Chinese curriculum setting and improvement
2. The teaching materials were suitable for students or not
3. The ability and level of teachers who taught Chinese
4. Supervision, measurement and evaluation on Chinese teaching process
5. School culture and Chinese activities

6. Students' achievement and satisfaction on Chinese learning

Recommendation

1. Recommendations for academic administration

Although the overall level of academic administration of Chinese language study program in upper secondary schools of Bangkok is at high level, several specific aspects are not at high level. For example, curriculum management, teaching process, measurement and evaluation. These are the most important parts of academic administration. If the problems can be solved and improve the academic administration according to guidelines, the overall level of academic administration of Chinese language study program in upper secondary schools of Bangkok will be at higher level. Therefore, the researcher suggested all the schools improve academic administration of Chinese language study program in upper secondary schools of Bangkok as follows:

1) Curriculum management

a) Chinese curriculum setting should be more reasonable because students studying Chinese need Chinese context and more practice. Schools should focus on teaching, minimize the impact of activities on normal teaching, and consider increasing several courses in order to ensure the quality of teaching. Except integrated courses, speaking courses, listening courses, reading courses and writing courses can be added to curriculum structure. Actually, Chinese course should be arranged everyday, which is best for students' learning effectiveness.

b) The teaching materials play a vital role in

the development of teaching and must arouse the attention of schools and teachers. In the selection of teaching materials, contents ought to conform to the laws of Chinese language, be close to our daily life, be conducive to communication in our work and enable students to "learn what they apply". This will arouse students' interest and enthusiasm for studying Chinese. The preparation of textbooks should also consider the practicality of users, and at the same time open up online learning services as an after-school assistant teaching. At present, the only official website is the Confucius Institute Online. Both Chinese and Thai departments should actively build more learning websites. The contents of e-learning should also be constantly updated and improved, and the integration and use of excellent teaching resources should be well done.

c) If conditions permit, schools should consider dividing one class to several classes to teach so as to ensure better teaching results and improve teaching efficiency. With regard to teaching language, having too many students in one class will have an effect on the teaching effectiveness. It is better to control the students capacity in one class, in which there aren't over 20 people. Teachers can classify students according to their levels or performances in Chinese. In this way, the students who have the same level are in the same class, which is more conducive to teaching.

2) Teaching process

a) When recruiting Chinese volunteer teachers, Thai schools are relatively lacking in choice and rely mainly on distribution. Volunteers hired may not necessarily meet the school's own teaching needs. Therefore, we should strengthen the training of local Thai teachers, enrich the Thai

local teaching staff, increase the overall level of teachers in Thailand, and reduce the reliance on volunteer teachers. At the same time, when hiring Chinese teachers, there should be higher standards and requirements.

b) To speed up the construction of local Chinese teachers' team in Thailand, improve the treatment of Chinese teachers, encourage Chinese language graduates to engage in the career of Chinese teachers, reduce the workload of Chinese teachers outside of teaching, and make Chinese teachers concentrate on teaching. Besides, actively cooperate with Hanban of China and develop deep-level cooperation and carry out training programs for local Chinese teachers in Thailand.

c) To improve the teaching ability or level of teachers and encourage them to learn much more Chinese knowledge and experience Chinese culture. Besides, understanding the situation of the students is the work of teachers. Teachers understand the characteristics, interests and level of students in order to better prepare for teaching, design teaching activities, and improve teaching effectiveness. If students have problems in class, teachers can also find ways to solve problems. What's more, teachers should pay attention to teaching students in accordance with their aptitude, and adopt different teaching methods for different levels of classes and students. For example, in the classes of students with good quality and active learning, Chinese teachers can design a variety of activities such as dictation and competition for students to participate actively in advance; in classes with poor ability to learn, teachers can use incentives to stimulate student learning.

d) Whether learning Chinese or other foreign languages, language learning itself is

a relatively boring thing, and it is not easy to attract students' interest; especially in Thailand, students' academic performance requirements are not high. Therefore, Chinese teaching should be integrated into Chinese culture teaching, PAT7.4 and HSK teaching in upper secondary schools, and the purpose of Chinese teaching should be enhanced to increase the practical application meaning of Chinese learning to students, so as to better arouse their interest in learning and motivate their studying. Only when the school pays full attention to Chinese language teaching will students have the passion and motivation to learn. A good classroom environment can make Chinese teaching more effective. The school should try its best to provide a special Chinese activity room so that Chinese teachers can decorate it according to their own wishes so that students can learn Chinese in a subtle manner. And teachers can prepare different activities to motivate students to practice Chinese more, such as dictating new words, practicing dialogues, answering questions, making sentences, and so on. There should be more Chinese activities and competitions in schools to encourage students to study Chinese.

e) There should be a special department or administrators responsible for Chinese teaching supervision on curriculum, instruction, teaching and learning because they are important parts of academic administration. Only when do like this can teachers find the problems on students' learning and solve in time. If the supervision system is more effective, the quality of teaching Chinese and studying Chinese will be guaranteed.

3) Measurement and evaluation

At present, the main instrument of teachers to measure and evaluate students is

paper test. This traditional assessment can measure students' literacy in reading and writing Chinese, but they cannot measure listening and speaking ability. Therefore, it is suggested that school teachers should use a combination of oral and written test methods. The combination of oral and written test assessment is relatively complete and objective, and can better evaluate the overall level of students including listening, speaking, reading, writing and so on, so as to obtain a complete evaluation of students' language ability.

2. Recommendations for further study

For this study of academic administration of Chinese language study program in upper secondary schools of Bangkok, there are many deficiencies in this research, and the proposed suggestions have not been applied in practice and lack of effectiveness evaluation. However, the researcher hopes that this research can play a role and help develop academic administration of Chinese language study program. It will allow more people to pay attention to the academic administration of Chinese language study program and do a better job in the future.



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