

Guidelines for the Development of Academic Administration of the Chinese
Language Study Program in Schools Under the Secondary Educational
Service Area Office of Pathumthani, Thailand

แนวทางพัฒนาการบริหารงานวิชาการโปรแกรมวิชาภาษาจีนในโรงเรียนมัธยมศึกษา
สังกัดสำนักงานเขตพื้นที่การศึกษาปทุมธานี ประเทศไทย

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Abstract

This research was a mixed method. the objectives were to study the current status and to guideline for the development of academic administration of Chinese Language Study Programs in secondary schools of Pathumthani. the research samples consisted of 44 teachers and 22 school administrators. the instruments used in collecting data were questionnaire surveys and interview form. The statistics utilized in this study were Frequency, Percentage, Mean and Standard Deviation. the results showed that the overall current status of the development of academic administration of Chinese Language was at the highest level. The media setting for instruction, teaching process, director support, research for development the quality of Chinese language, curriculum management, measurement and evaluation is at the highest level, the coordination and cooperation on development the Chinese language study program is at the high level. the guidelines for the development were as follows; (1) the school directors must support to build network for coordination and cooperation both inside and outside educational institution (2) teachers must be mobilized actively and the curriculum must be revised every year (3) schools should take students as the center and develop diversified courses (4) students capacity in each class must be in control (5) teachers should improve their own abilities strengthen their understanding of Chinese teaching and create a good classroom atmosphere (6) educational supervision systems using coaching and mentoring should be set up effectively and (7) different ways of test and evaluation must be implemented to students.

Keywords: Guidelines for the Development, Academic Administration, Chinese Language Program

บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงผสมผสาน (Mixed Method Research) วิธีมีวัตถุประสงค์ เพื่อศึกษาสภาพปัจจุบันและเพื่อเสนอแนะแนวทางการพัฒนาการบริหารงานวิชาการ โปรแกรมวิชาภาษาจีนในโรงเรียนมัธยมศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาปทุมธานี กลุ่มตัวอย่างของงานวิจัยประกอบด้วยครู จำนวน 44 คน และผู้บริหารโรงเรียน จำนวน 22 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถามและแบบสัมภาษณ์ สถิติที่ใช้ได้แก่ ค่าความถี่ (Frequency) ค่าร้อยละ (Percentage) ค่าเฉลี่ย (Mean) ค่าส่วนเบี่ยงเบนมาตรฐาน (SD) ผลการวิจัยพบว่า สภาพปัจจุบันของการบริหารงานวิชาการโปรแกรมภาษาจีนอยู่ในระดับมาก ด้านสื่อการเรียนการสอนมีค่าสูงสุด รองลงมาได้แก่ กระบวนการจัดการเรียนการสอน การสนับสนุนจากผู้อำนวยการ การวิจัยเพื่อพัฒนาคุณภาพภาษาจีน การจัดการบริหารหลักสูตร การวัดและประเมินผล ค่าต่ำสุด คือ การประสานงานและความร่วมมือ แนวทางพัฒนามีดังนี้ (1) ผู้อำนวยการควรสนับสนุนสร้างเครือข่ายทั้งภายในและภายนอกโรงเรียนด้านการประสานงานและการสร้างความร่วมมือ (2) โรงเรียนควรระดมคุณครูให้มีความกระตือรือร้นอย่างเต็มความสามารถปฏิรูปหลักสูตร ทุก ๆ ปี (3) โรงเรียนควรเน้นให้มีการจัดการเรียนรู้แบบนักเรียนเป็นศูนย์กลาง (4) โรงเรียนควรควบคุมการจัด นักเรียนแต่ละชั้น (5) ครูควรปรับปรุงความสามารถของตนเองให้มีความเข้มแข็งเข้าใจการสอนวิชาภาษาจีนและสร้างบรรยากาศในชั้นเรียน (6) โรงเรียนควรใช้ระบบนิเทศการศึกษาโดยการสอนงานและการเป็นพี่เลี้ยง (7) โรงเรียนควรมีวิธีการทดสอบนักเรียน โดยใช้เครื่องมือในการทดสอบที่หลากหลาย เช่น แบบทดสอบปากเปล่า การเขียน และการประเมินผลการเรียนรู้ เป็นต้น

คำสำคัญ: แนวทางพัฒนา, การบริหารงานวิชาการ, โปรแกรมวิชาภาษาจีน



Introduction

With the promotion of Chinese fever, Chinese language study program as a foreign language is being extended to overseas Chinese classes step by step. 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, 2011, p. 27) The Chinese language study program in Thai secondary schools also 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. (Wang, 2014, p. 16) Chinese language study program in secondary schools has become a major part of Chinese language education in Thailand. Therefore, it is necessary to study the Level of the academic administration of Chinese language study program in secondary schools of Pathumthani and identify the guidelines to improve the Academic Administration of Chinese Language Study Program in Secondary Schools under the Secondary Educational Service Area Office of Pathumthani, Thailand.

Objectives of the Research

1. To study the current status of the development of the academic administration of Chinese language study program in secondary schools of Pathumthani
2. To guideline for the development of the

academic administration of Chinese language study program in secondary schools of Pathumthani

Literature Review

The four departments of decentralized educational institution administration theory are subjects of personnel administration, general, budget and academic administration especially Chinese language study program is the part of educational administration. (Announcement Board of Teachers council, 2013) at the case, maybe in the following matters:

1. Academic Administration has seventeen missions in education: Development or action related to local curriculum, Academic Planning, Teaching and learning in Educational Institution, Curriculum Development of Educational Institution, Developing the Learning process, Assessment measurements and conducting comparisons to transfer the results of education, Research for improving the quality of Education in Educational Institution, Development and promotion of Learning resources, Educational Supervision, Guidance, Development of internal quality assurance systems in educational institution and educational standards, Encourage the community to be academically strong, Coordination in academic development with educational institution and other organization, Promotion and support of academic work for individuals, families, organization, agencies, enterprises and other institution providing, Preparation of regulations and guidelines for academic work of educational institution, Selection of textbooks for use in educational institution, Development and use of media and technology for education.

The Development of the Chinese Language Study Program in Thailand

As China's economic development in the world continues to expand, and Chinese is one of the most widely used languages, it is also one of the working languages of the United Nations. On August 17th in 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 was to draft Strategic Plan for Promoting Chinese Teaching in Thailand to improve National Competitiveness and submitted it to the Ministry of Education. Its purpose is to improve the level of native Chinese and integrate with international standards. 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, 2014, pp. 18-21). Its main contents were as follows:

1. The annual strategic plan targets:

- 1.1 All stages of Thai formal school students were well educated in Chinese language and made them excellent in Chinese. The criterias 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% of students have learned Chinese language.

- 1.2 The outstanding Chinese students should reach 4,000 and ensure that they could use Chinese to communicate and learn. After continuous improvement, the Chinese would reach a level of proficiency or an expert level.

- 1.3 Of the working-age people in Thailand, at least about 100,000 people have learned Chinese and could use Chinese to

communicate at work. They could also be used as an additional skill in employment.

2. 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 26th in 2013, the Ministry of Education of Thailand made efforts to improve and develop Thai language teaching in Thailand.

The Situation of the Chinese language study program in upper secondary schools of Bangkok at present

There is a 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.

The students began to study Chinese in the first year of upper secondary school. There was a 18-week course in the Chinese language study program and students would be studying for 4 months as one semester. They had 5 or six lessons per week and each lesson would last 50 minutes. (Zhuang, 2017, p. 22)

There were 7 comprehensive courses per week in the first year of upper secondary school. And there were 5 comprehensive courses, 2 listening and speaking courses and 2 courses for college examination in the second year of upper

secondary school. There were 3 comprehensive courses, 2 reading and writing courses and 1 course for college examination in the third year of upper secondary school. (Zhuang, 2017, p. 22)

The Related Researchs

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

Zhuang (2017, p. 60) said that from the analysis of questionnaires, the overall-level of academic administration of Chinese language study program in upper secondary schools of Bangkok is at high level.

Conceptual framework

This research was to study the current status and the guidelines for the development of the academic administration of Chinese language study program in secondary schools of Pathumthani. So the conceptual framework was derived from the applications of announcement board of teacher council (2013) as follows:

The Conceptual Framework

Academic Administration	Guidelines for the Development of Academic Administration of the Chinese Language Study Program in Schools under the Secondary Educational Service Area Office of Pathumthani, Thailand.
<ol style="list-style-type: none"> 1. Curriculum Management (Chinese Language Study Program Management) <ol style="list-style-type: none"> 1.1 Chinese Curriculum Setting 1.2 Chinese Curriculum Improvement 1.3 Teaching And Learning Materials 1.4 The Student Capacity 2. Principal Support <ol style="list-style-type: none"> 2.1 School Culture 2.2 Organization Structure 3. Teaching Process <ol style="list-style-type: none"> 3.1 Teaching Content <ol style="list-style-type: none"> 3.1.1 Teacher's Knowledge 3.1.2 Teaching Knowledge 3.2 Teaching Method <ol style="list-style-type: none"> 3.2.1 Teaching Supervision 3.2.2 Teaching Measurement And Evaluation 3.2.3 Collaboration For Teaching Between Thai and Native Teacher 3.3 Teaching Supervision <ol style="list-style-type: none"> 3.3.1 Teacher's Perceived Ability 3.3.2 Teacher's Mental Health 4. Measurement and Evaluation <ol style="list-style-type: none"> 4.1 Content 4.2 Achievement 4.3 Instrument 4.4 Satisfaction 5. Media Setting for Instruction <ol style="list-style-type: none"> 5.1 Basic Setting 5.2 Advanced Setting 6. Research for Developing the Quality of Chinese Language Study Program <ol style="list-style-type: none"> 6.1 Information Seeking 6.2 Doing Research 7. Coordination and Cooperation on Developing the Chinese Language Study Program <ol style="list-style-type: none"> 7.1 Internal Coordination and Cooperation 7.2 External Coordination and Cooperation 	<ol style="list-style-type: none"> 1) the school directors must support to build networks for coordination and cooperation both inside and outside educational institutions. 2) teachers must be mobilized actively and the curriculum must be revised every year. 3) schools should take students as the center and develop diversified courses. 4) students capacity in each class must be in control.. 5) teachers should improve their own abilities, strengthen their understanding of Chinese teaching, and create a good classroom atmosphere. 6) educational supervision systems using coaching and mentoring should be set up effectively. 7) different ways of test and evaluation must be implemented to students.

Research Methodology

The research used a mixed method design of quantitative and qualitative analysis. The population of the study consisted of 44 teachers and 22 administrators of 22 secondary schools with Chinese language study program in Pathumthani, 51 of them made use of the questionnaire and 15 of them both used questionnaire and interview respectively. The research tool was a questionnaire with a reliability value of 0.97. For the qualitative method, use the purposive sampling, the researcher has interviewed 15 key informants that were classified as five school administrators and ten Chinese teachers. The data collecting total delivered 66 questionnaire and use one month receive 40 valid questionnaires with the valid return rate as 61%. The researcher collected all the questionnaires via three ways: first, with advisors' help, the researcher have been to some schools in person to find the teacher or administrator who works in the Chinese language study program to finish the survey; second, Thai friends and classmates help to give their teachers or friends to fill the questionnaire; third, questionnaires were sent out by email to some schools. Techniques of descriptive statistics were used in the analysis of the data collected consisted of Frequency, Percentage, Mean and Standard Deviation (SD) For interviews were analyzed by content analysis.

Research Instruments

The research instrument employed in this study was a questionnaire and interview; the steps of designing the research tool were included the following:

1. To clearly define the object of the questionnaire based on the purpose of the research study.

2. To create the questionnaire.

3. To examine the validity of the questionnaire.

- 3.1 The advisor examined the drafted questionnaire on its content validity and clear usage of language to ensure the questionnaire was appropriate for the research study and had breadth of content coverage.

- 3.2 The questionnaire was revised based on the suggestion of advisor.

- 3.3 The revised questionnaire was examined by three specialists on its content validity and suitability. (IOC \geq 0.67-1.00)

- 3.4 To examine the reliability of the questionnaire. The Cronbach's Alpha Coefficient formula was used to compute the data collected to identify the reliability value of the questions; The alpha reliability coefficients of total questions is 0.9588.

Data Analysis

The criteria to define the range of the Mean scores were described (Wangwanich, 2005) as:

4.21-5.00 = the highest level of practice or needs for practice

3.41-4.20 = the high level of practice or needs for practice

2.61-3.40 = the moderate level of practice or needs for practice

1.81-2.60 = the low level of practice or needs for practice

1.00-1.80 = the lowest level of practice or needs for practice

Research Results and Discussions

The Results of Data Analysis According to Objective One

Table 4.1*A Slot-Table*

Academic Administration	Mean	SD	Level	Order
Curriculum Management	4.33	.45	highest	5
Director support	4.41	.54	highest	3
Teaching Process	4.43	.44	highest	2
Measurement And Evaluation	4.24	.49	highest	6
Media Setting for Instruction	4.46	.62	highest	1
Research for Development the Quality of Chinese Language	4.38	.61	highest	4
Coordination And Cooperation on Development the Chinese Language Study Program	3.93	.52	high	7

In the table 4.1, the highest value was ($\bar{X}=4.46, SD=.62$), whose level was highest. Most of the schools were at the highest level in Media setting for instruction. The basic settings for instruction were provided well in many schools. Students had a good environment to study Chinese. The next highest value was ($\bar{X}=4.43, SD=.44$) about teaching process. This was obviously at the highest level. The most teachers think they have different skills and rich knowledge to teach Chinese. The value of research for director support was ($\bar{X}=4.41, SD=.54$), which was at the highest level. Most of the school director really gave enough support and much attention on the Chinese language study program. Curriculum management was the highest ($\bar{X}=4.33, SD=.45$). They were referring to Chinese curriculum setting, Chinese curriculum improvement, teaching materials, the student capacity, teaching content, teaching method, teaching supervision, and teaching measurement and evaluation. The value of the measurement and Evaluation was ($\bar{X}=4.24, SD=.49$) which was at the highest level, but still needs to be improved. In addition,

coordination and cooperation on developing the Chinese language study program had the lowest score ($\bar{X}=3.93, SD=.52$), that mean some schools didn't get enough internal and external supports and coordination from other programs. It needed to be improved to high level. At the same time, the researcher would identify the guidelines to improve academic administration of the Chinese language study program from the director support and measurement and evaluation.

The Results of Content Analysis According to Objective Two

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

results, the guidelines to improve the academic administration of Chinese language study program in secondary schools of Pathumthani should start in the following aspects:

1.1 Curriculum Management:

(a) In order to fully mobilize teachers and actively carry out curriculum reform and construction, schools should improve teachers' ideological awareness and attach to the importance of curriculum construction. The teaching management department should establish a curriculum construction file, carefully study and analyze the basic situations of the curriculum construction; schools should enhance the management awareness of Chinese courses, and strengthen the quality awareness of teachers;

2. Director Support:

(a) Schools should take students as the center, develop diversified Chinese courses, and combine Chinese and Thai cultures, which was an effective way to develop diversified Chinese courses. (Pawat Ngamkoonadham, Interview February 2, 2022) For example, through the development of school-based courses such as "Making Chinese Food to Learn Chinese", "Film and Chinese Culture", and "China's Schools" to meet students' learning needs, and promote students' understanding of Chinese cultures;

3.1 Teaching Process :

(a) To control the students capacity in one class, in which the number of students were not over 20 people and teachers could classify students according to their levels or performances in Chinese;

(b) Teachers should improve their own abilities, strengthen their understanding of Chinese teaching, and create a good classroom environment.

(c) Schools should carry out more

activities such as Chinese clubs and morning reading, so that students could actively participate in Chinese activities. (Interview from the teachers of Tanyarat school)

4.1 Measurement And Evaluate:

(a) Schools should establish an effective supervision system, strengthen the supervision system internally and externally, and ensure the quality of education;

(b) In making different ways to test the student, the teachers did not rate the students based only on the marks they obtain from the test paper. Schools could hold different Chinese speaking activities to practice and test students. When the activity is over, the teacher could give a point and ask them to make a conclusion;

(c) An instrument with combination of oral and written tests should be used to measure and evaluate the Chinese language performance of students; and

(d) Teaching supervision: the school administrators must try coaching and mentoring about teaching supervision in order to create effectiveness in Chinese language. (Interview from the deputy director of Suankularb Wittayalai Rangsit School)

5.1 Coordination and Cooperation on Developing the Chinese Language Study Program

(a) Building network inside and outside the school. (Chalee Wattanakaejohn, Interview February 2, 2022)

(b.) MOU with the educational institution PRC. (Chalee Wattanakaejohn, Interview February 2, 2022)

Discussions

The results of the research were be discussed one by one as follows:

1. The current states of the academic

administration of Chinese language study program in secondary schools of Pathumthani is at the highest level.

The research studied the current status of academic administration Chinese language study program in secondary schools of Pathumthani and found out the problems in the Academic administration of Chinese Language study program. The results of data analysis according to objective 1, the overall level of academic administration of Chinese language study program in secondary schools of Pathumthani is at the highest level ($\bar{X}=4.31, SD=.52$). It's different with Srisroi (2008, p. 162) State and Problems of Academic Administration in Schools under the office of Sakon Nakhon Education Service Area III, referred that "The status of academic administration in schools was at the high level". And Jeasara (2014, p. 154) The Guidelines of Academic Administration for Small Schools of Khampheng Phet Educational Service Area office II, concluded that "The Academic Administration Problems of Small Schools Overall are Moderate." The researcher think the current state of Chinese language study program in secondary schools of Pathumthani is at the highest level because the school meet the national education requirements, that meant conducting a student-centered education philosophy that focused on the students Chinese language skills training and cultural communication, to draw international curricular outline formulation results in line with international standards, and to make the output of the program be targeted and practical. The highest value is ($\bar{X}=4.46, SD=.62$) about Media setting for instruction is at the highest level, that meant the basic settings for instruction are provided well in many schools. Students had a good environment to study Chinese, and the lowest value about coordination and

cooperation on developing the Chinese language study program was at high level ($\bar{X}=3.93, SD=.52$), it's was consistent with Zhuang (2017, p. 60) said the mean value of 4.09, it's was about coordination and cooperation on developing the Chinese language study program. This was obviously at high level. The coordination and cooperation also is an very important part in Chinese language study program, the director must support to build network both inside and outside educational institution (Chalee Wattanakaejohn, Interview February 2, 2022, in order to improve coordination and cooperation on developing the Chinese language study program to the highest level. This study provides corresponding solutions and suggestions for the current problems, and publishes guidelines for the development of academic administration in Chinese language study program in secondary schools of Pathumthani. It was hoped that this research would be helpful for Chinese program in Pathumthani secondary School.

2. The guidelines for the development of the academic administration of Chinese language study program in secondary schools of Pathumthani are as follows:

1.1 Curriculum management

The curriculum management is the most important of academic administration, needs to improve every five years. (Announcement Board of Teachers Council, 2013)

a) The Chinese language curriculum has been in existence for more than five years. The curriculum has been developed every year, starting with a brainstorming session of the Teacher Academy Committee, and approving to improve the curriculum by defining the contents. The curriculum has to be analyzed and improved every year, analyzed from the study results, and then answer the question whether the course

has problems or needs to be fixed or not, thus becoming the source of curriculum analysis. (Chalee Wattanakaejohn, Interview February 2, 2022)

b) Schools should promote the standardization and institutionalized management of curriculum construction. The teaching management department should establish a Chinese curriculum construction file, and seriously study and analyze the basic situation of the Chinese curriculum construction. Schools should take a series of measures such as teaching supervision, teaching evaluation, teaching inspection, observation teaching, follow-up evaluation, inspection and evaluation, listening to classroom evaluation, listening to students' opinions, analyzing test scores and personnel training, and strengthening teaching quality from the basic aspects of teaching, monitoring, strict teaching management, enhancing the management awareness of Chinese courses, and strengthening the quality awareness of teachers. Curriculum quality assessment is an important part of Chinese curriculum construction. Curriculum assessment is an important means of doing well in the construction of Chinese curriculum. The purpose of the assessment is to ensure the quality of undergraduate teaching and consolidate the central position of teaching work. (Chalee Wattanakaejohn and Pawat Ngamkoonadham, Interview February 2, 2022)

1.2 Director support

a) Schools should take students as the center, develop diversified Chinese courses, and combine Chinese and Thai cultures, which is an effective way to develop diversified Chinese courses. (DuangtiwaTheppanya, Interview February 2, 2022). For example, through the development of school-based courses such as “Making Chinese

Food to Learn Chinese”, “Film and Chinese Culture”, and “China’s Schools” to meet students’ learning needs, promote students’ understanding of Chinese cultures;

1.3 Teaching process

a) The school wants to carry out Chinese teaching, promote Chinese to students, and introduce Chinese culture. In order to achieve this goal, it must first raise awareness and strengthen the publicity of relevant knowledge. The school director should give strong support and strengthen the leadership of various channels and forms of Chinese language teaching in the whole school. Only in this way, the development of the Chinese language industry can be further promoted. (Tianqi, Zhang, Interviewing Boriboonsil Rangsit school, January 15, 2022)

b) Chinese teaching focuses on students’ activities. Teachers strive to create a relaxing and pleasant atmosphere, stimulate students’ interests in learning, and reduce students’ tensions and fear of learning a second language. To create a classroom atmosphere, teachers need to use classroom teaching skills to chat with students. (Interview from the teachers of Tanyarat school)

1.4 Measurement and evaluation

After the interview, I found that the biggest problem in the evaluation stage is that the evaluation method is single, mainly focusing on the test paper. It seems too single and unpersuasive to adapt only one standard.

The teaching evaluation can be improved from the following aspects:

a) Making different ways to test and do not test just according to points; teachers should not just evaluate a student by the points that he gets on the paper. Instead, students should be evaluated by the whole activities they make in school. In Chinese test, we should look at

the students' abilities to listen, speak, read and write. The spoken Chinese should be put in an outstanding place. Schools could hold different spoken Chinese activities to practice and test the students. When an activity is over, the teacher could give a point and make them to make a conclusion. Even teacher can make them to write a mini-Chinese paper to show their abilities in Chinese. The teacher at last gives an integrated evaluation. (Tianqi, Zhang, Interviewing Boriboonsil Rangsit school , January 15, 2022)

b) Paying attention to the differences and individualities of students; the traditional way to test, that is to say, to test by paper could find the individuality of the students. We considered the students as the same overall and cannot find their special characters. In Chinese learning, different students may manage it to different degree. So we cannot put them together and give the same evaluation. In order to manage this language skills better, we have to find which skills they can do and which they can not. For example, some students are better in listening and the other in speaking. After we get to know this, we should treat them differently and encourage them to take advantages of their good qualities and make up shortages. (Yawang, Interviewing Boriboonsil Rangsit school, January 15, 2022)

c) Improving the professional qualities of the teachers obviously; the test is designed and carried out by teachers, so the teacher himself is the key in Chinese test and evaluation. In this case, the teachers have to be professional and responsible to make a suitable test plan to carry out. Teachers from different schools and places should communicate often to change good ideas and make necessary interchanges. (Yawang, Interviewing Boriboonsil Rangsit school , January 15, 2022)

1.5 Media setting for instruction

a) Teachers can select more active and enthusiastic students in grades and classes to participate in the daily management and maintenance of multimedia, allowing students to participate in multimedia management work, which not only improves work efficiency, but also gives students the opportunity to practice, saving manpower and financial resources. (Tianqi, Zhang ,Interviewing Boriboonsil Rangsit school , January 15, 2022)

b) Schools can provide teachers with some corresponding multimedia teaching courses, so that teachers can make better use of multimedia resources and better combine books with multimedia, so as to achieve better teaching effects. (Tianqi, Zhang ,Interviewing Boriboonsil Rangsit school , January 15, 2022)

1.6 Research for Developing the Quality of Chinese Language Study Program

a) Schools should actively advocate the establishment of teaching research, teaching method observation, teaching lectures, collective lesson preparation and random lecture system, through joint discussion and exchange of teaching and research, and solving practical problems encountered in teaching practice in a timely manner. (Tianqi, Zhang, Interviewing Boriboonsil Rangsit school, January 15, 2022)

b) To encourage teachers to reflect on teaching methods, through post-teaching reflections, reviewing, analyzing and summarizing the design and practice of the teaching process, recording experiences and lessons, communicating with other teachers in a timely manner, discussing, summarizing and reflecting, and constantly adjusting personal teaching habits, role positioning and teaching strategies, which is conducive to improving individual

professional quality, promoting individual professional development, and improving the teaching level to a new level in the future. (Interview from the teachers of Tanyarat school)

1.7 Coordination and Cooperation on Development the Chinese Language Study Program

a) The government should strengthen teaching and research activities, attach importance to the training of young teachers, increase teacher training efforts, and continuously improve the professional ability and level of teachers.

b) The government should provide financial support to schools to a certain extent and arrange a certain proportion of funds for teacher training. Care about teachers' work and life, and improve teachers' salaries and welfare benefits.

Conclusions

The overall level of academic administration of Chinese language study program in secondary schools of Pathumthani is at the highest level. The guidelines for the development of the academic administration of Chinese language study program in secondary schools of Pathumthani are as follows:

1.1 The guidelines for the development of Coordination and Cooperation on Developing the Chinese Language Study Program are as follows:

a. Building network inside and outside the school. (Chalee Wattanakaejohn , Interview February 2, 2022)

b. MOU with the educational institution PRC. (Chalee Wattanakaejohn , Interview February 2, 2022)

1.2 The guidelines for the Measurement and evaluation are as follows:

a. To set up effective educational

supervision systems using coaching and mentoring. (Chalee Wattanakaejohn ,Interview February 2, 2022)

b. Teaching supervision: the school' administrators must try coach and mentor about teaching supervision in order to obtain effectiveness in Chinese language. (Chalee Wattanakaejohn and Pawat Ngamkoonadham, Interview February 2, 2022)

c. Making different ways to test the students.

(Chalee Wattanakaejohn and Pawat Ngamkoonadham, Interview February 2, 2022)

d. Using an instrument with combination of oral and written tests to measure and evaluate the Chinese language performance of students. (Chalee Wattanakaejohn and Pawat Ngamkoonadham, Interview February 2, 2022)

1.3 The guidelines for the Curriculum management are as follows:

a. To fully mobilize teachers and actively carry out curriculum reform and construction in every year. (Chalee Wattanakaejohn ,Interview February 2, 2022)

b. Schools should take students as the center, develop diversified courses, and integrate and select teaching content and teaching methods. (Tianqi, Zhang, Interviewing BoriboonsilRangsit school , January 15, 2022)

1.4 The guidelines for the Research for Developing the Quality of Chinese Language Study Program are as follows:

a. To increase the academic seminars among Schools. (Yawang, Interviewing Boriboonsil Rangsit school , January 15, 2022)

1.5 The guidelines for the Director support are as follows:

a. The educational institution must recruit and select native Chinese teacher in order to

teach Chinese language. (Chalee Wattanakaejohn and Pawat Ngamkoonadham ,Interview February 2,2022)

1.6 The guidelines for the teaching process are as follows:

a. To control the students capacity in each class

b. Teachers should improve their own abilities, strengthen their understanding of Chinese teaching, and create a good classroom atmosphere.

1.7 The guidelines for the media setting are as follows:

a. Using different medium in the class to attract student's interest

Recommendations for Further Study

From the results of the reach, the researchers found that although the overall current state of academic administration of Chinese Language Study Program in Secondary Schools of Pathumthani is at the highest level,

but there are still several aspects that need to be improved, such as curriculum management, teaching process, measurement and evaluation, Coordination and Cooperation on Developing the Chinese Language Study Program ,which occupy an important position in academic management. If these problems are solved according to the guidelines, the overall current state of academic administration of Chinese language study program in secondary schools of Pathumthani will be at the highest level.

The Title for Further Study ought to be as follows:

1. An evaluation of academic administration of the Chinese language study program

2. An evaluation of management of the cooperation and operation in Chinese language study program



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