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Methodology and Design of Dynamic Research on High Quality Development of Chinese Education in Thai Universities

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Abstract

This paper focuses on the dynamic development of Chinese language education in Thai higher education institutions, bases on the research of the real situation, under the guidance of cutting-edge theories, draws on the research experience of previous researchers, and pushes for the formation of a different research methodology as well as a research design, with a view to providing research ideas and a research paradigm for the study of the high-quality development of Chinese language education in regionalized higher education institutions. To this end, this paper combines the theoretical framework of high-quality development of higher education and the components of high-quality development of international Chinese language education, and focuses on the important influencing factors of high-quality development of Chinese language education in higher education such as talent cultivation, curricula, local faculty members, and students' satisfaction through the three research methods of research integration method, holistic systematic analysis method, and survey/interview method, and intends to investigate and research on three representative colleges and universities of Chinese language education.

Keywords: Chinese language education in Thai universities, quality development, dynamic research, research methodology, research design

Introduction

Since the establishment of diplomatic relations with China in 1975, there has been close cooperation in politics, economy and trade, and humanistic exchanges, which has given rise to the rapid development of Chinese language education in Thailand, in which Chinese language education in Thai universities has played a leading and exemplary role, laying a strong foundation for the development of Chinese language education in Thailand. Since 1988, the Thai government has for the first time included Chinese language in the foreign language curriculum of university entrance examination, which makes Chinese language enjoy the same status as English, French, German and Japanese in Thai colleges and universities, and further promotes the development of Chinese language education in Thai colleges and universities (Bzinkowski, D et al. 2022).

Thailand is now playing an increasingly important role in Southeast Asia and is cooperating more and more with China. The Regional Comprehensive Economic Partnership (RCEP), which was signed by the ten ASEAN countries + China, Japan, South Korea, Australia, and New Zealand in November 2020, is the latest provision that has created a new market demand for Sino-Thai talent training. The latest provisions of the RCEP (Regional Comprehensive Economic Partnership), which was signed by the ten ASEAN countries + China, Japan, Korea, Australia, and New Zealand in November 2020, have created new market demands for the training of Chinese and Thai talents. In the past two to three decades, the research literature on Chinese language education in Thailand has mostly adopted a "general", "enumerative", "slapdash" approach, mostly staying in the "history", "current situation", and "problems".

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Most of these studies are limited to the discussion of "history", "status quo" and "problems". Such research is not sufficient to explain the dynamic development of Chinese language education in Thai universities in the light of the increasing development of international Chinese language education. Therefore, we believe that the current research on Chinese language education in Thai colleges and universities needs to update its thinking, and more innovative thinking and pioneering exploration, advocating a macro perspective, a good meso-design, starting from the micro, detailed data from the research, in-depth analysis, answering micro questions, drawing meso conclusions, and forming a macroscopic path, and finally presenting the dynamic research results of high-quality development of Chinese language education in Thai colleges and universities at this stage. Finally, it presents the dynamic research results on the high-quality development of Chinese language education in Thai universities at this stage (Higioka et al. 2019).

The Scope of the study

In order to study the dynamic research on the high-quality development of Chinese language education in Thai colleges and universities, the research object should firstly be representative, and it is necessary to select representative colleges and universities as the research object from the 82 colleges and universities in Thailand that have offered Chinese language professional education, in order to represent the level of Chinese language education in Thai colleges and universities and the characteristics of the development at this stage. Therefore, it needs to be screened from the characteristics of Chinese majors, personnel training objectives, curriculum system, local teaching staff, student size, etc. The following three colleges and universities were selected as the research object, named as School A, School B, and School C respectively, and the development of Chinese majors is as follows:

University A: Located in the central region of Thailand, with nearly 20 years of development history of the Chinese Department, the College of Chinese International Languages and Cultures (CILC) is responsible for the education of Chinese majors, aiming to take Chinese language and culture as the core, and the Business Chinese major is under the College of Chinese International Languages and Cultures (CILC), which was established in 2020, aiming to cultivate Chinese business talents, cooperating with the local governmental units, educational institutes and enterprises in Thailand, and facing the market demand.

In cooperation with local governmental units, educational institutions and enterprises in Thailand, the program aims to provide Chinese-funded enterprises in Thailand with complex talents who have good communication and business coordination skills. The total number of credits of the existing courses of Business Chinese Program is 123 credits, and the number of credits of Chinese courses is 87 credits, with a total of 29 courses. There are 8 native Chinese teachers in the Business Chinese Program. The academic levels are 3 PhDs and 5 masters. The titles of the teachers are 8 lecturers. There are currently 100 Thai undergraduate students enrolled in the program (Boni, A. A., & Abremski, D 2022).

University B: Located in the central region of Thailand, the Department of Chinese Language was established in 2005 under the Faculty of Humanities and Social Sciences, and a Confucius Institute was established in 2006 in cooperation with a Chinese university. Currently, there is one Chinese language program named "Department of Chinese Language and Culture", which aims to cultivate complex talents to serve the economic and humanistic development of the region where the university is located, and also encourages the graduates to return to their place of origin to work and contribute to the economic development of the place where they come from. The Department of Chinese Language and Culture has a total of 128 credits of courses, 90 credits of Chinese courses, and a total of 30 courses. There are 10 native Chinese teachers in the Chinese Department. The academic levels are 4 PhDs and 2 PhDs. There are 4 master's degree holders. The titles are 8 lecturers and 2 assistant professors. There are currently 240 Thai undergraduate students enrolled in the program.

University C: Located in the northern region of Thailand, School C was established in 2003 to specialize in Business Chinese, and in 2005 it cooperated with Chinese universities to establish the Confucius Institute; in 2007 it established the Chinese Teacher Training Program, in 2013 it established the Chinese Language and Culture Program, in 2014 it established the Chinese Studies Program, and in 2014 it independently merged these four majors into the newly-established School of Chinese Language and Culture. Each of the four majors has a clear professional positioning, cultivating "Chinese+" talents, and specific characteristics. The Business Chinese program aims to train people who can use Chinese to work in Chinese-funded enterprises. The Chinese Teacher Training Program aims to train qualified teachers who can teach Chinese in Thai primary and secondary schools. The Chinese Language and Culture program aims to train translators who are capable of translating film, television, literature and other works. The Chinese Studies major aims to cultivate talents who can work in government departments such as Chinese-Thai cultural exchange organizations, centers, embassies and consulates. The current credits of the four majors are as follows: Business Chinese is 141 credits, with 105 credits in the major; Chinese Teacher Training is 146 credits, with 110 credits in the major; Chinese Language and Culture is 135 credits, with 99 credits in the major; and Chinese Studies is 130 credits, with 110 credits in the major. There are 55 native Chinese teachers in the college, 40 females and 15 males. The academic level is 10 Ph.D., 5 are studying for Ph. There are 40 master's degree holders. The titles are 2 assistant professors and 53 lecturers. There are currently 2,000 Thai undergraduate students enrolled.

Literature review

Research on Chinese Language Education in Thai Universities

The existing literature on Chinese language education in Thailand focuses on the following research topics. The first is the development and policy research on Chinese language education in Thailand. Li Feng (2006), Pan Jiaying (2018), and Luo Qiuming (2022) have studied the stages of development of Chinese language education in Thailand and the corresponding characteristics of each stage, and although the starting point is from different perspectives, there are "three consistencies", i.e., the division of intervals from the 1990s to the present is basically the same; the important time points are the same; and the overview of important policies is the same. There are three consistencies, namely, the division of the interval from the 1990s to the present is basically consistent; the important time points are consistent; and the overview of important policies is consistent.

In addition, Chinese and Thai scholars have also attributed the development of Chinese language in Thai universities, arguing that the development of Chinese language in colleges and universities is closely related to the background of the times, showing "the sprouting of Chinese language in the late 1970s", "the promotion of Chinese language in the 1990s". The development of Chinese language in Thai colleges and universities is closely related to the background of the times, which is characterized by "the sprouting in the late 70s", "the promotion in the 90s", "the rise of 'Chinese language fever' around 2004", and "the rapid development around 2010". Chinese language education in Thai colleges and universities has formed a multi-type, multi-level and more perfect education system.

In terms of education policy, the relationship between China and Thailand has a direct impact on the top-level design of Chinese language education in Thailand, especially whether the language policy implemented by the state is inclined, positive, and closely integrated with culture, communication and development, which determines whether this foreign language can be successfully implemented and developed in the country. Secondly, it is a study on the current development of Chinese language education in Thai colleges and universities. The researcher tends to conduct a sub-regional study, locking in a certain region of Thailand's geographic-administrative division, taking the representative Chinese language programs in colleges and universities in that region as an example, investigating

their problems in terms of curriculum, teachers, teaching materials, and courses, and then is to put forward solutions and suggestions on this basis. It can be summarized into four categories:

The first category is the study of native teacher literacy. Ba Ping (2007), Xu Wulin & Huang Hankun (2014), and Wu Qiong (2022) pointed out that Thai colleges and universities lack native teachers with solid knowledge of Chinese language and rich teaching experience, and there is a large gap of native Chinese teachers in Thailand, so it is necessary to increase the cultivation and construction of native faculty.

The second category is the study of local textbooks. Huang Hankun (2005) found that most of the textbooks in Thai colleges and universities adopt those published by colleges and universities in mainland China, Taiwan, the United States, and Singapore. Huang Mingmei (2012) found that the choice of teaching materials is mostly based on the Chinese Language Tutorial published by Beijing Language and Culture University Press.

Wang Pingxiang (2014) conducted statistics on Chinese language teaching in Thai universities and found that there are also big differences in the textbooks chosen by each school, and each school adopts the textbooks written by their own local teachers. Therefore, improving the quality of local Chinese textbooks and better applying them to the teaching of Chinese majors in Thai colleges and universities is an important task for the preparation of local textbooks.

The third category is research on teaching methods for Thai learners. Thai teachers tend to use Thai translation as their main teaching method. Lin Hao-Ye (2007), Tian Yan (2012), and Ding Mi (2012) found that the teaching objectives are generalized, the teaching content is targeted, the type of teaching is single, the teaching management is poor, the classroom interaction is small, and the effectiveness of teaching is low. Therefore, perfecting pedagogy, especially its practical application in teaching, should be emphasized accordingly.

The fourth category is curriculum research. Huang Hankun (2009), Ding Mi (2011), Huang Ping, Wu Xiuxian (2011), Lai Lingyin (2015), Wei Koyan (2017), Rao Feng (2018), and Xu Weijie (2022) specialized in the study of the construction of Chinese language curriculum in Thai universities conducted a study and found that the curriculum lacks a unified outline, the autonomy of the setting of each university is too strong, and there is also a lack of clarity in the curriculum, There are also problems such as inconsistent scheduling, inappropriate assessment, and the sequence of course offerings to be optimized. Therefore, there is a need to improve the system of the curriculum system and to formulate course outlines with clear objectives.

In this paper, it is not difficult to find that the existing research results on Chinese language education in Thai universities can be summarized as "four more and four less", i.e., there are more researches conducted ten years ago and fewer researches conducted recently; there are more researches conducted in the central scope and fewer researches conducted in the whole Thailand. There are more studies on the general problems of the three religions and fewer studies on the special problems. There are more micro studies and less macro studies. This paper also found that there is less literature specializing in methodology. The studies that have been conducted are stuck in the perspective of status quo discovery and suggested strategies.

Connotation and Realization Path of High-Quality Development of Higher Education

Zhong Xiaomin (2020) believes that the high-quality development of higher education is a kind of higher education development concept and development mode with high requirements for characteristics, excellent quality and strong ability to meet demands, which is a scientific choice to improve the level of connotative development. High-quality development of higher education takes characteristic nurturing, high-quality nurturing, and meeting diversified needs as the wooden goal of talent cultivation, emphasizes paying attention to the growth and success of every student, implements

diversified talent cultivation paths, fosters the ability to subsidize learning, critical thinking, innovation and entrepreneurship, and endeavors to cultivate students into applied, composite, innovative, and entrepreneurial talents who are able to adapt to the society on their own initiative and who have an international outlook. Liu Guorui (2021) proposes that the high-quality development of higher education is a component and support of high-quality economic and social development. The focus of high-quality development is reflected in optimizing the layout of higher education, deepening the supply side of higher education, expanding the opening of higher education, and accelerating the modernization of higher education governance.

Xie Heping (2021), Liu Guorui (2021), Jiang Kai, Yang Tirong (2021), Chen Bin (2022), Chen Lingling (2022), Wang Xiaoxi, and Zhang Jue (2023) made an in-depth discussion on the connotation of the meaning of the high-quality development of higher education, and concluded that the connotation of the high-quality development of higher education refers to innovation, coordination, green, openness, and sharing.

Innovation is the first driving force of the high-quality development of higher education; coordination is the inherent characteristic of the high-quality development of higher education. Green is the universal form of the high-quality development of higher education; openness is the inevitable way of the high-quality development of higher education, which is also the realization path of the high-quality development of higher education.

Connotation and Realization Path of High-Quality Development of International Chinese Language Education

On December 9, 2019, the International Conference on Chinese Language Education was held, and "international Chinese language education" was proposed for the first time. Li Quan (2020) highly summarized the concept of "international Chinese education", which refers to the activities engaged in Chinese as a second language education at home and abroad, and Wang Hui (2021) continued to add on this basis, mainly to further explain the objects and places of "international Chinese education". " in terms of who and where. Li Quan (2020), Li Valuable (2020), Wang Hui (2020), Li Yuming (2020), and Wu Yinghui (2022) clarify that the three dimensions of international Chinese language education, i.e., Chinese as a second language learners at home and abroad, and overseas Chinese nationals, are all in the category of Chinese as a second language teaching in terms of their essential attributes (Clark,2015).

Lu Jianming (2023) points out that the mission of international Chinese language education is to cultivate two kinds of Chinese language talents for the countries in the world that their countries need, firstly, bilingual and multilingual talents who know and understand Chinese. The second is high-level and high-quality Chinese talents, such as Chinese teachers, translators and sinologists.

Li Yuming (2023) points out that there are two major trends in international Chinese language education, one is the introduction of Chinese as a foreign language into basic education in many countries. The second is the development of "Chinese + X", what is "X", which includes professional, skills, vocational and occupational education. "X" is the object of students' study and the related work they will do in the future. Therefore, the important development goal of international Chinese language education is to cultivate compound talents who can work in Chinese for the target countries.

Wang Hui (2023) proposes that the high-quality development of international Chinese language education requires "three transformations", i.e., the transformation of quantitative growth to quality improvement, the transformation of scale expansion to structural optimization, and the transformation of factor-driven to innovation-driven, which will ultimately lead to the formation of a high-quality development pattern. The path to realize the high-quality development of international Chinese language education needs to complete the quality improvement in the aspects of standards, applications,

teachers, governance, etc., the structural optimization in the aspects of layout, teachers' structure, education mode, etc., and the innovation drive brought about by technological empowerment and institutional innovation.

Wei Hui and Wu Xiaowen (2023) believe that there are five paths, leading the high-quality development with the concept of integrated innovation, driving the integrated innovation of teaching resources with digitalization, driving the integrated innovation of educational technology with technological empowerment, promoting the innovation of knowledge with the integration of knowledge, and boosting the innovation of organization with the synergy of multiple subjects.

Research Hypothesis

Based on the research literature on the development of Chinese language education in Thai higher education, the theoretical framework of high-quality development of higher education and high-quality development of international Chinese language education, this paper proposes the following research hypotheses, which are centered on the meso-factors affecting the high-quality development of Chinese language programs in Thai higher education.

Training Objectives

The human resources training programs of Chinese language education in Thai universities are oriented towards "Chinese language + vocational" and based on the conditions and objective factors of Chinese language programs in each university, the vocational direction is set up in a distinctive way. However, there are still some colleges and universities with uncertainty and lack of implementation of the training programs, and there is still room for effort.

Curriculum

The curriculum construction of Chinese language education in Thai universities is becoming more and more perfect, and the system has basically formed a scale around different classifications such as basic Chinese language courses, specialized courses, and cultural courses, but there are still factors such as biased perception of social needs and talent cultivation goals, and insufficiently equipped teaching staff with a high degree of mobility, which result in insufficiently scientific and perfect curriculum.

Local Teachers

The local teachers of Chinese language education in Thai universities have become increasingly high-level and professionalized in terms of academic level and disciplinary background, but their professionalism still needs to be further improved, and the stability of the local teaching force needs to be further strengthened. Title promotion is an important influence factor on the stability of the teaching force, which needs urgent attention from the relevant departments.

Student Satisfaction

Undergraduates majoring in Chinese in Thai universities are generally satisfied with the curriculum and teachers of the program as well as the quality of teaching, and have a good willingness to continue learning, but their satisfaction with the Chinese learning resources and the effective interaction in the learning process needs to be improved.

High-quality development of Chinese language education in Thai colleges and universities:

There is still much room for improvement in the quality development of Chinese language education in Thai colleges and universities, which requires high-quality local teaching staff and a complete and systematic curriculum system in order to fully realize the target orientation of talent cultivation.

Methodology

Research Design

This method is based on the existing literature and focuses on analyzing the research methods and conclusions in the literature to generate new knowledge. In this paper, we will review and collect the literature related to Chinese language education in higher education in Thailand, using "Thailand, higher education, Chinese language teaching, high quality development" as the key search term, and searching for theses in doctoral dissertations and core journals in China and Thailand, as well as organizing and analyzing the literature, in order to understand the development of Chinese language teaching in higher education in Thailand, the current situation, and problems. Specific access: Chinese literature: Zhi.com CNKI, Palm Bridge Technology, Wanfang China Academic Journal Database, China Dissertation Full Text Database, China Academic Conference Literature Database. For Thai literature, SCOUPS, the official website of the Ministry of Education of Thailand, and the official websites of the universities surveyed in this paper.

Research Methods

The survey of this paper includes the basic information survey and questionnaire survey on various subsystems. The four subsystems of talent training, curriculum, professional development of local teachers, and student satisfaction will be surveyed, and the above survey is a self-compiled form to collect information, which is completed by the researcher through literature review and field research. Then, the "Questionnaire Survey on Professional Development of Local Teachers" was conducted for local teachers, and the "Questionnaire Survey on Student Satisfaction" was conducted for Thai undergraduate students majoring in Chinese. A questionnaire survey is a survey in which the researcher asks a number of people questions in a short period of time and then scores the answers to those questions. Survey researchers often use a sample group or a small group of selected individuals and extrapolate the results obtained from them to a larger group of selected respondents.

The statistical analyses involved in this paper include methods such as descriptive statistical analysis and analysis of variance. This paper will also use the interview method, that is, listening to the respondents' answers and exchanges under the researcher's active questioning, and the two sides will jointly construct the theoretical meaning of the research question. This paper intends to investigate three representative colleges and universities of Chinese language education in Thailand, first through the researcher's whole mapping and research situation, then distributing questionnaires to the local Chinese teachers in each school, and finally interviewing the head of the Chinese language program in each school, and finally arriving at the dynamic development samples in the four aspects of talent training, curriculum, development of the professional level of the local teachers, and student satisfaction.

How to investigate the development of Chinese education in these three universities at the present stage, this paper designs three sets of tables. They are: "Statistical Table of Talent Cultivation Programs for Chinese Majors", which mainly summarizes the characteristics of the talent cultivation programs for Chinese majors in each school and derives the orientation of talent cultivation. The Statistical Table of Basic Information of Chinese Major Curriculum, which is mainly to count the proportion of courses in compulsory courses, elective courses, cultural courses and advanced courses in each school, and to draw out the characteristics of the curriculum system and structure of Chinese majors in each school.

Statistical Table of Basic Information of Chinese Language Teachers, which counts the academic and professional backgrounds, genders, and previous disciplines of local teachers in each school, and derives the characteristics of the description of the academic level. The above three sets of questionnaires, all of which are a combination of the researcher's literature review and field research and interviews, form the data and conclusion output.

Two sets of questionnaires will also be used in this paper. The first set of questionnaires is the Questionnaire on Satisfaction of Students Majoring in Chinese in Thai Universities, which will be distributed to each of the three universities, and the subjects will be sophomore to senior undergraduate students majoring in Chinese, with 50 students from each university (150 in total), and the sampling method is stratified random sampling.

The questionnaire was based on the "Satisfaction Questionnaire Scale" jointly used by Qie Xingui (2013), Zhai Xuesong (2016), Pan Jiaying (2018), An Hui (2019), and Wang Qian (2021), with a total of 25 questions, including five first-level dimensions: learners' expectations, perceived quality, perceived value, learners' satisfaction, and willingness to continue to learn, and second-level dimensions: courses' expectations, perceived quality, perceived value, learners' satisfaction, and willingness to continue to learn. The questionnaire consists of 25 questions, including five first-level dimensions: learner expectations, perceived quality, perceived value, learner satisfaction, and willingness to continue learning, and the second-level dimensions are curriculum, teachers, resources, and interaction. The questionnaire will produce the results of students' satisfaction with each dimension of the program, i.e., whether Chinese language education is a high-quality education from the perspective of students.

The second set of questionnaire, "Questionnaire on Teacher Development of Chinese Language Programs in Thai Universities," will be distributed to all native Thai teachers teaching undergraduate Chinese language courses in Chinese language programs at the three universities, totaling 73 people, in order to understand the current status of teacher development of Chinese language programs in Thai universities. This questionnaire is based on the "Teacher Professional Development Questionnaire Scale" used by Wei, Shu-Hua (2008), Zhu, Xiao-Hong (2011), Li, Zhi-Ying (2011), Guan, Meng-Yuan (2011), Li, Cong-Xin (2013), and Liu, Chang-Jing (2020), which consists of 30 questions and four dimensions, namely, upper level support, teacher competence, institutional development, resource security, Institutional Development, and Resource Security.

Teacher competence is one of the core dimensions of the questionnaire, because without excellent, professional, and high-quality teachers, the high-quality development of the Chinese language program in the university does not have the core driving force and executive force, so it is important to demonstrate whether the professional development of local teachers of the Chinese language program in Thai universities is at a high-quality level at this stage. This questionnaire refers to the International Chinese Language Teachers' Professional Competence Standards issued by the World Society for Chinese Language Teaching on August 26, 2022, which includes five factors: professional philosophy, professional knowledge, professional skills, professional practice, and professional development.

The specific contents of each factor refer to the indicators of professional and career development of college teachers and Chinese language teachers respectively. It is hoped that the data analysis of the questionnaire will provide a comprehensive understanding of the development of teachers' perspectives, in order to reflect on whether the upper-level support is strong, what shortcomings exist in teachers' competence, whether the institutional development is perfect, whether the resources are sufficiently secured, and whether conclusions can be drawn about the high-quality development of local teachers. Both of these questionnaires will be used for data collection through a "Likert" scale where "1=Strongly Disagree, 2=Disagree, 3=Fairly, 4=Agree, and 5=Strongly Agree" to facilitate the completion of the SPSS post-analysis.

This paper also has a set of interview outlines, which is the Interview Outline for Heads of Chinese Programs in Thai Universities, which will be conducted with the heads of Chinese programs in three universities, and the interviewees are formulated as the leaders in charge of Chinese programs in the university, the head of the undergraduate program, the head of the Chinese program's teaching supervisor or the director of the teaching director, and so on. The interview outline consists of 14

questions, referring to Guan Mengwan's (2011), Yin Chunmei's (2021), and Pan Jiaying's (2018) interview outlines of the heads of Chinese majors in colleges and universities on the factors influencing the development of the Chinese majors in colleges and universities, including the macro factors and the meso factors. Macro factors include three aspects: Sino-Thai relations, top-level construction, and school planning; and meso factors include six aspects: talent cultivation, curriculum, current status of professional development, faculty, resources, and planning. It is hoped that through the interviews, we can understand the performance and planning of the high quality development of the Chinese program in the school from the perspective of the professional administrators.

Data Analysis

The method was proposed by Wu Yinghui 2023 as a new methodology specializing in the study of international Chinese language education. The method is based on system theory and system analysis, and mainly studies the overall characteristics and solutions of problems from a holistic perspective. Based on a comprehensive and systematic study of the research object, the method seeks to grasp the essence and laws of the problem from a holistic point of view. The four characteristics of the method are to grasp the whole, to conduct systematic analysis, to propose solutions and to strive for theoretical discovery.

There are eight steps in the application of this method: "targeting - in-depth research - analysis of system elements - analysis of the environment - analysis of resources - analysis of the operating mechanism - Big system analysis -Theoretical sublimation of the system". This paper will target Chinese language education in Thai universities, and will design three sets of questionnaires, two sets of questionnaire scales, and one set of interview outlines, so as to analyze the four core elements of talent cultivation programs, curricula, professional development of local teachers, and student satisfaction, and the influencing factors of the influence from the Sino-Thai economy and the policy of the Council of Higher Education of the Ministry of Higher Education, Research and Innovation (MoHEI) on Chinese language education in Thai universities. Finally, the above subsystems are integrated to form a theoretical discussion on the study of the dynamics of Chinese language education in Thai colleges and universities, and suggestions for optimization are made.

Empirical Data and Analysis

By collecting the syllabi and training programs of Chinese majors from each school and the Thai qualification Framework, we will find out the common characteristics of the Chinese majors of the three schools in terms of talent cultivation and their respective cultivation characteristics. Firstly, it will verify whether it is consistent with the research hypothesis, i.e. to cultivate "Chinese+" talents. Then, we will be able to find out the characteristics of the Chinese language programs in each institution in terms of talent development, which field is it focused on? Enterprises? Schools? Government or cultural exchange and cooperation centers? Publishing houses? That is to say, we can clearly judge the positioning of the talents cultivated by each institution, and we can also see whether it serves the high-quality development of higher education.

By reviewing the syllabi of Chinese language programs in each school and interviewing questions specifically about the curriculum (How many Chinese courses are there in this program? Whether it is consistent with the goal of talent cultivation), through the in-depth extraction of "open coding - spindle coding - selective coding" from the interview texts, we can find out the system and focus of the Chinese courses of the Chinese majors of the schools, so as to judge whether it is consistent with the goal of talent cultivation, i.e., whether we can cultivate the "Chinese language" through this kind of curriculum. Through the in-depth extraction of "open coding, spindle coding and selective coding" from the interview texts, we can find out the system and focus of the Chinese language curriculum of each school, and then judge whether it matches with the goal of talent cultivation, i.e., whether it can cultivate the "Chinese+" talents that are planned to be cultivated by such curriculum.

Through the collection of basic information, it is found that the academic level of the native teachers of Chinese majors in the three existing universities is higher than that of ten years ago, the proportion of doctoral degrees and those who are currently pursuing doctoral degrees has increased, and their research directions are all in the field related to international Chinese education, which indicates that the basic literacy of native teachers in teaching Chinese as a second language has been significantly improved. Through the data recovery of the questionnaire, the reliability of the questionnaire was analyzed, which is usually determined by the cronbach α reliability coefficient, generally a coefficient between 0.8-0.9 indicates that the reliability of the questionnaire is very high; between 0.7-0.8 indicates that the questionnaire's credibility is high; and if it is between 0.6-0.7 indicates that it is basically acceptable. In this paper, the questionnaire new are 0.712, which means that the reliability is good.

Reliability statistic	
Cronbach's Alpha	item count (of a consignment etc)
0.712	30

The validity of the questionnaire was analyzed as follows

K O and Bartlett's test	
Kaiser-Meyer-Olkin metric for sampling adequacy.	0.733
	approximate chi-square (math.)
	298.444
Bartlett's test of sphericity	df
	55
	Sig.
	0.000

It indicates that the validity of the questionnaire is good. An in-depth analysis of the data in each dimension can be launched to find out the level of professional development of local teachers, especially the dynamic development of professional knowledge, professional skills and professional practice. The data can also be analyzed to find out the existing shortcomings and what kind of support is needed from schools and colleges in terms of policies, resources, and planning to help local teachers develop in a higher quality.

A reliability analysis of the questionnaire was first completed on the questionnaire, the

Reliability Statistic	
Cronbach's Alpha	item count (of a consignment etc)
0.718	25

The validity of the questionnaire was analyzed as follows:

K O and Bartlett's test	
Kaiser-Meyer-Olkin metric for sampling adequacy.	0.733
	approximate chi-square (math.)
	298.444
Bartlett's test of sphericity	df
	55
	Sig.
	0.000

It shows that the reliability of this questionnaire is good. Then the data of each dimension can be analyzed to derive the overall satisfaction of the students, and the satisfaction with the curriculum, teachers, resources, interaction and other aspects can be analyzed in depth to determine whether the teaching of the Chinese major is recognized from the perspective of the students, whether it meets their expectations, and whether they will recommend the Chinese major to more people, so as to illustrate whether the Chinese language education in the university is a high-quality education for the students.

Conclusion and Recommendations

This paper attempts to summarize the dynamic characteristics of the high-quality development of Chinese education in Thai universities through three research methods and a specific research design,

that is, the conclusions of the dynamic development of Chinese education in Thai universities in the four dimensions of student satisfaction, faculty, curriculum system, and talent cultivation goals, which are conclusions covering the micro to the meso level, and which are an important basis for the construction of the high-quality development of Chinese education in Thai universities. In order to provide practical research ideas and research methods for the subsequent research, i.e., how to enhance the endogenous power through innovation, how to improve the development of education system through synergy, how to promote the sustainable development of Chinese language education through greening, how to realize the diversified cooperation through opening up, and how to benefit more audiences through sharing, so as to stand in the perspective of the high-quality development of higher education and the high-quality development of Chinese language education in the international arena, and to provide the practical research ideas and research methods for the subsequent research. It aims to study the problems in the dynamic development of high-quality Chinese education in Thai universities through theoretical and operational research methods and designs from the perspective of combining the high-quality development of higher education and the high-quality development of international Chinese education.

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