

A Current Situation Analysis and Suggestions for Chinese Teaching in Overseas Registered School in Chiang Rai, Northern Thailand

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For a number of historical reasons, Chinese language teaching in Northern Thailand has prospered in recent decades. The region has a large number of Chinese villages and Chinese schools. Furthermore, it is also an area in which Taiwan invests resources to support living and education on a long-term basis. However, there are not many in-depth and long-term studies in the current field. This paper aims to investigate the teaching situation of Chinese schools in Northern Thailand, presenting a thorough understanding of the local situation.

The study is conducted with a qualitative approach, using the interview method, observational method, and documentary research. It seeks to demonstrate the local situation of Chinese teaching in different aspects and with various data. To accomplish this, the present study analyzes through academic affairs, schoolteachers, and students in two Chinese schools in Chiang Rai, Thailand. Besides, as overseas Chinese schools with relatively complete institutions, land, buildings, and teachers, the two schools are legally registered both in Thailand and Taiwan. More importantly, Taiwan often sends their expatriate teachers there, making them leading overseas Chinese schools.

Based on sufficient communication and productive discussion with the local principals, teachers, and experts to verify the data, the result of this two-year project

has presented the current Chinese education situation of Northern Thailand. Hopefully, the study will provide a promising ground for future research with quantitative and empirical approach to examine the situation in question, further verifying the cause and improving the local problems effectively.

Keywords: Chinese teaching, Northern Thailand, Current situation investigation, Overseas Chinese schools studies, Interview method