

# Problems and Countermeasures of Chinese Classroom Management in Primary Schools in Thailand

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**Abstract:** This paper analyzes the current situation and problems of Chinese classroom management in primary schools in Thailand, draws the conclusion that Chinese classroom management problems in primary schools in Thailand have seriously affected the normal teaching, and then summarizes the characteristics of Chinese classroom management problems in primary schools in Thailand, sorts out the most common types of problematic behaviors in Chinese classroom in Thailand, and analyzes the reasons for such problematic behaviors of students. Finally, on the basis of learning the teaching experience of local Thai teachers and volunteer Chinese teachers, this paper puts forward some suggestions to promote Chinese classroom management in primary schools in Thailand, hoping to improve Chinese classroom management in primary schools in Thailand, improve the level of classroom management of volunteer teachers, promote Chinese teaching in Thailand, and make Thai primary school students learn Chinese more effectively.

**Keywords:** Classroom management, Chinese teaching, Thai primary school.

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## 1. Introduction

Classroom management is an important part of classroom teaching. Effective classroom management is very important to create a good teaching environment, improve teaching effect and achieve teaching objectives. In Thailand, one of the ten Asia countries, the number of people learning Chinese has grown from 1,000 at the beginning to more than 1 million in the past 10 years. However, there are many problems in Chinese teaching in Thailand, among which classroom management is extremely important. Effectively grasping the classroom is the top priority of a good Chinese class, and the problem of classroom management needs to be solved effectively. At present, the author is working as a Chinese teacher in Phuket Primary School in Phuket, Thailand. Due to classroom management problems, I was deeply troubled at the beginning of teaching. Chinese teaching for primary school students requires teachers to invest more time and energy, and primary school students are easily affected by psychological and physiological factors compared with middle school and adults. If there is no effective classroom management, no perfect teaching design can be carried out. Therefore, the research of this paper mainly takes the primary school in Thailand where the author works as an example.

The main purpose of education in Thailand is to let students master life skills, and there is no excessive requirement on the result. The purpose is to exercise and cultivate students' life ability, operation ability and teamwork consciousness. Therefore, schools in Thailand arrange courses based on this educational concept and pay attention to students' cognitive and social development in daily teaching activities. In the course of classroom management, Chinese teachers will encounter various problematic behaviors of students.

## 2. Analysis of Common Problems in Chinese Classroom in Primary schools in Thailand

### 2.1. Students have serious disturbance problems

The most common disturbing problems in Thai primary school students' Chinese classes include: talking in class, not listening carefully, sleeping in class, walking around the classroom at will, disobeying the teacher's arrangement, arriving late and leaving early, etc. The different cultural concepts of China and Thailand lead to two different ways of education. In Thailand, students believe that teachers are their "friends" rather than managers, and more attention is paid to equal dialogue in the classroom. Therefore, students have no sense of obedience in class. They prefer to follow their hearts and attach importance to personal freedom. Secondly, due to the influence of cultural environment and the rebellious psychological effect of primary school students, students have a poor sense of time and do not know how to control the time, which leads to the phenomenon of students being late for class and leaving early.

### 2.2. Chinese teachers have negative attitudes towards students' problematic behaviors

Currently, volunteer Chinese teachers sent by the Ministry of Education of China account for a high proportion in Chinese classes in Thailand. Most of the volunteer teachers are still college students with no internship experience and little teaching experience. Most of the volunteer teachers have not mastered practical and effective ways to deal with classroom management problems, especially when students have problematic behaviors in class, they cannot deal with them in time. As a result, Chinese teachers lose confidence in classroom management. After a long period of frustration, a teacher may choose to leave the classroom angry; Under the guarantee of not affecting the normal teaching, the teacher chose to ignore the students, even hate, in psychological prejudice to such students, focus on "punishment"; In addition,

the vast majority of teachers believe that as long as such students can correct their mistakes, they can be treated fairly. They will pay special attention to students' problematic behaviors, choose to communicate with them and guide them to change. After students' problematic behaviors appear, the teacher's attitude will affect students' cognition of their own problematic behaviors, especially young primary school students. Therefore, Chinese teachers must correct their attitude towards such students and guide them to be good.

### **3. Cause Analysis of Problematic behaviors in Chinese Classroom in Primary schools in Thailand**

#### **3.1. Reason analysis of students with problem behaviors**

The problem behavior of students is manifested in four characteristics: craving for attention, seeking power, seeking revenge and showing incompetence. When primary school students are eager for attention, often make unauthorized speech, unauthorized standing up and other behaviors, such students are more likely to be called "class clown", to make noise for fun; When students seek power, they often reject rules, blame others, give orders, and try to control the class, which is manifested in management and intimidation when the class discipline is disorderly. Some of the students show the behavior of damaging property, fighting, bullying, arguing, going their own way and so on. The main purpose of this kind of students is to seek revenge and vent internal discontent. There are also signs of incompetence, such as getting emotional, disengaging from school activities, threatening parents to drop out of school for things they don't want to do, and blaming others for their failures.

#### **3.2. Analysis of reasons for teachers**

As the guide of teaching and the manager of class, teachers' words and deeds play a crucial role. The measures taken by teachers for students with problem behavior mainly include improper way of asking questions, improper arrangement of course schedule, improper difficulty of content and improper way of explaining. Effective ways of questioning can guide students to answer questions actively and measure their learning effect. In daily questioning, if teachers do not pay attention to the way and attitude of questioning, and do not give positive feedback after questioning, students are easy to be frustrated, thus affecting the effect of learning Chinese. Course schedule and course difficulty also have an important impact on students' classroom performance. Teachers should pay attention to students' overall language level in the course arrangement. It can be prevented that teaching content is applied to students with good foundation while neglecting students with poor foundation, which eventually leads to low course participation of some students. In addition, meaningful exercises are also a section that cannot be ignored. Interesting explanations can help students learn and understand learning content easily, combine teaching with real life, and immerse teaching is easier to understand.

## **4. Suggestions on Classroom Management for Chinese Teachers in Primary Schools in Thailand**

### **4.1. Teacher intervention**

Teacher intervention plays an important role in solving problem behaviors in Chinese teaching. Teacher intervention can be divided into mild intervention and moderate intervention. Mild intervention includes non-verbal suggestion, approach method, explicit prompt, quick stop, and allowing students to make their own choices. Teachers' body language plays an important role in classroom teaching. Through body language, students can realize their mistakes and concentrate their attention. It can be influenced by proximity methods, such as intentionally getting close to students and lecturing around them. Moderate interventions include: control of students' privileges and participation in activities: privileged students who make mistakes will be deprived of privileges unless they correct their wrong behavior. Separation or transfer: Transfer disruptive students to a part of the faculty (" quarantine ") away from other students. Use punishment: Use repetitive tasks. Stranded students: Students are required to stay for punishment during breaks or before and after school. When the problem is not solved, you can turn to the university for help.

### **4.2. Rule-making**

Class rules can make the class life more orderly, make students understand the importance of abiding by the rules, and cultivate the awareness of self-control and moral emotion of Thai students. The setting of class rules is very necessary. Teachers should make the management more scientific and fair in the formulation of class rules. Relying on class rules to manage the class can make the class activities carry out smoothly and give fair rewards and punishments. One of the manifestations of scientific management is to study laws and then formulate rules and class rules. The highest authority of the class is not the head teacher, but rules and regulations. Equality should be maintained before rules are emphasized in the class. In class management, some behaviors must be prohibited (such as running in the hallways); Some must have permission from the teacher (such as leaving the classroom during class, etc.). Penalties for violations are essential. For violations, teachers should also make it clear that the consequences match the severity of the violation.

### **4.3. Punishment and reward prevention Settings for students**

Students participate in setting class rules and are more likely to follow them if they set them themselves. Give some tips to students in the formulation of class rules. For the differences in class rules, students should decide by themselves, clarify the class rules in a positive way, do not scratch on the desk, take care of others' property. For violations, the consequences match the severity of the violations.

For the students who study Chinese hard, there is no need to use the method of extra points and deduction to motivate students. If the subject matter is interesting and students are interested in it, there is no need for external reinforcement. Classroom discipline management should be combined with pre-prevention and post-control, with emphasis on forward-looking preventive measures. The key to successful

classroom management lies in prevention. In the comparative study of teachers with different management efficiency, it is found that efficient managers will devote students' time to beneficial learning activities as much as possible, and solve small problems such as students' straying before big troubles occur.

#### 4.4. Physical Environment Management

Some Thai schools have special Chinese classrooms. Space management should be paid attention to in classroom design. Classroom space arrangement affects the behavior of teachers and students, so the principle of accessibility should be followed in classroom management. The so-called "accessibility principle" means that "both students and teachers can get close to learning materials, and teachers and students can also get close to each other". Through such proximity, students' attention is attracted to the greatest extent. Secondly, in the classroom management also need to have all kinds of hardware facilities, for the students who cannot provide hardware equipment, the teacher can use alternative methods, if there is no computer, can use word card, word card instead, the blackboard can be written in advance with large paper. Influence teaching effect through physical environment management.

#### 5. Conclusion

It is difficult to avoid the problem behavior of students in class. Every student has potential problem behavior. In addition, due to the differences in students' physical and psychological, students of different ages will show different problem behaviors. For a long time, Chinese classroom management in primary schools has been a difficult problem for overseas Chinese teachers. They have to deal with a wide variety of problematic student behaviors, and it's hard to manage each class. There has been a lot of research on primary school classroom management at home and abroad, but there is little research on overseas Chinese classrooms, especially in Thailand.

Based on the great development of Chinese education in Thailand, this paper investigates and analyzes the problems existing in Chinese classroom management in primary schools in Thailand. Firstly, this paper analyzes the current situation of Chinese classroom management in primary schools in Thailand, and finds that the current situation of

Chinese classroom management in primary schools in Thailand is severe, which seriously interferes with teaching. It is concluded that the problem behaviors of Thai primary school students in Chinese classroom are universal, seriously affect teaching, widely distributed, disturbing problem behaviors are prominent, and Chinese teachers have a negative attitude towards dealing with students' problem behaviors. Finally, on the basis of learning the teaching experience of local Thai teachers and the experience and lessons of Chinese teacher volunteers, this paper puts forward some suggestions for Chinese classroom management in primary schools in Thailand. It is hoped that the author's suggestions on the management of Chinese classroom in primary schools in Thailand can make a small contribution to the cause of Chinese international education.

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