

**A STUDY OF TEACHING QUALITY EVALUATION SYSTEM
OF THAI LANGUAGE MAJOR IN UNDERGRAD LEVEL IN
REGULAR HIGHER EDUCATIONAL INSTITUTIONS:
YUNNAN PROVINCE AS AN EXAMPLE**



Lu Gan

**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
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ABSTRACT

Title of Dissertation	A STUDY OF TEACHING QUALITY EVALUATION SYSTEM OF THAI LANGUAGE MAJOR IN UNDERGRAD LEVEL IN REGULAR HIGHER EDUCATIONAL INSTITUTIONS: YUNNAN PROVINCE AS AN EXAMPLE
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There is a scarcity of literature on evaluation – particularly in the field of language teaching and learning and educational evaluation – that addresses the quality evaluation system of undergraduate-level Thai-language teaching programs in the context of mainland China. Therefore, this study aims to fill this research gap by proposing an evaluation design including evaluation concepts, guiding principles, and required information to underpin a more effective evaluation system for the undergraduate-level Thai language program. Based on the evaluation of teaching quality, the fuzzy comprehensive evaluation method is used to construct a more efficient undergraduate Thai teaching evaluation system, and a perfect index system is formed. Thai teaching at nine institutions in Yunnan province were selected as the sample which were investigated via questionnaire surveys and interviews to reveal the problems in the Thai language teaching quality evaluation system of higher-level undergraduate colleges, analyze the causes and find ways to improve the quality of teaching which can be used as a basis to improve other Thai majors. The conclusions are: 1) the Thai language teaching quality evaluation system constructed in this study is more reasonable; 2) the evaluation of teaching quality has different scores in different evaluation subjects with the student group's evaluation of teaching quality being different to teachers' peers and teaching supervisors, and with significant differences; 3) there are differences in the evaluation results of teaching quality in different Thai language content teaching; 4) the teaching design and organizational skills of Thai language teachers are not high; and 5) the outcome of the reform of Thai language practice teaching is more obvious. According to this research, the existing

teaching quality evaluation system can be improved and revised; the teaching quality evaluation guarantee mechanism can be established and improved; school-enterprise cooperation can be further promoted; and the effective connection between talent and society can be realized.

Keywords: Undergraduate teaching; Thai major; teaching quality evaluation; evaluation system construction; teaching quality reform



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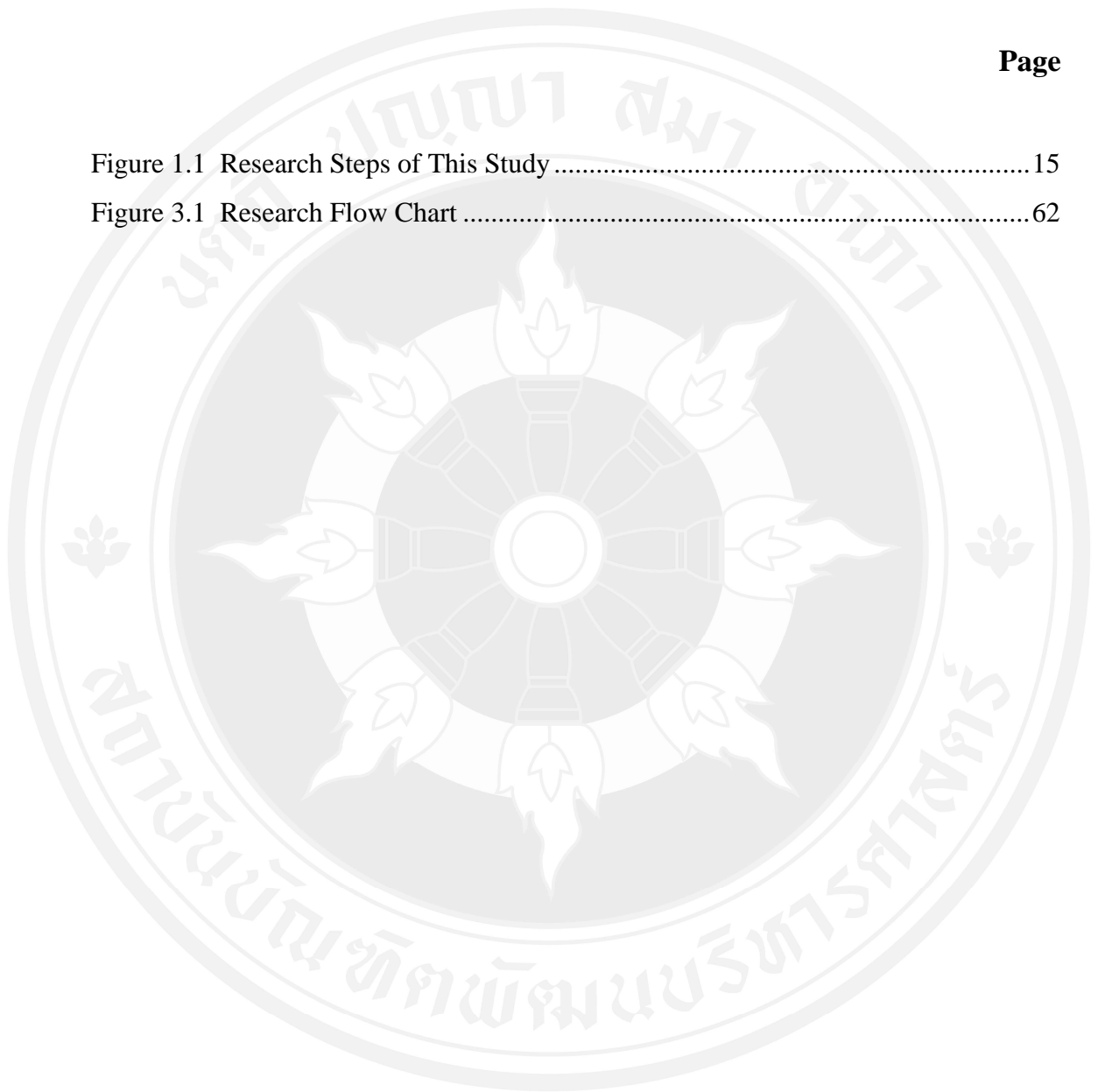
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CHAPTER 1

INTRODUCTION

1.1 Research Gaps, Research Questions and Research Objectives

There is a paucity of evaluation literature, particularly in the field of language teaching, learning, and educational evaluation, to address the quality evaluation system of the undergraduate-level Thai language teaching program. Therefore, the purpose of this present study is to fill this gap by proposing an evaluation design including required information, major guiding principles, and key evaluation concepts in order to foster a more effective quality evaluation system for the undergraduate-level Thai language program in the educational context of mainland China.

With the development of science and technology and changing social demand for talent, the attention of colleges from all circles in the society to cultivate talent has reached a new level. This focus was emphasized when the General Secretary Xi Jinping during the National Education Work Conference put forward new requirements for talent training standards of institutions of higher learning. Also, from the social feedback of graduates, the current talent training and social requirements are not close together, and the current teaching quality evaluation system does not seem to satisfy the talent requirements of the business sector. Therefore, how colleges and universities effectively evaluate the quality of teaching, determine talent training schemes, and promote social talent is increasingly important to understand. Based on the current social development needs and the reform and development trends of teaching quality in colleges and universities, this study focuses on the teaching quality evaluation system, taking the teaching of Thai language majors in the Yunnan province as a sample to explore the implementation of a new teaching quality evaluation system and lay the foundation for teaching reform of minor languages in colleges and universities across China.

The Raise of the Research Question

The current study pursues answers to the following research questions:

Overreaching RQ: What are the approaches, evaluation concepts, guiding principles, and information needed to foster an effective evaluation design for the quality evaluation system of the undergraduate-level Thai language teaching program?

Sub-RQ 1: What is the current state of Thai language programs at universities in Yunnan province?

Sub-RQ 2: What can be learned from the evaluation results of undergraduate-level Thai language teaching programs at universities in Yunnan province?

Sub-RQ 3: What are the problems faced in the Thai language teaching programs in Yunnan province?

The subsequent four subsections briefly introduce the background that gave rise to the research questions.

1) Teaching Diagnosis in Colleges and Universities Has Become an Important Part of the Development of Higher Education

As an important training base for the talent needed by society, colleges and universities play a vital role in the development of the country and society. Xi Jinping on April 22, 2016, sent a congratulatory letter to Tsinghua University on its 105th anniversary. He stressed that “Doing a good job in higher education is a matter of national development and national future.” (Hua Li, 2016, April 22). This confirms the high status and significance of the development of higher education. In recent years, colleges and universities have increased their expansion with the number of students growing year by year, from 6.31 million in 2010 to 7.95 million in 2017. The increasing number of college and university graduates provides a large number of professional and technical personnel for society. In addition, the quality of talent cultivation as well as the teaching quality of college education has become focused upon by society.

Educational teaching quality is the most basic and important requirement of society, parents and employers for education. In education development, the country has long regarded the teaching quality of higher education as an important aspect of the development of colleges and universities, and once regarded education and teaching quality as an important indicator for judging the development of higher education. In 1994, the state promulgated “The Outline of China's Educational Reform and Development,” which proposed to establish educational quality standards and evaluation index bodies for all types of majors at all levels. Since then, educational quality evaluation has become an important part of the development of colleges and universities. In attaching importance to the reform of college education and teaching, the education and teaching quality of schools has been promoted as a regular task. After the 1980s, “Teaching quality is the soul and life of education” (Jin, 2016, April 22), advocated by the state and education circles has become the guideline for implementing education reforms in colleges and universities.

In 2007, the Ministry of Education issued “Some Opinions of the Ministry of Education on Deepening Undergraduate Teaching Reform and Improving Teaching Quality Comprehensively” which proposed a series of requirements and development of ideas for education teaching reform. It stated that “schools should strengthen teaching quality monitoring, establish an internal quality assurance and evaluation mechanism involving employers, teachers and students, reform the evaluation system of curriculum system and teaching content, classroom teaching evaluation system, practical teaching evaluation system, leaders and teachers listening system, peer review system, students' regular feedback system and teaching supervision system, etc., and strengthen the management of talent training process.” Also, the content of education quality assessment and assessment of the population has been clarified for the establishment of an education quality assessment system, and programmatic guidance has been formulated. However, there is no unified standard in the teaching quality evaluation system established by colleges and universities.

On April 7, 2016, the Higher Education Teaching Evaluation Center of the Ministry of Education released the “China Education Quality Report Series” not only for the first time in China, but also the first time in the world, launching a new quality standard for higher education teaching. Whether the “five degrees” (“social needs fitness”, “training objectives to achieve degree”, “teaching condition and support degree”, “teaching and quality guarantee effectiveness”, “students and social satisfaction”) quality dimensions, or the quality of engineering education “three faces” (“face modernization”, “the world” and “the future”), both were based on the experience of China's higher education, drew lessons from the advanced experience of international education quality evaluation, and established a set of relatively complete, scientific, reasonable new quality standard systems with Chinese characteristics at an international standard. As a new exploration of China's higher education quality standard system, it provides guidance for the evaluation of teaching quality in colleges and universities and clarifies the importance the government attaches to the quality evaluation system of higher education.

In 2016, the Ministry of Education issued “Guidance of the Ministry of Education on Deepening Education and Teaching Reform in Colleges and Universities under the Central Government.” This document pointed out that, in recent years, institutions of higher learning, especially central institutions, have continually promoted teaching reform of education, improved the quality of talent cultivation, and created many replicable experiences and practices, all of which has been promoted at the national university level and has played a leading and exemplary role. However, some common problems in some universities remain, such as relatively lagging educational and teaching concepts, imperfect mechanisms, outdated and single content and methods, and weak practical teaching (Tan, Yin, & Li, 2015). As a new subject introduced into higher learning in recent years, the construction of Thai teaching quality assessment has relatively lagged behind; however, this situation provides an opportunity to develop a teaching quality evaluation system firstly by examining the current domestic undergraduate college and university teaching quality evaluation system, and developing a more effective Thai teaching quality evaluation system. Therefore, this research, under the guidance of the new quality standard system, intends to propose an effective evaluation of Thai language teaching in

Yunnan and establish a scientific evaluation standard in line with the requirements of Yunnan education.

2) Increasing Communication between China and Thailand Has Increased Demand for Thai Language Professionals

The increasing development of the World Trade Organization (WTO) has resulted in growing communication and exchanges between countries (Cao & Zhu, 2016, pp. 57-58). The economic rise of China has led to an increasingly significant political role in the international community (The Ministry of Education of the Communist Party of China, June 2015). The development of more and more profound internationalization in terms of the economy, trade and culture has resulted in countries being ever more interconnected. With the increasing exchanges in the international community, the maturity of language exchanges between different countries has become one of the important factors affecting the diplomatic, economic and commercial exchanges. It has become a new requirement of social and economic development for education to cultivate diversified and multilingual foreign language professionals.

The rising exchanges between China and Southeast Asian countries are driven by a number of international policies and China's foreign development policies. The development of China and Thailand has become a model for the economic development of China and the rest of Southeast Asia. The two countries have always been close neighbors, and cultural and trade exchanges between the two countries has a history of more than 2000 years. In modern times, China and Thailand established diplomatic relations in 1975. After nearly 40 years' development, the two countries have made great achievements in the development of politics, economics and trade exchanges as well as cultural exchanges. Thus, Thailand gradually become an important part of China's development. Yunnan is a center radiating China toward southeast Asia (Xin Zhang, 2016, p. 12). Thailand is very important in the whole of Asia and has become known as "Southeast Asian tiger" due to its booming economy. In recent years, with the opening of the Trans-Asian Railway, Mekong River shipping, Mankiw Highway and Kra Canal, exchanges between the countries has become more and more convenient. In terms of China's and Thailand's development and economic growth, both countries will have increasingly more business

opportunities and cooperation, so it is necessary and urgent for China to train talent in the specialty of Thai language.

3) Thai Language Teaching in Universities Has Gradually Become an Important Part of Foreign Language Teaching

Along with the increasing social demand for professional Thai language talent, colleges and universities have changed the singularities of traditional foreign language teaching, and complied with the needs of social development. In order to meet students' needs for learning Thai language, they have established minor language courses such as Thai language majors in higher education institutions. Moreover, professional talent for social development and social work has also been provided. In the growing exchanges between China and Thailand, more and more universities have offered Thai language teaching at the undergraduate level. According to Thai professional competitive rankings from 2014 to 2015 released by the Chinese Science Evaluation Research Center of Wuhan University, 19 colleges and universities have opened Thai teaching courses. By 2016, the number increased to 23 schools (Y. Zhou, 2016, p. 77). These data show that with the development of China and Thailand, although the number of people using Thai language is small, the teaching of Thai language has occupied an important position in Chinese higher education.

As the nearest city to Thailand, Yunnan has the highest level of trade and economic exchange with Thailand. The demand for Thai language professionals is more urgent than in other cities, and educators also attach great importance to the cultivation of Thai language professionals. In the above-mentioned ranking list of teaching competitiveness of Thai language majors, among the top 15 schools, 7 of Yunnan's 9 schools are placed in the top 10 schools, with the last two placed in at 12 and 14. It can also be seen that the Thai language teaching in Yunnan accounts for two-fifths of the national Thai language teaching majors. To some extent, the educational level of Thai language in Yunnan province has a direct impact on the quality of Thai language teaching in the whole country, and on the cultural, economic, political and social exchanges between China and Thailand.

The aforementioned data show that colleges and universities in Yunnan province have opened many Thai schools, and occupies an important position in Thai teaching in China, but in the aspect of teaching quality and teaching level and competitiveness ranking, Yunnan province is not among the top three. As different colleges and universities pay more attention to Thai language teaching, in the 2017 ranking of Thai language professional competitiveness, colleges and universities in Yunnan province accounted for only 3 of the top 10. These data show that Thai teaching still has certain problems in Yunnan province. Therefore, it is urgent to evaluate the teaching quality of Thai language in Yunnan and establish an effective teaching quality evaluation system.

4) The Training Goals of Colleges and Universities does not Match Society's Demand for Talent

Because of the establishment of China-ASEAN Free Trade Area (ACFTA), trade between China and ASEAN has huge potential growth, which requires a large number of interdisciplinary Thai language talent with solid basic skills in Thai language, intercultural communication ability, and strong thinking and innovative ability. The international exchanges and the in-depth development of the exchanges between China and Thailand has also resulted in the Chinese educational community seeing the necessity and urgency of the cultivation of Thai language professionals. At present, many colleges and universities have established education courses in Thai language. The goal of these Thai language majors and personnel training is mainly focused on fixed professional departments engaged in translation, research, teaching, and management, including tourism, education, press and publication, foreign affairs, economy and trade, and so on. From the perspective of high-level talent demand, these training objectives are not a problem. However, in terms of the needs of social and economic development, with the increasingly frequent cultural, political and economic exchanges, even in the exchanges between non-governmental organizations (NGOs), the simple translation work can no longer meet the needs of the exchanges between China and Thailand, thus more and more jobs require Thai language professionals. Take the simplest logistics business as an example, for the staff on the Thai logistics line, mastering the Chinese and Thai languages has become a necessary skill. From this perspective, the shortage of Thai

language professionals (P. Zhong, 2016, pp. 12-15), remains a major dilemma. From the perspective of the orientation of talent cultivation in universities, the shortage of talent at present also lies in the fact that Thai talent cultivated by universities cannot quickly adapt to social demands, and there is still a certain distance between the goal of talent cultivation and the social demand for talent. Undoubtedly the best way to improve the present situation is to optimize the talent training program and carry on teaching reform through the teaching quality evaluation system.

The Guiding Opinions of the Ministry of Education on Deepening Education and Teaching Reform in Colleges and Universities Affiliated to Central Departments issued in 2016 explicitly mentioned that “by 2020, the central university talent training center and undergraduate teaching foundation will be further consolidated and strengthened, and the discipline and specialty structure and talent training type structure will be better adapted to the needs of national and regional economic and social development, and the collaborative education mechanism will be more optimized.” It also demanded that the university construct a development plan, adapt to the economic and social development needs, combine with the school-running orientation, the discipline characteristic, strengthen the connotation construction, optimize the structure of discipline and specialty, and actively set up programs in such strategic emerging industries as “Internet plus” and “Made in China 2025.” It also stressed areas such as economic and social development and improvement of people's livelihood, adjust and reduce the majors that are not consistent with the school's positioning, and promote the convergence of educational resources to professional clusters serving national and regional leading industries. These requirements also indicate that, in the future, the talent training program of higher education should not only start from the development needs of colleges and universities and students, but also consider the needs of the society, and closely combine the talent training with the needs of national and regional economic development. Moreover, it is also important to consider the specific requirements of economic development for talent within the scope of students' employment and combine these with the needs of local enterprises and institutions for talent in the formulation of the plan for talent training. Furthermore, the standards of talent

cultivation must also be incorporated into the teaching quality evaluation system. This is the future development trend of the higher education quality evaluation system.

1.2 Research Objectives

The present study aims to develop an evaluation design by means of gathering required information, major guiding principles and key evaluation concepts in order to foster an effective quality evaluation system for the undergraduate-level Thai language teaching program.

From the above analysis, it can be seen that in higher education development, China has continually established and improved the quality evaluation system of higher education, providing more data and materials for reference for the development of colleges and universities and social talent demand, and promoting the overall level of higher education. Yunnan, as a hub city for exchanges between China and Thailand plays an important role in the development of the two countries, and the cultivation of Thai language professionals was first achieved rapid development in Yunnan province. According to the current data, in terms of the establishment of Thai language majors and the cultivation of professional talent, universities in Yunnan province account for approximately 40% of the teaching of Thai language in China. However, the data also mentioned that the teaching quality of Thai language in Yunnan province is not high (Tian, 2017, p. 181), which is obviously not in line with the status of Yunnan in China and Thailand and the demand for Thai language talent. From the perspective of professional development and social needs, it is necessary to establish the evaluation criteria and standards of Thai language education and teaching in line with the needs of the Yunnan province's own development. This can play a guiding role in the teaching of Thai language in Yunnan universities and colleges and promote the teaching quality of Thai language in universities and colleges throughout China.

The purpose of this study is, under the guidance of the previous research results, is to investigate the nine common colleges and universities in Yunnan province that teach Thai undergraduate courses using a survey questionnaire and structured interview. Under the guidance of national teaching quality evaluation requirements and standards, a scientific and reasonable quality evaluation system will be recommended to promote the development of Thai language in China, provide more professional talent for communication between China and Thailand, and provide a reference for the establishment of a teaching quality evaluation system for Thai and other languages.

1.3 Research Background and Significance

1.3.1 Research Background

Teaching quality is the lifeline of the development of higher education (Liangqun Li & Li, 2016, pp. 138-141). In the development of higher education, the state attaches great importance to teaching quality, which can also be seen from the various educational policies and statements. In 2016, the Ministry of Education released “A Series of Quality Reports on Chinese Education,” launching new higher education teaching quality standards. Different colleges and universities have developed more detailed standards according to their own conditions. However, due to the lack of uniform standard rules and regulations, the indicators of professional teaching quality evaluation in many colleges and universities are too vague to play a guiding role, and it is difficult for teachers to grasp the direction of efforts and reforms, thus affecting teaching quality.

With the globalization of the world economy, cross-cultural, cross-language and cross-country higher education is attracting more and more attention and research from universities of various countries (Jinling Wang, 2015, p. 53; Xin Zhang, 2016), especially in border areas. In order to develop the regional economy, it is particularly important to learn the language, culture, trade, policies and laws of the other country, and apply the knowledge in practice. If the language, culture and laws between two countries can be understood, this can lead to an increase in economic activities. At present, China-Thailand relations are becoming closer and the China-Thailand railway

has been put on the agenda. China-Thailand exchanges will become ever more frequent. Under such excellent diplomatic conditions, Yunnan province has unique geographical advantages because it can radiate toward Southeast Asia and neighboring countries. The purpose of education is to put what is learned into practice, and the quality of teaching is the lifeline of education (Xuanli & He, 2012, pp. 96-98; Y. Zhou, 2016). Therefore, after the WTO, many universities in many provinces have successively opened Thai language majors and built language platforms for trade exchanges with Thailand. With the vigorous Thai teaching activities in Yunnan province, improving teaching quality is also the main direction of school management and an important benchmark for scientific teaching management. Effective education and teaching quality assessment can effectively monitor and manage education and teaching (Xiang, 2015, pp. 19-20; P. Zhong, 2016). It can also find problems in time, be able to collect and organize relevant teaching information systematically, analyze and treat the encountered teaching problems scientifically, effectively improve the quality of education and teaching (Tian, 2017; Z. Wang, 2016, p. 81), strengthen the construction of the teaching management system, and result in the development of the school and society complement each other.

However, the Thai language majors in Yunnan province have not established a uniform standard of educational quality and the late start of educational evaluation and the weak theoretical foundation of evaluation have seriously affected the overall improvement of Thai language teaching quality. Consequently, with Yunnan province as an example, the undergraduate Thai language teaching quality needs to be systematically evaluated, and according to the results of the evaluation, to point out the existing problems and put forward an effective improvement plan. This is not only very necessary, it is also of great practical significance, and is an effective way to ensure and improve the quality of Thai language teaching.

1.3.2 Research Significance

From the perspective of theoretical development, teaching is a complex system, and the factors affecting teaching quality are various and comprehensive (Liangqun Li & Li, 2016; Deguang Yang, 2009). There are internal factors and external factors; and both subjective factors and objective factors (Jointly Compiled by 12 Key Normal Universities in China, 2013; Jinling Wang, 2015), which are mutually related and restricted. This study takes the Thai teaching quality evaluation system as the starting point, analyzes the influencing factors, and constructs the Thai teaching quality evaluation system for the universities and colleges to improve the system indicators. The tools used in this study were the questionnaire and structured interview. Through the analysis of data, the factors in many aspects of the current Thai language teaching level system in nine Yunnan universities will be evaluated. Based on the evaluation, the teaching quality of Thai language majors in the four universities will be evaluated to investigate the key links. According to the teaching rules, scientific nature and ideological nature are unified, and a scientific and reasonable quality evaluation system will be established in line with the teaching of Thai language in Yunnan universities. This is of great significance for the improvement of teaching quality evaluation system. In addition, the construction of a Thai language teaching quality evaluation system in Yunnan can also be a beneficial guiding policy development in line with the current needs of society.

From the perspective of practical application, education quality reform and diagnosis have been frequently mentioned in higher education in recent years, and have become an important indicator of comprehensive competitiveness of education and teaching levels of different universities (Y. Sun, 2015, p. 49; Xuanli & He, 2012). In the past two years, Thai language teaching has begun to occupy an important position in higher education institutions. The Thai language teaching in Yunnan province has more regional and cultural advantages than other regions (Shaoyang Li, 2012a; Xiang, 2015), and it also holds a prominent position in language teaching in China. Therefore, it is necessary and valuable to evaluate the level of Thai language teaching in Yunnan universities. Secondly, the teaching quality evaluation index system has been set up for the Thai language majors in the universities and colleges of Yunnan province, and the quality of evaluation has been carried out

online. Based on the evaluation results, measures have been taken to control the quality of talent cultivation. The research results can also serve as valuable references for teachers, college and university administrators in teaching quality management, and lay a foundation for improving the quality of undergraduate education of Thai language majors in Yunnan province.

1.4 Research Organization and Concept

1.4.1 Research Organization

This research is divided into 5 parts as follows.

Part 1: The first part is the introduction, which clarifies the reasons for selecting the teaching quality evaluation system of Thai language majors, the main purposes of the research and its practical and theoretical significance, as well as points out the innovation of the research, and clarifies shortcomings of the research.

Part 2: The second part is the literature review, which defines the concepts and describes related content on higher education and teaching quality, details the significance of higher education evaluation, outlines the subject and object in the evaluation, and describes the development of higher education teaching quality evaluation. Relevant studies on education and teaching quality evaluation are also described. For foreign studies, typical education and teaching evaluation modes of different countries are elaborated and the results are analyzed, and the development of education and teaching quality evaluation systems at domestic institutions of higher learning are described. Finally, this paper explores the development of Thai teaching quality evaluation system in Chinese universities, analyzes the necessity of Thai teaching quality evaluation in Chinese universities, and the feasibility of Thai teaching quality evaluation in Chinese universities.

Part 3: The third part describes the research design and method. Through reference to previous research results and the evaluation systems of successful undergraduate teaching quality in Chinese universities, the process of determining the evaluation index system of Thai teaching quality for undergraduate students in this study is illustrated, and the weight of the index system is set. The questionnaire was designed based on the three levels of teachers, students and

supervisors. The questionnaire was initially tested, and the reliability and validity of the questionnaire were analyzed. The research object, research purpose, research tools, research steps, and research data collection and analysis in the final survey were clarified, so as to provide necessary tools and theoretical guidance for the research.

Part 4: The fourth part is the results, empirically evaluating the teaching quality evaluation system of Thai language courses in Yunnan province. This part first summarizes the situation of Thai language teaching in Yunnan universities and then makes use of the evaluation index system developed in the research design, investigates the nine universities, analyzes the evaluation results of Thai language teaching quality, and points out the problems in Thai language teaching.

Part 5: In the fifth part, the conclusions are proposed and suggestions for improving the quality of Thai language teaching in Yunnan universities are presented in three aspects: 1) improve and revise the existing teaching quality evaluation system; 2) establish and improve the guarantee mechanism for teaching quality evaluation, and further promote school-enterprise cooperation; and 3) achieve an effective connection between talent and society. On this basis, this part puts forward the guarantee mechanism for the evaluation system for the teaching quality of Thai language majors and promotes the overall improvement of the teaching quality of Thai language.

1.4.2 Research Ideas

This study focuses on the teaching quality evaluation system of undergraduate Thai language majors in colleges and universities. The main chapters and research process are shown in Figure 1.1.

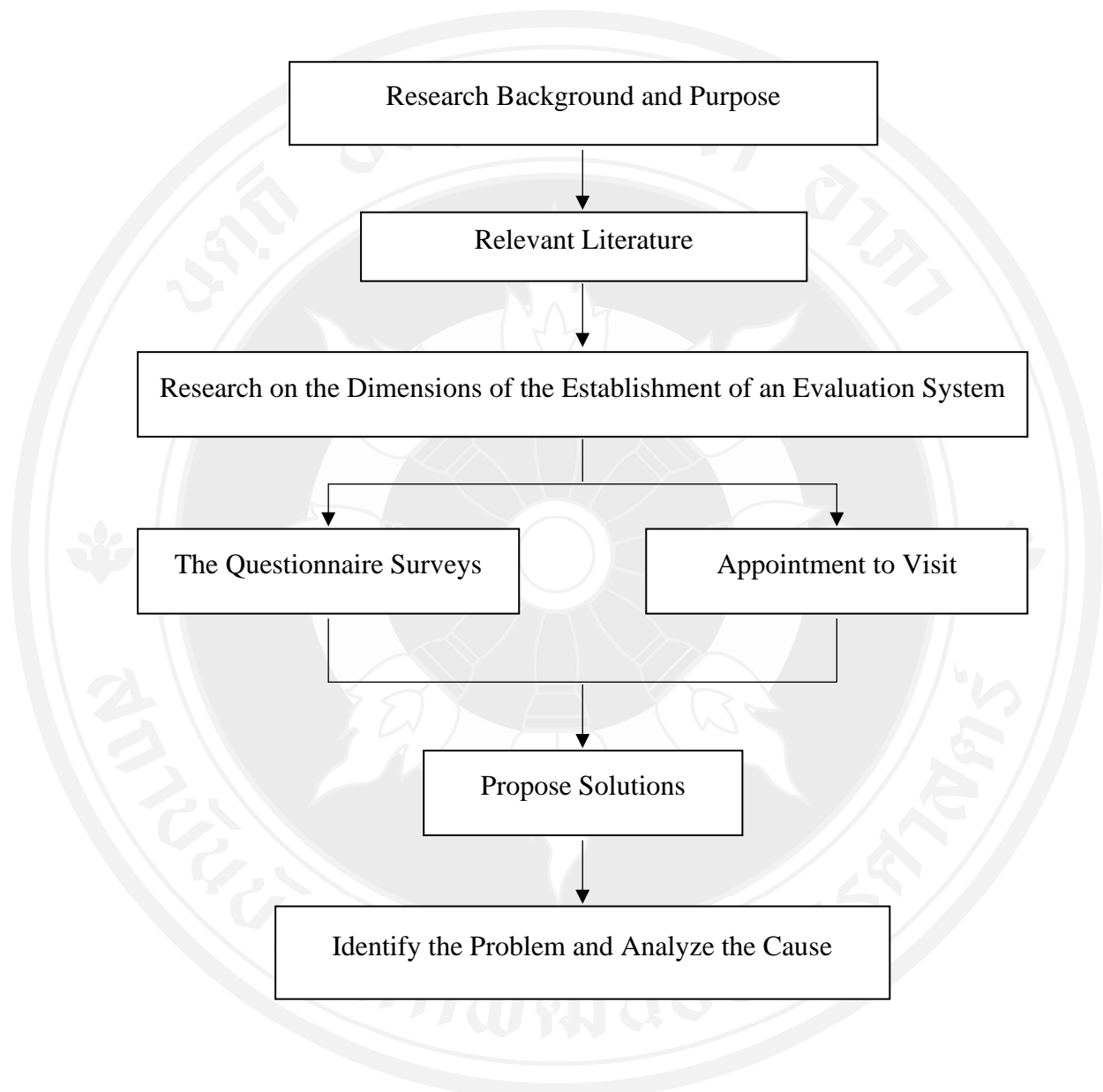


Figure 1.1 Research Steps of This Study

1.5 Research Innovation and Deficiency

1.5.1 Research Innovation

Based on previous research results, this study combines the current teaching situation of Thai language majors with the demand for talent for China's economic and social development, explores the establishment of a Thai language teaching quality evaluation system in Yunnan, analyzes the current situation, and provides guidance for the future implementation of Thai language teaching quality evaluation system. In the comparison between previous studies, the innovation of this study can be divided into three aspects: research angle, research object and research method.

Firstly, from a research point of view this study takes Yunnan province as an example to study the teaching quality evaluation system of Thai language in higher education institutions. This type of minor language teaching quality evaluation system research is rare in the past research. Furthermore, it is not common in previous studies that the establishment of teaching quality evaluation system is based on social needs and students. This is one of the innovations of this research.

Secondly, from the perspective of research objects, although minor languages were selected, in the research design, the researcher combed through the literature and analyzed typical teaching quality evaluation cases in China and abroad to provide guidance for this research. On the basis of fuzzy comprehensive evaluation and index weight, combined with the actual development of communication between China and Thailand and the current language needs of Yunnan province and Thailand, a teaching quality evaluation system is proposed. This system has the characteristics of strong relevance and wide application, which is also one of the innovation points of this research.

Furthermore, in terms of research methods, questionnaire survey and interview are adopted. Although this method is also used in previous studies, self-compiled scientific survey questionnaires are adopted in the study. In the establishment of an indicator system, mutual evaluation of teachers, student evaluation, social and supervision evaluation were included to form a collaborative evaluation system, which is not found in previous studies.

1.5.2 Research Deficiency

The questionnaire in this study is based on previous research and on the teaching practice of Thai language majors in universities and colleges in Yunnan. However, in conducting the survey it was found that the sample coverage capacity was insufficient, which may affect the accuracy of the data. Moreover, while constructing the questionnaire index system, representative enterprises in Yunnan were mainly selected for interviews, but relevant departments and enterprises in Thailand were not selected, which may also have some influence on the determination of the research index system. In future studies the sample size should be increased to increase accuracy. It is also necessary to further optimize the content of the indicator system, make the language more concise and accurate so as to grasp the current situation of teaching quality of Thai language majors for undergraduate students in China and make timely adjustment according to social needs.

This study analyzes the problems existing in the evaluation of teaching quality of Thai language majors in universities and colleges in Yunnan and proposes targeted solutions. However, follow-up experiments, feedback and corrections were not carried out during the research, which is also a deficiency that should be strengthened in the future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Definition of Concepts

2.1.1 Chinese Colleges or Universities

According to the definition given by the Ministry of Education of China, Chinese colleges and universities are institutions of higher education under the charge of the Ministry of Education or provincial educational administrative departments (Y. Liang & Zhao, 2017), including autonomous regions and municipalities directly under the central government. In China, there are universities and colleges, higher vocational and technical colleges/vocational colleges, colleges of higher learning, independent colleges, and so forth. Universities and colleges mainly conduct undergraduate education, while higher vocational and technical colleges/vocational colleges and technical colleges mainly carry out junior college (higher vocational college) level education. Practices mainly include: the ordinary institutions of higher learning organization's Ph.D. students and postgraduate entrance examination, the Ministry of Education and provincial education administrative department organize the unified national examination to recruit students for common colleges and universities, some provinces and cities spring admission examination of common colleges and universities, vocational college admission examination alone, upgrading examination of common colleges and universities, and so on.

In 2016, there were 2,880 regular and adult institutions of higher learning in China. Among them, there were 2,596 regular universities (including 266 independent colleges), 36 more schools than the previous year. There were 1,237 undergraduate institutions of higher learning, 18 schools more than in the previous year. There were 1,359 higher vocational (junior college) colleges, 18 more schools than the previous

year. At present, there are 793 graduate training institutions, including 576 universities and 217 scientific research institutions (J. Xie & Liu, 2000).

2.1.2 Undergraduate-level Thai Language Teaching Programs

Thai, also known as dai, is the language of the dai and tai nationalities. It belongs to the east Asian/Sino-Tibetan language family. Thai is spoken by approximately 68 million people worldwide. Thai language is mainly used by Dai and Thai in Thailand, Laos, Myanmar, northwest Vietnam, northwest Cambodia, southwest China, northeast India, and is the national and official language of Thailand. The definition of Thai language teaching is similar to the definition of English language teaching, and refers to the process of teaching Thai to those who are or are not first language speakers. Thai language teaching involves a variety of areas of theoretical knowledge, including linguistics, second language acquisition, lexicology, sentence law, stylistics, corpus theory, and cognitive psychology (Y. Liang & Zhao, 2017; Z. Wang, 2016). In this study, it mainly refers to the current teaching design of ordinary colleges and universities, which takes Thai as a major, sets up a relatively complete teaching system and professional teachers, who have at least one class of students, and teaches in accordance with the teaching objectives. The research scope of Thai language teaching in universities is defined, and the research objects are mainly undergraduate students, teachers' team, supervision team and leaders related to undergraduate students.

2.1.3 Teaching Quality in Higher Education

2.1.3.1 Definition of Higher Education

Higher education is one of the most important parts of the education system (L. Shen, 2009). It usually includes various educational institutions whose main tasks and activities are high-level learning and training, teaching, research and social services. The second half of the 20th century was an unusual period of expansion and qualitative change in the development of higher education (Ju & Liu, 2001). With the rapid growth of social demand for senior specialized talent and the urgent need for individuals to receive higher education, higher education developed at

an unprecedented speed and moved from elite education to popular education (James, 2010).

From the point of view of the objects of higher education, higher education is a professional education on the basis of the completion of secondary education, and a social activity to cultivate senior specialized talent. The National Education Development Research Center divides China's higher education into four types: research-oriented university, teaching research-oriented university, teaching undergraduate college, and college and vocational college. Research universities are characterized by strong comprehensive disciplines, a large number of doctoral degrees are awarded each year, and the personnel they cultivate are at or above the undergraduate level, meeting the demand for high-level research talent and research achievement. Graduate students make up at least 20 to 25 percent, and each school awards at least 50 doctorates a year. The teaching levels of research-oriented universities are mainly undergraduate and master's students. Some doctoral students can be enrolled in some majors with strong industrial nature, but they do not train junior college students. The main body of teaching-oriented undergraduate colleges is the teaching of undergraduates, and there are a few graduate students or junior college students under special circumstances. Colleges and vocational schools reflect the most flexible part of higher education in terms of school and professional setting, mainly to meet the needs of local economic construction and social development. This study is to evaluate the teaching quality of Thai language majors in universities and colleges in Yunnan province, which is also the source of students in the above-mentioned teaching universities and colleges.

2.1.3.2 Teaching Quality Evaluation of Higher Education

The quality evaluation of higher education is an activity that judges the degree to which higher education activities can meet the needs of society and individuals (Hui Liu, 2014a), and it is also a process to judge the actual or potential value of higher education activities so as to realize the increment of educational value. Under the guidance of national policies, higher education attaches importance to "improving the quality of personnel training" and "improving the level of scientific research". All of these are inseparable from the guidance of teaching quality

evaluation in colleges and universities. Higher education quality evaluation can be elaborated upon from four perspectives.

First, the evaluation of teaching quality in higher education is helpful to deepen the educational reform in colleges and universities (Shufa Li, 2008). The call for higher education reform is increasing with the push of various policies. Colleges and universities are also in various ways and means to complete the adjustment of college majors and professional teaching quality reform. The research of higher education teaching quality evaluation is not only helpful to determine the current situation of higher education teaching quality and reveal its problems, but it is also helpful in determining the deep problems in the teaching process and provide guidance for reform, so as to realize the goal of deepening the higher education reform.

Secondly, higher education teaching evaluation is helpful to improve the quality of higher education. The evaluation of teaching quality in colleges and universities is not only the appraisal and recognition of the current teaching situation, but also the diagnosis and evaluation of the current teaching quality. In the diagnosis, problems can be found, and the program may be adjusted to promote the effective improvement of teaching quality. Based on the feedback, the purpose of optimizing education and teaching can be achieved so as to improve the teaching quality of higher education.

Furthermore, the evaluation of teaching quality is conducive to promoting rational competition among colleges and universities (X. Zhou, 2012). To carry out the evaluation of teaching quality in colleges and universities is actually to introduce the competition mechanism into the process of higher education and teaching. To undertake education and teaching quality evaluation, colleges and universities need to implement the national unified index standard; therefore, relatively uniform standards have been developed among colleges and universities. After the evaluation, the teaching quality level of each college can be clearly displayed, which results in relatively fair competition between different colleges and universities, and the state's support for universities with excellent teaching quality will also strengthen the consciousness of competition among universities. Under the promotion of scientific society and the evaluation of colleges and universities,

reasonable competition among different colleges and universities will continue to develop.

Finally, higher education teaching quality evaluation can strengthen the macro guidance and management of higher education (F. Bai & Tan, 2012). According to the reality of colleges and universities to refine their objectives, the implementation of teaching quality evaluation is under the guidance of national policies. The existing model of leadership evaluation is superseded, and the collaborative evaluation model is further promoted, and the direct stakeholders related to teaching, and talent training are included in the evaluation system. In this way, the evaluation is more comparable, and also strengthens the macro control of the state and educational administrative institutions on teaching quality, so as to provide macro guidance for the future development of higher education and effective management.

2.1.3.3 The Subject and Object of Higher Education Quality Evaluation

The main body of the evaluation is the organizer who actively participates in the formulation and improvement of evaluation standards and the development of a series of higher education quality evaluation. A sound evaluation system must have multiple evaluation subjects and have more extensive support and participation. In the definition of evaluation subject, the evaluation of the university itself as the evaluation subject is known as self-evaluation. Colleges and universities that self-evaluate have a dual nature, which is both the subject and the object of evaluation. The idea and purpose of college self-evaluation will directly affect the quality of evaluation (Song, 2007). For the purposes of self-evaluation, the first factor is to improve the market competitiveness for the survival and development of colleges and universities, and ensure and improve the quality of teaching, scientific research, management and social services. This is a purely autonomous self-evaluation, which is driven by the university itself. The other is passive implementation under the pressure of external evaluation in order to cope with external evaluation. Because the external evaluation is generally carried out on the basis of self-evaluation, colleges and universities have to be forced to implement self-evaluation. On the one hand, there are laws or regulations; on the other hand, the results of external evaluation are directly related to the interests of colleges and universities. This kind of self-

evaluation can be called passive self-evaluation. The reality of China shows that the self-evaluation of colleges and universities basically has the above two factors. In order to truly achieve the self-evaluation of autonomy and self-discipline, it is necessary to improve the understanding of the nature of self-evaluation in colleges and universities.

The members of the self-evaluation body mainly come from the administrators, staff and students of the university³⁰. In order to ensure the authenticity and fairness of self-evaluation, representatives from outside the university should also participate. Some influential representatives, student representatives and off-campus representatives are selected from the management and staff to form the self-evaluation body. Under the guidance of certain school philosophies, the evaluation is conducted according to certain standards and procedures, and the evaluation results made public. In reality, however, there is little or no student representation on the college's self-evaluation component. The power of the educated is not reflected in the evaluation, showing that there are problems in the subject composition of the self-evaluation, which must be addressed. If self-evaluation and evaluation results remain only at a superficial level and even serve as a promotional tool of the school, it will be far from effective. If self-evaluation does not result in reform, it will lose its significance. Self-evaluation must be objective and real, serve as a management tool, and the results of self-evaluation must be used effectively, uncover the advantages and problems in education and teaching, scientific research, management and so on, and play an important reference role in the formulation of reform and development plans³¹. The real purpose of self-evaluation can be achieved only by giving full play to the initiative of people in colleges and universities, stimulating the enthusiasm of teachers, and striving to improve teaching, scientific research quality and management. This current study therefore can be said to be an evaluation of the universities themselves. The evaluation subject is all those involved in the evaluation of teaching quality in Yunnan higher education institutions, including teachers, students, members of society, and teaching supervisors. The evaluation object is the Thai language major in Yunnan higher education institutions.

2.1.3.4 The Development of Higher Education Teaching Quality Evaluation

Chinese universities have always attached great importance to the cultivation of talent. In the mid-20th century, a preliminary plan was put forward for the evaluation of teaching quality, which was implemented in the mid-1980s. In the continual exploration and practice, the evaluation mode of teaching quality has developed from the national administrative guidance mode to an evaluation mode based on scientific evaluation system, which integrates evaluation methods and diversifies evaluation subjects. The related research work of education and teaching quality evaluation has also achieved many developments, specifically in the following aspects.

First, the methods of evaluation tend to be various. As is generally known, the organization of teaching activities involves teachers, students and other subjects. Furthermore, it also involves courses, textbooks, personnel training programs and various guarantees. At present, the existing evaluation techniques and methods have some limitations. The author believes that any teaching evaluation method has its own advantages and disadvantages and has a specific scope of application. Classroom teaching evaluation should be integrated with all kinds of evaluation methods to compensate for the defects of each. In this way, the evaluation method is more scientific and reasonable, and the evaluation result is more objective and fairer.

Second, the evaluation subject gradually tends to be diversified. In the past, the main body of teaching evaluation activities was mainly organized by the school business management department or educational administrative department, while the teachers as evaluation objects had no choice and were in a passive position. The main body of modern evaluation has gradually become diversified, and has been transformed from a single educational administrative department to teaching evaluation involving school educational administrators, supervisory experts, peer teachers, students and teachers (B. Liang, 2016). The advantages of diversified evaluation subjects lie in: first, comprehensive, objective, scientific and fair evaluation can be carried out from different perspectives; Secondly, teachers and students who have become the main body of evaluation from the former evaluation

objects become active, which will help teachers to summarize and sort out classroom teaching activities, find existing problems, and constantly improve them to ensure the quality of education.

Third, the evaluation function is gradually expanded. In the past, the evaluation of classroom teaching work only focused on the function of “differentiation, screening and selection” (J. Zhang, 2007), and only cared about evaluation results, while ignoring the teaching process, and was generally only used for the reward and punishment of teachers, and it was a pure result evaluation and summative evaluation. Modern evaluation of classroom teaching pays attention to the educational evaluation and development of textual function. Feedback is given to the teachers through the evaluation process so they can understand the problems and deficiencies in a timely manner, which further promotes teachers to constantly adjust and perfect their teaching plan and improve the teaching quality.

Fourth, the results are used to improve teaching. The main purpose of evaluation is to improve the efficiency of classroom education and ensure the quality of personnel training. The result of evaluation is mainly used for improving teaching, further promoting and improving teaching quality, and creating a good teaching environment suitable for students' development. Good classroom teaching should promote the overall improvement of students' comprehension, including the students' mastery of basic theoretical knowledge and the improvement of comprehensive practical ability. By giving play to the students' subjective role in classroom teaching, it further achieves the teaching purpose of improving students' adaptability to society and meeting basic occupational requirements.

2.2 Research on the Teaching Quality Evaluation System

There is a wide range of research on teaching quality evaluation systems in China and abroad. Rich research results have been obtained in both the field of practical exploration and in-depth theoretical research.

2.2.1 Overview of Foreign Research Results

2.2.1.1 Overview of Higher Education Quality Evaluation in Different Countries

Higher education quality evaluation is a global topic (Du, Song, & Li, 2007). Different results in different countries have been obtained on the standards and systems of higher education quality evaluation. The system, policy and mechanism of higher education evaluation in Western developed countries are very similar and codified in law. Evaluation has become a necessary and objective two-way system. With the help of higher education evaluation, the government can ensure the quality and talent requirements of schools and achieve a powerful macro control. The school relies on the evaluation to obtain government funding and support, so as to achieve effective development and sustained prosperity in a fiercely competitive marketplace. Further, the official and social evaluation, in the final analysis, is an external cause and a means, and ultimately works through the internal cause of school. Therefore, the school internal cause is the foundation and the key. In this regard, American and British colleges and universities have clear goals for evaluation, that is, they actively and practically respond to external evaluation, improving management and teaching through evaluation, and steadily improving quality. University principals and teachers attach great importance to evaluation, organize self-evaluation in the university conscientiously and responsibly, and make unremitting efforts to establish norms. Thus, the evaluation data are objective and consistent, the evaluation process is interlocked, and feedback of evaluation results is disseminated. It not only achieves the purpose of coping with external evaluation freely, obtaining social recognition and ensuring the long-term continuation of institutions, but also results in the schools and teachers becoming the primary beneficiaries of evaluation through stimulating improvement, improving status, accelerating development, expanding strength and so forth. This study selected three countries, France, the Netherlands and the U.S. as representatives of the three typical higher education quality evaluation systems in the international community.

France employs a typical centralized model, with complete government control over the whole system and every link of the evaluation. This model has also been widely developed in the international community. From the perspective of this model, the French National Evaluation Committee, established in 1984, as a national development quality evaluation system, is independent of both the national Ministry of Education and higher education institutions. The committee operates on a state budget and is self-administered. In terms of personnel composition and management, the president directly appoints the chairperson who is accountable to the president, and the commission members are selected from across the country in accordance with strict eligibility criteria. There is a standardized evaluation process, including internal evaluation, external evaluation, review of summary report and follow-up in four stages³⁵. Internal evaluation refers to the internal evaluation organized by colleges and universities themselves, also known as self-evaluation. After the internal evaluation is completed, the self-evaluation report on the teaching quality of colleges and universities is submitted and the external evaluation stage begins. External evaluation means that the evaluation committee organizes external experts to inspect and review the teaching quality of colleges and universities. On the basis of self-evaluation, according to the teaching quality evaluation standard, the work is evaluated. After the self-evaluation and external evaluation, the evaluation committee puts forward a targeted report, and sends the preliminary sample of the report to the presidents of institutions of higher learning, and then meets to compose the final report and submit it to the evaluation committee again. All members of the general assembly confirm and authorize its publication on the official website or official publication. The entire assessment takes 12 to 18 months. Two to four years after the completion, the evaluation committee starts a follow-up procedure to supervise the higher education teaching quality reform. The process is similar to the first round of assessment, with the two sides having equal dialogue, mutual consultation and effective interaction.

The Netherlands adheres to the teaching quality evaluation system of guidance mode, which has certain flexibility and the government no longer absolutely controls the evaluation of teaching quality 36. Instead, an intermediary quality evaluation institution is established to guide schools and social institutions to establish an evaluation index system and to re-evaluate the quality evaluation of colleges and universities. The teaching quality evaluation in the Netherlands has also gone through a development process. After the status of quality evaluation was clarified in the Netherlands in 1985, the government continued to explore effective methods and means of teaching quality evaluation to ensure the quality of personnel training in colleges and universities. In 2002, the Dutch government promulgated The Higher Education Evaluation Law, which fully incorporated higher education evaluation into the national guidance system. However, the Netherlands is dissimilar to the absolute control model of France, but outsources the right of evaluation, dividing the evaluation into three parts: intramural evaluation, social evaluation and government reevaluation. This not only gives universities and society more initiative, but also does not lose the state's management and guidance of higher education. The quality of students, staff and reform is evaluated by the college and department evaluation committee. Social evaluation evaluates the teaching quality of colleges and universities. In the Netherlands, social assessment organizations set up the evaluation index system according to national standards and frameworks. The body that sets the framework for the evaluation of higher education in the Netherlands and Flanders is the Netherlands and Flanders Evaluation Organization (NVAO), a national evaluation organization. When the framework was established, the evaluation agency's standards were also reviewed. The Quality Assurance Agency of the Netherlands (QANU), as an independent evaluator, evaluates university education and research within the framework established by law. The Ministry of Education, Science and Technology and the Ministry of Culture's higher education inspection and guidance group does not directly evaluate colleges and universities, but reevaluates the external evaluation conducted by NVAO and QANU and the subsequent evaluation of colleges and universities to ensure the legitimacy and fairness of the process. In the analysis of evaluation results, Dutch higher education evaluation is divided into five grades: excellent, very good, good, satisfied and dissatisfied (Quan, 2012). The evaluation

results obtained through the evaluation of various levels are open to the public, but the evaluation does not rank institutions, and the results do not affect the administrative funding of different institutions.

The educational quality evaluation model in the U.S. is a cooperative model. Under this model, the government does not directly participate in the evaluation activities but relies on private institutions to carry out evaluation policy guidance through social influence. In some countries, maintaining and establishing quality standards in higher education is usually the responsibility of official government agencies. In the U.S., the pattern of quality assurance in higher education with accreditation as its core and features emphasizes the voluntary nature of assessment process. It is a voluntary NGO formed by higher education institutions or professional associations to encourage and assist schools to conduct self-assessment, improve the quality of education, and give open recognition to schools meeting the minimum standards of education quality. The U.S. also became the first country to introduce the certification system into the field of higher education evaluation. The U.S. mainly guarantees the quality of higher education through the certification, ranking and doctoral evaluation activities of NGOs. There is no special evaluation institution in the government, and the federal government does not directly participate in the evaluation activities. Accreditation needs to be accredited by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE) (Guo, 2004). Founded in 1996, CHEA is the largest higher education accreditation organization in the U.S. and coordinates higher education accreditation activities and accrediting agencies with the Federal Department of Education. Higher education certification is divided into college certification and professional certification (Subject Group, 2003). The former is undertaken by the regional or national certification body that has obtained the qualification. The latter is organized by committees for business, engineering and law. Regional certification bodies are divided into six regional alliances including central, western and southern regions. The national accreditation service is the post-secondary education accreditation council of the U.S., which consists of three associations, including the Accreditation Association of Colleges and Universities and the Professional Accreditation Association of Colleges and Universities. The highest official agency for the

management of evaluation is the Federal Office of Education Qualifications and Agency Evaluation. The evaluation results of any educational evaluation institution in the U.S. can only be recognized by the above-mentioned organizations. Any new college or university will have the authority to govern itself and receive funding from the federal government and community groups only if it is accredited by these institutions. The federal and state governments do not intervene directly in the certification work, but rather implement “remote monitoring”.

The certification process is divided into six stages. Take the New England Association of Colleges and Universities as an example. Universities apply first and write a self-assessment report within a year and a half of approval. Later, according to the scale of the university, the Association forms a group of approximately 10 experts to carry out field investigation and write an investigation report. The review team conducts a final review of the report and draws conclusions. For failing universities, the Association gives a year to make corrections and then reviews them again.

Higher education accreditation in the U.S. is divided into three results: pass, qualified pass and not pass. According to the scope of higher education accreditation, the agencies can be divided into three categories. The National Accreditor is primarily a “student accreditor of single-purpose or specialty schools, including distance colleges, private vocational schools, and schools that have ties to churches and religions.” At present, the CHEA national certification body has six committees: Christian Higher Education Association Accreditation Committee (ABHE), Distance Education and Training Certification Committee (DETC), Independent Colleges and Schools Certification Committee (ACICS), International Certification Committee Christian Colleges (TRACS), Hebrew and the Talmud Association of Colleges and Universities (AARTS), and the Association of the U.S. and Canada Technical School Certification Committee (ATS). The Regional Accreditor is primarily accredits 2-4 year public and private nonprofit schools that are mostly degree granting. The existing regional accreditation bodies including the north-central region (NCACS), the National Association of Colleges and Secondary Schools in New England Association of High Schools and Colleges (NEASC), Middle States Association (MSA), the Northwest University and Middle School High

School Association (NASC), the Western Region (WASC), the National Association of Colleges and Secondary Schools in Southern Area University and High School Association (SACS), among others. In 2009, 2,986 colleges and universities were accredited by eight accrediting bodies, including the Association of Colleges and Universities in Central States. Specialized/Professional Accreditor is primarily responsible for the certification of a particular specialty or school, such as the American Medical Association or the American Association of Law Schools. CHEA publishes 49 accredited professional certification bodies. There are 30 professional certification bodies accredited by USDE. In 2009, 62 professional accrediting bodies, including the United Professional Accreditation Council for Health Education (CAAHEP), evaluated and accredited 18,152 professional and single-discipline colleges and universities in the U.S. In 2011, 22,654 majors were certified.

2.2.1.2 Some Theories Concerning Teaching Quality Evaluation Abroad

Foreign studies on teaching quality evaluation place different emphasis on different aspects of determining the evaluation index system, that is, the difference between the content of index system and the weight of index system. For example, different researchers put forward different opinions on the content composition of teaching quality evaluation. A working group of leading university teaching researchers in the U.S. analyzed 50 years of accumulated knowledge about teaching, and learning in higher education in the U.S. In 1987, the “Seven Principles of Good Undergraduate Education” was published, including: encouraging contact between students and teachers, encouraging cooperation among students, encouraging active learning, rapid feedback, emphasizing time for learning, expressing high expectations to students, and respecting different talent and learning styles (W. Wang & Wan, 2001). Some scholars also studied distinguished teachers in Kent University and found that they had the following five teaching styles listed here in order of importance: goal setting, careful preparation, enthusiasm, humor and performance (F. Bai & Tan, 2012). The University of Ulster established a “Teaching Excellence Award” to improve the quality of teaching. Its criteria include communicating content effectively; providing regular and useful feedback on students' coursework; showing a strong interest in the field of study; stimulating thinking/developing understanding;

challenging students intellectually; using assessment methods that reflect students' understanding of relevant course material; showing personal interest in students and be willing to help them (J. Yang & Ji, 2009). From the above analysis, it can be seen that different researchers and teaching scholars come to different conclusions from different perspectives on the study of teaching quality. In order to accurately analyze the results of foreign education and teaching quality evaluation and provide theoretical guidance and practical support for research, this study divides the foreign research results into the following categories.

1) Analysis of the theory of the development of teaching quality evaluation

Research on teaching quality evaluation is generally considered to have begun in the U.S. Between 1897 and 1898, American scholar Rice conducted spelling tests on more than 30,000 primary school students to test the effect of spelling teaching time on learning effect (Y. Zhang, 2007), which was the initial evaluation of teaching quality. With the deepening of research, researchers have a clearer understanding of the evaluation of teaching quality. A famous Israeli educator and curriculum expert re-examined the history of educational evaluation and divided it into three periods according to different evaluation methods (L. Yin, Su, & Wu, 2012). In the first period, most educationalists adopted the classical examination approach. During this period, teachers' classroom teaching evaluation was mainly conducted in the form of oral questions, focusing on whether students have understood what they have learned and remembered the important parts. This approach is suitable for fewer students. Therefore, in the religious education in the middle period of the West, it was often used. In the development of this model, the education system was constantly improved, so that the class teaching system began to become popularized, class sizes and school sizes continued to grow, and the original approach of oral testing could no longer meet the needs of educational evaluation.

In the second period, the psychological measurement period, paper and pencil test began to be implemented. In the 1920s, faced with the shortcomings of the original oral evaluation method, scientific management measurement tools gradually appeared in different schools, and the paper-pen test was gradually accepted in school teaching evaluation (Dai, 2017). In assessment, the paper

and pencil test was used to test the teaching outcome of teachers and the learning outcome of students. This method effectively compensates for the shortcomings of the previous oral tests and met the needs of students' academic achievement evaluation. This method was used until the late 1980s. With the in-depth study of educational research theory, the original simple form of teacher evaluation could no longer meet the needs of teaching quality evaluation, and a new evaluation method was urgently needed leading to the third period of teaching quality evaluation: post-modern period which emerged in the 1980s.

This third period of evaluation has two major characteristics: to increase the authority of teachers in the field of evaluation and to use open conclusions and “evaluation” (the concept replaces “evaluation”). The evaluation here not only includes teachers' evaluation of students, but also emphasizes the consideration of students' interests, which attaches importance to teachers' evaluation in the evaluation of teaching quality and expands the main body of teaching quality evaluation. U.S. evaluation experts Cuba and Lincoln proposed the four-stage theory on the basis of Levy's division of three periods (Z. Sun, 2016), which further developed the division of evaluation history, dividing evaluation history into test and test phase description period, judgment period and construction period, putting forward a new evaluation method, “qualitative evaluation method” (L. Wu, 2013), highlighting the value of judgement, breaking the long-term excessive pursuit of “objectivity” and “scientific nature” in the field of evaluation, and achieving a qualitative leap in evaluation ideas and methods (Chickering & Gamson, 1991).

There are also different theoretical viewpoints that have developed over time. From the beginning of the 20th century to the 1930s, the theories in this period were mainly dominated by the evaluation view put forward by Tyler. At this time, evaluation mainly focused on how to design objectives and standardized problems in student learning measurement. In the context of that time, this means that questions were designed around textbooks and curriculum tests, and the purpose was to test students' memory of textbooks or teaching content. Such tests are inevitably one-sided (L. Zhang, 2009). To improve this situation, a series of curriculum and teaching evaluation studies have been undertaken in the U.S. Among them, a program led by Professor Taylor at Ohio State University centered on

teaching goals, incorporating the needs of the society and the needs of students into the curriculum test (Ellis, 1993), and standardized teaching evaluation. Teaching evaluation is "the process of determining the extent to which educational objectives are actually understood", which can also be understood as "teaching evaluation is a process of measuring the extent to which curriculum and teaching programs reach the teaching objectives" (Hua Zhang, 2012). The main idea of Taylor's educational evaluation view is to judge the degree of the realization of educational goals through the changes of specific behaviors. This kind of evaluation expands the scope of evaluation subjects, but there are also obvious disadvantages in attaching importance to the evaluation of results and neglecting the evaluation process, which may limit the development of students' personality (Lewy, 1996).

Therefore, after Taylor's educational view, Cronbach began to emphasize the process of evaluation of educational evaluation, which is the collection and use of information for making decisions about educational programs. The purpose of the evaluation is not only to emphasize whether a course is effective or not, but also to clarify whether there is a need to improve the course. The problems found during the evaluation and the necessary improvements are put forward for decision-making, so as to achieve the goal of continual realization (Stein & Mizzi, 2007).

In the later period, the researchers' views on the evaluation of education and teaching quality also developed. For example, Stufflebeam emphasized the description of the process to achieve the standardization of educational objectives, and the concept was clearly defined as "the process of providing useful information for decision-making", and the purpose of evaluation was not to prove anything, but more to achieve the improvement of education and teaching. In his later view, Stufflebeam further improved the evaluation and extended it to a process of delineating, acquiring and providing narrative and judgmental information. This is the CIPP pattern often mentioned in later studies and consists of the first letter of background, evaluation, input evaluation, process evaluation and result evaluation. It also represents the content of teaching evaluation, which emphasizes instrumental nature. On the basis of the comprehensive evaluation of the teaching process, teaching evaluation scheme can serve teaching more effectively (Chadha, 2009).

In the 1980s, it entered the fourth stage, which was a more perfect period of education evaluation (Jingying Wang, 2004), and the view of Egon G. Guba and Y.S. Lincoln began to gradually occupy the main position. They believed that evaluation is to assign value to various indicators of evaluation (Bloom, West, & Egon, 1987), which is essentially a psychological construction. They emphasized the diversity of values, and proposed that the evaluation should not only focus on teachers or students, but also fully consider and extract opinions from different aspects, and on the basis of empirical analysis, constantly introduce qualitative methods into educational evaluation (Smart, 2008), which also provides a reference for the later education and teaching quality research. The evaluation of cooperative education, which was emphasized in the evaluation of education and teaching quality put forward in China in 2016, also confirms the views of Cuba and Lincoln to some extent.

In the foreign educational reform since the 1990s teacher evaluation movement has risen rapidly. This important trend promotes the professional development of teachers and generates more “effective teachers” (Yi & Xu, 2002). The evaluation of effective teachers includes classroom observation (Huihua Zhang, 2002), which is the most popular method in U.S. teacher evaluation. One study found that more than 80 percent of public school principals prefer to use classroom observation as the main data source for teacher evaluation (Xiaomei Liu, 2002). Such teacher evaluation is essentially the result of classroom observation, which directly affect the teacher ranking system. However, the method of classroom observation and evaluation has led to a wide debate (Xiao, 2003), with other researchers arguing that this type of evaluation was not linked to student achievement.

2) Analysis of factors influencing teaching quality evaluation

The research on factors influencing teaching quality evaluation is also common in foreign research, for example, the evaluation of teaching quality in British universities generally starts from the following aspects: teaching objectives, standard determination, innovation of students' learning environment, allocation and utilization of teaching resources, management of teaching process, curriculum development, evaluation and improvement of teachers. The U.S. completes the overall evaluation of higher education teaching quality from the perspectives of classroom

evaluation, teachers' teaching performance, students' classroom feelings and understanding. In Japan, all aspects related to teaching are considered, from teaching goals and ideas to the feedback from society. All of these evaluation factors should be considered, including the education idea and goal, accepting students, concern about student life, courses, guidelines, teaching methods research, evaluation results, graduates and research activity, teacher organization, facilities, international communication, money and finance, self-assessment, and management mechanism.

In the specific research, U.S. scholars Alain De Beuckelae et al. studied the factors influencing teaching quality from the perspective of intercultural competence. Writing jointly in "The Journal of Higher Education," they published "The Role of Faculty Members Cross-Cultural Competencies in Their Perceived Teaching Quality: Evidence from Culturally-Diverse Classes in Four European Countries". Based on an empirical study of four European countries (Belgium, France, Germany and the Netherlands), the authors believed that cross-cultural energy plays an important role in teaching quality. These influences are mainly reflected in the intrinsic characteristics of teachers, such as cultural empathy, open-minded and emotional stability, social initiative and flexibility and objectivity, which have important influences on the teaching methods and adaptability of teachers. They explored why teachers' teaching quality is questioned when facing international students. The difficulty higher vocational education institutions have experienced in absorbing students, especially international students, has put great pressure on educational administrators. How to reform the internal mechanism of teaching to meet the needs of internationalization in higher vocational colleges is a serious issue. Therefore, it is refreshing to explore the deep roots of factors influencing teaching quality from the cross-cultural perspective.

For example, U.S. scholar Watson Helena published "Bargaining for "Quality" in Higher Education: A Case Study from the City Colleges of Chicago" in the "Labor Studies Journal." Through the relationship between teachers and school unions in Chicago City Colleges, the author makes a comparison between individual "micro" and collective "macro" to illustrate the bias and difference in teachers' and managers' understanding of teaching quality. According to the author, from the general trend of "quality-centered" higher education, the main

body of higher vocational colleges, whether teachers or students, should not doubt the teaching quality and the goal before the school management system. This in itself indicates that from the perspective of school management, teachers, students and managers are unlikely to have the same views on teaching quality. Therefore, the author advocates weakening school teaching “Quality as the goal” (Cooperating Around Quality) management functions to promote the "people-oriented" with the core value of teachers' union, teaching staff and student cooperative groups, and to eliminate the dissimilation of teaching quality function caused by the pure management orientation (Bonnbaum, 2008).

The representative views on the methods of teaching quality assurance are embodied in the article “Development on Quality Assurance of Teaching, and Learning Management” by U.S. scholars (Wei-Ping Lu, Shuo Zhao) in “Management Science and Engineering.” The article points out that the teaching quality assurance method includes three parts: before class, after class and after class. Before class, the age of students, time distribution, content, teaching methods and other factors should be considered. It is necessary to arouse students' awareness of old knowledge, introduce teaching topics and use appropriate teaching methods in class. After class requires feedback about problems in teaching, narrow the differences of views in teaching, feedback students' opinions and improve future teaching. This teaching quality assurance method aims to make everyone “easy to learn and change hands” in an “ordinary way”, thus drawing people's attention to each link of teaching quality (Egon, Gube, & Lincoln, 2008).

Andie Shane Webb, another U.S. scholar, clearly recognized the role of teaching evaluation in improving students' learning and teaching quality in “Teacher Evaluation Instruments: The Processes and Protocols in Washington State.” No matter how school management and curriculum is reformed, the impact of school education on students cannot be reversed, and only when teachers' teaching methods, professional development of teachers and teaching evaluation methods are reformed can such changes occur. Through teaching evaluation, school administrators can help them better understand the meaning of quality for teaching, and learning, improve the process of monitoring and evaluation, and improve teaching management methods (S. Shen, 2003).

2.2.1.3 Research on Educational Quality Evaluation

Foreign research has paid attention to comprehensive evaluation as the main subject of study but has also emphasized specific subjects. Regarding comprehensive evaluation, the U.S. research is representative. In the U.S., in the teaching management activities of universities, the evaluation of the teaching outcome of teachers is usually completed by departments, teachers, students and other subjects, and has become a frequently completed project. In the 1920s or earlier, U.S. colleges and universities began the theoretical research and practical activities of teacher performance evaluation from students, as well as student evaluation of teaching (Clark, 1994). Over time and with the deepening of research, the proportion of students participating in teaching evaluation increased greatly. In 1986, 98 percent of the medical schools in the U.S. adopted student evaluation as an institutionalized mechanism for a long time (Molly, 2008). One of the characteristics of teaching management in U.S. colleges and universities is “student evaluation of teaching”, which plays a great role in promoting teachers to improve teaching methods. However, in Russia, there are no special institutions and regulations for higher education teaching evaluation, which is mainly conducted in three forms: national evaluation, internal evaluation and social competition under the leadership of the Ministry of Higher Education. There are various participants in the assessment of teaching quality in Britain, including schools, government and society. Universities are mainly responsible for control of classroom teaching quality and “quality control”. The Higher Education Quality Committee is responsible for the "quality audit" of the higher education system. The Higher Education Appropriations Committee is responsible for "quality assessment" of educational outcomes and allocating funds. Finally, the society completes the “social evaluation” according to the quality of talent sent by higher education.

The teaching evaluation of higher education in Japan also adopts a combination of internal and external approaches. For the external evaluation, the first is to see whether they meet the standards stipulated by law, and the second is to attach importance to those from all walks of life. The internal self-evaluation includes the self-evaluation of the whole university and of students' courses. Many researchers consider the subject of teaching evaluation to be diversified (Andie Shane Webb,

2012). Freeman, a famous British scholar, pointed out that “stakeholder refers to the person who can influence the realization of an organization's goals or who can be influenced by the organization's goal realization process.”(M. Li, 2009). In the view of Bennett, academia, government and the market constitute the three main interest groups in higher education (Worthen & Berry, 2002). The teaching quality evaluation based on multiple stakeholders reflects the concept of public care, and becomes an interactive activity involving all relevant personnel to conduct an all-round and multi-angle investigation and evaluation.

In the single subject research, the content of students' evaluation of teaching is extensive, and there are two representative index systems abroad. One is the teaching quality index system for teachers. Mischel's main point is to distinguish between the quality of teaching as a media indicator of the teaching process (12 in total) and the ultimate indicator of teaching effectiveness (9 in total). Mischel does not cover the whole process (W.-P. Lu & Zhao, 2010), but grasps the essence of the teaching process, that is, the teaching process is a special cognitive process of students under the guidance of teachers on the basis of existing experience, and students' reactions should be paid more attention to in the evaluation index rather than some minor issues. Another perspective is that of the former Soviet educator Babansky's teacher teaching evaluation index. Babansky constructed the index from the following nine aspects: the understanding of the subject; skills that assess the quality of knowledge and skills; skills in assigning work plans; ability to effectively complete projects; skills to develop an interest in a subject; achieving connections between disciplines; treating students individually; forming students' general learning skills and skills; and understanding of the principles of educational psychology of students (A.S. Webb, 2012, pp. 1-2). Babansky put forward the basic outline of research and teaching, and developed the four-level grading standard, which resulted in the evaluation index being more operable (H.W Marsh & Bailey, 1993, p. 1). Surrat and Desselle (2007) believed that, on the whole, it is appropriate for students to evaluate teaching, and research shows that students have better judgment as to whether college teachers can create a favorable learning atmosphere and whether they possess professional knowledge (S. Yang, 2015). Judith Prugh Campbell (2008) proposed that in general, in careful evaluation under guidance, the investigation of

students is a valuable method to evaluate teachers. Students can provide fair evaluation of their teachers, and students know effective teacher quality.” (Ramsden, 1992).

George Fulda of West Virginia University pointed out bluntly that only students can help teachers improve the quality of their teaching in *Methods of Evaluation of Teaching Quality in English Departments in Baccalaureate Liberal Arts Colleges: What Helps Instructors Their Teaching*. Through empirical investigation, the author found that among the different ways of evaluating teaching, student evaluations accounts for 89% of all evaluations, which is much higher than other ways⁷⁵. U.S. scholar J.F. Hood and others analyzed from the perspective of students how teaching evaluation helps teachers to reform teaching in vocational colleges. In “Improvement in Teaching: The Impact of a Formative Assessment Strategy on Teaching Intentions and Strategies,” the author points out that student evaluation can effectively promote student-centered teaching reform. Students' teaching evaluation information can reflect the current teaching, and learning defects. Students put themselves in the activities of students' teaching evaluation, helping teachers identify specific teaching strategies that can promote students' learning and improve learning performance due to the improvement of teachers' teaching strategies (Y. Chen, Yang, Wang, & Li, 2004).

2.2.1.4 Research on Implementation Method of Educational Quality Evaluation

There has been abundant research on the evaluation of education and teaching quality, and the methods adopted are various. Before discussing the methods, it is necessary to clarify the purpose of the evaluation of education and teaching quality. Linda Darling-Hammond and others put forward four basic goals of teaching evaluation development, which are personal career development, personal personnel judgment, school development and school status judgment. In the subsequent research, through in-depth analysis, Alan Evans and John Tomlinson, after conducting a large number of surveys, believed that the effect of teacher evaluation depends on its purpose, and they considered performance management and professional development as its important purposes (Smart, 2008, p. 68). Under the guidance of Skopos theory, there are many methods to evaluate classroom teaching quality, such

as teachers' self-evaluation, peer evaluation, administrative leadership evaluation, expert evaluation and students' evaluation of teachers. In a sense, classroom teaching quality evaluation is a special movement of utility relationship between the evaluator's subjective needs and the objective attributes of the evaluator, and it is necessary to correctly grasp the state of subject-object relationship. In the evaluation process, it is necessary to pay great attention and to listen to the views and opinions of the subject and object, and stimulate the enthusiasm and initiative of the subject and object to participate, which is the basis of the value orientation and a basic premise to improve the reliability and validity of the evaluation. Due to the different roles of subjects, their roles should be different. Each method and its results are only a part of teaching quality evaluation, but not equal to the whole teaching quality.

In foreign countries, ISO9000 education certification quality system has been widely used, and the number of educational institutions and schools through ISO9000 certification has reached more than 500, including Harvard, Oxford, Cambridge and other famous universities (Shavelson, Schneider, & Shulman, 2007). According to the classification of industries by International Accreditation Forum (IAF) (internationally recognized BBS organization), education is listed as the 37th category of the ISO9000 standard under category M80, which is subdivided into M80.1 (primary education), M80.2 (secondary education), M80.3 (higher education) and M80.4 (adult education and other education) (Hong Liu, 2004). In China, a total of more than 800,000 enterprises and institutions and various organizations have passed the certification, but the application of this system in education quality testing has been very limited (Hongtao Li, 2000).

Regarding feedback on student evaluation, Gerui (Grace) Kang and Fredin Amy hold typical perspectives. In "The Balanced Scorecard: The Effects of Feedback on Performance Evaluation," the author pointed out that students give appropriate feedback on the teaching of a subject, a deep cognition-based feedback, which provides more potential for concrete changes in the teaching of the subject than when there is no feedback. Practice shows that the more direct and simple feedback information is, the easier it is to be accepted and implemented. If the feedback is too complicated or requires too much effort to reach, it may result in the teacher being at

a loss and not acting, thus diminishing the influence of feedback (G. Wang, Li, Qiu, & Li, 2008 pp. 46-49).

Questionnaire survey method is common in foreign research and mature as a research tool, for example, Student's Evaluation of Educational Quality (SEEQ) questionnaire is widely used. Marsh (1987) designed and improved the SEEQ gradually in the study of teaching quality evaluation. The questionnaire has nine dimensions: learning/sense of value, teaching enthusiasm, organization/clarity, group interaction, interpersonal harmony, knowledge breadth, examination/scoring, homework/reading material, and homework quantity/difficulty. Based on the nine dimensions, 32 evaluation indexes are designed (Fulda, 2008). The questionnaire has been widely used in practical teaching. After 13 years of application, it has involved more than 5,000 courses of more than 1 million students, and the assessment results have shown obvious reliability. With the increasing influence of course teaching quality and social demand in higher education, the questionnaire cannot cover the entire content of teaching quality evaluation. However, researchers continued to improve SEEQ. Wayne State University proposed a new Student Evaluation of Teaching (SET) questionnaire which mainly contains four parts: basic information of students, curriculum and teacher Evaluation, teacher feedback-diagnostic evaluation, and open questions. In the diagnostic evaluation part, there are eight dimensions: teaching enthusiasm, organization/clarity, group interaction, interpersonal harmony, knowledge breadth, examination/scoring, homework/reading material and homework quantity/difficulty. There are also 21 indexes based on these dimensions (Hood, 2009). The questionnaire also shows good reliability and application, which has had a deep impact on the design of survey questionnaires in China.

2.2.2 Overview of Relevant Research in China and Abroad

Research on higher education quality evaluation in China has gained rich research results, especially in recent years, with increasing popularity among scholars, wider scope and advantage of being applicable to diverse fields as well as being a practical research tool for teaching quality evaluation and theoretical study. Thus, it was included as part of the 2016 National Education Quality Evaluation Standard, which will encourage this tool's use in systematic research.

2.2.2.1 Sources of Evaluation Standards for Education and Teaching

Quality

In China, the discussion on the teaching quality of higher education has long been the focus of people's attention. In a variety of studies, the definition of its concept seems to be “very clear” but is in fact “very vague”. Different educational concepts have different understanding and grasp of teaching quality. According to the interpretation of the authoritative text “The Dictionary of Education,” teaching quality is the evaluation of teaching outcome and education level, which is finally reflected in the quality of the training objects (Hui Liu, 2014a). Some scholars believe that teaching quality is a comprehensive indicator, which is an assessment of the state, society and school on the teaching objectives of various disciplines and the completion of school education objectives (Zhu, 2011). Chinese scholars Xiaojing Zhang (2016) have also contributed to the research on teaching quality evaluation. They believe that it is based on pre-set teaching objectives, collecting teaching information related to evaluation, and using scientific measurement means to evaluate whether results are consistent with objectives (Yuhai Liu, Li, & Ning, 2011, p. 183).

Starting from the definition of "quality" in ISO9000 system, the so-called "quality" refers to the sum of the ability characteristics of an entity to meet customer needs (explicit or implicit), which is the degree to which a set of inherent characteristics meet requirements. For higher education, the inherent characteristics of education should be the carrier of product quality, including students' professional thought quality, basic theoretical knowledge and business ability, which all belong to the category of “quality education” (Dan, 2009). Therefore, it can be said that teaching quality is “the embodiment of comprehensive quality at the end of a certain education stage. It is the degree to which the comprehensive improvement of students' ability in various aspects meets the prescribed standards and the satisfaction of the relevant public in a certain time range and under certain teaching conditions.” The "prescribed standards" refers to the relevant standards formulated by the school according to the requirements of customers and educational laws and regulations. The “relevant public” refers to the customers of higher education (students, students' parents, society, employers, etc.).

With the development of society and improvement of the education system, it is the fundamental basis for the evaluation of teachers' teaching quality to standardize teachers' teaching behaviors through relevant educational laws and regulations. According to article 20 of chapter 5 of "Teachers Law," "schools or other educational institutions should assess teachers' political ideology, professional level, working attitude and work achievements". In 2004, the General Office of the Ministry of Education revised and initiated the "Program for Evaluation of Undergraduate Teaching level in Ordinary Institutions of Higher Learning (Trial)." The evaluation indexes and grade standards of undergraduate teaching level of ordinary institutions of higher learning are clearly stipulated, including the evaluation standards of teaching management, quality control, teaching process monitoring, teaching outcome and other indicators and observation points. From these laws and regulations, it can be deeply understood that, in the course of teaching, teachers should meet the above requirements, which are the basic standards.

As ISO9000 quality management standard gradually increases in its influence, its meaning is reflected in education: education is a type of service, which is provided with students as the object of the service (Gerui & Fredin, 2012, pp. 637-661). Students are both the object of school service and the carrier of teaching quality. All school work should be student-centered. Teaching quality should be the extent to which teaching activities and their results meet customer needs, which is mainly manifested in three aspects: 1) the requirements of higher education stipulated by the state; 2) students' requirements for teaching activities; and 3) society's demand for student quality training which is mainly reflected in the satisfaction of employers to students (H.W. Marsh, 1987, pp. 253-258). To sum up, as a service institution, schools provide educational services for students. Students are not only the participants of teaching activities, but also the products, as well as the "customers" of teaching services. Through the communication between teachers and students in the teaching process, as well as the comprehensive cultivation of students' knowledge, ability and quality in all aspects, the educational service is completed and continually improved according to the requirements of "customers".

Teaching quality evaluation refers to the process of "taking teachers' teaching as the research object and making objective measurement and value judgment of teaching process and teaching outcome according to certain standards and methods." (Leckey & Neill, 2000, pp. 19-32). Education researchers have found that teaching quality evaluation is a multi-dimensional evaluation index system. It refers to "the angles or dimensions that measure the attributes or characteristics of something, and these angles or dimensions are so-called evaluation indicators." (W. B. Xu & Tan, 2005, p. 61). At present, the research on its composition in Chinese colleges and universities is mainly conducted from two aspects: the content of evaluation and the main body of evaluation. Some researchers believe that the components primarily include the purpose, content and method of teaching evaluation while others believe that the components should include the main system of teaching evaluation, the system of teaching evaluation methods, the system of teaching evaluation objects and the information feedback system of teaching evaluation (Fang, Xia, Zhou, & Sun, 2012, p. 77). At present, China's teaching quality evaluation system mostly includes four evaluation dimensions: curriculum organization, behavior management, student achievement and teacher-student relationship. Based on the existing theories, some researchers propose that students' emotional needs should be emphasized in the teaching process, classroom communication and management should be strengthened, and teachers' classroom control ability should be improved (Xiaojing Zhang, 2016, p. 15).

2.2.2.2 Research on Teaching Quality Evaluation

In China, the evaluation body is divided into four parts: expert evaluation system (J. Sun, 2007, p. 206), student evaluation system (Y. Jiang, 2008, p. 29), leadership evaluation system and peer evaluation system (Wen, 2008, p. 1). It has been pointed out that multi-dimensional evaluation is not easy to operate, and due to the limitation of objective conditions, it cannot guarantee that the understanding of the evaluator will be objective and fair. Thus, it advocates the use of two-dimensional evaluation with experts and students as the main body or three-dimensional evaluation with leaders, experts and students as the main body (S. Xu, 2011, p. 75).

Several subjects mentioned above have been included in past research, for example, Li Shaoyang mentioned in “Research on Fuzzy Comprehensive Evaluation of Classroom Teaching Quality in Ordinary Colleges and Universities” that the quality evaluation of undergraduate classroom teaching is mainly carried out by experts, students, administrators and teachers themselves (Wei, 2009, p. 35). The content of evaluation is primarily a comprehensive evaluation of the teaching preparation, basic quality, teaching content, methods and means, teaching outcome and other aspects involved in classroom teaching. The results can be generally divided into five grades: excellent, good, medium, passing and poor, which not only emphasizes the subject of external evaluation, but also emphasizes the self-evaluation work of teachers themselves, which is rarely seen in previous studies. Qin, Tang, Zhang, Chen, and Wu (2015, pp. 209-213) took experimental teaching as an example to conduct an investigation using Analytic Hierarchy Process (AHP)-Fuzzy method to explore a teaching quality evaluation system. According to their research, the evaluation subjects should include the dean in charge, the director of the teaching, and research section, the director of the laboratory, the relevant experimental teachers and the student group (Z. Yan, 2012, pp. 1-2). Further refinement of the main body at the management level can also serve as a reference for subsequent research.

Among all the studies, students are the most studied subjects of evaluation. Some researchers even believe that students' evaluation has a high reliability and validity, so students' one-dimension evaluation is recognized (W. Xu, Dai, & Zhou, 2007), which also indicates that the student group plays an important role in the teaching quality evaluation subject. For example, M. Bai (2011) stated in his master's thesis, “teaching” ‘is the means’, and learning “is the aim”. Therefore, she believes that students are the main body of evaluation. The evaluation indexes selected by teachers and students with high selection rate are classified according to the design requirements of evaluation indexes, and the indexes are expressed in a more popular way. In combination with the original evaluation table, a new evaluation index system and scale are designed (Qiang Wang, 2012, p. 37).

H. Yan, Liu, & Hao (2016, pp. 9-11) also adopted the method of fuzzy comprehensive evaluation to evaluate the teaching quality of colleges in transition. Among the evaluation subjects, students were selected as experimental objects for analysis to judge the teaching level of teachers (F. Wang & Dao, 2012, pp. 74-76) and confirmed that the student community to some extent is an important part in the study of the teaching quality. However, for the sake of the comprehensiveness of the research, the evaluation subjects of teacher teaching were still divided into leaders, peers, students and teachers themselves (Hao, 2012, p. 71) to discuss the relevant situations of teachers' teaching evaluation in these groups respectively.

2.2.2.3 Analysis of Factors Influencing Teaching Quality Evaluation

In the literature on factors influencing teaching quality, scholars mainly analyze relevant influential factors from the dimension of "content". For example, Liu Wuyi (2012) in his book on education theory and practice, briefly analyzes the factors affecting the teaching quality of higher vocational colleges, pointing out that China's higher vocational education continues to develop, and higher vocational colleges should fully understand the factors that affect the quality of education, such as cultural construction, curriculum system, leadership team, teaching team and assessment and monitoring (J. Wu, Yang, & Yan, 2007, pp. 79-85). In addition, efforts should be made to build or improve the quality of higher vocational education, so that all the influential factors can be developed in a balanced way, so as to cultivate highly skilled talent who meet the needs of society and promote the healthy development of higher vocational education. Wu Mei in their paper "Analysis and Countermeasures of Factors Affecting the Quality of Higher Vocational Education in Chinese Adult Education" stated that the factors affecting teaching quality of higher vocational colleges are include six aspects: orientation of school training objectives, construction of curriculum system, design of teaching activities, construction of teachers, effectiveness and pertinence of students' work, teaching quality assurance system and attention to social evaluation (Shaoyang Li, 2012b). The factors Wu Mei mentioned are more specific and richer than Liu Wuyi's. Of course, both scholars emphasized the importance of teaching staff and teaching evaluation on teaching quality. It can be seen that there are various influential factors on the teaching quality of higher vocational colleges. To guarantee teaching quality, there is

a great need to fully understand these factors from various aspects and look for appropriate measures.

Yanqin Liu (2016) explored the index system of student evaluation on the teaching quality evaluation system of schoolteachers. He believed that the student occupies the extremely important position in the entire teaching quality evaluation system. However, for students to judge the teaching quality, it is insufficient to examine the content, method, attitude and outcome, therefore he proposed that the factors influencing the evaluation of teaching quality should include wandering dimensions, attitude, content, method, classroom management, classroom structure and teaching outcome (Qin et al., 2015, pp. 209-213). On this basis, a student evaluation system with 20 indicators should be formed. In the study of teaching quality evaluation in colleges and universities, Shenxing designed a suitable system on the basis of previous studies, a first-order seven-factor model of teachers' teaching quality with seven influencing factors: learning/sense of value, teaching enthusiasm and organization/clarity, group interaction, interpersonal harmony, knowledge breadth, teaching management, difficulty/schedule (S. Wang, 2006). In addition, D. Chen (2014, pp. 51-55) constructed the index system of classroom teaching quality evaluation including four aspects: attitude, content, method and outcome. Through the AHP method, the index weight of detection was found, and a multi-level fuzzy comprehensive evaluation model was established (M. Bai, 2011). Finally, the application method of the model was illustrated by an example. Similarly, to Chen Dan et al. (2016); Y. Xu and Guo (2016, pp. 149-151) also selected four perspectives to construct the teacher classroom teaching quality evaluation system with teaching organization among the four factors. On this basis, this paper discusses the establishment of a classroom evaluation index system of higher education from teaching, and academic perspectives and, taking the International Economy and Trade Major of Ningbo Institute of Engineering as an example, the fuzzy comprehensive evaluation method is adopted to convert qualitative evaluation into a quantitative score, reducing the influence of subjective factors, and fully reflecting the evaluation of experts and students on classroom teaching (H. Yan et al., 2016, pp. 9-11).

2.2.2.4 Research on Teaching Quality Evaluation Method

In the research of teaching quality evaluation, the most common method employed is fuzzy comprehensive evaluation. For example, X. Li, Luo, and Liu (2016, p. 61) in their research on the evaluation of Massive Open Online Course (MOOC) teaching quality, draw on the latest domestic literature in this field and found that the individual voting weight of the evaluation committee through the analytic hierarchy process established the first and second index weight and evaluation grade parameters, and finally implemented the fuzzy comprehensive evaluation (Jian Wang, 2013), so as to realize the MOOC teaching quality of the conclusion was objective and fair.

X. Jiang (2007, pp. 180-182) explored the teachers' classroom teaching evaluation of a college English course and established the second-level evaluation index with the method of fuzzy comprehensive evaluation, determining the weights of various indexes with the Delphi method, and established the fuzzy comprehensive evaluation model on this basis (W. Liu, 2012, pp. 29-30). Finally, an example was provided to illustrate the application of the model. These research results provide a reference for the design of teaching quality evaluation system by fuzzy comprehensive evaluation method.

Another common method to evaluate the teaching quality is by designing the sharing system of teaching evaluation. For example, Shang Juanye designed the fuzzy comprehensive teaching quality evaluation system based on the fuzzy comprehensive evaluation method (M. Wu, 2008, pp. 132-133). This system is designed to evaluate and analyze the teaching quality of teachers by using campus network and is mainly used by school teaching management personnel, teachers and students. The advantages of this system are: its long-term preservation of data (a large number of teaching quality evaluation data are digitized and information zed through the campus network, which is convenient for long-term preservation and processing of the school); information resource sharing (users in the campus network can evaluate teachers' teaching quality anywhere at any time through the client computer, and the results facilitate the sharing of data query and analysis); and diversification of evaluation objectives (different evaluation index systems and weights can be set according to different objectives to meet the current practical needs of multiple

objectives) (Yanqin Liu, 2016). The system is easy to operate. Students, teachers and supervisors log in through different ports and fill in corresponding questionnaires. This method can timely grasp the teaching quality of teachers, facilitate the review and revision of teaching process, and the system is convenient to promote and apply. According to the actual situation of the school, it can also be revised. Therefore, it is widely used in teaching practice.

Many scholars have developed teaching evaluation systems based on multimedia and computer technology. For example, Y. Li (2009, pp. 69-75) built a system based on network technology. Based on the actual situation of a school, he proposed a web-based teaching evaluation system for the problems existing in teaching quality evaluation (S. Shen, 2004), and used the computer network and database technology to realize efficient operation. Based on the combination of platform and artificial intelligence language, P. Qiu, Wang, and Li (2008) analyzed the working principle of an intelligent teaching evaluation system and used the platform to realize the functions of user interface and numerical preprocessing. A teaching evaluation expert system was proposed to realize the functions of knowledge base and inference machine by language (D. Chen, 2014, pp. 51-55). In addition, L. Xie (2006, pp. 39-47) established a system based on network resources for planning, and carried out related process analysis and development of the evaluation system, trying to establish a developmental teacher classroom quality evaluation system (Y. Xu & Guo, 2016, pp. 149-151) with the expectation of improving the teaching quality of teachers by means of evaluation and data feedback and to realize the overall improvement of school teaching level. The specific system functions can be divided into five parts: teacher management module, scoring module, classroom evaluation module, system setting module and annual assessment statistics module. Each part is composed of detailed sub-modules. These methods have also been widely used in teaching quality evaluation, promoting the development and improvement of education and teaching quality evaluation systems.

2.2.2.5 Research on Foreign Language Teaching Quality Evaluation

The research on foreign language teaching quality evaluation has also made great progress in the theoretical and practical research on teaching quality. The topic “foreign language teaching quality” was searched on CNKI, and a total of 663 pieces of relevant information was found. The topic "English teaching quality" was searched on CNKI, and a total of 5,285 pieces of relevant information were found. Therefore, the current domestic foreign language teaching quality research results can also be seen. At present, research on “The National Standards for the Teaching Quality of Undergraduate English Majors” has become a major topic (Q. Peng, 2016). This is the basic requirement for standardizing the behavior of operating schools and guaranteeing the quality of the cultivation of English majors, and it is also the basic basis of professional access, construction and evaluation (X. Li et al., 2016, pp. 61-64). At one time, the foreign language teaching quality index system aroused heated discussion among researchers. Under the background of economic development and talent demand, the research of Thai language teaching quality evaluation system has gradually become a topic of concern to researchers.

At present, there are few institutions offering Thai language majors in China, so there is little research on the quality of Thai language teaching, and its reform. The research of Thai language teaching focuses on the improvement of Thai language teaching quality and teaching efficiency. For example, X. Chen (2015, p. 108) of Qujing Normal University proposed to create a good environment, strengthen vocabulary accumulation, introduce cultural background teaching, stimulate students' motivation and cultivate good learning habits (X. Jiang, 2007, pp. 180-182) to improve the quality of Thai language teaching. (Y. Li, 2015); Ye (2012). Y. Li (2015, pp. 119-120); Ye (2012) from the School of Foreign Languages of this university also conducted a study of Thai language teaching. Based on the evaluation of teaching quality, this paper suggests teaching can be reformed in four aspects: quality, setting, preparation and outcome. (J. Zhao, 2016) from Yunnan University analyzed the teaching of Thai language in universities offered by the university and evaluated the teaching quality of Thai language in universities by taking 100 students of this course as research objects through questionnaire survey and daily teaching assessment (Qian Wang, 2008). It points out the existing problems in the teaching of Thai language in

universities from the aspects of design, content, teachers' quality, teaching objects and teaching outcome evaluation, and proposed targeted solutions.

Among the researchers on the teaching quality of Thai language, there are many papers on improving the teaching quality. For example, in the exploration of teaching methods, Y. Yang, Zhang, and Gong (2017) focused on the application of micro-course, a modern technical means, in the study of improving teaching methods (Y. Li, 2009). Such modern technical means of fragmentation, diversification and visualization (J. Li, 2015; P. Qiu et al., 2008) can effectively promote the improvement of Thai language teaching quality. Moreover, Long (2013) analyzed the teaching methods of Thai as a second foreign language from the perspective of teaching design, and proposed teaching methods such as paying attention to phonetic teaching, and cultivating interests and practicing more (L. Xie, 2006, pp. 39-47). However, the most important point is that Thai teachers should play a leading role in teaching, carefully selecting teaching materials, trying new teaching methods and fully mobilizing students' learning enthusiasm so that learning can be truly applied, which is to promote the ultimate improvement of teaching quality from the perspectives of design, preparation, organization and outcome.

2.2.3 Conclusion

In summary, whether the research is foreign or domestic, the subject of teaching evaluation is diverse. On the macro level, academia, government, and market are the main interest groups of higher education and should also become the main body of evaluation of education and teaching quality. The talent who are the core of interests, that is, the students, have the most say (Q. Peng, 2016, pp. 109-117). Therefore, this should also be included in the evaluation group of education and teaching, which constitutes a diversified evaluation group. In the actual application, different groups cross-over into each other. In different situations and for different purposes, different evaluation subjects have different focuses. Therefore, different subject names and subject groups appear in the research. In this study, multiple aspects and multiple perspectives are considered as much as possible. From the perspective of social and student needs, it analyzes the subject of teaching quality

evaluation from the perspective of social applicability and integrates the social demand for talent into the main body of education and teaching supervision.

In the research of education and teaching quality evaluation, the methods are various. The fuzzy comprehensive method is the most widely used in the evaluation system research, and the quality evaluation system ISO 9000 system is gradually being accepted as an education and teaching evaluation system and has been widely used in the construction of the system content. This is more obvious in the practice of international education and teaching, especially in countries that involve intermediary organizations to evaluate education and teaching, such as the U.S. In domestic research, in the emphasizing of collaborative evaluation, the acceptance of intermediary organizations is becoming more and more pronounced. The fuzzy comprehensive teaching quality evaluation system involved in this research is an application system for evaluating and analyzing the teaching quality of teachers using the campus network. It has changed the way in which information was collected by questionnaires distributed in hard copy or through the Internet. The Internet can store data for a long time, facilitate the sharing of information resources, diversify evaluation purposes, avoid the situation where the evaluation results caused by the diversity and ambiguity of teaching quality indicators are inconsistent with the actual situation, and achieve a fair and open evaluation of the quality of teachers' teaching.

In the evaluation system of education and teaching, the definition of indicators, in the selection of primary indicators, mainly involves content, preparation, organization, design, attitude, ability and outcome (X. Chen, 2015, p. 108). These aspects can be summed up in three parts: pre-teaching, teaching, and post-teaching. In the current domestic research and the formulation of relevant national systems, pre-teaching focuses on the preparation of teaching. The teaching preparation mainly concerns the content and the design organization of teaching. The preparation of teaching in the indicators of the teaching system can be summarized as the preparation of teaching content. In teaching, design teaching organization, teaching implementation and teaching attitude of the teacher teaching can be summarized as teaching design, teaching organization and teacher quality in this study. After teaching is the embodiment of teaching outcome, mainly the comprehensive

performance and quality of students, which is defined as the teaching outcome in this study.

Past research mainly focused on the main teaching courses in professional teaching, or the construction of teaching quality evaluation system for professional elective courses. However, there are very few studies on non-professional courses or elective courses. This study selects the Thai language majors offered by fewer institutions as the research object, which is a breakthrough in itself. In the study of quality evaluation of undergraduate Thai majors, there are successful experiences to draw on, but there are no replicated results that can be applied. In the design of the index content, on the basis of the original index content, the social or employer's requirements for the quality and ability of the students are mainly considered. These are integrated into the content of the index system of different evaluation subjects, that is, the current evaluation of the quality standards of education and teaching is satisfied. The requirements can also consider the connection between social development and education.

2.3 Overview of the Development of Thai Language Teaching Quality Evaluation System at Chinese Universities

2.3.1 Overview of Thai Language Development at Chinese Universities

Thai language does not have a long history at Chinese undergraduate colleges (Y. Li, 2015, pp. 119-120). According to C. Peng (2017, p. 32), there is no unified teaching standard system at present. Moreover, the teaching quality evaluation system is the same evaluation criteria as other subjects and is not listed separately. However, it is undeniable that over the course of development in recent years, undergraduate majors in different institutions of higher learning have indeed trained a large number of Thai language professionals. This talent have played an important role in the political, economic, trade and cultural exchanges between China and Thailand, and are also recognized for their role in social development. According to the China University of Science and Technology Evaluation Center of Wuhan University, the list of competitiveness of Thai language majors from 2014 to 2015 shows that in 2751 Chinese institutions of higher learning (last year 2742), there were 19 schools in

institutions with Thai language teaching courses. By 2016, this increased to 23 institutions, and in 2017 it increased to 25, but only 23 participated in the comprehensive evaluation of teaching quality. From this data, the importance of Thai language has gradually been recognized and valued by domestic universities and more and more undergraduate colleges and universities have opened small programs with Thai as a major and developed a professional talent training program and training plan. In the analysis of employment in recent years, Thai professional graduates have found employment. However, it is undeniable that Thai professionals are still in a state of shortage, especially in consideration of the increasing depth and breadth of exchanges between China and Southeast Asian countries and the infrastructure construction between China and Thailand. Thus, the lack of such talent will become more and more obvious.

Table 2.1 2016 Undergraduate Thai Language Teaching Comprehensive Evaluation Ranking

Rank	School Name	Teaching Quality Level	Number of Open Professional Schools
1	Beijing University	5★	23
2	Yunnan Minzu University	4★	23
3	Guangxi University for Nationalities	4★	23
4	Shanghai International Studies University	4★	23
5	Xi'an International Studies University	3★	23
6	Guangdong University of Foreign Studies	3★	23
7	Beijing foreign language university	3★	23
8	Yuxi Teachers College	3★	23
9	Yunnan Normal University	3★	23

Rank	School Name	Teaching Quality Level	Number of Open Professional Schools
10	Guangxi University of Foreign Studies	3★	23
11	Yunnan Agricultural University	3★	23

Source: J. Zhao, 2016.

As far as the Yunnan province is concerned, with its geographical advantages, its position has become more and more prominent in the interaction between China and Thailand, and the demand for regional Thai professionals is also rising. In Yunnan higher education institutions, there are a total of nine colleges and universities that teach Thai, accounting for approximately 40 percent of the number of Thai language majors in Chinese universities. However, in the ranking of comprehensive competitiveness of Thai language teaching in the past two years, it is not very prominent. According to the evaluation data of China Science Evaluation and Research Center (RCCSE), Wuhan University China Education Quality Evaluation Center and China Science and Education Evaluation Network (www.nseac.com), in the 2014 professional competitiveness rankings, universities in Yunnan are still ranked higher. However, by 2016, only three undergraduate Thai majors in Yunnan were in the top ten (see Table 2.2). Although the 2017-2018 evaluation data improved, only four institutions are in the top ten, and there is only one in the top five (see Table 2.3). On the one hand, these data show that Yunnan has paid attention to the importance of teaching Thai language, and has clearly defined the close combination of professional setting, professional talent training and social needs. However, when considering the exceptional rise of exchanges between China and Thailand, the quality of undergraduate Thai teaching in Yunnan cannot be viewed optimistically. Moreover, teaching also faces challenges in meeting the needs of social development for Thai professionals. It can be seen that there is still much room for improvement in the teaching quality of undergraduate Thai majors in Yunnan. In addition, the evaluation of the teaching quality of undergraduate Thai majors in

Yunnan requires the development of uniform standards. Also, the quality of teaching needs to be improved in real time in order to achieve the overall improvement of teaching and meet the exchanges and interaction needs between Thailand and China in terms of the economy, trade and culture.

Table 2.2 2017-2018 Undergraduate Thai Language Teaching Comprehensive Evaluation Ranking

Rank	School Name	Teaching Quality Level	Number of Professional Schools
1	Guangxi University for Nationalities	5★	23
2	Yunnan Minzu University	4★	23
3	Guangdong University of Foreign Studies	4★	23
4	Tianjin Foreign Studies University	4★	23
5	Guangxi Foreign Language College	3★	23
6	Sichuan International Studies University	3★	23
7	Yunnan University	3★	23
8	Yuxi Teachers College	3★	23
9	Yunnan Normal University	3★	23
10	Xi'an International Studies University	3★	23
11	Guangxi National Teachers College	3★	23

Source: Y. Yang, Zhang, & Gong, 2017.

2.3.2 The Necessity Analysis of Teaching Quality Evaluation of Thai Language in Universities

Internationally renowned scholar Stufflebeam believes that "the main purpose of evaluation is not just to prove (Prove), but to diagnose (Diagnosis) and improve (Improve)" (J. Li, 2015; J. Liu, 2012). This view has also been reflected in the evaluation process of higher education teaching quality in China, especially in the education and teaching reform in recent years. The various decisions made by schools to improve the quality of teaching need to be supported by scientifically credible information. The overall assessment of the existing teaching level requires the same authentic and credible information as the basis. These problems can be addressed through the evaluation of teaching quality. The evaluation process is not only for collecting information, but also for analyzing feedback of results during teaching. The problems in teaching are dealt with in a timely manner, and the corresponding improvement methods are given so as to continually improve the quality of teaching and provide necessary information support for teaching reform in China. From the perspective of practical application, the research on the quality evaluation of higher-level undergraduate Thai teaching, under the current circumstances, not only has strong requirements, but is also an inevitable trend toward achieving coordinated education among schools, students, families and society.

First of all, there is an urgent need for the reform of higher education teaching quality (Long, 2013, pp. 137-138). After the quality of teaching in higher education was put forward in 1994, it has made little progress. However, in 2016, the State and the Ministry of Education issued a document on the quality of higher education teaching, proposed standards, made recommendations for the future development of work and considered the reform of teaching quality as a key reform plan in the 13th Five-Year Plan. This shows the urgency of higher education teaching quality evaluation reform. Undergraduate Thai teaching as an integral part of higher education also faces this requirement. Therefore, the research on the quality evaluation of undergraduate Thai teaching is an urgent requirement for the reform of higher education teaching quality.

Secondly, China-Thailand exchanges increases demand for Thai professionals, especially in terms of the improvement of infrastructure construction in recent years. The transportation route between China and Thailand is gradually improving, which upgrades the political exchanges between the two countries. Also, economic and trade exchanges at the social development level, talent exchange and cultural exchanges are on the rise. In addition, exchanges between NGOs have also increased, and tourism and cultural exchanges have gained more rapid development. Therefore, it is necessary to be proficient in the two languages to advance.

In the original talent training plan, talent were cultivated into highly skilled professional and technical personnel, but this can no longer meet the needs of general communication. Moreover, with the cultivation of high-precision talent in Thai and Chinese majors in different institutions, professional and technical personnel in many regions has tended to become saturated. Training Thai-speaking professionals who are generally exchanged between China and Thailand will become a necessity for many companies and organizations. Therefore, it is especially necessary to reform the education of undergraduate Thai language education in Yunnan. In this process, the improvement of the indicators of the Thai professional teaching quality evaluation system has become an urgent problem to be solved. Therefore, the study of the quality evaluation of undergraduate Thai majors is an essential requirement for the reform of talent demand under the promotion of exchanges between China and Thailand.

2.3.3 The Feasibility Analysis of Thai Teaching Quality Evaluation and Promotion in Chinese Universities

Firstly, the promotion of the Thai language teaching quality evaluation system has very good policy support. Domestic reform requirements for undergraduate teaching quality have been ongoing. In order to promote the reform of education and teaching, the state began to formulate various guiding opinions in 1994 to supervise the reform of teaching quality in various institutions. In 2016, the state formulated standards and systems for the evaluation of teaching quality in higher education institutions and evaluated the teaching quality of each institution. These provide policy support for the promotion of the Thai language teaching quality evaluation system in undergraduate courses.

Secondly, the promotion of Thai language teaching quality evaluation system has a wide application. Judging from the current state the Thai language teaching in undergraduate colleges and universities, there are more institutions offering Thai language teaching, meaning that the systematic Thai language teaching quality evaluation system has a broader space for promotion and application in China. With the expansion of exchanges between China and Thailand, the demand for Thai professionals will increase, and the promotion of this evaluation system will become more popular.

Furthermore, the promotion and application of the Thai language teaching quality evaluation system has a high social application. As mentioned above, the exchanges between China and Thailand are increasing. Moreover, with the development of transportation systems, regional exchanges between China and Thailand will continue to increase, and there will be more and more non-governmental exchanges. Therefore, the demand for Thai professional talent will increase in some ordinary employment groups. At present, in the province of Yunnan, graduates of Thai language majors and students with a background in Thai language studies are in short supply in the market and many Thai-speaking students find employment before they graduate. According to the surveys of several institutions selected for the study, most graduates from Thai majors are engaged in translation, foreign trade exchanges, tourism and so forth, with higher salary and higher recognition than many other students. As an important core city for exchange between China and Thailand, Yunnan's demand for talent will only increase. From this perspective, the promotion of the Thai language teaching quality assessment system will also be supported on the social level.

CHAPTER 3

METHODOLOGY

Methodologically, the current study is guided by the overarching research question and sub-research questions mentioned in the Introduction.

3.1 Research Flow

The study investigates the quality evaluation system of undergraduate Thai education in ordinary colleges and universities by taking nine undergraduate colleges offering Thai language as a sample in Yunnan province. In order to design a reasonable evaluation system for education quality, the study uses a questionnaire developed on the basis of previous research results, combined with expert opinions, and the dimensions that may be involved in the research process which were analyzed to develop the first indicator system. On the basis of the research results, combined with the expert interview opinions and the development needs of Thai undergraduate colleges, the needs of enterprises and society for talent were integrated to form an index content system, which is the collection of reviews in the fuzzy comprehensive evaluation system. Then the expert opinions and weight analysis requirements were combined to establish the weight of the teaching quality evaluation indicators and build the research tools. The research was conducted in four colleges and universities offering Thai language proficiency in Yunnan province, the data was collected, and the teaching quality evaluation system was proposed.

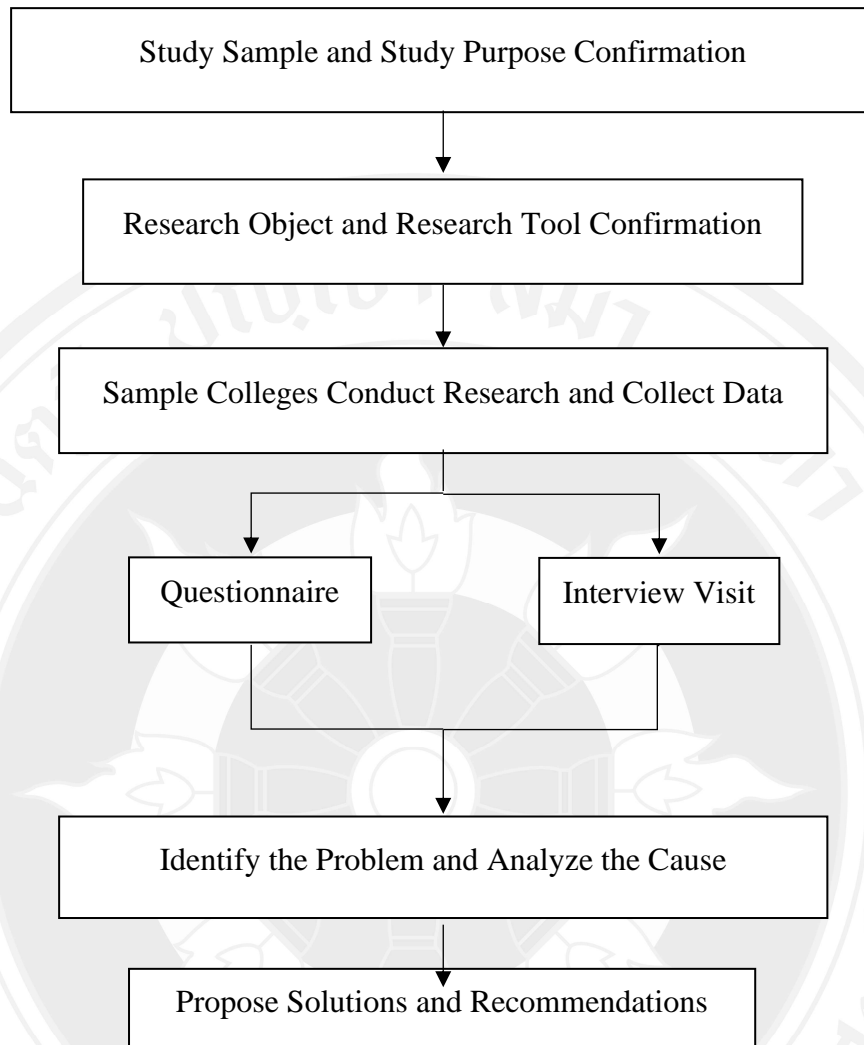


Figure 3.1 Research Flow Chart

3.2 Research Design

3.2.1 Results of Construction of Teaching Quality Evaluation Index System

In the past, the research on the factors influencing questionnaires adopted the method of comprehensive fuzzy evaluation. According to the relevant content of teaching, the elements of teaching quality assessment are constructed. Through element construction and content setting, relevant personnel are investigated, and data analysis system indicators are categorized. In this study, the selection of relevant factors in the questionnaire survey will also draw on the fuzzy comprehensive evaluation factors. On the basis of expert opinions, the evaluation index system of Thai undergraduate teaching quality was constructed. Fuzzy comprehensive evaluation has been gradually recognized by scholars and widely used in research, especially its method of constructing influencing factors. It has also been widely used in questionnaire surveys and structured interviews. In both foreign and domestic research, the teaching quality evaluation system of different disciplines has been constructed. In the analysis of the research, it was found that the previous results provide guidance and serve as a reference for the construction of the teaching quality evaluation system for Thai undergraduate majors. Previous research is analyzed from the following perspectives.

First concerns the evaluation of the scope of teacher's teaching quality evaluation. Foreign scholars have studied the evaluation of teaching from the 17th century (Black & William, 1998 ; C. Peng, 2017). At that time, the concept of teaching evaluation was put forward, and as classroom teaching became more and more popular, people felt that it was necessary to evaluate the quality of classroom teaching (J. Liu, 2012; L. Shen, 2009). Taylor of the U.S. has developed a system and principle of educational evaluation methods and believes that evaluation of teaching quality is necessary and feasible. The emergence of the teaching evaluation index system solves the problem of the quality of teaching being difficult to measure and transformed teaching evaluation into a science. Educator Bloom said that by using this system, students can find problems in learning and identify the mistakes students have in their studies. With this information, teachers can discover and modify

problems in textbooks, and can also adjust the teaching plan to better achieve the teaching objectives. The core of this theory is to link teaching evaluation, teaching materials and teaching (Ju & Liu, 2001; F. Yin, 2017, pp. 85-87).

According to Crorlbach, the teaching evaluation index system mainly evaluates the educational process when evaluating teaching, and provides a basis for educators to make educational decisions. After studying more than 1,300 articles on teaching evaluation, Cashin proposed that the key to teaching evaluation lies in how to set up an evaluation index system (Bingjiang Zhang, 2014), and mentioned that the requirements must be scientific and reasonable, otherwise the results will lack credibility, and the system will lose its value. Holmes believed that the teaching evaluation index system should be dynamic (Hui Liu, 2014b; Qi, 2013) because the degree of specialization of teachers is constantly evolving, so the system of teaching evaluation indicators should also be developed and changed to adapt to different periods.

In domestic research, the multi-department and multi-angle coordination in teaching quality evaluation are strengthened. For example, Shufa Li (2008 p. 86) in the “Summary of the Evaluation of Classroom Teaching Quality in Colleges and Universities” stated that classroom teaching evaluation is a systematic process, and all units need to cooperate with each other (H. Yang, 2017, pp. 50-51). X. Zhou (2012) believed that students, leaders, peers and teachers themselves must participate in the evaluation of classroom teaching quality, pay more attention to teachers' self-evaluation, improve the weight of teachers' self-evaluation in the quality evaluation system, and establish a multi-agent joint evaluation, qualitative analysis and quantitative analysis to combine the quality evaluation mode of college classroom teaching (Lingzhu Li, 2013; X. Zhou, 2012). F. Bai and Tan (2012) analyzed classroom teaching evaluation and put forward the method evaluation divided into student evaluation, peer evaluation, management personnel evaluation and teacher self-evaluation (Y. Chen, 2015, pp. 54-56). The content of research evaluation generally includes teaching attitude, proficiency of teaching content, basic skills of teaching, and so on (Song, 2007; R. Zhong & Dong, 2015, pp. 57-59).. In addition, the overall quality of the teacher should also include the teacher's own knowledge level, teaching and research ability, teaching design ability, teacher innovation ability (Deqin Yang, 2008;

D. Zhang, 2012, May 13). Regardless of whether the subject of the evaluation is a student, a teacher or a colleague, or a society or a leader, the content of the evaluation cannot be separated from the content, except that the focus and details of the content indicators are different.

Second is the research on the determination of teachers' teaching quality evaluation subject. In the determination of the evaluation subject, the researchers also have certain differences. The main group is the students. For example, Bin Zhang, Sun, Ma, and Xu (2016) evaluated college teachers' teaching quality to design a teaching quality evaluation index system in which students are the subject of evaluation, and the teaching quality evaluation system is tested (Cao, 2016, pp. 96-97) to determine the scientific and promotional nature of the indicator system. Y. Huang (2014, pp. 149-160); (B. Liang, 2016) explored the construction and application of the evaluation system of the student subject in evaluating college teachers, and proposed an indicator system to achieve an objective, accurate and comprehensive evaluation system. In the evaluation of teaching quality, not only students are the subject of evaluation, but teachers are also important participants in teaching (Y. Yang, Yu, & Meng, 2017; J. Zhang, 2007). In a sense, the teacher's assessment of the student's completion of teaching is also an important component. In addition, the employer is the touchstone of education and teaching (Du et al., 2007; Shao, 2017). These aspects are evaluated, and a comprehensive score is obtained for a more accurate evaluation of quality teaching. For example, Zheng (2012) employed questionnaire surveys and interviews to study the quality of teaching quality and organizational implementation institutions (Y. Yang, 2017, pp. 39-40) of universities in Beijing. They found that among the universities surveyed, the state is still considered to be the most authoritative subject of teaching quality standards. The national government guides the teaching quality of each university or the orientation of talent training (B. Li, 2016; T. Zhao & Dong, 2002). However, in the survey, it was also found that the employer's position in the teaching quality evaluation system has increased significantly, and its ratio has been basically the same as the national standard setting standards, reaching 66%.

It can also be seen that under the theory of collaborative education and collaborative evaluation, the current talent training has gradually changed from the original fully planned market to the market-oriented talent training trend (Y. He, 2015; T. Zhao & Dong, 2002). At this period of time, there was a coexistence between the old and new standards and the quality assessment transformation. Moreover, it was found in the survey that the evaluation criteria gradually entered the stage of diversified evaluation criteria, and the diversified system included the quality evaluation subjects of teachers, students, schools, parents and so on. Also, many scholars and others advocated that quality standards should be comprehensively decided by all sectors of society. This change reflects our understanding of the complexity of quality standards and will pose new challenges to the actual evaluation of teaching quality. In addition to students, teachers, and supervisors, there are also researchers who have referred to teaching managers (Kong & Yang, 2016; Quan, 2012). This type of group includes not only the management staff of the Academic Affairs Office, but also the management staff of the teaching, and research section and also includes the education administrators, department heads, and student managers. These groups are not only the organizers of various teaching skill competitions, but also the supervisors of the implementation of educational and teaching objectives. Therefore, in education and teaching evaluation, it has a greater voice. Many researchers also mentioned that, in addition to the groups directly related to education and teaching, the evaluation by intermediary organizations may be more objective (Y. Yang, Yu, & Zhang, 2017). This model has been widely used in the U.S. In China, some institutions have also introduced the mode of evaluation of intermediary organizations, especially in the evaluation of the quality of training talent. For example, many colleges and universities now pay attention to the quality of graduate employment. The evaluation system of Michaels has also become an important means for many colleges and universities to guide the outcomes of graduates in their own colleges. This also shows that the intermediary organizations have begun to be recognized in the evaluation of the quality of education.

Furthermore, the content of the index system of teacher teaching quality evaluation has been investigated. The research on the construction of the content of the indicator system is also very rich in the current research results, and there are many similarities in research design. In 1994, Meng Qingmao of Beijing Normal University used the English version of Marsh and the application materials in Australia, New Zealand, Spain, India and other countries when he studied Marsh's SEEQ questionnaire in China (Task Force, 2003), combining Chinese social and cultural characteristics and conducting empirical research on the teaching outcome of university teachers among Chinese university students in Taiwan and Hong Kong. The original nine dimensions were transformed into a seven-dimension structure that conforms to China's actual situation which consists of learning values, teaching enthusiasm and organizational clarity, group interaction, interpersonal harmony, knowledge width, teaching management, and difficulty in homework (C. Wu, 2013). This shows that different educational environment, educational facilities, teaching requirements for teachers are different, for example, students need to be taught in accordance with their aptitude.

Additionally, teachers evaluate the difference in teaching quality, leading to different teaching quality dimensions. W. Wang and Wan (2001) pointed out that the quality of education and teaching is not only the quality of individual teachers, but also the overall quality of the school as a teaching organization. This means that the quality of teaching should be at two levels and include atmosphere. One is the evaluation of the quality of the teacher and individual teaching; the other is the teaching evaluation of the school or a major or class (Y. Huang, 2014). The latter is the ultimate goal of teaching quality evaluation; the former is the basis for the realization of the latter. Because there is less evaluation of the quality of higher education in Yunnan, especially in the evaluation of Thai language teaching, it is generally a simple first-level assessment, which simply evaluates the individual teaching level of educators. There is no complete, reasonable and scientific assessment of a major.

In the construction of teaching quality evaluation systems, Quan (2012) considered the differences in classroom forms and formulated the differential evaluation index system. He divided the classroom into two forms: classroom theory teaching, and experimental training teaching classroom and established two evaluation index systems according to the differences between classroom forms and goals (Y. Qiu, 2002; Quan, 2012) According to the requirements of this current study for the construction of a Thai language teaching quality evaluation system, the theoretical teaching index system for analysis alone was selected. The classroom theory teaching index system consists of three aspects: student evaluation index system, peer evaluation index system, supervision and evaluation index system of education administrators. In the student evaluation index system, students evaluate the teacher's classroom teaching S. Lu & Yang, 2008; J. Yang & Ji (2009) which is carried out in four aspects: teacher and teaching, teaching content, teaching ability and teaching outcome (Quan, 2012; L. Yang, 2017). Teaching and educating students are embodied in teachers' style, basic teaching standards, interaction between teachers and students, and teachers' guidance of homework. The teaching content design is newer and richer. The teacher's teaching ability is expressed by the teacher's proficiency, the method and the vividness of the organization, and whether the teaching methods are diversified. The teaching outcome is reflected in the students' mastery of knowledge, the degree of application of knowledge, and the overall after completing the course.

In the peer evaluation, the main focus is on the attitude, content, quality and outcome (Yu, 2013; Y. Zhang, 2007). Teaching attitude is reflected by the preparation of teacher, the discipline of organization and their responsibility. The content of teaching is more concerned with the teacher's grasp of the accuracy of the content, the difficulty of controlling the content, and the practicality of the content. The quality of teachers pays attention to the basic skills of teachers, the vividness of the teaching process, and the diversity of teaching methods.

The teaching outcome is concerned with the mastery of the knowledge of the students. Regarding the application of knowledge, this mainly concerns the evaluation of the overall outcome of teaching. Supervising experts and teaching management personnel have a wider evaluation of teachers' teaching quality, mainly involving teachers' basic teaching norms, teaching status, content, methods and means, classroom management, and teaching effects. The content of attention in each indicator is not the same as the focus of students and peers. In terms of basic standards of teaching, attention should be paid to teachers' teaching planning, preparation, mental state and proficiency level of course content. In the organization of teaching content, it is necessary to look at the clarity of objectives, the organization of content and the cultivation of students' ability. Teaching methods and means focuses on the use and creation of teaching atmosphere, whether the transfer and transformation of teaching means is natural and whether the teaching method is flexible.

Regarding classroom management, students' learning discipline and the effective control of teaching are the focus. In terms of teaching outcome, this pays attention to the degree of activity of classroom atmosphere and whether students achieve their knowledge goals. This kind of teaching quality evaluation system designed by Quan Xiaohong is closer to the requirements of collaborative education evaluation, but there is less content for talent demand and talent evaluation at the social level, and it still needs to be improved under the current quality evaluation standards and quality reform requirements.

Furthermore, L. Yin et al. (2012) used the AHP-fuzzy comprehensive in the evaluation of education and teaching quality, considering that the evaluation needs to be analyzed from three aspects: teacher colleagues, school leaders and students (L. Chen, 2016; L. Yin et al., 2012). The leadership level mainly considers teaching attitude, teaching methods, teaching content, teaching effects, business ability, and basic teaching skills. Teachers and colleagues mainly focus on teaching attitudes, methods, content, and basic skills. From the perspective of students, the teacher's attitude, methods, content and effects are mainly considered.

Moreover, Dai (2017) used the AHP-fuzzy method to explore the project teaching quality of marketing courses in higher vocational colleges in the research of teaching quality evaluation of project-based teaching forms. The researcher adopted the common scale of AHP. In the basis of expert evaluation and judgment, the index weight value was determined, and the influence degree of criterion layer on the evaluation target of project teaching quality was determined, and the judgment matrix was formed continuously (Dai, 2017; M. Sun, 2015). The evaluation of project teaching quality included attitude, content, ability and outcome. The demonstration of teaching attitude was mainly realized through the compliance of teaching system, teaching management, innovation in teaching and concern for students. The effects of teaching contents were shown in six aspects: teaching objectives, teaching guidance, teaching forms, teaching tasks, comments in the teaching process and teaching contents.

Teaching ability is judged from five aspects including relevant qualifications, academic qualifications and titles, practical experience, theoretical research and double-qualification. The outcome is shown through classroom teaching, including the result of students' evaluation, teaching awards, the atmosphere of students' learning, the teaching workload and the comprehensive quality of students.

3.2.2 Dimension Determination of Evaluation Index System

Based on the analysis of the above research, the method and principle of effective evaluation index system were selected from the previous studies combined with the practice of teaching quality evaluation in domestic colleges and universities. In addition, this study proposes the dimensions of Thai undergraduate teaching quality evaluation index system from three aspects: evaluation subject, evaluation dimension and evaluation index.

3.2.2.1 Evaluation Subject

The subjects in the past have mainly been the following groups: students, teachers, supervisors, employers, leaders, parents and so forth. All of these have the right to make an input to the evaluation of teaching quality, and the students who receive education and teaching are undoubtedly the focus of the current research. They are also considered to be the most important group in the evaluation of teaching

quality. However, education and teaching is a complex system, and the quality of teachers' teaching will also be affected by many factors and relying solely on the evaluation of students is inevitably biased. In order to accurately grasp the true level of education and teaching, it is vital to consider the impact of many factors.

In view of this, based on the previous research, this study has developed an open questionnaire (see Appendix A). On the basis of considering the balance of the subjects, combined with the criteria provided by experts in previous studies, random interviews were used to interview different groups of authorities, university leaders, teachers, employers and other groups. The specific interviewees were: five education management personnel from the Education and Education Department of the Yunnan Provincial Education Department; one school administrator in the leadership of nine universities (nine in total), and nine teachers. Ten employees were selected from five employers (involving express delivery, tourism, hotels, foreign trade, training teachers).

In October, the researcher and his assistants conducted interviews in their respective work units, which were recorded with the consent of the parties. After the interviews, the interviews were analyzed. The opening question of the interviews was: "Which of you think that the opinions of the undergraduate professional quality assessment in Thai are more convincing?" The answer of the education department's interviewees to the question tended to support collaborative evaluation. It is believed that the main body of the education and teaching evaluation should include many factors, mainly related to the social level, the education level, and the family level. The social level mainly involves the social demand for talent. The education level mainly involves whether the education management personnel need to achieve the goal of talent training, and whether the requirements of the teachers and the peers are met, and the goals set by the teachers themselves. The family level mainly involves parents' expectations of education and the gains students receive in their receiving of education. In the response of the employer, the evaluation subject tended to evaluate the outcome of education, that is, whether the students can adapt to the needs of social development and work.

In the interviews of university leaders, the interviewees of management departments mainly believed that teaching supervision and teaching are concerned with the evaluation of students' teaching effects. That is to say, the evaluation subjects concerned with by the university leadership are mainly the teaching management departments, students and teaching supervision. Teacher interviews focus on whether the teaching objectives are achieved. Therefore, in the main body of teaching evaluation, teachers and student groups remain prominent. Some teachers also mentioned the supervision of teaching. Although this factor was also mentioned by employers and education authorities, it was rarely so.

The analysis of the results of the interviews, combined with the analysis of the requirements of national higher education quality assessment standards, and based on the actual teaching of Thai undergraduate courses in Yunnan, the evaluation subject of the Thai undergraduate teaching quality evaluation system designed in this study is oriented toward the student group, the teacher peer group, the evaluation leading group, and the employer evaluation. However, since the employer receives the trained talent at the end of the education process, it is difficult for the employer to evaluate the students in the first to fourth years of university. Thus, students, teachers and evaluation leaders were selected as the main body of evaluation. However, the appraisal requirements of employers for teaching quality are integrated into the three evaluation subjects in the form of dimensions and indicators. In the evaluation index system, this ensures the comprehensiveness and accuracy of the evaluation.

3.2.2.2 Evaluation Dimension

The relevant policies and systems of higher education teaching quality evaluation in China clearly indicate that the current evaluation of teaching quality is more inclined to collaborative evaluation. This is a change from the past state-led evaluations, with more groups participating, which is especially the case after the introduction of ISO9001. Also, the influence of U.S. certification bodies and the introduction of different evaluation methods from the international community has led to the development of the concept of education management in China. Under the influence of the market economy, the training of talent has also changed from the original one to the two-way choice. Under these circumstances, higher education has

to pay attention to the needs of society in personnel training as well as focus on the needs of employers. Therefore, in this study, the main body of educational evaluation is defined as student group, teacher peer group, and teaching evaluation leading group. Therefore, in the determination of the evaluation dimension and indicators, the employers' needs should be taken into consideration.

In the interview, the answers from the four groups were different to the question "Which aspect do you think is appropriate for the evaluation of the quality of Thai undergraduate professional teaching?". The education supervisory unit is more official in evaluating the teacher's teaching quality. The dimension of teaching quality evaluation includes design, content, organization, implementation and outcome. The leadership design of colleges and universities is more consistent with the education department in the dimension design of quality evaluation. This is also a characteristic of education management. In the evaluation of education and teaching, the teacher group pays attention to the teaching content organization of the instructor, how the classroom teaching is implemented, the teacher's teaching quality, and the final implementation of the teacher. From the perspective of the employer, the result or outcome is more important, in addition to the content and form of teaching.

The evaluation dimension of this research is further refined based on the past research on the dimension, organization, outcome, attitude, and teacher's comprehensive quality, which mainly involves five aspects: content, design, organization, quality and outcome.

3.2.2.3 Index of Evaluation

There are many indicators found in the past studies on the content of evaluation indicators. For example, Quan Xiaohong's index content system and Dai Chun's index content system mentioned are a useful reference for this study. Based on the previous research, the researchers also conducted interviews with relevant experts. For the question "in the different aspects you set, if you want to further elaborate on the evaluation content they contain, how would you set it?", the content of each dimension is slightly different. According to the different evaluation subjects, the focus of the evaluation indicators is not the same. In summary, the content involved in the evaluation of teaching content contains the richness of content, the key points and difficult arrangements in the content, whether the content is up to date, and the design

of content is inspiring for students (Q. Huang, 2014). The indicators of the design dimension are whether the design conforms to the characteristics of the students, whether the teaching focus design is accurate, whether the methods are diversified, and the degree of integration of rational teaching (P. Li, 2006).

The content in the teaching organization dimension includes classroom atmosphere, degree of student interaction with the teacher, appropriate time of teaching, use of modern techniques, and emotional state during teaching. The teacher's quality dimension includes the degree of teacher's language attainment degree (Mo, 2012), accuracy of language expression, familiarity with professional knowledge, teacher's mastery of modern technology, and qualifications of teachers themselves. The indicators of the outcome dimension include the achievement of objectives, improvement of students' ability, degree of solution to practical problems, and development of students' comprehensive quality.

3.2.3 Indicator System Weight Setting

The design of index weights is controversial in previous studies as there are differences in research objects. However, there is still much that can be learned from previous studies. At present, there are many methods for determining weights in China and abroad, such as consistent ranking, ring ratio scoring and analytic hierarchy (H. Xu, 2013, p. 36). F. Yin (2017) used AHP to determine the weight of indicators in the evaluation system of teaching quality, using AHP's common 1-9 scale, hired experts to compare the indicators at various levels, provided a judgment matrix, and established reasonable weights for each indicator through mathematical operations to find the influence of any two factors in the criterion layer factor (that is, the system dimension mentioned above) on the target level of project teaching quality evaluation. Using a similar method, this current study constructs the judgment matrix of each criterion of the criterion layer (system dimension) of each indicator of the plan layer (the content of the index system mentioned above), and finally calculates the weight vector of each judgment comparison matrix and does the consistency test, then determines the combination weight vector and combination consistency test (H. Xu, 2013).

Regarding expert selection, the researcher adheres to the test methods mentioned by researchers such as Tang Lei in “Selection and Analysis of Consulting Experts in Index Weights in Teaching Quality Evaluation System,” as well as the experts' selection suggestions, and selected 30 professors with advanced qualifications, ensuring that the selected experts are familiar with teaching evaluation, professional teaching management knowledge and subject knowledge. Among the selected experts, 18 were from Yunnan province, 12 were from outside the province, 9 were experts in Thai language, 4 were management experts, 16 were theoretical research scholars, and 10 were teaching students. Twenty were in leadership positions of the college, ensuring a comprehensive coverage, improving the reliability of the expert weight assessment. According to the feedback of experts and the analysis of data, the evaluation index system design and weight distribution results are shown in Table 3.1.

Table 3.1 Index Weight Allocation Table in Thai Undergraduate Teaching Quality Evaluation System

Evaluation Dimension	Evaluation Index	Index Weight	Percentage Score Conversion
U ₁ Teaching content (0.32)	Rich teaching content (U ₁₁)	0.231	7
	Key and difficult arrangements (U ₁₂)	0.273	9
	Advance with the times, focus on innovation (U ₁₃)	0.307	10
	Inspiring (U ₁₄)	0.189	6
U ₂ Instructional design (0.10)	Teaching in accordance with their aptitude (U ₂₁)	0.513	5
	Positioning accuracy (U ₂₂)	0.187	2
	Means of diversification (U ₂₃)	0.096	1
	Combination of theory and reality (U ₂₄)	0.204	2

Evaluation Dimension	Evaluation Index	Index Weight	Percentage Score Conversion
U ₃ Teaching organization (0.12)	Mobilize the classroom atmosphere (U ₃₁)	0.256	3
	Teacher-student interaction (U ₃₂)	0.434	5
	Properly arranged (U ₃₃)	0.162	2
	Use modern teaching techniques and means (U ₃₄)	0.067	1
	Full of emotions, good condition (U ₃₅)	0.081	1
	U ₄ Teacher quality (0.16)	Language refinement, professional (U ₄₁)	0.149
The expression is correct (U ₄₂)		0.185	3
Professional knowledge transformation ability (U ₄₃)		0.396	6
Modern teaching technology (U ₄₄)		0.178	3
Qualifications (U ₄₅)		0.092	2
U ₅ Teaching outcome (0.30)	Teaching goal achievement (U ₅₁)	0.471	14
	Practical ability improvement (U ₅₂)	0.099	3
	Solving the real problem (U ₅₃)	0.292	9
	Comprehensive quality ability training (U ₅₄)	0.138	4

3.2.4 Questionnaire Design

Based on the above analysis, the evaluation system of Thai undergraduate teaching quality was constructed. The first step was to establish a set of evaluation factors, that is, to determine the dimensions of the indicator system and to clarify its composition. In the second step, the evaluation level set was determined, and the evaluation indicators divided into different levels. In this study, the level of teaching quality evaluation is based on a five-level system, which is excellent, good, medium, qualified, and unqualified. Among them, $\geq 90 \leq 100$ is excellent, $\geq 80 < 90$ is good, $\geq 70 < 80$ is medium, $\geq 60 < 70$ is passing, $\geq 0 < 60$ is unqualified and according to the set evaluation level, the individual indicators and overall evaluation of teachers' teaching quality evaluation. The third step was to determine the weight set of the evaluation factors. The fourth step was to establish a matrix of evaluation index systems, that is, the survey indicators of different subjects set in the study and determine questionnaires for different subjects.

3.2.4.1 Teacher Evaluation

According to the analysis of the teaching subject and the teaching dimension and the content of the index, in the case of the teacher as the evaluation subject, the evaluation has five dimensions. These mainly focus on the process of teaching, and the quality of teachers, and it is necessary to be biased in content setting. The design of indicators in teacher evaluation are shown in Table 3.2.

Table 3.2 Indicator Design of Teacher Evaluation in Thai Undergraduate Teaching Quality Evaluation

Evaluation Dimension	Evaluation Index
Teaching content	<ol style="list-style-type: none"> 1. Thai language teaching is rich in content and reasonable choice of knowledge points. 2. The key points and difficulties in the Thai teaching content are clearly arranged. 3. Thai language teaching content can be integrated with the development of the times and social needs. 4. Thai language content design can inspire students' learning and ability development.

Evaluation Dimension	Evaluation Index
Instructional design	<ol style="list-style-type: none"> 1. Teaching students in accordance with their aptitude can fully consider the actual situation of students and design teaching. 2. The teaching focus is accurate, and the design is in line with the student's reality. 3. In the implementation of teaching, various means can be effectively used to mobilize the interest and enthusiasm of students. 4. The theory of Thai teaching is closely integrated with the practical use of work and life.
Teaching organization	<ol style="list-style-type: none"> 1. Teachers can effectively mobilize the classroom atmosphere, and the learning atmosphere is strong. 2. Students interact with teachers in the classroom naturally and enthusiastically. 3. Thai language the teaching content of Thai language Is arranged properly. 4. Modern teaching techniques and means are applied appropriately and effectively in teaching organization. 5. The teacher is full of emotions and good condition in the teaching process.
Teacher quality	<ol style="list-style-type: none"> 1. The language taught by the teacher is refined and professional. 2. The language is accurate. 3. Teachers are familiar with the Thai language and can translate into a language that students can understand. 4. Teachers are proficient in modern teaching techniques and can be used effectively. 5. Teachers have their own dual-type qualifications and high qualifications.
Teaching outcome	<ol style="list-style-type: none"> 1. The teaching objectives of Thai language teaching have been effectively achieved. 2. The student's practical ability in Thai is significantly improved. 3. Through study, students have significantly improved the resolution of practical problems in Thai applications. 4. The students' comprehensive quality ability is better, and the multiple qualities are trained.

3.2.4.2 Student Evaluation

In the evaluation of the student's subject, the teaching outcome is observed from the perspective of the student. Furthermore, the employer's demand for the student or the talent is also included into the evaluation index and integrated into the student's teaching index evaluation. The student index design is shown in Table 3.3.

Table 3.3 Index Design of Middle School Students' Evaluation of Thai Undergraduate Teaching Quality Evaluation

Evaluation Dimension	Evaluation Index
Teaching content	<ol style="list-style-type: none"> 1. The content of the course is rich, and it is possible to reasonably select the knowledge points of Thai according to the actual situation of the students. 2. The teaching content of Thai language is in line with the student's foundation, and it is difficult to arrange it reasonably. 3. The content of Thai language teaching can be effectively integrated with the needs of the current era and the needs of post-work. 4. The content of Thai language teaching can effectively inspire students to connect with life and work and solve real problems.
Instructional design	<ol style="list-style-type: none"> 1. The design of teaching knowledge points is in line with the current level of acceptance of students. 2. The teaching focus in teaching is clear and prominent, and the difficulties can also enable students to master in time. 3. Teaching can use a variety of means, and the use of modern technology to make the content more acceptable. 4. In Thai language teaching, the content of the lecture can be effectively combined with the work situation of the students and the events in life.
Teaching organization	<ol style="list-style-type: none"> 1. Teachers can effectively mobilize the classroom atmosphere in the classroom, and students actively participate in it.

Evaluation Dimension	Evaluation Index
Teacher quality	<ol style="list-style-type: none"> 2. Teachers pay attention to the needs and changes of students, and teachers and students can interact effectively in the classroom. 3. The teaching duration and teaching time of Thai teaching content are properly arranged. 4. In the teaching organization of teachers, modern teaching techniques and methods can be applied appropriately and effectively. 5. The teacher is full of emotions and good condition in the teaching process. 1. The language taught by the teachers is concise, and Thai grammar and pronunciation are standard. 2. The language of Thai content is accurate. 3. The teacher is familiar with the professional knowledge of Thai and can explain the relevant Thai culture and use. 4. Teachers are proficient in modern teaching techniques and can be used effectively. 5. Teachers have rich teaching experience and effectively solve students' questions.
Teaching outcome	<ol style="list-style-type: none"> 1. In the Thai language class, the learning objectives of the student classroom are effectively achieved. 2. Through classroom learning, students' practical skills in Thai language have improved significantly. 3. Thai language learning has significantly improved students' ability to solve problems in Thai using real life. 4. Through the study of Thai language, the students' comprehensive quality ability is exercised.

3.2.4.3 Supervisory Evaluation

Teaching supervision undertakes the task of education administrators to evaluate the quality of education and teaching, and considers the teaching quality of teachers from the perspective of specialization. Therefore, in the design of teaching indicators, it is necessary to refer to the requirements of the education management department for the evaluation of the quality of education and teaching, as well as the actual evaluation of the beneficiaries of education and teaching. The design of the content of the indicators is more comprehensive and specific. The design content of teaching supervision evaluation is shown in Table 3.4

Table 3.4 Index Design of Supervision and Evaluation in the Evaluation of Thai Undergraduate Teaching Quality

Evaluation Dimension	Evaluation Index
Teaching content	<ol style="list-style-type: none"> 1. Thai language teaching objectives are clear, content design is rich, and knowledge points are appropriate. 2. The content of Thai teaching content is clear, the difficulty is clear, and the teaching arrangement is reasonable. 3. The content of Thai language teaching is closely related to the development requirements of the times and reflects the professional frontier. 4. The design of Thai language teaching content effectively inspired students' learning and promoted students' ability development.
Instructional design	<ol style="list-style-type: none"> 1. Teachers are able to teach students in accordance with their aptitude, and the teaching design and teaching content take the degree of student acceptance into account. 2. The teaching focus is accurate and the difficulties in teaching are effectively interpreted. 3. Teaching design uses appropriate modern and appropriate teaching techniques and techniques. 4. Thai language content can be combined with social needs.
Teaching	<ol style="list-style-type: none"> 1. Teachers can effectively motivate students to learn and control the

Evaluation Dimension	Evaluation Index
organization	<p>entire classroom.</p> <ol style="list-style-type: none"> 2. Students can interact effectively with teachers in the classroom, and teachers can answer student questions in a timely manner. 3. The classroom teaching time is well arranged, and the content length is appropriate. 4. The classroom uses a variety of teaching methods to effectively integrate with students' points of interest. 5. During the teacher's teaching process, the mood is full, the clothes are neat and tidy, and the state is good.
Teacher quality	<ol style="list-style-type: none"> 1. The teacher's teaching language is refined and accurate and effective. 2. Teachers love students and pay attention to students' difficulties in learning and life applications. 3. Teachers have a high level of Thai language proficiency and a good teaching technique. 4. Teachers are proficient in a variety of teaching techniques and can be effectively converted and applied to teaching. 5. The teachers have rich teaching experience and can effectively deal with unexpected situations in the classroom with high qualifications.
Teaching outcome	<ol style="list-style-type: none"> 1. The teaching objectives are effectively achieved, and the teaching outcome is obvious. 2. The practical ability of Thai students in the classroom can be gradually improved. 3. Classroom teaching focuses on the English of students in the actual work of Thai, and the student application is in good condition. 4. Teachers pay attention to the cultivation of students' comprehensive quality and realize it through diversified teaching methods.

3.2.5 Questionnaire Reliability Analysis

The questionnaire was designed and its reliability and validity was analyzed to ensure the scientific nature of the research tools. This study adopted the internal consistency coefficient and the split-half reliability method for the reliability and validity analysis of the questionnaire. Through the investigation of the initial test participants, the data was analyzed to determine the reliability of the questionnaire and the validity analysis method of content validity and coefficient correlation analysis was carried out.

3.2.6 Questionnaire Process

In the initial test, after the reliability and validity analysis of the questionnaire, after confirming that the reliability and validity of the questionnaire meet the criteria, the content of the questionnaire was reviewed by relevant experts to improve the details to ensure that the language of the questionnaire was more accurate. On the basis of exploratory factor analysis and confirmatory factor analysis, the questionnaire was revised, and the final survey determined.

3.3 Research Implementation

The primary research methods used in this study were questionnaire survey, interview method, and case analysis method outlined as follows.

Case analysis method: Teaching level assessment is a very complex analytical task. The study analyzed the education quality evaluation system of undergraduate Thai majors in the Yunnan province. The evaluation system for constructing the teaching level of Thai language was based on the “Evaluation Plan for Undergraduate Teaching Work level in Ordinary Colleges and Universities (Trial).” The teaching philosophy is put forward by international education development from the school's guiding ideology, teaching conditions, teacher strength, talent training mode and training plan, teaching reform, management system, source quality, teaching outcome and education environment. According to the particularity and specific situation of Thai language major, an evaluation system was constructed.

Interview method. Using the compiled interview list, the author conducted in-depth interviews with the administration departments, teachers and students of nine universities in Yunnan province to investigate the basic conditions of the teaching quality of the Thai majors. These included 10 Thai language students in each school, three Thai language teachers and three supervisors to investigate the teaching level of Thai language students in various schools.

Questionnaire survey. Based on the previous research and analysis of teaching quality evaluation index systems, the experience of teaching quality evaluation in China and abroad, the teaching practice of undergraduate Thai majors in Yunnan, and under the guidance of the overall standards of national teaching quality evaluation, the “Yunnan Province Undergraduate Thai Language Teaching Quality Evaluation Form” was constructed. It includes the student evaluation form, the teacher mutual evaluation form, and the supervision evaluation form. By using the above research tools, the teaching quality evaluation of teachers' representatives, students' representatives and supervisors of four Thai language majors in Yunnan province were conducted, providing data for analysis. Through the analysis of the data, the problems in the current evaluation of Thai language teaching quality were determined and solutions proposed.

3.3.1 Research Objects

The research object are the teachers, students and evaluation leaders involved in Thai undergraduate teaching. In combination with the actual situation of undergraduate teaching in Yunnan, according to the principle of random sampling, combined with the principle of evaluation subject, this study selected representatives from different groups of nine schools for interview to investigate the actual situation of teaching, and training of Thai language majors, and to grasp the current situation of the teaching quality evaluation system. Four of the nine undergraduate schools in Yunnan province were selected as sample schools. A total of 400 students from the four schools in the first, second, third and fourth year were selected as the study objects.

3.3.2 Research Objectives

Bases on the previous research results, the questionnaire survey and structured interview, data on the Thai undergraduate teaching quality evaluation was collected, and the factors in various aspects of the Thai undergraduate teaching level system in nine Yunnan universities were evaluated. Under the guidance of national teaching quality evaluation requirements and standards, a scientific and reasonable quality evaluation system for Thai language teaching in Yunnan universities is proposed, so as to promote the development of domestic Thai language majors, provide more professional talent for the exchanges between China and Thailand, and provide a reference for the establishment of other minor language teaching quality evaluation systems.

3.3.3 Research Tool

The first tool is “Nanjing Province Undergraduate Professional Teaching Quality Evaluation Form,” which includes the student evaluation form, the teacher mutual evaluation form, and the supervision evaluation form.

The second tool is the interview list (see Table 1). The design of the interview list topic is mainly to confirm which subjects are more important. From the perspective of the research quality of teaching quality, which level of problem design can represent the teaching quality system and evaluate the teaching quality of teachers? Is there a difference in the importance of different dimensions, and if so, how does the value appear? Based on the setting of these questions, a list of interviews was developed.

3.3.4 Research Steps

The first step was to identify research tools. On the basis of previous studies, an open questionnaire survey was adopted, and representatives and experts of the research object group were selected to determine the dimensions of the questionnaire. Based on the previous research, combined with the actual teaching of Thai language undergraduates in Yunnan, the system of Thai undergraduate education quality was determined, and the initial questionnaire was established. The reliability and validity

of the questionnaire were determined through the initial test of the respondents, and a formal survey tool was created under the guidance of experts.

The second step was to determine the research object and the research steps. The research object of this study is the evaluation of the quality of Thai undergraduate education. There are 60 teachers and 400 students in the Thai undergraduate program, and 32 students in the teaching quality evaluation. Under the unified guidance of the teaching management leaders in September, a one-month teaching evaluation (from October to November 2017) was conducted and the researcher and the research assistant separately tested the situation of the teachers, students, and quality evaluation leaders, specifically adopting the fuzzy comprehensive teaching quality evaluation system. Through resource sharing, different groups were surveyed with different questionnaires to evaluate and analyze the quality of teachers' teaching, and achieve an open and fair evaluation of teachers' teaching quality.

The third step was the analysis of data. The data was categorized and input into SPSS 19.0 software and Excel software according to the research needs, and relevant statistical analysis was carried out. The fourth step was to determine the results of the study. According to the analysis the collected data, the results of the analysis data are discussed. Combined with the actual needs of the teaching quality evaluation, the research analysis results are discussed, and the conclusion and recommendations are made.

3.3.5 Research Data Collection and Analysis

The data was entered into the statistical analysis software for analysis. With the consent of the school leaders, the data on the evaluation of the quality of Thai undergraduate teaching in the previous period of nine universities were collected as auxiliary data. The two data sets were compared to avoid gaps and ensure the accuracy of the research. It was also determined that the setting of the evaluation system for education and teaching quality meets the requirements and standards for the evaluation of higher education.

CHAPTER 4

RESEARCH FINDINGS AND RESULTS

Overreaching RQ: What are approaches, evaluation concepts, guiding principles, and information needed to foster an effective evaluation design for the quality evaluation system of the undergraduate-level Thai language teaching programs?

Short Answers: The results from the present study show the following thematic dimensions: Teaching content; Teaching design; Teaching organization; Teachers' quality; and Teaching effectiveness. It should be noted that more answers to the overreaching research question will be provided in Chapter 5.

4.1 Summary of Thai Language Teaching Programs at Universities in Yunnan Province

Answers to sub-RQ 1: What is the current state of Thai language programs at Universities in Yunnan Province?

As a language in the international community with a comparatively small number of native speakers, Thai is not widely used in the international community. It is spoken by 68 million people around the world (Xingquan Liu & Liu, 2017). In addition, Thailand's national economic development level and international competitiveness means the Thai language has not been widely promoted in the international arena. Based on this consideration, Thai has little involvement in college teaching, and the workplace in China. However, with the rise of tourism in Thailand, thanks to the natural environment (Xingquan Liu & Liu, 2017), cultural landscape and climate characteristics, Thailand has become a more developed country in the international tourism industry. It has laid a foundation for the economic development of Thailand, but also promoted the circulation of Thai culture and Thai goods in the international community. As a result of these rising cultural and economic exchanges,

Thai language has attracted more and more attention from countries and individuals. According to incomplete statistics, there are more than 30,000 Chinese (Tan et al., 2015) students studying in Thailand.

As an important political, economic and cultural partner of Thailand, the exchanges between the two countries have also brought about the development of Thai language in China. With the establishment of China-ASEAN Free Trade Area and the development of Pan-Beibu Gulf economy, political, economic, trade and cultural exchanges have become increasingly close (X. He, 2017). As a new minor language specialty, more and more people are paying attention to the importance of Thai language in their lives. With the prosperity of communication between China and Thailand, the economy and culture between the two countries are also increasing, driven by political development, the employment prospects of Thai language specialty are improving. As a result, Thai began to enter universities, and some schools offered specialized courses in Thai, which promoted the development of Thai in China. As an important area for exchanges between China and Thailand, Yunnan pays more attention to Thai language in higher education than other regions, and has achieved certain development, which has promoted the exchanges and development. Geographically, Yunnan is located in the southwest of China, bordering Vietnam, Laos and Myanmar. It has unique geographic advantages and provides necessary conditions for friendly exchanges and development between China and Thailand. Thai has naturally become an indispensable tool of communication in the increasingly frequent and close exchanges between China and Thailand. There is a growing demand for talent who are proficient in Thai, Chinese and English. This has also prompted universities to intensify their efforts in offering Thai courses, especially for students of other majors. Students can not only learn to cultivate Thai communicative competence, but also learn other professional skills as well.

4.1.1 Achievements of Thai Language Teaching for Undergraduates in Yunnan Province

Over the past 10 years, under the objective conditions of Yunnan's geographical advantages, Thai language teaching in Yunnan's colleges and universities has made great progress under the influence of in-depth exchanges between Yunnan and Thailand at all levels. Some colleges and universities have offered Thai professional courses, and many universities have offered non-professional Thai courses. These courses have created good conditions for students who can use Thai and provided a large number of language talent for Sino-Thai exchanges¹⁶⁸. Based on the investigation and data analysis of nine general undergraduate colleges and universities in Yunnan which offer Thai majors, and combined with the results of previous studies, it is concluded that the achievements made by general undergraduates in Thai teaching quality assessment in Yunnan can be described as follows.

4.1.1.1 Undergraduate Colleges in the Yunnan Province have begun to offer Thai Courses in General

As mentioned above, in China's increasingly mature foreign economic, political and cultural development, the function of education in serving social development has become increasingly prominent. Yunnan province, as an important diplomatic hub between China and Thailand, plays an important role in the interaction of economy, politics and culture between China and Thailand. As the official language of Thailand, Thai language has also been popularized and applied in Yunnan. The present period of development requires education to provide support for such development and communication and Thai language as a professional course has developed rapidly in Yunnan.

First, in terms of quantity, since August 2008, Yunnan Provincial Party Committee and the provincial government have emphasized strengthening research of minor language teaching, and accelerated the training of minor language talent. Through years of unremitting efforts, as of the first half of 2014, more than 20 colleges and universities in Yunnan province have opened Thai courses, and the number of Thai students exceeds 4,000. In Yunnan province, Thai began to be widely accepted and rapidly developed in 2014. Although the time has been short, the

research area and scope are very wide. On the basis of basic language research, Thai culture, Thai economy and trade, tourism, logistics and other aspects of the domestic curriculum have also been widely studied and developed rapidly. Moreover, some universities offer Thai professional courses, and many universities also offer non-professional Thai courses. Yunnan University for example opened a Thai elective course in 2009. The students are very enthusiastic about Thai elective courses. In 2011, Thai was listed as a public compulsory course, with more than 200 students studying it every semester. At present, Yunnan University has four classes, with more than 60 students in each class learning Thai. These courses have created favorable conditions for training students with Thai language application ability, and also created a large talent pool for Sino-Thai exchange activities.

Secondly, in terms of quality, with the emphasis of educational institutions in Yunnan province and the promotion of relevant educational policies, Thai-related majors have been gradually opened in some colleges and universities from original elective courses in two or three colleges and universities to Thai-related majors in most colleges and universities. A professional curriculum system, talent training plan, sound teaching organization, and curriculum assessment mechanism has been established. In addition, some colleges and universities have gradually begun to organize students to take the Thai level examination. In sum, there are four-year undergraduate programs and one-year or two-year non-professional programs in the curriculum, and Thai is also a public elective course.

4.1.1.2 Thai Undergraduate Teaching Attaches More Importance to Practical Ability

With undergraduate Thai education in Yunnan universities, besides paying attention to the diversity and wide coverage of Thai teaching content, more attention has been paid to the cultivation and exercise of practical ability. The time allocation in the curriculum is divided into theoretical learning and practical training. Xiao Xian, Vice President of Yunnan University, said, “Yunnan is the province with the largest number of Thai learners in China because of its close geography and frequent contacts with Thailand”. Therefore, with the increasing number of Thai students in schools and the increasing demand for Thai professionals in society, universities in Yunnan province are constantly improving methods and outcome. The

combination of teaching content and practical work is an obvious manifestation of reform. At present, besides language learning, Thai majors in various universities in Yunnan have established practical training courses. Even many universities, taking advantage of convenient transport conditions and geographical advantages, have implemented teaching cooperation models, such as "2+2", "3+1", "2+1", "2+1", "2+0.5+0.5"

Through international cooperation, Thai majors in these universities have good opportunities to study, exchange and practice in the target countries. The major at Yunnan Normal University for example aims at training talent with reasonable knowledge of structure, solid listening, speaking, reading, writing and translation skills, familiarity with Thai culture, and strong intercultural communicative competence, graduating Thai-speaking professionals who can engage in Thai translation, work in the fields of business and trade, and work as tour guides and related areas. The innovative talent training mode of Thai major in Yunnan Normal University adopts the "2+N+N" minor language talent training mode, that is, students learn the basic knowledge of Thai language in China in the first two years ("2"); students study Thai major courses in foreign universities in the third year and take part in at least one month of professional practice to strengthen practical teaching. After returning to China in the fourth year, students choose modular courses ("N") according to their personal interests and career development plans.

In this process, the addition of professional practice also shows that the current talent training attaches great importance to practical courses. Other colleges and universities do not have internships abroad, but they also are gradually attaching importance to the practical aspects of learning Thai. In addition, some schools combine Thai practical courses with internships with outside enterprises to complete the courses.

In addition to practical courses, Yunnan also pays attention to language proficiency testing and evaluation system. From the student's point of view, many Thai majors and elective Thai students are eager to prove their language strength through authoritative tests so as to facilitate further study and employment in the future. With the strong support of the Consulate General of the Kingdom of Thailand in Kunming, the Thai Research Center of the Institute of International Relations of

Yunnan University and the Sirintong Thai language Center of Chulalongkorn University of Thailand jointly organized to promote the development of Thai language specialization in Yunnan Province. Since May 2012, Yunnan University began to undertake the Thai language Proficiency Examination (CUTFL), which has been completed by the Institute of International Relations of Yunnan University. It is a qualification test officially recognized by the Ministry of Education of Thailand to test Thai proficiency of Thai language learners and has been successfully held for seven sessions. For the students who have obtained the certificate, it is equivalent to a valid certificate for employment. At present, institutions requiring CUTFL scores include Thai educational institutions, Thai state organs, Thai-funded companies around the world, and Chinese financial institutions and enterprises involved in Thai business. This shows that the development of Thai language in Yunnan province has made a breakthrough in quality, and the emphasis on practical ability in Thai professional teaching is also increasing.

4.1.1.3 Colleges and Universities Actively Explore Thai Teaching Reform Programs

The importance of Thai language has been recognized by various colleges and universities under the promotion of the government and educational institutions. Colleges and universities are also aware of the shortcomings in the construction of Thai language specialty at present. Therefore, through investigation and material analysis, it was found that in the establishment of Thai language courses in Yunnan universities, there has also been exploration of Thai teaching reform in order to improve teaching quality, achieve the goal of personnel training, and provide more qualified personnel in line with the actual needs of the society.

Firstly, universities attach importance to the reform of Thai teaching methods. Y. Yang, Yu, and Meng (2017) studied the Thai language teaching of non-Thai majors at Yunnan Agricultural University Hot Work College and Yunnan Xishuangbanna Vocational and Technical College. They believed that the demand for Thai language talent in the market was also increasing, with many non-Thai majors also requiring Thai audio-visual skills. However, for non-Thai majors, there are still great difficulties and challenges in learning Thai. Therefore, by analyzing the problems in Thai teaching for non-Thai majors, the researchers pointed out the

difficulties in Thai teaching for non-Thai majors and discussed strategies to address their issues. Jointly Compiled by 12 Key Normal Universities in China (2013); (Shao, 2017) also investigated the problems of non-Thai majors in Yunnan City Construction Vocational College and explored ways to achieve effective teaching reform by setting outlines, establishing positioning, allocating teachers and localizing teaching modes under existing conditions.

In addition, Yang Yanni believed that in Thai language teaching, the training of Thai business interpretation skills is very important. It is not only the skill needed for the task, but also the criterion to measure whether the goal of talent training has been achieved. Due to the different social, linguistic and cultural backgrounds between China and Thailand, there will be a gap in communication. Interpreters play a bridging role in communication. In view of this, Yang Yanni proposed five aspects of skills training methods and the problems that should be paid attention to in the training of Thai business interpretation skills. Moreover, Y. Li (2015) of Qujing Normal University explored the reform of Thai interpreting skills training, but her focus was more on the analysis of Thai digital expression. According to her own teaching experience and teaching practice, she proposed that the choice of suitable training methods, the realization of vocabulary memory in combination with context, and the assistance of notes should be used. Moreover, memory, speaking more, practicing more and so on, should be included in the reform of the current single teaching method.

Secondly, colleges and universities attach importance to market-oriented Thai content reform. In the reform of teaching Thai majors in Yunnan, higher vocational colleges follow the principle of “specialty construction adapts to the market, curriculum reform follows the market”. In addition to drawing lessons from advanced foreign teaching concepts through exchanges and cooperation, they also make full use of the teaching resources of teachers, majors, courses and environment in the two countries. In terms of technology, equipment, environment and other social resources, the cooperation is guided by work situation in content, to develop curriculum and construct three-dimensional teaching materials according to the requirements of Sino-Thai trade and tourism vocational skills, and jointly construct a new curriculum system highlighting competency training.

4.1.2 Problems in Thai Language Teaching for Undergraduates at Universities

With the support of the state and local governments, Thai language has developed rapidly in Yunnan's colleges and universities, and its professional development has gradually improved. The evaluation of Thai teaching quality has also begun to be comprehensive, which has served in the development of Yunnan itself and the trade, culture and tourism exchanges between China and Thailand. However, the rapid development has also exposed a series of problems in Thai teaching, such as many shortcomings in the teaching system, teachers, teaching materials and teaching methods which has seriously hampered the improvement of Thai teaching.

4.1.2.1 The Teaching Quality Evaluation System of Thai Major Needs Improvement

Over the past decade, Yunnan has focused on the development of society while paying attention to economic development and provided various kinds of talent for the society through educational institutions. Under such circumstances, Thai language has been developed. Under the impetus of the development and the demand for social talent, Thai language teaching has gradually increased. However, due to the quality of teaching, and the current situation of teaching resources, the Thai language teaching system in many undergraduate colleges is in need of improvement. For example, inadequate allocation of teaching resources and unreasonable curriculum setting are prominent.

Firstly, the curriculum orientation is insufficient in Thai professional and non-professional teaching. At present, various universities offer Thai courses, but few offers and enroll students in the professional courses. Even if schools offered and enrolled students in the professional courses, many are cooperatively run at home and abroad. The teaching does not proceed from reality but caters to the needs of going to Thailand and other countries. The aim of teaching in colleges and universities is to simply set up teaching arrangements, with teachers and professors mostly regarding studying abroad and employment abroad as the major factor in recruiting students, rather than teaching quality and school teaching level, which also shows that colleges and universities are not paying sufficient attention to Thai teaching. In the design of curriculum arrangement, the obvious problem is that the curriculum structure lacks

uniformity. Generally speaking, the curriculum of Thai major is in three parts: professional basic course, subject basic course and professional direction course. However, compared with other courses, the time allocated to Thai teaching is shorter. According to statistics, at present, universities in Yunnan province spends less time in Thai teaching, generally 100 hours, divided over two semesters. In this case, less class hours and more teaching content are the main issues. Without Thai foundation, it is difficult for students to start quickly. Lack of time, insufficient foundation, large social demand, and several other factors focused on students. Many students show a very low degree of satisfaction with the teaching of Thai courses. Satisfaction of the higher the grade of students is also in decline. Because of the longer the length of elective years, coupled with students' practical experience.

Secondly, the teaching objectives and teaching requirements lacks clarity. In recent years more and more students are learning Thai, but a common feature among these students is that the Thai foundation is very poor. Unlike English learning, where students begin to have contact with the language from primary school or even kindergarten, Thai begins from freshman year. Therefore, it seems infeasible to set Thai teaching objectives and requirements according to English. If we draw lessons from the objectives and requirements of French and Russian courses, it does not meet the needs of the society for talent. In reality, the demand for French and Russian is not as strong and urgent as Thai, nor is it as widely taught as Thai. Without a unified standard, the establishing of teaching objectives and requirements in Thai teaching will remain unclear, and often changes according to the actual situation of students. Its assessment is not as clear as English. The clearest standard used is only the Thai language Grade Examination. However, the requirement of employers in Yunnan is not reflected in this standard.

4.1.2.2 Insufficient Training of Thai Major Teachers

The key to the successful training of Thai professionals lies in the training of teachers. Without excellent teachers as the basis, the best plans remain only words on paper. However, the skill levels of Thai teachers are relatively low. Many colleges and universities in Yunnan cannot meet the professional development needs of teachers. Also, the qualifications of selected foreign teachers need to be studied. Generally speaking, the quality of teachers needs to be improved. At present,

the status quo of academic qualifications and professional titles of university teachers is not high, and the low educational level and unreasonable structure is widespread. There are more young Thai teachers in universities, and fewer associate professors and professors. For example, in Qujing Normal University, most teachers majoring in Thai were undergraduates who improved their academic qualifications by going abroad for further study and on-the-job postgraduate study. This clearly cannot solve the shortage of Thai teachers in the short term.

For teaching, in order to design diversified teaching methods and effectively integrate them with Thai teaching, teachers must have professional knowledge and rich Thai cultural background and knowledge of Thai customs. Moreover, teachers should also master teaching methods and effective control and response to classroom teaching. The ability to deal with emergencies requires strong teaching experience, which is not available to ordinary teachers. As mentioned above, since Thai language has little influence internationally and the communication between China and Thailand has only begun to increase in recent years, Thai professional teaching has only sprung up recently. Therefore, the lack of professional education talent and teachers has been inevitable. For domestic colleges and universities, especially in Yunnan province, which is not particularly rich in educational resources, it is obviously unrealistic to provide high-quality and high-quality teachers' teams in a short time.

From the point of view of talent cultivation, the purpose of teaching is not only to train Thai professional language and technical personnel, but also to train applied talent able to engage in business activities. At present, the shortage of dual talent, in addition to linguistic talent sent abroad, mostly works in China to provide language expertise and other related services facilitating the exchange between China and Thailand. In this case, what is needed is not only the use of language in a fixed Thai culture, but more. To address this issue, Chinese culture and usage habits can be integrated with the use of Thai. That is to say, the original simple language transmission teaching can no longer meet the requirements of personnel training, and more experts and scholars need to go out into the community and businesses - as has been the case in training talent in vocational colleges. Moreover, in addition to

professional Thai teachers, practical instructors with business experience are also needed.

To guide the cultivation of students' skills so as to achieve an effective connection with society, the teaching and learning of Thai majors also need experts who have experience of the actual work, so as to match the training of Thai majors with the actual work needs. There is great demand for this kind of talent in Thai language training and teaching. However, in practice, universities have paid little attention to the employment of this kind of talent.

4.1.2.3 Localization of Thai Teaching Materials is Low

The teaching of Thai majors, whether in professional courses or elective courses, mainly borrows teaching materials for introducing Thai, or directly borrows the teaching materials of other universities. At present, there is basically no local textbook. The textbook "Thai Conversation" has been popularized in colleges and universities in Yunnan, and the course provides users with free teaching videos, electronic teaching plans, courseware and other resources. Moreover, this can be used as a platform for long-distance interactive learning and improve the Thai language teaching, and learning outcomes. However, the content of the course is still based on the Thai cultural background, transmitting the official use of Thai. For Sino-Thai exchanges, there is insufficient research and attention on Thai usage habits in Chinese culture, that is to say, there has been insufficient attention at the local level.

"Thai Audio-visual and Listening" is the main textbook for senior students in Thai teaching of Yunnan University for Nationalities. The main purpose of this course is to enable students to understand television news reports and other television programs, and to freely use Thai. The program content improves language use ability and focuses on training students' listening and translation ability through practice, so that students can achieve Thai listening, speaking, reading, writing and translation to lay a solid foundation for future professional work.

The Twelfth Five-Year Plan textbook "Thai Listening Course" in Yunnan includes two parts: classroom teaching, and after-class development training. Classroom teaching chapters are for classroom teaching, and extended training chapters are for students' self-study after class. In the content, there are 17 texts in the classroom teaching. The topics include dining, shopping, weather, medical treatment,

library borrowing, bank withdrawal, class introduction, telephone call, family introduction, traveling to Thailand, fruit introduction, Thailand introduction, Bangkok introduction, Thai festivals and other topics. It consists of four parts: background knowledge, new words, conversations and exercises. However, the content is based on the local culture of Thailand and the real situation in Thailand. There is little concern for the environment of using Thai in China. It is difficult to reflect the localization of Thai learning and practice without the actual content of using Thai in China. In addition, there are 16 texts in the “Extension Training of Thai Listening Course.” Each lesson consists of texts, new words and exercises, which are also drawn from the Thai teaching content and planning system.

4.1.2.4 Thai teaching Method is Relatively Single

Due to the relationship between teachers and textbooks, issues with insufficient diversity of teaching methods remain. This situation is also due to the shortage of Thai teachers and the lack of innovation in teaching design and personnel training programs. In terms of teaching methods and content design, the main approach is to imitate the more mature language teaching methods. The new teachers of Thai teach it using methods similar to those at school level. The way of teaching Thai is to transfer knowledge directly to students. Due to the lack of experience and the lack of innovation in methods, students feel this approach is dull and ineffective. Practical teaching methods are mostly based on general foreign language training methods, which are not closely linked with social practice. In the existing teaching, based on the current situation of insufficient teaching staff, team lesson preparation in Thai language teaching in Yunnan province has been adopted (Zheng, 2012).

4.2 Analysis of the Evaluation Results of Undergraduate-level Thai Language Teaching Programs at Universities in Yunnan Province

Answers to sub-RQ2: What can be learned from the evaluation results of undergraduate-level Thai language teaching programs at universities in Yunnan province?

4.2.1 Descriptive Statistics of Survey Results

4.2.1.1 Object Analysis

Four universities were selected as the sample schools, namely Yunnan Normal University, Yunnan Minzu University, Qujing Normal University and Yunnan University.

Yunnan University was selected because it occupies an important position in the undergraduate teaching of Yunnan Province's ordinary colleges and universities. It has a long history, abundant resources and a more professional teaching team than other institutes. It represents the higher teaching standard of Thai majors in Yunnan province. Furthermore, it undertakes the Thai professional grade examination and the registration, organization and training are closely related to foreign universities.

Qujing Normal University was selected because although it occupies a low position in the development of Yunnan's universities and belongs to the second batch of undergraduate colleges for enrollment of students. Its foreign language major is well-known in Yunnan, and it constantly explores effective ways and means of teaching foreign language specialties. In practice, it successfully holds “English” + “Thai + Business” dual talent experimental class and has realized the effective connection between professional teaching and social talent demand. The shortcomings of Thai teaching are compensated for by foreign languages and business practices, which promotes the improvement of talent training quality. This successful teaching mode is worth studying, and it is also necessary to explore its Thai teaching in depth, so as to provide guidance for Thai teaching in other colleges and universities.

Yunnan Normal University was selected because it has a long history of teaching and has achieved remarkable results in foreign language teaching. It also enjoys a good reputation in the training of foreign language professionals. Moreover, the Thai language Research Department of Yunnan Normal University was established in 2011 and was appraised as a center of provincial excellent for minor language teaching and research in 2014. There are 12 full-time teachers and one Thai foreign teacher teaching and researching. The allocation of talent is not small, and the age structure of teachers is reasonable. Also, the age of teachers is reasonable, mainly between 28 and 42 years old. It is a dynamic young team. There are four Ph.D. students; two PhD students and the rest are master's students. In terms of professional titles, there are two associate professors and the rest are lecturers. They are graduates from Chiang Mai University, Royal Normal University of Chiang Mai, Yunnan University for Nationalities and other well-known institutions for cultivating minor language talent at home and abroad. Many teachers have the experience of studying abroad for their master's degree and doctoral degree in Thailand. Moreover, it is also has a relatively strong faculty portfolio and has established a stable long-term partnership with more than 10 universities in Thailand, such as Chiang Mai University, Thaksin University and Prince Songkla University. Although it provides abundant resources for Thai teaching, it has not grown into the main undergraduate majors of foreign languages in Yunnan Normal University in the past seven or eight years. Thai majors are also enrolled as English-Thai bilingual majors, which is different from other schools.

Yunnan Minzu University was selected because it focuses on language teaching in Southeast Asia more than other schools and plays a more exemplary role. Moreover, Yunnan Minzu University has set up Southeast Asia College as a secondary college, which has eight majors in Thai, Burmese, Vietnamese, Lao, Cambodian, Malaysian, Indonesian and Philippine languages and there are more than 50 teachers and more than 1,600 students.

Thai teachers' classroom teachings in these four universities were the object of evaluation. In order to ensure the representativeness and comprehensiveness of the data, four courses were selected: basic Thai (freshman), Thai reading and translation (sophomore), Thai audio-visual (junior) and advanced Thai (business Thai)

(senior). According to the actual situation of students' learning, the representative classes of freshmen, sophomores, juniors and seniors were selected respectively. The teaching and research departments discuss the curriculum design and teaching plan together. The selected representative teachers are selected to give lectures. The courses of professional classes are selected for classroom evaluation. After coordination, four teachers from four universities were selected to evaluate the curriculum. Through the joint efforts of teaching and research departments, this paper investigates the actual situation of Thai teaching quality evaluation at present and provides more information to contribute to the construction of Thai teaching quality evaluation system for undergraduate courses.

As the evaluation of teaching quality is a dynamic process, the quality of Thai teachers cannot be accurately presented with a single evaluation. Therefore, in this investigation, the researcher draws on the successful experience of other colleges and departments in the current teaching evaluation. Considering the actual situation of the Thai teaching, and considering the students' learning situation at different stages of Thai language, this study combines final evaluation and multiple intermediate evaluation. The investigation of students' perception of teaching quality was carried out different stages to ensure the accurate evaluation of teaching quality. Considering the convenience and practicability of teaching evaluation, the researcher employed an electronic version of the questionnaire, collecting the data via students' mobile phones.

The researcher selected 100 students from each of the four universities as the research object. In selecting students, gender and grade balance was considered to ensure the coverage of students of different ranges. In the final analysis at the end of term, 400 questionnaires were sent out and 388 valid questionnaires were collected. The validity rate of the questionnaires was 97%. The details of students in the survey are shown in Table 4.1.

Table 4.1 Specific Distribution of Test Subjects in Student Assessment Questionnaire

Item	Subject	NO. of Students	Total
Gender	Male	192	388
	Female	196	
University	Yunnan University	99	388
	Yunnan Minzu University	96	
	Yunnan Normal University	98	
	Qujing Normal university	95	
Grade	Freshman	102	388
	Sophomore	101	
	Junior	99	
	Senior	86	

In the peer evaluation of teachers, the researcher considered not only Thai teachers, but also foreign language teachers with extensive experience, so as to provide a more comprehensive material for evaluation. After consulting with Thai language teachers, educational administration departments and leaders of the four universities, 15 teachers were identified as the main body of peer evaluation in each school. In the evaluation, the combination of the evaluation of normal class attendance and the overall evaluation of teachers at the end of the term can compensate for the shortcomings of the incomplete data of the single evaluation. The distribution of peer evaluation subjects is shown in Table 4.2.

Table 4.2 Analysis of Evaluation Subjects in Peer Evaluation of Teachers

Item	Subject	No.	Total
University	Yunnan University	15	60
	Yunnan Minzu University	15	
	Yunnan Normal University	15	
	Qujing Normal university	15	
Teacher category	Thai Professional Teachers	40	60
	Other Foreign Language Teachers	20	

In the evaluation of teaching supervision, the subjects mainly refer to the opinions of the leaders and teaching management departments of four schools. The supervisors of the supervisory office of the educational administration department and the experienced professors in foreign language teaching were selected as the research objects. Eight persons were selected from each school. In this study, the selection of teaching supervisors is shown in Table 4.3.

Table 4.3 Analysis of Evaluation Subjects in Teaching Supervision Evaluation

Item	Subject	NO.	Total
University	Yunnan University	8	32
	Yunnan Minzu University	8	
	Yunnan Normal University	8	
	Qujing Normal university	8	
Position & Title	Professional supervision	20	32
	Foreign Language Professor	6	
	Leaders of School Departments	6	

It is worth noting that in the course of this research, considering the difference of teaching evaluation between different supervisors and the small number of teaching supervisors, in order to provide more reference materials, the researcher selected school's teaching supervisor to listen to the lectures. Also included were the leaders of other colleges and universities in the teaching supervisor's lectures to conduct research and collect data for other school supervisors in order to provide more reference information for evaluation and ensure the accuracy of research results. In addition to teaching supervisors and researcher, in consultation with the school, brought the instructor of the student practice unit into the evaluation of students' practical ability. By involvement in the classroom of students' audio-visual courses and advanced Thai courses, enterprises can directly participate in students' learning classes and evaluate Thai classroom teaching (Guo, 2004). Due to the uncontrollability of the evaluation of Thai students' internships, the study takes the evaluation of internships as supporting material for analysis, analysis not included in the supervisory evaluation.

4.2.1.2 Questionnaire Analysis

The questionnaire was used as a tool to investigate students, teachers, teaching supervisors and relevant direct leaders. The researchers strived to be scientific and effective to improve the reliability and validity of the questionnaire.

1) Reliability analysis of survey questionnaire

Through the analysis of the questionnaire, the reliability was found to be high. Before the data analysis, the reliability of the questionnaire was analyzed. According to the principle of statistical analysis, the teacher questionnaire, the student questionnaire and the supervisory questionnaire were analyzed respectively using internal consistency reliability and split-half reliability. The results are shown in Tables 4.4, 4.5 and 4.6.

Table 4.4 Reliability Analysis of Teachers' Questionnaire on Teaching Quality

Item	Internal Consistency Reliability	Split-half Reliability
Content of courses	.916	.891
Teaching design	.877	.853
Teaching organization	.867	.829
Teachers' quality	.949	.914
Teaching effectiveness	.902	.913
General questionnaire	.897	.886

Note: Relevant data above have reached a significant level, $p < .01$

Table 4.4 shows that the internal consistency reliability and split-half reliability of each factor in the questionnaire are all above 0.8, and the total reliability of the questionnaire is above 0.85, which indicates that the reliability of the questionnaire for teachers is good and can be used as a questionnaire for teachers' peer evaluation of Thai teaching quality.

Table 4.5 Reliability Analysis of the Questionnaire

Item	Internal Consistency Reliability	Split-half Reliability
Teaching content	.908	.911
Teaching design	.885	.879
Teaching organization	.856	.881
Teachers' quality	.877	.786
Teaching effectiveness	.835	.841
Total	.869	.856

Note: Relevant data above have reached a significant level., $p < .01$

Table 4.5 shows that the reliability of each factor in the questionnaire is high. Except that the split-half reliability of teachers' quality factors is 0.786, the internal consistency reliability and split-half reliability of other factors were all above 0.8, and the total questionnaire reliability is above 0.85. These data show that the reliability of the questionnaire is good, and it can be used as a questionnaire for all the students who participated in Thai teaching to evaluate the quality of teaching.

Table 4.6 Reliability Analysis of Teaching Supervision Questionnaire

Item	Internal Consistency Reliability	Split-half Reliability
Teaching content	.834	.815
Teaching design	.827	.860
Teaching organization	.881	.862
Teachers' quality	.769	.783
Teaching effectiveness	.814	.826
Total	.829	.817

Note: Relevant data above have reached a significant level., $p < .01$

Table 4.6 shows that the reliability of each factor is high, except for the internal consistency reliability of teachers' quality factors, which is 0.769 and the split-half reliability is 0.783. The internal consistency reliability and split-half reliability of the other four factors were all above 0.8, and the total questionnaire reliability is above 0.8. This shows that the questionnaire of teaching supervision evaluation has good reliability and can be used as a survey questionnaire of teaching supervision evaluation of Thai teaching quality.

2) Validity analysis of survey questionnaires

Firstly, the questionnaire has high structural validity. In order to ensure the scientificity of the questionnaire and improve the rationality of its dimensions, when designing the questionnaire, researchers repeatedly deliberated on the basis of previous research and the opinions of experts and scholars to determine the different dimensions of the design, and define the dimensions of the questionnaire according to the scope of the different dimensions of the questionnaire, combined the previous research, and the relevant practice of Thai professional teaching. In addition to focusing on the reliability, the validity of the questionnaire was also analyzed before the data analysis.

In previous studies, the structural validity of the questionnaire was analyzed, generally based on the results of factor analysis and the correlation coefficient between each factor and the questionnaire. Through the analysis of the previous factors, we know that the questionnaire prepared in this study has a good structure. In order to further explore and verify the validity of the structure, this study further explores the factors of the questionnaire and the correlation coefficient between the factors.

In the statistical analysis, according to SPSS, if a questionnaire has good structural validity, then there should be a moderate correlation between the constituent factors of the questionnaire (generally, the correlation coefficient between the factors is between 0.10 and 0.60) (W. Wang & Wan, 2001). If the correlation coefficient between the factors is too high, it shows that the factor analysis of the questionnaire is too detailed, and there is a large overlap among the factors, then many factors appear redundant. If the correlation coefficient between the factors is too low, then there may be too little correlation between the factors, and the problem of

analysis may not be the content of the questionnaire. Moreover, in order to have a good structural validity, the factors of the questionnaire should also have a good attribution, that is to say, the factors should have a high correlation with the corresponding factors or the questionnaire (generally, the attribution correlation coefficient is between 0.30 - 0.80, sometimes the attribution correlation coefficient of some factors is above 0.80) to ensure that the content of the factors investigated is a necessary part of the factors needed to be investigated and this also ensures that there are differences among the contents of the factors in the questionnaire, and that the contents of the questionnaire are the same type of psychological characteristics. In the questionnaire in this study, the correlation coefficients of the factors and total scores of the peer evaluation questionnaire, the student evaluation questionnaire and the teaching supervision evaluation questionnaire are analyzed as shown in Table 4.7, Table 4.8 and Table 4.9, respectively.

Table 4.7 Correlation Coefficient between the Factors and Total Score of Student Evaluation Questionnaire

Item	Teaching Content	Teaching Design	Teaching Organization	Teachers' Quality	Teaching Effectiveness	Total
Teaching content	1.000	-	-	-	-	-
Teaching design	.394	1.000	-	-	-	-
Teaching organization	.341	.502	1.000	-	-	-
Teachers' quality	.319	.526	.598	1.000	-	-
Teaching effectiveness	.427	.537	.562	.499	1.000	-
Total	.832	.851	.829	.776	.805	1.000

Note: Relevant data above have reached a significant level., $p < .01$

Table 4.7 shows that the students' evaluation questionnaire for Thai teaching quality evaluation has good structural validity. According to the data in the questionnaire, it shows that in the design of the questionnaire, there is a moderate correlation between the various factors of the student evaluation questionnaire, and the correlation coefficients are between 0.30 and 0.60. In addition, there is a high correlation between the factors and the total questionnaire, and the correlation coefficients are above 0.75, the highest correlation coefficient is 0.851, which shows that the factors of the questionnaire and the questionnaire have high attribution, the structure validity of the questionnaire is good, and it can be used as a scientific questionnaire.

Table 4.8 Correlation Coefficient between Each Factor and Total Score of Teacher Peer Evaluation Questionnaire

Item	Teaching Content	Teaching Design	Teaching Organization	Teachers' Quality	Teaching Effectiveness	Total
Teaching content	1.000	-	-	-	-	-
Teaching design	.471	1.000	-	-	-	-
Teaching organization	.529	.436	1.000	-	-	-
Teachers' quality	.573	.419	.531	1.000	-	-
Teaching effectiveness	.552	.302	.491	.378	1.000	-
Total	.801	.894	.811	.762	.765	1.000

Note: Relevant data above have reached a significant level, $p < .01$

Table 4.8 shows that the peer evaluation questionnaire for Thai majors has good structural validity. There was a moderate correlation among the factors in the questionnaire, and the correlation coefficients were between 0.30 and 0.60. Furthermore, there is a high correlation between the factors and the total

questionnaire, the correlation coefficient is above 0.75, the highest correlation coefficient is 0.894. It shows that the factors and the questionnaire have a high attribution, and the questionnaire has a good structural validity, which can be used as a scientific questionnaire.

Table 4.9 Coefficient of Relevance between the Factors and Total Scores of Instructional Supervision and Evaluation Questionnaire

Item	Teaching Content	Teaching Design	Teaching Organization	Teachers' Quality	Teaching Effectiveness	Total
Teaching content	1.000	-	-	-	-	-
Teaching design	.257	1.000	-	-	-	-
Teaching organization	.405	.532	1.000	-	-	-
Teachers' quality	.523	.507	.544	1.000	-	-
Teaching effectiveness	.419	.482	.511	.539	1.000	-
Total	.866	.894	.891	.835	.901	1.000

Note: Relevant data above have reached a significant level., $p < .01$

Table 4.9 shows that the questionnaire of teaching supervision evaluation for Thai majors has good structural validity. The data in the questionnaire show that in the design of the questionnaire, there is a moderate correlation among the factors in the questionnaire, and the correlation coefficients are between 0.30 and 0.55. Meanwhile, there is a high correlation between the factors and the total questionnaire. The correlation coefficients are above 0.83, and the highest correlation coefficients are up to 0.83. The result of 0.901 shows that the factors of the questionnaire and the attribution between the questionnaires are high, and the structure validity of the questionnaire is good, so it can be used as a scientific questionnaire.

Secondly, the questionnaire has high content validity. In order to ensure the accuracy of the contents, the overall questionnaire includes various sub-questionnaires. From the theoretical dimension to the composition of different sub-items, the questionnaire was carried out based on previous studies on professional teaching quality evaluation, foreign language teaching quality evaluation, Thai teaching quality evaluation and expert interviews. Moreover, during the entire process of the questionnaire formation, this study also conducted pre-test questionnaires, and invited relevant professional experts, scholars, teachers with many years of experience and other groups to evaluate the content, in order to determine that the items compiled under the multi-level reference can measure the problems that need to be investigated.

Furthermore, because of the particularity of the subjects, this questionnaire repeatedly considers the contents and words of the questions in the questionnaire, judges the professionalism and accuracy of the meaning expressed by the sentences, and found loopholes in the pre-test questionnaire, so as to ensure the accuracy of the content of the questionnaire. The factor analysis and interview results of the pre-test questionnaire confirm that the formulation and conception of the questionnaire for evaluating the teaching quality of Thai majors were in good agreement, which shows that the items of the questionnaire are more representative, and also ensured that the questionnaire has good content validity.

Through the above analysis, different sub-questionnaires, peer evaluation questionnaires for teachers, student evaluation questionnaires and teaching supervision questionnaires for undergraduate Thai majors have good reliability and validity, and they all meet the standard of scientific research questionnaires, which shows that the questionnaires prepared in this study have a degree of reliability and validity. It also shows that the questionnaire developed in this study is scientific and can be used as a survey tool to analyze the teaching evaluation system of undergraduate Thai majors in Yunnan.

4.2.1.3 Results from Data Analysis

1) Teachers' mutual rating analysis

Peer evaluation occupies a large part in the existing evaluation of teachers' teaching quality, and it is also the main basis for the overall evaluation of teachers' teaching in the teaching and research departments of different majors in

colleges and universities. In the evaluation of teaching quality of Thai majors, the peer evaluation of teachers is the most intuitive and discourse-oriented evaluation of teachers' preparation, implementation, summary and feedback of their own teaching.

Therefore, with the advice of the Thai language Research Center and the teaching leaders, this study includes a follow-up evaluation on the classroom teaching of 16 teachers of different courses in four colleges and universities, and conducts a one by one analysis through the final evaluation and the follow-up sampling evaluation of different courses, combined with peer comments and suggestions on teachers' teaching practice in the survey questionnaire. Therefore, the specific situation of teachers' evaluation in the current teaching quality evaluation of Thai major of general undergraduate students can be understood.

(1) Sampling analysis of the evaluation of different teaching contents of Thai major

In different Thai courses or different stages of teaching, the results of peer evaluation of teachers are different. Teachers' peers scored higher scores on basic Thai and Thai reading and translation, both exceeding 4 points. However, the evaluation score of Thai language application ability, especially advanced Thai language (business Thai) is not high, less than 3 points. The results are shown in Table 4.10.

Table 4.10 Teachers' Peer Evaluation and Analysis of Teachers' Teaching at Different Teaching Stages

Item	Basic Thai	Thai Reading and Translation	Thai Audio-visual	Advanced Thai (Business Thai)
Teaching content	4.53	4.38	3.59	2.98
Teaching design	4.39	4.12	3.87	3.54
Teaching organization	4.68	4.45	4.27	3.96
Teachers' quality	4.66	4.49	4.16	3.57
Teaching effectiveness	4.49	4.42	4.11	3.62
Total	4.55	4.372	4	3.534

(2) Evaluation and analysis of teachers' overall teaching quality at the end of the term by teachers' peers

Teachers' peers in different schools have different analysis on the quality of teachers' overall evaluation. The research conducted descriptive statistical analysis on teachers' overall teaching quality at the end of the term. The results are shown in Table 4.11.

Table 4.11 Analysis of Teachers' Overall Teaching Quality at End of Term by Teachers' Peers

Item	M	SD
Teaching content	3.87	.869
Teaching design	3.98	.772
Teaching organization	4.34	.777
Teachers' quality	4.22	.899
Teaching effectiveness	4.16	.881
Total	4.11	.919

According to the results of the overall evaluation of the teaching staff at the end of the term, the teachers' peer believes that the teaching quality of Thai teachers is higher at present, with an overall average value of 4.11. This indicates that the Thai teachers' peers believe that the teaching quality of Thai professors is better, especially in terms of organization, teachers' quality and outcome, with mean values exceeding 4.1. In the analysis of the total teaching quality score, according to the difference of the proportion of each factor, the questionnaire score is standardized, and the average score of teachers' peers is 82. Specific analysis of the original data is shown in Appendix C.

In order to further analyze the teaching quality evaluation of Thai professional teachers by the teachers' colleagues, this study analyzed the teaching quality of Thai professional teachers in different schools separately. The results are shown in Table 4.12.

Table 4.12 Mean Value Analysis Table of Teachers' Peer Assessment of Thai Professional Teaching Quality in Different Schools

Item	Yunnan University	Yunnan Normal University	Yunnan Minzu University	Qujin Normal College
Teaching content	4.02	3.87	3.63	3.96
Teaching design	4.26	4.13	3.86	3.67
Teaching organization	4.42	4.34	4.31	4.29
Teachers' quality	4.51	4.21	4.14	4.02
Teaching effectiveness	4.2	3.87	4.13	4.44
Total	4.282	4.084	4.014	4.076

Table 4.13 Multiple Comparative Analysis of Teaching Evaluation of Teachers in Different Universities

Item	(L) University	(J) University	Mean Deviation (L-J)	SD E	P	Post-comparison
Teaching content	1	2	1.99**	.18	.000	1>2>3,4>3
	-	3	1.79**	.21	.000	
	-	4	.55	.47	.134	
	2	3	1.32*	.25	.003	
	-	4	.49	.27	.178	
Teaching design	3	4	-1.59**	.30	.000	1>3,1>4,2>3,2>4
	1	2	.67	.22	.096	
	-	3	1.22**	.18	.000	
	-	4	1.56**	.23	.000	
	2	3	1.24*	.31	.003	
Teaching	-	4	1.39*	.35	.000	1>4
	3	4	1.43	.41	.851	
	1	2	1.11	.85	.075	

Item	(L) University	(J) University	Mean Deviation (L-J)	SD	E	P	Post-comparison
organization	-	3	1.03	1.94	.100		
	-	4	1.62*	.40	.000		
	2	3	.68	.25	.203		
	-	4	.50	.37	.873		
	3	4	1.19	.39	.111		
Teachers' quality	1	2	1.38**	.20	.000	1>2>4,1>3,	
	-	3	1.19*	.24	.002		
	-	4	1.82**	.21	.000		
	2	3	.52	.74	.672		
	-	4	1.71*	.23	.004		
Teaching effectiveness	3	4	.73	.46	.206		
	1	2	1.07*	.18	.000	4>1>2,4>3>2	
	-	3	.49	.19	.245		
	-	4	-.52	.23	.433		
	2	3	-1.43*	.27	.000		
Total	-	4	-1.91*	.40	.001		
	3	4	-1.39*	.42	.003		
	1	2	1.12*	.35	.004	1>4,1>3,1>2	
	-	3	1.56**	.26	.000		
	-	4	1.25*	.29	.002		
	2	3	.59	.23	.283		
	-	4	.46	.34	.874		
	3	4	-1.05	.36	.145		

Note: 1, 2, 3 and 4 represent four different universities: Yunnan University, Yunnan Normal University, Yunnan Minzu University and Qijing Normal College

Table 4.12 shows that the quality of Thai teaching varies from university to university in terms of peer evaluation. Teachers agree that Thai teachers in Yunnan University scored the highest in the evaluation of teaching quality, while the differences among the other three schools are not obvious. In the single analysis, the highest scores of teaching content, teaching design, teaching organization and teachers' quality are Yunnan University, but the highest teaching outcome is Qijing Normal College.

In order to further analyze the differences of peer evaluation of teachers in four schools and to judge the influence of the differences of subjects on the questionnaire, this study conducts multiple comparative analysis of the results of the questionnaire of teachers in four universities. The results are shown in Table 4.13

Table 4.13 shows that teachers in different schools have different emphasis on Thai teaching quality evaluation. Teachers in Qujing Normal College pay more attention to teaching outcome, in the multiple evaluation of this option, and teachers' evaluation score is significantly higher than that of other schools. Teachers in Yunnan University have a more comprehensive focus. In terms of scores, teachers are more satisfied with their teaching design, teaching organization, teaching content and teachers' quality. Their recognition is significantly higher than that of other universities. In the analysis of the difference of the total score of the questionnaire, Yunnan University is significantly higher than other schools. In terms of teaching design and teachers' quality, the teachers of Yunnan Normal University have significantly higher recognition of teaching quality than those of Qujing Normal College. In terms of teaching content and teaching design, the teachers of Yunnan Normal University also have significantly higher recognition of teaching quality than those of Yunnan Minzu University.

(3) Teachers' peers' analysis of classroom evaluation and teaching suggestions

In the analysis of teachers' peer evaluation of teaching quality of Thai professional teachers, there are many aspects concerning the merits of the evaluation. In summary, the aspects are as follows:

- a. The class is well prepared, and the content is substantial

In the teacher's evaluation of the advantages of content, this point was mentioned most frequently. Ten teachers mentioned this advantage. Although the words are different, the meaning embodies the recognition of teacher's teaching content preparation and curriculum preparation. This is because before the investigation, the reason why the teacher's teaching and research room organizes the teaching content collectively results in the teacher mastering more content for

classroom teaching. Moreover, because the teacher knows that there are peer audiences, they actively prepare lessons before class and spend more time to prepare. The continual improvement of learning content results in the teachers being prepared for classroom teaching.

b. Skillful instructional design, consciously
highlighting key points

Many teachers mentioned that teachers in teaching design can consciously highlight the key points of teaching, guide students to realize the difficulties and solutions, and let students practice the key problems. After class, they let the students practice the key points. This design effectively promotes the progress of the class, and gradually completes the teaching plan and objectives. This reflects the effective teaching design.

Peer comments on the teaching shortcomings also have many perspectives, but the similarity of shortcomings is high. First of all, many peers mentioned that the overall control of teaching class is insufficient. This kind of control not only includes the teacher's elaboration of classroom time management and key contents, but also includes the teacher's overall mastery of the students' learning in class. Firstly, in terms of time management, the teacher's teaching content should proceed at an appropriate pace. Too much content too quickly places pressure on students, and students' attention is not as high as that of high school students. According to SYB adult learning theory, adult attention curve is 10-15 minutes, then they begin to lose attention. At this stage, if teachers cannot give students new stimulation, students' attention is easily distracted. However, many teachers pay little attention to this point, and give students little new stimulation when it would be appropriate. In addition, some teachers do not focus on the key and difficult points in the course, so that students cannot grasp the key points in time and disperse their energies in the study of less important contents, which overwhelms students, and also reflects teachers' lack of control.

In addition, teachers are not very good at dealing with misconduct in the classroom. In teaching, for various reasons such as students lack of understanding, students are not interested and do not cooperate with each other and so on. Students watch mobile phones, talk to each other, read novels and so on which

affects the progress of classroom teaching, but the teachers do not deal with these situations. Instead, they pay more attention to the progress of teaching, teaching content, and course material is completed, and pay less attention to the learning outcome of students, although they take action to attempt to handle it, the final outcome is not very good. This situation not only directly affects teaching outcome, but also results in many teachers feeling that their lecturers are not being heard by the entire class. Thus, the control of teaching is insufficient.

To remedy this, firstly, it is suggested that teachers strengthen the interaction between teachers and students in class. Although in the existing classroom, there is interaction between teachers and students, but the interaction is relatively shallow and does not allow students to think deeply. Students participation is only the surface level, such as simple Thai dialogue, simple question-and-answer, with lack of depth. Secondly, it is suggested that teachers should pay attention to arousing classroom atmosphere. In the survey, seven teachers mentioned that attention should be paid to mobilizing the classroom atmosphere. Some students are not very involved. Therefore, teachers mobilize students' enthusiasm through certain methods and means to improve the teaching outcome.

2) Students' evaluation analysis

As mentioned above, the researcher combines the sampling survey of intermediate teaching process with the overall evaluation of teachers by students at the end of term to ensure that there is no excessive bias in the evaluation of teachers' teaching quality. Next, the different stages and different schools of student evaluation are analyzed.

(1) Sampling analysis of the evaluation of different teaching contents of Thai majors

From the analysis of previous research, students' evaluation of Thai teaching quality has different requirements in different teaching contents. Therefore, in the evaluation of Thai teaching at different stages, the results of quality evaluation are also different. Table 4.14 shows the specific analysis of students' evaluation of teachers' teaching quality at different stages.

Table 4.14 Students' Assessment and Analysis of Teachers' Teaching at Different Stages

Item	Basic Thai	Thai Reading and Translation	Thai audio-visual	Advanced Thai (Business Thai)
Teaching content	4.14	3.93	3.36	2.32
Teaching design	3.63	3.24	3.06	2.05
Teaching organization	4.03	3.32	3.03	2.56
Teachers' quality	4.57	4.39	3.94	3.37
Teaching effectiveness	3.61	3.32	2.74	2.13
Total	3.996	3.64	3.226	2.486

Table 4.14 shows that there are obvious differences in students' evaluation results for different stages and different teaching contents, which are manifested in students' higher scores for basic Thai and Thai reading and translation. The more practical ability is involved in teaching, the lower the score of teaching quality evaluation, especially in the advanced Thai (business Thai) where the students' score of teaching quality evaluation is less than 2.5.

(2) Assessment and analysis of overall teaching quality of teachers by students at end of term.

In the analysis of students' evaluation of teaching quality of Thai teachers, we not only pay attention to students' evaluation of teaching quality at different stages and different contents, but also pay attention to students' overall evaluation of teaching quality, and judge students' analysis of quality of Thai teachers from the entire teaching. Tables 4.15 shows the statistical analysis of the students' assessment of the overall teaching quality of teachers at the end of the term.

Table 4.15 Descriptive Statistical Analysis of Students' Questionnaire on Teachers' Overall Teaching Quality at the End of Term

Item	M	SD
Teaching content	3.4375	1.326
Teaching design	2.995	1.135
Teaching organization	3.234	1.065
Teachers' quality	4.068	.932
Teaching effectiveness	2.95	1.456
Total	3.3369	1.286

From the evaluation and analysis table of students' teaching quality at the end of the term, it can be found that at present, students have a higher recognition of teachers' quality, with a score of more than 4 points, while the evaluation scores of teaching design and teaching outcome are not high, with an average score of less than 3 points. This shows that students' satisfaction with teaching outcome and teachers' classroom teaching design is not high at present. The analysis results of Table 2 in Appendix C also confirm this point. After the conversion of different proportion of teaching quality evaluation factors, the total average score of Thai teachers' teaching quality evaluation is only 64.758.

In order to grasp the evaluation of teaching quality of teachers in different schools by students, the researcher analyzed the evaluation of teaching quality of students in different schools. The results are shown in Table 4.16

Table 4.16 Mean Value Analysis of Thai Professional Teachers' Teaching Quality Assessment by Students of Different Schools

Item	Yunnan University	Yunnan Normal University	Yunnan Minzu University	Qujing Normal College
Teaching content	3.79	3.32	3.16	3.48
Teaching design	3.27	2.92	2.64	3.15
Teaching organization	3.5	3.06	2.99	3.39
Teachers' quality	4.32	4.02	4.11	3.82
Teaching effectiveness	3.51	2.59	2.47	3.23
Total	3.678	3.182	3.074	3.414

Table 4.16 shows that the students of Yunnan University have the highest scores in evaluating various factors of teaching quality, and the total average score of the questionnaire is higher than that of other schools. The students of Qujing Normal College also have a higher score in the evaluation and analysis of the teaching quality of Thai major, especially in content, design, organization and outcome, which are higher than those of the other two schools. However, for the analysis of the overall teaching quality, the students of Qujing Normal University have the lowest score.

There are some differences in student evaluation. In order to further analyze the significance of the differences in the four schools, this study conducts a multiple comparative analysis of the questionnaire results. The results are shown in Table 4.17.

Table 4.17 Multiple Comparative Analysis of Teaching Evaluation of Teachers in Different Schools

Item	(L) University	(J) University	Mean Deviation (L-J)	SD E	P	Post-comparison
Teaching content	1	2	1.78**	.33	.000	1>3, 1>2
	-	3	1.82**	.29	.000	
	-	4	.61	.42	.134	
	2	3	1.52	.61	.063	
	-	4	-1.49	.57	.178	
Teaching design	3	4	-1.59	.72	.079	1>3,4>3
	1	2	.77	.48	.085	
	-	3	1.72**	.25	.000	
	-	4	.86	.42	.077	
	2	3	1.24	.51	.053	
Teaching organization	-	4	-.99	.69	.112	1>3,1>2,4>3
	3	4	-1.43*	.41	.001	
	1	2	1.71**	.44	.000	
	-	3	1.83**	.38	.000	
	-	4	1.12	.64	.094	
Teachers' quality	2	3	.68	.62	.203	1>3>4,1>2
	-	4	-.50	.73	.873	
	3	4	-1.59**	.39	.000	
	1	2	1.58**	.22	.000	
	-	3	1.19*	.35	.003	
Teaching effectiveness	-	4	1.82**	.30	.000	1>3,1>2,4>3
	2	3	-.77	.56	.172	
	-	4	.91	.27	.094	
	3	4	1.23**	.24	.001	
	1	2	1.47*	.31	.001	
Teaching effectiveness	-	3	1.94	.21	.000	1>3,1>2,4>3
	-	4	.97	.41	.167	
	2	3	.43	.37	.090	

Item	(L) University	(J) University	Mean Deviation (L-J)	SD E	P	Post-comparison
	-	4	-.91	.52	.188	
	3	4	-1.62*	.22	.003	
Total	1	2	1.24*	.19	.002	1>3,1>2,4>3
	-	3	1.61**	.21	.000	
	-	4	1.01	.38	.100	
	2	3	.84	.34	.183	
	-	4	-.78	.51	.074	
	3	4	-1.35**	.21	.000	

In the multiple comparative analysis of student evaluation, different schools also show obvious differences. Specifically, in the evaluation of teachers' teaching quality, students' evaluation scores of Yunnan University are significantly higher than those of Yunnan Normal University and Yunnan Minzu University. In terms of design, organization, outcome and overall questionnaire scores, students' evaluation scores of Qujing Normal College are also significantly higher than those of students of Yunnan Minzu University. In terms of teachers' quality, students' evaluation scores of Yunnan Minzu University and Yunnan Normal University are significantly higher than those of Qujing Normal College.

(3) Analysis of students' classroom evaluation and teaching suggestions

Students' evaluation of teachers' classroom teaching includes not only the comment on the teaching situation at the time, but also the final evaluation and analysis of teachers as a whole. In the analysis of all final evaluations and four sample evaluations, the students expounded the advantages and disadvantages of Thai teaching from many aspects. Because of the wide range of students' evaluation and the complicated content, the researchers did not analyze and comments one by one but selected the top three advantages and disadvantages to analyze and illustrate the typical characteristics of Thai teaching. The three most prominent features are:

(3.1) Teachers have fluent lectures and extensive professional knowledge

The first advantage of the students' evaluation is that the teachers in class are very fluent and rich in teaching content, which shows that the teachers are prepared before the class, and in the whole course of teaching, they reflect a very professional Thai knowledge reserve, both Thai professional knowledge, as well as the elaboration of Thai language environment, history and customs, which enables students to acquire Thai usage habits and rules in addition to knowledge learning. This shows that teachers' professional knowledge quality can basically meet the needs of students.

(3.2) Various forms of teaching organization

In the classroom evaluation, students mentioned that teachers can use various methods to arouse students' enthusiasm. For example, in the teaching organization of basic theory, Thai culture and language evolution history will be presented to students through multi-media, so as to enhance their interest in Thai. In the teaching of listening and speaking, they will also design dialogue scenarios so that students can properly conduct dialogue training and improve their sense of Thai language and habits. In teaching, some teachers also use task-driven method by designing tasks for students, so that they can complete tasks step by step through discussion and group learning. These organizational forms and teaching skills mobilize students' enthusiasm and result in the students finding pleasure in learning.

(3.3) Teaching content is rich and varied

Many students also mentioned that some Thai teachers have designed other lessons to expand students' knowledge in addition to preparing knowledge for teaching. Teachers with rich teaching experience also insert their own experience in Thailand into teaching, so that students can not only learn knowledge, but also understand the culture of Thai language formation and preferences of Thai language use, laying a foundation for students in their future work. In senior teaching, teachers will also integrate tourism, business activities, diplomacy and other contents through the design of different situations.

There are different opinions about the shortcomings of Thai teachers. Based on the analysis of all the evaluations and the setting of evaluation indexes for Thai teachers' teaching quality, this paper selects three items which are in line with the content of Thai teaching quality evaluation system as follows:

(3.3.1) Teachers pay insufficient attention to students' needs

In the evaluation of teaching practices, students mentioned that in Thai teaching, teachers focus on imparting of classroom knowledge rather than teaching students in accordance with their aptitude. Many students mentioned that teachers pay less attention to the needs of students, and many students hope to learn Thai smoothly in a practical way that can be used in practice. However, because their foundation is too weak, in order to ensure progress and effective teaching, teachers can only teach according to the established plan and objectives. Obviously, there is a gap between this and students' expectations. If this gap is not solved in time, students will expose this shortcoming in teacher evaluations. Students believe that teachers do not pay attention to their needs and only talk about theory blindly, which is not beneficial to future employment.

(3.3.2) In the teaching design, practical ability is less exercised

Students believed that in the current teaching, teacher attach too much importance to the teaching of Thai knowledge. In practice, students lack Thai application environment. Although teachers will set certain scenarios for students, this process is far from the actual business environment they will experience in the future. Students do not have enough time to think, for example. The design of the environment lacks dialogue and impromptu speech. In addition, there are few students involved. This teaching method makes it difficult for students to use Thai grammar smoothly in real life, even if they master Thai grammar, because of lack of self-confidence and necessary practice.

Moreover, at present, most schools set the Thai language use link in the third year, and send students to Thai universities through cooperation, or exchange students with Thai universities, so that students can

experience the Thai environment and effectively use Thai language. However, students in Thailand feel that Thai is insufficient to cope with local life, resulting in students being more dissatisfied with teaching. Additionally, this kind of communication environment is relatively simple. After returning to China, it is still difficult to become competent professional workers conducting business activities and employment process.

Students also have reservations about their senior year of study. Their classroom training is separated from the working environment and business environment, so students attach little importance to their studies and become less interested due to the pressure of employment, which also makes students not seriously take the evaluation of teachers' classroom teaching and the evaluation of teachers' teaching as they lack practical ability.

(3.3.3) The overall teaching outcome is not high

In the evaluation of teaching outcome, many students mentioned that some content was not understood, or questioned the teaching methods adopted by teachers, indicating that they could not keep up with the pace of teaching. However, in the follow-up, some teachers did not explore with students in depth, which made students believe that outcome was not very high. Some students mentioned that the content taught by teachers was not practical, especially the basic courses and grammar courses. Many students believe that learning these cannot be effectively applied to daily practice and work. Moreover, only two years' study is insufficient to make it possible for students to effectively realize Thai dialogue in the third year. Moreover, the students mentioned that the interaction between teachers and students is generally not high, some students find it difficult to talk with teachers, and the practice of Thai dialogue is very problematic.

There are many suggestions for the teaching of Thai in the future. The most positive view expressed was to hope for more practical operation links, so that students can have more opportunities to exercise. Although the current teaching has practical training links and specific teaching arrangements of teaching practice, these cannot meet the needs of students in terms of learning expectations and need to exercise. Promoted by the development of applied universities, colleges and universities gradually attach importance to the connection

between teaching practice and students' work. In this case, teachers will encourage students to actively participate in social practice. This experience makes students more aware of the importance of Thai application ability, but the existing teaching obviously cannot meet the needs of students. Under the influence of various needs and multiple influences, increasing practical links has become a problem that students are eager to resolve. In addition, students hope that teachers can pay more attention to students' needs, focus more on interacting with students, rather than adhering too closely to the preset curriculum.

3) Evaluation and Analysis of Thai Language Teaching by Supervisors

Teaching supervision as the main personnel 211 push forward teachers' teaching development, which plays an important role in the teaching of Thai specialty. They not only set the goals, but also facilitate the exchange of teachers' teaching experience and teachers' teaching supervision. In this study, the researcher interviewed the supervisors to determine the teaching quality evaluation of Thai majors according to the actual situation of each university. While supervising, the supervisor not only participates in the evaluation of the teaching quality in other schools through school exchanges and teaching exchanges, but also judges the overall situation of Thai teachers' teaching quality through video materials. The results are as follows:

(1) Sampling analysis of the evaluation of different teaching content of Thai majors

For the evaluation and analysis of teaching supervision, different forms of teaching evaluation are also adopted. The teaching quality of different teaching stages is explained, and the actual quality of different stages and content of Thai language teaching is determined. The results are shown in Table 4.18.

Table 4.18 Teaching Supervision Evaluation and Analysis for Teachers at Different Teaching Stages

Item	Basic Thai	Thai Reading and Translation	Thai Audio-visual	Thai Audio-visual
Teaching content	3.68	3.52	3.23	3.11
Teaching design	3.92	3.76	3.45	3.27
Teaching organization	3.84	3.54	3.39	3.28
Teachers' quality	4.21	3.94	3.75	3.49
Teaching effectiveness	4.19	3.83	3.79	4.15
Total	3.968	3.718	3.522	3.46

(2) Evaluation and analysis of teachers' overall teaching quality at the end of teaching supervision

Teaching supervision includes a sample evaluation of teachers' daily lectures, but in general, it is mainly to evaluate the teaching quality of Thai majors at the end of term. The results are shown in Table 4.19.

Table 4.19 Descriptive Statistical Analysis of Teaching Supervision's Questionnaire on Teachers' Overall Teaching Quality at the end of the term

Item	M	SD
Teaching content	3.385	1.411
Teaching design	3.6	1.320
Teaching organization	3.512	1.198
Teachers' quality	3.848	1.032
Teaching effectiveness	3.99	1.517
Total	3.667	1.673

Table 4.19 shows that the evaluation of teaching quality of Thai teachers by teaching supervision is not very high, especially for the analysis of content, whose score is only 3.385. In the overall evaluation analysis, the teaching supervision has the highest approval for the teaching outcome analysis, which is close to 4, indicating that the current teaching supervision has a higher recognition for the teaching outcome of Thai language teachers. The results in Table 3 of Appendix C show that the teaching quality evaluation is transformed according to the proportion of different factors. The total score of teaching supervision on Thai professional teachers' teaching quality evaluation is 72.724.

In addition, the analysis of teaching supervision on the evaluation of teachers' overall teaching outcome shows that besides the final overall evaluation, there are also differences in the evaluation of teaching supervision in different schools. The results are shown in Table 4.20.

Table 4.20 Analysis of Mean Value of Teaching Quality Assessment of Thai Major Teachers in Different Universities by Teaching Supervision

Item	Yunnan University	Yunnan Normal University	Yunnan Minzu University	Qujin Normal University
Teaching content	4.02	3.87	3.63	3.96
Teaching design	4.26	4.13	3.86	3.67
Teaching organization	4.42	4.34	4.31	4.29
Teachers' quality	4.51	4.21	4.14	4.02
Teaching effectiveness	4.2	3.87	4.13	4.44
Total	4.282	4.084	4.014	4.076

Table 4.20 shows that the teaching quality evaluation of Thai teachers in different schools are also different. The highest score is by Yunnan University, except for the factors of teaching outcome. The scores of other factors are higher than those of other schools. This shows that the teaching supervision has a high degree of recognition for the teaching quality of Thai teachers in Yunnan University. It is worth mentioning that in the evaluation and analysis system of teaching quality, the teaching outcome of Qujing Normal College is considered to be the highest.

In order to further analyze the differences in the evaluation of teaching supervision in four schools and to judge the impact of the differences on the questionnaire survey, this study makes a multiple comparative analysis of the results of the questionnaire of teaching supervision evaluation in four schools. The results are shown in Table 4.21.

Table 4.21 Multiple Comparative Analysis of Teacher Teaching Evaluation in Different University

Item	(L) University	(J) University	Mean Deviation (L-J)	SD	E	P	Post-comparison
Teaching content	1	2	1.05	.25	.097	1>3,	
	-	3	1.23*	.17	.011		
	-	4	.97	.21	.083		
	2	3	.65	.34	.955		
	-	4	-1.02	.20	.073		
	3	4	-.48	.44	1.000		
Teaching design	1	2	1.09	.36	.886	1>3,1>4,2>4	
	-	3	1.74*	.29	.001		
	-	4	1.87**	.24	.000		
	2	3	1.02	.38	.559		
	-	4	1.12*	.16	.022		
	3	4	.50	.65	.363		
Teaching organization	1	2	.96	.20	.112		
	-	3	.20	.32	.330		
	-	4	.62	.39	1.004		
	2	3	.16	.23	.099		
	-	4	.92	.34	.104		
	3	4	.46	.23	.071		

Item	(L) University	(J) University	Mean Deviation (L-J)	SD	E	P	Post- comparison
Teachers' quality	1	2	1.30*	.34	.026		1>2>4,1>3
	-	3	1.76**	.36	.001		
	-	4	1.12*	.15	.003		
	2	3	.36	.16	.196		
	-	4	1.95**	.20	.000		
Teaching effectiveness	3	4	1.10	.32	.978		4>2,4>3
	1	2	.36	.19	.678		
	-	3	.98	.23	1.000		
	-	4	-1.02	.34	.435		
	2	3	.59	.23	.091		
Total	-	4	-1.36*	.19	.008		1>4,
	3	4	-1.98**	.23	.000		
	1	2	.91	.37	.741		
	-	3	.58	.22	.084		
	-	4	1.55*	.26	.033		
	2	3	.16	.39	.874		
	-	4	.61	.27	.145		
	3	4	-1.05	.40	.251		

There are significant differences between different schools in the evaluation of teaching supervision. In the overall questionnaire, the score of teaching supervision evaluation of Yunnan University is significantly higher than that of Qujing Normal College. In terms of teaching outcome, the scores of teaching supervision in Qujing Normal College are significantly higher than those of Yunnan Normal University and Yunnan Minzu University. In terms of teaching content, teaching design and teachers' quality, the evaluation score of teaching supervision in Yunnan University is also significantly higher than that in Yunnan Minzu University.

(3) Analysis of teaching supervision on classroom evaluation and teaching suggestions

In the evaluation and analysis of teachers' teaching quality by teaching supervision, there are many comments on the advantages and disadvantages of teachers' teaching. The emphasis of each teacher's situation is

different, but in general, the advantages and disadvantages is concentrated, and among them, the advantages of teaching quality evaluation are as follows:

(3.1) Teachers have high overall quality and prepare courses carefully

In evaluating the advantages of Thai teachers, supervisors repeatedly mentioned that they prepare courses carefully and analyze the content of courses, which not only reflects the content of teaching materials, but they also constantly collect other relevant materials to enrich the classes and help students better understand and learn the contents. For teachers' educational background and professional knowledge, the recognition of supervision is relatively high. They believe that although teachers have insufficient experience, they strive to improve their overall quality. Moreover, through further study or study abroad, they can improve their individual teaching level, and raise the level of recognition of teaching supervision.

(3.2) The teaching outcome is clear

In the view the supervisors, Thai teachers have accomplished the goal of classroom teaching well and in an orderly manner. Meanwhile, teachers also consciously highlight the key points and difficulties of teaching and have clear ideas. Thus, supervisors recognize the outcome of education and teaching. Furthermore, regarding the problem of students' graduation, from the interaction between students and teachers, it is believed that students have mastered the teaching objectives and can use the materials they were taught. Therefore, the supervisors believe that the outcome of the teaching is successful.

The supervisors mention two prominent shortcomings. First, Thai teachers lack mobilizing and interacting with students' enthusiasm. Second, teachers' language refinement and ability to link theory with practice is insufficient.

(3.2.1) Thai teachers lack mobilizing and interacting with students' enthusiasm. Supervisors mentioned that at present, teachers do not mobilize students' enthusiasm, and the interaction between teachers and students is also insufficient. In the Thai specialty, teachers are not able to control the classroom because of their lack of experience. In the design and organization, although considering the need to mobilize students' enthusiasm for learning and promote

effective interaction, due to their few number of teaching years, the lack of overall understanding and analysis makes it impossible for teachers to mobilize students' enthusiasm in many cases (Chickering & Gamson, 1991). Moreover, insufficient attention is paid to the analysis of students' needs, and too much attention is paid to the reference of excellent teaching videos and the improvement of their own teaching level, to the orderliness of teaching and the realization of goals, and insufficient consideration is given to meeting students' needs, which also makes the interaction between teachers and students appear to be superficial and lack interest in learning.

(3.2.2) Teachers' language refinement and ability to connect theory with practice

Supervisors also point out that the refinement of language is slightly inadequate. Many Thai teachers' interpretation of professional language is a little wordy, may be more effective to clarify the content and focus, citing classics and repeatedly elaborating on the unimportant content, resulting in inadequate language refinement. In the final analysis this is because the current teachers lack experience.

Moreover, the supervisor believes that the ability of teachers to connect theory with practice is slightly insufficient, especially in practical courses, the scene and content of teachers' choices are not closely related to the actual situation of students' work. Moreover, innovation is insufficient, and the selected cases are not current. The teachers need to learn from the successful teaching experience of the past and build their own innovation and material of actual relevance to students' real requirements.

Teaching supervision has put forward many suggestions to reform Thai teachers. The first one is that the current Thai teachers should strengthen their self-cultivation and continue to improve their skills²¹⁵. Reflections on content, deliberations on design, and continuous practice of organizational forms, thereby continually improving the teaching level of Thai Majors. Secondly, teachers should think more about students' needs and ability after teaching. While completing tasks and achieving objectives, teachers should be able to adapt to students' actual situation, provide more experience for students to learn, meet

students' skills needs, and enable students to participate more in the classroom to improve students' satisfaction.

4.2.1 Current Situation of Teaching Quality Evaluation of Thai Language for Undergraduate Programs at Universities in Yunnan

From the results of descriptive statistical analysis, there are both achievements and shortcomings in the construction of undergraduate teaching quality evaluation system in Yunnan. Based on the data analysis, this chapter will explore this issue in depth.

4.2.2.1 Differences in the Evaluation of Teaching Quality Among Different Teaching Subjects

From the above-mentioned data analysis results, the evaluation scores of different teaching quality evaluation subjects are also different, which is manifested in the fact that the evaluation of teachers' peers and supervisors tends to achieve objectives, design and implementation of teaching organizations, but students pay more attention to the analysis of implementation process and their own practice. Students hope to acquire the necessary ability to cope with work practice through classroom teaching, especially students who have participated in social practice and part-time work.

Through the data analysis and comparison of three different evaluation subjects of teaching quality, it was found that the emphasis of students' evaluation on teaching quality is different from that of teachers' peers and teaching supervisors, and there are significant differences in the results. In the analysis of students as evaluation subjects, compared with the other two groups, the scores of teaching quality evaluation are lower, and more attention is paid to the practicability of Thai teaching, such as the tendency to pay attention to teacher-student communication and teaching outcome, which is clearly higher than other aspects. This can not only be seen in data analysis, but also in the quality of teachers' teaching. This is also reflected in the evaluation and teaching suggestions. The questionnaires and student interviews, including the analysis of graduate follow-up survey data, show that students are inclined to develop students' skills in Thai language teaching. Similar to marketing majors, while learning theory, the teaching plan includes marketing vernacular.

Starting with reciting the official communication language, they constantly practice simulated marketing, so that they learn and improve step by step. but Thai language learning is not the same. Thai lacks the basic courses and practice scenarios making it difficult for students to practice Thai. When this demand cannot be met, students judge the teaching quality as not high, so the evaluation of teaching quality is also low.

From the evaluation analysis of teachers' peers and teaching supervision, the evaluation of teaching quality is more about content, design and organization. From these contents, it can be judged whether teachers have clear purpose, clear design and ideas, and organization. Whether it is effective or not, they are concerned about the necessary conditions for teachers to teach, such as the degree of accomplishment of objectives, whether the plan results in progress, whether the practical contents are effective. Therefore, in evaluating teaching quality, evaluation of organization and content is more prominent, and teaching outcome and teachers' quality are little involved. For the evaluation of students' classroom interaction with teachers, it is more from the perspective of design and organization than from the needs of work. Therefore, in the overall evaluation, its score is higher than that of the student group. The requirements of teaching supervision for teaching evaluation are more stringent than that of teachers' peers, and the score is slightly lower than that of peer evaluation.

The analysis from two aspects shows that teachers and students do their own thing, and there is no effective or smooth communication channel between them. Teachers pay more attention to whether teaching conforms to teaching standards, syllabus, plan and objectives, while students pay more attention to the knowledge and skills they want to learn. Especially for college students, there are few habits of preview. Many students are not clear about the content and requirements of the textbook. They only pay attention to how much their Thai ability has improved after a class. (Ellis, 1993). Both these factors directly affect the evaluation of teaching quality. From the point of view of practical application, the main body of evaluation of education and teaching quality is not only teachers' peers and supervisors, but also the working units of the teaching groups and the needs of the teaching groups. Therefore, if education is separate from the teaching outcomes and does not consider

the groups intended to benefit from the education, it will deviate from the original intention of putting people first in education.

4.2.2.2 Teaching Quality of Thai Majors Tends to Decrease with the Increase of Grade

In order to judge the teaching quality of Thai more accurately, at the end of the evaluation, the teaching quality of different content and different stages were also evaluated in four aspects: Thai language base, Thai reading and translation, Thai audio-visual, listening and speaking, advanced Thai (Business Thai) to represent the first to fourth year.

The data show that in different stages, different evaluation subjects have different evaluations of Thai teaching quality. Based on the analysis of teaching quality evaluation of Thai major general undergraduate students, it was found that there are differences in the scores among students of different grades. The higher the grade, the lower the evaluation scores. That is to say, students' satisfaction with teaching tends to decrease. There are many reasons for this situation. For Thai majors, there is no foundation for them to learn Thai, and they do not study Thai as English is, generally from primary school. Therefore, it is more arduous for students to learn Thai. Moreover, Thai teachers are not proficient enough, leading to a contradiction between students' needs and teachers' teaching. Specifically, over years of study, students increase their familiarity with Thai knowledge, and have more contacts with society. Social part-time opportunities will also use more professional knowledge. Even if students do not work part-time, they also need Thai practice and training courses, because the length of study is too short.

In addition, students also study English major courses. In this case, the students begin to connect with the teachers' teaching and put more requirements into the teachers' classroom teaching for all kinds of problems encountered when using Thai. But in fact, the limitations of teachers' overall quality and teaching experience, as well as the limitations of teaching materials and social experience, make many teachers unable to accomplish the mission of letting students master a language art in a short time, as well as the deviation between teachers' teaching content and students' needs. With the deeper contact with students, the greater the gap will be, and the satisfaction of students will gradually decline.

The peer evaluation of teachers also shows that peers have different evaluation of teaching quality at different stages and contents. Teachers have higher evaluation on teaching quality of lower-grade students, that is, higher evaluation on Thai foundation, Thai reading and translation. However, in the senior stage of testing practical ability, especially in the teaching of advanced Thai or Business Thai, teachers' peers think that teaching quality is not high. These data also show that with the growth of grades and the increase of students' practical opportunities, there are more requirements for Thai teaching, which requires teachers to pay more attention to the evaluation of teaching outcomes unconsciously, or be more inclined to take into consideration students' actual participation and practical ability. This also leads to the transition of teaching content from theory to practice with the growth of students' grades. The evaluation of teachers' peers also shows a downward trend according to the satisfaction degree of students' needs.

From the perspective of teaching supervision's evaluation, the different teaching contents of Thai teachers is also different. Basically, this also shows that with the advancement of teaching contents from basic theory to practical courses, the evaluation scores of teaching quality show a downward trend. This is true not only in general trends, but also in individual analysis. These data analyses are consistent with the current teaching practice of Thai major in various universities.

As mentioned above, the teachers of Thai are younger, the overall academic titles held by the teachers is not high, and the experience is insufficient. In the theoretical courses, teachers can easily cope through their own professional knowledge and experience acquired in advanced studies. But in terms of teaching practical subjects, because teachers have no practical experience and lack of grasp of students' characteristics, it seems that the ability to meet students' needs is slightly inadequate, so the evaluation of teaching quality will also show a downward trend.

4.2.2.3 Initial Effect of Teacher Education and Teaching Reform

According to the previous evaluation and analysis results, the education and teaching quality of Yunnan University and Yunnan Normal University should be significantly higher than that of Qujing Normal University, because the former two schools are higher than that of Qujing Normal University, whether in terms of teachers or teaching resources. However, the data analysis of this study

shows that the teaching outcome of Qujing Normal University is significantly higher than that of other universities. Among all the factors, teaching content and outcome account for the largest proportion, and the scores of Qujing Normal University are higher than those of Yunnan Normal University and Yunnan Minzu University in student evaluation and peer evaluation of teachers. In the evaluation of teaching supervision, Qujing Normal University scored higher than the other two universities in teaching outcome.

According to the investigation of the teaching situation of Thai major in four schools, Yunnan University has the highest overall teaching quality in Yunnan Province, and its teachers' quality, teaching resources, convenience of teaching reform, and teaching inclination toward the examination of Thai level certificates are superior to other undergraduate courses. Yunnan University is also the main choice to improve the teaching quality of Thai language majors in Yunnan Province. In addition, in the cooperation between Thai universities and Yunnan universities, Yunnan University has more choices. This cooperation gives Thai majors more opportunities to practice.

Yunnan University has a better employment situation in China, so the teaching outcome of Yunnan University is better. Other universities, supported by the policies and educational funds issued by Yunnan Province's education department, pay more and more attention to the teaching reform of Thai major. Many universities have set up cooperative education majors to realize Thai exchanges and cooperation between provincial universities and Thai universities through Thai majors. The cooperation between Yunnan Normal University and Yunnan Minzu University has become increasingly mature. It has promoted practical ability training for Thai majors, paid attention to the scene of Thai practice, and paid attention to the improvement of practical application ability. It has also provided advantages for Thai undergraduates in universities to recruit professional students.

Furthermore, Thai teaching in many colleges and universities has increased the number of practical courses, and the teaching quality of Thai audio-visual level of students has also improved. In Yunnan Normal University, the "2+N+N" training mode of Thai minor language talent has been realized. On the basis of theoretical teaching, the combination of foreign practice and the fourth-year

interest-selective teaching module is also an attempt to explore the combination of students' needs and teaching content. Yunnan Minzu University has also tried to run a cooperative school. Although it is new and the overall quality of teachers is not very high, students still expect a great deal from Thai majors. In addition, Qujing Normal College has fewer teaching resources than the other three schools and the overall situation of teachers is not as good.

Moreover, in terms of running schools cooperatively, there are limited cooperative universities. These congenital shortcomings have resulted in obstacles to the teaching reform of the Thai major in Qujing Normal University. However, according to the existing resources, Qujing Normal University reduces the students' fear of the difficulty of learning Thai and raises their interest in learning Thai by combining English with Thai. In addition, Qujing Normal University, under the condition of low basic quality, improves the current situation of poor outcome of practical teaching by choosing more groups to participate in students' practical teaching. After the teaching reform of the Thai major, the teaching quality has improved, which is confirmed in the analysis of this study. So, at present, the effect of teaching reform of Thai specialty in Yunnan Province has been gradually improved, and there are many successful experiences.

4.3 Analysis of the Problems in Thai Language Teaching Programs in the Yunnan Province

Answers to Sub-RQ3: What are problems faced in the Thai language teaching programs in Yunnan Province?

As mentioned in the above analysis, the Thai language teaching for ordinary undergraduates in Yunnan Province has achieved results under the strong support of the government and the attention of various universities, but there are also many problems in Thai language teaching. The existence of these problems, from the perspective of teaching quality, also has its inherent causes. From the point of view of teaching quality evaluation system, this study analyzes the causes of the problems, so as to grasp the problems accurately and provide guidance for the evaluation index system of teaching quality of Thai major for general undergraduate students in

Yunnan Province, and also provide a reference for the future reform of undergraduate Thai teaching quality.

4.3.1 Teaching Design and Organizational Ability of Thai Teachers is not High

In recent years, the undergraduate Thai major in Yunnan Province has achieved some success in its implementation. Whether it is the introduction of professional teachers, the improvement of teachers' quality, or the reform of teaching, it has gained success in practice. For example, at present, many Thai teachers in Yunnan universities have a master's degree and participate in Thai professional training or practical teacher training in Thai universities, accumulated teaching experience and materials, and made necessary preparations for promoting teaching. But these are not enough to meet the needs of students. Furthermore, the practical training is mostly realized in Thailand, while the students trained by universities primarily work locally in Yunnan Province. Thus, the teaching design deviates from the actual work of students employed in Yunnan Province, which reflects the shortcomings of the overall quality of professional teachers in terms of transformation.

In teaching practice, many teacher qualities are embodied in the Thai teaching, such as effective control of schedule, sensitive response to classroom emergencies, effective interaction with students, improving students' classroom participation, and so on. More importantly, the evaluation of their quality depends on whether they can meet the needs of students and the effective connect skill learning and real life, in addition to structuring teaching reasonably, completing plans and meeting objectives. These qualities are absent overall with teachers at present, especially for the effectiveness of students' skills training, especially young teachers, which reflects that design and organizational ability needs building.

In the description of data analysis and research results analysis, both teaching supervisors (teaching leaders, enterprise personnel, teaching supervisors) and students mentioned the problems that need to be improved in the design and organizational ability of Thai teachers, especially in the control of the overall state of teaching, to effectively apply experience to practice, establish prestige among students, and let

students recognize teaching methods and teaching content. However, in the actual evaluation of teaching quality, the students' score of the overall evaluation of teachers' teaching quality at only 64.758, which shows that students are not satisfied with teachers at present. Teachers' attention to students and effective interaction will be classified into teachers' teaching quality by students, while the qualifications of teachers, teachers' language expression and professional level mentioned in the study are basically the qualities of teachers. In the peer evaluation and the evaluation of teaching supervision, the problems of mobilizing classroom atmosphere and interaction between teachers and students in organizations mentioned many times that there are some shortcomings in the current teaching design and organization. The results confirm that the current situation of the teaching design and organizational ability of Thai teachers is not high.

4.3.2 Deviation between Teaching Contents and Students' Needs

According to the analysis of previous research data, in the teaching of Thai major, Yunnan colleges and universities actively explore the reform based on the needs of social and economic development and strive to link the teaching with the needs of society. However, at present, there are few teachers with working experience in social enterprises in colleges and universities. Even if there are, they are only part-time teachers who teach short-term courses, which is rare in colleges and universities. These realities also result in the teaching of Thai teachers deviating from the needs of society.

The combination of theory and practice, teaching according to aptitude and accurate positioning in teaching design have been recognized to varying degrees in the evaluation and analysis of different teaching evaluation subjects. In the analysis of teaching quality evaluation for Thai majors, it has been pointed out that in the design of teaching content at present, teachers have rich teaching content, extensive involvement and elaborate preparation. However, the learning outcome is not very effective. In the evaluation of teaching quality, the highest score of peer teachers is 82, followed by supervisory evaluation, at 72.724. In the overall comparison of teaching, it belongs to the upper middle. However, in the evaluation of students' teaching quality, the score is only 64.758, which indicates that students' satisfaction

with teaching is low. This also shows that there may be some deviation between teachers' teaching content and teachers' perception of teaching and students' judgment. Students cannot learn what they want to learn, and they do not like what teachers teach, which results in a contradiction and affects the overall quality of teaching.

Whether it is teachers' team or teaching research, the implementation of Thai teaching activities pays more attention to the situation of teachers and the reflection of content and experience in the classroom. The advantages and disadvantages of teachers' teaching evaluation are more related to content, design and organization than to how much students have learned or how effective the teaching is. In this case, teaching reform may lead to more professional and in-depth development and be people-oriented with attention to student needs, teaching students in accordance with their aptitude. Students pay more attention to whether their expectations are met, and their needs are emphasized, while they pay little attention to the contents of textbooks, teaching contents or teaching objectives that teachers set. This situation shows the inadequacy of communication between the two sides, which leads to the deviation between the current teaching and the needs of students, thus affecting the results of teaching quality evaluation

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

After the publication of Some Opinions of the Ministry of Education on Further Deepening the Reform of Undergraduate Teaching and Improving the Quality of Teaching in an All-round Way in 2007, education departments and educational committees of provinces, municipalities, autonomous regions and municipalities directly under the Central Government began to carry out reform in colleges and universities, taking improving teaching quality as the fundamental purpose of reform. In the development of more than ten years, the reform has achieved results, and the talent training program can better embody the principle of people-oriented education and the idea of combining teaching objectives with social needs is more deeply rooted.

Many colleges and universities have also made developments, providing experience and references for deepening professional teaching reform. In this process, the social demand standard for talent is gradually becoming clear, and higher standards and requirements for talent are put forward according to actual situation of social and economic development and industry, which also provides direction for the reform of teaching quality. In the reform, the achievements of teaching practice are gradually being enriched, but the theoretical system of educational and teaching quality reform has yet to match the demands economic and societal demands. In the current educational quality evaluation system, there is no unified standard, which is obviously not in line with the development of educational and teaching quality reform. Therefore, the scientific construction of education and teaching quality evaluation system and the formation of a targeted professional teaching quality evaluation system according to the characteristics of the discipline are urgently needed by educators and teachers.

In the reform of undergraduate education and teaching quality system in Yunnan province, not only do colleges and universities attach importance to the implementation of the reform, carry out teaching reform in various specialties, and constantly summarize the results of the reform, but also Yunnan Provincial Government provides policies and financial support for colleges and universities to cultivate social development and technological innovative talent in accordance with the actual economic development of Yunnan. With the joint efforts of the government and universities, the teaching reform of many specialties in Yunnan ordinary universities has achieved remarkable results. In this process, the teaching reform of Thai specialty has also achieved remarkable results, which is closely related to the province's geographical position and the current national opening-up policy. Yunnan, as an important province in the bridgehead strategy and China-ASEAN Free Trade Area, needs a large number of Thai teaching talents.

However, the graduates trained in the original teaching of Thai language specialty are not able to meet the social needs in quantity, and there is a clear gap between the talent trained and the actual needs of the society in quality. In this case, the reform of Thai language specialty has been attached great importance to and invested a great deal of manpower and material resources to promote this work. From the practical exploration of undergraduate Thai major teaching in Yunnan, we can see that Thai majors serve regional economic and social development in the orientation of personnel training, with the aim of training high-quality Thai-speaking talent, focusing on the development of teaching staff, oriented by social needs, relying on discipline and development. Therefore, the professional structure and resource allocation should be adjusted and optimized, and universities should be coordinate with Southeast Asian countries to achieve the goal of training high-level applied talent.

This study starts with the background of the research and the basis for addressing the problems, clarifies the necessity of practical application, analyses the theoretical basis of implementation from the previous research, and on the basis of theoretical analysis, combines the actual teaching quality evaluation of undergraduate majors, adopts the fuzzy comprehensive evaluation method, and constructs The Evaluation System of Teaching Quality of Thai Major for Higher Undergraduates and

the Formation of a Perfect Index System. Taking Thai language teaching in nine colleges and universities in Yunnan province as the research object, the representative groups were selected to conduct questionnaire survey and interview. In the interviewing and on-site visits, the researcher tried to find the different groups of nine colleges and universities to conduct interviews to understand the actual situation of Thai teaching. In order to analyze the situation of Thai teaching quality evaluation system, four representative universities were selected from the nine for questionnaire investigation and analysis. Choosing student group, teacher group and teaching supervisor group, the author evaluated the teaching quality of 16 Thai teachers in four universities and attempted to determine the existing problems in the Thai teaching quality evaluation system of Yunnan colleges and universities. It also analyzed the reasons and proposed solutions for improving the teaching quality of Thai majors and may serve as a reference for the development of teaching quality evaluation systems of Thai majors in other universities.

5.1 Concluding Remarks and Answers to the Overreaching RQ

In this study, questionnaires, interviews and fuzzy comprehensive evaluation were used to analyze the teaching quality evaluation system of undergraduate Thai majors in Yunnan colleges and universities, and a more reasonable evaluation index system of Thai majors' teaching quality was established. By means of expert interviews and expert assignment, the evaluation index system was established based on different factors, forming a clear factor proportion analysis, and finally proposing a perfect questionnaire. Through this process, this study has developed a preliminary understanding of the implementation of Thai teaching in colleges and universities in Yunnan province, and draws the following conclusions.

5.1.1 Construction of Teaching Quality Evaluation System for Thai Majors in This Study is More Reasonable

Based on the analysis of previous research, combining with the teaching practice, expert interviews and expert assignment of undergraduate Thai majors in Yunnan colleges and universities, a “Questionnaire for Evaluating the Teaching

Quality of Undergraduate Thai Majors in Yunnan Colleges and Universities” has been developed. Before the implementation of the survey, the reliability and validity of the questionnaire were analyzed. Data analysis showed that the questionnaire had high reliability and effectiveness and could be used as a scientific survey questionnaire. To sum up, the questionnaire consists of five factors: content, design, organization, teachers' quality and outcome.

5.1.2 Differences in Scores of Different Evaluation Subjects in the Evaluation of Teaching Quality

The results show that there are differences in data analysis among three different types of teaching quality evaluation subjects. The emphasis of student groups on teaching quality evaluation is different from that of teachers' peers and teaching supervision evaluation, and the data results are significantly different. In the analysis of students as evaluation subjects, compared with the other two groups, the scores of teaching quality evaluation are lower, and more attention is paid to the practicability of Thai teaching, such as the tendency to focus on teacher-student communication and teaching outcome, which is obviously higher than other aspects. This can not only be seen in data analysis, but also in the quality of teachers' teaching. This is also reflected in the text analysis of point evaluation and teaching suggestions.

From the evaluation analysis of teachers' peers and teaching supervision, these two groups pay more attention to teaching content, design and organization, to the degree of accomplishment of teaching objectives, whether the teaching plan makes sufficient progress, whether the practical organization is reasonable, and whether the necessary conditions for teaching are met. Therefore, in the teachers' teaching quality evaluation, teachers' evaluation of organization and content is more evident. From the overall score of teaching quality evaluation for Thai majors, the peer evaluation score of teachers is the highest, followed by teaching supervision, and the group evaluation score of students is the lowest.

5.1.3 Results of Teaching Quality Evaluation of Different Thai Content Teaching are Different

In the evaluation of teaching quality of Thai specialty, there are also differences in the evaluation of teaching quality of different teaching contents, which are manifested in students' higher scores in teaching evaluation of Thai foundation, Thai reading and translation. At the level of theoretical teaching, the current evaluation of teaching quality of Thai specialty has a higher degree of recognition. Thai audio-visual Thai teaching quality scores began to decline, and the trend of teaching evaluation subjects of several different Thai majors was similar. In the evaluation of teaching quality of advanced Thai and business Thai, the overall evaluation score of teaching quality was the lowest.

5.1.4 Teaching Design and Organizational Ability of Thai Teachers is not High

Both teaching supervisors and students mentioned the problems that need to be improved in teaching design and organizational ability of Thai teachers. In the peer evaluation of teachers and the evaluation of teaching supervision, it was mentioned many times that there are shortcomings in the design and organization of teaching. The analysis of these data confirms the current situation of low teaching design and organizational ability of Thai teachers. For the advantages of combining theory with practice, teaching students in accordance with their aptitude and positioning accurately in teaching design have been recognized to varying degrees in the evaluation and analysis of different teaching evaluation subjects.

5.1.5 Effect of Practical Teaching Reform for Thai Majors

Through the analysis of the overall data, the effect of the reform of Thai teaching practice at universities in Yunnan province is clear. The teaching effect of Qujing Teachers College is higher than that of other schools, and according to the proportion of different factors in the evaluation of teaching quality, among all factors, the proportion of content and outcome is the largest. These two contents, in the evaluation of students and peer evaluation of teachers, were highest at Qujing Teachers College followed by Yunnan Normal University and Yunnan Minzu

University. In the evaluation of teaching supervision, the score of Qujing Normal University is higher than that of the other two universities. Qujing Normal University has fewer teaching resources than the other three universities, and the overall situation of teachers is not as good as that of the other three. In terms of cooperation with other institutes, there is also limited cooperation by Qujing Normal University with other universities. These congenital shortcomings are obstacles to teaching reform of the Thai major in Qujing Normal University. However, Qujing Normal University, based on the existing resources, through the combination of English and Thai, reduces the students' fear of the difficulty of learning Thai and increases their interest in learning Thai. The teaching reform has resulted in more groups participating in students' practical teaching and has improved the poor outcome of practical teaching. This shows from one side that the teaching reform of Thai specialty is also gradually increasing

5.2 Suggestions to Improve the Quality of Teaching in the Undergraduate-level Thai Language Program at Universities in the Yunnan Province

The undergraduate Thai teaching in Yunnan colleges and universities, with the support of provincial government and driven by social development needs, has led to an improvement of the quality of Thai teaching to a certain extent. Under the implementation of collective lesson preparation, peer teachers and teaching supervisors have a high degree of recognition for the management of teachers' teaching quality and teaching content in the evaluation of teaching quality. But generally speaking, the teaching quality of Thai teachers is not very high, there are also problems in organization and design, and the outcome is not very high. According to the analysis of the teaching quality of Thai major for undergraduates, it is believed that the current Thai teaching quality can be improved from the three aspects: improving and revising the existing teaching quality evaluation system, establishing and improving the teaching quality evaluation guarantee mechanism, and deepening school-enterprise cooperation and realizing the effective connection between talent and society, so as to promote Thai teaching reform.

5.2.1 Improve and Revise the Existing Teaching Quality Evaluation System

The teaching quality evaluation system proposed in this study is based on the previous research, combined with the actual teaching of Thai major in Yunnan Province, and expert opinions. Therefore, it has both theoretical and practical support. However, due to the short time and the uneven teaching quality of Thai undergraduate majors, there is no uniform standard for the setting of teaching content in each university, and the teachers of Thai majors are generally younger, so there is still room for improvement. Therefore, in the future implementation of teaching quality reform needs to be monitored in terms of standards, and teaching practice should be verified, to constantly improve and revise the existing teaching quality evaluation system.

Firstly, the teaching quality evaluation system for Thai major should be widely promoted. Practice is the only criterion to test effectiveness. The rationality and reliability of teaching quality evaluation for Thai majors must be shown through many studies. At present, there is no independent standardized test questionnaire in the teaching quality evaluation for Thai majors in Yunnan universities. Many universities adopt the teaching quality evaluation standard for all professional courses, and the pertinence of this evaluation index system is insufficient, so more and more people will pay attention to the difference between the existing evaluation index system and the evaluation index system of teaching quality in the existing universities with a Thai major. In comparison, when the advantages of the questionnaire are put forward and shown, people may explore its shortcomings, which is in line with the common sense and the actual situation of continuing to promote teaching reform. In the face of teaching reform, many teachers have difficulty in deciding where to start. While pointing out the direction, the teaching quality evaluation system of undergraduate Thai majors in Yunnan colleges and universities also provides the process of teaching teachers' quality evaluation and demonstration. The more thorough the process, the more conducive to the improvement and revision of the current teaching quality evaluation questionnaire and will also be closer to the actual situation of Thai majors in Yunnan province.

Secondly, the original setting of teaching quality evaluation indicators can be constantly improved. Different teaching evaluation subjects not only provide answers to existing questions, but also provide more written information, reflecting the different perspectives on the evaluation factors of teaching quality. For example, in the elaboration of the advantages and disadvantages, the evaluation subject will be more detailed, and the teaching suggestions more appropriate. The collection of this information is conducive to further improving the teaching quality evaluation system. Moreover, in many teaching quality evaluation operations, the evaluation subjects pay more attention to the content of the questionnaire, and also can find that the questions in the questionnaire are not carefully designed or expressed clearly enough, and give feedback to make the questionnaire more rigorous, which in turn improves the teaching quality evaluation system of Thai majors for general undergraduates in Yunnan province.

5.2.2 Establishing and Perfecting the Guarantee Mechanism of Teaching Quality Evaluation

In order to promote the teaching quality reform of Thai specialty, a perfect evaluation index system is the foundation, and a perfect guarantee mechanism of education and teaching quality evaluation is also necessary to ensure the effective completion of various indicators. The safeguard mechanism can be improved in four aspects: organizational mechanism, institutional mechanism, personnel mechanism and material mechanism.

Firstly, the organizational guarantee mechanism of teaching quality evaluation should be established and improved. In the teaching quality evaluation, a perfect organizational guarantee mechanism, a special teaching quality supervision mechanism and evaluation mechanism and a teaching supervision group should all be established. Moreover, team members should be improved, teaching management should be orderly, and the different teaching level and skill of different teachers needs to be considered.

Secondly, a perfect system and mechanism should be established. Institution is the basis and standard for the implementation of teaching quality evaluation, and it is also the necessary means to promote teaching quality evaluation. The implementation mechanism of teaching quality evaluation, the management mechanism of teaching quality evaluation, the effective assessment mechanism needs to be effectively implemented and a perfect system guarantee mechanism must be established to ensure that the implementation can be based on evidence.

Furthermore, the formation of personnel security mechanism can address the shortage of Thai teachers and improve the allocation of teachers. Teaching quality evaluation can continuously promote the implementation of teaching quality evaluation of Thai professional teachers, so that the teaching quality evaluation system will continue to improve, and the implementation of evaluation will become more standardized.

Finally, the establishment of material security mechanism concerns the allocation of equipment and resources, as well as the financial requirement for teachers' further education. Improving teaching equipment and resources will improve the existing teaching conditions, but also provide convenient conditions for teachers to implement modern teaching methods and design new teaching methods. The allocation of funds for teachers' further education not only provides more teaching materials for teachers, but also provides conditions for teacher training and exchange, which can effectively promote quality reform.

5.2.3 Promoting School-Enterprise Cooperation and Achieving Effective Connection between Talent and Society

Not only can the shortcomings of the existing Thai teaching quality evaluation indicators be constantly verified and revised, but also through the evaluation of Thai teaching indicators, teachers can realize what shortcomings remain in teaching preparation and implementation. In teaching design and organization, the problems of teaching according to aptitude, combining theory with practice, teaching orientation and interaction between teachers and students, attract the attention of teachers in the evaluation which leads to the constant improvement of teaching. The improvement of teachers' teaching consciousness must also be supported by practice and meet the

practical needs of students, the implementation of the personnel training programs mentioned in the promotion of school-enterprise cooperation, and effectively connecting talent and society not only improves the current teaching practice of Thai majors, but also provides practical support for improving the teaching quality evaluation system effectively (Bonnbaum, 2008).

From the results of analysis and discussion, and experience of previous teaching, the key to effective reform welcomed by teachers and students in Thai language teaching in undergraduate colleges is the connection between teaching, and social needs. In the current implementation of teaching reform for Thai majors, especially in practical teaching, the results have been achieved. The most obvious is the reform of teaching at Qujing Normal University, which not only effectively improves the students' satisfaction with the evaluation of teaching quality, but also facilitates school-enterprise cooperation to participate in the evaluation of students' teaching, and teaching results, which also results in the teaching outcome for students being closer to the actual needs of the work they will be required to perform. In this case, students' learning needs are becoming closer to meeting needs of their real-life situation, and teachers have a clearer grasp of the needs of the future society, so there is a direction to teach students in accordance with their aptitude and combine theory with practice, which has obvious advantages. According to the actual situation of Thai teaching in other colleges and universities, the practical teaching links can be reformed, the cooperation between schools and enterprises can be increased, and an effective connection between talent and society can be realized.

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APPENDICES



APPENDIX A:

Open-Ended Questionnaire

Open-ended Questionnaire

Dear Sir/Madam,

At present, we are conducting a research on the teaching quality evaluation system of Thai undergraduate specialty teaching. The following open-ended questions are mainly designed for this research. Please answer the following questions carefully according to what you know. Your answer is very important to our research. Please answer it according to the real situation. Thank you again for your cooperation.

1) Who do you think is more convincing in the evaluation of teaching quality of Thai undergraduate specialty? Could you elaborate on your point of view?

2) In your opinion, when evaluating the teaching quality of Thai undergraduate specialty, which aspects are more appropriate? Please elaborate on your point of view.

3) In your perception, what is the importance of each dimension in all the dimensions of teaching quality evaluation for Thai undergraduate majors? If it is set to a full score, please grade different aspects of the design and elaborate your views.

4) In different aspects of your settings, if you want to further elaborate on the evaluation content they contain, how would you set it? Please elaborate on your point of view.

Thank you for your cooperation!



APPENDIX B:

Questionnaire

Questionnaire 1: Teacher Mutual Assessment Questionnaire

Dear Teachers,

In order to better promote the improvement of teaching effect, improve the current situation of Thai teaching, and realize the effective connection between Thai teaching, and social needs, in line with the principle of mutual evaluation, mutual assistance and common progress, according to the overall teaching situation of the teachers, you can evaluate the teaching situation from five dimensions: teaching content, teaching organization, teaching design, teachers' quality and teaching effect. Please be sure to grade according to the actual situation, comment on the teaching situation of teachers, and put forward suggestions for improvement. Thank you again for your cooperation.

Teachers: _____ Teaching content: _____

Time: _____ class: _____

Evaluation Dimension	Evaluation Index	Score				
		5	4	3	2	1
Teaching content	1. Thai language teaching is rich in content, and the choice of knowledge points is reasonable.					
	2. The key and difficult points in Thai teaching content are clearly arranged.					
	3. Thai teaching content can be in line with the development of the times and social needs.					
	4. Thai teaching content design can inspire students to learn and develop their abilities.					
Teaching design	1. Teaching in accordance with one's aptitude can fully consider the actual situation of students and design teaching.					
	2. Accurate positioning of teaching key design, difficult design in line with students' reality					
	3. In the implementation of teaching, can effectively use various means to arouse students' interest and enthusiasm in learning.					
	4. Combine the theory of Thai teaching with the practice of work and life.					
Teaching organization	1. Teachers can effectively mobilize the classroom atmosphere, a strong learning atmosphere.					
	2. Students interact with teachers naturally and enthusiastically in class.					
	3. Appropriate timing of Thai teaching content					
	4. Appropriate and effective use of modern teaching techniques and means in teaching organizations.					
	5. Teachers are full of emotions and in good condition in the process of teaching.					

Evaluation Dimension	Evaluation Index	Score				
		5	4	3	2	1
Teachers' quality	1. The language taught by teachers is concise and professional.					
	2. Language expression is accurate.					
	3. Teachers are familiar with Thai and can translate it into a language that students understand.					
	4. Teachers are proficient in modern teaching techniques and can use them effectively.					
	5. Teachers themselves have double qualifications and higher qualifications.					
Teaching effect	1. The teaching objectives of Thai language teaching are effectively achieved.					
	2. The students' practical ability of Thai language has been greatly improved.					
	3. Through learning, the students have significantly improved the solution of practical problems in Thai application.					
	4. Students' comprehensive qualities and abilities are well developed, and their multiple qualities are exercised.					
Teaching comments	Advantages of teaching: Insufficient teaching:					
Teaching suggestions						

Questionnaire 2: Student Evaluation Questionnaire

Dear Classmates,

In order to better promote the improvement of teaching effect, improve the current situation of Thai teaching, and realize the effective connection between Thai teaching, and social needs, In order to lay a solid foundation for students' future employment, and uphold the principle of seeking truth from facts and constantly improving, students are invited to evaluate the teaching situation according to the overall teaching situation of teachers. You can evaluate the teaching situation from five dimensions: teaching content, teaching organization, teaching design, teachers' quality and teaching effect. Please be sure to grade according to the actual situation, comment on the teaching situation of teachers, and put forward suggestions for improvement. Thank you again for your cooperation.

Teachers: _____ Teaching content: _____

Time: _____ class: _____

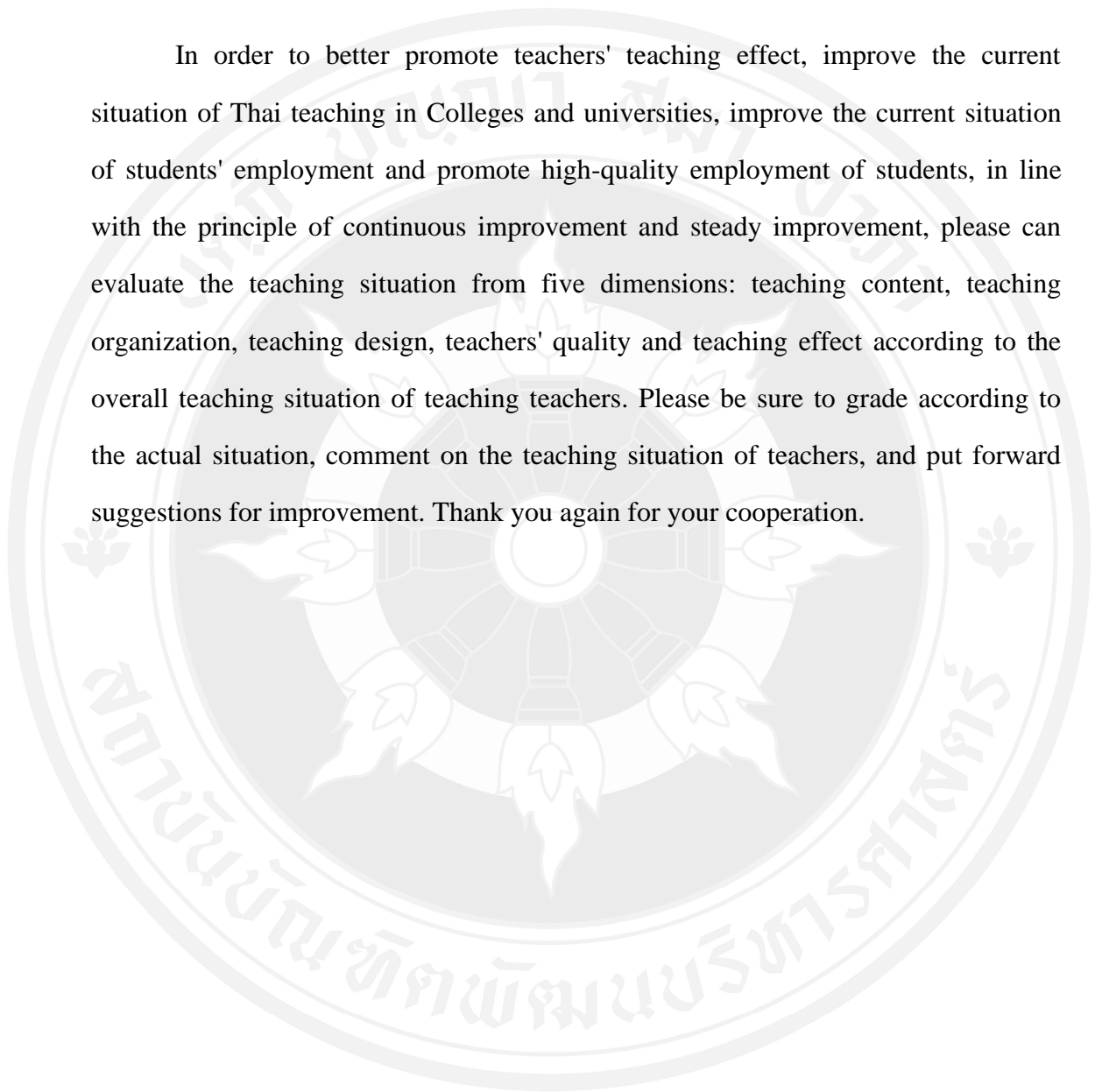
Evaluation Dimension	Evaluation Index	Score				
		5	4	3	2	1
Teaching contents	1. The teaching content of the course is abundant, which can reasonably select Thai knowledge points according to the actual situation of students.					
	2. Thai teaching content conforms to the students' foundation, and the arrangement of difficulty is reasonable.					
	3. Thai teaching content can effectively meet the needs of the current era and the needs of later work.					
	4. Thai teaching content can effectively inspire students to connect with the reality of life and work and solve practical problems.					
Teaching design	1. The design of teaching knowledge points conforms to students' current acceptance level.					
	2. The teaching emphasis in teaching is clear and prominent, and the difficulties can also be grasped by students in time.					
	3. Various means can be used in teaching, and modern technical means can be used to make the content more acceptable.					
	4. Thai teaching can effectively combine the teaching content with the students' working conditions and life events.					
Teaching organization	1. Teachers can effectively mobilize classroom atmosphere in the classroom, and students actively participate in it.					
	2. Teachers pay attention to students' needs and changes, and they can interact effectively in class.					

Evaluation Dimension	Evaluation Index	Score				
		5	4	3	2	1
	3. The teaching time of Thai teaching content is properly arranged.					
	4. Teachers can use modern teaching techniques and means appropriately and effectively in their teaching organization.					
	5. Teachers are full of emotions and in good condition in the process of teaching.					
Teachers' quality	1. The language taught by teachers is concise. And Thai grammar and pronunciation standards.					
	2. The language expression of Thai content is accurate.					
	3. Teachers are familiar with Thai language and can elaborate on Thai culture and its use.					
	4. Teachers are proficient in modern teaching techniques and can use them effectively.					
	5. Teachers have rich teaching experience and can effectively solve students' questions.					
Teaching effect	1. In Thai class, students' learning objectives in class are effectively achieved.					
	2. Through classroom learning, students' practical ability of Thai language has been improved significantly.					
	3. Thai learning can improve students' ability to solve problems in real life.					
	4. Through Thai language learning, students' ability of multiple comprehensive qualities has been exercised.					
Teaching comments	Advantages of teaching: Insufficient teaching:					
Teaching suggestions						

Questionnaire 3: Supervision Evaluation Questionnaire

Distinguished Teachers,

In order to better promote teachers' teaching effect, improve the current situation of Thai teaching in Colleges and universities, improve the current situation of students' employment and promote high-quality employment of students, in line with the principle of continuous improvement and steady improvement, please can evaluate the teaching situation from five dimensions: teaching content, teaching organization, teaching design, teachers' quality and teaching effect according to the overall teaching situation of teaching teachers. Please be sure to grade according to the actual situation, comment on the teaching situation of teachers, and put forward suggestions for improvement. Thank you again for your cooperation.



Teachers: _____ Teaching content: _____

Time: _____ class: _____

Evaluation Dimension	Evaluation Index	Score				
		5	4	3	2	1
Teaching content	1. Thai language teaching is rich in content, and the choice of knowledge points is reasonable.					
	2. The key and difficult points in Thai teaching content are clearly arranged.					
	3. Thai teaching content can be in line with the development of the times and social needs.					
	4. Thai teaching content design can inspire students to learn and develop their abilities.					
Teaching design	1. Teach students in accordance with their aptitude and design teaching with full consideration of students' actual situation.					
	2. The design of teaching focus is accurate, and the design of difficult points is in line with students' reality.					
	3. In the implementation of teaching, can effectively use various means to arouse students' interest and enthusiasm in learning.					
	4. Combine the theory of Thai teaching with the practice of work and life.					
Teaching organization	1. Teachers can effectively mobilize the classroom atmosphere, a strong learning atmosphere.					
	2. Students interact with teachers naturally and enthusiastically in class.					
	3. Reasonable Time Arrangement of Thai Teaching Content					
	4. Appropriate and effective use of modern teaching techniques and means in teaching organizations.					

Evaluation Dimension	Evaluation Index	Score				
		5	4	3	2	1
	5. Teachers are full of emotions and in good condition in the process of teaching.					
Teachers' quality	1. The language taught by teachers is concise and professional.					
	2. Language expression is accurate.					
	3. Teachers are familiar with Thai and can translate it into a language that students understand.					
	4. Teachers are proficient in modern teaching techniques and can use them effectively.					
	5. Teachers themselves have double qualifications and higher qualifications.					
Teaching effect	1. The teaching objectives of Thai language teaching are effectively achieved.					
	2. The students' practical ability of Thai language has been greatly improved.					
	3. Through learning, the students can improve the solution of practical problems in Thai application.					
	4. Students' comprehensive qualities and abilities are well developed, and their multiple qualities are exercised.					
Teaching comments	Advantages of teaching: Insufficient teaching:					
Teaching suggestions						



APPENDIX C:

Extracts of Raw Data

Extracts of Raw Data

Table 1 Results of Original Data Analysis of Teacher Peer Evaluation Questionnaire

Evaluation Dimension	Evaluating Indicator	Teacher Peer Assessment Questionnaire Average Score	Percentage Score Conversion
Teaching content	1. Thai language teaching is rich in content, and the choice of knowledge points is reasonable.	4.47	6.258
	2. The key and difficult points in Thai teaching content are clearly arranged.	4.21	7.578
	3. Thai teaching content can be in line with the development of the times and social needs.	3.59	7.18
	4. Thai teaching content design can inspire students to learn and develop their abilities.	3.22	3.864
Teaching design	1. Teaching in accordance with one's aptitude can fully consider the actual situation of students and design teaching.	3.47	3.47
	2. Accurate positioning of teaching key design, difficult design in line with students' reality	4.25	1.7
	3. In the implementation of teaching, we can effectively use various means to arouse students' interest and	4.22	0.844

Evaluation Dimension	Evaluating Indicator	Teacher Peer Assessment Questionnaire Average Score	Percentage Score Conversion
	enthusiasm in learning.		
	4. Combine the theory of Thai teaching with the practice of work and life.	3.99	1.596
Teaching organization	1. Teachers can effectively mobilize the classroom atmosphere, a strong learning atmosphere.	4.27	2.562
	2. Students interact with teachers naturally and enthusiastically in class.	4.19	4.19
	3. Appropriate timing of Thai teaching content	4.43	1.772
	4. Appropriate and effective use of modern teaching techniques and means in teaching organizations.	4.29	0.858
	5. Teachers are full of emotions and in good condition in the process of teaching.	4.52	0.904
Teachers' quality	1. The language taught by teachers is concise and professional.	4.13	1.652
	2. Language expression is accurate.	4.64	2.784
	3. Teachers are familiar with Thai and can translate it into a language that students understand.	3.97	4.764
	4. Teachers are proficient in modern teaching techniques and can use them	4.46	2.676

Evaluation Dimension	Evaluating Indicator	Teacher Peer Assessment Questionnaire Average Score	Percentage Score Conversion
	effectively.		
	5. Teachers themselves have double qualifications and higher qualifications.	3.89	1.556
Teaching effectiveness	1. The teaching objectives of Thai language teaching are effectively achieved.	4.61	12.908
	2. The students' practical ability of Thai language has been greatly improved.	3.96	2.376
	3. Through learning, the students have significantly improved the solution of practical problems in Thai application.	4.05	7.29
	4. Students' comprehensive qualities and abilities are well developed, and their multiple qualities are exercised.	4.03	3.224

Table 2 Results of the Original Data Analysis of The Student Evaluation
Questionnaire

Evaluation Dimension	Evaluating Indicator	Average Score of Student Assessment Questionnaire	Percentage Score Conversion
Teaching content	1. The teaching content of the course is abundant, which can reasonably select Thai knowledge points according to the actual situation of students.	4.52	6.328
	2. Thai teaching content conforms to the students' foundation and is difficult to arrange reasonably.	3.81	6.858
	3. Thai teaching content can effectively meet the needs of the current era and the needs of later work.	2.64	5.28
	4. Thai teaching content can effectively inspire students to connect with the reality of life and work and solve practical problems.	2.78	3.336
Teaching design	1. The design of teaching knowledge points conforms to students' current acceptance level.	2.51	2.51
	2. The teaching emphasis in teaching is clear and prominent, and the difficulties can also be grasped by students in time.	3.04	1.216

Evaluation Dimension	Evaluating Indicator	Average Score of Student Assessment Questionnaire	Percentage Score Conversion
	3. Various means can be used in teaching, and modern technical means can be used to make the content more acceptable.	4.09	0.818
	4. Thai teaching can effectively combine the teaching content with the students' working conditions and life events.	2.34	0.936
Teaching organization	1. Teachers can effectively mobilize classroom atmosphere in the classroom, and students actively participate in it.	2.43	1.458
	2. Teachers pay attention to students' needs and changes, and they can interact effectively in class.	3.52	3.52
	3. The teaching time of Thai teaching content and teaching time are arranged appropriately.	2.55	1.02
	4. Teachers can use modern teaching techniques and means appropriately and effectively in their teaching organization.	3.58	0.716
	5. Teachers are full of emotions and in good condition in the process of teaching.	4.09	0.818
Teachers' quality	1. Teachers teach concise language, and Thai grammar and pronunciation	4.42	1.768

Evaluation Dimension	Evaluating Indicator	Average Score of Student Assessment Questionnaire	Percentage Score Conversion
	standards.		
	2. The language expression of Thai content is accurate.	4.28	2.568
	3. Teachers are familiar with Thai language and can elaborate on Thai culture and its use.	3.16	3.792
	4. Teachers are proficient in modern teaching techniques and can use them effectively.	4.21	2.526
	5. Teachers have rich teaching experience and can effectively solve students' questions.	4.27	1.708
Teaching effectiveness	1. In Thai class, students' learning objectives in class are effectively achieved.	3.19	8.932
	2. Through classroom learning, students' practical ability of Thai language has been improved significantly.	3.24	1.944
	3. Thai learning can improve students' ability to solve problems in real life.	2.41	4.338
	4. Through Thai language learning, students' ability of multiple comprehensive qualities has been exercised.	2.96	2.368

Table 3 Results of Original Data Analysis of Supervisory Evaluation Questionnaire

Evaluation Dimension	Evaluating Indicator	Equivalent Score	Percentage Score Conversion
Teaching content	1. Thai language teaching is rich in content, and the choice of knowledge points is reasonable.	3.96	5.544
	2. The key and difficult points in Thai teaching content are clearly arranged.	4.06	7.308
	3. Thai teaching content can be in line with the development of the times and social needs.	2.37	4.74
	4. Thai teaching content design can inspire students to learn and develop their abilities.	3.15	3.78
Teaching design	1. Teaching in accordance with one's aptitude can fully consider the actual situation of students and design teaching.	3.09	3.09
	2. Accurate positioning of teaching key design, difficult design in line with students' reality	3.83	1.532
	3. In the implementation of teaching, we can effectively use various means to arouse students' interest and enthusiasm in learning.	3.96	0.792
	4. Combine the theory of Thai teaching with the practice of work and life.	3.52	1.408

Evaluation Dimension	Evaluating Indicator	Equivalent Score	Percentage Score Conversion
Teaching organization	1. Teachers can effectively mobilize the classroom atmosphere, a strong learning atmosphere.	2.89	1.734
	2. Students interact with teachers naturally and enthusiastically in class.	3.17	3.17
	3. Appropriate timing of Thai teaching content	3.25	1.3
	4. Appropriate and effective use of modern teaching techniques and means in teaching organizations.	3.94	0.788
	5. Teachers are full of emotions and in good condition in the process of teaching.	4.31	0.862
Teachers' quality	1. The language taught by teachers is concise and professional.	3.96	1.584
	2. Language expression is accurate.	3.88	2.328
	3. Teachers are familiar with Thai and can translate it into a language that students understand.	3.62	4.344
	4. Teachers are proficient in modern teaching techniques and can use them effectively.	4.19	2.514
	5. Teachers themselves have double qualifications and higher qualifications.	3.59	1.436
Teaching effectiveness	1. The teaching objectives of Thai language teaching are effectively	4.32	12.096

Evaluation Dimension	Evaluating Indicator	Equivalent Score	Percentage Score Conversion
	achieved.		
	2. The students' practical ability of Thai language has been greatly improved.	3.89	2.334
	3. Through learning, the students have significantly improved the solution of practical problems in Thai application.	3.84	6.912
	4. Students' comprehensive qualities and abilities are well developed, and their multiple qualities are exercised.	3.91	3.128

BIOGRAPHY

Name-Surname

Miss Lu Gan

Academic Background

Bachelor's Degree with a major in Foreign Language Program from Yu Xi University, Yunnan Province, China in 2010 and bachelor's degree with a major in Thai Language and Culture Program, Department of Thai Language Teaching from Chiang Rai Rajabhat University, Chiang Rai, Thailand in 2012 and a Master's Degree in Thai Language and Culture Program, Department of Thai Language Teaching at Chiang Rai Rajabhat University, Chiang Rai, Thailand in 2014

Experience

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