

A Research on the Strategies for Improving the Teaching Level of Thai Reading in Colleges and Universities

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Abstract: The traditional teaching of Thai reading in colleges and universities mainly focuses on imparting knowledge, hoping to help students accumulate Thai knowledge efficiently. With the continuous attention to the instrumental and humanistic values of language, the focus of college and university teachers has gradually shifted to the training of application skills and the improvement of thinking quality^[1]. In order to fully demonstrate the value of its teaching, Thai reading teachers need to combine the development needs of students with practical application, constantly innovate teaching strategies, improve the teaching level of Thai reading, and comprehensively promote students' Thai literacy. Based on this and in view of various practical experiences, this paper discusses the strategies to improve the teaching level of Thai reading in colleges and universities.

Keywords: Chinese college students; Thai reading comprehension; Language education

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1. Introduction

In developing students' language ability and cultivating students' thinking quality, the teaching of Thai reading is an important practical carrier. Teachers can guide students to continuously develop their thinking, judgment, innovation ability, and practical application ability^[2]. Specifically, in the implementation of the teaching strategies of Thai reading, teachers need to respect students' individual personality development, guide them to explore and solve problems in the application of Thai knowledge, broaden their thought process, improve their language ability, as well as encourage them to acquire the essential literacy of cross-cultural communication with the help of Thai tools^[3].

2. The current teaching situation of Thai reading in colleges and universities

2.1. Lack of language foundation and reading skills

For a long time, improving examination scores has been the focus of both, teachers and students. Therefore, many teachers and students assume examination scores as the standard to evaluate the development of students' language ability^[4]. In this case, students' learning motivation is derived from the pursuit of scores, and they lack real interest in learning the language itself. The phenomenon of uneven foundation is common in colleges and universities. For example, some students fail to meet the standards set by their universities in terms of vocabulary accumulation and coherence in text reading; hence, their experience in reading is lacking. While encountering new words and difficult words in text reading, some students find it difficult

to understand the text content accurately due to lack of vocabulary, let alone experience the beauty of the language ^[5]. In addition, some students lack reading skills and theoretical knowledge, making it difficult for them to develop their own reading methods and good reading habits.

2.2. Lack of subjective understanding and motivation

To a certain extent, focusing on achievements reflects students' utilitarian thoughts, which not only impedes students' interest in learning the language, but also affects their learning motivation. Students may develop a negative learning attitude toward classroom teaching ^[6]. For example, in order to improve their test scores, students may emphasize on vocabulary memorization, grammar, and interpretation, while neglecting the cultivation of their language application practice ability and the exploration of their own learning advantages. When students' concerns deviate from their interests, it is naturally difficult for them to take initiative, and it also poses a challenge to achieving the expected learning effect. According to a survey, most students seldom take the initiative to read Thai books or learn about the language and culture after class. Even if they are interested in reading on these topics, most of them prefer to translate and then read, employing translation tools to solve phrases and terminologies that seem unfamiliar to them. This kind of learning method, which lacks active exploration with direct reference to "dictionaries," hinders the improvement of students' language ability.

3. Strategies to improve the teaching level of Thai reading in colleges and universities

3.1. Clarifying reading objectives and improving reading interest

Generally speaking, there are two reading objectives. The first is to obtain information, and the second is to meet certain interests. When implementing teaching strategies for reading, teachers should pay attention to the formulation of students' reading objectives and integrate the cultivation of students' reading skills into their individual practical process of achieving reading goals ^[7].

For example, teachers can recommend notable Thai books to students in addition to the text, guide them to set more specific reading objectives, and urge them to complete the accumulation of humanistic quality, vocabulary, and reading skills in the reading process. First and foremost, teachers should provide accurate bibliographic facts and introduction. They should encourage students to select text materials based on their reading preferences. When selecting books, teachers should select those that are beneficial for personal growth, discourage students from reading texts that lack "nutrition" for enjoyment purposes, and improve the thinking cultivation and leading role of reading materials ^[8]. Secondly, when coming across the selected sections of renowned works in the teaching materials, teachers should guide students to use original Thai works and relevant review articles in line with their interests and levels of language development. In order to help students better understand extracurricular reading content, teachers can supplement information about the writer's life and writing background when students read, effectively broaden students' vision, cultivate deep-seated learning interest among students, and develop their initiative in reading.

3.2. Strengthening word training and exploring reading skills

In Thai reading, the accumulation of vocabulary is the most fundamental aspect. Teachers should undertake word training in accordance with their students' linguistic proficiency, so as to lay a good foundation for students to explore their reading skills. In daily teaching, vocabulary combination training should be considered, where students would be guided to explore the law of vocabulary spelling by summarizing the similarities in vocabulary while mastering the meaning and usage of different vocabularies. The teaching of reading skills should be a priority for teachers, and they should assist students in exploring and

summarizing them on their own while reading various texts ^[9]. Reading skills are the result of acquired training. In order to lead students to explore their reading skills more effectively and independently, teachers should have a repertoire of training methods that are suitable for themselves. In the specific implementation process, the exploration of training methods should include first reading, close reading, intensive reading, and familiar reading, so as to guide students to accurately grasp the content, thought, and creative intention of a certain text. Taking a text from a novel as an example, when guiding students to read, teachers can cultivate their interest in reading the entire book on the basis of first reading, close reading, and intensive reading ^[10].

3.3. Creating teaching scenarios and cultivating students' innovative thinking

The classroom structure with teachers as the sole primary body of the classroom has been abolished in the teaching of Thai reading. Teachers must pay close attention to students' primary roles and take appropriate measures to improve their primary roles in learning, such as providing more space for them to participate and think independently, as well as guiding them to solve problems encountered in learning through innovation, exploration, cooperation, and discussion ^[11].

For instance, rather than providing feedback in a straightforward manner, such as "yes" or "no," teachers should encourage students to describe the problems or answers in detail. To accomplish this, teachers must be aware of their interactions with students, assist students in carrying out reading tasks in specific educational contexts, and engage in extensive discussions with students about their challenges and improvements ^[12]. In these discussions, teachers should guide students to think about specific problems or think independently from multiple angles, so as to encourage the development of students' Thai thinking. First of all, teachers should guide students to explore the text structure and help them understand the text structure, as well as grasp the practical significance of the paper on this basis. Secondly, based on the text content and students' life experiences, teachers should build an information-based classroom teaching environment for students, visually present the humanistic elements contained in the text, and encourage students to be in a simulated situation and form an emotional resonance with the text ^[13]. In that way, students learn to communicate across time and space with the text and will be able to grasp the central idea of the text. Thirdly, teachers can create a variety of knowledge application scenarios, guide students to apply what they have learned, test their reading outcomes through practical application, stimulate their interest in exploring the application of Thai knowledge, and encourage them to express certain feelings and views in the language driven by interest. In this process, students, as learning subjects, would complete text reading, information refining, knowledge refining, and knowledge application under the guidance of teachers, thus stimulating their creative thinking and significantly enhancing their Thai expression ability.

3.4. Attaching importance to problem solving and cultivating Thai thinking habits

In the teaching of Thai reading, textbooks are the most often used learning materials by college and university students. Teachers should pay attention to the role of textbooks as the carrier of Thai knowledge and make full use of them in the cultivation of Thai thinking habits ^[14]. On the one hand, teachers should direct students to grasp the content of the text through problem solving, imperceptibly help students develop the reading habit of solving problems first, and improve their overall grasp of reading materials. On the other hand, teachers should guide students to compare the similarities and differences between the titles of Thai articles and Chinese articles, as well as encourage students to explore their differences and unity from the thinking level.

For example, when teaching on a text, teachers can deduce the content of the entire text or the general idea to be conveyed on the basis of guiding students to preliminarily interpret the subject of the text, so as to encourage them to assess the type and general content of the text. In this link, teachers should fully guide

students to think divergently, urge them to mobilize their imagination, and form speculation as well as judgment on the main content of the text, all of which would be conducive to stimulating students' interest in reading and helping them to grasp the key points and central ideas of the text ^[15]. Following that, teachers can also introduce Chinese texts that are familiar to students and encourage the students to compare the similarities and differences between the two on a certain topic. If the text is drawn from Thai classics, its translation and other Chinese classics of the same genre can be used to cultivate students' Thai thinking ability through extensive and in-depth comparative reading ^[16]. Finally, teachers can also introduce certain topics that are closely related to daily life and challenge students to attempt writing compositions as well as design two or three novel topics. After the students have completed the design of the composition topic, teachers should guide the students to analyze the voice, composition, and literary grace of the topic, so as to obtain the best result. After extensive training, it will not only cultivate students' overall grasp of reading materials, but also train their problem-solving skills and improve their proposition composition level, thus killing three birds with one stone.

4. Conclusion

In short, language is the concrete embodiment of regional cultural differences. When guiding students in learning Thai, teachers should not only pay attention to their acquisition of vocabulary and reading skills, but also to their grasp of the language's thinking mode. Even today, when global cultures infiltrate and integrate with each other, the differences between regional cultures are still significant. Guiding students to learn Thai knowledge from the thinking level and to apply what they have learned is conducive to the improvement of students' language ability. While strengthening the teaching of basic knowledge, teachers should also emphasize on the embodiment of the development of thinking ability in reading education.

Disclosure statement

The authors declare no conflict of interest.

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