

Research on Strategies for Improving Classroom Teaching Quality of “College Foreign Language (Thai)” in Applied Universities Based on the “New Three Centers”

Jianmei Su, Qihuan Ding*

Pu'er Tea College, West Yunnan University of Applied Sciences, Pu'er 665000, Yunnan, China

*Author to whom correspondence should be addressed.

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: With the deepening advancement of the Belt and Road Initiative, cooperation between China and Southeast Asian countries has become increasingly close and frequent, and Sino-Thai cooperation has also been continuously deepened. Guided by this background, the social demand for Thai language talents is growing rapidly, especially in fields such as tourism, economy and trade, and cultural exchanges. Professional talents with Thai application capabilities are gradually gaining attention. Therefore, current applied universities need to target the talent needs in regional economic development to improve the classroom teaching quality of “College Foreign Language (Thai)” in the talent training process, thereby continuously enhancing students’ language practical ability and cross-cultural communication literacy. In addition, with the rapid development of the education field, the concept of the “New Three Centers” has gradually become the core guiding ideology for college teaching reform, exerting new impacts on the current teaching system and teaching model. Therefore, integrating the “New Three Centers” teaching concept into the teaching of “College Foreign Language (Thai)” in applied universities can help teachers better focus on student development and optimize the overall teaching effect.

Keywords: New Three Centers; Applied universities; College Thai; Teaching quality; Improvement strategies

Online publication: December 12, 2025

1. Introduction

The concept of the “New Three Centers” has gradually emerged in the development of modern educational theories. Its application has broken the traditional one-way teaching model centered on teachers, shifted to focusing on students’ individual development needs, and emphasized that teaching activities should revolve around students’ development, learning processes, and learning effects, which is highly consistent with the teaching philosophy of applied universities. Therefore, integrating the “New Three Centers” concept into the reform of Thai classroom teaching can not only effectively stimulate students’ learning initiative and participation but also promote the close combination of curriculum content and practical application, thereby improving the

overall quality of Thai teaching. Starting from the connotation of the “New Three Centers,” this paper deeply analyzes the compatibility between the “New Three Centers” concept and Thai teaching in applied universities, and discusses specific strategies for improving the classroom teaching quality of “College Foreign Language (Thai)” in applied universities from the perspective of the “New Three Centers.” It is hoped that, combined with the actual situation of Thai teaching in applied universities, practical teaching optimization paths can be proposed.

2. Connotation of the “New Three Centers”

The main content of the “New Three Centers” is centered on student development, centered on student learning, and centered on learning effects. It is a new educational concept emerging in the process of new-era development. This new educational concept emphasizes that education should serve students’ all-round development, forming a contrast with the traditional classroom teaching concept centered on teachers, textbooks, and classrooms. Under the guidance of the “New Three Centers” concept, teachers will adhere to the dominant position of students in the teaching process, pay attention to the individual differences among students, and focus more on students’ personalized development needs in the entire education process, emphasizing the construction of a teaching system centered on student development ^[1]. Specifically, guided by the “New Three Centers” concept, centering on students has become the core goal in the teaching system, and teachers should also respect the dominant position of students and the individual differences among them in the teaching process. Different students have different learning needs in their personal development and learning processes, and their own cognitive laws and career plans will have certain differences. Therefore, the “New Three Centers” emphasizes meeting diverse learning needs through personalized teaching design and diversified teaching methods ^[2]. Finally, centering on learning effects can ensure the final teaching quality to a certain extent. In practice, the “New Three Centers” places more emphasis on the orientation and timeliness of evaluation, guiding teachers to comprehensively assess students’ comprehensive literacy, such as language knowledge mastery, application ability, and career adaptability, by combining process evaluation and summative evaluation. In this way, a diversified and process-oriented evaluation system can be established to ensure the further improvement of the final teaching quality ^[3].

3. Compatibility between the “New Three Centers” concept and Thai teaching in applied universities

3.1. Compatible with the practical orientation of applied talent training

Cultivating students’ practical Thai application ability is the core goal of Thai teaching in applied universities, and it can also lay a solid foundation for students’ subsequent work in fields such as Sino-Thai trade, tourism services, and cultural exchanges ^[4]. The “New Three Centers” concept emphasizes the practicality and applicability of learning, advocating the close combination of language learning and real scenarios, and constructing a practical and contextualized learning model, which is consistent with the talent training goal of applying what is learned in Thai teaching. At the same time, combining teaching methods such as task-driven learning and project-based learning can integrate language learning with the completion of practical tasks, allowing students to improve their comprehensive application abilities, such as listening, speaking, reading, writing, and translation in the process of completing tasks, thereby achieving a seamless connection between language skills and career needs ^[5].

3.2. Compatible with the inherent requirements of teaching quality improvement

Currently, Thai teaching in applied universities still faces some problems. Essentially, these problems arise

because current teaching activities over-rely on traditional lecture models, deviating from the orientation of student development and learning effects ^[6]. The “New Three Centers” concept, centered on student development, learning effects, and output-oriented, can effectively solve the problems existing in the current teaching process and promote the transformation of teaching from what has been taught to what has been learned.

4. Strategies for improving classroom teaching quality of “College Foreign Language (Thai)” in applied universities from the perspective of the “New Three Centers”

4.1. Reconstruct teaching objectives based on student development and career needs

In the entire teaching process, teaching objectives are an important basis to ensure that the current teaching direction is consistent with the final talent training goal. Therefore, professional teachers should comprehensively assess the current teaching situation and students' actual development status, confirm students' learning needs in the current stage of development, and reconstruct the teaching objective system around this to ensure that subsequent teaching activities can be accurately aligned with students' future career needs ^[7]. When setting knowledge objectives, teachers need to ensure that students can fully understand basic Thai language knowledge and industry-related professional knowledge, lay a solid theoretical foundation for them, and ensure that students can smoothly enter the next more difficult learning stage. The setting of ability objectives should highlight the cultivation of practical application abilities, combine students' abilities in listening, speaking, reading, writing, translation, etc., with real work scenarios, and also focus on cultivating their autonomous learning abilities and problem-solving abilities ^[8].

Finally, in the design of literacy objectives, it is necessary to pay attention to the cultivation of students' cross-cultural communication literacy and professional literacy, guide students to deeply understand Thai social culture, values, and different behavioral norms, thereby continuously enhancing their sensitivity in cross-cultural communication. Through a deeper understanding, it can further enhance their sense of identity and responsibility for future careers, laying a solid foundation for them to be competent in jobs in a multicultural environment in the future. In addition, different students have different learning needs in the learning process, so teachers also need to establish hierarchical teaching objectives when constructing teaching objectives ^[9]. In this way, students with different learning needs or learning abilities can be targeted to improve, and the overall teaching quality can be guaranteed ^[10].

4.2. Innovate teaching models focusing on learning processes and practical experience

When innovating teaching models, teachers need to adhere to the student-centered educational philosophy, break the stylized teaching model where teachers dominate, and students passively receive knowledge in traditional teaching, and construct a diversified teaching model system for students by integrating contextualized and task-driven teaching forms, so as to continuously improve the effectiveness and interest of the entire teaching activities ^[11]. On the one hand, teachers can use new media technology and virtual reality means to build a virtual simulation environment, displaying typical scenarios of Thai applications for students, such as airport pick-up, business negotiations, tourism interpretation, document translation, etc. Students can use Thai to complete more specific tasks in the scenarios, including introducing tourist attractions in Thai, handling customer complaints, or giving speeches in business meetings. This learning form can effectively exercise their language application abilities and improve their mastery of the learned knowledge. Teachers can also set unexpected problems to further improve students' adaptability and cultivate cross-cultural communication skills ^[12].

At the same time, in the teaching process, front-line enterprise personnel can be regularly invited to participate in teaching guidance, enabling them to directly observe students' task performance and provide comments, thereby greatly

improving the authenticity and pertinence of teaching. On the other hand, teachers can also introduce a task-driven teaching model. By setting specific learning tasks for students to integrate teaching content into them, and guiding students to complete the corresponding tasks in the form of group cooperation, the connection between knowledge and skills in their entire learning process can be further deepened. For example, teachers can assign the task of planning a “Thai Cultural Week,” divide students into multiple groups, and let each group be responsible for planning activities with different themes, such as traditional festival experiences, food exhibitions, folk performances, etc. During the implementation of the task, students need to communicate and display in Thai throughout the process, and complete the entire process from plan writing, resource coordination, to on-site simulation execution, thereby comprehensively exercising their language organization abilities and teamwork abilities ^[13].

4.3. Build a resource system to support personalized learning and practical teaching

In terms of resource system construction, it is necessary to build a diversified teaching resource system centered on learning effects to solve problems such as insufficient practical resources and poor resource adaptability, thereby providing strong support for students’ personalized learning and practical training ^[14]. Specifically, universities can develop characteristic textbook resources for school-enterprise collaborative education. Cooperate with Thai-related industries and enterprises to jointly develop school-specific textbooks and practical training manuals, integrating real enterprise cases, work processes, and post needs into the textbook content to ensure that the teaching content is closely aligned with industry practices. At the same time, typical work cases, practical processes, and professional skill requirements can be integrated to reduce purely theoretical teaching content and enhance the practicality and pertinence of textbooks. In addition, a diversified practical training resource platform can be constructed, integrating internal and external resources to create an online-offline hybrid practical training environment ^[15]. On campus, Thai scenario simulation laboratories, virtual business meeting rooms, and cross-cultural communication simulation centers can be built, equipped with intelligent speech recognition systems, simultaneous interpretation training equipment, and multilingual databases to meet the practical training needs of students at different levels. Off campus, the depth of school-enterprise cooperation can be further deepened, and off-campus practical training bases can be established to provide students with real post practice opportunities, enabling them to exercise their skills in actual work.

5. Conclusion

In the process of classroom teaching reform of “College Foreign Language (Thai)” in applied universities, the “New Three Centers” educational concept can effectively promote the reconstruction of the current teaching system. By integrating a teaching model centered on student development, output-oriented, and taking continuous improvement as the path, the overall effect of education and teaching can be further improved, thereby promoting the systematic improvement of teaching quality.

Funding

2024 Teaching Quality Engineering Project of West Yunnan University of Applied Sciences, “Research on Strategies for Improving Classroom Teaching Quality of ‘College Foreign Language (Thai)’ in Applied Universities Based on the ‘New Three Centers’” (Project No.: 24J12); 2024 Teaching Achievement Award Cultivation Project of West Yunnan University of Applied Sciences “Research Achievements of the New Paradigm Practice of Applied Undergraduate Talent Cultivation in West Yunnan University of Applied Sciences Pu’er Tea College” (Project No.: 2506)

Disclosure statement

The authors declare no conflict of interest.

References

- [1] Li B, 2025, Analysis of the Implementation Path of Ideological and Political Teaching Reform in Thai Major Courses in Universities. University, 2025(21): 108–111.
- [2] Su W, 2025, Innovation of the Trinity Second Classroom Education Model for Thai Majors in Private Universities. Proceedings of the Innovation Education Sub-Forum of the 2025 Higher Education Development Forum (Volume 2), 2025: 3.
- [3] Zhao L, 2025, Construction of the Path for Improving College Foreign Language Teachers' Digital Information Literacy in the Digital Age. Journal of Liaoning Economic Vocational and Technical College & Liaoning Economic Management Cadre College, 2025(02): 103–105.
- [4] Xiang H, 2025, Research on the Application of Flipped Classroom Teaching Model in College Foreign Language Major Teaching. Overseas English, 2025(07): 96–98.
- [5] Chen J, 2025, Research on the Path for Improving College Foreign Language Teachers' Artificial Intelligence Literacy. Proceedings of the 2025 Higher Education Development Forum (Volume 1), 2025: 2.
- [6] Han D, 2025, Innovation and Practice of Multimodal Teaching Model in College Foreign Language Courses. The Guide of Science & Education, 2025(08): 44–46.
- [7] Li L, 2025, Discussion on Strategies for Improving the Teaching Efficiency of College Thai Reading. Learning Weekly, 2025(10): 17–20.
- [8] Zhang L, 2024, Research and Practice of Teaching Model Based on the “New Three Centers” Concept. University Education, 2024(21): 46–51.
- [9] Guan Z, 2024, Several Transformations from “Teaching” to “Learning” — Reflections on Classroom Teaching Under the “New Three Centers”. University, 2024(S1): 113–115.
- [10] Shang Z, 2024, Innovation of College Mathematics Teaching Model from “Traditional Three Centers” to “New Three Centers”. Academy, 17(24): 91–93.
- [11] Lai Y, Zhang R, 2024, The Path for Improving Thai Teachers' Digital Literacy in Universities Empowered by Digital Transformation. New Curriculum Research, 2024(03): 87–89.
- [12] Zeng C, Qin C, Zhou X, 2023, Construction of the Practical Teaching System for Applied Thai Major in Vocational Undergraduate Universities. Proceedings of the 2023 Academic Annual Conference of China Tao Xingzhi Research Association (Volume 9), 2023: 4.
- [13] Ya M, 2023, Research on the Application of Flipped Classroom Teaching Model in the Teaching of Thai Major Courses. Proceedings of the 5th Life Education Academic Forum in 2023, 2023: 4.
- [14] Yang Y, Jia Z, 2023, AHP Decision-Making Research on the “New Three Centers” Teaching Model. Education Teaching Forum, 2023(20): 139–142.
- [15] Fang X, 2021, Difference Analysis of Students' Learning Satisfaction Evaluation Based on the “New Three Centers” Concept. Journal of Ankang University, 33(05): 59–61 + 65.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.