

Efficiency Of Educational Innovation To Enhance The Potential Of Thai Conversation For Foreign Students At Kasetsart University

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Abstract

The educational innovation on Thai conversation means any newly created product for Thai conversational problems solution or help foreign students develop their Thai conversational skill. The objectives of this research were to explore the educational innovative book with QR Code and device entitled 'Thai Conversation in Everyday Life' produced by Kowit Pimpuang and its result to enhance the potential of Thai conversation for foreign students at Kasetsart University Thailand. The total population in this study consisted of 50 foreign students enrolled in the subject 'Thai Conversation in Everyday Life.' They were first year exchange students in the first semester academic year 2019 at Kasetsart University (KU) Thailand. There are only 5 foreign students who were selected by purposive sampling technique with certain goals and criteria. Research tools in this study were; 1) Thai word and short sentence speaking skill exercises 2) Thai word and sentence cards with short messages and 3) Helping media; QR Code and device for speaking and conversation. It was found that the causes of the problem were; 1) foreign students lacked of speaking skill, 2) foreign students had no skill on Thai words and sentences and 3) foreign students had different fundamental knowledge on Thai language. After they took the speaking test three times, they can pass it, which was equally 100%. Obviously, foreign students had the development on Thai speaking and conversation accorded with the standard.

Keywords: Educational Innovation, Potential, Thai Conversation, Foreign Students.

INTRODUCTION

Kowit Pimpuang (2019) stated that at present, the digital age and educational innovation awake scholars and play the large role in all places relevant to Thailand's higher education to help develop the instructional mission in the university system. In particular, for those people who directly involved this instructional mission as mentioned earlier namely; instructors and students, will understand situation well. It is said that all the scholars try to adapt, reform and build their own instructions and develop them by putting the innovations for student development widely. Their beliefs of using media or device is one of the several options for the learning development (Amirullah Abduh 2022).

Hence, at the present time instructors try to create the different kinds of the educational innovation, and it was employed to help develop the instructional process and students to achieve the higher effectiveness. To develop Thai speaking and conversation, practice still is the important factor to be conducted with the correct tonal pronunciation (Arunee Aruneeung 2532). Especially, practice with usage of the educational innovation to help develop the speaking and conversation of student, especially foreign student is needed and it is the better way in the instructional process.

LITERATURE REVIEW

Definitions of Educational Innovation

Tisana Khammanee (2014: 418) explained about the meaning of innovation that it means the new thing such as thought, method, system pattern, process, media and different techniques etc., relevant to education that was newly created for the educational solution.

Sukon Sinthapanon (2010: 16) also gives the meaning to innovation that it means the created things though the new thought or new method in building up different things.

According to the meanings of innovation as mentioned in the above, it can be concluded that educational innovation is the newly created thing for educational solution or development through the new thought, method, process, medium etc. Hence, the educational innovation for Thai conversation means the newly created thing in order to give the education solution or students development for more effectiveness.

Aspect of Educational Innovation

According to the important aspect of educational innovation, it can be said as follows;

1. It is the new thing related to education such as new methods and media of instruction etc.

2. Some part of the thing is newly created. For example; a newly produced instruction package from the same pattern such as content card, knowledge card and test card etc., but thinking skill for using in the instruction package is more added for students.

3. It means the thing that was used to practice in the former time, but it was not much successful. Later, it was brought to rethink and modernize it to use for educational development as the new innovation.

Classification of Education Innovation

For the classification of the educational innovation as mentioned earlier, it can be divided into two types as follows;

1) Product or Invention

This classification of innovation can be the medium in order to help instruction and student understand the contents and lessons concerned. Not only this, it can help student develop their different skills; listening, speaking, reading and writing. Here, there are many innovations about product or invention such as;

- 1) Instructional package
- 2) Skill exercises
- 3) Lessons for skill development
- 4) Game
- 5) Cartoon
- 6) Tale
- 7) Documents of instruction

2) Format, Technique and Method

This classification of innovation can be the newly created format, technique and method that scholars produced in order to help instruction and student understand the contents related to the lessons. Not only that, it can help student develop the different skills namely; listening, speaking, reading and writing. Pertaining the innovation in the form of format, technique and method as lighted in the above, in this there are innovations concerned such as;

- 1) Instructional method for thinking development
- 2) Instruction according to Buddhist method
- 3) Instruction in form of integration
- 4) Instruction through the project learning
- 5) Instruction through the cooperative learning

Moreover, there will also be the important innovation for supporting the effective domain of students according to the suggestion of the Ministry of Higher Education, Science, Research and Innovation. Therefore, it can be summed up that development on effective domain of students is the important and necessary thing in the present world. The necessary effective domain of students such as responsibility etc., should be emphasized and taken into account.

According to the light as specified in the above, it can be said that the educational innovation can be divided into two types namely; innovation in the form of product or invention and innovation in the form of format, technique and method. Both of them can help develop the instruction and they also are the important tool in order to provide the student development at the present time. Especially, it can be used for helping foreign students in term of Thai conversation in Thai class.

Instructional Managing Innovation via Method and Devices

Concept of Instruction

Kowit Pimpuang (2019:1) obviously said that at the present time learning Thai conversation can be improved not only in the class with Thai native instructor, but also students can develop their Thai speaking by employing of the innovational and technological method and devices including sources

available in internet. These innovational and technological methods, devices and sources can help the students speak Thai confidently and properly. Especially, instructors try to produce and develop their different tools to help students speak Thai and it is very easy and convenient for the students. Particularly, the same, as observed generally, also has more effectiveness in learning process as well.

Method for Learning Management

In respect of the method for the learning management regarding Thai conversation in everyday Life, instructor designed the new pattern of learning as follows;

1) Designing Thai class through student-centered learning and emphasizing students to make the practical conversations with Thai native speaker as much as possible.

2) Managing and providing the learning system and network for students in the class. Let students learn and practice Thai conversation not only in the class, but help them develop speaking skill by learning Thai from Thai friend and travelling to explore Thai culture in different places etc. Therefore, they can develop their Thai language speaking with Thai native speakers outside.

3) Providing the activities to support and help students speak Thai language with Thai native speakers in different places and situations such as Thai trip and participation in the important days and activities available in Thailand.

4) Rethinking and adapting the instruction and instructional technique in the class in order to understand and match the target and effectiveness of students. At the outset, instructor lectured about the main contents and how to make the practical conversation properly and naturally. Later, let student make a practical conversation with their pair after listening to the examples of Thai speaking from Thai native speakers through innovational method and device such as QR Code regarding Thai conversation by native Thai speakers etc.

Innovational Media for Thai Conversation for Foreigners

At present, the instructor and students can access the important innovational media for Thai conversation for foreigners which is available everywhere such as book, digital media, e-book, QR Code etc. It is said that Thai speaking and conversation learning today is very convenient to access and practice it.

The instructors can use or apply these innovational media to help student practice and develop their speaking in the class. Not only this, students can learn Thai conversation in everyday life via lessons online or VDC clip through YouTube, which is provided by many Thai scholars. By doing so, it will help student not only understand how to speak Thai language properly, but also help them develop their speaking skill undoubtedly.

Thai Teaching

Sompong Witayasakpan.(2005:217) stated that Thai teaching for foreigners must have not only the good lessons, but also media or device to help teach students. The educational innovation as mentioned is the newly created thing for the educational solution or development through the new thought, method, process and medium etc.

Regarding the important instructional innovation for Thai speaking and conversation, it means the newly created thing in order to provide the educational solution or students development for more effectiveness. There are two types of the educational innovation namely; innovation in the form of product or invention, and innovation in the form of format, technique and method. The two educational innovations can help develop the instruction for foreign students about Thai speaking and conversation.

Jirawat Petcharat (2020:72) said that one of the main problems is lacking of modern media or device in teaching, and if the modern media and device are available, the problems as specified earlier will be solved.

Educational Innovation Helps Develop Thai Speaking

Moreover, Kowit Pimpuang (2019:1) obviously stated that at present learning about Thai speaking and conversation for foreign students can be improved not only in the class with the Thai native instructors, but also students can develop their Thai speaking and conversation by using the innovational and technological method. The devices including other sources available in internet are also the interesting options for the learning (Murcia, Marianne Celce and McIntosh, Louis (1979).

According to the light as mentioned earlier, these innovational and technological methods, devices and sources can help students speak Thai or develop Thai conversation confidently and properly. In Thailand, there are Thai instructors who tried to produce and develop their different tools to help students speak Thai because it

is beneficial and it is very convenient to foreign students' in uses. In particular, the educational innovation as observed generally, has more effectiveness in the learning process.

Currently, Thai instructors and foreign students who would like to look for educational innovation can access the important innovational media for Thai speaking and conversation for foreigners very easy because they are available everywhere such as innovative book, digital media, e-book, QR Code etc. Sompong Witayasakpan (2002) and Benjawan Poomsan Becker (1995) stated that learning about Thai conversation today is very convenient to access and practice, if the lessons including medium are available.

Thai Speaking Needs the Modern Educational Innovation

It is very important to say that instructor can use or apply these innovational media to help student practice and develop their language speaking in the class (Owens, Robert E. 1992). In the case of foreigners, they can learn Thai speaking and Conversation in Everyday Life through lessons online or VDO clip through YouTube provided by Thai scholars.

So, it can help student understand how to properly speak Thai language and help develop speaking skill. More importantly, Mitiku Tasisa Dinsa, Getachew Seyoum Woldamariam and Dagne Tiruneh Dinsa (2022) also stated that study duration of students has also an influence on students' speaking to develop their oral communication skills.

RESEARCH METHODOLOGY



Three Innovative Thai Conversation for Foreigner Books/package

The objectives to compost the three innovative Thai Conversation books is to instruct Thai language for those foreigners who learn Thai language abroad

Educational Innovation, Population and Sampling

For the educational innovation in this research, it is an innovative book with QR Code and device 'Thai Conversation in Everyday Life' for foreigners. It was conducted as the educational innovation by Kowit Pimpuang (2019) Kasetsart University, Thailand. Within the innovative book, phonetic alphabet has been used together with Thai language and English. For each dialogue of Thai native speaking, there are QR Code for scanning with mobile phone.

Particularly, there are also cartoon pictures related to the contents of each lesson. Each lesson has the exercise together with the answer in the end of the lesson. Not only this, vocabularies related to the contents of each lesson which are collected in the end of book for foreign students. Thai conversation CD has also been annexed together with the book.

Educational Innovation Used to Enhance the Potential of Thai Conversation for Foreign Students

The three innovative Thai conversation for foreigner books/package were produced by Kowit Pimpuang from Kasetsart University Thailand. The three books consist of Thai conversation in Everyday Life, Thai Conversation in Different Situations I and Thai Conversation in Different Situation II.



and who learn Thai language in Thailand. Furthermore, the same can be used as the textbook for teaching Thai for foreigners for those instructors who never teach Thai language before.

For the innovative Thai Conversation books/package written by Kowit Pimpuang, it consist of three books as follows;

Thai Conversation in Everyday Life (Basic Level) has totally 228 pages.

Thai Conversation in Different Situations I (Intermediate Level) has totally 240 pages.

Thai Conversation in Different Situations II (Advanced Level) has totally 264 pages.

Within the three books as mentioned in the above, phonetic alphabet has been used together with Thai language and English. For each dialogue of Thai native speaking, there are QR Code for scanning with mobile phone. It is very convenient for those foreign students who would like to make a practical conversation anytime and anywhere because they can make a practical conversation after listening to the sound of the native Thai speaker from scanning QR Code. Particularly, there are also cartoon pictures for each lesson which are interesting ones to tell the story within each content of the three books.

Furthermore, each lesson has the exercise together with the answer in the end of the lesson. Not only that, there are many vocabularies related to contents of each lesson which are collected in the end of book for foreign students. Thai conversation CD also was annexed together with the book for those foreign students who have no internet to access, want to listen and make a practical conversation along with the native Thai speakers in CD as well.

Hence, the innovative Thai conversation books/package will be advantages for Thai learning for the foreign students, and it will also be Thai instruction textbook for foreign students for those Thai instructors who never teach Thai language before.

Population and Sampling

The total population in this study consisted of 50 foreign students enrolled in the subject Thai Conversation in Everyday Life in the first semester,

academic year 2019. They were first year exchange students at Kasetsart University Thailand. There are only 5 foreign students who were selected by purposive sampling technique with certain goals and criteria.

Methodology

A quantitative design was used to carry out the study. This research was conducted at Kasetsart University in Bangkok Thailand. The method of this research is research and development method. According to the research methodology as used in this research study, they are as follows;

1) Researchers designed Thai speaking and conversation exercises and cards by using the several types of technique, which suited the foreign students. Then, researchers prepared for evaluation of the progress of Thai speaking and conversation.

2) Researchers prepared test of Thai words speaking and recorded data regarding the progress of Thai speaking and conversation of the foreign students continually (Weir, Cyril J. 1990). More importantly, the speaking test has also been done according to the principle and criteria of speaking test (Pronovost, Wilbert 1967).

3) After test, the research results, result discussion and conclusion was done.

RESEARCH RESULTS

The findings showed that the educational innovative book with QR Code and device conducted by Kowit Pimpuang can help foreign students develop Thai speaking and conversation in the class very much. Furthermore, they also develop their positive attitude and moral values in using technological and digital innovative devices in order to develop their quality of Thai language learning. Instructor recorded the students' progress, and compared the dissimilarity between the marks that each foreign student obtained each time through making a practical conversation from the test given, and percentage has also been used in writing the research results.

Results of Educational Innovation Used for Speaking Exercise (1st Round)

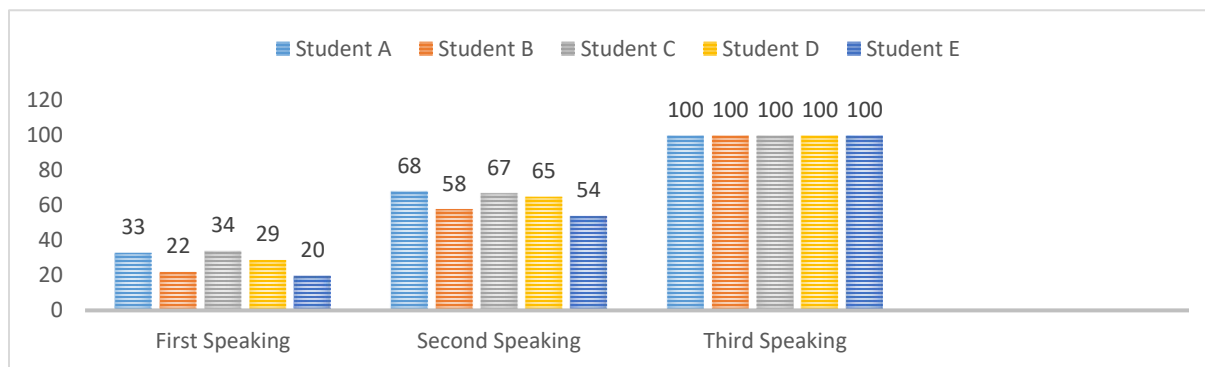


Figure No.1: Result of Educational Innovation Use (1st Round)

According to the figure No.1 as given in the above to present the results of Thai speaking exercise (1st Round), it can be explained as follows;

1. Student A

After Thai speaking practice (1st Round), student A is able to speak, which is 33% in the first time, then 68% in the second time and 100% in the third time respectively. After test three times, student A is able to pass the standard.

2. Student B

After Thai speaking practice (1st Round), student B is able to speak, which is 22% in the first time, then 58% in the second time and 100% in the third time respectively. After test three times, student B is able to pass the standard.

3. Student C

After Thai speaking practice (1st Round), student C is able to speak, which is 34% in the first time, then 67% in the second time and 100% in the third time respectively. After test three times, student C is able to pass the standard.

4. Student D

After Thai speaking practice (1st Round), student D is able to speak, which is 29% in the first time, then 65% in the second time and 100% in the third time respectively. After test three times, student D is able to pass the standard.

5. Student E

After Thai speaking practice (1st Round), student E is able to speak, which is 20% in the first time, then 54% in the second time and 100% in the third time respectively. After test three times, student E is able to pass the standard.

Results of Educational Innovation Used for Speaking Exercise (2nd Round)

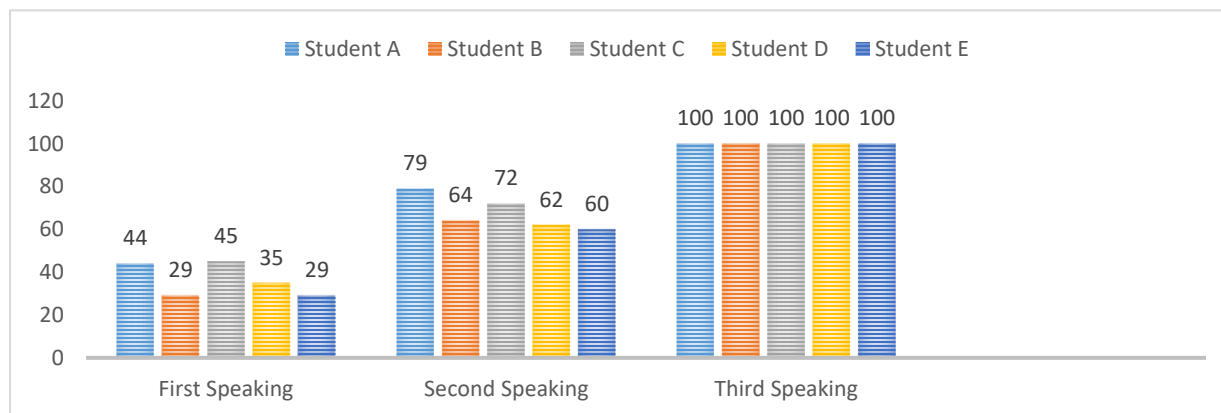


Figure No.2: Result of Educational Innovation Use (2nd Round)

According to the figure No.2 as given in the above to present the results of Thai speaking exercise (2nd Round), it can be explained as follows;

1. Student A

After Thai speaking practice (2nd Round), student A is able to speak, which is 44% in the first time, then 79% in the second time and 100% in the third time respectively. After test three times, student A is able to pass the standard.

2. Student B

After Thai speaking practice (2nd Round), student B is able to speak, which is 29% in the first time, then 64% in the second time and 100% in the third time respectively. After test three times, student B is able to pass the standard.

3. Student C

After Thai speaking practice (2nd Round), student C is able to speak, which is 45% in the first time, then 72% in the second time and 100% in the third time respectively. After test three times, student C is able to pass the standard.

4. Student D

After Thai speaking practice (2nd Round), student D is able to speak, which is 35% in the first time, then 62% in the second time and 100% in the third time respectively. After test three times, student D is able to pass the standard.

5. Student E

After Thai speaking practice (2nd Round), student E is able to speak, which is 29% in the first time, then 60% in the second time and 100% in the third time respectively. After test three times, student E is able to pass the standard.

Results of Educational Innovation Use for Speaking Exercise (3rd Round)

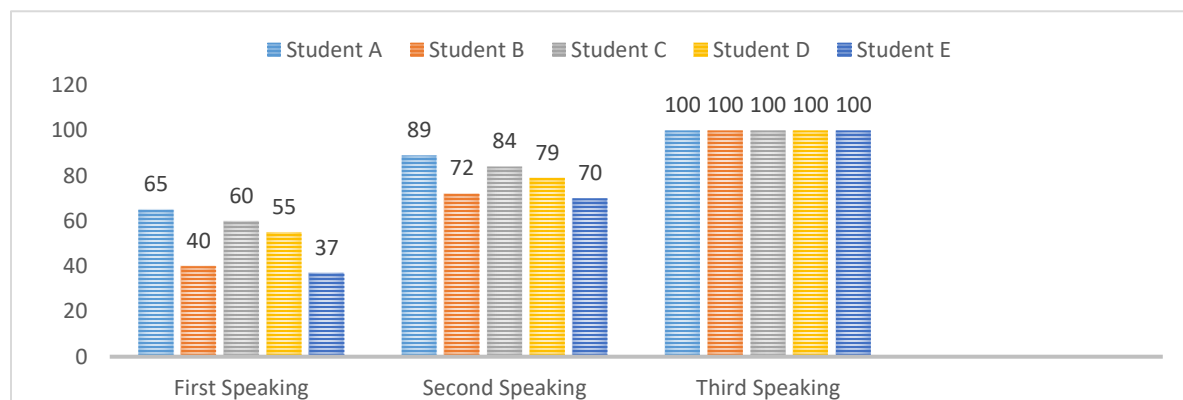


Figure No.3: Result of Educational Innovation Use (3rd Round)

According to the figure No.3 as given above in order to present the results of Thai speaking exercise (3rd Round), it can be said clearly as follows;

1. Student A

After Thai speaking practice (3rd Round), student A is able to speak, which is 65% in the first time, then 89% in the second time and 100% in the third time respectively. After test three times, student A is able to pass the standard.

2. Student B

After Thai speaking practice (3rd Round), student B is able to speak, which is 40% in the first time, then 72% in the second time and 100% in the third time respectively. After test three times, student B is able to pass the standard.

3. Student C

After Thai speaking practice (3rd Round), student C is able to speak, which is 60% in the first time, then 84% in the second time and 100% in the third time respectively. After test three times, student C is able to pass the standard.

4. Student D

After Thai speaking practice (3rd Round), student D is able to speak, which is 55% in the first time,

then 79% in the second time and 100% in the third time respectively. After test three times, student D is able to pass the standard.

5. Student E

After Thai speaking practice (3rd Round), student E is able to speak, which is 37% in the first time, then 70% in the second time and 100% in the third time respectively. After test three times, student E is able to pass the standard.

According to the innovative book with QR Code and device which were brought in order to find the speaking solution and develop Thai speaking of the foreign students, Kasetsart University, it can be remarked as follows;

1) The innovative textbook with QR Code and device is used for supporting the regular lessons of students, and the book with device can also help students develop their speaking with efficiency.

2) These materials are the really good innovations which can respond the difference of each learner. Especially, they are the good tools to let students learn to speak Thai by themselves.

3) These innovations are used to support instruction through the activities mixed with learning. These ways of instruction help students get the knowledge and developments in several dimensions.

DISCUSSION AND CONCLUSION

In accordance with the results of research as showed in the above, the discussion can be done as follows; Student A can speak Thai, but not much in the speaking skill exercise (1st round). Then, student A can speak more words than the first time and has the speaking development continually in the speaking skill exercise (2nd round). Finally, student A can speak properly and has the deftness in speaking. Also, student A has the speaking development through the motivation of encouragement given by the instructor in the speaking skill exercise (3rd round).

Student B can speak Thai, but it is not good enough, due to the student B has lack of the speaking skill in the speaking skill exercise (1st round). Then, student B can speak more words than the first time, but student used longer times through the practical continuity and emphasis given by the

instructor in the speaking skill exercise (2nd round). Finally, student B speaks more words than the second time with the fair deftness in speaking properly. Student B used more time in speaking and must be continually motivated through the thorough encouragement in the speaking skill exercise (3rd round).

Student C can speak less words, due to lack of the speaking skill in the speaking skill exercise (1st round). Then, student C can speak more words with the development and practice in speak continually in the speaking skill exercise (2nd round). Finally, student C speaks words with more deftness properly. However, instructor must emphasize, motivate and encourage continually in the speaking skill exercise (3rd round).

Student D can speak less words due to lack of the speaking skill in the speaking skill exercise (1st round). Then, student D can speak more words, but student used times and the continuity of practice in the speaking skill exercise (2nd round). Student D speaks words with deftness properly. However, instructor must emphasize and give the encouragement continually in the speaking skill exercise (3rd round).

Student E can speak a few words due to lake of the speaking skill in the speaking skill exercise (1st round). Then, student E can speak more words, but student used a lot of time and the continuity of practice in the speaking skill exercise (2nd round). Student E speaks words with more deftness properly and takes long time. Instructor must take care, emphasize and motivate continually in the speaking skill exercise (3rd round).

Presently, instruction of Thai speaking and conversation in everyday life for foreigners should be done by using the innovative method and device to help develop foreign students. More importantly, instructor plays the important role to be the facilitator to the foreign students and also provides the activities to students as the manager. Thai instructors should support and stimulate foreign students to learn Thai speaking and conversation with the Thai native speaker through innovative and technological media, electronic and digital devices and newly created innovations such as QR Code, CAI, WBI, e-learning and game etc.

This point of view as mentioned in the above is very close to the thought of Festif Rudolf Hoinbala (2022: 27) and Byrne, Donn (1976) because they stated that learners have fun learning

activities through game and gain simple knowledge. Especially, if teaching of thinking and speaking through dialogues according to Beyer, Barry K (1987) are also needed.

Furthermore, instructor and foreign students can use the different kinds of Thai speaking learning via QR Code, Websites, YouTube, Facebook, LINE, Digital Learning Sources etc. This point of view is similar to that of Yulianeta Yulianeta, Aizan Yaacob and Arif Husein Lubis (2022) who clearly stated that the web-based teaching materials can help the foreign speaker students. Therefore, it will help develop and manage the instruction of Thai speaking and conversation in communication. This point is similar to the thinking of Stern, H.H. (1992) regarding the language learning through communicative approach because Stern stated that if learner was stimulated to learn through communicative approach, they will be able to reach the high effectiveness in language communication.

Undoubtedly, it can be concluded that the innovative book with QR Code and device for Thai speaking and conversation for foreign students conducted by Kowit Pimpuang is regarded as one of the good innovations in order to help develop instruction and enhance the potential of Thai conversation for foreign students. In such the book, there are also the different situations in the lessons to let the learners play role in dialogues. This point of view is similar to Livingstone, Carol (1983) who emphasized about the role play in the language learning. Hence, the innovative book with QR Code and device for Thai speaking and conversation for foreign students plays the large role as an important innovative tool to improve Thai speaking and conversation in everyday life for foreigners, because the better result of Thai speaking and conversational development of foreign students is obviously found after it has been used to teach foreign students in Thai class.

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