

# The Conditions for Chinese Students to Learn the Thai Language in Private Higher Education Institutions in the Bangkok Area

\*Xuelian Lu, \*\*Dr. Songyos Kawmongkon, #Dr. Pathchara Dechhome

\*Ph.D. Research Scholar, \*\*Advisor

Doctor of Philosophy in Educational Administration, North Bangkok University, Thailand

<sup>1</sup>*Date of Receiving: 08 December 2023*

*Date of Acceptance: 15 January 2024*

*Date of Publication: 13 February 2024*

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## ABSTRACT

This research aimed to 1) study the condition of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok and 2) Study the components of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok. The sample groups used in the study were administrators, teachers, and students in private higher education institutions. Bangkok area has 6 institutions, totaling 208 people. The instrument used was a questionnaire. Statistics used for data analysis include frequency, mean standard deviation (S.D.), and exploratory factor analysis (EFA).

The results of the research found that the conditioning of the management on Thai language learning for Chinese students in private higher education institutions. Overall, it was at a high level ( $\bar{X}$  = 4.11, S.D. = .463) and 2) obtained 5 elements of learning management, namely good teachers, measurement and evaluation, teaching media, teaching methods, and student success.

**Keywords:** *The management of Thai language learning; Private higher education institutions*

## INTRODUCTION

In today's world society learning a foreign language is very important and necessary in everyday life. Because it is an important tool in communication, education, and seeking knowledge. Occupation Building an understanding of the culture and vision of the global community. Although Thai is not a language that is universally accepted as an international language, at present foreigners are coming to live in Thailand and increased interest in studying the Thai language This is due to various reasons such as political, social, economic, trade, educational reasons, etc. These reasons are the origin of teaching the Thai language in a foreign country, as Rungrudee Phlaengsorn (2022) said that in the change in status and the role of the Thai language and the increasing number of foreign learners Especially Chinese students The Office of the Higher Education Commission has cooperated with Thai higher education institutions to organize an exhibition of Thai education abroad. To learn about language and culture. This era is considered a proactive educational policy by the government and Thai higher education institutions. It is to support the opening of China's education country and lead to support for entering the ASEAN community further.

Watcharaphon Wiboonyasrin (2020: Introduction) said that in 2015, Thailand entered the Association of Southeast Asian Nations or ASEAN (ASEAN), causing every sector of the country to adapt to the changes. That happens especially in the field of education. Many foreign students are interested in studying the Thai language. However, learning a foreign language effectively and efficiently like a native speaker is difficult. Because there may be

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<sup>1</sup> *How to cite the article:* Lu.. X., Kawmongkon S., Dechhome P.; (February 2024); The Conditions for Chinese Students to Learn the Thai Language in Private Higher Education Institutions in the Bangkok Area; *International Journal of Law, Management and Social Science*, Vol 8, Special Issue, 190-196

differences between the foreign language and one's mother tongue. Teaching the Thai language to Thai learners is not the same as teaching the Thai language to foreign learners. Most of them have already acquired another language before. Therefore, there may be a problem of mother tongue influencing foreign language teaching. Even instructors who have experience in teaching Thai to Thai learners cannot teach Thai to foreign learners as effectively as everyone. Therefore, the management of Thai language learning for foreigners is It has also increased in importance.

Sira Somnam and colleagues (2009) stated that the current management condition of Thai language learning for foreigners still faces problems in many aspects, including the experience of the teachers. The difference between the students themselves and effective teaching media Especially the problem of differences in students, where each person has a different learning style or learning behavior. This is because they have learning goals and different learning behaviors. If the teacher has analyzed the students on such issues, It may make the atmosphere in teaching Thai as a foreign language more interesting. This is in line with Woraphong Chairikk (2006) who mentioned the problem of teaching Thai as a foreign language to foreign learners, that is, teachers do not know the nature of learning. and learning strategies of foreign students as a result, teaching is not as effective as it should be. Effective teaching Teachers should give importance to students. No matter what level the students are. You must know and understand the nature of the learner very well. This is because each learner can learn well in different environments. There are different learning methods and it is known that there is no single best teaching method. and can be used appropriately for all learners alike.

Teaching is a science that has evolved and changed with the times. Teaching management must have effective teaching and learning design. Good management operations are an important factor that helps teaching and learning achieve the set goals. For the reasons mentioned above the researcher is therefore interested in studying the condition of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok. Study the components of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok as a guideline for developing and promoting Thai language learning management to operate and solve problems correctly. Administrators can use the information to improve the administration of Thai language learning for foreigners to be more efficient.

### Research objective

- 1) study the condition of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok.
- 2) Study the components of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok.

### LITERATURE REVIEW

Learning management is a process that has a system of operations from planning to evaluating the results of learning management. Many educational experts provide elements of learning management.

Prapai Chalardkid (2005) stated that the elements of learning management are 1. Teacher: The teacher is an important element in teaching. Be a person who knows the curriculum and brings the content into teaching Learning is measured and always evaluated during teaching. To organize teaching and learning activities for students to gain knowledge. Understanding of the lesson have process skills and have a good attitude according to the spirit of the lesson and curriculum. 2. Learners Learners are an extremely important element of teaching. Because teaching can happen, there must be learners who receive the knowledge, understanding, and various experiences that the teacher provides. 3. Activities aiming at teaching the basic behavior of the learners. teaching Measurement and Evaluation Improving teaching and learning Teaching activities are another element that is important to teaching. Teaching activities are designed by teachers. and learners perform various activities until knowledge, understanding, and evaluation are measured and evaluated as the teacher hopes. 4. Context for teaching and learning. The environment both inside and outside the classroom is very important to consider in teaching that will have a beneficial effect on both the teacher and the students.

Supalak Thongchin (2015) said that the elements of teaching and learning Can be broken down into 2 components: 1. The overall component side refers to the structural elements that come together to make up teaching, which

includes 1) the teacher or instructor or lecturer 2) the student or learner 3) the curriculum or things to be taught 2. Subcomponents refer to the details of teaching. It must include these processes to make it complete teaching, including 1) setting teaching objectives, 2) determining content, 3) organizing teaching activities, 4) using teaching media, and 5) measuring and evaluating results.

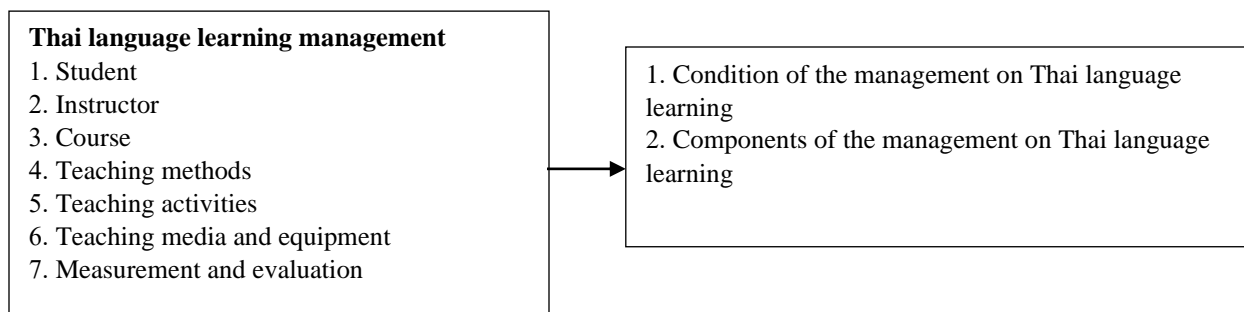
Saowalak Rattanawit (2008) said that in successful teaching and learning arrangements, there are 6 important elements as follows: 1. Principles and theoretical concepts of the subjects being taught. Study the principles and theories of the subjects being taught in detail by considering the principles and reasons for trends in appropriate teaching and learning from various textbooks or research works from the past to the present. 2. Teaching methods. Study trends in principles and theories or results. Research effective teaching methods for appropriate subjects and arrange the teaching steps to be consistent with the trends of the principles and theories studied. 3. Teaching techniques: Study various teaching strategies that will help make the various teaching steps successful, such as teaching methods using Learning primarily with questions. Important teaching techniques or strategies are using questions and leading discussions reinforcing learning, etc. 4. Curriculum: Learners must understand the details of the curriculum starting from the philosophy Objective Principles Details of the prescribed courses Including measurement and evaluation to plan effective teaching and learning in both the long term and short term. 5. Teaching media teaching equipment and preparing to present content to learners is an important matter that requires planning and preparing how to present content or how appropriate is the concept. Teaching media and what equipment should be used that is appropriate to the age? Skill level and interest Consistent with the content according to the objectives of the curriculum. 6. The role of teachers and students. Preparation of both long-term and short-term teaching and learning. To consider the role of the teacher and learners from various teaching and learning activities in each step to organize appropriate activities to make teaching and learning go smoothly.

Hu; and Duncan (Hough; & Duncan. 1970) stated that there are four elements of learning management in various aspects: 1. Curriculum (Curriculum) refers to the study of the aims of education. Understanding of course objectives and setting clear learning objectives as well as selecting content that is appropriate and consistent. 2. Learning management (Instruction) means selecting appropriate teaching methods and learning management techniques. To help learners achieve the learning objectives they have set. 3. Measuring means selecting appropriate measurement methods and being able to analyze the results. 4. Evaluating the results of learning management. Eva knows. True (Evaluating) refers to the ability to evaluate the results of all learning arrangements.

The researcher has collected information. Summary of the elements of learning management include 1) students, 2) teachers, 3) curriculum, 4) teaching methods, 5) teaching activities, 6) teaching media and equipment, and 7) measurement and evaluation.

**CONCEPTUAL FRAMEWORK**

From studying related research documents the researcher defines the conceptual framework of the research as follows.



## RESEARCH METHODOLOGY

In research on the condition of the management on Thai language learning for Chinese students in private higher education institutions are Bangkok, the researcher uses a quantitative research method with the following research steps:

### Population and sample

The population used in this research is administrators and heads of Thai language subjects. Thai language teachers and Chinese students studying Thai at private higher education institutions. Bangkok area is Affiliated with 6 universities, including Krirk University, Bangkok Thonburi University, University of the Thai Chamber of Commerce, Dhurakij Pundit University, North Bangkok University Kasem Bundit University, 457 people. The sample selection for this research was administrators and heads of the Thai language group. Chinese teachers and students studying Thai at private higher education institutions Bangkok area had a total of 208 people, obtained using the Krejcie and Morgan sampling table (Krejcie; & Morgan.1970) and stratified proportions. (Proportional stratified random sampling) using universities as strata. Then simple random sampling (Sample random sampling)

### Research tools

The instrument used to collect data was a questionnaire on the conditions of Thai language learning arrangements for Chinese students studying at private higher education institutions. Bangkok area the questionnaire is divided into 2 parts: Part 1 is a questionnaire about the personal status of the respondents. It is a checklist form, part 2, a questionnaire regarding the conditions of Thai language learning arrangements for Chinese students studying in private higher education institutions. Bangkok area it is characterized by a 5-level rating scale.

### Collection of Data

Data collection Distribute questionnaires using the Google Form questionnaire to a sample of 208 people who received completed questionnaires, checking for completeness at 100 percent.

### Analysis of Data

Data analysis uses basic statistics such as frequency (Frequency), mean (Mean), standard deviation (S.D.), and exploratory component analysis to divide learning management components.

### Research results

Results of data analysis of the condition of the management on Thai language learning for Chinese students in private higher education institutions area Bangkok.

Table: Mean  $\bar{X}$  standard deviation (S.D.) of Thai language learning management for Chinese students studying in private higher education institutions. Bangkok area as a whole

Thai language learning management	$\bar{X}$	S.D.	Level	No.
student	3.73	.622	high	7
Instructor	4.14	.554	high	5
course	4.21	.618	high	2
Teaching methods	4.16	.568	high	4
Teaching activities	4.17	.611	high	3
Teaching media and equipment	4.25	.556	high	1
Measurement and evaluation	4.12	.529	high	6
Total	4.11	.463	high	

From the table, it is found that the management on Thai language learning for Chinese students in private higher education institutions area Bangkok. Overall, it was at a high level ( $\bar{X}$ = 4.11, S.D. = .463) and when considering each aspect, it was found that the media and teaching equipment had the highest average level at a high level ( $\bar{X}$ = 4.25, S.D. = .556) followed by the curriculum having the average at a high level ( $\bar{X}$ = 4.21, S.D=.618) and the students having the lowest average at the high level ( $\bar{X}$ =, S.D. = ( $\bar{X}$ = 3.73, S.D =.622)

2. Results of analysis of the components of the management on Thai language learning for Chinese students in private higher education institutions area Bangkok.

The researcher obtained results from rotating the axis. It is a criterion for deciding on important variables from the components formed by rotating the axis. Considering standardized factor score coefficients from .20 and up (Suchat Prasittharatsin. 2011) is an important variable. There are results from the preliminary study as shown in the table.

questionnaire	Number of questions (variable)	KMO	Bartlett's Test Sphericity		
			Approx. Chi-square	df	Sig.
Thai language learning arrangements for Chinese students studying at private higher education institutions area Bangkok	36	.932	3638.634	630	.000

From the table, it is found that all data can be extracted into 6 main components which can explain 58.055 of the variances for the factor analysis results. Standard component score coefficients were obtained.

Table: Standard component score coefficients by rotating the varimax orthogonal axis of the exploratory components of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok.

1	2	3	4	5					
A6	.701	A34	.679	A27	.613	A15	.641	A3	.760
A13	.699	A29	.617	A25	.601	A17	.553	A4	.736
A23	.629	A8	.611	A20	.589	A18	.549	A5	.724
A22	.608	A30	.574	A31	.556	A14	.532	A2	.700
A21	.596	A19	.570	A28	.521	A12	.531	A1	.563
A10	.576	A36	.465	A32	.519	A9	.501		
A7	.523			A26	.478	A16	.469		
A11	.454								

From the table, the researcher determined the exploratory elements components of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok There must be questions with component weights greater than .20 and more than 3 variables, so 5 new components can be obtained, 33 indicators, consisting of Component 1: Good teacher has 8 indicators, Component 2: Measurement and Evaluation has 6 indicators, component 3 teaching media has 7 indicators, component 4 teaching methods has 7 indicators, and component 5 student success has 5 indicators.

## DISCUSSION

From the research results the researcher can discuss the research results as follows.

1. The condition of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok found that the actual condition Overall, it is at a high level. Each aspect can be considered in order from highest to lowest average. It was found that media and teaching equipment had the highest average at the high level. This may be because the university provides support in providing media support and modern teaching equipment. The media and equipment used in teaching are consistent with the course content in the curriculum and appropriate for the language development of students in listening, speaking, reading, and writing, such as dramas, movies, or songs, which select content and language appropriate to the learners. Selecting appropriate teaching media for the group of learners will help encourage students to understand the lesson more clearly. This is consistent with what (Thiwa Cochrane. 2020) researched The Learning Management Model of Thai Language, Culture, and History at the Secondary Level for International School Curriculum. The research results found that regarding the management of Thai language learning Thai culture and Thai history at the secondary school level according to the international school curriculum. The side with the highest average at the highest level That is, the teaching media has the highest average. International schools provide support in providing textbooks. Various equipment and media are appropriate for each grade level. Provide training in understanding textbooks Contents used in teaching and there is training in the use of media before teaching. Teaching media is important in making students more effective. It may be electronic media that has standards and a system that is easily available and the media used in teaching is diverse. Modern technology has played a role in helping students be more convenient in learning and searching for information by themselves and making them more involved.

2. Results of the study on the components of the management on Thai language learning for Chinese students in private higher education institutions area Bangkok.

found that in the survey of the components of the management of Thai language learning for Chinese students in private higher education institutions area Bangkok, the overall sample selection adequacy (MSA) value was equal to 58.055, indicating that all variables used in the study had sufficient relationships to be used in the analysis and examining the suitability of information regarding management on Thai language learning for Chinese students in private higher education institutions area Bangkok, the Kaiser-Meyer-Olkin (KMO) value is equal to .932 and the statistical significance value is .000, which is less than .05. There must be questions with component weights greater than .20. Therefore, 5 new elements can be obtained from 36 issues, remaining 33 issues. Therefore, study the administrative elements. By analyzing the important elements, it can be summarized as 5 elements: Component 1: Good teachers, Component 2: Measurement and evaluation. Component 3: Teaching media, Component 4: Teaching methods, and Component 5: Student success. Both because of the learning process that focuses on the student as important. Teachers will set goals in organizing teaching and learning activities that will give students knowledge. Provide opportunities for teachers to study and research. Learners learn with participation and practice using systematic thinking processes. There are adequate teaching media. Suitable for students and by measuring and evaluating results according to actual conditions considering the learning of students, including knowledge, skills, desired characteristics, and competencies. This is consistent with (Wirat Ketrung. 2016) studying the Learning Management Model of English Communication for Students in Small-Sized Education Opportunity Expansion Schools. The research results found that the management model for learning management of English for communication for students of small expansion schools consists of 3 components: management of learning management for English for communication. English language learning management for communication and quality goals The management of learning English for communication consists of 5 sub-components: 1) setting the curriculum, 2) learning management process, 3) environment conducive to learning, 4) measurement and evaluation, and 5) research and development of learning management. English for communication.

## SUGGESTIONS

1. On the learner side, individual differences among learners should be considered. Set learning objectives to suit the learner's potential.

2. Measurement and evaluation Learners should be assessed using a comprehensive assessment. There are evaluation criteria and clear reflections on learning outcomes and expand to evaluate students according to actual conditions.



3. Teachers should create awareness and see the importance of teachers' duties. As well as inserting conscience and ethics into professional practice.

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