THE DEVELOPMENT OF ONLINE CLASSROOM MANAGEMENT OF THAI AS A FOREIGN LANGUAGE: AN INTERACTIVE APPROACH

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Abstract

There are many programs for foreign students who came for studying short-term language exchange and make a decision to further their study in long term as higher education. According to the current situations and innovation advancement causing learning method of many educational institutions is changed to online learning which is the new challenges for instructors and learners because learners cannot use the learning language in real-life communication and did not learn the language among environments surrounding by native speakers. In this article, Thai language learning in Thailand may lower the effectiveness of language learning. In the other hand, online learning as online course allows diverse and numerous learners to participate in the course in the form of "Anywhere Anytime" which can learn at everywhere and every time. Moreover, it can save time and expenses of travel to the native speakers' mother land. The writer would like to offer the guideline of Thai language learning as a foreign language as online-based interactive learning that can improve learners' Thai communication skills as in a normal class, and the necessary elements for online learning into implementation effectively.

Keywords: Thai language as a foreign language, interaction, online course

1. INTRODUCTION

Online learning is entering to replace the normal class learning and have an increasingly important role in 21st century. Online Learning is a model that is accepted widely and used in many higher education courses. According to specific characteristic that is no limitation on time and place, taking advantage of the information technology enhancing the interactive communication channels between leaners and instructors as well as learners and learners create online learning society. Furthermore, online learning is one of possible solutions among risk situation on COVID-19 epidemic since the government had declared the emergency situation due to the outbreak of coronavirus 2019 or COVID 19 and the result of emergency situation announcement in Royal Thai Government Gazette causes all activities in Thailand stopped such as tourism, business and education, etc. Many educational institutions immediately finish the semester without examination. It is necessary to cease the education and all activities. The pandemic situation is not over. Therefore, in order to control the pandemic situation, the Government announced to extend the enforcement of the duration of the Declaration of an Emergency Situations. Humans need to start adapting themselves for living which is the characteristic of early humans to stay safe and be survival from the past to the present. Daily life with social distancing measure and the fear of COVID 19 infection leads to the measure of work from home and online learning. Thus, Thai people know the new programs for online meeting such as ZOOM, MEET, Hangout and MS Team, etc. Many people may confuse between online learning and E-learning. In fact, both types are different but slightly similar;

both types focus on distance learning and higher education learning for domestic and international enrollment. For example, in Thailand, Ramkhamhaeng University, Sukhothai Thammathirat Open University, etc.

For the explanation of the difference more clearly, online learning is just started to be famous during COVID 19 situation which is different from E-learning. Online learning is the live online learning which the instructor will teach online in live and can interact with the learners suddenly. At present both government and private educational institutions or the companies and organizations more use online learning and training platforms for learners and employees.

Thai language program as a foreign language in Thai educational institutions has been being interested by foreigners. There are many students applying for the university in Thailand for further studying Thai language. Due to COVID 19 pandemic situation, many foreign students cannot enter into Thailand for studying, it is necessary for adjusting the application of online learning media to be more various and be able to participate in interactive discussion with each other via electronic equipment and technologies in order that the learners can access knowledge center which is various and up-to-date, and can learn by themselves as required via online learning mode without travelling to Thailand during the risk situation toward epidemic diseases.

The objective of this article is a comparison of the pros and cons between online and conventional teaching can provide practical advice or guidance. For sharing the experience of the writer as Thai language teacher as a foreign language in the educational institution on adjusting the teaching role according to the impact of COVID 19 epidemic situation to online learning system in full option for more than 6 months in the aspect of applying online learning and interactive language learning and elements of Thai language learning as a foreign language via online in order to help the preparation of Thai language instructors for foreigners and other language instructors, and to improve the efficiency in language use for foreigners achieving the learning objective.

2. METHOD

The coronavirus disease 2019)COVID-19(pandemic causes the announcement of educational institutions to be closed and cancel all activities, both class and final exam for 2/2019 are cancelled. Education Disruption causes the challenge to the instructor in adjusting to the change.

According to interaction approach for emphasizing the learners understand the content fundamentally and give an opportunity to practice the language between learners and/or instructor. It is founded that language teaching according to interaction approach can be conducted as online learning and it is the challenge for further improvement in the future. It can be divided into 3 stages as follows:

Stage 1: **Preparation before online learning**

Based on the experience, the instructor provided the learning model suitable to the course that is needed to teach first by checking the primary skills that the learners shall learn if it is listening, speaking, reading or writing. The next is to concern on the difference of each learner and number of learners in order to provide online learning in accordance with learners and number. Then, analyze the content of the course if it shall emphasize on content or skill or both for integrating the learning. Before online learning, the instructor shall know the list of all participants and create the group on LINE application or Microsoft Team in order to contact the learners more convenient and enable the learners to interact with instructor and enable leaners to interact with each other according to Learner-instructor interactions and Learner-Learner interactions. Instructor will attach document files about the course detail including teaching timetable, public holidays, and exam date clearly. Instructor shall fully prepare himself for online teaching corresponding and following the teaching outline as much as possible as the below picture.

Stage 2: **Design the goal of learning**

From applying information technology to online education, it is founded that after blended learning arrangement both in classroom and online learning causes the learners have higher 21st century learning skills than before)Haugen K, Metcalf LK., 2018(. Therefore, it is essential to design the goal of learning prior. The goal of Thai language learning as a foreign language shall emphasize the learners to be able to identify the level of their competency, not just complete the course according to the goal as instructor or program indicated. For example, the learners shall study the content via online lessons and practice their skills together with instructor in class or express their opinion by sharing with each other for adjustment and correction, practice the learners to be the assessor for the language level or competency levels on language usage between learners instead of get the assessment by instructor. This will help the learners can improve their learning more effectively.

Stage 3: **Media design**

From the experience, the instructor study and acquire the knowledge and also collect the various, modern, and understandable media such as picture, video, clips, and sounds for attracting interest among learners. The media shall link to the content in order that the learners can understand easier according to the Learner-content interaction approach. It shall be used the media that influence the learners such as outstanding news, actors, actresses, online social network, etc. Furthermore, the instructor shall give an opportunity for the learners to offer the media and understand the media they chose. For example, if we are learning reading skill, the instructor shall let the learners read the content in advance and let the learners discuss on the content, the favorite character, the impressed scene during online learning. This encourages the learners have a chance to discuss, express their opinion and use the language with the instructor according to Learner-instructor interaction approach. However, there are still problems on the quantity of message in the media which is too massive affecting the vision and interest of the learners.

3. RESULT

Online learning is the knowledge linkage of learning innovation and modern technology with various teaching models which can be summarized as follows:

3.1 Instructor is the person who transmits the contents and knowledge to the learners more understanding on contents and experience. The instructor's professional skill can help online teaching attain the goal. The role of instructor is to be as a guide, a mentor, a coach, a facilitator in order to help the learners can see their potentiality on learning, and to develop their competency in learning, working knowledge, hard skills and ability to use the working techniques that can be taught)Kerdprasong, K., 2017(. However, online Thai language teaching as a foreign language based on the experience, the instructor will keep following the learners, asking, and talking with the learners during online teaching and keep developing his skills on technology application and the ability of knowledge transfer on online media. The instructor uses the tools in online teaching program for facilitating the learners to read, listen, think, and communicate with each other)instructor to a student; student to student; and student to instructor(as much as possible. For example, if we use Zoom Meeting program, the instructor may facilitate by dividing Breakout Room according to the topic in order to help the learners to think and turn on the Breakout Room for discussion and consult each other, then, the instructor will enter to listen or ask each Breakout Room as divided. Certainly, the instructor shall understand the obstacles and problems during teaching such as online learning cannot see all learners' face and body during teaching as face-to-face learning especially during the instructor use the teaching tools such as opening slides or the shared whiteboard which will let some learners' screen disappeared.

3.2 Learner is the person who get the contents and knowledge from the instructor.)Kereluik, K., Mishra, P., Fahnoe, C., & Terry, L., 2013(Learners shall be ready to learn. Readiness shall come from learners themselves on physical health, eagerness for searching on the knowledge before online learning or the preparation of learning program application that is the media for participating the learning such as download the program which is the learning media, etc.

3.3 Content is an important part to achieve the learning objective. Content shall be designed the structure according to the course's objective, plan the course outline as the guideline system linkage to contents in the lesson. Messages of content shall be clear, compact, easy to understand, and up-to-date in order that the learners can learn and understand by themselves appropriately)Picciano AG. 2017(. Online teaching before entering into the content, the instructor shall have the clear teaching timetable indicating the content that will be taught in each session)if possible(for facilitating both learners and instructors prepare themselves for studying the knowledge before online learning date. Moreover, in the timetable, it shall indicate the meeting date, deadline, examination date or public holidays for notifying the learners clearly or can record on online calendar via online learning program.

3.4 Instructional Media and Resources are very important to educational management. Good instructional media will take part in facilitating the learners understand the content while learning. Instructional media shall be new and attractive to the learners' interest and motivation

of learning such as video, slides, animation, scenario, academic article, etc.)Rao, 2019, pp. 176-180(. Instructor shall not adhere to the program as the online teaching media. In other words, the instructor shall not use only online teaching program, but shall choose other learning resources such as E-book, E-Journal, online library, etc. This will be the alternatives helping the learners access the instructional media by searching additional information as supplemental materials. Moreover, Instructional media during teaching shall be designed and provided appropriately such as picture's resolution, color and size or text size and color of online documents displayed while teaching. In addition, the information shall be correct in accordance with the content of course's objective.

3.5 Learning Process is the learning design process for the learners according to the subject, objective, content, instructional media, learning activities, measurement and evaluation by using information technology to design the learning management method under the process of analysis, planning design, implement, development and evaluation for the learning program to learners. Effective learning process shall promote the learners apply the content to authentic learning)Shaban W, Bayrak C. 2020(Learning process of online Thai language teaching as a foreign language based on the experience, it is founded that the instructor shall not ignore focusing on the issue of language effectiveness less than learning effectiveness. In other words, learning process focusing on learning effectiveness will learn according to the instructor.

3.6 Communication Systems are contributed to the success of online learning management. Communication Systems can be divided into 2 types: 1(One-Way Communication is the content transfer via instructional media such as video, PowerPoint slide, scenario, case study without the interaction between instructor and learners. 2(Two-Way Communication is the content transfer via instructional media such as Computer Assisted Instruction)CAI(, Learning Management System)LMS(or learning via meeting application such as Google Hangout Meet, Zoom Meeting, Schoology, WebEx, Microsoft Teams, etc.)Haugen, 2017, pp. 187-189(From online learning experience on video meeting via online teaching applications which are Zoom Meeting and Microsoft Teams only, it is founded that both applications have the advantages and limitations differently. The advantages of Microsoft Teams are to be able to record the list of participants on video meeting automatically.

3.7 Network Systems is the channel facilitating the learning smoothly. It can be divided as follows: 1(Intranet system is a computer network system within an educational institution which can be accessed by the learners for online learning. 2(Internet system is outside network system that connects worldwide computer network system in order to faster communication which the learners can access the internet system for online learning everywhere and every time including searching the additional information as supplemental materials.)Khlaisang, J., & Songkram, N., 2013(. From the experience on the problems of learners' readiness to prepare the equipment for connecting the system, at the present there are still some problems. Even the exchange students seem to be able to afford the equipment but the area without internet signal or the signal's stability during internet connection still cannot be controlled.

3.8 Measurement and Evaluation. Measurement and evaluation are essential to be done both during learning as Formative Assessment such as questioning, observation on the learners'

behavior, thinking reflection, etc. and after learning as Summative Assessment such as examination tests for determining the learner's understanding, learning effectiveness reflecting learner's learning ability which shall have various types for the learners' assessment correspond to the real condition)Shaban, 2020(From the experience on measurement and evaluation in the past, the instructor needs to design the tools and methods for measurement and evaluation as effectively as the former one for whatever assessment. From experience, it is founded that during online test, the learners will sit and work together if they are in the same dormitory or the near location which is easy to occur cheating and also open the book. Therefore, the instructor shall encourage and reinforce moral and ethical behavior in online assessment preventing cheating during online assessment. From experience on online assessment, the above-mentioned problems can be solved by changing the questions differently if there are 10-15 learners in the class and using random sequence system for examinations causing the sequence of each examination is not the same. Time setting is also indicated the end of examination time in the application system. It is indicated that the learners must turn on the camara all the time during the examination in order that the instructor can monitor the behavior of each learners.not adhere to the old-style learning method and open mind for modern style teaching.

4. DISCUSSION

From issues of interest to students, problems encountered, or ways of solving problems from questions that arise or unclear after searching before class by students thinking based on their experiences and past knowledge, including studying from information sources, which the teacher has prepared to give students the opportunity to not understand the content, catch up with their peers. To study before proceeding in the discussion and exchange stage)Burnaby, B, 2001(. To provide learners with additional knowledge this is linked to the element of interaction between learners and tools. That is, learners can use tools to research and interact. To access the content that teachers have prepared and also link to the elements of interaction between learners and teachers. In which learners will have the opportunity to express their opinions together with the teacher by interacting with their ideas through Interactive tools, which are different from the interaction between students and students directly because each learner has a different opinion or expression)Agus, S. S., Haninda, B., 2018(.

Consistent with the learning principle of Burnaby (2001), which states that Participation in the classroom is not merely acquiring information from the teacher, but is a process by which students engage in learning where they can experience and learn from what they have learned. The teacher acts as a facilitator, encouraging all learners to participate in teaching, expressing opinions and sharing individual experiences. Learners can negotiate what expectations they want and how to achieve them)Kereluik, K., Mishra, P., Fahnoe, C., & Terry, L., 2013(including goals, knowledge, skills and attitudes. In the process of discussing and exchanging ideas, learners join discussion groups using Interactive tools, where teachers prepare for discussions to express their opinions. And because a variety of interactions where students create situations by speaking and writing, learners analyze the data explain your concepts in the form of graphs, pictures, mathematical symbols through Interactive. It is a discussion within

the group that allows the exchange of experiences and opinions with each other within the group each hour. Instructors have learners in groups to rotate and discuss to help each other explain and suggest additional knowledge in areas that are unclear via Interactive tools. This is consistent with a research paper by Aunjit and Sahatsathatsana (2018), which describes how peer-to-peer learning improves efficiency in math learning, which, at this stage, is linked to a component of student-to-person interaction. Learning and the interaction between learners and tools.

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