

Thai Language Textbooks in Research on Thai as a Foreign Language

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Introduction

Language is a man-made symbol representing thoughts. Therefore, language is a means of communication to create understanding and purpose and build good relationships. Whether it's a comment Needs or feelings It is a tool to seek knowledge and experience from various information sources in order to develop knowledge, ideas, analysis, criticism, and creativity to keep pace with social changes and advances in science and technology.

an era where tools and technologies are always being developed to be up to date. This allows information generated from one country to quickly reach other countries by using language as a medium of communication to interpret the information received and then use it for good. As a result, the country has progressed in all aspects. For this reason, each country recognizes the importance of learning a second language to communicate with each other rather than using a universal language alone. As Krashen (1982) puts it, "Human beings need to learn another language for the purpose of political communication. Therefore, learning a second language is very important. In order to develop ourselves and create progress for the nation." That is a language that is increasingly interested in learning as a second language. This is evident from the fact that the Thai language is taught in countries such as Germany, the USA, Australia, China, Japan, and South Korea. Thai is taught very little, but there are a number of foreigners who are interested in learning Thai as a second language. Whether it's Laos, Cambodia As a result, higher education institutions around the world are now offering more Thai and Thai language studies, such as Asian Studies in Asia, Europe, America, and Australia, which do not include language centers and language schools that teach business, which is a significant growth. Sriwilai However, some institutions or universities have teachers who have knowledge in Thai language or teachers from Thailand to teach in that country. Teaching Thai as a second language aims to develop learners' fluency in Thai. Both grammar and language use are appropriate to situations and social roles. As Chanika Khamput (2002:2) said about the objectives of learning a foreign language as a second language, "there are three things: 1) learning for use which emphasizes listening and speaking, 2) learning for the emphasis on reading and writing, and 3) learning for both excellent aptitudes or abilities the above objectives."

Therefore, learning a foreign language plays a role and turns more attention to a second language for development. self-growth and career advancement. Education and the Nation It is necessary for human beings to learn other languages for the purpose of political communication. Arts, culture, trade, etc.

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Therefore, learning a second language is very important in order to develop oneself and create progress for the Thai nation. Although it is not a universal language of the world. But foreigners have been interested in studying. The Thai language increased. Thailand plays a prominent role in various aspects of Asian society. Economic, commercial, political, diplomatic, technology exchange, education, and tourism. When communicating, language is essential for foreigners to want to learn more Thai language and culture. In addition, the Thainess of the nation, even if they are everywhere, will spread the Thai language and culture where they live. As a result, Thai language and culture spread rapidly, making the Thai language even more important in the world society.

There are many types of teaching materials. "Textbook" is a type of teaching material that plays an important role in teaching and learning both inside and outside the classroom. (Jack. 1998:128-129) states that good learning has a positive impact both on teachers and on students. In this regard (Jack.1998: 128-129) cited Hutchinson and Torres (1994) who stated that textbooks can illustrate the structure of learning plans and help guide teachers to teach very effectively. This encourages learners to learn well for academics in the country. Chaiyot Ruangsuwan (1983:151) has mentioned the advantages of the textbook as a budget-saving medium that can be adapted to individual learners. It helps to organize teaching and organize content. Continuity to help learning run effectively Therefore, it can be concluded that "textbooks" are very useful learning materials and should be used in teaching and learning for that reason. As a result, the researcher was interested in exploring the current Thai language teaching for foreigners and found that most of the existing Thai language classes are for adults. Thai language classes for foreign children are still very scarce. Therefore, the shortage of school models for children is something that should be paid attention to and solved. By creating more effective Thai language lessons for children. To meet learners of this age.

Language is part of the way of life created by human beings for the sake of social coexistence, language is a means of conveying meaning to others and understanding each other. As Arunee Viriyajitra (1989:4) has mentioned the meaning of a second language, it can be concluded that it refers to another language learned after the learner's first language. A second language may be the official language or the language used to communicate in the teaching of colonial schools. Definition of foreign languages. Arunee Reriyachitra (1989:5) has defined it as another language that learners learn to communicate with those who use that language. This may be for the purpose of seeking knowledge, for tourism, for political or commercial reasons, such as Thai people learning English, Japanese or Chinese as a foreign language in tons. Foreign language learning may begin at primary, secondary and tertiary levels. As an adult, because you want to learn that language.

Communication Language Teaching

Based on comments from academics We have an opinion on theories and concepts about teaching a second language or a foreign language. The instructor should be well prepared to teach the language by preparing the instructor and the instructor should prepare the content or details of the subject to be taught to suit the learners. Gender, age, and subject to study as well because it will make learners effective from teaching and benefit from learning a second language or a foreign language. Pajongkarn Phuviphadavat

(1990:65) describes the ability to use language for communication as the ability to use the level of use plus attempts to communicate in other ways, such as using non-verbal communication (gestures, facial expressions, dress) or showing courtesy in conversation. However, whether a person is effective at communicating does not depend solely on rules. We would still speak machine language, i.e. speak sentences correctly and grammatically, but they may not be suitable for real situations. This can cause communication to be distorted or incomplete.

3 Approaches to Language Teaching as follows

1. There are 4 types of System Approach as follows:

1.1 The Grammar-translation Method is based on the idea that language has rules, systems and regulations. Language learning is learning the systems of a language. If the learner has learned the grammar and meaning of the vocabulary, they will be able to understand the texts in the course and be able to use the language correctly.

1.2 The Direct Method is based on the concept that language is spoken language, language learning is the way learners communicate with the language they learn, and in order to be more successful, students should learn how to think in the language they learn. so Therefore, language instruction should use the foreign language learned at all times and communicate as if in a real situation.

1.3 The Audio-lingual Method is based on the concept that language is spoken. Therefore, the language that students learn should be the language that native speakers use in everyday life, not teaching about the language itself.

1.4 The Cognitive Code Learning Theory is based on the idea that language is a system. Linguistic comprehension and expression depend on understanding the rules. Once the learner understands the form of the language and its meaning, they will be able to use the language. In addition, language learning is a process within the brain. Human beings have the ability to learn languages from birth. Learning is not only based on conditions, but also requires one's own intelligence and creativity. To combine new knowledge with existing knowledge.

2. Communicative Approach This teaching approach brings an overview of the language to the learners. It does not distinguish language from context as it is taught in a structured and grammar course, and it is also organized according to the objectives or goals of the learner in learning that language. Once the purpose is known. This makes it possible to properly view situations in which learners will use real-life language.

3. Communication Language Teaching is a course in which learners have the opportunity to use language to communicate rather than learning in a course that is more meaningful. This teaching style provides fluency and language appropriateness.

Teaching Communication Language can be concluded that teaching communication language is the teaching of language that allows learners to practice, practice, and communicate with each other, whether in lessons for beginners or in business. Communication in tourism is a ton, and the emphasis on practice, and practice in communication will make learners Develop communication skills and be able to communicate confidently and appropriately.

Textbooks for teaching second and foreign languages

Nowadays, many textbooks for teaching second and foreign languages are being produced due to the rapid development of society around the world. The Northern Colorado Professional Development Center (2012: Online) discusses the ESL Textbook as follows:

1. The importance of textbooks: Adult learners prefer to study using textbooks rather than without textbooks. Most instructors agree that learners need an effective form to learn to speak English. Some instructors use a single textbook and focus on grades. Some instructors use multiple textbooks but are not very clear on the purpose. Some instructors will produce their own textbooks for instruction.

2. Benefits of the textbook Betsy Parrish. 2004: 22, cited by Northern Colorado Professional Development Center. 2012 Online) states that the benefits of textbooks for learning English as a second language contribute to the realization of the scope of instruction, content, and classroom progress. Helps teachers prepare to teach: Helps learners review lessons and prepare for the next lesson. The textbook can be used to enhance learning at home and as a medium to help inexperienced teachers or new teachers to use it as a teaching guideline and may be used to help prepare other materials such as tapes, CDs, etc.

The main components of the Teacher Manual for Teaching English as a Second Language or ESL Textbook Teacher Guidance are as follows: Introduction for Instructors Scope and order of content Objectives of each chapter List of vocabulary, structure, and end-of-chapter skills The relationship of each level, the textbook and the standardized assessment used in adult groups, study schedules. List of teaching materials Instructional steps in each lesson Guidance or explanation of exercises, teaching materials, and recommendations for deeper and broader teaching.

From the study of the textbook for teaching a second or foreign language as such. In conclusion, the Second Language or Foreign Language Lesson will be useful in preparing for teaching. Teaching manuals and useful for students to review content. The nature of the language lesson should include learning materials, such as CDs. Beautiful and appropriate learning images.

Speaking for Communication

This new teaching method is very popular with conversation training because learners tend to remember quickly with benefits, often short, and easy to remember. It is easy for students to use it immediately, and it is easy to organize activities in the room in accordance with the conversation. By having students play a role in the dialogue, such as in creating a British dialogue to tie into a story. Use simple

English. The teacher must explain the meaning of the new black words and expressions that the students did not know before they were given the lesson. Use accompanying teaching materials, give words with similar meanings or use other descriptive methods. If possible, try to use vocabulary and expressions that students already know, divided into 2 easy steps. as follows

The listening process is detailed as follows:

1. Use dialogue as storytelling It is told by the teacher himself. Use the character by drawing a hole at the end of the line on the board or covering the character on a flannel board. The teacher acts as if he were the voice actor of the character. The teacher may insert explanations at the same time, as it is considered part of the listening comprehension training.

2. When students have listened to the story throughout, the teacher speaks purely dialogue without explanation. It would be great to tape it beforehand and use each person's voice instead of each character.

3. Ask questions to test basic comprehension Just use Yes/No questions. If a student answers wrong, they don't understand enough. The teacher may read the part where the student does not understand it again and ask a new question.

4. Students listen to the conversation over and over again.

5. Ask questions to test your comprehension throughout the speaking stage. Details are as follows:

5.1 Practice selected sentences from dialogue

5.2 Speak imitately and correctly according to the accent Continuous sounds, pronouncing consonants, and vowels in syllables

5.3 Memorize dialogue The teacher may be able to help by writing a dialogue on the board for students to read the entire episode. Then the teacher slowly removes the words one by two, the students fill in the correct words the next time they remove more words until finally the students speak orally without any words on the board.

5.4 Have 2 students at a time choose a role of who will be which. Then, practice within each group so that the students practice thoroughly.

5.5 Have students rephrase the dialogue This conversation practice may start with a simple lesson and then gradually Add longer or more complex words and sentences.

Teachers should understand each lesson and lesson well because the lesson creator will use the concept of teaching and the learning process of the learners. The lesson creator will have the idea to teach and present the vocabulary. Structured and procedural training patterns For example, those who teach with the Silent Way will use different lessons from those who teach with the Communication Method that focuses on communicating understanding. The lessons taught in the intensive Thai language course differ from those taught to foreigners majoring in Thai. One good way to help teachers fully understand the concepts of the

textbook is to create and develop lessons on their own. The goal is clear, the instructor analyzes the lesson and analyzes the learners at the same time. Make the creation of lessons based on the understanding and concept of the instructor and in line with the needs of the learners.

Know and understand Thai at different levels well

Thai is a language that has a high level of structure, vocabulary, and language usage that is socially and culturally appropriate. Therefore, teachers need to understand the nature of Thai in order to explain to foreigners who learn Thai with limited time and maturity that is different from children who learn the language naturally. Must understand the structure of the Thai language in terms of the sound system consisting of consonants, vowels and tonals. Able to teach the use of the base in pronunciation as well as understand the use of various word levels according to the culture in society, such as the word level of children, adults, intimacy, formality. Glossary words, etc. Therefore, teachers should develop knowledge of Thai language, which is fundamental and useful for teaching Thai to foreigners.

Know and communicate in your learner's language or English

Foreigners are advised to communicate with learners using their native language or their common language, English, as this will greatly reduce the learning period of the learners. It reduces stress for learners because they can ask questions and understand problems in studying. Especially those who learn to explain the nature and nature of foreign languages. Similarities and sound differences Words and sentences Explaining how to pronounce Explanation of the meaning of words and their similarity and social and cultural meanings. It is necessary to use the mother tongue or a common language, but the instructor should use the mother tongue or English for teaching purposes. It is not the learner's native language to practice the instructor's language. This will allow learners to hear only their language instead of practicing Thai.

Using phonetics in teaching a foreign or second language to aid in voice recognition.

M.L. Charanwilai Jaronroj (2009: 212-216) said the same. about the need to learn and use phonetics in teaching foreign languages. It is summarized as follows:

1. Phonetics help students to know the differences in phonemes in each language and help students to practice better pronunciation of foreign languages that are different from their native language.

2. Phonetic letters allow students to write sounds in foreign languages more clearly and accurately. This helps to remember and reconsider. Because of the phonetic use of the learner's native language. Some phonemes cannot be written in audio photography because they are not available in the learner's native language.

In addition, Sompong Wittayasakphan also mentioned that basic Thai teaching techniques should

be taught by considering all 4 aspects of language skills. Because the natural learning process has different ways of learning and teaching. Learning methods and good teaching techniques will make teaching more effective. For techniques for teaching listening and speaking, the summary is as follows:

A. Teaching Listening After the instructor gave the basic knowledge of Thai pronunciation. Comparing similarities and differences of sounds with their mother tongue. The instructor must pronounce Thai clearly so that the learners can hear the correct sound so that the learners can pronounce it correctly, which is an important start. What is problematic for pronunciation, which may be different from the learner's language? Incorrect pronunciation in Thai will cause the meaning to be conveyed differently. It is necessary to use techniques or create teaching materials.

B. Teaching Speech After the learner has practiced listening to the voice, they will try to speak, and in the teaching of speaking, the learner will be the most centered. The instructor gave clear vocabulary and pronunciation as an example. Techniques for teaching speech, such as teaching learners what interests them the most, such as teaching speech in situations used in daily life, so that learners can apply it immediately, such as greetings, introductions, family, accommodation, etc. Asking for directions, etc. Teach phonetics because students cannot write Thai and the mother tongue may not have the sounds used in Thai. Teaching phonetics as an essential tool allows learners to capture sounds close to them and practice them, teaching plain short sentence structures. It is a sentence that is frequently used and commonly used, practicing speaking frequently and practicing the use of vocabulary instead of in sentences. Creating everyday simulations for learners to practice speaking Students will enjoy learning and supplementing activities outside the classroom such as interviewing Thai people or going shopping, and should teach Thai in the context of Thai studies because elementary Thai is only a basic level of learning. Therefore, in all teachings, some cultural knowledge should be inserted.

Conclusion

However, conversation instructors should take into account the needs of the learners first. The content should be close to the learner. The Thai vocabulary arrangement in each lesson is not too much. This enables learners to memorize vocabulary. In addition, there should be pictures accompanying each chapter to make learners more interested and teaching activities should simulate various situations.

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