

Analysis of Language and Cultural Content in Thai Conversation Textbooks for Learners of Thai as a Foreign Language

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Abstract

This research aims to analyze the language and cultural content presented in Thai conversation textbooks designed for learners of Thai as a foreign language. The research population comprised 12 graduate-level theses, dissertations, and independent studies, selected through purposive sampling from higher education institutions in Thailand. The research instrument was a language and cultural content analysis form, which calculated the percentage frequency of language and cultural content categories appearing in basic Thai conversation textbooks for learners of Thai as a foreign language. The data analysis revealed that the Thai conversation textbooks for learners of Thai as a foreign language presented content with the following frequency distributions: informational cultural category at 39.54 percent, behavioral cultural category at 42.36 percent, and relational cultural category at 8.19 percent, respectively.

Keywords: language and cultural content, Thai conversation textbooks, learners of Thai as a foreign language

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Introduction

Nowadays, more foreigners want to learn Thai. The expansion of the demand for learning the Thai language is in line with the expansion of politics. Marketing, trade, and global industry, which Thai language teaching for foreign learners avoids. Teaching cannot be cross-cultural, both in terms of ideas, beliefs, values, Practices, and Traditionalism (Ponmanee, 2002). It has long been recognized that learning the culture of a native country is important in terms of facilitating language learning. Second Language Learners as Individuals and Learning Motivation In conclusion, the more a learner appreciates the culture of the target language, such as reading literature, traveling on vacation, looking for opportunities to practice the language, etc., the more successful he will be in learning a second language. In the classroom as well, in addition, those who are deeply interested in learning Thai will learn with great dedication. Look for a place with a Thai language curriculum and teaching that provides a valuable benefit, which is more important than language teaching, because the interest and purpose of learning Thai often does not start and end in the language itself, but also focuses on the Thai people.

Learning Thai Culture for Foreigners Who Learn Thai as a Foreign Language. It is equally necessary and important to teach language skills, as language and culture go hand in hand. The ability to use language takes into account the accuracy of the principles of language use. It also includes the ability to use language that is appropriate to the situation. As with language skills teaching, the instructor must clearly identify the learning behavior of the learners and what kind of learning they want the learners to learn. However, the instructor should also study the main purpose of teaching the culture. To stimulate the interest of learners in learning foreign languages. To develop the ability of learners to behave in the society and culture of native speakers. To create an understanding of the values and attitudes of native language culture for learners. To develop an understanding for learners in the sense that culture determines people's behavior or expression. Age, gender, social status, and residence will also influence people's speech or behavior so that learners can understand people's expressions in normal situations and crises in their native language culture so that learners can be aware of the image, and ideas transmitted from culture, even the most ordinary words or phrases so that learners can evaluate and draw conclusions about native language culture from the evidence that appears. So when language is part of a culture and is inextricably interrelated, it is necessary. Linguists should encourage learners to have the opportunity to acquire and absorb the target culture, to acquire the skills to understand the meaning of the culture. However, the culture of the people who use the language as well as the culture of the language must be learned, and cultural knowledge should not be taught separately or supplemented.

Cultural learning is an important part of learning a second language. Therefore, the instructor must choose the cultural topics that should be taught to the learners so that they can use them. Language in society is used correctly. Teachers should be aware of cultural teaching. It is important in language teaching and learning because it not only helps learners understand the language better but also helps to make studying more enjoyable. Instructors should choose cultural content that is beneficial to learners. Culture can be divided into many different topics, such as culture, history, culture, Politics Culture about important places and important people, and Customary Culture.

Attitudes and values, including culture about life and daily life, etc. Instructors should also take into account the age appropriateness and interests of the learners. It should also be

considered. The level of difficulty in using the language is appropriate to the learner's ability. Therefore, having a lesson about Thai culture will help foreigners understand Thai culture. One of the problems in learning Thai for foreigners is that when foreign learners have to converse with Thai people, they feel frustrated because they lack conversation practice and do not know the language used for conversation. Although it is just a simple basic sentence or a sentence that uses simple words, it is an expression that learners may say that the study style is an important tool for developing learners.

For this reason, the researcher is interested in studying language and culture textbooks for foreign learners. The objective is to analyze the language and cultural content that appears in the Thai conversation lesson for Thai as a foreign language learners. Increasing language skills and adapting to live with Thai people means knowing how to build good relationships in Thai society.

Objective of the Study

Analyze the language and cultural content depicted in the Thai Conversation Lesson for Thai as a Foreign Language Learner.

Methodology

The population groups used in the research included dissertations, dissertations/dissertations, and independent research at the graduate level, totaling 12 subjects by a specific selection method from higher education institutions in Thailand.

The tool used in the research is the analysis of language and cultural content. By determining the percentage of frequency of language and cultural content in each category that appears in the introductory Thai conversation lesson for Thai foreign language learners.

Literature Review

Cultural Concepts and Languages for Communication for Foreigners

The authorities have inserted Thai culture in teaching listening and speaking skills in Thai as a foreign language. It can be divided into 6 major issues: Thai culture and Thai language teaching. Learning Thai culture of Foreigners who learn Thai as a foreign language. Organizing activities to learn about Thai culture for learners. Foreigners: The topic of Thai culture that Thai as a foreign language teacher should explain to learners who are foreigners understand Thai cultural content that Thai as a foreign language teacher should insert in teaching. And what should be considered in inserting culture in teaching Thai to foreigners. As detailed from now on. (Permkesorn, 2004; Ponmanee, 2002; Wongpinunwatana, 2006)

Thai Culture and Language Teaching

The teaching and learning of the Thai language. If the instructor interjects, Thai culture will bring many benefits to learners. In other words, it helps learners to It can be interpreted correctly because when learners understand Thai culture, such as customs, Traditions, and beliefs. The attitudes and values of Thai people will also understand the way Thai people think, act, and use words in communication (Permkesorn, 2004). In addition, intercultural teaching will help learners have fun learning. In addition, encourage learners to have a

positive attitude towards Thai culture because when learners learn Thai culture while learning the language, they will be able to learn about Thai culture. Then, he will understand the cultural differences between Thai culture and the culture of his nation. 19 Teachers and learners have a good feeling for each other.

Thai language teaching that emphasizes the actual learning conditions of culture. In each period of teaching and learning, the four skills will be integrated, namely listening, speaking, reading, and it is written by inserting the principles of using the Thai language and Thai culture that emphasize learning according to real conditions, such as praying. Works, greetings, and shows respect. The use of polite words, etiquette when receiving things from adults, and etiquette for sitting. Standing, walking, and eating etiquette, Speech etiquette, Ordination, Weddings, funerals, Merit making, dress culture, begging, helping, and sharing, etc (Wongpinunwatana, 2006).

Permkesorn (2004) also discusses the culture that should be taught as follows: Meeting others, speaking, Greetings, how to introduce yourself, housing The condition of the house and beliefs, the family and the relationship of the Family, food, type of food, taste of food, etiquette of eating. Composition Physical: Manners of expression and conduct on important occasions such as weddings and funerals. Legacy Culture is about festivals and traditions, communication, and transportation. Weather and Seasons, Cultural Inserts. In teaching the Thai language, teachers may initially arrange teaching and learning to let students know the characteristics of Thai society. By using various media to help, such as photos or videos. In addition, in the early stages of teaching, learners may not have enough knowledge and listening skills in Thai. Therefore, the instructor should use English as a medium and should explain the subject. Thai culture that learners should know at the same time as teaching Thai. Teachers should study the socio-cultural aspects of learners to understand learners as well as understand the differences between the Society and Culture of Instructors and Learners. Learning the differences between foreign languages and cultures will reduce conflicts and problems due to communication between teachers and learners, and also reduce prejudice. caused by cultural differences. When learners learn, Thai culture while studying, they will understand the cultural differences between Thai culture, and this results in teachers and learners having a good feeling for each other.

Learning Thai Culture for Foreigners

Who Learn Thai as a Foreign Language There is It is equally necessary and important to teach language skills, as language and culture go hand in hand. Capabilities in the use of language not only take into account the accuracy of the principles of language use. Also includes the ability to use the language that is suitable for the situation, popularity, and culture of native speakers, as well as teaching skills in the language. Language means that the instructor must clearly state the learning behavior of the learner that he wants the learner to learn in the What are the characteristics? However, the instructor should also study the main purpose of teaching the culture. It should have the following objectives: To create cultural awareness of native speakers for learners, develop learners' ability to behave in native societies and cultures, and develop learners' understanding of culture in the sense that culture determines behavior At the same time, social variables such as age, gender, social status, and residence will inevitably It also influences people's speech or behavior.

It is necessary when language is part of a culture and is inextricably interrelated. In particular, language teachers should encourage learners to have the opportunity to receive and absorb

the target culture to acquire skills in understanding the meaning of culture, because learning a language is not about learning about linguistic symbols. 21 only. But the culture of the people who use the language, as well as the culture of the language, must be understood, and it should not be taught separately. Additional cultural knowledge.

Data Collection and Analysis

Table 1

Shows the Frequency and Percentage of Linguistic and Cultural Content Depicted in the Thesis.

Textbook	Informational Culture		Behavioral Culture		Achievement Culture		Total	
	frequency	Percentage	frequency	Percentage	frequency	Percentage	frequency	Percentage
Textbook No.1	53	3.67	38	2.48	21	1.15	112	7.30
Textbook No.2	49	3.18	54	3.89	22	1.12	125	8.19
Textbook No.3	61	4.21	45	2.99	16	1.01	122	8.21
Textbook No.4	57	3.98	53	3.65	37	1.79	147	9.42
Textbook No.5	63	4.75	52	3.29	25	1.23	140	9.27
Textbook No.6	51	3.20	62	4.22	35	1.76	148	9.18
Textbook No.7	43	2.94	47	2.90	38	1.93	118	7.77
Textbook No.8	55	3.77	60	4.17	29	1.38	144	9.32
Textbook No.9	30	1.50	55	3.76	36	1.77	121	7.03
Textbook No.10	40	2.56	50	3.18	17	1.02	107	6.76
Textbook No.11	32	1.56	54	3.64	35	1.76	121	6.96
Textbook No.12	39	2.16	60	4.19	32	1.66	131	8.01
Total	573	39.54	630	42.36	343	18.10	1546	100

When comparing the Thai language and cultural content appearing in the textbook, the study found that the most frequent presentation of behavioral culture category (42.36%) content was the highest. This was followed by the presentation of content in the informational culture category (39.54%) and the content in the achievement culture category (18.10%).

Results

From the results of the analysis, the research results can be summarized as follows:

1. Presentation of Thai language and culture content. The 12 textbooks have the most frequent presentation of behavioral culture category (42.36%) content was the highest. This was followed by the presentation of content in the informational culture category (39.54%) and the content in the achievement culture category (18.10%).
2. Presentation of informational culture content in 12 textbooks in descending order of frequency: Textbook No.5 is 4.75%, Textbook No.3 is 4.21%, and Textbook No.8 is 3.77%.
3. Presentation of behavioral culture content in 12 textbooks in descending order of frequency: Textbook No.6 is 4.22%, Textbook No.12 is 4.19%, and Textbook No.8 is 4.17%.

4. Presentation of achievement culture category in 12 textbooks in descending order: Textbook No.7 is 1.93%, Textbook No.4 is 1.79%, and Textbook No.9 is 1.77%.

Conclusion

According to the analysis of the presentation of language and cultural content in the 12 textbooks, it was found that the most prominent was behavioral cultural content, accounting for an average of 42.36%, followed by informational cultural content at 39.54%, and presentation of achievement cultural content at 18.10%. When considering the presentation of language and cultural content of each textbook, different weights were given, which can be divided into two groups: the first group gives more weight to presenting informational cultural content than behavioral cultural content, which is how most textbooks are weighted, and the second group gives more weight to presenting behavioral cultural content than informational, including textbooks No. 1, No. 4, and no. 5. As for the cultural content of achievement, it was found that all textbooks gave weight to the least content is the last.

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