

# DEVELOPMENT OF LEARNING ENHANCEMENT ACTIVITIES FOR THAI LANGUAGE FOR CAREERS COURSE IN HIGHER EDUCATION

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## ABSTRACT

This research focuses on the development of activities aimed at enhancing online learning in the Thai language for careers course. The objectives include exploring student satisfaction with the online teaching management of the course and utilizing research findings to improve the effectiveness of online teaching activities. The study involved a sample group of 500 students from Suan Sunandha Rajabhat University enrolled in the Thai language for careers course. Data was collected through questionnaires and analyzed using percentages, means, and standard deviations. In conclusion, the study investigated student satisfaction with online teaching methods used in the Thai language for careers course during the second semester of the academic year 2022. The findings provided valuable insights into various aspects, including demographic distribution, academic levels, and affiliations among participating students. The overall sentiment among students was positive, with a mean satisfaction score of 4.47, indicating a consistently high level of contentment. Students expressed satisfaction with instructor knowledge, the clarity of course information, and the overall readiness of the online teaching system. These findings highlight the effectiveness of online teaching methods in the Thai language for careers course and underscore the importance of addressing students' expectations and needs in the digital learning environment. As education continues to evolve, understanding and adapting to students' preferences and feedback are crucial for continuous improvement and the successful implementation of online teaching methodologies. This research contributes valuable insights to the ongoing discourse on enhancing the quality of online education, ensuring a positive and enriching learning experience for students.

**Keywords:** Satisfaction, Learning Management, Online course

## INTRODUCTION

The General Education and E-Learning Innovation Division at Suan Sunandha Rajabhat University holds a crucial role in managing undergraduate education, particularly in the domain of general education. The division employs a large-group teaching approach, supported by teaching assistants (TAs), who assist in classroom management and aid course instructors in meeting instructional needs. This teaching method aligns with established classroom management indicators (Nookhong, J., & Kaewrattanapat, N., 2017).

The Thai language carries significant cultural importance and serves as a cornerstone of the nation's identity, deserving preservation, promotion, and conservation. However, the rapidly evolving landscape of academia and technology has ushered in new communication methods that prioritize convenience and swiftness. This evolution has had a noticeable impact on the

contemporary use of the Thai language, both in spoken and written forms, particularly influenced by modern technology and communication platforms.

These changes are especially pronounced among the younger generation, who often prefer a more informal and dynamic linguistic structure. This linguistic shift is evident in various communication channels, including Short Message Service (SMS), email, online messaging platforms like Line, and even interactions on social media platforms such as Facebook. Without timely intervention, there is a risk that the Thai language may undergo further transformations, potentially diluting its identity and cultural significance.

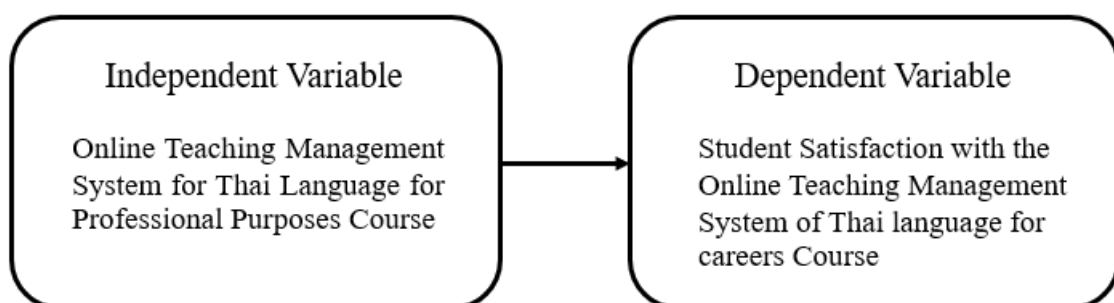
Given these evolving linguistic landscapes, it becomes imperative to adapt educational approaches to accommodate these changes. This adaptation should not only focus on preserving the Thai language but also on enhancing students' language skills in diverse contexts, encompassing professional communication, job applications, personal statements, formal letters, report writing, meeting interactions, self-introduction, and social media discourse. As such, education must evolve to align with these linguistic shifts, emphasizing the critical importance of preserving and nurturing the Thai language (Bongkotrat, D., 2014).

### RESEARCH OBJECTIVES

This research study was aimed to

- 1) To Investigate the Current Situation, Issues, and Learning Needs of Students Enrolled in Thai language for careers Course.
- 2) To Develop a Model for Learning Enhancement Activities for Students Enrolled in Thai language for careers Course.
- 3) To Implement the Model for Learning Enhancement Activities and Transition to Practical Application.
- 4) To Evaluate Student Satisfaction with the Model for Learning Enhancement Activities.

### CONCEPTUAL FRAMEWORK



**Figure 1** Conceptual Framework for the Development of Learning Enhancement Activities for Thai language for careers Course

This conceptual framework illustrates the four main phases of a research study that investigated the effectiveness of a model for learning enhancement activities for Thai language for careers Course. The model was designed to be student-centered, interactive, and relevant to the needs of the workplace. The researchers evaluated the effectiveness of the model by

collecting data on student satisfaction, learning outcomes, and transfer of learning to the workplace. The findings of the study showed that the model was effective in improving student satisfaction, learning outcomes, and transfer of learning.

## METHODOLOGY

The research methodology employed for assessing student satisfaction with the online teaching management of the Thai language for careers course in the second semester of the academic year 2022 adopts a qualitative approach. This approach aims to delve into the nuances of student satisfaction within the specified context. Data collection is facilitated through structured questionnaires comprising three parts: Part 1 gathers general information, including gender, academic year, and faculty/college affiliation. Part 2 focuses on assessing student satisfaction with class management by teaching assistants, consisting of 10 statements for evaluation. Part 3 encourages respondents to provide additional comments and suggestions to offer qualitative insights.

To quantify the data, a 5-point Likert Scale is employed for rating, with options ranging from 1 (least satisfied) to 5 (most satisfied). The study's duration encompasses the period from January to August 2023, allowing for comprehensive data collection and analysis. Statistical analyses will involve the calculation of percentages, means ( $\bar{x}$ ), and standard deviations (S.D.) to provide a comprehensive understanding of student satisfaction levels. The interpretation of results will follow the criteria established by John W. Best. Additionally, the study findings will be presented in a comprehensive manner, incorporating the perspective of Kaewrattapat et al., (2023) enhancing the depth and breadth of the analysis.:

**Table 1. Statistics and definition in key studies**

Statistics	Definition	Reference
<b>Mean</b>		
4.50 – 5.00	Strongly agree	(Best, J.W., 1981)
3.50 – 4.49	Agree	
2.50 – 3.49	Neutral	
1.50 – 2.49	Disagree	
1.00 – 1.49	Strongly disagree	
<b>Median</b>		
≥ 4.00	High Level of Important	(Ab Latif, Dahlan , Mulud, & Nor, 2017)
≤ 3.50	Low Level of Important	
<b>Standard Deviation: S.D.</b>		
0.00 – 1.00	High Consensus	(Henning & Jordaan., 2016)
1.01 – 1.49	Moderate Consensus	
1.50 – 2.00	Low Consensus	
> 2.00	Without Consensus	

## RESULT

This study aims to study satisfaction with online teaching and learning for Thai language for careers Course in the second semester of the 2022 academic year and to use the research results to improve and develop efficiency. Organize online teaching for Thai language for careers Course. The results were obtained from a survey of 500 students who registered for Thai language for careers Course. The results are as follows:

**Table 2 presents the quantity and percentage of general information regarding gender.**

Gender	Quantity	Percentage
Male	151	30.20
Female	349	69.80
Total	500	100.00

From Table 2, it is observed that among the students who participated in the survey on satisfaction with online teaching methods in Thai language for careers Course in the second semester of the academic year 2022, 30.20% were male (151 individuals), and 69.80% were female (349 individuals).

**Table 3 displays the quantity and percentage of general information regarding academic levels.**

Academic Level	Quantity	Percentage
Year 1	285	57.00
Year 2	139	27.40
Year 3	45	9.00
Year 4	33	6.60
Total	500	100.00

From Table 3, it is evident that the students who responded to the satisfaction survey regarding online teaching methods in Thai language for careers Course in the second semester of the academic year 2022 were distributed across different academic levels: 57.00% in Year 1 (285 individuals), 27.40% in Year 2 (139 individuals), 9.00% in Year 3 (45 individuals), and 6.60% in Year 4 (33 individuals).

**Table 4 illustrates the quantity and percentage of general information regarding affiliations (faculties/colleges).**

Affiliation	Number	Percentage
Faculty of Education	32	6.45
Faculty of Science and Technology	11	2.20
Faculty of Humanities and Social Sciences	45	9.00
Faculty of Management Science	13	2.60
Faculty of Industrial Technology	14	2.80
Faculty of Fine Arts	19	3.80
College of Innovation and Management	105	21.00

Affiliation	Number	Percentage
College of Nursing and Health	21	4.20
College of Allied Health Sciences	7	1.40
College of Logistics and Supply Chain	115	23.00
College of Architecture	19	3.80
College of Industrial Service Management	55	11.00
College of Communication Arts	35	7.00
College of Politics and Governance	9	1.80
Total	500	100.00

From Table 4, Personal Information - Organization (Faculty/College), it is observed that among the students who responded to the satisfaction questionnaire regarding the online teaching management of the GEN0203 Thai Language for Professional Purposes course in the second semester of the academic year 2022, a total of 500 students participated. These students were from 14 different organizational units, and the distribution is as follows: Faculty of Education: 32 students (6.40%), Faculty of Science and Technology: 11 students (2.20%), Faculty of Humanities and Social Sciences: 45 students (9.00%), Faculty of Management Science: 13 students (2.60%), Faculty of Industrial Technology: 14 students (2.80%), Faculty of Fine and Applied Arts: 19 students (3.80%), College of Innovation and Management: 105 students (21.00%), College of Nursing and Health Sciences: 21 students (4.20%), College of Allied Health Sciences: 7 students (1.40%), College of Logistics and Supply Chain: 115 students (23.00%), College of Architecture: 19 students (3.80%), College of Industrial Management Services: 55 students (11.00%), College of Communication Arts: 35 students (7.00%) and College of Political Science and Governance: 9 students (1.80%).

**Table 5 shows the mean and standard deviation of satisfaction levels among students toward the online teaching management system for Thai language for careers Course in the second semester of the academic year 2022.**

Aspects of Satisfaction	Mean	S.D.	Interpretation
Preparation of data related to the online teaching management system	4.56	0.56	Very High
Effectiveness in delivering course content by course instructors	4.43	0.91	High
Ability to provide relevant examples illustrating course content	4.55	0.68	Very High
Ability to clearly and precisely answer questions related to the course content	4.50	0.63	High
Clarity and specificity of course information	4.59	0.56	Very High
Readiness of the online teaching management system	4.45	0.85	High
Availability of equipment used in online teaching	4.46	0.63	High
Responsiveness of Teaching Assistants (TA) to online learning	4.46	0.70	High
TA's ability to address specific issues related to the online teaching system	4.43	0.62	High
Diversity of communication channels related to the course	4.33	0.59	High
Total	4.47	0.67	High

From Table 5, Satisfaction of Students with the Online Teaching Management of Thai language for careers Course in the second semester of the academic year 2022, it is found that students who responded to the questionnaire evaluated their overall satisfaction at a high level (Mean = 4.47, S.D. = 0.676). The satisfaction levels were predominantly associated with the knowledge, abilities, and experiences of the course instructor, indicating the highest level of satisfaction (Mean = 4.56, S.D. = 0.566). Furthermore, the ability of the instructor to effectively convey the course content was highly rated (Mean = 4.43, S.D. = 0.912), and the instructor's ability to provide clear and relevant examples related to the course content received the highest satisfaction level (Mean = 4.55, S.D. = 0.688).

The instructor's effectiveness in solving problems and addressing questions clearly and concisely also contributed to high satisfaction levels (Mean = 4.50, S.D. = 0.630). Additionally, satisfaction with the clarity and details of the course information was rated the highest (Mean = 4.59, S.D. = 0.562). The readiness of the online teaching management system received a high level of satisfaction (Mean = 4.45, S.D. = 0.562), as did the readiness of the equipment used in online teaching management (Mean = 4.46, S.D. = 0.633).

Satisfaction with the teaching assistant's (TA) responses to online learning-related questions (Mean = 4.46, S.D. = 0.704) and the TA's ability to address specific issues with the online teaching management system (Mean = 4.43, S.D. = 0.621) also received high ratings. Furthermore, satisfaction with the diversity of communication channels for information related to the course was rated at a high level (Mean = 4.33, S.D. = 0.590).

## CONCLUSION

In conclusion, the study sought to investigate the satisfaction of students with the online teaching methods employed in Thai language for careers Course during the second semester of the academic year 2022. The research findings provide valuable insights into various aspects, including demographic distribution, academic levels, and affiliations among the participating students. The analysis of demographic information revealed a balanced representation of gender, with 30.20% male and 69.80% female respondents. Furthermore, students from different academic levels, spanning from Year 1 to Year 4, participated in the survey, showcasing a diverse sample. Affiliation-wise, the study encompassed students from 14 different units, including faculties and colleges. The Logistics and Supply Chain College and the Innovation and Learning Management College emerged as significant contributors, representing 23.00% and 21.00%, respectively, of the total participants. The evaluation of satisfaction levels with the online teaching management system for Thai language for careers Course unveiled an overall positive sentiment among students. The mean satisfaction score of 4.47, coupled with a standard deviation of 0.676, indicated a consistently high level of contentment. Notably, students expressed satisfaction with instructor knowledge, the clarity of course information, and the overall readiness of the online teaching system. The study's findings emphasize the effectiveness of the online teaching methods employed in Thai language for careers Course and highlight the importance of addressing students' expectations and needs in the digital learning environment. As the education landscape continues to evolve, understanding and adapting to students' preferences and feedback are crucial for continuous improvement and the successful implementation of online teaching methodologies. These findings contribute valuable insights

to the ongoing discourse on enhancing the quality of online education, ensuring a positive and enriching learning experience for students.

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