

Problems and Guidelines for Teaching Basic Thai Conversation as a Foreign Language for Chinese Students in Yunnan, China

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Abstract

Many problems were found in teaching Thai as a foreign language for Chinese students in Yunnan, China. According to the study of theories and concepts of foreign languages teaching, this article aimed to present problems and solutions for teaching Basic Thai Conversation as a foreign language to Chinese students in Yunnan. In addition, to assist students in learning, the instructional guidelines for Basic Thai Conversation mentioned in this article included getting to know students, time duration in learning, places for learning, learning materials, learning activities both inside and outside classrooms, learning media, and the application of modern technology as well as learning measurement and evaluation. These guidelines were proposed to guide Thai language teachers in Yunnan to study and apply them in teaching and learning management.

Keywords— Basic Thai Conversation, Teaching Thai as a foreign language, Chinese students in Yunnan

I. INTRODUCTION

Language is an important tool for communication because it conveys knowledge, ideas, and experiences. It is widely applied for communication in business, work, trade, politics, foreign affairs, as well as cultural exchange among people in the society. Therefore, language study is like a bridge connecting to broader communication for various purposes. Learning a foreign language is an essential process in language skills development. As a foreign language is used to communicate with foreigners, foreign language competency will bring benefits in trade, investment, economy, society, education, tourism, and cultural learning exchange [1].

Teaching Thai as a foreign language both in Thailand and abroad has been operating for decades. There are both short-term and long-term courses in public and private educational institutions. The courses are officially and unofficially arranged. According to a survey of the Ministry of Foreign Affairs, there are approximately 114 higher education institutions around the world, especially in Asia, in Europe, in United States, and in Australia, that offer Thai language courses, or the courses related to the Thai language and culture such as Asia studies or Southeast Asia studies. The number of the institutions providing Thai-language courses tends to continuously increase although language centers and language schools for business purpose are not considered [2]. It can be seen that teaching Thai as a foreign language has greatly expanded.

Nowadays, not only westerners are interested in studying Thai as a foreign language, but easterners also started to pay more attention to practice Thai, especially among Chinese learners. Chinese learners give an importance to Thai language due to a variety of factors, including economic and trading activities, political communication for establishment of permanent regional bond, as well as the similarity of Chinese and Thai's societies and cultures. Hence, Chinese

people presently have a high demand to do in-depth studies of the academic Thai language and to study Thai language as a preliminary short-term study for communication purpose [3].

The popularity of Thai language among Chinese is partly due to the policy of China government. Thai is used as the official language of Thailand that is a member of ASEAN Community. As can be seen, China government recognizes the importance of learning Thai because Thailand is the goal of China's The Belt and Road initiative project in the 21st century, China government has a key policy in order to develop China prosperity under the administration of President Xi Jinping [4]; Therefore, Thai language education can be a bridge to connect international relations in many areas; for example, diplomacy, business, social and cultural relations in terms of tourism that have been always developed. This way of development is relevant to [5], as well as R. Chiranukrom et al. [6] who stated that Thai language has become increasingly significant in the region in the sectors of business and tourism, as well as the sector of advanced research in China. Consequently, a lot of educational institutions have an effort to design instructional curriculum for teaching Thai language to Chinese learners in the recent years.

Recently, many public and private educational institutions in China have launched Thai-language courses. The survey reveals that China has the highest number of people desiring to study Thai in high school and tertiary comparing with other countries in Southeast Asia and Western countries [6]. Moreover, after Chinese government announcing "One Belt One Road policy" in 2012, 3,454 Chinese students have chosen to study foreign languages, especially those ASEAN languages [4]. In the same way, N. Kupongsak [7] stated that Thai is regarded as more popular among Chinese students than any other neighboring languages such as Laos, Burma, Cambodia and Vietnam. Thus, the survey has proven that Chinese learners are increasingly interested in learning Thai.

Chinese government is interested in promoting all levels of Thai language, from basic to advanced, for more comfortable communication and policy implementation between the two countries. Focusing on the Thai-language instructional curriculum at a high level and teaching Thai as a foreign language are considered as critical ways to improve country's strategy in terms of tourism, economy, society, national security and cultural exchange. It is necessary to prioritize the provinces close relationship with Thailand, such as Yunnan and Guangxi, to educate personnel in the country, to enhance knowledge, and to provide true understanding towards varied aspects involving to Thai community, culture, and language. Especially, the personnel should use language correctly and appropriately. [8]. Accordingly, the Office of the Higher Education Commission of Yunnan strives to push forward more policies for teaching Thai to Chinese students in Yunnan. The subjects in the curriculum include basic Thai language course, basic Thai conversation, Listening-Speaking-Reading-Writing Thai and any other courses related to language study, Thailand's society and norm.

The Faculty of Languages and Cultures of Southeast Asia and South Asia, Yunnan Nationalities University, Kunming, Yunnan, China is considered as the first educational institution in Yunnan that has been opening Thai language major for decades. Furthermore, this university is regarded as one of the most prestigious Chinese educational institutions providing Thai language curriculum. The author has had the opportunity to be an exchanged teacher teaching Thai (basic Thai conversation, speaking and Thai literature) under an excellent relationship and cooperation between Thai major, the Faculty of Humanities, Chiang Mai University and Thai major, the Faculty of Languages and Cultures of Southeast Asia and South Asia, Yunnan Nationalities University in 2014, 2018 and 2019.

In terms of teaching and learning management of basic Thai conversation courses, the author has noticed some problems occurring while teaching. The problems are divided into 3 aspects including 1. personnel performance, 2. quality in teaching and learning management, activities, media and the use of technology as teaching materials, and 3. the accuracy of measurement and evaluation.

Problems Regarding with Organizing Lessons

1) A shortage of qualified personnel problem : China has tried to promote the policy to teach foreign languages and put a lot of effort to insert Thai language education in Yunnan. Currently, there are more than 20 education organizations in Yunnan proposing Thai language to be taught as one subject in the curriculum. Most teachers are Chinese who have experienced in studying Thai both in China and Thailand. Moreover, as the author is assigned, Thai teachers are also invited to teach in other subjects, especially Thai conversation, Speaking and Thai literature.

There is a great demand of Thai language personnel, whereas the rate of native Thai teachers is insufficient. Only a few large educational institutions have an agreement to cooperate in recruiting native Thai teachers from Thailand. On the contrary, resulting from the restrictions on recruiting personnel and insufficient budget, a large number of institutions are still unable to hire proficient Thai language teachers who are directly graduated in the field related to Thai language education. Similarly, Z. Xiaoyan [9], referred to the management of Thai-language teaching in many educational institutions in Yunnan. It can be implied that several Thai

language institutes in Yunnan lack both fluent Chinese and native Thai teachers.

When employing non-native speakers without precise Thai language background to instruct Thai language, those teachers often do not acknowledge useful guidelines for teaching Thai to Chinese learners. Sometimes, they do not use qualified teaching strategies to practice students' skills and promote fluency. Thus, the students may not reach the expected standard of language proficiency. Additionally, the teachers usually conduct the class using Grammar-Translation Method that will be mostly lectured in the rooted language of the learners. The students will only follow the instructions given by the teacher. Therefore, this kind of teaching method is like suggesting basic concept for learning a language rather than providing real language usage [10]. So it will affect to students' language acquisition.

This grammar and translation approach focuses on reading and writing skills instead of listening and speaking skills. Hence, although the learners can memorize the rules of Thai language, they lack listening and speaking skills. This is regarded as an unnatural way in learning a new language. To learn a foreign language, the learners should firstly start practicing listening and speaking skills. They should learn the pronunciation and use the language in real communication. Putting the emphasis only on reading and writing skills causes most students' lack of assertiveness and confidence in learning language. The students cannot listen and speak Thai as good as it should be. In accordance with S. Witayasakpan [11], he pointed out that Thai as a second language course in China has not much different from teaching method in Thai or other foreign languages, such as teaching English in Thailand. The teachers use outdated method as they only highlight memorization, pronunciation, and individual answering questions. But the results of this method have an extremely different quality.

Many teachers providing lectures to Chinese students in Yunnan are native Thais. When teaching Thai to foreigners, having an advanced knowledge about Thai language may not be enough to get the courses successful. Accordingly, the teachers should have knowledge and understanding towards the principles of teaching Thai as a foreign language. For instance, the concept of teaching foreign languages, organizing activities in the class, the use of teaching materials, and accurate evaluation [12].

The Thai teachers should always learn additional knowledge in order to be able to understand the students' problems and fundamentals before planning and arranging instructional activities. For the students' highest benefit, the teachers should also prepare materials, apply other technologies in teaching, and provide qualified measurement and evaluation.

2) Problems in the quality of media, activities and the use of technology for teaching: Teaching and learning may not be as effective as the expected goal as some teachers do not prepare the lessons in advance. The instructors should not underestimate that they do not need to prepare much in advance because the lack of carefully planning will lead to uncontrollable teaching. The instructors will not be able to reach lesson's objectives. The learners will have unsystematic learning process and lack ability to connect various ideas together. Therefore, it is essential for teachers

to prepare promising lessons before every class, especially in the context that the learners do not use Thai language in their daily lives [13].

The unprepared lesson problem results in the lack of appropriate and up-to-date teaching materials and media. The students' speaking skill practice is not highlighted in the instructional activities. The lack of current technology as a learning assistance contributes to the learners' lack of motivation and confidence in learning Thai. In the same way, Z. Xiaoyan [9] discussed that many educational institutions in Yunnan lack equipment, material, and appropriate environment in studying Thai language as Chinese student seldom have a chance to use Thai in real conversation, so that this issue causes the students to be unconfident in speaking Thai.

Hence, qualified personnel remain as an important factor affecting the quality of the students' learning progress because they can help solve the students' problems including listening, speaking, reading, and writing. Firstly, listening problems are caused by a small number of Thai vocabulary knowledge. The students do not understand meaning of words, so they do not understand sentences and main ideas. Secondly, the students have speaking problems because of unclear pronunciation and being afraid of speaking. Thirdly, reading problems occur when the students are lack of vocabulary memorization, and they misunderstand meaning of texts that escalating into the inability in reading comprehension. These issues lead to writing problems. For instance, the students use wrong word choices, spelling, and word orders.

3) Problems in measurement and evaluation: The authors has found that most instructors lack effective and standard measurement and evaluation. This is the reason why they cannot achieve the exact outcome whether the lesson they give can meet the objectives or not. Conducting evaluation is the last step of teaching and learning which is intrinsically critical for both teachers and all learners. To describe, the instructors can obtain the performance of their lessons, activities, and the materials used in class. Similarly, the learners will know if they are able to use Thai language more or less, or if they have any flaw in any skill or subject. Thus, they can improve their capability to use Thai language more correctly and confidently [14].

In measurement and evaluation of basic Thai conversation courses in Yunnan, the learners often take a role play. They have conversations in pairs or discuss with group in front of the class. Then, they assess levels of confidence, correct pronunciation, and communicate with accurate grammatical structure. Lastly, they grade the students without a vivid criterion in scoring. On the contrary, measurement and evaluation are one of the keys in teaching Thai as a foreign language. The teachers should study the principles clearly and examine if they are relevant to the objectives or not.

Basic Thai conversation courses is an essential subject for improving students' listening and speaking skills. It also helps enhance students' reading and writing skills. The traditional teaching method relies on vocabulary memorization, translation, sentence structure. It can be stated that this kind of methods lacks creativity. If the lesson providers continue applying this traditional way, the class may not catch attention and the learners may forget the vocabularies, sentences, and grammatical rules easily.

From the importance of the drawbacks mentioned earlier, the author has studied literature reviews related to teaching

Thai as a foreign language and methods of teaching foreign languages. The concepts and teaching methods are indicated as follows:

Foreign Languages Teaching Methods

There are several different methods used in teaching foreign languages. The authors will present the Audio-Lingual Method and the Communicative Approach suggested by R. Plangson [15] and N. Permkasorn [16] because they are natural language theories that enable learners to practically use Thai language. Furthermore, the author had used these theories in teaching for three academic years. It was clearly seen that these techniques are more excellent than others. At this point, the author aims to point out an overview of approach, method, technique, advantages, disadvantages, and the solutions of the problems in accordance with the teaching strategies in the basic Thai conversation course.

1. The Audio-Lingual Method: The Audio-Lingual Method is the way that help the solve problems of Grammar Translation method. This method utilizes the ideas from Behaviorism. The behaviorists believe that language is a matter of habit and familiarity, and each language has a particular structure. This way of teaching emphasizes the comparison between the mother tongue and the foreign language. Nevertheless, it is essential that the teachers have enough language competency about the learners' mother tongue to suggest and validate the structural comparison between the two languages. The instructors must be able to teach language structures, vocabulary used in daily life and conversations, starting from easy to challenging levels, without explaining the linguistic rules. Furthermore, there must be activities for learners to repeatedly practice both listening and speaking until they become familiar with the language. Apart from that, the reinforcement and reward should be used to create motivation for students. This concept has various types of teaching styles, such as Repetition Drill, Chain Drill, Use of Minimal Pairs, Single-slot and Multiple-slot Substitution Drills, Transformation Drill, Question-and-answer-Drill, Complete the dialogue. The Audio-Lingual Method are advantageous in the way that they assist in promoting correct pronunciation, vocabulary, and sentence structure. In contrast, they still have limitations as they are not different from learning Thai with the existing methods. The students may be lack of creativity when they must talk about unfamiliar situations and other forms of communication. As a result, all teachers should insert more various events together with the application of language teaching methods for students' broader range of communicating background. This method will help them practice and learn Thai language in several contexts.

2. The Communicative Approach: This approach is the concept from a group of linguists who use language for communication and believe that language is a tool of communication. Those linguists also state that language learning skill is innate and related to the learners' brain processing on language's rules, sounds, vocabulary, and language structures. Then, the learners can understand the context by integrating knowledge with everyday language as well as social and cultural contexts. This concept prefers the emphasis of the use of language in a correct and proper way rather than the principles. This approach uses teaching strategies and activities by introducing them at the beginning of the class to draw attention. Then, the teachers can teach vocabulary, structures, and patterns of usage while teaching.

In addition, teachers can also apply multimedia, images or videos, simulations, or real objects as teaching materials. At the same time, they should allow learners to practice and do a role-play in several context based on personal interests. This will help learners gain confidence in learning Thai language from such teaching activities. The teachers need to boost students' confidence since students normally do not confident to express themselves and they are nervous to use Thai language wrongly. Most importantly, the teachers should not blame them while they are practicing in front of the class as blaming will make the students afraid of speaking.

According to the Audio-Lingual Method and the Communicative Approach mentioned above, it can be seen that both methods of teaching foreign languages can enable the learners to study languages naturally in a hierarchical manner until becoming proficient. The author strongly agrees with these techniques in accordance with the studies of second language and related documents collected by S. Witayasakpan, R. Plangsorn and S. Ponmanee as well as the author's real experience in teaching Thai as a foreign language and basic Thai conversation to Chinese students. Additionally, the author would like to propose guidelines for teaching and learning basic Thai conversation and the activities, including the application of materials and modern technology along with the promising measurement or evaluation. These guidelines can be used to as a lead for other teachers to study the preliminary and to adjust the lessons for more suitable learning in various contexts.

Guidelines for Teaching Basic Thai Conversation

Teaching and learning basic Thai conversation for Chinese learners should begin with the acknowledgement about the learners' background. The duration of teaching, the location that will lead to the use of materials, class activities, and media. The updated technological tools should be precisely and appropriately applied for class management.

1) Getting to know students is the most important factor in teaching. So, the teachers should ask basic information from students as follows:

1.1 Learner's background: Teachers should know who the learners are, where they come from, whether they are Han Chinese or they have got other ethnicities because, in some cases, the learners may not be able to pronounce certain Thai words clearly due to the influence of their mother tongue toward their Thai pronunciation. That is the reason why teachers should ask the students to provide their history. Then, the teachers can study for further documents according to the students' mother tongue which can affect their Thai pronunciation.

1.2 Fundamental knowledge that students have about Thai language: Teachers should ask questions or take a test to assess the learners' understanding towards Thai language in order to examine their levels of language competency.

1.3 Learners' needs: It is imperative that teachers inquire about the learning goals of the learners because students presently do not only want to learn basic Thai conversation, but some may also want to know vocabulary used in nowadays Thai conversation for real communication.

2) Duration of learning management: Determining the learning curve is essential in designing the contents and activities for learners. In general, the duration for Chinese learners in Yunnan is approximately 18 weeks, 2 hours a week, for a total of 36 hours. That means the contents and additional activities have to be designed in consistent with the

time period that the teacher has perfectly set to prevent duplication or omission of the content.

3) Teaching Site: Usually, In Yunnan almost Thai classes are conducted in a classroom provided by the university in which the teachers can use to teach Thai language, such as grammar, conversation and speaking. But other teaching materials are required for the learners' better understanding and clearer pictures in their mind about some vocabulary. The most common problem found while teaching is that the students lack opportunity to try speaking Thai with a real native speaker, and that needs the teachers to design the instruction assisting in the learners' speaking practice with native speakers. The author will mention about this idea later in the learning activities outside the classroom.

4) A textbook for basic Thai conversation: After the teachers have known different traits of the learners, teaching duration and the place for teaching, they can choose to use or design a textbook consistent with the aforementioned factors. They can use the textbooks from both famous Thai and Chinese authors who have experiences in teaching Thai as a foreign language. Also, all books should contain the additional vocabulary, sentence structure. The sentences in the conversation regard various situations, activities at the end of the chapter to test vocabulary, sentence structure, and conversation. However, teachers should include vocabulary or sentence structure as well as the current Thai cultural context to help the learners to get in touch with updated Thai practically-used words and terms.

5) The Activities for Learning in Class: Before organizing an actual in-class activities, the teachers should prepare textbooks, media, and teaching activities that are appropriate and consistent in terms of content, time and the characteristics of learners. In terms of arranging the activities both inside and outside the classroom, the instructors can organize activities related to the concept of the Audio-Lingual Method and the Communicative Approach by focusing on the learners' practicing speaking about the topics they have learned until they get used to the lessons and are confident to use Thai language. It's important for students competence.

The main aim of the basic Thai conversation course is to provide teaching and learning approaches to enable learners to study listening and speaking for Thai conversation in daily life, including studying social and cultural context and Thai manners in consistent with listening and speaking in the actual conversations. Accordingly, the learners must be able to remember Thai words and sentence structures until they are able to listen and speak Thai using vocabularies and the structures in the right and proper way to communicate about social and cultural context. When teaching in the class, the lessons and activities should be the content that learners can actually use in Thai conversation with Thai people.

The author has established the suitable contents for learning basic Thai conversation throughout the course in 1 academic year. The contents are explicitly divided into 25 units as follows: Unit 1: Introduction to Thai Language, Unit 2: Greeting & Introducing yourself, Unit 3: Where do you stay, Unit 4: Fruits & Vegetables, Unit 5: Thai Food & Local Food, Unit 6: Food cooked to order & Noodles, Unit 7: Beverage & Tastes, Unit 8: Color, Unit 9: Size and Shape, Unit 10: Going Shopping, Unit 11: Place & Direction, Unit 12: Day Date Month Year & Time, Unit 13: Body & Health, Unit 14: Family & Appearance, Unit 15: Hobby, Unit 16: Travel, Unit 16: Seasons, Unit 17: Communication, and Unit 18: Saying Goodbye. All of which can be added social,

cultural and Thai etiquette contexts relevant to listening and speaking in daily-life conversation, so that the learners can enroll to study really useful Thai lesson.

5.1 In-Class Activities: When the teachers have designed the content in the learning, they can organize the in-class activities separated into 3 procedures consisting of presentation, practice, and production. The author will give an example to illustrate clearer incident by when referring to chapter 2 (Greeting & Introducing yourself) as follows:

In the presentation, the teachers can start the class by greeting students, and then use the context around them to stimulate their interest driving them to participate in answering questions, illustrate with saying “สวัสดีค่ะ” on the first day that the students study greeting lesson. However, the teachers should not let the same learner repeatedly answer the same question, or else it may make others do not dare to answer.

In the practice, the teacher should use the vocabulary from the presentation into the lesson to teach in the first step because some students may not know those terms. Then, the teachers can gradually add more words prepared, such as “คุณ”, “ชื่อ”, “อะไร”, before teaching structures. In this stage, teachers should have the learners pronounce the words 1-2 times in order to practice the learners’ skills and lead to clear speaking. Teachers must be aware that learners have just begun learning. If they face too much criticism, they may lose confidence to pronounce or practice speaking Thai conversation. Fortunately, the teachers can instead record and evaluate the students’ conversation skills. Then, the teachers can inform the students individually or in group according to the activities conducted in the class. Subsequently, the linguistic structures are added. The phrases in Thai conversation such as “คุณชื่ออะไร” are introduce to the students and the teachers should also teach the sentence patterns related to the actual communicating situations in the present time. It is noted that when teaching Thai words and structures, teachers should organize activities for the learners to practice with their friends in class.

In the production, the teachers should review what has been taught and then give students a chance to review by themselves As R. Plangson [17] said, in each hour, teachers should review what students have learned and how the sentence is used. So that the students can use it to communicate in real daily life. It can be seen that giving the learners a review like this will definitely benefit their learning process.

5.2 Activities outside classroom: Apart from learning in a classroom and self-study, teachers can also assign homework to the students to practice speaking Thai with partners about specific topics after learning in the class. The partners include Chinese friends, Thai friends, or those who are learning Thai. Presently, COVID-19 outbreak causes the reduction of people’s travelling, meetings and face-to-face communication. On the other hand, facing with pandemic is no longer an obstacle in learning Thai since teachers nowadays can set the learners to practice conversation through Wechat application.

Wechat is an online chatting application that can be used to communicate with other people all around the world. It is popularly used among Chinese students as it has a similar functionality to Line and WhatsApp which are well known among Thai and other countries users. Ultimately, after assigning students to practice speaking via the application,

the instructors should have them submit worksheets and audio or video to check the correctness and errors in the language used by the learners. Then, the teachers can collect problems found in the students’ practice and suggest them to improve their mistakes in the future.

The use of Wechat to help practice Thai for Chinese learner is effectively workable as many worldwide studies indicates the advantages of teaching via WhatsApp. There are also the examples of teaching Thai along with the use of WhatsApp in neighboring countries. S. Jaratjarungkiat and H. Xaioling [18] have conducted the study about WhatsApp for learning Thai language as a foreign language on the sample under-graduated students of Nanyang Technological University, Singapore who registered in Thai language at the basic level course. The results showed that the learners are more satisfied and able to improve their Thai language learning.

Assigning students to practice Thai with native Thais often encounters the problem that the learners do not know Thai friends, or the number of Thai friends is not enough for practicing all together. Thus, teachers should introduce Thai friends to the learners by searching for volunteers from Thai Student Association in Yunnan, which has more than 800 Thai students per 1 academic year. In this way, the teachers can propose the learners to choose to talk to a lot of Thai friends. Having the students to practice their Thai skills in this way serves as a medium between Chinese and Thai companions in learning more about each other’s languages as well as the social and cultural context of both countries. It is the same as a method to naturally learn foreign language that can help promote conversation and national background.

The methods mentioned above are the approaches that the author has tried in the class, and the results obtained after the class are found that many students are interested in the activities and have more opportunity to practice speaking; contributing to higher confidence level in speaking Thai.

6) Media assisting in learning Thai language: Teaching both inside and outside classroom plays a vital role in enhancing knowledge among the learners. Moreover, the teaching materials are also important in the way that it can help teachers to succeed in teaching according to the lesson plans, since choosing the right teaching media, time and place will encourage the learners to understand the lesson more easily and clearly. According to the media characteristics, the teaching materials can be distinguished into 4 types including media material, printed media, mixed media and information and technological media [19]. The use of other modern media displaying the content in the lessons can also help make the curriculum more interesting.

Nowadays, there are not just the use of pictures, flashcards, projecting images from MS PowerPoint as same as the traditional ones but the teachers can also represent vocabulary and practice memorizing new words via a game Decoder or guess vocabulary from Quizizz to make the lesson more entertaining for students. Nonetheless, the teachers must ensure that the learners have known enough Thai

vocabulary to a certain extent to be able to use these games in conjunction with the lesson, and the teachers should select a variety of teaching aids that are suitable to and consistent with the students in the most concrete way.

7) Application of technology in teaching Thai language: The application of technology contributes to students' increasing motivation, and the use of modern devices such as a smart phone having online application together with teaching lesson allows students to learn Thai language more easily since the students themselves can access lessons anytime and anywhere according to their interests. Therefore, the teachers should recommend that students install an application to learn Thai vocabulary and conversation such as Learn Thai Language: Listen, Speak, Read Learn Thai-15,000 Words, Simply Learn Thai or other applications which the Chinese learners will be able to install on their phones. In that way, the students can use the apps to review the vocabulary, pronunciation and basic Thai conversation as often as they want, and it also encourages them to practice more; considering similar to W.Wiboolyasarin's idea [20] that current teaching methods and modern technology can help solve teaching problem more efficiently. This allows the individual to get accessed to and take advantage of the lessons anytime and anywhere. So this self-study can also benefit the learners in another way.

Then, after organizing activities in the class together with self-learning and various forms of assignment of the activities outside the classroom, what the teachers should do in the next step is allowing the learners to summarize the knowledge they have studied in every lesson: main aspects of the language, context, the problems found and guidelines leading to problem solving.

8) Methods of measurement and evaluation: Teachers should not neglect the assessment of learners' performance because those evidences can be used as a proof to determine whether the learner can achieve the objective and if the aiding media is conducive or not, so that the teachers can summarize the results to improve and solve problems in teaching learning Thai language.

The learning outcomes can be measured and evaluated before, during and after the class by observing, questioning and using multiple-choice exams. In this case, the instructors should study the requirements and scoring criteria to determine what skills and knowledge the learners want to measure before taking any action. For example, there are the scoring criteria for Thai conversation in 5 parts: meaning comprehension, language correctness, pronunciation clarity, speaking fluency and completeness of answer, etc.

The authors have found that the evaluation during and after the tutorial where the teacher manages to assess the students periodically for every unit let learners build a conversation in each unit, and the learning itself can then be tested in front of the class: students discussing in pairs or in groups. After that, every speaking skill are assessed to find out if the learners are able to communicate effectively or not, and it has been found that it is a positive follow-up and

evaluation of learning outcomes in Thai conversation courses.

The author, as an instructor, does not criticize the learner while or after the class discussion test. Instead, the author assesses and records the students' performance in the assessment form the author having designed. Additionally, at least one of the students' friends is also a co-evaluator, and the learners have to assess themselves as well. As a result, this assessment has a total of 3 sides for learners to use the output to improve further, which will be a great benefit for them.

Conclusion

For teaching Thai language to Chinese students in Yunnan in the present, it is essential to emphasize many aspects of the teaching process. The instructors should focus on the objectives of the educational institution teaching management, the concept of teaching, teaching methods and strategies, the conduction of instructional activities, and the application of modern and technological media. Furthermore, the measurement and evaluation are also highlighted since the instructors can assess the learners' performance in accordance with learning style and traits of diverse learners before designing lessons. To summarize, these guidelines for teaching basic Thai conversation as a foreign language can increase the efficiency of teaching and learning management.

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