# A STUDY OF THAI LANGUAGE TEACHING VIA THE WEBSITE OF THAILAND CYBER UNIVERSITY

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ABSTRACT

The objective of this thesis uses to study Thai language teaching via the website of Thailand Cyber University. The main objective was to study the content and format of this Thai language teaching website. The representative samples were the instructor of the e-learning Thai language course, the web-designer who managed the website and 40 of students. Data was collected by sending an interview questionnaire to the teacher, the web-designer, and the students. The numerical data was analyzed by frequency and percentage. The results were as follows:

1) The content of this Thai language teaching website consists of vocabulary, conversation and various activities that concern language of daily life. This content is based on Communicative Language Teaching (CLT) which emphasizes the development of the four skills: listening, speaking, reading, and writing.

2) The format of this Thai language teaching website consists of several features such as text, text colors, backgrounds, animated graphics, music, navigation or menu, frame, and service and activities. Other features that are not used include tables, sound effects, and search engines.

3) The students' opinions concerning Thailand Cyber University's e-learning Thai course reveal that they are satisfied with the lessons and activities. They would like the course to have more activities and tests. Furthermore, students would like to see more communication between students and teachers via email, online chats, and discussion boards. Also, students would like the downloading time to improve because it takes too long to access information.

Further studies could be done on other universities that offer web-based Thai language courses to explore the problems students have with the content or format of the e-learning websites.


KEY WORDS : THAI LANGUAGE/ THAI LANGUAGE TEACHING/
                      THAI LANGUAGE TEACHING VIA THE WEBSITE


203 pp.

ศึกษาการสอนภาษาไทยผ่านเว็บไซต์มหาวิทยาลัยไซเบอร์ไทย

(A STUDY OF THAI LANGUAGE TEACHING VIA THE WEBSITE OF THAILAND CYBER UNIVERSITY)

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการสอนภาษาไทยให้ชาวต่างประเทศผ่านเว็บไซต์มหาวิทยาลัยไซเบอร์ไทย โดยมีวัตถุประสงค์เพื่อศึกษาถึงเนื้อหาและรูปแบบของการสอนภาษาไทยผ่านเว็บไซต์มหาวิทยาลัยไซเบอร์ไทย กลุ่มตัวอย่างที่ใช้ในการศึกษา คือ อาจารย์ผู้ดูแลรายวิชา e-learning Thai language, ผู้ออกแบบรายวิชา e-learning Thai language และผู้เรียนที่ตอบแบบสอบถามจำนวน 40 คน เครื่องมือที่ใช้ในการเก็บข้อมูล ได้แก่ การสัมภาษณ์ และแบบสอบถาม สถิติที่ใช้ในการคำนวณข้อมูลที่ได้จากแบบสอบถาม คือ ค่าร้อยละ (Percentage) ผลการศึกษาพบว่า

1) เนื้อหาของการสอนภาษาไทยผ่านเว็บไซต์มหาวิทยาลัยไซเบอร์ไทยประกอบไปด้วย: คำศัพท์ บทสนทนาและ กิจกรรมต่าง ๆ ที่เกี่ยวข้องกับภาษาที่ใช้ในชีวิตประจำวัน โดยใช้แนวคิดทางทฤษฎีการสอนภาษาเพื่อการสื่อสาร ซึ่งเกี่ยวข้องกับทักษะทั้ง 4 คือ การพูด การฟัง การอ่านและการเขียน

2) รูปแบบของการสอนภาษาไทยผ่านเว็บไซต์มหาวิทยาลัยไซเบอร์ไทยประกอบไปด้วย: อักษร, สีของอักษร, พื้นหลัง, กราฟฟิกและแอนนิเมชั่น, เสียงเพลง, เมนูและเนวิเกชั่น, กรอบ, การบริการและกิจกรรม ส่วน ตาราง, เสียงประกอบและ search engine ไม่ปรากฏ โดยใช้แนวคิดทางทฤษฎีการออกแบบเว็บไซต์

3) ความคิดเห็นของผู้เรียนต่อการเรียนภาษาไทยผ่านเว็บไซต์มหาวิทยาลัยไซเบอร์ไทย ผู้เรียนส่วนใหญ่ชอบและพึงพอใจกับบทเรียนและกิจกรรมที่เรียน รวมทั้งอยากให้มีกิจกรรมและแบบทดสอบเพิ่มมากขึ้น และควรจะเพิ่มการติดต่อสื่อสารระหว่างผู้เรียนกับผู้สอน โดยผ่าน email, online chats, discussion boards เป็นต้น รวมทั้งอยากให้อยากให้ปรับปรุงเรื่อง การดาวโหลดข้อมูลให้รวดเร็วยิ่งขึ้น

จากการวิจัยครั้งนี้มีข้อเสนอแนะว่า การศึกษารูปแบบและเนื้อหาของการสอนภาษาไทยให้ชาวต่างประเทศผ่านเว็บไซค์      สามารถศึกษาได้ในหลาย ๆ เว็บไซต์ที่เปิดการเรียนการสอน ซึ่งปัจจุบันมีจำนวนมากยิ่งขึ้น เพื่อให้ครอบคลุมรูปแบบและเนื้อหาให้ชัดเจนขึ้น

คำสำคัญ: ภาษาไทย/ การสอนภาษาไทย/ การสอนภาษาไทยผ่านเว็บไซต์

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# CHAPTER I
# INTRODUCTION

## 1.1  Background and rationale

The ability to communicate in more than one language is essential in today's interdependent worth. Most countries have become aware that learning the language and culture of its trading partners may improve its marketing and economic success. Thus, more people around the globe are interested in studying foreign languages. The Thai language is one of them. Many people around the world have been interested in learning Thai for over three hundred years. According to Preeya Hirunyapadit, this is due to Thailand's contact with foreign nations. Besides trade, some foreign countries were interested in learning Thai to spread religion. For example, France established a western school in Thailand to spread Roman Catholicism in 1662  (2545: 1). By opening this school, the French believed that "priests should practice using Thai correctly before trying to convert Thais." (chronicle copy, cited by Aumpon Pongsata, 2518: 7). This illustrates that non-Thai speakers understand that it is necessary to learn Thai to proselytize Thai people.

Furthermore, other countries have also placed much importance on learning Thai. Sompong Vittayasukpan (2545: 162) reported that it has been a popular language for more than 30 years in the United States. During the Vietnam War era, the United States promoted Thai language learning for diplomats, military leaders, and civilians. In addition, it has supported Thai courses in various universities throughout the nation. The fact that Thai language courses are offered in a number of universities in the United States shows that at present Americans  have a strong interest in learning Thai. A search on the website http://db.carla.umn.edu/lctl/FMPro on 17 December 2006, found that there are 31 universities in the United States that offer Thai language course.

Besides the United States, Thai is taught in other countries such as China, which has been taught since 1946 A.D. (2489 B.E) at Nanjing Eastern Language University (Preeya Hirunyapadi, 2545). The university offers courses from basic to advanced levels. The teaching of the Thai language has also expanded to other countries, for example, Korea, Vietnam, Australia and Japan. The latest statistics from a survey by the Ministry of Foreign Affairs, Thailand found that there are 144 overseas institutions that teach Thai. (Chiang Mai University, 2544: 4, cited by Preeya Hirunyapadit, 2545: 3).

Learning Thai is more accessible today because communication technology allows us to learn in any location. No matter where we live, we can search for and access information via the internet. The conditions and characteristics of instruction differ from those of the past. Since learners are not required to study in a classroom, they can study by themselves anywhere and anytime by using internet services. The internet is a tool which provides websites from which people can access information. A website that provides instruction is called Web-Based Instruction; It is a medium for language learning. Therefore, anyone in the world can have access to this type of language learning.

Khan (1998) proposed that the meaning of Web-based Instruction is learning from websites which sets the condition for learning systemically by making use of the attributes, qualities, and resources of the World Wide Web. This has become a channel of transmission which not only promotes and supports learning efficiently by arranging the learning of all procedures or applying to only one part of all procedures, but also assists in eliminating problems of learning by location and time.

Parson (1997: 2, cited by Torrellas, 1999) has described the types of Web-based Instruction currently available on the Web into three categories: Stand-alone courses, Web-supported courses, and Web pedagogical resources. The first two categories deal with whole courses while the third category deals with educational activities or experiences which could be part of a course:

1. Stand-alone courses: Courses in which most materials and resources are accessed and delivered by the internet. Most, if not all communication takes place through Computer Mediated Communication (CMC). This type of WBI could take

place on campus or at a school location where many of the students are physically present, but is often delivered as a distance course.

2. Web-supported courses: Courses in which there are physical meetings of students and teachers, but many resources such as assignments, readings, CMC, or Web pointers to sites are integrated into the course activities.

3. Web pedagogical resources: These are WWW sites which offer material that can be integrated into a larger course or serve as a resource for an educational activity. These resources can be in various formats: text, graphics, communication amongst individuals, animation, etc. Such resources can be found at numerous sites.

There is an important difference between learning from websites and learning in a traditional classroom. The format of learning from websites is studying by accessing information at any location from the internet network instead of being bound to one location as in traditional classroom learning. Relan and Gillani (1997) explains:

"1. Traditional classrooms are space bound; learning occurs within a physical boundary for example, classrooms, schools, field trips, and various other locations. WBI extends the boundaries of learning, so that it can occur in the classroom, from home, and in the workplace. Having permanent access to a multitude of learning resources regardless of one's geographical location allows continuity in learning and encourages uninterrupted reflection about a topic, and revision of one's thesis.

2. WBI may be employed to promote experiential learning, or learning "on site" so that the process of learning is integrated with the real world. Several expeditions by scientists and professionals have elicited student participation from school. Students vicariously experience the excursion/expedition via photographs, activity logs, interaction with participants, and classroom activities based on the topic.

3. WBI offers a new sensibility and means of social interaction engineered towards learning. Cooperative learning as an effective learning strategy has been studied and practiced extensively (Johnson & Johnson, 1990). With WBI, cooperative learning extends beyond one classroom to potentially every classroom that is connected to the internet. Students have the potential of discussing, problem solving, querying their own peers as well as knowledgeable adults in a particular field.

4. The predominant source of content shifts from the textbook and the teacher to a more varied source of information. Further, the nature of content becomes dynamic, versus the static texts published on a certain date. Students who have performed extensive research on topics may also contribute to the content on the topic. Finally, the impact of such a diverse resource of content cannot be overlooked in its ability to prod the learner to use highly developed metacognitive skills to glean, review, assess, select, and integrate this content meaningfully, with the facility of collaborative discourse, synchronous or asynchronous, simultaneously available on the World Wide Web.

5. A noteworthy attribute of the World Wide Web is the presentation of content in a hypertext format, which allows the user to pursue a sequence of content entirely, based on his/her volition. This presents a colossal shift to the student in gaining a control of learning which is characteristically absent from a traditional classroom. The cognitive advantages of hypermedia have been discussed extensively elsewhere (e.g., Jonassen, Myers, & McKillop, 1996). WBI not only allows the learner to partake of the infinite content available on the World Wide Web, but also to contribute to it and represent his or her own understandings and meanings in hypermedia formats. One can find numerous examples of student projects on school Web pages across the curriculum

6. The World Wide Web is increasingly promoting the concept of distance education, which has thus far been a cumbersome and expensive process. Numerous courses are offered remotely, where the learner enjoys the flexibility of time and content, and is able to obtain individualized feedback on assignments. The ability of the instructor and students to communicate privately or collectively in a synchronous or asynchronous manner lends a new dimension to the design of instructional strategies.

7. Individualization and student choice also acquire a different set of dimensions with the World Wide Web. Students have a choice of content, time, resources, feedback, and a variety of media for expressing their understandings. For example, while content was designated by the instructor from a textbook and library media in traditional instruction, it acquires a different meaning on the World Wide Web. Content can be information as well as the interpretations of information by

experts, novices, and students. It can be in the form of research reports, arguments, journalistic accounts, and essays. Content is not only represented through text and graphics, but in any multimedia format. Similarly, feedback is not restricted to that of the instructor, but includes collegial responses from learners in various geographical locations (43-45)."

However, learning from websites is limited according to Pateep Metakunayadhi (2545) for the following reasons:

1. The web teacher and learner can not meet face to face, nor can web learners meet each other. Therefore, WBI approach may make learners feel uncomfortable because of the learning situation. This is different from a traditional classroom because the learner can ask a question and get an immediate response from the teacher.

2. The teacher must use more time in preparing instructions for the course content as well as instructions on using computer programs. The learner must also learn to use the computer programs.

3. The teacher can not control the classroom like in a traditional classroom.

4. Learners must know how to discipline themselves in order to achieve success in learning on the internet.

WBI differs from traditional classrooms because in most traditional classrooms the teacher is the transmitter of knowledge, whereas WBI is a support tool in which learners search for information by themselves. Also, learners can participate in various activities with other learners and experts by using the internet as a communication tool (Khan, 1998). It is clear that there is a change for non-Thai speakers learning in traditional classrooms to learning Thai from websites. Moreover, WBI helps reduce the cost of learning Thai and provides convenience for learners because they can learn any time and as often as they want. Furthermore, it helps make learning language interesting and fun. At the same time it creates advantage in language learning, as seen from a survey conducted by the Teachers' College Bank on the value of educational activities from the internet network throughout the USA. In 1987. The survey found that activities on the internet helped to expand learners' horizons because they could access a wide range of information about society, culture, and the world. Jean M. Casey (1994) explains that from a study done on the

exchanging of cyber space, information between teachers and learners through the internet computer network designed by teachers from the California State University, every learner was more enthusiastic, sought information, and used the computer at home more.

In this study, the researcher chose the website of Thailand Cyber University (http://www.thaicyberu.go.t) to examine its teaching format and content of Thai to non-native speakers. Thailand Cyber University is a website that compiles information on various subjects, including teaching Thai to non-native speakers. It was established by The Office of the Commission on Higher Education, Ministry of Education in 1997. It assigned all universities in Thailand to offer this type of web-based learning for those who do not have the opportunity to study in a classroom.

Thailand Cyber University's website is a website of The Office of the Commission on Higher Education, Ministry of Education has a policy of e-learning through the use of the internet network in order to provide learning websites for people of various backgrounds, and occupations. Anyone can utilize the Thailand Cyber University website to develop skills to enhance or further one's knowledge. It also creates a place of social learning. It is not only for the benefit of Thais but also non-Thai who are interested in learning Thai on the website of Thailand Cyber University for which there is no cost for enrollment or use. Instruction of Thai language to non-native speakers is managed by Associate Professor Dr. Sompong Vidtayasukpan of Chiang Mai University.

According to the National Education Act 1999, providing more educational opportunities for everyone is an important government policy, widely and equally enhancing knowledge, both in urban and rural areas, regardless of economic status. Creating more educational opportunities will reduce the difference between the knowledge levels of the population. This creates chances for life long learning and the updating of knowledge, and builds a knowledge based society, which will enhance the nation's competitive capabilities (Commission on Higher Education, Ministry of Education, Retrieved Mach 28, 2008, from http://lms.thaicyberu.go.th/ OfficialTCUen /main /main2.asp).

The Office of the Commission on Higher Education has been developing and providing these opportunities as follows (Commission on Higher Education, Ministry

of Education, Retrieved Mach 28, 2008, from http://lms.thaicyberu.go.th /OfficialTCUen/main /main2.asp):

- Developing the UniNet IT infrastructure to connect every institution of higher education to the Internet for education and research.
- Supporting the production of courseware for dissemination via UniNet.
- Developing the Learning Management System (LMS).
- Developing the e-library, e-community and the learning resource sharing centre.

As previously mentioned, the format, content and quality of teaching Thai to non-native speakers the TCU's website is different from teaching in a traditional classroom. Learning from the website is based on the principle design of the website, which must conform to the system of teaching on the internet network and transmit information for learners to study. Furthermore, the instructor must consider the principles of teaching a second or foreign language within the lesson design in order for learners to comprehend and apply their knowledge in everyday life.

## 1.2 Problem guidelines

1.2.1 What is the content of this Thai language teaching website?

1.2.2 What is the format of this Thai language teaching website?

1.2.3 What are learner feedbacks in evaluating this Thai language teaching website?

## 1.3 Objectives

1.3.1 To examine the content of this Thai language teaching website.

1.3.2 To examine the format of this Thai language teaching website.

1.3.3 To provide analysis of the content of this Thai language teaching website.

1.3.4 To provide analysis of the format of this Thai language teaching website.

## 1.4 Benefits

1.4.1 To obtain knowledge concerning content of this Thai language teaching website.

1.4.2 To obtain knowledge concerning format of this Thai language teaching website.

1.4.3  To obtain knowledge in order to improve this Thai language teaching website.

1.4.4 To obtain knowledge in order to develop approaches of teaching Thai language to non-native speakers via websites.

## 1.5  Scope of the study

This research will examine the format and content of Thai language teaching via Thailand Cyber University's e-learning Thai language course of Chiang Mai University (http://www.thaicyberu.go.th) by using a purposive sampling method. Data from this research was collected from 1 October 2007 to 31 December 2007. The information will be analyzed to meet the following objectives.

1.5.1 To examine the content of this Thai language teaching website.

1.5.2 To examine the format of this Thai language teaching website.

1.5.3 To provide analysis of the content of this Thai language teaching website.

1.5.4 To provide analysis of the format of this Thai language teaching website.

## 1.6  Initial Agreement

1.6.1 WBI or Web-Based Instruction is a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported (Khan, 1997: 6).

1.6.2 WWW or World Wide Web is a system of Internet servers that support specially formatted documents. The documents are formatted in a markup language called HTML (*HyperText Markup Language*) that supports links to other documents, as well as graphics, audio, and video files (Wikipedia, Retrieved August 10, 2008, from http://en.wikipedia.org/wiki/World_Wide_Web).

1.6.3 The lesson content of the e-learning Thai language course of Thailand Cyber University examined in this thesis includes the lesson features on speaking, listening, reading and writing and lessons that implicitly teach rules of behavior in various social situations. Moreover, teaching techniques that involve the practical use of skills in the lessons are examined (Brumfit & Johnson, 1981; Larsen-Freeman, 2000; Littlewood, 1981; Wilkins, In Brumfit & Johnson, Eds., 1981; Van EK. In Brumfit and Johnson, Eds., 1981).

1.6.4 Social rules refer to the relationships between speakers in various situations which are exhibited in their use of social conventions and etiquette in society (Van Ek, 1979: 106).

1.6.5  The lesson format of the e-learning Thai language course examined in this thesis includes the website design principle and the presentation of data on the webpage that applies hyper media programs to assist instruction (Khan, 1997; Williams & Tollett, 2000).

1.6.6 The grammar instruction of the e-learning Thai language course examined in this includes the parts of speech, time concepts, number and measurements. These categories are based on semantico-grammatical categories (Wilkins, 1979: 86-87).

1.6.7 Oral communication skills of the e-learning Thai language course examined in this thesis includes language in daily life, persuasive language, assessment or judgment, agreement or disagreement and request or explanation. These categories are based on communicative function (Wilkins, 1979: 88-89).

# CHAPTER II
# LITERATURE REVIEW

Approaches or theories used in analysis or concept frame.

Approaches or theories that are used in a study of Thai language teaching via the Website of Thailand Cyber University are as follows.

1.  History of teaching Thai to non-native speakers
2.  Teaching second language or foreign language approaches
    2.1 The Communicative Approach
    2.2 Communicative Language Teaching Approach
3.  Web-based instruction approach (WBI)

    3.1 The meaning and benefit of WBI
    3.2 Type of WBI
    3.3 Structure and design of WBI
4.  Website design approach
    4.1 The best design principle
    4.2 The poor design principle
5.  Related research
    5.1 Research in Thailand
    5.2 Research from Other Countries

## 2.1  History of teaching Thai to non-native speakers

Thais have been communicating with non-native speakers since the Ayutthaya period in A.D.1607. Foreign merchants that came to trade in the capitol of Ayutthaya said that "Siam was kingdom that the Chinese emperor respected." The Chinese were probably the first in Asia to communicate with the Thais, whereas the Portuguese were the first Westerners to communicate with the merchants during the reign of King Rama 2 of the Ayutthaya period (Phairot Kadmankit, Trans., 2513: 178). However, there is no clear evidence of when non-native speakers began to study Thai.

In A.D.1662 the French established western-style schools in Thailand to spread Roman Catholicism. According to a report of Jaowpayavitya Yeh in A.D.1662, the Pope stated that the ministers should practice speaking Thai correctly before trying to convert Thais (Archive copy, 2475: 34). This example shows that non-native speakers understand that it is important to study Thai to communicate with Thais and other non-native speakers who speak Thai.  For this reason, a sign on a sheet of rock that was posted on the front door of a church in Ayutthaya prohibited the use of a script other than Cambodian or Thai in books that taught Christianity. Also, missionaries were not permitted to give sermons in a language other than Thai (Thai historical annals 37, cited by Aumpron Pongsata, 2518: 8).

There is evidence in the Ratthanakosin period (1819) that the American wife of a missionary, Ann Houstain Jackson, studied Thai for about half a year and was able to translate the Gospel of Mathew into Thai. It was printed in 1819.

Around the same time, Carl Augustus Freiderick Gutzlaff M.D. and Rev. Jacob Tomlin, who were part of another group of missionaries, made an English-Thai dictionary up to the letter "R." (Kenneth E. Weal, 2501: 6). Next, Gutzlaff and his wife translated the Bible into Thai and created a Thai-English dictionary and a book on Thai grammar.

Preeya Hiranyapradit (2545) says that a very small group of non-native speakers in Thailand studied Thai because they were interested in the language.  From 1957 to 1997, schools were created to offer Thai instruction to non-native speakers. One school, now called Union Language School, was opened in 1955 by Christians to

teach Thai to new missionaries. Today Thai language instruction is offered to businessmen, diplomats, and any non-native speakers who are interested in learning Thai. Another institute, AUA, began teaching Thai around 1957 for any interested non-native speakers. AUA developed textbooks that are widely used in Thailand. Today AUA has changed its teaching style to the ALG method (Automatic Language Course) by David Long, and Vipa Rattanadodum is the person to implement this approach which follows the theory that the learning of a second language is similar to the way a child acquires a language (Preeya Hiranyapradit, 2545).

Universities in Thailand became aware that Thai is widely taught to non-native speakers throughout the nation. Around 1987 (2530) the language and cultural research institute was established in order to develop the countryside.  In 1990, Mahidol University began teaching Thai to non-native speakers. In 1991, The Thai Studies Center, Faculty of Education, Chiang Mai University, created a department of Thai as a second language. It was the first in Thailand and in the world. This department still exists today (Preeya Hiranyapradit, 2545: 2).

Today, other universities such as Chulalongkorn University, Thammasat University, Songkhanakarin University, Srinakarinwirot University, Payap University, and Khon Kaen University have begun to teach Thai to non-native speakers.

Sukhothaitammathirat University, which teaches students through long distance learning, is another university that teaches Thai to non-native speakers. During the 1996-1997 (2539-2540) academic year, a teacher from Yunnan Radio and Television University studied Thai for around 3 months. Thereafter, Sukhothaitammathirat University sent a professor to teach Thai in Yunnan Radio and Television University. Furthermore, The Liberal Arts program prepared a Thai certificate program to communicate with non-native speakers in order to continue teaching Thai (Preeya Hiranyapradit, 2545: 2).

Many private schools have begun teaching Thai to non-native speakers who come to Thailand to work. For example, Shota Pattana Pasa Sakol School teaches Thai to Japanese people who work in Thailand. Even government schools receive non-native speakers for various exchange programs. For example, the Rotary program teaches Thai to students who study one by one (Preeya Hiranyapradit, 2545).

The teaching of Thai as a foreign language has spread to many countries (William Clifton Dod cited by Aumpron Pongsata, 2518: 8). The reason may be because "Thais welcome those who speak Thai and become friends" Further, non-native speakers come because they are interested in working or traveling in Thailand. This is probably one of the reasons why non-native speakers want to study Thai: Therefore, many schools abroad offer Thai language instruction. For example, in 1942 the United States Committee Accompanies Military offered foreign language courses of the countries where American soldiers would be sent to. Thai was one of these languages. Basic Thai was taught to Americans who did not learn Thai before. This group worked with the American Council of Learned Society to create an intensive language program to develop teacher's material education and teach various languages of military importance during the war. Thai was one of more than thirty languages taught and a Thai language book was created to teach an accelerated Thai course. A book called "Spoken Thai 1" and "Spoken Thai 2" by Mary Hass and Heng Subhanka (Preeya Hiranyapradit, 2545: 3). Also, Mary Hass wrote "The Thai System of Writing" which is used to teach Thai in California University. It follows the Intensive Language Program of the American Council of Learned Society. It is also used in Military Acadamies. It is apparent that the teaching of Thai to America soldiers was beneficial during World War II from 1939 to 1945.

Also, Warren G Yates and Absorn Tryon wrote a book to teach Thai in the same way as the Basic Course book 1 and 2. Through the support of the Foreign Service Institute in 1970 (B.E. 2513), the book was used to teach military personnel and civilians who came to work in Thailand (Preeya Hiranyapradit, 2545: 4).

Thai has been taught in other parts of the world. For example, China has taught Thai seriously for more than 50 years. Since 1946 at the University of the East Nanjing Thai instruction has been expanded up to the college level. The teaching of Thai has spread to Korea, Vietnam, Australia, Japan, and others. According to the latest statistics from the Ministry of foreign affairs, there are more than 144 schools or institutions around the world where Thai is offered (President of Chiangmai University, 2001).

Because non-native speakers in Thailand as well as abroad are interested in learning Thai, The Ministry of University Affairs further spread the Thai instruction so that Thai language is well-known. It has held two meetings about the teaching of Thai to non-native speakers. In the first meeting in 2001 (2544), the operation of developing Thai context in Thai studies was discussed. In the second meeting, a regional conference, in September of the same year, the Thai context was discussed. This indicates that Teaching Thai as a foreign language is very important in the Thai education system (The Ministry of University Affairs, 2544).

## 2.2 Teaching second or foreign language approaches

Arunee Viriyajitra (2532) says that a second language means another language that a learner studies to use as a secondary language to the first language. This second language may be an official language or language that is used in communication in learning in school. Or in some cases after acquiring a first language since birth and growing up in one country, then moving to another country to live permanently, the learner will learn a second language in the new country. Besides this, the meaning of foreign language is another language that a learner studies in order to communicate with people who use the language. In this regard, the purpose of learning a second language is to obtain knowledge for tourism, political reasons, trade, and so on. Therefore, when teaching Thai, the second language or foreign language approach and method must be considered. This is the foundation for teaching Thai which provides the learner with knowledge and understanding of a second language.

The importance of teaching a second or foreign language, according to research results (White, 1985), is that everyone is able to learn a second language, no matter whether he/she is a small child, adolescent, teenager or elder. This means the learner must understand and be able to use basic structures before learning and understanding advanced levels. This can be applied in teaching Thai as a foreign language. Therefore, it can be seen that if the producer of the website for teaching Thai as a foreign language studies approaches or theories of teaching a second or foreign language, this will help the learner to study Thai language rapidly and easily because the website producer knows the principles of teaching a second or foreign

language along with teaching of basic levels of Thai. This is also important since it is the basic factor in learning high-levels of language structure. Therefore, it is necessary to learn second or foreign language theory.

This thesis provides a concise background of language teaching approaches and reviews the following issues related to learning a second or foreign language:

### 2.2.1 The Communicative Approach

The goal of the communicative language approach is to create a realistic context for language acquisition in the classroom. The focus is on functional language usage and the ability of learners to express their own ideas, feelings, attitudes, desires and needs. Open ended questioning and problem-solving activities and exchanges of personal information are utilized as the primary means of communication. Students usually work with authentic materials (authentic realia) in small groups on communication activities, during which they receive practice in negotiating meaning (Hymes. In Brumfit & Johnson, Eds., 1981).

In chronological terms the communicative approach is the most recent approach of language teaching. Language teachers who adhere to the principles of this approach happily acknowledge that structures and vocabulary are important but feel however that their students would be inadequately prepared for communication if only grammatical items were taught. The communicative approach acknowledges the fact that while language learners may know the rules of language *usage* they may be quite unable to actually *use* the language. The communicative approach acknowledges that every time we use language we do so to accomplish some language function such as giving directions, asking for information, persuading or giving assurances. As well as this it is true to say that language functions such as these are always carried out within a social context. When a speaker chooses a particular way of expressing an opinion or an idea he or she does so bearing in mind elements such as intention or emotion as well as the nature of the person who is being addressed or the relationship that he or she has with that person. In this way the manner of expressing an opinion to a close friend may be quite different from the way in which this is done to a parent or to a superior in the work-place. The communicative approach also acknowledges that it is not enough for language learners to be knowledgeable about target language forms or

functions. In addition to this they must be able to apply this knowledge in real life communicative contexts. To put this in another way, meaning only becomes clear when speakers and listeners - or readers and writers - interact in communicative contexts. As listeners we provide speakers with feedback which will enable a revision to be made of what was originally said. In this way a speaker will try to communicate the intended meaning in a different or more appropriate way (Johnson and Morrow. In Brumfit & Johnson, Eds., 1981).

This approach is concerned with the following significant forms:

**Notional or notional-functional** is meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: the functions, the elements in the situation, and the topic being discussed. This approach of language teaching is categorized along with others under the rubric of a communicative approach. The approach stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into unit of analysis in terms of communicative situations in which they are used (Finocchiaro & Brumfit.1983).

Wilkins (1979: 16) states that "We should predict the situations in which the learner is likely to need the language and then teach the language that is necessary to perform linguistically in those situations".

The advantage of the notional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors. The first step in the construction of any language syllabus or course is to define objective and an analysis of the needs of the learners. The principle difficulty in applying a notional approach stems from the fact that there is no one-to-one relation between grammatical forms and either grammatical meaning (conceptual meaning) or language function. Brumfit and Johnson (1981: 86-89) state that the notional framework is to provide the means by which a certain minimum level of communicative ability in European language can be set up. The categories of a notional syllabus are split into two sections: The first is made up of what might be called semantico-grammatical categories. There are six of these categories, each of which may be further sub- categorized:

1. Time
2. Quantity
3. Space
4. (Matter)

Reference to the physical world is principally a matter of deciding the semantic fields within which the learner will operate. A notional analysis is less valuable than an analysis in terms of situation and/or subject-matter.

5. Case
6. Deixis

The second set of notional categories can be very broadly described as categories of communicative function

7. Modality- i.e. utterances in which the truth value of the propositional content is modified in some way.

8. Moral evaluation and discipline- i.e. utterances involving assessment and judgement

9. Suasion- i.e. utterances designed to influence the behaviour of others

10. Argument- i.e. categories relating to the exchange of information and views

11. Rational enquiry and exposition – i.e. categories relating to the rational organization of thought and speech

12. Personal emotions – i.e. expression of personal reactions to events

13. Emotional relations – i.e. expression of response to events usually involving interlocutor

14. Interpersonal relations – i.e. selection of forms appropriate to relationship of participants in the event

Besides, Van EK. (In Brumfit and Johnson, Eds., 1981: 106-113) defines the threshold level as follows:

1. Specification of situations
    1. The *social rules* which the learner will be able to play;
        - Stranger/ stranger
        - Friend/ friend
    2. The *psychological roles* which the learner will be able to play;
        - Neutrality
        - Equality

- Sympathy

- Antipathy

3. The *settings* in which the learner will be able to use the foreign

language;

3.1 Geographical location

3.2 Place

3.2.1 Outdoors

3.2.2 Indoors

3.2.3 Private life

3.2.4 Public life:

- Purchases

- Eating and Drinking

- Accommodation

- Transport

- Religion

- Physical service

- Learning

- Displays

- Entertainment

- Communication

- Finance

- Work

- Means of transport

3.3  Surroundings (human)

4.  The *topics* which the learner will be able to deal with in the foreign

language.

- Personal identification

- House and home

- Trade, profession, occupation

- Free time, entertainment

- Travel

- Relations with other people

- Health and welfare

- Education

- Shopping

- Food and drink

- Service

- Places

- Foreign language

- Weather

2. Language Function

In setting up our list of language functions we have distinguished six main categories of verbal communication:

1. imparting and seeking factual information;

2. expressing and finding out intellectual attitudes;

3. expressing and finding out emotional attitudes;

4. expressing and finding out moral attitudes;

5. getting things done (suasion)

6. Socializing.

Moreover, Van EK (In Brumfit and Johnson, Eds., 1981) believes that the language-learning objective is to enable the learner to do something which he could not do at the beginning of the learning-process. In order to define the learning-objective for a target-group we first have to specify the *situations* in which they will need the foreign language. Specifying a situation means stating the *roles* a language-user has to play, the *setting* in which he will have to play these roles, and *topics* he will have to deal with. The target-group will want to use the foreign language in real life situations, so we can try to specify just what they would have to be able to *do* in those situations.

**Situation** may affect variations of language such as the use of dialects, the formality or informality of the language and the mode of expression. Situation includes the following elements (Finocchiaro & Brumfit.1983):

- The persons taking part in the speech act
- The place where the conversation occurs

- The time the speech act is taking place
- The topic or activity that is being discussed

### 2.2.2 Communicative Language Teaching Approach

The Communicative Language Teaching (CLT) approach is learner-centered and emphasizes communication and real-life situations. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topic.

Larsen-Freeman (2000: 121) says that "Communicative Language Teaching aims to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication" He divided the techniques and the materials as follows:

1. Authentic materials
2. Scrambled sentences
3. Language games
4. Picture strip story
5. Role play

Littlewood (1981: 1) states that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view".

Pan Banpo (2539) states that past approaches stress teaching mainly for linguistic competence. However, the present approaches stress teaching learners to have communicative competence, or to communicate meaning. Thus, language learning for communication is an approach that has an important approach which is that language is a tool that is used in communication. Therefore, language learning focuses on teaching learners to have communicative competence. This competence

includes competence in using language that is appropriate in a social context. Language teaching according to current methods, thus stresses teaching all things that will help the learner use language that was learned in the classroom to communicate. Canale and Swain (1980: 38-42) conclude that the main point of Communicative Language Teaching is:

(1). Communicative Language Teaching is based on the foundation of needs in the learner's use of language and the needs must be identified to give clarity to the aspects that involve language of the learner and to give clarity to all aspects concerning language and grammar, competence in using language socially.

(2). In communicating, the learner must have competence in all aspects of language and use sociolinguistic competence.

(3). Learner must have opportunities to use the language learned in real situations.

This is in agreement with the research results of Lingtbown (1985) who states that learners have competence in understanding the meaning of language within a context more than the language not within the context. Also, the learner can not express himself or herself in speaking or writing.

Therefore, the Communicative approach or Communicative Language Teaching is an approach that can be applied for use in teaching Thai as a foreign or second language on the internet. Therefore, the researcher will briefly mention the fundamentals of the approaches or theories that are concerned with teaching Thai on Thailand Cyber University's website. This will help in understanding the background of this research.

## 2.3 Web-Based Instruction (WBI) Approach

The approach or theory that concerns learning from websites is explained in detail as follows.

### 2.3.1 The meaning and the benefit of WBI

Clark (1996) defines WBI as individual learning that is presented by using a public or individual computer network which shows results in the form of using a web browser in which information is accessible by using the network.

Khan (1997) defines WBI as learning that applies hyper media programs to assist instruction, and makes use of the advantages and resources of the internet by promoting and supporting learning in numerous ways.

Relan and Gillani (1997) define WBI as the performance of one group in that they think of strategies of teaching and learning by using the benefits from resources from the World Wide Web.

Parson (1997) defines WBI as the teaching that sends some or all information to be employed in websites. The website can then filter information and present it in several forms as the lesson materials that assist in learning which can then be used in long distance education.

Driscoll (1997) defines WBI as using skills or knowledge by using the World Wide Web as a channel to publicize information.

Laanpere (1997) defines WBI as the arrangement of learning through the environment of the World Wide Web, which is only one part of learning in the university curriculum. The World Wide Web can be used to deliver seminars or in the classroom, or be used as a means of communication between learners and teachers.

Hannum (1998) refers to WBI as the arrangement of learning through the internet system based on the principal and method design of earning systemically.

Learning on websites is a new form of learning in Thailand. The following instructors of Thai define learning on the websites.

Jaitip Na Songkhla (2542) defines WBI as the combination of the hyper media quality with characteristics of the World Wide Web network in order to create a learning environment which is not limited by distance or time (Learning without Boundaries).

Vichuda Ruttanapain (2542) defines WBI learning as the presenting of lesson programs on websites which designs and creates the teaching programs and which must consider various capabilities of internet service to apply all their qualities to use in learning.

Kidanan Malitong (2543) defines WBI learning as the use of websites to present lessons in the form of various media, according to the syllabus and to take advantage of the characteristics of the various forms of communication in the internet system such as responding to writing via electronic mail and chat by SMS text message and voice.

Tanompon Laojarutsang (2544) defines WBI as the combination of present technologies with the design procedure of learning in order to increase efficiency in learning and problem solving that is limited by place and time of teaching on websites. The specifications and resources of the World Wide Web create a learning environment which is depended on some or all parts the learning process.

From the definitions and the opinions of the scholars from Thailand and abroad, the researcher concludes that the WBI Approach manages the learning condition by acquiring, promoting and supporting the World Wide Web as a resource and helps to eliminate the problem of place and time.

According to Pollack and Masters (1997), the benefits of using WWW as a tool in learning are as follows:

1.  Information can reach every institute that has access to the internet.

2.  There is no fee to access information.

3.  One can access information at any time.

4.  The acquiring of information is similar to a person going to class and learning with a teacher.

5.  The progress of learning depends on the effort of the learner.

6.  One can review the lesson and content at any time.

7.  One can ask or propose questions on websites.

8.  One can exchange opinions with others by using communication tools from the internet such as the e-mail or chat rooms.

9.  Learning is informal.

We can see that the WBI is very valuable to learners who have irregular schedules. Learners can study at anytime. Therefore, there are many instructors that use WBI and place much importance on this new method.

**2.3.2 Type of WBI**

Parson (1997: 2, cited by Torrellas, 1999) has described the types of Web-based Instruction currently available on the Web into three categories: Stand-alone courses, Web-supported courses, and Web pedagogical resources. The first two categories deal with whole courses while the third category deals with educational activities or experiences which could be part of a course:

1. Stand-alone courses: Courses in which most materials and resources are accessed and delivered by the Internet. Most if not all communication takes place through Computer Mediated Communication (CMC). This type of WBI could take place on campus or at a school location where many of the students are physically present, but is often delivered as a distance course.

2. Web-supported courses: Courses in which there are physical meetings of students and teachers, but many resources such as assignments, readings, CMC, or Web pointers to sites are integrated into the course activities.

3. Web pedagogical resources: These are WWW sites which offer material that can be integrated into a larger course or serve as a resource for an educational activity. These resources can be in various formats: text, graphics, communication amongst individuals, animation, etc. Such resources can be found at numerous sites.

Doherty (1998) divides WBI into 3 types as follows.

1. Presentation

Websites consisting of SMS text messages and pictures graphics which can be presented as follows.

1.1 One way communication style such as typed message.

1.2 Two way communication style such as typed message with picture graphics.

1.3 Multimedia style which consists of text message, picture graphics, animation sounds, movies and videos.

2. Communication

Communication is necessary in every day life, and it appears in several forms on the internet.

2.1 One way communication such as looking at data from websites.

2.2 Two way communication such as sending e-mail and taking part in a chat on the internet.

2.3 Communication form one source that is sent to several sources. For example, a discussion can take place from one person to other persons in a computer conference.

2.4 Several sources of communication which are sent to several sources. For example, communication groups sent data to many people.

3. Dynamic Interaction

The important qualities of dynamic interaction on the internet are as follows.

3.1 The ability to search data.

3.2 The ability to search for methods in entering websites.

3.3 The ability to receive responses from people using websites.

3.4 The arrangement of WBI learning.

### 2.3.3 Structure and design of web learning

Pateep Metakunnavut (2540) explains the design structure of WBI as follows.

1. Data concerning the course overview which describes the course objective and provides a summary of course information and explains the topics to be learned.

2. Preparing the learning or changing the basic skills of the learner to prepare for the lesson.

3. Lesson contents linked to other lessons.

4. Activities are assigned to study, assess, and determine homework on the websites.

5. There are exercises that learners must practice by themselves.

6. Linking to resources to support the educational research.

7. There are exercises of tests and reports.

8. Vital information or messages from teachers or persons who use the website are shown. Registering, paying, expenses and receiving credit and connecting to the academy or institute are the duties of websites.

9. The background of teachers and those who use the website are shown.

10. A bulletin board is used.

11. Chat rooms, in which learners and teachers communicate with each other, are available.

James (1997) divides the websites structure into 3 types as follows:

**1. Eclectic Structures:**

This describes a condition in which the home institution imposes no structure on the student's interaction with the Web, so that the only constraints are those provided by any search engines used or, for whatever purpose of their own, by the authors of the sites which may be visited. An eclectic structure is appropriate to open research but leaves students browsing in a context of unstructured information or of a structure not appropriate to their requirements. Though the term 'information environment' may be used to describe this strategy, we should remember that students are not *informed* by unstructured data and it hardly needs to be said that a university cannot expect to train professionals by focusing on such a browsing process.
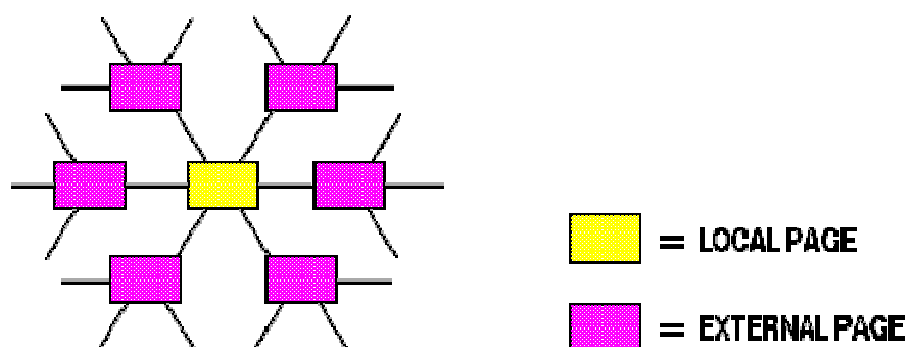


**Chart 1** Eclectic Structures

Source: http://openacademy.mindef.gov.sg/OpenAcademy/
        Learning20Resources/LMU/EDS/eds1.html

**2. Encyclopedic Structures:**

If we are in control of the structure of our home site, we can use a tree structure to provide organized access to information. This will usually emulate a book with contents pages and a set of chapters/sections. It will provide students, or other users, with pathways to find specific categories of information, whether the material is resident locally or on an external site. Most Web sites are adequately structured in this way but universities, and other teaching institutions, because they have a remit to educate and not just to provide commercial or organizational information, need to look further than this. In order to meet this educational responsibility, teaching institutions will seek to adopt structuring strategies which result in efficient learning environments for their students.
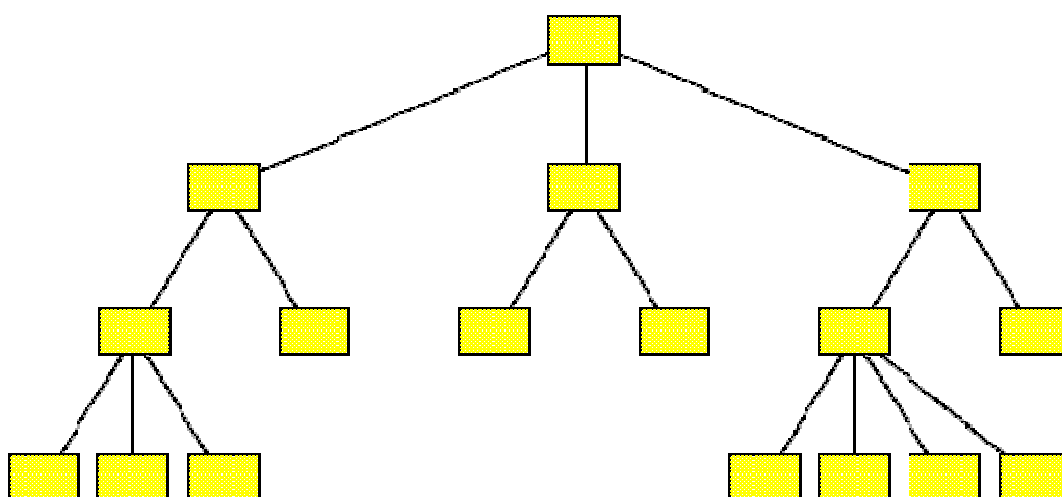


**Chart 2** Encyclopedic Structures

Source: http://openacademy.mindef.gov.sg/OpenAcademy/
         Learning20Resources/LMU/EDS/eds1.html

**3. Pedagogic Structures:**

There are many structuring formats appropriate to various teaching requirements. All of these are well known in the context of educational design for Computer Based Learning or Multimedia materials and, indeed, there are only two

major differences between authoring CBL and authoring for Web-based learning structures using HTML. These are the ability of HTML, as a distributed hypertext system, to access pages across the Internet, and the relatively limited ability of the HTML authoring language, and associated viewers, to display complex designs and allow sophisticated interactions. Two possible formats are illustrated here. The Study Trail format provides a means of giving students an organized context within which to work, while not requiring the creation of a large quantity of local resources. The Tutorial format is more highly structured and is suited to a topic which needs to be developed through careful explanation or exercises. (viewed 5 October 2007, http://openacademy.mindef.gov.sg/OpenAcademy/Learning%20Resources/LMU/EDS /eds1.htm)

The WBI theory uses a framework in analyzing Thai language teaching via websites, helping to understand the learning system, which has procedures and steps which assist in explaining the meaning and quality of WBI.

## 2.4  Website design approach

Nowadays, educational technology is developing rapidly; all instructional media can increase progress and interest in online learning. Learning from the internet involves learning by oneself, and learning subjects that one is interested in. The content of learning consists of messages, pictures, sounds, videos and multimedia, this called web-based instruction (WBI).

Williams and Tollett (2000) make a distinction between websites that have a good design and websites that have a poor design by examining the arrangement of pages, background, the use of  text and color, and presentation of data according to the following important design principle:

### 2.4.1 The best design principle

2.4.1.1 Text: Background does not interrupt the text. Text is big enough to read, but not too big. The hierarchy of information is perfectly clear. Columns of text are narrower than in a book to make reading easier on the screen.

2.4.1.2 Navigation: Navigation buttons and bars are easy to understand and use Navigation consistent throughout the web site. Navigation buttons and bars provide the visitor with a clue as to where they are, and what page of the site they are currently on. Frames, if used, are not obtrusive. A large site has an index or site map.

2.4.1.3 Links: Link colors coordinate with page colors. Links are underlined so they are instantly clear to the visitor.

2.4.1.4. Graphics:  Buttons are not big and impractical. Every graphic has an alt label and every graphic link has a matching text link. Graphics and backgrounds use browser-safe colors. Animated graphics turn off by themselves.

2.4.1.5. General Design: Pages download quickly and first page or home page fit into 640 x 460 pixel space. All of the other pages have the immediate visual impact within 640 x 460 pixels. Good use of graphic elements (photos, subheads, pull quotes) to break up large areas of text. Every web page in the site looks like it belongs to the same site; there are repetitive elements that carry throughout the pages.

**2.4.2 The poor design principle**

2.4.2.1 Backgrounds: Default gray color and color combinations of text and background that make the text hard to read. Busy, distracting backgrounds that make the text hard to read.

2.4.2.2 Text:  Text that is too small to read and crowding against the left edge. Text that stretches all the way across the page. Centered type over flush left body copy. Paragraphs of type in all caps, bold, italic, and some paragraphs all caps, bold, and italic all at once. Underlined text that is not a link.

2.4.2.3 Links: Default blue links and blue link borders around graphics. Links that are not clear about where they will take you. Links in body copy that distract readers and lead them off to remote, useless pages. Text links that are not underlined so you don't know they are links. Dead links. (links that don't work anymore.)

2.4.2.4 Graphics:  Large graphic files that take forever to load. Meaningless or useless graphics. Thumbnail images that are nearly as large as the full-sized images they link to. Graphics with no alt labels. Missing graphics, especially

missing graphics with no alt labels. Graphics that don't fit on the screen. (assuming a screen of 640x460 pixels)

2.4.2.5 Tables: Borders turned on in tables. Tables used as design elements, especially with extra large (impractical) borders.

2.4.2.6 Blinking and animations: Anything that blinks, especially text. Multiple things are things that blink. Rainbow rules (lines) and animations that never stop.

2.4.2.7 Junk: Counters on pages--who cares. Junk advertising and having to scroll sideways. (640 x 460 pixels) Too many little pictures of meaningless awards on the first page. Frame scroll bars in the middle of a page and having multiple frame scroll bars in the middle of a page.

2.4.2.8 Navigation: Unclear navigation; over complex navigation, complicated frames, too many frames, unnecessary scroll bars in frames. Orphan pages (no links back to where they came from, no identification). Useless page titles that don't explain what the page is about.

2.4.2.9 General Design: Entry page or home page that does not fit within standard browser window. (640 x 460 pixels) Frames that make you scroll sideways. No focal point on the page or too many focal points on the page. Navigation buttons as the only visual interest, especially when they're large. Cluttered, insufficient alignment of elements. Lack of contrast (in color, text, to create hierarchy of information, etc.) and pages that look okay in one browser but not in another.

The learning of website design principles for teaching Thai to foreigners will help to understand the learning format as design above. It will also help in studying the format of teaching Thai to foreigners on websites. This thesis consists of an understanding to learning via the website design principle in order for instructors to use this information appropriately to teach with.

## 2.5  Related research

### 2.5.1 Research in Thailand

Amporn Phongsatha's thesis, (2518) *An Analysis of Thai Text Books for Foreign Beginners*, provides an analysis of AUA's textbook which focuses on phonology, vocabulary, grammar, and cultural content that is suitable with foreigners. The research discovers that the lessons are ordered by vocabulary, grammar, and phonology respectively. The vocabulary that is taught is used in every day life and is advantageous to learners. However, there is not enough focus on teaching Thai culture.

Pornchulee Achava-aumrung's thesis, (2541) *Second Language Learning: a Documentary Research Findings*, analyzes the approaches or theories and research results of several experts who gathered data on second language learning. This research explains that it is necessary to understand information principles and methods of teaching a second language. At the same time Pornchulee's thesis explains that knowledge and understanding of a second language will help the learner develop proficiency in the target language much faster.

In *The Development Beginning Thai Language Curriculum for Foreigners, Payup University*, (In Preeya Hirunyapradit, 2545) Sompong Srivichai explains that leaner competence in using Thai language is due to the content of the curriculum which is practiced because it can be used in every day life. Therefore, students are more motivated to learn and are more successful in Thai.

In *The Status Learning and Teaching Thai language for Foreigners in Thailand*, Preeya Hirunyapradit (2545) surveyed Thai language learning among foreigners in Thailand. She explained each curriculum's teaching method and evaluate learning by collecting data about how foreigners learn Thai and the methods and materials teachers use to teach.

Nattana Leelaharuttana's thesis, (2545) *The Development of Reading and Writing Supplementary Activities for an Elementary Thai In-country Course Design by the Institute of Language and Culture for Rural Development, Mahidol University*, explains activities that develop reading and writing skills which also help in the development of phonology, grammar structure, and meaning among Japanese

learners. The research provides knowledge of activity types that help to develop reading and writing skills in Thai. Therefore, it helps in understanding what interests learners when studying Thai.

The papers above are examples of research that focus on characteristics of curriculum and ideas and theories used in learning Thai as a foreign language. Not only do they help in understanding characteristics of teaching Thai as a foreign language, they also analyze the steps and processes of learning Thai as foreign language.

Besides the research described above, there are also research on teaching Thai as a foreign language on websites

In *A Proposed Web-based Instruction Model of Thai Language Subject according to Gagne's conditions of Learning for the Lower Secondary School Students with Low Learning a Achievement in Thai Language Subject*, Prapasri Suksrichaisakun (2544) explains the important models and characteristics of WBI used with secondary school learners such as the arrangement of web pages, the use of illustrations and the ability to converse with instructors by sending questions through the e-mails to help understand lessons from websites.

Pimrut Vongdontree's thesis, (2545) *A Presentation of Appropriate Content Components in Education Network Website*, is a research on the content components in educational websites, the course web pages, activities, homework, learning web pages, web pages used for evaluation, discussion web pages, news web pages, web pages for answering questions, and 33 kinds of web pages that stress other content of the main educational website.

Manurae Padung's thesis, (2545) *A Proposed Model for Thai Subject Web-based Instruction according to Comprehension Learning Process of Department of Curriculum and Instruction Development, Ministry of Education for Upper Secondary School Students*, studied a target group of high school learners that had lessons from specific web pages. From this type of learning both teachers and learners expressed their opinions or conversed using chat room websites.

Sukunya Tungrengkied's thesis, (2545) *Form and Content Analysis of Thai Tales on Internet*, focused on content that is suitable for users that read fairy tales and various kinds of pictures such as slides, cartoons, photographs.

Saravuthi Chammeangpuk's thesis, (2547) ***AProposed Web-based Instructional Management Model for Home Schooling***, emphasizes family participation on WBI because families help to encourage children's learning through WBI.

These papers above are descriptions of studies that stress format on WBI, propose learning through WBI and help to understand the design format of learning on WBI.

There is also research on websites concerning the use of web-based teaching methods for teaching Thai as follows.

In ***The Development of Evaluation Criteria for Web-based Instruction Program through Studies the Evaluation Program***, Auksara Sang A-ram (2543) studied the evaluation criteria and the development assessment criteria of WBI to improve the content of WBI. She also assesses in detail the appropriateness of the design with content in teaching through WBI.

Nitud Aittipong's thesis, (2544) ***The Development of Educational Webpage Design Principle according to Thai Popular Website Design***, stresses the web design principle used in teaching that is most appropriate for learners, and explains important website design that will help to develop more interest among learners.

In ***The Development of Web-based Instruction System for General Education to Enhance Student's Learning Effectiveness***, Sansut Hopaisan (2544) focuses on the development of a WBI system that can be used in general education subjects. However, in his opinion the teacher and student should also meet face to face to enhance the learner's skills

Pateep Metakunavudhi's thesis, (2545) ***The Development of Web-based Instruction for Enhancing Students' Self-directed Learning and Enquiry***, emphasizes the development of education through WBI, and stresses that learners should study by themselves. The results of the research help to improve and develop teaching and learning through WBI programs.

The research above presents ideas of developing WBI to enhance efficiency and improve the content of WBI. This helps to understand the development of teaching and learning through WBI more clearly.

All researches stress models for teaching methods, techniques and procedures used in teaching Thai. They also help to understand methods of teaching Thai as a foreign language via the Website of Thailand Cyber University.

### 2.5.2 Research from Other Countries

Cavus and Ibrahim's paper, (2007) *Assessing the Success Rate of Students Using a Learning Management System Together with a Collaborative Tool in Web-Based Teaching of Programming Languages*, focuses on the development of collaborative studies in learning and has led to a renewed interest in the field of Web-based education. The aim of this experimental study has been to find out the success rate of students when using an advanced and a standard collaborative tool in teaching programming languages over the Internet. Their results show a higher success rate when a learning management system is combined with an advanced collaborative tool during the teaching of programming languages in a Web-based environment.

In 2007, Chang's paper, *Enhancing Web-Based Language Learning through Self-Monitoring,* investigated the effects of a self-monitoring strategy on web-based language learning. The interaction between the use of a self-monitoring strategy and the level of learners' English proficiency was also examined. It was found that the self-monitoring strategy had a significant main effect on students' academic performance and their motivational beliefs and the influence of self-monitoring was greater on the lower English level students than on the higher English level students. The positive findings suggest that encouraging students to develop self-monitoring could help increase the success of online learning. Thus, applying a self-monitoring strategy is strongly recommended for web-based instruction.

Son's paper, (2007) *Learner Experiences in Web-Based Language Learning,* shows that World Wide Web offers a global database of authentic materials that can enhance language learning and teaching. This study examines the use of the web for language learning through English as a second language learners' experiences in web-based language learning activities in an English language intensive course for overseas students context. It observes ESL learners performing selected activities on the web and investigates their perceptions and attitudes toward the web activities. Data collected demonstrated that the web is a useful tool and a supplementary resource for

learning ESL. The students' engagement in the suggested activities was observed and their attitudes toward the activities were found to be positive.

In 2006, Ishihara's paper, *Web-Based Curriculum for Pragmatics Instruction in Japanese as a Foreign Language: An Explicit Awareness-Raising Approach* focuses on Pragmatic ability and it has been recognized as an essential component of communicative competence. This paper describes a web-based pragmatics curriculum for learners of Japanese as a foreign language, and presents the key components and principles of the curriculum. The curriculum takes an explicit pragmatic-focused awareness-raising approach with the intention to instill in learners a sense of appropriate language use.

Enoch and Soker's paper, (2006) *Age, Gender, Ethnicity and the Digital Divide: University Students Use of Web-Based Instruction*, focuses on the effects of social--structural factors (age, ethnicity and gender) on university students use of web-based instruction. The study uses data from registration questionnaires of students at the Open University of Israel. During the period between 1995 and 2002 there has been a continuous increase in the proportion of students who use the Internet and email for study purposes. Previous studies have referred to the digital divide in terms of differences in access to the relevant hardware and explained it mainly by social and structural factors. Current research tends to focus on the digital divide in terms of use rather than access, and explains it mainly by micro, individual and situational characteristics. The present study shows that structural factors such as age, gender and ethnicity also play a significant role in the continuous existence of the usage gap. The social and educational implications of this gap are discussed.

In *Effects of Web-Based Concordancing Instruction on EFL Students' Learning of Verb-Noun Collocations*, Chan and  Liou (2005) an investigation is made into the influence of using five web-based practice units on English verb-noun collocations with the design of a web-based Chinese-English bilingual concordancer (keyword retrieval program) on collocation learning. Results indicated that learners made significant collocation improvement immediately after the online practice but regressed later. Yet, the final performance was still better than the students' entry level. Different verb-noun collocation types and learners with different prior collocation

knowledge were found to be not equally receptive to the practice effects. Both the online instructional units and the concordance were acceptable to most participants.

Chang's thesis, (2005) ***Applying Self-Regulated Learning Strategies in a Web-Based Instruction-- An Investigation of Motivation Perception***, examines the effect of self-regulated learning strategies on learners' perception of motivation within web-based instruction. In this study, self-regulated learning strategies, which were intended to assist students to self-observe and self-evaluate their effectiveness. The results revealed that students' motivation perception benefited from the web-based instruction with self-regulated learning strategies. Students learning within a web-based environment with self-regulated learning strategies became more responsible for their own learning, more intrinsically orientated and more challengeable. They tended to value the learning material more and became more confident in course understanding and class performance.

In ***Faculty Attitudes Toward Web-Based Instruction May Not Be Enough: Limited Use and Obstacles to Implementation***, Vodanovich and Piotrowski (2005) found that from data collected from 87 out of 250 faculty members (34% response rate) responding to a two-page survey on internet usage, attitudes, and perceived benefits and shortcomings, overall, 73.6% of the faculty indicated a positive view of using the Internet for instructional purposes and 69.4% believed that the Internet was an effective teaching tool. However, only about one-half (47%) of the sample currently use online didactic approaches to present material in their courses. Also, 58.1% of faculty respondents indicated that they had either "no" or "very little" formal training in the use of the Internet as an instructional method. The distinction between attitudes and behavior is discussed and strategies for the enhancement of formal training of faculty are presented.

Almekhlafi's thesis, (2005) ***Preservice Teachers' Attitudes and Perceptions of the Utility of Web-Based Instruction in the United Arab Emirates***, explains teachers' clear perceptions of technology use and competence in planning and implementation affect their attitudes towards using technology in general and in the classroom in particular. This study focuses on pre-service teachers' attitudes and perceptions of the utility of WBI. A survey was administered to pre-service teachers at the College of Education, United Arab Emirates University in the spring of the

academic year 2001-2002. In addition to the questionnaire, students' grades, and communication via Bulletin board and e-mail, were used as other sources of data.

In *Self-Regulation Strategies and Technologies for Adaptive Learning Management Systems for Web-based Instruction*, Heo and Joung (2004), the current study identifies the potential problems of current web-based instruction and learning management systems in terms of its lack of flexibility and customization required for individual learners, different goals, backgrounds, knowledge levels, and learning capabilities. Advanced adaptive learning management system technologies are able to give possible solutions and mechanisms for adaptively foreseeing, monitoring, organizing, and evaluating individual learners within learning management systems.

Swain, et al., (2004) *The Effect Of Oral Description In Complementing Animated Instruction In A Web-based Learning Environment On Undergraduate Students Achievement Of Different Educational Objectives,* tested the principle of modality by using audio to deliver verbal information when that information is designed to support non-verbal information such as animations in a computer-based lesson. This was done by comparing the effect of two types of audio support mechanisms. A control group consisting of the same computer-based lesson without any auditory support of the animation was also employed. Learning was measured through drawing, terminology, and comprehension tests. The results indicate student achievement was not enhanced by the addition of auditory support.

In *A Learning Process in Resource-Based Well-Structured Instruction in Web-Based Distance Learning Environment*, Lee and Yu (2004) used their research to articulate a learning process in resource-based well-structured instruction in a web-based distance learning environment. To explore the learning process, a web resource-based self-learning program, which is highly structured with structuring elements from literature review, was developed as a college level course. As a result, an observable action model and a conceptual model of the learning process were derived, which students and experts verified. Cognitive achievement factors and satisfaction factors were also considered in the learning process model. Consequently the learning process constitutes a major phase (initiation, contact learning material, internal process, individual understanding, externalization, internalization) and a minor phase (minor

informal offline interaction among students) in resource-based highly structured self-learning.

In Cofield's thesis (2002) *An Assessment of Streaming Video In Web-based Instruction*, a streaming video was used as an augmentation in Web-based instruction to: determine if demographic characteristics would lead to significantly different beliefs about the use and perceived effectiveness of streaming video, and whether or not there are characteristics of streaming video that would lead to beliefs about the effectiveness when used as an augmentation to a text and still image-based Web-based tutorial. Demographic characteristics measured were gender, age range, academic college, undergraduate/graduate status, internet access location (home or campus computer lab), and prior experience with the World Wide Web. The first was that subjects felt that streaming video clips acted as a learning reinforcement. Subjects also believed that the clips helped hold their attention and fit their learning styles. The streaming video helped create a feeling of the presence of the instructor. The size and appearance of the clips did not seem to affect beliefs or attitudes toward the clips.

Spires and Jaeger's paper (2002) *A Survey of the Literature on Ways to Use Web-Based and Internet Instruction Most Effectively: Curriculum and Program Planning*: This paper surveys the literature on ways to use Web-based or internet instruction more effectively and assesses some trends associated with the methods. Highlights include the changes in university demographics; elements of a process of planning and operating educational programs for adult students; major faculty issues that have to be addressed in order to grow and improve the instructional delivery of Web-based courses; the application of critical thinking skills in teaching, learning in, and designing Web-based courses; collaborative learning as a means of students learning to value and perceive the importance of working actively with their peers and an interdependent structure; and the influence of the diversity of the student population and the development of educational technology on the need and popularity of Web-based instruction.

Williams's thesis (2002) *Instructional Design Factors and the Effectiveness of Web-Based Training/Instruction*: A study identified adult learning principles critical for effective Web-based instructional design, barriers to effective WBID, and practices of professionals who design WBID. Findings indicated the 36 principles

were found critical for design of effective Web-based training or instruction; and 3 barriers that impede successful implementation of Web-based training or instruction were instructor accessibility and responsiveness, instructor's expectation of students, and fostering a participatory online learning environment. The researcher believed this project has implications for instructional design, professional development, and student retention.

In *Web-Based Instruction: Instructor and Student Problems*, Yilmaz and Tuzun (2001) examined instructor and student problems related to the Web-based instruction (WBI) were identified after examining their experiences. Instructors' problems were found in the areas of support, communication with students, providing feedback, and handling the number of students. Students' problems were found in the areas of learning new tools, communication with classmates and instructors, and social aspects of learning. Results indicated that meeting at least once face-to-face before the course and providing an environment for an effective communication were important parameters for formalizing the interactions between students and instructors and also among the students themselves.

Miller's paper (2001) *The Application of Carl Rogers' Person-Centered Learning Theory to Web-Based Instruction,* provides a review of literature that relates research on Carl Rogers' person-centered learning theory to Web-based learning. Based on the review of the literature, a set of criteria is described that can be used to determine how closely a Web-based course matches the different components of Rogers' person-centered learning theory. The results are discussed in terms of the learners' interests, personal ability, and prior knowledge of the instructional topic.

*Problems and Possibilities of Web-Based Instruction: Transforming Social Studies Methods and Practice*, Riley and Stern (2001) focus on the use of Web-based instruction in social studies methods. The paper examines how Web-based instruction can transform teaching and learning and explores the problems and possibilities involved with electronic classrooms, including Web-supported instruction. Based upon an earlier study involving online instruction, that Web-based instruction (comprehensive online instruction) and Web-supported instruction (teacher meets class but instruction is supported by the Web) can be transformative enterprises meeting the high expectations of teaching and learning for the instructor and student.

The paper concludes that the possibilities of Web-supported instruction in social studies methods classes are infinite, but cautions that significant problems are to be encountered for a smooth electronic experience between teacher and student.

Chen's paper (1998) ***Web-Based Distance Instruction: Design and Implications of a Cyber course Model*** describes a cyber course model that was designed and created by infusing the following four beneficial telecommuting activities into a World Wide Web-based learning system: collaborative learning; demonstration; interactive discussion; and problem solving. The issues related to applying the Web as a distance learning medium are considered: the effectiveness of electronic conversations versus face-to-face conversation; the effect of field dependence/independence on student performance; and the quality of the information available on the Web.

In conclusion, the above research stresses Web-based Instruction to enhance language proficiency. The research includes studies of  a self-monitoring strategy on web-based language learning, the use of the web for learning English as a second language, a web-based pragmatics curriculum for learners of Japanese as a foreign language, the effects of social (age, ethnicity, and gender) on web-based instruction, the influence of using web-based Chinese-English bilingual concordance, the principle of animated instruction and a streaming video in web-based learning, instruction and student problems in web-based instruction,  and the design on web-based learning system. All these concepts and ideas help to examine language teaching via the internet and the above researches also provide methods of language teaching to develop web-based instruction.

# CHAPTER III
# METHODOLOGY

The objective of this thesis is to examine the content and format of Thailand Cyber University website's e-learning Thai language course of Chiang Mai University (http://www.thaicyberu.go.th), a course subject that teaches Thai via the internet, and analyze its content and format.

## 3.1 Research Preparation

The researcher has reviewed theories and research relating to teaching Thai to foreigners, and examined language teaching websites and web page design by reading books, articles, research reports, theses, and electronic journals about educational websites from various university libraries and internet sites.

## 3.2 Population

Data was collected from Thailand Cyber University (TCU)'s e-learning Thai language course, a website of the Office of the Commission on Higher Education, which has a policy to promote learning through the use of the internet. There are three groups who are concerned.

3.2.1 Lesson-planner who is responsible of the e-learning Thai language course.

3.2.2 The web-designer who is responsible of the e-learning Thai language course.

3.2.3 The students who register for Thailand Cyber University's e-learning Thai language course.

## 3.3 Research participants

The research participants are divided into the following three groups:

3.3.1 Lesson-planner who manages the e-learning Thai language course.

3.3.2 The web-designer who manages the e-Learning Thai Language course.

3.3.3 The sampling method identified registered students to participate in completing the questionnaire regarding Thailand Cyber University's e-learning Thai Language course. There are 40 registered students interested in answering the questionnaire.

## 3.4 Instruments used in the research

3.4.1 *Memorandum checks* in appendix A and B for checking the content of teaching Thai and the format of the website on Thailand Cyber University's website.

3.4.2 *An interview form* was used in appendix C to collect information about lesson-planner's ideas and reasons behind the method of teaching Thai to non-native speaker. The opinion of the method of teaching is divided into the following two parts:

Part 1 Data about the approach of teaching Thai to non-native speaker
on the e-learning Thai language course.

Part 2 Data about the opinions of teaching Thai to non-native speaker
on the e-learning Thai language course.

3.4.3 *An interview form* was used in appendix D to collect information about TCU's webmaster's ideas and reasons behind the website's format and the method of designing an educational website. The data is divided into the following two parts:

Part 1  Data about the website design from the person who supervises
Thailand Cyber University's website.

Part 2   Data about the opinions of the website design for educational purposes.

3.4.4 The questionnaire in appendix E was distributed to people who were enrolled in the e-learning Thai language course and were required to use Thailand Cyber University's website to learn the reasons why they liked learning from it. Also, the questionnaire was used to understand the suitability of website design. The data is divided into the following:

Part 1   General information about the interviewee.

Part 2   Questions about learning from Web-based Instruction.

Part 3   Questions about the lesson content of Thailand Cyber University's Thai language instruction website.

Part 4   Questions about the lesson format of Thailand Cyber University's Thai language instruction website.

## 3.5 Data collection

3.5.1 Data was collected by examining the content of Thailand Cyber University's e-learning Thai language:

- Features of these parts

- Social rules about Thai culture

- Oral communication skills/ grammar

- Teaching techniques and materials

3.5.2 Data was collected by examining the format of Thailand Cyber University's e-learning Thai language:

- Text and background colors

- Graphics and animation

- Sound effects and music

- Navigation and menu

      - Tables and frames

      - Service and activities

      - Search engine

     3.5.3 Data concerning the content from the lesson planner who supervises the course. Information was collected by sending a questionnaire interview to the teacher who manages the e-learning Thai language course:

      - Approaches

      - Grammar

      - Situations and conversation

      - Social rules

      - Techniques

      - Opinions to e-learning Thai language course

     3.5.4 Data concerning the format from the web-designer. Information was collected by sending a questionnaire interview to the webmaster of Thailand Cyber University's website:

      - Principles of the design

      - Colors of the fonts and background

      - Graphics and animation

      - Sounds and Music

      - Navigations

      - Table and frame

      - Service and activities

      - Search engine

      - Opinions to e-learning Thai language course

     3.5.5 Data from those who study Thai from TCU's e-learning Thai language course. Data was collected by posting questionnaires on the website to registered students who were willing to participate in answering the questionnaire about Thailand

Cyber University's website or those who were enrolled in the e-learning Thai language course. The questionnaire asked the following:

        - General information about the learners

        - Learners' opinions about learning from Web-based Instruction

        - Learners' opinions about the lesson content of TCU's e-learning Thai language instruction website

        - Learners' opinions about the lesson format of TCU's e-learning Thai language instruction website

## 3.6 Data analysis

The analysis of data from the interview questionnaire of the lesson planner who manages the course and the web-designer, and data from the questionnaires of the learners who use the website is as follows:

3.6.1 The analysis of the presentation content and format of teaching Thai on Thailand Cyber University's e-learning Thai language course was done by using the checklist in appendix A and B of required items according to the design principles of website design.

3.6.2 Analysis was done on the data from the interview questionnaire sent to the lesson-planner who supervises the e-learning Thai language course regarding the ideas and reasons of the teaching content. A conclusion is presented on a variety of issues. The researcher then presents a conclusion about:

3.6.2.1 Data about the method and content of teaching Thai to non-native speakers on the e-learning Thai language course

3.6.2.2 Data about the opinions of teaching Thai to non-native speakers on the e-learning Thai language course.

3.6.3 An analysis was done on the data from the interview questionnaire sent to the web-designer regarding ideas and reasons of the website's design and format,

and the web-designer's opinions of the website. The following characteristics of website design:

       3.6.3.1 Data about the website design according to the person who supervises the e-learning Thai language course.

       3.6.3.2 The web-designer's opinions of the website design.

      3.6.4 Questionnaires from registered students of the website.

        Part 1  General information about the interviewee.

        Part 2  Questions concerning Web-based Instruction.

        Part 3  Questions about the lesson content of Thailand Cyber University's Thai language instruction website.

        Part 4  Questions about the lesson format of Thailand Cyber University's Thai language instruction website.

      The results from the 4 questionnaires from registered students of the internet site are analyzed by examining the frequency and calculating the percentage. The data is then presented in a table.

# CHAPTER IV
# RESULTS OF THE RESEARCH

This chapter will present the findings and results of the statistical analyses of the questionnaires, interviews and data collected from an examination of TCU's website content and design of its e-learning Thai language course. The results of this research describe the three major topics of findings as follows:

4.1 The findings of the characteristics of content and format of Thailand Cyber University's e-learning Thai language course.

4.2 The findings of the interview with the lesson-planner and web designer of Thailand Cyber University's e-learning Thai language course.

4.3 The findings of 40 learners' opinions who participated in doing the questionnaire.

## 4.1 The findings of the characteristics of content and format

The findings of the content and format of Thailand Cyber University's e-learning Thai language course are compared to a checklist of required items according to designed principles of website design. They are divided into two major topics as follows:

### 4.1.1 The characteristics of the content of the e-learning Thai language

The researcher has found that the content is divided into the four skills of language learning: speaking, listening, reading, and writing. Data was collected by examining the following components of website content of the course, such as social rules about Thai culture, oral communication skills, grammar, and teaching techniques and materials. The researcher uses *Memorandum checks* (Appendix A) for checking the content of teaching Thai on Thailand Cyber University's website.

The characteristics of the content can be divided into two major parts as follows:

4.1.1.1 The content displays in the speaking and listening chapters

The results of speaking and listening content consist of features of social rules about Thai culture, oral communication skills and grammar, and teaching techniques and materials. They are presented in detail (Appendix A) as follows:

(1) The speaking and listening features of the e-learning Thai language content have various elements such as:

- Vocabulary and Dialogue explains the words that are used in the lessons and provides conversations relating to the lesson.

- Activity Drag and Drop: Learners select the picture that matches the correct answer.

- Activity Listen and click: Learners select the correct answer that matches the correct sentences.

- Activity Ask and answer then click: Learners select the correct answer they hear.

- Activity Select and click: Learners select the answer that matches the correct word they hear.

- Activity See the picture and click: Learners select the picture that matches the conversation.

- Story Book: reviews and tests speaking and listening comprehension. Learners select the correct word to fill in the blanks.

All of these features mentioned above are significant content for learning language via the website because they seem to help learners understand Thai language and are fun for learners. Also, content are based on situations in which the learner is likely encounter. The features teach language that is necessary to perform linguistically in those situations Wilkins (1979).

(2) Social rules about Thai culture were incorporated in the speaking and listening chapters such as:

- Greeting people with a waai (ไหว้) Thai shows the relationships between speakers in various situations when greeting each other.

- Dining etiquette such as ordering food and table manners.

- How to go shopping and bargain show the relationships between speakers in going shopping situations.

- How to ride public transportation show the relationships between speakers in using transportation situation.

All of the social rules about Thai culture appear in these parts in the Thai language course that incorporated in the lesson. Van Ek (1979) explains that social rules refer to the relationships between speakers in various situations which are exhibited in their use of social conventions and etiquette in society.

(3) Various oral communication skills and grammar based on communicative function (Wilkins, 1979) in the speaking and listening parts include:

- Every day language

- Expressing requests or explanations

- Showing agreement or disagreement

- Persuasive language

- Expressing numbers and quantity

- Identifying parts of speech in a sentence

- Expressing time concepts

- Describing measurements such as height, weight, speed.

All of the oral communication skills and grammar that appear in these parts in the Thai language course are based on communicative function and semantico-grammatical categories (Wilkins, 1979).

(4) Various teaching techniques and materials include:

- Authentic materials

- Language games

- Scrambled sentences (arrange words to make a correct sentence)

- Pictures that help to understand the lesson

- Role play

All of the teaching techniques and materials appear in these parts in the Thai language course.

4.1.1.2 The content displayed in the reading and writing chapters

The reading and writing content consists of grammar, teaching techniques and materials. They are presented in detail (Appendix A) as follows:

(1) The reading and writing features of the e-learning Thai language content have various elements such as:

- Reading Practice explains how to read Thai words and pronunciations.

- Writing Practice explains how to write Thai alphabet and Thai words.

- Reading and Writing Practice explain how to read and write the Thai alphabet, Thai words, and Thai sentences.

- Explanation shows the details in the lesson by describing Thai alphabet, Thai spelling, Thai words and Thai sentences.

- Activity reviews and tests comprehension that combines reading and writing activity.

All of the features that appear in this part are significant content for a learning language course.

(2) Various items of grammar based on semantico-grammatical categories (Wilkins, 1979) in the reading and writing parts include:

- Identifying parts of speech in a sentence

- Describing measurements such as height, weight, speed.

- Expressing time concepts

- Describing Language for using specific contexts

- Expressing number and quantity

All of the grammar items in these parts appear in the Thai language course.

(3) Various Teaching techniques and materials for using language in these parts include:

- Language games

- Scrambled sentences (arrange words to make a correct sentence)

- Pictures that help to understand the lesson

All of the teaching techniques and materials in these parts appear in the Thai language course.

The content of the e-learning Thai language course is reviewed as follows:

The e-learning Thai course content teaches the four skills. The speaking, listening, reading, and writing lessons teach vocabulary and dialogue, and have activities in which the learners can practice using every day language. Therefore, because the four skills are integrated in the lessons, Thailand Cyber University's e-learning Thai course uses the Whole Language Approach. The Whole Language Approach emphasizes the wholeness of language, or the connection between oral language (listening and speaking) and written language (reading and writing).

Whole Language also consists of teaching social rules. Edelsky (1993: 50-51) has found that teaching a language enables students to understand a system of social rules. Social rules about Thai culture of the e-learning Thai language course consist of greeting people with a waai (ไหว้), dining etiquette, how to go shopping, and how to ride public transportation. Few Social rules were taught since they do not appear in the reading and writing.

In the e-learning course, the oral communication skills based on communicative function (Wilkins, 1979) consist of persuasive language, expressing requests or explanations, showing agreement or disagreement, expressing assessment or judgment, and every day language. Language for speaking to people of different social classes such as monks and members of the royal family was not taught in this course.

Grammar instruction based on semantico-grammatical categories (Wilkins, 1979) consists of expressing time concepts, expressing number and quantity, describing measurements such as height, weight, speed, and identifying parts of speech in a sentence. Language used for speaking to people of different social classes such as monks and members of the royal family for use in specific contexts was not taught in the course.

Teaching techniques and materials combined into the content consist of authentic materials, language games, scrambled sentences (arrange words to make a

correct sentence), pictures that help to understand the lesson and role play. These are the most important techniques and materials that help students understand and build meaningful connections (Larsen-Freeman, 2000).

### 4.1.2 The characteristics of the e-learning Thai language format

The researcher discovered that the format of the e-learning Thai language course is based on the website design principle and the presentation of data on the webpage that applies hyper media programs to assist instruction (Khan, 1997; Williams & Tollett, 2000). Data was collected by examining the following components of the website design of Thailand Cyber University's e-learning Thai language course, such as text, font, backgrounds or colors, graphics or animation, sound, navigation, table, service and activities, and search engine. *Memorandum checks* (Appendix B) were also used to check the design of the website and format.

The characteristics of the format can be divided into two major parts as follows:

4.1.2.1 The format displays on the speaking and listening chapters

The speaking and listening formats of e-learning Thai language content consist of various elements such as:

(1) Normal and bold text in 4 different font colors are used

(2) There are 4-5 background colors. The main background colors are white, black, and gray (depending on the situation), and light color shades.

(3) Graphics and animation are used. Their positions and amount on the web pages varied.

(4) Navigation and menu have a normal and drop down feature. The amount of Navigations depended on the situation.

(5) A frame is used, but tables are not used.

(6) Service and activities is used. There is a web board, chat room and collaborative group page.

4.1.2.2 The format displayed in the reading and writing chapters

(1) Normal and bold text in five to six different colors are used.

(2) There are 3-4 background colors. The main background colors are black and orange (depending on the situation) and light color shades.

(3) Graphics and animation are used. Their positions and amount on the web pages are varied.

(4) Music is used, but sound effects are not used.

(5) Navigation and menu have a normal and drop down feature. The amount of navigation depends on the situation.

(6) A frame is used, but tables are not used.

(7) Service and activities are used. There is a web board, chat room and collaborative group.

The format of an e-learning Thai language course is reviewed as follows:

The format of this e-learning Thai language course is based upon the website design principle (Khan, 1997; Williams & Tollett, 2000). Therefore, it is necessary to look at the web design process, a process that must be used to create a language teaching website.

This Web-Based Instruction (WBI) course is created in the same way as designing any type of a course by designing a learning experience, preparing materials, setting objectives, and using appropriate instructional methods. The learning materials consist of text, sound, video, and graphics.

For the same reason, Norman (2000) explains that the use of backgrounds should be simple and clean. If too much background is added, it will clutter the web pages. In the e-learning course, three to five background colors are used depending on situation. Light color shades are used for some backgrounds because they help reader to read the text easier than dark color shades, but the color shades depended on the content.

Graphics and animation are used to help learners have better understanding of the lessons. When they look at the graphics and animation, the lesson content is clearer. The position and amount of graphics and animation depended on the lesson content.

Another feature of WBI is sound effects and music. In this course, sound effects are not used, but music is used. According to Norman (2000), the use of the

sound effects and music should be used for attracting attention, not for decoration. If the sound effects and music are used for decoration, they will annoy students.

It is important to have navigations and menu on the web page. For this reason, Comden & Burgstahler (2007) suggest that the navigations and menu should provide enough information when read out of context. There should be a more descriptive phrase than "click here". Navigations and menu should present icons, text, and graphics that explain how to use a link or go to the next or previous page. This course uses navigations and menu as a link between the chapters.

When designing an instructional web page, the issue of whether or not to use a table and frame often arises. Norman (2000) proposes that a frame is used to split a web page into multiple windows, while Thanamphon (2002) suggests that a table is used to create animated graphics or clearer pictures to attract learners' attention. In this web course a frame is used instead of a table.

The format of service and activities is used in this e-learning Thai course consists of a web board, chat room and collaborative group which appear outside the chapters. They are important for students because they help students to collect data or information immediately.

It is not necessary to use a search engine in this web course, so it is not included. Some websites may use it, because it allows learners to search for information immediately.

In this e-learning Thai language course, several features have not been used such as a table, sound effects, and search engine. However, it used text, various text colors, backgrounds, animated graphics, music, navigation or menu, frame, and service and activities. The main considerations in design depend on making web pages attract attention.

## 4.2 The findings from the interview of the lesson planner and web designer

The following are the results from an interview with the lesson planner who manages the e-learning Thai language course and to the web-designer that manages Thailand Cyber University's e-learning Thai course.

### 4.2.1 The findings from the interview to the lesson planner

Information was collected by sending an interview questionnaire to the teacher who manages the e-learning Thai language course. Also, *an interview form* (Appendix C) was used to collect information about the lesson planner's ideas and reasons behind his method of teaching Thai to non-native speakers. The findings from the interview with the instructor (Somphong Witahayasakphan, Interviewee) can be divided into the two parts as follows:

4.2.1.1 Data about the approach and content of teaching Thai to non-native speakers on the e-learning Thai language course.

Associate Professor Dr. Somphong Witahayasakphan is a professor of Thai language at the department of Thai, Faculty of Humanities, Chiang Mai University. He explains his ideas or teaching approaches behind the design of the lessons of the e-learning Thai course.

(1). Approaches:

The lessons are designed to emphasize learning naturally and communicative learning in which learners learn naturally by starting with listening, speaking, reading then writing, respectively. The learner will remember and learn well if they listen to and see Thai letters and pictures. This will make them learn faster. Also, they have the opportunity to listen repeatedly and drill if they didn't hear clearly or didn't understand what they heard.

(2). Grammar:

The lessons generally don't teach grammar, but Associate Professor Dr. Somphong believes that by listening, speaking, reading, and writing, learners automatically acquire grammar of a language, such as word position. This is

learning naturally or learning directly for communication. There may be exercises given at the end of the lessons for review so learners can review repeatedly. In this way, learners can see the structure of language more clearly.

(3). Situations and conversation:

Because the principles are learning naturally and learning for communication, the lessons are based on real life situations. Learners learn how to communicate, for example, if in a restaurant, taking public transportation, talking about illness, or at a market. They will also learn relevant vocabulary. Thus, the role of language changes according to real situations or situations that learner may face in real life.

(4). Techniques:

There are a variety of techniques and media from clicking on the letter to hear its sound and doing exercises. There are illustrations and animated cartoons to stimulate interest. The techniques and media are based on the learning and interest the learners, and they are designed to keep learners attracted to the lessons. Associate Professor Dr. Somphong said that he created the lessons with limited technology, and within a limited budget and time.

(5). Social rules:

Social rules shouldn't be something taught directly, but they are included in the chapters so that the learner can notice through being aware and unaware, such as final particles or using first and second pronouns. It makes learners learn social rules and culture while learning a language. As for the state of mind of the learners, Associate Professor Dr. Somphong doesn't give any consideration. However, he considered what should be done in order to make learners happy when studying.

4.2.1.2 Data about the opinions of teaching Thai to non-native speakers on the e-learning Thai language course.

(1). By using TCU's e-learning course, Professor Somphong hopes learners will learn Thai without difficulty, at their own pace, and be able to communicate at a basic level. He believed it helps eliminate anxiety, shyness in pronouncing words, or difficulty with listening. Internet learning helps review things learners do not understand in the classroom. It makes things clearer for learners.

(2). Professor Somphong explains the advantages and disadvantages of learning via the e-learning Thai course. He believes learners can learn at their own pace, but there is no teacher support. Learners must learn and know what their weaknesses are.

(3). He believes the web course is not complete. Due to limitations of time and technology, they do not attract much interest. Also, they still lack exercises at the end of the lessons. He would like to improve or change things in the chapters such as make the conversations shorter, the recordings clearer, and the animations more interesting. Also, he would increase the exercises at the end to be more interesting, especially in the listening and speaking parts and at the end of reading and writing sections. Furthermore, he suggests that they should advertise the e-learning Thai course by having Google give more detailed information about accessing the website, or more advertisements through tourist organizations all over the world.

In conclusion, the lesson planner teaches the Thai language course based on the principles of learning naturally and communicative learning by using new technology to teach via the internet instead of in a traditional classroom. Furthermore, the grammar instruction and the oral communication skills are based upon real life situations which learners are able to use in any situation they may encounter. From the principles of learning naturally and communicative learning, the lesson planner felt that learners can learn by themselves at times convenient to them. Also, there are limitations of technology. For example, learners can not communicate with the instructor immediately because this course can not support two-way communication.

### 4.2.2 The findings on the interview to the web-designer

Information is collected by sending a questionnaire to the web-designer of Thailand Cyber University's e-learning Thai language course. Also, *an interview form* (Appendix D) is used to collect information (Sirames Aphichaiwiroj, Interview) about the web-designer's ideas and reasons behind the website's format and the method of designing an educational website.  The data is divided into the following two parts:

4.2.2.1 Data about the website design according to the person who supervises the e-learning Thai language course.

Sirames Aphichaiwiroj is the manager of the Chiang Mai branch of Banana Software Co, Ltd. He explains his ideas behind the design of the courses' lessons.

(1) Principles of the design:

He explains the design structure of Thailand Cyber University's website is an e-learning website. The following are the four principles of the design applied to the website:

- A simple method of presenting information for users to understand.

- Using a game format that attracts one's attention and is interesting, and makes users want to continue to use.

- Bright colors are used in the format of cartoons to make the lessons lively.

- Accessing lessons with audio and visual aids such as pictures, colors, and sound.

(2) Colors of the fonts and background:

He believes that colors of the fonts and background can make the pages lively and cheerful, so he uses bright colors such as yellow, blue, and green. He wants a modern Thai theme in the design structure of the website. Therefore, the fonts used are modern Thai. He also changes some Thai fonts a bit to match the theme of the website. He is tried to maintain a Thai theme. For example, he uses Thai numbers in some pages. As for the color tones, they were chosen based on the chapter titles of each page. For example, the fonts on the first page are purple in order to show that Chiang Mai University, which uses purple as its school color, is the producer of the e-learning Thai course. As for the other pages, the colors differ according to subject matter. However, colors were not the main consideration. Thai style designs and characteristics are more important.  A light color is used for the background to make the letters more distinct and stand out more clearly. For example, when the background is white, the fonts are black.

(3) Graphics and animation:

He believes that graphics and animation should consider the following:

- The ability of the graphics and animation to make the learners understand the lessons easily.

- The ability of the graphics and animation to make them look attractive.

- The ability of the graphics and animation to link pictures from other programs because this course may not have appropriate technology for posting pictures. Therefore, it must be able to support and receive better objects from other programs.

- The ability of the graphics and animation to make files inaccessible to the public so no one else can change or use them since it is the copyright of Banana Software Co, Ltd.

- The ability of the graphics and animation to present the materials in a more interesting way than reading.

- The ability of the graphics and animation to enhance the content of the games section to motivate the learners.

- The ability of the graphics and animation to be adjusted easier since the content is related in each chapter. Thus, the animations can be used in other chapters and save time in making new chapters.

(4) Sounds and music:

He uses sounds and music in this website for example background sounds that match the topic presented, pronunciation of each Thai vowel and tone mark must be accurate and Thai music that used to attracts learners.

(5) Navigation:

He believes that navigation should consider the following:

- To make it convenient for learners if they want to skip chapters.

- To keep users informed of the steps of learning in each chapter.

(6) Table and frame:

A table or frame is used to make divided sections attractive, such as the play and stop controls, so they look neat within the frames.

(7) Service and activities:

There are usually Service and Maintenance sections in websites to support additional requirements. However, because of the limited budget, he can not continue to make further enhancements in the service section.

(8) Search engine:

A search engine is not created on this website because the website is for e-learning, not for searching for other information. The subject of the learning material is in the format of the lessons. It is not necessary to have a navigation system in each chapter because the learners must learn in steps.

4.2.2.2 The web-designer's opinions of the website design.

Sirames (Interviewee) suggests that the time it takes to download information consists of the size of file that is being downloaded and the internet speed of learners' network for downloading files. Both are used in considering the time it takes to download a file.

In conclusion, the web designer uses principles of WBI to design TCU's e-learning Thai language course. In the webpage's design he uses the designed the course by considering text, background, sound, animated graphics, and frames. However, he does not use tables, service, and a search engine.

## 4.3 The findings from the survey of learners' opinion

This section presents data from the learners who learn Thai from TCU's e-learning Thai language course and respond to the questionnaire. Data is collected by posting a questionnaire (Appendix E) the e-learning Thai language course. The data is divided into the following:

### 4.3.1 General information about the learners
**Demographic information of the learners**

The tables below present the general information and detailed statistics of the learners who participated in the survey.

**Table 1** Demographic information of the learners

| General demographic information of the learners | Number | Percent |
|---|---|---|
| (1) **Sex** | | |
| (1.1) Female | 24 | 60.0 |
| (1.2) Male | 16 | 40.0 |
| Total | 40 | 100.0 |
| (2) **Age** | | |
| (2.1) 15-24 | 2 | 5.0 |
| (2.2) 25-59 | 37 | 92.5 |
| (2.3) Over 60 | 1 | 2.5 |
| Total | 40 | 100.0 |
| (3) **Education level** | | |
| (3.1) Bachelor's degree | 21 | 52.5 |
| (3.2) Master's degree | 15 | 37.5 |
| (3.3) Ph. D | 4 | 10.0 |
| Total | 40 | 100.0 |
| (4) **Occupation** | | |
| (4.1) Student | 17 | 42.5 |
| (4.2) Businessman/ Businesswoman | 2 | 5.0 |
| (4.3) Professor/ Researcher/teacher | 10 | 25.0 |
| (4.4) IT related field | 5 | 12.5 |
| (4.5) Other | 6 | 15.0 |
| Total | 40 | 100.0 |
| (5) **Nationality** | | |
| (5.1) Thai | 11 | 27.5 |
| (5.2) American | 15 | 37.5 |
| (5.3) English | 8 | 20.0 |
| (5.4) Japanese | 6 | 15.0 |

| General demographic information of the learners | Number | Percent |
|---|---|---|
| Total | 40 | 100.0 |

As seen from the tables presented above, 40 learners participated in this study. More females than males participated in this study. The breakdown is 60 percent and 40 percent respectively.

The ages of 92.5 percent of the participants range between 25 and 59 years.

The majority of participants' 52.5 percent, highest level of education is a Bachelor's degree.

The occupation of 42.5 percent is student.

Americans, Thai, British and Japanese participated in this study. The majority of learners are American, at 37.5 percent of all participants. The smallest group of learners is Japanese, at 15 percent.

The results of research in this section will be discussed in the next chapter.

### 4.3.2 Learners' opinions about learning from Web-based Instruction

Learners' opinions about learning from Web-based Instruction concern the characteristics of learning from web-based instruction, the advantages of learning, the kind of learning, the communication between instructor and learner, the lesson, the components of learning, and the kind of website design structure in learning that should be used to learn in the website.

The tables below present the information of learning from Web-based Instruction of sample of learners and tables give detailed statistics about them.

**Table 2** The characteristics of learning from web-based instruction

| The characteristics of learning from web-based instruction | Number | Percent |
|---|---|---|
| (1) **The characteristics of learning from web-based instruction should:** | | |
|  (1.1) Be a tool for learning and teaching from the World Wide Web | | |
|   (1.1.1) Agree | 38 | 95.0 |
|   (1.1.2) Disagree | 2 | 5.0 |
|    Total | 40 | 100.0 |
|  (1.2) Use all the resources of the internet | | |
|   (1.2.1) Agree | 35 | 87.5 |
|   (1.2.2) Disagree | 5 | 12.5 |
|    Total | 40 | 100.0 |
|  (1.3) Be used as long distance learning | | |
|   (1.3.1) Agree | 25 | 62.5 |
|   (1.3.2) Disagree | 15 | 37.5 |
|    Total | 40 | 100.0 |
|  (1.4) Be accessible at all times and places | | |
|   (1.4.1) Agree | 37 | 92.5 |
|   (1.4.2) Disagree | 3 | 7.5 |
|    Total | 40 | 100.0 |

  **The characteristics of learning from web-based instruction,** 95 percent of the learners think that a tool for learning and teaching from the World Wide Web should be used. 92.5 percent think that is accessible at all times and places should be used. 87.5 percent think that use all the resources of the internet should be used. Last, 62.5 percent think should be used as long distance learning.

**Table 3** The advantages of learning from web-based instruction

| The advantages of learning from web-based instruction | Number | Percent |
|---|---|---|
| **(2) The advantages of learning from web-based instruction should:** | | |
| (2.1) Information can reach every institute that has access to the internet | | |
| (2.1.1) Agree | 30 | 75.0 |
| (2.1.2) Disagree | 10 | 25.0 |
| Total | 40 | 100.0 |
| (2.2) There is no fee to access information | | |
| (2.2.1) Agree | 32 | 80.0 |
| (2.2.2) Disagree | 8 | 20.0 |
| Total | 40 | 100.0 |
| (2.3) One can access information at any time | | |
| (2.3.1) Agree | 34 | 85.0 |
| (2.3.2) Disagree | 6 | 15.0 |
| Total | 40 | 100.0 |
| (2.4) The progress of learning depends on the effort of the learner | | |
| (2.4.1) Agree | 27 | 67.5 |
| (2.4.2) Disagree | 13 | 32.5 |
| Total | 40 | 100.0 |
| (2.5) One can review lessons at any time | | |
| (2.5.1) Agree | 38 | 95.0 |
| (2.5.2) Disagree | 2 | 5.0 |
| Total | 40 | 100.0 |
| (2.6) One can ask or propose questions on websites | | |
| (2.6.1) Agree | 25 | 62.5 |
| (2.6.2) Disagree | 15 | 37.5 |
| Total | 40 | 100.0 |

**Table 3** The advantages of learning from web-based instruction (Cont.)

| The advantages of learning from web-based instruction | Number | Percent |
|---|---|---|
| (2.7) Opinions can be exchanged by using communication tools from the internet such as the e-mail or chat rooms. | | |
| (2.7.1) Agree | 29 | 72.5 |
| (2.7.2) Disagree | 11 | 27.5 |
| Total | 40 | 100.0 |

**The advantages of learning from web-based instruction**, 95 percent of the learners think that one can review lessons at any time. 85 percent think that one can access information at any time. 80 percent think that there is no fee to access information. 75 percent think that information can reach every institute that has access to the internet. 72.5 percent think that opinions can be exchanged by using communication tools from the internet such as the e-mail or chat rooms. 67.5 percent think that the progress of learning depends on the effort of the learner. Finally, 62.5 percent of learners think that one can be asked or proposed questions on websites.

**Table 4** The kind of learning from web-based instruction

| The kind of learning from web-based instruction | Number | Percent |
|---|---|---|
| (3) **The kind of learning from web-based instruction should:** | | |
| (3.1) Website learning without an instructor and learning on one's own | 3 | 7.5 |
| (3.2) Website in which instructors and learners interact with each other | 2 | 5.0 |
| (3.3) Learning by both of the above | 35 | 87.5 |
| Total | 40 | 100.0 |

**The kind of learning from web-based instruction**, 87.5 percent of the learners think that they would like to learn by both of the above. 7.5 percent think that they would like to learn the website without an instructor and learning on one's own.

Finally, 5 percent think that they would like to learn instructors and learners interact with each other.

**Table 5** An instructor and learner communicate through website

| An instructor and learner communicate through website | Number | Percent |
|---|---|---|
| (4) **An instructor and learner communicate through website should:** | | |
| (4.1) Learning is done by reading information from a website. There is no communication between the teacher and learner. | 3 | 7.5 |
| (4.2) There is communication between the teacher and learner through email, online chats, discussion boards, and etc. | 11 | 27.5 |
| (4.3) Learning is done by both of the above | 26 | 65.0 |
| Total | 40 | 100.0 |

**An instructor and learner communicate through website**, 65 percent of the learners think that they would like to learn by both of the above. 27.5 percent think that there is communication between the teacher and learner through email, online chats, and discussion boards. Last, 7.5 percent of learners think that learning is done by reading information from a website. There is no communication between the teacher and learner.

**Table 6** The lessons presented in web-based instruction

| The lessons presented in web-based instruction | Number | Percent |
|---|---|---|
| (5) **The lessons presented in web-based instruction should:** | | |
| (5.1) Typed messages | 0 | 0.0 |
| (5.2) Picture graphics | 10 | 25.0 |
| (5.3) Animation sounds, movies and videos | 30 | 75.0 |
| Total | 40 | 100.0 |

**The lessons presented in web-based instruction**, 75 percent of the learners think that the animation sounds, movies and videos should be used. 25 percent think that picture graphics should be used and that the typed messages do not responds to the answer.

**Table 7** The components of learning from web-based instruction

| The components of learning from web-based instruction | Number | Percent |
|---|---|---|
| (6) **The components of learning from web-based instruction should:** | | |
| (6.1) A course overview description | | |
| (6.1.1) Agree | 32 | 80.0 |
| (6.2.1) Disagree | 8 | 20.0 |
| Total | 40 | 100.0 |
| (6.2) Lesson contents link to other lessons. | | |
| (6.2.1) Agree | 30 | 75.0 |
| (6.2.2) Disagree | 10 | 25.0 |
| Total | 40 | 100.0 |
| (6.3) Activities and tests are given to assess the learner's progress | | |
| (6.3.1) Agree | 36 | 90.0 |
| (6.3.2) Disagree | 4 | 10.0 |
| Total | 40 | 100.0 |
| (6.4) There are exercises that learners must practice by themselves | | |
| (6.4.1) Agree | 35 | 87.5 |
| (6.4.2) Disagree | 5 | 12.5 |
| Total | 40 | 100.0 |
| (6.5) A description of the background of the teacher and those who use the website are shown | | |
| (6.5.1) Agree | 15 | 37.5 |
| (6.5.2) Disagree | 25 | 62.5 |
| Total | 40 | 100.0 |

**Table 7** The components of learning from web-based instruction (Cont.)

| The components of learning from web-based instruction | Number | Percent |
|---|---|---|
| (6.6) A bulletin board | | |
|     (6.6.1) Agree | 17 | 42.5 |
|     (6.6.2) Disagree | 23 | 57.5 |
|       Total | 40 | 100.0 |
| (6.7) Chat rooms, in which learners and teachers communicate with each other | | |
|     (6.7.1) Agree | 34 | 85.0 |
|     (6.7.2) Disagree | 6 | 15.0 |
|       Total | 40 | 100.0 |

**The components of learning from web-based instruction**, 90 percent of the learners think that activities and tests given to assess the learner's progress should be used. 87.5 percent think that exercises that learners must practice by themselves should be used. 85 percent think that chat rooms, in which learners and teachers communicate with each other, should be used. 80 percent think that a course overview description should be used. 75 percent think that lesson contents linked to other lessons should be used. 42.5 percent think that a bulletin board should be used. Finally, 37.5 percent think that a description of the background of the teacher and those who use the website should be used, respectively.

**Table 8** The kind of website design structure in learning from WBI

| The kind of website design structure in learning from WBI | Number | Percent |
|---|---|---|
| (7) **The kind of website design structure in learning from WBI should:** | | |
| (7.1) No structure or format | 4 | 10.0 |
| (7.2) There is an orderly process in accessing information | 8 | 20.0 |
| (7.3) Many structures can be used together | 28 | 70.0 |
| Total | 40 | 100.0 |

**The kind of website design structure in learning from WBI,** 70 percent of the learners think that many structures can be used together. 20 percent think that there is an orderly process in accessing information should be used. 10 percent of learners think that should use no structure or format.

The results of this research will be discussed in the next chapter.

**4.3.3 Data about the lesson content of Thailand Cyber University's Thai language instruction website**

Data about the lesson content of TCU's Thai language instruction website concerns the grammar, oral communication instruction, teaching techniques and materials, social rules about the Thai culture, context setting and topics of lessons, vocabulary, voice of example dialogue, and activities that should be used in the website.

The tables below present detailed statistics of learners' opinions about the lesson content of Thailand Cyber University's Thai language instruction website.

**Table 9** Language instruction should be:

| Language instruction should be: | Number | Percent |
|---|---|---|
| (1) **Language instruction should be:** | | |
|   (1.1) Grammar and meaning | 4 | 10.0 |
|   (1.2) Communication | 12 | 30.0 |
|   (1.3) Both of the above | 24 | 60.0 |
|     Total | 40 | 100.0 |

**Language instruction,** 60 percent of the learners think that they would like to learn both of grammar or meaning and communication skills. 30 percent think that they would like to learn communication. And 10 percent of learners think grammar and meaning should be taught.

**Table 10** Grammar instruction should be:

| Grammar instruction should be: | Number | Percent |
|---|---|---|
| (2) **Grammar instruction should be:** | | |
|   (2.1) Firstly, Describing Language for using specific contexts | 20 | 50.0 |
|   (2.2) Secondly, Identifying parts of speech in a sentence | 19 | 47.5 |
|   (2.3) Thirdly, Describing measurements such as height, weight, speed, etc | 12 | 30.0 |
|   (2.4) Fourthly, Expressing time concepts | 11 | 27.5 |
|   (2.5) Fifthly, Expressing number and quantity | 11 | 27.5 |

**Grammar instruction,** Firstly, 50 percent of the learners think that describing language for specific contexts should be taught. Secondly, 47.5 percent think that identifying parts of speech in a sentence should be taught. Thirdly, 30 percent think that describing measurements such as height, weight, and speed should

be taught. Fourthly, 27.5 percent think that expressing time concepts should be taught. Fifthly, 27.5 percent think that expressing number and quantity should be taught.

**Table 11** Oral communication skills should be:

| Oral communication skills should be: | Number | Percent |
|---|---|---|
| (3) **Oral communication skills should be:** | | |
| (3.1) Firstly, Every day language | 30 | 75.0 |
| (3.2) Secondly, Showing agreement or disagreement | 17 | 42.5 |
| (3.3) Thirdly, Expressing request or explanation | 15 | 37.5 |
| (3.4) Fourthly, Persuasive language | 15 | 37.5 |
| (3.5) Fifthly, Express assessment or judgment | 12 | 30.0 |
| (3.6) Sixthly, Language for speaking to people of different social classes such as monks, members of the royal family, etc | 10 | 25.0 |

**Oral communication skills,** Firstly, 75 percent of the learners think that every day language should be taught. Secondly, 42.5 percent of learners think that showing agreement or disagreement should be taught. Thirdly, 37.5 percent think that expressing requests or giving an explanation should be taught. Fourthly, 37.5 percent think that persuasive language should be taught. Fifthly, 30 percent think that expressing assessment or judgment should be taught. Sixthly, 25 percent think that language for speaking to people of different social classes such as monks, members of the royal family should be taught.

**Table 12** Teaching techniques and materials should be:

| Teaching techniques and materials should be: | Number | Percent |
|---|---|---|
| **(4) Teaching techniques and materials should be:** | | |
| (4.1) Firstly, Authentic materials | 18 | 45.0 |
| (4.2) Secondly, Language games | 18 | 45.0 |
| (4.3) Thirdly, Role play | 15 | 37.5 |
| (4.4) Fourthly, Scrambled sentences (arrange words to make a correct sentence) | 13 | 32.5 |
| (4.5) Fifthly, Pictures that help to understand the lesson | 10 | 25.0 |

**Teaching techniques and materials,** Firstly, 45 percent of the learners think that authentic materials should be used. Secondly, 45 percent think that language games should be used. Thirdly, 37.5 percent think that role play should be used. Fourthly, 32.5 percent of learners think that scrambled sentences (arrange words to make a correct sentence) should be used. Fifthly, 25 percent think that pictures that help to understand the lesson should be used.

**Table 13** Social rules or customs about Thai culture

| Social rules or customs about Thai culture | Number | Percent |
|---|---|---|
| **(5) Social rules or customs about Thai culture should be:** | | |
| (5.1) Yes | 28 | 70.0 |
| (5.1.1) greeting people with a waai (ไหว้) | 22 | 78.6 |
| (5.1.2) How to go shopping | 4 | 14.3 |
| (5.1.3) How to ride public transportation | 2 | 7.1 |
| Total | 28 | 100.0 |
| (5.2) No | 12 | 30.0 |
| Total | 40 | 100.0 |

**Social rules or customs about the Thai culture**, 70 percent of the learners think that they learn about Thai culture from the lessons. 30 percent of the learners think that they do not learn about Thai culture from the lessons.

28 learners think that they learn about Thai culture. Among these learners, 78.6 percent think that they learn about greeting people with a waai (ไหว้). 14.3 percent think that they learn how to go shopping. And 7.1 percent think that they learn how to take public transportation.

**Table 14** Context setting of listening and speaking lessons

| Context setting of listening and speaking lessons | Number | Percent |
|---|---|---|
| (6) **Context setting of listening and speaking lessons should be:** | | |
| (6.1) Street | | |
| (6.1.1) Agree | 32 | 80.0 |
| (6.1.2) Disagree | 8 | 20.0 |
| Total | 40 | 100.0 |
| (6.2) Park, garden | | |
| (6.2.1) Agree | 6 | 15.0 |
| (6.2.2) Disagree | 34 | 85.0 |
| Total | 40 | 100.0 |
| (6.3) Bus stop | | |
| (6.3.1) Agree | 34 | 85.0 |
| (6.3.2) Disagree | 6 | 15.0 |
| Total | 40 | 100.0 |
| (6.4) Taxi stand | | |
| (6.4.1) Agree | 27 | 67.5 |
| (6.4.2) Disagree | 13 | 32.5 |
| Total | 40 | 100.0 |
| | | 30.0 |

**Table 14** Context setting of listening and speaking lessons (Cont.)

| Context setting of listening and speaking lessons | Number | Percent |
|---|---|---|
| 6.5) Train | | |
| (6.5.1) Agree | 24 | 60.0 |
| (6.5.2) Disagree | 16 | 40.0 |
| Total | 40 | 100.0 |
| (6.6) Shop | | |
| (6.6.1) Agree | 30 | 75.0 |
| (6.6.2) Disagree | 10 | 25.0 |
| Total | 40 | 100.0 |
| (6.7) Market-place | | |
| (6.7.1) Agree | 21 | 52.5 |
| (6.7.2) Disagree | 19 | 47.5 |
| Total | 40 | 100.0 |
| (6.8) Restaurant | | |
| (6.8.1) Agree | 37 | 92.5 |
| (6.8.2) Disagree | 3 | 7.5 |
| Total | 40 | 100.0 |
| (6.9) Hotel | | |
| (6.9.1) Agree | 35 | 87.5 |
| (6.9.2) Disagree | 5 | 12.5 |
| Total | 40 | 100.0 |
| (6.10) Airport | | |
| (6.10.1) Agree | 33 | 82.5 |
| (6.10.2) Disagree | 7 | 17.5 |
| Total | 40 | 100.0 |
| (6.11) Hospital | | |
| (6.11.1) Agree | 35 | 87.5 |
| (6.11.2) Not want | 5 | 12.5 |
| Total | 40 | 100.0 |

**Table 14** Context setting of listening and speaking lessons (Cont.)

| Context setting of listening and speaking lessons | Number | Percent |
|---|---|---|
| (6.12) School | | |
| (6.12.1) Agree | 15 | 37.5 |
| (6.12.2) Disagree | 25 | 62.5 |
| Total | 40 | 100.0 |
| (6.13) Library | | |
| (6.13.1) Agree | 12 | 30.0 |
| (6.13.2) Disagree | 28 | 70.0 |
| Total | 40 | 100.0 |
| (6.14) Theatre | | |
| (6.14.1) Agree | 18 | 45.0 |
| (6.14.2) Disagree | 22 | 55.0 |
| Total | 40 | 100.0 |
| (6.15) Post-office | | |
| (6.15.1) Agree | 33 | 82.5 |
| (6.15.2) Disagree | 7 | 17.5 |
| Total | 40 | 100.0 |
| (6.16) Bank | | |
| (6.16.1) Agree | 33 | 82.5 |
| (6.16.2) Disagree | 7 | 17.5 |
| Total | 40 | 100.0 |
| (6.17) Office | | |
| (6.17.1) Agree | 18 | 45.0 |
| (6.17.2) Disagree | 22 | 55.0 |
| Total | 40 | 100.0 |
| (6.18) House | | |
| (6.18.1) Agree | 21 | 52.5 |
| (6.18.2) Disagree | 19 | 47.5 |
| Total | 40 | 100.0 |

**Context setting of listening and speaking lessons**, 92.5 percent of the learners think that the context setting should be in a restaurant. 87.5 percent think that the context setting should be at a hotel and hospital. 85 percent think that the context setting should be at a bus stop. 82.5 percent think that the context setting should be at an airport, post-office and bank. 80 percent think that the context setting should be in a street. 75 percent think that the context setting should be in a shop. 67.5 percent think that the context setting should be at a taxi stand. 60 percent think that the context setting should be on a train. 52.5 percent think that the context setting should be at a market-place and house. 45 percent think that the context setting should be at a theatre and office. 37.5 percent think that the context setting should be at a school. 30 percent think that the context setting should be at a library. 15 percent think that the context setting should be at a park or garden.

**Table 15** Topics of listening and speaking lessons

| Topics of listening and speaking lessons | Number | Percent |
|---|---|---|
| **(7) Topics of listening and speaking lessons should be:** | | |
| (7.1) Talking about oneself | | |
| (7.1.1) Agree | 34 | 85.0 |
| (7.1.2) Disagree | 6 | 15.0 |
| Total | 40 | 100.0 |
| (7.2) Types of accommodation | | |
| (7.2.1) Agree | 9 | 22.5 |
| (7.2.1) Disagree | 31 | 77.5 |
| Total | 40 | 100.0 |
| (7.3) Trade, profession, occupation | | |
| (7.3.1) Agree | 34 | 85.0 |
| (7.3.2) Disagree | 6 | 15.0 |
| Total | 40 | 100.0 |
| (7.4) Free time, entertainment | | |
| (7.4.1) Agree | 30 | 75.0 |
| (7.4.2) Disagree | 10 | 25.0 |
| Total | 40 | 100.0 |

**Table 15** Topics of listening and speaking lessons(Cont.)

| Topics of listening and speaking lessons | Number | Percent |
|---|---|---|
| (7.5) Travel | | |
|     (7.5.1) Agree | 35 | 87.5 |
|     (7.5.2) Disagree | 5 | 12.5 |
|       Total | 40 | 100.0 |
| (7.6) Health | | |
|     (7.6.1) Agree | 32 | 80.0 |
|     (7.6.2) Disagree | 8 | 20.0 |
|       Total | 40 | 100.0 |
| (7.7) Education | | |
|     (7.7.1) Agree | 24 | 60.0 |
|     (7.7.2) Disagree | 16 | 40.0 |
|       Total | 40 | 100.0 |
| (7.8) Shopping | | |
|     (7.8.1) Agree | 31 | 77.5 |
|     (7.8.2) Disagree | 9 | 22.5 |
|       Total | 40 | 100.0 |
| (7.9) Food and drink | | |
|     (7.9.1) Agree | 34 | 85.0 |
|     (7.9.2) Disagree | 6 | 15.0 |
|       Total | 40 | 100.0 |
| (7.10) Weather | | |
|     (7.10.1) Agree | 32 | 80.0 |
|     (7.10.2) Disagree | 8 | 20.0 |
|       Total | 40 | 100.0 |

**Topics of listening and speaking lessons**, 87.5 percent of the learners think that the topic of the listening and speaking lessons should be travel. 85 percent think that the topic should be talking about oneself, trade, profession, occupation and food and drink. 80 percent think that it should be health and weather. 77.5 percent think that it should be shopping. 75 percent think that it should be free time and entertainment. 60 percent think that it should be education. Last 22.5 percent think that it should be types of accommodation.

**Table 16** Topics of reading and writing lessons

| Topics of reading and writing lessons | Number | Percent |
|---|---|---|
| (8) **Topics of reading and writing lessons should be:** | | |
| (8.1) Firstly, Introduction to the Thai Alphabet | 25 | 62.5 |
| (8.2) Secondly, High and Low Consonants | 24 | 60.0 |
| (8.3) Thirdly, Live and Dead Syllables | 23 | 57.5 |
| (8.4) Fourthly, Reading Pseudo-Clusters I | 21 | 52.5 |
| (8.5) Fifthly, Thai Spelling | 20 | 50.0 |
| (8.6) Sixthly, Reading Pseudo-Clusters II | 20 | 50.0 |
| (8.7) Seventhly, ไ and The Sound Killer | 20 | 50.0 |
| (8.8) Eighthly, Irregular Reading and Writing Signs | 20 | 50.0 |
| (8.9) Ninthly, รร and Final -ร | 17 | 42.5 |
| (8.10) Tenthly, Reading Loan Words | 15 | 37.5 |

**Topics of reading and writing lessons,** Firstly, 62.5 percent of the learners think that an introduction to the Thai alphabet should be taught. Secondly, 60 percent think that high and low consonants should be taught. Thirdly, 57.5 percent think that live and dead syllables should be taught. Fourthly, 52.5 percent think that reading pseudo-clusters I should be taught. Fifthly, 50 percent think that Thai spelling should be taught. Sixthly, 50 percent think that reading pseudo-clusters II should be taught. Seventhly, 50 percent think that ไ and the sound killer should be taught. Eighthly, 50 percent think that irregular reading and writing should be taught. Ninthly, 42.5 percent

think that รร and final -ร should be taught. Tenthly, 37.5 percent think that reading loan words should be taught.

**Table 17** Thai lessons from the website appropriate or not

| Thai lessons from the website should appropriate or not | Number | Percent |
|---|---|---|
| (9) **Thai lessons from the website should appropriate or not** | | |
| (9.1) Yes. They are appropriate because I can use the information in my daily life. | 34 | 85.0 |
| (9.2) No. They are not appropriate because I can't use the information in my daily life. | 3 | 7.5 |
| (9.3) Other | 3 | 7.5 |
| Total | 40 | 100.0 |

**The appropriateness of the Thai lessons from the website**, 85 percent the learners agree that Thai lessons are appropriate because they can use the information in their daily life. However, 7.5 percent think that Thai lessons are not appropriate because they can not use the information in their daily life, or for other reasons.

**Table 18** There is enough vocabulary in the lessons or not

| There is enough vocabulary in the lessons or not | Number | Percent |
|---|---|---|
| (10) **There is enough vocabulary in the lessons or not** | | |
| (10.1) Yes, because I can use the vocabulary in real situations. | 29 | 72.5 |
| (10.2) No, because I don't learn enough vocabulary to use in real situations. | 9 | 22.5 |
| (10.3) Other | 2 | 5.0 |
| Total | 40 | 100.0 |

**There is enough vocabulary in the lessons or not**, 72.5 percent of the learners agree that they can use the vocabulary in real situations. 22.5 percent agree that they do not and 5 percent have other reasons.

**Table 19** You use the sentences in the lesson or not

| You use the sentences in the lesson or not | Number | Percent |
|---|---|---|
| (11) **You use the sentences in the lesson or not** | | |
| (11.1) Yes, because they are useful and practical in real situations. | 38 | 95.0 |
| (11.2) No, because they are not useful or practical in real situations. | 1 | 2.5 |
| (11.3) Other | 1 | 2.5 |
| Total | 40 | 100.0 |

**You use the sentences in the lesson or not,** 95 percent of the learners agree that they are useful and practical in real situations. However, 2.5 percent agree they are not and have other reasons.

**Table 20** Understanding the voices used in the dialogues

| Understanding the voices used in the dialogues | Number | Percent |
|---|---|---|
| (12) **Understanding the voices used in the dialogues** | | |
| (12.1) Yes, I understand because the voices are clear. | 37 | 92.5 |
| (12.2) No, I don't understand because the voices are not clear. | 3 | 7.5 |
| Total | 40 | 100.0 |

**Voices used in the dialogues,** 92.5 percent of the learners agree that they understand the voices used in the dialogues. 7.5 percent of sample of learners agree they do not understood the voices used in the dialogues.

**Table 21** The examples of dialogue are appropriate or not

| The examples of dialogue are appropriate or not | Number | Percent |
|---|---|---|
| (13) **The examples of dialogue are appropriate or not** | | |
| (13.1) Yes. They are appropriate because I can use them in real situations. | 38 | 95.0 |
| (13.2) No. They are not appropriate because I can't use them in real situations. | 2 | 5.0 |
| Total | 40 | 100.0 |

**The examples of dialogue are appropriate or not**, 95 percent of the learners agree that the examples of dialogue are appropriate. 5 percent agree that the examples of dialogue are not appropriate.

**Table 22** You like activities in the chapters or not

| You like activities in the chapters or not | Number | Percent |
|---|---|---|
| (14) **You like activities in the chapters or not** | | |
| (14.1) Yes, I like them because they are fun and they review what I have learned. | 39 | 97.5 |
| (14.2) No, I don't like them because they are useless. | 1 | 2.5 |
| Total | 40 | 100.0 |

**You like activities in the chapters or not**, 97.5 percent of the learners agree that they like the activities. Only 2.5 percent agree that they do not like the activities.

**Table 23** Feature of the speaking and listening lessons

| Feature of the speaking and listening lessons | Number | Percent |
|---|---|---|
| (15) **Feature of the speaking and listening lessons** | | |
| (15.1) Firstly, Vocabulary and Dialogue | 25 | 62.5 |
| (15.2) Secondly, Story Book | 15 | 37.5 |
| (15.3) Thirdly, Activity Ask and answer, then click | 12 | 30.0 |
| (15.4) Fourthly, Activity Listen and click | 11 | 27.5 |
| (15.5) Fifthly, Activity Drag and Drop | 11 | 27.5 |
| (15.6) Sixthly, Activity See the picture and click | 11 | 27.5 |
| (15.7) Seventhly, Activity Select and click | 10 | 25.0 |

**Features of the speaking and listening lessons**, firstly, 62.5 percent of the learners think that vocabulary and dialogue should be taught. Secondly, 37.5 percent think that Story Book should be taught. Thirdly, 30 percent think that Activity Ask and answer should be taught. Fourthly, 27.5 percent think that Activity Listen and click should be taught. Fifthly, 27.5 percent think that Activity Drag and Drop should be taught. Sixthly, 27.5 percent think that Activity See the picture and click should be taught. Seventhly, 25 percent think that Activity Select and click should be taught.

**Table 24** The reason the features have been chosen above

| The reason the features have been chosen above | Number | Percent |
|---|---|---|
| (16) **The reason the features have been chosen above** | | |
| (16.1) I obtain knowledge | | |
| (16.1.1) Agree | 33 | 82.5 |
| (16.1.1) Disagree | 7 | 17.5 |
| Total | 40 | 100.0 |
| (16.2) It is fun | | |
| (16.2.1) Agree | 30 | 75.0 |
| (16.2.2) Disagree | 10 | 25.0 |
| Total | 40 | 100.0 |
| (16.3) The information can be used in daily life | | |
| (16.3.1) Agree | 27 | 67.5 |
| (16.3.2) Disagree | 13 | 32.5 |
| Total | 40 | 100.0 |

**The reason the features have been chosen above,** 82.5 percent the learners think that they obtained knowledge. 75 percent think that it was fun. 67.5 percent the learners think that the information can be used in daily life.

**Table 25** Feature of the reading and writing lessons

| Feature of the reading and writing lessons | Number | Percent |
|---|---|---|
| (17) **Feature of the reading and writing lessons should be:** | | |
| (17.1) Firstly, Activity | 18 | 45.0 |
| (17.2) Secondly, Writing Practice | 16 | 40.0 |
| (17.3) Thirdly, Explanation | 14 | 35.0 |
| (17.4) Fourthly, Reading and Writing Practice | 13 | 32.5 |
| (17.5) Fifthly, Reading Practice | 12 | 30.0 |

**Feature of the reading and writing lessons,** Firstly, 45 percent think that Activity should be taught. Secondly, 40 percent think that Writing Practice should be taught. Thirdly, 35 percent of the learners think that Explanation should be taught. Fourthly, 32.5 percent think that Reading and Writing Practice should be taught. Fifthly, 30 percent think that Reading Practice should be taught.

**Table 26** The reason the features have been chosen above

| The reason the features have been chosen above | Number | Percent |
| --- | --- | --- |
| (18) **The reason the features have been chosen above** | | |
| (18.1) I obtain knowledge | | |
| (18.1.1) Agree | 34 | 85.0 |
| (18.1.2) Disagree | 6 | 15.0 |
| Total | 40 | 100.0 |
| (18.2) It is fun | | |
| (18.2.1) Agree | 31 | 77.5 |
| (18.2.1) Disagree | 9 | 22.5 |
| Total | 40 | 100.0 |
| (18.3) The information can be used in daily life | | |
| (18.3.1) Agree | 18 | 45.0 |
| (18.3.2)  Disagree | 12 | 55.0 |
| Total | 40 | 100.0 |

**The reason the features have been chosen above,** 85 percent of the learners agree that they obtained knowledge. 77.5 percent of sample of learners agree that it was fun. 45 percent agree that the information can be used in daily life.

**Table 27** Knowledgebase from the lesson content of TCU's Thai language
             instruction website

| Knowledgebase from the lesson content of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| **(19) Knowledgebase from the lesson content of TCU's Thai language instruction website** | | |
| (19.1) Yes, because I have the opportunity to use it. | 25 | 62.5 |
| (19.2) No, because I don't have the opportunity to use it. | 14 | 35.0 |
| (19.3) Other | 1 | 2.5 |
| Total | 40 | 100.0 |

**Knowledgebase gained from lessons in the e-learning Thai course**, 62.5 percent of the learners agree that they had the opportunity to use knowledge gained from the lessons. 35 percent do not and 2.5 percent have other opinions.

The results of this research will be discussed in the next chapter.

**4.3.4 Data about the lesson format of Thailand Cyber University's
       Thai language instruction website**

Data about the lesson format of TCU's Thai language instruction website concerns the importance and the problems in web design, characteristics of text, font, backgrounds or colors, graphics, sound, navigation, table, service and activities, and a search engine that should be used in the website.

The tables below present detailed statistics of learners' opinions about the lesson format of Thailand Cyber University's Thai language instruction website.

**Table 28** The most important feature of web design

| The most important feature of web design | Number | Percent |
|---|---|---|
| (1) **The most important feature of web design should be:** | | |
| (1.1) Firstly, Convenience and ease in using the website | 19 | 47.5 |
| (1.2) Secondly, Attractive format | 15 | 37.5 |
| (1.3) Thirdly, Contents in the website | 14 | 35.0 |

**The most important feature of web design**, Firstly, 47.5 percent of the learners think that an important feature is convenience and ease in using the website. Secondly, 37.5 percent think that an attractive format is important. Thirdly, 35 percent think that contents in the website are important.

**Table 29** The most important feature of Thailand Cyber University's web design

| The most important feature of Thailand Cyber University's web design | Number | Percent |
|---|---|---|
| (2) **The most important feature of Thailand Cyber University's web design should be:** | | |
| (2.1) Firstly, It is convenient and easy to use | 12 | 30.0 |
| (2.2) Secondly, Comfortable and easy to read | 12 | 30.0 |
| (2.3) Thirdly, The information and content meets my expectations | 11 | 27.5 |

**The most important feature of Thailand Cyber University's Thai language web design,** Firstly, 30 percent of the learners think that it should be convenient and easy to use. Secondly, 30 percent learners think that comfort and ease in reading is important. Thirdly, 27.5 percent learners think that the information and content should meet their expectations.

**Table 30** The problems with the web design of the e-learning Thai language course

| The problems with the web design of the e-learning Thai language course | Number | Percent |
|---|---|---|
| **(3) The problems with the web design of the e-learning Thai language course should be:** | | |
| (3.1) There is little information or content. | | |
| (3.1.1) Agree | 6 | 15.0 |
| (3.1.2) Disagree | 34 | 85.0 |
| Total | 40 | 100.0 |
| (3.2) It does not meet my expectations. | | |
| (3.2.1) Agree | 18 | 45.0 |
| (3.2.2) Disagree | 22 | 55.0 |
| Total | 40 | 100.0 |
| (3.3) The format is unattractive. | | |
| (3.3.1) Agree | 15 | 37.5 |
| (3.3.2) Disagree | 25 | 62.5 |
| Total | 40 | 100.0 |
| (3.4) It is comfortable and easy to read the web pages | | |
| (3.4.1) Agree | 16 | 40.0 |
| (3.4.2) Disagree | 24 | 60.0 |
| Total | 40 | 100.0 |
| (3.5) It takes too long to access information. | | |
| (3.5.1) Agree | 36 | 90.0 |
| (3.5.2) Disagree | 4 | 10.0 |
| Total | 40 | 100.0 |
| (3.6) The service is poor or unsatisfactory | | |
| (3.6.1) Agree | 6 | 15.0 |
| (3.6.2) Disagree | 34 | 85.0 |
| Total | 40 | 100.0 |

**Table 30** The problems with the web design of the e-learning Thai language course
(Cont.)

| The problems with the web design of the e-learning Thai language course | Number | Percent |
|---|---|---|
| 3.7) It is difficult to use. | | |
| (3.7.1) Agree | 3 | 7.5 |
| (3.7.2) Disagree | 37 | 92.5 |
| Total | 40 | 100.0 |
| (3.8) There are too few links to other sources of information. | | |
| (3.8.1) Agree | 6 | 15.0 |
| (3.8.2) Disagree | 34 | 85.0 |
| Total | 40 | 100.0 |

**The problems with the web design of the e-learning Thai language course**, 90 percent of the learners say that it takes too long to access information. 45 percent say that it does not meet their expectations. 40 percent say that it is comfortable and easy to read the web pages. 37.5 percent say that the format is unattractive. 15 percent say that there is little information or content, and the service is poor or unsatisfactory, and there are too few links to other sources of information. Finally, 7.5 percent say that it is difficult to use.

**Table 31** All of the color characteristics of the lesson format of TCU's Thai language
instruction website

| All of the color characteristics of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| **(4) The color characteristics of the website should be:** | | |
| (4.1) Match well together | 35 | 87.5 |
| (4.2) Contrast slightly | 2 | 5.0 |
| (4.3) Contrast greatly | 3 | 7.5 |
| Total | 40 | 100.0 |
| **(5) The amount of colors used on the web pages should be:** | | |
| (5.1) 2-3 colors | 9 | 22.5 |
| (5.2) 4-5 colors | 27 | 67.5 |
| (5.3) More than 5 colors | 2 | 5.0 |
| (5.4) Not interested/ not important | 1 | 2.5 |
| (5.5) Other | 1 | 2.5 |
| Total | 40 | 100.0 |
| **(6) The color tone should be:** | | |
| (6.1) Cool tone | 8 | 20.0 |
| (6.2) Warm tone | 3 | 7.5 |
| (6.3) Neutral tone | 27 | 67.5 |
| (6.4) Not interested/ not important | 2 | 5.0 |
| Total | 40 | 100.0 |
| **(7) The color shades should be:** | | |
| (7.1) Dark | 4 | 10.0 |
| (7.2) Light | 36 | 90.0 |
| Total | 40 | 100.0 |

**Table 31** All of the color characteristics of the lesson format of TCU's Thai language
instruction website (Cont.)

| All of the color characteristics of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| **8) The number of font colors on each page should be:** | | |
| (8.1) 1-3 colors | 17 | 42.5 |
| (8.2) 4-6 colors | 13 | 32.5 |
| (8.3) More than 6 colors | 2 | 5.0 |
| (8.4) Not interested/ not important | 6 | 15.0 |
| (8.5) Other | 2 | 5.0 |
| Total | 40 | 100.0 |
| **(9) The color of the font and background should be:** | | |
| (9.1) Black font & white background | 6 | 15.0 |
| (9.2) Black font & grey background | | |
| (9.3) White font & grey background | | |
| (9.4) Black font and light blue background | 3 | 7.5 |
| (9.5) Black font & light green background | | |
| (9.6) Depend on the suitability and the contents of the web pages | 31 | 77.5 |
| Total | 40 | 100.0 |
| **(10) The characteristics of text should be:** | | |
| (10.1) Normal | 32 | 80.0 |
| (10.2) Bold | 6 | 15.0 |
| (10.3) Italic | 2 | 5.0 |
| (10.4) Underlined | | |
| Total | 40 | 100.0 |

**The color characteristics of the website**, 87.5 percent of the learners think
that the colors match well together. 7.5 percent think that the colors should contrast
greatly. 5 percent think that colors should contrast slightly.

**The amount of colors used on the web pages**, 67.5 percent of the learners think that 4-5 colors should be used. 22.5 percent think that 2-3 colors should be used. 5 percent think that more than 5 colors should be used. Finally, 2.5 percent are not interested in the colors used or think that it is not important and other reasons.

**The color tone**, 67.5 percent of the learners think that neutral tone should be used. 20 percent think that cool tone should be used. 7.5 percent think that warm tone should be used. Last, 5 percent are not interested or think that color tone is not important.

**The color shades**, 90 percent of the learners think that light shades should be used, and 10 percent think that dark shades should be used.

**The number of font colors per page**, 42.5 percent of the learners agree that 1-3 colors should be used. 32.5 percent agree that 4-6 colors should be used. 15 percent are not interested in font colors or think that it is not important. 5 percent agree that more than 6 font colors should be used. Also, 5 percent have other opinions about the number of font colors.

**The color of the font and background**, 77.5 percent of the learners think that the color depends on the suitability and the contents of the web pages. 15 percent think that black font & white background should be used. Last, 7.5 percent think that black font and light blue background should be used.

**The characteristics of text**, 80 percent of the learners think that normal text should be used. 15 percent think that bold text should be used. 5 percent think that italic text should be used.

**Table 32** All of graphics and animation of the lesson format of TCU's Thai language
　　　　instruction website

| All of graphics and animation of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| (11) **The use of graphics and animation should be appropriate** | | |
| (11.1) Yes, because the pictures are attractive and match the content of the lesson | 38 | 85.0 |
| (11.2) No, because the pictures are not attractive and do not match the content of the lesson | 2 | 5.0 |
| Total | 40 | 100.0 |
| (12) **Graphics and animation should be used** | | |
| (12.1) Yes, because looking at a picture, helps to understand the spoken dialogue | 38 | 85.0 |
| (12.2) No, because they are not important and they don't help to understand the spoken dialogue | 2 | 5.0 |
| Total | 40 | 100.0 |
| (13) **The amount of graphics and animation should there be:** | | |
| (13.1) 1-3 pictures | 5 | 12.5 |
| (13.2) 4-6 pictures | 10 | 25.0 |
| (13.3) There shouldn't be a limit. It depends on the content | 25 | 62.5 |
| Total | 40 | 100.0 |
| (14) **The position of graphics and animation on the web pages should be:** | | |
| (14.1) Left | 2 | 5.0 |
| (14.2) Right | 2 | 5.0 |
| (14.3) Center | 3 | 7.5 |
| (14.4) It depends on the design of the pages. | 33 | 82.5 |
| Total | 40 | 100.0 |

**The use of graphics and animation**, 95 percent of the learners say that they are attractive and match the content of the lesson. 5 percent say that they are not attractive and do not match the content of the lesson.

**Graphics and animation should be used or not,** 95 percent of learners agree that graphics and animation should be used because looking at a picture helps to understand the spoken dialogue. However, 5 percent agree that they should not be used because they are not important and don't help to understand the spoken dialogue.

**The amount of graphics and animation**, 62.5 percent of the learners agree that there should be no limit of graphics and animation because it depends on the content. 25 percent agree that 4-6 pictures should be used. Last, 12.5 percent agree that 1-3 pictures should be used.

**The place of graphics and animation on the web pages**, 82.5 percent of the learners think that the position of graphics and animation depend on the design of the pages. 7.5 percent think that they should be placed in the center of the pages. Last, 5 percent of learners think that they should be placed on the left and the right of the pages.

**Table 33** Sound effects of the lesson format of TCU's Thai language instruction
website

| Sound effects of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| (15) **Should there be sound effects on the web pages** | | |
| (15.1) Yes | 17 | 42.5 |
| (15.2) No | 14 | 35.0 |
| (15.3) It depends on the lessons. | 9 | 22.5 |
| Total | 40 | 100.0 |
| (16) **The purpose of sound effects is to** | | |
| (16.1) Stimulate interest of the lesson | | |
| (16.1.1) Agree | 15 | 37.5 |
| (16.1.2) Disagree | 25 | 62.5 |
| Total | 40 | 100.0 |
| (16.2) Focus on important points in the lesson | | |
| (16.2.1) Agree | 11 | 27.5 |
| (16.2.1) Disagree | 29 | 72.5 |
| Total | 40 | 100.0 |

**Using sound effects on the web pages,** More learners say that there should
be sound effects on the web pages than learners who think that there should not be any
sound effects on the web pages, 42.5 percent and 35 percent, respectively. 22.5 percent
of learners say that the use of sound effects depend on the lessons.

**The purpose of sound effects**, 37.5 percent of the learners agree that the
major purpose of sound effects is to stimulate interest of the lesson, while 27.5 percent
agree that the major purpose is to focus on important points in the lesson.

**Table 34** Music of the lesson format of TCU's Thai language instruction website

| Music of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| **(17) Should music be used on the website** | | |
| (17.1) Yes | 19 | 47.5 |
| (17.2) No | 14 | 35.0 |
| (17.3) It depends on the content and subject presented | 7 | 17.5 |
| Total | 40 | 100.0 |
| **(18) The purpose of music is to** | | |
| (18.1) To stimulate interest | | |
| (18.1.1) Agree | 18 | 45.0 |
| (18.1.2) Disagree | 22 | 55.0 |
| Total | 40 | 100.0 |
| (18.2) To emphasize the importance of the lesson content | | |
| (18.2.1) Agree | 8 | 20.0 |
| (18.2.2) Disagree | 32 | 80.0 |
| Total | 40 | 100.0 |

**Using music on the website**, More learners agree that there should be music on the website than those who think that there should not be music on the website, 47.5 percent and 35 percent, respectively. 17.5 percent agree that the use of music depends on the content and subject presented.

**The purpose of music**, 45 percent of learners agree that the major purpose of music on the website is to stimulate interest in the lesson, while 20 percent agree that the major purpose is to emphasize the importance of the lesson content.

**Table 35** The menu of the lesson format of TCU's Thai language instruction website

| The menu of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| **(19) The kind of menu on each web page should be:** | | |
| (19.1) Each page should have a specific menu. | 28 | 70.0 |
| (19.2) There should be a detailed menu on each page. | 7 | 17.5 |
| (19.3) It is not necessary to have a menu on each page. | 5 | 12.5 |
| Total | 40 | 100.0 |
| **(20) The characteristics of the menu should be:** | | |
| (20.1) Have a normal font | 6 | 15.0 |
| (20.2) Have a pictures | 2 | 5.0 |
| (20.3) Have graphic designs | 2 | 5.0 |
| (20.4) Have a drop down design | 2 | 5.0 |
| (20.5) Depend on the contents of the web pages | 28 | 70.0 |
| Total | 40 | 100.0 |

**The kind of menu on each web page**, 70 percent of the learners say that each page should have a specific menu. 17.5 percent say that there should be a detailed menu on each page. Finally, 12.5 percent say that it is not necessary to have a menu on each page.

**The characteristics of the menu**, 70 percent of the learners think that the characteristics of the menu depend on the contents of the web pages. 15 percent think that the menus should have a normal font. 5 percent think that it should have pictures, 5 percent think that it should have graphic designs, and 5 percent think that it should have a drop down design.

**Table 36** Navigations of the lesson format of TCU's Thai language instruction website

| Navigations of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| **(21) Should there be navigations on each page** | | |
| (21.1) Yes, it is necessary to have Navigations on each page. | 33 | 82.5 |
| (21.2) No, it is not necessary. | 7 | 17.5 |
| Total | 40 | 100.0 |
| **(22) The amount of navigations should there be** | | |
| (22.1) 1-3 | 12 | 30.0 |
| (22.2) 4-6 | 5 | 12.5 |
| (22.3) There should be no limit. It depends on the content | 23 | 57.5 |
| Total | 40 | 100.0 |

**Navigations on each page,** More learners agree that it is necessary to have navigations on each page than those who think that it is not necessary at 82.5 percent and 17.5 percent, respectively.

**The amount of navigations,** The majority of learners, 57.5 percent think that there should be no limit to the number of navigation methods because it depends on the content. 30 percent think that there should be 1-3 navigations. 12.5 percent think that there should be 4-6 navigations.

**Table 37** A table or frame of the lesson format of TCU's Thai language instruction
website

| A table or frame of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| (23) **Should a table or frame used in the website** | | |
| (23.1) Yes, because a table or frame helps to make the pictures clearer | 34 | 85.0 |
| (23.2) No, because a table or frame doesn't help to make the pictures clearer | 5 | 12.5 |
| (23.3) Other | 1 | 2.5 |
| Total | 40 | 100.0 |

**A table or frame,** 85 percent of the learners say that the website should use a
table or frame because a table or frame helps to make the pictures clearer. 12.5 percent
say that it should not be used it will not make the pictures clearer. 2.5 percent do not
have an opinion about the use of a table or frame.

**Table 38** Service and activities of the lesson format of TCU's Thai language
instruction website

| Service and activities of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| (24) **Should there be service and activities in the website** | | |
| (24.1) Yes, because they provide learners with extra learning activities | 36 | 90.0 |
| (24.2) No, because they are not useful to the learners. | 4 | 10.0 |
| Total | 40 | 100.0 |

**Service and activities in the website**, 90 percent of the learners agree that there should be service and activities in the website because they provide learners with extra learning activities, while 10 percent agree that there should not be service and activities in the website because they are not useful to the learners.

**Table 39** A search engine of the lesson format of TCU's Thai language instruction website

| A search engine of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| (25) **Should there be a search engine in the teaching website** | | |
| (25.1) Yes, because it allows me to search for information immediately | 30 | 75.0 |
| (25.2) No, because it's not necessary to search for extra information on the website | 10 | 25.0 |
| Total | 40 | 100.0 |

**A search engine in the teaching website,** The majority of the learners, 75 percent agree that there should be a search engine in the website because it allows them to search for information immediately. However, 25 percent agree that there should not be a search engine because they feel it is not necessary to search for extra information on the website.

**Table 40** Download of the lesson format of TCU's Thai language instruction website

| Download of the lesson format of TCU's Thai language instruction website | Number | Percent |
|---|---|---|
| (26) **The time it takes to download when learning Thai** | | |
| (26.1) 10 -15 minutes | 37 | 92.5 |
| (26.2) 15-20 minutes | 2 | 7.5 |
| (26.3) more than 20 minutes | | |
| Total | 40 | 100.0 |
| (27) **Are you satisfied with downloading on the website** | | |
| (27.1) Yes, because it takes little time to download | 9 | 22.5 |
| (27.2) No, because it takes a long time to download | 29 | 72.5 |
| (27.3) Other | 2 | 5.0 |
| Total | 40 | 100.0 |

**The time it takes to download when learning Thai**, 92.5 percent of the learners agree that it takes 10-15 minutes to download a lesson. 7.5 percent agree that it takes 15-20 minutes to download a lesson.

**Satisfaction with downloading on the website**, 72.5 percent of the learners say that they are not satisfied with downloading on the website because it takes a long time to download. 22.5 percent say that they are satisfied with downloading because it takes little time to download. The remaining, 5 percent have other opinions.

The overall questionnaires will be concluded as follows:

**Table 41** The overall demographic information of the learners

| 1. Information of the learners | Number | Percent |
|---|---|---|
| 1.1 **Sex** <br> - Female | 24 | 60.0 |
| 1.2 **Age** <br> - 25-59 | 37 | 92.5 |
| 1.3 **Education level** <br> - Bachelor's degree | 21 | 52.5 |
| 1.4 **Occupation** <br> - Student | 17 | 42.5 |
| 1.5 **Nationality** <br> - American | 15 | 37.5 |

**Table 42** The overall of learners' opinions about learning from Web-based Instruction

| 2. Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 2.1 **The characteristics of learning from web-based instruction should:** | | |
| - a tool for learning and teaching from the World Wide Web | 38 | 95.0 |
| - accessible at all times and places | 37 | 92.5 |
| 2.2 **The advantages of learning from web-based instruction should:** | | |
| - can reviewed lessons at any time | 38 | 95.0 |
| - can accessed information at any time | 34 | 85.0 |
| 2.3 **The kind of learning from web-based instruction should:** | | |
| - Learning by one's own and learners interact with instructors | 35 | 87.5 |
| 2.4 **An instructor and learner communicate through website should:** | | |
| - Learning is done by no communication between the teacher and learner, and communication between the teacher and learner through email, online chats, and discussion boards. | 26 | 65.0 |

**Table 42** The overall of learners' opinions about learning from Web-based Instruction
(Cont.)

| 2. Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 2.5  **The lessons presented in web-based instruction should:** | | |
| - Animation sounds, movies and videos | 30 | 75.0 |
| 2.6 **The components of learning from web-based instruction should:** | | |
| - Activities and tests are given to assess the learner's progress. | 36 | 90.0 |
| - There are exercises that learners must practice by themselves. | 35 | 87.5 |
| 2.7 **The kind of website design structure in learning from WBI should:** | | |
| - Many structures can be used together: No structure or format and there is an orderly process in accessing information. | 28 | 70.0 |

**Table 43** The overall of the lesson contents of Thailand Cyber University's Thai
language instruction website

| 3. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 3.1 **Language instruction should be:** | | |
| - Both of the Grammar and Communication | 24 | 60.0 |
| 3.2 **Grammar instruction should be:** | | |
| - Firstly, Describing Language for using specific contexts | 20 | 50.0 |
| - Secondly, Identifying parts of speech in a sentence | 19 | 47.5 |
| - Thirdly, Describing measurements such as height, weight, speed, etc | 12 | 30.0 |
| - Fourthly, Expressing time concepts | 11 | 27.5 |
| - Fifthly, Expressing number and quantity | 11 | 27.5 |
| 3.3 **Oral communication skills should be:** | | |
| - Firstly, Every day language | 30 | 75.0 |
| - Secondly, Showing agreement or disagreement | 17 | 42.5 |
| - Thirdly, Expressing request or explanation | 15 | 37.5 |
| - Fourthly, Persuasive language | 15 | 37.5 |
| - Fifthly, Express assessment or judgment | 12 | 30.0 |
| - Sixthly, Language for speaking to people of different social classes such as monks, members of the royal family, etc | 10 | 25.0 |

**Table 43** The overall of the lesson contents of Thailand Cyber University's Thai
language instruction website (Cont.)

| 3. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 3.4 **Teaching techniques and materials should be:** | | |
| - Firstly, Authentic materials | 18 | 45.0 |
| - Secondly, Language games | 18 | 45.0 |
| - Thirdly, Role play | 15 | 37.5 |
| - Fourthly, Scrambled sentences (arrange words to make a correct sentence) | 13 | 32.5 |
| - Fifthly, Pictures that help to understand the lesson | 10 | 25.0 |
| 3.5 **Social rules or customs about Thai culture should be:** | | |
| - Yes | 28 | 70.0 |
| 3.6 **Context setting of listening and speaking lessons should be:** | | |
| - A restaurant | 37 | 92.5 |
| - A hotel and hospital | 35 | 87.5 |
| - A bus stop | 34 | 85.0 |
| - An airport, post-office and bank | 33 | 82.5 |
| - A street | 32 | 80.0 |
| 3.7 **Topics of listening and speaking lessons should be** | | |
| - Travel | 35 | 87.5 |
| - Oneself, trade, profession, occupation and food and drink | 34 | 85.0 |
| - Health and weather | 32 | 80.0 |

**Table 43** The overall of the lesson contents of Thailand Cyber University's Thai
language instruction website (Cont.)

| 3. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 3.8 **Topics of reading and writing lessons should be:** | | |
| - Firstly, Introduction to the Thai Alphabet | 25 | 62.5 |
| - Secondly, High and Low Consonants | 24 | 60.0 |
| - Thirdly, Live and Dead Syllables | 23 | 57.5 |
| - Fourthly, Reading Pseudo-Clusters I | 21 | 52.5 |
| - Fifthly, Thai Spelling | 20 | 50.0 |
| - Sixthly, Reading Pseudo-Clusters II | 20 | 50.0 |
| - Seventhly, ใ and The Sound Killer | 20 | 50.0 |
| - Eighthly, Irregular Reading and Writing Signs | 20 | 50.0 |
| - Ninthly, รร and Final –ร | 17 | 42.5 |
| - Tenthly, Reading Loan Words | 15 | 37.5 |
| 3.9 **Thai lessons from the website should appropriate or not** | | |
| - Yes. They are appropriate because I can use the information in my daily life. | 34 | 85.0 |
| 3.10 **There is enough vocabulary in the lessons or not** | | |
| - Yes, because I can use the vocabulary in real situations. | 29 | 72.5 |
| 3.11 **You use the sentences in the lesson or not** | | |
| - Yes, because they are useful and practical in real situations. | 38 | 95.0 |

**Table 43** The overall of the lesson contents of Thailand Cyber University's Thai
language instruction website (Cont.)

| **3. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction** | **Number** | **Percent** |
|---|---|---|
| 3.12 **Understanding the voices used in the dialogues** | | |
| - Yes, I understand because the voices are clear. | 37 | 92.5 |
| 3.13 **The examples of dialogue are appropriate or not** | | |
| - Yes. They are appropriate because I can use them in real situations. | 38 | 95.0 |
| 3.14 **You like activities in the chapters or not** | | |
| - Yes, I like them because they are fun and they review what I have learned. | 39 | 97.5 |
| 3.15 **Feature of the speaking and listening lessons should be:** | | |
| - Firstly, Vocabulary and Dialogue | 25 | 62.5 |
| - Secondly, Story Book | 15 | 37.5 |
| - Thirdly, Activity Ask and answer, then click | 12 | 30.0 |
| - Fourthly, Activity Listen and click | 11 | 27.5 |
| - Fifthly, Activity Drag and Drop | 11 | 27.5 |
| - Sixthly, Activity See the picture and click | 11 | 27.5 |
| - Seventhly, Activity Select and click | 10 | 25.0 |
| 3.16 **The reason the feature have been chosen above** | | |
| - I obtain knowledge | 33 | 82.5 |

**Table 43** The overall of the lesson contents of Thailand Cyber University's Thai
language instruction website (Cont.)

| 3. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 3.17 **Feature of the reading and writing lessons should be:** | | |
|  - Firstly, Activity | 18 | 45.0 |
|  - Secondly, Writing Practice | 16 | 40.0 |
|  - Thirdly, Explanation | 14 | 35.0 |
|  - Fourthly, Reading and Writing Practice | 13 | 32.5 |
|  - Fifthly, Reading Practice | 12 | 30.0 |
| 3.18 **The reason the feature have been chosen above** | | |
|  - I obtain knowledge | 34 | 85.0 |
| 3.19 **Knowledgebase from the lesson content of TCU's Thai language instruction website** | | |
|  - Yes, because I have the opportunity to use it. | 25 | 62.5 |

**Table 44** The overall of the lesson formats of Thailand Cyber University's Thai
        language instruction website

| 4. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 4.1 **The most important feature of web design should be:** | | |
|   - Firstly, Convenience and ease in using the website | 19 | 47.5 |
|   - Secondly, Attractive format | 15 | 37.5 |
| 4.2 **The most important feature of Thailand Cyber University's web design should be:** | | |
|   - Firstly, It is convenient and easy to use | 12 | 30.0 |
|   - Secondly, Comfortable and easy to read | 12 | 30.0 |
| 4.3 **The problems with the web design of the e-learning Thai language course should be:** | | |
|   - It does not meet my expectations. | 18 | 45.0 |
|   - It takes too long to access information. | 36 | 90.0 |
| 4.4 **The color characteristics of the website should be:** | | |
|   - Match well together | 35 | 87.5 |
| 4.5 **The amount of colors used on the web pages should be**: | | |
|   - 4-5 colors | 27 | 67.5 |
| 4.6 **The color tone should be:** | | |
|   - Neutral tone | 27 | 67.5 |
| 4.7 **The color shades should be:** | | |
|   - Light | 36 | 90.0 |

**Table 44** The overall of the lesson formats of Thailand Cyber University's Thai
language instruction website (Cont.)

| 4. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 4.8 **The number of font colors on each page should be:** | | |
| - 1-3 colors | 17 | 42.5 |
| 4.9 **The color of the font and background should be:** | | |
| - Depend on the suitability and the contents of the web pages | 31 | 77.5 |
| 4.10 **The characteristics of text should be:** | | |
| - Normal | 32 | 80.0 |
| 4.11 **The use of graphics and animation should be appropriate** | | |
| - Yes, because the pictures are attractive and match the content of the lesson | 38 | 85.0 |
| 4.12 **Graphics and animation should be used** | | |
| - Yes, because looking at a picture, helps to understand the spoken dialogue | 38 | 85.0 |
| 4.13 **The amount of graphics and animation should there be:** | | |
| - There shouldn't be a limit. It depends on the content | 25 | 62.5 |
| 4.14 **The position of graphics and animation on the web pages should be:** | | |
| - It depends on the design of the pages. | 33 | 82.5 |

**Table 44** The overall of the lesson formats of Thailand Cyber University's Thai
            language instruction website (Cont.)

| 4. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 4.15 **Should there be sound effects on the web pages** | | |
| - Yes | 17 | 42.5 |
| 4.16 **The purpose of sound effects is to** | | |
| - Stimulate interest of the lesson | 15 | 37.5 |
| 4.17 **Should music be used on the website** | | |
| - Yes | 19 | 47.5 |
| 4.18 **The purpose of music is to** | | |
| - To stimulate interest | 18 | 45.0 |
| 4.19 **The kind of menu on each web page should be:** | | |
| - Each page should have a specific menu. | 28 | 70.0 |
| 4.20 **The characteristics of the menu should be:** | | |
| - Depend on the contents of the web pages | 28 | 70.0 |
| 4.21 **Should there be navigations on each page** | | |
| - Yes, it is necessary to have Navigations on each page. | 33 | 83.5 |
| 4.22 **The amount of navigations should there be** | | |
| - There should be no limit. It depends on the content | 23 | 57.5 |
| 4.23 **Should a table or frame used in the website** | | |
| - Yes, because a table or frame helps to make the pictures clearer | 34 | 85.0 |

**Table 44** The overall of the lesson formats of Thailand Cyber University's Thai
language instruction website (Cont.)

| 4. Lesson contents of Thailand Cyber University's Thai language instruction website Contents of Web-based Instruction | Number | Percent |
|---|---|---|
| 4.24 **Should there be service and activities in the website** | | |
| - Yes, because they provide learners with extra learning activities | 36 | 90.0 |
| 4.25 **Should there be a search engine in the teaching website** | | |
| - Yes, because it allows me to search for information immediately | 30 | 75.0 |
| 4.26 **The time it takes to download when learning Thai** | | |
| - 10 -15 minutes | 37 | 92.5 |
| 4.27 **Are you satisfied with downloading on the website** | | |
| - No, because it takes a long time to download | 29 | 72.5 |

In conclusion, the learners who study Thai from e-learning Thai language of Thailand Cyber University's website respond that the content (grammar, oral communication skills, social rules or customs, topics of the speaking and listening lessons and topics of the reading and writing lessons) and format (text or background colors, graphics, sound, navigation, table, service and activities and search engine) are appropriate and should be used in the lessons. There is a small percentage of learners who find that they are not appropriate in the lessons and should not be used in the format. The results of this study will be discussed in the next chapter.

# CHAPTER V
# DISCUSSION, CONCLUSION AND SUGGESTION

In this chapter, five topics will be discussed as follows

5.1 Discussion

5.2 Conclusion

5.3 Implications of the study

5.4 Limitations of the study

5.5 Suggestion for further studies

## 5.1 Discussion

According to results of the questionnaires presented in Chapter IV (*A study of Thai language teaching via the website of Thailand Cyber University*), research questions for this study were developed to add to the body of research concerning Web-Based Instruction in teaching language and particularly to research the lessons with audio-visual features in the Thai language course. The questionnaire of this thesis was used to investigate: learners' background, WBI experiences, and the content and the format of the e-learning Thai language course. The following research topics are addressed in this study:

5.1.1 The general background of the learners

5.1.2 Learners' understanding of Web-based Instruction.

5.1.3 The content of the lessons on Thailand Cyber University's website

5.1.4 The format of the lessons on Thailand Cyber University's website

### 5.1.1 The general background of the learners

Results of the general background of the learners show that majority of learners are female and most of the learners are between 25 and 59 years of age. The level of education of most of the learners is a bachelor's degree. This shows that all of the learners are middle-aged and they are educated. The majority of the learners are American followed by British, Japanese, and Thai. This shows that Thai learners are interested in the e-learning Thai language course.

### 5.1.2 Learners' understanding of Web-based Instruction

The part of this study discusses information about learning from Web-based Instruction as follows: (1) the advantages of learning, (2) the kind of learning, (3) the communication between instructor and learner, (4) the lessons, (5) the components of learning, and (6) the kind of website design structure in learning that should be used to learn via the website.

According to the results of **"the characteristics of learning from web-based instruction",** all learners know and are interested in web-based instruction. They know that WBI is a tool for learning and teaching from the www.(World Wide Web) and can be accessed all times and places. They have had experience with WBI.

Similar results are found in a study by Chan and Liou (2005). Their study investigates the influence of using five web-based practice units on English verb-noun collocations with the design of a web-based Chinese-English bilingual concordances. Most of the EFL learners made significant collocation improvement immediately after practicing online. Furthermore, their interest and knowledge about WBI increased.

The results of **"the advantages of learning from web-based instruction"** show that most learners think the advantages are the chance to access course information from anywhere and anytime. It is expected that learners will respond to this research question because the main advantage of WBI is "acquiring, promoting and supporting the World Wide Web" as a resource and it helps to eliminate the problem of place and time.

The reason for this is probably similar to the statement by Ritchic & Hoffman (1998: 6) that *"Web-based instruction (WBI) is a hypermedia-based*

*instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported.*” Using Web-based instruction tools asynchronously and synchronously may be another reason for this result. Learners use these devices to contact other learners or the teacher.

**“The kind of learning from web-based instruction”** research question can make learners aware of their own learning preferences. The results show that when using Web-based instruction for learning, learners should prefer to learn on their own and interact with other learners or teacher. Learners can ask questions when they do not understand the lesson by sending messages to their teacher. Moreover, they can write messages immediately if their teacher is online at the same time if the lessons have a chat room in the lesson, and they can also post any questions on the board.

Prapasri Suksrichaisakun (2544) explains the important models and characteristics of  WBI that are used with secondary school learners, such as the arrangement of web pages, the use of illustrations and the ability to converse with instructors by sending questions through the e-mails to help understand lessons from websites. Therefore, learning from web-based instruction should combine learner and teacher interaction with learning on one's own.

Results of **“an instructor and learner communicate through website**” show that learners like to learn with the teacher and other learners through e-mail, online chats, and discussion boards. At the same time, they like to learn by reading information from a website. By using both, most of learners are interested in using WBI communication tools to learn about the Thai language. Instructors generally create subjects for discussion and send feedback messages to their learners. Sometimes they do not reply to these boards, but they send messages to learner's-mail. This can be best summarized from one of the learner's comments, “WBI learning is convenient for communication with and feedback from the tutor”.

Khan (1998: 6) presents his viewpoint by saying, “Components are integral parts of a WBI system and features are characteristics of a WBI program contributed by those components. Components, individually and jointly, can contribute to one or more features. For example, e-mail (component) in a WBI program can provide asynchronous communication (features) to students and the instructor.” Likewise, e-

mail, online chat, and discussion boards (component) can contribute to the creation of a virtual communication (features) on the web between an instructor and learner.

According to the results of **"the lessons presented in web-based instruction",** the learners like most of the animation sounds, movies, and videos because they provided a more authentic situation than picture graphics and typed messages. Therefore, these help them to easily understand Thai sounds and Thai conversation.

Moreover, Lester, Johnson & Rickel (1999) state that animate interface agents provide a new metaphor for human-computer interaction based on face-to-face dialogue. This shows that animation sounds, movies, and videos are very essential in an e-learning language course.

According to the results of "**the components of learning from web-based instruction",** all of the learners would like to see the more activities and exercises to practice them to assess and their progress. Furthermore, learners would like to see chat rooms in which learners and teachers communicate with each other.

Doherty (1998) proposes that a web page should consist of text message, picture graphics, animation sounds, movies, and videos. Also, there should be communication between the instructor and learners and between learners that should use several sources of communication that can be sent to several sources. For example, communication groups should be able to exchange data with many people by sending e-mail and taking part in a chat on the internet. Furthermore, Williams (2002) indicates that Web-Based Instruction should be designed to allow for interactions between learners as well as interaction between the instructor and the learner.

From results of **"the kind of website design structure in learning from WBI"** all learners said that they would like to see many website design structures used together. This result provides a simulated dialogue between an instructor and learner. It is an interactive technique that provides communication between teacher and learner. This interaction is inferred if learners show ability to use knowledge appropriately in different contexts and to organize knowledge elements in accordance with a specified organizing structure. The technique is designed to encourage creative thinking in learners, allowing them to develop an understanding of a topic, not simply

to memorize facts. Furthermore, structural learning from WBI is designed to promote learning for social action.

According to James (1997), some the websites have no structure, some websites have a structure in which there is an orderly process to access information, and some websites combine many formats together. When an instructor teaches language via the internet, the instructor should consider using a design structure which is most appropriate for the course.

Similarly, Pateep Metakunnavut (2540) explains that the design structure of WBI should consist of a course overview which describes the course objective, a summary of course information, and an explanation of the topics of be learned. Moreover, it should consist of links to other lessons, activities that are designed to study, assess, and determine homework on the websites, exercises in which learners must practice by themselves, links to resources to support educational research, tests exercises and reports, background of the teacher and those who use the website, a bulletin board, and chat room, in which learners and teachers communicate with each other.

In conclusion, the results presented the Thai language course of Thailand Cyber University are based on the WBI Approach which promotes and supports the World Wide Web as a resource that helps both instructors and learners to learn through the internet. It has procedures and steps that assist in explaining the meaning of WBI.

**5.1.3 The content of the lessons on Thailand Cyber University's website**

This part of the study discusses the content of the Thai language course lessons as follows: (1) Language instruction; (2) Grammar; (3) Oral communication skills; (4) Teaching techniques; (5) Thai culture; (6) Context setting and topics; (7) Topics of the reading and writing lessons; (8) The appropriateness of the vocabulary, sentences, voices and dialogue; (9) Activities of the speaking and listening lessons; (10) Activities of the reading and writing lessons.

The results of "language instruction" show that many learners prefer Thai language instruction and would like to learn grammar and communication. Consequently, learners mostly agree with studying Thai in this way because they

would like to learn grammar and communication. When they learn grammar and communication, not only do they learn to use Thai language correctly in different situations, but they also learn to use correct Thai grammar.

Results of **"grammar"** show that most learners would like to learn grammar instruction in order, from most (1) to least (5) popular as follows: (1) Describing language for use in specific contexts; (2) Describing kind of word, phrase and sentence; (3) Describing measurements such as height, weight, speed, etc; (4) Expressing time concepts; (5) Expressing number and quantity.

It is interesting that learners would most like to learn "describing language for use in specific contexts" because they want to know language for specific contexts in daily life when they stay in Thailand or what to say when they converse with Thais. This can be best summarized from one learner's comments: "*yes...helpful in communicating with Thai friends and work colleagues*". Moreover, grammar is quite important when using language in daily life. However, learners feel expressing numbers and quantity is not very important for use in Thai.

These results show that learners feel it is not important to use grammar in daily life. This is similar to "**language instruction"** where many learners would like to learn communication more than grammar because they learn Thai for every day use.

Results of **"oral communication skills"** show most learners would like to learn about the following in order of preference from 1 to 6: (1) Every day language; (2) Showing agreement or disagreement; (3) Expressing request or explanation; (4) Persuasive language; (5) Express assessment or judgment; (6) Language for speaking to people of different social classes such as monks, members of the royal family.

These results are similar to the theory of the Communicative Approach in which "*The emphasis is on breaking down the global concept of language into unit of analysis in terms of communicative situations in which they are used*" because what most learners would like to learn the first is every day language. This is useful for learners because they can express their own ideas, opinions, feelings, attitudes, desires, and needs. Furthermore, for most learners, exchanges of personal information are the primary means of communication.

Results of **"teaching techniques and materials"** show that many learners would like the e-learning course to use the following teaching techniques in the order

of preference: (1) Authentic materials; (2) Language games; (3) Role play; (4) Scrambled sentences (arrange words to make a correct sentence); (5) Pictures that help to understand the lesson.

Larsen-Freeman. (2000) finds that learners' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Thus, the teacher should set up a situation that learners are likely to encounter in real life. Therefore, most learners from the e-learning Thai course would like authentic materials to be used because real-life situations are what they will probably encounter. Also, role play is exercise which will vary according to their reactions and responses. Last, pictures that help to understand the lesson, language games, and scrambled sentences (arrange words to make a correct sentence) are exercises that are fun and enjoyable, but they will also really help them in real life situations.

According to the results of "**social rules or customs about the Thai culture",** more than half of learners say that they learn social rules or customs about the Thai culture. The results of **"social rules or customs about the Thai culture"** show that most of the learners learn about greeting people with a waai (ไหว้).

However, before coming to Thailand many non-native speakers probably know about greeting people with a waai (ไหว้). Sometimes a lot of learners may know the Thai greeting before they learn Thai. Therefore, they have learned some aspects of Thai culture by themselves.

Results of **"context setting of listening and speaking lessons"** show that most learners would like the following contexts to take place in order of preference: (1) Restaurant; (2) Hotel; (3) Hospital; (4) Bus stop; (5) Post-office; (6) Bank; (7) Airport.

Van EK. (1981) states that it is important to teach language in specific context *settings* because it will help learners to use correct language in those settings. Therefore, the context settings and language taught should reflect what learners will experience and use in every day life.

Results of **"topics of listening and speaking lessons"** show that most learners would like see the following context settings, in order of preference: (1)

Travel; (2) Talking about oneself; (3) Trade, profession, occupation; (4) Health; (5) Food and drink.

The reason why most learners chose Travel as their first choice in foreign language is because most learners learn Thai because they will travel to Thailand. So similarly, Van EK. (1981) finds that language-learning objectives enable the learner to do something which he could not do at the beginning of the learning-process. In order to define the learning-objective for a target-group, we first have to specify the *situations* in which they will need the foreign language. Specifying a situation means stating the *roles* a language-user has to play. The results of research question 19 and 20 show which specific Thai settings and topics are most important for learners.

Furthermore, Wilkins (1979: 16) states that "*we should predict the situations in which the learner is likely to need the language and then teach the language that is necessary to perform linguistically in those situations*". The advantage of is that it brings the communicative elements of language to learners without grammatical factors. The first step in the construction of any language syllabus or course is to define objectives and do a needs analysis of the learners. The principle difficulty in applying a notional approach stems from the fact that there is no one-to-one relation between grammatical forms and either grammatical meaning or language function.

Results of "**topics of reading and writing lessons**" show that most of the learners would like to learn the following aspects of reading and writing in order of preference: (1) Introduction to the Thai alphabet; (2) High and low consonants; (3) Live and dead syllables; (4) Reading pseudo-clusters I; (5) Thai spelling; (6) Reading pseudo-clusters II; (7) ใ and The sound killer; (8) Irregular reading and writing signs; (9) รร and Final -ร; (10) Reading loan words.

It is interesting that all learners ranked their topic preferences similar to the order of the lessons. These reasons show that "*The lessons generally did not teach grammar, but I believe that by listening, speaking, reading, and writing, learners automatically acquire grammar of a language, such as word position. This is learning naturally or learning directly for communication. There may be exercises given at the end of the lessons for review so learners can review repeatedly. In this way, learners*

*can see the structure of language more clearly.*" (Dr. Somphong Witahayasakphan, Interview)

The results of the questionnaires show that the learners feel the following features of TCU's e-learning Thai course are appropriate: the amount of **"vocabulary", "the sentences taught in the lessons", "the voices used in the dialogues", "the examples of dialogue, and activities in the chapters"**.

Learners mostly agree that studying Thai from the web-based course is attractive, but there are technical and pedagogical constraints. This can be best summarized from one learner's comments: *"useful for beginning and low intermediate levels"* *"It's not really practical for me to 'memorize' sentences... it's better to understand how things go together... real situations are not usually predetermined"*.

However, more than half of the learners agree that the Thai lessons are appropriate. The vocabulary, the sentences, the voices and the examples used in the dialogues throughout the activities in the chapters are the best tools to use to teach Thai.

Results of **"feature of the speaking and listening lessons"** show that most learners would like to see the following features of the speaking and listening chapters in to order of preference: (1) Vocabulary and Dialogue; (2) Story Book; (3) Activity Ask and answer, then click; (4) Activity Listen and click; (5) Activity Drag and Drop; (6) Activity See the picture and click; (7) Activity Select and click. Learners saw that the activities could engage them in the lessons. Learners were able to reflect on their ideas by doing activities; these activities contribute to knowledge and collaboration learning.

The results of **"the reason why chosen above the feature"** relate to above results. The results show that learners like the feature of the speaking and listening chapters because they obtain knowledge, the activities are fun, and the information can be used in daily life.

Results of **"feature of the reading and writing lessons"** show that many learners would like to see the following features of the reading and writing chapters in order of preference: (1) Activity; (2) Writing Practice; (3) Explanation; (4) Reading and Writing Practice; (5) Reading Practice.

More than half of the learners think the most significant features are "Activity" because the activities have a mix of reading and writing practice.

The results of **"the reason why chosen above the feature of the reading and writing lessons"** are similar to **"the reason why chosen above the feature of the speaking and listening lessons"** because all of learners said they obtained knowledge, thought the activities were funny, and the information can be used in daily life.

Results of **"Used any knowledge from the lesson content of TCU's Thai language instruction website or not"** show that all of learners have used Thai. One learner commented: *"yes...helpful in communicating with Thai friends and work colleagues"*.

Finally, results of **"the chapters learners most liked"** show that many learners like the chapter food; Greeting Thai: Hello and shopping the most. The followings are examples of comments of some of the learners: *"Eating Thai Food because eating is the most important aspect of my daily life. Therefore, it is necessary to learn about eating Thai food."*; *"I like THAI Food, because it helps me to order the food."*; *"any of the food chapters...because eating Thai food is fun and an adventure"*.

Most learners like the chapter of Thai food because it helps them to order food in Thai and it provides interest in Thai food. Also, the learners are interested in learning language to use in restaurants.

In conclusion, data about the lesson content of Thailand Cyber University's Thai language course is concerned with grammar and oral communication instruction, teaching techniques and materials, social rules about the Thai culture, context setting and topics of lessons, vocabulary, sentences, voices of the dialogues, and activities. As with the Communicative Approach, the goal of TCU's Thai language course is to develop communicative competence.

### 5.1.4 The format of the lessons on Thailand Cyber University's website

The part of this study discusses the following format features of the Thai language: (1) Font, (2) Color, (3) Picture, (4) Sound, (5) Navigation, (6) Table and Frame, (7) Service and activity, (8) Search engine.

According to results of **"the most important in web design"** question, a lot of learners say that the most important feature is the convenience and ease in using the

website. The second most important feature is an attractive format, and the last is the website content.

Results of **"the most important feature of Thailand Cyber University's web design"** question show that many learners like the convenience and ease in using the website the most. Thai corresponds to the above results. Subsequently, comfort and ease of reading, and information and content meeting expectations, are the second and third most important, respectively.

It is interesting that the results of **"the most important feature in web design"** and **"the most important feature in web design of Thailand Cyber University's Thai language"** are similar. Various authors have opinions of web-design such as Comden and Burgstahler (2007) who state that, "*a consistent design and look makes it easier for visitors to locate the specific information they seek.*" Norman and Doherty-Poirier (2000) say that, "*when creating instruction web pages, simplicity is the web-based instruction designer's maxim. Don't attempt complicated solutions-technical or educational-the first time*". These ideas explain that the main principle of web design was to make a web course easy and simple to use.

Results of **"the problems with the web design of e-learning Thai language"** question show that learners feel that the following are major problems with this website: "It takes too long to access information", "It does not meet my expectations", and "the format is unattractive". And "there is no comfort and ease when reading the web pages".

Most learners think that when using Thailand Cyber University's e-learning Thai course, it takes a long time to access its web pages. This is similar to Yilmaz & Tuzun (2001) findings that the main problems learners have when using a web based course is the internet connection speed.

According to the results of **"the color characteristics of the website"**, all learners thought that the color characteristics should match well together. Results of **"the number of colors used on the web pages"** show that learners think that there should be 4-5 colors. Results of **"the color tone"** show that many learners like neutral tones. Results of **"the color shades"** indicate that learners like light color shades. Results of **"the number of font colors per each page"** show that learners think there

should be 1-3 font colors. Last, results of **"the color of the font and background"** show that many learners think the color of the font and background depend on the suitability and the contents of the web pages.

Results are concerned with learners' opinions of colors. They show that learners have similar opinions of the principles text and background colors of the web design.

These results are similar to Comden and Burgstahler's (2007) opinion of web-design principle that the background, text, and link colors should be chosen carefully, and the website should always be tested by viewing it at different resolutions and color depths. Norman and Doherty-Poirier (2000) propose that the use of contrasting text and background should be considered, while Lynch and Horton (1999) propose that the best color combination is black text on a very slightly tinted background yielding the best overall type contrast and legibility. In addition, Thanamphon (2540) offers that the text color depended on a balance between background and text on a web page.

The results can be used to design web pages. The colors used for the text and background should depend on the suitability and the content of the web pages. If a dark background is used, the text colors should be slightly tinted. Whereas if dark text is used, the background colors should be light. However, the text or background of colors used should be appropriate for instructional goals. According to Langenbach and Bodendorf (1997: 3), the use of backgrounds should be entirely avoided as these substantially reduce the readability of the page and may lead to fatigue.

Results of **"the characteristics of text"** show that many learners think that the text should have normal characteristics. A normal text is a simple design for looking easily throughout choices a normal form helps student to read easy. But Lynch and Horton (1999) believe that the titles, headlines, and subheadings in the documents should be bold to help readers navigate through a complex set of web pages.

Results of **"the use of graphics and animation, appropriate or not"** question reveal that the learners think that the use of graphics and animation is appropriate because the pictures are attractive and match the content of the lesson. Results of **"graphics and animation should be used or not"** show that learners think graphics and animation should be used because they believe looking at a picture helps

to understand the spoken dialogue. Results of **"the amount of graphics and animation"** show that learners think that there should not be a limit on the amount of graphics and animation. It depends on the content. Finally, results of **"the position of graphics and animation on the web pages"** reveal more than half of learners think that the position of graphics and animation depends on the design of the pages.

Results are concerned with graphics and animation. Therefore, learners have similar responses. Langenback and Bodendorf (1997) suggest that the goal when designing a graphical user interface (GUI) – and a web page was simply a GUI to instructional materials - is to achieve a clear and structured, yet graphically appealing layout. Graphical overload, which is often observed in information services on the Internet, is avoided in order to reduce transfer time.

Therefore, a conscious effort is made to use animated graphics not only for visual clues but also as a means of providing stimulus in general (Stacey, Barty and Smith, 2005). If animated graphics are attractive, they will help to establish the attention of an online course, but the number of graphics should be appropriate.

Results of **"using sound effects on the web pages"** show that many learners think there should be sound effects on the web pages. Results of **"the purpose of sound effects"** reveal that learners believe the purpose of sound effects is to stimulate interest of the lesson. Results of **"using music on the website"** show that many learners think there should be music on the web pages. Finally, results of **"the purpose of music"** show that learners think the purpose of music on the website is to stimulate interest.

Results are concerned with sounds. Therefore, learners have similar responses. Thanamphon (2540) explains that sounds should be used for stimulating interest in a course, and the ability to pause and play at anytime is important. Unfortunately, in this course the sounds can not be paused.

Results of **"the kind of menu on each web page"** reveal that many learners think each page should have a specific menu. Results of **"the characteristics of the menu"** show that learners think the characteristics of the menu should depend on the contents of the web pages. Results of **"navigations on each page or not"** show that learners think that there should be Navigations on each page because it is necessary to

have Navigations on each page. Finally, results of **"the number of navigations"** show that learners think there should be no limit on the number of navigations used because it depends on the content.

Langenback and Bodendorf (1997) explain that when using navigational buttons a mouse moves over the hotspots and links to other pages, for instance, to show the target course content. The feature of navigation and menu should present icons, text, and graphics to link to the next pages or previous pages, whereas amount and characteristics of navigation should depend on the content.

Results of **"a table or frame should be used in the website or not"** show that many learners think that the website should have a table or frame because a table or frame helps to make the pictures clearer. Norman and Doherty-Poirier (2000) explain that frames or table should be used to enhance web pages and make it easier for the learners to use or navigate the site.

Results of **"service and activities in the website or not"** show that all of the learners think that there are not enough activities. They feel that should be more activities in the website because they provide learners with extra learning activities. The results at this research show that learners place a lot of importance on the course's service and activities. Therefore, this website should have more service and activities. The service and activities can store learners' work and information about their progress which they can have immediate access to.

Results of **"a search engine in the teaching website or not"** show that most of the learners think that there should be a search engine in the teaching website because it allows the user to search for information immediately. In this course, a search engine is not used because in general, a search engine is not necessary in this type of course. Some websites may use one because it allows learners to search information immediately.

Results of **"the time for download when learning Thai"** show that learners think that it takes 10-15 minutes to download information from the website. Results of **"the satisfied with downloading on the website"** show that many learners are not satisfied with downloading on the website because it takes a long time to download. The downloading time depends on file sizes and the internet connection speed.

Results of **"any additional suggestions or opinions about the lessons in e-learning Thai language of Thailand Cyber University's website"** reveal that a lot of the learners have comments about the lessons in the e-learning Thai language course of Thailand Cyber University's website.

For example, one learner says "*I think some of the dialogues do not reflect every day dialogues. For example, the lesson on shopping does not provide language of what sales people really say when first meeting customers.*"

Another learner says "*well done. Please continue to refine the website.*"; "*should advertise give the foreigner knows more this*"; "*I think it's ok but sometime the sound not clear, should be improve this problem.*"; "*Please continue to new chapter.*"; "*You might have versions with the Romanized or English translations...*"; "*I like the lessons you made. If you have more levels for speaking and listening would be great.*"

Overall, the suggestions show that learners would like to see greater proficiency levels and would like the course.

In conclusion, the format of TCU's e-leaning course's lessons is based on the principles Web-Based Instruction. These principles are applied to creating the design of this web course. Moreover, the most important design feature of a website is the use of font, color, picture or graphics, sound, navigation, table and frame, service and activities, and search engine which allows learners to know where they are, where they are expected to be, and what they are expected to do. All of the above should depend on the content of the pages. Hence, when teaching via the website, the most important factors to consider are the approaches and methods. They will help the instructor understand principles and apply them to the lessons design on a website.

The most important thing to remember about a Web-based classroom is that the classroom dynamics change; a Web-based classroom is no longer focused on the teacher, but it is very much learner-centered learning. This is a risky strategy if an instructor is not able to relinquish some control. It also compels a change in responsibility. While it is learner-centered learning, there is still much to be done by learner, such as time management with learners, planning, and organization. Further, Web-Based Instruction allows learners to progress at a pace they feel comfortable with. For example, McCormack and Jones (1998: 3) suggest that "the trend in Web-based classroom is away from the student as a passive recipient of knowledge toward

the student involved in the learning process as an active, self-directed participant. Both educators and students with experience on of traditional didactic methods may have problems adapting to this new approach". Therefore, a Web-based classroom is a very active classroom. Learners must be alert and take responsibility for their own learning.

## 5.2 Conclusion

The results of this study show that the content of Thailand Cyber University's e-learning Thai course is based upon Whole Language Education, which is a part of Communicative Language Teaching (CLT). This theory of language learning processing is related to the Communicative Approach. It consists of the four skills: listening, speaking, reading, and writing like Whole Language Education. The e-learning Thai course content teaches the four skills. The speaking, listening, reading and writing lessons teach vocabulary and dialogue, and have activities in which the learners can practice using every day language. Therefore, because the four skills are integrated into the lessons Thailand Cyber University's e-learning Thai course, it is an example of Whole Language Education.

This Web-Based Instruction (WBI) course is designed just like any non-web-based course. The instructor prepares materials, sets objectives, creates lessons and uses appropriate instructional methods. The format of the e-learning Thai language course consists of several features such as text, text colors, backgrounds, animated graphics, music, navigation or menu, frame, and service and activities. Features that are not used include a table, sound effects, and search engine. These are important basic features that should be considered when designing any web page. These features should attract learners' attention.

From the content and format of Thailand Cyber University's e-learning Thai course, we can see that the content and format use theories such as the Communicative Approach and Web-Based Instruction (WBI) which use the internet as a medium of instruction. There are a lot of multi-media features on the internet, for example text, sounds, and video. Instructors have the option to choose appropriate features for their web course that will best aid in students' learning.

Most of the learners feel that Thailand Cyber University's e-learning Thai course should teach grammar and communication, how to use Thai correctly in every day situations, and should focus on the social nature of language. These results show that the learners' opinions are similar to the theories of the Communicative Approach which teaches meaning elements and variations of situations. Also, the instructor feels that instruction should focus on language for every day communication instead of grammar.

Furthermore, the results indicate that the learners think that they do not learn about Thai culture from the lessons. Also, the learners feel that there should be more context settings in the chapters and lesson topics. The learners would like to see context settings such as hotels, hospitals, and bus stops, and trades, professions, occupations as lesson topics.

Most of the learners think that Thailand Cyber University's e-learning Thai course's teaching techniques and materials are appropriate. They are satisfied with the activities in the lessons because they help learners make the lessons easier to understand. The activities had pictures, games, and animations that simulate real life situations. The learners also feel that the vocabulary, sentences, and voices used in the conversations are appropriate.

Most of the learners think that Thailand Cyber University's e-learning Thai course should allow for communication between learners and the instructor. This is an important principle of WBI. The learners state that they would like the course to have communication between the teacher and other learners through email, online chats, discussion boards, and so forth. Furthermore, the learners would like to see more activities and tests, chat rooms in which learners and teachers communicate with each other, a course overview description, and a description of the background of the teacher and those who use the website.

The learners think that convenience and ease in using the website is very important in the website design. However, the learners feel that the main problem of the website is that it takes too long to access information. Therefore, TCU's website should be improved.

The learners are satisfied with most of the format features of the course such as text and background colors, graphics and animation, navigation or menu, and frame.

However, they would like to see improvement in each of the features. Also, they would like to see new features such as a search engine.

## 5.3 Implications of the study

The results of this study find that TCU's e-learning Thai course's content and format helped learners of Thai as a foreign language gain more knowledge of Thai. These learners gave positive feedback about the course. They feel that the content and format are appropriate. However, they think that some features should be changed and new features should be added to improve the course website. The following principles should be considered to improve the website.

5.3.1 The contents of this course emphasize communication. The learners think that there should be increasingly lesson topics such as a hotels and hospitals. Therefore, these topics should be included to improve the course. In addition, there should be more exercises and tests because the activities in the lessons do not sufficiently help learners with their understanding of the Thai language. Furthermore, the lessons should be based on the principles of teaching and level of students' Thai abilities.

5.3.2 The formats of this course do not have certain features. For example, the course does not allow learners and the instructor to communicate with each other. If the course had these features such as a web board or chat room in which the learners and the instructor could communicate, learners would be able to have a better understanding of Thai and correct their problems with the language immediately. Moreover, the course should include or provide a format in which learners can give suggestions or comments about the course to help improve the website. Improving the downloading time is also important because it takes quite a long time to download a chapter. Therefore, the course instructor should test the connection system frequently to ensure that there will be no problems for the learners.

5.3.3 It can be clearly seen that 11 registered learners that participated in this study are Thai. This indicates that they are interested in teaching Thai as a foreign

language because at present there are many institutes, universities, and private schools in Thailand that teach Thai to non-native speakers. The 11 registered Thai learners from this study accessed Thailand Cyber University's website to study its content and format to get ideas about teaching Thai as a foreign language. According to Preeya Hiratyapradit, there are many institutes that teach Thai. This includes government schools and private institutions. Also, a teaching Thai seminar is held in 2001 in which teachers from Thailand and all over the world participated. This shows that there is a great interest in teaching Thai to non-native speakers.

According to the above results, the understanding of the 11 registered Thai learners concerning Web-based Instruction and the format of the lessons of Thailand Cyber University's website is similar to that of the 29 registered non-native Thai speakers. However, the understanding of the content of the lessons of Thailand Cyber University's website differ between there two groups as follows: (1) Social rules about Thai culture. All of the Thai learners thought they learned about Thai culture, while some of the non-native Thai speakers thought they did not learn Thai culture; (2) Topics of the reading and writing lessons. Thai learners ranked their topic preferences different from order of the lessons, while non-native Thai speakers ranked their topic preferences similar to the order of the lessons; (3) Knowledgebase gained from lessons in the e-learning Thai course. All Thai learners agreed that they had the opportunity to use knowledge gained from the lessons, while some to the non-native speakers agreed and some did not agree.

The results of learners' opinions, interviews with the instructor and web-designer, and the analysis of the content and format of the e-learning Thai course are useful for improving this course, and for those who want to teach Thai as a foreign language on the internet.

Therefore, it would be most useful if those interested in teaching Thai through the internet or in a traditional classroom participate in a discussion to present their ideas on how to improve the course. Also, Thailand Cyber University's e-learning Thai course should be advertised on a well-known search engine such as Google or Yahoo to attract people to learn Thai from its website.

## 5.4 Limitations of the study

The questionnaires of this study are collected from a sample of learners who study from Thailand Cyber University's e-learning Thai language course and are interested in responding to their questionnaire. Results indicate that among the learners, 29 registered learners are non-native Thai speakers. There could have been more participants if it were not for the lack of advertisement for the course and the three month time period to access the website.

In addition, making and posting the questionnaires was difficult because of the time it took to type and arranges the questions. This problem greatly added to the time needed to collect the data from the Thailand Cyber University's website. This resulted in delayed analysis and outcomes. However, the results of this study can be a basis to develop further research relevant to applying new technology in Thai teaching.

## 5.5 Suggestion for further studies

This thesis studied the learning of Thai through Web-based Instruction. There are several websites that teach Thai language, but they can not collect information about the learners who access them because they are free websites. Unlike Thailand Cyber University's website, no registration is required to use other free websites. Therefore, the main difficulty in gathering information for further studies is collecting information about the website users. It is hoped that further research will discover other challenges or interesting results of WBI, so that it can be improved.

Thailand Cyber University is one of several institutes that teach Thai language on the internet. Further studies could be done on other Universities that offer Thai language courses to explore the problems learners have with the content or format of the e-learning websites. The results among these universities could be compared. Nevertheless, the limitations identified in this study and certain factors such as the learner's language level and number of learners should be taken into account in any further studies.

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วิทยานิพนธ์ปริญญาครุศาสตรมหาบัณฑิต, จุฬาลงกรณ์มหาวิทยาลัย.

**APPENDIX**

# APPENDIX A
## CONTENT CHECKLISTS

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| **1. Hello**<br>1. Hello<br>2. Where are you from?<br>3. Activity I<br>4. Activity II<br>5. What city are you from<br>6. Activity III<br>7. Where is John?<br>8. Activity IV | 1. Vocabulary and Dialogue<br>2. Ask and Answer, the click<br>3. Drag and Drop<br>4. Listen and Click<br>5. Story Book: Reading and Listening comprehension | 1. Greeting people with a waai (ไหว้) | 1. Every day language<br>2. Identifying parts of speech in a sentence | 1. Authentic materials<br>2. Language games<br>3. Scrambled sentences (arrange words to make a correct sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |
| **2. How are you?**<br>1. How are you? I<br>2. How are you? II | 1. Vocabulary and Dialogue<br>2. Drag and Drop<br>3. Listen and click | 1. Greeting people with a waai (ไหว้) | 1. Expressing request or explanation<br>2. Showing agreement or disagreement | 1. Authentic materials<br>2. Language games<br>3. Scrambled sentences |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 3. Are you working? 4. Activity I 5. Are you reading a book? 6. Activity II 7. What are you doing? 8. Activity III 9. Activity IV 10. Where do we learn Thai? 11. Activity V | 4. Story Book: Reading and Listening comprehension | | 3. Every day language 4. Expressing time concepts 5. Describing measurements such as height, weight, speed, etc 6. Identifying parts of speech in a sentence | (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5.Role play |
| **3. What is this?** 1. What is this? 2. Activity I 3. Activity II 4. What is this called? Activity III 5. This is a pen, isn't it? 6. Activity IV 7. Whose pencil is this? 8. Activity V 9. Is this John's | 1. Vocabulary and Dialogue 2. Drag and Drop 3. Listen and click 4. Story Book: Reading and Listening comprehension | | 1. Every day language 2. Expressing time concepts 3. Describing measurements such as height, weight, speed, etc 4. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| backpack? 10. Activity VI 11. Is this a pen or a pencil? 12. Activity VII | | | | 5. Role play |
| **4. Where do you stay?** 1. I stay at home 2. Activity I 3. Where is your home? 4. Activity II 5. What do you do in Thailand 6. Activity III 7. Why do you learn Thai? 8. Activity IV 9. Have you ever learned Thai? 10. Activity V 11. What do you like about Thailand? 12. Activity VI 13. Do you like Thai food? | 1. Vocabulary and Dialogue 2. Drag and Drop 3. Listen and click 4. Story Book: Reading and Listening comprehension | | 1. Every day language 2. Describing measurements such as height, weight, speed, etc 3. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 14. Activity VII | | | | |
| **5. Members of a family** 1. How many brothers/sisters do you have? 2. Activity I 3. Activity II 4. Activity 5. How many people are there in your family 6. Activity IV 7. Activity V 8. Activity VI 9. What do you do? 10. Activity VII | 1. Vocabulary and Dialogue 2. Drag and Drop 3. Listen and click 4. Story Book: Reading and Listening comprehension | | 1. Every day language 2. Expressing time concepts 3. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **6. Eating Thai Food** 1. What would you like to eat? 2. Activity I 3. Activity II 4. What would you like to order? | 1. Vocabulary and Dialogue 2.Drag and Drop 3. Listen and click 4. Ask and answer, then click | 1. Dining etiquette | 1. Expressing request or explanation 2. Every day language 3. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 5. Activity III<br>6. May I have one fried rice without MSG?<br>7. Activity<br>8. What would you like to have?<br>9. Activity V<br>10. May I have one fired fish?<br>11. How's the food? | 5. Story Book: Reading and Listening comprehension | | | correct sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |
| **7.Tastes of Thai Food**<br>1. How's the food<br>2. Activity I<br>3. Activity II<br>4. The food in this shop look delicious.<br>5. Activity III<br>6. The food look delicious.<br>7. Activity IV<br>8. Activity V | 1. Vocabulary and Dialogue<br>2. Drag and Drop<br>3. See the picture and click<br>4. Listen and click<br>5. Story Book: Reading and Listening comprehension | 1. Dining etiquette | 1. Persuasive language<br>2. Expressing request or explanation<br>3. Every day language<br>4. Identifying parts of speech in a sentence | 1. Authentic materials<br>2. Language games<br>3. Scrambled sentences (arrange words to make a correct sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| **8. Beverages** 1. What would you like to drink 2. Activity I 3. A cup of coffee, please. 4. Activity II 5. Activity III 6. Do you have beer? 7. Activity IV 8. Would you like to have liquor or draft beer? 9.Activity V | 1. Vocabulary and Dialogue 2. Listen and click 3. Drag and Drop 4. Ask and answer, then click 5. Story Book: Reading and Listening comprehension | 1. Dining etiquette | 1. Persuasive language 2. Expressing request or explanation 3. Every day language 4. Expressing number and quantity 5. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **9. Eating Noodles** 1. One noodles, please? 2. Activity I 3. Seasonings, please? 4. Activity II 5. May I have a spoon and chopsticks | 1. Vocabulary and Dialogue 2. Ask and answer, then click 3. Drag and Drop 4. Select and click 5. Story Book: Reading and | 1. Dining etiquette | 1. Persuasive language 2. Expressing request or explanation 3. Showing agreement or disagreement 4. Every day language 5. Expressing | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 6. Activity III<br>7. Activity | Listening comprehension | | number and quantity<br>6. Identifying parts of speech in a sentence | 4. Pictures that help to understand the lesson<br>5. Role play |
| **10. Eating Thai Fruits**<br>1. I am going to the market<br>2. Activity I<br>3. What kind of fruit do you like to eat? | 1. Vocabulary and Dialogue<br>2. Story Book: Reading and Listening comprehension | 1. Dining etiquette | 1. Persuasive language<br>2. Expressing request or explanation<br>3. Showing agreement or disagreement<br>4. Every day language<br>5. Expressing time concepts<br>6. Describing measurements such as height, weight, speed, etc<br>7. Expressing number and quantity<br>8. Identifying parts of speech in a sentence | 1. Authentic materials<br>2. Language games<br>3. Scrambled sentences (arrange words to make a correct sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| **11. Eating Indigenous Thai Food** 1. Papaya Salad 2. Activity I 3. Northeastern Thai food 4. Activity II 5. Activity III 6. Northern Thai food 7. Activity IV 8. Southern Thai food 9. Activity V | 1. Vocabulary and Dialogue 2. Listen and click 3. Story Book: Reading and Listening comprehension | 1. Dining etiquette | 1. Persuasive language 2. Expressing request or explanation 3. Showing agreement or disagreement 4. Every day language 5. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **12. What Day Is It Today?** 1. What day is it today 2. Activity I 3. What do you do during weekend? 4. Activity II 5. When did you come to | 1. Vocabulary and Dialogue 2. Ask and answer, then click 3. Listen and click 4. Story Book: Reading and Listening comprehension | | 1. Persuasive language 2. Expressing request or explanation 3. Showing agreement or disagreement 4. Every day language 5. Expressing time concepts | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| Thailand? 6. Activity III 7. What day were you born? 8. Activity IV | | | 6. Describing measurements such as height, weight, speed, etc 7. Identifying parts of speech in a sentence | that help to understand the lesson 5. Role play |
| **13. What Time Is It?** 1. What Time Is It? 2. Activity I 3. Do you have a class in the afternoon 4. Activity II 5. What did you do in the morning? 6. Activity III 7. I came late today. 8. Activity IV | 1. Vocabulary and Dialogue 2. Drag and Drop 3. Ask and answer, then click 4. Story Book: Reading and Listening comprehension | | 1. Persuasive language 2. Expressing request or explanation 3. Showing agreement or disagreement 4. Every day language 5. Expressing time concepts 6. Describing measurements such as height, weight, speed, etc 7. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| **14.** **What Is This Month?** 1. What Is This Month? 2. Activity I 3. How many seasons are the in Thailand? 4. Activity II 5. When were you born? 6. Activity III 7. How long are you going to stay in Thailand? 8. Activity IV | 1. Vocabulary and Dialogue 2. Ask and answer, then click 3. Listen and click 4. Drag and Drop 5. Story Book: Reading and Listening comprehension | | 1. Expressing request or explanation 2. Showing agreement or disagreement 3. Every day language 4. Expressing time concepts 5. Describing measurements such as height, weight, speed, etc 6. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **15.** **Go Shopping** 1. What do you want to buy? 2. Activity I 3. Can you give some discount 4. Activity II 5. Activity III | 1. Vocabulary and Dialogue 2. Listen and click 3. Story Book: Reading and Listening comprehension | 1. How to go shopping | 1. Persuasive language 2. Expressing request or explanation 3. Showing agreement or disagreement 4. Every day language | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 6. Where did you go shopping? 7. Activity IV | | | 5. Expressing number and quantity 6. Describing measurements such as height, weight, speed, etc 7. Identifying parts of speech in a sentence | sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **16. What Color Do You Want?** 1. What Color Do You Want? 2. Activity I 3. What colors do you have for skirts? 4. Activity II 5. How is this shirt? 6. Activity III | 1. Vocabulary and Dialogue 2. Ask and answer, then click 3. Drag and Drop 4. Story Book: Reading and Listening comprehension | 1. Greeting people with a waai (ไหว้) 2. How to go shopping | 1. Persuasive language 2. Expressing request or explanation 3. Showing agreement or disagreement 4. Every day language 5. Expressing number and quantity 6. Describing measurements such as height, weight, speed, | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| | | | etc 7. Identifying parts of speech in a sentence | |
| **17. Where is the book?** 1. Where is the book? 2. Activity 3. John is outside. 4. Activity 5. John is sitting next to Anne. 6. Activity | 1. Vocabulary and Dialogue 2. See the picture and click 3. Listen and click 4. Story Book: Reading and Listening comprehension | | 1. Every day language 2. Describing measurements such as height, weight, speed, etc 3. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **18. Where Is the Post Office?** 1. Where Is the Post Office? 2. Activity I 3. How can I get to the library | 1. Vocabulary and Dialogue 2. Drag and Drop 3. Ask and answer, then click | 1. How to ride public transportation | 1. Expressing request or explanation 2. Every day language 3. Expressing time concepts | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 4. Activity II 5. Is the Post Office far from here? 6. Activity III 7. Are there any buses that go there? 8. Activity IV | 4. Listen and click 5. Story Book: Reading and Listening comprehension | | 4. Describing measurements such as height, weight, speed, etc 5. Identifying parts of speech in a sentence | words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **19. Travel** 1. Where will you go this coming holiday? 2. Activity I 3. How do I get to Pataya? 4. Activity 5. Where can I buy train ticket? 6. Activity III 7. Where will you stay? 8. Activity IV | 1. Vocabulary and Dialogue 2. Listen and click 3. Story Book: Reading and Listening comprehension | 1. How to ride public transportation | 1. Persuasive language 2. Expressing request or explanation 3. Every day language 4. Expressing time concepts 5. Describing measurements such as height, weight, speed, etc 6. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| **20. Body** 1. Body 2. Activity I 3. Exercising 4. Activity II 5. How do you like to exercise? 6. Activity III 7. What sport do you like to play? 8. Activity IV | 1. Vocabulary and Dialogue 2. Ask and answer, then click 3. Drag and Drop 4. Story Book: Reading and Listening comprehension | | 1. Expressing request or explanation 2. Showing agreement or disagreement 3. Every day language 4. Expressing time concepts 5. Describing measurements such as height, weight, speed, etc 6. Identifying parts of speech in a sentence | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct sentence) 4. Pictures that help to understand the lesson 5. Role play |
| **21. Visiting a Doctor** 1. I don't feel very well 2. Activity I 3. Have you recovered from your stomachache? | 1. Vocabulary and Dialogue 2. Listen and click 3. Drag and Drop 4. Story Book: Reading and Listening comprehension | | 1. Persuasive language 2. Expressing request or explanation 3. Showing agreement or disagreement 4. Every day language | 1. Authentic materials 2. Language games 3. Scrambled sentences (arrange words to make a correct |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 4. Activity<br>5. There is a sick person.<br>6. Activity III<br>7. I have a headache and stomachache.<br>8. Activity IV<br>9. Activity V | | | 5. Expressing time concepts<br>6. Describing measurements such as height, weight, speed, etc<br>7. Identifying parts of speech in a sentence | sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |
| **22. Telephone**<br>1. May I speak to….?<br>2. To leave message<br>3. The line in still busy.<br>4. A long distance call.<br>5. Activity I | 1. Vocabulary and Dialogue<br>2. Drag and Drop<br>3. Story Book: Reading and Listening comprehension | 1. Greeting people with a waai (ไหว้) | 1. Persuasive language<br>2. Expressing request or explanation<br>3. Every day language<br>4. Expressing time concepts<br>5. Expressing number and quantity<br>6. Describing measurements such as height, weight, speed, etc<br>7. Identifying | 1. Authentic materials<br>2. Language games<br>3. Scrambled sentences (arrange words to make a correct sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| | | | parts of speech in a sentence | |
| **23. What Do You Like To Do?** <br> 1. Free time. <br> 2. Would you like to go to a movie together? <br> 3. Activity I <br> 4. Would do you like to do during the weekend <br> 5. I prefer listening to music. <br> 6. Activity II | 1. Vocabulary and Dialogue <br> 2. Drag and Drop <br> 3. Listen and click <br> 4. Story Book: Reading and Listening comprehension | | 1. Persuasive language <br> 2. Expressing request or explanation <br> 3. Showing agreement or disagreement <br> 4. Every day language <br> 5. Expressing time concepts <br> 6. Describing measurements such as height, weight, speed, etc <br> 7. Identifying parts of speech in a sentence | 1. Authentic materials <br> 2. Language games <br> 3. Scrambled sentences (arrange words to make a correct sentence) <br> 4. Pictures that help to understand the lesson <br> 5. Role play |
| **24. How Is He?** <br> 1. How Is He? <br> 2. Activity I <br> 3. Do you know he? | 1. Vocabulary and Dialogue <br> 2. Drag and Drop <br> 3. Ask and | | 1. Persuasive language <br> 2. Expressing request or explanation | 1. Authentic materials <br> 2. Language games <br> 3. Scrambled |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| 4. Activity II<br>5. Have you ever seen she? 6. How are the Thai people? | answer, then click<br>4. Story Book: Reading and Listening comprehension | | 3. Showing agreement or disagreement<br>4. Every day language<br>5. Identifying parts of speech in a sentence | sentences (arrange words to make a correct sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |
| **25. See You Again**<br>1. May I have your address?<br>2. Activity I<br>3. Are you coming back to Thailand?<br>4. Activity II<br>5. Please give my regards to him too.<br>6. Activity III<br>7. Goodbye.<br>8. Activity IV | 1. Vocabulary and Dialogue<br>2. Drag and Drop<br>3. Listen and click<br>4. Ask and answer, then click<br>5. Story Book: Reading and Listening comprehension | 1. Greeting people with a waai (ไหว้) | 1. Persuasive language<br>2. Expressing request or explanation<br>3. Every day language<br>4. Expressing time concepts<br>5. Expressing number and quantity<br>6. Describing measurements such as height, weight, speed, etc | 1. Authentic materials<br>2. Language games<br>3. Scrambled sentences (arrange words to make a correct sentence)<br>4. Pictures that help to understand the lesson<br>5. Role play |

| Chapter of speaking and listening | Features of the speaking and listening lessons | Social rules about the Thai culture | Oral communication skills/ Grammar | Teaching techniques and materials |
|---|---|---|---|---|
| | | | 7. Identifying parts of speech in a sentence | |

## CONTENT OF READING AND WRITING

| Chapter of reading and writing | Feature of the reading and writing lessons | Grammar | Teaching techniques and materials |
|---|---|---|---|
| 1 **Writing 1 : Introduction to the Thai Alphabet**<br><br>Part 1: The 44 consonants of the Thai alphabet<br>Part 2: Writing to the Thai alphabet<br>Part 3: Practice reading and classify the Thai alphabet by consonants | 1. Listen and read<br>2. Write and listen<br>3. Practice reading<br>4. Explanation<br>5. Activity | 1. Identifying parts of speech in a sentence | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |
| 2 **Writing 2 : Spelling Thai**<br><br>Part 1: 24 Thai vowels | 1. Listen and read<br>2. drag and drop<br>3. Click and | 1. Identifying parts of speech in a sentence | 1. Language games<br>2. Scrambled sentences (arrange words to make a |

| Chapter of reading and writing | Feature of the reading and writing lessons | Grammar | Teaching techniques and materials |
|---|---|---|---|
| & Special from vowels<br>Part 2: Thai Spelling<br>Part 3: Spelling and Reading Practice<br>Part 4: Finals<br>Part 5: Reading and Writing Practice I<br>　Part 6: Adding Tone Mark<br>Part 7: Reading and Writing Practice II<br>Part 8: Writing Practice | listen<br>4. Match and click<br>5.Click, listen and read<br>6. Read and write answers<br>7. Explanation<br>8. Activity | | correct sentence)<br>3. Pictures that help to understand the lesson |
| 3 **Writing 3 : High and Low Consonants**<br><br>Part 1: Special Features of High and Low consonants<br>Part 2: High and Low consonants can't Occur With 5 Tones<br>Part 3: Reading I<br>Part 4: Low consonants II<br>Part 5: Reading II<br>Part 6: Summary of Tones of High and Low consonants | 1. Spelling by drag and drop<br>2. Click, listen and read<br>3. Click and listen<br>4. Read and write the following sentence<br>5. Explanation<br>6. Activity | 1.Describing measurements such as height, weight, speed, etc<br>2. Identifying parts of speech in a sentence | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |

| Chapter of reading and writing | Feature of the reading and writing lessons | Grammar | Teaching techniques and materials |
|---|---|---|---|
| Part 7: Activity | | | |
| 4 **Writing 4 : Live and Dead Syllables**<br><br>Part 1: Two types of final consonants<br>Part 2: Tones of Live Syllables<br>Part 3: Reading and Writing Practice I<br>Part 4: Summary of tones of Live and Dead Syllables<br>Part 5: Extra finals consonants<br>Part 6: Initial Clusters<br>Part 7: Reading and Writing Practice I<br>Part 8: Reading and Writing Practice II | 1. drag and drop<br>2. Read and Write<br>3. Click, listen and read<br>4. Click and listen<br>5. Read and write the following sentence<br>6. Explanation<br>7. Activity | 1.Describing measurements such as height, weight, speed, etc<br>2. Identifying parts of speech in a sentence | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |
| 5 **Writing 5 : Reading Pseudo-Clusters I**<br><br>Part 1: Pseudo-clusters<br>Part 2: Pseudo-clusters หย Type<br>Part 3: Pseudo-clusters | 1. drag and drop<br>2. Click, listen and read<br>3. Listen and click<br>4. Vocabulary: Click and learn<br>5. Story book : | 1. Expressing time concepts<br>2.Describing measurements such as height, weight, speed, etc<br>3. Identifying | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |

| Chapter of reading and writing | Feature of the reading and writing lessons | Grammar | Teaching techniques and materials |
|---|---|---|---|
| อย Type<br><br>Part 4: Reading I<br>Part 5: Reading II<br>Part 6: Reading III | listen and read, read and answer<br>6. Explanation<br>7. Activity | parts of speech in a sentence | |
| ๖ **Writing 6 : Reading Pseudo-Clusters II**<br><br>Part 1: Pseudo-clusters<br>Part 2: The –ร Mute Pseudo-clusters<br>Part 3: The – ทร Pronounced as ซ Pseudo-clusters<br>Part 4: Mid consonants as the first consonant of the first syllable<br>Part 5: Reading I<br>Part 6: Reading II<br>Part 7: Reading III | 1. drag and drop<br>2. Listen and click<br>3. Listen and click, Click, listen and read<br>4. Vocabulary: Click and learn, Story book : listen and read, read and answer<br>5. Explanation<br>6. Activity | 1. Expressing time concepts<br>2. Describing measurements such as height, weight, speed, etc<br>3. Identifying parts of speech in a sentence<br>4. Describing Language for using specific contexts | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |
| ๗ **Writing 7 : ใ and The Sound Killer**<br><br>Part 1: 20 ใ word<br>Part 2: The sound Killer<br>Part 3: Reading I<br>Part 4: Reading II | 1. Listen, then Find "ใ-" and click<br>2. Vocabulary: Click and learn, Story book : listen and read, | 1. Identifying parts of speech in a sentence<br>2. Describing Language for using specific contexts | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |

| Chapter of reading and writing | Feature of the reading and writing lessons | Grammar | Teaching techniques and materials |
|---|---|---|---|
| Part 5: Reading III | read and answer<br>3. Explanation<br>4. Activity | | |
| 8 **Writing 8 : รร and**<br><br>**Final –ร**<br><br>Part 1: Double ร<br>Part 2: Final Consonant<br>- ร<br>Part 3: Reading I<br>Part 4: Reading II<br>Part 5: Reading III | 1. Listen and click<br>2. Click, listen and read<br>3. Vocabulary: Click and learn, Story book : listen and read, read and answer<br>4. Explanation<br>5. Activity | 1. Expressing time concepts<br>2. Expressing number and quantity<br>3. Describing measurements such as height, weight, speed, etc<br>4. Identifying parts of speech in a sentence<br>5. Describing Language for using specific contexts | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |
| 9 **Writing 9 : Reading**<br>**Loan Words**<br><br>Part 1: Pronunciation of Loan Words<br>Part 2: The Pronunciation of ฤ<br>Part 3: Reading I | 1. Listen and click<br>2. Vocabulary: Click and learn, Story book : listen and read, read and answer<br>3. Explanation | 1. Expressing time concepts<br>2. Expressing number and quantity<br>3. Describing measurements such as height, | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |

| Chapter of reading and writing | Feature of the reading and writing lessons | Grammar | Teaching techniques and materials |
|---|---|---|---|
| Part 4: Reading II<br>Part 5: Reading III | 4. Activity | weight, speed, etc<br>4. Identifying parts of speech in a sentence<br>5. Describing Language for using specific contexts | |
| 10 **Writing 10 :**<br>**Irregular Reading and**<br>**Writing Signs**<br><br>Part 1: Irregular Pronunciation<br>Part 2: Pronunciation of ไ –ย and อัย<br>Part 3: Some word are pronounced differently<br>Part 4: Reading I<br>Part 5: Reading II<br>Part 6: Reading III | 1. Click, Listen and Read<br>2. Listen and Click<br>3. Vocabulary: Click and learn, Story book : listen and read, read and answer<br>4. Explanation<br>5. Activity | 1. Expressing time concepts<br>2. Describing measurements such as height, weight, speed, etc<br>3. Identifying parts of speech in a sentence<br>4. Describing Language for using specific contexts | 1. Language games<br>2. Scrambled sentences (arrange words to make a correct sentence)<br>3. Pictures that help to understand the lesson |

**APPENDIX B**

**FORMAT CHECKLISTS**

| Chapter of speaking and listening | Text | Backgrounds | Graphics and Animation | Sound effects and Music | Navigation and Menu | Table and Frame | Service and activities | Search engine |
|---|---|---|---|---|---|---|---|---|
| | | | | Characteristics formats | | | | |
| 1 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 2 | Normal/ Bold and were 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 4 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 5 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 7 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 8 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 9 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside | Not used |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 10 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 11 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 12 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 13 | Normal/ Bold and 4 | There were 4-5 colors. /-Main backgrounds were white, black and | Used/ Position and amount | Not used | Menu had a drop down and a normal. | Frame was used. | Used/ There was a Web board, Chat room and | Not used |

| No. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
|  | colors | gray. (depended on situation) - Light color shades used. | were uncertain. |  | Navigations had no limit. (depended on situation) |  | Collaborative Group. Outside Chapter. | Not used |
| 14 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 15 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 16 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 17 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 18 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 19 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 20 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside | Not used |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | shades used. | | (depended on situation) | | Chapter. | |
| 21 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 22 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 23 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 24 | Normal/ Bold and 4 | There were 4-5 colors. /-Main backgrounds were white, black and | Used/ Position and amount | Not used | Menu had a drop down and a normal. | Frame was used. | Used/ There was a Web board, Chat room and | Not used |

| | Text | Backgrounds | Graphics and Animation | Sound effects and Music | Navigation and Menu | Table and Frame | Service and activities | Search engine |
|---|---|---|---|---|---|---|---|---|
| | colors | gray. (depended on situation) - Light color shades used. | were uncertain. | | Navigations had no limit. (depended on situation) | | Collaborative Group. Outside Chapter. | Not used |
| 25 | Normal/ Bold and 4 colors | There were 4-5 colors. /-Main backgrounds were white, black and gray. (depended on situation) - Light color shades used. | Used/ Position and amount were uncertain. | Not used | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |

**Characteristics formats**

| Chapter of reading and writing | Text | Backgrounds | Graphics and Animation | Sound effects and Music | Navigation and Menu | Table and Frame | Service and activities | Search engine |
|---|---|---|---|---|---|---|---|---|
| 1 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 2 | Normal, bold and 5-6 | There were 3-4 colors. Main backgrounds were black and orange | Used/ Positions and amounts | Sound effects were not used. | Menu had a drop down and a normal. | Frame was used. | Used/ There was a Web board, Chat room and | Not used |

| | colors | (depended on situation) -Light color shades used. | uncertain. | Music was used. | Navigations had no limit. (depended on situation) | | Collaborative Group. Outside Chapter. | Not used |
|---|---|---|---|---|---|---|---|---|
| 3 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 4 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 5 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 7 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 8 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | Not used |
| 9 | Normal, bold and 5-6 | There were 3-4 colors. Main backgrounds were black and orange | Used/ Positions and amounts | Sound effects were not used. | Menu had a drop down and a normal. | Frame was used. | Used/ There was a Web board, Chat room and | Not used |

| | colors | (depended on situation) -Light color shades used. | uncertain. | Music was used. | Navigations had no limit. (depended on situation) | | Collaborative Group. Outside Chapter. | Not used |
|---|---|---|---|---|---|---|---|---|
| 10 | Normal, bold and 5-6 colors | There were 3-4 colors. Main backgrounds were black and orange (depended on situation) -Light color shades used. | Used/ Positions and amounts uncertain. | Sound effects were not used. Music was used. | Menu had a drop down and a normal. Navigations had no limit. (depended on situation) | Frame was used. | Used/ There was a Web board, Chat room and Collaborative Group. Outside Chapter. | |

# APPENDIX C
## OPINION OF INTERVIEWS


Interview of Associate Professor Dr. Somphong Witthayasakphan


(1). Please tell me your name and position at your university.


Answer: Associate Professor Dr. Somphong Witahayasakphan. I am a professor of Thai language at the department of Thai, Faculty of Humanities, and Chiang Mai University.


(2). Please explain your ideas or teaching methods behind the design of these lessons.


Answer: The lessons are designed to emphasize learning naturally and proficiency, or communicative learning in which learners learn naturally by starting with listening, speaking, reading then writing, respectively. The learner will remember and learn well if they listen to and see Thai letters and pictures. This will make them learn faster. Also, they have the opportunity to listen repeatedly and drill if they didn't hear clearly or didn't understand what they heard.


(3). What are the characteristics of the grammar lessons? What significant principles were they based upon?


Answer: The lessons generally don't teach grammar, but I believe that by listening, speaking, reading, and writing, learners automatically acquire grammar of a language, such as word position. This is learning naturally or learning directly for communication. There may be exercises given at the end of the lessons for review so

learners can review repeatedly. In this way, learners can see the structure of language more clearly.

(4). What are the characteristics of the lessons that teach language used in real situations? What significant principles were they based upon?

Answer: Because the principles are learning naturally and learning for communication, the lessons are based on real life situations. Learners learn how to communicate, for example, if in a restaurant, taking public transportation, talking about illness, or at a market. They will also learn relevant vocabulary. Thus, the role of language changes according to real situations or situations that learners may face in real life.

(5). What techniques and media are used in the lessons and how are they used?

Answer: There are a variety of techniques and media from clicking on the letter to hear its sound and doing exercises. There are illustrations and animated cartoons to stimulate interest. The techniques and media are based on the learning and interest the learners, and they are designed to keep learners attracted to the lessons. I created the lessons with limited technology, and within a limited budget and time.

(6). Do you think you included social rules and psychological rules in the lesson? If so, how?

Answer: Social rules shouldn't be something taught directly, but they are included in the chapters so that the learner can notice through being aware and unaware, such as final particles or using first and second pronouns. It makes learners learn social rules and culture while learning a language. As for the state of mind of the learners, I didn't give any consideration. However, I considered what should be done in order to make learners happy when studying.

(7). Did you include cultural content in the lessons? If so, how?

Answer: I have already answered that when I said learning a language is about learning the society and culture of a language. It is not only learning to speak, but to see the culture and society in the context of the language as well.

(8). How did you decide on the topics of the chapters of the speaking and listening lessons? How did you decide on the topics of the chapters of the reading and writing lessons?

Answer: I arranged them according to situations the learner may experience in real life. Whereas for reading and writing, I arranged them according to letter groups that are easy and difficult to learn, and vocabulary that the learners have already learned from the listening and speaking lessons. That is, mainly learning to read and write words that the learner has already learned.

(9). What important principles did you use when choosing the words and sentences?

Answer: I have already answered this in question 8 when I said that I arranged everything according to situations.

(10). What rules did you use to create the example conversations and activities? And how did you use them?

Answer: The example conversations come from situations that I believe will actually happen and they will make learners understand the vocabulary. Whereas the

activities emphasize repetition and review so the learner can remember, have fun, and understand. This was done by taking the structure and essential vocabulary to create situations of the conversation lessons and use them as activities.

(11). What do you hope learners will get out of learning Thai from Thailand Cyber University's e-learning Thai course?

Answer: To learn Thai without difficulty, at their own pace, and to be able to communicate at basic level.

(12). Learning from the e-learning Thai course helps eliminate what problems?

Answer: I believe it helps eliminate anxiety, shyness of pronouncing words, or difficulty with listening. Internet learning helps review things learners do not understand in the classroom. It makes things clearer for learners.

(13). What are the advantages and disadvantages from learning from the e-learning Thai course?

Answer: I believe learners can learn at their own pace, but there is no teacher support. Learners must learn and know what their weaknesses are.

(14). Do you believe these chapters are complete?

Answer: I believe they are not complete. Due to limitations of time and technology, they don't attract much interest. Also, they still lack exercises at the end of the lessons.

(15). Would you like to improve or change anything in the chapters? If so, what would you improve?

Answer: I would probably make the conversations shorter, the recordings clearer, and the animations more interesting. Also, I would increase the exercises at the end to be more interesting, especially in the listening and speaking parts and at the end of reading and writing sections.

(16). Is learning from the website one-way or two-way learning?

Answer: I believe it is one way learning because there isn't any interaction, except for some parts of the exercises which is two-way communication in which learners select answers that are correct or incorrect, and continue or not.

(17). Which of the following type of web course do you teach? Stand alone courses are web courses for one-way learning. Web-supported courses are web courses in which there is communication between the teacher and student. Web pedagogical resources have detailed educational information.

Answer: I believe the Thai e-learning course is a Stand-alone course because it is a web course for one-way learning, I presume.

(18). What should be done to make foreigners interested in learning from this website?

Answer: It probably has to be advertised more by having Google give more detailed information about accessing the website, or more advertisements from tourist organizations all over the world. The above mentioned will probably help make it more known.

# APPENDIX D
## OPINION OF INTERVIEWS

Interview of the web designer of the e-learning Thai language course

(1). Please tell me your name and responsibilities in your organization.

Answer: My name is Sirames Aphichaiwiroj. I am the manager of the Chiang Mai branch of Banana Software Co, Ltd.

(2). What is the design structure of Thailand Cyber University's website?

Answer: It is an e-learning website

(3).  What principles were applied in the design of this website and how were they considered? (For example, did you consider the attractiveness or format of the lessons, or the customer's preferences?)

Answer: The following are the four principles of the design:
- A simple method of presenting information for users to understand.
- Using a game format that attracts one's attention and is interesting, and makes users
  want to continue to use.
- Bright colors are used the format of cartoons to make the lessons lively.
- Accessing lessons with audio and visual aids such as pictures, colors, and sound.

(4). What principles were considered for the colors of the letters and background, and how were they used?

Answer: I wanted to make the pages lively and cheerful, so I used bright colors such as yellow, blue, and green.

(5). How many colors should be used for the letters and background on each page, and what should the tone characteristics be?

Answer: We wanted a modern Thai theme in the design structure of the website. Therefore, the letters used are modern Thai font. As for the color tones, they were chosen based on the chapter titles of each page. For example, the letters on the first page are purple in order to show that Chiang Mai University, which uses purple as its school color, is the producer of the e-learning Thai course. As for the other pages, the colors differ according to subject matter. However, colors were not the main consideration. Thai style designs and characteristics were more important.

(6). What colors are most appropriate for the letters and background? And what colors should be used together?

Answer: A light color is used for the background to make the letters more distinct and stand out more clearly. For example, when the background is white, the letters are black.

(7). What are characteristics of the letters used in the website? Why were they used?

Answer: Modern Thai font was used. We also changed some Thai fonts a bit to match the theme of the website. We tried to maintain a Thai theme. For example, we used Thai numbers in some pages.

(8). What principles were considered in the graphics and animation? And why were they designed in this way?

Answer: The following were considered in the graphics and animation:

1. The ability to make the learners understand the lessons easily.

2. The ability to make them look attractive.

3. The ability to link pictures from other programs because this course may not have appropriate technology for posting pictures. Therefore, it must be able to support and receive better objects from other programs.

4. The ability to make files inaccessible to the public so no one else can change or use them since it is the copyright of Banana Software Co, Ltd.

(9). How many graphics and animations should be used to make the website attractive, and how should they be arranged?

Answer: These are the two factors:

1. It depends on the storyline of each chapter.

2. The experience of the webmaster in selecting "view" presented in each frame.

(10). Why did you use graphics and animation?

Answer: The principles used in selecting animation are as follows:

1. The ability to present the materials in a more interesting way than reading.

2. The ability to enhance the content of the games section to motivate the learners.

3. The ability to be adjusted easier since the contents are related in each chapter. Thus, the animations can be used in other chapters and save time in making new chapters.

(11). Which principles were necessary in considering the voices or music used?

Answer: The following are important in using sounds:

1. Background sounds that match the topic presented.

2. Pronunciation of each Thai vowel and tone mark must be accurate.

3. A tone of voice that conveys feeling in sentences or words.

(12). What were the objectives of using music?

Music was used:

Answer:

1. To have an example of correct speech

2. To make the learner have an understanding of Thai speech in order to correctly compare sounds that they have learned and to be able to listen repeatedly.

(13). How were navigations important to the web design? And should there be navigations on each page? If so, how?

Answer: The following are necessary:

1. To make it convenient for the learners if they want to skip the chapters.

2. To keep the users informed of the steps of learning in each chapter.

(14). How many navigations should there be on each page or on the website? What does it depend on?

Answer: Navigations are there to get to the section in each chapter easily.

(15). What is the importance of using tables or frames in the design? And were they used in the design of the TCU's e-learning Thai course?

Answer: They were used to make divided sections attractive, such as the play and stop controls, so they look neat within the frames.

(16). Should the design of the website have Service and Activities? Why or why not? Does this e-learning Thai course have Service and Activities?

Answer: There are usually Service and Maintenance sections in websites to support additional requirements. However, because of the limited budget, we can't continue to make further enhancements in the service section.

(17). Should a search engine be created on the website? Why or why not?

Answer: Because the subject of the learning material is in the format of the lessons, it is not necessary to have a navigation system in each chapter because the learners must learn in steps. Also, each lesson is divided into listening and it is not necessary to search for information. Therefore, a search engine wasn't included.

(18). How long does it take to download information from each chapter? And what effect do you think it has on the learners?

Answer: The time it takes to download information consists of the following:
1. The size of file that is being downloaded.
2. The internet speed of learners' network for downloading files.

Both are used in considering the time it takes to download a file.

**APPENDIX E**

# Questionnaire
## A study of Thai language teaching via the website of Thailand Cyber University

The objective of this questionnaire is to study Thai language teaching via the website of Thailand Cyber University, which is the focus of the researcher's thesis at the Master of Arts Program for Language Teaching at the Institute of Language and Culture for Rural Development, Mahidol University.

When filling out this questionnaire, please answer the questions honestly because your responses will benefit educational research. The information collected will be anonymous. Thank you for devoting your time to answering these questions.

Miss Anchalee Laowklang

Master's degree student, Mahidol University

**Explanation:** This questionnaire is divided into 4 parts with 61 items as follows:

|  |  |  |
|---|---|---|
| Part 1 | General information about the interviewee | 5 items |
| Part 2 | Questions about learning from Web-based Instruction | 7 items |
| Part 3 | Questions about the lesson content of Thailand Cyber University's Thai language instruction website | 21 items |
| Part 4 | Questions about the lesson format of Thailand Cyber University's Thai language instruction website | 28 items |

**Instructions on completing the questionnaire**

1. Please write a ✓ in the ( ) to answer the questions.
2. If you select "other," please write your answer in the space provided.

**Part 1: General information about the interviewee**

1. Sex
   ( ) Female          ( ) Male
   ( ) Other, please specify _____

2. Age
   ( ) 15-24          ( ) 25-59          ( ) Over 60

3. Highest level of education
   ( ) Elementary     ( ) Jr. high school     ( ) High school
   ( ) Bachelor's degree   ( ) Master's degree   ( ) PhD

4. Occupation

   ( ) Student                           ( ) Businessman/ Businesswoman

   ( ) Professor/ Researcher           ( ) IT related field

   ( ) Lawyer                            ( ) Travel & Tourism Industry

   ( ) Other, please specify _____

5. Nationality

   ( ) Thai              ( ) Other, please specify _____

**Part 2: Questions about learning from Web-based Instruction**

6. In your opinion, what should the characteristics be of learning from web-based instruction? (You can select more than one answer)

   ( ) A tool for learning and teaching from the World Wide Web

   ( ) Use all the resources of the internet

   ( ) Be used as long distance learning

   ( ) Be accessible at all times and places

   ( ) Other, please specify _____

7. Learning from web-based instruction has what advantages? (You can select more than one answer)

   ( ) Information can reach every institute that has access to the internet.

   ( ) There is no fee to access information.

   ( ) One can access information at any time.

   ( ) The progress of learning depends on the effort of the learner.

   ( ) One can review lessons at any time.

   ( ) One can ask or propose questions on websites.

( ) Opinions can be exchanged by using communication tools from the internet

such as the e-mail or chat rooms.

( ) Other, please specify _____

8. What kind of learning from web-based instruction do you prefer?

( ) Learning without an instructor or learning on one's own

( ) Interaction between instructors learners

( ) Learning by both of the above

9. How should an instructor and learner communicate through a website?

( ) Learning is done by reading information from a website. There is no

communication between the teacher and learner.

( ) There is communication between the teacher and learner through email,

online chats, discussion boards, and etc.

( ) Learning is done by both of the above

10. How should lessons be presented in web-based instruction?

( ) Typed messages

( ) Picture graphics

( ) Animation sounds, movies and videos

11. What components would you like to see in learning from web-based instruction?
(You can select more than one answer)

( ) A course overview description

( ) Lesson contents link to other lessons.

( ) Activities and tests are given to assess the learner's progress

( )There are exercises that learners must practice by themselves

( ) A description of the background of the teacher and those who use the website are shown.

( ) A bulletin board

( ) Chat rooms, in which learners and teachers communicate with each other

12. What kind of website design structure would you like to see in learning from web-based instruction?

( ) No structure or format

( ) There is an orderly process in accessing information

( ) Many design structures are used together

**Part 3: Questions about the lesson content of Thailand Cyber University's Thai language instruction website**

13. You prefer language instruction to focus on:

( ) Grammar and meaning              ( ) Communication

( ) Both of the above

14. What kind of grammar instruction would you like to learn from TCU? (Please order your answers from most important to least important)

( ) Expressing time concepts

( ) Expressing number and quantity

( ) Describing measurements such as height, weight, speed, etc

( ) Identifying parts of speech in a sentence

( ) Describing language for using specific contexts

15. What kind of oral communication skills would you like to learn from TCU? (Please order your answers from most important to least important)

( ) Persuasive language

( ) Expressing request or explanation

( ) Showing agreement or disagreement

( ) Express assessment or judgment

( ) Every day language

( ) Language for speaking to people of different social classes such as monks,

members of the royal family, etc

16. What kinds of teaching techniques and materials would you like to be used?
(Please order your answers from most important to least important)

( ) Authentic materials

( ) Language games

( ) Scrambled sentences (arrange words to make a correct sentence)

( ) Pictures that help to understand the lesson

( ) Role play

17. Did you learn any social rules or customs about the Thai culture?

( ) Yes                                         ( ) No (Please skip to question 19)

18. What did you learn?

( ) greeting people with a waai (ไหว้)

( ) Dining etiquette

( ) What to do when going to a Thai temple

( ) What to do when visiting a Thai home

( ) How to go shopping

( ) How to ride public transportation

19. In what kind of context setting would you like to have the listening and speaking lessons take place? (You can select more than one answer)

| ( ) Street | ( ) Park, garden | ( ) Bus stop |
|---|---|---|
| ( ) Taxi stand | ( ) Train | ( ) Shop |
| ( ) Market-place | ( ) Restaurant | ( ) Hotel |
| ( ) Airport | ( ) Hospital | ( ) School |
| ( ) Library | ( ) Theatre | ( ) Post-office |
| ( ) Bank | ( ) Office | ( ) House |

20. What topics would you like to see in the speaking and listening lessons? (You can select more than one answer)

| ( ) Talking about oneself | ( ) Types of accommodation |
|---|---|
| ( ) Trade, profession, occupation | ( ) Free time, entertainment |
| ( ) Travel | ( ) Health |
| ( ) Education | ( ) Shopping |
| ( ) Food and drink | ( ) Weather |

21. What topics would you like to see in the reading and writing lessons? (Please order your answers from most important to least important)

| ( ) Introduction to the Thai Alphabet | ( ) Thai Spelling |
|---|---|
| ( ) High and Low Consonants | ( ) Live and Dead Syllables |
| ( ) Reading Pseudo-Clusters I | ( ) Reading Pseudo-Clusters II |
| ( ) ใ and The Sound Killer | ( ) รร and Final -ร |
| ( ) Reading Loan Words | ( ) Irregular Reading and Writing Signs |

22. Are the Thai lessons from the website useful?

      ( ) Yes. They are useful because I can use the information in my daily life.

      ( ) No. They are not useful because I can't use the information in my daily life.

      ( ) Other, please specify _____

23. Is there enough vocabulary taught in the lessons that can be used in real situations?

      ( ) Yes, because I can use the vocabulary in real situations.

      ( ) No, because I don't learn enough vocabulary to use in real situations.

      ( ) Other, please specify _____

24. Can you use the sentences taught in the lesson?

      ( ) Yes, because they are useful and practical in real situations.

      ( ) No, because they are not useful or practical in real situations.

      ( ) Other, please specify _____

25. Do you understand the voices used in the dialogues?

      ( ) Yes, I understand because the voices are clear.

      ( ) No, I don't understand because the voices are not clear.

      ( ) Other, please specify _____

26. Are the examples of dialogue appropriate?

      ( ) Yes. They are appropriate because I can use them in real situations.

      ( ) No. They are not appropriate because I can't use them in real situations.

      ( ) Other, please specify _____

27. Do you like the activities in the chapters?

        ( ) Yes, I like them because they are fun and they review what I have learned.

        ( ) No, I don't like them because they are useless.

        ( ) Other, please specify _____

28. Which feature of the speaking and listening lessons did you like most?
 (Please order your preference from most liked to least liked)

        ( ) Vocabulary and Dialogue      ( ) Activity Drag and Drop

        ( ) Activity Listen and click        ( ) Activity Ask and answer, then click

        ( ) Activity Select and click      ( ) Activity See the picture and click

        ( ) Story Book

29. The reason that you like the feature chosen above the most is because: (You can select more than one answer)

        ( ) I obtain knowledge

        ( ) It is fun

        ( ) The information can be used in daily life

30. Which feature of the reading and writing lessons did you like the most? (Please order your preference from most liked to least liked)

        ( ) Reading Practice   ( ) Writing Practice   ( ) Reading and Writing Practice

        ( ) Explanation        ( ) Activity

31. The reason that you like the feature chosen above the most is because: (You can select more than one answer)

        ( ) I obtain knowledge

        ( ) It is fun

        ( ) The information can be used in daily life

32. Have you used any knowledge you have learned from Thailand Cyber University?

　　　( ) Yes, because I have the opportunity to use it.

　　　( ) No, because I don't have the opportunity to use it.

　　　( ) Other, please specify _____

33. Which chapter do you like the most and why?

_____

_____

_____

**Part 4: Questions about the lesson format of Thailand Cyber University's Thai language instruction website**

34. In your opinion, what is the most important in web design? (Please rank in order of most important to least important 1-3)

　　　( ) Contents in the website　　　　　　　( ) Attractive format

　　　( ) Convenience and ease in using the website　　　( ) Quick response

　　　( ) Other, please specify _____

35. What do you like most about the design of Thailand Cyber University's Thai language instruction web pages? (Please rank in order of most important to least important 1-3)

　　　( ) The information and content meets my expectations

　　　( ) Attractive format　　　　　　　( ) Comfortable and easy to read

　　　( ) Quickness in accessing information　　　( ) It is convenient and easy to use

　　　( ) It links to other sources/web pages of information

　　　( ) Other, please specify _____

36. What are the problems with the design of Thailand Cyber University's Thai language instruction web pages? (You can select more than one answer)

  ( ) There is little information or content.

  ( ) It does not meet my expectations.

  ( ) The format is unattractive.

  ( ) The comfort and ease of reading the web pages

  ( ) It takes too long to access information.

  ( ) The service is poor or unsatisfactory

  ( ) It is difficult to use.

  ( ) There are too few links to other sources of information.

  ( ) Other, please specify _____

37. The color characteristics of the website should:

  ( ) Match well together  ( ) Contrast slightly  ( ) Contrast greatly

38. The amount of colors used on the web pages should be:

  ( ) 2-3 colors

  ( ) 4-5 colors

  ( ) More than 5 colors

  ( ) Not interested/ not important

  ( ) Other, please specify _____

39. The color tone should be:

  ( ) Cool tones

  ( ) Warm tones

  ( ) Neutral tones

  ( ) Not interested/ not important

  ( ) Other, please specify _____

40. The color shades should be:

    ( ) Dark                           ( ) Light

41. The number of font colors per each page should be:

    ( ) 1-3 colors

    ( ) 4-6 colors

    ( ) More than 6 colors

    ( ) Not interested/ not important

    ( ) Other, please specify _____

42. The color of the font and background should be:

    ( ) Black font & white background

    ( ) Black font & grey background

    ( ) White font & grey background

    ( ) Black font & light blue background

    ( ) Black font & light green background

    ( ) Depend on the suitability and the contents of the web pages

43. The text should be:

    ( ) Normal             ( ) Bold

    ( ) Italic               ( ) Underlined

44. Do you think the use of graphics and animation is appropriate?

    ( ) Yes, because the pictures are attractive and match the content of the lesson

    ( ) No, because the pictures are not attractive and do not match the content of

the lesson

( ) Other, please specify _____

45. Do you think graphics and animation should be used?

( ) Yes, because when you look at a picture, it helps to understand the spoken

dialogue

( ) No, because they are not important and the don't help to understand the

spoken dialogue

( ) Other, please specify _____

46. How many graphics and animation should be used?

( ) 1-3 pictures

( ) 4-6   pictures

( ) There shouldn't be a limit. It depends on the content.

47. What should the position of graphics and animation on the web pages be?

( ) Left

( ) Right

( ) Center

( ) It depends on the design of the pages.

48. Do you think there should be sound effects on the web pages?

( ) Yes

( ) No (Please skip to question 49)

( ) It depends on the lessons.

49. The purpose of sound effects is to:

( ) Stimulate interest of the lesson

( ) Focus on important points in the lesson

50. Do you think there should be music on the website?

( ) Yes

( ) No (Please skip to question 51)

( ) Depends on the content and subject presented

51. What should be the purpose of music on the website?

( ) To stimulate interest

( ) To emphasize the importance of the lesson content

52. What kind of menu should be displayed on each web page?

( ) Each page should have a specific menu.

( ) There should be a detailed menu on each page.

( ) It is not necessary to have a menu on each page.

53. The characteristics of the menu should:

( ) Have a normal font                    ( ) Have a pictures

( ) Have graphic designs                  ( ) Have a drop down design

( ) Depend on the contents of the web pages

54. Do you think there should be Navigations on each page?

( ) Yes, it is necessary to have Navigations on each page.

( ) No, it is not necessary.

( ) Other, please specify _____

55. How many Navigations do you think should be used?

( ) 1-3

( ) 4-6

( ) There should be no limit. It depends on the content.

56. Do you think the website should use a table or frame?

( ) Yes, because a table or frame helps to make the pictures clearer

( ) No, because a table or frame doesn't help to make the pictures clearer

( ) Other, please specify _____

57. Do you think there should be more activities in the website?

( ) Yes, because they provide learners with extra learning activities

( ) No, because they are not useful to the learners.

( ) Other, please specify _____

58. Do you think there should be a search engine in the teaching website?

( ) Yes, because it allows me to search for information immediately

( ) No, because it's not necessary to search for extra information on the website

( ) Other, please specify _____

59. How long do you think it takes to download information from the website?

( ) 10 -15 minutes          ( ) 15-20 minutes          ( ) more than 20 minutes

60. Are you satisfied with downloading on the website?

( ) Yes, because it takes little time to download

( ) No, because it takes a long time to download

( ) Other, please specify _____

61. Please include any additional suggestions or opinions about the lessons in e-learning Thai language of Thailand Cyber University's website.

_____

_____

**----- End of questions ----**

**Thank you very much for devoting your time in answering the questions**

# BIOGRAPHY

| | |
|---|---|
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