The Application of Learning Theories for Teaching Thai Language

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Abstract

This academic article was written based on the author's study, collection, and synthesis of 20 sources, including books, academic articles, research articles, and theses related to learning theories and the teaching of the Thai language, over a period of 20 years (from 2001–2021). It synthesizes problems and models of Thai language instruction, followed by the synthesis of concepts and learning theories, namely cooperative learning theory, constructivist learning theory, 21st-century skills, and the concept of blended learning, as a guideline for teachers to apply in the teaching of Thai language to benefit learners.

Keywords: Learning Theories, Instructional Management, Thai Language

Introduction

Instructional design should begin with a study of the curriculum, learning standards, indicators, and course descriptions, followed by the development of teaching schedules, lesson plans, and teaching methods. Poonpipat et al. (2016) stated that Thai language teachers who received

outstanding teaching awards often employed distinctive teaching methods, used engaging teaching materials, implemented a systematic instructional process, and were dedicated to helping students become literate. Successful Thai reading and writing instruction involves the dedication of time, and most importantly, support from school administrators who prioritize Thai language education.

Teachers have developed their instructional competencies through collaborative lesson development in areas such as understanding the curriculum and subject content, teaching methods, student learning processes, use of instructional media, and assessment and evaluation (Kheawwan, 2016). Similarly, Chaiboon (2003) noted that teachers develop themselves in organizing Thai language learning activities, analyzing the curriculum into lesson plans, understanding instructional activities and evaluation methods—primarily through participation in workshops and study visits. Therefore, teacherdevelopment should involve training andeducational visits in order to effectively apply them in instructional activities.

In addition, Kampo (2017) stated that Thai language instructional development for primary school teachers who graduated in unrelated fields should begin with self-development. Teachers must recognize their responsibilities, engage in continuous learning, and receive support from school administrators in terms of instructional materials, supervision, knowledge exchange, and training opportunities related to Thai language teaching. Teachers who lack expertise in teaching Thai also expressed the need for instructional materials.

From the above, it can be seen that teachers should develop themselves in organizing learning activities, translating curriculum into

instructional plans, and conducting assessment and evaluation. However, due to the issue of teachers who graduated in unrelated majors, there is often a lack of instructional expertise and a need for proper teaching materials. Therefore, teacher development should begin with self-study and the exploration of various learning theories. In this regard, the author presents cooperative learning theory, constructivist learning theory, 21st-century skills, and blended learning as guidelines for application in Thai language instruction.

Problems and Models of Thai Language Instruction

Jullasap (2012) stated that the current state of instructional management reveals that teachers still design learning activities using traditional methods by specifying learning objectives, instructional activities, and assessment. In organizing learning activities, teachers typically ask students to analyze key sentences, the writer's purpose, and the content, then write a summary essay. Group work techniques are often used. Regarding instructional media and learning resources, teachers mainly use textbooks and school libraries. For assessment, teachers evaluate students only after completing the learning activities and apply scoring rubrics based on quality levels. Problems found include the lack of instructional design guidance, students being unable to read or write, limited teaching materials, and the absence of assessment manuals.

In teaching the subject Principles of Thai Language Usage, Ketkaew (2012) observed that most teachers use lecturing and example-based techniques. Instructional media include materials such as flashcards and sentence strips, with school libraries serving as learning resources. For assessment,

teachers evaluate at the end of the lesson and use ratio-based scoring criteria. Instructional problems include lack of support from relevant personnel or agencies, excessive curriculum content compared to the limited number of class periods, which limits time for assessment, and a shortage of teaching materials.

Tay (2009) stated that some problems include teachers teaching Thai without a major in the subject, having little experience in Thai instruction, and being overloaded with work. There is also excessive content in the curriculum, a shortage of teaching media and equipment, lack of knowledge in teaching techniques, media production, and educational assessment. There is insufficient budget to purchase media and materials, lack of lesson plans or inconsistency between teaching and lesson plans, frequent teacher transfers, and schools having too many activities. Teachers expressed the need to learn proper lesson planning and post-teaching reflection, how to create instructional media, adopt practical modern teaching techniques, design critical thinking activities, conduct classroom research, use authentic assessment, develop assessment tools, and receive guidance and supervision from experts.

In addition, Katfak (2012) added that in most schools, the number of Thai language teachers does not exceed five, leading to an insufficient teaching workforce. School budgets for teaching materials are inadequate, and there is a lack of reference books. Students tend to perform at average or fair academic achievement levels.

From the synthesis of problems and instructional models in Thai language teaching, the author found key issues including: the absence of mentors for instructional design, limited use of media and learning resources,

assessment conducted only at the end of instruction, reliance on lecture and example-based teaching, lack of support from related agencies, teachers teaching outside their major, limited Thai language teaching experience, and excessive workloads.

Cooperative Learning Theory

Khemmani (2009, pp. 98–105) stated that cooperative learning involves learning in small groups consisting of 3–6 members with varying abilities who work together to learn. Instructional management focuses on interaction between teachers and learners or between learners and the learning material. It emphasizes collaboration and mutual support in the learning process, where each learner is responsible for their own learning while also helping others in the group to learn.

1. Components of Cooperative Learning

Cooperative learning consists of five essential components: positive interdependence and mutual support, close consultation among group members, individual accountability, the use of interpersonal and small group skills, and group processing. All models of cooperative learning share these characteristics because the learning process is based on mutual support and interdependence. Group members engage in close discussion and interaction. Every member has a role and responsibility that can be monitored. They are required to use interpersonal and teamwork skills to work and learn together, including analyzing the group's working process to enhance both efficiency and quality. The differences among models lie in how the groups are formed, the types of interdependence, testing methods,

group analysis processes, group atmosphere, group structure, the roles of learners, group leaders, and the teacher.

2. Application of the Theory in Instructional Practice

The application of cooperative learning theory in instructional practice involves organizing students into groups and using various techniques to structure lesson planning and teaching to support cooperative learning as follows:

2.1 In lesson planning, teachers should set clear objectives for both knowledge and skill development, determine the group size, and organize students into diverse groups through random assignment or purposeful selection based on gender, ability, and interests. Each group member should be assigned a specific role to encourage close interaction and equal participation in group tasks. Assigned roles such as group leader, observer, secretary, presenter, or reviewer should foster interdependence and mutual support. The learning space should be arranged to facilitate interaction and collaboration, and tasks should be structured so that each student contributes to the group and relies on others.

2.2 In teaching, teachers should prepare learners for group work by clearly explaining the group task, lesson objectives, rationale, details of the work, steps involved, criteria for evaluating the work, expected outcomes, assessment standards, the importance of mutual support, and group rules. They should also explain roles, responsibilities, and any reward system for group achievement. Teachers should provide guidelines for how to help each other, ensure accountability (e.g., through random name calling, testing, or peer evaluation), and explain expected behaviors.

2.3 In monitoring and supporting Groups., teachers should closely monitor the group discussions and cooperation among members, observe their interactions, ensure that all members understand their tasks and responsibilities, and record useful data for further learning. Feedback and reinforcement should be provided, and the teacher should assist as needed to improve group performance. When a group needs help, the teacher may clarify, reteach, or offer additional support. At the end, the learning outcomes from cooperative learning should be summarized to make the learning clearer and more meaningful.

2.4 In Evaluation and Group Process Analysis, teachers should evaluate both the quantity and quality of learning outcomes using various methods and allow students to participate in the evaluation process. The group's work process and learning process should be analyzed, as well as the behavior of each member, to provide opportunities for reflection and improvement.

From the synthesis of cooperative learning theory, it is evident that learners should be given opportunities to learn in ways that reflect real-life situations. In everyday life, learners will face various social interactions, but the current educational system still emphasizes competition and individual work. Therefore, it is necessary to promote cooperative learning, which helps learners to achieve meaningful learning outcomes and develop essential social and collaborative skills for their future.

Constructivist Learning Theory

Khankhamnanta (2012, p. 6) explained that learners can construct knowledge on their own through their thoughts, enthusiasm, and responsibility

for their own learning. They use previously constructed knowledge as a foundation to understand and build new knowledge independently. Phakdeesri (2017, p. 166) added that this theory emphasizes learners as self-directed, monitoring their understanding and knowledge through exchanging ideas with others. Suchitkul (2016, p. 23) further stated that this approach focuses on the learner as the constructor of knowledge, who connects new knowledge with existing knowledge or prior experiences. Roungphaengrungroj (2020, p. 56) concluded that this theory encourages students to engage in activities that help them develop understanding independently until they discover knowledge. The learning activities should be connected to prior experiences or existing knowledge and should emphasize small-group work to facilitate easier understanding.

1. Application of Constructivist Theory to Teaching and Learning

Khemmani (2009, pp. 94–96) outlined how constructivist theory can be applied to instruction as follows:

1.1 Learning Outcomes

Focus on the process of knowledge construction and awareness of that process. Learning goals must emerge from real practice. The teacher models and trains students in the learning process, and learners must practice constructing knowledge independently.

1.2 Teaching Objectives

Shift the goal from delivering fixed content to learners, to demonstrating processes of interpreting and constructing multiple meanings. Skill development should be effective to the point where learners can apply it and solve real problems.

1.3 Instruction

Learners play an active role in the learning process. They are the ones who organize and create meaning based on authentic contexts—or if not, activities must simulate real interaction with materials, tools, and information. Students investigate, analyze, experiment, make mistakes, and eventually develop understanding on their own.

1.4 The Teacher's Role

The teacher creates a supportive environment for social interaction, collaboration, and knowledge exchange among learners and with others. This deepens, broadens, and diversifies student learning.

1.5 The Learner's Role

Learners are fully responsible for their learning: they choose what to learn, create their own rules, solve problems, resolve conflicts, select partners, and take care of the shared classroom environment.

1.6 Knowledge Construction

The teacher transitions from being a knowledge transmitter to a facilitator and helper. The learning process shifts from "giving knowledge" to "guiding learners to build knowledge".

1.7 Evaluation

Assessment should be varied and include peer assessment, portfolios, and self-assessment. Evaluation must align with the learning activities—using real or simulated tasks.

2. Instructional Practices Based on Constructivist Theory

This theory emphasizes opportunities for cooperative interaction between peers and teachers. Jeeravipoolvarn (2003, pp. 46–48) proposed the following instructional strategies aligned with constructivism:

2.1 Discovery-Based Learning

Develops inquiry skills that help students learn content, ask questions, evaluate their learning, and develop answers on their own. Knowledge is constructed from learner activity, not just found in textbooks. This encourages students to ask questions from experiences or phenomena observed inside or outside the classroom and explore them further.

2.2 Engaging Learners in the Process

Focus on students' prior knowledge and experiences. Learners use these to construct meaning or adapt their existing understanding to align with new experiences or information.

2.3 Cooperative Learning

Facilitates shared inquiry through group work (3–4 members). Students are responsible for their own and others' learning. Group members differ in ability and gender. They collaborate, exchange ideas, and negotiate their individual understanding to build shared meaning and group-level comprehension.

2.4 Scaffolding Instruction

Offer appropriate support so learners can succeed. Gradually reduce support as students grow more responsible for their learning until they are able to solve problems independently.

2.5 Metacognitive Awareness

Train learners to think about how they learn. Learners are given chances to reflect, review their understanding, take responsibility, show curiosity, be initiative, persevere, organize tasks, absorb new data and concepts, and learn how to learn while exchanging knowledge.

2.6 The Role of the Teacher

The teacher helps reshape learners' skills and knowledge for deeper understanding. Teachers listen to learners' ideas, introduce cognitive conflict, and help learners resolve discrepancies through inquiry. Teachers accept learners' ideas, introduce new concepts or tools, and guide them to refine their understanding.

2.7 Dynamic, Ongoing Assessment

Learners construct meaning through interactions with phenomena and others. To assess whether learning has taken place, formative or ongoing assessment is needed. This tracks learners' abilities, understanding, and progress to monitor their development.

3. Steps for Organizing Learning Activities

Dechakup and Yindeesuk (2007, pp. 28–29) proposed five steps for organizing learning activities that emphasize learner-constructed knowledge:

3.1 Introduction Stage

Learners are made aware of the learning objectives and motivated to learn.

3.2 Reviewing Prior Knowledge

Learners express their existing knowledge and understanding about the topic through group discussions or other means. This stage may lead to cognitive conflict or imbalance in understanding.

3.3 Restructuring Thinking

This is a crucial stage that involves clarification and knowledge exchange. Learners deepen their understanding by comparing their thoughts with those of others. The teacher facilitates new thinking through discussion and demonstration. Learners encounter multiple perspectives on a

phenomenon or event, enabling them to generate new ideas or knowledge. They then evaluate this new knowledge through experimentation or deep reflection. At this stage, learners may feel dissatisfied with their previous understanding.

3.4 Application of New Ideas

Learners apply the newly developed ideas or understanding in both familiar and unfamiliar situations, demonstrating meaningful learning.

3.5 Reflection

In the final stage, learners reflect on how their thinking and understanding have changed by comparing their initial and final thoughts. The knowledge constructed by the learners becomes a cognitive structure that is retained long-term and transferable to other contexts.

4. The Role of the Teacher in Constructivist Learning

Thambawon (2001, pp. 41–42) outlined the teacher's roles according to constructivist theory as follows.

4.1 Valuing Student Opinions

Teachers consistently give importance to students' ideas to design learning activities that are appropriate and responsive to individual student needs.

4.2 Challenging Existing Ideas

Teachers design activities that challenge students' previous experiences or beliefs, often by asking thought-provoking questions.

4.3 Connecting Learning to Real Life

Activities should relate to the students' everyday lives to increase relevance and engagement.

4.4 Encouraging Communication

Learning occurs through dialogue, questioning, and joint observation. Each student plays an essential role in the learning process.

4.5 Fostering Independence and Responsibility

Students should be given the opportunity to make decisions, encouraging autonomy, confidence, accountability, willingness to try new things, and the ability to learn from their mistakes.

4.6 Integrating Content Across Subjects

Teachers should create interdisciplinary learning experiences so students see the relationships between different concepts encountered in real life.

4.7 Continuous Assessment as Part of Learning

Assessment should be ongoing and integrated into instruction. Teachers must identify each student's strengths and weaknesses for better planning. This requires skills in observation, listening, questioning, note-taking, and data analysis to understand students' thinking.

4.8 Embracing Mistakes as Learning Opportunities

Mistakes are seen as part of the learning process. They can lead to new knowledge and cognitive development. Teachers should create a safe space where students are encouraged to take risks and learn from failure.

The role of the teacher in organizing learning activities based on constructivist theory is teachers should activate students' prior knowledge, create challenging stimuli through questioning, reflection, or seeking answers, and provide an appropriate environment that encourages student participation in learning. Students should be given opportunities to express

themselves or discuss problems within small groups to facilitate learning. Teachers should prepare questions to ask students in advance and allow time for students to work individually or in groups. This process encourages students to combine their prior knowledge with the exchange of ideas with others to construct their own knowledge.

21st Century Skills Concept

Chaikulpatarachot (2020, p. 8) stated that 21st-century skills refer to the ability to think creatively, think critically, possess subject knowledge, and develop complex skills simultaneously. Modern learners must have advanced learning and adaptability skills to cope with rapid changes in both work and life.

1. Characteristics and Learning Skills in the 21st Century

The Office of the Education Council, Ministry of Education (2017), discussed the aim of developing all learners to possess the characteristics and learning skills required in the 21st century (3Rs8Cs). These are the essential skills for people in the 21st century that everyone must continue to learn throughout their lives, as follows:

1.1 The characteristics referred to as the 3Rs consist of reading, writing, and arithmetic.

1.2 The learning skills (8Cs) consist of: critical thinking and problem-solving skills; creativity and innovation skills; intercultural understanding and paradigm-shifting skills; collaboration, teamwork, and leadership skills; communication, information, and media literacy skills; computer and information and communication technology (ICT) skills;career and lifelong learning skills; compassion, discipline, morality, and ethics.

The components of 21st-century skills are essential for learners and include skills in learning and innovation, information, media and technology skills, and life and career skills. These three types of skills are necessary for living in society.

2. Conceptual Framework for 21st Century Learning

Dede (2009, as cited in Bamrungchit, 2015, p. 70) proposed a conceptual framework for 21st century learning as follows:

2.1 Core subjects include English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, the arts, history, and geography.

2.2 Learning and thinking skills include critical thinking and problem-solving skills, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and basic media literacy skills.

2.3 ICT literacy refers to foundational knowledge in information and communication technology. Students must be able to use technology effectively to learn content and skills such as critical thinking, problem-solving, information usage, communication, innovation, and collaboration.

2.4 Life skills involve integrating life skills into lessons to address current challenges through intentional, skillful, and holistic approaches. Life skills include leadership, ethics, responsibility, adaptability, self-efficacy, interpersonal access, self-direction, and social responsibility.

2.5 21st-century assessment measures five key outcomes: core subjects, content knowledge, learning and thinking skills, ICT literacy, and life skills. Assessment must integrate high-quality standardized testing.

3. Integrating 21st Century Skills into Teaching and Learning

Khuandee and Jirungsuwan (2015, pp. 18–19) discussed the application of 21st century skills to teaching and learning. The definition of 21st century skills suggests that future learners should possess four key characteristics: ways of thinking—creativity, critical thinking, problem-solving, learning, and decision-making; ways of working—communication and collaboration; tools for working—informationtechnology and data literacy; and skills for living in today's world—citizenship, life and career skills, and responsibility to oneself and society. Therefore, teaching and learning must shift towards the development of 21st century skills. There are various approaches that can be integrated into instruction, as follows:

3.1 Project-Based Learning is an instructional approach that enables learners to gain knowledge through real-world work. It provides opportunities for learners to have hands-on experiences, learn problem-solving methods, engage in scientific inquiry, test and prove things by themselves, learn to plan tasks, practice leadership and followership, and develop thinking processes, especially higher-order thinking and self-assessment.

3.2 Creativity-Based Instruction is one of the learner-centered teaching methods. The instructional design aims to build learners' creative thinking and communication skills, and also instill desirable attributes such as punctuality and responsibility. It shifts the role of the teacher from instructor to facilitator and inspirer, turning teaching into learning.

3.3 STEM Education emphasizes equal importance on science, technology, engineering, and mathematics. It prepares Thai youth for 21st-century economic competition, quality of life improvement, and national

prosperity. It promotes the acquisition of knowledge and skills needed for a high-quality life in the future. Learners apply critical thinking and other skills to solve problems, conduct research, invent, and innovate. STEM emphasizes deep understanding, learner participation, and flexible subject matter that encourages real-world learning and relevance.

3.4 Flipped Classroom is a reversed approach to learning where students explore knowledge at home using teacher-provided technology, and engage in hands-on activities in the classroom with the teacher acting as a guide. This instructional style emphasizes experiential learning, enabling learners to participate in activities that foster an optimal learning environment. The outcome enhances learners' ability to learn effectively and retain information, analyze and select appropriate media, and encourages lifelong learning. Teachers need to adapt their instructional strategies to help students develop life skills, thinking skills, and information technology skills.

21st century learning requires students to have content knowledge, the ability to connect knowledge across multiple disciplines, and 21st century skills, including learning and innovation skills, information technology skills, and life and career skills. These outcomes can only be achieved through supportive systems, including curriculum, instruction, professional development, learning environments, and assessment (Khuanaprom, 2015, p. 11).

Blended Learning Concept

Learners education has continuously been developed and researched to maximize their learning potential and to support their physical, mental, emotional, and social development. As a result,

technology has been incorporated into instructional activities in various forms. One particularly interesting instructional model is Blended Learning (BL). This approach combines different learning environments: on one side is the traditional classroom setting where teachers and students interact face-to-face, and on the other is the integration of computer-based online learning environments into classroom activities. This allows learners to continue learning even when they are not physically present in the classroom (Rukbamrung, 2012, p. 31).

Blended learning is a form of education that utilizes diverse instructional media, including both online learning and face-to-face instruction, to accommodate individual learner differences. Its aim is to ensure that all learners can achieve the objectives of the instructional process (Wannapiroon, 2011, p. 45).

Nachairit (2014, p. 27) stated that blended learning is the integration of face-to-face classroom learning and online learning, combining the best features of both modes. Learners can easily communicate with teachers and peers without needing to travel to the institution, as most lessons can be accessed online. Learners and teachers can engage in activities either synchronously or asynchronously.

Additionally, Rattanaphant (2017, p. 32) explained that blended learning integrates teacher-led classroom instruction with learner-centered online learning, using computer and communication technologies to optimize the efficiency of teaching and learning.

1. Blended Learning Concept

At present, technology plays an important role in being applied to teaching and learning and has influenced changes in learners' learning

environments. This allows learners to access lesson content even outside the classroom, without limitations of time or place. Moreover, it enables them to communicate and interact with classmates and teachers by using computers and the internet as a medium to facilitate access to learning beyond the physical classroom. The internet also supports the creation of virtual learning communities, promotes collaborative learning, encourages interaction, and enables information exchange through various channels such as online chats, discussion boards, group chats, and messaging. Therefore, blended learning is an instructional model that is both interesting and plays a significant role in developing learners through both in-class and out-of-class learning experiences (Rukbamrung, 2012, pp. 31–32).

Rungcharoeankiat (2014, pp. 28–31) stated that blended learning emphasizes flexibility and combines various instructional strategies. It uses diverse teaching media, learning activities, and instructional formats to accommodate individual differences among learners, aiming for all students to achieve the learning goals. The concept of blending web-based instructional technology combines a variety of teaching methods and communication formats, regardless of whether or not technology is used. This ensures that learners with varying abilities can learn equally and reach their full potential.

Wannapiroon (2011, pp. 44–45) categorized the concept of blended learning into four approaches:

1.1 The integration of web-based instructional technology with traditional classroom learning, such as virtual classrooms, self-paced learning, collaborative learning, video streaming, audio, and text.

1.2 The integration of various teaching methods, such as constructivism, behaviorism, and cognitivism, to achieve the best learning outcomes, whether or not technology is involved.

1.3 The integration of all forms of instructional technology with traditional face-to-face classroom instruction, which is the most widely accepted perspective.

1.4 The integration of instructional technology with real-world tasks.

2. Designing Blended Learning Instruction

Wannapiroon (2011, pp. 46–47) stated that in order to successfully design blended learning instruction, instructional designers must take into account the predetermined learning objectives, the time frame for learning, and the differences in learners' learning styles and thinking patterns. These serve as foundational data for designing instructional activities, lesson content, and assessment. One of the strengths of blended learning is that it fosters relationships and interaction between learners, instructors, and peers, allowing learners and teachers to become more connected. This facilitates the exchange of experiences, increases understanding and respect among classmates, and enhances learners' self-confidence. Additionally, learners receive immediate feedback, which helps support their individual learning development and enables them to reach their full potential.

The approach to developing web-based blended instruction can be adapted from the ADDIE instructional systems design model, which includes the following five steps:

2.1 Analysis and Planning

This step involves analyzing the learners, implementation procedures, learning structures, and system needs to guide curriculum development. It includes resource analysis for supporting instructional activities, learner needs assessment, planning for implementation, testing, and evaluation. The analysis of project plans, workflows, and overall application leads to the development and refinement of the instructional process and includes organizational needs analysis.

2.2 Design

This step includes determining learning objectives and designing instruction that accommodates individual learner differences. It involves designing types of learning, relevant contexts (e.g., home, work, hands-on practice, classroom, or collaborative learning), and learner roles (e.g., self-directed learning, peer-supported learning, coaching and mentoring).

2.3 Development

The development of blended learning includes three components:

2.3.1 Asynchronous Components: such as email, message boards, discussion forums, interactive discussions, knowledge-based tools, e-learning support systems, content management systems (CMS), learning management systems (LMS), writing tools, learner progress tracking systems, articles, training websites, assignment tracking, testing, pre-tests, surveys, guided participation, learning facilitation tools, and recorded conferences with playback capability.

2.3.2 Synchronous Components: such as audio conferencing, video conferencing, satellite conferencing, online labs, virtual classrooms, real-time online meetings, and online discussions.

2.3.3 Face-to-Face Components: such as traditional classrooms, laboratories, in-person meetings, peer tutoring, university sessions, consultations, expert groups, support teams, and guided learning sessions.

2.4 Implementation

To implement web-based blended instruction effectively, clear implementation guidelines must be established. This includes planning for implementation, use of technology, and addressing any other relevant concerns to ensure that all stakeholders—students, peers, instructors, and institutions—understand and accept the system correctly. This ensures that blended learning instruction achieves its intended goals.

2.5 Evaluation

Evaluation for web-based blended learning instruction includes assessing learners' academic achievement against standardized criteria, as well as evaluating the cost-effectiveness and budget for developing the instructional system.

Makmeesub (2010, p. 49) stated that in designing web-based blended instruction, instructional designers must take into account the predetermined learning objectives, the duration of the course, and the differences in learners' learning styles. These factors serve as fundamental information for designing learning activities, lesson content, and assessments. One of the key strengths of web-based blended learning is that it enhances the relationship between learners and teachers as well as among learners themselves. This facilitates easier exchange of experiences, fosters understanding and respect among classmates, and increases learners' self-confidence. Additionally, learners receive immediate feedback, which

supports their individual learning development and helps them reach their full potential.

Blended learning is a learning model that focuses on organizing instructional activities by creating an environment and atmosphere conducive to learning. It incorporates teaching methods, learners' learning styles, instructional media, communication channels, and various forms of interaction: between learners and teachers, among learners, between learners and content, and between learners and diverse learning contexts. Instructional activities are designed with flexibility to accommodate individual learner differences, ensuring that each learner can achieve the best possible learning outcomes.

Conclusion

Due to the current problems in Thai language instruction, such as an insufficient number of Thai language teachers, teachers who did not graduate from Thai language education programs, lecture-based teaching methods, inexperienced teachers, lack of knowledge in teaching techniques and media production, frequent teacher transfers, excessive school activities, heavy workloads, insufficient budget for instructional materials, an overloaded curriculum, and an inadequate number of books for study and research, while students also face issues such as irregular attendance, slow learning, parents not valuing education, and inconvenient transportation to school.

Thai language teaching should include lesson plan writing for every class, teaching in accordance with the lesson plans, training in lesson plan writing, encouraging teachers to use a variety of teaching techniques,

providing sufficient budget for teaching materials and equipment, increasing activities and games, inviting curriculum experts for guidance, and ensuring that teachers hold degrees specifically in Thai language education. Therefore, based on the current conditions and problems in Thai language teaching in terms of instructional media, curriculum, assessment and evaluation, and learning activities, it is necessary to be well-prepared in all aspects to develop teachers and improve the efficiency and quality of education.

The author thus proposes guidelines for Thai language teaching for students, including writing a lesson plan for every class, teaching in accordance with the plan, training in proper lesson plan writing, promoting the use of various teaching techniques, utilizing teaching media and equipment, supporting sufficient budgets for the purchase of instructional materials, adapting local materials, assessing students authentically in Thai listening, speaking, reading, and writing using various methods, reviewing after each class, and providing remedial lessons for students who are weak in Thai. At the same time, classroom research should be conducted alongside teaching, unnecessary teacher workloads should be reduced, and parents should be encouraged to participate in monitoring their children's learning.

In addition, teachers should develop themselves in organizing instructional activities and study different learning theories. The author presents cooperative learning theory, constructivist theory, the 21st-century skills framework, and the blended learning concept as guidelines that Thai language teachers can apply for the benefit of learners. Such self-development should be supported by school administrators and relevant agencies to promote training in Thai language instruction.

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