



Unlocking the Thai Speaking Ability of Foreign Students Through the Use of Flip

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Abstract

This study aimed to: 1) analyze the Thai speaking ability of foreign students through the use of Flip (a Microsoft-owned video discussion tool that is available for free usage in classroom settings), 2) examine the effectiveness of using Flip on Thai speaking ability of foreign students, and 3) investigate foreign students' perceptions towards Thai speaking instruction using Flip. The one-group pretest-posttest design was employed. The participants were 28 undergraduate foreign students who were enrolled in the "Thai Language Conversation in Daily Life" course in the first semester of academic year 2022. Five research instruments were utilized in this study namely (1) the course teaching and learning plan; (2) a pre-test and a post-test; (3) speaking assessment rubrics; (4) an online survey questionnaire; and (5) semi-structured interviews. The collected data was analyzed and interpreted quantitatively and qualitatively. Quantitative data was obtained from the validated 20-item achievement test and the adopted online survey questionnaire, while responses to the semi-structured interview provided qualitative data. The data was analyzed by frequency, means, standard deviation, t-test, effect size (Cohen's d) and content analysis. The findings showed that using Flip could improve Thai speaking ability of foreign students. There was a significant difference ($p < .01$) between the mean scores of the students' pre-test ($M = 2.81$, $SD = 5.73$) and post-test ($M = 17.91$, $SD = 1.86$) at the significant level of .01 with the effect size at 3.54. The effectiveness index (E.I.) of Thai speaking ability of foreign students by using Flip was 0.88 and the perceptions of foreign students towards the Thai speaking instruction using Flip overall was at a "high" level ($M = 4.20$).

Introduction

Due to the COVID-19 pandemic, many countries have carried out online learning, with various types of online learning models being promoted and implemented. Traditional classroom mode has been changed to online learning teaching models. From the aforementioned occurrence, identifying which technologies best support

specific learning goals and objectives tends to be one of the most difficult challenges for instructors.

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (Boonkit, 2010). Based on the natural phenomenon that occurs in speaking classes, it can be summarized that

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"psychological factors that impede the student's ability to perform their speaking are possibly caused by a fear of making mistakes and a lack of self-esteem, both of which are related to shyness and their anxiety level" (Ariyanti, 2016). In the Thai as a Foreign Language (TFL) pedagogy environment, how to promote foreign learners' speaking competence and confidence is a critical question for instructors.

The "Thai Language Conversation in Daily Life" course is a general education course for non-Thai students and Thai students whose first language is not Thai. Its course description is: "Thai language conversation in daily life, focusing on basic expressions for greeting, introducing oneself and others, number counting, time telling, making purchases, expressing feelings, describing flavors, and traveling." After finishing this course, the students are expected to be able to create fundamental conversations in the Thai language and use Thai in daily life conversations.

From the experience of teaching the "Thai Language Conversation in Daily Life" course to foreign students, the lecturer observed that most students had problems with the pronunciation of Thai consonants and vowels and Thai tones. This may be due to differences between the Thai sound system and the learners' native language e.g., the pronunciation of aspirated and unaspirated initial consonant sounds ([k] and [kh]; [p] and [ph]; [t] and [th]), the pronunciation of short/long vowels, tonal pronunciation, and the pronunciation of final consonant sounds. These cause changes of meaning and mistakes may result in misunderstanding in communication. Furthermore, some students are not confident and afraid of practicing and using their Thai.

To solve the problems encountered by the students in speaking Thai, providing opportunities for students to practice their performance and encouraging them to use technology and media as a tool to present in a public format should be taken into consideration to assist foreign students in building confidence in their oral communication skills.

For this study, Flip (formerly called "Flipgrid") was chosen in the formative assessment which was to improve students' learning continuously throughout the course due to "the ability to interact using video, such as face-to-face in the real world, but without the pressure of a live classroom. Since students are given the space and time to respond when they're ready, it makes educational engagement possible for even more anxious

students who might ordinarily feel left out in class." (Edwards, 2021)

Several studies have been conducted to provide additional insights into Flip's contributions to online learning. Regarding student feedback, Flip has received positive feedback from students (Miskam & Saidalvi, 2019; Innes, 2020; Chien, 2021) because it is a versatile tool that can be used for a variety of purposes. Furthermore, using Flip might promote the students' speaking skills by responding to the topics by uploading their videos and giving some comments on their classmates' videos. At the same time, Flip can increase students' perception of community and interaction (Lowenthal & Moore, 2020; Chien, 2021; Edwards & Lane, 2021). Consequently, it can be inferred that "Flipgrid, an online video discussion platform, is a means to facilitate communication and interaction with peers in the absence of traditional face-to-face communicative activities." (Edwards & Lane, 2021).

There is plenty of research to suggest employing this approach in second-language classrooms with an emphasis on English speaking classrooms; nevertheless, studies concentrating on using Flip in Thai speaking classrooms tend to be underrepresented. This study aims to answer the following research questions:

RQ 1) To what extent does Flip have effects on the Thai speaking ability of foreign students?

RQ 2) What are foreign students' perceptions towards Thai speaking instruction using Flip?

The study's findings are expected to directly develop the foreign students' Thai speaking performance as well as provide more insight for teachers into alternative activities to enhance the speaking ability of TFL students.

Objectives

1. To analyze the Thai speaking ability of foreign students through the use of Flip
2. To examine the effectiveness of using Flip on Thaispeaking ability of foreign students
3. To investigate foreign students' perceptions towards Thai speaking instruction using Flip.

Literature review

1. Speaking

The term "speaking" has been defined in a wide variety of ways by language learning experts. According to Cambridge Dictionary (2019), speaking is the act or skill of giving a speech at a public event. Bygate (1987)

defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Chaney and Burk (1998) further added that speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Moreover, Howarth (2001) and Torky (2006) clarified this term as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards spoken texts as the collaboration between two or more persons in a shared time and a shared context.

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is a way for students to interact with others and express themselves, including their thoughts, intentions, hopes, and viewpoints. Speaking is also the most often used language skill in almost all contexts. Burns and Joyce (1997) and Luoma (2004) described that speaking skill is spontaneous and predictable since the meaning depends on the context, participants, and purpose. Consequently, developing this skill can be difficult for students because it occurs in real time. Many scholars concluded that speaking is a crucial part of second language learning and teaching (Boonkit, 2010; Malihah, 2010), and learning the speaking skill is the most important aspect of learning a second or foreign language (Nunan, 1995; Ur, 1996; Zaremba, 2006).

Likewise, speaking is a highly complex skill, involving the interaction of multiple psychological as well as physiological processes. The mental and motor processes involved in realizing one's communicative purpose using speech do not have to be taught from scratch; a degree of transfer can be expected. Nevertheless, there are major constraints on second language fluency and intelligibility (Thornbury, 2012). Presumably, teaching speaking what to say is a difficult endeavor that puts pressure on students and makes them more reluctant to talk. One such barrier for teachers to assess their students' speaking proficiency is the restricted interaction between students and teachers in an online course. The negative washback that students may experience, especially in a synchronous mode, has been identified as shyness, the fear of making mistakes, and anxiety when speaking in front of the class (Amirulloh, Damayanti, & Citraningrum, 2021).

For the implementation of speaking instruction, teachers' attitudes play a vital role in the speaking classroom. Responding to the students' thoughts and opinions is important, as they should not be forced to speak and put in deep anxiety. Instead, learners are

invited to use any languages in the performance of oral tasks where teachers give a task and learners complete the task. Teachers should be able to create such situations where students engage in meaningful tasks that will promote their speaking proficiency (Malihah, 2010).

To reach the goal of teaching and learning meaningful and successful speaking skills, Hughes (2017) mentioned that to speak meaningfully in real-world conversations, humans not only need to be able to pronounce sounds, words, and sentences correctly according to the comparatively static rules of a given language, but they also need to be able to do so in the socially appropriate manner at the time of speaking. This skill is referred to as communicative, or interactional, competence. Speaking successfully requires the mastery of interactional patterns and customs, such as how to show that one has finished speaking, how to demonstrate to others that one is listening to them, and when precisely to ask for clarification. As Bygate (1987) notes, "This distinction between knowledge and skill is crucial in the teaching of speaking". Speaking, therefore, requires both a knowledge base and the skills to mobilize this knowledge.

2. Flip – a video discussion for the language classroom

Flip (formerly "Flipgrid") was founded in 2015 by Charles Miller from the University of Minnesota, USA. It is a free online video-mediated communication tool that fully utilizes video as its platform for discussion. This video discussion platform is targeted at Pre-Kindergarten, Ph.D. educators, and students in more than 180 countries. The instructors of the subject can create their class on the website, which is also known as Grid. As the topic designer, they can use specialized resources and attachments, for example, attachments from Google Drive. Flipgrid gives the ability to the students to record short and authentic videos, for a maximum duration of 5 minutes and they can reply to each other's videos as well. The instructors are 100 percent in control of the video moderation and access control (Miskam & Saidalvi, 2019).

Flip is a video-based application that encourages dialogue among digital devices entertainingly and engagingly, making it perfect for education. Flip can be utilized in various settings to improve communication between students and teachers, including the classroom, hybrid learning, and at-home work. Flip is designed to support group discussions without putting individual students in a difficult position. As a result, it is a helpful tool for those students who are less socially adept to

express their ideas and emotions with the class. This is a very useful tool for education because it allows users to re-record responses, which lessens their strain. Students can share their responses through video with the teacher and classmates. Flipgrid is a user-friendly teaching tool that can be utilized for all students' levels and disciplines (Dennis, 2020). Flip is a video platform that, at its most basic level, enables teachers to publish "Topics" that are essentially videos with some accompanying text. Students are then informed of this and allowed to comment.

The response can be made using the software's camera to create videos that are then posted to the original Topic. These videos can be recorded as many times as needed before uploading and can have the addition of emojis, text, stickers, drawings, or custom stickers. The service works online so it can be accessed via web browser from nearly any device, or through the app, making it good for laptops, tablets, smartphones, Chromebooks, and desktop computers. The only requirement on any of those devices is a camera and enough processing power to back that up. Flip is free to use and can be accessed using a Microsoft or Google account (Edwards, 2022).

Microsoft announced on June 27, 2022 at the 2022 International Society for Technology in Education (ISTE) Conference ISTE Live, during an event they called FlipFest, that Flipgrid would be renamed to Flip.

3. The implementation of Flip in speaking instruction

Flip was chosen due to "the ability to interact using video, such as face-to-face in the real world, but without the pressure of a live classroom. Since students are given the space and time to respond when they're ready, it makes educational engagement possible for even more anxious students who might ordinarily feel left out in class." (Edwards, 2021)

Furthermore, the use of the Flipgrid platform will provide the students with the ability to have infinite practice of their speaking ability as they can record and view their speaking before submitting it and if the students are not satisfied with their performance, they can simply make a new video with just one click. By having a non-threatening learning environment, students will become more comfortable in taking more risks and place the importance of content over form in their language learning process (Sun, 2009).

Several studies have been conducted to provide additional insights into Flipgrid's contributions to online

learning. Regarding students' perceptions of Flipgrid, it was found that Flipgrid received positive feedback from students (Miskam & Saidalvi, 2019; Innes, 2020; Chien, 2021) because it is a versatile tool that can be used for a variety of purposes. Furthermore, using Flipgrid might promote the students' speaking skills through responding to topics by uploading their videos and giving some comments on their classmates' videos. At the same time, Flipgrid can increase students' perception of community and interaction (Lowenthal & Moore, 2020; Chien, 2021; Edwards & Lane, 2021). Consequently, it can be inferred that "Flipgrid, an online video discussion platform, is a means to facilitate communication and interaction with peers in the absence of traditional face-to-face communicative activities." (Edwards & Lane, 2021).

Conceptual framework

After reviewing related concepts, the researcher developed a conceptual framework for research utilizing the Flip app/website with Thai speaking instruction as displayed in Figure 1.

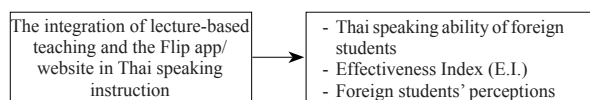


Figure 1 Conceptual framework for research

Research methodology

1. Population and Samples

The participants were twenty-eight undergraduate foreign students (see Table 1) who enrolled in the "1005121 Thai Language Conversation in Daily Life" course (section 2) in the first semester of the academic year 2022. Among the participants, 17 were males and 11 were females. They were between 18-26 years old ranging from beginner to advanced level of Thai language proficiency. The students were in their first year to fourth year and were required to take the "1005121 Thai Language Conversation in Daily Life" course as a General Education Elective Course (Language Course) which aims to enhance the Thai speaking performance of undergraduate foreign students.

Based on the survey, students had no prior experience with using Flip as a Thai Communication tool before this project. All participants expressed their informed consent before the gathering of survey data from this study. During the fifteen weeks of teaching, the researcher assigned the participants to record a short

video clip using Flip. Although all students were assigned the tasks for the course, 10 of 28 students who did not complete all assignments were sorted out. As a result, there were 18 students, who completed all assignments as a sample of this study. A convenience sample was used because this study was conducted in a classroom setting and the author taught this course.

Table 1 Participants demographic characteristics

(n=28)			
Variable	Category	Frequency	Percentage
Nationality	Chinese	1	3.6
	Burmese	27	96.4
Gender	Female	11	39.3
	Male	17	60.7
Age (in years)	16-20	18	64.3
	21-25	9	32.1
	26-30	1	3.6
Major	Business Administration	1	3.6
	Multimedia Technology and Animation	1	3.6
	Tourism Management	1	3.6
	Software Engineering	25	89.2
Proficiency level of Thai speaking skills	Advanced	3	10.7
	Novice	25	89.3

2. Research instrument

The following were the five main types of research instruments used for gathering data for the study's findings:

2.1) The course teaching and learning plan

An essential instrument for teacher-student communication was the course teaching and learning plan. It contained course level information, course evaluation information, instructor level information, and other pertinent information. The knowledge, abilities, and mental habits that would be purposefully developed throughout the course, as well as the circumstances under when and how they were expected to demonstrate their learning through assessments, comprised the planned learning outcomes for the course. A lesson plan was developed to teach Thai speaking using the Flip application as out-of-class learning activities in order to support the Thai speaking ability of foreign students. This course ran for fifteen weeks with thirteen lessons. Depending on the subject, each lesson lasted two to three hours.

2.2) A pre-test and a post-test

Both the pre-test and post-test were the same test (parallel test) and the test consisted of twenty questions that covered all contents of this course. The total scores for the whole test were 500 points (20 questions x 5 criteria x 5 rating scales). The converted

scores were twenty points. Three experts checked the content validity through the IOC (The Index of Item-Objective Congruence). For this study, students had to communicate with the researcher.

2.3) Speaking assessment rubrics

The speaking assessment rubrics were adapted from Wiboolyasarin (2010) and Brown (2010) to match the lesson activities of the "Thai Language Conversation in Daily Life" course that focuses on basic Thai oral communication skills. There are five topics for assessment which are: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. All five rating scales for each criterion were 1 (poor), 2 (fair), 3 (good), 4 (very good), and 5 (excellent).

2.4) Online survey questionnaire

The online survey questionnaire employed in the research was adapted from a TAM designed by Davis (1989) and Shin and Yunus (2021) to investigate the perceptions of foreign students toward Thai speaking instruction using Flip. Four major constructs were: 1) Perceived ease of use; 2) Perceived usefulness; 3) Attitudes towards use; and 4) Behavioural intentions. To measure the responses, a five-point Likert scale was used which ranged from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree) to 5 (Strongly Agree). Furthermore, Cronbach's alpha coefficient was selected to assess the reliability of each construct of the online survey questionnaire.

2.5) Semi-structured interview

The semi-structured interview was developed and adapted from Ihmeideh and Al-Maadadi (2018). The interview protocol was comprised of seven questions and was conducted with the participants in English. The semi-structured interview was used for clarification. This instrument was validated by three experts in the field and was piloted before the actual use.

3. Collection of data

Two phases of the research were conducted which were the preparation of the Thai Speaking Instruction Using Flip and the implementation of the Thai Speaking Instruction Using Flip.

3.1) Phase I – The preparation of the Thai Speaking Instruction Using Flip

The first step was to review related literature: Speaking, Teaching speaking, Thai speaking ability, Speaking assessment rubrics, and the use of Flip in the language classroom. After that, the researcher constructed the 15-week lesson plan and adapted the Thai speaking ability test and the students' perceptions online

questionnaire for the survey. Later, all research instruments were verified to check for effectiveness by three experts. The pilot study was conducted with ten students who were from the different groups from the samples. Lastly, the instruments were revised according to the experts' suggestions and the results from the pilot study.

3.2) Phase II – The implementation of the Thai Speaking Instruction Using the Flip Application

This phase was conducted in a fixed procedure as follows:

Stage 1: Pretesting. Before starting the instruction, students were asked to do the pre-test. They were tested individually with the researcher by using a speaking assessment rubric. They were also recorded as video recordings. After taking a pre-test, the researcher experimented by using a 15-week lesson plan with Thai speaking activities in the class.

Stage 2: Introduction to the Flip website/application. In the instruction of the "Thai Language Conversation in Daily Life" course, the lecturer informed all students about using Flip as a tool that students needed to use in their assignments. The lecturer presented to the students how to use Flip by demonstrating how to log in, how to record video clips, and how to use various functions in the application. Moreover, the lecturer sent a video clip to the students demonstrating how to use Flip so that they could learn more before utilizing it.

Stage 3: A trial-run session. Before the study was implemented, it was best to make sure that the students were able to engage effectively with the technology and the teachers were able to manage the lesson activities. The researcher created a trial run to see if the participants were able to use Flip. In week 2, the researcher introduced and provided information about the Flip application to students. A preliminary trial was set up to conduct testing (week 3) of 1) application download, 2) video upload into Flip, 3) video sharing in groups, and 4) video responses. The main purpose was to evaluate the students' capability when using Flip on their smartphones or laptops to handle Thai video-speaking tasks.

Stage 4: Assignments submission. After the instruction of each unit, the lecturer explained the assignment and included a question-and-answer session for students. For the assignment, the students were asked to respond to questions that were relevant to each week's lesson as instructed by the lecturer. After that, the students recorded a video and submitted the assignment within

the stipulated time. For this course, students were assigned to submit eight assignments. After the submission, the lecturer checked the video clips of the student's assignments and provided comments or suggestions to each student in the form of writing or video recording so that students knew the areas they should improve and were able to apply the feedback in the next assignments. This assessment method allowed the students to record video clips online and the lecturer to reflect on her thoughts and feedback, resulting in a two-way communication.

Stage 5: At the end of the course, the questionnaire to examine the use of Flip was distributed to the students via Google Form. The questionnaire was taken and adapted from a TAM (The Technology Acceptance Model) designed by Davis (1989) and Shin and Yunus (2021) to investigate the perceptions of foreign students towards Thai-speaking instruction using Flip. Four major constructs are: 1) Perceived ease of use; 2) Perceived usefulness; 3) Attitudes towards use; and 4) Behavioural intentions. There were three items of each construct so the total items were twelve. To measure the responses, a five-point Likert scale was used which ranged from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree) to 5 (Strongly Agree). The questionnaire was piloted with thirty students and calculated for proper reliability value by Cronbach's alpha coefficient. The reliability value of the overall questionnaire was 0.89.

Stage 6: The post-test of the Thai Speaking Instruction Using Flip was the same test as the pre-test. Students were tested individually with the researcher by using a speaking assessment rubric. The criteria used to assess the students' Thai speaking ability were adopted from the analytic rating scale for assessing Thai speaking ability (Wiboolyasarin, 2010; Brown, 2010). Those criteria were pronunciation, grammar, vocabulary, fluency, and comprehension. The rubric was designed with five rating scales. All five rating scales for each criterion were 1 (poor), 2 (fair), 3 (good), 4 (very good), and 5 (excellent).

Stage 7: The semi-structured interview was used to examine the perceptions of foreign students about using Flip to complete and submit their assignments during the 15-week study. The interview protocol was comprised of seven questions and was conducted with the participants in English. The teacher asked students for their permission to make a recording. The semi-structured interview was used for clarification. This

instrument was validated by three experts in the field and was piloted before the actual use.

4. Data Analysis

A mixed research method was employed in this study to investigate the effects of Flip on the Thai speaking ability of foreign students. Quantitative data was acquired from the pre-test, post-test, and online questionnaire survey. Before and after the course, all of the participants were required to take the oral test. Concerning the students' achievement, the research utilized the mean analysis, standard deviation, and paired sample tests, supplemented by Cohen's d effect size. The most commonly used measure of effect size for a t-test is Cohen's d (Cohen, 1998). It was employed to calculate the effect size for paired samples t-test. Effect size estimates can be interpreted with the scale provided. The small, medium, and large ESs are .20, .50, and .80. (Cohen, 1992). The Effectiveness Index (E.I.) Criteria were also employed to calculate the value of E.I. to prove the effectiveness of using Flip. To analyze the foreign students' responses to the online survey questionnaire, frequency, percentage points, and mean scores were selected. Semi-structured interviews were used to gather qualitative data to gain further understanding of the study. After the course, each participant was invited to take part in the interview. For more information on the study, the interview data was transcribed and subjected to content analysis.

Flip. The pre-test and post-test scores were assessed by the researcher. The findings were calculated and statistically compared by t-test to find any significant difference in foreign students' Thai speaking ability.

Table 2 Scores of speaking tests before and after using Flip

Thai speaking tests	N	Mean	Mean Difference	SD	t	df	Sig (2-tailed)	Effect Size
Pre-test	18	2.81	15.1	5.73	12.5**	17	.000	3.54
Post-test	18	17.91		1.86				

** $p < .01$

From the table above, it was found that the mean post-test score for these 18 participants is 17.91 (SD = 1.86), which was compared to the mean pre-test score of 2.81 (SD = 5.73) with the paired-sample t-test. The results revealed that the mean score of the post-test was significantly higher than the pre-test at .01 level of significant ($p < .01$). The effect size is 3.54, which is considered to be a large effect size.

The highest to the lowest mean difference in Table 3 illustrated that students gained the highest mean scores in the aspect of grammar (mean difference = 4.00), followed by vocabulary (mean difference = 3.96), comprehension (mean difference = 3.95), fluency (mean difference = 3.73), and pronunciation (mean difference = 3.24) respectively. The post-test scores of Thai speaking ability were significantly higher than the pre-test scores. The study's findings suggested that using Flip could improve Thai speaking proficiency at .01

Table 3 Mean scores, standard deviation, paired sample t-test, and effect size of foreign students' Thai speaking ability from pre-test and post-test

Aspects of Thai speaking ability	N	Pre-test		Post-test		Mean difference	t	df	Sig (2-tailed)	Effect size
		Mean	SD	Mean	SD					
Grammar (5)	18	0.69	1.44	4.69	0.45	4.00	12.39**	17	.000	3.75
Vocabulary (5)	18	0.68	1.42	4.64	0.42	3.96	12.29**	17	.000	3.78
Comprehension (5)	18	0.76	1.42	4.71	0.45	3.95	12.47**	17	.000	3.75
Fluency (5)	18	0.69	1.44	4.42	0.45	3.73	12.45**	17	.000	3.50
Pronunciation (5)	18	0.69	1.45	3.93	0.66	3.24	12.68**	17	.000	2.88

** $p < .01$

Results

The results were divided into three parts which included: 1) the Thai speaking ability of foreign students through the use of Flip, 2) the effectiveness of Flip on Thai speaking ability of foreign students, and 3) the foreign students' perceptions towards Thai speaking instruction using Flip.

1. The Thai speaking ability of foreign students through the use of Flip

The researcher analyzed Thai speaking instruction using Flip to promote foreign students' Thai speaking ability before and after learning through using

level of significant ($p < .01$).

2. The effectiveness of Flip on Thai speaking ability of foreign students

Table 4 presents the total marks of the pre-test and post-test with the Effectiveness Index Criteria. The value E.I. of this group was 0.88. It could be described that the foreign students' learning progress was equivalent to 88%. Furthermore, Kitrakarn and Phatthiyathane (2002) stated that if the value is above the criteria of 0.50, it means that the instruction or materials are valid. This result demonstrated that teaching Thai speaking with Flip could improve learning and instructional efficacy.

$$E. I. = \frac{\text{Total marks of total students after studying} - \text{Total marks of total students before studying}}{(\text{Number of students} \times \text{Full marks}) - \text{Total scores of total students before studying}}$$

Kitrakarn and Phatthiyathanee (2002)

Table 4 The result of the Effectiveness Index (E.I.)

Total marks of total students before studying (pre-test)	Total marks of total students after studying (post-test)	Number of students	Full marks	E.I.
50.56	322.32	18	20	0.88

3. The foreign students’ perceptions towards Thai speaking instruction using Flip

Following the implementation of the course, the sample was asked to reply to an online survey questionnaire to investigate foreign students’ perceptions

towards Thai speaking instruction using Flip. For further understanding, the findings were examined using frequency, percentage points, and mean scores. Based on a five-point Likert Scale, the following criteria were adopted:

- 4.50-5.00 = Highest
- 3.50-4.49 = High
- 2.50-3.49 = Moderate
- 1.50-2.49 = Low
- 1.00-1.49 = Lowest

Table 5 Foreign students’ perceptions towards Thai speaking instruction using Flip

Items	Topics	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Level
		5	4	3	2	1		
1	Perceived Ease of Use							
1.1	I think using Flip does not take too much time.	7 (38.9%)	9 (50.0%)	2 (11.1%)	0 (0%)	0 (0%)	4.28	High
1.2	Learning to use Flip for my class activities was easy.	10 (55.6%)	8 (44.4%)	0 (0%)	0 (0%)	0 (0%)	4.56	Highest
1.3	Interacting with my teacher and other members through Flip was easy and not stressful.	8 (44.4%)	7 (38.9%)	3 (16.7%)	0 (0%)	0 (0%)	4.28	High
							4.37	High
2	Perceived Usefulness							
2.1	Learning using Flip helped me to speak Thai.	8 (44.4%)	6 (33.3%)	4 (22.2%)	0 (0%)	0 (0%)	4.22	High
2.2	I think that using Flip can help me to improve my Thai speaking proficiency.	8 (44.4%)	5 (27.8%)	5 (27.8%)	0 (0%)	0 (0%)	4.17	High
2.3	The comments and feedback given by my teacher and classmates in Flip were really useful.	11 (61.1%)	6 (33.3%)	1 (5.6%)	0 (0%)	0 (0%)	4.56	Highest
							4.31	High
3	Attitude Towards Use							
3.1	I like using Flip to learn how to speak Thai.	7 (38.9%)	6 (33.3%)	5 (27.8%)	0 (0%)	0 (0%)	4.11	High
3.2	I have a positive attitude towards using Flip in learning how to speak Thai.	4 (22.2%)	11 (61.1%)	3 (16.7%)	0 (0%)	0 (0%)	4.06	High
3.3	I feel that using Flip is a good way to learn how to speak Thai.	7 (38.9%)	7 (38.9%)	4 (22.2%)	0 (0%)	0 (0%)	4.17	High
							4.11	High
4	Behavioural Intention							
4.1	I will continue to use Flip to learn how to speak Thai.	3 (16.7%)	9 (50.0%)	5 (27.8)	1 (5.6%)	0 (0%)	3.78	High
4.2	Using Flip helped me to become more willing to speak Thai.	5 (27.8%)	9 (50.0%)	4 (22.2%)	0 (0%)	0 (0%)	4.06	High
4.3	When I use Flip, I have more self-confidence to speak Thai.	7 (38.9%)	8 (44.4%)	3 (16.7%)	0 (0%)	0 (0%)	4.22	High
							4.02	High
						Total	4.20	High

In terms of foreign students' perceptions towards Thai speaking instruction using Flip, the results in Table 5 demonstrate that the foreign learners agreed with Thai speaking instruction using Flip at a "High" level (Total M = 4.20). The mean score of "Perceived Ease of Use" was the highest (M = 4.37), followed by "Perceived Usefulness" (M = 4.31), "Attitude Towards Use" (M = 4.11), and "Behavioural Intention" (M = 4.02), respectively.

Additionally, during the research, semi-structured interviews were carried out. Based on the following themes, the major findings of the interviews are presented:

2.1) Perceived Ease of Use

It was shown that all foreign learners perceived that Flip was an easy-to-use and useful application for submitting their assignments. They mentioned that a user-friendly interface and simple design were the dominant features of this application.

"I think Flip is an easy-to-use tool to learn Thai speaking skills. When my classmates upload clips, I can continually watch their videos and better understand the content."

"Because we can see teacher's instructions before we record our video. The instruction is shown in the upper video. How to answer the question 1 2 3 4. I think it's very easy to use, it's very fun."

In addition, a few students said that using Flip did not take too much time when they wanted to upload their short video as the following response shows.

"I think you can upload the homework punctually, don't have to submit it in the classroom, and say one-on-one with the teacher. It doesn't take a long time. Save time."

2.2) Perceived Usefulness

Concerning perceived usefulness, over half of students (72%) pointed out that Flip was a useful tool to learn Thai speaking skills because they were able to learn more from the teacher's feedback and to compare their pronunciation to other classmates which was very helpful for them.

"I think I can view and learn from my classmates' videos to learn Thai speaking again. When teacher views my video and give me some bits of advice, I listen again."

"My pronunciation has improved and the teacher gives me some comments so I can know my mistakes. Watching my friends' videos absolutely help me. Sometimes, I forgot to answer some questions so I

will look at my friends' videos."

Six students (33%) informed that by using Flip, they might be able to speak Thai more confidently and with less nervousness. Based on completing the speaking tasks, the other six students (33%) noted the importance of practice that helped them to speak more accurately and fluently because they could repeatedly practice in a low-stress environment.

"I have more confidence because when I put to record a video, teacher reviews my video, which part should be improved, which part is right, and which part needs to be corrected."

"I have to review the content every week to upload the video. I think some of the students have clear pronunciation and I can learn from them."

Interestingly, one student always viewed one of his classmates' videos to gain more confidence before conducting each assignment.

"When I see (Name of classmate), I feel more confident. Because he looks so confident and makes me more confident."

Furthermore, some of the students (22%) stated that using Flip could assist them in developing their Thai speaking skills and other language skills.

"It helps me to improve my listening to my friends in the room. I can get an idea, a very different idea from theirs."

"I think we improved our public speaking skills because we have to show our face and our voice and make it publish so I think participating in this application improves our self-confidence. It's a life skill. You have to experience on other days when we work in a company."

2.3) Attitude Towards Use

In terms of attitude towards use, the majority of students (94%) had a positive attitude towards using Flip to hone their Thai speaking skills. They highly perceived Flip as a fun and helpful learning tool that could aid in the improvement of their Thai language skills. Moreover, it was very convenient for them because it was available on both the website and application. Some of these comments are shown below:

"I like to use Flip to learn Thai because it's a helpful application and I can easily rewatch the teacher's video like the teacher's suggestions before I repost my video."

"This app is good for us to study Thai. I like to use Flip to learn Thai speaking skills because this is the first time I'm using it wonderfully like it's working."

It's good, I think."

"I think it's not very challenging. Because it's very easy and available on both the website and application. I think it's very easy."

However, only one student (6%) didn't like to use Flip because she had to show her face when recording a video.

"I don't like to use it. Because it has to record a video and show my face. Only recording a video is better."

In the matter of challenges of using Flip, ten students (56%) gave their assurances that they had no issues. In contrast, the remaining eight responses (44%) provided some of the challenges, flaws, and issues with the software's functionality. Most of them experienced confusion when accessing/logging into this application/website for their first task even though a test run was done. Some of them also referred to the issue of timidity caused by the use of video recording tools. Examples of the comments are presented below.

"When I started using Flip for the first time, I don't know what happened to my video. It's logged out, I accidentally logged out. I have to wait for 2 days for upload. It suddenly logged out. I have some problems only the first time when using this application."

"I feel that when I want to look at my videos on Flip or specific students, I have to scroll down to find them. It means that I can't directly view my videos. The first video I can see is the last student who uploaded a video on Flip. When we access Flip and select the topics, it should have a video list of students and we can click on a video that we want to watch."

2.4) Behavioural Intention

The results showed that almost all foreign students (94%) would continue to use Flip if it was possible to study the Thai language in the future because they would have gained more benefits from using it. They stated that Flip was an enjoyable, practical, and beneficial tool that may boost their self-esteem and enhance their Thai speaking ability. They could practice speaking Thai anytime and anywhere in a non-threatening environment. Only one student (6%) was hesitant about this matter because he felt nervous when recording a video.

"At first, when we started using Flip, I felt embarrassed. Like you have to show your face, your voice, your dress. And week by week, we got more confident. When I buy something, I talk with Thai people and I get more confident."

"It's very good for us. For the teachers,

you can always watch again to analyze the students' speaking. It's good for teachers and students. I think I feel more confident because I can communicate with other Thai people. The pronunciation is not very good but I can understand the word and communicate."

"For the students, we can improve their speaking skills and we can learn from other students. When you assign homework in Flip, we must practice speaking. Before recording, I have to practice three or four times to keep fluent."

Conclusion and Discussion

This study aimed to answer two research questions regarding the use of Flip on foreign students' Thai speaking ability.

The first research question "To what extent does Flip have effects on the Thai speaking ability of foreign learners?" was focused on analyzing the Thai speaking ability of foreign students through the use of Flip and examining the effectiveness of using Flip on the Thai speaking ability of foreign learners. Foreign students were asked to complete the pre-test and post-test to assess their proficiency in Thai through the use of Flip after using this instructional program. Based on the mean scores, and standard deviation of the pre-test and post-test, foreign students showed a statistically significant improvement in their Thai speaking ability. In terms of the Effectiveness Index Criteria (E.I.), it was found that the value E.I. of this group was 0.88 which supported the validity and effectiveness of Thai speaking instruction using Flip.

Based on the results of p-value and effect size, it was found that this investigation greatly strengthened the position that the use of Flip had practical significance to the Thai speaking performance of foreign learners. Flip fostered the students' Thai speaking performance in all criteria, including grammar, vocabulary, comprehension, fluency, and pronunciation.

It might be possible to infer that the PDCA process consisting of four stages (also known as the PDCA steps: Plan, Do, Check, and Act) occurs during the learning process. In the first stage (Plan), students had to review the content and given questions for better understanding and select the suitable vocabulary and grammar to answer each question correctly. In the next stage (Do), they practiced the pronunciation of words and sentences correctly, which is a challenging part of learning a new language, before recording a short video as a comment displayed, "I can speak more frequently because I have

to speak every week so I know how to pronounce. I got the chance to speak that I was practicing." It is consistent with Budiarta and Santosa (2020) who claimed that "Continuous practice using the platform might also enhance their speaking performance and they could bring their effort to the maximum so that their learning objective can be attained." Students could view and correct their recording until they were satisfied before submission. In the third stage (Check), after submitting short videos, they could view the teacher's comments to check and analyze their strengths and areas of improvement for developing their Thai speaking performance and self-monitoring skills. In the final stage (Act), students completed their subsequent tasks by taking into account the teacher's feedback. Furthermore, they gained some benefits from ongoing practice inside and outside the classroom to achieve the goal of learning that they should be competent and critical lifelong learners.

Using Flip, one of the more well-known digital platforms, into a course to give students homework assignments that require them to record video clips in a non-threatening environment. Regardless of competence level, they were able to communicate with one another because they have meaningful opportunities to consistently practice their Thai speaking abilities and receive constructive feedback from the teacher. Moreover, the platform's accessible capabilities and user-friendly characteristics make it simpler for students to complete video recordings that help to decrease speaking anxiety and increase students' motivation. Therefore, it is an effective and worthwhile method that enables students to practice their language outside of the classroom and to proceed with their language learning journey with confidence and fluency. This was in line with Taylor and Hinchman (2020) who pointed out that "Flipgrid integration not only benefited the students, it also impacted instructional methods".

Concerning the second research question "What are foreign learners' perceptions towards Thai speaking instruction using Flip?", the results from the online survey questionnaire showed that the effectiveness of using Flip was at a "High" level. The results from their self-assessment indicated a total mean score of 4.20. For "Perceived Ease of Use", "Learning to use Flip for my class activities was easy." was at the "Highest" level ($M = 4.56$). This result is in line with various studies (Miskam & Saidalvi, 2019; Budiarta & Santosa, 2020; Lowenthal & Moore, 2020; MacIsaac, 2020; Amirulloh,

Damayanti, & Citraningrum, 2021; Chien, 2021; Mango, 2021; Rushton, 2021; Klefodimos & Triantafillidou, 2023) which evaluated that Flip was an easy-to-use and useful application for conducting oral assignments. Regarding "Perceived Usefulness", "The comments and feedback given by my teacher and classmates in Flip were really useful." reached the "Highest" level. It is noteworthy that the majority of students believe their Thai speaking proficiency has improved as a result of feedback, especially audio feedback, from instructors. As Ice, Curtis, Phillips, & Wells (2007) stated, audio feedback was associated with the perception that the instructor cared more about the student.

Furthermore, according to the mean scores of the "Attitude Towards Use" topic, Flip met the needs of the foreign students. They perceived positive feedback through the use of Flip because they considered that using Flip was a good way to learn how to speak Thai. Most of the students liked using Flip to learn how to speak Thai because they can practice anytime in a low-stress environment, which aligns with the previous studies that illustrated positive student attitudes towards the use of Flip (Miskam & Saidalvi, 2019; Innes, 2020; Lowenthal & Moore, 2020; Nguyen & Tuyet, 2020; Petersen, Townsend, & Onaka, 2020; Amirulloh et al., 2021; Chien, 2021; Syahrizal & Pamungkas, 2021; Shin & Yunus, 2021; Klefodimos & Triantafillidou, 2023). Students must have a positive attitude through learning because it enables them to learn while unwinding, recalling, concentrating, and absorbing knowledge. It also lets them overcome mental and emotional obstacles. According to "Behavioural Intention", the students were satisfied with this learning instruction at a "High" level. The findings revealed that when they used Flip, they gained more self-confidence to speak Thai, and Flip helped them to become more willing to speak Thai which is consistent with former studies (Cupchak & Kyaw, 2021; Edwards & Lane, 2021; Mango, 2021). As can be seen from the interviews, after doing the repetition many times, the use of Flip also helped the students to communicate with Thai people in their real life without fear. Nonetheless, it could be noticed that foreign students might discontinue using Flip to study Thai because they did not study other Thai language courses based on the program structure of each curriculum. Due to its usefulness and ease of use, some students could possibly use Flip to study other foreign languages.

It can be summed up that the Flip application is an effective tool for speaking classes to make learning

Fun and engaging for students. They can learn from both teachers' comments (text and video comments) and other students' videos. It can also improve the foreign students' Thai speaking competence and confidence because they have an opportunity to practice their Thai speaking skills anytime with low anxiety.

Suggestions

Proposal for implementing research results

1. Suggestion for student

Since language proficiency is a skill, it is immensely impossible to become proficient in speaking skills without practice. In order to reach the goal, students can use Flip as a powerful tool for improving their Thai speaking ability because they are able to speak and listen to their pronunciation without shyness and anxiety. They can use this application to study other foreign languages more competently and confidently in addition to their Thai language skills.

2. Suggestion for teacher

2.1 Flip can be a useful pedagogical practice that helps students understand the pronunciation of words and sentences accurately and properly which are very important for communication. Furthermore, this method can create positive attitudes toward learning Thai speaking, help students to gain more confidence in speaking Thai with Thai people, and learn more about the Thai language and culture in the Thai sociocultural context.

2.2 It would be advantageous for the teachers teaching Thai as a second/foreign language to apply Flip and/or other techniques/activities, for example, Think-Pair-Share, Task-based Learning, or Conversation Buddy, to teach other courses relating to Thai speaking skills, for example, "Conversation in Various Situations", "Thai for Business Communication", or "Speaking for Specific Purposes" or other language skills (listening, reading, and writing) which keeps students motivated both in-class and out-of-class learning.

3. Suggestion for administrator

3.1 For instructors to be adequately knowledgeable about the Flip application and capable of implementing it in the classroom, the administrator should set aside funds for them to attend workshops or training connected to this method of teaching. This will increase the teachers' confidence and knowledge about using the Flip application in the classroom.

3.2 The administrator should support research funds in order to encourage instructors' research on

integrating online platforms or applications into a course to enhance the efficacy of teaching and learning environments and promote students' language skills.

Suggestions for further research

1. Further research should be implemented on a larger sample population so that the results of the study can be generalized to all the groups of TFL university foreign students.

2. This study specifically emphasizes the effectiveness of the use of Flip in teaching Thai speaking. Future studies should be carried out on the efficiency of Thai speaking instruction using Flip and knowledge retention that can assure and strengthen the results.

3. Since the "Thai Language Conversation in Daily Life" course, as a basic conversation course, is suitable for novices or beginners; nevertheless, the sample of this study is comprised of novice and advanced learners whose levels are different. To correspond with the course content/course description, future research should mainly focus on foreign students whose Thai language proficiency level is novice or beginner. For other basic courses in foreign languages, it is recommended that the similarity of learners' language proficiency levels should be taken into consideration to find out the effectiveness and achievement of the implementation of this teaching method.

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