

Construction and Application of Thai Language Course Resources Based on Network Teaching Platform

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Abstract: The construction of Thai language course resources using network teaching platforms involves a multifaceted approach that includes textbook creation, video lesson production, online resource development, teacher training, student feedback, course evaluation, and resource updates. Textbooks must be scientifically rigorous, systematically organized, and practically oriented, covering all proficiency levels and incorporating cultural elements to enhance language acquisition. Instructional videos should be engaging and interactive, supporting different learning styles. A comprehensive online learning platform that promotes a user-friendly and interactive environment is essential for modern education. Regular teacher training and evaluation mechanisms ensure quality education. This study proposes detailed methodologies and recommendations for developing and implementing high quality Thai language course resources to meet the diverse needs of learners and improve educational outcomes.

Keywords: Thai language course; resources; network teaching platform; education

1. INTRODUCTION

The construction of Thai course resources is a complex and systematic task, covering textbook writing, teaching video production, online resource development, teacher training, student feedback, course evaluation and resource updating.

Textbooks are the core of course resources, and the content should be scientific, systematic and practical. First of all, textbooks should include basic Thai pronunciation, grammar, vocabulary and common daily conversations. Primary textbooks should focus on imparting basic knowledge, intermediate textbooks should gradually deepen complex sentence patterns and advanced expressions, and advanced textbooks should cover the use of Thai in professional fields to meet the needs of different learning stages. Secondly, Thai culture is an important part of Thai learning. Textbooks should include Thailand's history, geography, customs, traditional festivals, religious beliefs and other contents, and enhance students' interest in language learning and cultural identity through rich cultural knowledge. In addition, textbooks of different difficulty levels should be compiled for students at different learning stages, from entry to advanced level, to ensure that each stage of learning has corresponding textbook support. In addition, special textbooks should be designed for students with different learning goals (such as tourism, business, and academic) to meet diverse needs. Finally, textbooks should be designed with rich practical activities, such as oral training, listening exercises, reading comprehension and writing tasks, to improve students' comprehensive language ability through practice. Teaching videos are an important tool for modern teaching, which can improve the intuitiveness and vividness of learning. Video content should be jointly designed by Thai experts and teaching experts to ensure the accuracy of content and the effectiveness of teaching methods. The video should cover basic knowledge, language skills and cultural background, and provide comprehensive learning support. The video should include interactive links, such as online quizzes, dialogue exercises, scenario simulations, etc., to increase students' sense of participation and learning effects. The video can be designed to be modular, so that students can choose on demand and learn flexibly. Use vivid and interesting

examples, animations and situational dramas to increase the appeal of the video and help students grasp the knowledge points more easily. Through storytelling and scenario-based teaching methods, make the learning process more interesting and close to reality. Provide courseware, handouts, exercises and other auxiliary materials in conjunction with teaching videos to facilitate students to review and consolidate knowledge.

Online resources are an indispensable part of modern education and can provide a convenient and flexible way of learning. First, establish a comprehensive Thai learning platform that provides rich learning resources, including e-books, audio, video, exercises and online assessment systems. The platform should have a good user experience, be easy to operate and fully functional. Secondly, create an online communication community for students and teachers, and provide an interactive platform where students can ask questions and share learning experiences, and teachers can answer questions and provide online guidance. Through community interaction, a good learning atmosphere can be formed and learning motivation can be enhanced. Mobile support is also indispensable. Develop learning applications that support mobile devices so that students can learn anytime and anywhere, and improve the flexibility and convenience of learning. The application should have an offline function to facilitate students to continue learning in an off-line environment. Finally, through data analysis technology, track students' learning progress and results in real time, provide personalized learning suggestions and feedback, and help students adjust their learning plans and methods in a timely manner. A high-quality teaching team is an important guarantee for the smooth development of Thai courses. Regularly organize Thai teachers to participate in professional training, including language proficiency improvement, teaching method improvement and new technology application. Training should focus on effectiveness, combine problems and needs in actual teaching, and provide practical solutions. Establish a teacher exchange platform to share teaching experience and resources, and promote continuous improvement and innovation of teaching methods. Through communication, teachers can learn and draw lessons from each other to improve the overall teaching level. Establish a

scientific teacher assessment mechanism to evaluate the teaching effectiveness of teachers and encourage teachers to continuously improve their own quality and teaching level. The assessment should include student evaluation, teaching achievements, teaching research and other aspects to fully reflect the teaching ability of teachers. Establish a teacher resource sharing platform to provide sharing and exchange of high-quality teaching resources to promote cooperation and common development among teachers. Regularly conduct a comprehensive assessment of the course to ensure its quality and effectiveness. Establish a course quality monitoring system to regularly evaluate the course to ensure that it meets the teaching objectives and student needs. The evaluation content should include multiple aspects such as course design, textbook quality, teaching methods, and teaching effectiveness. According to the evaluation results, continuously improve the course content and teaching methods, and continuously improve the course quality. Improvements should be combined with problems in actual teaching and feedback from students to propose practical and feasible improvement measures. Invite external experts to evaluate the course, provide objective and fair evaluation opinions, and promote the continuous optimization and improvement of the course.

2. THE PROPOSED METHODOLOGY

2.1 The Basis of Online Teaching Platform

As an information system, the adoption and acceptance of online teaching platforms involve a variety of theories and models. These theories and models help to understand user behavior and attitudes, thereby optimizing platform design and promotion strategies. The following is a detailed analysis of several key theories and models:

The theory of planned behavior was proposed by Ajzen and developed based on the theory of reasoned behavior. According to this theory, an individual's behavioral intention is the direct determinant of behavior, and behavioral intention is influenced by three main factors: attitude, subjective norms, and perceived behavioral control.

Attitude: refers to an individual's overall evaluation of using the online learning platform. If students and teachers believe that using online teaching platforms can help improve learning efficiency and teaching effectiveness, their attitude toward using the platform will be more positive. For example, if the platform can significantly improve students' academic performance or teachers' teaching effectiveness, it will be easier to form positive attitudes.

Subjective norms: refers to the social pressure perceived by individuals, that is, the expectations of others for their use of online educational platforms. Students and teachers will be more inclined to use the platform if they feel supported and encouraged by peers, parents or schools. For example, if school leadership or educational policy strongly promotes online learning, teachers and students may be more likely to accept this model.

Perceived Behavioral Control: refers to an individual's confidence in their ability to use the online learning platform. Students and teachers will have stronger behavioral intentions if they believe they have sufficient skills and resources to use the platform. For example, if the platform provides detailed user guides and training, users will be more confident in trying to use it.

The technology acceptance model was proposed by Davis and is a model specifically used to explain the adoption of information technology. The model posits that users' acceptance and use of technology is mainly influenced by two factors: perceived usefulness and perceived ease of use.

Perceived usefulness: refers to users' belief that using an online educational platform can improve their learning or teaching effectiveness. If students and teachers believe that the platform can effectively help them achieve their learning and teaching goals, they are more likely to use the platform. For example, if the platform provides rich learning resources and efficient teaching tools, users will be more likely to perceive its usefulness.

Perceived ease of use: refers to the ease of use that users believe an online learning platform offers. If students and teachers believe the platform is easy to use, they are more likely to adopt the technology. For example, a learning platform that has a user-friendly interface and is easy to use is more likely to be adopted by users.

Attitude and behavioral intention: Perceived usefulness and perceived ease of use together influence users' attitudes, which in turn influence their behavioral intentions and ultimate usage behavior. If users have a positive attitude toward the platform, their intention to use will be stronger and their actual usage behavior will be more frequent.

2.2 The Suggestions for Thai Language Course

As an increasingly popular language, Thai has rich cultural connotations and practical application value. When building Thai course resources, it is necessary to comprehensively consider teaching objectives, student needs and teaching methods. Here are some specific suggestions:

1. Diversify teaching material selection

Textbooks are the basis of language learning. Authoritative and content-rich textbooks should be selected, such as "Basic Thai Course" or "Practical Thai". In addition, local Thai textbooks can also be introduced to provide authentic language expression and cultural background knowledge. At the same time, electronic textbooks and multimedia resources (such as audio and video) should be combined with paper textbooks to enrich learning materials.

2. Develop an online learning platform

Modern education is increasingly dependent on online platforms. A comprehensive online learning platform can be developed to provide courseware, exercises, tests and interactive functions. The platform should support mobile access so that students can learn anytime, anywhere. At the same time, the platform should have intelligent functions, such as automatic evaluation, personalized learning path recommendation, etc., to improve learning efficiency.

3. Combine Thai culture

Language learning is inseparable from cultural background. Thai courses should combine Thai history, literature, art and other cultural contents, and showcase Thai culture through various forms (such as documentaries, movies, songs, festivals, etc.) to stimulate students' interest in learning. In addition, cultural experience activities such as Thai food making and traditional dance performances can be organized regularly to enhance students' cultural understanding and practical ability.

4. Interactive teaching methods

Language learning requires a lot of interactive practice. Interactive teaching methods such as group discussions, role-playing, and simulated scenarios should be adopted to promote communication between students and between teachers and students. At the same time, Thai native speakers can be invited as foreign teachers or conduct online exchanges to provide a real language environment and communication opportunities to help students improve their oral expression and listening comprehension abilities.

5. Rich learning resource library

Build a rich learning resource library, including vocabulary lists, grammar explanations, exercise banks, reading materials, etc., for students to consult and practice at any time. The resource library should be continuously updated to add new vocabulary, the latest Thai current affairs news, popular culture and other content to keep the learning materials timely and interesting.

6. Evaluation and feedback mechanism

Establish a scientific evaluation and feedback mechanism, conduct regular tests and evaluations, and understand students' learning progress and weak links. Through the automatic assessment function of the online platform, students can get instant feedback, and teachers can also adjust teaching plans and methods based on the evaluation results and provide targeted guidance and support.

3. CONCLUSION

The development of Thai language course resources through network learning platforms requires an integrative approach that addresses various educational components. Essential elements include selecting authoritative textbooks that balance linguistic and cultural knowledge, creating engaging and interactive instructional videos, and developing an accessible and comprehensive online learning platform. The inclusion of Thai cultural content enriches the learning experience and fosters a deeper connection to the language. Interactive teaching methods and a rich repository of learning materials further support student engagement and progress. A robust evaluation and feedback mechanism, coupled with ongoing teacher training, ensures continuous improvement and course effectiveness. Together, these strategies contribute to a well-rounded and effective Thai language education that prepares students for practical and professional use of the language in a variety of contexts.

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