

Strategy for Inserting Thai Culture into Teaching and Learning Management of Teachers and the Perception on Thai Culture among Korean Students Studying Thai as a Foreign Language in Universities in Republic of Korea

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Abstract

This research utilized the combination between quantitative and qualitative researches. The research sample included Thai language course lecturers both Thai and South Korean persons, including 1st-4th year South Korean undergraduate students. The instruments used included the questionnaire on teaching strategy which also included Thai culture to be used in providing instruction on Thai language for South Korean students. The forms of tests assessing the perception on Thai culture of South Korean students. Two interview forms to interview the teachers and South Korean students on their perception and acquisition of Thai culture. The findings reveal the teacher's opinion on strategy to integrate Thai culture with the instruction on teaching Thai language to South Korean students studying Thai as a foreign language in aspects of integrating Thai language along Thai culture and instructional strategy integrated with Thai culture. The overall outcome reveals that the sample subjects agree mostly with such statement. Concerning the result of the perception on Thai culture of South Korean students, it was found that 14.29% of students had obtained the score at very good level, 70% at good level, 14.29% at moderate level, and 1.43% at minimal level. The average level was of 73.5 scores.

Keywords: strategy on inserting Thai culture, Thai culture perception, Thai as a foreign language

1. Introduction

Soft Power of Thailand: Continuing policy to support soft power for agencies that have done soft power in the past. You probably know that many government agencies. They are responsible for promoting Thailand's soft power from various universities and the Ministry of Culture, which agencies that are proactive in foreign affairs like the Ministry of Foreign Affairs Through the Thai Foundation Taking Thai strengths as the characteristics and identity of Thai people in 3 areas: respect for others (RESPECT), kindness (COMPASSION) and readiness to accept things (OPENESS). The Thai Foundation will present an important factor that is the source of these 3 outstanding characteristics, both in the form of providing information through all media in English. To get to know, understand and appreciate Thailand more. The actions came up in 4 aspects, one of which is publicization of the cultural heritage. Thai culture is an important crucible of the main characteristics of Thainess and Thais implying the origin of property and characteristics of politeness, docility, humility, gentility, and paying attention to the details of being Thai. One Thai action of being Thai is Muay Thai or kick boxing. All these identities should be widely publicized in foreign countries to enhance dignity of Thainess and Thai art and culture. The main types of Thai culture to be publicized include: 1) artistry and craftsmanship, 2) music and dramatic arts, 3) traditions and festivals, 4) literature and folklore, 5) local wisdoms, (6) Thai food, 7) Muay Thai or Thai boxing, and, 8) exchange programs.

The promotion of interaction between Thais and foreigners could help maintain good attitude among individuals opening chance for foreigners to deeply get familiar with Thainess. Meanwhile, Thais could be encouraged to increasingly get to know and understand foreigners resulting the network between Thais and foreigners in various age groups. The process should lead to the atmosphere and opportunity of cooperation and mutual benefits between foreigners and natives. There are many forms of projects to promote foreigners' involvement such as:

- 1) Providing scholarship and fellowship for foreign students to come to study in Thailand
- 2) Inviting foreign youths to come to the camps in Thailand
- 3) Sending Thai volunteers to foreign countries. Organizing the training programs to provide knowledge on Thainess for foreigners in various groups in Thailand such as diplomats, foreign students, and scholarship recipients.
- 4) Recipients of scholarship from foreign countries, foreign businesspersons, etc., taking part by representatives from various sectors in Thailand.

Besides, one significant task is providing Thai Language courses via online through various languages. At the present, there is increasing number of foreigners coming in to Thailand in form of tourist, businessman, student, laborer, and entertaining programs and Thai movies having gained high popularity via television and others such as YouTube encouraging many audiences to become interested in learning Thai language. Having skills in Thai language has enabled foreigners to gain access to various aspects of Thainess. Such condition should lead to higher level of their Thai language popularity. The Thai teaching programs have widely been offered on websites and online social media organized by the Thai Foundation could open opportunity for the Thai interested audiences who are interested but lacking channel or opportunity to learn Thai. At Chulalongkorn University, the development of such Thai language teaching programs and media have some progress attracting English, Korean, German, Vietnamese, Chinese, Japanese, French, Pilipino, Russians, Spanishs, Arabians, and Indonesians. Programs for Cambodians and Laotians by Mahasarakham University, and for Miyanma, by Narasuan University. All these focus on teaching Thai for daily life situations (Boonyo, 2022).

From above discussion, it is found that one of Thai significant soft powers is Thai language and Thai culture learning. Thai as a foreign language has increasingly interested many Thai-learning foreigners on continuous basis. From the research conducted by Ministry of Foreign Affairs, it was found that there had been number of higher-education institutions all over the world had offered Thai language for communication study program and Thai study programs in Asia, Europe, Australia, and America. In the future to come, there is a trend to continuously expand (Prolmanee, 2022). Republic of Korea is a country whose academics have been interested in Thai language teaching organization. There is study program on Thai as a foreign language for learners in South Korean in many universities in Thailand offering Thai major in some universities in South Korea for certain period of time for South Korean students who studied Thai in 2 universities offering Thai language program which included Pusan University's foreign language and affairs and Hankuk University which has offered a program in foreign language and affairs. At the present, certain number of Thais and South Koreans have had more knowledge and understanding on way of life of each other in various aspects.

To keep language learning effective, the instruction must be carried out via cultural approach. This is because language and culture are intercorrelated and function together without any separation. Language is a cultural product. It is a significant identity the country and shows feature of the nation's culture. Therefore, when learning language of any nation, the person would also learn the culture of such nation as well (Permkesor, 2004). Therefore, language learning along with learning culture of native speakers is a natural way of acquiring a new language. It is then the basic principle which is significant and required process. This principle would enable the learners to increasingly understand the language, life, conception, and belief of the native speakers facilitating the learner's life maintenance and coexistence in the society. Meanwhile, foreigners who come to learn the language could effectively learn the language as well as their acceptance of similarities and differences enabling people to peacefully coexist. Meanwhile, Sampaotong (2012) pointed out that in inserting culture along the process of teaching Thai as a foreign language for foreign students, it is important and necessary that the teacher has to concerned with this principle and putting it into practice all the time. This is because to effectively teach Thai language, the teacher could not leave out Thai culture. The foreign learners have to communicate with Thais and live in Thai society. Consequently, language learning requires the learner's learning on culture of native speakers to assure their understanding about similarity and difference between their culture and that of the target language. The learners should acquire the ability to properly behave along time and space of their interaction. Such learning could assure their happy life maintenance in the society.

As language and culture are interrelated, language learning process should then be carried out along the cultural conditions. Through this interrelated process, cultural learning could facilitate the learners to effectively learn the language. Therefore, one significant action of the teacher is to insert the cultural contents along the instruction to enable the learners to learn and understand way of life as well as the thought of people in such society. All these require both the teacher and learners to realize to carry out the instructional process requiring the concerned knowledge and skills on knowledge in the additional language and experience.

From these, it could be concluded that language is related to culture. To organize the instruction for teaching Thai as a foreign language for foreign students, one must organize instructions to provide knowledge on Thai and Thai language skills along with learning on Thai culture in various aspects to assure the best effectiveness and efficiency of the teacher's instruction and student's Thai language learning learners to increase their capacity to communicate as do the language owners. Therefore, the researcher has to conduct the research on strategy to insert Thai culture in the instructional organization of the teacher and the perception of Thai culture of South Korean students studying Thai as a foreign language in the universities in Republic of Korea. The research findings could serve as the data and guideline for instructional planning and instructional activities design, improving and developing instruction for teaching Thai as a foreign language. All are to support, develop, and push forward for transforming teaching Thai as a foreign language to be one of Thai soft power empowering Thailand further on.

2. Research Objectives

- 1) To study the strategy in inserting Thai culture in instructional organization of the teachers teaching Thai a foreign language of universities in Republic of Korea
- 2) To study the perception on Thai culture of South Korean students studying Thai as a foreign language at university in the Republic of Korea.

3. Research Methodology

3.1 Population and Sample

The population for the study are the teachers in universities of the Republic of Korea and undergraduate South Korean students studying in Republic of Korea universities.

3.2 The Study Sample

- 1) The Thai teaching teachers both of Thais and South Koreans who teach Thai to South Korean students studying Thai as a foreign language of 2 universities offering study programs on Thai including Busan University of Foreign Language and Affairs and Hankuk University of Language and Foreign Affairs, Republic of Korea. They were selected as the research subjects via purposive sampling.
- 2) South Korean students studying at undergraduate level in 1st - 4th year studying Thai as a foreign language of the 2 universities offering Thai language learning study programs including Busan University of Language and Foreign Affairs and Hankuk University of Language and Foreign Affairs, Seoul, Republic of Korea, in 2023 academic year. The subjects were selected via purposive sampling process.

3.3 Research Instrument Validity and Reliability

Instruments used to collect data are as follows:

- 1) Questionnaire asking the teachers about the strategy of inserting Thai culture used in Thai language teaching organization for South Korean students studying Thai as a foreign language
- 2) A test to measure Thai culture perception to evaluate the perception on Thai culture of South Korean students studying Thai as a foreign language
- 3) Interview form came up in 2sets:

Set 1: Interview form used with the teachers concerning strategy to insert Thai culture in the instructional organization on Thai language teaching for South Korean students studying Thai as a foreign language

Set 2: Interview form used with South Korean students studying Thai as a foreign language concerning the perception on Thai culture

3.4 Construction and Quality Validation of the Research Instruments

- 1) A set of questionnaires asking the teachers on strategy to insert Thai culture used in organizing Thai language teaching for South Korean students studying Thai as a foreign language. The questionnaire is of 5 level rating scale and open-ended questionnaire constructed to ask the teachers on technique and strategy to insert Thai culture in Thai language teaching organization.
- 2) A set of test to measure Thai culture perception of South Korean students studying Thai as a foreign language: The test is of objective test with 4 choice items for matching and choosing the choice to measure knowledge and understanding or experience on Thai culture along the topic and issue such as Thai manners, Thai food, dressing, hand-saluting, beliefs, Buddhism, customs, and guidelines for practice, Thai traditions, Thai crucial day, Thai art and culture, for example.

3) Interview form came up in 2 sets. Set 1 is the form to interview teachers on strategy to insert Thai culture used in organizing Thai language teaching South Korean students studying Thai as a foreign language. Set 2 is the form to interview South Korean students studying Thai as a foreign language on their perception on Thai culture. It is an open interview form including questionnaire items asking about the strategy to insert Thai culture into instructional organization of the teacher and the learner's perception on Thai culture of South Korea learners Studying Thai as a foreign language.

4) After the questionnaire items were completed, the questionnaire, the test, and interview form having been constructed were submitted to the 3 experts to check comprehensiveness of questionnaire items, appropriateness of number of questionnaire items, language clarity, and form of questionnaire and interview. Afterward, the questionnaire is revised along the suggestions of the 3 experts.

5) Quality of the research instruments—questionnaire, test, and interview form, was checked by the 3 experts. Basing on result of the validation, the questionnaire items and tests were revised and improved to be a complete version ready to be used for collecting data in the research steps to come.

3.5 Data Analysis

1) The researcher analyzed data collected by the questionnaire utilizing descriptive statistics coming up with frequency, percentage, arithmetic mean, and standard deviation. The results were the conclusion on strategy to insert Thai culture used by the teacher in teaching Thai to South Korean students studying Thai as a foreign language

2) The researcher had set up the criteria in analyzing data collected by the test on checking perception on Thai culture of South Korean students studying Thai as a foreign language. The scores are computed and came up in percentage to show level of the perception on Thai culture as follows,

Obtained Score	Level of Thai Culture Acquisition
85–100	Very Much
71–84	Much
51–70	Moderate
31–50	Little
0–30	Least

3) Synthesizing answers of the interview utilizing content analysis to conclude the results of using strategy of inserting Thai culture into the instruction of the teacher and perception on Thai culture of South Korean students studying Thai as a foreign language at university in Republic of Korea

4) Presenting the research results, conclusion, and discussion.

4. Research Results

The researcher had presented the results of data analysis in 2 parts as follows:

Part 1: Results of the study on strategy to integrate Thai culture with the instructional organization of the teachers teaching Thai as a foreign language in the universities in Republic of South Korea.

Part 2: Results of the study on learning Thai culture of South Korean students studying Thai as a foreign language enrolled in university in Republic of Korea

Part 1: Results of the study on strategy to insert Thai culture in the instruction on Thai as a foreign language of universities in the Republic of Korea could be concluded as follows:

Table 1. Results of the analyzing opinions on the strategy to be used in teaching Thai culture in Thai language teaching course enrolled by South Korean students studying Thai as a foreign language in the aspect of integrating Thai culture into the course on Thai language teaching organization

Item	Instructional Techniques	Level of Opinion	
		Mean (S.D.)	Level
1	In organizing the course on Thai language teaching organization, the organizer could integrate Thai culture with any content.	4.50 (0.837)	Mostly Agree
2	Teaching Thai language should be related to Thai culture.	4.83 (0.408)	Mostly Agree
3	The teacher should facilitate students to compare Thai culture with Korean culture to realize the similarities and differences to increasingly assure their better understanding.	4.67 (0.816)	Mostly Agree
4	Opportunity should be provided for the students to be trained to gain skills of using Thai for communicating the contents on practicing Thai language skills to understandably communicate the content on Thai culture.	5.00 (0.00)	Mostly Agree
5	The students should have opportunity to travel to Thailand to assure that direct experience in getting in touch with Thai culture and Thais to actually get in touch with Thai culture by themselves.	5.00 (0.00)	Mostly Agree
6	The students should have opportunity for learning both skill both in term of knowledge and skills in learning Thai and Thai culture via putting into practice and continuously and regularly practice.	4.67 (0.516)	Mostly Agree
7	Teaching Thai culture is hard to do and takes time in learning.	1.83 (0.753)	Minimally Agree
8	You teach the students to connect newly received knowledge about the contents on Thai culture and the related photos to enable them to increasingly remember vocabularies and understand the contents of Thai culture.	4.83 (0.408)	Mostly Agree
9	You teach the students to memorize and learn the contents on Thai culture by connecting to their indirect and direct experiences.	4.67 (0.516)	Mostly Agree
10	You have tried to set up the contents and teaching time to teach the students to learn and gain understanding for various Thai cultural issues, not just one of it.	4.83 (0.408)	Mostly Agree
11	You had suggested the students the interesting learning sources or media including various media connected with Thai language learning and Thai culture.	4.50 (0.837)	Mostly Agree
12	You have tried to teach students to understand, self-adjust, and open mind to accept cultural difference, realize the advantage of learning and open mind to accept cultural difference, and realize the advantage of learning and language and cultural exchanges which are good and necessary for learning Thai.	4.67 (0.516)	Mostly Agree
13	You think the students have been bored, paid no interest, and have not been interested nor curious about Thai culture.	2.33 (1.211)	Moderately Agree
14	You would like to advice and encourage the students to gain opportunity to know Thais or have Thai friends and meet and talk with them to exchange ideas through Thai speaking and know more Thais and Thai culture.	4.67 (0.516)	Mostly Agree
15	You have part in helping or stimulating the students to be active and interested, and focus on learning about new matters concerning Thai language and Thai culture you have not yet known.	4.67 (0.816)	Mostly Agree
16	You teach by explaining and providing well-rounded data on Thai culture along the facts both of positive and negative ones to facilitate the students to increasingly learn and understand.	4.67 (0.516)	Mostly Agree
17	You are the activity organizer or adviser to enable the students to organize and take part in the activities on Thai culture or projects on Thai language competition, and various festivals concerning Thailand and Thai culture both in Korea and in Thailand.	4.67 (0.816)	Mostly Agree
18	You teach students to learn and understand Thai language and Thai culture in the classroom by raising issue questions or encouraging the students to talk about and discuss about the matters on Thai culture interested by the students.	4.67 (0.816)	Mostly Agree
19	You open for the students to have opportunity to practice their Thai language skills in listening, speaking, reading, and writing using various related contents on Thai society and culture to gain understanding on Thainess, Thai people, and Thai tradition.	4.50 (0.837)	Mostly Agree
20	You teach Thai culture via the contents on Thai language to enable them to learn, understand, and realize the values, significance, and usefulness of learning Thai culture truly applicable in real life.	4.67 (0.516)	Mostly Agree
21	You explained and gave examples to clearly show the points making it more understandable by comparing between 2 cultures - Thai and Korean ones to assure the student's understanding and application of Thai culture.	4.67 (0.516)	Mostly Agree
22	You carried out the instruction to enable the students to understand and realize the change of Thai culture from the past to the present.	4.83 (0.408)	Mostly Agree
23	You think that to facilitate the students to increasingly understand Thai culture depends on the teacher's instructional techniques and strategy.	4.83 (0.408)	Mostly Agree
24	You think that the important thing to keep the students increasingly interested in, learn, and understand Thai culture is that the teacher should have knowledge, experience, and skills in transmitting knowledge on Thai society, Thai culture, Thainess, Thai people, and Thai tradition.	5.00 (0.00)	Mostly Agree
Total		4.51 (0.558)	Mostly Agree

From the table, the results of the analysis on strategy to insert Thai culture in Thai language teaching organization for the instruction teaching South Korean students studying Thai as a foreign language in aspect of Thai language and culture teaching organization and Thai culture have shown that, in general, the opinion of the teachers teaching Thai as a foreign language of university in Republic of Korea was at mostly agree level of all the 22 items. When reviewing by item, it was found that there is only one item—the 13th one asking if the responder think the students have been bored, paid no interest, and have not been interested nor curious about Thai culture that gained moderate level agreement. The agreement at minimal level was of the 7th one asking if teaching Thai culture is hard to do and takes time.

Table 2. Results of analyzing opinion of the teachers teaching Thai as a foreign language of university in the Republic of Korea concerning the strategy in inserting Thai culture in Thai language teaching organization course for South Korean students studying Thai as a foreign language

Instructional Activities	Level of Practice	
	Mean (S.D.)	Mean (S.D.)
In each item, how much you insert instructional strategy on Thai Culture along the following steps in carrying out the instruction for the students?		
1.1Additional explanation	5.00 (0.00)	Most
1.2Sharing experience	4.83 (0.408)	Most
1.3Using news or events	4.83 (0.408)	Most
1.4Inviting resource person	3.50 (1.517)	Much
1.5Interview	3.33 (1.366)	Much
1.6Distributing instructional materials	4.50 (0.837)	Most
1.7Setting up information board	2.83 (1.602)	Moderate
1.8Exhibition setting	3.17 (1.329)	Much
1.9Assigning learners to create report	3.50 (1.378)	Much
1.10Using various media	4.50 (0.837)	Most
1.11Acting	3.50 (0.837)	Much
1.12Games	4.00 (0.894)	Most
1.13Demonstration	3.50 (1.517)	Much
1.14 Organizing instructional activities in relevant to the language contents	4.33 (0.816)	Most
1.15Field study	3.33 (1.506)	Much
1.16Camping	2.83 (1.602)	Moderate
1.17Contesting	4.17 (0.983)	Most
1.18Organizing activity	4.67 (0.816)	Most
1.19Organizing Thai special days or Thai festival	4.83 (0.408)	Most
1.20Talking, discussing, or organizing seminar	4.50 (0.548)	Most
Total		Most

The results of analyzing opinion of the teachers teaching Thai as a foreign language of university in Republic of Korea concerning strategy to integrate Thai culture in organizing Thai language teaching to South Korean students studying Thai as a foreign language in the aspect of strategy for inserting Thai culture in Thai language teaching

organization. It was found that, in general, teachers teaching Thai as a foreign language of universities in the Republic of Korea concerning the instructional strategy to integrate Thai culture with Thai language instruction for South Korean students studying Thai as a foreign language, had agreed mostly with the strategy at mostly agree with 11 items. When considering by items, it was found that they agreed at much level in 7 items including instructional strategy, resource person invitation, interview, setting up information board, organizing exhibition, demonstrating, and field study. They agree moderately with 2 items, namely, strategy to set up information board and camping.

Part 2: Results of the Study on Learning Thai Culture of South Korean Students Studying Thai as a Foreign Language of Universities in Republic of Korea

The study is on acquisition of Thai culture of South Korean students studying Thai as a foreign language at university in Republic of Korea. There as a test to measure acquisition of Thai culture of South Korean students studying Thai as a foreign language. It is an objective test with four-choice question and pairing to measure knowledge and understanding, and experience with Thai culture along the issues such as Thai manner, Thai food, Thai dress, putting hands together to pay respect to, beliefs, Buddhism, custom, practice guideline, Thai tradition, Thai important day, Thai art and culture, etc., for example. There were 40 items on this.

Table 3. Concluding Research Findings on Knowledge Acquisition on Thai Culture of South Korean Students Studying Thai as a Foreign Language

Item	Question	Percentage of Students Correctly Answered
1	What is the term Thais used to greet others?	74.3
2	What is the main food eaten by Thais?	85.7
3	What is the food taste mostly flavored by Thais?	42.9
4	What food container used for eating rice?	65.7
5	How many seasons are there in Thailand?	65.7
6	What is the hottest month in Thailand?	91.4
7	What is the annual day of April 13 th ?	95.7
8	In rainy season, what do farmers start to do?	24.3
9	Which method used by Thais to greet one another?	77.1
10	What color is Thai funeral dress?	74.3
11	How many times do Thai people do in worshipping the monk?	47.1
12	When going to temple, what color of dress should people wear?	98.6
13	When given thing by the teacher, what should the student say?	81.4
14	Which one not done by Thais?	97.1
15	Which one has nothing to do with "Siamese Smile" ?	52.9
16	When hearing the national anthem, what one should do?	54.3
17	On the Thai national flag, which color is referred to religion?	62.9
18	What religion do most Thais believe in?	100
19	What animal represents the nation?	100
20	What flower is taken as symbol of mother day?	60
21	Which one is a Thai dessert?	41.4
22	In Thailand, which region is where "Yi Peng" is a regular tradition?	40.6
23	Which region of Thailand is where "Candle Festival" traditionally taken?	34.3
24	What is another term used for "Songkran"?	75.7
25	Which Thai food has hot spice?	67.1
26	Which Thai sport is mostly well-known?	98.6
27	Which one is a Thai musical instrument?	67.1
28	What issue is mostly represented in mural of most Buddhist temples in Thailand?	74.3
29	What flower is widely used for paying homage to Buddha image?	81.4
30	At what time of the day do Thai Buddhists offering food onto the monk's bowl?	81.4
31	What does "Sprinkle water onto a Buddha image" mean?	82.9
32	What is the significance of Loy Krathong Day?	84.3
33	Which material should not be put on the floating basket to be floated on Loy Krathong Day?	92.9
34	In which event are bride & groom?	75.7
35	Which is not Thai wedding style?	67.1
36	What does Buddhism teach?	84.3
37	Which is regarded at merit making?	88.6
38	Which is not regarded as Thai performance?	68.6
39	Which is Thai "King of Fruit"?	94.3
40	Which is Thai "Queen of Fruit"?	88.6

From the table, it is found that percentage of students having gained score at very good level is of 14.29%, good level is of 70%, moderated level is of %14.29 and at minimal level is of 1.43%, and the average is of 73.5%. Besides, it is also found that there are 2 questions answered correctly the most, namely, the 18th item asking what religion mostly believed, the 19th item asking what animal to could be used to represent Thailand, which came up in 100%. There is one questionnaire item mostly got wrong answer by students. It is the 8th item asking when rainy season comes, what is the thing the farmers start to do. The item gained 75.7% of responses.

5. Research Finding Discussion

The first issue is the finding of studying strategy to integrate Thai culture in instructional organization of the teacher Thai as a foreign language of universities in Republic of Korea. The findings from analyzing the opinion concerning the strategy to integrate Thai culture in Thai language teaching organization for South Korean students studying Thai as a foreign language. The findings reveal that among all items the questionnaire, 22 of them the overall opinion of the teachers was at agree, and mostly agree. When reviewing by item, it was found that there is only one item on which the response that was at moderate level (item 13) which asking that if the respondent thought that the student felt bored, paid no interest, and not want to know about Thai culture. There is only one item in which overall agreement was at minimal level. There is only one item (Item 7) in which the agreement with the item was at minimal level. The item asked if the respondent thought that teaching Thai culture was hard and time wasting.

All these could lead to the conclusion that every teacher had awareness and focused on organizing Thai language instruction for South Korean students studying Thai as a foreign language. The process includes the insert of knowledge and understanding as well as the effort to facilitate the students to have chance to get in touch with or have experience on Thai culture having been integrated to be one of the contents or experience on organizing instructional activities. Focusing on strategy of Thai language teaching organization and Thai culture are equally significant for the teacher to use in organizing instruction. Teacher could insert Thai culture into any content. Thai language teaching should be carried out in relationship with and connecting to Thai culture. Thai culture is taught along that of Korea pointing out the similarities and differences to assure the students' better understanding. The students are encouraged to practice communicative Thai language skills assuring their better understanding and skills in Thai language. There should be a program to send students to Thailand to assure that direct experience. They could have chance to get in touch with Thai culture, Thais, and Thainess by themselves to assure their opportunity to gain skills and knowledge on Thai language including Thai culture via the real practice. They could continuously and constantly practice. They should also be encouraged to connect the newly acquired knowledge with related photos to facilitate their vocabulary acquisition and more understanding on Thai culture. The students should be taught to memorize and learn the contents on Thai culture by connecting to their indirect and direct experiences. The teacher tried to arrange the contents to fit the teaching time to facilitate students to learn and attempt to gain understanding on Thai culture on various issues not just one of them. They should also recommend learning resources or various media which are interesting and connecting to Thai language and culture. The teacher should also teach students to gain skills in understanding, self-adjusting, and mind-opening on cultural differences realizing the benefits of language learning and cultural exchange. All these are advantages of language learning and cultural exchange regarded as advantages and requirements for learning Thai language. The students will have higher opportunity to get to know Thai people and be friend with them enhancing their chance to meet, talk, and thought exchange along using Thai language. They could learn the language and maintain friendship with Thai people opening for them to talk and exchange of idea via Thai language having more Thai friends to increase their opportunity of using Thai language and being familiar with Thai culture. The teacher has important role in encouraging the student's enthusiasm, interest, attention to learn new things concerning Thai language and culture having not been known. Teaching by explaining and providing well-rounded data related to Thai culture along reality both of positive and negative ones, could enable the students to increasingly learn and understand.

The teacher could take role in organizing activities or serving as the advisor to facilitate students to organize the activities or take part in Thai culture-related activities or competition projects on Thai language, and various Thai-related festivals both in Korea and in Thailand. The instruction was to facilitate students to learn and understand Thai language and Thai culture in the class by raising questions or encouraging students to collectively talk and discuss the issues related to Thai culture having been interested in by the students. The students are facilitated to have opportunity to practice and develop Thai language skills in listening, speaking, reading, and writing on various matters in Thai related to Thai society and Thai culture or Thainess related to Thai language and Thai tradition. Teaching Thai culture along the contents presented in Thai language would encourage the students to acquire knowledge and understanding, and realize the value, significance, and benefits of Thai culture learning to be used in real life. The teacher explained and raised examples to assure clear vision and compare both—Thai and

Korean cultures enabling them to increasingly acquire better understanding and more learning about Thai culture. The instruction also facilitated the students to understand and realize the changes of Thai culture from the past to present enabling them to gain more understanding on Thai culture. Another important point is the teacher's instructional technique and strategy. Important factor to facilitate students to increasingly be interested in, learn, and understand Thai culture is that the teacher has knowledge, experience, and skills in transmitting variety of knowledge on Thai society and culture, Thainess, Thai people, and Thai tradition. This contention is congruent with Buranasinvattanukul (2018) who pointed out that the aim of teaching Thai as a foreign language was to focus on significance of and user's ability to correctly use the language along its societal norm to assure the person's ability to appropriately use the language to fit the audience and situation. The students then have to be well informed about custom and culture of the language owners. Similarly, Lapyai (2016), had pointed out about the performance of the teacher, contending that the teacher had to constantly realize that teaching foreign students had differed from teaching Thai ones. The teacher had to be well-prepared and systematically organize the instruction. She had to be well-prepared and systematically organize the instruction along her understanding on the difference between the learner's culture and knowledge. The teacher should carry out the instruction by inserting culture, tradition, norm, and belief of target people in the society to facilitate the learners to gain understanding on cultural difference to help decrease bias and alienation resulted from cultural misunderstanding resulting the good attitude between learners and the teacher.

The second issue: From the results of analyzing opinion of the teacher teaching Thai as a foreign language of universities in Republic of Korea concerning the strategy to integrate Thai culture in Thai language teaching organization for South Korean students studying Thai as a foreign language in aspect of strategy to integrate Thai culture in Thai language teaching organization, one significant finding is over-all opinion of the teachers teaching Thai as a foreign language of universities in Republic of Korea concerning the strategy to integrate Thai culture into Thai language teaching organization for South Korean students studying Thai as a foreign language. Concerning the strategy to integrate Thai culture into Thai language teaching, it was found that, in general, their opinion was at mostly agree with such statement in 11 items. When considering by item, it was found that their opinion was at much agree with such statement in 7 items including strategy to invite resource person, interview, set up information board, and set up exhibition, demonstration, and field study. They agreed with such item at moderate level in 2 items, namely, the integrative strategy of setting up information board and camping.

It could be discussed that the teacher had used strategy to integrate Thai culture into Thai language teaching organization. All strategies were used. In some instructions, one strategy was used while in others many strategies were used integrally depending on the content and topic to teach in each topic and each instruction. It also depended on the classroom conditions each of which required particular strategy. The students are also a significant factor leading the teacher to decide which instructional strategy for inserting such Thai culture to teach students. The teacher has to decide which strategy is appropriate to the students of such level and group along their preference and interest. The strategies to integrate Thai culture are, for example, explanation, experience sharing, using news or events, using various media, setting up the contest, organizing activities, carrying out activities on important day of the year of Thailand or Thai festival such as Songkran Day, and discussing in the classroom. The strategy used next included the strategy to invite resource person to be interviewed, setting up information board, organizing exhibition, acting, demonstrating, and field studying. All these are carried out in suiting the instructional contents and limitations of time, budget, and site. The strategy having been used at moderate level included strategy to be used in providing information, board setting, and camping. The reason why information is quickly out of date at the present is because media technology has been widely used in instructional organization such as line group, Facebook, including page organized by departments, student clubs or groups, for example. However, camping is quite hard to do as there is budgetary limitation. The discussion is congruent with that of Banpho (1988) who stated that the technique of inserting knowledge on culture and society came up in various forms each of which was with different level of difficulty. Each technique came up with different procedures leading to different results. In selecting the technic, the teacher should be concerned with its congruence with the contents to be taught, appropriateness, time and budget savings and the likes. What very important is the teacher should have learners informed that the contents on culture and society found in lessons might not all of or majority of the true culture and society. One should not jump to conclude from experience and data minimally found as it might lead to mistaken conclusion. Besides, the teachers should be constantly aware that in teaching about culture and society of native speakers, they should not aim at having the learners to accept and jump to take such culture into practice. We should teach them to understand and be informed how other ethnic groups believe and practice to assure the appropriate language usage. Likewise, Thanasuwan, Wilaiporn (1994) pointed out that, in organizing instruction on culture, teacher should choose the instructional method with the insertion of culture contents to suite the content and time constrain. This is because, sometimes if the instruction not having been carefully planned and

not been informed about such concern, the teacher might eventually leave out cultural knowledge in teaching the class. The teacher should also use the target language while teaching the contents on culture so that learners could have opportunity to use the language along with cultural activities.

The third issue: From result of the study on learning about Thai culture of South Korean students studying Thai as a foreign language in universities in Republic of Korea, it was found that 14.29% of students had gained scores at very good level, 70% at good level, 14.29% at moderate level, and 1.43% at minimal level. The average percentage was at 73.5%. The results could lead to the conclusion that the students had quite a good knowledge and understanding on various aspects of Thai culture. The success could be attributed to 2 main factors as follows:

First factor—the teacher’s instructional planning and classroom teaching: the interview results had shown that the teacher had put the focus on instructional organization and the content explanation in which she had tried to carry out and keep the learners interested and gain correct knowledge and understanding about various aspects of Thais, Thai country, and Thai culture reflected in the following interview results:

...“In explaining additional contents, if it is a concrete matter, the teacher could use photos or video to assure the student’s acquisition of knowledge. Nonetheless, it also depends on the topics being learned by students. For example, when teaching about belief, the teacher showed movies for the students to watch. The teacher could use hands when telling the tales along the events assuring student’s higher understanding. Besides, there are some strategies in teaching Thai culture such as experience telling, using news or events, distributing handouts, using media, etc. Instruction differed from class level to another. At basic level, the culture having been present must be concrete and touchable such as Krathong making, Thai food cooking, Thai song, Thai dance, for example. To enable students to understand and have inspiration in wanting to learn Thai more.”

The teacher should also encourage students to take part in such activities as much as possible. At different levels, the student’s needs or interest would change. The concrete matter is the things understandable to them. At minimal or high levels, the student’s needs or interests would differ. For the concrete matters, the students could already understand. The students would be curious about the societal culture in deeper level such as problems of Thai society, culture related to values, beliefs, religion, including thinking method of Thai people. Organizational culture which is more complex requires instructional method and media differing from those at basic level. Video clips from YouTube, newspaper, internet, etc. could be used. Lastly, resource persons could be invited to give lecture on particular knowledge. At basic level, demonstration and actualization could be done.”

This is congruent to Buranasinvattanukul (2018) who had stated that teaching Thai as a foreign language should be aimed at having learners to actually put into practice or actualize to connect to the language usage along real situation. Social context could help learners realize the value of such learning. Likewise, Lapyai (2016) explained that a good instructional organization could lead the learning to succeed faster. Using variety of instructional media could stimulate the learner’s interest. Besides, using video tape media and other multimedia to attract the learners’ interest could better assure their knowledge acquisition and maintenance. Video show about significant tradition of various provinces, Thai plays, main Thai landmarks, etc. could be used. This is congruent to Permkesorn (2011) who listed out the concern while inserting culture in teaching Thai language to foreigners. One suggestion is about the instructional environment. Teacher should set up the classroom to facilitate learners to get in touch with culture using picture, video, and movies as media. Loy Krathong, for example, could be set up to open for students to actualize the read practice. The school should set artificial event on such societal activity. Loy Krathong, for example, could be set up in school on certain date prior to real event. Such simulation includes Thai food making by which certain traditional Thai food could be made and offered for eating together.

Second factor: The students—From interviewing and talking with the students of both universities: Pusan University of Language and Foreign Affairs, and Hankuk University of Language and Foreign Affairs, Republic of Korea, the researcher had felt and been informed that all Korean students studying Thai already had good attitude, knowledge, interest, impression, and satisfaction with Thai students. Such feeling had made the students to like to learn Thai language, have Thai friends, wish to speak Thai, want to be good at Thai language, and wish to travel to Thailand, to eat Thai food or additionally learn Thai culture. Consequently, such good feeling had stimulated them to learn and understand more Thai language and Thai culture including Thai people. Interview data reveal their following, knowledge, feeling, and attitude.

Using technological media such as Netflix and YouTube have kept them well-informed about the issues and matters concerning Thailand, including actions, such as song listening, movie watching, and Thai drama watching to learn Thai culture along daily life of actors. They could also learn and understand Thai culture by coming to

Thailand which opens up their opportunity to directly learn and exchange knowledge from direct experience in Thailand where they could see and directly get in touch with Thai culture. They suggested that it would be better if they could learn basic culture and manners from the teachers and their direct interaction with Thais, having Thai friends, regular review of difficult vocabularies in the class and additionally learning vocabularies via regular conversation with their Thai friend. This is congruent to Chotivachira (2016) who had pointed out the characteristics of South Korean learners, such having self-discipline in learning, maintaining attempts and determining to learn from learning exchange and touring in Thailand, being active and determined to have Thai friends, for example. Another issue is about the cross-culture model of education, and culture of teaching Thai as a foreign language at undergraduate level of universities in Thailand and Republic of Korea. Part 5 is entitled "Heart of model of Thai language cross-cultured teaching organization" with the character of mind-opening and readiness to learn Thai language and Thai culture of South Korean students. Such model is the heart of Thai language teaching organization and cross-culture model composed of 6 main parts, namely 1) mind-opening, 2) learning, 3) understanding, 4) acceptance, 5) absorption, and, 6) friendship, and additional parts to assure the success to cross-cultured Thai language learning.

Besides, the finding is also congruent to Jatuthong (2006) who had studied the perception of Thai culture by learners of Thai as a foreign language. One finding discloses that average score on Thai culture was at good level revealing that learners had ability in using language to communicate across culture. It also implied that learners had understanding about and acceptance for cultural difference. This might have been the result of various external factors affecting learning Thai culture of those studying Thai as a foreign language. These included behaviors of having Thai friends, spending time in learning Thai language, and motivation in real experience of studying Thai and interacting with Thai culture, Thai culture learning resources, and real experience on Thai culture at their own country having previously obtained. The findings are congruent to the result of the study on perception of Thai culture of South Korean students studying Thai as a foreign language of universities in Republic of Korea. From the research on this topic, it was found that the scores of South Korean students studying Thai as a foreign language on their perception on Thai culture of was at very good and good levels.

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