

Enhancing Listening and Speaking Skills to Foreign Learners: Using the Blended TFL Instructional Model

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ABSTRACT

An inevitable feature of Thai as foreign language learning in 21st century is integration of social media into classroom to improve language skills. This research, hence, aims to develop the blended Thai as a foreign language (TFL) instructional model based on communicative approach on social media to promote listening and speaking skills of non-Thai undergraduate students and examine the quality of the model. The researchers reviewed theoretical concepts related to the model development, studied teachers' problems and opinions on teaching and learning TFL, then the present model was designed with eight elements. The model was evaluated the initial consistency by twenty experts in the related fields using IOC. The sample used in the research is the forty-four Chinese undergraduate students studying fundamental Thai language at Bansomdejchaopraya Rajabhat University in the second semester of the 2016 academic year from Guangxi University for Nationalities and Yunnan Agricultural University for the period of 15 weeks. The data were analyzed using means, standard deviation and t-statistics. The results of the research were as follows: 1) The Thai as a foreign language instructional model consisted of eight important elements which were: social media, contents, instructional activities, instructional strategies, instructional media, learners, instructors, and evaluation as well as there were three main steps and nine sub-steps: Language Presentation, Language Practice and Language Production. 2) The scores of listening and speaking skills post-test was higher than pre-test. 3) The experts and specialists shared opinions that the Thai as a foreign language instructional model was very appropriate, there were the mean scores between 0.87-1.

Keywords: Blended TFL instructional model, Non-Thai learners, Communicative approach, Social media, Listening and speaking skills

INTRODUCTION

In Thailand, teaching Thai as a foreign language nowadays is becoming increasingly important. Foreigners are interested in learning Thai to use in communication, continuing education, occupation or business in Thailand. Many educational institutions offer the Thai language to foreign learners, especially in higher education institutions. However, it was found that there are few standardized curriculums for Thai instructors to teach foreigners. Each instructor has different ways of teaching and learning. As a result, learners in each institution are not equally effective. The primary survey results of 30 instructors from Ritsumeikan Asia Pacific University, Srinakharinwirot University, Ramkhamhaeng University, Prince of Songkla University, Phuket Campus, Burapa University, Suan Dusit University, Suan Sunandha Rajabhat University, Bansomdejchaopraya Rajabhat

University, Dhonburi Rajabhat University, Phranakhon Rajabhat University, Muban Chombueng Rajabhat University, Phetchabun Rajabhat University, Huachiew Chalermprakiet University, Dhurakij Pundit University, Siam University, Eastern Asia University, Panyapiwat Institute of Management, and Technology Promotion Association (Thailand-Japan) revealed that there are a few textbooks used only in their institutes. Each of them has different styles and there are no agencies that set standards or characteristics of Thai language textbook for foreigners.

Later we found that one of the major problems of teaching Thai for foreign learners was that the teaching language used in the class did not correspond to the actual language used in society. The results of instructors' interviews revealed that the language used in the classroom and in the textbook is mostly formal and not a

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spoken language in society. When learners study the contents, they will learn the language used for proper occasions. When speaking outside the classroom, Thai listeners may be surprised or amused by their formality. As a result, learners become embarrassed and do not dare to use the language outside the classroom anymore. This affects the long-term development of the language skills of learners and is consistent with the results of the Hiranpradit (2002) that demonstrated that teaching Thai to foreigners in the class did not correspond to the use of Thai language in real life because of its formality of content and grammar.

Teaching Thai for foreigners should lecture them to use the language for communication or conversation. It should be evident that we need to introduce the concept of a communicative approach as the main concept of teaching Thai as a foreign language because it aims to provide students with interaction between learners, or learners and their instructor by practicing the target language in a well-defined situation, being consistent with the social or contextual conditions of the learner, and even more important allowing the learner to use the language to communicate or convey the meaning according to social conditions.

With the background and importance of the problem, the researchers were interested in developing blended Thai as a Foreign Language or TFL instructional model based on communicative approach on social media for non-Thai learners in Thailand 4.0 era which were expected to obviously be beneficial for learning Thai as a foreign language with technologies in higher education curriculum.

Purposes

- To develop the blended TFL instructional model based on communicative approach on social media to promote listening and speaking skills of non-Thai learners.
- To examine the quality of blended TFL instructional model based on communicative approach on social media for non-Thai learners.

Hypotheses

- The two experimental groups of participants that learned by the TFL instructional model for non-Thai learners will have the higher average score on listening and speaking skills at the 0.01 significance level, relative to baseline.

Conceptual framework

The development of the blended TFL instructional model for non-Thai learners was based on

- The theoretical concepts of instructional model, teaching Thai as a foreign language, communicative approach, social media, and listening and speaking skill development and
- The information of the problems and opinions of teachers in teaching Thai as a foreign language.

There are eight elements for this model. The delivery modes of instruction were based on in-class and online, and the communicative approach was applied to instructional procedures. The quality of the model was initially examined by twenty experts in related fields, experimented with subjects for a semester and verified by ten specialists.

METHODOLOGY

This was a research and development study that developed the instructional model to enhance undergraduate learners' listening and speaking skills. The target groups in this study involved twenty-one Chinese undergraduate learners from Guangxi University for Nationalities and twenty-three Chinese undergraduate learners from Yunnan Agricultural University. The research methods consisted of;

Part I: Development of blended TFL instructional model

Subjects and participants

- Five main areas of related theoretical concepts including instructional model, teaching Thai as a foreign language, communicative approach, social media, and listening and speaking skill development
- Thirty teachers having three-year experiences in teaching Thai as a foreign language at the universities in Thailand, Japan, and Singapore in structured interviews and selected using snowball technique.

Instrument

Structured interviews were used to collect the data of problems and opinions on teaching TFL from teachers to identify the elements to develop the model. The main questions for the interview were evaluated by two advisors.

Procedures

- Theoretical concepts underpinning the model development were studied

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- The structured interviews were conducted in person-to-person. The interviewees' responses were audio-recorded and complemented with written notes by the researchers.
- The blended TFL instructional model was constructed based on basic data of related theories and the problems and opinions in teaching Thai as a foreign language.
- The related instructional media including the textbook for in-class instruction and blog (embedded with community content) for online were developed.

Data analysis

The data from structured interviews were transcribed and analyzed using descriptive analysis and coding method.

Part II: Examination of blended TFL instructional model's quality

Participants

- Twenty experts in the fields of teaching Thai as a foreign language and educational technology evaluating the initial quality of blended TFL instructional model.
- Forty-four Chinese students studying fundamental Thai language at Bansomdejchaopaya Rajabhat University in the second semester of the 2016 academic year participating in the experiment.
- Ten specialists in the fields of teaching Thai as a foreign language and educational technology evaluating and verifying the final quality of blended TFL instructional model.

Instruments

The evaluation form of the initial blended TFL instructional model

The evaluation form was used by the experts to evaluate the model elements and processes' consistency of each description. The first part was based on index of objective congruence or IOC and the last was in open-ended form requesting the experts to give comments and suggestions for revising the model.

The pre-test and post-test

The pre-test and post-test were multiple choices to choose the best answer from listening the record in different situations and interviews to discuss the general issues.

The evaluation form of the final blended TFL instructional model

This one was used by the specialists to evaluate the revised model elements and processes' consistency of each description. All the parts were the same as the above evaluation form.

Procedures

- The blended TFL instructional model was initially evaluated the consistency of the model and the related instructional media were evaluated by twenty experts.
- The instruments used in the experiment: the pre-test and post-test and the two version of evaluation forms were designed. They were verified content validity by the advisors.
- The experiment was conducted. Before studying with the blended TFL instructional model, the pre-test was administered. The experiment lasted fifteen weeks or a semester. After that, the participants took the post-test.
- The blended TFL instructional model was finally verified the consistency of the revised model and the edited instructional media were evaluated by ten specialists.

Data analysis

- The data form experts' evaluation forms were analyzed using IOC
- The participants' scores of pretest and post-test were compared using means, standard deviation and t-statistics
- The data form specialists' evaluation forms were analyzed using IOC

FINDINGS

There were three main findings of the research: the construction, the experiment results, and the verification of blended TFL instructional model, which will be presented in this order.

Finding one: The blended TFL instructional model

The blended TFL instructional model was developed based on the communicative approach with social media. There are 7 key components: the principles, the purpose, the element, the process, social media, duration, and evaluation

Principle of blended instructional model

The researchers synthesized the concepts of the communicative approach from Angwattanakul (1992); Saengdech (2002); Scott (1981);

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Wiryachitra (1989) in the development. The instruction began with the instructor presenting the language that the learner needed to produce by asking these interrogatives: “Who is speaking to whom?”, “What to say?”, “When to say?”, “Where to say?”, “How to be right and acceptable in society?”. The instructor would provide other language information to the learner before the learner could practice using the language with each other. Learners worked together in pairs or in groups or the instructor might be paired with the learner first, then the learners interacted with each other until understanding, accuracy, and recognition of the language were achieved. Then the instructor created a situation in the classroom to enable learners to use language - this might have been a new situation or similar to the situation that the instructor had already presented as well as allows learners to choose languages or contents as much as possible.

Purpose of blended instructional model

The purpose of the blended TFL instructional model is to enable foreign learners to communicate in Thai at a fundamental level.

Element of blended instructional model

The blended TFL instructional model was developed based on the concept of communicative approach and the use of social media. There are 8 main elements as shown in Figure 1.

Social media is the use of social media via the Internet network as a channel for enhancing the learners' listening and speaking skills using any web browser to access Youtube and WordPress.

- Content community: Video is to study how to pronounce Thai vocabulary and how to use the vocabulary in real conversational situations by putting all the video clips on <http://www.youtube.com>, then embedding on the blog.
- Blog is to use as a learning resource for practicing listening and speaking skills via <http://learnthai4u.wordpress.com> or any blog that the instructor created.

Course contents are the daily conversational situations of foreigners which are in the form of electronic media and print media. The learners can study on the web for self-study and read them in class. The course contents are:

- Greeting and introduction,
- Appreciation, apology, and request,
- Number and day, month, year,
- Time and appointment,
- Asking and telling a direction,
- Ordering food and flavor,
- Shopping and bargaining,
- Travel and public transportation,
- Telephone and answer call,
- Travel and tourist attraction,
- Hotel and room reservation,
- Emotion and feeling,
- Lost and symptom,
- Hospital and telling symptoms.

Each course consists of 2 parts:

- content and
- exercises.

Instructional activities are provided in-class, out-class, and online learning activities. The learners are required to study online contents by themselves via <http://learnthai4u.wordpress.com>, then the lecturer organizes in-class activities to practice conversation in pairs or groups as well as serves as a feedback giver and a commentator for improvement. Each partner or group was assigned to select a conversational situation and create the related dialogue with the situation studied in the classroom, practice outside the classroom, and present in front of the class in the next period.

Instructional strategies are teaching methods that the instructor uses in the classroom to help the learners learn by choosing to use Communicative approach as a basis for improving listening and speaking skills.

Instructional media is a tool used in the teaching process to facilitate the learners to learn and achieve the objectives set effectively by using fundamental Thai conversation for foreigner textbook as the instructional media for presenting course contents.

Learners play a major role in the study of theoretical content from the instructional media and use social media to practice their listening and speaking skills.

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Instructor facilitates the preparation of course content and instructional media to provide the learners with theoretical knowledge and understanding as well as prepare social media for effective use.

Evaluation is to use pre-test and post-test to measure listening and speaking skills for the foreign learners with the Rubric criteria to assess listening and speaking skills in 5 aspects:

- The Understand of the meaning,
- The accuracy of words and sentences usage,
- The clarity in pronunciation,
- The fluency in communication, and
- The completeness of the answer.

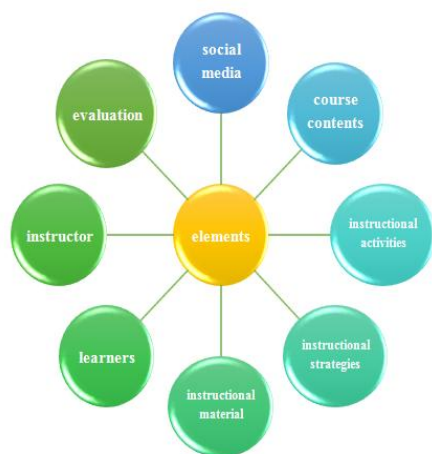


Figure1. The elements of blended TFL instructional model

1.4 Process of blended instructional model

The blended TFL instructional model consists of 3 steps, totaling 3 hours per week to complete the process. Instructors should teach 1-2 lessons in 3 hours as follows.

Before studying the blended TFL instructional model, the instructor should do the following:

- 1) Orient the learners to the objectives, characteristics of teaching, activities, methods of measurement and evaluation.
- 2) Allow the learners to join Buddy voluntarily.
- 3) Introduce social media such as social networks, content communities, and blogs by assigning the learners to sign up and participate in hands-on training.
- Introduce phonetic reading to learners in class and train them how to read with their partners.

- Give out the fundamental Thai conversation for foreigner textbook and notify them of the Fundamental Thai Conversation for Foreigners Blog (<http://learnthai4u.wordpress.com>). Assign learners to study the contents of each chapter at least one week in advance. Follow Step 1: Language Presentation, an online learning activity that allows learners to learn independently outside the classroom.
- Distribute the pre-test to learners to measure their listening and speaking skills.

NOTE: From the 2nd-14th weeks, this process will only start from Step 1-3.

Step 1: Language Presentation

- Let the learners study Thai vocabulary related to the situation on the blog by opening the video clip. Learners listen and practice the pronunciation.
- Let the learners study the conversation situation on the blogs by opening the video clip. The learners listen for comprehension.
- Describe the grammatical structure, additional vocabulary, language information and culture information related to conversation scenarios on the blog. Learners can study with the fundamental Thai conversation for foreigner textbook.

Step 2: Language Practice

- Schedule 10-15 minutes for the learners to study the conversation in their own textbook and practice conversations in class, but transform conversations by using their own information.
- Randomly call the learners one by one to speak on the topic. When finished, randomly select another learner. Do this consistently.
- Conclude and make recommendations for the development of the learners' overall listening and speaking skills.

Step 3: Language Production

- Let each pair use the language in an actual situation by choosing only one scenario appearing in the exercises at the end (part 3) or by creating a dialogue based on the chosen situation using the grammatical structure and additional vocabulary developed during independent studies.

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- Inform the learners that before the start of the new chapter next week, each learner must come out and converse in the select context in order to collect points.
- Evaluate and rate the conversation situation and provide self-development suggestions for each partner.

NOTE: When the 14th week are done, begin the next two processes.

- Allow the learners to ask questions about the lesson.
- Distribute the post-test for the learners to measure their listening and speaking skills.

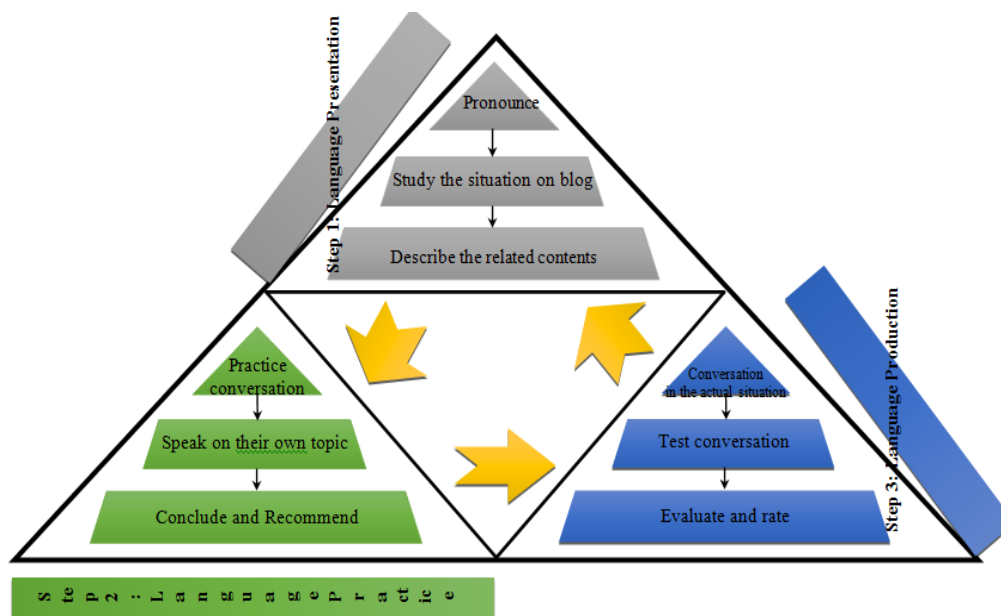


Figure2. The processes of blended TFL instructional model

1.5 Social media

- The blog is used for reviewing the lessons or studying in advance. The contents of the blog are based on the fundamental Thai conversation for foreigner textbook.
- The content community is used to display 2 types of video clips: 1) vocabulary clips, and 2) conversation clips

1.6 Duration

The duration of instruction is fifteen weeks, depending on the number of lessons in the class.

1.7 Evaluation

Listening and speaking skills of the foreign learners were measured and evaluated by using the test of listening and speaking skills, the pre-test and the post-test. The details are as follows:

- The test of listening skills and speaking skills is an assessment of the conversational ability

of the foreign learners according to the given situation.

- The pre-test and the post-test are divided into 3 parts:
 - Part 1: Listening to Thai vocabularies and listening to 2-3 conversations.
 - Part 2: Listening to the 4-5 questions and answering about themselves.
 - Part 3: Speaking about their own opinions on self-related issues.

Finding two: Implementation results of the blended TFL instructional model

After the 2 experimental groups studied with the blended TFL instructional model for fifteen weeks, the researchers measured their listening and speaking skills by using the pre-test and the post-test. The scores were summarized in Table 1.

Table1. The average and the standard deviation of listening and speaking scores for the foreign learners

Score of Listening and Speaking Skills	Pre-test		Post-test		t	df	p
	\bar{x}	S.D.	\bar{x}	S.D.			
Guangxi Students (N = 21)	44.11	4.22	48.88	2.78	7.083	20	0.00
Yunnan Students (N = 23)	46.23	4.80	51.37	2.80	8.179	22	0.00

** $P < 0.01$

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Table 1, the average and the standard deviation of the listening and speaking scores for the foreign learners before and after the study of 2 groups, namely, Guangxi University for Nationalities and Yunnan Agricultural University showed that the average scores of listening and speaking skills before the study of the 23 Yunnan learners ($\bar{x} = 46.23$, S.D. = 4.80) were higher than those of the 21 Guangxi learners ($\bar{x} = 44.11$, SD = 4.22), and the average score of listening and speaking skills after the study of Yunnan learners ($\bar{x} = 51.37$, SD = 2.80)

were also higher than Guangxi learners ($\bar{x} = 48.88$, S.D. = 2.78).

The test results showed that the skills of listening and speaking after the study of the 2 target groups were statistically significant at the .01 level.

Finding three: The quality examination of the blended TFL instructional model

The initial blended TFL instructional model was evaluated by twenty experts in the aspects of consistency of the model

Table2. Results of the consistency of the initial blended TFL instructional model

Main process	IOC	Meaning
Before studying	0.87	Very appropriate
Step 1 Language Presentation	0.925	Very appropriate
Step 2 Language Practice	0.935	Very appropriate
Step 3 Language Production	0.95	Very appropriate
After studying	1.00	Very appropriate
Total	0.936	Very appropriate

Table 2, the initial model processes were very consistent with total mean score 0.936. This indicated that all process of the blended TFL instructional model were very appropriate to be used.

After the experiment and the revision of the model based on the formative evaluation, the final blended TFL instructional model was evaluated and verified by ten specialists

Table3. Verification of the final blended TFL instructional model

Main process	IOC	Meaning
Before studying	0.98	Very appropriate
Step 1 Language Presentation	0.96	Very appropriate
Step 2 Language Practice	1.00	Very appropriate
Step 3 Language Production	1.00	Very appropriate
After studying	0.95	Very appropriate
Total	0.978	Very appropriate

Table 3, the final model processes were very consistent with total mean score 0.978. This indicated that all process of the blended TFL instructional model were very appropriate and confirmed to be used to promote listening and speaking skills of non-Thai learners.

reason for this is reflected by the most important elements in the blended TFL instructional model:

- Instructional media and
- Instructional activities as follows:

The instructional media in this study was the fundamental Thai conversation for foreigner textbook which is the most important element of this model because the textbook is made up of 2 languages: Thai, and English with International Phonetic Alphabet. It helped the foreign learners practice and learn by themselves. Reading phonetic alphabets would help the learners understand how vocabularies or sentences in Thai should be phonetically read; if some Thai words were difficult, a learner could look at the English ones. This helps the learners understand well and develop their own understanding. Burusphat, Deepadung & Khamhiran (1999)

DISCUSSION AND CONCLUSION

Based on the above findings, the following key points will be discussed and concluded:

In this research, the two groups were forty-four learners from Guangxi University for Nationalities and Yunnan Agricultural University who studied with the blended TFL instructional model developed by the researchers. Both groups obtained higher scores for listening and speaking skills after the study at the significant level 0.01, relating to baseline. Therefore, it is evident that the developed model could improve listening and speaking skills. The

prepared the Fundamental Thai for Foreigners, which consisted of phonetic alphabets and English explanation to describe the content of the lesson, practice pronunciation of Thai words and sentences, and try to understand the basics of Thai. In addition, the textbook was developed in accordance with the process and the research methodology that explored the content of fundamental Thai for the foreign learners. The researchers consulted with a three-year experienced instructor in the field of teaching Thai as a foreign language and studied related documentaries and researches to be the primary information of textbook construction. This information served as the basis for designing each chapter's content, vocabulary, conversation, grammatical structure, language information, cultural information and exercises, and the sequence of information from basic to advance.

This is in line with Witthayasakpan (2002) that recommended that the structure of the chapter should be divided into 3 parts: vocabulary, structure, and reading and listening script. There might be exercises at the end of the chapter, but it is essential to have a phonetic alphabet so that the learners can record their own sounds, read, and understand Thai sounds at the beginning. This would help them learn Thai words manually. The contents of each chapter would be similar, related, and linked with content between consecutive chapters, which would make it easy for the learners to memorize the content and to practice it manually. The concept of structuring each chapter was as follows:

Vocabulary presented keywords and/or difficult words that were related to the contents of the chapter, about 14-16 words so that the learner could practice reading and understanding the meaning.

Conversation presented the situation of the word and sentence use that was related to the contents of the chapter by forming a dialogue between 2-3 people to provide the understanding of using words and sentences in the context of Thai society.

Grammatical structure presented questions and answers related to the contents of the chapter, then explained how to answer questions in terms of sentence structure. It consisted of one or more independent and dependent words so that the learners can choose the right words for their context.

Additional vocabulary was related to the contents of the chapter to help the learners gain more related vocabularies. Words in this section can be used as replacements in conversations or in grammatical structures. The learners can choose the words that best fit their purpose.

Language information presented the context of the words, phrases or sentence use related to the contents so that the learner would know and understand how to use it appropriately and suitably for Thai society.

Cultural information presented the culture relevant to the contents of the chapter with a short English article with the Thai words and phonetic alphabets to help the learners understand Thai culture better.

Exercises were presented in the following 3 parts: Part 1 was a multiple-choice quiz consisting of ten options to practice the vocabulary listening related to that chapter by providing a phonetic alphabet instead of Thai language. Part 2 was an individual interview using 5 questions involved in the conversation. Part 3 was a role play in for 2 scenarios.

The researchers constructed the fundamental Thai conversation for foreigner textbook and brought it to twenty experts to examine the quality; the textbook was modified to match these criticisms prior to taking it to an expert in the field of English and culture to examine the use of Thai and English words in a consistent manner. The researchers were confident that the textbook was of sufficient quality and efficiency. It exceeded the 80/80 benchmark because it had an efficiency standard of 96.24/91.13, allowing the learners to improve their listening and speaking skills. This is in line with the discussion from Khajorncheep (2014), Sapaprot (2010), Penglee (2009), Wiboolyasin (2010), Matsumoto (2011) and Onkam (2010) that stated that textbook construction should follow the process of research, studying relevant documents and researches and evaluating it step-by-step to meet the criteria set.

The instructional activities are an element that is of equal importance to the instructional media. Researchers conducted communication activities based on the concept of the communicative approach in the context of Thai language to teach the learners to use the language in real-life properly, with a focus on fluency and appropriateness in language use. Activities consisted of those conducted in the classroom

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for learning and practice, assigned activities outside the classroom, practice conversations with a partner or group, and roleplay performances according to the self-selected situation (Finocchiaro & Bonomo, 1973). Explanation of how to use video clips on the blog allowed learners to seek knowledge and review content outside of the classroom 24/7 at their convenience and need at anytime, anywhere. According to Witthayasakpan (2002), activities of the learners should be divided into 2 types: 1) curricular activities in the classroom that preparing the learners to learn how to seek knowledge and preparing them to live in real life. These activities allow the learners to take responsibility for their own learning and create a good atmosphere in the classroom by creating a group process that allowed the learners to roleplay, play games, discuss, etc., and 2) extracurricular activities that are performed outside the classroom, such as listening to video clips to review memory or completing more exercises. In addition, learning activities should be natural, developed from listening and speaking skills respectively. Yiyuan (2011) told us that the basic Thai language instruction at her university focused on listening and speaking skills, practiced intensely to lay a strong foundation for the learners and to understand Thai language. All this required training the learners since the first hour consisted of systematic listening and speaking from simple to difficult; there was a definite aim, linking both classroom and non-classroom activities (Nunan, 1991). The content emphasizes the everyday language use, including greeting and introduction, appreciation, apology, and request, number and day, month, year, time and appointment, asking and telling a direction, ordering food and flavor, shopping and bargaining, travel and public transportation, telephone and answer call, travel and tourist attraction, hotel and room reservation, emotion and feeling, lost and symptom, hospital and telling symptoms, which allowed the learners to play a full role by practicing pronunciation, creating phrases or sentences, practicing speaking or answering and interacting with friends in the classroom, in accordance with the 3 steps of the communicative approach (Angwattanakul, 1992; Saengdech, 2002; Scott, 1981; Wiriyachitra, 1989):

Step 1

Language Presentation, the researchers presented vocabulary pronunciation through

video clips on the blog, explained how they were used correctly and acceptably in Thai society, and practiced listening by simulating the use of language through video clips on the blog to help the learners understand how to use words and sentences in the actual context. This corresponded to Seangdech (2002) that suggested that the instructor should act as an informant and the learner should be responsible for listening, observation, and imitation.

Step 2

Language Practice, the learners paired and concentrated on practicing speaking the given conversation. In accordance with Wiriyachitra (1989), the practice should be meaningful, that is, the learners needed to use the language to convey meaning. To practice in this step, the learners might not be free to choose the language or content they would like to. This is because the aim of this level was to give the learner the accuracy of the language use. When the learners practiced conversing in pairs or group, the results were returned to the learners individually or in groups, according to the concept of Angwattanakul (1992), who suggested that the instructor provide feedback to each learner to let them know whether they use the correct language.

Step 3

Language Production, the researchers scheduled one week of self-training, using the language outside the classroom by selecting the conversation situation that appeared in the third part of the exercise, creating their own conversation by using language freely for communication. It was not necessary to use the language in the form prescribed in Step 2. According to Wiriyachitra (1989), the learners should be allowed to choose their own language or content. Then the following week, before beginning the next lesson, the learners presented the training results or their own conversation situation in the classroom.

When 2 target groups of the foreign learners studied with the blended TFL instructional model for fifteen weeks which divided the contents into a chapter per week and measured the learners' listening and speaking skills before and after the study. The scores of listening and speaking skills of both groups after learning were higher than those before learning. The difference was statistically significant at the 0.01 level. Another point worthy of

consideration was the instructional strategies that focused on clear pronunciation for better understanding of the learners, the instructor would speak at a slower rate than usual and speak plainly, give opportunities for the learners to practice and imitate them, use video clips as a media demonstrating the movement of the lips until the learners could follow, teach the most interesting subjects that represented the most common situations the learner would encounter in everyday life. Video clips were used to simulate conversations at least 2-3 times, as Tscirner (2010) suggested that listening to video clips 3 times: firstly, to listen for the overview information; secondly, to listen for the main ideas; and lastly, to listening for the relevant details. In addition, the use of the phonetic alphabet in textbook, exercises, and tests enabled the learners to review the material on their own and the inclusion of Thai cultural content with each lesson also added interest in learning. The learners could use language consistent with the cultural context in Thailand; this is in accordance with Yiyuan (2011), which showed the exposure to Thai culture was good for understanding Thai language application and imparted a sense of universality. The cultural content in the textbook could extend the learning scope and view of the learners, build capacity in cross-cultural communication, and promote mutual understanding.

The experiment results were the scores of listening and speaking skills were also categorized into 5 aspects of the 2 groups. The completeness of the answers was the highest. The learner could completely answer the questions because they practiced and used Thai language in the real environment. Each learner had Thai friends who were studying Chinese as counselors. Living in Thailand gave the learners the incentive to practice and exchange cultural knowledge and help each other. Another idea worth considering is Kanjanawan (2007), which stated that learning any foreign language must learn the basic language for understanding other issues and the culture of the nation from textbooks and other media. To produce the best results, one should really see the country. The learners, who spent their free time in doing homework, reading books, reviewing lessons, buying tours of places of interest, watching Thai movies and listening to Thai music, could practice conversation in real contexts, memorize the conversation, and use words in a natural way with complete sentences. Particularly, listening

to Thai music gave the learners the ability to understand the topic, capture important issues and transfer what they know to others (Angwattanakul, 1997) so that the learners can completely answer questions about their daily life.

LIMITATION

The research was conducted and only experimented with Chinese undergraduate students. For this reason, this instructional model should be applied with other foreign learners such as those from Europe, America or students who are native speakers of Tai-Kadai language or non-Tai languages.

RECOMMENDATION

The TFL instruction model was developed as a systematic method for teachers who are interested in using social media based instruction and in-class. Also, the processes of the model help foster learners' language skills. For better understanding of using the model step-by-step, it is recommended that teachers should study the model and related documents thoroughly and be willing to learn using social media and their new roles in 21st century classroom.

This instructional model was an approach that the instructor should apply to the management of Thai language teaching and learning to the foreign learners by organizing a variety of activities focused on developing listening and speaking skills. The instructor must prepare well and plan the instruction in advance. There should be at least one co-instructor or a teaching assistant and team teaching approach should be used to coordinating the learning activities and evaluation. It followed that instructor should encourage the learners to review and study the contents on their own using social media because practice outside the classroom would help the learners improve their language skills better. Based on the research results, both target groups had higher listening and speaking skills because of the blended TFL instructional model. If the learners were assigned to an experimental group and control group, it would be clearly confirmed that the model affected the development of listening and speaking skills. Finally, it is important to note that the next blended TFL instructional model should be developed to improve the reading and writing skills by using other suitable foreign language teaching approaches.

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