

Development of an Instructional Model to Enhance Competency in the Thai Language for Grade 6 Students

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Abstract

This study introduces a novel learning management model aimed at enhancing Thai language proficiency in sixth-grade students. Confronting challenges such as inadequate teaching resources and a lack of student-centric, practical activities in current Thai language education, this model integrates six key components: foundational principles and theories, clear objectives, diverse learning processes, social systems, responsive teaching, and supportive resources. The approach emphasizes student engagement, self-directed learning, critical thinking, and applicability in real-life situations. Employing a rigorous research and development (R&D) methodology, the study involved analyzing existing educational conditions, developing the instructional model, assessing its impact, and seeking expert validation. The model demonstrated substantial improvements in students' knowledge, skills, and attributes, as evidenced by the effectiveness index (E.I.) and expert assessments. These evaluations confirmed the model's suitability, practicality, and beneficial impact on language proficiency.

The results indicate that integrating self-directed learning, experiential activities, and collaborative techniques significantly enhances language skills. The study underscores the need for adaptive learning strategies, varied instructional media, and comprehensive assessment methods. The model's success in improving national test scores showcases its potential applicability and effectiveness in diverse educational settings. This research contributes a validated, effective framework for Thai language teaching, highlighting experiential learning, social collaboration, and the integration of ICT. Its successful application in Thai educational contexts suggests its potential for broader adoption in primary language education globally.

Keywords: Thai language, Grade 6 education, instructional model, language competency, experiential learning, educational evaluation

1. Introduction

The Thai language, far from being merely a tool for communication, represents a cultural treasure and the national identity of Thailand. It is embedded in the lifestyle and thought processes of the Thai people, fostering unity and distinctly shaping their personality. The Thai language also serves as a conduit for the nation's valued traditions and wisdom, necessitating its continual preservation and development (Boonlong, 2007).

In everyday life, the Thai language plays a pivotal role in both educational and professional development. It acts as an instrument for knowledge acquisition, stimulating analytical and creative thinking processes. This enables Thais to adapt and grow in a rapidly changing and technologically advanced society (Hayes, 2016).

Educational management at all levels increasingly emphasizes competency, an integration of knowledge, skills, and attributes that can be practically applied (Bissenbayeva, Koshirbayeva, Tanabekova, & Nabieva, 2013). Every individual possesses inherent potential, which must be stimulated and nurtured to be fully realized (Dustnazar Omonovich, Abdurasulovich, & Bakhtiyorovna, 2020). Thus, learned knowledge, skills, and characteristics become true competencies when an individual can effectively apply them in real-life situations (Rausch, Sherman, & Washbush, 2002; Georgieva, 2021).

In the context of Thai language learning at the Grade 6 level in schools under the Primary Education Service

Area Office of Nakhon Nayok, there is a focus on developing learners into well-rounded and intellectually capable individuals (Prommaboon, Boongthong, & Nuangchalerm, 2022). Learners are encouraged to observe, practice, and independently seek knowledge (Tarat & Sucaromana, 2014), with an emphasis on comprehension in reading, analytical skills, and using critical thinking for decision-making and problem-solving (Patphol, 2022). Additionally, diverse learning resources are utilized to ensure that learners meet the set educational standards and promote the application of knowledge for personal and societal development.

The necessity for studying and preserving the Thai language has escalated, particularly as some Thai children exhibit deficiencies in language usage. The correct and appropriate use of language is imperative, especially in light of prevalent errors in grammar and orthography among Thai youth. This situation underscores the need to prioritize Thai language education and usage to prevent detriment to the nation's language and culture (Chantararat & Chookhampaeng, 2023).

Anubanbanna (Wat Chang) serves as a paradigm of schools adhering to world-class educational standards. The school endeavors to produce students whose knowledge and characteristics align with global standards and who possess the potential to become global citizens. However, the Ordinary National Educational Test (O-NET) results indicate a need for enhancing Thai language learning areas to elevate students' scores above the national average.

In light of these factors, researchers have focused on developing a learning management model that promotes Thai language competency for Grade 6 students. The objective is to lead to the implementation of effective Thai language learning activities, fostering interest and understanding in the subject. This approach aims to enhance students' ability to use the Thai language correctly and meaningfully in their daily lives and future endeavors.

2. Literature Review

In accordance with the 2008 Basic Education Core Curriculum in Thailand, Thai language teachers are needed to develop lesson plans that align with the curriculum and cater to the learners' needs. This curriculum shifts the role of teachers from mere instructors to facilitators who create or support diverse learning experiences. This involves employing modern teaching methods and learning techniques to enhance students' learning experiences. Additionally, a comprehensive assessment of all learning skills is essential, utilizing a variety of evaluative processes.

The advancement of the aforementioned teaching models can be seen as aligning with the Joyce and Weil models, which emphasize the importance of developing learners and refining their learning strategies. This approach is consistent with and elucidates the new direction in educational management, focusing on effectively developing learners.

Through research into the development of teaching models, it was discovered that the approach of Joyce and Weil (2004) offers a versatile framework for educators to adapt in various aspects of instructional design for practical application. This involves training to proficiently utilize these models and underscores the importance of developing learners and their learning strategies, aligning with the goals of contemporary educational theory. Consequently, this research integrates these concepts and principles into the study of developing a learning management model that enhances Thai language competencies for Grade 6 students. The model's components are as follows: Component 1—Principles, concepts, and foundational theories. Component 2—Objectives. Component 3—The process of teaching and learning management. Component 4—Social systems. Component 5—Principles of response. Component 6—Support systems (Joyce, Weil, & Calhoun, 2009).

In this research, the investigators adopted an active learning approach, allowing students to plan and set their own learning goals, seeking additional information or answers independently. The research employed a dual assessment method: one based on the principles of the Joint Committee on Standards for Educational Evaluation, and the other following the conceptual framework of Eisner, E. W. (1982), which emphasizes the use of comparative principles, concepts, experiences, and data to understand component interactions and relationships. This approach enabled learners to use the Thai language as a tool for receiving information and knowledge from various sources, including images, symbols, and ambiguous vocabulary. It facilitated the transmission of information, feelings, and experiences through diverse communicative channels, ensuring accurate Thai language structure usage and the ability to switch roles between communicator and receiver, leading to mutual understanding, problem-solving, and self-improvement. This, in turn, benefited the individual and others, promoting the sustenance of Thai culture in various forms through listening, speaking, reading, and writing.

The researchers measured learning progress by comparing pre- and post-learning test scores, utilizing an effectiveness index to gauge students' developmental progress. This approach, setting the effectiveness criterion

at 0.50 for this study, aligns with the methodologies of Zaychikova (2022) in using learningmetry to measure learner progress in probability theory and mathematical statistics at a university of economics, Deno, Marston, and Mirkin (1982) in their continuous evaluation of written expression, and Yuan, Schlough, and Anderson (2013) in assessing learner progress in a hands-on networking course. This comparative assessment method effectively quantified the improvements in learners' competencies and understanding, reflecting the efficacy of the educational interventions employed.

3. Method

3.1 Research Objectives

- 1) To study the current conditions and problems in the management of learning that promotes Thai language competencies in Grade 6 elementary school students.
- 2) To develop a learning management model that enhances Thai language competencies in Grade 6 elementary school students.
- 3) To evaluate the learning management model that promotes Thai language competencies in Grade 6 elementary school students.

3.2 Sample Size

Phase 1: Current Conditions and Problem Study

- 1) The population utilized for this research comprised Thai language teachers from schools under the Primary Education Service Area Office of Nakhon Nayok, totaling 756 individuals.
- 2) The target group included:

To surveying current conditions and problems, Thai language teachers teaching Grade 6 in schools under the jurisdiction of the Primary Education Service Area Office of Nakhon Nayok were selected. One teacher from each school was chosen, amounting to 131 individuals, through purposive sampling.

To conducting in-depth interviews, nine Thai language teachers teaching Grade 6 from the same area were selected through purposive sampling. This selection was divided according to the size of the schools—small, medium, and large—with three teachers from each category.

Phase 2: Development of the Learning Management Model

- 1) The population for this phase of research includes Grade 6 students from schools under the Primary Education Service Area Office of Nakhon Nayok, totaling 2,294 students.
- 2) The sample group for the trial (Try out) comprises Grade 6/2 students from Wat Thongyoi School, amounting to 37 students. This classroom was selected for its mixed ability setting through purposive sampling.

Phase 3: Study of the Effectiveness of the Learning Management Model

The experimental group consisted of Grade 6 students from Anubanbanna (Wat Chang), totaling 41 students, selected for their mixed-ability classroom through purposive sampling.

Phase 4: Evaluation of the Learning Management Model

The target group for this phase is a panel of 7 experts.

3.3 Research Procedures

This research involves the development of a learning management model that enhances the Thai language competencies of Grade 6 students. It is conducted using the Research and Development (R&D) process and is divided into four phases as follows: Phase 1) Current Conditions and Problem Study: Step 1 involves analyzing documents, knowledge, concepts, theories, and related research. Step 2 focuses on studying current conditions and problems in learning management. Phase 2) Development of the Learning Management Model: Step 1 involves drafting the learning management model. Step 2 includes developing tools associated with the learning management model. Phase 3) Study of the Effectiveness of the Learning Management Model: Step 1 entails applying the learning management model with the sample group. Step 2 involves analyzing the outcomes of the learning management. Phase 4) Evaluation of the Learning Management Model: This phase includes assessment steps to test the effectiveness of the developed learning management model.

3.4 Research Instruments

- 1) An evaluation form assessing the suitability, feasibility, and benefits of the learning management model. For selecting the panel of experts involved in evaluating this form, specific criteria were established to ensure their

expertise and credibility. These criteria included academic qualifications (minimum of a master's degree in Thai language education or a related field), professional experience (at least 10 years in Thai language teaching or curriculum development), and a proven track record in educational research or model development.

2) Structured interviews about learning management methods. The interview questions were derived from the data summarized from information about current conditions and problems in learning management.

3) An assessment form for evaluating the suitability of the draft learning management model, intended for experts.

4) Learning management plans to enhance Thai language competencies.

5) Thai language competency assessment tools. This study clearly defines and describes the instruments used to assess Thai language competency. These include written tests, oral examinations and practical tasks, each with a specific set of rubrics focusing on the assessment of students' knowledge, skills and personal attributes in the Thai language. This detailed description provides clarity in the assessment process and helps with the reproducibility of the study.

6) An evaluation form assessing the suitability, feasibility, and benefits of the learning management model.

4. Data Collection

1) The questionnaire for Thai language teachers regarding current conditions and problems in learning management consists of 4 parts: ① respondents' basic information, ② current conditions in Thai language learning management, ③ problems in Thai language learning management, and ④ additional comments. The creation and testing of the questionnaire's quality involved document study, consultation with advisors and experts, and item objective congruence (IOC) analysis. The expert assessment indicated that the questionnaire was valid and applicable. Data collection was conducted through Thai language teachers and analyzed for frequency and average scores based on the level of learning management problems.

2) The structured interview tool was developed through related document studies, the development of interview questions, and consultations with advisors and experts for accuracy. The interview covered various aspects of learning management and underwent quality assessment by experts. The data collected from Thai language teachers were analyzed inductively to generate conclusions that aid in developing the learning management model.

3) In Phase 2, the development of the learning management model, the researcher developed a model to enhance the Thai language competencies of Grade 6 students using data from Phase 1 and interviews with Thai language teachers. The development process included drafting the learning management model from defining principles, concepts, and foundational theories to steps in learning management. The developed model focused on creating motivation, research, cooperative practice, knowledge organization, and reflection through teacher and student participation.

4) The learning management plan to promote Thai language competencies used the backward design process. This plan covered various steps such as curriculum analysis and learning content, determining learning evidence, designing learning activities, and real-time assessment. The lesson content included 5 learning units, with 2 plans per unit, each taking 2 hours, totaling 20 hours of instruction. The units covered creative reading, communicative writing, enjoyable conversational speaking, proverbs and idioms, and literature and folklore. The suitability of the learning management plan was tested and refined based on expert recommendations and real-life trials. Data from the learning management plan trials, including pre- and postlearning tests, were analyzed using the effectiveness index (E.I.) and compared to assess student learning progress.

5) The Thai language competency assessment was divided into 3 aspects: ① knowledge, ② skills, and ③ characteristics. The creation and quality assessment of this tool involved studying the curriculum, analyzing the relationship between Thai language competencies and learning units. The expert evaluations were used to refine the assessment. The test analysis included difficulty and discrimination values and was adjusted based on suggestions. The finalized assessment was then used in research with the experimental group.

6) The evaluation form assessed the suitability, feasibility, and benefits of the learning management model. Data collection for this evaluation was conducted by soliciting expert input and evaluating according to a predefined form. The data analysis from the evaluations of 7 experts used a 5-level scale, with different weightings for each level. The evaluation results highlighted the appropriateness, feasibility, and benefits of the learning management model.

5. Data Analysis

This research utilized multiple statistical methods to analyze the data. Basic statistics such as percentages, means, and standard deviations were calculated. To assess the quality of the measurement tools, content validity was analyzed using the Item Objective Congruence (IOC) index. Additionally, the difficulty and discrimination power of the Thai language competency test were analyzed. The reliability of the test was assessed using the Lovett method. The research also employed statistical methods to test hypotheses by calculating the effectiveness index (E.I.) for the development of learners.

6. Results

Phase 1: Analysis of Current Conditions and Problems in Learning Management

From the questionnaire respondents, it was found that out of 118 respondents, 33 were male, accounting for 27.96%, and 85 were female, making up 72.04%. The average age was in the range of 36–45 years, constituting 33.05%. Most respondents held a bachelor's degree (70.33%) and primarily held the position of expert teacher (50.01%). A significant proportion, 60.18%, had over 10 years of working experience, with 48.30% having 5–10 years of experience teaching the Thai language. Most teachers were from small-sized schools, accounting for 71.31%.

The study of the current state of learning management revealed that the majority of schools, 71.18%, had fewer than 10 teachers and staff members in total. Specifically, for Grade 6 Thai language teaching, most schools had only one teacher, accounting for 98.30%. A significant majority, 98.30%, reported an insufficiency of teachers and staff for effective Thai language instruction. However, most teachers and staff, 92.37%, were found to have adequate knowledge and skills to impart education to students. Regarding resources for learning materials, equipment, and educational media for the Thai language, 96.61% reported inadequate budgeting.

For learning resources, the majority used the internet (91.52%) and libraries (72.88%). All schools, 100%, organized supplementary activities related to the Thai language. In teaching the Thai language, teachers prioritized student-centered learning (100%). The primary methods of assessment and evaluation in the Thai language were practical exams and tests (100%), followed by real-life assessments (94.91%). The national test results (O-NET) for the Thai language in the 2021 academic year showed an average score below the national level (56.77) and above the national level (43.23).

The problems in learning management are at a significant level (Mean = 3.56, S.D. = 1.12). A detailed analysis reveals that the most substantial issue lies in the subject matter content (Mean = 3.74, S.D. = 0.10), followed by issues related to the curriculum (Mean = 3.57, S.D. = 0.74), teaching media (Mean = 3.57, S.D. = 0.88), assessment and evaluation methods (Mean = 3.52, S.D. = 1.0), and teaching activities (Mean = 3.41, S.D. = 0.12), respectively.

From the study of the current conditions and problems using questionnaires and additional interviews, it was found that the overall challenges in learning management were significant. The research team concluded several key points: 1) Learning units should be designed to align with the content or integrate similar content to reduce redundancy. This approach allows learners to engage with relatable material and apply their knowledge and experiences in practice. 2) The design of learning activities should involve students in setting the direction and defining the activities themselves. This process helps students understand problems or situations, seek solutions, and gather information for their tasks, which they can apply in their daily lives. 3) Adequate media and learning resources should be provided to meet the needs of learners. 4) In assessment and evaluation, a variety of appropriate methods should be chosen, that are relevant to the content. Opportunities should be given for students to self-assess and evaluate their peers, collaboratively assessing each other's work.

Phase 2: Development of the Learning Management Model

Table 1. Evaluation of the Suitability of the Learning Management Model

Item No.	Evaluation Item	Mean	Standard Deviation	Suitability Level
1.	Fundamental principles, concepts, theories	4.52	0.48	Highest
2.	Objectives of the learning management model	4.47	0.53	High
3.	Learning management process	4.45	0.52	High
4.	Social system			
	4.1 Role of the teacher	4.60	0.47	Highest
	4.2 Role of the student	4.40	0.64	High
5.	Principles of response	4.20	0.43	High
6.	Support system	4.40	0.55	High
Overall		4.43	0.51	High

From Table 1, evaluating the suitability of the draft learning management model, it is found that the overall suitability is high (Mean = 4.43, S.D. = 0.51). Looking at the individual components, the role of the teacher has the highest suitability (Mean = 4.60, S.D. = 0.47), followed by the fundamental principles, concepts, and theories (Mean = 4.52, S.D. = 0.48). The objectives of the learning management model (Mean = 4.47, S.D. = 0.53), the learning management process (Mean = 4.45, S.D. = 0.52), the role of the student (Mean = 4.40, S.D. = 0.64), the support system (Mean = 4.40, S.D. = 0.55), and the principles of response (Mean = 4.20, S.D. = 0.43) are also rated as highly suitable in their respective order.

Phase 3: Study of the Effectiveness of the Learning Management Model

Table 2. Effectiveness Index (E.I.) of Learning Progress

Competency Aspect	n	Maximum Score	Post-Learning Score	Pre-Learning Score	E.I.
Knowledge	41	20	75.36	46.46	0.68
Skills	41	20	84.02	54.39	0.64
Characteristics	41	20	79.75	51.21	0.59

From Table 2, it is observed that the effectiveness index (E.I.) of learning progress using the learning management model to enhance Thai language competencies in Grade 6 students in the areas of knowledge, skills, and characteristics are 0.68, 0.64, and 0.59, respectively. These E.I. values indicate that students who were taught using the learning management model that promotes Thai language competencies in Grade 6 students showed significant progress in their learning.

Phase 4: Evaluation of the Learning Management Model

Table 3. Average Scores, Standard Deviations, and Suitability, Feasibility, and Benefit Levels of the Learning Management Model to Enhance Thai Language Competencies in Grade 6 Students

Evaluation Item	(\bar{x})	S.D.	Suitability Level	(\bar{x})	S.D.	Feasibility Level	(\bar{x})	S.D.	Benefit Level
1. Fundamental principles, concepts, theories	4.72	0.30	Highest	4.80	0.27	Highest	4.80	0.27	Highest
2. Objectives	4.80	0.33	Highest	4.67	0.34	Highest	4.73	0.45	Highest
3. Process	4.65	0.52	Highest	4.60	0.52	Highest	4.70	0.51	Highest
4. Social system									
4.1 Role of the teacher	4.73	0.33	Highest	4.53	0.50	Highest	4.80	0.29	Highest
4.2 Role of the student	4.67	0.52	Highest	4.47	0.52	High	4.68	0.52	Highest
5. Principles of response	4.30	0.56	High	4.40	0.61	High	4.60	0.51	Highest
6. Support system	4.50	0.48	High	4.43	0.48	High	4.53	0.50	Highest
Overall	4.63	1.11	Highest	4.55	0.46	Highest	4.69	0.43	Highest

From Table 3, evaluating the suitability, feasibility, and benefits of the learning management model, it is found that the model is highly suitable (Mean = 4.63, S.D. = 1.11), feasible (Mean = 4.55, S.D. = 0.46), and beneficial (Mean = 4.69, S.D. = 0.43). Each component of the model, including its foundational principles, objectives, process, roles of teachers and students, principles of response, and support system, consistently scored high in suitability, feasibility, and benefit, indicating the model's overall effectiveness in enhancing Thai language

competencies in Grade 6 students.

7. Discussion

1) This study reveals key issues in the current state of Thai language education, notably the inadequacy of teachers and resources for effective teaching. Despite teachers having the necessary knowledge and skills, there is a lack of learner-centered activities and practical problem-solving approaches. The study recommends integrating activities that foster self-learning, critical thinking, and self-assessment to enhance language proficiency. These findings align with Liuolienė and Metiūnienė's (2014) study, which found that self-assessment of language proficiency skills in projects leads to motivation, self-direction, greater responsibility, reduced intimidation, and the development of critical thinking in Grade 6 students. Additionally, Papanthymou and Darra's (2022) research indicates that self-assessment with goal setting (SAGS), implemented through self-directed learning methods, significantly improves academic performance in language teaching for sixth-grade students. Wasyilah, Yusrizal and Ilyas (2021) demonstrated that the Self-Directed Learning model increases students' learning independence and critical thinking skills. Lokhande et al. (2023) also observed that small group-based self-directed learning enhances understanding, critical thinking, and interpersonal communication in undergraduate students, which may be applicable to Grade 6 education. Basereh and Pishkar (2016) found a significant relationship between self-directed learning, critical thinking, self-efficacy belief, and language proficiency. Furthermore, Chukwunemerem (2023) showed that self-directed learning activities enhance critical thinking skills in university students, suggesting potential benefits for younger students. In conclusion, these studies collectively suggest that incorporating self-directed learning, critical thinking, and self-assessment into the curriculum could significantly improve language proficiency among grade 6 students.

2) The development of the learning management model to enhance Thai language competencies in Grade 6 students demonstrated the effective application of various principles in teaching. This model comprises six main components: ① Fundamental principles, concepts, and theories form the basis for students to understand the principles and theories related to the Thai language. ② The objectives of the model clearly define the learning goals for students to know what they need to learn and develop. ③ The learning process employs diverse teaching methods, including the use of various theories such as proactive learning and participatory learning. ④ The social system connects learning with society and collaborative work. ⑤ Principles of response teach students to appropriately react to situations or receive information. ⑥ The support system provides necessary assistance and resources for learning. Additionally, the learning management process is synthesized into five steps: creating motivation, researching concepts, cooperative practice, organizing knowledge, and reflecting on outcomes. This learning management model was assessed for suitability by experts and achieved an average rating of 4.43, indicating its effectiveness.

The development of this learning model aligns with several accepted educational theories, particularly collaborative learning using Information and Communication Technology (ICT) to foster pro-social behaviors and peer support, integral components for augmenting language competencies (Iglesias Rodríguez, García Riaza, & Gómez, 2017). This approach aligns with the theoretical underpinnings of social learning theories, which emphasize the importance of social interaction and collaboration in the learning process. Parallel to this, Rose (2011) articulates an integrated pedagogic genre that employs a 'top-down' approach in language teaching. This model is grounded in functional models of language set within social contexts and is bolstered by a social model of learning. Such an approach underscores the significance of understanding language as a tool within its societal and cultural milieu, thereby enhancing language competencies in primary education students. Similarly, Zhang (2018) underscores the efficacy of a learning community model in English language education. This model, predicated on collaborative and community-based learning, demonstrates potential in elevating the effectiveness of English learning. It resonates with constructivist theories of learning, suggesting that knowledge is constructed through social interactions and shared experiences within a community. Moreover, Walqui (2006) introduces a scaffolding instruction model that accentuates the interactive and social aspects of learning. This model, offering contingent and collaborative support, is instrumental in fostering linguistic and academic development, particularly in the context of acquiring a new language. This approach resonates with Vygotsky's sociocultural theory, highlighting the role of social interaction in cognitive development. Furthermore, Yunanto (2023) explores the effectiveness of practice- and game-focused methods, such as the "Fun English" method, in enhancing language competencies among primary education students. This methodological approach aligns with experiential learning theories, which posit that learning is most effective when it is active and engages learners in hands-on experiences.

3) The advancements in language proficiency among Grade 6 students in Thai language education, as evidenced by significant progress in knowledge, skills, and personal characteristics with effectiveness indices of 0.68, 0.64,

and 0.70 respectively, can be attributed to the implementation of a learning model that emphasizes experiential learning and collaborative approaches. This model aligns with the findings of Núñez Solís et al. (2017), where interactive group work in first-grade language classes led to considerable improvements in reading comprehension and text production, thereby highlighting the role of interactive learning environments in language acquisition. Furthermore, experiential learning models, as discussed by Asyari, Nuriyanti, Gunawan and Adiredja (2021), have been shown to significantly influence primary school students' creative thinking abilities, especially in writing. This aligns with the observed outcomes in Thai language education, where the experiential learning approach facilitated diverse, expressive, and comprehensible ideas, contributing to enhanced language competencies. Additionally, collaborative work in language education, as noted by Shtern and Pozdeeva (2020), underscores the importance of cooperative learning methods in improving educational results among primary school students with diverse educational needs. This is consistent with the Thai language education model, where collaborative learning played a central role in the observed advancements in language proficiency. Moreover, the increase in academic attainment, motivation, and communicative interaction observed in experimental classes employing group activities (Kutnick, Ota, & Berdondini, 2008) further supports the effectiveness of group-based learning activities in the Thai language education context. These findings demonstrate the value of integrating group work and interactive learning strategies in primary education to enhance language learning outcomes. Last, the concept of experiential education in teaching world cognition, as explored by Šalkauskaitė (2021), aligns with the Thai language education model, where experiential learning creates stronger links between knowledge and skills. This finding reinforces the notion that experiential learning, particularly in language education, plays a crucial role in the holistic development of language competencies in primary school students.

4) The comprehensive evaluation and refinement of the Thai language competency enhancement model for Grade 6 students, as informed by the insights of seven experts, echo the principles and findings of several key research studies in the field of education. This process is analogous to the intensive mentoring model described by Ehri and Flugman (2018), which highlights the critical role of expert guidance in improving teachers' phonics instruction proficiency, subsequently leading to significant gains in students' reading and spelling skills. Similarly, the model's multifaceted approach to language skill development, encompassing speaking, listening, reading, and writing, aligns with the strategies of interactive book reading and structured vocabulary programs noted by Dobinson and Dockrell (2021) for enhancing primary students' oracy skills. Further parallelism can be drawn with the professional development-oriented model of language teacher evaluation advocated by Byung-Man, Kyung-Suk and Choo-Won (2004), which underscores the importance of teacher training in the process of educational advancement. This is reflective of the Thai model's emphasis on improving teaching practices through a systematic and step-by-step development process. The incorporation of ICT-supported evaluation methods, as demonstrated by Jiménez and Guzmán-Simón (2015), resonates with the Thai model's utilization of technology in assessing and refining its components, thereby enhancing the instructional design and effectiveness in teaching.

Norris (2009) emphasizes the role of evaluation in improving language teaching practices, a principle that is evident in the thorough assessment and revision process of the Thai language model. This process is essential for understanding and ameliorating educational methodologies, ensuring that they are aligned with current research and best practices. Furthermore, the benefits of bilingual, plurilingual, or multilingual education on students' performance and language proficiency, as explored by Rubio-Alcalá et al. (2019), are consistent with the Thai model's objective of fostering comprehensive language competencies, thereby highlighting the model's relevance and applicability in a multilingual educational context. The efficacy of the Learning Object Evaluation Metric (LOEM) in evaluating learning objects, as reported by Kay and Knaack (2008), parallels the Thai model's focus on assessing and refining teaching materials and methods. This approach is critical for ensuring that educational resources are effective and conducive to learning. Similarly, the development of a competency model guiding professional development in implementing effective flipped lessons, as described by Barnard et al. (2020), is akin to the Thai model's emphasis on enhancing teachers' roles and competencies, thereby fostering a more dynamic and engaging learning environment. The significance of expert teachers in improving instructional quality, as demonstrated in the research by Mills, Bourke and Sioström (2020), reflects the Thai model's reliance on expert evaluation for its development. This reliance ensures that teaching practices are not only innovative but also grounded in proven educational theories and methodologies. Last, the effective use of indirect discourse by expert teachers to create a more harmonious classroom atmosphere, as noted by Zhang, Wu, Zhu and Zhou (2023), is comparable to the Thai model's innovative teaching methods, which aim to foster a conducive and effective learning environment.

8. Conclusion and Recommendations

The study effectively demonstrates the development and implementation of a learning management model to enhance Thai language competencies among Grade 6 students. Key achievements include the integration of modern teaching methodologies, active learning strategies, and a focus on experiential and collaborative learning. The research underscores the positive impact of these methods on students' language skills, as evidenced by the improvement in effectiveness indices across knowledge, skills and personal characteristics domains.

Schools should be encouraged to adopt this learning management model to foster Thai language competencies, emphasizing its adaptability and effectiveness. For future research, it is recommended to expand the sample size to include a more diverse range of Grade 6 students from various schools and regions. Additionally, conducting follow-up studies in varied educational settings is suggested to further validate the model's effectiveness and explore its long-term impacts on students' language proficiency. It is also recommended for education policymakers to incorporate innovative teaching models into the curriculum. Emphasizing the need for adequate resources and comprehensive teacher training programs will support these advanced teaching methods. Continuous evaluation and refinement of the model, based on ongoing feedback and emerging educational trends, is advised.

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