



Improvement First year vocational college students' Thai speaking skills for introducing Tourist Attractions - Kunming with Flipped Classroom Teaching Methods

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Abstract

Background and Aims: This study investigated the effectiveness of flipped classroom teaching methods in improving Thai speaking skills among first-year vocational college students majoring in Thai language. The research focused on students' ability to introduce tourist attractions in Kunming, addressing the limitations of traditional lecture-based instruction that emphasizes theoretical knowledge over practical communication skills. The study aimed to examine whether the flipped classroom approach could significantly enhance students' speaking skills and to explore student satisfaction with this innovative teaching model.

Methods: A one-group pre-test and post-test experimental design was employed with 30 first-year students from Yunnan Economic Trade and Foreign Affairs Vocational College. The intervention consisted of four 90-minute flipped classroom sessions conducted over one month in the second semester of 2025. Research instruments included lesson plans, video clips, Thai speaking pre-tests and post-tests, and satisfaction questionnaires. Firstly, study relevant theoretical concepts, consult with the thesis



advisor, and make revisions as recommended; next adjust according to experts' suggestions. Finally, actual research was conducted from November to December. Flipped classroom teaching methods lesson plans follow a progressive path of "basic input → situational application → cultural deepening → comprehensive output." Each lesson includes "pre-class preparation (10-minute video + exercises) + 90 minutes of in-class interaction." The video clips consist of four 10-minute pre-class videos, covering vocabulary, sentence patterns, and cultural elements related to introducing Kunming's tourist attractions. In-class activities emphasized interactive tasks, including role-plays, group discussions, and scenario-based simulations. Data were collected through: (1) a basic test of Thai for tourist-attraction introductions (50 points); (2) a Thai speaking test rated by two independent Thai teachers using a four-dimension rubric (12 points); and (3) a student satisfaction questionnaire with 20 items across six dimensions using a 5-point Likert scale. Statistical analyses included the mean (M), standard deviation (SD), minimum and maximum values, paired-samples t-tests, and Pearson's product-moment correlation coefficient.

Results: Students' improvement in speaking scores and very high student satisfaction were observed after the flipped classroom intervention. The details are as follows:

The Basic Test total score is 50 points, and the mean score of the Basic Test increased from 28.63 (SD = 6.85) in the pre-test to 46.47 (SD = 2.52) in the post-test ($t = 14.84, p < 0.001$). The speaking test total score improved from 6.53 (SD = 0.54) to 10.20 (SD = 0.69) out of 12 points. All four dimensions showed significant gains, the total score is 3 points. The content completeness (1.67 to 2.57), vocabulary and grammar (1.67 to 2.60), pronunciation and fluency (1.57 to 2.37), and sentence accuracy and appropriateness (1.63 to 2.67). Notably, lower-proficiency students benefited most, with the low-level group showing an average gain of 27.85 points compared to 14.55 points for the high-level group. Student satisfaction was exceptionally high, with an overall mean score of 4.93 out of 5.00, indicating strong agreement across all dimensions including teaching content, learning activities, teacher performance, teaching methods, assessment, and overall satisfaction.

Conclusion: The flipped classroom teaching method is highly effective in enhancing vocational college students' Thai speaking skills for introducing tourist attractions and



strengthens learner engagement. Its success stems from enhanced autonomous learning via pre-class videos, clearer goal orientation through context-specific content, and increased speaking practice with immediate in-class feedback. This model is particularly beneficial for lower-proficiency students and has high sustainability and scalability for oral Thai instruction in vocational education contexts, providing important practical value for optimizing vocational Thai speaking teaching.

Keywords: flipped classroom teaching method; Thai speaking; tourist-attraction introduction

Introduction

With the deepening economic and cultural exchanges between China and Southeast Asia, Thailand has become one of China's most important regional partners. As bilateral trade and tourism continue to expand, the demand for Thai-speaking professionals has grown steadily, especially in border provinces such as Yunnan. In 2022, China-Thailand bilateral trade reached US\$131.4 billion, reflecting sustained cooperation in economic and service sectors. For Yunnan, which serves as an important gateway to Southeast Asia, vocational education plays a key role in cultivating applied talents for tourism and cross-border services. Kunming, the provincial capital, attracts many Thai visitors each year due to its natural scenery and multicultural environment, increasing the need for professionals who can introduce local attractions fluently in Thai.

From a theoretical perspective, communicative language teaching and task-based learning emphasize meaningful interaction and real-world speaking tasks, while student-centered pedagogy highlights learner autonomy and active participation. The flipped classroom approach is consistent with these principles by shifting knowledge acquisition before class and using in-class time for interactive speaking practice.

Yunnan's vocational education serves as a crucial area for cultivating applied, skilled professionals, especially in the tourism and service sectors. Kunming, the capital city of Yunnan Province, possesses abundant natural and cultural resources and serves as a key destination for both Chinese and Thai tourists. Renowned attractions such as Dianchi Lake, Green Lake Park, and Dounan Flower Market, along with its diverse ethnic culture, attract large numbers of visitors. This situation creates an urgent need for



professionals who can fluently introduce local tourist attractions in Thai (Li, 2022; Ma, 2025).

However, the current teaching of Thai speaking skills in vocational colleges shows several weaknesses. Although speaking courses are designed to develop communicative competence, classroom practice still largely relies on textbook explanation and teacher-centered lectures. This approach helps students understand grammar and vocabulary but does not effectively train them to use the language in real situations. Many students can recite texts accurately yet struggle to communicate naturally. As a result, speaking ability develops more slowly than reading and writing skills.

The major problems in the current teaching model can be summarized as follows:

1. Insufficient speaking practice time. Classroom hours are limited, and students lack opportunities for repeated oral practice.

2. Overemphasis on written examinations. Assessment mainly focuses on written scores, while oral performance receives less attention.

3. Weak pronunciation foundation. As Thai is a tonal language, students who lack early pronunciation guidance often develop incorrect habits that affect later learning.

4. Lack of personalized support. Students with weaker foundations do not receive targeted assistance, leading to polarized achievement levels.

5. Disconnection between learning and real-world application. Students find it difficult to apply learned vocabulary and sentence patterns in authentic communication contexts.

Interviews and analysis of academic achievement among first-year Applied Thai major students at Yunnan Vocational College of Economics, Trade and Foreign Affairs revealed three main problems: 1) insufficient in-class practice time, with students unable to memorize vocabulary and form complete sentences; 2) students' inability to apply learned vocabulary and sentence patterns in real situations; and 3) students could perform well on written tests but struggled with oral communication. Additionally, student grade distribution showed considerable dispersion, with over 40% of students



achieving low to moderate academic performance. This indicates significant gaps in Thai speaking skills within the classroom, and students with weak foundations urgently need improvement.

The flipped classroom teaching method has gained widespread recognition in contemporary education. This concept originated in the United States with Jon Bergmann and Aaron Sams, chemistry teachers at Woodland Park High School in Colorado, who developed this instructional approach to help students unable to attend classes (Bergmann & Sams, 2012). For language learning, the flipped classroom applies information technology to instruction: pre-class video input supports vocabulary acquisition and pronunciation awareness, while in-class time is used for interactive activities, discussion, collaborative problem-solving, and communicative practice (Talbert, 2017; Zhao, 2022). Key characteristics of this approach include transforming the teacher's role from lecturer to facilitator, and transforming students' role from knowledge receivers to knowledge constructors (Suddee, 2019; Piyawadee & Jirangsuwan, 2015).

Research on the flipped classroom in language teaching contexts reveals numerous advantages: 1) increased interaction between students and teachers; 2) more individualized attention for low-achieving students; 3) promotion of higher-order thinking skills; 4) students' ability to self-manage learning time; 5) increased opportunities for language practice in class; and 6) enhanced parental involvement in education (Strayer, 2012; Wang, 2013; Basal, 2015; Hung, 2015).

These studies (Strayer, 2012; Wang, 2013; Basal, 2015) confirm that the flipped classroom teaching method can enhance learner engagement, improve speaking skills, and foster greater learner autonomy.

From a theoretical perspective, the flipped classroom is strongly aligned with student-centered learning and active learning theories. Student-centered learning emphasizes learners' autonomy, individual differences, and meaningful participation in the learning process, while active learning highlights engagement through discussion, practice, and problem-solving. Despite extensive research on flipped classrooms, few studies have examined its application in Thai speaking instruction for vocational students in China, particularly within tourism-specific contexts. Although numerous studies confirm the effectiveness of the flipped classroom in general educational contexts,



research on applying this approach to teaching Thai as a foreign language for Chinese vocational college students remains limited, particularly regarding the integration of local Kunming tourism content into instruction. Therefore, this study aimed to investigate the effects of the flipped classroom teaching method on first-year vocational college students' Thai speaking skills for introducing tourist attractions and to examine students' satisfaction with this instructional approach.

This study investigated whether the flipped classroom teaching method can effectively improve first-year vocational college students' Thai speaking skills for introducing tourist attractions. It also examines students' satisfaction with this approach in a Kunming tourism-focused instructional context.

Research Objectives

1. To improve student' Thai speaking skill for introducing Tourist Attractions - Kunming with Flipped Classroom Teaching Methods.
2. To investigate the students' satisfaction toward using the flipped classroom teaching methods.

Research Hypotheses

1. After using the flipped classroom teaching methods , the post-test score of students' Thai speaking to introduce tourist attractions skills is higher than pre-test.
2. The students' satisfaction toward using the flipped classroom teaching methods is positive.

Scope of the Study

The participants were 30 first-year Thai-major students enrolled in Yunnan Economic Trade and Foreign Affairs Vocational College in Kunming, China. The instructional content focused on introducing tourist attractions in Kunming, including core information categories such as weather, food, attractions, and local culture. The intervention lasted four weeks (November-December 2025) and was implemented within regular course time.



Thesis Framework

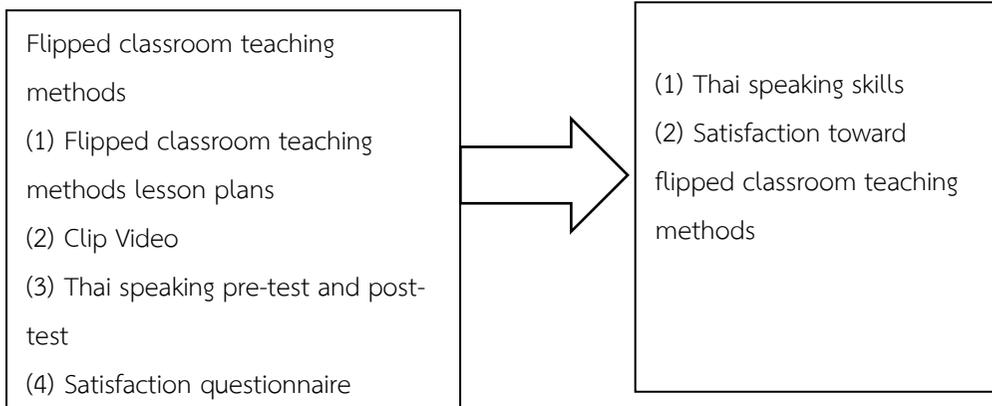


Figure 1: Research Conceptual Framework

Methodology

The research methods include the research design, population and sample, research instruments, data collection procedures, and data analysis methods. The details are as follows:

1. Research Design

This study employed a one-group pre-test-post-test quasi-experimental design to evaluate teaching effectiveness by comparing student performance before and after flipped classroom intervention. The design followed the pattern: $O_1 - X - O_2$, where O_1 represents the pre-test, X denotes the flipped classroom teaching method intervention, and O_2 indicates the post-test. This design was selected for practical reasons: it is adapted to the actual teaching context of vocational colleges, where it is ethically inappropriate to deny a control group access to an innovative and potentially effective teaching method that addresses critical speaking skill deficits. To reduce threats to internal validity such as maturation and testing effects, the study strictly controlled teaching time, content consistency, and instructor feedback standards throughout the intervention.



2.Participants

Participants comprised 30 first-year students (22 female, 8 male) majoring in Applied Thai at a vocational college of economics, trade, and foreign affairs in Yunnan Province, selected through purposive sampling. Selection criteria included: (1) curriculum alignment with tourism-oriented Thai speaking; (2) predominantly Yunnan origin, with some Dai ethnic students possessing linguistic and cultural proximity to Thai; and (3) geographical convenience for integrating actual Kunming attractions into situational teaching. Participants ranged in age from 18 to 20 years, had studied Thai for approximately one academic year, and possessed basic phonetic and grammatical knowledge while generally demonstrating weak oral expression abilities.

3.Research Instruments

- 1) Flipped classroom teaching methods lesson plans
- 2) Clip Video
- 3) Thai speaking pre-test and post-test
- 4) Satisfaction questionnaire

3.1 Flipped classroom teaching methods lesson plans

Firstly, study relevant theoretical concepts. Then consult with the thesis advisor and make revisions as recommended. The thesis topic were reviewed by the committee on August 22nd. Consult with the committee and make revisions as recommended by the committee. Submit to the advisor. Experts will review the quality of the instrument and make adjustments. After unanimous review by three experts, the IOC result was 0.93, the experts suggested modifications to some words and phonetic symbols (e.g., “โดดเด่น” change to “ความโดดเด่น”...), and the modifications have been completed according to the experts' requirements, indicating that the experiment could proceed.

Finally, the flipped classroom teaching method was implemented during November-December 2025, comprising four 90-minute class sessions complemented by pre-class video study (approximately 10 minutes per session). Teaching content centered on "introducing Kunming tourist attractions in Thai," progressing through "basic expressions → attraction cognition → cultural connection → comprehensive application":



Table 1. Descriptive the plan of pre-class and in classroom

Session	Pre-class Video Content	Core Classroom Activities
Session 1	Polite expressions, weather and cuisine vocabulary	Vocabulary competitions, situational dialogues, group presentations
Session 2	Core attraction vocabulary and location/feature expressions	Attraction guessing game, "bus tour guide" simulation, knowledge quiz
Session 3	Cultural vocabulary and "attraction-culture" connection expressions	Role-plays, cultural promotion card creation, sentence chain games
Session 4	Complete dialogue examples and connector usage	Comprehensive situational simulation, achievement display, video assignment

Pre-class component: Teachers distributed 10-minute instructional videos (containing Thai audio, bilingual subtitles, and attraction images) via the Xuexitong learning platform. After viewing, students completed voice assignments (recording 15-40 seconds of Thai expression) and marked difficult points.

In-class component: Following the structure of quick review (10 min) → key point explanation (15-20 min) → situational activities (30-40 min) → game consolidation (10-15 min) → summary and assignment (10 min), ensuring ample oral practice opportunities for all students.

3.2 Clip Videos

Four 10-minute videos aligned with lesson plan content, produced with Thai audio, bilingual subtitles (Thai-Chinese), and authentic images of tourist attractions. After unanimous review by three experts, the IOC result was 0.93, the experts had given some suggestions, and the modifications have been completed according to the experts' requirements, indicating that the videos could proceed. These videos were then uploaded to students in advance via the Xuexitong Platform, allowing them ample time to study before class.

Table 2. Descriptive the contents of the videos

Lesson	Contents
Video 1	Introduction to Basic Expressions for tourist attractions: Polite Expressions, Weather and Cuisine
Video 2	Basic Introduction to tourist attractions: Kunming tourist attractions Vocabulary and Location / Feature Expressions
Video 3	Culture: Expression Combining Kunming tourist attractions and Cultural Elements
Video 4	Comprehensive Application and Achievement Display: Complete Tourism Scenarios



Picture 1. The sample image in Video 1, illustrates polite language.



Picture 2. The sample images in video 2, introduce tourist attractions in Kunming.

3.3 Thai speaking pre-test and post-test

The test instrument comprised two sections (Basic Thai Test and Speaking Test) with a total possible score of 62 points, and all test items were derived from the study's learning objectives and the vocational college's Thai tourism speaking curriculum standards. The pre-test and post-test were designed to be equivalent in content difficulty and cognitive demand (same test structure, similar situational tasks, and consistent scoring rubric) to ensure that score changes reflect actual learning outcomes rather than test variation.

(1) Basic Proficiency Test (maximum 50 points): Including vocabulary matching (10 items) and multiple-choice questions (40 items), assessing core vocabulary, sentence patterns, and contextual application abilities related to tourist attraction introduction.



(2) Speaking Skills Test (maximum 12 points): Utilizing a picture-cued situational task, students simulated tour guide roles following the sequence of "airport greeting → hotel transfer → attraction introduction → food recommendation → farewell." Scoring was based on four dimensions, each rated 1–3 points (1 = Needs Improvement, 2 = Good, 3 = Excellent):

Content completeness: Coverage of weather, cuisine, attractions, and cultural elements

Vocabulary and grammar: Accuracy, richness, and error frequency

Pronunciation and fluency: Standard pronunciation, pause frequency, and coherence

Correctness and appropriateness of sentence use: Conformity to attraction introduction contexts

To ensure scoring reliability, a double-rating system was implemented: two Thai language teachers with over five years of vocational Thai teaching experience rated the students' performances independently following standardized rater training. Inter-rater reliability was $r = 0.889$ ($p < 0.001$) for the pre-test and $r = 0.568$ ($p = 0.001$) for the post-test, both reaching acceptable levels. Three experts evaluated content validity using the Index of Item-Objective Congruence (IOC), the IOC result was 0.99, indicating that the test could proceed.

3.4 Student satisfaction questionnaire

The questionnaire, based on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree), contained 20 items across six dimensions: teaching content (4 items), learning activities (4 items), instructor performance (4 items), teaching methods (4 items), assessment and evaluation (2 items), and overall satisfaction (2 items). Three experts evaluated content validity using the Index of Item-Objective Congruence (IOC), the IOC result was 1.00, indicating that the student satisfaction questionnaire could proceed.

Data Collection Procedures

The data collection process was implemented in a step-by-step standardized manner:

1.Pre-experiment Phase: Pre-test administration using the basic knowledge test and Thai speaking skills test.



2.Experiment Phase: Implementation of flipped classroom instruction over 4 weeks, 90 minutes per week. Students studied pre-class instructional videos before class and participated in interactive activities during class.

3.Post-experiment Phase: Post-test administration using identical tests and satisfaction questionnaire collection.

Data Analysis

1.Descriptive statistics: mean (M), standard deviation (SD), minimum and maximum values.

2. Inferential statistics: paired-samples t-test.

3.Inter-rater consistency analysis: Pearson's product-moment correlation coefficient.

Results

This section presents the results of the flipped classroom intervention on students' Thai speaking skills for introducing Kunming's tourist attractions and their satisfaction with the teaching method, with each table accompanied by a clear explanation of the analysis purpose and key findings. All p-values are reported as $p < 0.001$ in accordance with academic conventions.

1. The results of the improvement of Thai speaking skill for introducing Tourist Attractions - Kunming with Flipped Classroom Teaching Methods

1.1 Comparison of Basic Knowledge Test Scores

Basic test of Thai for tourist-attraction introductions(Vocabulary Matching and Multiple Choice Questions) Score of 30 students (out of a total score of 50) . The results are shown in Table 3.

Table 3. Descriptive Pretest-Posttest Results for the Basic test of Thai for tourist-attraction introductions

N = 30, Full Score = 50

Test	N	Mean (M)	SD	Min	Max	t (df=29)	p
Pre-test	30	28.63	6.85	18	41	—	—
Post-test	30	46.47	2.52	38	50	14.84	0.000

$p < 0.001$



As shown in Table 3, post-test basic knowledge scores (M = 46.47, SD = 2.52) were significantly higher than pretest scores (M = 28.63, SD = 6.85) at the p < 0.001 level. This gain aligns with flipped classroom principles: pre-class video learning allows students to independently build foundational knowledge at their own pace, while in-class review and practice deepen their understanding of tourism Thai vocabulary and sentence patterns. Additionally, the post-test standard deviation (SD = 2.52) was lower than the pretest standard deviation (SD = 6.85), indicating reduced score dispersion and more homogeneous basic knowledge among students after the intervention.

1.2 Comparison of Thai Speaking Skills Scores

The Thai speaking skills assessment includes four dimensions, with the total score set at 12 points. The detailed results are shown in Table 4.

Table 4. Analysis of Thai speaking skills Scores

N = 30, Dimension Score = 3, Total = 12

Dimension	Pre-test		Post-test		Average increase \bar{X}	Improvement SD	t(df=29)	p
	\bar{X}	SD	\bar{X}	SD				
Content completeness	1.67	0.46	2.57	0.49	0.93	0.68	9.00	0.000
Vocabulary and Grammar	1.67	0.42	2.60	0.44	0.93	0.66	9.10	0.000
Pronunciation and fluency	1.57	0.43	2.37	0.43	0.79	0.61	8.19	0.000
Sentence usage correctness and	1.63	0.45	2.67	0.40	1.05	0.63	11.55	0.000



Dimension	Pre-test		Post-test		Average increase \bar{X}	Improve SD	t(df=29)	p
	\bar{X}	SD	\bar{X}	SD				
appropriateness								
Total (out of 12)	6.53	0.54	10.20	0.69	3.71	0.92	31.01	0.000
p<0.001								

As shown in Table 4, the total score increased from 6.53 to 10.20, representing a gain of 3.71 points. Notably, sentence correctness and appropriateness demonstrated the largest improvement (1.05 points), suggesting that students made particularly notable progress in discourse organization and contextual appropriateness.

1.3 Comparison of Total Scores (Basic Knowledge + Speaking Skills)

A composite total score was calculated by combining the basic knowledge test and the speaking skills test, with a maximum score of 62 points. The corresponding results are presented in Table 5.

Table 5. Analysis of Student Basic test of Thai for tourist-attraction introductions + Speaking Total Scores

Pre-test vs post-test, N=30

Test	Total Score	\bar{X}	SD	Minimum Maximum		t (df=29)	p
				value	value		
Pre-test	50+12=62	35.17	6.93	24.00	48.00	—	—
Post-test	50+12=62	56.67	2.70	46.50	59.50	17.83	0.000
p<0.001							



As shown in Table 5, (1) the overall improvement was significant: the post-test mean (M = 56.67) was significantly higher than the pre-test mean (M = 35.17). The paired-samples t-test indicated a significant difference, $t(29) = 17.83, p < 0.001$, suggesting that students' overall skills improved significantly after the flipped classroom intervention.

Table 6. Distribution of Total Score Levels Before and After Intervention

Level	Pre-test n (%)	Post-test n (%)	Change (n)
Excellent (53–62)	0 (0.0%)	29 (96.7%)	+29
Good (42–<53)	5 (16.7%)	1 (3.3%)	-4
Needs improvement (31–<42)	13 (43.3%)	0 (0.0%)	-13
Fail (0–<31)	12 (40.0%)	0 (0.0%)	-12

As shown in Table 6, prior to the intervention, most students were in the Needs Improvement level (43.3%) and Fail level (40.0%). After the intervention, the majority of students were in the Excellent level (96.7%), demonstrating substantial learning progress.

2. Student Satisfaction with the Flipped Classroom Teaching Method

Questionnaire results indicated exceptionally positive student evaluations of the flipped classroom model. The overall mean score for student satisfaction was 4.93 (SD = 0.26), with all dimension means ranging from 4.90 to 4.95, all at the "strongly agree" level (Table 7).

Table 7. Analysis of Student Satisfaction Dimensions

5-point Likert Scale, N=30

Dimension	Items	Mean (M)	SD	Interpretation
Teaching content	4	4.93	0.26	Very high
Learning activities	4	4.95	0.22	Very high
Teacher performance	4	4.95	0.22	Very high
Teaching methods	4	4.95	0.22	Very high
Performance evaluation	2	4.90	0.31	Very high
Overall satisfaction	2	4.93	0.26	Very high



As shown in Table 7, students' overall satisfaction with the flipped classroom teaching method was at the highest level ($M = 4.93$, $SD = 0.26$). Analysis of the dimensions indicated that all achieved the highest rating, with Learning Activities, Teacher Performance, and Teaching Methods receiving the highest mean scores ($M = 4.95$, $SD = 0.22$), followed by Teaching Content and Overall Satisfaction ($M = 4.93$, $SD = 0.26$). Assessment and Evaluation received the lowest mean score ($M = 4.90$, $SD = 0.31$), though still at the highest level.

Discussion

The results indicate that the flipped classroom unit was effective for both improving students' Thai performance in introducing tourist attractions in Kunming and students' satisfaction. The reasons are as follows:

1.The reasons of the improvement of Thai speaking skill for introducing Tourist Attractions - Kunming with Flipped Classroom Teaching Methods

The reasons of the improvement of Thai speaking skill for introducing Tourist Attractions - Kunming with Flipped Classroom Teaching Methods are as follows:

1.1 Enhanced Autonomous Learning: Pre-class Videos Help Students Come to Class Better Prepared

The flipped classroom teaching method required students to study foundational knowledge through instructional videos before class. A key characteristic of these videos is their pause-and-rewind functionality, allowing students to review content according to their individual needs. This enables learners to control the difficulty level and pace of their own learning. This finding aligns with Suddee (2019) and Wang (2013), who asserted that self-directed learning through video media enables students with different foundational levels to learn according to their potential. Particularly, low-achieving students can invest more time in content review, explaining why the low-level group in this study demonstrated the highest mean gain ($M_{diff} = 27.85$).

Furthermore, previewing content before class reduces language learning anxiety. Horwitz, Horwitz, and Cope (1986) identified anxiety as a major obstacle to speaking skill development. When students are familiar with content before entering the classroom, they develop greater confidence and willingness to speak. This corresponds



with the finding that students reported the highest level of satisfaction with pre-class video preparation activities ($M = 4.93$).

1.2 Clearer Goals and More Active Participation: A Kunming Tourism Theme Makes the Task More Concrete

This study designed instructional content anchored in authentic Kunming contexts: weather, food, tourist attractions, and local culture. Clear, specific objectives enabled students to understand what they needed to learn and in what situations they could apply their knowledge. This aligns with Basal (2015) and Hung (2015), who asserted that clearly defined learning objectives enhance student engagement in learning activities.

The finding that content completeness showed significant improvement ($M_{diff} = 0.93$, $p < 0.001$) indicates that students not only learned vocabulary and sentences but could also systematically organize information and present content covering all four components-weather, food, attractions, and culture-demonstrating integrated knowledge application.

1.3 Increased Speaking Practice Time and Opportunities: Class Time Is Shifted Toward Output and Immediate Feedback

A significant limitation of traditional language instruction is limited in-class practice time due to extensive lecture delivery. The flipped classroom addresses this limitation by transferring content delivery to the pre-class phase, freeing class time for practice, interaction, and immediate feedback (Strayer, 2012; Tucker, 2012).

The finding that sentence usage correctness and appropriateness showed the highest mean gain ($M_{diff} = 1.05$, $SD = 0.63$). Because students studied vocabulary and sentence patterns before class through instructional videos, classroom time was mainly devoted to contextualized speaking practice, including role-play and situational dialogue tasks. These activities required students not only to produce grammatically correct sentences but also to adjust their expressions according to communicative context. Frequent peer interaction and immediate teacher feedback further helped students notice and correct inappropriate expressions. Compared with pronunciation which typically requires longer-term phonetic training sentence appropriateness is more sensitive to contextual practice and communicative exposure. Therefore, the flipped



classroom model appears particularly effective in strengthening students' pragmatic competence. This result showed increased speaking practice time and immediate error correction enabled students to select and use sentence structures more appropriately in context. This aligns with Talbert (2017), who emphasizes the importance of active learning in flipped classrooms.

Additionally, interactive classroom activities such as role-playing, group work, and language games increased speaking practice opportunities while reducing language learning stress. This corresponds with the finding that students reported the highest level of satisfaction with learning activities ($M = 4.95$).

2. Reasons for the High Level of Student Satisfaction with the Flipped Classroom Teaching Method

The key reasons for the high level of student satisfaction are as follows:

Students reported the highest level of overall satisfaction with the flipped classroom teaching method ($M = 4.93$, $SD = 0.26$). Particularly high satisfaction was observed for learning activities, teacher performance, and teaching methods. This indicates that students highly valued the opportunity to engage in interactive activities, practice speaking in authentic scenarios, and receive immediate feedback from teachers. These ratings suggest that students perceived the flipped approach as useful, manageable, and supportive. Interviews with students revealed that: "Students believe that the design of classroom activities and situational dialogue exercises can improve student participation and enthusiasm, and greatly enhance their speaking communication skills." and "Students also believe that combining pre-class videos with classroom content makes the material easier for them to understand." High satisfaction in learning activities and teacher performance indicates that students valued the interactive classroom environment and timely feedback. From a practical viewpoint, positive perceptions may reinforce learning behavior such as completing pre-class preparation and participating actively in class, which further strengthens learning outcomes.

This interpretation is strongly supported by Onrit et al. (2025), who conducted an empirical study on flipped classroom implementation at Thepsatri Rajabhat University, another institution within Thailand's Rajabhat system. Their findings



revealed that students' course satisfaction was at a "high level" ($M = 4.25$, $SD = 0.33$), and they attributed this outcome to students' increased opportunities for participation and interactive support during in-class activities.

This aligns with the extremely high satisfaction reported in this study, which demonstrates that flipped classroom teaching not only enhances student participation but also increases student satisfaction with teachers and teaching methods.

Research Limitations

Although the results show significant improvement in students' Thai speaking skills, several limitations should be considered.

1) Limitations of the study design: The study used a single-group pre-test and post-test design without a control group, so it is impossible to completely rule out the influence of other factors such as natural progress and practice effect. Although the results show significant improvement, the findings should be interpreted with caution, as the improvement cannot be fully attributed only to the flipped classroom teaching method.

2) The research period was relatively limited: the intervention was conducted over a short period, and further follow-up is needed to determine whether the improvements can be maintained long-term. The current results mainly reflect short-term effects, and long-term stability still requires further verification.

3) Context-specific assessment tasks: This study focused primarily on the "tourist attraction introduction" task, and the results better reflect the improvement effect within this specific task type. Whether the improvement can be transferred to other oral communication contexts still needs further study.

Recommendations

1. Recommendations for Instructional Practice

Based on the significant improvement observed in all four dimensions of speaking ability ($p < 0.001$), especially the largest gain in sentence usage correctness and appropriateness (increase = 1.05), the following recommendations are proposed:



(1) Vocational colleges should consider implementing the flipped classroom teaching method in applied language courses such as Tourism Thai and Service Thai, as the results show clear improvement in students' communicative performance, particularly in contextual sentence use and overall speaking competence.

(2) Pre-class instructional videos should be concise (10 -15 minutes in duration) and aligned with specific learning objectives, and accompanied by clearly defined pre-class tasks to ensure accountability and learning readiness. The significant gains in vocabulary and grammar (increase = 0.93) suggest that structured pre-class preparation effectively supports foundational language acquisition and allows classroom time to be used for higher-level speaking practice.

(3) In-class activities should maximize opportunities for speaking practice through role-playing, simulations, and task-based learning, with immediate feedback from teachers. The largest improvement in sentence usage correctness and appropriateness indicates that contextualized communicative practice and timely correction play a key role in enhancing pragmatic competence.

(4) Instructional content should be contextualized in authentic, local scenarios to enhance learner engagement and perceived learning usefulness. The significant increase in content completeness (increase = 0.93) demonstrates that students benefit from meaningful and situational tasks that encourage extended and organized expression.

2. Recommendations for Future Research

(1) Future studies should employ quasi-experimental designs with control groups to compare the effectiveness of flipped classroom instruction with traditional instruction. Since this study adopted a single-group design, the observed improvement cannot be attributed solely to the instructional intervention.

(2) Longitudinal studies incorporating delayed post-tests (e.g., one month or longer after intervention) should be conducted to examine whether the significant short-term gains can be sustained over time.

(3) Research should expand to include other task types and communicative situations (e.g., emergency communication, cultural interpretation, complaint handling) to examine whether the improvement observed in the tourism-related task can be transferred to broader speaking contexts.



(4) Qualitative data collection methods such as interviews and learning logs should be incorporated to gain deeper understanding of students' learning processes and to explain why sentence usage correctness and appropriateness showed the greatest improvement in this study.

Conclusion

Summarizes and discusses the research results based on pre-test and post-test scores and satisfaction questionnaire data. The study shows that the flipped classroom teaching method can significantly improve the Thai speaking skill for introducing tourist attractions - Kunming of vocational school students in tourism contexts, and has received high recognition and positive evaluation from students. The research results have certain reference value for optimizing the instructional design, classroom activity organization, and evaluation methods of Thai speaking courses in vocational schools, and also provide a data foundation and practical direction for subsequent related research.

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