INNOVATION IN LANGUAGE LEARNING INTERNATIONAL CONFERENCE · FLORENCE, ITALY

An AI-Driven Flipped Classroom Framework for Online Thai Language Instruction

A Case Study of Chinese International Students in Thailand

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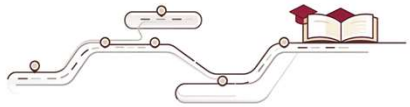
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PRESENTATION OUTLINE

Outline



01 Background and Research Gap

02 Question and Theory

03 Design and Course Context

04 Three AI-Supported Cases

05 Framework and Findings

06 Conclusion and Limits

Two trends shaping language education

Generative AI

- Supports preparation, design and feedback
- Value depends on teacher integration







Flipped learning

- Exposure before class; practice in class
- Positive effects, design-dependent

Vocational Thai: authentic tasks, dynamic learner needs

01 · RESEARCH GAP

Three research gaps





01 **Language and setting**

English-focused; other languages overlooked

02 **Isolated tools vs. a continuous cycle**

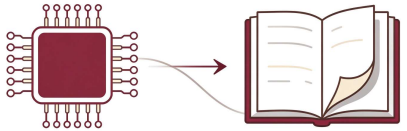
Single tools studied, not a continuous process

03 **Availability vs. integration**

Embed AI in real teaching, not just use it

Our research question

How can Generative AI be systematically integrated into an online flipped vocational Thai course to support ***teacher decision-making*** *and* ***curriculum adaptation****?*



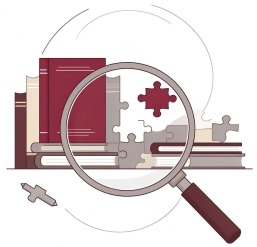
Process-oriented

Not an efficacy test

Teacher-centered

AI supports, not replaces

Theories anchoring the design



Theory	Core claim	Course role
Social Constructivism	Meaningful social interaction	Workplace role-play
Scaffolding Theory	Adaptive, withdrawn aids	AI scaffolds beginners
Situated Learning	Practice in social contexts	Professional scenarios
Task-Based Language Teaching	Authentic tasks drive learning	Workplace vocabulary
Flipped Learning	Exposure before class	Free time for performance

Participants and course design

30

Chinese undergraduates in Thailand

30

Online instructional hours

15

Weeks · two hours weekly

Learners

Non-Thai majors, lower-intermediate Thai

Course focus

Workplace tasks and authentic scenarios



AI supports stages; the teacher decides

Stage	Activity	AI role	Teacher role
Pre-class	Preparation	Qianwen: ideas and scenarios	Evaluate and adapt
In-class	Live interaction	Yuanbao: aggregates responses	Diagnose, intervene
Post-class	Feedback, records	Organizes performance data	Adapt next lesson

Qianwen · pre-class; Yuanbao · live session and analytics

Evidence across the whole cycle

Data sources

- Observation records
- Learner performance records
- Workplace presentations
- Post-class feedback talks

Thematic analysis

Braun & Clarke (2006) · four dimensions

01 Evolving learner needs

02 Synchronous difficulties

03 Teacher interventions

04 Curriculum adaptations

Qianwen: pre-class co-design

01 **Learner input**

Needed meeting vocabulary and situations

02 **AI draft · Qianwen**

Proposed materials and scenarios

03 **Teacher refinement**

Evaluated before entering class

What this case shows

Pre-class scaffold

AI prepares; teacher plans

Teacher agency kept

Insights refined by teacher

Situated practice

Vocabulary in role-play

Yuanbao: real-time diagnosis

01 **Observed difficulty**

Similar words confused students

02 **AI synthesis · Yuanbao**

Aggregated live chat into bottlenecks

03 **Teacher diagnosis**

Selected causes and intervention

What this case shows

Support, not diagnosis

AI organizes; teacher diagnoses

Cognitive load relief

Frees teacher to explain

Human-in-the-loop

Teacher judgment decides

Qwen3.7-千问

请为我设计一个针对在泰国且非泰语专业的中国留学生的职业泰语课程，要求为简单职场泰语即可，令人感兴趣、实用且不要太过于复杂

已完成分析，共参考 20 篇资料

下面是一套可直接落地的**“在泰中国留学生职业泰语”课程方案**。定位是：非泰语专业、零基础或弱基础、以“能在职场开口、能处理基本工作沟通”为目标，不追求系统语法体系，也不要求一开始就熟练读写复杂泰文。

需要我帮你把第一课的完整教案写出来吗？包括课堂活动流程和中泰对照卡片，拿来就能用。
需要，帮我写

19篇来源

稍微有点调整，一定要包含 办公室会议安排场景的教学，线上课程，在腾讯会议平台授课。共15周，每周2小时，学生对象为30人（本科生）

这份方案已经根据你的最新要求做了调整：**15周、每周2小时、线上腾讯会议授课、30名本科生**，并重点强化了**“办公室会议安排”**场景。



课程设置不进行分组与角色扮演，仅仅由前期词汇和相关场景提出，后续进行实际教学和学员翻转课堂讲解，和教师补充优化，形成练习

已完成分析，共参考 20 篇资料

按你的要求，下面把“会议安排”模块改成**“课前自学 + 课上学生翻转讲解 + 教师补充优化 + 课堂练习”**的备课方案。课堂不再安排分组讨论和角色扮演，主要采用**个人展示、全班问答、腾讯会议聊天框互动、教师点评**来完成。

1. 核心词汇

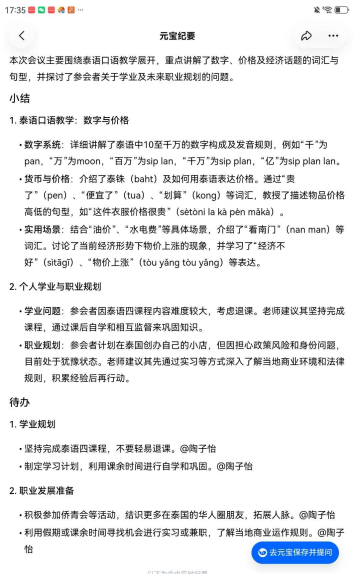
- **会议**：การประชุ
- **时间**：เวลา
- **方便**：สะดวก
- **取消**：ยกเลิก
- **推迟**：เลื่อน
- **日程表**：ตาราง

2. 必备句型（中泰对照）

- **我想约您开会。**
  - 我想 + 约 + 时间 + 开会。
  - อยากขอนัดเวลาประชุมค่ะ/ครับ
- **您周三下午两点方便吗?**
  - 时间 + 方便 + 吗?
  - วันพุธบ่ายสองโมงสะดวกไหมคะ/ครับ?



20篇来源


元宝纪要

本次会议主要围绕泰语口语教学展开，重点讲解了数字、价格及经济话题的词汇与句型，并探讨了参会者关于学业及未来职业规划的问题。

小结

1. 泰语口语教学：数字与价格

- 数字系统：详细讲解了泰语中10至千万的数字构成及发音规则，例如“千”为pan，“万”为moon，“百万”为sip lan，“千万”为sip plan，“亿”为sip plan lan。
- 货币与价格：介绍了泰铢（baht）及如何用泰语表达价格。通过“贵了”（pen）、“便宜了”（tua）、“划算”（kong）等词汇，教授了描述物品价格高低的句型，如“这件衣服价格很贵”（sètòni la kà pèn mâkâ）。
- 实用场景：结合“油价”、“水电费”等具体场景，介绍了“看南门”（nan man）等词汇。讨论了当前经济形势下物价上涨的现象，并学习了“经济不好”（sitâgî）、“物价上涨”（tòu yâng tòu yâng）等表达。

2. 个人学业与职业规划

- 学业问题：参会者因泰语四课程内容难度较大，考虑退课。老师建议其坚持完成课程，通过课后自学和相互监督来巩固知识。
- 职业规划：参会者计划在泰国创办自己的小店，但因担心政策风险和身份问题，目前处于犹豫状态。老师建议其先通过实习等方式深入了解当地商业环境和法律规则，积累经验后再行动。

待办

1. 学业规划

- 坚持完成泰语四课程，不要轻易退课。@陶子怡
- 制定学习计划，利用课余时间进行自学和巩固。@陶子怡

2. 职业发展准备

- 积极参加侨青会等活动，结识更多在泰国的华人圈朋友，拓展人脉。@陶子怡
- 利用假期或课余时间寻找机会进行实习或兼职，了解当地商业运作规则。@陶子怡

去元宝保存并提问

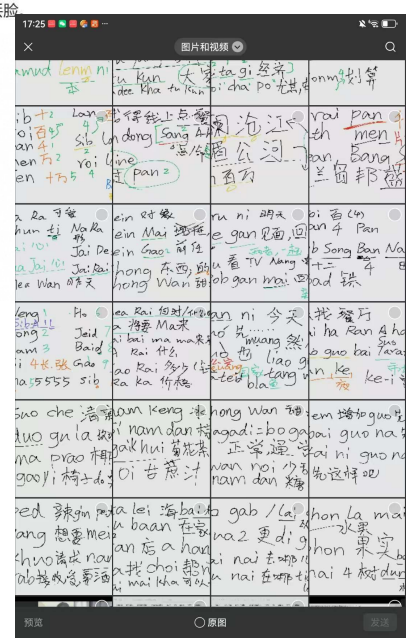
经过本次课程，发现学生听没有太大问题，但是不太愿意开口

学生“听得懂、但不愿开口”其实很常见，尤其线上大班课里，很多人怕读错、怕被同学听到、怕声调不准丢脸。所以不用急着增加内容量，可以先降低开口门槛，让学生从“小声跟读、打字转开口、短句重复”开始。

先判断不愿开口的原因

可以从这几个方面观察：

- **怕错**：担心发音、声调、尾词读错。
- **怕被关注**：30人线上，被点名压力大。
- **准备不足**：预习看懂了，但没练到“能马上说出来”。
- **任务太开放**：让学生自由造句，反而不敢开口。
- **缺少安全感**：觉得错了会被纠正很多，体验不好。



Feedback feeding the next lesson

01 **Post-class records**

Performance and needs logged

02 **Learner conversations**

Talks with five students surface needs

03 **Next-cycle adaptation**

Insights shape the next lesson

What this case shows

Cycle value, not one task

AI value lies in repetition

Continuous adaptation

Course evolves from feedback

Cautious evidence

Qualitative only; no control group

The closed-loop framework

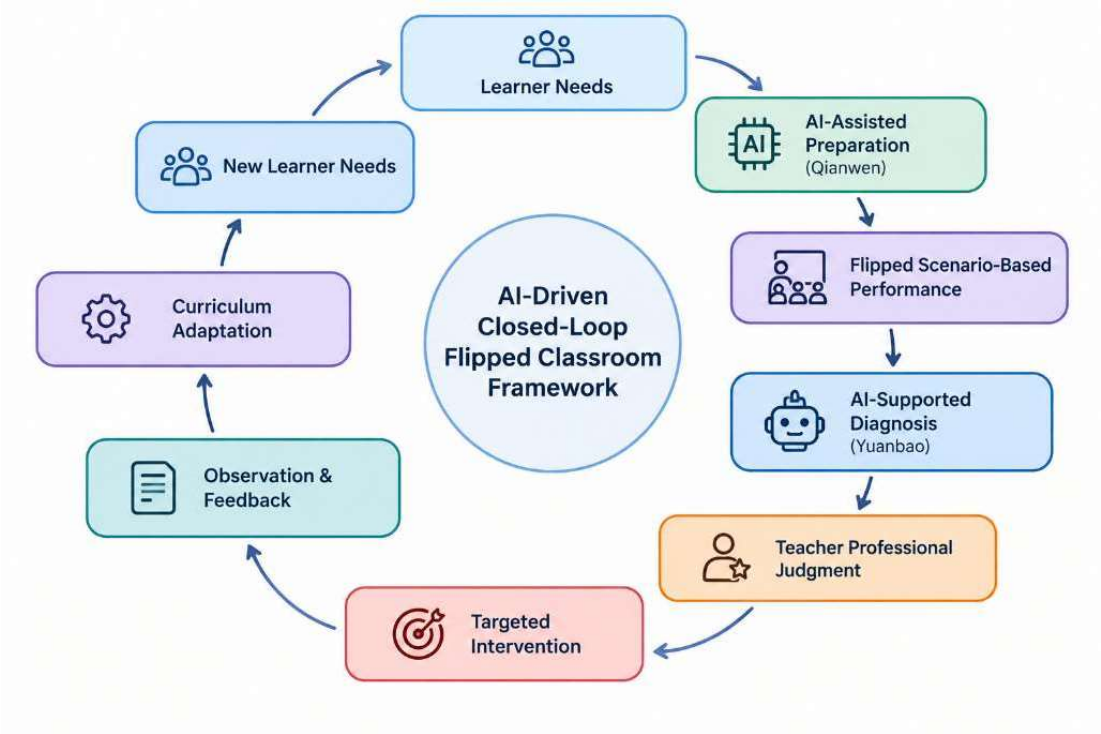


Figure 1. AI-Driven Closed-Loop Flipped Classroom Framework

Three AI functions

Preparation, diagnosis, adaptation

Teacher at the center

Interprets AI through context

Support layer only

AI never replaces judgment

What the cases reveal

01 **Support layer, not replacement**

AI prepares data; teacher decides

02 **Co-design keeps teacher agency**

Teacher contextualizes every insight

03 **Value in the continuous cycle**

Not in any single AI output

A teacher-led model for vocational language learning

06 · LIMITATIONS

Evidence boundary

Supported by this study

- AI information fed the cycle
- Observation, AI and feedback combined
- Qualitative view of engagement

Not established

- No pre-/post-tests
- No control group
- No causal claim on outcomes
- Small sample, one context

Qualitative process account; not proof of AI effectiveness

Conclusion

GenAI prepares, organizes and diagnoses;
the teacher decides, intervenes and adapts.

Theoretical contribution

Process model for GenAI in vocational learning

Practical contribution

Reusable loop, teacher agency kept

Future research

Larger samples, varied levels, outcome measures

Thank you

Questions and discussion are welcome

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