

ผลของการใช้บทเรียนภาษาอังกฤษแบบเน้นเนื้อหาที่ใช้ผสมผสานกับงานปฏิบัติแบบเน้นโครงสร้าง
ไวยากรณ์ที่มีต่อความรู้ด้านเนื้อหาและไวยากรณ์ของนักเรียนมัธยมศึกษาตอนปลาย



นาย พิทยา ทิพวงษา

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชา การสอนภาษาอังกฤษ เป็นภาษาต่างประเทศ ภาควิชา หลักสูตร การสอนและเทคโนโลยีการศึกษา

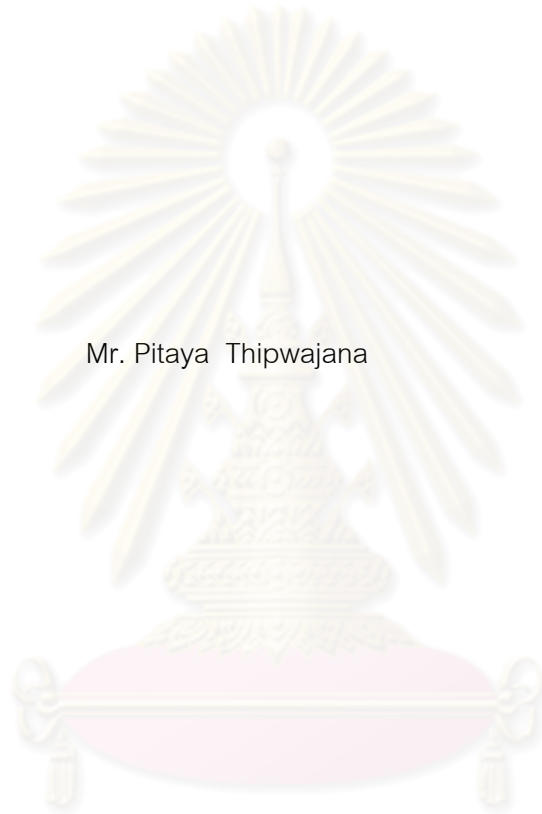
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2553

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

EFFECTS OF CONTENT-BASED ENGLISH LESSONS INCORPORATING FORM-FOCUSED TASKS
ON UPPER SECONDARY SCHOOL STUDENTS' CONTENT KNOWLEDGE
AND GRAMMATICAL KNOWLEDGE

Mr. Pitaya Thipwajana



ศูนย์วิทยทรัพยากร

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum, Instruction and Educational Technology

Faculty of Education

Chulalongkorn University

Academic Year 2010

Copyright of Chulalongkorn University

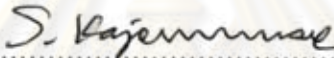
Thesis Title EFFECTS OF CONTENT-BASED ENGLISH LESSONS
INCORPORATING FORM-FOCUSED TASKS ON UPPER
SECONDARY SCHOOL STUDENTS' CONTENT KNOWLEDGE
AND GRAMMATICAL KNOWLEDGE

By Mr. Pitaya Thipwajana

Field of Study Teaching English as a Foreign Language

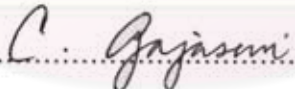
Thesis Advisor Jutarat Vibulphol, Ph.D.

Accepted by the Faculty of Education, Chulalongkorn University in Partial
Fulfillment of the Requirements for the Master's Degree


.....Dean of the Faculty of Education

(Professor Sirichai Kanjanawasee, Ph.D.)


THESIS COMMITTEE


.....Chairman

(Assistant Professor Chansongklod Gajaseni, Ph.D.)


.....Thesis Advisor

(Jutarat Vibulphol, Ph.D.)


.....External Examiner

(Assistant Professor Apisak Pupipat, Ph.D.)

พิทยา ทิพวัจนานา: ผลของการใช้บทเรียนภาษาอังกฤษแบบเน้นเนื้อหาที่ใช้ผสมผสานกับงานปฏิบัติแบบเน้นโครงสร้างไวยากรณ์ที่มีต่อความรู้ด้านเนื้อหาและไวยากรณ์ของนักเรียนมัธยมศึกษาตอนปลาย. (EFFECTS OF CONTENT-BASED ENGLISH LESSONS INCORPORATING FORM-FOCUSED TASKS ON UPPER SECONDARY SCHOOL STUDENTS' CONTENT KNOWLEDGE AND GRAMMATICAL KNOWLEDGE.) อ. ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร. จุฑารัตน์ วิบูลผล, 154 หน้า.

จากงานวิจัยที่ผ่านมามีข้อค้นพบว่าการสอนแบบเน้นเนื้อหาไม่เปิดโอกาสให้ผู้เรียนพัฒนาด้านไวยากรณ์มากนัก ด้วยเหตุนี้งานปฏิบัติแบบเน้นโครงสร้างไวยากรณ์ได้ถูกนำเสนอเป็นทางเลือกเพื่อนำไปผสมผสานในห้องเรียนที่มีการสอนแบบเน้นเนื้อหา เพื่อทำให้ผู้เรียนมุ่งพัฒนาความรู้ทั้งด้านเนื้อหาและไวยากรณ์อย่างมีประสิทธิภาพ แต่ในประเทศไทยการผสมผสานงานปฏิบัติแบบเน้นโครงสร้างไวยากรณ์ในห้องเรียนที่มีการสอนแบบเน้นเนื้อหายังไม่แพร่หลาย ดังนั้นผู้วิจัยจึงได้ออกแบบบทเรียนภาษาอังกฤษแบบเน้นเนื้อหาที่ใช้ผสมผสานกับงานปฏิบัติแบบเน้นโครงสร้างไวยากรณ์โดยมีวัตถุประสงค์เพื่อศึกษาผลของบทเรียนภาษาอังกฤษแบบเน้นเนื้อหาที่ใช้ผสมผสานกับงานปฏิบัติแบบเน้นโครงสร้างไวยากรณ์ที่มีต่อความรู้ด้านเนื้อหาและไวยากรณ์ของนักเรียนระดับมัธยมศึกษาตอนปลาย กลุ่มตัวอย่างในการวิจัยคือนักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนบ้านผือพิทยาสรรค์ จำนวน 45 คน เครื่องมือที่ใช้ในการสอนได้แก่บทเรียนเกี่ยวกับวัฒนธรรมท้องถิ่นบ้านผือและแผนการสอน เครื่องมือที่ใช้เก็บข้อมูลได้แก่ แบบทดสอบความรู้เนื้อหาและแบบทดสอบภาษา วิเคราะห์ข้อมูลจากแบบทดสอบทั้งสองแบบโดยใช้สถิติค่าที่

ผลการวิจัยสรุปได้ว่าบทเรียนภาษาอังกฤษแบบเน้นเนื้อหาที่ใช้ผสมผสานกับงานปฏิบัติแบบเน้นโครงสร้างไวยากรณ์ทำให้ความรู้ด้านเนื้อหาและไวยากรณ์ของนักเรียนมัธยมศึกษาตอนปลายสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ศูนย์วิทยทรัพยากร จุฬาลงกรณ์มหาวิทยาลัย

ภาควิชา หลักสูตร การสอน และเทคโนโลยีการศึกษา
สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
ปีการศึกษา2553.....

ลายมือชื่อนิสิต.....
ลายมือชื่ออ.ที่ปรึกษาวิทยานิพนธ์หลัก.....

508336927: MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORDS: CONTENT-BASED INSTRUCTION/FORM-FOCUSED TASKS/CONTENT

KNOWLEDGE/GRAMMATICAL KNOWLEDGE /SIX-T'S APPROACH

PITAYA THIPWAJANA: EFFECTS OF CONTENT-BASED ENGLISH LESSONS
INCORPORATING FORM-FOCUSED TASKS ON UPPER SECONDARY SCHOOL
STUDENTS' CONTENT KNOWLEDGE AND GRAMMATICAL KNOWLEDGE
THESIS ADVISOR: JUTARAT VIBULPHOL, Ph.D., 154 pp.

Previous studies have shown that content-based instruction does not offer students many opportunities to focus on language. In response, form-focused tasks have been proposed as the alternative way to incorporate in content-based classrooms in order to help the learners to focus on both content and language. In Thailand, however, research study about effects of form-focused tasks in content-based classroom is rarely found. The researcher, therefore, conducted the present study to examine the effects of content-based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge and grammatical knowledge. The participants were forty-five eleventh grade students from Banphuepittayasan School. The instructional instruments consisted of course materials about local cultures in Banphue and lesson plans. The research instruments consisted of content knowledge test and language test. The data from the content knowledge tests and the language tests were analyzed using t-test.

The findings revealed that content-based English lessons incorporating form-focused tasks enhanced learners' content knowledge and grammatical knowledge. The mean scores of the content knowledge post test and the language post test were higher than the mean scores from the pretests at the significant level .05

Department: Curriculum, Instruction and Educational Technology

Field of Study: Teaching English as a Foreign Language

Academic Year: 2010

Student's Signature.....

Advisor's Signature..... Jutarat Vibulphol.

ACKNOWLEDGEMENTS

A big number of people contributed to the success of this thesis, and I would like to express my sincere thanks and appreciation to them all.

Particularly, I would like to express my gratitude to Dr. Jutarat Vibulphol, my advisor, whose expertise, understanding, and patience, added considerably to my graduate experience. I appreciate her vast knowledge and skills in many areas. My thesis would not meet the success without her constructive guidance and contribution. I would like to thank the other members of my committee, Assistant Professor Chansongklod Gajasen, Ph.D. and Assistant Professor Apisak Pupipat, Ph.D. for their encouragement, feedback, and suggestion which help me fine-tune my thesis

Additionally, I am very grateful to my instructors and Chulalongkorn University. My appreciation expresses to Associate Professor Sumitra Angwatanakul, Ph.D., Associate Professor Sumalee Chinokul, Ph.D., Assistant Professor Apasara Chinwonno, Ph.D., and Dr. Pranee Modeheran, who contributed the valuable guidance during my study.

I also would like to extend my heartfelt gratefulness to Ajarn. Orapin Nasawang, Ajarn. Warangkana Chinnapas for their helpful suggestions on the instruments used in this study. Also, I greatly appreciate my colleagues in Department of Foreign Subjects Group, Banphuepittayasan School particularly, Ajarn. Chaveewan Teepsawang, Ajarn. Panthong Siriarayapan, Ajarn. Patcharee Prempre, Ajarn. Laddawan Noinarin, and Ajarn Jiamjit Kotchompoo for their sincere support and continuous incitements to persevere.

Above all, I would never been a graduate student in this program and never been able to be successful without the great, unfaltering, and unending support from my beloved mother, Mrs. Surajit Thipwajana.

CONTENTS

	PAGE
ABSTRACT (THAI).....	iv
ABSTRACT (ENGLISH).....	v
ACKNOWLEDGEMENTS.....	vi
CONTENTS.....	vii
LIST OF TABLES.....	xi
LIST OF FIGURES	xii
CHAPTER I INTRODUCTION.....	1
Research Questions.....	3
Research Objectives.....	3
Statement of Hypothesis.....	3
Scope of the Study.....	4
Definition of Terms.....	4
CHAPTER II LITERATURE REVIEW	6
Content-Based Instruction (CBI).....	6
<i>Characteristics of CBI</i>	7
<i>Models of CBI</i>	9
<i>Sheltered Model</i>	9
<i>Adjunct Model</i>	9
<i>Themed-Based Model</i>	10
<i>Six-T's Approach</i>	10
<i>Implementing the Six-T's Approach</i>	12

	PAGE
<i>Team-Teach Approach</i>	15
<i>Skills-Based Approach</i>	15
<i>Assessment of Content and Knowledge in CBI</i>	16
<i>Related Studies</i>	17
Form-Focused Instruction (FFI)	23
<i>Principles of FFI</i>	24
<i>Types of FFI</i>	25
<i>Form-Focused Tasks</i>	27
<i>Comprehension Tasks</i>	28
<i>Structure-Based Production Tasks</i>	29
<i>Consciousness-Raising asks</i>	31
<i>Information Gap Tasks</i>	34
<i>Information Gap Tasks in Research Studies</i>	38
<i>Challenges in Form-Focused Instruction</i>	41
<i>Assessments of Language Knowledge</i>	43
<i>Related Studies</i>	47
The Incorporation of Form-Focused Instruction into	
Content-Based Instruction	50
<i>Principles of the Incorporation of Form-Focused Instruction into</i>	
<i>Content-Based Instruction</i>	50
<i>Steps of Incorporating Information Gap Tasks</i>	
<i>in Content-Based Instruction</i>	51
<i>Related Studies</i>	53
Summary	56

	PAGE
CHAPTER III RESEARCH METHODOLOGY.....	59
Research Design.....	59
Participants.....	60
Instruments.....	61
<i>Instructional Instruments</i>	61
<i>Course Materials</i>	61
<i>Lesson Plans</i>	71
<i>Research Instruments</i>	77
<i>Content Knowledge Test</i>	77
<i>Language Test</i>	78
Data Collection.....	79
Data Analysis.....	80
CHAPTER IV FINDINGS	81
Research Question 1.....	81
Research Question 2.....	84
CHAPTER V DISCUSSION AND CONCLUSION.....	88
Summary of the Study.....	88
Discussion.....	90
Pedagogical Implications.....	95
Suggestions for Future Research Studies.....	97
Limitations of the Research.....	97
Conclusion	98

	PAGE
REFERENCES.....	99
APPENDICES.....	112
Appendix A: A Long Range Plan.....	113
Appendix B: A Sample Lesson Plan.....	119
Appendix C: An Example of Course Materials.....	125
Appendix D: Test Specification of Content Knowledge Test.....	133
Appendix E: Content Knowledge Test.....	134
Appendix F: Test Specification of Language Test.....	145
Appendix G: Language Test.....	146
Appendix H: Needs Analysis Questionnaire.....	148
Appendix I: Result of Need Survey.....	150
Appendix J: Raw Scores of Participants' Content Knowledge Tests and Language Test.....	151
Appendix K: A List of Local Experts' Names in Focus Group Interview.....	153
Appendix L: A List of Experts' Names of Instruments.....	154
BIOGRAPHY.....	155

LIST OF TABLES

	PAGE
Table 3.1: <i>The Course Materials Designed Based on the Six-T's Approach</i>	63
Table 3.2: <i>The Topics, Linguistic forms and Form-Focused Tasks Used in the Lesson Plans</i>	68
Table 3.3: <i>Task Transitions among topics in the themes</i>	70
Table 4.1: <i>A Comparison of Overall Mean Scores from the Pre and Post Content Knowledge Tests</i>	82
Table 4.2: <i>A Comparison of Overall Mean Scores from the Pre and Post of Eight Topics of Content Knowledge</i>	83
Table 4.3: <i>A Comparison of overall mean scores from the pre and post language tests</i>	85
Table 4.4: <i>A Comparison of Overall Mean Scores from the Pretest and Posttest of Eight Linguistic Forms of Grammatical Knowledge</i>	86

LIST OF FIGURES

	PAGE
Figure 3.1: <i>Research Design</i>	59
Figure 3.2: <i>Research Procedures</i>	60
Figure 3.4: <i>The teaching steps of the content-based English lessons incorporating form-focused Tasks</i>	73



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER I

INTRODUCTION

Content-Based Instruction (CBI) has been defined as an alternative language approach that focuses on accommodating learners to develop competence in a second or a foreign language while they acquire the knowledge of a content subject. The popularity and actual applicability of Content-Based Instruction has expanded substantially for several decades and it has been put into practice in a variety of language learning contexts and levels (Stoller, 2002).

As reflected in the current national curriculum in Thailand, English is seen as a medium for communication to learn other subject areas. Content-based instruction, as recommended in the Basic Education Core Curriculum B.E. 2551, is therefore an approach suitable for English classes in Thailand. Content-based instruction can especially appropriate for schools situated in the communities possess rich information about natural resources, cultural heritages, local wisdom, and agricultural products for the students. This information about the local community can be used as the content in English classes to promote students' interests in learning English because the context links to students' lives (Kujawa and Huske, 1995).

The activities employed in content-based classrooms are primarily specific to the subject matter being taught, and are used to stimulate students to think and learn the content of the subject matter through the use of the target language and authentic materials (Richards and Rodgers, 2001). In content-based language teaching, therefore, content knowledge is given more emphasis than linguistic forms. According to Harley and Swain (1984), they found empirical evidence to support this argument that the students in content-based programs in their study did not develop the

production of the expected linguistic forms after years of meaningful exposure to the language. According to Eskey (1997) and VanPatten (1990) when language and content are presented together, learners will generally pay attention to content over form particularly for learners at low levels of proficiency. Consistently, Ellis (2003) and Leowen (2004) discussed that the nature of content-based programs may lead learners to focus on content and to be less aware of linguistic forms.

Previous studies have apparently shown that content-based instruction does not offer students many opportunities to focus on language. Researchers thus turn their interest to search ways to help students focus on linguistic forms while learning the content in content-based classroom. In response, several studies (Ellis, 2002; Long, 1991; Lyster, 2004; Pica, 2002; Rodgers, 2008; Spada and Lightbrown, 2008) have explored ways to promote language learning in content-based classroom. Findings from previous studies (Osuka and Yamamoto, 2004; Pica, 2002; Rodgers, 2008; Spada and Lightbrown, 2008;) revealed that Form-Focused Instruction (FFI) could be incorporated into a curriculum organized around subject-matter content to enhance the production of linguistic forms. By incorporating form-focused tasks into content-based instruction, learners were found to improve their production of linguistic forms throughout the semester (Loewen and Philp, 2006; Lyster, 2007; Norris and Ortega, 2000; Spada, 1997).

However, several research studies (Lyster, 2007; Norris and Ortega, 2000; Spada, 1997) have highlighted that the effectiveness of FFI can be influenced by differences in settings, learners and program goals. These conditions make it difficult to generalize findings across a spectrum of instruction. In Thai context, there has been a limited research study exploring the effect of form-focused tasks in content-based

language instruction. The present study was designed to incorporate form-focused tasks in content-based instruction. This study, as a consequence, investigates whether form-focused tasks can be effectively incorporated in content-based English instruction in an EFL context as Thailand.

Research Questions

In order to investigate the effectiveness of content-based English lessons incorporating form-focused tasks, the following research questions were posed for this investigation.

1. How do content-based English lessons incorporating form-focused tasks affect students' content knowledge?
2. How do content-based English lessons incorporating form-focused tasks affect students' grammatical knowledge?

Objectives of the Study

The objectives of the present study were as follows:

1. To examine the effects of content-based English lessons incorporating form-focused tasks on students' content knowledge.
2. To examine the effects of content-based English lessons incorporating form-focused tasks on students' grammatical knowledge.

Statement of Hypothesis

As Pica (2002, 2005) and Pica, Kang, and Sauro (2006) stated that incorporating form-focused tasks into content-based classroom could enhance learners' content knowledge and grammatical knowledge and Rodgers (2008) claimed effectiveness of form-focused tasks in content-based classroom, the researcher, therefore, stated the hypothesis as follows.

1. The mean score of the content knowledge post test will be higher than that of pretest at the significant level of 0.05.
2. The mean score of the language post test will be higher than that of the pre test at the significant level of 0.05.

Scope of the Study

In the present study, the population and the variables were the followings.

1. The population of this study was upper secondary school students in Thailand.
2. The variables in this study were as follows:
 - 2.1 Independent variable was content-based English lessons incorporating form-focused tasks (CBI + FFI).
 - 2.2 Dependent variables were content knowledge and grammatical knowledge.

Definitions of Terms

For the purpose of this present study, key terms are defined as follows.

1. Content-based English lessons incorporating form-focused tasks

In this present study, content-based English lessons incorporating form-focused tasks refer to a set of lessons that aimed to promote both understanding of content knowledge and grammatical knowledge. The lesson plans used in this study consisted of six steps of teaching: reviewing contents and forms, initial exploring of contents and forms, practicing form-focused tasks, considering contents and forms, recalling contents and forms, and comparing and identifying contents and forms. The contents used as the main themes in this study were about local cultures in Banphue, Udornthani. The

course materials were designed based on the Six-T's Approach by Stoller and Grabe (1997).

2. Content knowledge

Content knowledge refers to the understanding of the information about Phuan ethnic group and Phu Phrabat Historical Park learned from the lessons. This content knowledge was observed by the scores obtained from content knowledge test developed by the researcher.

3. Grammatical knowledge

Grammatical knowledge refers to the ability to use the grammatical topics focused in the lessons. The grammatical topics covered in the lessons were past simple tense, passive voice form of past simple tense, present simple tense, passive voice form of present simple tense, present perfect tense, past participles, present participles, and relative pronouns. The grammatical knowledge was observed by the scores obtained from the language test developed by the researcher.

4. Upper secondary school students

Upper secondary school students refer to students who are studying in Grades 10-12 (Mattayomsuksa 4-6) in Thailand.

CHAPTER II

LITERATURE REVIEW

This research investigated the effects of content-based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge and grammatical knowledge of upper secondary school students. Some related literatures and research studies are reviewed to provide background for the study. The topics reviewed in this study include:

1. Content-Based Instruction (CBI)
2. Form-Focused Instruction (FFI)
3. An Incorporation of Form-Focused Instruction into Content-Based Instruction (CBI+FFI)

Content-Based Instruction

Content-Based Instruction (CBI) is a method of teaching language and content occurring at the same time. In this approach, the language is utilized as the medium for teaching subject. CBI has received increasing attention because it allows schools to combine the goals of language curriculum and the regular curriculum, making language learning the vehicle for strengthening the language skills as well as content knowledge (Echevarria, 2000). Mohan (1986) indicates that the goal of integration in CBI is both language and content learning. Content-based classrooms are not merely places where learners learn a language but places where they gain an education. In addition, Genesee (1994) suggests that CBI is an integrated approach bringing learners' language learning as well as cognitive, academic, and social development together.

In brief, Content-Based Instruction is an approach that allows students to learn language through the subject matters. Students are required to acquire language while learning the content.

Characteristics of content-based instruction

Content-based instruction (CBI) bases its rationale on the premise that students can effectively obtain both language and subject matter knowledge by receiving content input in the target language. Although it has been recently recognized by influential authors such as Rodgers as “one of the Communicative Language Teaching spin-off approaches” (2001), some authors contemplate the paradigm within an even wider perspective. According to Stryker and Leaver (1997), for instance, CBI is a truly and holistic approach to foreign language education ... (which) can be at once a philosophical orientation, a methodological system, a syllabus design for a single course, or a framework for an entire program of instruction. The benefits of the approach are directly or indirectly associated with an extensive body of research from a variety of fields. Strong empirical support for CBI can be found in second language acquisition research, in training studies and in cognitive psychology, as well as in the outcomes documented by successful programs in a variety of contexts and levels of instruction (Adamson, 1993; Dupuy, 2000). A synthesized through accurate revision of the benefits perceived in view of the different areas is included in Grabe and Stoller (1997). Grabe and Stoller (1997) suggested characteristics of CBI as follows.

1. In content-based classrooms, students are exposed to a considerable amount of language while learning content. This incidental language should be comprehensible, linked to their immediate prior learning and relevant to their needs.

In content-based classrooms, teachers and students explore interesting content while students are engaged in appropriate language-dependent activities. The resultant language learning activities, therefore, are not artificial or meaningless exercises.

2. CBI supports contextualized learning; students are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. (Thus, CBI allows for explicit language instruction, integrated with content instruction, in a relevant and purposeful context.

3. The use of coherently developed content sources allows students to call on their own prior knowledge to learn additional language and content material.

4. In content-based classroom, students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation.

5. CBI lends itself well to strategy instruction and practice, as theme units naturally require and recycle important strategies across varying content and learning tasks.

6. CBI allows greater flexibility and adaptability to be built into the curriculum and activity sequences.

7. CBI lends itself to student-centered classroom activities.

In summary, in a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials.

Models of Content-Based Instruction (CBI)

From the review of the literatures, the researcher found that the models of CBI mainly come from the works of Brinton and Richards and Rodgers.

Brinton et al (1989) claim that CBI has three common models in elementary, secondary, and university education. These three models refer to the sheltered model, the adjunct model, and the theme-based model. Richards and Rodgers (2001), in addition to the models proposed by Brinton et al (1989), mentioned two more models which are team-teach and skills-based approach. Both team-teach and skills-based approaches are also applied in educational settings.

Sheltered Model

In the sheltered model, the content courses are given by a content specialist who is a native speaker of the target language to a segregated group of ESL students (Brinton et al, 1989). In order to make the course comprehensible, the instructor uses a level of language appropriate for the students (Richards and Rodgers, 2001). For the same purpose, the sheltered courses are required to have modifications such as carefully selected texts and linguistic adjustments which help comprehension.

Adjunct Model

Next, in the adjunct model, a language course and a content course are linked, sharing the same objectives and assignments (Brinton et al, 1989). Students attend the content course and language course at the same time. The language course complements the non-native students' needs in order to be successful in content course (Snow, 2001). The adjunct courses also aim to help the non-native students increase self confidence by providing them real life tasks to accomplish using the language (Stryker and Leaver, 1997).

Theme-Based Model

The third model of CBI is the theme-based model, where language courses are structured around themes or topics which are integrated into teaching all skills (Briton et al, 1989). The teacher organizes language learning activities around these topics or themes in a way different from traditional language courses in which the topics are specifically used for a single activity (Snow, 2001). It is reported by Snow (2001) that the theme-based model has been widely used in language courses of college or university level students with different backgrounds but with a common goal in need of academic English skills.

Brinton et al. (1989) points out another type of theme-based curriculum apart from those organized by sequencing themes. In this type, a major topic (e.g., education) may be used for an entire course in which the curriculum is organized around more specialized subdivided topics such as higher education, distant education, and so forth. Another example for a major topic and its subdivided topics in theme-based model is given by Stoller and Grabe (1997). They assert that the organizations of courses such as Introduction to Linguistics or Sociolinguistics are essentially theme-based. They mentioned that those courses cover topics which are linked to each other under a theme based on the course title. For a better understanding of the organization of a theme-based course, they propose a six-item outline, which covers the basic components of the model.

Six-T's Approach

The Six-T's Approach is a new approach to theme-based instruction that is applicable to a wide range of CBI contexts. It has applications both when the teacher controls content and when content is controlled by a central curriculum plan (Stoller

and Grabe, 1997). Moreover, the theme-based nature of the approach can be incorporated into a sheltered curriculum and within certain adjunct programs.

As for Six-T's Approach, it is also assumed that first consideration must be given to student needs, student goals, institutional expectations, available resources, teacher abilities, and expected final performance outcomes. When these criteria are specified, informed decisions can be made about the six curricular components which define the Six-T's Approach: Themes, Texts, Topics, Threads, Tasks, and Transition (Stoller and Grabe, 1997).

1. Themes refer to the ideas around which the other components such as texts and tasks are organized due to aims of the course, the students' needs and interests, and institutional expectations.

2. Texts refer to the content resources which provide sustainment and progress of the plan on the way to achieving the goals of course.

3. Topics refer to the sub-elements of major content which help to examine the theme more specifically in coherence, providing a setting where the learners explore both content and language.

4. Threads refer to the ties between the themes providing coherence to the overall curriculum. Apart from bridging the themes, threads also provide opportunities to examine the content and language from different perspectives.

5. Tasks refer to the activities through which the instructional skills appropriate for the objectives of the course are utilized.

6. Transitions refer to the pre-planned activities in order to provide and sustain the coherency across topics in a theme and tasks in a topic.

Unlike structural, communicative, or task-based approaches to language teaching, the Six-T's Approach views content as driving all curricular decisions. A content-based course following a Six-T's framework must initially be defined by specifying themes, assembling appropriate texts which will support the themes, and designing/negotiating a coherent set of supporting topics. Varied and plentiful content resources (i.e., texts) provide opportunities for relevant language learning activities and strategy instruction. They also provide opportunities to use language and content for meaningful communicative purposes. The language, strategy, and content learning activities that are an integral part of this approach should be generalizable to a wide range of text resources.

Implementing the Six-T's Approach

The Six-T's Approach is implemented to create coherent and meaningful instructional units for content and language learning objectives. As the material designer, teachers have to understand the step-by-step procedures for implementing the Six-T's Approach. However, it is important to keep in mind that each instructional context will impose its own constraints on, and opportunities for, adaptation and variation.

General steps are sketched out how one would take to implement the Six-T's Approach. The steps are presented in a sequential manner, though in fact the process is quite fluid and requires planners to revisit and reconsider earlier steps as the planning process progresses.

The first step requires establishing the content to be, used through theme determination, text selection, and topic designation. Defining the content of theme units at the outset as determined by themes, texts, and topics follows from the

argument that curricular decisions need to be content-driven rather than task or language driven as a first priority.

The second step involves selecting possible threads that emerge from final theme, text and topic designations. Related tasks can be developed later at appropriate times during theme exploration to encourage students to consider these threads, which will naturally connect themes and add coherence to the overall curriculum.

Step three involves making decisions about the sequencing of content (themes, topics, and texts) and the length of theme units. Sequencing decisions will largely be based on the availability of content (e.g., guest speakers, field trips, and special events), the relative ease or difficulty of tasks likely to follow from the content, and the cognitive demands made on students as they manipulate the content and carry out culminating activities. As a culminating task, for example, a theme that lends itself easily to a research paper should be sequenced after a theme that lends itself to a descriptive paper. A theme that lends itself to a debate on abstract issues should follow a theme that lends itself to a straightforward oral presentation of facts and figures. When making sequencing decisions, planners must also consider the evolving nature of each theme unit as the instructional orientation evolves from more teacher-centered to more student-centered during the term.

Step four is an additional consideration to the extent of teacher involvement, knowledge of thematic content, and willingness to learn additional information with the students. Walmsley (1994) referred to the need for teachers to "bump up their knowledge," arguing that teachers need to read additional information on designated topics. Such a commitment builds teacher motivation and enthusiasm, provides teachers with expanded expertise that students can call on, allows teachers to

introduce multiple perspectives on the content under consideration, and provides teachers with additional options for classroom tasks. The extent to which such "bumping up" is necessary is a question we leave open, but some form of teacher investment is necessary.

Step five requires the specification of core objectives for each theme unit in terms of language, content, and strategy learning. This also involves the planning of selected tasks and task sequences to open and close the unit.

The sixth step involves the initial design of tasks to carry out the content and language goals of each theme unit. Selected tasks should emerge from content resources rather than be arbitrarily imposed on them; they should develop students' language learning, facilitate the learning of content, and model strategies for language and content learning. Tasks, viewed as integral parts of a coherent content framework, should serve larger content-learning and language-use purposes.

The seventh step involves the initial determination of transitions across topics and across tasks. These should be explicit but kept flexible so that teachers can take advantage of student-generated resources and other unexpected variations that typically arise in any complex teaching situation. Transitions will facilitate a natural and systematic flow of content and tasks from one day to the next.

The final stage involves the fine-tuning of theme units while they are being implemented. When theme units are taught, it is expected that plans will change and vary as teachers take advantage of students' interests and ongoing input. As each theme evolves, new topics will emerge that are of interest to students, requiring teachers (and motivating students) to locate and/or create additional support materials and tasks. Supplementary resources can give students additional opportunities to

"bump up" their own knowledge and, in many cases, to engage in a certain amount of individualized learning. Supplementary resources can also provide teachers with opportunities to integrate new tasks and transitions into the unit, and to exploit additional threads as these resources connect the current theme to other themes in new conceptual ways.

Team-Teach Approach

Another models of Content-Based Instruction is team-teach approach. Team-Teach approach is a similar application of the adjunct model in which the content teacher complements the language teacher by providing materials appropriate for the objectives of language learning and needs of the learners. Richards and Rodgers (2001) cited two examples of the approach, one at University of Birmingham based on the lecture comprehension and the writing of exam questions (Shih,1986), and another example from a polytechnic program in Singapore, where the students take a course designed in order to prepare them for writing tasks required for their future jobs.

Skills-Based Approach

The last model is skills-based approach. Skills-based approach differs from the models described above. In the language course using skills-based approach, the course is developed based on a particular academic skill which is linked to the content course. The language course complements the academic needs of students in a way stimulating them. The materials and the content of language course are derived from core subject content (Richards and Rodgers, 2001).

To summarize, it is found that there are some basic principle that teacher should follow in order to successfully use CBI. However, there is no single formula

for its implementation; therefore, teachers are free to select the model which is more appropriate to their context and to choose content and activities which correspond to the linguistic, cognitive and affective needs of particular groups of students. An ongoing evaluation of the course will dictate the changes necessary to adapt to situations which are difficult to predict before the course begins.

The applications of curriculum for which the current study aims to do are organized on one approach of theme-based model which is the Six-T's Approach. The course used in this present study is designed according to the Six-T's Approach.

Assessment of language and content in CBI

Assessment of CBI can be a problematic component, and yet it is critical that instructors evaluate students' learning (Kasper, 2000). Student performance in most ESL classes is evaluated by general assessment tasks such as "discrete, decontextualized tasks," and their main focus is on linguistic structure or vocabulary.

However, students in CBI classes cannot be evaluated in the traditional way because they were exposed to more input and content information through the class. According to Kasper (2000), designing authentic and interactive content-based assessment was required because learners in CBI had to complete discourse level tasks" and the skills evaluated in the assessment were in an academic setting. Students are required to interact critically with academic materials in terms of meaningful and contextualized text to analyze their knowledge. Assessment of CBI should not be simple and isolated; students must be required to integrate information, to form, and to articulate their own opinions about the subject matter, not to analyze the linguistic structure of the target language.

Crandall (1999) also mentioned that it would be impossible for teachers to separate conceptual understanding from linguistic proficiency in CBI when they want to evaluate students learning. With that thought, he suggested that teachers could make assessment of students learning through “paper and pencil tests to include journal entries, oral responses to questions or reports, demonstrations of understanding, and student projects”. In addition, checklists or inventories can be used to assess language development: it may show each student’s mastery of the lesson including concepts and structure. These methods have been developed as alternative strategies to assess students’ learning.

Related studies concerning with content-based instruction

Several studies have been conducted to implemented content-based instruction. There are some similarities among these research studies including objectives, teaching procedures, and instructional activities. The reviews of these studies were chronologically presented as the following:

A study conducted by Kasper (1997a) was to assess the effect of Content-Based Language instruction (CBLI) and the subsequent academic performance of ESL students. Subjects were 152 ESL students at Kingsborough Community College. Seventy-three students were assigned to the experimental group and seventy-nine to the control group. The major difference between students in these two groups was in the nature of the textual materials used in instruction. The material that the content-based group used was topic-related to their academic discipline; while the material that non-content-based group used was not grounded in any specific academic disciplines, but rather covered a variety of topics. The result indicated that students in the experimental group obtained significantly higher average scores than did students

in the control group, with the overall average score of 81% for the experimental group and 68% for the control group. As to the subsequent effect of CBLI, after completing the first year's ESL course, the students in the subject sample went on to a number of different classes taught by a larger pool of instructors than was present at their first year. In all four semesters of this study, the result indicated that students in the experimental group obtained significantly high grades on the reading assessment examination than did students in the control group, with the overall average score of 75% for the experimental group and 67% for the control group. The result suggests that students accumulated adequate background knowledge on topics when they continually dealt with academically-oriented topics. The accumulation of the background knowledge could facilitate the development of reading comprehension. These findings are closely supported by Kasper's (1994a, 1995a, 1995/96, 1997a) and Parkinson's (2000) studies, showing that students' reading comprehension can be improved by using academic discipline-based topics.

Brinton (2001) conducted the theme-based literature course focusing on the city of angels. This course was operated in the University of California, Los Angeles (UCLA) in which the target learners were undergraduate non-native speakers of English. The most challenging point in this chapter was the combination of three main conceptual underpinning drove to design the course. Firstly, a theme-base approach was used to teach language in which topic was chosen to be fit with the high interest of student including multiple skills. Another, Brinton included interactive language – based approach in the course so that students could mainly expose to the language through different kinds of activities. Lastly, a media-infused approach was also invited into the course. In other words, various kinds of media, such as sticky-backed

notes, butcher paper, poster board, colored markers, maps, magazines, pictures of Los Angeles, were presented for student to practice language so that students could learn language more meaningful and exciting. Learning literature through CBI class seemed not to be so much successful but it was different from this study. According to the result, by having a chance to acquire language from variety of activities, students' performances were classified as the innovative feature of the course in which students could perform in the satisfied stage.

Despite the growing interest in the use of content-based instruction approaches in ESL and foreign language learning settings, the use of such approaches in Hong Kong and elsewhere in Southeast Asia is still relatively limited. Similarly, film as a source of content in language courses is often still limited to providing visual support for other text-based and language content activities. Chapple and Curtis (2000) conducted the study with 31 Cantonese tertiary-level students taking a General Education course taught in English at the Chinese University of Hong Kong. The participants were asked to rate their own English language skills development in relation to six specific areas. They were also asked to identify and elaborate on what they had learned in relation to other aspects of the course. The responses of the students show that they rated their English language skills as having increased in all areas, particularly their speaking and listening skills. Another important finding was the students' rating of their increased confidence when using English. The students also identified other aspects of learning, which came under three headings: analytical/critical thinking skills; different perspectives/broadened understanding; and content/technical film knowledge.

A study conducted by Glenn (2005), the purpose of her study was to examine the effect of English literacy proficiency, academic English literacy, and content literacy of 30 Spanish-speaking students enrolled in a bilingual tenth grade Global Studies course in a public school in New York City through the sheltered content

approach. The result indicated that students' English language reading score increased with the mean score of the post-reading 65.87, comparing to the mean score of the pre-reading 18.4. The result also showed the gains on students' academic English reading with the mean score of pre-reading 33.65, comparing to the mean score of post-reading 58.2. Glenn concludes that curriculum delivered through systematic use of content-based instructional strategies, including explicit reading strategies instruction, explicit language objective introduction, explicit core vocabulary introduction, activating background knowledge and schemata, prior knowledge developing, scaffold modified instruction through well-structured interaction and activities, and the use of authentic reading materials, helps students contextualize concepts and expand their reading skills. Such result is coherent with the previous study (Kasper, 1995b), indicating that the systematic use of content-based instructional strategies contributes to students' reading comprehension.

A study done by Creese (2005) indicated that reading comprehension working in the content classroom is given little status because teachers lack specific linguistic knowledge and skills on CBLI. Data from a year-long ethnography in three London secondary schools was used to explore how teachers and students managed the content and language interface in a subject-focused classroom. The result showed that students often rejected a focus on the metalinguistic function, which was not relevant to subject learning. The major reason is that teachers are often unclear about the relationship between form and function in language nor make it working in the subject classroom, which results in CBLI as an ineffective approach in students' reading comprehension development.

In fact, in the study conducted by Pawan (2008), data were derived from 33 content-area teachers while they were pursuing professional development in an American university classroom over 32 weeks. Survey findings in the study indicated that 38.5% of the content-area teachers felt that collaboration with their ESL teacher counterparts was necessary in CBLI because they do not feel equipped to undertake English language instruction and thus they rely on ESL teachers to provide assistance. In conclusion, those studies reveal that teachers' lack of linguistic knowledge and skills results in the ineffectiveness of CBLI on students' reading comprehension.

Morioka, Hayashi Takakura, and Ushida, (2008) conducted the collaborative project for developing materials for Japanese Content Based Instruction (CBI), undertaken by instructors at three campuses under the same state university system in the United States. The goal of this project was to develop CBI teaching materials for three different levels of the language (second-year, third-year, and heritage language courses) that could potentially be shared online among the nine campuses of the same state university system. These teaching materials were implemented during several quarters of academic years 2005–2008. The student reaction was quite positive, based on the questionnaires conducted after each quarter on each campus, as well as the observations of the instructors. Although there are several factors that need to be explored further, such as the balance of instructional time to be spent on linguistic forms versus content, the data suggested that the implementation of CBI materials produced more positive effects than drawbacks. In addition, the implementation of CBI aided in developing critical thinking and autonomous learning skills in the students, skills essential to effective language acquisition.

Qi-xuan (2010) presented a brief overview of CBI (Content-Based Instruction) along with a discussion of some of its more commonly practiced models (theme-based, sheltered, adjunct and SCLT). It has situated CBI within the broader paradigm of CLT, articulated the underlying principles of CBI, and shown how these principles mesh with those of the communicatively oriented classroom. It has also included the classroom extracts which illustrate the underlying principles in action, and which provide a clearer picture of how content and language provide complementary aspects of the curriculum and how the input-rich environment of the CBI classroom can lead to successful language acquisition.

Arslan and Saka (2010) investigated the effect of application of theme-based model of Content-Based Instruction (CBI) on a group of science students learning English at a preparatory program at the tertiary level in Turkey. In this study, course materials based upon the theme-based model of CBI were applied in order to teach academic English language skills. With a purpose to determine the language needs in the program, questionnaires including structured interview questions were distributed to a number of 97 students of Physics, Chemistry and Biology departments and also 19 students who specifically studied thematic units completed a questionnaire as to the effect of such an application. The majority of students reported that they needed to learn English for academic reasons in order to pursue future courses taught in English. Those students who studied science related thematic units argued that their motivation to learn English increased as they were able to improve their academic language skills through content they received and the activities they were involved in. Data findings may also indicate that if the theme-based model of CBI is applied in the preparatory

program widely, it can meet language needs since such a practice involves learners in science English, equipping them with necessary academic language skills.

In conclusion, all of the mentioned studies are different in their purposes of the study, population, research designs as well as research instruments. However, these studies aimed to develop and investigate CBI courses in different themes and setting. The researcher adapted the ideas of course design of Brinton (2001) to develop the course in this present study.

Form-Focused Instruction

The definition of form-focused instruction was differently defined by many language specialists but the most acceptable and practical one derived from the definition proposed by Ellis.

Ellis (2001) defined form-focused instruction as instruction where there is some attempts to draw the learners' attention to linguistic form. The term has been employed to encompass a number of models of instructional types. A basic distinction is between "focus-on-forms" and "focus-on-form" (Long, 1991). The former refers to instruction that isolates linguistic forms in order to teach them one at a time within the context of a structural syllabus. It requires a planned approach to form-focused instruction. A "focus-on-form" however draws the learners' attention to a particular linguistic structure in the context of a meaningful communicative activity. This focus can be or incidental (Ellis, 2001).

Within the field of second language acquisition, apart from the definition of FFI defined by Ellis (2001), Andringa argued in his dissertation that although the majority of FFI studies have focused on the domain of grammar, the term form in form-focused instruction actually refers to all formal aspects of language: to grammar,

but also to pronunciation, spelling, intonation, etc. The term FFI, then, covers a broad range of activities, all focusing the learner's attention on the formal aspects of the L2 (Andringa, 2005). Immersion and content-based L2 programs also take a focus on form part in their training since SLA researchers believe that it is a must to have a focus on form in the program since it is a key feature of SL instruction (De Graaf and Housen, 2006).

To sum up, form-focused instruction is a language approach where the linguistic forms are mainly focused in the language classroom. The optimal goal of form-focused language classroom is students' ability to acquire linguistic forms.

Principles of Form-Focused Instruction

Traditional methods of language teaching with their emphasis on grammar practice activities were based on the assumption that explicit knowledge could become implicit knowledge through practice. The discovery that L2 learners, irrespective of language background, age and learning environment display a consistent order in their acquisition of some grammatical forms (Dulay and Burt, 1974; Dulay, Burt and Krashen, 1982). Furthermore, there is little or no effect from instruction on this route of acquisition, challenged this model and led to a critical reevaluation of traditional methods of language instruction. The research evidence suggested that traditional instruction resulted in learned competence only and that the underlying developing language system remained unchanged. These findings led to a widely held assumption that L2 language acquisition was similar to L1 acquisition. It was thus claimed that a second language would be best learnt under environmental conditions that resembled those of L1 acquisition.

Krashen (1981) advocates carefully examining “caretaker” speech, that is, the language addressed to young children learning their first language, to determine what best constitutes intake for language learning. He argues that input that contains structures just beyond the student's current level of competence most resembles caretaker speech. Comprehensible input will arise naturally from roughly tuned teacher and peer talk in a positive affective classroom climate. Krashen cautions that focusing students’ attention on specific grammatical features may be the least important contribution that the second language classroom makes to language learning. The impact of such views on L2 pedagogy led to a “natural” approach to language teaching (Krashen and Terrell, 1983) which argued for the provision of comprehensible input with no attention to specific grammatical features. It was considered that it was not possible for explicit knowledge to become implicit knowledge: the “no interface position” (Krashen and Terrell, 1983).

Types of Form-Focused Instruction

Form-focused instruction can be done in different ways, both explicitly and implicitly. Whenever the input focuses on the L2 explicitly, both the material and the drills will have to be engineered to directly and clearly present the form under study. When implicit focus on form strategies are applied, the students are not necessarily aware that a form is being introduced and drilled. The followings are three types of FFI in which the first two are explicit ones and the third are implicit one.

1. Classical focus on forms
2. Planned focus on forms paying attention to the communicative dimension of the forms
3. Incidental focus on form

1) Classical focus on forms

The purpose of this didactic strategy is to help the students to actively focus their attention on specific forms of L2. This is done in an intensive way. The aim is that by the end of the class the students know and can use the forms under study (e.g. the use of the expression “to be used to doing something.” A typical example of explicit instruction is traditional teacher-fronted rule explanation (DeKeyser, 1997). Another example of explicit instruction that has been investigated quite frequently is input processing and practice, which consists of tasks designed to promote and practice forms (Salaberry, 1997; VanPatten and Cadierno, 1993).

2) Planned focus on forms paying attention to the communicative dimension of the forms

The planned focus relates to input and meaningful production. Instruction needs to ensure that learners focus on form through grammar lessons designed to teach specific grammatical features by means of input, output, or production processing. An inductive approach to grammar teaching is designed to encourage “noticing” of pre-selected forms; a deductive approach seeks to establish an awareness of the grammatical rule (Ellis, 2005).

When attention is paid to the communicative dimension of forms, the aim of the planned focus on form is to enable learners to employ features efficiently and accurately. The kind of efficiency and accuracy aimed at here are essentially meaning-related. It is grammar at the service of purposeful communication. The primary focus is on meaning rather than on the bare form. Planned instances of language use are in fact based on explicit knowledge rather than implicit knowledge (Andringa, 2005).

3. Incidental focus on forms

The aim of incidental focus on forms is to induce language learners to pay attention to target linguistic forms in the context of meaning-focused activity. Learners are then invited to focus on meaning incidentally, rather than intentionally and extensively. Within the context of a single communicative task, attention can be paid to a number of different linguistic phonological, lexical, grammatical, or discursive forms (Andringa, 2005).

The results of incidental FFI are seen when individual learners that received corrective feedback are subsequently able to perform the same linguistic features accurately in tailor-made tests. It should not be assumed that incidental acquisition is unaccompanied by awareness or that it results only in implicit knowledge. Incidental is not the opposite of planned. Incidental FFI is both planned and intentionally provided when communication problems incidentally arise (Ellis 2001). Robinson distinguishes also an aptitude for FFI via recasts, aptitude for incidental learning via oral content and written texts, as well as the ability to learn explicitly in different L2 settings (Robinson 2002).

In conclusion, form-focused instruction is found differently according to the students' level of attention on forms, materials to foster forms learning as well as strategies driving students to focus on forms.

Form-focused tasks

The varying definitions of tasks have been covered in the literature in general. Ellis (2003) has summarized these nicely and has added his own concise definition as follows: "Tasks are activities that call for primarily meaning-focused language use". Furthermore, Ellis (2003) has identified the critical features of the tasks. These

features are 1). A task is a work plan, 2). A task involves primary focus on meaning, 3). A task involves real world process of language use, 4). A task can involve any of four language skills, 5). A task engages cognitive processes, and 6). A task has a clearly defined communicative outcome. Apart from Ellis, what constitutes a task draws primarily on Nunan's (1989, 2004) definition of pedagogical tasks as a piece of classroom work that involves the learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

In term of form-focused task, Ellis (2003) defined “form-focused task” as a task that can be employed to elicit use of specific linguistic features, either by design or by the use of methodological procedures that focus attention on form in the implementation of a task. As it is a kind of a ‘task’, it should have general features of a task, such as “It focuses on meaning”, “Learners decide what language to use”, and so on (Ellis, 2004a). Three kinds of form-focused tasks mentioned by Ellis are comprehension tasks, structure-based production tasks, and consciousness-raising tasks.

Comprehension task

In comprehension tasks, students are given text in which target forms are frequently used. The task is usually designed so that the target forms should be essential for comprehending the whole text. In this type of tasks, students comprehend, interpret and process the input, and are not necessarily required to produce the target structure. These tasks are called differently - comprehension tasks (Loschky and Bley-Vrیمان 1993), interpretation tasks (Ellis 1995) and structured-

input tasks (Van Patten 1996). Ellis (1995: 98-9) listed some general principles for designing the kind of focused tasks which is called “interpretation task”. These include the followings.

1. An interpretation task consists of a stimulus to which learners must make some kind of response.
2. The stimulus can take the form of spoken or written input.
3. The response can take various forms, for example, indicate true-false, check a box, select the correct picture, draw a diagram, perform an action, but in each case the response will be completely nonverbal or minimally verbal.
4. The activities in the task can be sequenced to require first attention to meaning, then noticing the form and function of the grammatical structure, and finally error identification.
5. Learners should have the opportunity to make some kind of personal response, i.e. relate the point to their own lives.

Structure-based production tasks

Structure-based production tasks are designed so that students can use the target structure for completing the task. In some tasks, the target structure is used ‘naturally’ and there are possibilities that students complete the task without using the structure. In other tasks, the target structure is used to make the task ‘easier’. Furthermore, there are tasks in which the use of the target structure is ‘essential’.

Loschky and Bley-Vroman (1993) discuss what they call structure-based communication tasks. They distinguish three ways in which a task can be designed to incorporate a specific target language features. The first is task-naturalness. In this

case, the target structure may not be necessary for completion of the task but nevertheless can be expected to arise naturally and frequently in performing the tasks. The second way of incorporating a linguistic focus is in term of 'task utility'. By this Loschky and Bley Vroman mean that even though the targeted features is not essential for completing the task, it is very useful. The third way of designing a focused task is to try to ensure the 'task essentialness of the target feature. This requires that learners must use the feature in order to complete the task successfully-if they fail to use it they will not be able to achieve a satisfactory outcome. In this respect, the targeted feature becomes the 'essence' of the task.

In term of the practical use of structured-based tasks, two different kinds are presented as the following. Wajnryb (1990) describes a technique she calls 'dictogloss'. This makes use of a short text that has been selected or devised to have a structural focus. The text is read at normal speed, sentence by sentence, while the learners note down key words and phrases, i.e. the content words. The learner then work in group to try to reconstruct the text collaboratively. Wajnryb emphasizes that the aim is not to generate an exact replica of the original text but rather to reproduce the content. Kowal and Swain (1997) found that Grade 8 French immersion students both noticed and produced exemplars of the present tense when working in pairs to reconstruct a text that had been devised to practice this structure. They comment 'the dictogloss approach might be better suited to promoting syntactic processing skills in general than as a mean for drawing attention to a particular grammatical point'. Furthermore, Swain and Lapkin (2001) do report qualitative differences between the dictogloss and jigsaw tasks however. These suggested that the dictogloss was more likely to generate a conscious focus on form in general.

Consciousness-raising tasks

Consciousness-raising (C-R) tasks are designed so as to help students induce and formulate some grammatical rules from the presented sentences, through interacting and negotiating in pairs or small groups. Consciousness-raising tasks differ from the other kinds of focused tasks considered above in two essential ways. First, whereas structure-based production tasks, enriched input tasks, and interpretation tasks are intended to cater primarily to implicit learning, C-R tasks are designed to cater primarily to explicit learning. C-R tasks are intended to develop awareness at the level of understanding rather than the level of noticing (see Schmidt 1994). Second, whereas the previous types of task were built around content of a general nature, for example, stories, pictures of objects, opinions about the kind of person you like, C-R tasks make language itself the content. The taskness of C-R task lies not in the linguistic point that is the focus of the task but rather in the task learner must engage in in order to achieve an outcome to the tasks.

The rationale for the use of C-R tasks draws partly on the hypothesized role of explicit knowledge as a facilitator for the acquisition of implicit knowledge and partly on the claim in the psychological literature that learning is more significant if it involves greater depth of processing (for example, Craik and Lockhart 1972). C-R tasks cater for discovering learning through problem solving (Bourke 1996), in accordance with the general principle that what learners can find out for themselves is better remembered than what they are simply told.

From Ellis (1991: 234), we can identify the main characteristics of C-R tasks:

1. There is an attempt to isolate a specific linguistic feature for focused attention.

2. The learners are provided with data that illustrate the target feature they may also be provided with an explicit rule describing or explain the feature.
3. The learners are expected to utilize intellectual effort to understand the target feature.
4. Learners may be optionally required to verbalize a rule describing the grammatical structure.

A number of studies have investigated whether C-R tasks are effective in developing explicit knowledge of L2. Foto and Ellis (1991) compare the effects of direct consciousness-raising by means of grammar explanations and of indirect consciousness-raising by means of a C-R task on Japanese learners' ability to judge the grammaticality of sentences involving dative alternation. They found that both method of consciousness-raising resulted in significant gain in understanding of the target features, although the direct method seems to produce the more durable gain. However, Foto (1994) found no statistically significant differences between these two methods in the following up study that investigate three different grammatical structures (adverb placement, dative alternation, , and relative clauses). Sheen (1992) compare direct and indirect consciousness-raising in a six week beginners' French course for Japanese students, reporting that students in the two groups did equally well in a written post-test of structures taught. However, the group taught by the direct method did better in an oral test, a result he explains by the extra oral practice this group received. Mohamed (2001) found that indirect consciousness-raising was more effective than direct consciousness-raising with group of high intermediate ESL learners from mixed L1 background but not with a group of low-intermediate

learners. This study suggests that the effectiveness of C-R tasks may depend on the proficiency of learners. Clearly, learners need sufficient proficiency to talk metalingually about the target feature and, if they lack this, they may not be able to benefit to the same degree from a C-R task. As for the C-R tasks (which can be deductive and inductive), additionally, Mohamed (2004) also examines learners' perspectives of the effectiveness of such tasks. The findings indicate that learners have no strong preference for a particular type of task over the other. They view the tasks to be useful in assisting them to learn new knowledge about language. The finding suggests that C-R tasks (both deductive and inductive) are effective learning tool and can therefore be used to raise learners' awareness of linguistic forms.

Sugiharto (2006) investigated Indonesian students' ability in understanding the simple present tense rules, which often pose a problem for the students. Using a grammatical judgment test, Sugiharto compared the results from students' pre-and post-test, and found that students performance significantly better on the post-test. This study indicated that C-R is effective in helping students develop their explicit knowledge of the simple present tense.

Another current investigation of consciousness-raising tasks was from the study of Eckerth (2008). He investigated a series of dyadic consciousness-raising tasks which were introduced into an actual L2 classroom over an extended period of time. The investigation seeks to measure learning gains in the short and medium term by a pre-test, post-test, and delayed post-test design. As for the result, it was found that consciousness-raising tasks could enhance learning gain of students significantly.

As clearly stated previously, three kinds of form-focused tasks are unique in term of characteristics and applications. Osuka and Yamamoto (2005) combined

comprehension tasks, structure-based production tasks, and consciousness-raising tasks in their study according to the difficulty level of the target features or the development level of the students. In their study, if the target feature seems to be easy to students, they have students do structure-based production tasks without any input of the structure. If the target structure is a little difficult for students, they have students do a comprehension task first, and then have them do structure-based production tasks. If the target structure is more difficult, they have students do a consciousness raising task first to have them notice the rules by themselves. If they notice the rules by themselves, the knowledge is more likely to be internalized. Then they have them do a comprehension task or structure-based production tasks. Thus they change the combination and the order of the task flexibly depending on the level of the target structure and that of students. The results of pre and post test (TOEIC Mini test was used) showed that students' average score went up from 31.5 to 33.5 (full score is 70), but the result of t-test showed no significant different. Besides, the questionnaires were addressed to ask "Do you think learning grammar in communicative way is useful for you?" The result showed that students found form-focused tasks are useful to learn grammar in which the average score was 4.29 on the scale of 5.

In addition to three form-focused tasks proposed by Ellis (2003), Long (1980) also presented one more form-focused tasks. These form-focused tasks are called information gap tasks.

Information Gap Task

The form-focused tasks used in this study were information gap tasks (Long, 1980). Information gap is an activity where learners are missing the information they

need to complete a task and need to talk to each other to find it. In other words, information gap is the activity, in which the students may be in pair or in group in two or more students. They can be given grids which contain different pieces of information about a topic to enable them to complete a task by sharing this separated information. By information gap the teacher is able to improve the students' speaking ability because it is an interesting technique to apply in classroom. The students become comfortable to speak everything. Teacher only gives simple explanation about the activity and reviews the vocabulary needed for the activity. The students get opportunity to develop their communication competence more freely.

In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions (Neu and Reaser, 1997). These types of activities are extremely effective in the L2 classroom. They give every student the opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. Another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu and Reaser, 1997).

Ur (1996) lists the characteristics of a successful speaking activity:

Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and

contributions are fairly evenly distributed.

Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Information gap activities satisfy all of the above criteria. The teacher simply explains the activity and reviews the vocabulary needed for the activity. Students are then on their own to complete the task. Each participant plays an important role and the task cannot be accomplished without everyone's participation. Many information gap activities are highly motivational because of the nature of the various tasks. Activities that require the solving of a problem or a mystery are especially effective. As teachers, we know whether an activity is of an acceptable level of difficulty for our students. If students are sufficiently prepared for the activity, the level of language accuracy will be acceptable.

Information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way. These activities bring the language to life for students. Grammar is no longer a concept they have difficulty applying to their speaking. Students have the opportunity to use the building blocks of language we teach them to speak in the target language.

The information-gap tasks were chosen for this present study because upper secondary students possess sufficient English proficiency to learn the contents and

figure out linguistic rules by themselves. Another reason is that information-gap tasks have been shown to set up conditions for learners to focus on L2 forms. In the process of carrying out the tasks, students are required to verbal exchange of content information, the use of checks and responses for clarity and comprehensibility (Pica, Kanagy, and Falodun 1993), and the kind of rephrasing, replacement, and manipulation of phonological and structural features that focus on L2 form (See Pica 1994, for review). The three type of information-gap tasks used in the present study were ‘Spot-the-difference’ (Long 1980, 1981; Crookes and Rulon 1988; Pica, Kang, and Sauro 2006) ‘Jigsaw’ (Doughty and pica 1986; Pica, Holliday, Lewis, and Morgenthaler 1989; Pica 1991; Pica, Lincoln-Porter, Paninos and Linnell 1996; Swain and Lapkin 2001; Pica, Kang, and Sauro 2006) and ‘Grammar communication’ task (Foto and Ellis 1991; Fotos 1994; Loschky and Bley-Vroman 1993a, Pica, Kang, and Sauro 2006).

Spot-The-Difference Tasks

In spot-the-difference task, at the beginning, learners individually read the original passage. In the following task, each learner underlines the phrases that are different from the original passage. Then in pair learners compare the passage and judge the correct answers.

Jigsaw Tasks

In jigsaw tasks, initially learners read the original passage. In the following task, learner put the paragraphs in the correct orders as found in original passage. After that they compare their orders and in pair judge whose order is correct..

Pair tasks with these characteristics have been found to lead to the greatest amount of negotiation because both learners in which they must speak and must both understand each other correctly to complete the task correctly.

Grammar Communication Tasks

In grammar communication tasks, like the previous two tasks, at the beginning learners individually read the original passage. In the following task, learners must choose between words or phrases that contain the contents and forms they already read in the original passage. In the process of choosing the content and forms, learners need to learn, justify their choices, and recall the contents and forms.

In conclusion, both the Jigsaw and Grammar Communication tasks ask learners to follow a set of directions very similar to those of Spot the Difference. Learners must choose between phrases that contain the forms they need to learn, justify their choices, recall them in a cloze activity, then compare their cloze version with the original passage and explain any differences that they find. To maintain authenticity, the purpose statement given for the Jigsaw task tells the learners that the task will help them organize information; for the Grammar Communication task, they are told that they will be helped to report information accurately.

Information gap tasks in research studies

Information gap tasks were introduced to the research context through Long (1980), to address questions on input and interaction in second language acquisition (SLA). Since that time, they have also come to serve as reliable instruments for gathering data on a variety of instructional interventions and learning processes as they arise during both learner-learner and learner-native speaker (NS) interaction. Their origins references between individually-held pictures, to order sentences into

stories, or to restore portions of incomplete maps and charts (e.g., Brumfit and Johnson 1979; Ur 1981, 1988). As they carry out these activities, the learners engage in functional, meaning-focused L2 use and gain access to input for their learning.

Among the most productive tasks for SLA are those in which interaction must lead to a specific goal or outcome and reaching it requires a verbal exchange of information (e.g., Ellis 2003; Pica, Kanagy, and Falodun 1993). These tasks set up conditions for participants to modify their interaction through the negotiation of meaning (Long 1980; Varonis and Gass 1985). As participants repeat and rephrase their utterances to make sure their information is accurate and understood, they also draw attention to the form in which their utterances are encoded.

Information gap tasks have been the focus of comparison studies on learners' negotiation, collaboration, and encoding of form, function, and meaning on different tasks and classroom groupings (e.g., Doughty and Pica, 1986; Swain, 1998; Swain and Lapkin, 2000). In addition, they have more commonly served as instruments for data collection in studies on classroom turn taking, teacher vs. student control of interactions, and group and pair participation patterns (e.g., Doughty and Pica, 1986; Pica and Doughty, 1985a, 1985b). Data from these studies have revealed that the information distribution and design of such tasks plays a more influential role than interlocutor variables in these classroom processes.

Information gap tasks have also been used to collect descriptive and frequency data on learner-NS generation of input, output, and feedback (e.g., Mackey 1999; Mackey, Oliver, & Leeman 2003; Oliver 2000), and to address questions on input comprehension and comprehensibility (e.g., Gass & Varonis 1985; Pica 1991; Pica, Young, and Doughty, 1987). As suggested by this overview, information gap tasks

have been used in research primarily as a source of data on input, interaction, and interlanguage, or as a context for applying a treatment, such as feedback. Seldom, however, have information gap tasks themselves served as research treatments, despite evidence of their role in activating SLA processes

Bley-Vroman (1993) remains one of the most influential publications on treatment tasks. By following their guidelines, a task can be designed so that its successful outcome depends on the comprehension and expression of information encoded with a specific linguistic form that learners are developmentally ready to acquire but are having difficulty doing so. An information gap task, designed as an interview, would establish contexts for questions. The task could then be used cross-sectionally to collect data on question development, or repeated over time, to track sequences in question formation or shed light on attentional and interactional processes for question development.

Based on an approach toward form usefulness, information gap tasks might also be designed to accommodate learners' needs to attend to characteristics that make specific linguistic forms difficult to learn. Among these are low perceptibility, infrequency of occurrence, or the limited transparency of the forms with the functions or meanings the forms encode (Harley, 1993; Long, 1996). This perspective is somewhat consistent with that of "focus on form," advanced by Long (1991), and continued by Long and Robinson (1998).

The versatility and robustness of information gap tasks for SLA research continues to grow. Increasingly, information gap tasks are used to focus learners' attention on form, function, and meaning, and to study their attentional processes and responses to feedback on these forms (e.g., Iwashita, 2003; Leeman, 2003; Mackey,

1999). As evident from these studies, information gap tasks are excellent resources for addressing theoretical questions on SLA. Their pedagogical origins make them especially favorable to classroom research, especially those related to broad, theoretical issues about learning processes and outcomes (e.g., Doughty & Williams 1998).

Challenges in form-focused instruction

The challenges of form-focused instruction can be apparently seen through the evidences derived from both research studies and classroom practices.

One problem with focus on form instruction is practical; specifically, it involves class size (Poole, 2003b). Focus on form instruction, in Long (1991) and Long and Robinson's (1998) conception, seems optimally suited to classrooms that are small enough to enable instructors to verbally address their students' problematic forms, presumably via classroom discussion, Q/A sessions, and impromptu and planned public speaking events. As far as writing is concerned, such a classroom would need to allow teachers to frequently evaluate students' writing, presumably in the form of essays, in-class writing tasks, and journals/diaries. Likewise, small classes would be needed for students to have significant amounts of peer interaction both orally and in written form.

In addition to curricular problems, Long (1991) and Long and Robinson's (1998) conception of focus on form instruction obliges teachers to have native-like or near native-like competence fluency; more specifically, in oral situations, they would need to be able to spontaneously recognize students' form-based errors and provide them with the correct ones. Yet, many English language teachers lack a high level of L2 oral proficiency and do not have opportunities for developing it. Butler (2004), for

example, reports that elementary school EFL teachers in Japan had low self-ratings of their own L2 proficiency, particularly in the area of oral grammar. Yu (2001) reports that similar levels of low-proficiency are prevalent among Chinese EFL teachers who feel that their only option is the grammar-translation method: “Quite a number of teachers know only some basic English grammar and vocabulary.

Another linguistic problem with focus on form instruction is the language spoken English learners and their teachers. As Poole (2003b) has pointed out, in many settings, the students and the teacher often share a common first (or second, or third) language and culture, and thus can easily code-switch in order to overcome communicative difficulties or fill communicative gaps.

A final problem with focus on form instruction is culture. Focus on form is highly individualistic in that errors are frequently, although not exclusively, addressed on an individual basis. Hofstede (1986) suggests that individualistic societies tend to produce more individualistic teaching approaches; however, collectivist societies, which tend to focus more on the general good of all students, may find focus on form at odds with their cultural values. More to the point, successful focus on form instruction would need to take place in a cultural atmosphere that allows students to actively participate in daily activities. Thus, administrators, teachers, parents, and students would need to feel some degree of comfort with letting students be active participants and sometimes leaders in the content and manner in which they study.

In this present study, the researcher put full attempts to minimize the problems might occur. The most concerned problem was related to students’ English background. As the present study combined the advantage of content-based instruction as well as form-focused instruction, students’ English ability was still

needed to carry out the tasks through the study. Students, particularly in this study, were not familiar with using English in negotiating meaning and forms, exchanging information and confirming the correct answers. The researcher tried to facilitate students' learning by giving clear and concise instruction. Sometimes, the researcher tried to give more examples and showed real objects to get students to understand easily.

Assessing language knowledge

Since the form-focused instruction does not specify how the language is specially assessed, many language specialists proposed ways in which the learners of FFI could be tested.

Krashen (1981) considered that tests which provide evidence of the “natural” order of language development access “acquisition”/implicit knowledge. Such tests will almost always involve a time restriction. On the other hand, he claims that a discrete-point test provides evidence of “learning”/explicit knowledge. Other tests are, he believes, unreliable as tests of explicit knowledge as they may not oblige subjects to focus exclusively on linguistic form at the expense of communication.

Other researchers are more cautious with respect to the possibility of accessing implicit language knowledge. Salaberry (1997) maintains that evidence of implicit knowledge is not easily ascertained and that studies which investigate the effectiveness of form-focused instruction are unable to specify tests which would provide clear evidence of access to the interlanguage system. Hulstijn and de Graaff (1994) claim that implicit knowledge is a theoretical construct and caution that it is not directly accessible by means of language tests. They believe, however, that a L2 learner who can produce a target language structure correctly only at a slow pace is

unlikely to have implicit knowledge of it. The behavioural correlate of implicit language knowledge is automaticity in language use. They refer to Schmidt (1994a) who states that fluent, spontaneous language performance is accomplished without the conscious retrieval of explicit knowledge that may have been used as an aid to production in earlier stages of development. Han and Ellis's study (1998) conducted a factor analysis on a series of language measures, all of which focused on learners' knowledge of verb complementation in English. They found that these tests loaded on two factors, indicating a clear distinction between those measures that incorporated a time constraint (hypothesized to reflect implicit knowledge) and those that did not. They conclude that the results suggest that implicit knowledge can be tapped by discrete-item tests if these require speeded responses. DeKeyser (forthcoming) presents another view, however. He argues that time pressure does not guarantee a measure of implicit knowledge. Students may be able to apply relatively automatized explicit knowledge under time pressure. De Graaff (1997a) points out that, even if it is possible to assess implicit knowledge through tasks that require speeded responses, it is problematic to determine just how much time pressure should be exerted in controlled experimental settings in order to eliminate reliance on explicit knowledge.

Bialystok (1994), Hulstijn and de Graaff (1994) and Schmidt (1994b) all highlight the importance of the processes the learner engages in for any discussion of how explicit and/or implicit language knowledge are accessed. Hulstijn and De Graaff (1994) state that in fluent language production parallel processing is involved, so that the language user is unaware of how the information is being processed and of how these processes are monitored. Bialystok (1994) believes that differences in automaticity of language use are irrelevant to distinctions in representational form

although she does admit that implicit knowledge does appear to be more fluently accessed. She makes it clear, that what others may interpret as a move from explicit to implicit knowledge, she would interpret as a change in control of processing. Schmidt (1994b) argues that claims of evidence of implicit or explicit knowledge cannot be made without an investigation of student awareness since it is learner-internal processes that are involved. Whilst there is some variation in opinion as to how implicit language knowledge may be accessed, it cannot be disputed that most research investigating the effectiveness of L2 instruction to date has been based on measures that require the application of explicit knowledge under controlled conditions (Norris and Ortega, 2000). There are relatively few studies that include language measures requiring the students to use spontaneous, fluent and contextualized language, thus reducing the likelihood that students have the opportunity to monitor their language performance using explicit knowledge. In a recent review, R. Ellis (2002a) looked at a number of studies that included a measure of acquisition based on communicative free production (i.e., an activity that calls for unplanned language use directed at fulfilling some communicative purpose). Seven out of the eleven studies that fell within this category showed that form-focused instruction led to gains on measures of free language production. There was some evidence to suggest that extended treatment of the target structure was more effective than limited treatment. However, as Ellis cautions, the studies provided no information about whether the learner's production was in fact "free" and thus it is impossible to be sure that learners had no opportunity to monitor their output.

The following is the summary of the way language was assessed in FFI classroom.

1. There are differences in the way that inductive instruction has proceeded in these studies. In two studies (Robinson, 1996; Rosa and O'Neill, 1999) students were told to look for rules as they completed practice activities but the rules were not verbalised at any time. In Abraham (1985) and Herron and Tomasello (1992) students completed practice activities but were not told to look for rules.

2. One study (Robinson, 1996) investigated the relationship between instruction and complexity of grammatical structure. No relationship between these variables was found.

3. All studies have targeted adult populations. No study has investigated the effectiveness of deductive and inductive instruction on high school students.

4. No study has used measures of both language comprehension and language production. Hulstijn and De Graaff (1994) suggest that explicit instruction may have a differential effect on language comprehension and language production.

5. No study has included a measure of oral language production.

6. One study (Rosa and O'Neill, 1999) included an assessment task that required a pressured response. Robinson (1996) measured speed of response on a grammaticality judgment test.

7. No study measured the effects of instruction more than one week after the instructional treatments.

8. There is evidence from one study to suggest that deductive instruction may be more effective for field-independent learners and inductive instruction more effective for field-dependent learners (Abraham, 1985).

9. There are conflicting results with respect to the effectiveness of both methods of instruction. While two studies (Abraham, 1985; Rosa and O'Neill, 1999)

found no difference between the two approaches, Robinson (1996) found an overall advantage for deductive instruction and Herron & Tomasello (1992) for inductive instruction.

10. Only one study (Rosa and O'Neill, 1999), investigated the relationship between the intended learning conditions and the actual learning conditions. Rosa and O'Neill found that in both inductive and deductive treatment conditions there were students who formulated and tested hypotheses about the target structure.

In summary, several ways of assessing language were presented above. These indicated the necessity of evaluating the linguistic forms students have learned after receiving the instruction. The researcher applied the concepts of fill-in-test to be as one of research instruments to assess student's grammatical knowledge.

Related studies concerning with form-focused instruction

A look at recent research in the area of second language acquisition reveals that focus on form instruction has been empirically evaluated using a variety of methodologies. Leeman, Arteagoitia, Fridman, and Doughty (1995), for example, compared focus on form instruction and focus on meaning instruction. The participants consisted of two groups of US college students in advanced Spanish classes, one of which received focus on form instruction, the other of which received focus on meaning instruction. Post-tests revealed that those students who received focus on form instruction were more accurate in their production of Spanish verbs than were those who received focus on meaning instruction. Doughty and Verela (1998) examined the differences in the acquisition of English tense between junior high US ESL science students who received corrective recasts and those who received teacher-led instruction, mostly in the form of lectures. Regardless of the type of

instruction they were exposed to, learners took pre-tests and post-tests. Those students who received corrective recasts performed significantly better on post-tests than did those who received teacher-led instruction. Jourdenais, Ota, Stauffer, Boyson, and Doughty (1995) studied the concept of textual enhancement, which involves highlighting forms with the idea that students will attend to them more frequently. In one second- semester college Spanish class, they established two groups, one of which was exposed to Spanish verbs using enhanced texts, and a control group, which did not receive enhanced texts. Think-aloud protocols revealed that those in the experimental group attended to Spanish verb forms more frequently than the control groups. Williams and Evans (1998) studied the precision with which intermediate-level ESL learners used the passive voice and adjectival participles. Two groups were established, one which received input flooding, and one which acted as a control group. The results demonstrated that the experimental group showed more accurate use of the passive than did the control group, yet no significant differences were seen between the groups in terms of their use of adjectival participles. Van Patten and Oikkenon (1996) investigated the effects of processing instruction on a group of secondary students studying Spanish at the intermediate level. Processing instruction involves an explicit explanation of a certain grammatical rule, followed by contextualized practice activities. Participants were divided into three groups, one which received explicit explanations of rules, one which received contextualized practice activities, and one which received both explicit explanations of rules and contextualized practice activities. They found that those who only received explicit explanations retained the fewest grammatical rules; the other two groups, on the other hand, achieved significantly higher scores on post-treatment tests. Roberts (1995)

analyzed the effectiveness of error correction in beginning-level students of Japanese at the University of Hawaii. While his study was largely descriptive and contained small numbers of participants, it showed that focusing on learners' written grammatical errors was more successful when errors were contextualized and understood by learners.

Perhaps the most interesting studies of focus on form instruction are those that have sought to describe what happens in its student-generated variety, particularly those by Williams (1999) and Poole (2003a). In the case of the former, eight students of various proficiency levels studying in an intensive English institute in the United States were tape-recorded daily during 45-minute class period for eight weeks. During this time, they were involved in group activities. Williams sought out to describe the types of forms that they attended to. Overall, the result revealed that, among other things, students infrequently attended to grammar (20%) in favor of vocabulary (80%). In the latter, Poole (2003a) replicated Williams' (1999) study using 19 ESL students in an advanced writing class in a large US university. Students were tape-recorded for 10 weeks for a total of nine hours, during which time they were engaged in a variety of communicative group activities. As in Williams' (1999) study, the majority of students attended to vocabulary (89.8%) instead of grammar (10.2%). Although more research needs to be done on student-generated focus on form instruction in order to find out more about how learners themselves attend to form, the results from these studies suggest that learners are not able and/or willing to attend to L2 grammatical forms, thus calling into question the efficacy of focus on form instruction in fostering L2 grammatical development, at least in its student-generated variety.

The incorporation of form-focused instruction into content-based instruction

The combination of form-focused instruction and content-based instruction is considered a new alternative to enhance students' content knowledge and production of linguistic forms. In this present study, the characteristic of form-focused instruction particular incorporated into content-based instruction are form-focused tasks.

Principles of the incorporation of form-focused instruction into content-based instruction

The origin of incorporating form-focused instruction into content-based instruction were found from many content-based courses in which those CBI courses could not promote students' attention on linguistic forms. Most of students in CBI courses developed the ability to understand content subjects rather than the linguistic forms.

In other word, researchers found that students in these programs were not developing the linguistic accuracy in production expected after years of meaningful exposure to the language (Harley and Swain, 1984). These findings prompted a call for a greater focus on language form within meaning-based instruction.

Steps of Incorporating Information Gap Tasks (Form-Focused Tasks) in Content-Based Instruction

The steps of incorporating form-focused tasks in content-based instruction were derived from the concepts of how to incorporate form-focused tasks in content-based instruction proposed by Pica (2002, 2005) and Pica, Kang, and Sauro (2006) The researcher combined the suggestions from those people to adopt as the teaching steps in this present study.

Throughout the lessons in this study, the learners proceed through the following steps, each located a separate page with instructions not to turn back

Step 1 Reviewing Contents and Forms

Learners are required to do various kinds of activities so as to build up student's interest on the topics. The most frequent used activities are discussion about the topics. The during the discussion, learners uses their own background knowledge and existing grammar to participate in the discussion

Step 2 Initial Exploring of Contents and Forms

In this step, learners read the same original passage, which was in the form of an excerpt of content in the lesson. The passage was encoded in L2 forms that were low in salience, difficult to master, but developmentally appropriate.

Step 3 Form-Focused Tasks Practice

Learners each read a slightly different version of the passage without revealing their respective versions to each other. Each of the sentences in the two versions has a phrase in which a form with low salience from the original passage appears identically, in a different order, or with a slightly different encoding. There is the need to locate, compare, and then choose between phrases and sentences sets up conditions for noticing a form as an item unto itself as well as for noticing differences among the forms that encode function and meaning in the phrases and sentences

Step 4 Considering Contents and Forms

Learners choose between the phrases or between the sentences that contain the phrases and justify their choices. In Step 4, as the learners recall and write their choices in a single cloze version of the original passage, they are given opportunities for modified interaction and negative feedback, since mutual comprehension and

agreement are necessary. With respect to attention, this phase of the task encourages the learners to recall or retrieve their earlier choices, an experience that researchers have claimed reveals further evidence for the different kinds of noticing, noted above. This is reminiscent of Robinson (2003), who determines what is noticed in terms of what the learner is able to verbally report.

Step 5 Recalling Contents and Forms

Without looking back at their choices or the passages they have read, they work together to write their choices in a single cloze version of the original passage. Step 5, with its emphasis on comparison and explanation, provides a context for conditions such as those of Step 3. However, the conditions are contingent on the degree of consistency between the learners' earlier decisions about the phrases and sentences in Steps 3 and 4 and the text of the original passage. If they are able to achieve a complete match, there is no need for them to do much more than acknowledge this step and conclude the task. Should discrepancies exist, the need to identify and explain them could activate interactional processes as well as attentional ones, particularly those relating to their noticing the gap.

Step 6 Comparing and Identifying Contents and Forms

Learners re-read the original passage, compare it with their cloze version, identify any discrepancies, and pose explanations for them. Learners' participation in all five steps can activate their attentional processes for SLA. However, their participation in Steps 3-5 is especially well suited to providing spoken and written data in which these processes can be identified. Finally, learners are required to produce the final tasks by using the contents and forms they have learned throughout the lessons.

Related Studies Concerning the Incorporation of Form-Focused Instruction in Content-Based Instruction

As mentioned earlier, the incorporation of form-focused instruction in content-based instruction is proposed as alternative approach of teaching. This kind of instruction combination can promote the learning of content and linguistic forms. There are several studies implemented the concept of the incorporation of form-focused instruction in content-based instruction.

The debate surrounding form-focused instruction is particularly acute in the case of content-based classroom, where transmission of concepts and meaningful communication about particular subject matter is central. The very nature of content-based classroom seems to conflict with drawing learners' attention to linguistic forms. However, it is precisely the researchers who are most familiar with content-based classroom (Harley, 1994; Lyster, 1998a, 1998b; Swain, 1988, 1995).

Regardless of where particular course falls on the continuum of CBI, a focus on language is helpful to the learners in improving their language skills. Indeed, Brinton, Snow, and Wesche (1989) included many examples of language-focused activities in their discussion of different types of CBI. Achugar and Oteiza (2004) observed that language instruction in content-based K-12 English as a second language (ESL) classes is limited to vocabulary and prereading activities. They argued that an explicit and planned focus on language is necessary for students to become more proficient in the academic language that they need to succeed in school. Their concerns were similar to Swain's (1985, 2005) regarding French immersion classes in Canada, that is, that students were able to communicate but still struggled with grammatical accuracy. Both Schleppegrell et al. and Swain argued that

something beyond a focus on meaning, specifically, different types of focus on form, was necessary to push learners to an advanced level of proficiency.

Although several researchers have described, quantified, and tested incidental focus on form in ESL classrooms, few studies to date have examined this phenomenon in content-based classes. The difference in context is fundamental because ESL class (e.g., a class at a private language school) generally have a strong language component, that is, what Lowen and Philp (2006) refers to as “ an underlying, pervasive understanding that the main purpose is to learn the target language rather than academic content” (p.539). This is reflected in the course objectives and the teacher’s perspective on the purpose of instruction. In contrast, content-base course (e.g., a university literature class) bare designed to transmit subject matter and the structures may regard language learning as secondary.

In contrast to the finding of Oliver (2000), Ellis et al. (2001), and Lowen (2005) in ESL classes, studies of content-based classes have noted the lack of attention to language form. Musumeci (1996) studied second-year university Italian content-based classes (physical and social geography) with the goal of describing the nature of teacher-student interactions. She found that implicit feedback in the form of negotiation rarely occurred in part because of teachers’ concern for embarrassing their students and because of time management issue. She concluded by questioning whether or not more negotiation could take place in content-based class. Pica (2002) examined teacher-led discussion in advanced ESL classes that had literature or film as their primary content. Pica’s result indicated that the incidental focus on form was minimal; teachers tended to focus almost exclusively on the content of the message and not on the learners’ linguistic difficulties. As for pica (2002), after she found that

the content-based class using film as the content did not promote the learning of language for students, then, she tried to incorporate form-focused tasks in the same film curriculum. The result revealed that students actively engaged in drawing each other's attention to forms as they advance their message meaning, using the very scripts and reviews that had failed to inspire student's attention to form during discussion.

Moreover, in order to incorporate form-focused instruction into content-based classrooms, Pica (2002) suggests two approaches. One approach is for the teachers to modify their responses to students' utterance in ways that would generate more comprehensible input, feedback, and production of student output. The other approach is for the teachers to use discussion as an initial activity to introduce or review content and then follow with interactive, form-focused tasks that promote opportunities for more targeted input, feedback, and student production of modified output. Two examples of such tasks are close-ended information exchanging tasks that ask students to reconstruct a scene from the story and dictogloss tasks that encourage collaborative reconstruct of the text.

More recently, Rodgers (2006) conducted an empirical study in the same context described earlier by Musumeci (1996). The main question addressed by Rodgers was whether learners in CBI classes made progress in their grammatical and productive language skills, despite not having received any formal grammar instruction. In these second-year Italian geography classes, 16 preplanned language-focused activities were included in the curriculum, and problematic linguistic forms were addressed when they arouse (i.e., incidental focus on form). Data were collected at the beginning and the end of the semester by means of written composition, a cloze

test, and oral interview. The finding indicated despite these promising finding, Rodgers suggested that learners could have made even greater linguistic gains if more focus on form tasks or activities had been included throughout the semester. Zyzix and Polio (2008) investigated incidental focus on form in university Spanish literature courses. Three university Spanish courses were studied over the course of a 15-week semester. Data were collected through class observation, instructor interview, and instructor stimulated recalls. Using a modified version of Ellis's (2001) taxonomy of form-focused instruction, they found that recast were the instructors' preferred form of feedback, with negotiation and explicit correction being extremely rare. Especially, in their study, Zyzix and Polio also suggest to further the additional research to determine how the inclusion of form-focused task (Pica, 2002) would affect the dynamic of a literature discussion, as well as, learners' linguistics development.

As mentioned above, it is clearly stated that the incidental focuses on forms have been largely found in many content-based classrooms. As a result, in order to strengthen both content and language of students, there should have the place for planned attention on linguistic form in content-based classrooms (Pica, 2002 and Zyzix and Polio, 2000). Implementing form-focused tasks are proposed as one approach that can greatly enhanced the production of target features in content-based classroom.

Summary

Based on the review of the literatures, the following parts are the major findings the researcher utilized to develop the theoretical of this present study.

Considering Content-Based Instruction (CBI), this language approach has been regarded as a successful approach facilitating students' content learning. The

theoretical framework for content-based instruction is required the learners to obtain both language and subject matter through the content input. Due to the imbalance of content and language focused in CBI, the language knowledge of learners is less developed.

To design content-based course, several models of CBI were proposed as the guidelines to implement content-based instruction. Six-T's Approach in the theme-based models is recommended as an effective model to design to reorganize foreign language curricula and assist in adapting EFL instruction into more coherent and interesting formats. The Six-T's Approach includes six components which are: Themes, Texts, Topics, Threads, Tasks, and Transitions. In Six-T's Approach, it is found that first consideration must be given to an array of student needs, student goals, institutional expectations, available resources, teacher abilities, and expected final performance outcomes.

In term of Form-Focused Instruction (FFI), students' ability of acquiring language is the optimal goal of this language approach. One particular components of FFI that is considered essential in driving learners to acquire language is form-focused tasks. Form-focused tasks are pedagogical tasks as a piece of classroom work that involves the learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge.

In this study, content-based English lessons incorporating form-focused tasks were developed to enhance students' content knowledge and grammatical knowledge through the contents that were closely related to students' lives and crated the course

coherent. Coincidentally, students learned the language through the collaborative pair works of form-focused tasks.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

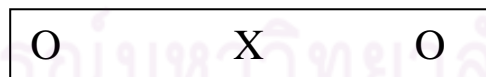
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in the present study to explore the effects of content-based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge and grammatical knowledge. The descriptions of the research design, populations and participants, research procedures, research instruments, data collection, and data analysis are presented in this chapter.

Research design

This study was a single group pretest-posttest experimental design that aimed to explore the effects of content-based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge and grammatical knowledge. The lessons used in the present study were the content-based English lessons incorporating form-focused tasks. Before and after the instruction, students' content knowledge and grammatical knowledge were tested using two tests. These two tests were a content knowledge test (multiple-choice test) and a language test (fill-in-test). The research design is illustrated in Figure 1.



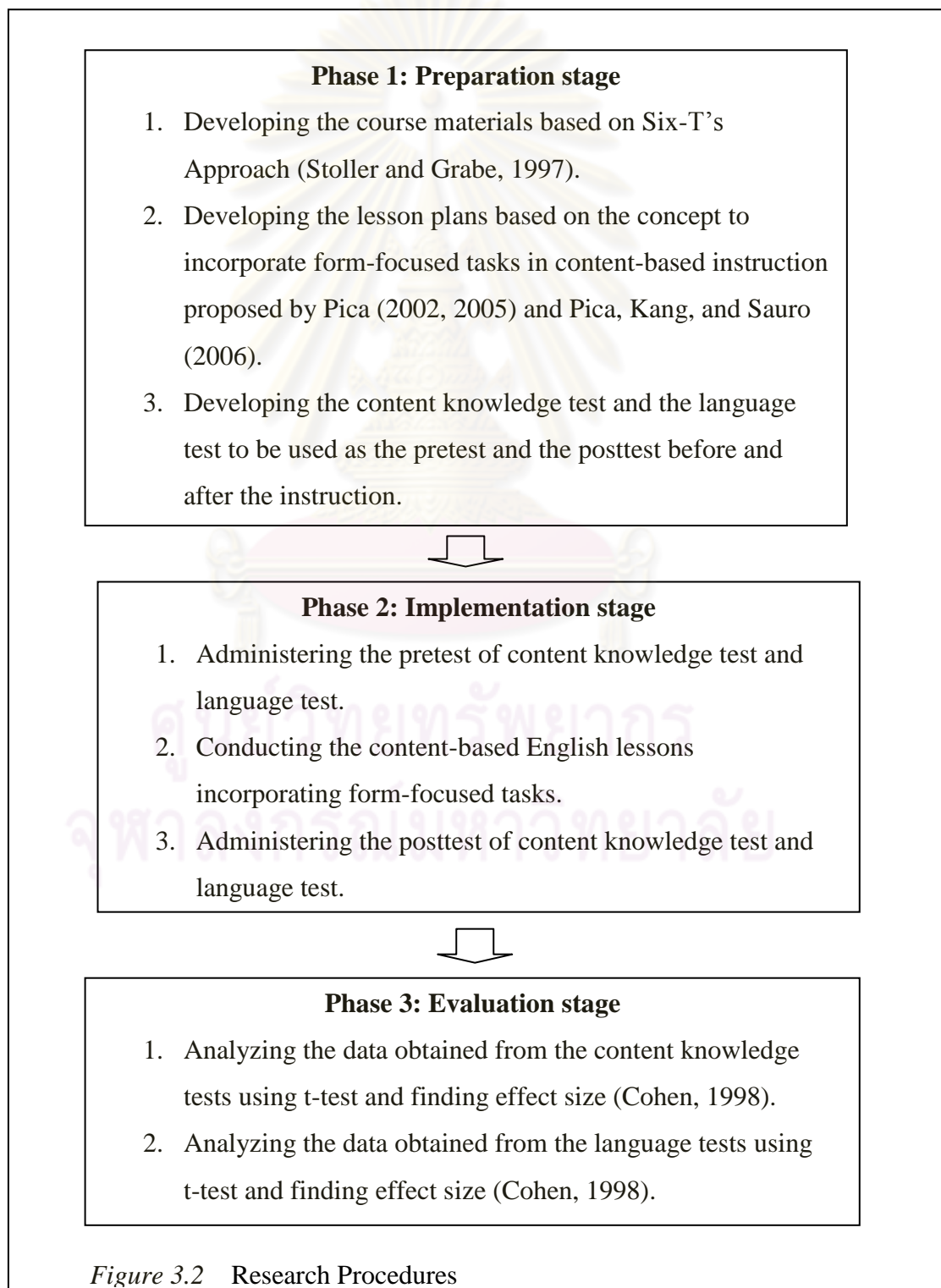
O represents a pretest and a posttest which includes content knowledge test and language test.

X represents a treatment which is content-based English lessons incorporating form-focused tasks (CBI + FFI).

Figure 3.1 Research design

Research Procedures

The research procedures comprised of three phases. The first phase involved the preparation stage. The second phase involved the implementation stage. The third phase involved evaluation stage. Figure 3.2 illustrates the overview of research procedures of the present study.



Population and participants

The population in this present study was upper secondary school students in Thailand. The participants were purposively selected from Banphuepittayasan School. One class of eleventh grade students was randomly selected to participate in this study. There were forty-five participants consisting of twenty male students and twenty-five female students. These eleventh grade students possessed similar characteristics in term of age, study program, students' average grade in English subject, and students' background knowledge about local cultures in Banphue. All participants were seventeen years old and were studying in Mathematics-Science program with adequate English proficiency considered from their previous English grades. Additionally, all of them were residents of Banphue. Being as local people, they have experienced and have been familiar with the cultures of Banphue.

Instruments

In this present study, there are two main instruments which are instructional instruments and research instruments.

Instructional Instruments

Two forms of instructional instruments, course materials and lesson plans, were used in this present study. They were developed by the researcher using the following procedures.

1. Course materials

The course materials used in the present study were designed based on the Six-T's Approach proposed by Grabe and Stoller (1997). These course materials were used as the main source of materials for students to learn in these content-based English lessons incorporating form-focused tasks. The contents of the course

materials were about local cultures in Banphue. The contents about local cultures in Banphue were chosen because learning about local cultures was one of the school goals stated in the school curriculum.

The Six-T's Approach includes six components which are: Themes, Texts, Topics, Threads, Tasks, and Transitions. Particularly, in the component of 'Task', one aspect of form-focused instruction which was form-focused tasks were incorporated in the content-based course materials. Each component of Six-T's Approach was developed in this course material as follows. Table 3.1 shows how the course materials were designed based on the six-T's approach.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Table 3.1

The course materials designed based on the Six-T's Approach

Themes	Topics	Threads	Texts	Tasks	Transitions
Tai Phuan Ethnic Group	Historical Background of Tai Phuan		Instructor-compiled content resources	Form-focused tasks	Topical transitions
	Tai Phuan Family and Housing				
	Tai Phuan Language and Literature				
	Beliefs, Traditions and Sacred Practice of Tai Phuan				
Phuphrabat Historical Park	Phu Phrabat Historical Park: tunnel to the past	Responsibility to preserve local cultures and historical place.	Instructor-generated content resources	Production tasks	Task transitions
	Arts through the ages in Phu Phrabat Historical Park				
	Stone story in Phu Phrabat Historical Park				
	Usa-Baros: love legend in Phu Phrabat Historical Park				

Themes and topics

In these course materials, two themes about local cultures in Banphue were used to design the content of the course materials. In each theme, four related topics were explored

Two themes were selected as the result of the focus group interview was conducted in order to derive the themes and topics to be proposed on the questionnaires. The focus group interview consisted of 5 local experts who were specialized on Banphue's cultures (See Appendix K). All the focus group participants were formally interviewed about local cultures in Banphue in order to seek the themes about local cultures in Banphue and also the possible topics that the students should study under each theme.

Four related topics under each theme were derived from needs analysis. The researcher developed both Thai and English two-sectioned questionnaires (See Appendix H). The first section was used to elicit participants' demographic information. Other section consisted of the six items in the theme of Tai Phuan Ethnic Group and other six items in the theme of Phu Phrabat Historical Park.

The responses were then analyzed in order to extract the essential learning topics under each theme that were to be included in content-based English lessons incorporating form-focused tasks. The needs survey results reported that the eight most preferred topics were respectively chosen; (The theme of Tai Phuan Ethnic Group) Historical Background of Tai Phuan, Tai Phuan Family and Housing, Tai Phuan Language and Literature, Beliefs, Traditions and Sacred Practice of Tai Phuan; (The theme of Phu Phrabat Historical Park) Phu Phrabat Historical Park: tunnel to the past, Arts through the ages in Phu Phrabat Historical Park, Stone story in Phu Phrabat

Historical Park, and Usa-Baros: love legend in Phu Phrabat Historical Park (See Appendix I)

As the purpose of the present study also focused students' attention on forms, some grammatical topics were chosen. The grammatical topics presented in each lesson were derived from the grammar forms required for eleventh grade students to study in the school curriculum. To select only eight grammar forms, the researcher chose the forms that were found in the available texts and materials of each topic.

Texts

In this present study, the researcher utilized two main kinds of texts. One is the text the researcher purposively produced for this present study such as worksheets and graphic presentations to be used as practices and illustrations in the lessons. The other is the text that the researcher brought from other sources such as Phu Phrabat Historical Park handbook, Banchiang Museum handbook, brochures of Phu Phrabat Historical Park, VCD for introducing Phu Phrabat Historical Park, VCD of Kum Fa Ritual and map of Laos. These materials were used to develop the core content of the lessons. The criteria to select the texts were the standards and expected learning outcomes for eleventh grade students stated in school curriculum. The texts selected contained the linguistic forms required for eleventh grade students to explore in the study.

Threads

The thread used to link the two themes in this study together was students' responsibility to preserve the local cultures and historical place in Banphue. As stated in the school goal the students should take into consideration the value of local cultures and historical place; therefore, students' responsibility to preserve the local

cultures and historical place in Banphue was therefore chosen to be the threads for the course materials. By learning about each topic in the course materials, students will be equipped with knowledge about Tai Phuan and Phu Phrabat Historical Park which will help enhance their sense of responsibility.

Tasks

The tasks used to explore the subject matters and languages in the present study were form-focused tasks. The form-focused tasks implemented are called the information-gap tasks (Long, 1980). The information-gap tasks were chosen because upper secondary students possess sufficient English proficiency to learn the contents and figure out linguistic rules by themselves. Another reason is that information-gap tasks have been found to set up conditions for learners to focus on L2 forms. In the process of carrying out the tasks, students are required to verbal exchange of content information, the use of checks and responses for clarity and comprehensibility (Pica, Kanagy, and Falodun 1993), and the kind of rephrasing, replacement, and manipulation of phonological and structural features that focus on L2 form (See Pica 1994, for review). The three types of information-gap tasks used in the present study were 'Spot-the-difference task', 'Jigsaw task' and 'Grammar communication'.

In addition to form-focused tasks, the production tasks are also included in the present study. The production tasks are the tasks that students use contents and language learned from the lesson to complete the tasks. The production task from each topic of the theme was compiled to produce the final project as presented in Table 3.3. In the theme of Tai Phuan Ethnic Group, the production task from each topic was arranged to produce the brochure to introduce Banphue Tai Phuan (local people) and the production tasks each the topic in the theme of Phu Phrabat Historical

Park was compiled to make the PowerPoint presentation about Phu Phrabat Historical Park (local place).

Transitions

The transitions used to create links across the topics under each theme are both topical transitions and task transitions.

Topical transitions

In the theme ‘Tai Phuan Ethnic Group’, the topical transition is to build up students ‘appreciation of their own root’ through various aspects starting by learning about the historical background of Tai Phuan, then Tai Phuan Family and Housing, Tai Phuan Language and Literature, and Beliefs, Traditions and Sacred Practice of Tai Phuan finally. As for the theme of Phu Phrabat Historical Park, the topical transition is to provide sufficient information about local famous tourist attraction following these topics; Phrabat Historical Park: tunnel to the past, Arts through the ages in Phu Phrabat Historical Park, Stone stories in Phu Phrabat Historical Park, and Usa-Baros: love legend at Phu Phrabat Historical Park.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Table 3.2

The Topics, Linguistic forms and Form-Focused Tasks Used in the Lesson Plans

Topics	Linguistic forms	Form-Focused Tasks
<u>Unit 1</u>		
<u>Tai Phuan Ethnic Group</u>		
1. Tai Phuan Family and Housing	Past simple tense	Jigsaw
2. Historical Background of Tai Phuan	Passive voice of past simple tense	Spot-the-difference
3. Tai Phuan Language and Literature	Present simple tense	Grammar communication
4. Beliefs, Traditions and Sacred Practices of Tai Phuan	Passive voice of present simple tense	Spot-the-difference
<u>Unit 2</u>		
<u>Phu Phrabat Historical Park</u>		
5. Phu Phrabat Historical Park: tunnel to the past	Present perfect tense	Jigsaw
6. Arts through the ages in Phu Phrabat Historical Park	Present participles	Spot-the-difference
7. Stone story in Phu Phrabat Historical Park	Past participles	Grammar communication
8. Usa-Baros: love legend in Phu Phrabat Historical Park	Relative pronouns	Jigsaw

Task transitions

In this study, there were two kinds of task transition: task transition in one topic and the task transition in the different topics. As for the link between tasks in one topic, the tasks were designed for the students to be able to transfer the information and skills learned in the prior tasks in the following tasks. In each lesson, the participants read the original passage and then did one of the following tasks: reorder the pieces of information, find the differences between the original version and new slightly different one, or choose the sentences or phrases that carry out the information in the original passage. After they compared their passage with the partners and choose the better version of their passage. Then, they were asked to fill in the blanks in the cloze passage. In the following step, they read the original passage, compare with the cloze version and identify the differences. Before ending the lesson, the participants were assigned to use the information learned to do the production task. The production task in each lesson was assigned for the participants to use the content and language they had learned throughout the lesson to produce the task.

As for the task transition between the topics, the production task from each topic of the theme was compiled to produce the final project as presented in Table 3.3. In the theme of Tai Phuan Ethnic Group, the production task from each topic was arranged to produce the brochure to introduce Banphue Tai Phuan (local people) and the production tasks each the topic in the theme of Phu Phrabat Historical Park was compiled to make the PowerPoint presentation about Phu Phrabat Historical Park (local place). The connections of tasks in each lesson described previously may create the continuation of the participant's learning during the lesson; therefore, the

participants could figure out how content and form were placed and used in the lesson.

Verifying the course materials

The course materials were checked by three experts for content validity. The three experts agreed that the course materials had the content validity. However, they commented on the difficulty of some words used in the course materials. Hence, the researcher revised the course materials according to the suggestions of the three experts by changing some words that the experts thought not appropriate for the level of the participants. The course materials were then tried out with the lesson plans in a class of forty students who were from the same program but were not the participants.

Table 3.3

Task Transitions among topics in the themes

Topics	Production tasks
<u>Unit 1</u>	
<u>Tai Phuan Ethnic Group</u>	
1. Historical Background of Tai Phuan	Illustrations showing the geographical movement of Phuan community
2. Tai Phuan Family and Housing	Paragraphs explaining the identities of traditional Phuan house
3. Tai Phuan Language and Literatures	Paragraphs comparing Phuan language and central Thai.
4. Beliefs, Traditions and Sacred Practices of Tai Phuan	Trip plan for experiencing twelve traditions of Phuan.
Final Project	Producing the brochure to introduce Banphue Tai Phuan

Topics	Production tasks
<u>Unit 2</u>	
<u>Phu Phrabat Historical Park</u>	
5. Phu Phrabat Historical Park: tunnel to the past	Describing a miniature garden of Phu Phrabat Historical Park
6. Arts through the ages in Phu Phrabat Historical Park	Making cave arts in artificial cave wall and describe how that cave art reflects their community in the past
7. Stone story in Phu Phrabat Historical Park	Making the model of religious rock and explaining the importance of religious rocks at Phu Phrabat Historical Park.
8. Usa-Baros: love legend in Phu Phrabat Historical Park	Performing one scene of the play 'Usa-Baros' as the group.
Final Project	Producing the PowerPoint presentation about Phu Phrabat Historical Park (local place).

2. Lesson Plans

In the present study, eight lesson plans (see Appendix B) were constructed to use in a supplementary course offered in summer 2010 entitled Exploring Banphue's Cultures. This supplementary course was developed according to the objectives of school curriculum of Banphuepittayasan School to have an English course that can build up the love and pride of local cultures, emphasize students' responsibility to preserve their own cultures as well as equip students with the ability of using English. Each lesson plan lasted for 100 minutes. Each lesson plan included the title of the lesson, date and time allocation, objectives, level and numbers of students,

background knowledge, materials, evaluation, and procedures.

The lesson plans were designed based on the concept of how to incorporate form-focused tasks in content-based classroom suggested by Pica (2002, 2005). The researcher has implemented what Pica suggested as the teaching steps in each lesson plan as presented in Figure 3.3. Each step of the lesson focused on both contents and forms.



Focus on meaning	Content-based English lessons incorporating form-focused tasks	Focus on form
Students use information they already know in discussion.	<p><u>Step 1 : Reviewing Content and forms</u> Objectives: activate students' background knowledge. Activity: discussing</p>	Students use any linguistic forms they already know in discussion.
Students pay attention on the content found in the passage.	<p><u>Step 2: Initial exploring of contents and forms</u> Objectives: provide students the content and form in low salience. Activity: reading</p>	Students pay attention on the form found in the passage.
Students pay attention on the content and try to understand them.	<p><u>Step 3: Practicing form-focused tasks</u> Objective: get students to come across the content and form in different version. Activities: reading and considering</p>	Students pay attention on the form and try to encode them.
Students compare the content.	<p><u>Step 4: Considering contents and forms</u> Objective: have students compare content and form in their passages. Activities: comparing and justifying</p>	Students compare the form.
Students recall and notice the content.	<p><u>Step V: Recalling contents and forms</u> Objective: get students to recall and notice the content and form they have read. Activities: recalling and filling in</p>	Students recall and notice the form.
Students focus on content by considering the right and wrong contents.	<p><u>Step VI: Comparing and identifying contents and forms</u> Objective: build up students' understanding of how forms are related to the content. Activities: reading, comparing, identifying, explaining, and discussing</p>	Students focus on form by considering the right and wrong forms.

Figure 3.3 The teaching steps of the content-based English lessons incorporating form-focused tasks

The first step in each lesson is called *“reviewing contents and forms”*. This step aims to use discussion as an initial activity to introduce or review the contents and forms. In this step, students use information and language they already know to participate in the activity. In this study, the researcher used several activities to review the contents and forms as well as to draw the participants’ attention to the lessons such as discussing the old map and present maps of Laos, showing the pictures of Tai Phuan house and brainstorming pros and cons, watching the VCD of Kumfa Ritual and discussing about it, listening to the Phuan conversation and giving the meaning, and experiencing the real stone boundary and answering questions.

The second step is called *“initial exploring of contents and forms”*. In this step, each student read the same original passage, which was in the form of an excerpt of content in the lesson. While reading the original passage, students pay attention on both information and grammar found in the passage. The passage was encoded in L2 forms that were low in salience, difficult to master, but developmentally appropriate. In other words, researcher adjusted the passage to be more comprehensible and simpler by changing some difficult word choices, cutting some irrelevant phrases or sentences, and adding the important information.

The third step is called *“practicing form-focused tasks”*. The form-focused tasks implemented in this present study were the information-gap tasks (Long, 1980). Three different information-gap tasks used in the lessons were ‘spot-the-difference’ task, ‘jigsaw’ task, and ‘grammar communication’ task. One task was particularly used for one lesson. In this step, the students were paired up and did the tasks together throughout the lessons. Each student read a slightly different version of the passage, without revealing their respective version to each other. In ‘jigsaw task passage’, each

student reorder the information as appeared in the original passage. In ‘spot-the-difference task passage, each students underlined the phrases that were different from the original passage. In ‘grammar communication task passage, each student chose among phrases that contained specific forms or features as appeared in the original passage.

The fourth step is called “*considering contents and forms*”. This step aims students to pay attention on the contents and forms they did in the previous passage and consider them with partners. In pairs, the students compare their passages by looking for the forms, phrases, and sentence that are different. They then are asked to choose, which ones they think ‘sound better’ and justify their choice.

The fifth step is called “*recalling contents and forms*”. In this step, students recall choices from step four and insert in cloze version of original passage with respect to accuracy and appropriateness. In other words, students notice gap between contents and forms chosen in cloze passage and contents and forms in original passage. Without looking back at their choice or the passage students have read, they work together to write their choice in a single cloze version of the original passage. Although recalling a phrase with a target form is considered a good translator that the form has been noticed (Robinson, 2003), recalling is not the only goal for this task step. Student’s discussion, argument, and justification for their forms of their form selections are important mechanisms for drawing their attention to form and meaning.

The final step is called “*Comparing and identifying contents and forms*”. In this step, students compare contents and forms in cloze passage and original passage and identify the difference between contents and forms in cloze passage and original passage. Student re-read the original passage, compare it with their cloze version,

identify any discrepancies, and pose explanations for them. As with step five, its student's discussion for form that is especially critical to building their awareness of its connection of content. After students understand the correct contents and forms used in the original passage, they are asked to do the production task in order to check their understanding of contents and forms

Verifying the lesson plans

The four lesson plans of the theme of Tai Phuan Ethnic Group were checked by three experts (see Appendix L). The experts' comments were mainly about the amount of time for each lesson. The three experts were concerned that the time allowed for students to do activities in each step was not enough. The researcher then revised the lesson plans according to the experts' comments by adjusting the instruction in each teaching steps to be simpler and more explicit so the participants could do the activities faster. The four lesson plans then were used as the model to develop the other four lesson plans. In the following step, four lesson plans were tried out with a group of forty eleventh Grade students which were not the same group as the participants but shared the same characteristics in terms of their study program and average grade in English subjects.

From the pilot study, it was shown that the participants were not familiar with the patterns of activity. They rarely had the chances to read English passages by themselves and interact in English with friends. Since this was not a problem from the design of the lesson plans, therefore, no change was made. The final versions of the eight lesson plans were implemented with the course materials.

Research instruments

Apart from the instructional instruments, this present study employed two research instruments including a content knowledge test and a language test to examine the effect of the treatment in this study. A content knowledge test and a language test were used as the pretest and posttest before and after the instruction. The descriptions of each instrument were as follows:

1. Content Knowledge Test

The content knowledge test used in this present study aimed to assess students' abilities to understand the information learned in the lessons. The researcher used the level of knowledge of Bloom's taxonomy to construct the test. As the content used in the present study was relevant to the content of Social Study subject; hence, the researcher used the evaluation of content knowledge's level of Social Study subject of Grade 11 students stated in Basic Education Core Curriculum B.E. 2551 (A.D 2008) to design the test. As found in Basic Education Core Curriculum B.E. 2551 (A.D 2008), analyzing the information is the ability for Mattayomsuksa five students to achieve. Thus, the ability of analyzing is more focused by researcher to construct the test (see Appendix E).

This content knowledge test was developed to be used as a pretest and a posttest to evaluate students' content knowledge before and after the instruction. The content knowledge test consisted of 5 items for each lesson; hence, there were 40 items altogether in the test. The time allowed to take the test was 50 minutes.

Verifying the Content Knowledge Test

This content knowledge test was checked by three experts for the accuracy of indicated level of knowledge, the appropriateness of language, and the consistency

with the course materials. The three experts agreed that each item was appropriate to assess the indicated level knowledge and the content of the test was relevant to the course material. However, three experts commented on the difficulty of language used in the test especially word choices. Hence, the researcher revised the test according to the comments of the three experts.

The test then was tried out and yielded the test reliability of 0.68, the level of difficulty between 0.20-0.80, and the power of discrimination greater than 0.20. All these three numbers proved that this test was acceptable (Wadkhean, 1982). This test was scored by giving one point for correct answer and zero point for wrong or no answer.

2. Language Test

The language test used in this present study was in the form of a fill-in test (see Appendix G). The grammar rules tested in the language test were the eight grammar point required for Grade eleventh students to study in school curriculum.

This language test was used to test the students' grammatical knowledge before and after the instruction. Each test consisted of two passages that had the content relevant to the lessons learned in the course material. Each passage consisted of twelve blanks to fill in; hence, there were 24 blanks altogether. The grammar points taught in the lessons were randomly selected and replaced by blanks to be filled in with correct forms. To score, the researcher awarded one point for each correct answer and zero point for a wrong or no answer. The time allowed to take the test was 50 minutes.

Verifying the Language Test

This language test was evaluated by three experts. The experts were asked to check the consistency of test content and course material and the appropriateness to assess the indicated linguistic forms. The experts agreed that the test content was consistent to the course material and could assess the indicated linguistic forms. However, they commented on word choices used in the test saying that some words in the test were too difficult for eleventh grade students. The researcher, thus, revised the test accordingly.

Then the test was tried out with one group who were from the same program but were not the participants. After the administration of the tests, all test items were analyzed for difficulty index and discrimination index of the test. The results from the tryout of the test yielded that the test was acceptable with the test reliability of 0.64, the level of difficulty between 0.20-0.80., and the power of discrimination greater than 0.20 (Wadkhean, 1982).

Data Collection

The data collection was carried out in two phases: before and after the instruction. The whole experiment lasted 10 weeks. Before participating in the instruction, the participants were given an overview of this study. They were briefly introduced to the content and tasks/activities they might be involved with during the instruction. In the first week of the study, the pretest of content and language were administered to the students in order to assess upper secondary school students' content knowledge and production of linguistic forms. Then, students participated in the lessons for eight weeks. At the end of the instruction, the students were posttested with the same content knowledge test and language test.

Data Analysis

The data from the two tests were analyzed as follows:

To answer the two research questions which concerned the effect of content-based English lessons incorporating form-focused tasks on students' content knowledge and production of linguistic forms, the data gained from the content knowledge and language tests were used. The raw scores from pretest and posttest of content knowledge tests and language tests were analyzed using SPSS program window version 16. A dependent t-test was used to check whether the mean scores of pretest and posttest was significantly different or not. If it was less than .05, it meant that the mean score of pretest and posttest were significantly different. In addition, t-value and df-value were used to examine the effect size (Cohan, 1988) to see whether the content-based English lessons incorporating form-focused tasks affect the participants' content knowledge and grammatical knowledge. The effect size was divided into three ranges. The effect size between 0.0-0.2 means that the instruction had a small effect on the participants' content knowledge and production of linguistic forms. The effect size between 0.3-0.5 means that the instruction had a medium effect on the participants' content knowledge and production of linguistic forms. The effect size between 0.6-2.0 means that the instruction had a large effect on the participants' content knowledge and production of linguistic forms.

CHAPTER IV

RESULTS

This study was a single group pretest-posttest experimental design that aimed to explore the effect of content-based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge and grammatical knowledge. The participants of the study were forty-five eleventh grade students from Banphuepittayasan School, Udonthani. The instruments used in this present study were the course materials, the lesson plans, a content knowledge test, and a language test. The findings of the research study were summarized in two sections according to the two research questions. The first section of the findings answered the research question 1: How do content-based English lessons incorporating form-focused tasks affect students' content knowledge? The second section of the findings answered the research question 2: How do content-based English lessons incorporating form-focused tasks affect students' grammatical knowledge?

Research question 1: How do content-based English lessons incorporating form-focused tasks affect students' content knowledge?

To examine the effect of content-based English lessons incorporating form-focused tasks on students' content knowledge, a content knowledge test was conducted two times: before and after the instruction.

The researcher constructed the content knowledge test using the levels of knowledge based on Bloom's taxonomy (1956). The test was divided into eight parts according to the eight lessons in the course materials. There were five items in each part; hence, the test consisted of 40 items. Four levels of knowledge were checked in

each part of the tests which were remembering, understanding, analyzing, and evaluating.

The mean scores from the pre and post content knowledge tests were compared using t-test. The mean and standard deviations of the scores from the pre and post content knowledge tests are presented in Table 4.1

Table 4.1

A Comparison of Overall Mean Scores from the Pre and Post Content Knowledge Tests (N=45)

Content knowledge test	\bar{X}	Mean	t.	df.	Sig.
Differences					
Posttest	24.96	17.08	- 44.261	44	.000*
Pretest	7.88				

*p < .05

As shown in Table 4.1, the participants' content knowledge about Tai Phuan ethnic group and Phu Phrabat Historical Park was enhanced after receiving the content-based English lessons incorporating form-focused tasks. The results of the t-test indicated that the participants obtained a significantly higher mean scores (Mean = 24.96) in the posttest than in the pretest (Mean = 7.88) at the significant level of p < .05. Moreover, the results of the test obtained the large effect size at the level of 0.65. This large effect size proves that the significant increase in the mean score of the posttest was the result of the content-based English lessons incorporating form-focused tasks.

In addition to the total scores of the pre and post content knowledge tests, the tests were analyzed in details to examine whether each topic of content

knowledge was enhanced or not after the participants received the content-based English lessons incorporating form-focused tasks. Table 4.2 presents the pretest and posttest means scores of eight topics of content knowledge.

The results from Table 4.2 revealed that the knowledge about all of the eight topics of content knowledge of the participants was enhanced after receiving the content-based English lessons incorporating form-focused tasks. The finding showed that the mean scores on the post test of content knowledge increased in eight topics. There were differences between the pre and post mean scores of all eight topics of content knowledge at a significant level $p < .05$. This means that the participants improved their content knowledge in eight topics after they received the content-based English lessons incorporating form-focused tasks.

Table 4.2

A Comparison of Overall Mean Scores from the Pretest and Posttest of Eight Topics of Content Knowledge (N=45)

Topics	Mean		Mean Differences	t.	Sig.
	Pretest	Posttest			
1. Historical Background of Tai Phuan	0.84	3.13	2.29	-21.125	.000*
2. Tai Phuan Family and Housing	1.11	3.04	1.93	-12.315	.000*
3. Tai Phuan Language and Literature	1.02	3.44	2.42	-19.365	.000*
4. Beliefs, Traditions and Sacred Practices of Tai Phuan	0.95	3.35	2.40	-18.103	.000*

Table 4.2 (Continued)

A Comparison of Overall Mean Scores from the Pretest and Posttest of Eight Topics of Content Knowledge

Topics	Mean		Mean Differences	t.	Sig.
	Pretest	Posttest			
5. Phu Phrabat Historical Park : tunnel to the past	1.00	3.26	2.26	-21.123	.000*
6. Arts through the ages in Phu Phrabat Historical Park	0.91	2.73	1.82	-13.055	.000*
7. Stone story in Phu Phrabat Historical Park	1.08	2.97	1.89	-19.571	.000*
8. Usa-Baros: love legend in Phu Phrabat Historical Park	0.97	3.04	2.07	-15.589	.000*
Overall scores	7.88	24.96	17.08	-44.261	.000*

*p < .05

Research question 2: How do content-based English lessons incorporating form-focused tasks affect students' grammatical knowledge?

To examine the effect of content-based English lessons incorporating form-focused tasks on students' grammatical knowledge, a language test was conducted two times: before and after the instruction.

The language test was developed to examine the participants' grammatical knowledge. The test was a fill-in-test. There were two passages in the test. Each passage consisted of 12 blanks; hence, there were 24 blanks altogether in the tests.

The mean scores from the pre and post of language tests were compared using t-test. The mean and standard deviations of the scores from pre and post language tests are presented in Table 4.3

Table 4.3

A Comparison of Overall Mean Scores from the Pre and Post Language Tests (N=45)

Language Tests	\bar{X}	Mean Differences	t.	df.	Sig.
Posttest	15.07	11.24	-36.604	44	.000*
Pretest	3.83				

*p < .05

As shown in Table 4.3, the participants' grammatical knowledge was enhanced after receiving the content-based English lessons incorporating form-focused tasks. The results of the t-test indicated that the participants obtained a significantly higher mean scores (Mean = 15.07) in the posttest than in the pretest (Mean = 3.83) at the significant level of $p < .05$. In addition to the statistical difference shown by mean scores, the effect size of 0.62 also proved that the significant increase in the mean score of the post test was the result of the content-based English lessons incorporating form-focused tasks.

In addition to the total scores of the pre and post language tests, the tests were analyzed in details to examine whether each linguistic forms of grammatical knowledge was enhanced or not after the participants received the content-based English lessons incorporating form-focused tasks. Table 4.4 presents the pretest and posttest means scores of eight linguistic forms.

Table 4.4

A Comparison of Overall Mean Scores from the Pretest and Posttest of Eight Linguistic Forms of Grammatical Knowledge (N=45)

Topics	Mean		Mean Differences	t.	Sig.
	Pretest	Posttest			
1. Past simple tense	0.33	1.66	1.33	-12.649	.000*
2. Passive voice of past simple tense	0.48	2.06	1.58	-14.646	.000*
3. Present simple tense	0.80	2.31	1.51	-13.947	.000*
4. Passive voice of present simple tense	0.64	2.02	1.38	-12.902	.000*
5. Present Perfect tense	0.42	1.86	1.44	-14.702	.000*
6. Present participles	0.42	1.88	1.46	-10.700	.000*
7. Past participles	0.28	1.71	1.43	-13.817	.000*
8. Relative pronouns	0.46	1.57	1.11	-9.614	.000*
Overall scores	3.87	15.03	11.24	-36.604	.000*

*p < .05

The results from Table 4.4 revealed that each of the eight linguistic forms of grammatical knowledge of the participants was enhanced after receiving the content-based English lessons incorporating form-focused tasks. The finding showed that the mean score on the post test of grammatical knowledge increased in eight linguistic forms. There were differences between the pre and post mean scores of all eight linguistic forms of grammatical knowledge at a significant level $p < .05$. This means that the participants improved their grammatical knowledge in eight linguistic forms after they received the content-based English lessons incorporating form-focused tasks.

In summary, this chapter reported the findings in response to the research questions regarding the students' content knowledge and grammatical knowledge. As

for the first research question, the result was statically analyzed and used to test the hypothesis. The hypothesis testing regarded the effect of content-based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge. The hypothesis was accepted because the students obtained the higher posttest mean score than pretest mean score on their content knowledge test.

As for the finding of the second question, the result also was statistically analyzed and used to test hypothesis. The hypothesis testing regarding the effect of content-based English lessons incorporating form-focused tasks on upper secondary school students' grammatical knowledge was that the students obtained the higher posttest mean score than pretest mean score on their language test. This hypothesis was accepted.

In conclusion, the findings from the present study proved that content-based English lessons incorporating form-focused tasks is regarded as an effective instruction that can enhance students' content knowledge and grammatical knowledge.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents summary of the present study, discussion of the two main findings, pedagogical implications, suggestions for future research studies, limitations of the study, and conclusion.

Summary of the study

This present study was a single group pretest-posttest experimental research study that incorporated form-focused tasks in content-based English lessons for upper secondary school students to examine the effects of content-based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge and grammatical knowledge. These content-based English lessons incorporating form-focused tasks lasted ten weeks and were implemented at Banphupittayasan School. The participants of the study were forty-five eleventh grade students who enrolled in a supplementary course offered in summer 2011 entitled 'Exploring Banphue's Cultures'. The instruments used in the study were two instructional instruments and two research instruments.

The instructional instruments used in the study were course materials and lesson plans. The course materials were designed based on the Six-T's Approach proposed by Grabe and Stoller (1997). These course materials were used as the main source of materials for students to learn in content-based English lessons incorporating form-focused tasks. The contents of the course materials were about local cultures in Banphue. The contents about local cultures in Banphue were chosen because learning about local cultures is one of the school goals stated in the school curriculum. Two themes used to structure the course were Tai Phuan ethnic group and

Phu Phrabat Historical Park. These themes were derived from a focus group interview. There were four topics under each theme; hence, eight topics were included in the course. The grammar topics employed in each lesson are eight grammar topics required for Grade eleventh students to study in school curriculum. These grammar topics included past simple tense, passive voice form of past simple tense, present simple tense, passive voice form of present simple tense, present perfect tense, present participles, past participles, and relative pronouns. Each lesson focused on one of these grammar topics particularly.

Another instructional instrument used in present study was lesson plans. The lessons plans were designed based on the concept of how to incorporate form-focused tasks in content-based classroom suggested by Pica (2002, 2005) and Pica, Kang and Sauro (2006).

The second set of instruments was the research instruments which consisted of a content knowledge test and a language test. Each test was used two times as a pretest and a posttest. The content knowledge test aimed to assess students' abilities to understand the information learned in the lessons. The test consisted of 40 items and was divided into eight parts according to the eight lessons in the course materials. In each part of the test, four levels of knowledge were assessed which were remembering, understanding, analyzing, and evaluating.

The other research instrument, the language test, was developed using fill-in items. The grammar topics tested in the language test were the eight grammar rules found in eight lessons. The test consisted of two passages that contained the content relevant to the lessons learned in the course materials. Each passage consisted of twelve items to fill in; hence, there were twenty-four items altogether.

The findings of this study indicated that the content-based English lessons incorporating form-focused tasks enhanced the participants' content knowledge and grammatical knowledge. The results showed that the post content knowledge test mean score was higher than that of the pretest. Similarly, the post language test mean score was higher than that of the pretest.

Discussions

The findings in the present study showed that the content-based English lessons incorporating form-focused tasks could enhance the students' content knowledge as well as grammatical knowledge. These findings are consistent with the studies of Pica (2002, 2005), Pica, Kang, and Sauro (2006), and Rodger (2006) which also incorporated form-focused tasks in the content-based lessons. The findings of the previous studies including the present study support Pica (2002) that form-focused tasks could be incorporated into content-based English classes in order to enhance both content knowledge and grammatical knowledge.

The success of incorporating form-focused tasks in content-based English lessons in the present study can be seen in four aspects including students' motivation, meaningful learning, collaborative learning, and awareness of contents and forms.

Motivation

One factor that may have helped students' learning in this study is motivation. The course materials and lesson plans used in this present study were designed to enhance students' motivation.

Firstly, as the contents learned in the study were taken from the needs analysis, the students therefore had the opportunity to study the topics of their own

interest. According to Dornyei (2001), motivation will be enhanced when students learn the content they choose by themselves.

Secondly, the high motivation in this study may have generated from the first teaching step in each lesson. In the first step in each lesson which is called 'reviewing the contents and forms', the researcher used various activities to build up students' motivation in learning such as discussing the old map and present maps of Laos, showing the pictures of Tai Phuan house and other houses and brainstorming pros and cons, watching the VCD of Kumfa Ritual and discussing about it, listening to the Phuan conversation and giving the meaning, and experiencing the real stone boundary and answering questions etc.

Thirdly, form-focused tasks used in the study also involved some schema from prior tasks so the students could feel the sense of accomplishment when conducting the tasks. In other words, the tasks in the present study were designed for the students to be able to transfer the information and skills learned in the prior tasks in the following tasks.

Fourthly, another reason that could create the motivation in the lesson was the use of local community learning resources such as Tai Phuan houses and local stone boundary (sema). According to Esptein and Ormiston (2007), local resources which were included in content-based course can facilitate students' learning because they relate to students' lives and local needs.

Lastly, students' familiarity with the topics may also build up learning motivation for students in this study. Since this group of students has taken Social Study course about local cultures in Banphue and they were the members of Young Creative Tour Guides Club, they were quite familiar with the topics. According to

Shoham and Peratz (1990), students would know more about a topic they seemed familiar than they would about the one appeared less familiar.

Meaningful learning

Another factor that may have fostered students' learning in the present study is meaningful learning. According to Mitchell and Myles (2004), meaningful learning is defined as the learning that occurs when the content subjects are connected together as one and meaningful learning can promote the sense of acquisition of knowledge for students. Considering the design of the course materials, the learning occurred during the implementation of content-based English lessons incorporating form-focused tasks and the roles of the students in this study can be considered as meaningful learning.

The course materials were designed to create a linkage across the themes and topics which were the responsibility to preserve the local cultures and historical places in Banphue. In each lesson, the students were required to use the content and language learned from the lesson to complete the production tasks. Then, all the production tasks were used to produce the final project which aimed to enhance students' sense of responsibility to preserve Tai Phuan cultures and Phu Phrabat Historical Park. In Tai Phuan lessons, students were needed to use the production tasks to produce the brochure introducing the cultures of Tai Phuan. In the lesson about Phu Phrabat Historical Park, the students were required to use all the production tasks to produce PowerPoint presentation to introduce Phu Phrabat Historical Park. According to Grabe and Stoller (1997), a coherent set of themes and topics can stimulate student interests and willingness to learn.

Furthermore, the active learning atmospheres were considered as one factor that may have created meaningful learning in this study because the tasks employed in

the lessons required students to take the roles as the active participants in working out the tasks. To carry out the tasks, each student needed to engage in the pair work and interact with the partner. Within a pair, the students had to exchange information, negotiate for information, compare and justify information. Conducting the activities in these lessons, students had to be alert and ready to engage in all phases of the tasks.

Collaborative learning

Another aspect that may have helped enhance students' learning in the present study is collaborative learning. In each lesson, the students had the opportunity to learn together collaboratively with their classmates. As most of the tasks employed in the study were pair work tasks; hence, the students were given the opportunities to work together to achieve the goal of the tasks. Most of the time in the lessons, each student had to first do the tasks individually, and then they were paired up and worked together throughout the lessons. During the pair work tasks, they negotiated and exchanged information to complete the tasks. According to Liu and Hansen (2002), student-student interactions are vital in second language acquisition. Therefore, providing the opportunity for students to interact with each other in the present study must have helped the students to learn the content and grammar effectively.

Awareness of contents and forms

Awareness of contents and forms is considered another factor that may have helped improve students' content knowledge and grammar knowledge in the present study. The tasks employed in the study were three types of information gap tasks: spot-the-difference tasks, jigsaw tasks, and grammar communication tasks. According to Pica (2002, 2005), information gap tasks could promote the attention to the message and language in the lessons in the interest of achieving precision in content

and forms. These three tasks required the students to notice, recall, and compare the contents and forms.

Spot-the-difference task, as an example, illustrated apparently how contents and forms were noticed. In the lessons that incorporated the spot-the-difference task, the students first read the original passage individually, then they underlined the phrases that were different from the original passage. In this step, the students thought of the contents and forms found in the original passage, noticed the contents and forms in new passage and identified the differences.

Recalling contents and forms were found in the step of filling in the cloze passage. While filling in the cloze passage, the students had to recall the information they read in the original passage.

Comparing contents and forms were used when the students compared the original passage with their cloze passage. In this step, students compared and identified the differences of contents and forms between the original passage and the cloze passage.

The benefits of form-focused tasks above could help the participants notice, recall and compare the content and forms and be aware of the gap between the correct and incorrect forms and contents. Schmidt (cited in Hanson and Hirst, 1988) noted that attention to features of the input is necessary for successful learning of the new input. In addition, Doughty and William (1998b), Garcia and Mayo (2002b), Torch (1998), and Swain (1995) found that the participants in their studies could perform statistically better in the posttest than in the pretest of the content knowledge after learning with form-focused tasks.

In conclusion, with the integration of course materials designed based on Six-T's Approach and the incorporation of form-focused-tasks, it was feasible that the content knowledge and production of linguistic forms were enhanced.

Pedagogical implications

Based on the positive results seen in the present study, English teachers should try to design their own course materials and lessons using local cultures or wisdom.

The following suggestions are for those who are interested in Content-Based Instruction.

Firstly, since the success of this present study may be resulted from the careful design of the course; hence, before designing content-based courses, the teachers should carry out the needs analysis to seek the students' interests as an initial step. The contents presented in the need analysis should be relevant to students' experience and background knowledge because the students could learn faster and better the topics that were of their interests and familiarity. The interest and familiarity of the topics may create the motivation in learning for students.

Secondly, it was found in this study that coherent content in the course materials is important. The course developers thus should create the coherence or transitions between themes and topics derived from the needs analysis.

Lastly, based on the findings of this study, it was highly recommended to incorporate form-focused tasks in content-based lessons because form-focused tasks could promote the awareness of grammatical knowledge. Also, the form-focused tasks required students to be active in their learning. In conducting the form-focused tasks, the students were required to involve in all steps of the tasks.

Suggestions for future research

The findings of the study lead to two major recommendations for future research studies. Firstly, the future research studies should compare the effects of each of the three form-focused tasks because the three form-focused tasks (spot-the-difference-task, jigsaw task, and grammar communication tasks) have different characteristics and implications.

Secondly, since the present study only investigated the effects of content-based English lessons incorporating form-focused tasks on students' content knowledge and grammatical knowledge, the researcher lacks information about the students' opinion. Therefore, it is recommended that the future research studies should investigate the participants' opinions towards the course materials and towards content-based English lessons incorporating form-focused-tasks.

Limitations of the Study

Several limitations are found in this study. Firstly, this content-based course was a special course with volunteer students. As a result, the students might be more motivated to learn and participate in the class activities. Another limitation concerns about the time constraints. As this study lasted only ten weeks, the students might not improve apparently over the course of the study. The last limitation is related to the grammar topics assessed. In this study, the grammar topics assessed were specific to the lessons. They did not represent the grammar topics required to cover for eleventh grade students.

Conclusion

The present study proved that content-based English lessons incorporating form-focused tasks was effectively in enhancing students' content knowledge and

grammatical knowledge. English teachers, therefore, should take into consideration in incorporating form-focused tasks in their content-based English classrooms. Not only does content-based English lessons incorporating form-focused tasks help improve instructional problem about the imbalance of content and language in content-based instruction but also the aim of Thai Basic Education in integrating local cultures as a part of the lesson as well as encouraging community' stake holders as a part in designing the learning course (Ministry of Education, 2001). Additionally, the findings of this study confirmed the effectiveness of content-based instruction designed based on Six-T's Approach in case of providing students' coherent and meaningful content.



REFERENCES

- Andringa, S. (2005). Form-focused instruction and the development of second language proficiency. Groningen: Dissertations in Linguistics.

REFERENCES

- Andringa, S. (2005). Form-focused instruction and the development of second language proficiency. Groningen: Dissertations in Linguistics.
- Bley-Vroman, R. (1988). The fundamental character of foreign language learning. In W. Rutherford and M. A. Sharwood Smith (eds.). Grammar and second language teaching: A book of readings. Rowley, MA: Newbury House.
- Brinton, D., Snow, M. A., and Wesche, M. (1989). Content-based second language instruction. New York: Newbury House.
- Celik, S. (2003). An investigation into students' academic and occupational English language needs at office management and secretarial studies departments of Nigde University's vocational colleges. Unpublished MA Thesis. Bilkent University, Ankara.
- Chan, V. (2001). Determining students' needs in a tertiary setting. The English Teaching Forum, 39: 16-20.
- Chapple, L., and Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. System, 28: 419-433.
- Craik, F. I. M., and Lockhart, R. S. (1972). Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behavior, 11: 671-684.
- Crandall, J. (1999). Content-based instruction (CBI). Concise encyclopedia of educational linguistics. Oxford, UK: Cambridge University Press.
- Creese, A. (2005). Is this content-based language teaching? Linguistics and Education, 16: 188-204.

- DeKeyser, R. (1998). Beyond focus on form: cognitive perspectives on learning and practicing second language grammar. In C. Doughty and J. Williams (éds.) Focus on form in classroom second language acquisition, 42-63. Cambridge: Cambridge University Press.
- Dekeyser, R. (2003). Implicit and explicit learning. In Doughty, C. and Long, M. H. (eds.), The handbook of second language acquisition. UK: Blackwell Publishing.
- Dornyei, Z. (2001). Teaching and Researching Motivation. Harlow: Pearson Education.
- Doughty, C., and Pica, T. (1986). Information gap tasks: Do they facilitate second language acquisition. TESOL Quarterly, 20: 305-325.
- Doughty, C., and Verela, E. (1998). Communicative focus on form. In C. Doughty and J. Williams (Eds.), Focus on form in classroom second language acquisition. Cambridge: Cambridge University Press.
- Doughty, C. and Williams, J. (Eds.). 1998. Focus on form in classroom second language acquisition. Cambridge: Cambridge University Press.
- Dulay, H. and M. Burt (1974). Natural sequences in child second language acquisition. Language Learning, 24: 37-53.
- Echevarria, J., and Graves, A. (2003). Sheltered content instruction: Teaching English language learners with diverse abilities. Boston: Allyn & Bacon.
- Eckerth, J. (2008). Investigating consciousness-raising tasks: pedagogically-targeted and non-targeted learning gains. In: International Journal of Applied Linguistics.

- Edwards, N. (2000). Language for business: effective needs assessment, syllabus design and materials preparation in a practical ESP case study. English for Specific Purposes, 19, 291-296.
- Ellis, R. (2002). Does form-focused instruction affect the acquisition of implicit knowledge?: A review of the research. Studies in Second Language Acquisition, 24(2): 223-236.
- Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press.
- Ellis, R. (2004). The definition and measurement of L2 explicit knowledge. Language Learning, 54: 227-275.
- Ellis, R. (2005). Principles of Instructed Language Learning. Asian EFL Journal, 7 (3): 9-24.
- Epstein, R., and Ormiston, M. (2007). Tool and tips for ELT materials. Michigan: The University of Michigan Press.
- Eskey, D. (1997). Syllabus Design in Content-Based Instruction. In: Snow and Brinton (eds.) The Content-Based Classroom. New York: Longman.
- Fotos, S. (1994). Integrating grammar instruction and communicative language use through grammar consciousness raising tasks. TESOL Quarterly, 28: 323-51.
- Genesee, F. (1994). Integrating language and content: Lessons from immersion. Educational Practice Report 11. National Center for Research on Cultural Diversity and Second Language Learning.
- García Mayo, M.P. (2002b). Interaction in advanced EFL grammar pedagogy: A comparison of form-focused activities. International Journal of Educational Research, 37(3-4): 323-341.

- Han, Y., and Ellis, R. (1998). Implicit knowledge, explicit knowledge and general language proficiency. Language Teaching Research, 2(1): 1-23.
- Harley, B. (1993). Instruction strategies and SLA in early French immersion. Studies in Second Language Acquisition, 15: 245-259.
- Harley, B. and Swain, M. (1984). The interlanguage of immersion students and its implications for second language teaching. In A. Davies, C. Cripe, and A. Howatt. (Eds.). Interlanguage. Edinburgh.
- Herron, C., and Tomasello, M. (1992). Acquiring grammatical structures by guided induction. French Review, 65, 708-718
- Hofstede, G. (1986). Cultural Differences in Teaching and Learning. International Journal of Intercultural Relations, 10: 301-320.
- Hulstijn, J., and Graaff, R. (1994). Under what conditions does explicit knowledge of a second language facilitate the acquisition of implicit knowledge?. A research proposal. In J. Hulstijn and R. Schmidt (eds), Consciousness in Second Language Learning: AILA Review 11.
- Iwashita, N. (2003). Negative feedback and positive evidence in task-based interaction: Differential effects on L2 development. Studies in Second Language Acquisition, 25(1): 1-36.
- Izumi, Bigelow, Martha (2000): "Does output promote noticing and second language acquisition? TESOL Quarterly, 2/34: 239-273.
- Jourdenais, R., Mitsuhiro, O., Stauffer, S., Boyson, B., and Doughty, C. (1995). Does textual enhancement promote noticing? A think-aloud protocol analysis. In R. Schmidt (Ed.), Attention 55 University of Hawaii, Second Language Teaching & Curriculum Center.

- Kagan, S. (1994). Cooperative learning. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Kasper, L. F. (1994). Improved reading performance for ESL students through academic course pairing. Journal of Reading, 37(5): 376-384.
- Kasper, L. F. (Ed.) (2000). Content-based college ESL instruction. Mahwah, NJ: Lawrence Erlbaum.
- Kowal, M. and Swain, M. (1997). From semantic to syntactic processing: How can we promote it in the immersion classroom? In R. Johnson and M. Swain (eds.) Immersion education: International Perspectives (pp. 284-309). NY: Cambridge University Press.
- Leeman, J. (2003). Recasts and L2 development: Beyond negative evidence. Studies in Second Language Acquisition, 25 (1): 37-63.
- Lightbrown, P. M. and Spada, N. (2006). How languages are learned. Oxford: Oxford University Press.
- Leeman, J., Arteaoitia, I., Fridman, B., and Doughty, C. (1995). Integrating attention to form with meaning: Focus on form in content-based Spanish instruction. In R. Schmidt (Ed.), Attention and awareness in foreign language learning (pp. 217-258). Honolulu, Hawaii: University of Hawaii, Second Language Teaching & Curriculum Center.
- Loewen, S. (2002). The occurrence and effectiveness of incidental focus on form in meaning-focused ESL lessons. Unpublished PhD Thesis, University of Auckland, New Zealand.
- Loewen, S., and Philip, J. (2006). Recasts in the adult L2 classroom: Characteristics, explicitness and effectiveness. Modern Language Journal, 90: 536-556.

- Long, M. H. (1980). Review of "Explorations in Applied Linguistics by H. G. Widdowson. Language Learning. 30: 515-17.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K.de Bot, R. Ginsberg, and C. Kramersch (Eds.).Foreign language reach in crosscultural perspective (pp. 39-52).
- Loschky, L., and Bley-Vroman, R. (1993). Grammar and task-based methodology. In G. Crookes and S. Gass (Eds.), Tasks and Language Learning: Integrating Theory and Practice (pp. 123-167). Clevedon, England: Multilingual Matters Ltd.
- Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. Studies in Second Language Acquisition, 26: 399-432.
- Lyster, R. (2007). Learning and teaching languages through content: A counterbalanced approach. Philadelphia, PA: John Benjamins Publishing Company.
- Mackey, A. (1999). Input, interaction and second language development: An empirical study of question formation in ESL. Studies in Second Language Acquisition, 21: 557-587.
- Master, P. (2000). Grammar in content-based instruction. In L. F. Kasper (Ed.), Content-based college ESL instruction (pp. 93-106). Mahwah, NJ: Lawrence Erlbaum.
- Ministry of Education. Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Thailand.
- Mohan, B. (1986). Language and content. Reading, MA: Addison-esley.

- Mohamed, N. (2001). Teaching Grammar through Consciousness-Raising Tasks.
Unpublished MA Thesis. University of Auckland
- Mohamed, N. (2004). Consciousness-raising tasks: a learner perspective. ELT Journal, 58(3): 123-135.
- Murphy, T., and Jacobs, G. M. (2000). Encouraging critical collaborative autonomy. JALT Journal, 22: 228-244.
- Musumeci, D. (1996). Teacher-Learner Negotiation in Content-Based Instruction: Communication at Cross-Purposes?. Applied Linguistics, 43: 286-325.
- Norris, J. M., and Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. Language Learning, 50: 417-528.
- Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.
- Neu, H., and Reeser, T. W. (1997). Parle-moi unpeu!: Information Gap Activities for Beginning French Classes. Boston.
- Nunn, R. (2000). Designing rating scales for small-group interaction. ELT Journal, 54(2): 169-178
- Oliver, R. (2000). Age differences in negotiation and feedback in classroom and pair work. Language Learning, 50: 119-151.
- Osuka, N., and Yamamoto, A. (2005). Grammar teaching using form-focused tasks. In K. Bradford-Watts, C. Ikeguchi, and M. Swanson (Eds.) JALT 2004 Conference Proceedings. Tokyo: JALT.
- Parkinson, J. (2000). Acquiring scientific literacy through content and genre: A theme-based language course for science students. English for Specific Purposes, 19: 369-387.

- Pawan, F. (2008). Content-area teachers and scaffolded instruction for English language learners. Teaching and Teacher Education, 24: 1450-1462.
- Pica, T. (1987). Second language acquisition, social interaction, and the classroom. Applied Linguistics, 8: 3–21.
- Pica, T. (1992). The textual outcomes of native speaker-non-native speaker negotiation. In C. Kramsch & S. McConnell-Ginet (Eds.), Text and context: Cross disciplinary perspectives on language study (pp. 198–237). Lexington, MA: Heath.
- Pica, T. (1994). Research on negotiation: What does it reveal about second language learning conditions, processes, and outcomes? Language Learning, 44:493-527.
- Pica, T. (1997). Focus on form in content based second language classrooms. Paper presented at Annual Second Language Research Forum, East Lansing, MI.
- Pica, T. (2002). Subject matter content: How does it assist the interactional and linguistic needs of classroom language learners?. The Modern Language Journal, 85:1-19.
- Pica, T., et al. (2001). From content-based texts to form-focused tasks: An integration of second language theory, research, and pedagogy. Paper presented at Annual AAA Conference, St. Louis, MO.
- Pica, T., F. Lincoln-Porter, D. Paninos, and J. Linnell. 1996. Language learners' interaction: How does it address the input, output, and feedback needs of L2 earners?. TESOL Quarterly, 30 (1): 59–84.

- Pica, T., Holliday, L., Lewis, N. and Mergenthaler, L. (1989). Comprehensible output as an outcome of linguistic demands on the learner. Studies in Second Language Acquisition, 11(1): 63-90.
- Pica, T., Kanagy, R. and Falodun, J. (1993). Choosing and using communicative tasks for second language instruction. In G. Crookes and S.M.Gass (Eds.) Tasks in a Pedagogical Context. Cleveland, UK: Multilingual Matters.
- Pica, T., Kang, H. and Sauro, S. (2006). Information gap tasks: Their multiple roles and contributions to interaction research methodology. Studies in Second Language Acquisition, 28(2): 301-338.
- Polio, C., and Zyzik, E. (2006). Language-focused instruction in university Spanish literature classes. Presented at the American Association for Applied Linguistics. Montreal , June 2006.
- Poole, A. (2003a). The Kinds of Forms Learners Attend to During Focus on Form Instruction: A Description of an Advanced ESL Writing Class. Submitted for Publication.
- Poole, A. (2003b). New Labels for Old Problems: Grammar in Communicative Language Teaching. Profile, 4: 18-24.
- Richards, J. C. and Rodgers, T. S. (2001). Approaches and Methods in Language Teaching (Second Edition). Cambridge: Cambridge University Press.
- Robinson, P. (1996). Learning simple and complex language rules under implicit, incident, incidental, rule-search and instructed conditions". Studies in Second Language Acquisition 18: 27-62.

- Roberts, M. (1995). Awareness and the efficacy of error correction. In R. Schmidt (Ed.), Attention and awareness in foreign language teaching (pp. 163-182). Honolulu, Hawaii: University of Hawaii: Second Language Teaching & Curriculum Center.
- Rodgers, D. M. (2006). Developing content and form: Encouraging evidence from Italian content-based instruction. Modern Language Journal, 90: 373-386.
- Rosa, E. and M. O'Neill. (1999). Explicitness, Intake, and the Issue of Awareness. Studies in Second Language Acquisition, 21: 511-556.
- Ruso, N. (2007). The influence of task-based learning on EFL classroom. Asian EFL journal, 18: 1-23.
- Salaberry, R. 1997. The role of input and output practice in second language acquisition. Canadian Modern Language Review, 53: 422-451.
- Schleppegrell, M., Achugar, M., and Oteiza, T. (2004). The grammar of history: Enhancing content-based instruction through a functional focus on language. TESOL Quarterly, 38(1): 67-93.
- Schmidt, R. (1994). Implicit learning and the cognitive unconscious: Of artificial grammars and SLA. In N. Ellis (Ed.), Implicit and explicit learning of languages (pp. 165-209). London: Academic Press.
- Sheen, R. (1992). Problem solving brought to task. RELC Journal, 23(2): 44-59.
- Sheen, R. (2003). Focus on form - a myth in the making. ELT Journal, 57(3), 225-233.
- Shih, M. (1986). Content-based approaches to teaching academic writing. TESOL Quarterly, 20(4): 617-648.

- Sugiharto, S. (2006). Consciousness-raising and the acquisition of the simple present tense rule. Paper presented at the sixth Malaysia International Conference on English Language Teaching (MICELT), Equatorial Hotel, Melaka, Malaysia, May 8-10.
- Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (3rd ed., pp. 303-318). Boston: Heinle & Heinle.
- Spada, N. (1997). Form-focused instruction and second language acquisition: A review of classroom and laboratory research. Language Teaching, 30: 73-87.
- Spada, N., and Lighbown, P. M. (1999). Instruction, first language influence, and developmental readiness in second language acquisition. The Modern Language Journal, 83(1): 1-22.
- Stoller, F. L., and Grabe, W. (1997). A six-Ts approach to content-based instruction. In M A. Snow & D. M. Brinton (Eds.), The content-based classroom: Perspectives of integrating language and content (pp. 78-94). White Plains, NY: Longman.
- Stoller, F.L. (2002). Content-Based Instruction: A Shell for Language Teaching or a Framework for Strategic Language and Content Learning?, Salt Lake City, UT
- Spada, N. (1997). Form-focused instruction and second language acquisition: A review of classroom and laboratory research. Language Teaching, 30: 73-87.
- Stryker, S.B. and Leaver, B.L. (1997). Content-based instruction in foreign language education: Models and methods. Washington, D.C.: Georgetown University Press.

- Supakitjumnong, S. (2007). The development of metacognitive strategies to promote the English learning ability of university students. Doctoral dissertation. Graduate School, Chiangmai University.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook and B. Seidlhofer (eds), Principles and practice in the study of language. Oxford: Oxford University Press.
- Swain, M. (1998). Focus on form through conscious reflection in Doughty and Williams: 'Focus on form in classroom second language acquisition'. Cambridge.
- Swain, M. and S. Lapkin. (2001). Focus on form through collaborative dialogue: Exploring task effects. In M. Bygate, P. Skehan and M. Swain (eds.), Researching Pedagogic Tasks: Second-Language Learning, Teaching and Testing. London: Longmans: 99–118.
- Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge.
- VanPatten, B. (1990). Attending to form and content in the input. Study in Second Language Acquisition, 12: 287-321
- VanPatten, B., and Cadierno, T. (1993). Explicit instruction and input processing. Studies in Second Language Acquisition, 15: 225-44.
- Van Patten, B. and Oikkenon, S. (1996). Explanation versus structured input in processing instruction. Studies in Second Language Acquisition, 18 (4): 95-510.
- Wajnryb, R. (1990). Grammar dictation. Oxford: Oxford University Press.
- Williams, J. (1999). Learner-generated attention to form. Language Learning, 49 (4): 583-625.

- Williams, J., and Evans, J. (1998). What kind of focus and on which forms? In C. Doughty & J. Williams (Eds.), Focus on form in classroom second language acquisition (pp.139-155). Cambridge: Cambridge University Press.
- Walmsley, S. A. (1994). Children exploring their world: Theme teaching in elementary school. Portsmouth, NH: Heinemann
- Yu, L. M. (2001). Communicative language teaching in China: Progress and resistance. TESOL Quarterly, 35(1): 194-198.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



APPENDICES

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix A**A Long Range Plan of Content-Based English Lessons Incorporating Form-Focused Tasks**

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lessons	Topics	Contents	Tasks
1	Historical Background of Tai Phuan	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Past simple tense ➤ Texts <ul style="list-style-type: none"> ❖ Maps of Laos ❖ Passages about Historical background of Tai Phuan ❖ Worksheets about historical background of Tai Phuan. ❖ Illustrations produced by students. 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Jigsaw task ➤ Production task <ul style="list-style-type: none"> ❖ Illustrations showing the geographical movement of Phuan community
2	Tai Phuan Family and Housing	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Passive voice form of past simple tense ➤ Texts <ul style="list-style-type: none"> ❖ Pictures of six different styles of houses. 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Spot-the-difference task ➤ Production task <ul style="list-style-type: none"> Paragraphs explaining the

		<ul style="list-style-type: none"> ❖ Passage about Tai Phuan housing and family. ❖ Worksheet about Tai Phuan family and dressing. ❖ The picture of Tai Phuan houses and the descriptions 	<p>identities of traditional Phuan</p>
3	Tai Phuan Language and Literature	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Present simple tense ➤ Texts <ul style="list-style-type: none"> ❖ Video clip of Tai Phuan elder and student ❖ Passages about Tai Phuan language and literature ❖ Worksheets about Tai Phuan language and literature ❖ The writings of comparison between Phuan language and central Thai. 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Grammar communication task ➤ Production task <ul style="list-style-type: none"> ❖ Paragraphs comparing Phuan language and central Thai.

4	Beliefs, Traditions and Sacred Practice of Tai Phuan	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Passive voice form of present simple tense ➤ Texts <ul style="list-style-type: none"> ❖ Pictures of traditions of twelve months. ❖ Video clip of “Kum Fa” ritual, one of the most interesting sacred practices of Phuan. ❖ Passage of beliefs, traditions and sacred practice of Tai Phuan ❖ Worksheet about beliefs, traditions and sacred practice of Tai Phuan. ❖ Trip plans of visiting twelve traditions of Phuan. 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Spot-the-difference task ➤ Production task <ul style="list-style-type: none"> ❖ Trip plan for experiencing twelve traditions of Tai Phuan
5	Phu Phrabat Historical Park: the tunnel to the past	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Present participles ➤ Texts <ul style="list-style-type: none"> ❖ Passages about Phu Phrabat ❖ Historical Park: the tunnel 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Jigsaw

		<ul style="list-style-type: none"> to the past ❖ Worksheets about Phu Phrabat Historical Park: the tunnel to the past. ❖ The miniature trays of the places in Phu Phrabat Historical Park 	<ul style="list-style-type: none"> ➤ Production task <ul style="list-style-type: none"> ❖ Describing a miniature garden of Phu Phrabat Historical Park
6	Arts through the ages in Phu Phrabat Historical Park.	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Past participles ➤ Texts <ul style="list-style-type: none"> ❖ Pictures of cave arts at Phu Phrabat. ❖ Passages about cave arts at Phu Phrabat Historical Park. ❖ Worksheets about cave arts at Phu Phrabat Historical Park ❖ Cave arts made by students 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Spot-the-difference task ➤ Production task <ul style="list-style-type: none"> ❖ Making cave arts in artificial cave wall and describe how that cave arts reflect their community in the past.

7	Stone Stories in Phu Phrabat Historical Park	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Present participles ➤ Texts <ul style="list-style-type: none"> ❖ Models of religious rocks. ❖ Passages about religious Rocks at Phu Phrabat Historical Park. ❖ Worksheets about religious Rocks at Phu Phrabat Historical Park. ❖ The model of religious rocks made by students. 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Grammar communication task ➤ Production task <ul style="list-style-type: none"> ❖ Making the model of religious rock and explaining the importance of religious rocks at Phu Phrabat Historical Park
8	Usa-Baros: Love legend in Phu Phrabat Historical Park.	<ul style="list-style-type: none"> ➤ Grammar topic <ul style="list-style-type: none"> ❖ Present participles ➤ Texts <ul style="list-style-type: none"> ❖ Passages about Usa-Baros ❖ Worksheets about Usa-Baros. ❖ Script and performance of one scene of the play 'Usa-Baros' 	<ul style="list-style-type: none"> ➤ Form-focused task <ul style="list-style-type: none"> ❖ Jigsaw ➤ Production task <ul style="list-style-type: none"> ❖ Performing one scene of the play 'Usa-Baros' as the group.

Appendix B

A Sample Lesson Plan

Lesson Plan 1

Date: 15 March 2011

Time: 100 minutes

Topic: Historical Background of Tai Phuan

Terminal objective:

Students will be able to draw an illustration to show the geographical movement of Phuan community.

Enabling objectives:

1. Students will be able to reorder the events of historical background of Tai Phuan.
2. Students will be able to analyze the cause of migration of Phuan.
3. Students will be able to use past simple tense correctly.

Level/number of students

Grade e1/ 45 students

Background knowledge

- Connectors
- Gerund Nouns

Materials:

- Maps
- Worksheets

Evaluation:

Students draw an illustration to show the geographical movement of Phuan community.

Procedures:

Teacher	Students
<p><u>Step I Reviewing contents</u></p> <p>(10 minutes)</p> <ul style="list-style-type: none"> - Teacher introduces the topic to the class by telling students to look at the map in activity 1A and asks: <ul style="list-style-type: none"> ➤ Can you tell me which country this map represents? ➤ What are the neighboring countries of this country? - Teacher continues activating students' schema by letting students do activity 1B about true or false statement about Laos. - Teacher checks the answers with students. - Teacher shows the real map of Laos together with the names of the cities and asks students. <ul style="list-style-type: none"> ➤ Compare the map in activity 1A and the real map of Laos, which city is colored in activity 1A's map? ➤ Do you know how Xiangkhoang is related to Phuan? - Teacher tells students that Tai Phuan used to be Lao Phuan. Phuan is a community in Laos. The 	<p>Laos)</p> <p>(Thailand, Laos, Vietnam)</p> <p>(Students do the task)</p> <p>(Students check the answers with teacher)</p> <p>(Xiangkhoang)</p> <p>(The capital of Phuan)</p>

capital of Phuan is Xiangkhoang.

- Teacher tells students that the topic they are going to learn today is about historical background of Tai Phuan and at the end of the lesson, they will have to draw an illustration to show the geographical movement of Phuan community.

Step II Initial exploring of contents and forms

(10minutes)

- Teacher distributes the original passage about historical background of Tai Phuan to students.
- Teacher tells students that the students will have to reorder the events happened in the passage in the following task.
- After finish reading, the teacher tells students to return the handout.

(Students read the passage)

(Students return the passage)

Step III Practicing form-focused tasks

(10 minutes)

- After all the original passages are collected, the teacher tells students to sit in pairs.
- Teacher distributes a set of two same versions of jigsaw passages.
- Teacher tells students that they are going to do a jigsaw task.
- Teacher tells each student to arrange the pieces

<p>of information in the correct order based the information they have read from the original passage.</p> <ul style="list-style-type: none"> - The teacher lets students do the tasks. 	
<p><u>Step IV Considering contents and forms</u></p> <p>(10 minutes)</p> <ul style="list-style-type: none"> - After finish jigsaw tasks, the teacher tells student to compare their works with their partners. - Teacher tells each pair to choose a better version of the reordered passage which has the most correct order of information. - In choosing process, teacher tells that each pair of students has to recall the information they have read in the original passage. Students have to compare whether the order of yourself or the order of your partner is the most correct. 	<p>(Students reorder the paragraphs)</p> <p>(Students discuss and compare their tasks)</p> <p>(Students in pairs choose the better version of passage)</p>
<p><u>Step V Recalling contents and forms</u> (20 minutes)</p> <ul style="list-style-type: none"> - Teacher tells students that in order to check how well they understand the information about historical background of Thai Phuan; students will have to do another important task. - Teacher gives a cloze version of the original passage and tells each pair to work together to fill in the blank in the cloze passage with the 	<p>(Students work together to fill in the cloze passage)</p>

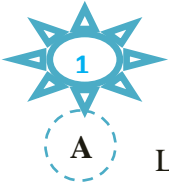
<p>correct information.</p> <p><u>Step VI Modified production of contents and</u></p> <p><u>Forms (40minutes)</u></p> <ul style="list-style-type: none"> - After finishing the cloze version task, teacher gives each student the original version of a passage and let students read it again individually. - Then teacher tells students in pairs to compare the original passage and their cloze version in discussion activity. - To work on discussion activity, teacher tells students to write words or phrases they filled in cloze passage and words or phrases found in the original passage in activity 6B. - Teacher tells each pair to consider and discuss the differences between two passages. - Teacher discusses with the whole class - Before ending the lesson, teacher asks students to draw illustration to show the geographical movement of Phuan community based on the content and form they have learned in the lesson. - Teacher tells students to hand in the assignment. 	<p>(Student individually reads an original passage.)</p> <p>(Students compare the two passages)</p> <p>(Students write down words or phrases they filled in cloze passage and words or phrases found in the original passage.)</p> <p>(Students consider and discuss the differences between two passage with partners)</p> <p>(Students discusses with teacher)</p> <p>(Students draw an illustrations)</p> <p>(Students hand in illustrations)</p>
---	--

<ul style="list-style-type: none">- Teacher finally summarizes the historical background of Tai Phuan and raise a question;<ul style="list-style-type: none">➤ What is the main idea you have learned in the lesson?- Teacher continues asking questions<ul style="list-style-type: none">➤ What are the good points of knowing your own root?- Teacher summarizes student's opinions.- Teacher ends the lesson by pointing out that Phuan has the long history and unique identities based on the lesson learned. At present, some identities of Phuan are rarely practiced. All of you, being as new generation of Phuan have to take into consideration about how to preserve Phuan identities.	<p>(One answer might be knowing about our own root or ancestors)</p> <p>(Various opinions)</p>
---	--

Appendix C
An Example of Course Materials

Unit 1: Tai Phuan Ethnic Group

Lesson 1: Historical background of Tai Phuan



Reviewing contents and forms

A

Look at the map below and consider which country does this map represent?



This map represents _____

What are the neighboring countries of this country?

B

Consider the following statements. Put ✓ in front of the true statement and put × in front of the false statement.

- ___ 1. Laos is connected to the sea.
- ___ 2. Laos used to be part of Siam.
- ___ 3. Thailand is three times bigger than Laos.
- ___ 4. People in Thailand and Laos are different.
- ___ 5. Phuan are the group of people from Laos.



Initial exploring of contents and forms

Read the passage carefully and reorder the information in the following tasks

Historical Background of Tai Phuan

Phuan was a community settled in Laos. The capital of Phuan was Xiangkhoang ruled by Chetchuang dynasty and had continuous monarchy. Phuan was rich of cultural background which developed as the same era as Lao. However, its small size prevented the nation to develop further. As their boundaries connected to Vietnam, Luang Prabang and Vientiane, Phuan was always invaded by the neighboring cities including Siam.

After Siam gained its strength, they sent a troop to Vientiane, invaded Phuan, and took them to the country. Some groups migrated to Thailand across its boundary. Phuan was proficient in fighting and skills in goldsmith, ironsmith and weaving with basic knowledge of agriculture. After settlement, they lived and worked under patronage of Thai kingdom.

Evidence proves that the Phuan settled in Thailand approximately 200 years ago. Around 1779, there was chaos in Vientiane. King Siriboonyasan invaded across the Thai border, and King Taksin of Thonburi ordered Prince Mahakasatsuk (Later known as King Rama I of Bangkok) to lead his troop to Vientiane. Vientiane and surrounding cities surrendered to the Thai army. The people there, including Lao Vieng, Lao Phuan, Lao Song and Phu Tai were forced into Thai border areas such as Saraburi, Lopburi, Nakhon Nayok, and Chachoengsao. In 1792, during the reign of King Rama I, King Nunthasen of Vientiane, under the governance, attacked Phuan. Phuan people were brought to Thailand as the gift to the king.

From 1826 to 1828, Chao Anuwong rebellion occurred in Vientiane. King Rama III ordered Chaopraya Bodindecha to lead his troops to deal with the uprising and defeated the cities under Lao rule. Numerous Phuan and Lao Vieng were captured and moved to Bangkok. During the reign of King Rama V, Ho bandits attacked the people in Xiangkhoang. The Phuan escaped to Vientiane, Luang Prabang and towns around the Mae Khong River, including Thai areas in the central plain and northeastern cities.

Based on the information presented above, Phuan had the very interesting long history. The ancestors of Phuan left the valuable cultures for the later generations. The young generation of Phuan has to appreciate the hardship of ancestors and proudly pass on those cultures to the next generation.



Practicing form-focused tasks

Reorder the paragraphs based on the information found in the original passage by writing no.1 – no.7.

Historical Background of Tai Phuan

Paragraph#_____ Evidence proves that the Phuan settled in Thailand approximately 200 years ago. Around 1779, there was chaos in Vientiane. King Siriboonyasan invaded across the Thai border, and King Taksin of Thonburi ordered Prince Mahakasatsuk (Later known as King Rama I of Bangkok) to lead his troop to Vientiane.

Paragraph#_____ Vientiane and surrounding cities surrendered to the Thai army. The people there, including Lao Vieng, Lao Phuan, Lao Song and Phu Tai were forced into Thai border areas such as Saraburi, Lopburi, Nakhon Nayok, and Chachoengsao.

Paragraph#_____ During the reign of King Rama V, Ho bandits attacked the people in Chiangkhong. The Phuan escaped to Vientiane, Luang Prabang and towns around the Mae Khong River, including Thai areas in the central plain and northeastern cities.

Paragraph#_____ After Siam gained its strength, they sent a troop to Vientiane, invaded Phuan, and took them to the country. Some groups migrated to Thailand across its boundary. Phuan was proficient in fighting and skills in goldsmith, ironsmith and weaving with basic knowledge of agriculture. After settlement, they lived and worked under patronage of Thai kingdom.

Paragraph#_____ Based on the information presented above, Phuan had the very interesting long history. The ancestors of Phuan left the valuable cultures for the later generations. The young generation of Phuan has to appreciate the hardship of ancestors and proudly pass on those cultures to the next generation.

Paragraph#_____ Phuan was a community settled in Laos. The capital of Phuan was Xiang Khouang ruled by Chetchuang dynasty and had continuous monarchy. Phuan was rich of cultural background which developed as the same era as Lao. However, its small size prevented the nation to develop further. As their boundaries connected to Vietnam, Luang Prabang and Vientiane, Phuan was always invaded by the neighboring cities including Siam.

Paragraph#_____ In 1792, during the reign of King Rama I, King Nunthasen of Vientiane, under the governance, attacked Phuan. Phuan people were brought to Thailand as the gift to the king. From 1826 to 1828, Chao Anuwong rebellion occurred in Vientiane.



Considering contents and forms

Compare, discuss the answers with your partners and justify your answers.

Historical Background of Tai Phuan

Paragraph#_____ Evidence proves that the Phuan settled in Thailand approximately 200 years ago. Around 1779, there was chaos in Vientiane. King Siriboonyasana invaded across the Thai border, and King Taksin of Thonburi ordered Prince Mahakasatsuk (Later known as King Rama I of Bangkok) to lead his troop to Vientiane.

Paragraph#_____ Vientiane and surrounding cities surrendered to the Thai army. The people there, including Lao Vieng, Lao Phuan, Lao Song and Phu Tai were forced into Thai border areas such as Saraburi, Lopburi, Nakhon Nayok, and Chachoengsao.

Paragraph#_____ During the reign of King Rama V, Ho bandits attacked the people in Chiangkhong. The Phuan escaped to Vientiane, Luang Prabang and towns around the Mae Khong River, including Thai areas in the central plain and northeastern cities.

Paragraph#_____ After Siam gained its strength, they sent a troop to Vientiane, invaded Phuan, and took them to the country. Some groups migrated to Thailand across its boundary. Phuan was proficient in fighting and skills in goldsmith, ironsmith and weaving with basic knowledge of agriculture. After settlement, they lived and worked under patronage of Thai kingdom.

Paragraph#_____ Based on the information presented above, Phuan had the very interesting long history. The ancestors of Phuan left the valuable cultures for the later generations. The young generation of Phuan has to appreciate the hardship of ancestors and proudly pass on those cultures to the next generation.

Paragraph#_____ Phuan was a community settled in Laos. The capital of Phuan was Xiang Khouang ruled by Chetchuang dynasty and had continuous monarchy. Phuan was rich of cultural background which developed as the same era as Lao. However, its small size prevented the nation to develop further. As their boundaries connected to Vietnam, Luang Prabang and Vientiane, Phuan was always invaded by the neighboring cities including Siam.

Paragraph#_____ In 1792, during the reign of King Rama I, King Nunthasen of Vientiane, under the governance, attacked Phuan. Phuan people were brought to Thailand as the gift to the king. From 1826 to 1828, Chao Anuwong rebellion occurred in Vientiane.



Recalling contents and forms

Fill in the blank spaces with the correct information about historical background of Tai Phuan.

Historical Background of Tai Phuan

Phuan was a community settled in Laos. The capital of Phuan was Xiangkhoang ruled by Chetchuang dynasty and had continuous monarchy. Phuan was rich of cultural background which developed as the same era as Lao. However, its small size _____ to develop further. As their _____ to Vietnam, Luang Prabang and Vientiane, Phuan was always invaded by the neighboring cities including Siam.

After Siam gained its strength, they _____ to Vientiane, invaded Phuan, and _____ to the country. Some groups _____ across its boundary. Phuan was proficient in fighting and skills in goldsmith, ironsmith and weaving with basic knowledge of agriculture. After settlement, they _____ of Thai kingdom.

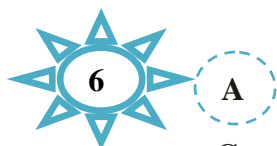
Evidence proves that the Phuan _____ approximately 200 years ago. Around 1779, there was chaos in Vientiane. King Siriboonyasan invaded across the Thai border, and King Taksin of Thonburi _____ (Later known as King Rama I of Bangkok) to lead his troop to Vientiane. Vientiane and surrounding cities _____. The people there, including Lao Vieng, Lao Phuan, Lao Song and Phu Tai were forced into Thai border areas such as Saraburi, Lopburi, Nakhon Nayok, and Chachoengsao.

In 1792, during the reign of King Rama I, King Nunthasen of Vientiane, under the governance, _____. Phuan people were brought to Thailand as the gift to the king.

From 1826 to 1828, Chao Anuwong rebellion _____. King Rama III _____ to lead his troops to deal with the uprising and defeated the cities under Lao rule. Numerous Phuan and Lao Vieng were captured and moved to Bangkok.

During the reign of King Rama V, _____ the people in Chiang Kwang. The Phuan _____, Luang Prabang and towns around the Mae Khong River, including Thai areas in the central plain and northeastern cities.

Based on the information presented above, Phuan _____ history. The ancestors of Phuan _____ for the later generations. The young generation of Phuan has to appreciate the hardship of ancestors and proudly pass on those cultures to the next generation



Comparing and identifying contents and forms

Read original passage to compare with the cloze passage

Historical Background of Tai Phuan

Phuan was a community settled in Laos. The capital of Phuan was Xiangkhoang ruled by Chetchuang dynasty and had continuous monarchy. Phuan was rich of cultural background which developed as the same era as Lao. However, its small size prevented the nation to develop further. As their boundaries connected to Vietnam, Luang Prabang and Vientiane, Phuan was always invaded by the neighboring cities including Siam.

After Siam gained its strength, they sent a troop to Vientiane, invaded Phuan, and took them to the country. Some groups migrated to Thailand across its boundary. Phuan was proficient in fighting and skills in goldsmith, ironsmith and weaving with basic knowledge of agriculture. After settlement, they lived and worked under patronage of Thai kingdom.

Evidence proves that the Phuan settled in Thailand approximately 200 years ago. Around 1779, there was chaos in Vientiane. King Siriboonyasan invaded across the Thai border, and King Taksin of Thonburi ordered Prince Mahakasatsuk (Later known as King Rama I of Bangkok) to lead his troop to Vientiane. Vientiane and surrounding cities surrendered to the Thai army. The people there, including Lao Vieng, Lao Phuan, Lao Song and Phu Tai were forced into Thai border areas such as Saraburi, Lopburi, Nakhon Nayok, and Chachoengsao. In 1792, during the reign of King Rama I, King Nunthasen of Vientiane, under the governance, attacked Phuan. Phuan people were brought to Thailand as the gift to the king.

From 1826 to 1828, Chao Anuwong rebellion occurred in Vientiane. King Rama III ordered Chaopraya Bodindecha to lead his troops to deal with the uprising and defeated the cities under Lao rule. Numerous Phuan and Lao Vieng were captured and moved to Bangkok. During the reign of King Rama V, Ho bandits attacked the people in Xiangkhoang. The Phuan escaped to Vientiane, Luang Prabang and towns around the Mae Khong River, including Thai areas in the central plain and northeastern cities.

Based on the information presented above, Phuan had the very interesting long history. The ancestors of Phuan left the valuable cultures for the later generations. The young generation of Phuan has to appreciate the hardship of ancestors and proudly pass on those cultures to the next generation.

To compare cloze passage and original passage, write down words or phrases you filled in cloze passage and words or phrases found in the original passage. (one by one).
Discuss the different points between each one with your partner.

Original version

Cloze version

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

จุฬาลงกรณ์มหาวิทยาลัย

Based on the passage read in the lesson, Phuan had made the significant movements in their history. In this task, draw an illustration to show geographical movement of Phuan.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix D

Test Specification of Content Knowledge Test

Lessons	Levels of Knowledge Being Assessed			
	Remembering	Understanding	Analyzing	Evaluating
1. Historical background of Tai Phuan	1	2	3, 4	5
2. Tai Phuan house and family	6	7	8, 9	10
3. Traditions and beliefs of Tai Phuan	11	12	13, 14	15
4. Tai Phuan language and literatures	16	17	18, 19	20
5. Phu Phrabat Historical Park	21	22	23, 24	25
: tunnel to the past				
6. Arts through ages	26	27	28, 29	30
in Phu Phrabat Historical Park				
7. Stone story	31	32	33, 34	35
in Phu Phrabat Historical Park				
8. Usa-Baros: love legend in	36	37	38, 39	40
Phu Phrabat Historical Park				

Appendix E

Content Knowledge Test (Pre and Post)

Instructions: Read the questions carefully and choose the best answer to respond to the questions.

I. Historical Background of Tai Phuan

1. In which reign of Thai king did Lao Phuan migrate to Siam?
 - a. King Nareasuan
 - b. King Taksin
 - c. King Rama I
 - d. King Rama III

2. How was Phuan treated when they first settled in Thailand?
 - a. Prisoners
 - b. Visitors
 - c. Invaders
 - d. Traders

3. For Phuan people, which city is considered as important as Bangkok for Thai people?
 - a. Vientiane
 - b. Luang Phrabang
 - c. Xiangkhoang
 - d. Sawannaket

4. Considering the skills that Phuan people have, in which area they would want to live?
 - a. An area with mountainous surrounding
 - b. An area with good drainage
 - c. An area with abundant minerals
 - d. An area with dense forestry

5. What is the most important advantage of studying Phuan history for new generation of Phuan?

- a. It shows the characteristics of traditional Phuan.
- b. It shows the relationship between Thailand and Phuan from the past to present.
- c. It crates the understanding of ancestors' background.
- d. It proves the existing of Phuan in Thailand.

II. Tai Phuan house and family

6. Which sentence is CORRECT about traditional houses of Phuan?

- a. A shrine was built in the east.
- b. The kitchen was built in the west.
- c. The stairs were placed in the east
- d. The rice barn was placed in the west.

7. When building traditional Phuan houses, what should be concerned the most?

- a. Choosing the materials
- b. Designing the floor plan
- c. Decorating the houses
- d. Choosing the furniture

8. What can be the possible reason why traditional Thai Phuan house was divided into two parts: terrace and dwelling?
- It suited their lifestyles.
 - It is easy to clean.
 - Phuan had to build their houses the same way their ancestors did.
 - Phuan did not have much space to build their house.
9. Which modern material can be compared with the tied bamboo used to build Phuan houses?
- Tiles
 - Fabric
 - Cement
 - Glass
10. What is NOT the advantage of Phuan house in the current world situation?
- It reduces the budget for building the house.
 - It makes the house cooler.
 - It is safe from robbery.
 - It saves energy.

III. Tai Phuan language and literatures

11. What language family is Phuan language?
- Tai-Kadai
 - Tai-Lao
 - Lao-Kadai
 - Lao-Tai

12. Which sentence can identify the uniqueness of Phuan language?

- a. Phuan Language has only one dialect.
- b. Phuan language comprises of Lao words only.
- c. The accent of Phuan is not similar to any other languages.
- d. Phuan language used Thai Noi and Dhamma-Isan alphabets.

13. What can be the main reason why the use of Phuan language is declining?

- a. The decreasing of population
- b. The use of new technology.
- c. The difficulties of Phuan language itself.
- d. The shyness of young generation to use Phuan.

14. Which is NOT likely to be folktales of Phuan?

- a. A folktale that talks about history of places.
- b. A folktale that ends with sorrowfulness.
- c. A folktale that has mythical creatures.
- d. A folktale that includes religious belief.

15. What us an important value of Phuan literatures for Phuan people?

- a. Phuan literatures are the only record of Phuan history.
- b. Phuan literatures reflect the identities of Phuan people.

- c. Phuan literatures revive traditional Phuan practices.
- d. Phuan literatures depict the abilities of Phuan people.

IV. Beliefs, traditions, and sacred practices of Tai Phuan

16. Which traditional Phuan ritual is held in 9th month?

- a. Boon khao Chi
- b. Boon Khao Sak
- c. Boon Pha Vet
- d. Boon Khao Pradabdin

17. Who is the most appropriate to be 'Kuan Ban' in 'Kum Fa' ritual?

- a. Uncle Nak is 30 years old.
- b. Uncle Kum is 40 years old.
- c. Uncle Noi is 50 years old
- d. Uncle Tam is 60 years old.

18. What may cause people to ignore practicing of some Phuan traditions?

- a. People's boredom
- b. The complexity of the traditions
- c. The change of lifestyles
- d. The influence of Buddhism

19. According to Phuan belief, what punishment will Phuan people get if 'Kum Fa' ritual is not practiced?

- a. There will be a bad sickness.
- b. There will be drought.
- c. There will be flood.
- d. There will be an accident.

20. What is the best conclusion about Phuan people and their traditions?

- a. Phuan people use traditions as the way to communicate with gods.
- b. Phuan people practice traditions to pay respect and ask for forgiveness the mother nature.
- c. Phuan people regard traditions as the way to make the merits and show their identity.
- d. Phuan use traditions to preserve social structure and keep community together.

V. Phu Phrabat Historical Park: Tunnel to the Past

21. What are two Lord Buddha footprints found in ‘Phu Phrabat’?

- a. Prabhuddabat Buabok and Royprabat Langtao
- b. Prabhuddabat Buaban and Royprabat Langtao
- c. Prabhuddabat Buabok and Royprabat Langchang
- d. Prabhuddabat Buaban and Royprabat Langchang

22. Why can Phu Phrabat Historical Park be called the tunnel to the past?

- a. The visitors can take history class here.
- b. There is the ancient tunnel here.
- c. There are both man-made and nature-made cultures here.

27. Which sentence best describes how the cave arts at Phu Phrabat Historical Park were discovered?
- a. They were found recently.
 - b. They were painted by hunters.
 - c. They were found accidentally.
 - d. They were found by trekkers.
28. Which aspect of ancient people's life is NOT shown in the cave arts at Phu Phrabat Historical Park?
- a. Beliefs
 - b. Making a living
 - c. Making utensils
 - d. Dressing
29. What is TRUE about the colors used to make the cave arts at Phu Phrabat Historical Park?
- a. The colors were made from natures.
 - b. The colors were in the dark tone.
 - c. Only one color was used for all the paintings.
 - d. Various colors were used to show religious beliefs.
30. Which is NOT the value of the cave arts at Phu Phrabat Historical Park?
- a. Cave arts are the masterpiece of human creativity.

- b. Cave arts prove the development of human architecture.
- c. Cave arts show significant development in human history.
- d. Cave arts depict the important events in the early days.

VII. Stone Story in Phu Phrabat Historical Park

31. Which suggests that Phu Phrabat Historical Park used to be small temples, rock stupa, ceremonial grounds, and monk quarters?

- a. Utensils of monks
- b. Paintings on the rock
- c. Stone boundary
- d. Pillar holes in the rock structures

32. What was the main purpose of making the religious rocks?

- a. For decoration
- b. For protection
- b. To show the power of the owner
- c. To mark the boundary

33. Which present invention can be compared to religious rocks? (Analyzing)

- a. Fences
- b. Doors
- c. Floors
- d. Walls

34. Which is NOT true about the religious rocks at Phu Phrabat Historical Park?

- a. The religious rocks came with the new wave of Buddhism.
- b. The religious rocks were used to record the events of Buddhism.

- c. The religious rocks were related to forest monastery.
- d. The religious rocks were found in the prehistoric time.

35. Which is likely to be the most important value of the religious rocks at Phu Phrabad Historical Park particularly for the villagers nearby?

- a. The place to display artistic abilities
- b. The place to pay respect and preserve
- c. The place to entertain oneself
- d. The place to hold events for celebrations

VIII. Usa-Baros : Love legend in Phu Phrabad Historical Park

36. Which statement is NOT true about Tao Baros?

- a. Tao Boros was the son of Muang Pakho.
- b. Tao Baros was later born to be Indra.
- c. Tao Baros was a student of hermit (Rishi Chantra).
- d. Tao Baros died after learning of Usa' s death.

37. What was Nang Usa famous for?

- a. She was a princess.
- b. She made very beautiful garlands.
- c. She was knowledgeable.
- d. She was very beautiful.

38. Which way of current communication does people use that can be compared with the way Nang Usa did to find a lover?
- a. Sending e-mail
 - b. Chatting online
 - c. Registering a Facebook account
 - d. Posting comments on webboard
39. Which statement can best describe for Tao Kongpaan?
- a. He was brave and tricky.
 - b. He was reliable and honest.
 - c. He was impatient and discouraged.
 - d. He was powerful and cruel.
40. What is NOT a lesson teenagers can learn from the folktale 'Usa-Baros'?
- a. Love brings both happiness and sadness.
 - b. Parents' love is unconditional.
 - c. Quick decision can lead to a great loss.
 - d. Beauty may cause great sufferings.

Appendix F

Test Specification of Language Test

Linguistic Forms Being Assessed				
Passage	Past simple tense	Passive voice	Present simple tense	Passive voice
	of past simple tense		of present simple tense	
Is Tai Phuan House Alive or Dead?	4, 9, 10	2, 5, 8	3, 6, 7	1, 11, 12

Linguistic Forms Being Assessed				
Passage	Present perfect tense	Present participles	Past participles	Relative pronouns
Local Place to be Global Heritage	3, 4, 7	5, 8, 11	2, 6, 10	1, 9, 12

ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย

Appendix G

Language Test (Pre and Post Tests)

Fill in the blanks with the appropriate forms of language

Is traditional Phuan house *alive or dead*?

Considering Tai Phuan culture and heritages in Banphue, many people might think of Phuan dialect, Phuan dances, or Phuan rituals. These aspects of Phuan cultures 1. (practice) _____ generally nowadays. However, there is one particular identity of Phuan which has lost with the movement of time and influence of modern lifestyles. This identity is traditional Phuan house.

Traditionally, Phuan houses 2. (design) _____ to fit the lifestyle needs and climatic conditions of the Phuan community. At present, Phuan people normally 3. (build) _____ the house based on and limited piece of land and the budget they have. As for the design of Phuan house, originally, Phuan people 4. (lift) _____ the high roofs arching upwards towards the sky. Both of the walls 5. (incline) _____ towards the center creating the illusion of height. In term of the use in the current situation, this functional aspect behind this design and structural element 6. (help) _____ easy ventilation. Hot air 7. (rise) _____ so the height of the roof keeps the house cool. Simplicity and open space are the core features of the _____ Phuan _____ style _____ house.

In a typical old Phuan house, the various rooms 8. (separate) _____ connected by open walkways and the staircase was on the outside. Phuan people 9. (use) _____ the teakwood to build the house because of the abundant teakwood at that time. Comparing with the house of Banphue people at present, most houses are made from modern materials. According to previous belief about superstition, the shrine 10. (prevent) _____ evil spirits from creeping in at night and disrupting the sleep of the inhabitants. This kind of beliefs 11. (ignore) _____ for local people of Banphue nowadays.

The descriptions presented above are the pictures of Phuan houses. In reality, this kind of house 12. (consider) _____ in danger. Most of traditional Phuan houses in Banphue are gone by the conditions of time and natures. New generation of Phuan prefers building new houses in more modern styles. In the very near future, the houses where Phuan cultures are originated will be mere the name. Only pictures can tell what traditional Phuan houses look like.

Fill in the blank with the appropriate forms of language.

Local Place to be Global Heritage

For local people of Banphue, Phu Phrabat Historical Park is the place 1. _____ they are proud of. It has been told from generation to generation that it is sacred and honored. For visitors, Phu Phrabat is the archeological site 2. (show)_____arts of different cultural periods. This place 3. (get)_____ its fame among people in community and people outside the area for several decades.

Phu Phrabat Historical Park has been the hot topic worldwide since World Heritage Organization 4. (enlist) _____ this park as the future world heritage site in 2004. Designated as Phu Phrabat Historical Park, the site is the landscape of a wooded sandstone hill 5. (decorate)_____with patches of huge bare rocks in spectacular 6. (overhang) _____positions. Some balanced on pedestals of oddity.

One more qualification of Phu Phrabat to be world heritage site is the beauty of nature. This scenic and awesome beauty of nature 7. (occur) _____ since prehistoric times. Moreover, there is the human trace 8. (evidence) _____by the presence of visual arts of different cultural periods. The Phu Phrabat associative cultural landscape is unique in that this single site contains authentic cultural treasures 9. _____ represent major cultures of different periods of the region, effectively 10. (record) _____ the continuum of the whole cultural history of mainland Southeast Asia.

All the archeological evidences 11. (mention)_____above have been proving themselves to change over from local place to be global heritage. However, it doesn't matter for local people 12. _____ live near Phu Phrabat whether this place will be known worldwide or not. For Banphue people, this local place is forever highly valued.

Appendix H

Needs Analysis Questionnaire

This questionnaire is used for a study conducted by Mr. Pitaya Thipwajana, a graduate student in M.Ed. in the TEFL program, Faculty of Education, Chulalongkorn University. This study aims to seek the possible topics that the students should study under two themes: Tai Phuan Ethnic Group and Phu Phrabat Historical Park.

Your participation is voluntary. There will be no effect on your grades in any subjects you enrolled in. Your answers will be kept confidential and used for this study only.

There are two sections in this questionnaire: demographic information and the participants' interest on topics. There is no right or wrong answer in this questionnaire. Please report the levels of your interest on each topic.

Please answer all the items completely. Your participation is appreciated.

Section 1 Demographic Information

1. Name.....
2. Ageyears old
3. Gender Male Female
4. Study Program
 Math-Science Math-English

Section 2 Levels of Participants' Interest on the Topics

In this section, please read each statement carefully and circle the numbers from 1-5 to indicate how much interesting each topic. Each number can be interpreted as follows:

- 5 means the topic is the most interesting
 4 means the topic is very interesting
 3 means the topic is fairly interesting
 2 means the topic is less interesting
 1 means the topic is the least interesting

Topics	Least interesting → Most interesting				
1. Tai Phuan Ethnic Group					
1.1 Historical Background of Tai Phuan	1	2	3	4	5
1.2 Tai Phuan Skills and Occupations	1	2	3	4	5
1.3 Tai Phuan Family and Housing	1	2	3	4	5
1.4 Tai Phuan Language and Literature	1	2	3	4	5
1.5 Tai Phuan Toys and Traditional Plays	1	2	3	4	5
1.6 Beliefs, Traditions and Sacred Practice of Tai Phuan	1	2	3	4	5
2. Phu Phrabat Historical Park					
2.1 Sightseeing Journey in Phu Phrabat Historical Park	1	2	3	4	5
2.2 Phu Phrabat Historical Park : tunnel to the past	1	2	3	4	5
2.3 Arts through the ages in Phu Phrabat Historical Park	1	2	3	4	5
2.4 Stone stories in Phu Phrabat Historical Park	1	2	3	4	5
2.5 Fauna and Flora in Phu Phrabat Historical Park	1	2	3	4	5
2.6 Usa – Baros : love legend in Phu Phrabat Historical Park	1	2	3	4	5

Appendix I
Results of Needs Survey

Topics	Scores
Tai Phuan Ethnic Group	
1. Historical Background of Tai Phuan	4.32
2. Tai Phuan Family and Housing	4.12
3. Tai Phuan Language and Literature	3.65
4. Beliefs, Traditions and Sacred Practice of Tai Phuan	3.24
5. Tai Phuan Skills and Occupations	2.98
6. Tai Phuan Toys and Traditional Plays	2.47
Phu Phrabat Historical Park	
1. Phu Phrabat Historical Park: tunnel to the past	4.54
2. Arts through the ages in Phu Phrabat Historical Park	4.64
3. Stone story in Phu Phrabat Historical Park	3.75
4. Usa-Baros: love legend at Phu Phrabat Historical Park	3.21
5. Sightseeing Journey in Phu Phrabat Historical Park	2.83
6. Fauna and Flora in Phu Phrabat Historical Park	2.47

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix J

Result of Content Knowledge Tests and Language Test

Students	Content Knowledge Test		Difference	Language Test		Difference
	Pre-test	Post-test		Pre-test	Post-test	
1	7	27	20	2	13	11
2	6	24	18	3	13	10
3	8	26	18	4	18	14
4	9	23	14	2	11	9
5	8	26	18	5	16	11
6	12	26	14	5	15	10
7	10	27	17	5	16	11
8	9	25	16	5	15	10
9	5	24	19	3	16	13
10	7	22	14	7	15	8
11	10	26	16	2	19	17
12	10	20	10	5	15	10
13	8	21	13	8	18	10
14	10	25	15	5	15	10
15	8	23	15	5	17	12
16	6	26	20	4	14	10
17	8	24	16	2	14	12
18	8	23	15	6	16	10
19	5	22	17	3	14	11
20	7	23	16	2	14	12
21	5	24	19	5	12	13
22	8	20	12	4	15	11
23	9	26	17	6	17	11

Students	Content Knowledge Test		Difference	Language Test		Difference
	Pre-test	Post-test		Pre-test	Post-test	
24	10	27	17	3	15	12
25	9	29	20	2	14	12
26	7	21	14	3	14	11
27	7	26	19	3	16	13
28	8	28	20	5	12	7
29	6	23	12	8	18	20
30	8	26	18	3	18	15
31	6	24	18	5	16	11
32	11	26	15	5	12	7
33	8	29	21	3	16	13
34	5	27	22	2	12	10
35	7	25	18	6	16	10
36	6	25	19	3	14	11
37	9	29	20	4	13	11
38	10	24	14	4	14	10
39	8	25	17	4	14	10
40	7	25	18	5	16	11
41	5	27	22	4	15	11
42	7	27	20	2	14	12
43	10	29	19	4	14	10
44	9	27	18	3	19	17
45	7	26	19	4	16	12

Appendix K

List of Local Experts Particularly in the Focus Group Interview

1. The head of Banphue Cultural Department
2. The president of Banphuepittayasan School's committee
3. A retired teacher who used to teach 'Banphue cultures'.
4. A Thai teacher who has been teaching the course 'Phuan language'
5. A Social Study teacher who has been teaching 'Phuan cultures'



ศูนย์วิทยพัทยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix L

List of Experts for Instrument Validation

Course materials and lesson plans

1. Mrs. Chaveewan Teepsawang
Banphuepittayasan School
2. Mrs. Orapin Nasawang
Udonthani Rajabhat University
3. Assistant professor Apasara Chinwanno, Ph, D.
Chulalongkorn University

Content knowledge test and language test

1. Mrs. Warangkana Chinnapat
Udonthani Rajabhat University
2. Mrs. Orapin Nasawang
Udonthani Rajabhat University
3. Assistant professor Apasara Chinwanno, Ph, D.
Chulalongkorn University

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

BIOGRAPHY

Mr. Pitaya Thipwajana was born on the 3rd December 1981 in Sakonnakhon Province. He received his Bachelor degree of Arts majoring in English from Mahasarakham University in academic year 2003. In 2008, he continued his Master's degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. At present, he works as an English teacher in Foreign Subject Group Department, Banphuepittayasan School.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย