


A DEVELOPMENT OF COMMUNITY-BASED ENGLISH COURSE TO ENHANCE  
ENGLISH LANGUAGE SKILLS AND LOCAL CULTURAL KNOWLEDGE FOR  
UNDERGRADUATE STUDENTS



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การพัฒนาวิชาภาษาอังกฤษโดยใช้ชุมชนเป็นฐานเพื่อเสริมสร้างทักษะภาษาอังกฤษและความรู้วัฒนธรรมท้องถิ่น  
สำหรับนักศึกษาระดับปริญญาตรี



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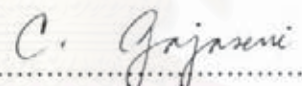
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาวิชาภาษาอังกฤษโดยใช้แนวคิดชุมชนเป็นฐาน 2) ศึกษาการพัฒนาทักษะภาษาอังกฤษของผู้เรียนโดยใช้แนวคิดชุมชนเป็นฐาน 3) ศึกษาการใช้แนวคิดชุมชนเป็นฐานสามารถเสริมสร้างความรู้วัฒนธรรมท้องถิ่นได้หรือไม่ และ 4) ประเมินคุณภาพของวิชาภาษาอังกฤษที่ใช้แนวคิดชุมชนเป็นฐานที่พัฒนาขึ้นหลังจากนำวิชานี้ไปทดลองใช้ กลุ่มตัวอย่างประกอบด้วยนักศึกษาปีสอง เอกภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยราชภัฏราชนครินทร์ จำนวน 19 คน การทดลองใช้เวลาทั้งสิ้น 16 สัปดาห์ การเก็บข้อมูลใช้การรวบรวมเชิงคุณภาพและเชิงปริมาณ

ผลการวิจัยพบว่า 1) ข้อมูลที่ได้จากการศึกษาข้อมูลพื้นฐานเพื่อการพัฒนาวิชาภาษาอังกฤษ ได้ถูกนำมาพิจารณาเพื่อกำหนดรายละเอียดของเนื้อหาในการพัฒนาวิชาภาษาอังกฤษโดยใช้ชุมชนเป็นฐาน 2) แนวคิดชุมชนเป็นฐานสามารถเสริมสร้างการพัฒนาทักษะภาษาอังกฤษ เนื่องจากมีปัจจัยที่สัมพันธ์กันระหว่างปริบท ทักษะที่ติดต่อการเรียนภาษาที่สอง แรงจูงใจจากชิ้นงาน ความคุ้นเคยต่อเนื้อหา โอกาสในการเรียนทั้งในและนอกห้องเรียนซึ่งมีโอกาสปฏิบัติจริง 3) การใช้สื่อการเรียนที่เกี่ยวข้องกับวัฒนธรรมท้องถิ่นเพื่อเป็นกิจกรรมในการเรียนและเป็นการถ่ายทอดประสบการณ์แก่ผู้เรียน พบว่ามีผลมากในการเสริมสร้างการเรียนรู้วัฒนธรรมท้องถิ่นของผู้ร่วมศึกษา และ 4) หลักสูตรมีประสิทธิภาพเพราะผู้เรียนได้รับประโยชน์ในการเข้าถึงเป้าหมายของการศึกษาในรูปแบบของ Taxonomy of Significant Learning และผู้เรียนมีคะแนนสูงขึ้นหลังการนำวิชานี้ไปทดลองใช้ ผู้เรียนประเมินตนเองด้านความสามารถทางภาษาอังกฤษพบว่าทักษะภาษาอังกฤษพัฒนาขึ้นหลังการทดลอง การศึกษานี้ยังชี้ให้เห็นว่าวิชาภาษาอังกฤษที่พัฒนาขึ้นสามารถพัฒนาผู้เรียนทั้งด้านวิชาการและสังคม สำหรับข้อเสนอแนะเพื่อทำการวิจัยต่อเนื่องในอนาคต ควรขยายการศึกษาไปยังกลุ่มตัวอย่างที่กว้างขวางขึ้นคือทั้งในตัวอย่างนักศึกษาสาขาวิชาเอกภาษาอังกฤษและสาขาวิชาเอกอื่นๆ เพื่อที่จะเข้าใจกระบวนการเรียนรู้อาษาที่สองให้ลึกซึ้งยิ่งขึ้น

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ  
ปีการศึกษา 2549

ลายมือชื่อนิติ.....  
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## 4689681820 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE  
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This thesis proposes the development of a community-based approach to teaching English and demonstrates the value of utilizing authentic community resources to enhance English language skills and local cultural knowledge. The objectives of this study were to: 1) develop an English course using a community-based approach; 2) investigate learners' English language skills through a community-based approach; 3) investigate whether the community-based approach can enhance local cultural knowledge; and 4) evaluate the effectiveness of an English course using a community-based approach. Nineteen undergraduates, who majored in English at the Faculty of Education, Rajabhat Rajanagarindra University, were chosen as the sample group. The study was a single group design using qualitative and quantitative methods. It took 16 weeks for data collection.

The findings revealed that: 1) data derived from needs analysis and perceived as important were proved to be necessary for designing the community-based English course; 2) the scores from posttest were higher than the pretest scores because the relationships between contextual factors, individual learner differences, learning opportunities led to the development of learners' English language skills; 3) using local cultural materials as learning activities and experiences was found to be beneficial to enhance learners' local cultural knowledge; and 4) the course was found effective because the participants could achieve the learning goals in terms of Taxonomy of Significant Learning (foundational knowledge, application, integration, human dimension, caring, and learning how to learn). Learners perceived their English language skills had improved after taking the course. The study indicated that a community-based English course focused on both academic concerns and social issues. It is recommended that future research should extend to investigate a broader sample of students whose majors are English and non-English to gain better understanding of the process of second language learning.

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 จุฬาลงกรณ์มหาวิทยาลัย

Field of study: English as an International Language

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

#### 1.1.1 The role of English as an international language (EIL)

English is an international language. Smith (1976) defines the term “international language” that it is one which is used by people of different nations to communicate with one another. In academic contexts, Swales (1987, cited in Nunan, 2003: 590) estimated that more than 50% of the millions of academic papers published each year are written in English, and the percentage was growing year by year. It is reported that a total of 337 million represents an estimate of those who have learned English as a first language (L1). A total of 235 million represents an estimate of those who have learned English as a second language (L2). Estimates for the total number of those who have learned English as a foreign language have been as low as 100 million and as high as 1,000 million (Crystal, 1997). English is also currently used in various arenas such as international organizations, the media, international travel, international safety, education, and communications (Crystal, 1997). Liu (2007) agrees that English provides a good means for communication for people from all parts of the world. It certainly advances the process for the global exchange of ideas, commerce, and business. Moreover, access to higher education in many countries is dependent on the knowledge of English. Although it may not be the medium of instruction, accessing key information in a great variety of fields is often dependent on having reading ability in English (McKay, 2002). Finally, the English language will certainly continue to play an important role as a global language in world communication, international business, and social and cultural affairs (Yano, 2001).

Since English is widely spread and used internationally in various arenas, the English-speaking world will increasingly become more and more diverse and increasingly multilingual rather than monolingual (Pakir, 1999). Consequently, the role of culture in EIL teaching has also become one of the main issues in language teaching. One of rationales for understanding culture is because it is really an integral

part of the interaction between language and thought. Cultural patterns, customs, and ways of life are expressed in language; culture-specific world views are reflected in language (Brown, 1986, cited in McKay, 2002: 85). According to Moran, (2001) many situations or circumstances where languages are taught affect the nature of the culture to be learned. As an international language, English can never be removed from the historical, social, cultural, economic or political contexts in which it is used. McKay (2002) adds that one cannot acquire the language without an understanding of the culture or cultures with which it is associated.

It is noted that the worldwide spread of English will reflect local indigenous cultures and languages (Yano, 2001). In the issue *Teaching languages and cultures in a post-9/11 world: North American perspectives*, Wesche (2004) asserts, "English is becoming increasingly decoupled from Western culture. First, English native speaker culture is itself quite diverse. Second, the spread of English and its influence on other languages is accompanied by the counter process of "nativization," which involves the development of local English norms and includes altered pronunciation, lexical items, grammatical structures, and rhetorical patterns as English is adapted to reflect aspects of the native language and cultural distinctions of those who use it regularly" (p. 283). The close relationship between language territory and cultural identity is being challenged by globalizing forces. In order to use the language for cross-cultural encounters, one needs to share insights about one's own culture with others (McKay, 2002). Pakir (1999) defines this phenomenon as "Glocal language", which has international status in its global spread but at the same time expresses local identities in several countries where English language seed has been sown.

#### 1.1.2 Cultural values and its tradition

It should be apparent that cultural content is very important when communication takes place among English speakers. Kachru (1992) asserts that English is an important tool to impart local traditions and cultural values whereas McKay (2004) maintains that the purpose of an international language is to describe one's own culture and concerns to others. However, there are some questions raised on how English should be taught and what role culture should play in the teaching of English in many countries including Thailand. The cultural content of language teaching materials, techniques for increasing awareness of the culture of the target

language community, as well as the culture of English as an International Language, have been debated in many academic forums (Dogancay-Aktuna, 2005). McKay states that the teaching of English is becoming more closely aligned with the host culture as those countries use local characters, places, and issues as the content for teaching materials. In order to develop the use of EIL, students need to be encouraged to reflect on their own culture in relation to others as a way of establishing a sphere of inter-culturality (McKay, 2002). Adaskou, Britten and Fashi (1990, cited in McKay, 2004) argue that to have a cultural component in language teaching, it can promote international understanding and deepen an understanding of one's own culture. However, Suzuki (1999, cited in McKay, 2004) points out that promoting Western cultural standards in the use of English often results in Japanese people having a feeling of inferiority. In conclusion, the focus of the content is viewed differently in many countries.

#### 1.1.3 National curriculum and concepts of local culture

In Thailand, English has been in the National Curriculum since 1890. In 1960 English was one of the compulsory subjects in primary schools, in 1978 it was one of the elective subjects in primary schools, in 1996 it became one of the elective subjects recommended to teach in primary schools from first grade, and finally in 2001 it has been the first foreign language to be introduced from first grade (Luksaneeyanawin, 2005). It is apparent that English has played an important role in Thailand for centuries. According to Raksaphet (1991, cited in Saengboon, 2004), knowledge in almost every field is available in English, many well-paid jobs in both public and private sectors in Thailand look for recruits who have a reasonably good command of English. However, promoting the ideas of teaching EIL and its relationship to cultural contents in Thai curriculum is not adequately provided for Thai learners. Greil (2004) conducts the analysis of cultural presentations and references in English textbooks used at secondary school in Thailand. The results apparently raise whether these textbooks establish links to the learners' culture and whether they transmit cultural information about one's own society to the outside world. Griel suggests that these materials need to be inclusive of representations of the learners' own culture from different perspectives and explicitly relate their culture to other cultures in various ways-regardless of the level of English that is being taught. On the other hand, Baker (2005) argues that teaching methodology needs to



mediate between Thai and Western educational values. In fact, there is growing awareness of the importance of culture and context within English teaching in Thailand, and the need for teachers and learners to be aware of the relationship between language and culture (Damnet, 2003, Wongbiasaj, 2003, cited in Baker, 2005: 43).

The Thai government instituted The National Education Act of 1999, and as a result, new directions and guidelines for Thailand's educational system have been improved such as curriculum reform, teacher recruitment and training, educational administration, and national educational requirements. The Act was designed to provide core guidelines taking into consideration the local community problems and needs. Each educational institution providing basic education was to develop its own syllabuses and learning content (Foley, 2005). According to Section 23, the connections between teaching EIL and its relationships to cultures are apparent. Knowledge about religion, art, culture, sports, Thai wisdom, and the application of wisdom are emphasized for learners in order to pursue one's career and lead a happy life. In addition, learners should have knowledge about oneself and the relationship between oneself and society, namely: family, community, nation, and world community.

Even though some principles in the Act can be applied to foreign language teaching, more attempt needs to be included. According to Todd and Keyuravong (2004)'s research in the process and product of English language learning in the National Education Act, they suggest that "the carrier content of English teaching should concern Thai and local culture and issues or general and scientific knowledge". In conclusion, it is clear that a local cultural component in English language teaching can promote both international understanding and one's own culture, which can directly be linked to the role of EIL.

#### 1.1.4 Language policy

It is clearly seen that the objectives of the foreign language curriculum are quite similar to the common aims of language teaching around the world. According to Ingram (2003), most policies and syllabuses see three central goals for language education: the development of language proficiency, the development of cultural understanding, and the fostering of positive cross-cultural attitudes. The objective of developing positive attitudes toward other cultures has also been codified

in the form of U.S. national standards for Foreign Language Learning (1996, cited in Bateman, 2002: 318). In Australia, Lo Bianco (1987) cites part of the first national policy on languages (cited in Ingram, O'Neill, and Townley-O'Neill, 1999: 9) that "Since language and culture are inextricably linked, learning languages can contribute to cultural enrichment and intercultural understanding between members of different groups in several ways. By learning about other cultures one can reflect more objectively on one's own culture and may come to a deeper appreciation of the points of commonality and the differences between them" (p. 9). In conclusion, it is more likely to state that language and culture are inseparable particularly when language is taught. McKay (2002) suggests that teaching goals for English as an international language are: 1) to ensure intelligibility among the speakers of English; 2) to help learners develop strategies to achieve comity when English is used with speakers from other cultures; and 3) to develop textual competence (p. 127-128).

Cultural content of EIL is presently not limited to only native English-speaking cultures. Source culture materials should be included when English is taught. Foley (2005) claims that communicative competence also involves intercultural competence. Thus, the teaching and learning of English in Thailand also involves an understanding of Thai culture. According to Cortazzi and Jin (1999), there are three types of cultural information: source culture materials that draw on the learners' own culture as content, target culture materials that use the culture of a country where English is spoken as a first language, and international target culture materials that use a great variety of cultures in English-and non-English-speaking countries around the world.

#### 1.1.5 Rajabhat University Act 2004 and policy on local cultural knowledge

The value of local cultural content is also one of the basic principles in Rajabhat University Act 2004. According to Section 7, the philosophy of the university is to promote local cultural knowledge in each own community. Moreover, the university shall understand and experience in management in a balanced and sustainable manner. Life-long learning and openness to learners' needs and interests in the community are to be promoted as well. According to Section 8, the university is responsive to enhance learners to appreciate their own country, and communities. In addition, learners are encouraged to understand and be proud of Thai

and their communities. To support learning for community development and to encourage learning in the learners' communities is also stated.

#### 1.1.6 Community-based education

It is also appropriate to see the relationship between English as an international language, English language teaching, the Thai curriculum, The National Education Act, and learners' own communities. McKay (2003) suggests that educators should recognize the value of including topics that deal with the local culture and support the selection of a methodology that is appropriate to the local educational context. Local perspectives on English language teaching are to be examined. The teaching methodology is to be relevant and suitable in each community. Consequently, a community-based approach is introduced. According to the 8<sup>th</sup> National Economic and Social Development Plan (1997-2001), communities are encouraged to participate more fully in the management of education at all levels. Curriculum and teaching materials are improved to reflect more closely the community lifestyle and environments (Kotkam, 2000). Community-based education could be defined as an educational process by which individuals become more competent in their skills, attitudes, and concepts in an effort to live in and gain more control over local aspects of their communities through democratic participation (Galbraith, 1995). Galbraith contends that the aims and purposes of community-based education usually are directly related to specific community issues such as career training, consumerism, environmental concerns, basic education, ethnic history and culture, governmental policies, and civic and political education. Owens and Wang (1996) use the term "community-based learning" in his school improvement research. They define community-based learning as the broad set of teaching/learning strategies that enable youth and adults to learn what they want to learn from any segment of the community. Learners are provided unlimited set of resources to support them to learn. Morgan (2004) asserts community-based ESL (English as a second language) that, "social concerns are often as important as linguistic ones in attracting ESL students to community language programs and that language teachers can address such concerns while organizing courses and lessons in ways relevant to students' needs, interests, and life situations". Ingram (2003) states that social interaction or community involvement is the central activity where learners use the language in the real world around them as they talk about their own environment and as they interact

with speakers of the language who live in the learners' own community or elsewhere in the world. Ingram contends that the classroom activity is designed to support and respond to needs that arise from the community involvement activities and formal teaching and learning either in preparation for the community involvement activities or in response to needs felt of the community. According to Ingram,(1980, 2003) there are three broad forms of community involvement:

1. Extramural activities entail activities that are typically found in classroom activities but they extend the language learning beyond the classroom in activities that essentially enable learners to experience their own environment and concepts through the foreign language.

2. Formal activities are specifically required for learners to involve in the English-speaking community. This form of activity ensures that the learner make contact with English-speakers.

3. Informal activities may take many forms in the same way as recreational and social activities may. They might arise spontaneously out of contacts made during the formal activities or they could occur in social activities (parties, barbecues, excursions, and so on) organized by the school or teachers.

Finally, Ingram (2003) concludes that community involvement approach can be used as a tool both to stimulate the natural learning strategies and to increase and diversify the community in which learners can be involved as they experience and strive to communicate in the language. However, Todd and Keyuravong (2004) state that community-oriented learning has received almost no attention in English language teaching and warrant research. There is a big number of community-oriented research in other educational fields such as public health, social sciences, and science but not in English language teaching. This study can provide a new direction of course development, where the role of EIL, The National Education Act 1999, Rajabhat University Act, and community-based approach are connected and established a new English course for undergraduate students.

Since the present study attempts to scrutinize the process of course development and investigate learners' language skills and local cultural knowledge through community-based approach, a qualitative method is mainly employed particularly in the course implementation process.

## 1.2 Research Questions

This study addresses the following four questions:

1. How can a community-based approach be used for English language learning?
2. To what extent does a community-based approach assist in the development of learners' English language skills?
3. To what extent does a community-based approach enhance local cultural knowledge?
4. How effective is a community-based English course for undergraduate students ?

## 1.3 Objectives of the Study

There are four objectives in this study.

1. To develop an English course using a community-based approach
2. To investigate learners' English language skills through a community-based approach
3. To investigate whether the community-based approach can enhance local cultural knowledge
4. To evaluate the effectiveness of an English course using a community-based approach

## 1.4 Statement of Hypothesis

Community-based approach in language teaching has been in practice for many years. The approach is very challenging and responsive to the nature of language and learners. Community involvement was first implemented on a large scale in the early 1980s in the on-arrival segment of the Adult Migrant Education Program and at university level in first and third year College French programs (Ingram, 2003). Outcomes of both projects were very favorable when measured both in terms of the students' language proficiency and in producing more positive cross-cultural attitudes. Holden (1999) implements community-based adult literacy ESOL

program in Baltimore, Maryland. The course helps learners improve their reading, writing, or English language skills; life skills goals, personal, family, and job-focused are also improved. Keenan (1999) teaches young children in a public elementary school in the northeast region of the United States focusing on families as curriculum partners. Keenan describes how parents, the classroom teacher, children, and researchers came to appreciate the richness of classroom conversations and their importance to the children's learning. The children can be assisted to integrate both socially and academically into target language communities and help native English speakers (teachers and children) recognize and value the knowledge ESL learners bring to school settings.

According to positive outcomes of the above projects, the researcher addresses the following hypotheses tested in this study as follows:

1. Students' language skills will be increased after using the community-based approach.
2. Students' local cultural knowledge will be increased after using the community-based approach.

### **1.5 Scope of the Study**

1. The study takes place at Rajabhat Rajanagarindra University in Chachoengsao province.
2. The population of this study is the 80 undergraduate students who are enrolling in the Faculty of Education, majoring in English.
3. The samples of this study are 19 second year undergraduate students who major in English, at Faculty of Education, Rajabhat Rajanagarindra University, in academic year 2006.
4. The duration of the course implementation is 16 weeks. There are 2 phases in the course implementation; formal class and out-of class activities.
5. The learning activities are mainly conducted outside the classroom in Chachoengsao area.
6. The study focuses on the process of learning, not the product of learning.

## 1.6 Definition of Terms

Language course development: refers to systematic efforts to create the selection and structure of the content and learning processes as an English course to fit the undergraduate learners at Rajabhat Rajanagarindra University

Local cultural knowledge: refers to the knowledge participants gain from 5 categories of culture in Chachoengsao province. They are:

1. Tradition and religion
2. Language and literature
3. Fine arts and archaeology
4. Sports and attraction
5. Local wisdom and ways of life

English language skills: refers to English language skills in listening, speaking, reading, and writing participants use to communicate about Chachoengsao culture.

Community-based approach: refers to the methodology in which learners and community partnerships can be involved in the process of course design

Undergraduate students: refers to second year undergraduate students who major in English, Faculty of Education, Rajabhat Rajanagarindra University and who take the community-based English course in the first semester of academic year 2006.

Community-based English course: refers to the course that employs theme-based syllabus. The syllabus is organized around themes, topics, or other units of content. Content provides the vehicle for the presentation of language rather than the other way around (Richards, 2001). In this case, the course is organized around 5 themes of Chachoengsao culture (History of Chachoengsao, Guilei traditional hat, LuangPhor Sothorn annual festival, The old city wall and fortress, and The Bangpakong river cruise) and it allows for integration of integrated English language skills.

## 1.7 Significance of the Study

The study is significant for the following reasons:

1. A community-based approach helps enhance learners and community partnerships to utilize resources of the community for language learning.

2. A community-based approach will advocate the focus of learner-centered approach and lifelong learning.

3. The study will respond to the process and product of the National Education Act 1999, Rajabhat University Act 2004, and teaching English as an international language.

## **1.8 Overview of the Dissertation**

The present study comprises five main chapters.

Chapter I describes the background of the study which leads to a course development and its significance. The attempt to link the role of English as an international language with local culture highlights the innovation of English language teaching in the context of the study.

Chapter II reviews the conceptual underpinnings and related research that are relevant for the course development. They are course development, the second language course, community-based framework, language and culture, second language learning and language learners. Since qualitative method is the main tradition used in the study, it is also reviewed to give a clear picture of the process of course development.

Chapter III covers research design and methodology. This includes the development and implementation of community-based English course, data collection, and data analysis. Both qualitative and quantitative data are presented in this chapter.

Chapter IV is the presentation of qualitative and quantitative findings.

Chapter V includes the summary of the study, discussions, implications of the findings, and recommendations for further study.

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## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews the theories and related literature that are relevant and necessary to design a community-based English course. The framework of course design as well as the second language course are explored. The review of language and culture is also covered. The attempt to link language and culture with the goals of teaching English as an international language is illustrated. Since a community-based approach is highlighted in the study, it is necessary to review community-based education and its framework which has mainly been taking place in the ESL context. Motivation and attitudes towards second language learning introduced by Gardner and Lambert (1972) and other scholars are also reviewed. Finally, qualitative tradition including its methodology is reviewed. This part illustrates how community-based framework needs qualitative tradition to appeal the research questions. To conclude, the review covered in this chapter is the necessary ground for the present study.

#### 2.2 Course Development

Models of course design proposed by educational scholars are as follows. For instance, Fink (2003) proposes three important features of course design which he claims need to be integrated into the course. They are the learning goals, the teaching and learning activities, and the feedback and assessment. As a consequence, there are key questions that need to be answered when designing any learning experience (Fink, 2003: 63). They are:

1. What are the important situational factors in a particular course and learning situation?
2. What should our full set of learning goals be?
3. What kinds of feedback and assessment should we provide?
4. What kinds of teaching and learning activities will suffice, in terms of achieving the full set of learning goals we set?

5. Are all the components connected and integrated, that is, are they consistent with and supportive of each other?

In addition to his framework, Fink adds some significant factors when any particular course is designed. He points out that the specific context and expectations of external groups are always important. Therefore, it is necessary to consider what society at large needs and expects, in terms of the education of these students, in general or with regard to the particular subject. In addition, the nature of the subject, characteristics of the learners, and characteristics of the teacher should be considered. Fink states that there are significant differences in the nature of different subjects taught in higher education, and these differences need to be reflected in the course design. It is very interesting to focus on his statements about characteristics of the learners and characteristics of the teacher. He points out that different students bring different life or professional goals, even to the same course. It is therefore important to leave space in the design process to consider the topic of students varied learning styles. Fink also recommends that it is noteworthy to review your own characteristics when designing your own course. It is the philosophy of teaching that underlies values and beliefs. This needs to be taken into account in the course design process.

The last factor that should be considered when designing any course is “the special pedagogical challenge”. When designing a course, he suggests that it should focus on the question “What is the special pedagogical challenge of this course?” Consideration needs to be given to the special situation in this course that challenges both students and teacher to make this a meaningful and important learning experience. He finally points out that the first step in the course design should be done in a careful and in-depth manner

### 2.2.1 The second language course

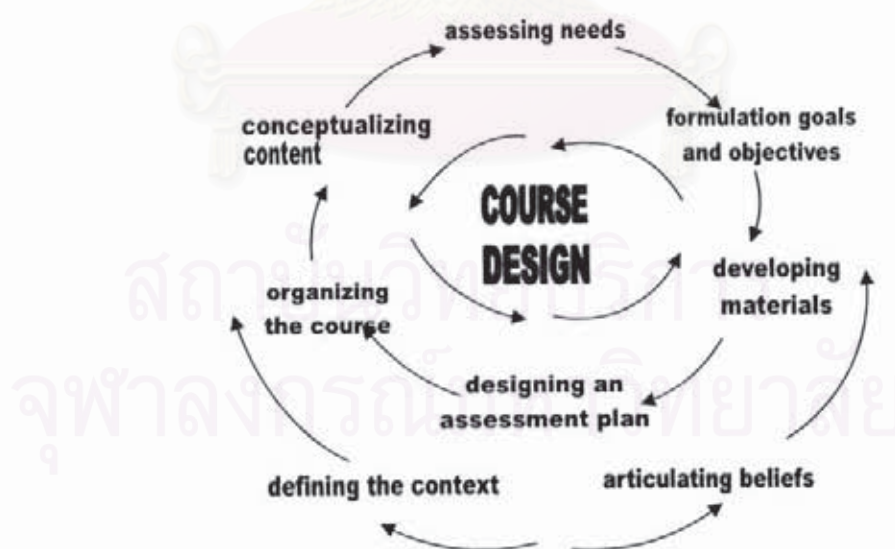
Designing language courses is a process that is anchored in students’ learning geared towards distinct ends within a particular context (Graves, 2000: 1). The second language course is introduced by many scholars (Nunan, 1988; Johnson, 1989; Brown, 1995; Brinton, 1997, 2004; Graves, 2000; Dubin & Olshtain, 2000; Richards, 2001). For example, Brown (1995: 21-24) presents a systematic approach to designing and maintaining a language curriculum. He views needs analysis as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular

institutions involved in the learning situation. The following steps are listed as follows:

1. The specification of goals and objectives
2. The development of tests based on a program's goals and objectives
3. The development of materials
4. Language teaching
5. Program evaluation

A framework of course development processes is introduced by Graves (1996, 2000). See figure 2.1. The components of course design in Graves's framework are similar to Brown's (1995). However, there is no hierarchy in the processes and no sequence in their accomplishment. The second language curriculum, based on Grave's framework, focuses on language, learning and learners, and social context when contents are conceptualized. Focus on language can be linguistic skills, topics/themes, situations, communicative functions, listening, writing, genre, reading, etc while focus on learning and learners can be affective goals, interpersonal skills, and learning strategies. Focus on social context can be sociolinguistic skills, sociocultural skills, and sociopolitical skills.

Figure 2.1: The cycle of course development (Graves, 2000: 10)



Richards (2001), another scholar in second language teaching and learning, describes and examines the processes of curriculum development in language teaching. His framework is likely to be similar to Grave's. The process begins with needs analysis, planning goals and learning outcomes, course planning and syllabus design, and approaches to evaluation. Richards points out that the contexts for language programs are diverse and the particular variables that come into play in a specific situation are often the key determinants of the success of a program. Thus, it is noteworthy to discuss what Richards gives us as a detailed description of situational analysis. To design a second language course or curriculum, there are important factors to be considered. For example, societal factors differ greatly in terms of the role of foreign languages in the community. Project factors are typically produced by a team of people, it is therefore completed under different constraints of time, resources, and personnel, and each of these variables can have a significant impact on a project. Additionally, institutional factors are also important when designing a course. This means different types of institutions create their own "culture," that is, settings where people interact and where patterns emerge for communication, decision making, role relations, and conduct. Teacher factors and learner factors are part of key factors in the successful implementation of curriculum changes. Teacher factors may vary according to the following dimensions: language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style, and beliefs and principles, while learners may be different according to learners' language needs, background, expectations, beliefs, and preferred learning styles. Finally, Richards points out that any attempt to introduce a new curriculum, syllabus, or set of materials must take into account the relative ease or difficulty of introducing change into system.

Similarly, Grave states that the context is a key factor in answering questions, as a consequence, it is important to know as much as possible about the context in order to make decisions about the course. She addresses the important aspects of context when designing a course such as people involved in the process (students, parents, founders, community, etc), nature of course and institution, physical setting, time, and teaching resources. Finally, Richards concludes in his article "Program factors in effective foreign and second language teaching" (2001: 381-382) that a sound curriculum is reflected in the following features of a school's programs:

1. The range of courses offered corresponds to the needs of learners.
2. The curriculum is coherent. The courses represent a rational approach to achieving the school's mission.
3. Courses have been developed based on sound educational principles with due attention to recognized curriculum development processes.
4. Course descriptions including aims, goals, syllabuses and course organization have been developed.
5. Teaching materials and tests are of high quality, have been carefully selected or developed and are regularly reviewed revised.
6. Mechanisms are in place to monitor the quality of teaching and learning.
7. The curriculum is subject to ongoing review and renewal. There is ongoing interest in identifying strengths and weaknesses and bringing about improvements in all aspects of the curriculum.

The consideration of context is also defined by Dubin and Olshain (2000). They point out that the vital preparatory work before initiating a new language program is the fact-finding stage of information gathering in any program. Four areas appeared in the diagram are very necessary to be investigated. See figure 2.2.

Figure 2.2: The fact-finding stage (Dubin and Olshain, 2000: 6)



According to all scholars, Richards, Graves, Dubin and Olshtain, it is apparent to see the significance of context when designing a course. This aspect is supported by Murphy (2004), who prioritizes local perspectives in course design. He concisely states that all instances of English language teaching take place within particular sets of circumstances and in the real world of ELT, acts of teaching and learning are always situated within local settings. This means particular sets of circumstances significantly impact plans for teaching as well as teachers' instructional insights, actions, and behaviors. Therefore, a framework for course design in local perspectives is presented. It consists of nine required and four optional topics as follows:

Nine required topics:

1. What is the setting for the course?
2. What are the theories, principles, or concepts serving to support the teacher's way of offering the course?
3. What will students be able to do by the end of the course as a result of having participated in it successfully? (goals /objectives)
4. How is the course organized; what is the overall design of the course?
5. What activity types are featured prominently?
6. What roles do learners play?
7. What roles does the teacher play?
8. What types of instructional materials are included in the course? What are they like? How are they selected?
9. What are some details of communication and interaction patterns that have actually taken place within the course? (lesson particulars)

Four optional topics:

10. How are affective considerations addressed?
11. What roles do culture and cultural considerations play in the course?
12. How is learner assessment accomplished?
13. Is there anything else you would like other teachers to know?

(Murphy, 2004: 7)

As mentioned earlier, there are many scholars who have introduced the processes of curriculum design. One of those is Nunan (1988), who has more or less

similar model as others'. Nunan attempts to propose an important component of a learner-centered curriculum, however, he starts with a description of the first step in the curriculum process; that is the collection of information about learners in order to diagnose needs which are external to the learner. They are such as current proficiency level, age, educational background, previous learning experience, time in the target culture and previous and current occupation. Then content selection and gradation, methodology (which includes the selection of learning activities and materials), and ongoing monitoring, assessment and evaluation are the following steps included in the process. He also points out that the content selected at the beginning of a course is not seen as definitive; it will vary, and will probably have to be modified as learners experience different kinds of learning activities and as teachers obtain more information about their subjective needs (relating to such things as affective needs, expectations and preferred learning style). Therefore, the selection of content and objectives is something which is shaped and refined during the initial stages of a learning arrangement rather than being completely pre-determined.

To conclude, designing a language course needs several components. All components need to be conducted systematically. Curriculum or course design is directly related to philosophy, principles of language teaching and learning, second language acquisition, and assessment and evaluation. It needs the processes of thinking and planning in order to adopt, adapt, or develop the particular language program (Brown, 1995).

### 2.2.2 Content-based syllabus

A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content (Richards, 2001). Topical or content-based syllabus is organized around themes, topics, or other units of content. Brinton (2004) defines theme-based instruction, in which a theme or themes serve as the unifying principle of the course, is part of the larger content-based approach to language learning in which content (in the form of themes, topics, or academic subject matter) drives the language curriculum. According to Grabe and Stoller (1997), a major source of support for content-based instruction comes from second language acquisition research, particularly the work of Krashen, Swain, and Cummins. For example, in Krashen's view, not everyone is successful in learning second language because one way would be to claim that the

learners had not received comprehensible input in sufficient quantities; another would be to claim that an inappropriate affect was to blame (Gass and Selinker, 2001). Similarly, Numrich (2004) explains that theme-based learning provides both novelty and familiarity; students are able to assimilate many new ideas because new information is being presented within familiar contexts. This means knowledge will be less fragmented when presented in contexts of shared experiences. Consequently, ideas can be explored with some breadth and depth, creating sustained interest among students.

Brinton (2004) designed an alternative ESL literature course around a single extended theme: the city of Los Angeles. It was found that students had richer appreciation for its history, cultural contributions, and people. Likewise, Numrich (2004) designs an instructional unit centered on the development of gambling casinos on Native American reservations in North America. She and the members of her class explore topics that are embedded within this theme, such as casinos, money, gambling, addiction, economics, racism, government policy, ethnic survival, and cultural adaptation. It was found that theme-based instruction offered students multiple exposures to content, provides contextualized language practice, and gives opportunities for language learners to develop abilities for academic success. Students learned language through meaningful comprehension/expression and that language acquisition happens when learners are engaged in the study of content at a cognitively challenging level.

What Numrich found in her research is consistent with Gass and Selinker' (2001) statements. They point out that learning involves integration of new knowledge with prior knowledge. Prior knowledge is one of the factors that determines whether the input is meaningful. Prior knowledge is to be interpreted broadly and can include knowledge of the native language, knowledge of other languages, existing knowledge of the second language, world knowledge, language universals, and so forth. All of these play a role in a learner's success or lack of success in interpreting language data. To conclude, students comprehend texts more successfully when the topic is familiar to them than when it is unfamiliar (Hadley, 2001).



## 2.3 Community-Based Framework

As described in the previous section, the second language curriculum has key elements, proposed by some respective scholars, and conducted systematically. However, decisions about course content reflect the planners' assumptions about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an essential elements basis for second language learning (Richards, 2001). Selecting a syllabus framework is influenced by several factors such as knowledge and beliefs about the subject area, research and theory, common practice, and trends. The syllabus framework could be task-based, functional-based, theme-based, skill-based, situational-based, content-based, etc. In this study, community-based approach is used as a framework for course design, it is therefore appropriate to define and discuss what community-based education is and how it can be utilized for designing a language course.

### 2.3.1 Defining community-based education

A broad view of community-based education has been introduced by many scholars. For instance, Owens and Wang (1996) define community-based learning as the broad set of teaching/learning strategies that enable youth and adults to learn what they want to learn from any segment of the community. It provides for learners of all ages to identify what they wish to learn and opens up an unlimited set of resources to support them. By community, it includes the schools, formal and informal institutions in one's neighborhood, and the entire world through such resources as the internet. Several critical assumptions that can serve as a foundation for community-based learning are identified by Owens (1994: 2-3) as follows:

1. Education must be viewed as a continuum from preschool through lifelong education for adults.
2. Learning is what we do for ourselves. It therefore requires the full involvement of the learner as well as the teacher/mentor.
3. Jobs in the future will require not only more education, but a different type of education that includes critical thinking, teamwork, and the ability to apply knowledge.

4. Adults need to be involved in community affairs and to balance work, family and community responsibilities.

5. Problems affecting learners today are much broader than schools alone can solve. Involvement of the family, business, labor, the community, and other agencies is essential.

Like Owens and Wang, Auerbach (2002) defines community-based education as “partnerships between educational institutions and communities. Partnership implies reciprocity and collaboration. Partnerships are relationships in which everyone teaches and everyone learns, no one partner organization is seen to have all the expertise or to stand in a hierarchical relationship to others” (p. 1). It must be context specific, responsive to participants and conditions”. Owens and Wang’ notions of community-based education are consistent with Myran’s (1978) in some aspects. Myran defines community-based education in a very broad sense. He states that community-based education is a phrase that symbolized an institutional value system; it is not a series of course, an approach to instruction, or a description of the location of services or activities. It is a phrase that can be grouped with terms such as lifelong learning, life-centered education, the knowledge revolution, the communications age, the postindustrial society, and the learning society. The basic values are represented as follows:

1. Education can make a significant difference in the lives of all persons of all ages and backgrounds; all people have worth, dignity, and potential.
2. Education is a means by which people can enrich and enhance their lives through self-growth in various life roles such as those of worker, family member, citizen, and consumer.
3. Education is a recurring part of daily life, not an experiment set apart from daily life.
4. The community college has a responsibility to maximize the congruence between its services and programs and the educational needs and aspirations of all population groups in its service area.

(Myran, 1978: 1-2)

It is very interesting that Myran mentions the word “lifelong learning” when he defines the term “community-based education”. Lifelong learning is restated by Galbraith (1995), who conceptualized the connections of community-based education and lifelong learning. Galbraith defines community-based education as an

educational process by which individuals become more competent in their skills, attitudes, and concepts in an effort to live in and gain more control over local aspects of their communities. Its primary purpose is to meet the unique needs of the community it serves, as a whole and individually. In addition, it generates and utilizes available resources and skills, as well as those untapped skills and resources, to meet the varied needs of the community and those of its residents". The concepts of community-based education and lifelong learning, when merged, utilizes formal, nonformal, and informal educational processes. Through this merger, it has the potential to impact individuals, groups, and communities in the way they live, inform, and educate themselves. It can serve as a mechanism for self-fulfillment as well as for social, political, and psychological empowerment. When community-based education and lifelong learning is connected both conceptually and in practice, a unique relationship is developed that gives individuals and communities a sense of hope and dignity, a sense of responsibility for their own communities and lives, and sense of voice within the social and political arenas. Galbraith also cites Compton and McClusky 's (1980) definition of community-based education, which is defined as a process whereby members come to identify their problems and needs, seek solutions among themselves, mobilize the necessary resources, and execute a plan of action or learning or both.

More practical features of community-based education are defined by Leslie (1985), who states that community-based education is a component of community study, in which students view the community as a source of information about a wide range of topics. Using the community as a valuable resource can provide opportunities for young people to become engaged in public life and learn essential participation skills. Schug and Beery (1984, cited in Leslie, 1985) offer applications and opportunities of local community study:

- Using the community as a source of content
- Using the community as a source of learning experiences
- Community service as a dimension of community study
- Using the community to enhance skill development

Clearly, it can be concluded that community-based education can be a methodology, a strategy, an approach, or an activity that serves the needs of the community and the people in the community. Resources and skills of the community are utilized to maximize the learning experiences and skill development.

### 2.3.2 Principles and goals of community-based education

Principles of community-based learning relate to the changing nature of society, the learner, the learning processes, and sources for learning (Owens & Wang, 1996: 3-5). They give the examples of community-based learning programs as follows:

#### 1. Service learning

Service learning is a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility.

#### 2. Experience based career education

As stated by Shumer (1995, cited in Owens and Wang, 1996) that many of the experience based career education included service learning activities, with students working in hospitals, schools, day-care centers, and many social agencies. Students tied their community learning experiences to classes held on campus, usually as part of their regular academic program.

#### 3. Cooperative education

Cooperation is a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field.

#### 4. Tech prep

Tech prep involves secondary and postsecondary institutions in collaboration with business and industry. The curricular focuses on high technology areas combined with applied academic courses that are designed to prepare students for success in high-performance workplaces.

#### 5. School to work

This contains three major elements: 1) school-based learning related to each student's interests, including broad-based academics, career exploration and counseling; 2) work-based learning that provides a planned program of job training experiences, paid work experience, workplace mentoring, and instruction in general workplace competencies and in a broad variety of elements of

an industry; and 3) activities to connect the two through training of teachers, counselors, and mentors and through involvement of schools and employers.

#### 6. Youth apprenticeship

This means the involvement of workplaces as learning environments, creating opportunities for mentor relationships to provide adult role models, and developing the high levels of academic and vocational skills being sought by employers.

Similarly, Pilanthananonda (2003) describes that community-based unit can help learners focus on social and moral disciplines as well as academic knowledge, which nowadays is essential for living in the society. She points out four main characteristics of community-based curriculum which consists of the following objectives:

1. to serve needs and solve community's problems
2. to focus on learners and their lives in the community
3. to involve learners in living with others in the community
4. to strengthen the people in the community as well as the

community itself

Pilanthananonda's framework of community-based education is consistent with Shumer's (1995). It consists of 8 principles as follows:

1. Job shadowing
2. Contracted instruction
3. Cooperative education
4. School-to-apprenticeship
5. Service learning
6. Career internship
7. Career academic
8. School - based enterprise

(Pilanthananonda, 2003: 132)

#### 2.3.2.1 Service learning

One of the community-based principles employed in this study is service learning. According to Alliance for Service Learning in Education Reform, the United States (1995), community service is a powerful tool for youth development. It facilitates the transformation of a young person from a passive

recipient to an active service provider and consequently helps redefine the perception of youth in the community from a cause of problems to a source of solutions. When combined with formal education (school-based) and/or when thoughtfully organized to provide concrete opportunities for youth to acquire knowledge and skills and to make a positive contribution. Community-based service becomes a method of learning or “service learning”. Consequently, service learning enables teachers and youth development professionals to employ a variety of effective teaching strategies that emphasize youth-centered, interactive, experiential education. Service learning integrates curricular concepts with “real-life” situations and empowers youth to analyze, evaluate, and synthesize these concepts through practical problem-solving, often in service to the community. They conclude that service learning is a method by which young people learn and develop through active participation in thoughtfully organized experiences that:

- meet actual community needs
- coordinate in collaboration with the school and community
- support the learning objectives of the organizations
- provide structured time for a young people to think, talk, and write about he/she did and saw during the actual service activity
- acquired academic skills and knowledge in real life situations in their own communities
- expand the young person’s learning environment to include the broader community
- help to foster the development of a sense of caring for others

Similarly, Holland, the director of National Service Learning Clearinghouse (U.S.A.), defines service learning as the integration into courses or other learning activities to meet specific learning objectives in ways that can enhance community and transform participants. It is intentional, rigorous, experiential, and reflective. Likewise, the Department of Sociology, University of Colorado at Boulder views service learning as a pedagogical strategy that combines community service with classroom learning. It is a tool used widely by sociologists to encourage students to make connections between classroom learning and the larger community. Learning objectives expected from service learning are addressed by Kaye (2004), Alliance for service learning in Education Reform (1995), and Holland. For example, Holland points out learning objectives in regard to learners who are expected to be active and

independent. Learners are expected to extract meaning from experience, apply knowledge to real world, use evidence to articulate ideas, learn across subjects, and find and assess the quality of information resources. Likewise, Alliance for Service Learning in Education Reform states the learning objectives of service learning, which include 1) effective service learning efforts strengthen service and academic learning, 2) model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in a environment that encourages risk-taking and rewards competence, 3) preparation and reflection are essential elements in service learning, 4) youths' efforts are recognized by those served, including their peers, the school, and the community, 5) youth are involved in the planning, 6) the service learning perform makes a meaningful contribution to the community, 7) service learning connects the school or sponsoring organization and its community in new and positive ways.

Service learning is widely implemented in many higher educational institutions (Kraft & Krug, 1994, in Ang & Goh, 2006). Ang and Goh (2006) enhance service learning through problem-based learning in Republic Polytechnic, Singapore. The results show that high involvement of service learning can help bring about more engagement and empowerment of students to enhance their service learning experience. Students will be engaged in their own learning to construct knowledge, be empowered to make thoughtful decisions, and become a critical thinker and teach one another. In Thailand, Vechayant (2002) implements the service learning approach into social study subjects for lower secondary students. The study reveals that students possesses higher scores in social service awareness and problem solving skills. Moreover, students learning by service learning techniques increase social service behaviors.

Lastly, the goals of community-based curriculum are stated by ANSER Charter School in Idaho (The United States). They are listed below:

- Students will gain a greater knowledge of their community and learn about the efforts of individuals and organizations that support their community.
- Students will be exposed to an individual's role and responsibility as a member of a community.
- Students will become empowered and contributing participants through serving their community.

- Students will take risks and accept challenges in new situations.
- Community-based study (CBS) sessions will be grounded in Expeditionary Learning Design Principles.
- Students will be exposed to a wide variety of course offerings. New abilities and interests may then be discovered.
- Parents will be provided opportunities to share their interests and talents with the students, and participate in the learning experience of their child.

Since the outcomes of community-based learning cover the full range of knowledge, skills, and attitudes needed to be an effective citizen, worker, and lifelong learner, there are various categories of community-based learning suggested by Owens & Wang (1996). They are: 1) academic; 2) career and vocational; 3) personal and social development; 4) service and work values; and 5) understanding and use of community resources. It is noteworthy to address what Blum (1995, cited in Owens & Wang, 1995:9) states the goals of community-based learning. He states "Goals for student learning are changing. While there is still an expectation that students learn important facts, there is growing emphasis on application of facts in problem solving and relating facts to life outside the school". In addition to learning traditional subject areas, students are expected to think critically, collaborate with others, transit smoothly from school to work, fit into an increasingly diverse community, integrate what they learn across subjects and much more. As the content of what to be learned changes, so most the methodologies of both learning and teaching shift".

### 2.3.3 Community-based framework in English language teaching

Ingram (1980) initiates a community involvement approach for teaching ESL to migrants. In addition to basic principles of community-based education, he proposes three factors which are crucial in ESL context, that is, the nature of language, the nature of the learner, and the nature of the learning environment. He points out some interesting aspects, for example, the learner is an active participant, not a passive recipient, the learner focuses on communication of meaning, wide diverse experience promotes language learning, and L2 language mastery may occur through both formal and informal learning. Ingram adds that both formal and informal situations contribute to the total learning experience. If the



language or even an item is to be meaningful, it must be experienced within the context of a broad cross-section of the language and its culture, that is, the learner requires wide, diverse experience of the functioning language and this diverse experience is obtained as the teacher ensures a variety of activities both within the classroom and outside using all four macroskills, the various forms of media, and the various “community involvement” activities.

Ingram (2004) implemented a “community involvement” methodology in which students set up meetings with French speakers in the Brisbane community and discussed some topic of mutual interest with them. The project outcomes prove to be very successful both in terms of the students’ language proficiency and in producing more positive cross-cultural attitudes. Another community-based project has been implemented by Lopes-Murphy and Martin in 2002, in which two preservice teachers work with language minority students through a community service learning program in a rural area of northwestern Virginia, in the United States (Lopes & Murphy, Martin, 2002). The project is found effective since the program offers preservice teachers the opportunity to better understand the linguistic needs of children and families who are learning English. In other words, they gain a greater understanding of the SLA process by observing the patterns of language development in different children. Moreover, preservice teachers are able to identify strategies for creating an inclusive environment in mainstream classrooms by experimenting with ways to increase students’ participation in class and engagement in risks. They can accommodate the academic and language learning needs of English language learners by using an ESL content-based approach and simplifying content to facilitate language comprehension. In community aspects, preservice teachers can learn ways to create and maintain a close relationship between parents and schools through home visits.

Mashishi (2002) uses a community-based curriculum to promote literacy in Soweto, South Africa. The project aims to involve parents in the effort to entrench reading, writing, and learning as part of the culture in African homes and to encourage parents to share their cultural knowledge with their children, with other parents, and with the school. It is found that the program indicates significant changes in parent-child interactions, attitudes, interests, and literacy practices. Likewise, Keis (2002) implements “Community with books” program in Willamette Valley of western Oregon, the United States. The program focuses on improving family literacy

skills in Spanish and English by bringing parents into a meaningful dialogue with the schools, organizations, and agencies that serve them. It is revealed that the program can challenge a deficit perspective such as linguistic and cultural differences and their socioeconomic situation. There are ample funds of knowledge in working class families that can serve as a resource of enormous importance for educational change and improvement. Keis points out several essential elements which are necessary to establish and maintain a successful program, for example, the home language and culture of the families involved must be valued and respected as an integral part of the multicultural fabric of U.S. society. The use of children's literature in the family's native language is one effective way to validate parents' life experiences to promote literacy development for the whole family.

Wilson-Keenan, Willett, and Solsken (2004) focus on "families as curriculum partners" in an urban elementary school in the northeast region of the United States. The Family Visits present opportunities to extend the critical analysis of social issues in the classroom. It is found that parents, the classroom teacher, children, and researchers come to appreciate the richness of these classroom conversations and their importance to the children's learning. The children look forward to the visits. They beam with pride when they introduce their family member(s) and their friends respond with great interest to what the guest(s) said. In a Chinese community center in Toronto, Canada, Morgan (2004) employs community-based approach in ESL curriculum. He argues that (1) teaching decisions should be responsive to locally situated social, political, and linguistic contexts in which language instruction takes place and (2) social needs and experiences play central roles when it comes to course syllabus design (p. 115). Morgan uses "critical practice" as a main method in his class. Topics selected favor the life situations, local issues, and power relations that characterize a community program. It is found that students in the advanced course are encouraged to see themselves as critical co-investigators. Many students offer opinions, ideas, experiences that can fundamentally challenge the teacher's own commonsense values and subsequently provoke new ways of thinking about language and public life.

Unlike most case studies described in the previous sections, in Thailand, English language is taught as a foreign language (EFL) or international language (EIL). Imsri (2004) implemented a service learning into English Phonology course at Walailak University. The objectives of the course are to (1) apply

knowledge learned from class to improve student's English pronunciation, (2) to apply knowledge learned from class to help other students improve their pronunciation, (3) to practice learning and working together as a team, and (4) to use English in real-life situations. It is found that there is significant improvement between pre-test and post-test result ( $p=.0004$ ). Additionally, the questionnaire results show that 87.50 % of the students practice their pronunciation before they go to teach young students. The class project is helpful for students' pronunciation improvement (93.33%), and is helpful for primary students' pronunciation improvement (90.32%). With regard to social issues, many students would like to continue teaching young students (87.10%).

However, there may be unanticipated contextual problems in partnerships (Auerbach, 2002). For example, when Wilson-Keenan (2002) first begins inviting families to her classroom, it is not clear whether these simple conversations are worth the amount of time it takes to set up the visits or whether they take too much time away from the academic curriculum. Difficulties in relationships between partners may occur. Weinstein, Whiteside, and Gibson (2002) conduct community service learning to help immigrant learners in San Francisco, the United States. It is found that differences between expectations and realities can cause tensions. Even though in some countries where English is taught as a foreign language, Ingram (2004) suggests how to design community involvement communities. For example, in the international TESOL conference in Chile (2004), he is concerned about the context where students have less opportunities to hear English spoken in the community or to interact with native English speakers. He states that most of the range of community involvement activities can take place even though there may be relatively few native speakers available. Modern technology with the internet and videoconferencing vastly increases the scope of the community within which learners are able to interact with native or fluent speakers.

In conclusion, it is apparent that the kinds of progress in community partnerships cannot be captured by pre- and post test scores (Auerbach, 2002). Rather, ongoing, dynamic changes in tangible factors related to the quality of participants' lives—new recognition of the value of their own cultural resources, growing critical understanding of the social context in which they live, increasing mutual support within and between families, and expanding capacities for community action are counted as success. In other words, success does not just mean mastering skills or

making gain in test scores, language proficiency, or literacy levels. Similarly, Morgan (2004) assesses his community-based ESL course through informal, ongoing, formative process based on firsthand observations during lessons or occurring when a student suggests a topic or skill area she or he would like to try in class.

## 2.4 Language and Culture

### 2.4.1 Defining culture

There are many views of definitions of cultures. Goodenough's (1957: 167, cited in Wardhaugh, 1992: 217) well-known definition is "a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to (a society's) members, and to do so in any role that they accept for any one of themselves." Culture, therefore, is the "knowhow" that a person must possess to get through the task of daily living (Wardhaugh, 1992: 217). In the United States, the National Center for Cultural Competence (2000) defines culture as an integrated pattern of human behaviour that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations.

Similarly, culture is viewed as civilization, the great achievements of a people as reflected in their history, social institutions, works of art, architecture, music, and literature. Culture is also viewed as the customs, traditions, or practices that people carry out as part of their everyday lives (Halverson, 1985, cited in Moran, 2001). With regard to communication aspects, culture is viewed differently. For example, Hall (1959, cited in Moran, 2001) states that culture is communication and all that people of a particular use to communicate, namely language, verbal and nonverbal, including a variety of forms: body movements, eye contact, time, space, smells, touching, and the use of the social situation.

A broad concept of culture is proposed by Brooks (1964) and Seelye (1994, cited in Herron, Cole, Corrie, and Dubreil, 1999), who perceive culture as a broad concept that embraces two aspects of human life: (a) artistic refinements and institutions and (b) daily patterns of living that allow the individual to relate to the surrounding social order. Seelye (1994 cited in Singhal, 1998) also proposes that

once we gain an understanding into how human beings meet both their physical and psychological needs, we can come to understand their particular culture.

Duranti (1997, cited in Thanasoulas,2001) defines culture as “something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and of course, through linguistic communication”.

Lastly, Wongbiasaj (2003) contends that culture is complex. It is composed of external aspects, which are observable and concrete, such as behaviour, festivals, celebrations, manners, most of which we can find in ready-made, commercial textbooks, and internal aspects, which are not always obvious or observable like beliefs, values, and thought patterns.

To conclude, the definition of culture can be viewed differently. Culture can be a set of ideas, beliefs, and ways of behaving. It can be everything in human life and can be both tangible and intangible.

#### 2.4.2 Defining local culture

Local knowledge and its culture or society are interrelated. As Warren (1991, cited in The World Bank Group, 1997) presents that indigenous knowledge (IK) is the local knowledge - knowledge that is unique to a given culture or society. Indigenous knowledge contrasts with the international knowledge system generated by universities, research institutes and private firms. It is the basis for local-level decision making in agriculture, health care, food preparation, education, natural resource management, and a host of other activities in rural communities. This is consistent with Blood's (2001) who agrees that many communities have important local knowledge-indigenous, traditional and immigrant. Including cultural knowledge as an asset extends the current asset mapping, appreciates inquiry, and other community development models and broadens the possibilities for building community.

#### 2.4.3 Language and culture

It is undeniable that language and culture are inseparable. Many views of language and culture are presented by scholars such as Wardhaugh, 1992, Moran, 2001, and Harumi, 2002. For example, in sociolinguistic view, Wardhaugh (1992) contends that the relationship between language and culture is that structure of a

language determines the way in which speakers of that language view the world. The culture of a people finds reflections in the language they employ. One long-standing claim concerning the relationship between language and culture is that structure of a language determines the way in which speakers of that language view the world. Wardhaugh refers to the Sapir –Whorf hypothesis or the Whorfian hypothesis (1929) which acknowledged the close relationship between language and culture, maintaining that they were inextricably related so that you could not understand or appreciate the one without a knowledge of the other.

Moran (2001) claims that language cannot be separated from the products, practices, perspectives, communities, and persons of the culture. He notes that “In the culture, the language is literally everywhere. Anyone immersed in the culture sees and hears the language all around. In this context, language and culture are clearly fused; one reflects the other. To practice the culture, we also need language. We need to be able to express ourselves and to communicate with members of the culture as we engage with them in the myriad practices and products that make up their way of life” (p. 35).

Since language is associated with culture, the study of language cannot be divorced from the study of culture (Seelye, 1984: 26, cited in Harumi, 2002: 36), or that “one cannot learn to use a language without learning something about the culture of the people who speak that language” (Kramsch, 1998: 63). The National Center for Cultural Competence (2000) agrees that language is not only part of how we define culture, it also reflects culture. National Standards in Foreign Language Education Project (1996) emphasizes the relationship between language and culture that “through the study of other languages, students gain a knowledge and understanding of the cultures that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs”.

In summary, language and culture are inseparable. In other words, they reflect each other. Moreover, language is a product of the culture. To understand particular language, one needs to gain a knowledge of particular culture.

#### 2.4.4 Teaching language and culture in English language classroom

Culture has become an increasingly important component of English language teaching in recent times (Baker, 2005). According to the U.S. Standards for Foreign Language Learning (1996), they emphasize the need to integrate the teaching of culture in the language curriculum. The focus on the importance of cultural learning is rooted in at least two widely held beliefs among foreign language professionals: (1) that language study is an essential component in the curriculum, in part because it can lead to greater cross-cultural understanding, and (2) that language and culture are inseparably intertwined (Hadley, 2001: 345). The 1996 Standards for Foreign Language Learning establishes five major goal areas: Communication, Culture, Connections, Comparisons, and Communities. Two goal categories, Culture and Comparisons, provide specific standards for cultural learning. The Standards define culture as “the philosophical perspectives, the behavioural practices, and the products—both tangible and intangible – of a society” (Bartz and Fortney, 1999: 46). The following is the goals and standards of Culture.

*Goal Two (Culture):* Gain knowledge and understanding of other cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

In Thailand, the curriculum standards for the basic education written by the Ministry of Education (2001) are specified into 4 strands for foreign language learning. All strands are expected to reflect the goals of the curriculum which consist of Communications, Cultures, Connections, and Communities. Cultures consist of three parts: perspectives, practices, and products. This is emphasized in Substance 2 Standard 2.1 and 2.2, that is, students are expected to understand the nature of language and its relationships between sociolinguistics and target cultures. They are also expected to understand the similarities and differences between Thai culture and the culture of the target language. In practical aspects, there is an attempt to bridge the understanding of English language and culture. Language may honor and facilitate an expression of one’s experiences and those of one’s neighbor. And ultimately, language can offer our students the ability to think-aloud, write-aloud, and express-aloud in a safe space such that they may develop problem-solving skills, develop ethnically, and make meaning of the challenges which they face in life (Dueraman &

Dueraman, 2003). They both suggest that teaching a language is certainly not just grammar. It is a heartfelt profession of assisting another to learn and blossom into his/her full potentiality, and this may be encouraged pedagogically via EFL teaching.

However, there are comments and perspectives on the role of languages and cultures in a Post-9/11 United States, which are briefly noted as follows:

*Edwards (2004)* points out that 9/11 and subsequent events produced much greater attention and awareness regarding the learning of languages and knowledge of other cultures. Knowing other languages and being aware of other cultures are definitely perceived now as necessary for national and home-land security.

*Wesche (2004)* questions how languages and cultures should be taught in today's world. He suggests that as language teachers, we should help students achieve the cross-cultural understanding. It is essential that language teachers take seriously our role as culture mediators which requires that we have knowledge of the culture we are introducing. If it is not our own, we will need help from members of that culture, both as personal sources and, ideally, as visitors to our classrooms.

*Allen (2004)* gives a personal reflection on teaching languages and cultures in a post-9/11 world. He emphasizes the need to help students understand the connection between studying the languages and cultures of other peoples and thereby coming to some understanding of them. Allen summarizes what he does in the classroom as follows:

1. Culture as starting point. Culture is the starting point of every individual class session .
2. Beyond culture as fact or information to culture as cross-cultural understanding.
3. Promoting communication focused on observation, contextualization, analysis, interpretation.

According to Lessard-Clouston (1997, cited in Thanasoulas, 2001), students will indeed need to develop knowledge of and about the L2 or FL culture, but this receptive aspect of cultural competence is not sufficient. Learners will also need to master some skills in culturally appropriate communication and behavior for the target culture. Cultural awareness is necessary if students are to develop an



understanding of the dynamic nature of the target culture, as well as their own culture.

Another aspect of culture in English language classroom from Moran (2001) who states that language is the central means of learning culture in the language classroom. He suggests four language functions needed in the language classrooms: language to participate in the culture, language to describe the culture, language to interpret the culture, and language to respond to the culture. Weiss (1997, cited in Moran, 2001: 46) includes the acculturation process as a specific component of the curriculum, which meant teaching the necessary language that “language skills are part of the culture learning process, so we need to aim for the integration of language and culture learning. Teaching and learning about acculturation involves teaching and learning the language and terms that come with it”.

Singhal (1998) contends that culture teaching involves a comprehensive description of the way of life of a particular society which is intertwined with the teaching of language. Current pedagogy stresses that language cannot be taught without culture and that culture is a necessary context for language use. This view is consistent with Peterson & Coltrane (2003), who claim that culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. Students can be successful in speaking a second language only if cultural issues are an inherent part of the curriculum.

Byram and Fleming (1998: 7) develop the following framework for language learning and teaching. They are:

- An integration of linguistic and cultural learning to facilitate communication and interaction
- A comparison of others and self to stimulate reflection on and (critical) questioning of the mainstream culture into which learners are socialised
- A shift in perspective involving psychological processes of socialization
- The potential of language teaching to prepare learners to meet and communicate in other cultures and societies than the specific one usually associated with the language they are learning.

In short, learning a language as it is spoken by a particular group is learning the shared meanings, values and practices of that group as they are

embodied in the language (Byram and Fleming, 1998). As a result, the teaching of culture should become an integral part of foreign language instruction (Thanasoulas, 2001).

Much research has focused on culture and language learning. Different approaches have been employed, for example, Bateman (2002) employs ethnographic interviews for students of Spanish in order to promote openness toward culture learning. The results show that at the cognitive level, the students report learning much factual information about Hispanic cultures. For many students, the project has an affective impact as well. The oral interview is also used in the foreign language classroom to help students understand the differing, often culture-specific perspectives of language use among people speaking another language. Rings (2006) implements this project in the United States and it is found that interviews can be used as teaching materials because students can expand their understanding of potential areas for misunderstanding and the reasons for them.

Gholson & Stumpf (2005) use folklore as a critical methodology in the ESL classroom in Canada. The results show that folklore can be a method for promoting a comfortable classroom when using a paradigm through which the acquisition of new second language vocabulary (its connotations and denotations), new academic terms (stereotype, belief system, folk practice), cultural situations (relationship, gender roles), and cultural ideas can be recognized. In Africa, Akinyemi (2005) integrates culture and language teaching through the naming traditions (Yoruba personal names) of African culture. Significant names can be names related to the birth, names related to child-parent-family relationships, names related to social status of royal families, names related to personality of the child or the child-parent relationship, or death prevention names, etc. According to Akinyemi, the incorporating of the cultural traditions associated with personal Yoruba names in to the curricula can stimulate cultural awareness among students as they practice structure and pronunciation, which naturally prepare communicative activities.

Another research on culture and language learning conducted by Baker (2005) indicates a relationship between cultural awareness and second language acquisition. The results appear to indicate a positive correlation between higher levels of cultural awareness, integrative orientation, contact with English culture, and more positive attitudes towards English culture, language, and peoples.

It is concluded that language and culture are inseparable, therefore, the integration of culture into language classroom is widely employed. In most countries, such as the United States, Australia, and Thailand, culture has been advocated as an integral part of the curriculum. Many approaches - interview, observation, folklore, video, etc- have been used to deepen the understanding of student's own culture and other cultures. Most research have shown the relationship between language and culture learning. Therefore, it is very interesting to conduct the research that local cultures are integrated into English language learning in the context where English is taught as a foreign language.

#### 2.4.5 Culture and the teaching of English as an International Language (EIL)

The internationalization of English leads to a claim that not only is English no longer territorially bound, it was effectively undergoing deculturisation (Sweeney, 2006). To maintain the relationships between language and culture, Smith (1976, cited in McKay, 2002: 12) proposes that:

1. as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.
2. as it is an international language, the use of English is no longer connected to the culture of Inner Circle countries.
3. as an international language in a local sense, English becomes embedded in the culture of the country in which it is used.
4. as English is an international language in a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture.

McKay (2002, 2003, 2004) explores the role of culture in EIL teaching in terms of the cultural content of teaching materials and in reference to the use of EIL. She proposes that 1) as it is an international language, the use of English is no longer connected to the culture of Inner Circle countries, and 2) one of the primary functions of English, as in the case with any international language, is to enable speakers to share their ideas and cultures. Therefore, the purpose of an international language is to describe one's own culture and concerns to others. The teaching of English is becoming much more closely aligned with the host culture as those countries use local characters, places, and issues as the content for their teaching materials. A more effective approach to establish a sphere of interculturality would

be for the teacher to encourage students to reflect on their own cultures in relation to the target culture and to provide additional information on the target culture when students request such information. Educators should recognize the value of including topics that deal with the local culture, support the selection of a methodology that is appropriate to the local educational context, and recognize the strengths of bilingual teachers of English. Many scholars agree with McKay's notions. For example, Kushner (2003, cited in Sweeney, 2006) agrees that there are many Englishes, and that English should be taught with a focus on local needs and local identities. For example, Alptekin (2002) suggests that teachers of EIL should incorporate instructional materials and activities rooted in local as well as international contexts that are familiar and relevant to language learners' lives

Pakir's keynote address in Singapore (1999) gives the implications for English language teaching. She contends that "understanding the use of language in several local contexts and the phenomenon of language variation is thus of central and continuing concern to EFL teachers. "Glocal English" is necessary for international discourse; but increasingly it will be of the local kind, that is, incorporating the cultural dimensions of English as a transplanted variety that expresses the identities of its speakers in as range of functional domains". Similarly, Talebinezhad and Aliakbari (2001) support Pakir's statement. They state that "as far as culture is concerned, due to the diversity among native speakers on the one hand and the heterogeneous population of non-native speakers on the other, the culture of native speakers can no longer be imposed. In contrast to the idea of language hegemony or linguistic chauvinism, nonnative speakers of English may use it to express, react or even propagate their ideas to affect a relatively larger part of the world, including native speakers" (p. 5).

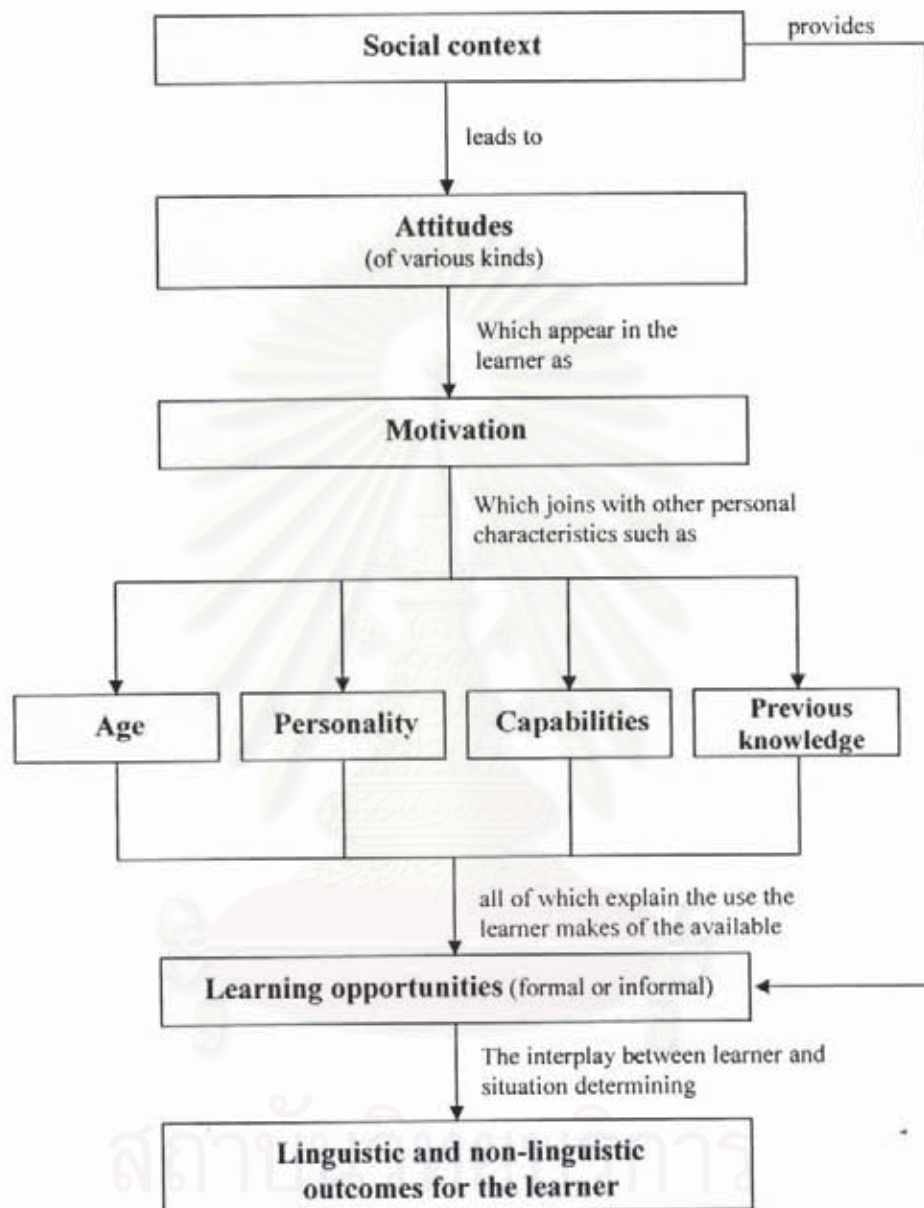
Finally, Hicks (2000) gives the clear and high values of the teaching EIL. First, it may be that the subject is a global language but it is equally important that students learn more about their own local language and their own use of language through another one, secondly, the context of the language, the topics and issues, can and should be embedded in the real, local world of the students, not in a virtual global world. Whatever becomes the starting point is the world of the student. Such a curriculum and methodology help students feel comfortable, in both local and global communities.

To summarize, the role of English as an international language has given some changes in pedagogical implications for English language and culture teaching and learning. Even though popular course books in Thailand such as English File (Oxendon and Latham-Koneig 2000) and Interchange (Richards 2000) give good examples of materials that provide plenty of opportunities for learners to examine other cultures and their own (Baker, 2003), international editions of English textbooks are often made for learners from a large number of countries, in other words, the authors must try to cover the needs of learner groups of a variety of cultural backgrounds (Richards, 2001 and Risager, 1991, in Greil, 2004). As a consequence, it is debatable how these textbooks can establish links to the learners' culture and can transmit cultural information about one's own society to the outside world through English (Ito, 2002, in Greil, 2004). In this study, an attempt is made to integrate local cultural knowledge into English language classroom through community-based approach. Even though there is no one best method, and no one method that is best for a particular context, as a local educator (McKay, 2002), it is appropriate to utilize the resources or the cultures of the community to be as learning strategies and learning experience for learners in the specific context.

## **2.5 Second Language Learning and Language Learners**

Second language learning is an immensely complex phenomenon (Mitchell and Myles, 2001). There are a lot of ELT principles to support the understanding of language teaching and learning. Based on a model of second language learning taken from Spolsky (1989), it is stated that there is a relationship between contextual factors, individual learner differences, learning opportunities, and learning outcomes, which it is believed are most for learning, i.e., where variation can lead to differences in success or failure (see Figure 2.3). Spolsky's model is more or less similar to Ellis's (1994) review of research that show psychological factors such as language aptitude, learning style, age, motivation, strategy use and learner beliefs, and social factors such as gender, class, ethnicity, cultural background and settings for learning have all been extensively investigated.

Figure 2.3 Spolsky's general model of second language learning (Spolsky, 1989: 28)



According to Ellis (1994), social factors have a major impact on L2 proficiency but probably do not influence it directly. Their effect is mediated by a number of variables and one set of variables which have been found to be of major importance is learner attitudes. Attitudes toward the learning situation refer to the

individual's reaction to anything associated with the immediate context in which the language is taught. It is found that there would be differences in attitudes among classes because of the nature of the particular classroom environment (Masgoret and Gardner, 2003). Ellis points out that social factors help to shape learners' attitudes which, in turn, influence learning outcomes. Learners manifest different attitudes towards (1) the target language, (2) target language speakers, (3) the target-language culture, (4) the social value of learning the L2, (5) particular uses of the target language, and (6) themselves as members of their own culture. Learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success. However, learners' attitudes may predispose them to make efforts to learn the L2 or not to do so. Positive attitudes towards the L2, its speakers, the teacher and course materials, and its culture can be expected to enhance learning and negative attitudes may have a positive effect on L2 learning if the learners have a strong reason for learning. Depending on the learner's attitudes, learning a second language can be a source of enrichment or a source of resentment (Lightbown and Spada, 2001).

In addition to social context, success in learning a second language is left to the research on individual learner factors to explain this differential success (Larsen-Freeman, 2001). Freeman addresses the learner contributions that underlie the success in language learning. Learners' attributes include age, aptitude, personality, learning disabilities and social identity. Learners' conceptualization of the process of language learning includes motivation, attitudes, cognitive styles and beliefs.

Since the study of attitudes and motivation in second language acquisition has involved the development of concepts specific to language learning (Ellis, 1986), it is worth noting the role of motivation in second language learning. According to Ellis (1986), it is not always clear what the distinction is between attitudes and motivation. However, Gardner and Lambert (1972) identify two types of orientations: *an integrative orientation*, which reflects a sincere and personal interest in the people and culture represented by the other group; and *an instrumental orientation*, which reflects the practical value and advantages of learning a new language. They found that an attitudinal and motivational sort play very important roles in the acquisition of a second or foreign language in a variety of North America contexts. Brown (1981, cited in Ellis, 1986) identifies three types of motivation: (1) global motivation, which consists of a general orientation in the goal of learning a L2; (2) situational

motivation, which varies according to the situation in which learning takes place (the motivation associated with classroom learning is distinct from the motivation involved in naturalistic learning); (3) task motivation, which is the motivation for performing particular learning tasks.

Crookes and Schmidt (1991: 470) suggest how to increase levels of motivation for students. For example:

- Motivating students into the class: At the opening stages of lessons (and within transitions), it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students.

- Varying the activities, tasks, and materials: Students are reassured by the existence of classroom routines which they can depend on. However, lessons which always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities, tasks, and materials can help to avoid this and increase students' interest levels.

- Using co-operative rather than competitive goals: Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem.

The role of attitude and motivation have been conducted by many L2 researchers (Dornyei, 1990; Belmechri & Hummel, 1998; Noels & Pelletier & Vallerand, 2000; Spolsky, 2000; Masgoret & Gardner, 2003; Li, 2006). The overall findings show that positive attitudes and motivation are related to success in second language learning (Gardner, 1985, cited in Lightbown and Spada, 2001). For instance, it is found from Dornyei's (1990) study that instrumental motives significantly contribute to motivation in foreign language learning contexts. Moreover, affective factors were found to contribute to motivation in foreign language as well. Noels, Pelletier, and Vallerand (2000) discuss in their research that those who naturally enjoy the feeling of learning L2 may not necessarily feel personally involved in the learning process; they may view language learning as a puzzle or a language game that has few repercussions in everyday life. To foster sustained learning, it may not be sufficient to convince students that language learning is interesting and enjoyable; they may need to be persuaded that it is also personally important for them. Therefore, increased perceptions of freedom of choice and perceived competence are linked to more self-determined forms of motivation. Conversely, low perceptions of freedom of choice and perceived competence are also indicative of higher levels of amotivation. Li



(2006) examines motivation to learn English by Chinese research students in an informal setting. It is found that students perceive the importance of learning English and this exerts a positive influence on the learners' motivation to learn the language.

Apparently, social context, positive attitude, and motivation play essential roles in success in second language learning. As pointed out by Lier (2006), learning must be examined within the context in which it occurs. It is, therefore, worth conducting the research which aims to enhance second language skills as well as local cultural knowledge particularly in a very specific context where community is involved in the process of learning.

## 2.6 Qualitative Method

Qualitative approach is relatively new in the field of research on teaching. The approach has emerged as significant in the decade of the 1960s in England and in the 1970s in the United States, Australia, New Zealand and Germany (Erickson, 1990). However, some scholars in second language teaching attempt to describe research methods and their theoretical underpinnings. For example, Nunan (1992) points out "the relationship between instruction and learning is extremely complex. It is not a linear relationship, and there is no one-to-one relationship between teaching and learning. Experimental research can therefore only provide us with an understanding of individual pieces of the learning language jigsaw, but not the whole puzzle. The relationship between findings from a formal experiment, conducted under laboratory conditions, and classroom practice is complex and indirect. Erickson (1990) contends that this is true for school classrooms since interpretive researchers presume that microcultures will differ from one classroom to the next, no matter what degree of similarity in general demographic features obtains between the two rooms, which may be located literally next door or across the hall from one another. He adds that research and development using a positivist natural science approach is possible in agriculture because of the uniformity of the phenomena that are considered. However, there is so much variation across classrooms, and so much variation in the implementation of "treatments" themselves that large-scale program evaluation by quasi-experimental methods is very problematic. It is concluded that qualitative research is fundamentally interpretive. This means that the researcher makes an

interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked (Wolcott, 1994). Finally, as Malinowski (1923: 325 cited in Barro, Jordan, and Roberts, 1998: 80), the father of modern anthropology, asserts that “you could understand language in its context of situation”. In sum, qualitative approach could highly yield richer results for the present study.

### 2.6.1 Research models in qualitative tradition

Research models in qualitative tradition have been introduced by scholars from different subfields within a discipline. According to LeCompte, Preissle, and Tesch (1993), social scientists generally use variations on one of seven research models: ethnography, case study analysis, survey analysis, experimentation, standardized observational research, simulation, and historical or document analysis. For instance, behaviorists in psychology emphasize experimentation as the model of choice, whereas ecological psychology relies heavily upon standardized observations made in unmanipulated natural settings. Instead of “research model”, Creswell (2003) uses the term “research strategy” to explain types of approaches in qualitative design. The strategies are ethnographies, grounded theory, case studies, phenomenological research, and narrative research. All strategies are briefly described as follows:

#### Ethnographies

According to Creswell (1998), ethnographies is the study of an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily, observational data.

#### Grounded theory

This is the study that the researcher attempts to derive a general, abstract theory of a process, action, or interaction grounded in the view of participants in a study (Creswell, 2003). This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information (Strauss and Corbin, 1990, 1998, cited in Creswell, 2003: 14).

### Case studies

The researcher explores in depth a program, an event, an activity, a process, or one or more individuals. (Creswell, 2003). The case(s) are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995, cited in Creswell, 2003: 15).

### Phenomenological research

This is the research that the researcher identifies the “essence” of human experiences concerning a phenomenon, as described by participants in a study

### Narrative research

Creswell (2030) explains that this is a form of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives.

Despite the preference, legitimate and otherwise, for certain general research models by individual schools within social science disciplines, some of the most creative research uses models eclectically, combining aspects of various models to produce more valid research designs (LeCompte, Preissle, and Tesch, 1993). In this study, ethnographic data collection with strategies from observation, interview, and learner diary are involved. This design is used to triangulate data. Salient characteristics of ethnography are presented by Lazaraton (2003) in Table 2.1.

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Table 2.1 Salient characteristics of ethnography (Lazaraton, 2003: 4)

	<b>Ethnography</b>
Disciplinary roots	Anthropology
Analytic goals	What meaning is made How people see things
Context of importance	Cultural
Data collection procedures	Informants Interviews Field work Participant observation
Data representation	Thick description Field notes Excerpts of interaction
Analytic procedures	Analytic induction Triangulation
No Nos	Impressionistic accounts Fixed category observations Brief engagement

### 2.6.2 Triangulation of data

The idea of triangulation derives from discussions of measurement validity by quantitative methodologies (Seale, 1999). Even though the triangulation procedure varies with the research problem (Cicourel, 1974, cited in Seale, 1999: 57), it will be helpful to explore advocacy of triangulation. According to Glaser and Strauss (1967, cited in LeCompte, Preissle, and Tesch (1993: 48), ethnographers use many kinds of data collection techniques, so that data collected in one way can be used to cross-check the accuracy of data gathered in another way. The ethnographer pinpoints the accuracy of conclusions drawn by triangulating with several sources of data. Triangulation prevents the investigator from accepting too readily the validity of initial impressions; it enhances the scope, density, and clarity of constructs developed during the course of the investigation. It also assists in correcting biases that occur

when the ethnographer is the only observer of the phenomenon under investigation. Denzin (1978) introduces four types of triangulation; that is, data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. These four criteria are equivalent to the measurement of validity by quantitative methodologies and they were used in the present study to confirm the value of qualitative research.

#### 1. Data triangulation

Data triangulation (Denzin) is a search for as many different data sources as possible which bear upon the events under analysis. Seale (1999) clearly explains that data triangulation involves using diverse sources of data, so that one seeks out instances of a phenomenon in several different settings, at different points in time or space. Richer descriptions of phenomenon then result.

#### 2. Investigator triangulation

Investigator triangulation means that multiple as opposed to single observers are employed. Most investigations in fact do employ multiple observers, although all of them may not occupy equally prominent roles in the actual observational process (Denzin, 1978).

#### 3. Theory triangulation

Theory triangulation suggests that researchers approach data with several hypotheses in mind, to see how each fares in relation to the data (Seale, 1999). It means that it is valuable in approaching data with multiple perspectives and hypotheses in mind. The procedure demands that all relevant propositions be considered and made explicit before the investigation begins (Denzin, 1978).

#### 4. Methodological triangulation

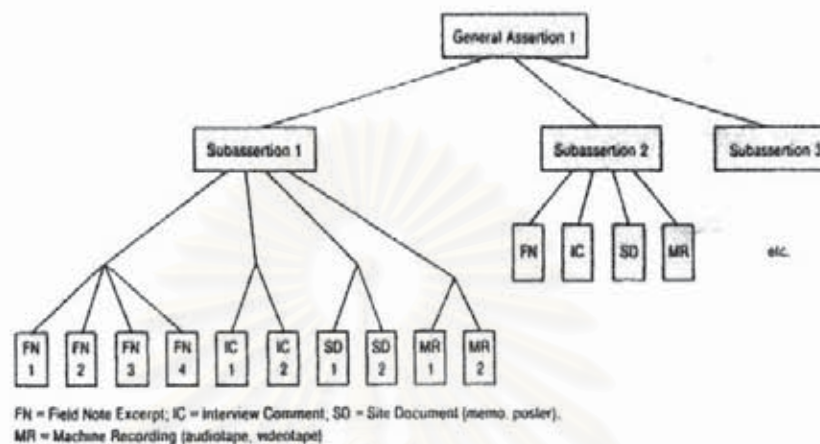
Methodological triangulation involves a "between-method" approach, which can take several forms. It is frequently cited as a rationale for mixing qualitative and quantitative methods in a study (Seale, 1999). This study involved interview and observation as the major strategies for investigation. Learner diary was also combined to triangulate data. Lastly, pre and post tests and self-assessment in participant's language abilities were used to help analyze and interpret data.

### 2.6.3 Analysis and interpretation of qualitative data

The basic goal of ethnography is to create a vivid reconstruction of the culture studied. This requires researchers first to separate, for analytical purposes, any empirical meanings they have assigned to behavior and belief from meanings assigned to the same behaviors and beliefs by their participants (LeCompte, Preissle, and Tesch, 1993). To analyze and interpret data, LeCompte, Preissle, and Tesch suggest that data analysis should begin with a review of the proposal or plans with which the work began, then the original research questions should be relocated. Rereading or scanning the data is the next stage. This is employed to check data for completeness and reacquaint the researcher with territory previously covered. It is suggested that the investigator should ask questions of the data just as questions are asked of informants; these questions generate additional question, insights, and puzzles to discuss with other investigators and to ponder alone. The notes taken while scanning constitute the beginning stages of organizing, abstracting, integrating, and synthesizing, which ultimately permit investigators to tell others what they have seen. The notes are developed into a primitive outline or system of classifications into which data are sorted initially. The outline begins with a search for regularities. Patterns and regularities then are transformed into categories into which subsequent items are sorted.

Erickson (1990) proposes theoretical assumptions of interpretive research on teaching. He suggests that linear casual models are often employed, behavior is observed, and casual relations among various behavioral variables are inferred. The interesting point is that he tries to propose that interpretive is concerned with the relation between meaning perspectives of actors and the ecological circumstances of action in which they find themselves. With regard to data analysis, Erickson points out that one basic task of data analysis is to generate the assertions, largely through induction. This is done by searching the data corpus-reviewing the full set of field notes, interview notes or audiotapes, site documents, and audiovisual recordings. He adds that another basic task is to establish an evidentiary warrant for the assertions one wishes to make. This is done by reviewing the data corpus repeatedly to test the validity of the assertions that were generated, seeking disconfirming evidence as well as confirming evidence. See figure 2.4.

Figure 2.4 Key linkages between data and assertions (Erickson, 1990: 148)



#### 2.6.4 Justification for using qualitative method in the study

In addition to theories of language teaching and learning, theoretical assumptions underlying community-based approach were highly regarded salient to the research questions and research objectives. Ethnography as an investigative model is rooted in anthropology. The major task of anthropology is to describe cultures. Because culture is defined as everything having to do with human behavior and belief, they had to describe everything – language, kinship patterns, arts, crafts and technology, rituals and beliefs, economic and political structures, child rearing, and life stages. This is why cultural anthropology is preoccupied with holism. Educational ethnography is an approach to studying problems and processes in education; substantively, it represents an emergent interdisciplinary fusion because it has been practiced by researchers from different traditions (LeCompte, Preissle, and Tesch, 1993). The community-based approach, meanwhile, focuses on community because every individual is a member of some kind of community and each, whether deliberately or unintentionally, participate in some aspect of learning provided within their social milieu (Galbraith, 1995). Clearly, conceptualized framework of a

community-based approach needs qualitative data to appeal the research questions. This is clearly seen from Auerbach's (2002: 11) notions "what counts as success in community-based approach in TESOL practice is variable and specific to the contexts in which they take place. It is striking that few of them measured their impact in terms of traditional, quantifiable outcomes related to individual achievement, discrete skills, literacy levels, or functional competencies. The kinds of progress reported in the case studies (e.g., Menard-Warwick, Crott and Smythe, Mashishi, Schofield ) cannot be captured by pre- and posttest scores. It is reported instead about ongoing, dynamic changes in intangible factors related to the quality of participants' lives - new recognition of the value of their own cultural resources, growing critical understanding of the social context in which they live, increasing mutual support within and between families, and expanding capacities for community action. In this view, Auerbach maintains "success does not just mean mastering skills or making gains in test scores, language proficiency, or literacy levels" (p. 11).

Clearly, it was believed that qualitative method could be suitably used to gain an in-depth understanding of the on-going process of the course implementation. Moreover, qualitative data could be used to analyze how students, teachers, and community partnerships made use of community-based approach as a tool in language learning.

## **2.7 Gap for the Present Study**

This chapter provided an overview of related theories underlying the framework of this study: course development in general principles, the second language curriculum, content-based syllabus, community-based education, principles and goals of community-based education, language and culture, local culture, teaching language and culture in EIL context, second language learning and second language learners, and factors in second language learning. Since this study is a qualitative research, its methodology is briefly reviewed. Previous research were also reviewed to expand the conceptual underpinnings that played a role in the development of a community-based English course.

However, much community-based research in English language teaching has been conducted in English native speaker countries and ESL context, where English



has been used and taught as a second language. It can be said that the majority of the previous research using community-based approach have been effective by means of qualitative data. Many researchers encountered the difficulties, such as the role of community partners, collaboration, while conducting the research, however, these difficulties have been the good lessons for conducting the present study.

Since this study was conducted in EFL (English as a Foreign Language) context, it is necessary to review what and how second language learners contribute to the second language classroom. The issues of learner factors (attitude and motivation) and teaching factors (task assignment and familiarity of input) were reviewed since they are variables that play a role in second language acquisition and second language learning.

Based on the review of literature, it is challenging to design an English course using community-based approach. The answer to the research questions are important if community-based approach can be used in English language learning. Moreover, it seems to be the starting point if language and local culture can be integrated in one course. Finally, it is interesting to evaluate the effectiveness of the course by means of both qualitative and quantitative data.



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## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter discusses the research design and methodology used in the study. Since the study aims to investigate the participants' English language skills together with local cultural knowledge, the context of the study is briefly described to provide a clearer picture for readers. The description of research design and procedure, population and samples, instrumentation of each stage of the research, data collection, and data analysis are presented in this chapter.

For the sake of readers' convenience, the research objectives of this study are restated.

1. To develop an English course using community-based approach
2. To investigate learners' English language skills through community-based approach
3. To investigate whether the community-based approach can enhance local cultural knowledge
4. To evaluate the effectiveness of an English course using community-based approach

#### 3.2 Context of the Study

Chachoengsao, a small province on the Bangpakong River, is located in the central region of Thailand. The province is famous for both cultural and natural resources. Diversity in cultures – such as “Ghost Boat”, “Boon Khao Larm”, “Tak Bart Nam Phueng”, “Centipede Flag Pageant”, can be found in different districts in the province (Chachoengsao: City of Prospects, 1996). However, Chachoengsao people are strongly attached to Luang Phor Sothorn Buddha Image and Wat Sothornwararam, the Sanctity of Chachoengsao. The fertility of the forest and the

abundance of natural resources – such as woods, wildlife, freshwater fish, rice, vegetables, and fruits- makes the province one of the largest agricultural communities and natural attractions in the country. Due to these attributes, most of the population are employed in agriculture and fishing. The province promises to be a perfect location for a university town. It has also become the trade gateway due to the establishment of Suvarnabhumi Airport and the economic expansion from international companies. The prospect of Chachoengsao as a central agricultural market drives Rajabhat Rajanagarindra University - the local university - to keenly develop the strategies to fulfill needs of the province particularly in manpower.

The setting in this study mainly takes place in Rajabhat Rajanagarindra University - the only local university in the province. The university plays a big role in providing both formal and informal education for local students and the community in Chachoengsao province and its neighbourhood. Based on Section 7 and 8, Chapter 1 in Rajabhat University Act B.E. 2547, the roles and responsibilities of the University which are the conceptual underpinnings of this study are to generate graduates with knowledge and conscience, consciousness of the Thai Nationality and culture, love and attachment with local communities, and promote lifelong learning in the community in order to help local people keep up with innovation and to reinforce knowledge and understanding of value, consciousness, and pride of local and national culture.

The main campus is located in the center of the province and Bangkokla campus is approximately 30 kilometres from town. The distance from the university to different districts of the province can be reached in 20-60 minutes. The distance from Bangkok to town is only 70 kilometres both by car and by train. Students can travel to and from the university by many means of transportation such as bicycle, motorcycle, Tuk-Tuk, local bus, and car. Moreover, students can access knowledge without any trouble since the university is fully equipped with internet resources. If they want to utilize the local resources, they can reach them by bus very easily. However, the university classrooms look rather traditional. This means the rooms are equipped with only a overhead projector and a microphone. The university does not provide adequate computers or any necessary instructional tools for the learning process.

### 3.3 Population and Samples

#### 3.3.1 Population

The population was undergraduate English major students who were enrolling in the new curriculum, which covered 4 years of studying and one year of internship, at the Faculty of Education, Rajabhat Rajanagarindra University. The population was approximately 80 students. The majority of students were not born in Chachoengsao. They mainly came from Prachinburi, Cholburi, Srakaew, Samutprakarn, and Rayong. Most of them lived in the dormitories in town, Bangkhla campus, and surrounding areas.

#### 3.3.2 Samples

The samples in the study were purposively selected based on relevant conceptual frameworks and in the context of the study. According to LeCompte, Preissle, and Tesch (1993: 57), "Selection in qualitative research requires only that the researcher delineate precisely the relevant population or phenomenon for investigation, using criteria based on theoretical or conceptual considerations, personal curiosity, empirical characteristics, or some other considerations". It is, therefore, believed that the samples are uniquely suited to the intent of the study. The selection criteria of the sample of this study were as follows:

##### 1. The suitability of the samples

The population were to be undergraduate students. Hence Rajabhat Rajanagarindra University was drawn to be part of a unit of study because it was the only university in the province. The objectives of the study also aimed to investigate learners' development of language skills and local cultural knowledge using a community-based approach, as a consequence, it appraised the suitability to select the university as the setting of the study because of the following attributes; the philosophy of the university and the location of the university. As previously described, the university is part of the local community and its philosophy is to promote and maintain local cultural knowledge in each community. The university is located in the community where its cultural resources are very remarkable. With respect to this attribute, it was believed that the selection of undergraduate students from Rajabhat Rajanagrindra University could be reasonably accessed.

## 2. The accessibility and feasibility of the samples

It was believed that undergraduate students who majored in English could be taken to prioritize the selection of samples. There were 2 types of English major students: one group was from the Faculty of Humanity and Social Sciences and the other group from the Faculty of Education. It was the accessibility and feasibility issues that students from the Faculty of Education were chosen as samples. It was due to the social network between the researcher and participants' advisor. Consent was willingly given from the participants' advisor.

## 3. The completion of English two required courses

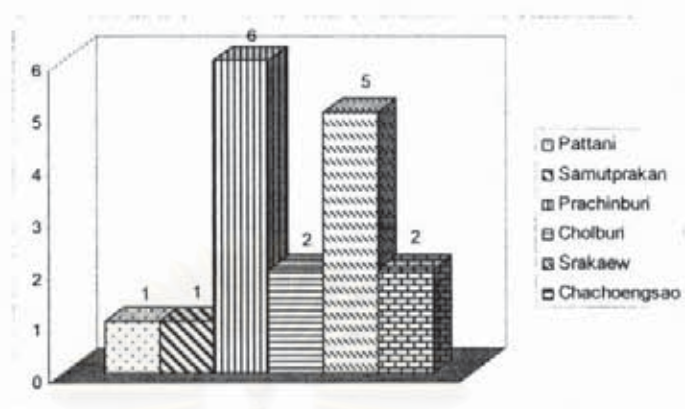
Undergraduates who had already registered and passed two foundation English courses (English for Communication and Study Skills and English for Communication and Information Retrieval) were selected. It was assumed that they were ready to take any elective or core courses based on their preferences. In addition, by the time the research was conducted, there were only two levels of students due to the fact that the new curriculum of pre-service teacher had been implemented in academic year 2004.

## 4. Willingness to participate in the study

The researcher initiated the samples and explained to them if they could give approval for being the samples in the study. They were willing to participate in the study. Additionally, they had sufficient time to join the study due to the fact that they had 3 full days during weekdays to attend the registered courses. The rest of the week allowed for extra activities.

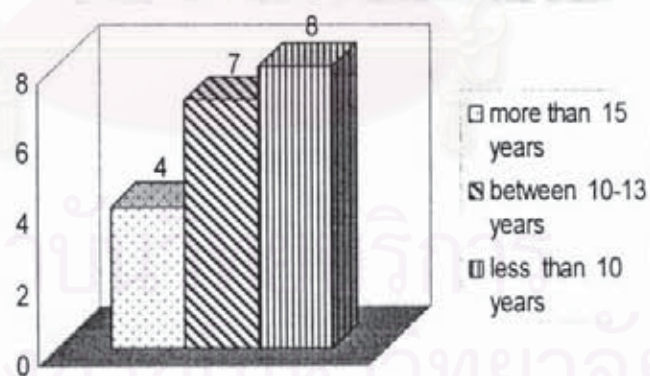
There were 19 participants in the main study. The participants consisted of 4 males and 13 females. They were aged between 18-20. Even though the majority were not born in Chachoengsao, they were from neighboring provinces such as Srakaew, Choburi, Samutprakarn, and Prachinburi. See Figure 3.1.

Figure 3.1: Participants' birthplaces



Regarding the number of years these participants had learned English, 4 participants had been learning English for 15 years, 7 participants had been learning English for 10-13 years, and 8 participants had been learning English for less than 10 years. See Figure 3.2.

Figure 3.2: Number of years learning English



Finally, to protect the anonymity of all participants, pseudonyms were applied throughout the pilot and the main study (see participants' profiles in Appendix A).

### 3.3.3 Ethical issues

Before conducting the pilot and main studies, the researcher met participants and informed them, based on two basic ethical principles, that 1) the purpose of the study was part of the researcher's fulfillment for Ph.D. dissertation. Participants were expected to study the course both inside and outside classrooms. They were responsible to develop and finish a community-based project in group work. However, the activities learned and conducted during the course were part of course evaluation, 2) the researcher promised to protect the privacy of all participants.

## 3.4 **Research Design**

This study is research and development research. The research is conducted into three main phases:

Phase I – Conduct a needs analysis to investigate the English language needs, situation needs, and community needs. Data derived from a needs analysis, i.e. related documents, questionnaires, and interviews are triangulated to design and implement the course.

Phase II – Develop the community-based English course based on data obtained from a needs analysis.

Phase III – Evaluate the effectiveness of the course both qualitatively and quantitatively. This phase is the stage of course implementation and course evaluation.

Since the components of each phase are significant to the study, details of each stage are presented in the following orders:

### 3.4.1 Phase I: Conduct a needs analysis

This phase consists of two parts, i.e. instrumentation and target respondents in a needs analysis stage.

### 3.4.1.1 Instruments in a needs analysis stage

Different sources of information were sought to triangulate data. The followings were three main sources for a needs analysis.

#### 3.4.1.1.1 Document analysis

All documents consisted of different types of information and they provided necessary data for needs analysis. Related documents consist of Rajabhat University Act, National Education Act 1999 and Amendments 2002, Faculty of Education and Faculty of Humanities and Social Sciences' English curriculum, Rajabhat University strategy plan 2005-2008, and Chachoengsao information books.

#### 3.4.1.1.2 Questionnaires

Data derived from document analysis were used to develop questionnaires. The main purposes of questionnaires were to elicit information about the themes of the course, preferred learning styles and classroom activities, language needs, and collaboration as stakeholders. In order to obtain relevant data, there were 5 questions posed for designing the questionnaire.

1. What were the main objectives of learning and teaching English?
2. What were teachers' and learners' preferences in language classroom?
3. Should community cultures be integrated in English language course?
4. What were the preferable local cultural themes which interested the teachers, learners, and community partnerships?
5. How could community partnerships (learners, teachers, and people in the community) collaborate in course development?

As a consequences, the questionnaire was categorized into 3 areas: 1) questionnaire for students, 2) questionnaire for English language teachers, and 3) questionnaire for community partnerships. Details of questionnaire for each group were described as follows:

#### Group 1: Questionnaire for students

Questionnaire for students comprised the following components.

- A cover sheet which included overall directions, the purpose of the questionnaire, and definition of terms such as culture and its categories.
- Part 1 was designed to obtain data about the personal and educational characteristics of the respondents. All questions were open-ended.



- Part 2 was designed to obtain data about learners' needs, preferences, and classroom practice. It consisted of 5 point Likert scale questions. There were 7 questions in this part.

- Part 3 was designed to obtain data about respondents' attitudes towards the content in English language course. It also aimed to seek the preferable themes in each category of cultures. Ten questions were 5 point Likert scale and other 2 questions were open-ended.

Group 2: Questionnaire for English language teachers

All components in this set were the same as components in students' questionnaire except in part 2 which designed to elicit data about teaching styles, preferences, and classroom practice. This part consisted of 7 questions which were 5 point Likert scale.

Group 3: Questionnaire for community partnerships

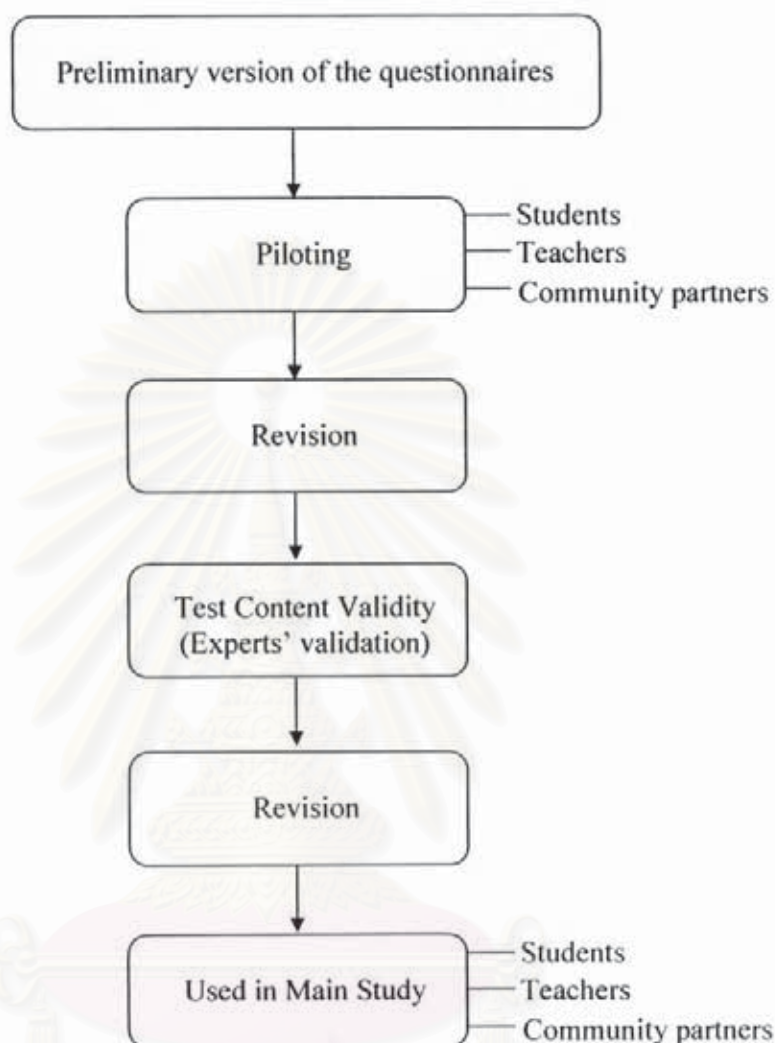
It consisted of a cover sheet and 2 sections of questions which were the same as the other two groups'. Learners' needs and teaching preferences were omitted since there was nothing to relate to community partnership's activities.

The 5 point Likert – scale was labeled as follows:

- 1 = strongly disagree
- 2 = disagree
- 3 = undecided
- 4 = agree
- 5 = strongly agree

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Figure 3.3: The process of questionnaire construction



#### Questionnaire construction

Step 1: A preliminary version of the questionnaire was drafted based on theoretical assumptions underlying the research questions and research objectives. Even though the questionnaire was drafted in the Thai language, the clarity and appropriateness of language should help respondents, who partly were community partnerships, understand and answer the correct answers. This version was not validated by experts.

Step 2: A preliminary version of the questionnaire was tried out with 3 groups of respondents (students, language teachers, community partnerships) who were purposively selected. The central purpose of piloting is to see what types of

answers respondents produce (Brown, 2001). In addition to finding out how respondents will answer the questions, such piloting can help spot ambiguities, confusion, or other problems in the questionnaire content. However, the number of the respondents were less than the number of the respondents in the main study version particularly in community partnerships group.

Step 3: Based on answers from the questionnaire, feedback from colleagues and respondents, there were some problems in the drafted version of questionnaire. Details of their feedback and the researcher's analysis were described as follows:

1. The 5 point Likert-scale was ambiguous particularly scale no.3, which is labeled "undecided". It was probable that respondents assume that scale no. 3 labeled "**average**" instead of "**no answer**".

2. It was more useful to add the open-ended question about respondents' addresses and telephone numbers.

3. Additional preferable categories of local culture should be added in the "Comments" section. It was possible that some fixed answers in each category of culture may not be the right choice for respondents.

4. The format of the 5 point Likert-scale part was unclear. It should have a line and enough space to separate each item.

Step 4: The preliminary version of the questionnaire was revised and tested the content validity by three experts from language assessment and language instruction department. One of them had family in the province and was familiar with the context. Details of experts' suggestions were listed below.

1. More open-ended questions should be added in the language teachers' personal information section such as the number of years of teaching experience, and more details about their qualifications. The question concerning the highest level of community partnership's education should also be added in the personal information section.

2. Some statements in 5 point Likert - scale parts were unclear. They need more editing. See examples of changes of statements and its correction in Figure 3.4.

Figure 3.4: Changes of statements and its corrections

<b>Part 2: Learners' needs and classroom practice</b>	
<b>Question 4:</b>	
Original statement 1:	คุณชอบแบ่งเวลาในการเรียนอย่างไร
Edited statement 1:	คุณชอบแบ่งเวลาในการเรียนภาษาอังกฤษอย่างไร
Original statement 2:	ทั้งหมดในห้องเรียน
Edited statement 2:	เรียนในห้องเรียนเท่านั้น
Original statement 3:	ทั้งในห้องเรียนและนอกห้องเรียนเท่าๆกัน
Edited statement 3:	เรียนทั้งในและนอกห้องเรียนเท่าๆกัน
Original statement 4:	ทั้งหมดนอกห้องเรียน
Edited statement 4:	เรียนนอกห้องเรียนอย่างเดียว

Finally, the questionnaire was revised and could be properly employed in the main study (see Appendix B).

#### 3.4.1.1.3 Interviews

In order to obtain relatively rich and accurate data based on data from the questionnaire, semi-structured interviews were employed. The researcher was the interviewer and it was conducted in the Thai language. To be clear of some definition terms such as local culture, local wisdom and ways of life, language and literature, fine arts and archaeology, sport and attraction, and community involvement, all respondents were briefed before the interview started. The interview was divided into 3 themes:

1. Classroom practice: to obtain data about choices for teaching activities, learners' preferences, and community involvement.
2. Local cultural knowledge: to obtain data about learners' interests, interesting themes, and stakeholders' collaboration.
3. Community involvement: to obtain data about how possible to involve the community in course design. If yes, in what ways? (see samples of open-ended questions in Appendix C)

### 3.4.1.2 Target respondents in a needs analysis stage

Since questionnaires and interviews are instrumentation used in a needs analysis stage, target respondents in this process are described as follows:

#### 3.4.1.2.1 Respondents in questionnaires

According to the process of questionnaire construction (see Figure 3.3), there are two versions of questionnaires in this stage, i.e. the pilot version and the main study version. Target respondents in both versions are illustrated in Table 3.1 and Table 3.2.

Table 3.1: Target respondents in the pilot questionnaire

Group	Number
1) Second-year English Major undergraduate students from Faculty of Education, Rajabhat Rajanagarindra University	17
2) English language teachers at Rajabhat Rajanagarindra University	10
3) Community partnerships	110
<b>Total</b>	<b>137</b>

Due to convenient transportation and the small size of the province, the researcher asked 11 government officers, who worked in each district, to distribute the questionnaires. The guidelines and purposes of the questionnaire were explained to them. In addition, both the researcher and the officers helped each other to identify and purposively select the 10 key informants in each district based on their duties, responsibilities, and occupations which were related to five categories of culture. The questionnaire was distributed and returned by all officers. To that end, 92 questionnaires were returned.

Another two sets of the questionnaire were also distributed by the researcher. The respondents were 17 second year undergraduate students who were, by that time, taking the English course entitled “English for Cultural Communication” and 10 English language instructors who were Thai. Overall directions were explained at the beginning of the questionnaire. The return rate of the questionnaire of these 2 groups was 100 %.

Based on the results of the pilot questionnaire, the experts' validation, feedback from colleagues and respondents, and suggestions from the research committee, the revised version of questionnaire was conducted. The main purpose of this questionnaire was to elicit the themes from each category of culture. The following showed the number of respondents in the main study.

Table 3.2: Target respondents in the main study (Questionnaire)

Group	Number
1) Second-year English Major undergraduate students from Faculty of Education, Rajabhat Rajanagarindra University	17
2) English language teachers at Rajabhat Rajanagarindra University	10
3) Community partnerships	100
<b>Total</b>	<b>127</b>

The first and the second group of respondents were those who responded to the pilot questionnaire while the sampling techniques in the selection of community partnerships were changed. Cluster random sampling was used to select 20 samples from each category of culture. There were 5 categories of culture, i.e., language and literature, local wisdom and ways of life, tradition and religion, fine arts and archaeology, and sport and attraction. As a result, 100 samples were selected from 5 categories of culture. Samples in each category of culture were required to have the characteristics that were relevant to that category of culture such as duties, responsibilities, occupations, experiences, and knowledge. Lists of samples in each category were illustrated in Table 3.3.

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Table 3.3: Samples in each category of culture

Category of culture	Lists of samples
1. Language and literature	Local expert, teacher, officer in the provincial cultural office, local people
2. Local wisdom and ways of life	Local expert, teacher, officer in the provincial community development, government officer, local people
3. Tradition and religion	Local expert, local people, government officer, monk, teacher
4. Fine arts and archaeology	Local expert, government officer, local people, teacher
5. Sports and attraction	Local expert, teacher, officer from provincial sport and tourism office, local people, officer from private sector

The techniques used in the questionnaire were similar to those in the pilot version except the administration in the community partnership group. The researcher and research assistant distributed the questionnaire to respondents by themselves. The purposes and overall directions were clearly described. All questionnaires were collected from respondents by the researcher. The percentage of the returned questionnaire was 100 percent.

#### 3.4.1.2.2 Respondents in interviews

Due to a large number of respondents in the questionnaire, it was more practical to reduce the size of the interview and select the representatives of each group. The samples were selected by using quota sampling. The researcher purposively selected 1 sample out of every 5 samples (1:5). The number of each target sample was shown in Table 3.4.

Table 3.4: The number of respondents in the interviews

Group	Number
1) Second-year English Major undergraduate students from Faculty of Education, Rajabhat Rajanagarindra University	3
2) English language teachers at Rajabhat Rajanagarindra University	2
3) Community partnerships	20
<b>Total</b>	<b>25</b>

To conclude, this phase is the stage of needs analysis. Significant findings from document analysis, questionnaires, and interviews were translated to a community-based English course and presented in Chapter four. For a clear picture, instruments and target respondents employed in this stage are illustrated in Table 3.5.

Table 3.5: Summary of instruments and respondents employed in needs analysis (Phase I)

Document analysis	Questionnaires	Interviews
<ul style="list-style-type: none"> <li>●Rajabhat University Act</li> <li>●National Education Act 1999 and Amendments 2002</li> <li>●English curriculum               <ul style="list-style-type: none"> <li>- Faculty of Education</li> <li>- Faculty of Humanities and Social Sciences</li> </ul> </li> <li>●Rajabhat University strategy plan 2005-2008</li> <li>●Chachoengsao information books</li> </ul>	<ul style="list-style-type: none"> <li>●The pilot questionnaires               <ul style="list-style-type: none"> <li>- 17 students</li> <li>- 10 English language teachers</li> <li>- 110 community partnerships</li> </ul> </li> <li>●The questionnaires (The main study)               <ul style="list-style-type: none"> <li>- 17 students</li> <li>- 10 English language teachers</li> <li>- 100 community partnerships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 3 students</li> <li>- 2 English language teachers</li> <li>- 20 community partnerships</li> </ul>



### 3.4.2 Phase II: Develop the community-based English course based on data obtained from needs analysis.

#### 3.4.2.1 Procedural steps in course development

The community-based English course is developed based on the following procedural steps.

1. Explore theoretical framework for course design, community-based education, language and culture, and test construction.
2. Analyze data derived from a needs analysis.
3. Specify important findings from a needs analysis.
4. Develop the course materials and course manual.
5. Construct the tests.
6. Validate the tests.
7. Adapt self-assessment form and learner diary
8. Validate the course materials.
  - The pilot study
  - Experts' validation
9. Adapt the course and the tests

Related conceptual underpinnings are explored and reviewed in Chapter Two. Since data derived from a needs analysis are translated to a course development, important findings and the process of course development are presented in Chapter Four. Therefore, the following sections will briefly describe the process of test development, and validation of the course and the tests.

##### 3.4.2.1.1 Test development process

The steps for test development are listed as follows:

1. The researcher studied how to design and develop useful language tests (Bachman and Palmer, 1996) and “Testing in Language Programs” (Brown, 1996).
2. A blueprint and task types were developed. They illustrated the following themes:

	2.1 Purpose of test
	2.2 Description of test or task in the target language
	2.2.1 Input format
	2.2.2 Test structure
	2.2.3 Expected responses
	2.3 Characteristics of test takers
	2.3.1 Personal characteristics
	2.3.2 Topical knowledge of test takers
	2.3.3 General level and profile of language ability
	2.4 Definition of constructs
	2.4.1 Reading skills
	2.4.2 Writing skills
	2.4.3 Speaking skills
	2.4.4 Listening ability
	3. The test was developed based on a blueprint.
	4. It was a syllabus-based achievement test covering scope and contents in the course.
	5. The description of test parts are illustrated in

Table 3.6.

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Table 3.6: The description of test parts

Unit	Task type/Item type	Number of items/tasks	Time allowed
1	1. Gap filling items (Reading)	5	30 minutes
	2. Word stress (Listening)	5	
	3. Multiple choice items (Reading)	5	
2	1. Matching items (Vocabulary)	10	20 minutes
	2. Picture task (Speaking)	1	
3	1. Picture task (Listening)	5	50 minutes
	2. Picture task (Speaking)	1	
	3. Essay writing (Writing)	1	
	4. Gap filling items (Reading)	5	
4	1. Alternate-response items (Listening )	5	30 minutes
	2. Gap filling items (Reading )	5	
	3. Postcard writing (Writing )	1	
5	1. Multiple choice items (Reading )	5	60 minutes
	2. Alternate-response items (Reading )	5	
	3. Gap filling items (Reading )	5	
	4. Essay writing (Writing )	1	

6. A blueprint and 5 sets of test were tested content validity by three experts who were provided with test evaluation forms (see lists of experts in Appendix D). Below were the valuable comments from experts.

#### 6.1 Test instructions

The instructions in unit I, II, and V were not clear. For example, the instruction in unit I part III and unit V part I were to be made clearer from "Choose the best answer" to "Choose the best answer to complete the following sentences" and the instruction in unit 2 part I was to be made clearer from "Match the words with the correct dictionary given" to "Match the words with their meanings".

#### 6.2 Construct definition

The construct definition in unit I part I and unit V part I were not relevant to task types. For example, the purpose of test in unit I part I was to measure students' ability to infer vocabularies from context but task type

could not justify the validity of the interpretation; one of the experts suggested that it needed to be revised from “infer vocabulary” to “use context clues”. Additionally, the expert commented that the test in unit V part I did not measure students’ ability to recognize the suffix, on the contrary, the test evaluated how to identify part of speech.

### 6.3 Distracters

More distracters should be added in the testing vocabulary in unit I part II. The respondents should receive a list of vocabulary that had one or two more items than the number of the blanks provided.

### 6.4 The assessment of writing

The writing requirement of 20 words could not be assessed students’ writing ability and the reflection on students’ attitudes towards the Bangpakong river. The appropriate length to do the task should be around 80- 100 words.

Besides the test, comments were given on self-assessment form and learner diary. To avoid misinterpreting, the respondents should be provided the forms with both English and Thai versions. To conclude, course materials, course instruction, test, self-assessment form, and learner diary were adapted to be used in the main study.

#### 3.4.2.1.2 The pilot study

The purposes of the pilot study were:

1. To obtain some valuable insights whether or not community-based projects could work effectively in the present context. If yes, how?
2. To study how to collect qualitative data
3. To confirm that the preliminary version of course manual and course materials was possible and relevant to the context of the study
4. To prepare the researcher and subjects for the main study
5. To identify what part of the course needed to be revised before it was conducted the main study

The researcher chose 2 out of 3 community-based projects, namely service learning and community service projects, and 1 out of 5 themes, that is, the Bangpakong River Cruise, to be the representatives of the course.

Participants were involved in making choices about what project they wanted to study and how they should study. The justification for choosing this unit was:

1. Based on Ingram's community involvement framework (1980-2003), one of the broad forms of activity types is an informal activity. Participants could acquire knowledge from the Bangpakong River Cruise which was very relevant and direct to everyday lives.
2. It was believed that the knowledge to be acquired had to be true to life, i.e. authentic, and relevant to students everyday lives. Students must be able to benefit from their education in their private as well as in their social lives (Roelofs and Terwel, 1999).
3. Critical dialogue was the main activity used in the unit. Critical practice or constructive dialogue is a conception reflecting the interest in participatory approaches to language pedagogy (Auerbach, 1992). It was hoped that participants could experience real-life cultural and social phenomenon through the cruise.
4. Based on Dee Fink's framework of the Taxonomy of Significant Learning (2003: 40), critical thinking refers to the process of analyzing and evaluating something. Hence, in order to learn how to use language, critical dialogue was the best activity among the other units.

To summarize, this exploratory pilot study was carried out on a small scale. However, this study could undergo a validating process since it helped confirm that the approach could be used in the main study. The researcher learned how to enter the field and gained more experiences and strategies in collecting qualitative data. Even though instrumentation was not entirely used such as pre and posttests, and self-assessment form in language ability, the study provided insights into the process of learning community-based English course. It was found that the scope and sequence of the course were suitable for participants' language level. The contents were sequenced from simple to complex. For example, the first part of the course was mainly conducted in the formal classroom. Participants had opportunity to familiarize themselves with local cultural knowledge as well as English language skills. Critical dialogue, which considered the most difficult unit, was put at the end of this section. This section also allowed participants to direct themselves to develop their projects. Then the second section was mainly undertaken outside the

classroom. The pilot study revealed that the first section of the course supported participants' skills to develop the project in second section. For example, participants learned integrated skills in the first section and these skills subsequently involved the use of real tasks particularly the target use of career-related tasks in the projects.

Even though there were no pre and posttests to assess participants' scores in language ability or local cultural knowledge, the effectiveness of the pilot study could be measured by qualitative data. Learner diaries and informal interview were good tools to collect and interpret data. Data from interviews had shown that participants could reach goals in conducting their projects. Moreover, participants were involved in each stage of the learning process: planning, implementing, and assessment of learning.

Overall, the pilot study served its intended purposes (full description is presented in Appendix E). Findings from the pilot study could be assumed that the research design which mainly employed qualitative method could answer and describe the course objectives. The design could be effective to provide the descriptions of the process of learning.

#### 3.4.2.1.3 Experts' validation

Apart from the pilot study, the course was validated by three experts in language curriculum and instruction (see lists of experts in Appendix D). Two of the experts were familiar to the province and to the university. The researcher followed "Curriculum evaluation guide" (Pratt, 1994, see Appendix F) as a guideline to develop the evaluation form for all experts. This form was a Likert scale which had 5 descriptors and it covered every element of course development.

1. The goals and objectives of the course
2. The syllabus framework
3. Materials development
4. Assessment plan

The form was attached with a course manual and course materials. The following was the elements of course manual and course materials.

Course Manual

1. Rationale of the course
2. Objectives of the course
3. Scope and sequence of the course
4. Course structure
5. Course description
6. Unit plan and activity types
7. Teacher's role and learners' roles
8. Course evaluation and assessment

Course materials

1. 5 lesson plans
2. Project assignments
3. Worksheets

Three experts were asked to indicate their opinions towards the elements of the course and to provide comments. The five descriptors were labeled as follows:

5 = The element of the course is very effective

4 = The element of the course is effective

3 = The element of the course is average

2 = The element of the course is ineffective

1 = The element of the course is absolutely ineffective

The results of experts' evaluation are presented in

Table 3.7.

Table 3.7: Results of experts' evaluation

Descriptions	Expert I					Expert II					Expert III				
	Unit					Unit					Unit				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. The objectives of the course	5	5	5	5	5	5	5	5	5	5	4	5	5	4.3	5
2. The syllabus framework	4.5	5	4.75	5	4.5	4.5	4.5	4.5	4.75	5	4.75	5	4.5	3.75	5
3. Materials development	5	5	5	4.3	5	4.6	4.6	4.6	4.6	4.6	5	5	5	4	5
4. Assessment plan	5	5	5	5	5	4.5	4.5	4.5	4.5	4.5	5	5	5	5	5

Unit 1: The results showed that all descriptions of unit 1 (the objectives of the course, the syllabus framework, materials development, and assessment plan) were between effective and very effective. All descriptions were rated between 4.00-5.00 by three experts.

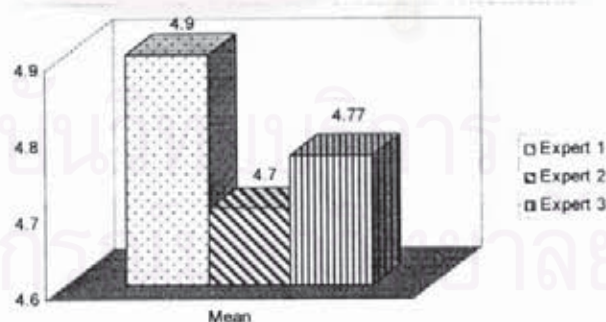
Unit 2: The results showed that all descriptions of unit 2 (the objectives of the course, the syllabus framework, materials development, and assessment plan) were between effective and very effective. All descriptions were rated between 4.50-5.00 by three experts. The objectives of this unit were rated very effective.

Unit 3: The results showed that all descriptions of unit 3 (the objectives of the course, the syllabus framework, materials development, and assessment plan) were between effective and very effective. All descriptions were rated between 4.50-5.00. The objectives of this unit were rated very effective.

Unit 4: The results showed that descriptions of unit 4, the objectives of the course, materials development, and assessment plan, were between effective and very effective. The syllabus framework was rated average to effective (3.75) by expert 3.

Unit 5: The results showed that descriptions of unit 5 (the objectives of the course, the syllabus framework, materials development, and assessment plan) were between effective and very effective. All descriptions were rated between 4.50-5.00. The syllabus framework was rated very effective by three experts.

Figure 3.5: Mean of experts' validation (Overall course evaluation)



The graph showed that the mean of experts' course evaluation averaged 4.90, 4.70, and 4.77, respectively. This showed that the course was rated between the degree of effective and very effective.



Additionally, experts provided very useful comments to adapt the course to be more effective. Comments were summed up in the following table. See Table 3.8.

Table 3.8: Experts' comments on course materials

Unit 1: <u>Language and Literature</u> (History of Chachoengsao/Pad-Rew)	<u>Comments</u> 1. The objectives do not reflect the rationale. 2. A few more exercises on passive-active voice are needed.
Unit 2: <u>Local wisdom and ways of life</u> (Guilei traditional hat)	1. Objective no.3 sounds very limited. A scope of learning vocabulary should be broader.
Unit 3: <u>Tradition and religion</u> (Luangphor Sothorn Annual Festival)	1. The direction for the writing section is not very clear. 2. More emphasis should be put on integrating grammar into other language skills.
Unit 4: <u>Fine Arts and Archaeology</u> (The old city wall and fortress)	<u>Comments</u> 1. Students should be contextualized the background knowledge before doing reading and listening exercises. 2. Students should be encouraged to visit the site on their own or before the unit starts 3. Some exercises are a bit technical.
Unit 5: <u>Sport and attraction</u> (The Bangpakong River Cruise)	1. The instruction in exercise II is not clear.

To conclude, this phase describes the process of a development of a community-based English course. The description of test construction and test validation is provided. Two community-based projects and one unit in the course are piloted. The course manual and course materials are validated by three experts in language curriculum and instruction. Self-assessment form and learner diary are also validated and adapted to be used in the main study (Phase 3).

### 3.4.3 Phase III: Evaluate the effectiveness of the course both qualitatively and quantitatively.

This is the course implementation or the main study stage. The overview of a community-based approach, the course overview, and the description of the study are illustrated in the following sections.

#### 3.4.3.1 Overview of a community-based approach

There are many views from previous research that describe community-based education or community-based learning. To summarize, community-based education is a component of community study, in which students view the community as a source of information about a wide range of topics. Using the community as a valuable resource can provide opportunities for young people to become engaged in public life and learn essential participation skills (Leslie, 1985). Schug and Beery (1984, cited in Leslie, 1985) offer applications and opportunities of local community study as follows:

- Using the community as a source of content
- Using the community as a source of learning experiences
- Community service as a dimension of community study
- Using the community to enhance skill development

Clearly, community-based education can be a methodology, a strategy, an approach, or activity that serves needs of the community and the people in the community. Resources and skills of the community are utilized to maximize the learning experiences and skill development.

#### 3.4.3.2 Overview of the course

The course employs a theme-based syllabus. It consists of 5 main themes:

1. History of Chachoengsao (Pad-Rew)
2. Guilei traditional hat
3. LuangPhor Sothorn Annual Festival
4. The old city wall and fortress
5. The Bangpakong River Cruise

There are 3 objectives covered in this course.

1. Students will be able to develop intelligibility in the English language in four skills: listening, speaking, writing, and reading.

2. Students will be able to develop a sense of pride and values in their own culture.
3. Students will be able to utilize their local resources for their own learning.

The course was context-specific; it was designed based on a needs analysis. The participants in the study were second year undergraduate students who majored in English, in the Faculty of Education. To serve the needs of participants, a community-based approach was specifically applied for pre-service English teachers. The course was divided into 2 phases: one was 30 periods in the formal classroom and the other was 18 periods, developing the community-based project. In the first part of the course, participants studied 5 themes of Chachoengsao culture in the classroom. It took 6 periods to complete each unit (50 minutes/period). To complete the requirement, attendance in the formal classroom and the completion of project were needed.

The course was designed based on a community-based framework. Therefore, participants were expected to be active. Their roles could be researcher, investigator, and critical thinker while the teacher's roles could be facilitator, organizer, coach, advisor, partner, and assessor. The projects or tasks allowed participants to enter the field and serve the needs of the target community. To respond to the research objectives, the process of learning was particularly focused.

### **3.5 Research Instruments**

#### **3.5.1 Instruments for course implementation**

The community-based English course and its manual developed by the researcher are the main instruments in the course implementation (see samples in Appendix G). They are developed based on needs analysis. Moreover, experts' validation and the pilot study (3 projects and 1 unit) help ensure the validity of the course. Scope and sequence of the course are shown in Table 3.9.

Table 3.9: Scope and sequence of the course

Week	Culture Themes	Content	Hours
1	Language and literature	History of Chachoengsao (Pad-Rew)	6
2	Local wisdom and ways of life	Guilei traditional hat	6
3	Tradition and religion	Luangphor Sothorn Annual Festival	6
4	Fine arts and archaeology	The Old City Wall and Fortress	6
5	Sport and attraction	The Bangpakong River Cruise	6
6	Community-based service project	Project assignments	18
		<b>Total</b>	<b>48</b>

### 3.5.2 Instruments for course evaluation

The study employs both qualitative and quantitative data to measure the effectiveness of the course, therefore, both formal and alternative assessment are used during and after the course implementation. Qualitative instruments include observation, interview, and a learner diary whereas quantitative instruments are pre and post tests, and a self-assessment form to measure language ability. Each of them is described as follows:

#### 3.5.2.1 Instruments for quantitative data

##### 1. Pre and post tests

The test type was criterion-referenced. The participants were required to take pre test before each unit started. The purposes of the tests were to measure participants' language skills and culture-specific understanding of Chachoengsao culture based on specific objectives in each unit. The tests included both receptive response items and productive response items. The participants were also required to take post tests which were the same versions of pre tests by the end of

the course. This means that the participants took 5 sets of post test as a whole (see Appendix H).

To correspond with the research objective 2, i.e. to investigate the participants' language skills by using a community-based approach, and the research question 3, i.e. to investigate whether a community-based approach can enhance the participant's local cultural knowledge, the construct of the test is *English language integrated skills to communicate about Chachoengsao cultural knowledge*. As mentioned earlier that the test tested content validity by three experts and adapted it in order to use in the main study.

#### 2. A self-assessment form to measure students' language ability

The participants were required to check their language skills through a self-assessment form. The form could elicit self-assessment about language skills starting from the beginning of the course to the end. The form used a nominal scale (yes or no) and written in both English and Thai in order to clarify the wording of the question or statement.

The self-assessment form is expected to correspond with the research question 2, i.e. to investigate the participants' language skills by using a community-based approach. The form is adapted from Ingram, 2005 and subsequently validated by three experts. One of experts advised that the form should be translated into Thai. Thus, the form used in the study has both English and Thai versions (see Appendix I).

### 3.5.2.2 Instruments for qualitative data

#### 1. Observation

To take part in the natural phenomenon and to obtain relevant and in-depth data, the researcher employed observation as one of the main instrumentations in the study. Below were the stages of observational frames.

1.1 The researcher studied the observation techniques in qualitative research from related documents.

1.2 Guidelines for directing observation were developed based on 4 research questions. Participant observation was the strategy used in collecting data. The steps in observation was noted as follows:

### 1.2.1 Participant as observer

Participant as observer was chosen as a role of the researcher. They were also told that the researcher would fully participate in the activities or projects being studied.

### 1.2.2 Naturalistic indicator

It was recommended that the researcher should link the theoretical concepts to the empirical world through the collection of behavior specimens (Denzin, 1978). As a consequence, the researcher tried to operationalize how students used a community-based approach to enhance English language skills and local cultural knowledge while conducting the observation.

### 1.2.3 Selection of setting

The theoretical framework, which was a community-based in English language learning, demanded observation in multiple settings within the classroom and in the fields. As a consequence, the process of learning was to be studied both inside the regular classroom and diverse situations in the field.

### 1.2.4 Field notes

What the researcher observed, saw, heard, and experienced in the field was immediately recorded as field-notes and subsequently analyzed.

### 1.2.5 Mechanical recording

The researcher used an audio file (MP3) to record the researcher's own voice while conducting observation. Additionally, visual records were captured mainly by digital camera. Videotape recording was also used when students went on a cruise and on service-learning implementation day.

## 2. Interview

Observational data could not reveal students or other key informants regarding their attitudes, thoughts, or feelings. Rather, interviews could be suitably combined with observation and obtained data which could not be directly observed. As Fraenkel and Wallen (2000: 508) explain "A very important method

used by qualitative researchers is the interviewing of selected individuals. Interviewing is an important way for a researcher to check the accuracy of-to verify or refute-the impressions he or she has gained through observation. The purpose of interviewing people is to find out what is on their mind – what they think or how they feel about something”. The steps in interview were noted as follows:

#### 2.1 Participant observation

The researcher was a participant observer.

#### 2.2 Unstructured interview

The questions were mainly open-ended. The researcher attempted to build rapport with all subjects. Other forms of the interview such as the schedule standardized interview and unstructured schedule interview may likely not be best suited for the present context. This was due to the cultural norms of subjects towards the researcher; in other words, perceived social status between the researcher and subjects. Denzin (1978) explains that no prespecified set of questions is employed, nor are questions asked in a specified order. Furthermore, a schedule is not employed. This gives the interviewer a great deal of freedom to probe various areas and to raise and test specific hypotheses during the course of the interview. Therefore, questions asked in the interview were to serve research objectives and research questions. The researcher tried to approach the interview as a conversation.

#### 2.3 Focus group interview

The unstructured interview could not indeed capture precise data and answer the research questions since each group of subjects carried out their tasks or projects differently. In order to gain in-depth data of each group, focus group interviews were combined with unstructured interviews.

#### 2.4 Mechanical recording

The researcher used an audio file as a mechanical device to record the interview data.

### 3. Learner diary

The participants were expected to write a weekly diary (see Appendix J) which was distributed to them after the implementation of each unit. Questions in the diary reflected what they had learned in terms of the English

language skills and local cultural knowledge in the course. There were 10 questions in the diary. The last question allowed the participants to offer any comment or reflection. Diaries are confidential and would be destroyed when the study is completely finished. It was expected that data from the learner diary could help answer the research question 2, 3, and 4. Moreover, they could help the researcher analyze and interpret the overall findings since they were part of “between-method” which could facilitate other types of instruments.

To conclude, the instruments used to gather quantitative data (pretest and posttest and self-assessment form) could measure participants’ language skills and local cultural knowledge and correspond with research question 2 and 3. However, only quantitative data could not absolutely focus the process and progress in language learning. Consequently, observation, interviews, and a learner diary were used to reflect the process and progress of teaching and learning both in and outside the classroom. It was believed that all kinds of instrument could answer the research question 4, i.e. to measure the effectiveness of the course using a community-based approach.

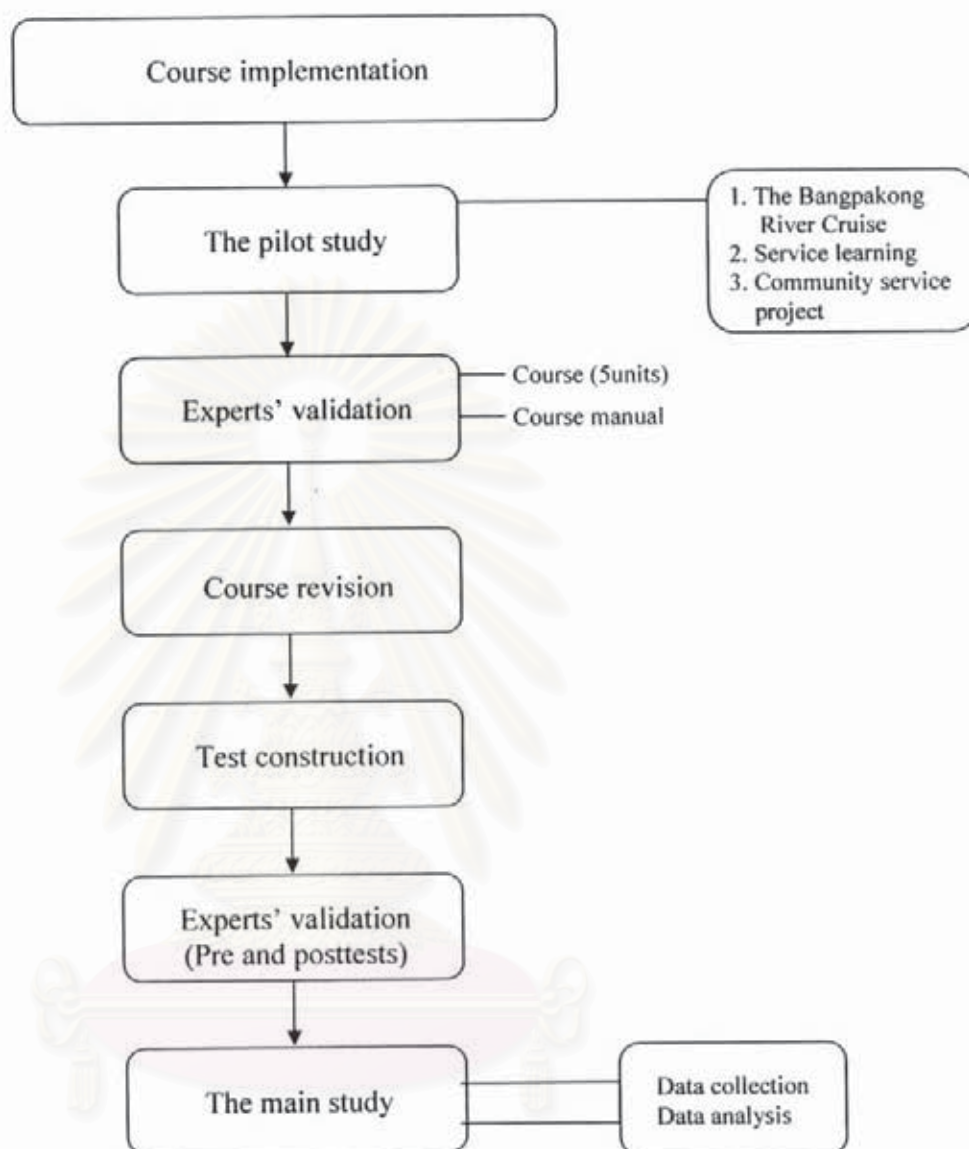
For a clear picture, the process of the course implementation or the main study is presented in Figure 3.6.



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Figure 3.6: The process of course implementation



### 3.6 Data Collection

Both qualitative and quantitative data were collected to investigate the participants' English language skills; to investigate the participants' Chachoengsao cultural knowledge; and to evaluate the effectiveness of the English community-based English course.

Qualitative data were obtained from observation, interview, and learner diary. Pretest and posttest scores and self-assessment form were also collected to obtain quantitative data.

The course was implemented in May 2006 and finished in August, 2006. Data collection was completely finished in October 2006. The course was divided into 2 parts: the instruction in the classroom and activities outside classroom. The procedures used in collecting qualitative data are described as follows:

### 1. Observation

Participant as observer was chosen as a role of the researcher. Observation was conducted in multiple settings within the classroom and in the fields. Field-notes were taken both in the field and after class (see samples in Appendix K). Visual records were captured by digital camera (see samples in Appendix L). Audio file (MP3) was used to record the researcher's voice while conducting observation. Videotape was also used 3 times in the classroom.

### 2. Interviews

Both unstructured and focus group interviews were used to collect qualitative data. The questions were mainly open-ended. The interview schedule was not employed; it depended on the accessibility of the participants.

### 3. Learner diary

The participants were asked to write a weekly diary. Five diaries were collected during the participants learned inside classroom (5 units in the course materials). One diary was collected when the course was completely conducted.

To summarize, qualitative data collected both inside and outside classroom were expected to correspond with the research plan.

The procedures used in collecting quantitative data are described as follows:

### 1. Pretest and posttest

The participants took the pretest before each unit started (there were 5 units in the course). When the course was completely implemented, they took the post test as a whole. To test the reliability of rater judgments (see lists of raters in Appendix D), pretest and posttest scores from speaking and writing parts were

calculated by Pearson correlation coefficient. All raters were provided with *Rating scales for assessing speaking ability adapted from Fulcher, 2003* (see Appendix M) and *Rating scales for assessing writing ability adapted from Cohen, 1994* (see Appendix N). Results of rater judgments are presented in Table 3.10.

Table 3.10: Inter-rater Pearson correlation coefficient

Rater	Pre speaking test	Post speaking test	Pre writing test	Post writing test	<i>r</i>	<i>R</i>
					Speaking test	Writing test
Rater 1	7.39	10.61	2.26	2.84	.789	.629
Rater 2	8.00	10.79	2.11	2.05	.798	.792

The above correlation coefficient indicates the reliability of the ratings. Data collected from the pretest and posttest were expected to answer the research objective 2- to investigate the participants' development of English language skills by using community-based approach, and research objective 4 – to evaluate the effectiveness of the course using community-based approach.

## 2. Self-assessment in language abilities

The self-assessment in language abilities was administered twice, i.e. on the first day and the last day of the course. It was expected that the evidence drawn from this instrument could support the investigation of the participants' development of English language skills.

## 3.7 Data Analysis

### 3.7.1 Qualitative data

Data collection and analysis techniques are inextricably linked because the ethnographer may not know what questions to ask and initial impressions and perceptions have been analyzed and tentative conclusions have been formulated (LeCompte, Preissle, and Tesch, 1993). As a result, data from observation and

interview were analyzed throughout the study. The frameworks of LeCompte, Preissle, and Tesch were used as the researcher's guidelines in this stage.

1. The researcher reviewed the research questions and research objectives.

2. The researcher reread the observational data, interviews, and diaries in order to be informed consciously and unconsciously about the explicit theoretical frameworks with which the study was initiated and also constructs made explicit by the participants of the study.

3. The researcher took notes while reading data and developed notes into an outline of classifications. Then a search of regularities was conducted and transformed into categories into which subsequent items were sorted.

In addition to observational and interview data, data from learner diaries were classified and transformed into categories.

### 3.7.2 Quantitative Data

The pretest and posttest scores of each unit were compared by using the mean scores. Percentage was used to analyze the participants' self-assessment in language abilities and subsequently compare the participants' perception of their language abilities before and after the course implementation. To connect the research objectives with research instruments, and data analysis, lists of the connection are presented in Table 3.11-3.13.

Table 3.11: Connections of research objectives, research instruments, and data analysis (Objective 1)

Research objective	Instruments	Schedule/ Period	Means of Analysis
1. To develop the community-based English course	<ul style="list-style-type: none"> <li>● Related documents</li> <li>● Questionnaires</li> <li>● Interviews</li> </ul>	<ul style="list-style-type: none"> <li>● At the initial stage of the study (August-October 2005)</li> </ul>	<ul style="list-style-type: none"> <li>● Percentage</li> </ul>

#### Research objective 1: To develop the community-based English course

Data obtained from a needs analysis which takes place at the initial stage of the present study are the main sources to develop the course. Related

documents, observation, and interview are the main instruments to conduct needs analysis.

Table 3.12: Connections of research objectives, research instruments, and data analysis (Objective 2 and 3)

<p>2. To investigate the participants' English language development through a community-based approach</p>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Interview</li> <li>● Learner diary</li> <li>● Pretest</li> <li>● Posttest</li> <li>● Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Inside and outside classroom</li> <li>● Throughout the study</li> <li>● After each unit was complete and the last day of the course</li> <li>● Before each unit started</li> <li>● After the completion of course implementation</li> <li>● Before and after the course implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Categorization of data</li> <li>● Mean scores to compare pre and posttests</li> <li>● Percentage</li> </ul>
<p>3. To investigate whether the community-based approach can enhance the participants' local cultural knowledge</p>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Interview</li> <li>● Learner diary</li> <li>● Pretest</li> <li>● Posttest</li> </ul>	<ul style="list-style-type: none"> <li>● Inside and outside classroom</li> <li>● Throughout the study</li> <li>● After each unit was complete and the last day of the course</li> <li>● Before each unit started</li> <li>● After the completion of the course</li> </ul>	<ul style="list-style-type: none"> <li>● Categorization of data</li> <li>● Mean scores to compare pre and posttests</li> </ul>

Research objective 2: To investigate the participants' English language development through a community-based approach

Research objective 3: To investigate whether the community-based approach can enhance local cultural knowledge

Instruments for course implementation, i.e. course manual and course materials and instruments for course evaluation, i.e. observation, interview, learner diary, pretest and posttest, and self-assessment in language ability are used to investigate how the participants develop their English language skills and local cultural knowledge through community-based approach. The theme-based syllabus is believed to support contextualized learning since the participants are exposed to a considerable amount of language while learning content (Grabe & Stoller, 1997). Language skills refer to integrated English language skills that the participants are expected to communicate with others about Chachoengsao culture. Course manual and course materials are validated by three experts in language curriculum and instruction. Two projects and one unit are piloted to test the possibility and relevance to the context of the study. It is found that the scope and sequence of the course were suitable for participants' language level. The participants gain foundational knowledge of integrated English language skills and Chachoengsao culture to develop their group project. Moreover, the participants are involved in each stage of the learning process: planning, implementing, and assessing their learning.

Observation and interview are the instruments employed throughout the study. Observation is conducted both inside and outside classroom while interviews are conducted into two forms: unstructured and focus group interviews. Data obtained from a weekly diary help draw the evidence of the participants' development of English language skills and local cultural knowledge. To support the qualitative findings, the mean scores from pretest and posttest are compared. Data from self-assessment in language ability can help support the level of improvement in English language skills checked at the beginning and at the end of the course implementation.

Table 3.13: Connections of research objectives, research instruments, and data analysis (Objective 4)

<p>4. To evaluate the effectiveness of community-based English course</p>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Interview</li> <li>● Learner diary</li> <li>● Pretest</li> <li>● Posttest</li> <li>● Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Inside and outside classroom</li> <li>● Throughout the study</li> <li>● After each unit was complete and the last day of the course</li> <li>● Before each unit started</li> <li>● After the completion of course implementation</li> <li>● Before and after the course implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Categorization of data</li> <li>● Mean scores to compare pre and posttests</li> <li>● Percentage</li> </ul>
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Research objective 4: To evaluate the effectiveness of an English course using community-based approach

Both qualitative and quantitative data are utilized to evaluate the effectiveness of the course. The participant as observer is chosen as a role of the researcher. Observational data are collected from instruction inside classroom and from the participants' project development and implementation. Field-notes, digital camera, audio files, and videotape recorder are used to record data. On-going interviews are conducted not only with the participants, but also with the primary students, the classroom teachers, the school principal, and the local sellers. Qualitative data derived from observation, interviews, and learner diaries are reread, notes taken, and developed into an outline of classifications. A search of regularities was conducted and transformed into categories into which subsequent items were sorted. Triangulation of data is conducted to enhance the scope, density, and clarity of

constructs developed during the course of investigation. To confirm the value of qualitative data, four strategies are used. They are data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. Lastly, categorization of data are validated by two experts in qualitative research and 1 rater from EIL program.

Scores from pretest and posttest are analyzed using the mean. Percentages are used to analyze the self-assessment items checked by the participants before and after the course implementation.

### 3.8 Summary

This chapter describes the research methodology used in the present study. The research consists of three phases:

Phase I: Conduct a needs analysis to investigate the English language needs, situation needs, and community needs of the participants in the study. Data derived from related documents, questionnaires, and interviews are collected and analyzed to design the community-based English course. Target respondents in this stage consists of three main groups, i.e. second year undergraduate students, English language teachers, and community partnerships. Questionnaires are conducted twice, i.e. the pilot questionnaires and the main study. The number of target respondents in the pilot questionnaires and in the main study are 137 and 127 respectively. To triangulate data, quota sampling is used in the interview to select the representatives from each group. Finally, twenty-five respondents are asked to answer the open-ended questions.

Phase II: Develop the community-based English course based on data obtained from a needs analysis. The course consists of the following components:

1. Rationale of the course
2. The goals and objectives of the course
3. Scope and sequence of the course
4. Course structure
5. Course description
6. Unit plan and activity types
7. Teacher's role and learners' roles



## 8. Course evaluation and assessment

Phase III: Evaluate the effectiveness of the course both qualitatively and quantitatively. This phase involves course implementation. A single group design is employed in the study. Nineteen participants are purposively selected based on relevant conceptual frameworks and in the context of the study. Instruments used in this stage are observation, interviews, learner diary, pretest and posttest, and self-assessment in language ability. It takes 16 weeks to conduct the course implementation.



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## CHAPTER IV

### FINDINGS

#### 4.1 Introduction

This chapter reports an account of both quantitative and qualitative findings of this study. The presentation of the findings follows the research objectives respectively; therefore, both the results from quantitative and qualitative analysis are reported in each research objective. Research objective 1 reports how data from needs analysis are applied to design a community-based English course. Research objective 2 reports quantitative results gained from the pretest and posttest, and self-assessment in language ability. It also describes how the participants develop their English language skills through a community-based approach. Research objective 3 reports both quantitative and qualitative results. It describes how the participants develop their local cultural knowledge through a community-based approach. Finally, research objective 4 reports quantitative and qualitative results that support the effectiveness of the course.

#### 4.2 Findings

##### 4.2.1 Research objective 1: To develop an English course using a community-based approach

To correspond with the research objective 1, it was found that a community-based English course was developed based on an analysis of the participants' and stakeholders' needs. Data obtained from a needs analysis, i.e. related documents, questionnaire, and interviews were found very useful to design the course. A community-based approach was integrated into every stage of the course design and each component is discussed as follows:

##### 1. Assessing needs

The target population in a needs analysis were students, teachers, and community partners. Students referred to are those who majored in English enrolling in the Faculty of Education, Rajabhat Rajanagarindra University. Teachers referred to are English language teachers and community partners were those who had jobs or

responsibilities related to local cultural agencies in Chachoengsao province. Information about language needs was mainly derived from students and teachers while community partners, as part of stakeholders, provided rich information about the interesting local cultural themes of the province. Moreover, they could provide information and ideas whether they could collaborate with the course design process.

Since this course employed community-based approach, the target respondents in a needs analysis included not only students and teachers but also community partnerships. The following sections present relevant results of needs analysis and how the researcher makes use of the results obtained in order to assess all stakeholders' needs.

### 1.1 Data from documents analysis

#### 1.1.1 Rajabhat University Act 2004

It is indicated in Section 7 and 8, Chapter 1 that the university is an institute of higher education for local development. The university shall help reinforce national intelligence, revive the learning force, promote local wisdom, create artistry for secure and sustainable prosperity of the people, take part in managing, maintaining, utilizing natural resources and environment on balance under the objectives of providing education, enhancing advanced knowledge and professionalism, providing lessons, researching, providing services to society, improving, transferring, and developing technology, maintaining arts and culture, generating teachers and enhancing the academic standing of teachers.

To develop a community-based English course, contents from Section 7 and 8 in Chapter 1 were strongly taken into consideration. Data were translated into course rationale and course objectives (see Appendix G).

#### 1.1.2 National Education Act 1999 and its Amendments 2002

The general goals in the Act that are very critical to a needs analysis are as follows:

1. Lifelong education for all
2. Community partnerships
3. Mobilization of resources from different sources for

the provision of education

It was found that a community-based approach responded to the general goals of National Education Act 1999 and its Amendments 2002. All three main goals corresponded to the principles of community-based approach which required the values of community partnerships, collaboration, and validity of the local knowledge generated in and through practice in community settings. The goals were translated to course contents and course materials.

### 1.1.3 English curriculum

There were two types of curriculum that needed investigation.

#### 1.1.3.1 Faculty of Humanities and Social Science curriculum

There are five goals in the English curriculum: Communication, Integration, Application, Moral, and Higher education. There is only one core course in which language and culture are integrated, that is, 1552401: Sociocultural background of native English speaking countries. The course mainly focuses on the target culture such as language and culture exploration, sociolinguistic exploration, and culture exploration.

#### 1.1.3.2 Faculty of Education curriculum

The objectives of English curriculum, Faculty of Education focus on the three domains of learning goals, namely the cognitive domain, affective domain, and psychomotor domain. In other words, students are expected to be able to communicate in English and have a positive attitude towards English language instruction. Students are expected to be a qualified English teacher when they graduate. Like the English curriculum of the Faculty of Humanities and Social Sciences, there is only one core course that language and culture are integrated in the English curriculum of Faculty of Education. This course is "Sociocultural background of native English speaking countries." Most courses in the "major area" focus on teaching English language such as "Strategies in teaching English as a foreign language, Classroom management for English language teachers, Teaching resources and materials, English language learning assessment and evaluation, Language acquisition and nature of language learners.

It is found that each course is taught separately, as a result, the opportunity to practice the teaching is not available until the last year of the curriculum. This finding was translated to the implementation of the community-based projects.

#### 1.1.4 University strategy plan 2005 - 2008

The university has four strategic issues to achieve its goals. One of those is to preserve, maintain, and develop Thai local wisdom. To achieve goals, the university is responsible for promoting local wisdom and allowing students to combine formal classroom with lifelong learning. The collaboration and network with local organizations is regarded highly important. Knowledge of Thai and local wisdom empower students and people in the community. Data from this document were translated to course rationale and course objectives (see Appendix G).

#### 1.1.5 Chachoengsao information books

The course used local cultural knowledge as the unifying focus and brought together integrated English skills. Students were expected to develop 4 language skills together with local cultural knowledge. Consequently, unit content played an essential part in course design. Information obtained from different sources provided the full story of the province such as historical background, lifestyles, natural resources, local culture, and the city's potential for future progress.

In conclusion, data derived from conducting documents analysis were pressing since they provided useful information to help design the community-based English course. Important findings were categorized into the following needs and subsequently translated into components of the course. See Table 4.1. -

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Table 4.1: Documents analysis and connections with course development

Documents	What to focus on needs analysis	Types of needs	Course components
● Rajabhat University Act	<ul style="list-style-type: none"> <li>● Philosophy</li> <li>● Objectives,</li> <li>● Principles of the university</li> </ul>	<ul style="list-style-type: none"> <li>● Community needs</li> <li>● Social needs</li> <li>● Language needs</li> </ul>	<ul style="list-style-type: none"> <li>● Rationale</li> <li>● Course objectives</li> <li>● Unit objectives</li> </ul>
● National Education Act 1999 and Amendments 2002	<ul style="list-style-type: none"> <li>● Objectives and principles</li> <li>● National Education Guidelines</li> <li>● Teachers' roles</li> </ul>	<ul style="list-style-type: none"> <li>● Situation needs</li> </ul>	<ul style="list-style-type: none"> <li>● Rationale</li> <li>● Course objectives</li> <li>● Unit objectives</li> <li>● Activity types</li> </ul>
<ul style="list-style-type: none"> <li>● English curriculum</li> <li>- Faculty of Education curriculum</li> <li>- Faculty of Humanities and Social Sciences curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Rationale</li> <li>● Objectives</li> <li>● Course offered</li> <li>● Course description</li> </ul>	<ul style="list-style-type: none"> <li>● Language needs</li> <li>● Non-language outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Course objectives</li> <li>● Materials design</li> <li>● Course evaluation</li> </ul>
● University strategy plan 2005-2008	<ul style="list-style-type: none"> <li>● SWOT Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Language needs</li> <li>● Situation needs</li> </ul>	<ul style="list-style-type: none"> <li>● Course objectives</li> <li>● Syllabus framework</li> <li>● Materials design</li> <li>● Course evaluation</li> </ul>
● Chachoengsao information books	<ul style="list-style-type: none"> <li>● Local cultural knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Language needs</li> <li>● Community needs</li> </ul>	<ul style="list-style-type: none"> <li>● Syllabus framework</li> <li>● Materials design</li> </ul>

## 1.2 Data from questionnaires

There were 3 sets of questionnaires administered in needs analysis, as a result, important findings from each group were categorized into different needs. Questionnaires administered with students and English language teachers were focused on their needs, interests, and preferences in learning and teaching English whereas questionnaires administered with community partnerships were concerned with local cultural knowledge and their collaboration in a course design.

### 1.2.1 Important findings and connections to course development

#### 1.2.1.1 Questionnaires distributed to students

The 5 point Likert scale questions were analyzed by using percentage while open-ended questions were categorized on the basis of the frequency of the answers in each item. Important findings are presented below.

1. 66% of students strongly agreed that one of their objectives of learning English was to communicate with others about themselves. This finding supported McKay's notion (2002) about one of the main uses of EIL; that is to allow speakers to tell others about their ideas and culture. This finding constituted a justification for constructing course rationale and course objectives. In addition, source cultures were appropriate to be covered in course contents.

2. 100% of learners strongly agreed that they preferred to learn in small groups. To meet learners' needs, group work should be used in part of materials design. Moreover, learners should be assessed their English language skills by means of formal and alternative assessment.

3. 100% of learners agreed that community culture should be integrated into English language course. This finding was the strong justification for integration Chachoengsao culture into English language. Consequently, it was appropriate if the syllabus was theme-based and course materials should focus on Chachoengsao culture.

4. 100% of learners agreed that they preferred learning from real-life situations. This finding stressed the ways learners should have

opportunity to think and develop their language ability through real-life situations. Activities conducted outside classroom were likely to meet learners' needs and preferences.

#### 1.2.1.2 Questionnaires distributed to English language

##### teachers

Important findings are presented as follows:

1. 100% of teachers strongly agreed that one of the objectives of teaching English language was to teach students to be able to communicate with others about themselves. The finding from this item was consistent with students' finding in this item. It was apparent to see that both students and English language teachers tended to believe that it was important to be able to communicate with others about themselves. This implied the importance and appropriateness of integrating Chachoengsao cultural contents into the community-based English course.

2. 100% of teachers strongly agreed that they preferred to divide students into small groups. This finding was supported with the students' preferences in the questionnaire. The findings implied that group work should enhance the supportive environment rather than competitive environment. Thus, activity types in the community-based English course should create less anxiety. Learners were likely to develop their English language skills and local cultural knowledge through working in group.

To conclude, the findings from questionnaires distributed to students and English language teachers determined course rationale, course objectives, material development, and assessment plan of the community-based English course.

#### 1.2.1.3 Questionnaires distributed to community

##### partnerships

The main purpose of the questionnaires administered with community partnerships was to gain the view of collaboration in course design. Main findings derived from needs analysis are presented below.



1. 42% of community partnerships were willing to collaborate in course design. Collaboration could be focused on the following positions.

- To provide local or necessary knowledge to both the researcher and to the community

- To involve in the selection of course activities and course content

- To attend the meeting if it is necessary

Findings from this part were translated to material development. Using community resources as learning activities should be highlighted in the course. Moreover, the course activities should allow local people or community partnerships to help provide Chachoengsao cultural knowledge. In other words, community partnerships could take the role as source provider. Thus, learners' roles should be investigator or researcher while teacher's roles should be monitor, coach, and organizer.

#### 1.2.1.4 Findings related to Chachoengsao culture

Data derived from the questionnaires (part III) also elicited the top five Chachoengsao culture themes. Target respondents from three groups (students, English language teachers, and community partnerships) were asked to choose their preferable themes of Chachoengsao culture. Data were analyzed by using frequency and percentage. The results are presented in Figure 4.1-4.5.

Figure 4.1: Percentage of respondents to Theme I: Language and literature -

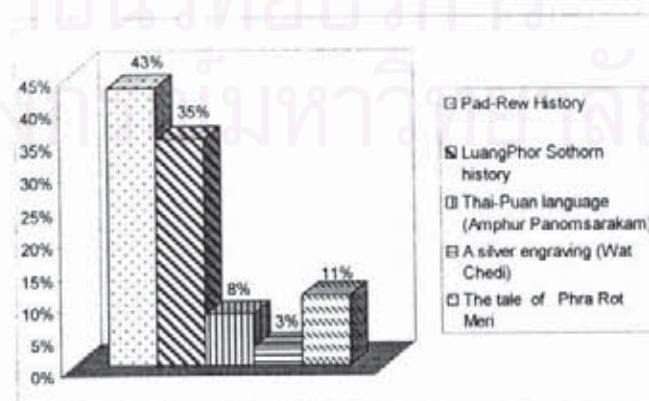


Figure 4.2: Percentage of respondents to Theme II: Local wisdom and ways of life

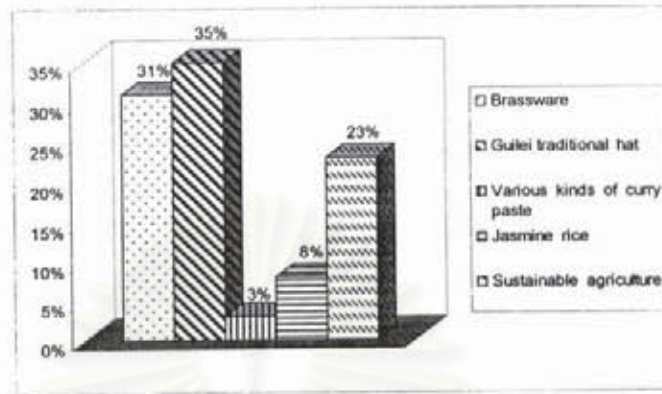


Figure 4.3: Percentage of respondents to Theme III: Tradition and religion

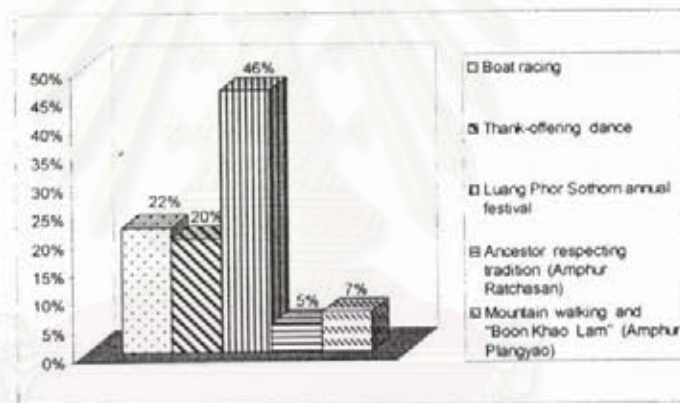


Figure 4.4: Percentage of respondents to Theme IV: Fine arts and archaeology

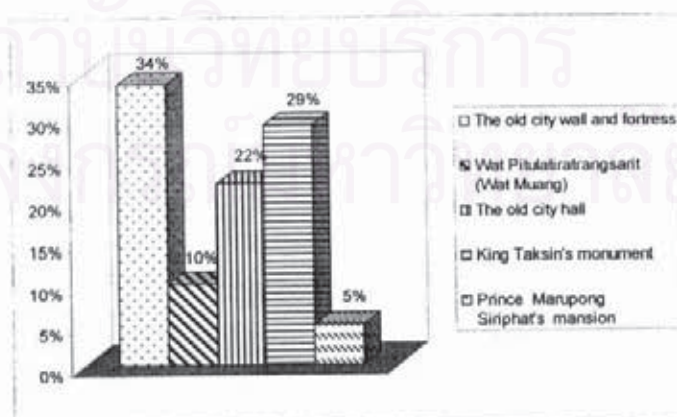
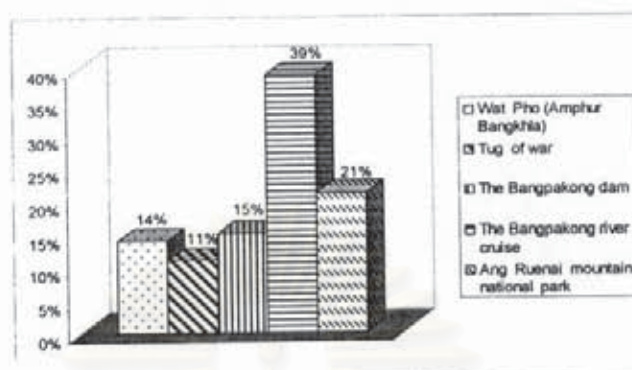


Figure 4.5: Percentage of respondents to Theme V: Sport and attraction



Based on data from Figure 4.1-4.5, it was found that the most preferable theme in each category of culture was selected to design the theme-based syllabus. In other words, scope of the course was organized around these five selected themes. All of them are listed in Table 4.2.

Table 4.2: Lists of Chachoengsao cultural themes selected from needs analysis

Category of culture	Theme selected
1. Language and literature	History of Chachoengsao (Pad-Rew)
2. Local wisdom and ways of life	Guilei traditional hat
3. Tradition and religion	LuangPhor Sothorn Annual Festival
4. Fine arts and archaeology	The old city wall and fortress
5. Sport and attraction	The Bangpakong River Cruise

As suggested by Richards (2001), with a topical syllabus, content rather than grammar, functions, or situations is the starting point in syllabus design. Content may provide the sole criterion for organizing the syllabus. With regard to this notion, all selected themes were chosen as unit titles and their contents were used as the tool to present English language skills. By doing this, it was expected that Chachoengsao cultural contents could help facilitate the better comprehension and contextualization of English language skills.

For a clearer picture, the summary of target respondents in the questionnaires are presented in Table 4.3.

Table 4.3: The summary of target respondents in the questionnaires

Students	English language teachers	Community partnerships
<ul style="list-style-type: none"> <li>● Objectives of learning English language</li> <li>● Students' preferences               <ul style="list-style-type: none"> <li>- Learn in small group</li> <li>- Prefer formal instruction along with real life activities</li> </ul> </li> <li>● Formal and alternative assessment</li> <li>● The integration of local culture into English language course</li> </ul>	<ul style="list-style-type: none"> <li>● Objectives of teaching English language</li> <li>● Teachers' preferences               <ul style="list-style-type: none"> <li>- Teach small class or small group</li> </ul> </li> <li>● The integration of local culture into English language course</li> </ul>	<ul style="list-style-type: none"> <li>● Most selected themes               <ul style="list-style-type: none"> <li>- History of Chachoengsao</li> <li>- Guilei traditional hat</li> <li>- LuangPhor Sothorn Annual Festival</li> <li>- The old city wall and fortress</li> <li>- The Bangpakong River Cruise</li> </ul> </li> </ul>

### 1.3 Data from interviews

Data from interviews were analyzed using the frequency of answers. Important findings and their connections to course design are presented below.

1. 100% of students preferred learning in small groups. This finding supported the results from the questionnaire which learners and English language teachers elicited their preferences and needs in learning and teaching English. As a result, the community-based English course should be designed to meet learners' needs. One of their needs was to learn English in small group work. This was the justification for using group work to develop the community-based projects.

2. 66% of students agreed that course activities should take place both in and outside the classroom. This finding was important to help the researcher design the course materials. With respect to this finding, the community-based English course was divided into 2 parts: Part I which focused on instruction inside classroom and Part II which focused on the project development conducted outside classroom.

3. 66% of students, 52% of community partnerships, and 50% of English language teachers agreed that besides the target content, source content should be integrated into English language course. This finding supported one of the main uses of English as an international language (McKay, 2002). The finding confirmed that the course objectives should cover the ability to communicate with other English speakers about own culture.

4. Based on interview data, it was very interesting to see that partnerships' level of education ranged from Pratom 4 to Master's Degree. Their occupations were farmer, teacher, lawyer, government officers, business owner, and monk. In addition to their occupations, some of them collaborated in community organizations such as The Bangpakong river lovers group, Anti-poverty group, and Community development team. A needs assessment revealed that there were 2 types of answers: one was those who were willing to involve in the course design and the other was those who did not have any idea and could not help in any stage of course design. The findings implied that the values of experiential or local knowledge as well as the specialized and skills of community people could be utilized as the primary source for participants to enhance their local cultural knowledge. Thus, activity types should allow the participants to enter the field and direct their own learning.

## 2. Articulating beliefs

Conceptual underpinnings of a community-based approach were incorporated in this stage. Beliefs about language, beliefs about the social context of language, beliefs about learning and learners, and beliefs about teaching (Graves, 2000: 31) were the framework in this stage.

### 2.1 Beliefs about language

In this study, data from needs analysis revealed the values of the ability to communicate with others about own local cultural knowledge. Moreover, all stakeholders agreed that it was necessary for students to be able to use English in order to explain their own culture to other English speakers. The formal instruction and activities conducted outside classroom allowed the participants to explore their own culture and develop their English language abilities for communication.

### 2.2 Beliefs about the social context of language

In this study, it was believed that students' familiarity with the community could be one of the factors for second language learning. The course allowed the participants to participate in the community. This helped students contribute their own ideas and experiences in order to develop the project.

### 2.3 Beliefs about learning and learners

In this study, it was believed that participants were viewed as an active participant, researcher, investigator, project developer, and assessor while knowledge was jointly constructed by students, teachers, and community partners. The community was viewed as the classroom and learning sources and experiences in which students could be empowered by the community itself.

### 2.4 Beliefs about teaching

In this study, forms of teaching was divided into 2 parts: inside and outside classroom. The kind of teaching paradigm was mainly implemented in the first part while outside classroom referred to participants' own community where they could practice, develop, and implement their projects (the learning paradigm). As a consequence, the experience of student learning was focused. The role of the teacher was as facilitator, source provider, monitor, organizer, coach, and evaluator. It was believed that in addition to the teacher, community partners could take part in the learning paradigm.

### 3. Planning goals and learning outcomes

Unlike other English language courses that linguistic outcomes are solely the objectives of the courses, this community-based course included both linguistic and non language outcomes. The study focused on both the process and product of learning. The kinds of outcomes could be local cultural understanding, knowledge of students' own communities, cooperation between learners and others in the community, and learning how to learn. The value of their own cultural resources was highly emphasized. It was expected that not only linguistic knowledge but also the understanding of students' own context would be enhanced through a community-based approach. The following are the objectives of the unit "Fine Arts and Archaeology."

- Students will be able to use context clues.
- Students will be able to use comparative and superlative

forms in written and spoken language.

- Students will be able to understand literal meanings.
- Students will be able to write a short postcard.
- Students will be able to value their own community.
- Students will be able to value knowledge from local

educators.

### 4. Determining content, materials, and methods

A community-based approach can be explicitly seen in this stage. The theme-based syllabus consisted of five local cultural themes which were derived from a needs analysis process. The teaching of four language skills were integrated with local cultural knowledge. Due to the specific of the context, course materials were developed based on local perspectives. This meant that the utilization of local resources was highly respected. For example, all photos illustrated in the course materials were taken from the authentic settings such as photos related to LuangPhor Sothorn Annual Festival, The Old City Wall and Fortress, OTOP, ways of life, etc. The activities were also relevant to their lives and their current situation. For example, participants were asked to conduct an interview with one of OTOP business owners in the province. They also entered the field to explore how Kanom Jak was made. The

service learning group implemented the teaching of an English and Chinese cake was made in a small primary school in the province. In addition, community-based activities allowed participants to engage in their own community. It was expected that participants would be aware of community issues. In addition, activities were designed to be authentic in order to allow participants to see the relationship with real language use. For example, the service learning project was designed to provide authentic teaching practice. Participants were expected to have hands-on experience in syllabus design and implementation.

### 5. Assessment plan

Due to the involvement of community partnerships at each stage of a course design, the effectiveness of the course was assessed by not only participants and teachers but also community partners. The interview with related stakeholders, such as the school principal, the classroom teachers, local people, local educators, and local government officers, was included in the assessment plan.

In conclusion, data derived from needs analysis and perceived as important proved to be necessary for designing the community-based English course. Data showed that a community-based approach underlay the decision-making at each stage of a course design and it affected every component of the course.

#### 4.2.2 Research objective 2: To investigate learners' English language development through a community-based approach

Under this research objective, it was found that the participants' English language skills were developed through a community-based approach. Both quantitative and qualitative findings will be described in the following sections.

##### 4.2.2.1 Quantitative data

Quantitative data derived from pretest and posttest and self-assessment in language ability showed that the community-based English course helped enhance the participants' development of English language skills and local cultural knowledge. Pretest and posttest scores were analyzed using the mean. The pretest and posttest mean scores are presented in Figure 4.6 and Figure 4.7.



Figure 4.6: Participants' pretest and posttest mean scores

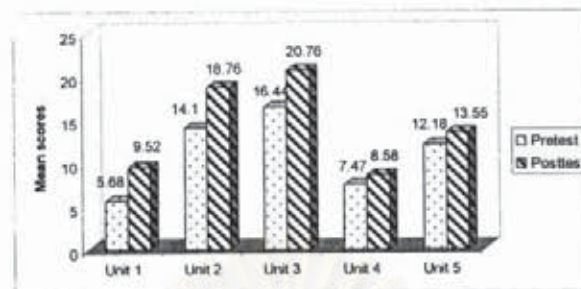
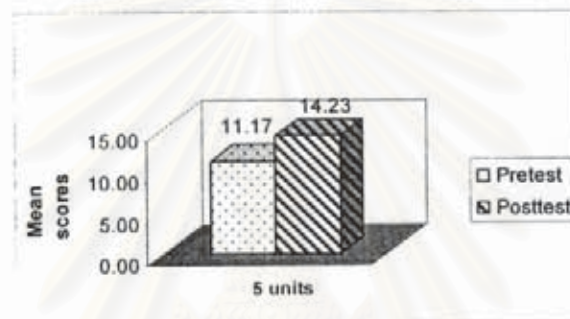


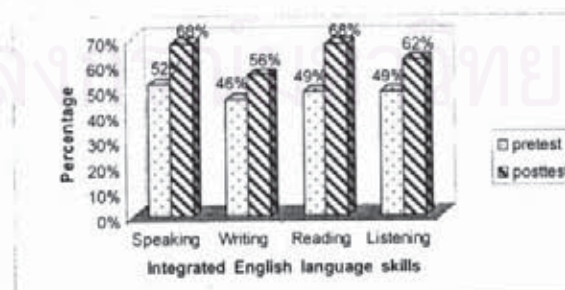
Figure 4.7: The mean scores compared between pretest and posttest



The mean scores compared between the pretest and posttest showed that the posttest mean score (14.23) was higher than the pretest mean score (11.17). This indicated that the participants' English language skills were improved after taking the course.

Quantitative data derived from self-assessment in language ability were analyzed using percentage. Results are shown in Figure 4.8.

Figure 4.8: Percentage of self-assessment in language ability compared before and after taking the course

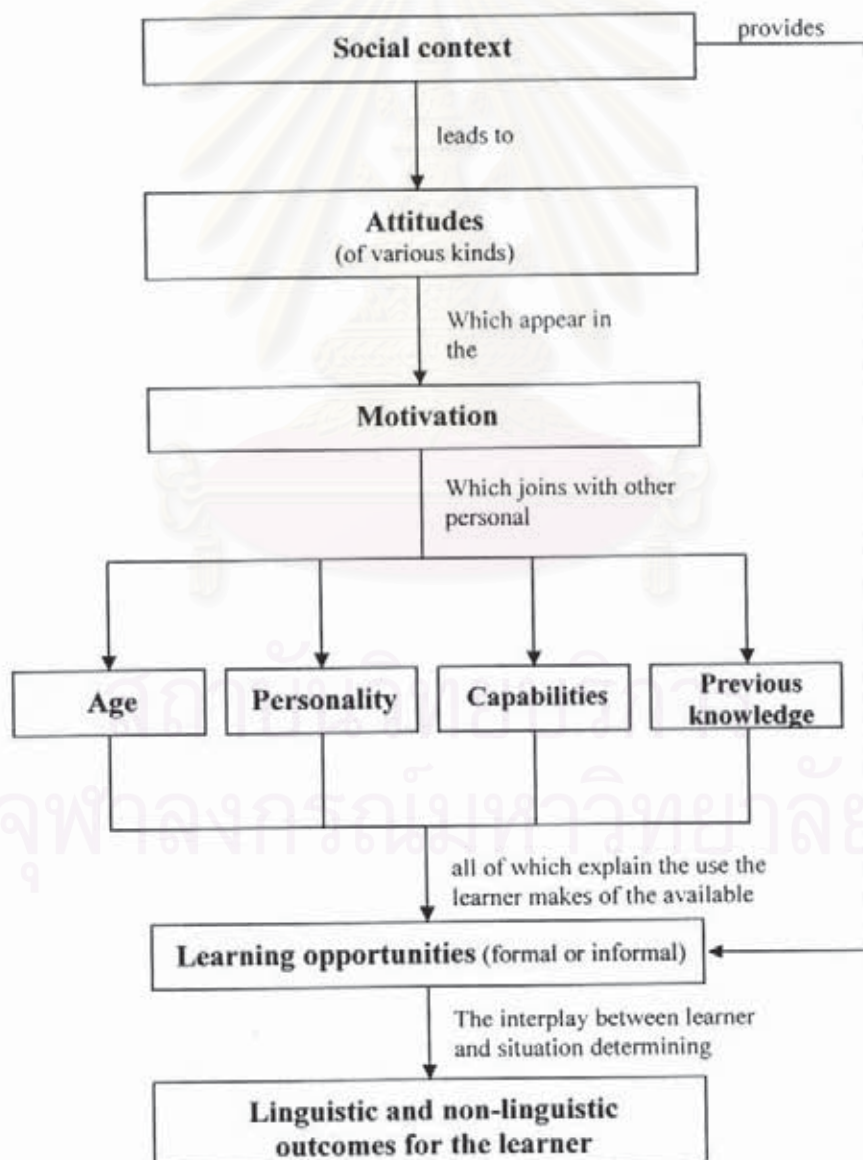


It was found that when the course was completely finished, the participants perceived their language abilities had improved.

#### 4.2.2.2 Qualitative data

The development of the participants' English language skills may be due to the relationship between social context, positive attitudes toward second language and a community-based approach, motivation, previous knowledge, and learning opportunities. Spolsky's framework was used to explain why these factors led to English language development. See Figure below.

Figure 2.3 Spolsky's general model of second language learning (Spolsky, 1989: 28)



### Social context

The investigation of participants' English language development revealed that social context or contextual factors were significant for second language learning and they led to enhance a positive attitudes and motivation for second language learning. As mentioned earlier that the participants majored in English, at the Faculty of Education. Most of them aimed to be a good English teacher. Moreover, the course was context specific and responsive to participants and community. It was designed for undergraduate students at Rajabhat Rajanagrindra University or for those who were interested in Chachoengsao culture. The themes and content were selected from needs analysis data. Task types or projects were specifically designed for students who enrolled in Faculty of Education. One participant stated *"The tasks are interesting and relevant to English Major students. I enjoy learning how to coin localize vocabulary."*

### Positive attitudes toward second language learning and community-based approach

Data gained from observation, interviews, and learner diary revealed that there were relationships between social context, positive attitudes towards second language learning and a community-based approach, and motivation. It was found that using the community as the source content and learning experience was more likely to affect participants' attitude toward language learning. In fact, all participants majored in English because English was their favorite subject. Some had liked English since they were in kindergarten or primary school. They had also be exposed to the English language. For example, some always listened to English songs and others frequently read English short stories or watched American movies. They indeed had positive attitudes towards second language learning but their attitudes became more positive when they had opportunities to get involved in the tasks that they could demonstrate their performance in both second language learning and source content. The community-based English course allowed participants to play an active and participatory role in second language learning. Based on the scope and sequences of the course, participants were happy to learn something related to their life. It was very important that learning took place in the formal classroom and in the community.

Activities in the community could truly stimulate positive attitudes towards the process of learning. Participants were enthusiastic about entering the field. This was due to the fact that the field provided them with authentic resources. Participants were also involved in the decision-making. For example, participants could share their own ideas and made their own decisions about task types they wanted to implement in their own community. As well, they could choose their area of expertise to conduct a preferable task. Learning in their own community was motivating because participants could bring their own knowledge to support the task achievement. The following statement can give us a clear picture of how participants had positive attitudes towards their community-based course and their own community.

1. *"I always think that the classroom always takes place in a small four walls. Now it is very exciting to enter the field. It is more exciting to do activities that we want to do and decide by our members. Everything can be learning materials. It depends on each individual whether you have your intention to learn or not."* (Pranee)
2. *"Learning source content in English is fun, understandable, and easy."* (Jirawan)
3. *"I like English and I really love it when I start developing the service learning project. I would like to see our young students love English too. I think I can stimulate them to like English."* (Tassana)
4. *"I like speaking English. I think I can do very well in "English On Air" so I will choose this project. I have to practice the correct pronunciation. I am sure I can make it."* (Suchol)

Positive attitudes towards the approach used in the study can affect participants' performance in language learning. Garder and Lambert (1972: 162) studied the effect of attitudes on language learning and it was found that an English-speaking Canadian's positive attitude towards French-Canadians led to an integrative orientation to learn French, which was found to be a significant correlate of success. In this study, participants were more likely to have positive attitudes towards the learner-centered, instrumental, and integrative orientations. The participants benefit from their learning choices or interests. As Nunan (2004: 15) points out "in the learner-centered curriculum information about learners and from learners will be built into all stages in

the curriculum process, from initial planning, through implementation, to assessment and evaluation. Learners will have tendency to sensitize their own learning process. Eventually, it should be possible for learners to make choices about what to do and how to do it. This means that they possibly have positive attitudes towards the process of learning. The community as the source content and learning activities is more likely to be interesting and subsequently makes them feel good. They are confident to conduct the preferable tasks that are very challenging.

The participants were found to have positive attitudes towards the learning environment in which they could engage in active learning. The community-based English course allowed the participants to construct knowledge by means of authentic assignments in their own community.

#### Motivation

In addition to positive attitudes toward second language learning and a community-based approach, motivation suggested by Garder and Lambert (1972) and other theorists was the main factor in supporting participants' second language learning. However, it was discovered that using the community as the source of learning could motivate the participants in second language learning. Evidence is presented in the following sections.

#### Task/Material motivation

Findings revealed that the participants were likely to be keen to conduct the tasks in their own community. Moreover, task types were career-related as well as highly related to second language achievement. The participants saw themselves as part of the community and attempted to achieve because the projects were very beneficial to their own community. The tasks and materials motivated the participants to design or create the projects through using the community. By doing this, the participants were more likely to achieve the goal of EIL: to communicate with other English speakers about their own culture.

Using the community as the source of learning could also promote motivation and positive attitudes towards second language learning. The participants were familiar to the community and felt the sense of community engagement. When this feeling took place, they really had a strong desire to master

second language tasks. The following data could illustrate how tasks or materials could enhance development of participants' language skills.

#### Example 1: Service Learning Project

The participants were responsible for designing theme-based syllabus for teaching English to primary students in a suburban area. The two-hour lesson plan was based on Kanom-Jak and Chinese Cake content, which were the main products of OTOP in Chachoengsao province. The projects developed by the participants could truly inspire them to have positive attitudes towards language learning and their profession. The participants had good opportunities to be involved in the tasks that demonstrated their performance in language teaching. Gardner and Lambert's (1972: 160) studied the effect of attitudes on language learning and it was found that an English-speaking Canadian's positive attitude toward French-Canadians led to an integrative orientation to learn French, which was found to be a significant correlate of success.

It was found that task or material motivation was one of the factors that affected language learning. Task types or activities conducted by the participants were career-related or instrumental. The participants actively learned and developed the projects due to motivation as part of English language major students and pre-service teachers. Motivation could be clearly seen in a cognitive perspective. The participants in service learning projects initiated key informants through observation and interview. They gathered information about "Kanom Jak" (coconut meat mixed with black sticky rice flour and wrapped up with palm leaves), the famous product of OTOP in Chachoengsao, and designed the course syllabus for Grade 6 students whose school was in a suburban area. The participants attempted to integrate English language into local cultures and design the syllabus. The course syllabus and lesson plan were gradually revised through weekly discussion with the researcher. Excerpts of a group interview are presented, where cognitive perspective could be identified.

*Researcher: Why do you choose "Kanom Jak" as the theme for your teaching?*

*Participants: Data from the questionnaires we collected from grade 6 students in Noi Arjangriyangkoon school have shown that Kanom Jak is the most preferable theme.*

*Researcher: How do you start with the syllabus development?*

*Participants: We went to Wat Sothorn last week and interviewed a few stallholders. They were very kind to us. They told us how to make 'Kanom Jak' and asked us to try it. We spent almost an hour talking with them. Even though they were very busy, they were willing to give us the information. Then we had group discussion how to make use of information. Finally, we think that we are going to teach primary students English vocabulary, which will cover the ingredients of "Kanom Jak" and how to make "Kanom Jak". We took a lot of pictures and they can be part of materials used in the class. Additionally, question words can be part of the lesson plan.*

*Researcher: The syllabus you design should be relevant to the learning standards and benchmarks of foreign language learning based on the Basic Education 2001. All of you should study this point before writing the first draft of lesson plan.*

*Participants: Now we are very happy that we can approach the stallholders and it is better to gather information from them. We enjoy entering the field and talking to them. The field is very closed to the university and we can go there as much as we want. We experience the utilization of local resources, which is very useful to us.*

In addition to group interview data, the following statement can show how task motivation can affect second language learning.

1. *"Before we implement the service learning project, I never think that I can do it well because my English skills are not so good. I try to write, read, and speak correctly. I have learned many new vocabularies. I would like to become an English teacher so I keep practicing particularly in speaking. I feel that my speaking skills get better and now I am confident to teach young students." (Chutinan)*

2. *"My English speaking should be accurate. To be a teacher, I think I have to practice teaching with my peer. This is very challenging since it can reflect whether we can do it in the future." (Pranee)*

3. *"It is very challenging and exciting that I have a good experience to record my voice in speaking task. I have learned that there is no need to ask someone to record English speaking script or to buy any speaking tape. The teacher motivates me to use my own voice as the material in our teaching. By doing this, I have to practice more often in order to pronounce some difficult sounds correctly. I learned correct pronunciation from the teacher and she also records the tape and asks me to play as often as I can. Now my pronunciation is better and I have more confidence. I enjoy speaking English and if possible I want to have native-like pronunciation."* (Orawan)

4. *"I have learned many new vocabulary items. My English skills are getting better because I practice everyday. I want to demonstrate my English language skills to young students and all school teachers. This is a good opportunity to have hands-on experience."* (Kitichai)

5. *"Now I want to be better in English language skills. Teaching tasks are difficult but very challenging. I learned that I need to practice more on end-sounds and some difficult sounds such as [sh], [th], [s]."* (Napatsorn)

#### Example 2: English community radio broadcast program

It was found that participants were motivated to do the tasks because task types were authentic and career-related. Even though the tasks did not directly allow participants to have real teaching in the classroom, an English community radio broadcast program, which targeted in primary students, was the selective activity to teach English through intercom provided by the school. Using community as the source of learning experience could motivate participants to achieve the learning goals. It was found that participants tried very hard to pronounce English words correctly and fluently. All vocabulary items were context-related such as fish, chicken, mango, coconut milk, breakfast, rice, fisherman, farmer, etc. Even though the vocabulary seemed to be very easy for undergraduate level, some words were difficult to pronounce accurately. In addition, participants had strong motivation to contribute to the school. Therefore, they had to demonstrate their language performance. By doing this, they needed to practice and subsequently the development of language skills could take place. For example, Preeya stated *"the [sh] sound is very difficult to pronounce, however, my pronunciation must be correct before the broadcast day. I always practice with my peer and teacher. This can help my pronunciation."* The



following statement revealed that preferable and interesting tasks can motivate learning goals.

1. *"I used to think that English is difficult to learn. When I start to design the script, it is not difficult as I think. Now the project is finished and I feel that English is not too difficult to learn. It is fun to sit down and try to speak English correctly. Now my pronunciation is getting better."* (Nida)

2. *"The task is so motivating. When the project is finished, I agree that English language can be learned everywhere. We can learn English by using our community content. And we can English while we are in the community. We also learn how to pronounce the correct pronunciation. Moreover, the project teaches me how to be a good English language teacher. I have learned that there are a large number of students who need help from us. This is the good starting point."* (Nichada)

3. *"I have learned how to read, write, and speak English from the project. For example, I have to pronounce English words correctly in order that young students can imitate my pronunciation. When we write English script submitted to the teacher, we have to be careful of our spelling. This is very useful for me because young students can learn English correctly. As a teacher, we need to have English language knowledge before we teach others."* (Preeya)

4. *"I have gained the real teaching experience. If you want to provide or give knowledge to your community, it is very necessary for us to be accurate in both content and language skills. The project also teaches me how to be a good teacher. In the future, I want to spend my part-time on teaching English to students in the suburban areas."* (Jirawan)

### Example 3: English on TV

Tasks involved in this project were mainly focused on speaking skills. It was found that task types really matched all participants' interests and preferences. In addition, participants were very excited and proud to be presenters in the local cable television program. They felt proud because the program was broadcasted to local people in the province. It was expected that their friends, families, and other people could watch them on TV. Through cable television, participants were motivated to practice very hard in order to have fluent and accurate pronunciation. Nichada, one of Suchol's closed friend, stated *"I have just got back from watching Suchol and his group rehearse their performance. They ask us to give comments. They*

*tried very hard and their pronunciation is very good. This is the second time that I have watched their performance. I can feel that they are getting better.*" Moreover, when they practiced with the teacher, they never showed their unwillingness. Sometimes we spent 2 hours practicing; however, they were motivated to do so. The following statement can illustrate how motivation can affect participants' language skills.

1. *"The task matches my personality. I actually like talking. I am also an outgoing student. I really enjoy doing this project. I think teaching English and our local culture through the local cable television program is very beneficial to our students in the province. I hope I will be a popular student after the program is broadcast."* (Suchol)

2. *"I normally participate in school's activities. I feel very good that this project allows me to contribute something to our community. Young students might not know some English words related to Wat Sothorn Wararam, as a consequence, the program will be very useful. However, before the broadcast, I have to work very hard. I should slow down my speaking and pronounce more clearly and accurately."* (Wilai)

3. *"I dream to be an English new reporter and this project allows me to present myself on TV. I never feel nervous, on the contrary, I am very excited to be in the local cable TV. Many friends always tell me that I have a good English pronunciation; however, I need more practice. I tell my father and my friends and I want to show them that I can do it."* (Nares)

4. *"I learned the correct pronunciation from the tape and the teacher. I think I am lucky to be a presenter in this program because I can contribute something to the society. It's very proud to present Wat Sothorn Wararam, one of the most respected temples in the country. When you teach English, you can teach inside and outside the classroom. Going and broadcasting around the temple seems to be very exciting for me."* (Suda)

To conclude, all task types or materials used in the course and projects were relevant to participants' interests and this could possibly increase attention and motivation in language outcomes.

### Previous knowledge

Previous knowledge is one of the participants' characteristics that helps enhance their development of English language skills. In this context, previous knowledge refers to Chachoengsao cultural knowledge. It was found that the role of using the community as a source for learning experience could highly affect participants' process of second language learning. The familiarity of context could considerably help participants to contextualize language practice materials. In other words, participants brought along their community knowledge when they came to the class and when they conducted the language tasks. Although community knowledge varied, each at least had some previous knowledge in their cognitive process. For example, the themes or topics used in the course were familiar to local people as well as all participants such as the Luang Phor Sothorn Annual Festival, the old city wall and fortress, the Bangpakong River Cruise, Pad-Rew history, and the Guilei traditional hat. Although some participants were not born in Chachoengsao province, it was believed that at least as second-year students in the province, they must possess some community knowledge. In addition, the data they explored in the field were related to their prior community knowledge such as Kanom-Jak, Chinese cake, and Wat Sothorn Wararam Temple. Most second-language educators would agree, at least in theory, with the idea that learning and practicing language in meaningful contexts is more appealing to both students and teachers than learning isolated bits of language through extensive memorization and drilling (Hadley, 2001:144). To see that familiar input could encourage language production was rewarding. According to the picture tasks in the speaking pre-test, the language they produced was comprehensible in meaning in spite of frequent minor and major errors. The following examples show how previous knowledge could help and encourage participants to elicit language production.

จุฬาลงกรณ์มหาวิทยาลัย

Speaking skill

Picture task (Unit 3: LuangPhor Sothorn Annual Festival)

Instruction: Choose only one picture and talk about the picture for approximately 2 minutes. You have 2 minutes to prepare your talk. (5points)



Picture 1



Picture 2



Picture 3



Picture 4

Example 1: Kittichai

Hello, I'm Mr.Kittichai..... I choose picture 4 ( eh ) *Luangphor Sothorn celebration* ( ah ) *have many people.* ( pause ) *tourist..... It have many parks.* It have many parks is very interesting of people. *One park is very interesting is flyer. Flyer is very enjoy and cheap. We can see the view from flyer. Sometimes flyer excite and funny.* Thank you.

Example 2: Suchol

Good morning. My name is ..... ( eh ). I choose the picture no.3. *This picture is show about Thai parade.* The people in the parade are wearing Thai dress. *The parade is show about Chachoengsao, history, and they are move around Padrew city for show to the audience and traveler.* It is a perfect. It's a perfect parade and beautiful very much. *I think it's a very good idea to show about show about Chachoengsao history for people.* Thank you.

Example 3: Danai

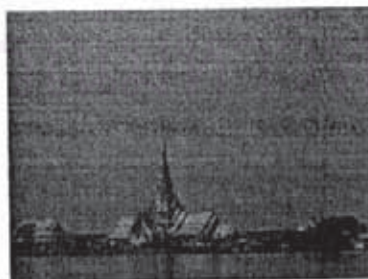
Hello everybody. My name is ..... I'm proud to talk about Saimai. *Saimai is a dessert with the most people like to eat it. IT was made from sugar. It's so sweet. It has many colors. When you come to visit Luangphor Sothorn annual festival, you can try to buy it to offer and you can see it near the Sothorn temple (pause). Saimai is very cheap and large. I...I want to tell you that it is very delicious.* Okay.

The bold and italic statements showed that all participants had knowledge of their own community and the world. Most participants chose pictures no 1, 2, 4 but not no.2. This was inferred that most of them were not familiar with the activities shown in picture no.2. If the pictures in the test were not familiar to them, it was possible that their language production would be very limited. The finding was similar to what Hadley stated that students comprehend texts more successfully when the topic is familiar to them than when it is unfamiliar (Hadley: 2001:155). When the topic was familiar or comprehensible, it was possible that ample content input would allow participants to produce language at their pace. In addition to examples of speaking tests, the following examples of writing pre-test could illustrate how the previous knowledge could help enhance participants' writing ability.

Writing skill

**Writing test (Unit 5: The Bangpakong River Cruise)**

**Instruction:** Write down your opinions, beliefs, or values towards the following picture. The approximate length is 80 words. (5points)



## Example 1: Suda

Yesterday, I went to the boat behind Wat Sothornwararam for floating on the river. This river was wide and I thought it was deep too. On the left, I saw lots of house, people and temples. On the right, I saw lots of coconut trees, Jak leaves and a few of house. I thought that the people who live near the river have the cleanliness because I couldn't see any rubbish on the river and I thought that many people have their job that related with the river such as fisherman and restaurant because I thought this river have many kind of fish, shrimps and shells. And the disadvantage about living near the river is that you must be careful about the river because it is very deep and it will have flooding every time.

## Example 2: Nida

In my opinions, I think that the Bangpakong river is the most important for life local people of Chachoengsao. Because it is abundance in make a living of local people. The Bangpakong is longest and the most beautiful if you see both right bank and left bank of river. You will see way of life and the old house of people. If you look Wat Sothornwararam on boat you will see Wat Sothornwararam is the most beautiful.

## Example 3: Jirawan

Chachoengsao provinces has a good person because most people like to go to the temple and the provinces has many temple moreover the many old temple and the provinces has famous about Wat Sothornwararam and Wat Sothronwararam is biggest in Thailand and beautiful. I think that the budget of WatSothornwararam about 3,500,000,000 baht. The many people around the country want to visit Wat Sothornwararam because LuangPhor Sothorn is respect of people. The people visit LuangPhor to thank-offering and give good luck and other believe.

## Example 4: Danai

Wat Sothornwararam and Bangpakong river is the most famous places of Chachoengsao province. If you are interested to come to WatSoton, you can try to travel by boat. When you are sitting in the boat, you will see an old house, temple, floating house and foreign churches. After that, you will arrive at BannMai market. It is ancient market and has many visitors. When you walk into, you will see old-fashioned and coffee houses. I need to tell you that the most food at Bannmai market is very interesting and beautiful. So, I welcome you try to come here.

The role of community context which was relevant and familiar to the participants's life could allow participants to actively interact with the texts and subsequently brought to the comprehension process. It was found that participants could comprehend the familiar texts better and this also reflected on the reading test.

Although participants had never done the reading pre-test before, it was shown that most of them could do well in the comprehension part. For example, the reading text in unit 5 (Boat trip along the Bangpakong river) aimed to assess participants in scanning information skills and there were 5 questions in this part. The pre test mean score in this part was 3.7 compared with 4.00 in the post test mean score. It was believed that the text was meaningful and familiar to them and this could positively effect their reading ability. The following is the reading text and questions that we mentioned.

### Reading skill

**Instruction:** Read the following passage and scan quickly for the answers. Write them in the space under each question. (5points)

#### **Boat trip along the Bangpakong River**

The Bangpakong river flows from above the Korat Plateau through Prachinburi and Chachoengsao provinces out into the Gulf of Thailand at Bangpakong, a distance of approximately 230 kilometres. From the city of Chachoengsao, there are boat tours along the Bangpakong river that allow people to admire the nature of both sides of the river, which includes fruit plantations, mangoes, and a variety of river life. Travel pass places of interest such as the fort and ancient city wall, groups of rafts, Chinese temples, and foreign churches.

This trip has many interesting aspects that are typically Thai. The distance of this route is approximately 25 kilometers, and it takes approximately 3 hours. Boats can be rented from the pier at Wat Sothornwararam or at the pier in front of the market in the city.

1. Where does the Bangpakong river start flowing?
2. How long is the Bangpakong river?
3. What are the interesting places you can see along the boat trip?
4. How long is the boat trip?
5. If you are interested in the boat trip, where should you go to get on the boat?

When participants had finished the test, they were asked to give their opinions about the test, such as the content and the level of difficulty of the test. The following statement could possibly support the findings.

1. *"The test is not too difficult. I can imagine when the text mentions both sides of the river." (Chutinan)*
2. *"Even though I don't know some vocabularies, I can guess. This may be because I pass the river park everyday." (Suchol)*
3. *"The text gives a clear picture of the river. It is not too difficult to guess some unfamiliar words from the text." (Kittichai)*
4. *"I have just learned some new information facts from the text. However, I know boat tour and I have often seen different plantations on the bank of the river." (Danai)*
5. *"The places of interest in the passage are familiar to me. I always pass some of them when I go to school such as Chinese temple, the city wall and fortress, and Christian churches." (Suda)*

Prior knowledge is more likely to play an important role in listening comprehension. As Buck (2001) contends that listening comprehension is an active process of constructing meaning, and that is done by applying knowledge to the incoming sound. The focus on listening skills in unit 2 (Local wisdom and ways of life) showed that 12 out of 19 participants could be able to comprehend a conversation between a student and a hat maker and subsequently could answer all five questions based on the tape scripts. According to interview data after the unit was finished, it was found that 12 participants could answer the questions correctly because of the familiarity of the text together with the visual information; that is authentic pictures. Additionally, listening practice in unit 3 (LuangPhor Sothorn Annual Festival), which participants were asked to match five pictures with what they heard. The picture task and its listening transcript were illustrated as follows.

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Listening skill

**Focus on listening: Picture task** 📺

V. Look at the following pictures and then listen to a number of statements, and choose which is relevant to the pictures. You will hear each item twice.

**Picture 1**



**Picture 2**



**Picture 3**



**Picture 4**



**Picture 5**



Listening transcription

1. Local people pay respect to Luangphor Sothorn by offering eggs and dances. The dance costs approximately 290-400 baht.
2. This is one of the traditional Thai festivals which is held in November. Local people preserve the nature by making krathongs from banana leaves.
3. The procession moves along the main streets in the province. A parade of many schools decorate themselves very attractively.
4. There are many kinds of local desserts sold in the festival. All wrappers must be non-toxic. They are not harmful to the environment.

5. One way to show strong respect and admiration for Luangphor Sothorn is to place gold leaves onto Buddha images at the Holy Temple.

**Answer:** Picture 1 = script no. ....  
 Picture 2 = script no. ....  
 Picture 3 = script no. ....  
 Picture 4 = script no. ....  
 Picture 5 = script no. ....

When asked participants' opinions towards the tasks, familiarity with the pictures, and why participants could identify relationships between pictures and statements, the following was the answers.

#### Interview questions

1. Have you experienced these situations before?
2. Are you familiar with these situations? If yes, do they help you to have better listening comprehension?
3. What do you think about this activity? Easy, difficult, or moderate? Why?

1. *"I know all of them. When I do the task, I try to catch the key words in each picture. For example, the first picture must be a picture taken from Loy Kratong festival and picture 5 is the school parade."* (Suchol)

2. *"I think I know what they are. All pictures look very familiar to our local people. We always see all pictures in LuangPhor Sothorn Annual Festival. It may be more difficult to do the exercise if I never or rarely see these pictures."* (Preeya)

3. *"I believe all of us have seen and experienced these situations before. And the familiar pictures can help guess the relevance between the pictures and what I hear."* (Kittichai)

4. *"I feel very relaxed when I see these pictures printed in the course book. When I see some of them before the class starts, I believe that my score should not be zero. I think I can do something."* (Chutinan)

5. *"I can't catch some words and statements in the tape. However, the pictures help me guess the answers because I know all of them. This task is fun to do and not too serious."* (Nida)

Lastly, to check the understanding of literal meanings from what participants heard (Unit 4: The Old City Wall and Fortress), they were asked to indicate whether a series of statements were true or false. They were actually asked to explore the sites with preparation questions one week before the class started. Participants greatly benefited from this familiarization visit. They agreed that familiarity of the sites is an important factor for improving listening comprehension. Moreover, the visit and the lesson were indeed meaningful since what they had experienced would subsequently be part of the course. Ladda told the teacher that when she heard the statements from the tape, she could imagine what she saw last week. For example, when the tape played "*It is not allowed to do any activity in the wall area since it is preserved as the identity of the province,*" I am very confident that this statement is false because variety of events always take place over there. Another participant who had already visited the sites agreed that even though she could not catch the whole statement, she could actually guess whether that statement was true or false. She was very confident when she heard statement 3: There is an ancient temple located near the old city wall. We can read the history of the temple from the board. She contended that what she could remember was the history of the old city wall that was shown on the board, not the history of the temple. As a consequence, this statement must be false.

Based on the above data, it was found that prior knowledge of community could help encourage participants in language production. Like Numrich (2004: 390) states in the study that students learn language through meaningful comprehension/expression and that language acquisition happens when learners are engaged in the study of content as a cognitively challenging level. However, some limitations may occur if students are not really interested in a theme or themes. It is recommended to research relevant topics. In this study, relevant topics or themes were based on a needs analysis from every section of stakeholders. The most important point was that the themes were community-based which participants could bring their own experience to share with. However, the control of language forms should be emphasized to balance form and meaning in language learning and teaching.

### Learning opportunities

The community-based English course provided opportunities for the participants to develop their English language skills both inside and outside classroom. This approach is supported by Ingram (1980, 2003) who proposes three broad forms of community involvement, i.e. extramural activities, formal activities, and informal activities. The theme-based syllabus which was used in part I (inside classroom) helped the participants to be exposed to integrated English language skills while learning Chachoengsao culture. The community-based service projects, which mainly conducted in the field allowed the participants to involve in the process of second language learning. For a clear picture, thick description of learning opportunities both inside and outside classroom is provided in the following sections.

### Part I (Inside classroom)

This part was divided into 2 aspects: 1) the English integrated skills and 2) culture-specific understanding. It was mainly conducted in the formal classroom. The room was air-conditioned equipped with blackboard, projector, and computer. This was not the typical type of classroom because the normal classrooms were fully used by weekend students. The class operated between 9-12 am. and 1-4 pm. every Sunday. It took 6 hours to finish one unit in course materials. Participants learned English integrated skills (Reading, Writing, Speaking, and Listening) through Chachoengsao cultural contents. This is illustrated in Table 4.4-4.8.

Table 4.4. Scope and sequence of formal instruction: Unit 1

Unit	Objectives	Reading	Structures	Writing	Listening	Speaking
1.	1. Be able to infer vocabularies in context 2. Be able to use Active-Passive voice in written and spoken language 3. Be able to pronounce a list of vocabularies of 10 words correctly 4. Be able to value the importance of local history	✓ History of Chachoengsao (Pa d-Rew) <i>Inferring vocabularies from context</i>	✓ Active-passive voice	✓ To make better life in the city	✓ Word stress	✓ Word stress practice

According to Unit one, there were key vocabulary items that the participants learnt from the reading passage (History of Chachoengsao). All of them are listed below.

- interpretation
- identity
- predomination
- ancient
- conspicuous
- originate
- colloquial
- stem

Even though Active-Passive Voice is not new to the participants, they learned, reviewed, and practiced the structures. It was found that the drills were effective because the participants were able to use Active and Passive Voice more correctly. See samples of the sentences in the exercise below.

Active - Most local people call "Pad-Rew".

Passive - "Pad-Rew" is called by most local people.

Besides the English structures, the participants spent time practicing Active and Passive Voice in written language. They were asked to write about their own community under the topic "To make a better life in the city". Regarding to listening and speaking skills, they learnt "Word stress" by listening and repeating after the tape. Samples of words are shown below.

- extensive
- colorful
- identity
- canal
- origin
- sizable
- predomination

- official
- locality
- contemporary

Table 4.5 Scope and sequence of formal instruction: Unit 2

Unit	Objectives	Reading	Structures	Writing	Listening	Speaking
2.	1. Be able to acquire a vocabulary list of 20 words of Chachoengsao OTOP products 2. Be able to use question words in getting information 3. Be able to communicate in English at a basic level about Chachoengsao OTOP product	☞ Guilei traditional hat <i>Inferring vocabularies</i>	☞ Question words	☞ Design lesson plan	☞ The hat maker	☞ Your favorite OTOP

According to Unit two, it was found that the participants could acquire a vocabulary list of 15-20 words. This may be because of the use of authentic texts. The participants were asked to have silent reading and label the pictures with the words provided. Most of them enjoyed the text and agreed that it was fun and easy. Below are samples of vocabulary items in this unit.

- buffalo horn sculpture
- wooden lamp
- fruit wine
- artificial flowers
- brass woven handicrafts
- herbal shampoo
- hand woven coconut handicrafts
- dried banana

All vocabulary items are OTOP products of Chachoengsao. Moreover, the participants learnt “Inference” from the reading text which consisted of the following vocabulary items.

- self-sustaining
- preserve
- ancestor

- reflect
- effective
- bamboo
- conical
- bowler
- trim
- beret
- rattan
- weave
- blunt

In this unit the participants also learnt how to use question words (what, where, when, why, which, whose). See samples below.

- A. What is Amphur Bangkhla famous for?  
 B. It is famous for Guilei traditional hat, mango, and bat.
- A. Who teaches you how to make hat?  
 B. Our ancestors.

Regarding the speaking and listening skills, the participants listened to the conversation between a student and a hat maker. Then they had the opportunity to focus on speaking skill through the following questions.

- Q.1: What is your favorite OTOP? What do you like about it?  
 Q.2: Why do people in different countries or cultures wear different kinds of hats? What are their purposes?

It was found that the participants could infer unknown vocabulary and use background knowledge to understand the reading text. They also gained more vocabulary items related to Chachoengsao's local wisdom and ways of life.

Table 4.6 Scope and sequence of formal instruction: Unit 3

Unit	Objectives	Reading	Structures	Writing	Listening	Speaking
3.	1. Be able to identify parts of speech in context: nouns and verbs 2. Be able to talk briefly about the local festival in Chachoengsao 3. Be able to identify relationships between pictures and statements 4. Be able to infer vocabularies in context 5. Be able to write at a basic level about activities in the festival	History of Luangphor Sothorn festival <i>Inferring content</i>	Parts of speech: nouns and verbs	Activities in the festival	Pictures task	Talking about the festival

In this unit, the participants had the opportunity to review “Parts of speech” and complete the passage with the correct form of verbs or nouns. Most participants agreed that the vocabulary items were new to them. However, they could use the familiar context and parts of words to work out the meaning of unknown words. Samples are listed below.

- Thai traditional *plays* or “likay” or “ngew” are among the most familiar spectacles in the festival. (Noun)
- The spread of smallpox *ruined* the play entirely. (Verb)
- *The tranquility* of Pad-Rew people is inspired chiefly by spiritual pleasure. (Noun)
- Thank-offering dance is a perfect blend of art and *faith*. (Noun)

Regarding the writing skill, the participants were asked to write an English essay about activities in LuangPhor Sothorn Annual Festival. It was found that most participants could not use grammar accurately, e.g., word order, reference, tenses. See samples below.



**Sample 1: Wilai**

*I like Saimai. Saimai is a dessert in old times. Saimai is a delicious and it's a cheap. Saimai has many colors such as white, green, pink, and blue. If you want to buy Saimai, you can buy a market or everywhere in Chachoengsao.*

**Sample 2: Ladda**

*I like chose parade LuangPhor Sothorn because I like woman beautiful and I like parade. I like children and the beautiful. At night in the festival have a big park in front of LuangPhor Sothorn.*

Picture tasks were used for listening and speaking skills. All pictures were related to Luangphor Sothorn Annual Festival. Based on interview data, the participants agreed that they learnt new vocabulary items such as *thank-offering dance, gold leaves, epidemic, drought, procession, founder, and decline*. They also learnt how to use word order, parts of speech, and sentence organization.

Table 4.7 Scope and sequence of formal instruction: Unit 4

Unit	Objectives	Reading	Structures	Writing	Listening	Speaking
4.	1. Be able to use context clues 2. Be able to use comparative and superlative forms in written and spoken language 3. Be able to understand literal meanings from what they hear 4. Be able to write a short postcard	✓ The old city wall and fortress	✓ Comparative and superlative adjectives	✓ Writing a postcard	✓ Picture task	✓ Role play

According to Unit four, a local expert in Chachoengsao Fine Arts and Archaeology was invited to give a talk on “The Old City Wall and Fortress” for an hour. Even though a talk was in Thai, the participants learned the values of their people in the community. In this unit, they also learnt how to use context clues and comparative and superlative forms. The participants from Community Radio Broadcast

Program Project stated that they applied the grammar learnt in the class to develop the project. They agreed that the forms and usage of the comparative and superlative adjectives tended to be easier after learning Unit four. See samples from the exercise below.

1. The old city wall and fortress is (older, the oldest) than the old city hall.
2. There are many archeological sites in Sukhothai. It is said that Sukhothai historical park is (more beautiful, the most beautiful) park in Thailand.
3. Ayutthaya was one of the world's (larger, largest) cities before it was sacked by the Burmese in 1756.
4. Ayutthaya remains one of Thailand's (greater, greatest) historical treasures, with abundant evidence of its former grandeur.
5. Sukhothai and Ayutthaya are considered the two (more significant, most significant) ancient cities in Thai history.

Regarding the writing skill, most participants pointed out that "Writing a postcard" was very interesting and interactive. Even though the accuracy of meaning seemed to be difficult, most agreed that a talk from a local expert helped facilitate the language production. See a postcard below.



Greeting from  
Chachengsao,  
Thailand

Place stamp here.

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Dodge, John  
34 S. Aberdeen  
Chicago, IL 60672  
USA

Table 4.8 Scope and sequence of formal instruction: Unit 5

Unit	Objectives	Reading	Structures	Writing	Listening	Speaking
5.	1. Be able to scan for information 2. Be able to distinguish facts from opinion 3. Be able to recognize the suffix: -ment, and -tion 4. Be able to answer questions based on what is heard 5. Be able to describe ways of life and attractions along the river with appropriate vocabularies and expressions	☞ Ageing respectfully <i>Scanning</i>	☞ Recognise the suffix: -ment, -tion	☞ Reflective writing	☞ Critical dialogue	☞ Critical dialogue

In this unit, the participants had the opportunity to explore local culture on a field trip. Being able to use English language in *critical dialogue* required participants to be familiar with real experiences. The river cruise along the Bangpakong River and sightseeing around the old Chinese community were the activities included in the course materials. However, it was found that most participants were not able to describe ways of life and attractions along the river through *critical dialogue*. They commented that it was very hard to express or explain their opinions in English. Moreover, both description and interpretation of what they had seen were difficult to conduct within a short time.

However, most participants stated that they increased their strategies in “Scanning” and gained more new words from the reading text. They learnt how to use their own strategies to distinguish facts from opinion.

To conclude, it was found that formal instruction in Part one helped the participants develop some particular features of linguistic and local cultural knowledge. This facilitated them to develop and accomplish the community-based projects in Part two.

#### Part II (Outside classroom)

This section commenced on the first week of the first semester 2006. The researcher negotiated the time availability with the participants and we agreed to have weekly meetings every Tuesday. At the meetings, we could talk on the

project, plan the project, or discuss possibilities or problems. The participants were required to have oral report to the class and submit the on-going report to the researcher. The researcher tried to build rapport and trust. The participants were allowed to phone the researcher if they needed urgent help.

The participants chose their group members because of their familiarity. They also chose the project by means of their preferences. There were three types of project assignments and there were 2 groups who preferred to work on the "Service Learning Project". Table 4.9 illustrated the selected projects and group members.

Table 4.9: The selected projects and group members

Group	Project	Group Members
1.	Service Learning I	Danai, Kittichai, Napatsorn, Chutinan, Ladda
2.	Service Learning II	Pranee, Orawan, Tassana, Chinda, Siriwan, Aree
3.	English on TV.	Suchol, Wilai, Suda, Nares
4.	Community Radio Broadcast Program	Preeya, Nichada, Jirawan, Nida

The next section described the process of learning and the process of project development. It also included how the participants approached the field, how teacher's role and learners' roles could strengthen the enhancement of language skills and local cultural knowledge.

#### Group 1 and Group 2: Service Learning Project

##### The process of project development

The project was launched after the first part of the course was finished. The participants were advised the objectives of the project and other responsibilities that would be involved in the study. Below are objectives of the project.

1. Participants will be able to assist primary students acquire English skill.

2. Participants will be able to assist primary students acquire local cultural knowledge.

3. Participants will be able to design one English lesson plan for the primary students.

4. Participants will be able to increase their local cultural knowledge through service learning activities.

5. Participants will be able to utilize community resources to design the whole project.

The participants found it quite difficult to have a clear picture of the whole project. The researcher's role was very important to assist participants in shaping the project. The meetings with the researcher allowed for discussion and planning of the project and many questions were raised on the phone. The process of preparation and planning were dealt with before implementing the lesson. The following were samples of the participants' questions.

1. How can we design the lesson plan? We have not learned before.

2. What is the content of our teaching?

3. Who are our students?

4. How can we integrate our cultural content into an English subject syllabus?

5. Who is going to teach primary students? What about the rest of the group?

Due to an attempt to focus on the learning process, the researcher did not give the content of the lesson to participants. Rather, the researcher taught both groups how to design a questionnaire in order to find out the most favorable topic and as a basis for the content. The researcher believed that participants should be involved in their learning and responsibilities. Designing a questionnaire seemed to be very difficult for participants, however, this was the first stage to approach the field. It was planned that Grade 6 students would be our target group because of the remaining network from the pilot study. The questionnaire was the instrument used to gain the choices of cultural themes and it was limited to OTOP choices. The participants started

involvement in the learning process. This could be clearly seen from the questionnaire they developed. It was the 5 Likert scale and all items related to Chachoengsao OTOP.

The questionnaire was merely modified by the researcher and subsequently used by participants. The researcher cooperated with the Grade 6 classroom teacher and organized the available time for primary students to complete the questionnaire. However, participants had a chance to enter the field again. They collected data at the school and reported that they received cooperation from the classroom teacher.

Data were analyzed with the researcher's assistance. It was found that "Kanom Jak" and "Chinese Cake" were preferred choices of the primary students. We agreed that the participants from group 1 were responsible for "Kanom Jak" and the participants from group 2 were responsible for "Chinese Cake." The responsibilities included the syllabus design and the unit implementation for 2 hours. It was expected that the participants would be successful in group work.

It was very interesting that each group used the interview as the same strategy to collect data from the field. They were taught how to be successful interviewers as well as interview strategies. They were also advised to bring a camera and asked the shop owners if photos could be taken. The following was the samples of interview's questions.

Group2: "Chinese Cake"

1. How long has this shop been opened?
2. How many branches are there?
3. Could you explain how to make "Chinese Cake"?
4. How many kinds of filling are there? How much are they?
5. Which filling is the best selling? Why?
6. Why is your product one of the best OTOP products of this

province?

Group 1 conducted the interview with a few "Kanom Jak" sellers in front of "Wat Sothorn Wararam" while group 2 chose to talk with one of the most famous "Chinese Cake" shop owners in the province. All participants tended to be

worried about the process of interview and they were afraid that the key informants may not collaborate in providing data. As the researcher and the teacher, I encouraged them to feel confident and promised to assist them if necessary. Additionally, they could conduct interviews as often as they could due to the very short distance from the university to the field (approximately 1-2 kilometers).

The first meeting with the participants was positive. They finished the interview and the interview data and their encounters with the key informants were verbally reported to the researcher. It was reported that all members in the groups entered the field together but each had a particular responsibility such as the interviewer, photographer, data reporter, and organizer.

It was appropriate to see the learning process from the beginning of the project assignment. The participants learned to become a researcher. They were involved in accessing community knowledge and in building a data bank of information to achieve the project. The next stage was to learn how to write a syllabus and this could stimulate their learning since it was part of their future career. They would become English language teachers and this was a very challenging task.

Based on their written reports, it was found that the participants had an adequate data bank of information to develop a syllabus. Even though the contents were written in the Thai language, they often overlooked the values of their local cultures. Thus, participants' engagement in the community could illustrate the utilization of authentic materials brought to the classroom. The participants were now aware of what to teach, however, how to teach seemed to be a very complex for them. They had to use their own strategies to develop English language skills through the process of their projects.

To be active learners, the participants had weekly group discussions with the researcher about the process of the projects. Knowledge in foreign languages in the Thai curriculum (Basic Education 2001) was the first area and the researcher gave a brief lecture on four strands (Communications, Cultures, Connections, and Communities) of foreign languages learning, learning standards, and benchmarks at the Beginners Level (Pratom4-6). At this stage, the participants started to connect the real authentic tasks with their academic work. They now had a clearer picture of the

goals of foreign languages learning, concepts, and their linkage to each strand. They subsequently learned the structures of study unit, which consisted of a theme, focus, grade level, amount of instruction, and subject area involved. Finally, the researcher copied a few samples of lesson plans of the Beginners Level and asked the participants to study them.

At this stage, the participants learned how to utilize data collected from the field and integrated into the lesson plan. Each group created the lesson plans and brought them to discuss with the researcher. It took about 1 month to correct, revise, and adapt all components in the lesson plans. Finally, two lesson plans from each group were completely finished with the researcher's approval. The next stage was to design materials used in the classroom teaching. It was very interesting to see the participants' process of learning English language skills and local cultural knowledge at this stage. There were many questions raised in our discussion. It was very difficult for them to be able to see and understand the connections between different disciplines. They had a data bank of information in "Chinese Cake" or "Kanom Jak", however, connecting them with English skills and all disciplines to teach young students was very challenging. Below was the example of the integration of different disciplines in the lesson plans.

**Lesson plan (Chinese Cake)  
(Pratom 5 students)**

- Objectives:** 1. To be able to use question words in "Chinese Cake" context  
2. To be able to understand the meaning of English vocabulary items in "Chinese Cake" context

**Content**

- Vocabulary:** 1. flour  
2. sugar  
3. coconut cream  
4. black sesame  
5. gourd  
6. pineapple



7. preserved salty egg
8. stuffing
9. delicious
10. soy bean

**Grammar:** Question words

**Culture:** Western food and Thai food

### **Lesson plan (Kanom Jak)**

**(Pratom 6 students)**

- Objectives:**
1. To be able to understand the meaning of English vocabulary items in “Kanom Jak” context
  2. To be able to communicate in English about “Giving information”

**Content**

- Vocabulary:**
1. black sticky rice flour
  2. coconut milk
  3. sugar
  4. salt
  5. grating coconut meat
  6. palm

**Grammar:** Present Simple Tense

**Culture:** Thai food

The next task was to design materials used in the classroom. Due to the conceptual underpinnings of a community-based approach, the participants were encouraged to use authentic materials from the community. Participants from group 2 (Chinese Cake) deepened their knowledge of English skills and “Chinese Cake” by using the following materials.

1. Cultural wall chart

It consisted of a collection of different types of “Chinese Cake” and the English vocabulary.

2. PowerPoint presentation

This explained brief rules and usage of “Question Words”.

### 3. Listening tape

This was the voice recordings of 2 participants. The conversation was part of “Listening Practice” written by members in the group.

### 4. Authentic materials

They were brought to the classroom such as sugar, water, hamburger, French-fried, flour, and coffee.

### 5. Worksheet

Its aim was to explore patterns of everyday life in eating.

Participants in group 1 (Kanom Jak) also prepared instructional materials used in the classroom. They intended to create video-based materials that could be part of their teaching. Danai, the group leader, explained that the content (Kanom Jak) was really context-specific so it was better if they created a videotape about “Kanom Jak”. We could borrow a handy camera from the researcher and this was not hard to produce. Moreover, the setting (in front of Wat Sothorn Wararam) was near the university. Kiitichai, a member of the group, added that the video production was very challenging since we were going to become English language teachers. To stimulate language and culture learning in the primary classroom, the researcher assisted and took a role as facilitator and organizer. It was necessary to plan ahead what content in the video would be.

Instead of using a worksheet or commercial videotape, the participants taught listening skills by developing their own videotape. This videotape consisted of 3 dialogues which are illustrated as follows:

#### **Dialogue 1:**

A: Excuse me, *where* can I buy “Kanom Jak”?

B: You can buy it in front of Wat Sothorn.

A. Thank you for your help.

B. You’re welcome.

**Dialogue 2:**

A: *What* are the ingredients of “Kanom Jak”?

B: O.K. The ingredients of “Kanom Jak” are black sticky rice flour, sugar, salt, grating coconut meat, and coconut milk.

A: Oh! It looks delicious. Thank you.

**Dialogue 3:**

A: What is the most interesting place in Chachoengsao?

B: Wat Sothorn. There are many kinds of delicious food.

A: Let’s go to Wat Sothorn.

B: Okay.

In addition to listening practice, a brief description of important vocabulary items were presented by Kittichai and Danai. Excerpts from the videotape are illustrated as follows:

Kittichai: Excuse me, where can I buy “Kanom Jak”?  
You can buy it in front of Wat Sothorn.

Description: where is the question word and in front of is the preposition.

Danai’s description: How much is another question word. For example, the sentence “I want to buy 5 packs of “Kanom Jak”. 5 is a number and pack is a noun. To make it a plural noun, remember to put “s” after that noun.

Besides the listening videotape, the participants in this group learned to design other types of instructional materials such as flash cards and worksheets. These materials were planned to use in practice section since the class would start with a warm up, then presentation, practice, and production. To complete the process of lesson plan design, the researcher discussed the class evaluation and assessment. Concerning the evaluation and assessment methods from the pilot study, it

was suggested that the simple questionnaire was likely to be highly effective to gain primary students' reflections. The researcher and participants helped design the 5 point Likert Scale questionnaire with free space provided for young students to write a short reflection.

Finally, the process of learning came to the final stage. The participants had 2 weeks to prepare and practice teaching. Each group rehearsed what they were going to say or do in the classroom with the researcher's comments. It was apparent that the English language skills had developed. They rehearsed 3 times and it took approximately 1 hour for each. The researcher corrected some mispronunciation particularly the problematic sounds for Thai students such as /th/, /l/, /sh/, /s/. The participants gradually developed their teaching language skills.

To successfully accomplish the project, it was necessary to collaborate with the school principal and classroom teachers. The participants suggested that it was better if this project could help young students in rural areas rather than students in town. As an organizer, the researcher contacted a school principal in Tambon Sanpoodad, Banpho District, who was our partner in a radio broadcast project. The researcher proposed the project and addressed the benefits that could go to all stakeholders such as young students, teachers, a principal, and the community. From the perspective of the school principal, the project was very beneficial to young students because of the following reasons.

1. There were about 130 students and 11 teachers in the school, unfortunately, there was not even one English language teacher working in the school.
2. Students presently learned English subject from the distance video provided by Kraikangwol Project.

The school principal and Pratom 5 and 6 classroom teachers fully collaborated in the project. The researcher asked the classroom teachers to participate in the process by observing the participants' teaching and sharing their ideas and perspective. The teaching schedule was arranged by 3 partners: classroom teachers, the participants, and the researcher. To conclude, Pratom 5 students had 2 hours to learn English with the participants from group1 (Kanom Jak) and Pratom 6 students

learned 2 hours with the participants from group 2 (Chinese Cake). The schedule took place on different times and day.

In terms of project evaluation, there were different methods employed to triangulate data. They were as follows:

1. Primary students' reflection
2. Interview with the school principal (conducted by participants)
3. Interview with the classroom teachers (conducted by participants)
4. On-going interview with participants (conducted by the researcher)
5. Classroom observation

#### Group 3: English on TV Project

This was one of the community-based projects that the researcher attempted to investigate participants' development in language skills and local cultural knowledge through the process of project development. The objectives of the project development were as follows:

1. Students will be able to share their linguistics and cultural knowledge with their community through television broadcast.
2. Students will be able to develop a sense of pride and value toward their local cultures.

To clarify the above statements, the term "linguistics knowledge" could be knowledge of the sound system, knowledge of words, and knowledge of sentences (Fromkin, Rodman, and Hyams, 2003) and the term "cultural knowledge" meant knowledge of Chachoengsao culture. To develop this project, the participants were required to be fluent and accurate in using English language as well as to present interesting and unique local culture through a cable television program. Participants' roles were local English presenters who provided linguistics and cultural knowledge

through instructional cable television program. The researcher allowed participants to be involved in their learning choices. All participants in this group volunteered to work on the local cable television broadcast project because the choice suited their personalities and preferences. They were clearly advised about the task types and responsibilities. Nares, one of the members in the group, showed no hesitation in choosing this project. *"I want to do this project because I would like to become a news reporter."* Suchol, the group leader, said that he was feeling very confident. The task allowed us to have a good opportunity to fully practice English. There were many audiences who could learn English from our program. Suda, a smart girl in the class, agreed that the activity would be beneficial to our English and cultural learning.

Having been given clear goals and responsibilities, the participants were involved in selecting their own content. They spent the first week exploring Wat Sothorn Wararam and its surrounding areas. The strategies used in data collection were observation, photo-taking, and interviews with local people. In addition, the participants compiled Chachoengsao cultural information from printed documents provided by officers from Provincial Strategy Development Office and Provincial Cultural Office. Those who willingly cooperated with the researcher and the participants were well informed of the benefits that would directly go to stakeholders. For example, an officer from Provincial Strategy Development Office agreed that the program was likely to be beneficial to students in the province, especially those who were interested in English language and our cultures. Since the temple was located very close to the university, the participants were able to walk from the university. They went to the temple twice and discussed with the researcher what they found interesting. The temple was actually the sanctity of Chachoengsao people. As a consequence, considerable data was available which the participants could utilize as part of learning process. Data gained from the community were to be divided into 10 parts. This was the time allotment that the cable TV organizer could provide to the program. In addition, content selection should be in accordance with airtime. The researcher and the participants agreed that we accessed prime time (8.30 pm.) from the cable organizer, as a result, target audience would be secondary and high school students in the province. We were allowed to play our videotape at 8.30 pm. after the local news report for 10 days and each tape took 4 minutes. This was really a context-

specific English program that would be on air in Chachoengsao. The content and language used was also specific to the context.

The learning process started with the selection of content which was derived from the community. At this stage, the researcher took the role of advisor while the participants played the role of source provider. We helped each other selecting content and finally the contents were outlined as follows:

Day 1: Offerings to LuangPhor Sothorn

Day 2: In the monastery

Day 3: Activities in the monastery

Day 4: Activities in the monastery

Day 5: In front of the new monastery

Day 6: Around the new monastery

Day 7: Weekends at the temple

Day 8: Shops around the temple

Day 9: Questions and answers

Day 10: Questions and answers

The researcher tried not to control the process of learning, rather, the participants were encouraged to identify their preferred strategies to write the scripts. Based on their report, each member was responsible for a preferred task. The following was the task description.

All members: Explore the community

Suchol, Wilai, Nares: Write content in Thai language

Suda: Translate Thai scripts into English

All members: Help examine all errors

Script 1,3,5,7,9: Presenters Suchol and Suda

Script 2,4,6,8,10: Presenters Nares and Wilai

The scripts were corrected and sequenced by the researcher. The first draft was very satisfactory because the participants understood and achieved the integration of different disciplines. When asked how they learned some new

vocabulary items, all of them helped each other by using different strategies. For example, Suda always looked up unfamiliar words in a talking dictionary while Suchol and Nares preferred to read information from web-sites and tourist information guides. Additionally, English structures were corrected especially the structures of relative adjectives and relative adverbs. Other errors such as plural forms, preposition, punctuation, and subject-verb agreement were merely corrected. The participants could review English forms and usages through this stage of project development. Below is a sample illustration from the whole scripts.

### Script 1

#### (Offerings to LuangPhor Sothorn)

Suchol: Hello, I am Suchol.

Suda: Hello, I am Suda.

Suchol + Suda: We are from Rajabhat Rajanagarindra University.

Suchol: This is “English on TV”, an English program broadcasted everyday after the local news report. The program will present our Chachoengsao culture in English language (in Thai language)

Suchol: Today we are going to tell you about the offerings that we use to pay respect to LuangPhor Sothorn Image.

Suda: When the people go to Sothorn Wararam temple, firstly they will come to pay respect to LuangPhor Sothorn.

Suchol: And the offerings are a bunch of flowers, joss-sticks, candle, and gold leaves.

Suda: Please review the key words.

a bunch = ช่อดอกไม้ ออกเสียงท้ายคำคล้ายกับคำว่า touch, rich

joss-stick = ขูป ออกเสียงท้ายคำคล้ายกับคำว่า boss

candle = เทียน ออกเสียงท้ายคำคล้ายกับคำว่า table

gold leaves = แผ่นทอง ออกเสียงท้ายคำคล้ายกับคำว่า hold

Suchol + Suda: Now we have to say good-bye. See you next time.

It was very important to use English accurately and fluently because it was part of instructional materials that were put to air and to the people in the community. The researcher encouraged them to become self-directed learners. This part fully involved speaking practice. They practiced speaking outside the classroom or



with their peers as much as they could. This meant that they could manage their own learning. However, the researcher could assist them in the correct pronunciation or any difficult sounds or words. This task allowed the participants to produce both qualified and quantified language. Interaction among group members facilitated less anxiety. When any participant lacked confidence when pronouncing any word, he or she preferred to ask the peers and pick up the correct pronunciation from them. If their friends could not provide the information, they subsequently asked the researcher. The rehearsal took frequently. Finally, two English language teachers from the Faculty of Humanities and Social Sciences were invited to observe part of the performance and share their comments.

It took 3 full days to videotape in the field (Wat Sothorn and its surroundings). One of the lecturers from Department of Communication Arts was invited to give advice on acting. She said that participants' use of English was very good but they needed more acting skills. Some scripts were retaken many times due to the crowded and participants' anxiety. It took another 3 weeks to complete the graphic design part and another 10 days to be on air.

In terms of project evaluation, the researcher randomly selected 20 samples from the cable TV member lists. Then the researcher collected data by interviewing them on the phone. The interviews took place a few days after completing the broadcast. The specific questions were listed as follows:

1. Did you watch "English on TV" English program?
2. If yes, how did you like it?
3. If no, who else in your family watched the program?
4. Did you gain English knowledge from the program? If yes, how?
5. Did the program increase your Chachoengsao cultural knowledge?
6. Which aspect of the program interested you? Presenters, contents, air time, settings, production, presenters' language abilities. Any comment?

#### Group 4: Community Radio Broadcast Project

##### The process of project development

The objectives of this project were as follows:

1. Students will be able to develop one authentic community service project, which consists of the following components:

1.1 The project has to fulfill the needs or problems of any community in the province.

1.2 The project has to highlight at least one English language skill. Students have to focus on one main English skills: reading, writing, speaking, or listening.

1.3 The project has to highlight Chachoengsao local cultural contents in any part of the province.

1.4 The project is developed through community involvement.

2. Students will be able to direct their own learning.

3. Students will be able to identify several resources available to help them learn English language.

4. Students will be able to link and relate local cultural knowledge to English language and community involvement.

According to the above project objectives, it was interesting to see that the participants had to identify needs or problems of the community prior to entering the specific community. Their main task was to contribute their knowledge to any community that needed help or had problems. The point was that the participants had to identify and develop their own learning activities. All members willingly chose to work on this project. The researcher and the participants worked on brainstorming task types that we could help the community. To be clearer, they were told about the project that was conducted in the pilot study (Wat Pho Project) and were shown photos taken during field work. However, the needs and problems would vary in

different community. To continue the process of learning, they needed to randomly select the target community where they would like to start. In order to set up broad aims of the project and its design, they were motivated to be familiar with local events or news, interviews with the key informants or local people.

One week following the project assignment, the group proposed a local radio broadcast community-based project which was to be conducted in “Sanpoodad School”, Amphur Banpho. The justification for the development of this project were:

1. The project could help young students learn English and local cultures through school intercom.
2. The school was equipped with 2 intercoms.
3. The school was located only 15 minutes from the city center.
4. The school was one of the participants’ primary schools.

The participants started the project by calling the secretary of the Municipality Organization Office at Tambon Sanpoodad to propose the project. He agreed to be involved in the project. Moreover, he suggested that the contents should focus on Sanpoodad cultural knowledge. The talk with participants showed that the organization could help promote true collaboration throughout the process. Both sides could develop common understanding of the rationale of the project and its benefits to the community. However, the researcher had to be involved in the project management. Meeting with the secretary would confirm mutual benefits. Finally, the following conclusions were reached.

1. The program consisted of four sections. Each section consists of the integration of English language knowledge and Chachoengsao cultural knowledge.
2. Air time was scheduled at 12.00 (at noon)-12.30 pm. on 18,19 July and 25,26 July, 2006.
3. Due to technical problems, participants had to broadcast twice

for each section. One at Sanpoodad Municipality Organization Office and the other at Sanpoodad Primary School.

4. The target audiences were primary students. However, local people who were interested in language and local culture were welcome.

5. The secretary advised that program content should focus on Sanpoodad cultural knowledge.

As a project partner, the secretary also provided us with printed documents relating to Sanpoodad geography and history. The project required the integration of different disciplines such as the technique of program presentation, program production, knowledge of English language and local cultures. However, emphasis was placed on English language skills and local cultural knowledge. Other techniques in presentation skills were self-study. To facilitate the learning process, the researcher advised each production stage and provided guidelines. The following was the task sheet that illustrated the timeline in the projects development.

#### Step 1: Preparation

The participants planned scope and content for each script.

#### Step 2: Scripts writing

It was assumed that participants had English language knowledge, however, local cultural content must be emphasized in all scripts. It was recommended that English language knowledge should be at the level of primary students' language abilities.

#### Step 3: Discussion

The participants discussed the draft version with the researcher.

The first draft version of all scripts showed that participants were clear about the integration of different disciplines. However, language knowledge may be too difficult for primary students. This was illustrated as follows:

Script 1:

*What is Banpho famous for?*

*It is famous for home-made Chinese cake.*

Comment from the researcher: The English structure “to be famous for” was too complex for G.5-6 students.

Script 2:

*Wat Sothorn Wararam and LuangPhor Sothorn are the sanctity of Chachoengsao.*

Comment from the researcher: The vocabulary “sanctity” is too difficult. Try to use easier word.

Script 3:

*The old city wall and fortress is an archaeological site of Chachoengsao.*

Comment from the researcher: In stead of using “archaeological site”, rather, try to find easier vocabulary.

Script 4:

*Fish is abundant in Chachoengsao.*

Comment from the researcher: “abundant” is too difficult for primary students. Look up other synonyms in the dictionary.

In addition to the difficulty of language use, the quantity of language knowledge explained in the scripts was seen as limited. For example, language knowledge could be estimated only one-fourth of each script while the rest consisted of local cultural knowledge content. As a consequence, participants had to revise the script until language knowledge content and local cultural knowledge content were properly balanced. The script revision enriched participants’ language skills and Chachoengsao cultural knowledge because they learnt skills from their mistakes. The researcher helped correct and revise the scripts.

### Linguistic and non-linguistic outcomes

Even though linguistic outcomes can be supported from pretest and posttest scores and self-assessment in language ability, non-linguistic outcomes could also be drawn from pretest and posttest scores. The participants gained higher scores after the course implementation and this may be due to the fact that they had learned more knowledge of Chachoengsao culture. According to Richards (2001), non-linguistic outcomes describe learning experiences rather than learning outcomes. In this study, local cultural knowledge, positive towards second language learning and a community-based approach, and motivation could be regarded as non-linguistic outcomes.

To conclude, quantitative and qualitative data supported the findings that the participants' English language skills were enhanced through a community-based approach. Spolsky's framework was used to illustrate how various combinations of factors led to the development of English language skills.

#### 4.2.3 Research objective 3: To investigate whether the community-based approach can enhance local cultural knowledge

Using local culture materials for learning activities and experiences was found to be very effective in enhancing participants' local cultural knowledge. It was found that participants gained basic local cultural knowledge from the course materials mainly used in the formal setting (inside classroom). They learned the definition of culture and could identify what is meant by the term of culture such as language and literature, local wisdom and ways of life, or fine arts and archaeology. However, data from weekly learner diaries revealed that participants gained more detailed information of local cultural knowledge from the process of project development and this subsequently helped them to have more content or knowledge to communicate in English and finally conduct their projects. The following participants' reflections support the findings.

Question: 1. What have you learned this week? (Unit 1: Language and Literature: History of Pad-Rew)

1. *"I learn more details of Chachoengsao history and the name "Pad-Rew" comes from different beliefs."* (Preeya)
2. *"I learn the origins of "Pad-Rew" and the ancient tale Phrarot-Meri."* (Wilai)
3. *"I learn history of Chinese market (Bann Mai Market)."* (Chutinan)
4. *"I learn history of Pad-Rew and the way people live in the province."* (Nichada)

The same question was asked after the second unit (Local wisdom and ways of life) was finished. Below are participants' reflections.

1. *"I have learned Chachoengsao local wisdom and ways of life in English. Moreover, I learn how to use question words ( what, where, when, why) when I want to get information."* (Nichada)
2. *"I have learned knowledge of Guilei traditional hat and Chachoengsao OTOP."* (Pranee)
3. *"I learned how to make Guilei hat and Chachoengsao OTOP. Moreover, I learn different types of hat such as top hat, beret, hard hat, and cowboy hat. I know more why particular hat is more suitable for particular people."* (Suda)
4. *"I have learned new words from the reading passage. I also learn more about OTOP of Chachoengsao."* (Nares)
5. *"I learn local wisdom and ways of life of Chachoengsao people . It is very interesting to learn Chachoengsao products that are made by our local people. There are many OTOP products produced by our people. This can make more income for the local people."* (Chinda)

Local cultural knowledge was strongly enhanced when participants started doing their projects. Each group used different strategies to gain more local cultural knowledge. For example, Danai, the group leader of the Service Learning Project, led the group to Wat Sothorn Wararam area for data collection. They introduced themselves and informed a few Kanom-Jak sellers about the purpose of their visit. Using interview and observational strategies to get primary data was an effective way to enhance their local cultural knowledge. Napatsorn stated *"We watch them make Kanom-jak and take many photos. We also ask some questions and listen*

*carefully to what they response because without data we may not continue the project". Kittichai, another group member, really appreciated how sellers reacted to all of them. He reported that "This is my first time that I closely interact with the sellers. Whatever we ask them, they are really willing to answer. We learn how to make delicious Kanom-Jak. Moreover, they show all ingredients and allow us to take photos. It is very interesting to learn that even though they don't work in the air-conditioned office like others, they are very happy to earn their living by selling Kanom-Jak."*

"English on TV" participants mainly used observational strategy to collect data. Before they went to Wat Sothorn for data collection, they did not have detailed knowledge of Wat Sothorn. What they learned in the class provided with the history of Wat Sothorn and Sothorn Buddha image. Even though the university is very close to the temple, all of them contended that they rarely visited the temple. To produce 10 scripts for broadcast, the group observed what interesting or attractive topics they should include in the scripts. According to the scripts, it was shown that the community could be one of a very rich resource for them to pursue the project. Moreover, the scripts reflected on how participants could utilize their own community for learning activities. Each group learned local cultural knowledge by means of formal teaching in the classroom and compared this to what they had learned by using the community as a learning resource. Results are illustrated as follows.

#### English on TV Project

LuangPhor Sothorn Annual Festival was one of the five themes in the course materials. Based on the materials used in the classroom, this unit aimed to address the most important festival in Chachoengsao whose characteristics reflect local traditions and belief in Buddhism. The unit consisted of the following parts.

1. Speaking practice: There were 5 different pictures task.
2. Vocabulary development: A passage about history of the festival.
3. Parts of speech: All items were related to history of the festival.
4. Listening practice: Five pictures taken in the festival and Wat Sothorn area were used to practice English speaking.



5. Writing: A writing assignment about activities in the  
LuangPhor Sothorn Annual Festival

Below are some examples of the scripts which were constructed based on primary source data (own community), which reflected knowledge of local culture.

**Script 4**  
**Activities to do in the old temple**

ทักษะเป็นภาษาอังกฤษ

คอน: Today, We still stay in Luang Phor Sothorn temple. Let's see more activities in Luang Phor Sothorn temple.

แปล: วันนี้พวกเราอยู่ที่วัดหลวงพ่อโสธรและเรายังมีกิจกรรมอีกมากมายในวัดหลวงพ่อโสธร

ฮอ: วันนี้จะพาไปดูการทำเลขดูโชคชะตาจากการเขียนเขียนซีกับคำว่า fortune  
We would like to read our fortune when we visit Luang Phor Sothorn temple.

แปล: โดยปกติแล้วเมื่อผู้คนส่วนใหญ่มาวัดหลวงพ่อโสธรก็ต้องมาเขียนเขียนซีกัน

คอน: This activity is hitting a gong.

แปล: นี่คือกิจกรรมอีกกิจกรรมหนึ่งคือ การตีฆ้อง ซึ่งมีความเชื่อว่า จะทำให้เกิดความโชคดีและดูตัวอย่างประโยคกับคำว่า gong

We hit gongs for luckiness พวกเรตีฆ้องแล้วเกิดความสุข

ฮอ: นอกจากการตีฆ้องและยังมีกรบริจาคเงินอีก

We see the people who are donating.

แปล: พวกเราจะเห็นผู้คนที่มาทำกรบริจาคเงินเมื่อมาวัดหลวงพ่อโสธร

คอน: ดูตัวอย่างประโยคกับคำศัพท์คำว่า donation

We help the poor by donation.

แปล: พวกเราจะช่วยคนจนได้โดยการบริจาคเงิน

บททวนคำศัพท์พร้อมกัน

**fortune** = โชคดี มีทรัพย์สิน

**gong** = ฆ้อง

**donate** = บริจาค

กล่าวปีติราชการ

### Script 9 Related words to Wat Sothorn temple

กล่าวเปิดรายการภาษาอังกฤษ

- ขวค: หลังจากที่เราพูดออกอากาศไปแล้ว 8 ครั้ง มีคนส่งคำถาม มาถามกับเรามากมายเลยครับ
- นิว: สำหรับที่คำถามที่เพื่อนถามมาว่า “การคืนน้ำมันตะเกียง” ใจที่ว่า To fill the lamp  
ตัวอย่างประโยค The tourists are filling the lamp.
- แปล: นักท่องเที่ยวกำลังคืนน้ำมันตะเกียง
- ขวค: อีกคำถามที่รับคือคำว่า “ไขไก่แก่น” ในภาษาอังกฤษใจที่ว่า  
Thank - offering eggs  
ตัวอย่างประโยค Thank - offering eggs show a faith of people.
- แปล: ไขไก่แก่นแสดงถึงความเชื่อของประชาชน
- นิว: คำสุดท้ายคือคำว่า ละครแก่น ในภาษาอังกฤษใจ  
Thank - offering dance  
ตัวอย่างประโยค Thank offering dance is a perfect blend of art and faith.
- แปล: ละครแก่นเป็นการผสมผสานกันระหว่างศิลปะกับความศรัทธา
- บททวนคำศัพท์
- lamp** = ตะเกียง
- faith** = ความเชื่อ ความศรัทธา
- blend** = ความกลมกลืน
- art** = ศิลปะ

กล่าวจบรายการ

It was found that the participants gained knowledge of local cultures through direct experience from the authentic settings.

#### 4.2.4 Research objective 4: To evaluate the effectiveness of an English course using a community-based approach

Since this study aimed to investigate learners' language skills and local cultural knowledge through the community-based approach, the effectiveness of the course has been evaluated by means of qualitative data. However, quantitative data from pretest and posttest scores (see page.107) were also utilized to support the relevant findings. It was found that participants could achieve the learning goals in terms of Taxonomy of Significant Learning (Fink, 2003) and it is appropriate to note major categories in the Taxonomy of Significant Learning:

1. Foundational knowledge
2. Application
3. Integration
4. Human dimension
5. Caring
6. Learning how to learn

#### 1. Foundational knowledge

This refers to students' ability to understand and remember specific information and ideas (Fink, 2003). It was found that participants had the basic understanding of their own cultures, which was clearly seen in the first phase of the course implementation. For example, the participants were asked to answer the preparation questions of Luangphor Sothorn Annual Festival in Unit III. It was found that most of them could answer the key words without any hesitation. This may be because the questions were concerned with foundational knowledge. See samples of questions below.

- Have you been to LuangPhor Sothorn Annual Festival? If yes, how often do you normally go to the festival?
- Where is the festival held?
- How long is the festival held each year?
- Which part or activities in this festival do you like most?

Since the course materials aimed to familiarize participants with different types of own cultures, it was apparent to see participants' achievement of this category in the Taxonomy of Significant Learning. It was revealed that most participants were able to explain cultural products, practices, perspectives, communities, and persons. For example, when the researcher asked participants to explain the LuangPhor Sothorn Annual Festival in English, most of them could achieve a level of intelligibility (McKay, 2002). This meant interpretability and comprehensibility (McKay) took place when they communicated in English with the

researcher. Foundational knowledge was embedded in English language the participants used. One participant wrote in her weekly diary:

*I previously know a little about history of Chachoengsao. Now I gain additional knowledge of Chachoengsao history. It is very interesting to know that the province's meaning is "deep canal." I also learned many new vocabulary items related to the text such as abundance, locality, and predomination. Now I can use the word "abundance" when I want to talk about the plenty of agricultural products of the province.*

Another example could reveal that a participant could gain knowledge of the Guilei traditional hat. The language she used could reveal her understanding of local wisdom and ways of life:

*Now I can talk about some famous OTOP of Chachoengsao. I also can explain why I like or I don't like that OTOP. There are a lot of adjectives that I can use to modify some particular OTOP such as effective, preservative, distinctive, and self-sustaining.*

In addition to the course materials used in the formal class that provided foundational knowledge to participants, it was found that participants had some particular categories of cultural knowledge. When the researcher assigned the project to each group, it was very necessary for them to understand and have foundational cultural knowledge in order to conduct further level of tasks. The following scripts that participants wrote show their cultural understanding. For example, in order to design the lesson plan, which aimed to teach English and Kanom-Jak to primary students, it was necessary to have basic knowledge of Kanom-Jak as well as linguistic knowledge taught at the primary level. In this study, participants gained the Kanom-Jak knowledge from local people who were mainly Kanom-Jak sellers. Having done field research, they reported to the class:

*We collect data from Kanom-Jak sellers who have permanent shops in front of Wat Sothorn. We ask them what the ingredients of Kanom-Jak are and how to make it. Kanom-Jak is made from coconut meat, sugar, black sticky rice, flour, coconut milk, and salt. The sellers are very nice to explain how to make Kanom-Jak and they ask us to try to make it. Moreover, we learn that Chachoengsao is very famous for Kanom-Jak. The taste is very good because we have our own raw*

*materials. In addition, the price of Kanom-Jak is not too expensive compared with other kinds of Thai desserts or snacks. It costs only 10 baht per pack.*

Foundational knowledge in local cultures facilitated participants to use language to describe what they know. Another example comes from Service Learning Group, who wrote a lesson plan, which consisted of Chinese Cake knowledge. The vocabulary items illustrated in the lesson plan showed what participants knew about Chinese Cake. They included such as flour, sugar, coconut cream, black sesame, gourd, pineapple, preserved salty egg, stuffing, and soy bean. In addition, they created a short dialogue between a customer and the owner of the shop. According to the content of this dialogue, it was inferred that participants had foundational knowledge and could use their knowledge to make a short dialogue.

#### **At Chinese cake shop**

- Owner: Welcome to my Chinese Cake shop. Can I help you?
- Customer: Could you tell me some information about the Chinese Cake shop?
- Owner: Certainly.
- Customer: What is a Chinese Cake made of?
- Owner: It is made of flour, sugar, coconut cream, and many kinds of filling.
- Customer: How many kinds of filling do you have?
- Owner: We have gourd, soy bean, pineapple, and many other kinds.
- Customer: Which one is the most delicious?
- Owner: I think gourd filling.
- Customer: How much does a Chinese Cake cost?
- Owner: A small one is 25 baht, a medium one is 100 baht, and a large one is 200 baht.
- Customer: Thank you. I will take a medium gourd filling and a large pineapple filling. And you?
- Customer2: I want a medium durian filling.
- Owner: Here you are.
- Customer: Thank you.
- Owner: Thank you and please come again.

Data from young students also reflected what they had learned from participants. Young students evaluated the 2-hour class and reflected on what they learned and how they felt. The following statements written by young students could reveal the fact that participants had adequate knowledge in both the English language and local culture and subsequently utilized them in teaching young students.

1. *"The class is very fun and I gain knowledge in different kinds of Thai desserts."* (Nattapo)

2. *"I gain detailed knowledge of Chinese cake. Moreover, I learn how to speak good English. I also learn many new English words."* (Chalermchai)

3. *"I am very happy to learn English with all new teachers. They are very nice and friendly. They teach and explain very well. I can practice speaking English. Whenever I pronounce incorrectly, they don't complain."* (Sasithorn)

4. *"I learn a lot from this class. Please come back."* (Noppadol)

5. *"All teachers teach very well. I learn many things such as Chinese cake, hamburger, French fries."* (Sirilux)

6. *"I learn many new vocabulary items. This is very fun. I enjoy playing English games."* (Rattiyaporn)

The rest of the class expressed their positive attitude toward the class and participants. Finally, the scripts (see Appendix O) written by a participant from "Community Radio Broadcast Program" confirmed that participants gained basic or foundational knowledge from the course. Both language and cultural knowledge are summarized in Table 4.10.

จุฬาลงกรณ์มหาวิทยาลัย

Table 4.10: Language knowledge and cultural knowledge

Script	Language knowledge	Local cultural knowledge
1	<ul style="list-style-type: none"> <li>● <b>Vocabulary items and spelling</b></li> <li>- wall</li> <li>- fortress</li> <li>- school</li> <li>- home</li> <li>- room</li> <li>- toilet</li> <li>- hospital</li> <li>- the old town</li> <li>- hall</li> <li>- railway station</li> <li>- city</li> <li>● <b>Opposite words</b></li> <li>- long/short</li> <li>- big/small</li> <li>- hot/cold</li> <li>- fat/thin</li> <li>- black/white</li> <li>● <b>Comparative adjectives</b></li> <li>- big/bigger/the biggest</li> <li>- easy/easier/the easiest</li> <li>- nice/nicer/the nicest</li> <li>● <b>Suffix 'er'</b></li> <li>- farmer</li> <li>- teacher</li> <li>- singer</li> <li>- boxer</li> </ul>	<ul style="list-style-type: none"> <li>● The old city wall and fortress</li> <li>● The old city hall</li> <li>● The old railway station</li> <li>● Occupations in the province</li> </ul>

Table 4.10: Language knowledge and cultural knowledge (continued)

2	<ul style="list-style-type: none"> <li>● <b>Part of speech</b> <ul style="list-style-type: none"> <li>- noun</li> <li>- verb</li> </ul> </li> <li>● <b>Greetings</b> <ul style="list-style-type: none"> <li>- Hi</li> <li>- Good morning</li> <li>- Good afternoon</li> <li>- Good evening</li> </ul> </li> <li>● <b>Article</b> <ul style="list-style-type: none"> <li>- a, an, the</li> </ul> </li> <li>● <b>Structure “I have a ...(noun...)”</b></li> </ul>	<ul style="list-style-type: none"> <li>● Major livestock in Chachoengsao</li> <li>● Chachoengsao slogan</li> </ul>
3	<ul style="list-style-type: none"> <li>● <b>Vocabulary items</b> <ul style="list-style-type: none"> <li>- rice</li> <li>- breakfast</li> <li>- lunch</li> <li>- canteen</li> <li>- coconut milk</li> <li>- mango</li> <li>- green</li> <li>- yellow</li> <li>- OTOP</li> <li>- Chinese Cake</li> </ul> </li> <li>- <b>Word stress and spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>● The colloquial name “Pad-Rew”</li> <li>● Mango – the famous fruit of the province</li> </ul>
4	<ul style="list-style-type: none"> <li>● <b>Word stress</b> <ul style="list-style-type: none"> <li>- delicious</li> </ul> </li> <li>● <b>Vocabulary items</b> <ul style="list-style-type: none"> <li>- farmer</li> <li>- fisherman</li> <li>- teacher</li> <li>- seller</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Occupations in Tambon Sanpoodad</li> </ul>



## 2. Application

It refers to learning how to engage in some new kind of action, which may be intellectual, physical, or social or learning how to manage complex projects (Fink, 2003: 31). The process and product of all projects undertaken by participants obviously revealed the achievement of application learning. The following participants' reports could show how they managed or organized several tasks as part of a main project.

### Service Learning Project

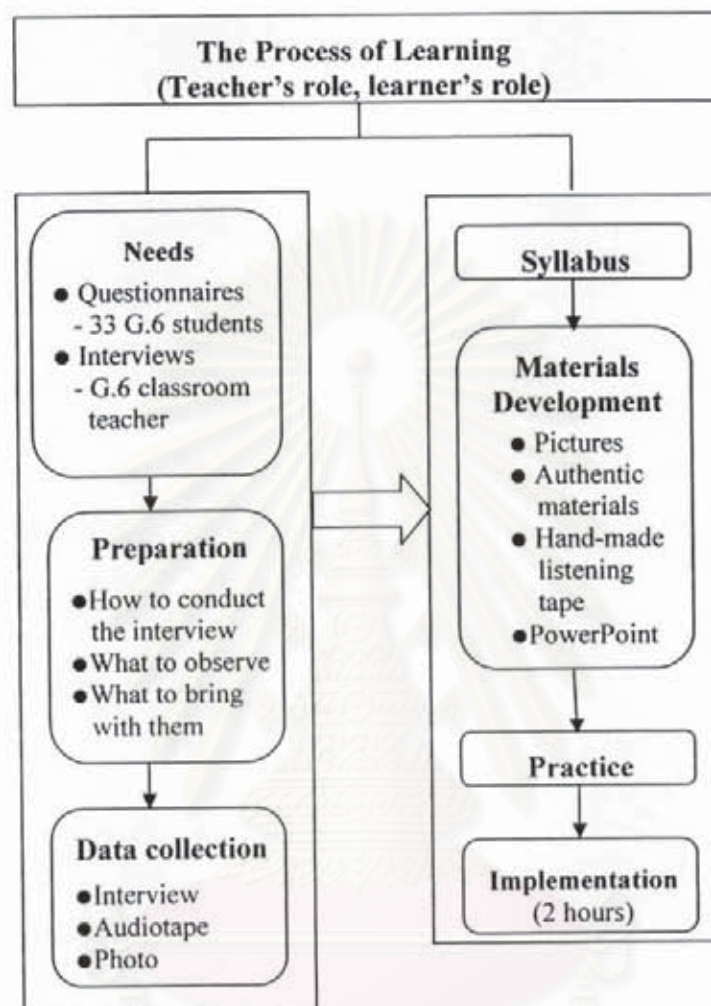
The participants reported that they followed the procedures below to complete the project:

1. Have group discussion what and how to conduct the project,
2. Conduct a needs analysis to gain learners' needs data,
3. Analyze learners' needs,
4. Collect data from different sources such as the library and the Internet,
5. Write a lesson plan and develop materials as well as worksheet,
6. Practice teaching, and
7. Implement the project by teaching.

In addition, the objectives of the project could show the application learning. See Figure 4.9.

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

Figure 4.9: Application learning (Service Learning Project)



There were three objectives in the project. They were 1) To service the community through English teaching, 2) To integrate local culture in the lesson, and 3) To gain hands-on experience in English teaching. It was clearly seen that objective no.1 was a good example of application learning. Their knowledge could be used to develop the whole project and finally engage in teaching as part of their career goals. However, the process of learning was very significant because participants were required to learn how to research mainly from their own community. They conducted interviews and questionnaires in order to gain data. Then they applied the data to a lesson plan and classroom materials such as authentic materials (Chinese Cake, water, flour, sugar, hamburger, Kanom Jak), PowerPoint presentation (teaching vocabulary

and question words), flash cards (question words), future board (Vocabulary and pictures of different types of Chinese Cake), and CD listening practice. They applied their skills and knowledge to teach young students in the community. They also reported the scope and sequences of the lesson, which were divided into 3 main themes. They were 1) History of the Chinese Cake in Chachoengsao Province, 2) Question words (what, where, when, why), and 3) Vocabulary items (Thai food, western food, and drinks). As well, they reported the classroom activities which consisted of 2 worksheets and vocabulary game. Finally, the interview with the classroom teacher and evaluation form from young students could be the final task that participants conducted.

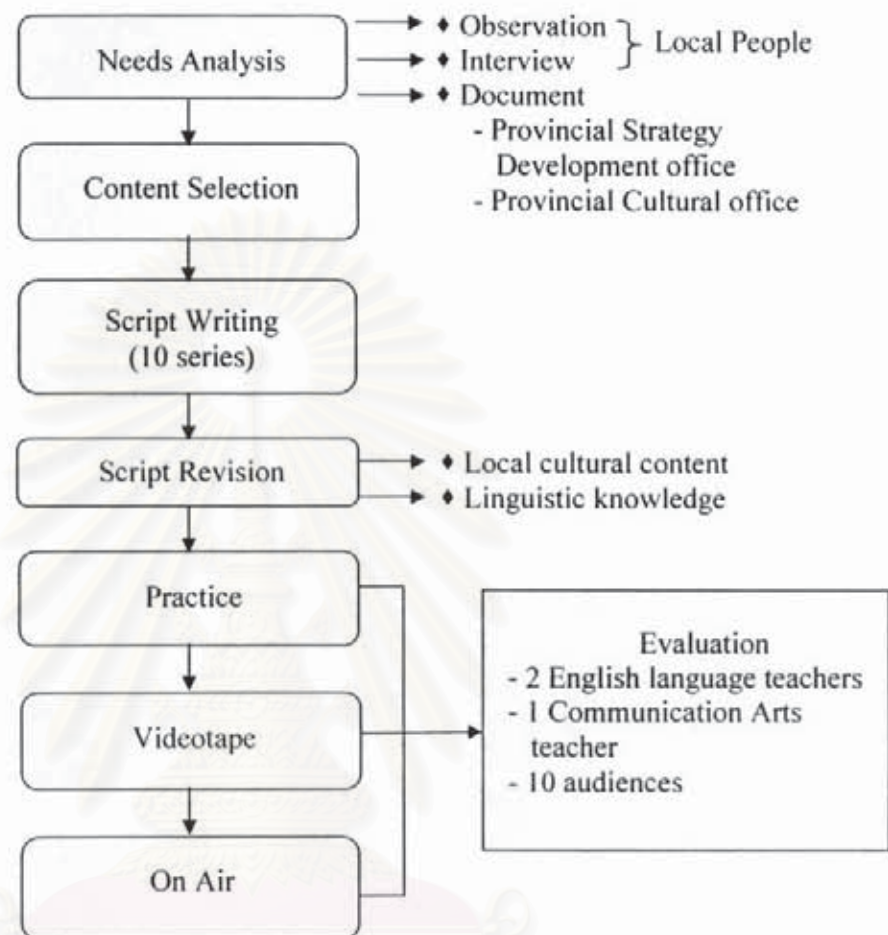
To conclude, the process of learning reached the application learning. Participants learned how to be a good language teacher and applied what they learned to conduct different types of task.

#### English on TV Project

Unlike the Service Learning Group, the tasks in this project required participants to use and apply their speaking skill, writing skill, and local cultural knowledge through a local cable television channel. Participants were program presenters as well as source providers. This meant that the project required them to find information to write the script and subsequently develop their English speaking and presentation skills to teach English and local cultural knowledge through the cable television channel. See Figure 4.10.

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

Figure 4.10: Application learning (English on TV Project)



Additionally, it was found that participants could apply and create new ideas. This could be clearly seen from the scripts they designed. They reported to the class that *"We apply what we have seen from other English language programs such as Andrew Biggs, and watch them and discuss what our presentation should look like. It is very necessary to talk about some particular features of English language as well as Wat Sothorn in different dimensions within 4 minutes."* Finally, application learning could be reached after they totally performed 10 takes and all tasks were broadcast through a local cable television channel, which totally took 10 days. The following was the example of the script presented by Nares and Suda.

**Script 3**  
**Lots of activities to do in the old temple**

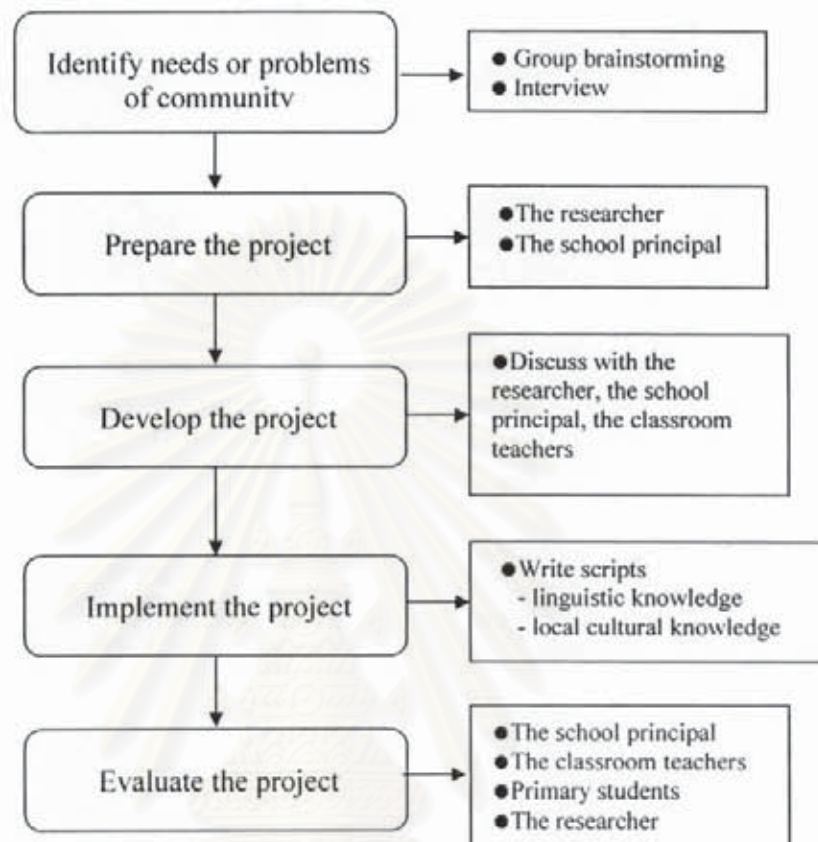
- ทักทายเป็นภาษาอังกฤษ
- ขวด: Next, let's go to see what people do in the old temple.
- แปล: เราจะเห็นผู้คนมากมายอยู่ในโบสถ์วัดเก่า
- นิว: We meet many people. Then, do you want to ask for blessing?
- แปล: พวกเราจะพบผู้คนมากมาย จากนั้นผู้คนมากมายก็จะขอพร
- คำว่า ask for blessing แปลว่า ขอพร
- ขวด: มาดูตัวอย่างประโยคกัน
- We ask for blessing to Luang Phor Sothorn such as good health and good life.
- แปล: พวกเรามาขอพรจากหลวงพ่อโสธรกันเช่น ขอให้ร่างกายแข็งแรง
- ส่วนคำว่า health เหมือนไทยคล้ายกันคือ คำว่า bath
- นิว: And we see some people who are placing gold leaves onto Luang Phor Sothorn image
- แปล: แล้วเราเห็นผู้คนบางส่วนกำลังปิดแผ่นทองลงบนหลวงพ่อโสธร
- ทบทวนคำศัพท์
- ask = ถาม คำคล้ายกัน look, sink
- health = สุขภาพ คำคล้ายกัน tooth, with
- กล่าวจบรายการ

Community Radio Broadcast Program Project

Broadcasting the English program through intercoms equipped in the village and school areas required participants to apply both their basic knowledge and English skill to fulfill the tasks. See Figure 4.11.

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

Figure 4.11: Application learning (Community Radio Broadcast program Project)



The form of application learning could be clearly seen from their learning perspectives. Jirawan, the head of the group, reported in the seminar *"We can teach English and local culture to young students and local people through the intercoms provided by the local organizations. Instead of listening to songs or repeated news, it is better if our students can learn English while they are having lunch or sitting in the class. What we teach is not too difficult for them and it is something that is related to their daily life."* Preeya, one of the members in the group, reported that *"Teaching English through telecom can be the alternative choice. We went to talk to the secretary of the local organization to ask for the possibility of the project. Then he advised us that we should include knowledge of Tambon Sanpoodad into the scripts. We write the scripts in Thai and translate into English. Rather, as a language teacher it is necessary to speak both English and Thai fluently and correctly."*

*We practice very hard and this is very challenging.*” The following script shows how a participant could apply and complete the project:

เราทำคำศัพท์เหล่านี้เป็นภาษาอังกฤษกันเลขนะค่ะเริ่มจากโรงเรียน ภาษาอังกฤษ คือ school, วัด = temple, บ้าน = home, โรงอาหาร = canteen, ห้องน้ำ = toilet  
 ลองฟังตัวอย่างประโยคกันนะค่ะ  
 ฉันเรียนที่โรงเรียน ประโยคภาษาอังกฤษ คือ • I study at school. I = ฉัน s-t-u-d-y = เรียน  
 a-t = ที่ s-c-h-o-o-l = โรงเรียน ลองฟังประโยคกันอีกครั้งนะค่ะ •

ตอนนี้เรากลับมาฟังความหมายของ verb กันบ้างนะค่ะ verb คือ คำหรือกลุ่มคำที่เป็นการแสดงออกของประธาน ได้แก่ r-e-a-d อ่าน, e-a-t กิน, l-i-s-t-e-n ฟัง, s-p-e-a-k พูด, w-a-l-k เดิน, r-u-n วิ่ง  
 เมื่อเราทราบว่ verb คืออะไรและมีคำศัพท์อะไรบ้างแล้ว เรากลับมาฟังประโยคกันเลขนะค่ะ

Sombat reads a book in the room. แปลว่า สมบัติอ่านหนังสืออยู่ในห้อง  
 (อธิบายประโยคทั้งหมด)

Wilai speaks English everyday. แปลว่า วิลัยพูดภาษาอังกฤษทุกวัน  
 (อธิบายประโยคทั้งหมด)

เราพากันฟังเพลงกันก่อนแล้วกับมาพบกันในช่วงสุดท้าย  
 นี่ก็เป็นช่วงสุดท้ายของรายการแล้วนะค่ะ เป็นยังไงกันบ้างค่ะท่านผู้ฟัง คิดกันเชื่อว่าท่านผู้ฟังต้องเก่งภาษาอังกฤษขึ้นแน่นอนนะค่ะ แต่ต้องฝึกพูดทุกวันนะค่ะ ช่วงนี้ฉันก็จะพูดเกี่ยวกับคำขวัญ โดยก็จะมีการ์ตูนภาษาอังกฤษสอดแทรกด้วยค่ะ  
 ลองฟังกันเลข

แม่น้ำบางปะกงไหลค่าน  
 สามหมู่บ้านสงบสุข  
 ร่วมสนุกวันสงกรานต์  
 พระคู่บ้านหลวงพ่อโต  
 สินค้าไถ่กะปิดี

เป็นยังไงกันบ้างค่ะฟังแล้วคุ้น ๆ ไหมเอ่ย นี่ก็คือคำขวัญของตำบลแสนภูพานของเรานั่นเอง  
 เราลองมาฟังคำขวัญเป็นภาษาอังกฤษบ้าง

แม่น้ำบางปะกงไหลค่าน = The Bangpakong River flows. (อธิบายประโยคและคำศัพท์)  
 สามหมู่บ้านสงบสุข = Three villages are happy. (อธิบายประโยคและคำศัพท์)  
 ร่วมสนุกวันสงกรานต์ = Enjoy Songkran day. (อธิบายประโยคและคำศัพท์)  
 พระคู่บ้านหลวงพ่อโต = LuangPhor To of San Poo Dad. (อธิบายประโยคและคำศัพท์)  
 สินค้าไถ่กะปิดี = The good product is shrimp paste. (อธิบายประโยคและคำศัพท์)

สุดท้ายนี้ก่อนจากกันฉันก็มีคำถามมาให้ท่านผู้ฟังได้ร่วมสนุก ขอถามว่า *โรงเรียน เขียนเป็นภาษาอังกฤษว่าอย่างไร*  
 ถ้าทราบคำตอบแล้วส่งมาที่กล่องรับคำตอบที่ ตั้งอยู่ที่ อบต. หรือที่โรงเรียนวัดแสนภูพาน หรือถ้ามีข้อสงสัยหรืออยาก

ทราบคำศัพท์หรือมีปัญหากี่ยวกับภาษาอังกฤษก็เขียนจดหมายมาได้นะค่ะที่กล่องรับคำตอบ หรือจะโทรมาที่เบอร์ 06-1521132. 090463169 ค่ะ”

It was found that the participants could manage and engage in different subtasks. For example, they created the “Drawing Prize” activity to stimulate young students to pay more attention to the program. Every young student won a daily prize if he or she could answer the questions. To conclude, the course stimulated participants to use their knowledge and skills in doing different kinds of tasks.

### 3. Integration

According to Fink (2003: 41-42), this is where students learn how to connect and relate various things to each other. There are three major kinds of connections that should be emphasized: 1) Interdisciplinary learning, 2) Learning communities, and 3) Connecting academic work with other areas of life. The community-based English course was found effective since it connected what participants learned in the class with their social lives. The process of learning showed that participants were required to enter the field to collect data about their community knowledge. This meant a development of connection between what they had learned in the class and what took place in their own community. They gained information from original sources which were considered very significant to a project development. Entering the field possibly stimulated them to have broader perspectives in both academic work and social lives. Danai, a service learning project participant, had an interview with a Kanom-Jak seller. He reported to the class *“It is very exciting to gather data from the local people. The source is very valuable because we cannot find detailed of knowledge from the internet or the library.”* Suda, an “English on TV” presenter, stated *“I have learned many activities in the temple and I transfer what I know to the local people through cable television channel. I am encouraged to know more about interesting events or issues of Chachoengsao province.”*

The participants from the Service Learning Project agreed that the project offered them a chance to have real life experience. The real teaching confirmed them that their future teaching career would be very significant to the community. What they were doing or learning in the class directly helped the small community.



The following statements show how participants could relate what they learned in the class to the community:

1. *“Everything can be knowledge even our own community. We can integrate our local culture into English language learning and teaching. Now I gain real life experience in teaching and I am very surprised to know from the principal that the majority of school in suburban areas lack English language teachers. What we learn now can help our young students in remote areas.” (Pranee)*

2. *“The project is very useful to young students. They are very happy to learn English with us. Giving knowledge to them makes me feel very happy. I learn more about the communities.” (Chinda)*

3. *“The project teaches me how to work with different people in the community. I have to be punctual, patient, and devoted. I learn how to share knowledge with others.” (Jirawan)*

4. *“The community engagement gives me a broad perspective in teaching profession. I can say that what I learn in the class is very beneficial to what we will do in the future. There are a large number of students who miss good educational opportunity. For example, the young students in this school normally learn English through repeated television programs. They never have natural interaction with English language teachers. This is why they are very happy to learn English with us.” (Ladda)*

#### 4. Human dimension

Fink (2003: 31) states “When students learn something important about themselves or about others, it enables them to function and interact more effectively. They discover the personal and social implications of what they have learned”, and “human dimension means students will do more than learn about theory and content of a field; they will learn how the theories and content can affect their own lives and their interactions with others” (p. 80). It was found that this aspect of human dimension was applicable to the community-based English course. Participants learned about self, that is, they learned how to become a good language teacher and other English-related careers. The interview before the course implementation revealed that 17 out of 19 participants would like to become language teachers, one participant wanted to be a news reporter, and one participant would like to work in the airline industry. When asked why they would like to be language teachers, most of them

stated that they liked English. However, after the course implementation, it was found that all of them were able to provide clear reasons why they would like to be language teachers, as evidenced in the following statements:

1. *"I am very happy and very proud to teach something new and interesting to young students. What we teach them will be useful for their life and future. If I have an opportunity to teach students, I think I can do better. I have to work harder in order to become a good language teacher."* (Napatsorn)

2. *"I have found that I like teaching and it is not as difficult as we think. Nevertheless, I have to work harder since a teacher is required to use English correctly."* (Tassana)

3. *"The young students are really impressed with our teaching. Some of them keep calling me and talking to me. Others ask some English questions. I am very happy to help them. It is very worthwhile to help our students in the community."* (Aree)

4. *"The teacher encouraged me to be a good teacher. Now the project is finished, I feel very confident to become a language teacher. My friends told me that I have a very good communication skill. My voice looks very kind and nice. Now, I think I can become a good teacher but I need more English practice."* (Siriwan)

5. *"I want to tell young students in the community that they should pay more attention to English language. Even though we were not born in English-speaking countries, we can be successful in language learning if we have strong intention to learn."* (Suda)

It is clearly evident that the participants felt they became important individuals in the eyes of young students. They were quite clear what they wanted to become in the future; moreover, they had learned how to be good language teachers. For example, they had to study harder, prepare the course materials, have communication skills, and deal with students. Based on the statements, it was inferred that participants were sensitive to other's feelings and needs. Therefore, the task types in all projects were very important for participants to realize the role of the L2 teachers.

## 5. Caring

It refers to the form of new feelings, interests, or values change (Fink, 2003). Learner diaries written after the course implementation revealed that participants developed a change in feelings, interests, and values. There were two certain phenomena that happened. They became 1) Interested in their own local culture, and 2) Interested in their own community

### 1. Interest in their own local culture

After the course implementation, most of the participants agreed that Chachoengsao culture was very interesting and should be preserved for the next generation. They had a different affective reflection on the course. For instance, one of the questions in the course evaluation form was “Have you changed your attitudes towards local culture? If yes, please explain.” The following were their response:

1. *“Yes, it is very surprising to know that Chachoengsao is mixed with different cultures. There are many interesting OTOP products, tourist attractions, and ways of life.” (Suda)*

2. *“Yes, local culture is very interesting to learn.” (Nichada)*

3. *“No, I have positive attitudes towards our culture and now my attitudes are getting stronger.” (Chinda)*

4. *“Yes, my attitudes really change. Before I take this course, I don't have that much knowledge of Chachoengsao culture. Now I really value Sothorn Buddha Image and I feel very proud to see a thousand of tourists visit and pay respect to Wat Sothorn and the Buddha image.” (Tassana)*

5. *“Yes, every nation has local culture, therefore, we should gain insight of our culture since it is our ancestors who have preserved the valuable culture.. I love my own culture and I want to preserve them for the next generation.” (Nida)*

6. *“Yes. I never appreciate local culture until I move to Chachoengsao. Now it is very important to learn our own culture.” (Ladda)*

7. *“Yes, I was not interested in local culture. But now I really appreciate local culture since they are very valuable to our minds. We should promote and preserve them.” (Napatsorn)*

8. *"Yes, we should educate other people how to preserve our local culture."* (Danai)

9. *"Yes, I used to think that Chachoengsao is not interesting in terms of local culture. Now, I find it very interesting."* (Kittichai)

10. *"Yes, before taking this course, I like and appreciate Western culture because I love English. Now I have found that it is very important to learn our own culture and think globally. We should not ignore our local culture."* (Siriwan)

## 2. Interest in their own community

It was found that the participants were interested in engaging in the community after they all completed the projects. When asked to write down what they could help or contribute to their community, there were many interesting responses that showed their willingness to engage in the community. See the following examples.

1. *"I want to develop an English camp. If possible, to be a volunteer English teacher."* (Siriwan)

2. *"I want to train local people, such as sellers, to have basic knowledge of English. For example, the sellers can learn how to negotiate price, or the waiter should learn how to communicate properly."* (Nares)

3. *"I may service the community by radio broadcast station."* (Orawan).

4. *"I want to research community's needs."* (Aree)

5. *"I want to teach English grammar to primary students and teach English speaking to the monks in the community."* (Danai)

6. *"Teaching English through cable television channel is very interesting. They can stay and watch at home."* (Suchol)

7. *"Young English camp is very interesting and fun. Moreover, teaching English during summer is very useful to the community."* (Preeya)

8. *"I want to teach English to those who want to improve their English skills. By doing this, they will be self-reliant."* (Napatsorn)

9. *"The junior English camp in remote areas is what I want to help community."* (Nida)

#### 6. Learning how to learn

This means students can learn something about the process of learning itself. They may be learning how to be a better student, how to engage in a particular kind of inquiry, or how to become a self-directing learner (Fink, 2003). The course consisted of 2 following significant features.

##### 1. Teacher's role

As a facilitator, the teacher assigned the tasks, monitored, and guided the process of conducting projects. Weekly project discussion was conducted to guide and evaluate participants' progress. For instance, having defined the task types, the teacher asked all groups to write their journals and orally present them to the class. Therefore, both the teacher and the class could participate in sharing ideas and comments. The teacher asked each group to report what they did during the week. The teacher helped correct language errors and advised what they should do in the field. For example, when the teacher and service learning participants negotiated what topics they were interested in, they asked the teacher how to construct the project in the first stage. Instead of "transmitters of knowledge", they were facilitated to enter the field in order to collect data from one of the famous Chinese cake shop owners and Kanom-Jak sellers. To start with the process, they wrote a first draft, which consisted of a series of questions. The teacher helped them shape all questions and advised them how to be a good interviewer, what they should bring with them, how long they should stay. The teacher was also an organizer, who introduced the projects to our stakeholders and arranged the meeting. At the same time, the teacher tried to encourage them to feel relaxed and motivated them to complete the tasks. Data collected from the field were planned between the teacher and participants. Therefore, the teaching methods were changed to make learning more active.

It was found that the role of the teacher allowed participants to be free to explore their personal needs and interests. If participants were not able to continue the tasks, the teacher was a source provider. For example, the teacher advised "Service Learning" participants go to the City Hall to see and talk to an officer in the Cultural Provincial Office. Interview data and some interesting documents were

offered. The officer lent them two books (Sothorn Wararam: Sanctity of Pad-rew, and Chachoengsao:City of prospects) printed on the occasion of the Celebrations of the 50<sup>th</sup> Anniversary of His Majesty's Accession to the Throne.

## 2. Learners' roles

It was found that the course guided participants to become more independent. At the start of the course, participants were planners and project managers. When the teacher defined the tasks, they were responsible for planning their projects. The project progress was discussed every week and as a consequence, they needed to report what they did during the week, what troubles they encountered, and what they needed from the teacher. Since they worked in groups, which consisted of 4-5 participants, there was a group leader who was responsible for managing the project. However, the group members had to work together since the project evaluation was determined by their active participation. In order to successfully complete the tasks, it was found that participants assisted each other in achieving the goals, learning from the teacher as well as from group members. Most participants stated that group work could assist them in project completion. See the statements below:

1. *"We can share our opinions and group work makes the tasks easier." (Ladda)*
2. *"Group work is better than individual work. We cooperate with others and share more ideas." (Napatsorn)*
3. *"Group work enhances our self-responsibility. It reflects different ideas." (Preeya)*
4. *"I am more punctual. Group members can show their strengths in different types of tasks." (Siriwan)*
5. *"The tasks are easier. There are new and different views shared in the group." (Suchol)*
6. *"Sometimes we have miscommunication in the group. However, when the problems occur, we can help each other." (Kittichai)*

The participants' reports reflected how the role of the teacher and roles of learners could help them learn how to learn. "English on TV" participants reported the process of conducting their project as follows:

1. Select the setting, that is, Wat Sothorn Wararam
2. Survey and collect data
3. Group discussion
4. Plan the scripts
5. Write the scripts in Thai
6. Translate the scripts into English
7. Enter the field to set up the specific locations
8. Practice
9. Implement the project (3 days)
10. On air (10 days)

Another example from “Service Learning” participants, who reported the process of learning as follows:

1. Construct the questionnaire
2. Collect data
3. Analyze data
4. Design lesson plan
5. Design classroom materials
6. Practice teaching

Even though the “Community Radio Broadcast Program” group did not explicitly present the process of learning, they reported the project rationale which reflected the learning goal of learn how to learn. They reported that there were 3 objectives of the project, they were:

1. To educate local people about their local culture and English usage
2. To respond to National Education Act 1999, Section 9
3. To promote the role of English as an international language

To conclude, the effectiveness of the course can be evaluated by the Taxonomy of Significant Learning Goals (Fink), pretest and posttest scores, and self-assessment in language ability. The participants reached the base goal, that is, foundational knowledge, to the most attractive educational goal, that is, learning how to learn.

### 4.3 Summary

This chapter presents an account of the findings of this study. The findings are supported by both qualitative and quantitative data. The presentation is sequenced regarding the research objectives.

According to research objective 1: to develop an English course using a community-based approach, it was found that data derived from needs analysis were proved to be necessary to design the course. A community-based approach underlay the decision-making at each stage of the course design and it affected how every course component was developed.

To investigate learners' English language development through a community-based approach is research objective 2. Under the investigation by means of qualitative data, it revealed that the overall relationship between contextual factors, individual learner differences, learning opportunities, and learning outcomes led to the linguistic and non-linguistic outcomes. The higher scores from the posttest also revealed the improvement of participants' English language skills. Finally, data from self-assessment in language ability showed that the participants perceived that they had better English language skills after taking the course.

Findings from research objective 3: to investigate whether the community-based approach can enhance local cultural knowledge revealed that participants could gain basic local cultural knowledge from the course materials used inside classroom. Local cultural knowledge was strongly enhanced when participants started implementing their projects.

Based on research objective 4: to evaluate the effectiveness of an English course using a community-based approach, it was found that the course was effective due to the fact that the participants could achieve the learning goals in terms of Taxonomy of Significant Learning (Fink, 2003). The effectiveness of the course was also supported by the posttest mean scores, which were higher after taking the course.

The next chapter will cover a summary of the study, discussions of findings, implications from findings, and recommendation for future research.



## CHAPTER V

### SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to provide a summary of the study, discussion of the findings, implications from findings, and recommendation for future research.

#### 5.1 Summary of the Study

The objectives of this study were to: 1) develop an English course using a community-based approach; 2) investigate learners' English language skills through a community-based approach; 3) investigate whether the community-based approach can enhance local cultural knowledge; and 4) evaluate the effectiveness of an English course using a community-based approach. This was a single group design mainly using qualitative method. The design was used to gain an in-depth understanding of the on-going process of the course implementation. In addition, it could be used to analyze how students, teacher, and community partnerships made use of a community-based approach as a tool in language learning.

The development of a community-based English course consisted of three phases. Phase one considered needs analysis, phase two viewed the process of course development, and phase three considered the course implementation and course evaluation.

Phase I: Conducting a needs analysis to investigate the English language needs, situation needs, and community needs

Different sources of information were sought to triangulate data. Three main sources for needs analysis included document analysis, questionnaires, and interviews. The procedural stages were listed as follows:

##### 1. Document analysis

This consists of Rajabhat University Act, National Education Act 2002, English curriculum of the Faculty of Education and the Faculty of Humanities and Social Sciences, Rajabhat Rajanagarindra University strategy plan 2005-2008, and Chachoengsao information books.

## 2. Questionnaires

The main purposes of questionnaires were to elicit information about the themes of the course, preferred learning styles and classroom activities, language needs, and collaboration as stakeholders. There were 2 stages of questionnaire development.

2.1 A preliminary version of the questionnaire was drafted based on theoretical assumptions underlying the research questions and subsequently tried out with 3 groups of respondents, consisting of 17 students, 10 English language teachers, and 110 community partnerships. All of them were purposively selected.

2.2 A preliminary version was revised and tested the content validity by three experts. Then it was administered in the main study with 127 purposive respondents who were 17 students, 10 English language teachers, and 100 community partnerships.

## 3. Interviews

Representatives of each group (students, English language teachers, and community partnerships) were selected by using quota sampling. The total number of interviewees were 25.

### Phase II: Develop the community-based English course based on data obtained from a needs analysis

The community-based English course is developed based on the following procedural steps.

1. Explore theoretical framework for course design, community-based education, language and culture, and test construction.
2. Analyze data derived from needs analysis
3. Specify important findings from needs analysis
4. Develop course materials and course manual
5. Construct the tests
6. Validate the tests
7. Adapt self-assessment form and learner diary
8. Validate course materials
9. Adapt the course and the tests

### Course development

This process consisted of 5 components: 1) course rationale; 2) course objectives; 3) syllabus design; 4) material development; and 5) assessment plan.

#### 1. Course rationale

Related theories and needs analysis data were to be explored. They were a community-based approach, the role of culture and English language in teaching English as an international language, principles of English language learning and teaching, National Education Act 1999 and Amendments 2002, and the context of the course design.

#### 2. Course objectives

There were 3 broad course objectives that students were expected to be able to do by the end of the course: 1) to be able to develop intelligibility in the English language in listening, speaking, reading, and writing; 2) to be able to develop a sense of pride and values towards their own cultures; and 3) to be able to utilize their local resources as a learning tool. However, specific objectives were identified in each unit.

#### 3. Syllabus design

This was a theme-based syllabus, which consisted of five local cultural themes, derived from needs analysis data. The themes were 1) History of Chachoengsao; 2) Guilei traditional hat; 3) LuangPhor Sothorn Annual Festival; 4) the old city wall and fortress; 5) the Bangpakong River Cruise.

#### 4. Materials development

This was adapted from community involvement framework (Ingram, 1980, 2002), which comprised extramural activities, formal activities, and informal activities.

#### 5. Assessment plan

Two types of assessment plan (formal and informal procedures) were used in the course. Formal assessment consisted of pre and post tests, self-assessment forms in measuring students' language abilities, and a learner diary. Informal assessment comprised observation and interview.

Phase III: Evaluate the effectiveness of the course qualitatively and quantitatively

The course was implemented in the first semester of academic year 2006. The participants were 19 second year undergraduate students who majored in English at the Faculty of Education, Rajabhat Rajanagarindra University. The course consisted of 5 lessons and 4 projects and it took 48 hours to complete the course. Instruments used in course evaluation were interview, observation, learner diary, pre and post tests, and self-assessment in language ability. Qualitative data were collected and analyzed throughout the study. Outlines of classifications were developed, a search of regularities was conducted, and then transformed into categories. However, pre and post tests and self-assessment were used to compare the test scores before and after the course implementation. The mean was used to analyze quantitative data.

## 5.2 Findings

1. To answer research question 1: How can a community-based approach be used for English language learning?, data obtained from conducting needs analysis were analyzed and applied for course development.

Data derived from documents analysis provided necessary information for the researcher to make decisions about the rationale, course objectives, course contents, materials design, and course evaluation.

Questionnaires conducted with students and English language teachers focused on needs, interests, and preferences in learning and teaching the English language. It was found that students preferred learning in small groups and English language teachers also preferred teaching their students in small groups. Both groups agreed that a community culture should be integrated into English course. Moreover, data revealed that learning should take place both inside and outside classroom. Real-life situations should be promoted.

It was found from questionnaire data conducted with community partnerships that most of them were willing to take part in course design such as source provider, decision maker, and table setter.

Data gained from questionnaires also elicited the selection of the most five preferable Chachoengsao cultural themes and they were utilized to design the theme-based syllabus.

Data were triangulated by conducting interview. The findings were consistent with questionnaire data in some respects such as learners' preferences to learn in small groups, teachers' preferences to teach students in small groups, the objectives of learning English as an international language, the integration of source content into English language course.

2. To answer research question 2: To what extent does a community-based approach assist in the development of learners' English language skills?, qualitative data revealed that there are relationships between contextual factors, positive attitudes towards second language, motivation, previous knowledge, and learning opportunities. These relationships were the main factors to help the participants develop their English language skills. Quantitative data derived from pretest and posttest scores and self-assessment in language ability showed that the participants gained higher test scores and perceived that their English language abilities were improved.

3. To answer research question 3: To what extent does community-based approach enhance local cultural knowledge?, it was found that the participants gained more basic and detailed knowledge of local cultural knowledge from the course materials as well as from the process of project development.

4. To answer research question 4: How effective is community-based English course for undergraduate students?, The course was found effective based on qualitative and quantitative data. Qualitative data showed that the participants could achieve the learning goals in terms of Taxonomy of Significant Learning (Fink, 2003). They were:

- Foundational knowledge: refers to students' ability to understand and remember specific information and ideas.
- Application: refers to learning how to engage in some new kind of action, which may be intellectual, physical, or social or learning how to manage complex projects.
- Integration: refers to how students learn to connect and relate various things to each other.
- Human dimension: refers to how students learn something important about themselves or about others.

- Caring: refers to something a learning experience changes the degree to which students care about something. This may be reflected in the form of new feelings, interests, or values.

- Learning how to learn: refers to students can learn something about the process of learning itself.

In addition, the course was found effective because the participants' mean scores of the posttest were higher than the mean scores of the pretest. This indicated that the course could enhance the participants' English language skills and local cultural knowledge. Data from the self-assessment in language ability also revealed that the participants perceived that their English language skills were improved after taking the course.

### 5.3 Discussions

In this part, qualitative and quantitative findings concerning a development of a community-based English course to enhance English language skills and local cultural knowledge are discussed.

#### 1. The success of a community-based English course

In this study, what counts as success was measured by both quantifiable and qualified outcomes. In other words, both linguistic and non-linguistic outcomes were achieved. Quantifiable outcomes were captured by the higher scores of posttest and the participants' self-assessment, while qualified outcomes were the intangible factors such as academic and social empowerment, recognition of the value of the participants' own culture, positive attitude towards second language learning and profession. It was critical to see their achievement in terms of Significant Learning. The process of learning was very important to help them learn about themselves. It meant that they learnt how to be a part of local community and how to be engaged with community partners. It subsequently motivated a sense of community belonging. It was interesting that the participants whose intention was to be an English teacher were more interested in working in their hometowns. They learned that it was the priority to help their own communities.

It is worth discussing why the participants could achieve the learning goals of Significant Learning. Firstly, learning tasks matched participants' needs and preferences. Most participants in the Faculty of Education plan to be teachers. As a result, career-related tasks are motivating to undertake. In the present study, all participants realized the importance of being in a real teaching situation with real students. For example, Siriwan, a participant from Service learning project, comments *"I have gained much experience from the real teaching. This hands-on experience stimulates me to become a language teacher in primary schools. I think that I can teach young students quite well."* Another comment from Suda, a participant from "English on TV" project *"I have learned that a language teacher can teach her students through many methods. For example, now I learn how to produce multimedia materials and this will stimulate my students to learn English. The project confirms my intention to be a language teacher."* This was consistent with Lopes-Murphy and Martin (2002)' previous study. All participants agreed that they had hands-on experience and now they could develop their own skills. Secondly, learning tasks were authentic and experiential. Learning did not focus on the quantity of content or the high scores in the test, on the contrary, learning existed when the participants utilized and discovered existing knowledge from their own community. They encountered the real and primary data and this could help them activate the achievement of projects. It was found that concrete experiences and authenticity enhanced insightful understanding of second language and local cultural learning. Finally, learning partners took place in the course implementation. Previous studies in both second language learning and other subjects (Brown, 2001; Benigno, 2001; Finch, 2001; Crockatt and Smythe, 2002; Mashishi, 2002; Horen, 2003; Smith, 2004) showed that without collaboration, the course may encounter some difficulties. In this study, the participants collaborated with different types of community partners. For instance, a Kanom-Jak seller shared a worldview of communities, including agricultural assets, economics, and life. One of Kanom-Jak sellers states *"My family has made and sold Kanom-Jak for more than 20 years. It started from my mother. This is a good career for our family because all raw materials are available throughout the year. Chachoengsao is famous for coconut and palm. The new monastery helps increase our income. I am happy with this career."* Another statement from the school principal *"There is not even one English language teacher in our school. Moreover, most students come from poor families. Some parents have been moving around the*

country for work. This causes uncertainty in students' life. All of you are highly welcomed to help them." Community partners could educate participants in some important ways, moreover, they were more than happy when participants identified themselves that they were Rajabhat Rajanagarindra University students.

## 2. Enhancing English language skills through a community-based approach

Findings revealed that a community-based approach assisted in the development of participants' language skills. It is worth discussing the main factors that affected second language learning: positive attitudes toward second language learning and a community-based approach, task motivation, and previous knowledge. Discussions also include how these factors assist the participants in second language learning.

### 2.1 Positive attitude towards second language learning and community-based approach

It was found that the participants had positive attitudes towards second language learning and a community-based approach. These attitudes had impacts on the achievement of second language learning. The participants manifested positive attitudes because they appeared to have the following characteristics:

1. They majored in the English at Faculty of Education.
2. English was their favorite subject.
3. The learning setting was familiar to them.
4. Learning took place in formal as well as informal setting.

There has been evidence in the research literature that learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced (Ellis, 1994). It was found from the beginning of the course that the participants had positive attitudes towards second language learning; however, attitudes tended to be reinforced when they had opportunities to research, collect data, and implement the project. One of the participants stated, *"Data gained from Kanom-Jak sellers are very useful to design the syllabus. All ingredients are translated into English and I enjoy practicing English pronunciation of these vocabulary items. Our young students are active in the class. I hope they are happy. Moreover, the principal and the classroom teachers ask us to*



*come back. They are happy with our work too.*” Since learning partners took place, the participants gradually developed positive attitudes towards a community-based approach. In addition, the use and practice of authentic materials in the real context strengthened the feelings to learn and achieve the learning goals. In this study, community collaboration and community as content and learning experience tended to strengthen the participants’ positive attitudes. These findings were consistent with the conclusions drawn from Masgoret and Gardner (2003). One of the variables in Gardner and Associate’ study, that is, attitudes toward the learning situation, seems to be consistent with the learning context in this study where a community-based approach is employed.

It could be inferred from participants’ behavior that positive attitudes towards second language learning and a community-based approach governed what they performed. The participants were actively engaged in the process of learning both in formal and informal classrooms. Even though there were some difficulties, they were determined to persist. They believed that learning a second learning by using community-based approach was interesting and advantageous.

## 2.2 Task motivation

In this study, it was found that motivation was an important factor to assist the participants in language learning. Even though individual learner’s motivation can change over time and is influenced by external factors, there is widespread recognition that motivation is of great importance for successful L2 acquisition (Ellis, 1994). The participants truly had positive attitudes towards second language learning, integrative and instrumental motivation, however, using the community as a source content, learning experiences, and learning activities probably strengthened their motivation. Since the highlight of the course was the process of project implementation, it was believed that task motivation was one of the key factors that affected second language learning.

The tasks were motivating because they possessed the following attributes:

1. The tasks allowed participants to be involved in the learning process. One of the participants stated, *“I practice how to be a good language teacher and I learn my own preference and needs. I perceive that my speaking skill will be improved if I practice with my friends and teacher. I prefer teamwork.”*

2. The tasks were authentic, experiential, and career-related. In other words, the tasks were meaningful and relevant to the participants' lives.

3. The tasks promoted collaborative learning.

4. The tasks prioritized participants' own communities. Local resources that already have ties in the community were fully utilized for the project implementation.

Since the participants were involved in the learning process, they were capable of choosing the preferable task types that matched their learning styles. As a result, the tasks tended to be interesting, challenging, and motivating. In addition, the use and practice of authentic materials in the real context enabled them to conduct the tasks confidently. The participants from the Service Learning Project agreed that the process of conducting activities was directly related to learning goals and it helped apply in their future. One of participants reported that:

*"the project was very authentic and it helped me prepare to learn how to be a good language teacher in the future. I learnt how to gather information from the community and the resources were very valuable for our young children to learn English and our culture. Moreover, this is a good opportunity for me to have teaching experience even though we are in the second year. I think that we should have this kind of project annually. I can experience the authentic use of language and it is fun to enter the field and talk to local people."*

The use of community for learning resources and activities enabled participants to connect what they learn in the academic work with other areas of their life. The participants experienced the real-life settings academically and socially while conducting the project. Ingram (2003) contended that it is very essential that a language course provide diverse experience but also be coherent and integrated with clearly established goals and objectives reflective of the learners' long term and on-going development needs. Some may argue that it is not likely to learn English language in the real situations because students rarely have opportunity to use language with English native speakers. Rather, students can have many forms of exposure to English language such as field trips, magazines, tourist brochures, radio and television programs, and other publications produced by the relevant community.

It is advisable to use authentic materials related to language skills practice. Interestingly, one of participants in the Cable Television Broadcast Program

commented, *“Even though we don’t have the opportunity to teach young children, our project is very interesting. We have gained considerable experience from what we have done. The production of cable television broadcast program taught us how to use language correctly particularly in speaking skills. It is very important to spell or pronounce English words or sentences correctly because we are the presenter of the program. Our tasks are more or less similar to English language teaching.”*

The tasks promoted collaborative learning because the participants employed group work strategies to engage in the community. The completion of tasks required them to have various skills such as language skills, communication skills, presentation skills, teaching skills, and interpersonal skills. Group work respected the strengths and weaknesses of their peers. In this study, most participants agreed that they felt more comfortable when doing tasks. Each could negotiate task types among the group members and undertake their preferred tasks. They had less anxiety to conduct tasks. See some statements below.

1. *“Group work makes me feel more relaxed. We can negotiate among group members to do our preferred tasks. For example, we agree that Danai is the right person to be a group leader. Since my house is quite far from the university, I volunteer to develop materials at home.” (Napatsorn)*

2. *“Group work creates the sense of supportive rather than competitive.” (Preeya)*

3. *“The group interview with the Chinese cake shop owner decreases my anxiety. We encourage each other.” (Siriwan)*

Moreover, community-based projects gave them a chance to enter the field, conduct research, which tended to be very challenging and interesting. The findings were consistent with a view of collaborative learning proposed by Nunan (1992). Collaborative learning promotes a philosophy of cooperation rather than competition and an environment in which learners are learning from each other in an equitable way. The learning entails students working together to achieve common learning goals (p.1-2).

Finally, the tasks prioritized participants’ own communities. The participants were more motivated to undertake the tasks because benefits went to their own communities. For example, Service Learning Projects and Community Radio Broadcast Program helped develop young students’ skills in English language and

local culture. This served needs of the school where there was not an English Major teacher. The projects also served the needs of the Municipal Organization Office which has one of its responsibilities to support education in its region. The English on TV Project helped promote the community in many ways such as English language learning, Chachoengsao tourism, and the community's own local culture.

### 2.3 Previous knowledge

The study revealed that using the community as a source content, the community for learning activities, and the community for learning experiences could assist the participants in contextualizing language production and comprehension. This was because course contents and materials tended to be familiar to them. Having been part of the local people, all participants could bring their prior knowledge of the province to the language classroom. For example, Pranee, a participant from Service Learning Project, states that *"I actually have prior knowledge of Chinese Cake. There is no problem about the comprehension of how to make Chinese Cake. This comprehension really helps me to write and speak English more fluently. Imagine if I have to speak "How to make Pretzel or Pizza", I will have a very hard time expressing my comprehension."* Prior knowledge subsequently helped them produce more content in speaking and writing language tasks. At the same time, this knowledge also helped them have better comprehension and interpretation in reading texts and listening language tasks. These findings were relevant to previous research literature, based on principles to support English language learning and teaching of Ausubel (1978), Brown (2000), Hadley (2001), Murphy (2004), and Numrich (2004). Ausubel (1978) believes that learning must be meaningful to be effective and permanent. For material to be meaningful, it must be related to existing knowledge that the learner already possesses.

Since previous knowledge had a positive impact on second language learning, it is worth noting that using content-based or theme-based syllabus tended to be appropriate to the learning context. In this study, the participants were interested in all themes, there was, therefore, no limitation in the process of learning. However, Numrich (2004), who implemented a theme-based instruction in a small Connecticut town, in the United States, found that his students lacked interest in the themes. In other words, a theme or themes may mismatch the needs or interests of a particular group of students. Therefore, relevant topics seem to be meaningful and motivating.

### 3. The exploration of local culture through a community-based approach

The study showed that a community-based approach helped enhance participants' local cultural knowledge in a broader and deeper sense. The participants actually had basic knowledge of Chachoengsao culture before the course was implemented. However, this approach gave them more opportunities to learn and explore their own culture through community involvement. Learning in the community reflected life long learning which the participants could learn different dimensions of their own culture. It was found that community was one of the main resources for culture learning. There are many local experts who have specific skills and particular interest in their professions. Moreover, the community has considerable of agricultural and cultural assets that can be used as authentic sources. Even though there were many instructional strategies for teaching language and culture, however, in this study it seemed that authentic materials and ethnographic studies were the most suitable and effective for the present context.

In this study, authentic materials in culture learning included different kinds of OTOP such as brassware, preserved mango, Kanom-Jak, Chinese Cake, and other printed materials of the province. These materials were easily found in the community. To have deep understanding of these authentic materials, the participants simultaneously employed ethnographic strategies. Learners as ethnographers meant participants were engaged in the community to find information (Peterson and Coltrane, 2003). The participants carried out ethnographic interviews with local experts, who could give a full knowledge of their experiences and local expertise. It was found that the researcher might sometimes have limited knowledge of some particular types of cultures; therefore using these strategies enabled the participants to receive primary data. Moreover, the participants could take photos, audiotapes, and videotapes while collecting data. Additionally, authentic materials and ethnographic studies allowed the participants to learn through experiences, which could not be found in textbook. When the participants entered the field to collect data or implement the project, even for a short time, they could learn beyond "cultural information" or "knowing about", rather, they learned through concrete experience (Kolb, 1984), where they participated in the experience, and were engaged on a number of levels- intellectually, physically, emotionally, spiritually. By doing this, the participants could understand beyond basic knowledge of local cultures, rather, they had more critical reflection on their own cultures. They also became aware of their own beliefs and

values. This finding is consistent with the research conducted by Bateman (2002), who found that ethnographic interviews can be an effective tool for positively influencing students' attitudes toward members of the target language community and toward culture learning in general. Similarly, Rings (2006) incorporates oral interviews in the foreign language classroom to help students understand the differing and culture-specific perspectives of language use among people speaking another language. It was found that conducting interviews could expand students' understanding of potential areas for misunderstanding and the reasons for them.

#### 4. The distinguishing features of the course

After the course was developed and implemented, it was found there were distinguishing features that drove the completion and success of the course development. Discussions are provided in the following sections.

##### 4.1 Academic and social empowerment

It was found that the course is unique because the conceptual underpinnings of a community-based approach focus on both academic concerns and social issues. In this study, the kinds of progress can be captured by changes in participants' behaviors and the way of conceptualizing something in the real world. Even though it was found that the participants' mean scores of posttest were higher than the mean scores of pretest, this is not as significant as the growing critical understanding of their own communities and the positive attitude toward their teaching profession. Learning beyond the formal classroom helps the participants build knowledge about their own communities through firsthand interactions with the local people. The participants also learn ways to utilize local resources as learning experiences. Most participants reported that the community experience has not only helped them value the cultural heritage but also confirmed their desire to become English language teachers. One participant, for example, wrote,

*Before I take this course, I pass Wat Sothorn Wararam everyday and I am absolutely not interested in its history. I just think that the new monastery is very beautiful. Now I can see the values of Wat Sothorn and LuangPhor Sothorn image. As a preservice teacher, I have more confidence to be a good language teacher. I learn how to use local content to design a syllabus.*

Most English courses focus on language skills solely. This can be seen from many approaches such as strategy-based, traditional grammar-based, content-based, task-based, skill-based, and standard-based approaches. However, to improve the quality of both learners and their educational programs requires the courses that value academic contents as well as social issues. This perspective is consistent with Uliano's (2006). She states "Focusing on the global world in which students will live and work by coupling instruction in a second language and culture with the civic promise of a worthwhile service learning experience has been a worthwhile endeavor; one which has transformed my methodologies. In addition, the promising feedback has encouraged me to further explore other new avenues of student involvement in the learning process" (p. 53).

Moreover, the course enriches the participants' experiences in a teaching situation with young students in their own community. This experience creates the opportunity to inspire students to take action that will make a lasting impact on their community and enrich their personal and academic life (O'Byrne, 2006). Teaching also implies the participants' own strengths and weaknesses. See the following examples.

1. *"I have to improve my pronunciation. It should be more accurate." (Chinda)*
2. *"My voice is too soft. I have to raise my voice in a real teaching." (Napatsorn)*
3. *"A real teaching stimulates me to improve better English pronunciation. However, the principal is really satisfied with my teaching strategies." (Tassana)*

#### 4.2 Learning partners

Learning partners was a major factor in the success of a course development. Using community-based approach to develop an English course in local context allowed stakeholders to participate in every stage of course development. In this study, learning partners mostly took place in two stages: needs analysis and course implementation. Community partnerships were the primary collaborators who provided data in a needs analysis stage. Since most of them were not familiar with

employing this approach in language teaching, they seemed to be hesitant to voice their needs. Some of them assumed significant roles in the communities, however, they believed that any course should be designed by an “expert” or “educator”, but not by local people. It was found that community partners had limited expertise in the areas of language teaching (teaching methodology, knowledge of English language) and their prioritization focused on community development rather than English language learning and teaching. This is consistent to what Strand, Marullo, Cutforth, Stoecker, and Donohue (2003) state in the process of community-based research. They describe that community partners may prefer not to be involved equally, or even at all, in decisions about some matters due to their particular interests, strengths, and weaknesses. To overcome this difficulty, it was necessary to build confidence in the partnership that will produce meaningful results. Having communicated clearly, community partners were willing to involve sharing of significant roles, such as community educator, table setter, and source provider. Based on data from a needs analysis, 50 percent of partners could take a role as local source provider, 33% were interested in co-teacher, and 17% showed their collaboration in course design process which could possibly be group discussion and group brainstorming.

Learning partners also took place in the course implementation stage. Since local contents were used as learning activities and experiences, it was found that community partners were true local experts. They shared local knowledge, advice, and experience to participants. The community teamwork could help shape the process of course implementation. Partnerships took significant roles in project implementation. Examples are shown in Table 5.1.

Table 5.1: Roles of community partners

<b>Partners</b>	<b>Role(s)</b>	<b>Project/Lesson</b>
1. The owner of an OTOP Chinese Cake shop	Source provider	Service-learning
2. Kanom-Jak sellers	Source provider	Service-learning
3. The principal and teachers at Sanpoodad school	Organizer and facilitator	Service-learning
4. MSN local cable TV	Organizer	English on TV
5. Officers at Sanpoodad Municipal Organization Office	Organizer	Community Radio Broadcast Program
6. Strategic Provincial Office, Provincial Cultural Bureau	Source provider	All projects
7. A lecturer from Department of Fine Arts, Faculty of Humanities and Social Sciences, Rajabhat Rajanagarindra University	Local educator	The old city wall and fortress



To conclude, it can be said that community partners are rich resources for the learning process. To make efficient use of local resources, it needs true collaboration among stakeholders in course design. Thus, as a language teacher, we should train our students to be a researcher who is capable of gathering data and collaborating with the local people.

#### 4.3 Alternative approaches to evaluation

Most English courses use the language tests to measure students' language abilities (Cohen, 1994). Formal tests are probably the commonest means used to measure achievement (Richards, 2001). In this study, the language tests were developed to compare the mean scores of the pretest and posttest. However, it was found that the language tests can measure only the participants' foundational knowledge (both linguistic and local cultural knowledge). Rather, authentic tasks that the participants performed, such as Service Learning Project, English on TV, and Community Radio Broadcast Project, create forward-looking or authentic assessment (Fink, 2003). The projects are so important because the participants learn how to self-assess and improve their learning. See the following statements.

1. *"Being a language teacher seems to be difficult; however, I confirm that I can be a good teacher."* (Chinda)

2. *"I learn how to develop a syllabus and material. Moreover, I learn that I should go back home to teach young students in my community."* (Ladda)

3. *"I think I can be a good language teacher but I have to practice the correct pronunciation."* (Preeya)

After the participants practice learning by teaching, their ability to perform and implement the projects are assessed not only by themselves but also by other stakeholders. They are engaged in self-assessment. Based on interview data, the stakeholders who are mainly the community partners agreed that the course served needs of their communities. For example, the school principal states in the interview with the participants that *"The course helps motivate young students to learn English. The well-prepared teaching stimulates the language learning. This is a good*

*opportunity that the pre-service teachers have a real teaching. They come here and they learn our school's problems. I would suggest that not only English major students but also non-English major should enter the field to help their communities. All teachers are welcomed if they want to help our young students."*

The course is also evaluated by students from other departments. According to the Community Radio Broadcast Project, a group of students from the Department of Communication Arts, who followed the participants to observe and report news in University Newsletters (see Appendix P), agreed that the project was very challenging and responsive to both the school and the university. These students interviewed the participants and reported in the newsletter that,

*The project is part of community-based service project because our students from Department of English, Faculty of Education, entered Wat Sanpoodad School to teach English and local culture to young students through radio broadcast. This is a new direction of teaching and learning in the real life situations. Even though the program takes only 2 hours 30 minutes (5 times/30 minutes per time), it is not expected that young students can improve their English skills significantly. However, this is the starting point that young students will have positive attitude towards English language learning.*

Based on the evaluation of "English on TV" project, the audience feel positive attitude towards the university and the participants. One of the audiences agrees that she is proud of the participants. The significance is that all participants are of the younger generation in the community. Another member of the audience comments that *"I feel very good when I watch this program. I can see the familiar landmark of Wat Sothorn Wararam. The presenters are our children and there is no need to hire the famous presenters to teach English. Moreover, the contents are easy to understand."*

The course is also evaluated by two English language teachers in the Department of English. One teacher states *"All projects allow the participants to have hands-on experiences. Even though there are some mispronunciations, this is only a minor point since they can correct in the future. The point is that all of them are able to apply their linguistics and local cultural knowledge into the project development. I think this is a very satisfactory project."* The other teacher comments, *"The participants learn how to be aware of English pronunciation even though some words*

*seem to be easy for undergraduate level. They learn that their language skills must be accurate before they use them in a real situation particularly in the teaching profession. The community-based approach responds to the philosophy of all Rajabhat University. I suggest that this approach should be tried out in other subjects."*

To conclude, even though a community-based approach has not been widely used in EFL contexts like Thailand, this study confirms that this approach can be used in language teaching and learning. Since its root has been grounded in minority language groups, bilingual education, and refugee camps, it is very challenging to investigate the context and design the course based on contextual factors such as learners, stakeholders, time, nature of course and institution, physical setting, and teaching resources (Graves, 2000). In this study, it was appropriate to add the nature of the project, the levels of the students, characteristics of the community, and the availability of different kinds of expertise from both the university and community (Strand, Marullo, Cutforth, Stoecker, and Donohue, 2003) as contextual factors. In addition, without collaboration, it is uncertain whether the process of course design will be complete and successful. The process of course design distinguished the significant roles of local expertise who had deep knowledge of their professions and experiences. It was found that the participants in this study undertook valuable projects and were engaged in active learning in the community. They benefited from true collaboration that characterized the community-based approach. For example, they utilized local resources and transferred information gained from expertise into the project implementation.

## 5. Weaknesses of the study

Even though the study achieved the objectives of the study, there are weak points emerged during and after the study which should be discussed in this part.

### 5.1 Data collection

#### 5.1.1 The roles of the researcher

In this study, the role of participant-as-observer was chosen. As a consequence, the researcher had to participate fully in doing research as well as take the role as a teacher. Under these circumstances, the researcher had the difficulty balancing the two activities. When the researcher concentrated on observation, the

ability to teach was reduced. On the contrary, when the researcher participated fully in teaching, this sometimes interfered the scope of observation. Finally, it happened that undesired data were collected during the study.

#### 5.1.2 The time-consuming project

Data collection took longer than expected. Even though the normal class has approximately 16 weeks in a semester, this study took 16 weeks for course implementation and another 4 extended weeks for the completion of data collection. This may be because of the nature of second language acquisition, which could not be developed within a short time. Data collection might be less time-consuming if there were only one to two projects. In addition, entering the field to develop the projects needed sufficient time to explore the field and this may cause insufficient quality to work as a language teacher.

### 5.2 Instrumentation

#### 5.2.1 The difficulty of critical dialogue in the course materials

It was found that critical dialogue used as the main activity in Unit V: The Bangpakong River Cruise was too difficult for the participants to have language production. This activity was considered the weakness of the course. Even though the participants had field trips one week before the unit started, it was found that the only real context may not be sufficient for them to express critical thought. It may be due to the lack of opportunity for students to practice their critical thought in an English class (Janudom, 2007).

### 5.4 Implications of the Findings

A community-based approach tends to be rarely used in the Thai context. However, findings show that it is possible to develop an English course by using a community-based approach. The course was found effective because participants' language skills and local cultural knowledge were enhanced. The most significant point is the achievement of learning goals of Significant Learning which can help improve the quality of learners themselves as well as its institutions. Thus, based on these findings, it is recommended that:

1. Learning tasks or materials used in the course should be relevant to students' interests or needs. It was found from the present study that the participants had positive attitudes towards second language learning and were motivated to undertake learning tasks. This was because tasks were both instrumental and integrative. Materials should match students' preferences. Thus, contextual factors play significant roles in the process of needs analysis. It is suggested that a language teacher should conduct needs analysis before each class starts.

2. A language teacher should allow students to be engaged in decision-making in every stage of course implementation. In this study, the participants shared what and how to learn. Each group freely selected the preferable tasks and directed themselves to achieve the goals. Thus, it should be clear that focus should be shifted from teaching to learning. The teacher should treat students as active learners. Teaching methodologies should stimulate learners to construct knowledge and learning environments should be collaborative and supportive. Thus, group work or pair work is recommended to be used in the language classroom.

Since the role of learner has shifted from learning to constructing their own knowledge, the role of teacher should be changed as well. It is suggested that a teacher should conduct less lecture and facilitate more on learning.

3. Authentic materials should be promoted and used in the language classroom. Even though there are few English speakers in the Thai context, other authentic materials should be promoted. In this study, both authentic objects taken from the community and English language use retrieved from different sources were utilized in language learning. It was found that authentic materials stimulated the participants to learn English more effectively. This was because materials were real, concrete, and sensory. The participants were more motivated to learn when they had a chance to experience real situations. It is recommended not to use textbook solely, on the contrary, learning experiences should be spontaneously designed and implemented.

4. All cultural contents should be approached in a language classroom. The role of English as an international language allows students to share their own cultures with other English speakers. However, target cultures as well as community cultures should be taught to expand students' sphere of intercultural communications. It is suggested that a language teacher should promote more local cultural learning because it tends to be meaningful and familiar to students' ways of life. Knowing

oneself is the organizing dimension of the cultural knowing (Moran, 2001). Moreover, the learning goal of cultural learning should not limit only at the level of specific knowledge. A language teacher should employ the strategies that allow students to develop a sense of pride and value, and a sense of cultural engagement.

5. The teaching/learning environment should be responsive to students' affective domain. The best acquisition will occur in environments where anxiety is low and defensiveness absent (Krashen 1985, cited in Brown, 2000). A language teacher should be concerned with the features of a classroom environment such as students' intentions (Entwistle & Entwistle, 1991), conceptions of learning (Van Rossum & Schenk, 1984), study habits (Entwistle & Tait, 1995), motivation (Gardner & Lambert, 1972), and assessment type (Bachman & Palmer, 1996; Fink, 2003). It is recommended that a language course should be designed based on meaningful and familiar content, supportive teaching methodologies, and alternative assessment.

6. Community-based projects that are career-related to participants' academic works should be integrated into the curriculum no later than the third year of the curriculum. It was found that career-related community-based projects could give hands-on experiences and stimulate their professional attitudes.

## 5.5 Recommendations for Future Research

1. It is recommended that future research should extend to investigate a broader sample of students whose majors are English as well as non-English to gain better understanding of the process of learning. In other words, different studies, employing the same methodology, should be conducted. Since the findings from the present study are relevant to its own context, it is interesting to achieve transferability by conducting further studies in other contexts or with other participants. It is worth investigating how both English and non-English major students learn English language and what they actually learn from using community-based approach.

2. A team-based approach should be employed to design an effective community-based English course. One researcher may have limitations since the approach requires true collaboration with numerous community partners. Moreover, some communities are located in remote areas and access is difficult. Team-based

approach would facilitate the strengths and weaknesses of the researchers and it would be easier to overcome some difficulties.

3. The issues of attitudes towards second language learning and motivation should be investigated in depth with non-English major students. Future research should investigate how learner attributes, such as personality, beliefs, attitudes, motivation, and social identities, play crucial roles in second language learning.

## 5.6 Conclusions

In this study, community-based approach is used as a framework to design a language course in a specific context. The course development process allows the researcher, who takes a role as a teacher, to investigate the process of learning English language and local cultural knowledge. It can be said that this approach reflects true collaborative effort between stakeholders, who are community partners, learners, and teachers. The process of localization in course design is responsive to rationales of this study, including National Education Act, 2002, Rajabhat University Act, and the role of EIL in the world context. EIL curriculum development assumptions (McKay, 2003) prioritize the advantages of source culture content in a language classroom. It is believed that source culture content can encourage learners to gain a deeper understanding of their own culture so that they can share these insights when using EIL with individuals from different cultures (p.44). Thus, local educators should have control over how English is taught, implementing a methodology that is appropriate to the local context rather than looking into Inner Circle countries for models (McKay, 2002). These assumptions are in accordance with the philosophy of Rajabhat University and mobilization of resources and investment written in the National Education Act 1999 and 2002.

The study indicates that a language teacher should not isolate English language learning from its own context. As Morgan (2004) states that social outcomes are equal to, or of greater importance than, linguistic ones. Non-language outcomes should be considered along with language outcomes when English language course is designed. It is hoped that the study helps shed some light on new ways of using the community as a learning resource for English language study and to promote life long learning.

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สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย



**APPENDICES**

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย



## Appendix A

### Participants' personal data

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*Suchol* is a 19 years old student who first studied English in G.4. He was born in Chachoengsao and moved to Rayong where he started his kindergarten level. He had got a B+ from a Foundation English course and his average grade in the first year is 3.45. He wants to be a flight attendant when he finishes the college. He is active and friendly.

*Nares*, 19 year old student from Prachinburi, is a quiet student who started learning English at a kindergarten level. He loves English because his mother really supports him to do so. He went to the English tutoring school since he was very young. He had to memorize and write at least 10 vocabulary items a day. His English pronunciation is pretty good because he learned speaking with native English speakers when he was in the high school. He had got a B+ from a Foundation English course. He would like to be a news reporter in the future.

*Pranee*, 20 years old girl from Srakaew, started learning English when she was in G.5. She loves English and wants to be an English language teacher. She always come to class on time and shows a sense of leader in her group. She had got a B+ from a Foundation English course. Her average grade is 3.68.

*Danai* is a 20 year old student from Prachinburi. He started learning English when he was in the kindergarten school. He is a disciplined student who always come to class on time. His father is a teacher and he wants to be a good English language teacher. His average grade is 3.57. He had got an A from Foundation English course.

*Nida* is 20 years old girl from Cholburi. She learned English when she was in G.5. She is quite a shy girl. She loves English, nevertheless, she is not really satisfied with her English skills. She had got an A from a Foundation English course. Her average grade is 3.1. She would like to be an English language teacher when she finishes the degree.

**Preeya**, a quiet girl from Samutprakarn, is 20 years old. She started learning English when she was in G. 3. She had got a B from a Foundation English course and her average grade is 2.78. She wants to be successful in communicating in English because her dream is to become an English language teacher or a guide.

**Nichada** is a 19 year old student who was born in Prachinburi. She learned English since she was in G.5. English is her favorite subject because it is fun and challenging. She also loves English songs. She is a good and disciplined student. Her average grade is 3.64 and she had got a B+ from a Foundation English course. She would like to be an English teacher. She wants to teach children to love English. Now she tries very hard to speak English fluently.

**Chutinan**, a 20 year old girl from Prachinburi, is a very quiet student who never asks any question in the class. She learned English when she was in the kindergarten school. She had got a B+ from a Foundation English course and her average grade is 2.87. She would like to be an English language teacher because she loves English and loves to be a teacher.

**Napatsorn** was born in Chachoengsao. She is 20 years old. She started learning English since she was in the kindergarten school. Her father and mother are teachers and this is the answer why she would like to become an English teacher. Her favorite subject is English and she had got a B from a Foundation English course. Her average grade is 3.5. She is quiet but very active in the class. She promises herself that one day she will be very fluent and accurate in English language.

**Siriwan** was born in Pattani and came to Chachoengsao to live with her relatives. She is 22 years old. She learned English when she was in G.5. She has positive attitudes towards teaching career. Her G.5 English teacher is her stereotype. She spoke English very well. Siriwan had got an A from a Foundation English course. Her grade average is 3.2. She wants to be an English language teacher when she finishes the degree.

*Jirawan* is a 20 year old girl from Prachinburi. She learned English when she was in G.4. She loves English because it is fun and not too difficult as Mathematics. She also likes English songs. She is very active and serious about the study. She had got an A from a Foundation English course. Her grade average is 3.34. She would like to be an English teacher because she loves to teach young children.

*Kittichai*, a student from Srakaew, is 20 years old. He started learning English since he was in G.4. His favorite stereotype is Andrew Biggs, a very famous news reporter from Australia. He had got a B+ from a Foundation English course. His average grade is 2.7. In the future, he would like to be an English teacher because it is worth teaching children to become a good English language learners.

*Chinda* is a student from Srakaew. She learned English when she was in G.5. English is her favorite subject. It is very challenging and fun. She had got an A from a Foundation English course. Her grade average is 2.93. In the future, she would like to teach English in primary level. She dreams to go abroad and has a chance to speak English.

*Orawan*, a girl from Srakaew, is quiet and shy. She is 20 years old. She learned English when she was in G.5. Her grade average is 3.12 and she had got an A from a Foundation English course. She really wants to develop her English language skills. She thinks that becoming an English language teacher in the future can help her improve better language ability. She also wants to be able to communicate in English very effectively.

*Aree* was born in Srakaew. She is 20 years old. She learned A B C when she was in G.4. Her grade average is 2.6 and B is what she had got from a Foundation English course. She wants to teach English in her hometown because the province or many schools lack of English language teachers. She dreams to visit any English native speaking countries. At present, she tries very hard to develop her English language skills in order to become a good teacher.

**Suda** is 21 years old girl from Srakaew. She is voted from her classmates to be the best student in the class. Her grade average is 4.00. She learned English when she was in G.1. English is her favorite subject and she really enjoys learning it. When she has free time, she often reads English short stories and English newspapers. She also likes listening English songs and American movies. She would like to be an English teacher. If possible, she wants to visit the States or England.

**Tassana** comes from Srakaew. Now she is 20 years old. She learned English when she was in G.5. She has been interested in English since she was in a primary level. She was always chosen to be a school representative for English contest and received many prizes. Her grade average is 3.87 and she had got an A from a Foundation English course. In the future, she would like to become an English language teacher in her hometown. She really cares for the children in her village who receive inadequate support from the government. Her hobby is reading. She intends to further her study in England.

**Wilai** is a 19 year old student from Cholburi. Her life is very interesting. She learned English when she was in G.1. She did not like English at all because she did not like her English teachers. English became her favorite subject when she was in a high school. Her good experience came up when she went to see an American action movie with her friends. She tended to love it. It was fun and exciting. At present, she likes listening to English songs. Her grade average is 3.03 and an A is what she had got from a Foundation English course.

**Ladda** comes from Srakaew. At present she is 19 years old. She started learning English when she was in a secondary school. However, it became her favorite subject when she was in a high school. She knew many senior friends who came back to the school and they looked very smart. They were very good in English. This is her stereotype. Even though her grade average is 2.2, she tries very hard to make it better. She hopes she can improve her grade. She likes listening to English songs when she has free time. In the future, she would like to be an English teacher in her hometown.

## Appendix B

### Questionnaires used in the main study

แบบสอบถามนักเรียน

เรื่อง

การพัฒนาวิชาภาษาอังกฤษโดยใช้ชุมชนเป็นฐานเพื่อเสริมสร้างทักษะภาษาอังกฤษและ  
ความรู้วัฒนธรรมท้องถิ่นสำหรับนักศึกษาระดับปริญญาตรี

คำชี้แจง ผู้ตอบแบบสอบถามนี้คือ นักศึกษานานาชาติวิทยาลัยราชภัฏราชชนครินทร์ คำถามแบ่งออกเป็น  
๓ ตอน คือ

ตอนที่ ๑. เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบ

ตอนที่ ๒. เป็นแบบสอบถามเกี่ยวกับการจัดการเรียนการสอน กิจกรรม ความต้องการของผู้เรียน

ตอนที่ ๓. เป็นแบบสอบถามเกี่ยวกับวัฒนธรรมท้องถิ่น

ในฐานะที่ท่านเป็นส่วนหนึ่งในการพัฒนาวิชาภาษาอังกฤษ โดยมีวัตถุประสงค์เพื่อเสริมสร้างทักษะ  
การใช้ภาษาอังกฤษและความรู้วัฒนธรรมท้องถิ่น คำตอบของท่านจะเป็นประโยชน์ต่อการวิจัยครั้งนี้ ขอความ  
กรุณาท่านได้ตอบแบบสอบถามทุกข้อตามความเป็นจริง ผู้วิจัยจะรักษาคำตอบของท่านเป็นความลับและใช้ในการ  
การประมวลผลเพื่อการวิจัยครั้งนี้เท่านั้น

คำนิยามศัพท์เฉพาะ

วัฒนธรรม (Culture) แบ่งเป็นสาขาต่างๆ ดังนี้ (สำนักงานคณะกรรมการวัฒนธรรมแห่งชาติ)

1. สาขานขนบธรรมเนียมประเพณีและศาสนา ประกอบด้วย ประเพณี ศาสนา ไทโรศาสตร์  
ไสยศาสตร์ ฤกษ์ยามและความเชื่อ
2. สาขาภาษาและวรรณกรรม ประกอบด้วย นิทานเพลง คำทาย ภาษาถิ่น
3. สาขาศิลปกรรมและโบราณคดี ประกอบด้วย ศิลปะ จิตรกรรม หัตถกรรม สถาปัตยกรรม  
และโบราณคดี
4. สาขากีฬาและแหล่งพักผ่อนหย่อนใจ (แหล่งท่องเที่ยว) ประกอบด้วย กีฬาพื้นบ้าน กีฬาไทย  
กีฬาสากล และแหล่งท่องเที่ยวทั้งทางธรรมชาติและทางวัฒนธรรม
5. สาขาวิถีชีวิตและภูมิปัญญา ประกอบด้วย ปัจจัยพื้นฐาน 4 ประการของมนุษย์คือ ที่อยู่อาศัย  
การทำมาหากิน เครื่องนุ่งห่ม และสุขภาพอนามัย รวมทั้งภูมิปัญญา ซึ่งหมายถึง การเรียนรู้หรือ  
ความฉลาด หลักแหลม มีปฏิภาณไหวพริบที่ได้สั่งสมไว้เป็นเวลานาน ทั้งภูมิปัญญาด้าน  
การเกษตร ภาษา ศิลปะ นันทนาการ การจัดการและอื่นๆ

ตอนที่ ๑. สถานภาพของผู้ตอบ

คำชี้แจง โปรดเติมข้อความในช่องว่างตามสภาพที่เป็นจริงเกี่ยวกับตัวท่าน

อายุ ..... เพศ .....

ท่านกำลังศึกษาอยู่ชั้นปีที่ ..... วิชาเอก ..... คณะ .....

ภูมิลำเนาเดิม .....

ที่อยู่ปัจจุบัน (ตอบแค่อำเภอและจังหวัด) .....

ปัจจุบันอาศัยอยู่กับ .....

จบการศึกษาระดับมัธยมปลายจากโรงเรียน ..... จังหวัด .....

จำนวนปีที่เรียนภาษาอังกฤษมาแล้ว ..... ปี



สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

ตอนที่ ๒. การจัดการเรียนการสอน กิจกรรม ความต้องการของผู้เรียน

คำชี้แจง โปรดเขียนเครื่องหมาย / ใต้ตัวเลขให้ตรงกับระดับความเห็นของท่านซึ่งแบ่งออกเป็น 5 ระดับ คือ

- 5 หมายถึง เห็นด้วยมากที่สุด  
 4 หมายถึง เห็นด้วยมาก  
 3 หมายถึง เห็นด้วยปานกลาง  
 2 หมายถึง ไม่เห็นด้วย  
 1 หมายถึง ไม่เห็นด้วยมาก

คำถาม	5	4	3	2	1
1. คุณเรียนภาษาอังกฤษเพื่อ					
สื่อสารเรื่องตนเองได้					
สื่อสารเรื่องครอบครัวได้					
สื่อสารเรื่องชุมชนได้					
ศึกษาต่อ					
ใช้ในชีวิตประจำวัน					
เรียนรู้วัฒนธรรมเจ้าของภาษา					
อื่นๆ เช่น .....					
2. คุณชอบการเรียนภาษาอังกฤษแบบใด					
เรียนรู้ด้วยตนเอง					
เรียนเป็นคู่					
เรียนเป็นกลุ่มเล็ก					
เรียนเป็นกลุ่มใหญ่					
อื่นๆ เช่น .....					
3. คุณชอบงานที่ได้รับมอบหมายให้ไปปฏิบัติโดยเน้นทักษะใด					
ฟัง					
พูด					
อ่าน					
เขียน					
ฟังและพูด					
อ่านและเขียน					
อ่านและพูด					
ฟังและเขียน					

คำถาม	5	4	3	2	1
4. คุณชอบแบ่งเวลาในการเรียนอย่างไร					
ทั้งหมดในห้องเรียน					
ทั้งในห้องเรียนและนอกห้องเรียนเท่าๆ กัน					
ทั้งหมดนอกห้องเรียน					
อื่นๆ เช่น .....					
5. คุณชอบการเรียน การสอนอย่างไร					
เน้นการท่องจำ					
ฟังการบรรยายจากอาจารย์ผู้สอน					
เรียนรู้จากผู้เชี่ยวชาญหรือวิทยากรพิเศษ					
การเน้นการเรียนจากประสบการณ์จริง					
อื่นๆ เช่น .....					
6. คุณชอบสื่อการเรียนการสอนแบบใด					
กระดานดำ					
หนังสือ ตำราเรียน					
เหตุการณ์จริง					
ทีวี วีดิโอ ภาพยนตร์					
เครื่องเล่นเทป วิทยุ					
อื่นๆ เช่น .....					
7. กิจกรรมต่อไปนี้ มีประโยชน์ในการเรียนวิชาภาษาอังกฤษ					
ทัศนศึกษา					
สนทนากับเพื่อน หรือผู้รู้					
การสืบค้นจากอินเทอร์เน็ต					
ฟังการบรรยายหรือข้อเสนอแนะจากวิทยากรพิเศษ					-
บทบาทสมมุติ หรือ การจำลองสถานการณ์จริง					
อื่นๆ เช่น .....					



ตอนที่ ๓ วัดนธรรมท้องถิ่น

คำชี้แจง โปรดเขียนเครื่องหมาย / ใต้ตัวเลขให้ตรงกับระดับความเห็นของท่าน ซึ่งแบ่งออกเป็น 5 ระดับ ดังนี้คือ

- 5 หมายถึง เห็นด้วยมากที่สุด  
 4 หมายถึง เห็นด้วยมาก  
 3 หมายถึง เห็นด้วยปานกลาง  
 2 หมายถึง ไม่เห็นด้วย  
 1 หมายถึง ไม่เห็นด้วยมาก

คำถาม	5	4	3	2	1
1. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมของตนเองและชุมชน					
2. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมเจ้าของภาษา					
3. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมของชนชาติอื่นๆ ในโลก					
4. หัวข้อใดควรเป็นเนื้อหาส่วนหนึ่งในการเรียนการสอนวิชาภาษาอังกฤษ					
ขนบธรรมเนียมประเพณีและศาสนา					
ภาษาและวรรณกรรม					
ศิลปกรรมและ โบราณคดี					
กีฬาและแหล่งพักผ่อนหย่อนใจ					
วิถีชีวิตและภูมิปัญญา					
5. คุณมีความรู้เรื่องชุมชนของคุณในหัวข้อ					
ขนบธรรมเนียมประเพณีและศาสนา					
ภาษาและวรรณกรรม					
ศิลปกรรมและ โบราณคดี					
กีฬาและแหล่งพักผ่อนหย่อนใจ					
วิถีชีวิตและภูมิปัญญา					
อื่นๆ เช่น .....					

คำถาม	5	4	3	2	1
6. หัวข้อใดในวัฒนธรรมสาขา “ขนบธรรมเนียมประเพณีและศาสนา” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
การแข่งขันเรือ					
ละครแก๊บน					
งานนมัสการหลวงพ่อบุทธไสสร					
พิธีเช่นไหว้ตายาย ( อำเภอราชสาส์น )					
ประเพณีขึ้นเขา เผาข้าวหลาม ( อำเภอแปลงยาว )					
อื่นๆ เช่น .....					
7. หัวข้อใดในวัฒนธรรมสาขา “ภาษาและวรรณกรรม” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
ตำนานเมืองแปดริ้ว					
ตำนานหลวงพ่อบุทธไสสร					
ภาษาชาวไทยพวน ( อำเภอพนมสารคาม )					
แผ่นเงินจารึกเจดีย์ใหญ่					
นิทานพื้นบ้านเรื่อง พระรถเมรี					
อื่นๆ เช่น .....					
8. หัวข้อใดในวัฒนธรรมสาขา “ศิลปกรรมและโบราณคดี” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
ป้อมและกำแพงเมือง					
วัดปิตุลาธิราชรังสฤษฎ์					
ศาลากลางจังหวัดหลังเก่า					
ศาลสมเด็จพระเจ้าตากสินมหาราช					
ตำหนักกรมขุนมรุพงษ์ศิริพัฒน์					
อื่นๆ เช่น .....					

คำถาม	5	4	3	2	1
9.หัวข้อใดในวัฒนธรรมสาขา “กีฬาและแหล่งพักผ่อนหย่อนใจ” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
วัดโพธิ์บางคล้า					
การละเล่นชักเย่อ					
เขื่อนทอน้ำบางปะกง					
การล่องเรือตามแม่น้ำบางปะกง					
เขตรักษาพันธุ์สัตว์ป่าเขาอ่างฤๅไน					
อื่นๆเช่น.....					
10.หัวข้อใดในวัฒนธรรมสาขา “วิถีชีวิตและภูมิปัญญา” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
จักสานทองเหลือง					
จักสานหมวกก้วยเสี้ย					
น้ำพริกหลากชนิด					
ข้าวหอมมะลิ (อำเภอราชสาส์น)					
การทำเกษตรอย่างยั่งยืน					
อื่นๆ เช่น .....					

11. ท่านคิดว่าท่านสามารถมีส่วนร่วมในการสร้างหลักสูตร การจัดกิจกรรมการเรียนการสอน หรือมีส่วนร่วมในด้านอื่นๆ

ได้

ไม่ได้

โดยวิธีใดหรืออย่างไร .....

ที่อยู่ที่คุณติดต่อได้ .....

เบอร์โทรศัพท์ .....

12. ข้อเสนอแนะ .....
- .....
- .....

## แบบสอบถามอาจารย์

## เรื่อง

การพัฒนาวิชาภาษาอังกฤษโดยใช้ชุมชนเป็นฐานเพื่อเสริมสร้างทักษะภาษาอังกฤษและ  
ความรู้วัฒนธรรมท้องถิ่นสำหรับนักศึกษาระดับปริญญาตรี

คำชี้แจง ผู้ตอบแบบสอบถามนี้คือ อาจารย์มหาวิทยาลัยราชภัฏราชนครินทร์ คำถามแบ่งออกเป็น ๓ ตอนคือ  
ตอนที่ ๑. เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบ  
ตอนที่ ๒. เป็นแบบสอบถามเกี่ยวกับการจัดการเรียนการสอน กิจกรรม ความต้องการของผู้สอน  
ตอนที่ ๓. เป็นแบบสอบถามเกี่ยวกับวัฒนธรรมท้องถิ่น

ในฐานะที่ท่านเป็นส่วนหนึ่งในการพัฒนาวิชาภาษาอังกฤษ โดยมีวัตถุประสงค์เพื่อเสริมสร้างทักษะ  
การใช้ภาษาอังกฤษและความรู้วัฒนธรรมท้องถิ่น คำตอบของท่านจะเป็นประโยชน์ต่อการวิจัยครั้งนี้ ขอความ  
กรุณาท่านได้ตอบแบบสอบถามทุกข้อตามความเป็นจริง ผู้วิจัยจะรักษาคำตอบของท่านเป็นความลับและใช้ในการ  
ประมวลผลเพื่อการวิจัยครั้งนี้เท่านั้น

## คำนิยามศัพท์เฉพาะ

วัฒนธรรม (Culture) แบ่งเป็นสาขาต่างๆ ดังนี้ (สำนักงานคณะกรรมการวัฒนธรรมแห่งชาติ)

1. สาขาขนบธรรมเนียมประเพณีและศาสนา ประกอบด้วย ประเพณี ศาสนา โหราศาสตร์  
ไสยศาสตร์ ฤกษ์ยามและความเชื่อ
2. สาขาภาษาและวรรณกรรม ประกอบด้วย นิทานเพลง คำทาย ภาษาถิ่น
3. สาขาศิลปกรรมและโบราณคดี ประกอบด้วย ศิลปะ จิตรกรรม ทัศนกรรม สถาปัตยกรรม  
และโบราณคดี
4. สาขากีฬาและแหล่งพักผ่อนหย่อนใจ (แหล่งท่องเที่ยว) ประกอบด้วย กีฬาพื้นบ้าน กีฬาไทย  
กีฬาสากล และแหล่งท่องเที่ยวทั้งทางธรรมชาติและทางวัฒนธรรม
5. สาขาวิถีชีวิตและภูมิปัญญา ประกอบด้วย ปัจจัยพื้นฐาน 4 ประการของมนุษย์คือ ที่อยู่อาศัย  
การทำมาหากิน เครื่องนุ่งห่ม และสุขภาพอนามัย รวมทั้งภูมิปัญญา ซึ่งหมายถึง การเรียนรู้หรือ  
ความฉลาด หลักแหลม มีปฏิภาณไหวพริบที่ได้สั่งสมไว้เป็นเวลานาน ทั้งภูมิปัญญาด้าน  
การเกษตร ภาษา ศิลปะ นันทนาการ การจัดการและอื่นๆ

ตอนที่ ๑. สถานภาพของผู้ตอบ

คำชี้แจง โปรดเติมข้อความในช่องว่างตามสภาพที่เป็นจริงเกี่ยวกับตัวท่าน

ปัจจุบันท่านเป็นอาจารย์โปรแกรมวิชา .....

คณะ ..... มหาวิทยาลัยราชภัฏราชนครินทร์

อายุ ..... ปี

ท่านเป็นอาจารย์รวมเวลาทั้งสิ้น ..... ปี

ภูมิลำเนาเดิม .....

ที่อยู่ปัจจุบัน ( คอบแค่อำเภอและจังหวัด) .....

การศึกษาสูงสุดระดับ .....



สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

ตอนที่ ๒. การจัดการเรียนการสอน กิจกรรม ความอดทนของผู้สอน

คำชี้แจง โปรดเขียนเครื่องหมาย / ใต้ตัวเลขให้ตรงกับระดับความเห็นของท่าน ซึ่งแบ่งออกเป็น 5 ระดับ ดังนี้

- 5 หมายถึง เห็นด้วยมากที่สุด
- 4 หมายถึง เห็นด้วยมาก
- 3 หมายถึง เห็นด้วยปานกลาง
- 2 หมายถึง ไม่เห็นด้วย
- 1 หมายถึง ไม่เห็นด้วยมาก

คำถาม	5	4	3	2	1
1. คุณสอนภาษาอังกฤษเพื่อ					
ให้ผู้เรียนสื่อสารเรื่องตนเองได้					
ให้ผู้เรียนสื่อสารเรื่องครอบครัวได้					
ให้ผู้เรียนสื่อสารเรื่องชุมชนได้					
ให้ผู้เรียนศึกษาค้นคว้า					
ให้ผู้เรียนใช้ในชีวิตประจำวัน					
ให้ผู้เรียนรู้วัฒนธรรมเจ้าของภาษา					
อื่นๆ เช่น .....					
2. คุณชอบสอนภาษาอังกฤษแบบใด					
สอนโดยใช้การบรรยาย					
สอนโดยใช้เกม					
สอนโดยใช้การไปทัศนศึกษา					
สอนโดยใช้การอภิปรายกลุ่มย่อย					
สอนโดยการแสดงบทบาทสมมติ					
อื่นๆ เช่น .....					
3. คุณชอบมอบหมายงานให้ผู้เรียนไปปฏิบัติโดยเน้นทักษะใด					
ฟัง					
พูด					
อ่าน					
เขียน					
ฟังและพูด					
อ่านและเขียน					

คำถาม	5	4	3	2	1
4. คุณแบ่งเวลาในการสอนอย่างไร					
บรรยาย					
เน้นการทำแบบฝึกหัด					
สร้างกิจกรรมในห้องเรียน					
สร้างกิจกรรมนอกห้องเรียน					
อื่นๆ เช่น .....					
5. คุณชอบสร้างกิจกรรมทั้งในห้องเรียนและนอกห้องเรียน โดย					
เน้นการท่องเที่ยว					
ฟังการบรรยายจากอาจารย์ผู้สอน					
เรียนรู้จากผู้เชี่ยวชาญหรือวิทยากรพิเศษ					
การเน้นการเรียนจากประสบการณ์จริง					
อื่นๆ เช่น .....					
6. คุณชอบใช้สื่อในการเรียนการสอนแบบใด					
กระดานดำ					
หนังสือ ตำราเรียน					
เหตุการณ์จริง					
ทีวี วีดีโอ ภาพยนตร์					
เครื่องเล่นเทป วิทยุ					
อื่นๆ เช่น .....					
7. กิจกรรมต่อไปนี้ที่มีประโยชน์ในการเรียนวิชาภาษาอังกฤษ					
ทัศนศึกษา					
สนทนากับเพื่อน หรือผู้รู้					
การสืบค้นจากอินเทอร์เน็ต					
ฟังการบรรยายหรือข้อเสนอแนะจากวิทยากรพิเศษ					
บทบาทสมมุติ หรือ การจำลองสถานการณ์จริง					
อื่นๆ เช่น .....					

ตอนที่ ๓ วัฒนธรรมท้องถิ่น

คำชี้แจง โปรดเขียนเครื่องหมาย / ใต้ตัวเลขให้ตรงกับระดับความเห็นของท่าน ซึ่งแบ่งออกเป็น 5 ระดับ ดังนี้คือ

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 4 หมายถึง เห็นด้วยมาก  
 3 หมายถึง เห็นด้วยปานกลาง  
 2 หมายถึง ไม่เห็นด้วย  
 1 หมายถึง ไม่เห็นด้วยมาก

คำถาม	5	4	3	2	1
1. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมของตนเองและชุมชน					
2. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมเจ้าของภาษา					
3. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมของชนชาติอื่นๆ ในโลก					
4. หัวข้อใดควรเป็นเนื้อหาส่วนหนึ่งในการเรียนการสอนวิชาภาษาอังกฤษ					
ขนบธรรมเนียมประเพณีและศาสนา					
ภาษาและวรรณกรรม					
ศิลปกรรมและโบราณคดี					
กีฬาและแหล่งพักผ่อนหย่อนใจ					
วิถีชีวิตและภูมิปัญญา					
5. คุณมีความรู้เรื่องชุมชนของคุณในหัวข้อ					
ขนบธรรมเนียมประเพณีและศาสนา					
ภาษาและวรรณกรรม					
ศิลปกรรมและโบราณคดี					
กีฬาและแหล่งพักผ่อนหย่อนใจ					
วิถีชีวิตและภูมิปัญญา					



คำถาม	5	4	3	2	1
6. หัวข้อใดในวัฒนธรรมสาขา “ขนบธรรมเนียมประเพณีและศาสนา” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
การแข่งเรือ					
ละครแก้วบน					
งานนมัสการหลวงพ่อบุทธไสสร					
พิธีเซ่นไหว้ตายาย ( อำเภอราชสาส์น )					
ประเพณีขึ้นเขา เผาข้าวหลาม ( อำเภอแปลงยาว )					
อื่นๆ เช่น .....					
7. หัวข้อใดในวัฒนธรรมสาขา “ภาษาและวรรณกรรม” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
ตำนานเมืองแปดริ้ว					
ตำนานหลวงพ่อบุทธไสสร					
ภาษาชาวไทยพวน ( อำเภอพนมสารคาม )					
แผ่นเงินจารึกเจดีย์ใหญ่					
นิทานพื้นบ้านเรื่อง พระรถเมรี					
อื่นๆ เช่น .....					
8. หัวข้อใดในวัฒนธรรมสาขา “ศิลปกรรมและโบราณคดี” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
ป้อมและกำแพงเมือง					
วัดปิตุลาธิราชรังสฤษฎ์					
ศาลากลางจังหวัดหลังเก่า					
ศาลสมเด็จพระเจ้าตากสินมหาราช					
ตำหนักกรมขุนมรุพงษ์ศิริพัฒน์					
อื่นๆ เช่น .....					

คำถาม	5	4	3	2	1
9.หัวข้อใดในวัฒนธรรมสาขา “กีฬาและแหล่งพักผ่อนหย่อนใจ” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
วัดโพธิ์บางคล้า					
การละเล่นชักเย่อ					
เขื่อนทดน้ำบางปะกง					
การล่องเรือตามแม่น้ำบางปะกง					
เขตรักษาพันธุ์สัตว์ป่าเขาอ่างฤๅไน					
อื่นๆเช่น.....					
10.หัวข้อใดในวัฒนธรรมสาขา “วิถีชีวิตและภูมิปัญญา” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
จักสานทองเหลือง					
จักสานหมวกกุ่มเสี้ย					
น้ำพริกหลากชนิด					
ข้าวหอมมะลิ (อำเภอราชสาส์น)					
การทำเกษตรอย่างยั่งยืน					
อื่นๆ เช่น .....					

11. ท่านคิดว่าท่านสามารถมีส่วนร่วมในการสร้างหลักสูตร การจัดกิจกรรมการเรียนการสอน หรือมีส่วนร่วมในด้านอื่นๆ

ได้

ไม่ได้

โดยวิธีใดหรืออย่างไร .....

ที่อยู่ติดต่อได้ .....

เบอร์โทรศัพท์ .....

12. ข้อเสนอแนะ .....
- .....
- .....

## แบบสอบถามชุมชน

## เรื่อง

การพัฒนาวิชาภาษาอังกฤษโดยใช้ชุมชนเป็นฐานเพื่อเสริมสร้างทักษะภาษาอังกฤษและ  
ความรู้วัฒนธรรมท้องถิ่นสำหรับนักศึกษาระดับปริญญาตรี

คำชี้แจง ผู้ตอบแบบสอบถามนี้คือ บุคคลที่ปัจจุบันทำงานและอาศัยอยู่ในเขตจังหวัดฉะเชิงเทรา และเป็น  
บุคคลที่เป็นตัวแทนของวัฒนธรรมในสาขาต่างๆ

คำถาม แบ่งออกเป็น ๒ ตอนคือ

ตอนที่ ๑. เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบ

ตอนที่ ๒. เป็นแบบสอบถามเกี่ยวกับวัฒนธรรมท้องถิ่น

ในฐานะที่ท่านเป็นส่วนหนึ่งในการพัฒนาวิชาภาษาอังกฤษ โดยมีวัตถุประสงค์เพื่อเสริมสร้างทักษะ  
การใช้ภาษาอังกฤษและความรู้วัฒนธรรมท้องถิ่น คำตอบของท่านจะเป็นประโยชน์ต่อการวิจัยครั้งนี้ ขอความ  
กรุณาท่านได้ตอบแบบสอบถามทุกข้อตามความเป็นจริง ผู้วิจัยจะรักษาคำตอบของท่านเป็นความลับและใช้ในการ  
ประมวลผลเพื่อการวิจัยครั้งนี้เท่านั้น

## คำนิยามศัพท์เฉพาะ

วัฒนธรรม (Culture) แบ่งเป็นสาขาต่างๆ ดังนี้ (สำนักงานคณะกรรมการวัฒนธรรมแห่งชาติ)

1. สาขานับขธรรมนิยมประเพณีและศาสนา ประกอบด้วย ประเพณี ศาสนา โหราศาสตร์  
ไสยศาสตร์ ฤกษ์ยามและความเชื่อ
2. สาขาภาษาและวรรณกรรม ประกอบด้วย นิทานเพลง คำทาย ภาษาถิ่น
3. สาขาศิลปกรรมและโบราณคดี ประกอบด้วย ศิลปะ จิตรกรรม หัตถกรรม สถาปัตยกรรมและ  
โบราณคดี
4. สาขากีฬาและแหล่งพักผ่อนหย่อนใจ (แหล่งท่องเที่ยว) ประกอบด้วย กีฬาพื้นบ้าน กีฬาไทย  
กีฬาสากล และแหล่งท่องเที่ยวทั้งทางธรรมชาติและทางวัฒนธรรม
5. สาขาวิถีชีวิตและภูมิปัญญา ประกอบด้วย ปัจจัยพื้นฐาน 4 ประการของมนุษย์คือที่อยู่อาศัย  
การทำมาหากิน เครื่องนุ่งห่ม และสุขภาพอนามัย รวมทั้งภูมิปัญญา ซึ่งหมายถึง การเรียนรู้หรือ  
ความฉลาด หลักแหลม มีปฏิภาณไหวพริบที่ได้สั่งสมไว้เป็นเวลานาน ทั้งภูมิปัญญาด้าน  
การเกษตร ภาษา ศิลปะ นันทนาการ การจัดการและอื่นๆ

ตอนที่ ๑. สถานภาพของผู้ตอบ

คำชี้แจง โปรดเติมข้อความในช่องว่างตามสภาพที่เป็นจริงเกี่ยวกับตัวท่าน

อายุ ..... ปี      เพศ .....

ปัจจุบันท่านมีอาชีพ .....

สังกัดหน่วยงาน ..... ตำแหน่ง .....

ภูมิลำเนาเดิม .....

ที่อยู่ปัจจุบัน อำเภอ ..... จังหวัด .....

การศึกษาสูงสุดระดับ .....



สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

ตอนที่ ๒ วัฒนธรรมท้องถิ่น

คำชี้แจง โปรดเขียนเครื่องหมาย / ใต้ตัวเลขให้ตรงกับระดับความเห็นของท่าน ซึ่งแบ่งออกเป็น 5 ระดับ ดังนี้คือ

- 5 หมายถึง เห็นด้วยมากที่สุด  
 4 หมายถึง เห็นด้วยมาก  
 3 หมายถึง เห็นด้วยปานกลาง  
 2 หมายถึง ไม่เห็นด้วย  
 1 หมายถึง ไม่เห็นด้วยมาก

คำถาม	5	4	3	2	1
1. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมของตนเองและชุมชน					
2. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมเจ้าของภาษา					
3. การเรียนวิชาภาษาอังกฤษควรมีเนื้อหาวัฒนธรรมของชนชาติอื่นๆ ในโลก					
4. หัวข้อใดควรเป็นเนื้อหาส่วนหนึ่งในการเรียนการสอนวิชาภาษาอังกฤษ					
ขนบธรรมเนียมประเพณีและศาสนา					
ภาษาและวรรณกรรม					
ศิลปกรรมและโบราณคดี					
กีฬาและแหล่งพักผ่อนหย่อนใจ					
วิถีชีวิตและภูมิปัญญา					
5. คุณมีความรู้เรื่องชุมชนของคุณในหัวข้อ					
ขนบธรรมเนียมประเพณีและศาสนา					
ภาษาและวรรณกรรม					
ศิลปกรรมและโบราณคดี					
กีฬาและแหล่งพักผ่อนหย่อนใจ					
วิถีชีวิตและภูมิปัญญา					

คำถาม	5	4	3	2	1
6. หัวข้อใดในวัฒนธรรมสาขา “ขนบธรรมเนียมประเพณีและศาสนา” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
การแข่งขันเรือ					
ละครแก้บน					
งานนมัสการหลวงพ่อบุทธไสสร					
พิธีเช่นไหว้ค้ายาย ( อำเภอราชสาส์น )					
ประเพณีขึ้นเขา เผาข้าวหลาม ( อำเภอแปลงยาว )					
อื่นๆ เช่น .....					
7. หัวข้อใดในวัฒนธรรมสาขา “ภาษาและวรรณกรรม” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
ตำนานเมืองแปดริ้ว					
ตำนานหลวงพ่อบุทธไสสร					
ภาษาชาวไทยพวน ( อำเภอพนมสารคาม )					
แผ่นเงินจารึกเจดีย์ใหญ่					
นิทานพื้นบ้านเรื่อง พระรถเมรี					
อื่นๆ เช่น .....					
8. หัวข้อใดในวัฒนธรรมสาขา “ศิลปกรรมและโบราณคดี” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
ป้อมและกำแพงเมือง					
วัดปิตุลาธิราชรังสฤษฎ์					
ศาลากลางจังหวัดหลังเก่า					
ศาลสมเด็จพระเจ้าตากสินมหาราช					
คำหนักกรมขุนมรุพงษ์ศิริพัฒน์					
อื่นๆ เช่น .....					

คำถาม	5	4	3	2	1
9.หัวข้อใดในวัฒนธรรมสาขา “กีฬาและแหล่งพักผ่อนหย่อนใจ” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
วัดโพธิ์บางคล้า					
การทะเล่่นชักเย่อ					
เขื่อนทดน้ำบางปะกง					
การล่องเรือตามแม่น้ำบางปะกง					
เขตรักษาพันธุ์สัตว์ป่าเขาอ่างฤๅไน					
อื่นๆเช่น.....					
10.หัวข้อใดในวัฒนธรรมสาขา “วิถีชีวิตและภูมิปัญญา” ควรเป็นเนื้อหาส่วนหนึ่งของวิชาภาษาอังกฤษ					
จักสานทองเหลือง					
จักสานหมวกกล้วยเสี้ย					
น้ำพริกหลากชนิด					
ข้าวหอมมะลิ (อำเภอราชสาส์น)					
การทำเกษตรอย่างยั่งยืน					
อื่นๆ เช่น .....					

11. ท่านคิดว่าท่านสามารถมีส่วนร่วมในการสร้างหลักสูตร การจัดกิจกรรมการเรียนการสอน หรือมีส่วนร่วมในด้านอื่นๆ

ได้  ไม่ได้

โดยวิธีใดหรืออย่างไร .....

ที่อยู่ติดต่อได้ .....

เบอร์โทรศัพท์ .....

12. ข้อเสนอแนะ .....
- .....
- .....

## Appendix C

### Samples of open-ended questions in interviews (Needs analysis)

- .....
1. If you are asked to collaborate in the process of course design, are you willing to do so? (English language teacher and student)
  2. How would you like to conduct the classroom activities? Pair-work, small group, large group, or individual. (student)
  3. Where should the English classroom take place? Inside classroom only, outside classroom only, or both inside and outside. (English language teacher and student)
  4. Do you use the same materials even though learners are different? Or do you try to design the new one? (English language teacher)
  5. What is the main instructional material used in the classroom? (English language teacher)
  6. There are three kinds of cultural content: target content, community content, and source content, should source content be integrated in the lesson? (English language teacher and student)
  7. If you have to choose five local cultural themes of Chachoengsao to be contents of an English course, what are they?
  8. Should Chachoengsao culture be integrated and taught in English language classroom? (community partner)
  9. As a local student who is studying in the local university, which category of culture (Language and literature, Local wisdom and ways of life, Tradition and religion, Fine arts and archaeology, Sport and attraction) is so interesting that you should be able to communicate with others in English? (student)

จุฬาลงกรณ์มหาวิทยาลัย



## Appendix D

### List of experts and raters

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#### List of experts for the questionnaire validation

1. Assist. Prof. Reongrudee Soonthornmanee, Ph.D.  
Chulalongkorn University Language Institute  
Chulalongkorn University
2. Assist. Prof. Jirada Wudthayagorn, Ph.D.  
Faculty of Liberal Arts  
Maejo University
3. Assoc. Prof. Prapart Brudhiprabha, Ph.D.  
Former Assistant Vice-President for Research Affairs  
Srinakharinwirot University at Prasarnmit  
Bangkok

#### List of experts for the content validity of the test

1. Assist.Prof. Jirada Wudthayagorn, Ph.D.  
Faculty of Liberal Arts  
Maejo University
2. Chatraporn Piamsai, Ph.D.  
Chulalongkorn University Language Institute  
Chulalongkorn University
3. Wannana Soontornnaruerangsee, Ph.D.  
Faculty of Humanities  
Kasertsart University

#### List of experts for the course materials

1. Assist. Prof. Wachuree Ngenkaew, Ph.D.  
Faculty of Humanities and Social Sciences  
Rajabhat Rajanagarindra University
2. Mattanee Palungtepin, Ph.D.  
Faculty of Arts  
Chulalongkorn University
3. Piyanuch Poothkaew, Ph.D.  
Faculty of Humanities and Social Sciences  
Rajabhat Rajanagarindra University

#### List of experts for validation of qualitative data

1. Assoc. Prof. Punchalee Wasanasomsithi, Ph.D.  
Chulalongkorn University Language Institute  
Chulalongkorn University
2. Assist. Prof. Mantmart Leesatayakun, Ph.D.  
Faculty of Education  
Kasertsart University

#### Co-rater for validation of qualitative data

1. Tanisaya Jiriyasin, Ph.D.  
English lecturer

#### List of raters for inter-rater reliability of writing and speaking tests

1. Somsri Jansom, Ph.D.  
Faculty of Liberal Arts  
Huachiew Chalermprakiet University
2. Rosukhon Swatevacharkul, Ph.D.  
Language Institute  
Dhurakit Pundit University

## Appendix E

### Full description of the pilot study

#### Participants in the pilot study

It took 10 weeks to conduct the pilot study. The participants in the study were 17 second year undergraduate students who were, at that time, enrolling in Department of English, Faculty of Education in academic year 2005. The class met every Thursday from 8.30-12.00 am. It was the only day of the week that the participants had no regular classes. Participants were invited to participate in the pilot study. Having discussed with their advisor, she allowed the researcher to conduct the pilot study because the study could be part of one compulsory course in the curriculum entitled “Engl:501: English for Cultural Communication” taught by one of English language lecturers in the Department of Foreign Languages. Having studied the course syllabus as well as discussing it with the subject lecturer, it was found that the objectives, materials, and teaching approach were much different from the prepared course of the pilot study. Even though one of the teaching units was “Local community”, the contents were “China Town and Banglampoo”, which were not related to the pilot study. Then students were asked whether or not they were willing to participate in the study. They were given full information about the objectives of the study, requirement for completing the course, and the potential benefits of their participation. Finally, they were willing to spend time on the course and share the information with the researcher.

#### Instrumentation

The following were the instruments employed in the pilot study.

1. Three lesson plans
  - 1.1 History of Chachoengsao
  - 1.2 Local wisdom and ways of life
  - 1.3 Sport and attraction.

All of them were 3 out of 5 of the most preferable themes obtained from a needs analysis. Every participant was expected to carry out one community-based project.

## 2. Interviews

There were two forms of interviews employed in the pilot study: semi-structured and unstructured interview. The main purpose of semi-structured interview was to elicit participants' personal information. Unstructured interview was continually conducted during the course. Based on the research theoretical frameworks of the study, community partners were part of stakeholders who took a big role in course design. By the time the research was launched, the researcher could not predict how each project looked like and who the participants would contact with. Therefore, both structured and unstructured interview should be simultaneously conducted. Thai language was the medium for interview.

## 3. Observation

Due to the purpose of the pilot study, the researcher aimed to familiarize herself with qualitative methodology particularly with the framework employed in the study. Thus, less structured observation was intentionally used in the initial phase. It was hoped that the researcher could subsequently find emerged data that were salient to the research objectives. As Opie, Sikes, Hyatt, Scaife, Bathmaker, Pomerantz (2004) explains "unstructured or less structure simply infer a flexible, open-minded approach to the observational research being undertaken and a preparedness to change its focus as required". Field notes and photographs were mainly used to record data. Video recordings were prepared for unit 5: Sport and attraction, which allowed participants to do activities outside the classroom.

## 4. Learner diary

All participants were required to write weekly diaries which were distributed after class finished. They were allowed to write it after class and sent it back on the following week. All questions in the diary were written in English. To check participants' writing ability, they were expected to write the diary in English.

To conclude, the instruments used in the pilot study was approved by the dissertation advisor. Adjustments or adaptation were to be made after the completion

of the pilot study. Then, the instruments were to be validated by experts in order to be properly used in the main study.

### Data collection

This part described the process of data collection. Rich and thick description of each project showed how the participants approached the field and develop the projects. Moreover, the description would show how community-based approach assisted the participants in the development of language skills as well as local cultural knowledge. Data are described in the following sequences.

1. Service Learning Project
2. Community-Based Service project
3. The Bangpakong River Cruise

#### 1. Service Learning Project

The researcher spent the first week on familiarizing the participants with a definition of community-based learning and the integration of local cultures into language learning. This was a good opportunity for them to learn how to connect their academic works with different disciplines in real life situations. They were also informed the details and responsibilities of the projects. Three key themes they had to focus on were English language learning, Chachoengsao culture, and community-based projects. Community-based approach was likely to be complex for them to understand and plan their projects within a short time, consequently, there were a great number of questions asked via the internet and telephone calls after class. The questions were mainly about how to integrate Chachoengsao culture into English language and how to conduct community-based projects. All participants were stimulated to plan for their topics and types of projects they want to pursue.

To involve the participants in the learning process, they were asked about their own experiences with community service and how to start the projects. They were required to send weekly written report on their progress. Moreover, they discussed with the researcher how to plan the projects and how to go into the field. Based on community-based framework, the participants could find the services they want to

conduct and how to start the projects. The researcher's roles were monitor, coach, facilitator, and organizer.

Service learning was chosen by 9 participants in group 1. When asked what led them into these activities, they said that they really wanted to have real-life experience in teaching young students in the province. The researcher approached and purposively selected "Noi Arjanriyangkul school", because its location was very convenient to travel to and from the university. However, the need to collaborate with the classroom teachers were very important. There were 3 English teachers in the school in academic year 2005. Each teacher was responsible for different levels – kindergarten, preparatory, and beginner levels. It would be more convenient to firstly set up the teaching date and subsequently checked what grade and who would be our target participants. Finally, Grade 6 students and their classroom teacher were purposively selected on the basis of possibility and feasibility. Having been invited to participate in the pilot study, the classroom teacher was willing to cooperate in the process of data-gathering. The teaching or the service learning project was scheduled to be implemented at the beginning of March 2006, one week before the school was closed for summer. The class consisted of 33 young students.

The participants who collaborated in this project had approximately 7 weeks to complete the project. In other words, data collection was focused on the process of project development. The researcher's roles were coach, organizer, monitor, and facilitator. To answer the research questions, the project needed to be blended with English language, local culture, and community involvement. Based on five categories of culture, students selected the theme "Guilei Hat" in "Local wisdom and ways of life" category as the main unit to teach. To gain more insights about "Guilei Hat", students were advised to gather data in the field (Amphur Bangkhla - 20 kilometers from city center). This was the researcher's intention since the utilization of local resources was one of the principles in community-based approach. Students were advised by the researcher how to conduct the interview, what they needed to observe, and what they had to bring with them such as camera, a piece of paper, and a tape recorder when they entered the field. The researcher helped them arrange the transportation and met them in the field.

To design a syllabus for Grade 6 students, the researcher provided information about standards of learning English language based on Basic Education curriculum

2001. Data derived from the interview with housewife community in Amphur Bangkhla were very essential to design scope and content of the syllabus. From the researcher's observation, students gained hands-on experience how to make Guilei hat. One of the housewives was willing to describe raw materials and demonstrate how to make hat. She was also willing to answer all students' questions. While in the field, many photographs were taken by the participants. To record the interview, the participants used 2 audio file recorders and field notes.

However, it was very challenging for the participants to integrate the content of "Guilei Hat" into English language syllabus. This was very challenging because they never experienced how to design syllabus. Teacher's roles were very important to assist participants in the process of learning. They were taught how to make use of their linguistic skills and knowledge to design the syllabus. The syllabus had to be in accordance with young students' level (G6). The weekly meeting with the researcher greatly helped the participants to develop the syllabus which included the objectives of the unit, the contents with the integration of language skills and "Guilei Hat", materials design, and assessment. The process of learning could obviously be seen through weekly report. It took six weeks to develop the syllabus and the next step was to practice teaching with the researcher. Finally, participants completed the syllabus which included key vocabulary items in making Guilei Hat, how to use question words, how to make hat, and how to be self-sustaining. The next step was to prepare themselves for teaching which took another 2 weeks before the teaching schedule.

The participants in this group were assured to perform the teaching after they had practiced for two weeks. They brought raw materials taken from the housewife community to show and explain in class. The class consisted of 33 Grade 6 students. This was the combination of girls and boys. Due to the availability of the classroom teacher, she was invited to observe her class. The class lasted 2 hours in the morning from 8.30-10.30 am. Young students seemed to be very excited to see our pre-service teachers. The teaching followed the designed syllabus which was illustrated as follows:

#### Class activities

1. Introduce oneself and inform young students why we are here.
2. Ask young students if they have seen Guilei hat, if yes,

where? Then show the hat and describe why the hat has become 5 star OTOP of Chachoengsao.

3. Distribute vocabulary items related to raw materials in making hat such as bamboo, water, lacquer, glue. Young students were taught how to pronounce these words including word stress and end sound. Then allow young students to practice pronunciation and spelling with participants' assistance.

4. Teach "What is it?" and "It is a .....". Participants show both photos and real materials.

5. Use "Word card" to ask students focusing on pattern "What is it?" and "It is a .....".

6. Divide young students into small groups and ask them to write down the vocabulary that they learnt. Then write them down on the blackboard as many as they can.

7. Teach numbers by using "How much is the hat?" or "How much is it?" Young students could review from number 1 to 100.

8. Young students were empowered to love their own community and to be self-sustaining. They shared their opinions how they could be self-efficient.

From the observation, the participants could correctly produce a stressed syllable. The techniques of sound imitation were frequently used in the class. To teach question words, young students were taught how to count numbers correctly. In addition, by the end of the class, being self-sufficient was highlighted since the hat was very cheap. It was remarkable to see that young students could compare a can of coca-cola or any other kinds of soda to a Guilei hat. One of the young students reflected on this issue, *"I can see how difficult to make a Guilei hat and it is very easy to spend 15 Baht on unnecessary snacks or pop. From now, I will be careful how to spend money."* The participants were also able to present the theme (Guilei Hat) as a vehicle for teaching English vocabulary and question words. Finally, they could assess what they did in class by 1) observation, 2) interview with the classroom teacher and some young students, and 3) students' reflection.



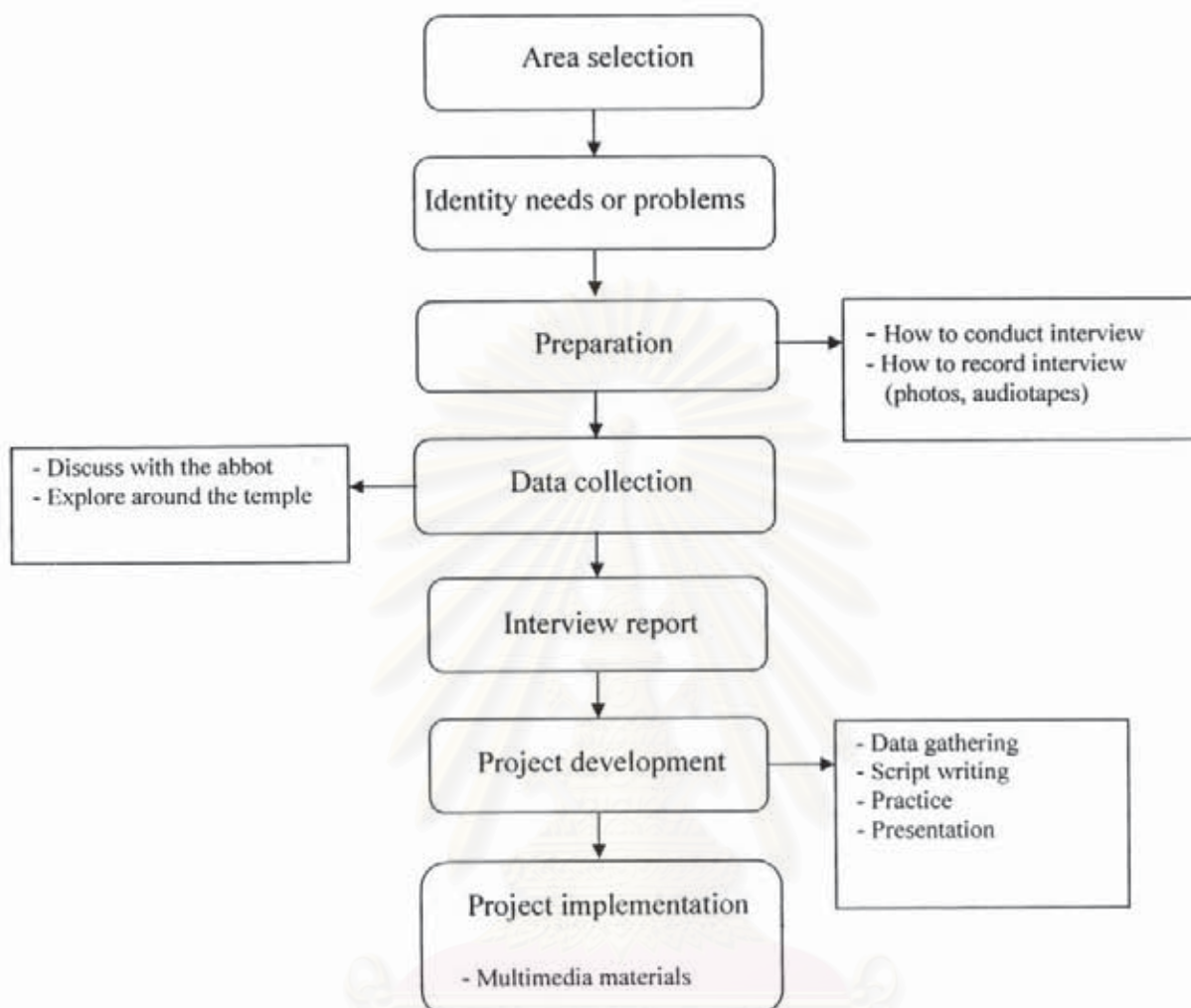
## 2. Community-based service project

Besides the service learning project conducted by group 1 students, the other project was entitled “Community-based service project”. It was conducted by 8 participants from group 2. The process of the project was much different from service learning project since all participants had to follow 5 steps provided by the researcher. They firstly had to select the area they wanted to study and went in the field to identify needs or problems of that community. A plan of action had to be executed and presented to the community. This project was also challenging since the needs or problems were narrowed down to English language and local cultures related. Having been clearly explained the objectives of the project, the participants spent about two weeks to search Chachoengsao general information and its local cultures. They listed many interesting places and OTOP products of the province. We had a talk and set up the context they wanted to conduct the study. They chose “Wat Pho” in Amphur Bangkhla as the target community. From the interview with the participants why they were interested in Wat Pho, they contended that Wat Pho Bangkhla was one of the main tourist attractions in the province. It was famous for a large number of bats. However, it was not so popular among tourists. Key informant – an abbot of the temple- was invited to have meeting with the researcher and our participants. The researcher talked on the phone with the abbot and explained to him the purposes of the meeting. The meeting was held at the temple.



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### The process of Community-Based Service Project



Before entering the field, participants were advised the strategies of conducting interview together with the preparation of necessary devices to record the interview data such as digital camera, audiotape, and field notes. The researcher entered the field with all participants. The researcher's role was participant as observer and naturalistic observation was employed in this setting. Naturalistic observation (Fraenkel and Wallen, 2000) involves observing individuals in their natural settings. The meeting was scheduled after lunch along the corridor of the main monastery. The researcher stayed a little bit away from the meeting but in distance that could naturally observe and record data. There were 3 students whose role as interviewers and the rest were busy taking photos and recording interview data in an

audio file. They employed the semi-structured interview which lasted about 45 minutes. The specific questions in the interview were prepared. They were as follows:

1. How is the history of Wat Pho?
2. Why do the bats live in Wat Pho?
3. What are other interesting places in Wat Pho?
4. What do you want to promote in Wat Pho?

The above questions were originally written and reported in the weekly report. Even though some questions were ungrammatical based on native speakers norms, all questions could be understood by the researcher. The interview with the abbot was conducted in Thai language but the weekly report were to be written in English. This was due to the researcher's intention to allow the participants to be exposed to English language. From the observation, the interview looked formal at the beginning and it seemed to be more friendly until the end. It was concluded that English brochure and the production of videotape involving Wat Pho's history could be the best ways to help tourists gain more understandings about the temple. The abbot said *"Even though there are a large number of Thai and foreign tourists visiting the temple each year, it is unfortunate that we can't provide them any interesting printed materials. It is very difficult for us to communicate with them in English. As a consequence, the participants can help supply the English information through English brochure and any kind of multimedia that can illustrate the beautiful temple in English language."* The participants spent the rest of the day exploring the temple. Local people who lived around the temple were also key informants to give additional data which mainly involved in tourist issues.

The interview summary was reported to the researcher. We agreed that this was a very good opportunity to practice how to integrate English skills into the project. The researcher tried to teach participants how to utilize our local resources to write down the English scripts. For example, they could go to see key informants who could provide them primary and rich data or they could visit the web-sites. It was reported that the most effective way to obtain useful and related data was to see key informants who, at that time, were the head of the cultural section in Office of Provincial Cultures and the secretary of the strategies provincial planning office. Both of them were willing to help participants, for example, they lent participants 4 books about Chachoengsao province and suggested how and where to gain more data.

Finally, the participants finished writing the scripts which involved 4 interesting parts of Wat Pho. They are: 1) History of Wat Pho, 2) Viharn in Wat Pho, 3) Bats, and 4) How to go to Wat Pho (Transportation). If we approached the five dimensions of culture (Moran,2001), - products, practices, perspectives, communities, persons - it can be seen that the language used to describe and manipulate cultural products. In other words, any cultural product can be described through language (Moran, 2001). Below was sample of introductory part of the script.

*Good morning. Today we are going to present a tourist place of Chachoengsao. We are going to talk about Wat Pho which is an old temple. It is located in Bangkhla. Wat Pho is interest temple because there are lots of fruit bat or Kang Kao Mae Kai and the history of the Viharn of Wat Pho Bangkhla and now, we are going to present the history of Wat Pho.*

When asked the process of writing scripts, the presenter of this part (Wilai) said “*We helped each other. We wrote the scripts in Thai and translated into English. This part was not too difficult because it was only the introductory part.*” However, the researcher asked everyone in the group to find grammatical errors. Then the original scripts were corrected with the researcher’s assistance. It was shown below.

*Good morning everyone. Today we are going to introduce you to one of the interesting places in Chachoengsao. Wat Pho Bangkhla is an old temple located in Amphur Bangkhla , 23 kilometres from the city center. The highlight of the temple is a thousand of bats clinging to the branches of the trees.*

All participants in the group agreed that the edited version looked more polished. They contended that adjective clauses seemed to be difficult for them but they could help the sentences looked more polished and academic.

The local resources appeared everywhere. How could we utilize them? This was a big question. Our participants learnt not only foundational knowledge but also integration different disciplines and perspectives. It was found that participants needed more than just the language to perform the tasks. Rather, they needed to learn and practice how to perform well in videotape recordings. The researcher failed to

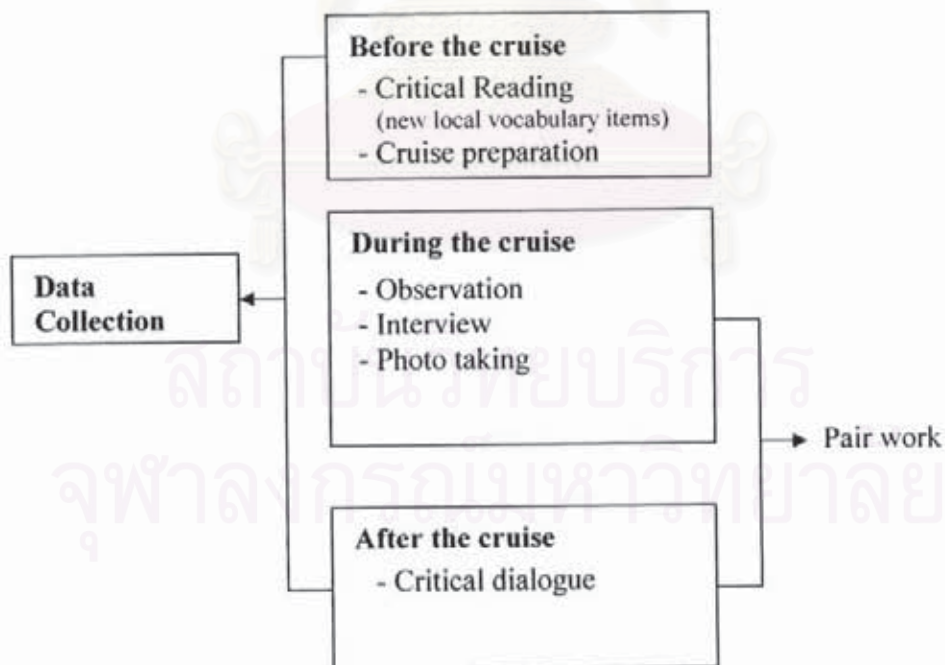
address presentation skills that enabled participants to perform the tasks. As a consequence, to produce the multimedia materials, particularly video recordings, students needed both language skills and presentation skills.

Additionally, the English scripts prepared for the recording were too long. To present history of Wat Pho in English version, the scripts should not have been too long for audience to follow up. It was more practical if there were subtitles provided on the bottom of the screen.

The project required participants to be really fluent in reading and speaking, consequently, they worked very hard before the date of video recording. They also needed to be trained in oral presentation by the researcher. It took half day to rehearse and one full day to record the 12 minute history of Wat Pho.

### 3. The Bangpakong River Cruise

The process of "The Bangpakong River Cruise"



The Bangpakong River Cruise was one of the five units in the course. The purpose of this unit was to elicit participants' attitudes and values towards the natural phenomenon of the Bangpakong river through critical dialogue in English. Morgan (2004) conducted the critical dialogue in ESL classrooms and advised that needs assessment in the critical dialogue course is more of an informal, ongoing, formative process based on firsthand observations during lessons or occurring when a student suggests a topic or skill area he or she would like to try in class. In addition to critical dialogue, field trips require careful planning and coordination, preparatory activities in which students can learn about the settings being visited and the events or processes they symbolize, and post trip activities that allow students to draw on their experiences at the sites (Cox, 1993, cited in Nespor, 2000: 29). Based on the previous research, there were 3 activities in this unit: 1) before the cruise, 2) during the cruise, and 3) after the cruise. Data were collected through naturalistic observation since "before the cruise activities" were assigned. Participants looked active to be introduced the Bangpakong river through field trips. They had many questions that implied their interest in this activity. This is illustrated in the following classroom extracts.

- Jureeporn: How long is the cruise? Where is the pier?*  
*Anong: Even though I was born in Chachoengsao, this is the first time to cruise along the Bangpakong river.*  
*Jantra: Should we bring the camera? Do they serve cold drinks on the cruise?*  
*Savitree: Is this a chartered boat cruise? If not, do we have to reserve seats in the boat?*

Since field trips were activities involved in unit 5 - Sport and attraction, participants were encouraged to pay attention to the values of the Banpakong river and life along the river by contents and activities in the course syllabus. They read the passage about "Bann Mai and Khlong Suan Roi Pee riverside markets in Chachoengsao", which the rich cultural heritage was appreciated by the author. Participants learnt many new local vocabulary items such as ancient community, cultural heritage, wooden bridge, teak mansion, cultural legacy, etc. Even though some items seemed to be unfamiliar to them, their meanings were very appealing. One of participants said, "*I like the word **wooden bridge** because it gives a clear picture of very old and famous community.*" A participant from Srakaew province talked to the researcher after class that the word "nostalgic" was new to her but

learning the meaning made her remember happy times at her home town. She continued *"this paragraph was very charming since it talked about young generation who returned from jobs in Bangkok to help out their families sell home-baked Chinese cakes."*

The researcher assigned participants to work in pairs. Each pair was required to reflect on 2 issues that they were interested in. Critical dialogue was conducted after the cruise (on the following week). As a consequence, note and photo taken during on board and during sightseeing tour around the old market were encouraged.

#### Data analysis

Data derived from the pilot study were collected by participation observation, interview, and learner diary. The observation and interview were conducted throughout the pilot study. To gain the process of learning, it was very necessary to collect data in the field. Due to simultaneous process of these two projects (service learning project and community service project), the researcher agreed with participants that they had to submit weekly written report to the researcher. Moreover, oral report to the researcher and to the class could be very useful since their experiences can be shared with friends. The researcher could sometimes go with them to study how students collect data from the key informants. Data were collected by field notes during the observation with comments written after the field. Additionally, the interviews between key informants and participants, and between the researcher and participants were recorded with audio file recorder. The device was very practical and useful to transfer data into the computer and save to transcribe the recordings. The informal conversational interview was mainly conducted between the researcher and participants with interview scripts. With the limitation of time, participants in each group were grouped for each interview session. The rehearsal and the real performance of group 2 participants was videotaped by the research assistant. Pictures were also taken by the researcher with a digital camera. Finally, data from weekly diary were categorized.

Data collected were analyzed throughout the pilot study. The strategies used in the pilot study were analytic induction and typological analysis (LeCompte and Preissle, 1993).

#### The findings of the pilot study

The pilot study could undergo a validating process since it helped confirm that the approach could be used in the main study. The researcher learned how to enter the field and gained more experiences and strategies in collecting qualitative data. Additionally, there were some flaws that needed to be adapted for the main study. The findings of the study were listed below.

#### Findings from service learning project

1. The project could enhance participants' language skills. Progress in language skills were assessed by learner diary. The majority of participants contended that the project assisted them in the integrated English language skills.

2. The project helped participants gain better understanding of their teaching profession. For example, they learned how to design the course syllabus through the utilization of local resources. This meant that the approach could stimulate them to use local cultural knowledge to design the syllabus.

3. The project taught participants to value and appreciate local culture and own community.

4. The professional attitudes were strengthened by the engagement in the community.

To employ data triangulation, data sources from the classroom teacher and young students were very beneficial to analyze data. Denzin (1978) explains "not only may observers triangulate by methodology; they may also triangulate by data sources. Data sources are to be distinguished from methods of generating data. By triangulate data sources, analysts can efficiently employ the same methods to maximum theoretical advantage". The classroom teacher observed the teaching as well as her students' behaviors throughout the class. She hold a Master Degree in Curriculum and



Instruction from Burapha University. The researcher had a talk with her after class. Strengths and weaknesses were advised from the classroom teacher as follows:

### Strengths

1. Authentic materials, i.e. Guilei hat, bamboo, lacquer, water, knife, were very interesting and attractive.
2. Young students seemed to have less anxiety. This was because there was no strong social distance between the participants and the young students.
3. The contents and activities were suitable for Grade 6 students.
4. Vocabulary items were interesting.
5. Both target and source contents were focused.

### Weaknesses

1. There were many teachers and this tended to distract young students. One or two teachers should be suitable for a medium-sized classroom.
2. Some participants tended to avoid eye-contact with young students.

Data sources from young students were analyzed as well. They asked to write a short reflection in Thai language after class. It was found that the affective domain played an essential role in this activity. The affective domain includes many factors: empathy, self-esteem, extroversion, inhibition, imitation, anxiety, attitudes. When we consider the pervasive nature of language, any affective factor can conceivably be relevant to second language learning (Brown, 2000: 64). The following statements could illustrate how affective domain effected language learning.

1. *"I am very happy. I want to see all of you every morning. I want to learn more English."*
2. *"I feel very happy. We enjoy all activities. I love you all."*
3. *"Please come back."*
4. *"It is fun to learn English today. I speak a lot of English."*

5. *"I am very happy today. I enjoy learning English and playing language games."*
6. *"I'm very happy to learn with beautiful teachers. The game is very fun. When will you be back?"*
7. *"Please come back next semester. I like you all."*
8. *"You make me so happy today. I like learning English."*
9. *"Please bring more hats next time. I am very happy."*
10. *"I have gained English knowledge from all of you. Please come back to teach us."*

Data sources from the pilot study could not be interpreted at the first stage. The project methodology needed to replicate in the main study. By that time, data triangulation across person and space could be explicitly interpreted.

#### Findings from community-based service project

The project was designed and carried out in collaboration with community partners particularly with the abbot of the temple. Findings from this project were listed as follows:

1. Participants learnt how to learn (Fink, 2003). They learnt how to construct knowledge and develop the project.
2. The project provided extensive practice in speaking.
3. Participants were involved in conducting the research. They entered the field to collect data from the key informants and to identify the needs of the community. The project was subsequently proposed to serve community's needs.
4. The researcher should have asked at least an amateur photographer and a graphic designer to produce in English version CD Rom of Wat Pho. The English scripts should not be too long and should be written on the screen. Even though participants worked very hard in the process of project development, the quality of the production was not satisfactory. Consequently, the English version CD Rom couldn't be presented to the abbot of the temple.

In sum, data sources from this project needed to be interpreted when the main study finished. This small scale project was the exploratory study and it was believed

that community-based service project could be more effective when it was undertaken in the full scale study.

#### Findings from “The Bangpakong River Cruise”

To response to the rationale of the unit, students were taken to cruise along the Bangpakong river. There were a few points found from this activity.

1. The reflection form towards the cultural and social issues should be written in Thai, not in English. The critical dialogue revealed that students were able to express their opinions and attitudes towards the cultural phenomenon. However, writing or speaking in English was likely to be very difficult for them. The task sheets given to students needed to be adapted to make it easier and more practical for them.

2. The field trip was a good activity for the participants to explore and appreciate ways of life along the Bangpakong river. The activity stimulated participants to appreciate the contents and activities in the unit.

In sum, scope and sequence of the syllabus was suitable to the level of participants. Weekly discussion and consultation was very useful to help participants develop their projects. Any flaw seen in the pilot study needed adjustment. Even though the study was carried out in the small scale, it was shown that community-based approach was effective in this context and, after adaptation, the full scale of the main study was likely to assume that the approach could enhance participants' language skills and local cultural knowledge.

#### Conclusion

This exploratory pilot study was carried out in a small scale. Actually, there were 5 units of study and 3 projects to be undertaken. Instruments were not completely used such as pre-and posttests, and self-assessment form in language ability. Nevertheless, the study provided insights into the process of learning community-based English course. It was found that the scope and sequence of the course were suitable for participants' language level. The contents were sequenced from simple to complex. For example, the first part of the course was mainly conducted in the formal classroom. Participants had opportunity to familiarize

themselves with local cultural knowledge as well as English language skills. Critical dialogue, which considered the most difficult unit, was put at the end of the first part. This part also allowed participants to direct themselves to develop their projects. Then the second part was mainly undertaken outside classroom. The pilot study revealed that the first part of the course supported participants' skills to develop the project. For example, participants learned integrated skills in the first part and these skills subsequently involved the use of real tasks particularly the target use of career-related tasks in the projects.

Even though there were no pre-and posttests to assess participants' scores in language ability or local cultural knowledge, the effectiveness of the pilot study could be measured by qualitative data. Learner diary and informal interview were good tools to collect and interpret data. Data from interview had shown that participants could reach goals in conducting their projects. Moreover, participants were involved in each stage of the learning process: planning, implementing, and assessment of learning.

Overall, the pilot study served its intended purposes. Findings from the pilot study could be assumed that the research design which mainly employed qualitative method could answer and describe the course objectives. The design could be effective to provide the descriptions of the process of learning. The pilot study helped familiarize the researcher with strategies in data collection and data analysis. The researcher learned that teacher's roles as monitor, advisor, coach, and facilitator were very crucial to the process of learning. To achieve better outcome, increasing frequency in consultation was needed.

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## Appendix F

### Course evaluation form

Descriptions	5	4	3	2	1
<b>1. The objectives of the course</b>					
1.1 All the main intentions of the course are identified.					
1.2 The objectives reflect the rationale					
1.3 Social and personal objectives are included.					
<b>2. The syllabus framework</b>					
2.1 The instruction matches students' and stakeholders' needs.					
2.2 The instruction matches the course objectives.					
2.3 The instruction ensures early significant success.					
2.4 Instructional contents are appropriate and interesting.					
<b>3. Materials development</b>					
3.1 Authentic materials are included in the course.					
3.2 The roles of administrators, parents, community partnerships are indicated.					
3.3 Uses of facilities outside the classrooms are suggested.					
<b>4. Assessment plan</b>					
4.1 Criteria are suggested clearly for evaluation and assessment.					
4.2 Evaluation approaches are relevant to the course objectives.					

**Unit1: Language and literature: History of Chachoengsao (Pad-Rew)**

**Evaluator:** .....

**Comments:**.....

.....

.....

.....

**Date:** .....

## Appendix G

### Samples of course manual and course materials

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#### English and Culture for Local Community

##### Rationale

Rajabhat Rajanagarindra university is located in the heart of Chachoengsao province where a wide variety of cultures are mixed. The local people are familiar with the old and simple life. However, the province is becoming the economic and commercial center. English language has been widely used between native and non-native speakers in the province. At present, there is no specific textbook or English lesson that definitely serves the role of English as an international language. Community-based approach is used to design this course which its main objectives are to enhance English language skills and local cultural knowledge. The justification for using this approach is briefly described as follows:

##### 1. The role of culture and English language in teaching English as an international language

McKay (2002: 81) points out that as English is an international language, the use of English is no longer connected to the culture of Inner Circle countries and one of the primary functions of English is to enable speakers to share their ideas and cultures. McKay maintains that culture teaching in EIL needs to be more than supplying information about various cultures if it is to be helpful in using the language for both cross-cultural encounters and sharing insights about one's own culture with others. Students need to be encouraged to reflect on their own culture in relation to others as a way of establishing a sphere of interculturality. Consequently, the value of local culture and perspectives should be emphasized in the local educational context especially when the course or curriculum is designed. The community-based approach can be very appropriate in some aspects. The community can be used as a source of both local content and of learning experiences.

## 2. Principles of English language learning and teaching

Two significant principles of English language learning and teaching support the community-based approach when the course is designed. Learners rely on knowledge and experience they bring to the process of language learning and language and culture are inextricably interconnected (Murphy, 2004:20-25). Murphy discusses the importance of the incorporation and enhancement of a learner's personal experiences within the learning process which contributes elements to classroom learning. In addition, second language learning will be enhanced if course structures acknowledge that learners both transform and reinterpret whatever inputs are presented to them from the teacher, the textbook, and other instructional resources. Lastly, English language learners need to be given opportunities to contribute their own ideas, experiences, and feelings to the learning process.

The second principle focuses on language and culture. They cannot be separable from each other. Murphy (2004) contends that when teaching a second language, we are also teaching "a complex system of cultural customs, values, and ways of thinking, feeling, and acting". Kleinjans (1972: 16, cited in Ingram, 1980: 18) concludes that if an aim of L2 teaching is to develop the learner's ability to "think in the language," then the learning of culture, the ways of thinking, believing, feeling, and acting of a people is an essential part of language learning.

To summarize, the community-based approach is viewed as most suitable for teaching both English language skills and local cultural knowledge in two aspects:

1. Learners' personal experiences and own cultures can contribute to classroom learning. Learners will be encouraged to offer opinions, ideas, and experiences associated with something they already know. Learners can also utilize their existing or prior knowledge in local cultural knowledge to assist them in the learning process. The studies in the role of context in comprehension and learning have indicated that students comprehend texts more successfully when the topic is familiar to them than when it is unfamiliar (Hadley, 2001: 155).

2. English language and local culture can be experienced and learned through the available resources of the community. The resources can also be communities and partners such as business sectors, local educators, agencies, or group expertise. Ingram (1980: 16-17) indicates that wide diverse experience promotes language learning, and formal and informal situations contribute to the total learning experience.

### **3. National Education Act of 1999 and Amendments 2002**

There are new education guidelines and directions stated in this Act. With respect to the teaching English language and local cultural knowledge, two main themes are to be discussed. One is the emphasis on the learners who are considered the most important. Education shall provide knowledge through formal, non-formal, and informal approaches. Learners are to be provided knowledge in various disciplines including in religion, art, culture, sports, Thai wisdom, and the application of wisdom. The second theme is the focus on the mobilization of human resources in the community. It is stated that “educational agencies shall mobilize human resources in the community to participate in educational provision by contributing their experience, knowledge, expertise, and local wisdom for educational benefits.

It is apparent that community-based approach is considered to be appropriate for teaching English language and local cultural knowledge particularly in the local context where there are plenty of resources to mobilize. Learners are encouraged to participate in three broad forms of community involvement (Ingram, 1980, 2003); they are extramural activities which entail activities typically found in classroom activities, formal activities which specifically required learners to involve in the English-speaking communities, and informal activities which take many forms in the same way as recreational and social activities. In short, the approach can provide learners with linguistic, social, and experiential skills in ways relevant to students' needs and interests. Moreover, the approach can respond to National Education Act.

### **4. The context of the course design**

The community-based approach should be used to teach English language skills and local cultural knowledge because of the appropriateness of the context of course design. The context is Rajabhat Rajanagarindra University whose one of philosophies is to promote local cultural knowledge and lifelong learning. The university is located in Chachoengsao province where its famous falls in many categories such as attractions, agriculture, local wisdom, and industry. The majority of students live in the provincial and its surrounding areas. Since the province is quite small in its population and size, it is very convenient to have outside classroom activities particularly in different districts. The population of the study is students from Faculty of Education. Their major is English. Teaching resources have not been



shifted from traditional method which time allocation is mostly used in the classroom.

As a result, the approach can provide learners with diverse experiences both inside and outside classrooms. Teaching and learning process can take place by the collaboration, involvement, and utilization of the resources from the community. In other words, the community-based approach can fit in the course design when its purpose is to teach language and culture.

### **Objectives of the course**

1. Student will be able to develop intelligibility in English language in listening, speaking, reading, and writing.
2. Students will be able to develop a sense of pride and values in their own culture.
3. Students will be able to utilize their local resources for their own learning.

### **Scope and sequence of the course**

This course consists of 5 themes:

1. Language and literature: History of Chachoengsao(Pad-Rew)
2. Local wisdom and ways of life: Guilei traditional hat
3. Tradition and religion: Luangphor Sothorn Annual Festival
4. Fine arts and archaeology: The City Wall and Fortress
5. Sport and attraction: The Bangpakong River Cruise

### **Course structure**

<b>Course Name:</b>	English and culture for local community
<b>Students Level:</b>	Second-fourth year undergraduate students majoring in English, Faculty of Education
<b>Number of Hours:</b>	3 Lecture hours/Week 3 Formal/Informal hours/Week
<b>Total Hours:</b>	48 (It is possible to meet 2 times/week = 6 hours/week in summer semester)

## Course Description

The integration of learning English as an international language and learning local culture source culture community involvement resource mobilization intelligibility in using English language

## Unit plan

	<b>Culture themes</b>	<b>Content</b>	<b>Hours</b>	<b>Remarks</b>
1	Language and literature	History of Chachoengsao (Pad-Rew)	6	In class
2	Local wisdom and ways of life	Guilei traditional hat	6	In class
3	Tradition and religion	Luangphor Sothorn Annual Festival	6	In class
4	Fine arts and archaeology	The old City Wall and Fortress	6	In class
5	Sport and attraction	The Bangpakong River Cruise	6	In class
6	Community involvement project	Project assignment	15	Out of class
7	Overview		3	In class
			<b>48</b>	In and out of class

## Activity types

There are three forms of activity types used in this course:

1. **Extramural activities:** They entail activities that are typically found in classroom activities. They can be mini-lectures, group discussion, in-class exercises.
2. **Formal activities:** They are specifically required for learners to involve in the community. They are project assignments which students will have opportunities to involve in the community, mobilize community resources, and direct their own learning.
3. **Informal activities:** They are many forms in the same way as recreational and social activities such as the river cruise, short excursion.

### Learners' roles

Students are expected to be active learners. Their roles are learners-researchers, investigators, critical thinkers. In class, students are required to offer and share opinions, ideas, values, and experiences that are subsequently useful to the community.

### Teacher's role

Teacher's roles can be facilitator, organizer, coach, adviser, assessor, evaluator, and student's partner.

### Course evaluation and assessment

Each student is required to conduct one group work project. There are 3 projects to be conducted.

Tasks/Projects/Tests	Percent
<b>1. Community service authentic project</b>	<b>50</b>
- Active participation in the project(both in and out of class)	8
- Responsibility of the project	8
- Team working	8
- Authenticity of the project(interview, questionnaire)	8
- Weekly report	8
- Intelligibility in using English language	10
<b>2. Service learning</b>	<b>50</b>
- Active participation in the project(both in and out of class)	8
- Responsibility of the project	8
- Team working	8
- Authenticity of the project (interview, observation, teaching)	8
- Weekly report	8
- Intelligibility in using English language	10
<b>3. Cable television broadcast</b>	<b>50</b>
- Active participation in the project(both in and out of class)	8
- Responsibility of the project	8
- Team working	8
- Authenticity of the project (presentation, broadcast)	8
- Weekly report	8
- Intelligibility in using English language	10

Project assignment	50%
Critical dialogue	20
Final exam	30%
	100%

The following is the evaluation table:

Grade	Description	Percent
A	Excellent	85up
B+	Very good	80-85
B	Good	74-79
C+	Average	68-73
C	Fair	62-67
D+	Weak	56-61
D	Very weak	50-55
E	Fail	0-49



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**Unit 1: Language and literature*****History of Chachoengsao (Pad-Rew): Community service authentic project*****Number of hours: 6****Rationale**

History of Chachoengsao (Pad-Rew) is one categorization of culture. It is very important for local students to learn and appreciate their own knowledge and history. Students are to make their own decisions what parts of history or local historical parts in the province they are interested in and they want to pursue their projects. To strengthen the value of this part of culture, students are empowered to involve in their preferable communities to learn local history. Students have to discover the way that local history has been developed and integrate history with English language. In addition, learning through community involvement is strongly encouraged. Students will be engaged in their own learning.

**Objectives of the unit**

1. Students will be able to infer vocabulary from context.
2. Students will be able to use Active-Passive Voice in written and spoken language.
3. Students will be able to pronounce a list of vocabulary of 10 words correctly.
4. Students will be able to develop one community service authentic project which consists of the following components:
  - 4.1 The project has to be needs or problems of any community in the province.
  - 4.2 The project has to highlight at least one English language skill.  
Students have to focus on one main English skill: reading, speaking, listening, or writing.
  - 4.3 The project has to highlight one main historical site or part of history of the province.
  - 4.4 The project is developed through community involvement.
5. Students will be able to direct their own learning.
6. Students will be able to value the importance of local history.
7. Students will be able to identify several resources available to help them learn English language.
8. Students will be able to integrate disciplines with English language, local culture, and community involvement.

**Activities types**

1. Real doing in authentic settings
2. Original sources or data
3. Classroom discussions
4. In-depth reflective dialogue and writing on learning process

**Assessment**

1. Informal interview
2. Reflective dialogue
3. Observation
4. Weekly project report

**Project assignment: Community service authentic project**

1. There are 5 students in your group. Your group will be responsible for *community service project*. There are 5 steps to follow:

1.1. Identify needs or problems of the community. This can be done by field trips, interviews, observation, or local media. There are 3 main aims when needs or problems are identified. They are English language, language and literature, and community involvement.

1.2 Seek solutions among community partnerships. Solve problems by relying on its own resources. Try to mobilize the necessary resources.

1.3 Propose the project to community partnerships.

1.4 Execute a plan of action. Students are required to report their plan and reflect on process of the project. Oral and written report will be required every week.

1.5 Present the project to the community. It is necessary to have project assessment. Students should discuss with community partnerships to hear their voices or opinions.

2. Teacher's roles will be monitor, facilitator, coach, organizer, and assessor.

3. Learners' roles will be investigator, project designer, organizer, and researcher.

4. Your group will have 2 months to develop your project.



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Language and Literature

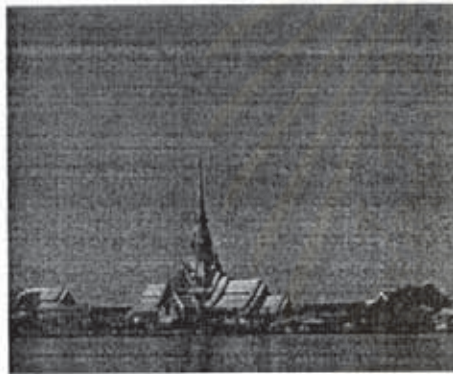
History of Chachoengsao (Pad-Rew)



“Pla Chon”



The old town



“Wat Sothorn”



The old city hall



Chinese community



The old railway station

What the city is called and why this is an issue of extensive interest and colorful vista. “Chachoengsao” and “Pad-rew” are the two titles denoting the identity of this city. The former is an official name and the latter is a colloquial one long known and used in the locality. Adopting a variety of interpretations, both swirl back to picturesque legendary founts.

An account of Chachoengsao’s origins is discerned in King Rama IV’s Collection of Literacy Works, of which a part states “.....Some of the city names are Thai, others are Khmer; some cities have both Thai and Khmer roots: Chachoengsao is Khmer’ and Pad-rew is Thai.....” An assumption is made accordingly that “Chachoengsao” stems from Khmerian “Satrungleang” or “Chatrungrao” meaning “deep canal”. The notion is conceivably based on geographical grounds. The city, then under Khmerian predominance, is sited along Bangpakong River banks. In those days, calling a river “deep canal” or “big canal” is quite understandable. And with political influence, the name of the river might follow Khmerian “Satrungleang” or “Chatrungrao”, be later deviated into “Chachoengsao”, and gave the title to the city.

However, a different opinion is much stronger. “Chachoengsao”, in view of most, is not a Khmer word but a Thai, deviating from “Saengshrao” or “Saengsao”, the name of the city vanquished by Somdej PhraBorommarachathirat, a King of the Ayudhya Epoch, as cited in the Royal Chronicle by historian Luang Prasert. The argument is based on the fact that the Ayudhya Period is the time when names and titles were all in Thai. Even the names of contemporary cities like Nonthaburi, Nakhon Chaisri and Sakhornburi are of Thai origin with Indian influence. The similarity in articulation between “Chachoengsao” and “Saengshrao” is also conspicuous.

The origins of “Pad-rew” are as colorful as those of “Chachoengsao”. One source tells that the name is invented after “Pla Chon”, the snake-head fish familiar in the Bangpakong River, whose abundance breeds more numerous and more sizable fish than any other streams. Drying such a big one needs carving of 8 strips, instead of typical 4 or 5. The city thus owes the name “Pad-rew” to this 8-strip carving.

A more legendary source of Pad-rew has religious influences. “Phrarot-Meri”, an ancient thrilling tale from Panyasa Chataka tells about the demon, the antagonist, who murdered the 12 concubines, cut them into 8 pieces and set the corpses adrift at Khlong “Tha Lad”. The flesh flowed along the Bangpakong River to Chachoengsao, where the name “Pad-rew” is adopted.

**Source:** “Chachoengsao: City of Prospects,” 1996: 17-18



**Focus on content: History of Chachoengsao**

*The following vocabulary items are important for students to know in order to talk about Chachoengsao history. Choose the most appropriate words to complete the following sentences.*

<i>interpretations</i>	<i>identity</i>	<i>predomination</i>
<i>ancient</i>	<i>conspicuous</i>	<i>originates</i>
<i>colloquial</i>	<i>stems</i>	

1. "Chachoengsao" and "Pad-rew" are the two titles representing the ..... of this city.
2. "Phrarot-Meri" is an ..... thrilling tale telling about the demon.
3. Khlong Tha Lad, joining the Bangpakong Stream, .....the legend of "Pad-rew".
4. Under the Khmerian ....., the city is sited along the Bangpakong River banks.
5. An assumption is made that "Chachoengsao" ..... from Khmerian "Satrungleang" or "Chatrungrao".
6. At present, the similarity in articulation between "Chachoengsao" and "Saengshrao" is .....
7. "Pad-rew" is a .....name known and used in the locality.
8. A variety of ..... about the origins of the city has been adopted since Khmerian period.

**Focus on skills: Stress** 🎧

*Listen and repeat after the tape. Put a stress mark ( / ) over the syllable of the word where the pronunciation is the heaviest. The tape will be played twice.*

1. extensive
2. predomination
3. official
4. locality
5. contemporary

6. sizable
7. predomination
8. official
9. locality
10. contemporary

### Focus on skills: Passive voice

In this section students will practice using active voice and passive voice. Use passive voice to talk about the city.

### Pre-exercise

Work with a partner. Think about your own community. Make a list of all the major changes or the big events that have been made since you have lived in the community. For example:

*Carrefour was opened last year.*  
*The walls of Rajabhat Rajanagarindra university was repainted last month.*

### Active Voice

Most local people call "Pad-rew".  
*Subject Active Verb Object*

### Passive Voice

"Pad-rew" is called by most local people.  
*Object Be Past Participle by Subject*

### More examples:

- The city *is sited* along Bangpakong River banks.
- Chachoengsao's origins *is discerned* in King RamaIV's Collection of Literacy Works.
- The name of the river *is deviated* into "Chachoengsao".
- The name *is invented* after the abundance breeds of "Pla Chon" are more numerous than any other streams.

**Writing in context**

*Write briefly what you would like to see or happen in order to make the better life in the city. Try to use passive voice to talk about the city.*

**Answer keys****Focus on content (History of Chachoengsao)**

1. identity
2. ancient
3. originates
4. predomination
5. stems
6. conspicuous
7. colloquial
8. interpretations

**Focus on skills: Stress**

1. extensive
2. colorful
3. identity
4. canal
5. origin
6. sizable
7. predomination
8. official
9. locality
10. contemporary

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### Unit 3: Tradition and religion

#### *Luangphor Sothorn Annual Festival: The greatest religious festival in Chachoengsao*

**Total of hours: 6**

#### **Rationale:**

Wat Sothonwararam and Luangphor Sothorn are the sanctity of Chachoengsao. Chachoengsao people consider this holy temple and Buddha Sothorn to be part of their cultures and lives. People have a strong tie to both the temple and Buddha. They also believe in morality, peacefulness, virtue, and mindfulness which are parts of the Buddhist doctrines. Faith in Luangphor Sothorn's miracles have been passed on from generation to generation. This unit aims to address the most important festival in Chachoengsao which its characteristics reflect local traditions and belief in Buddhism. Students will have opportunities to present the festival in different perspectives by broadcasting English programme on community cable television.

#### **Objectives of the unit**

1. Students will be able to identify parts of speech in context: nouns and verbs
2. Students will be able to talk briefly about the local festival in Chachoengsao
3. Students will be able to identify relationships between pictures and statements
4. Students will be able to infer vocabularies in context
5. Students will be able to write at a basic level about activities in the festival
6. Students will be able to share linguistics and cultural knowledge with their community through television broadcast
7. Students will be able to develop a sense of pride and value towards their local cultures

#### **Activities types**

1. Cable television broadcast
2. Media-based activities

#### **Assessment**

1. Observation
2. Informal interview
3. Paper test
4. Reflective dialogue
5. Stakeholders' assessment

**Project assignment: Community cable television broadcast**

1. There are about 5 students in your group. Your group is assigned to offer “A short English talk on Luangphor Sothorn festival” to the community by broadcasting the programme on community cable television.
2. Local cultures in any dimension and the English language are integrated and presented in the programme.
3. Students are to set up the whole process by their own group.
4. Teacher’s roles will be monitor, facilitator, coach, organizer, and assessor.
5. Learners’ roles will be investigator, project designer, organizer, and researcher
6. Your group will have 2 months to develop your project.



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## Tradition and religion

### I. Preparation questions

1. Have you been to Luangphor Sothorn Annual Festival? If yes, how often do you normally go to the festival?
2. Where is the festival held?
3. How long is the festival held each year?
4. What are the objectives of the festival?
5. What do you think about the festival?
6. Which parts or activities in the festival do you like most?

### Focus on content: Luangphor Sothorn Festival

### II. Look at the photos of Luangphor Sothorn Annual Festival. Can you say what the pictures are about?



A.



B.



C.



D.



E.

Focus on skills: Vocabulary development

III. Complete the following passage with the correct form of verbs or nouns from the list.

drought	decline	cost	remain
hold	dance	founder	last
procession	epidemic	thank-offerings	spectacles

- The (1) ..... of the 12<sup>th</sup> lunar month festival is To-pho Sap, proprietor of Sothorn Play. As legends tell, it first took place in a year of crisis. Pad-rew was then critically threatened by famine and (2) ..... Rice paddies and plantations failed. Cholera and smallpox (3) ..... a great number of casualties. With few efficient physicians, many were forced to flee whereas a large number (4) ....., waiting for death. In distress, Buddhists turned upon "Luangphor", searching ease and rescue, promising (5) ..... Medicinal objects were sought-ashes of joss-sticks, holy water, flowers, etc. Thank-offerings were generally gold leaves and (6) ..... e.g. Thai "Likay" and dances; Chinese "ngew", "loh-go" (Chinese musical instruments generally used in procession) and "singha" (lion) (7) ..... Miraculously, rain fell, driving the (8) ....., rinsing and reviving the barren land. Ailments (9) ..... Townspeople, led by Sap, thus (10) ..... a great celebration as a special thank-offering.
- 15 In the first place, this festival (11) ..... for three days- the 14<sup>th</sup> and 15<sup>th</sup> days of the new moon and the first of the waning moon. In 2494 B.E., two more days were added- the 14<sup>th</sup> and 15<sup>th</sup> days of the new moon, making a total of five. On the 14<sup>th</sup> day the (12) ..... moves along the roads, and on the 15<sup>th</sup> along the river. The last entertains "wian-tian" and "Buddha image-bathing".

Source: "Sothornwararam: Sanctity of Pad-rew," 1996:51

Focus on skills: Parts of speech

IV. Word forms

In English, some words can be either nouns (n.) or verbs (v.). Read the following sentences and decide if the word is a noun or a verb. Complete the correct answer.

1. Thai traditional **plays** or "likay" or "ngew" are among the most familiar spectacles in the festival.  
plays = .....
2. Luangphor Sothorn **Procession** was outset in 2433 B.E. by To-pho Sap.  
Procession = .....
3. The spread of smallpox **ruined** the play entirely.  
ruined = .....
4. The **tranquility** of Pad-Rew people is inspired chiefly by spiritual pleasure.  
tranquility = .....

5. The holy temple acts as a center of **participation** and attachment.  
participation = .....
6. The procession moves along the roads to **bless** bystanders with holy sprinkles.  
bless = .....
7. Luangphor Sothorn festival is a **reminder** of the day of supplicating "Luangphor"  
from the Bangpakong river and locate the Image in the Holy temple.  
reminder = .....
8. The water-course procession **started** when To-pho Sap once took on his play at a  
gambling house behind the market in Tambon Tha Plab.  
started = .....
9. "Siem-see" answers **devotees'** belief in destiny.  
devotees = .....
10. Thank-offering dance is a perfect blend of art and **faith**.  
faith = .....

Source: "Sothornwararam : Sanctity of Pad-rew," 1996: 51

**Focus on listening: Picture task** 

**V. Look at the following pictures and then listen to a number of statements, and choose which is relevant to the pictures. You will hear each item twice.**

**Picture 1:**



**Picture 2:**



**Picture 3:**



**Picture 4:**



**Picture 5:**



- Answer:** Picture 1 = script no. ....  
 Picture 2 = script no. ....  
 Picture 3 = script no. ....  
 Picture 4 = script no. ....  
 Picture 5 = script no. ....



**VI. Focus on writing**

You are a news reporter and you are assigned to write an English essay about activities in Luangphor Sothorn Annual Festival. Write down this piece of writing for approximate 80 words.



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**Answer keys****Focus on skills: Vocabulary development**

1. founder
2. epidemic
3. cost
4. remained
5. thank-offerings
6. spectacles
7. dance
8. drought
9. declined
10. held
11. lasted
12. procession

**Focus on skills: Part of speech**

1. noun
2. noun
3. verb
4. noun
5. noun
6. verb
7. noun
8. verb
9. noun
10. noun

**Tapescript: Picture task**

Look at the following pictures and then listen to a number of statements, and choose which is relevant to the pictures. You will hear each item twice.

1. Local people pay respect to Luangphor Sothorn by offering eggs and dances. The dance costs approximately 290-400 baht.
2. This is one of the traditional Thai festivals which is held in November. Local people preserve the nature by making krathongs from banana leaves.
3. The procession moves along the main streets in the province. A parade of many schools decorate themselves very attractively.
4. There are many kinds of local desserts sold in the festival. All wrappers must be non-toxic. They are not harmful to the environment.
5. One way to show strong respect and admiration for Luangphor Sothorn is to place gold leaves onto Buddha images at the Holy Temple.

**Answer :** Picture 1 = script no. 2  
Picture 2 = script no. 4  
Picture 3 = script no. 5  
Picture 4 = script no. 1  
Picture 5 = script no. 3



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## Appendix H

### Samples of pretest and posttest

#### English and culture for local community

#### Unit1: Language and literature: History of Chachoengsao (Pad-rew)

Total score: 15

Time: 30 minutes

Name of student .....

Student code .....

Group .....

Date .....

I. Choose the most appropriate given words to complete the following sentences.  
(5 points)

hub	official	frontier
colloquial	conspicuous	civilization
interpretation		

1. "Chachoengsao" and "Pad-rew" are the two titles denoting the identity of the city. The former is the ..... name and the latter is the ..... one.
2. At present, the similarity in articulation between "Chachoengsao" and "Saengshrao" is .....
3. Bangpakong riverfront, like many other river basins worldwide, was a center of ancient .....
4. During the reign of King Rama III, the city turned out to be a major "..... town" of the nation.
5. Today's Chachoengsao is moving towards the Region's economic ..... - an agricultural export-processing zone, industrial center and gateway of trade nationwide and internationally.

II. Put a stress mark ( / ) over the syllable of the word where the pronunciation is the heaviest. (5 points)

1. predomination
2. locality
3. canal
4. identity
5. origin

**III. Choose the best answer. (5 points)**

1. Pad-rew ..... by most local people.
  - a. calls
  - b. call
  - c. is called
  - d. is calling
2. The name "Pad-rew" ..... after the abundance breeds of "Pla Chon" are more numerous than any other streams.
  - a. invent
  - b. invents
  - c. is invented
  - d. invented
3. From past to present, Chachoengsao has been a lovely home to people. The city ..... a wide variety of cultures.
  - a. mix
  - b. mixed
  - c. is mixing
  - d. is mixed
4. "Pharot-Meri" .....about the demon who murdered the 12 concubines.
  - a. tells
  - b. is telling
  - c. is told
  - d. has been told
5. It is said by most people that "Chachoengsao" .....deep canal.
  - a. is meant
  - b. meant
  - c. means
  - d. is meaning

.....



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**English and cultures for local community**  
**Unit3: Tradition and religion: Luangphor Sothorn Annual Festival**

**Total score: 20**

**Time: 50 minutes**

.....  
 Name of student .....

Student code .....

Group .....

**I. Look at the following pictures and then listen to a number of statements, and choose which is relevant to the pictures. You will hear each item twice. (5 points)**

**Picture1:**



**Picture2:**



**Picture3:**



**Picture4:**



**Picture5:**



**Answer:** 1. picture 1 = script no. ....  
 2. picture 2 = script no. ....  
 3. picture 3 = script no. ....  
 4. picture 4 = script no. ....  
 5. picture 5 = script no. ....

II. Based on the above pictures, choose the most preferable picture and write approximately 80 words about that picture. You need to have the title for your picture. (5 points)

(Title).....

.....  
.....  
.....  
.....  
.....

III. Read the following sentences and decide if the bold words in each item are noun or verb. (5 points)

1. Luangphor Sothorn’s **celebration** will begin with a parade.  
celebration = .....
2. Children enjoys seeing a **parade** of lion dance.  
parade = .....
3. Many provincial and local offices in the province always **participate** in Luangphor Sothorn annual festival.  
participate = .....
4. Luangphor Sothorn annual festival **takes place** at the big park in front of the city hall.  
takes place = .....
5. A **festival** playground is one of the enjoyable sites for children.  
Festival = .....

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IV. Choose only one picture and talk about the picture for approximately 2 minutes. You have 2 minutes to prepare your talk. (5 points)



Picture 1



Picture 2



Picture 3



Picture 4

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## Appendix I

### Self-assessment in language ability

Name of student .....

Date .....

#### Self assessment version designed for checking students' language ability

แบบประเมินตนเองเพื่อวัดความสามารถทางภาษา

(adapted from Ingram, 2005)

#### Question 1

- (a) **Speaking:** Can you communicate anything at all by speaking in English?  
(คุณสามารถพูดภาษาอังกฤษเพื่อสื่อสารได้บ้างหรือไม่)  
Yes No
- (b) **Writing:** Can you communicate anything at all by writing in English?  
(คุณสามารถเขียนภาษาอังกฤษเพื่อสื่อสารได้บ้างหรือไม่)  
Yes No
- (c) **Listening:** Can you understand anything at all when you hear English even if it is spoken slowly and carefully?  
(คุณเข้าใจอะไรได้บ้างหรือไม่ เมื่อคุณได้ยินภาษาอังกฤษที่พูดช้าๆ และพูดด้วยความระมัดระวัง)  
Yes No
- (d) **Reading:** Can you understand anything at all when you see English written?  
(คุณเข้าใจอะไรได้บ้างหรือไม่ เมื่อคุณเห็นภาษาเขียนอังกฤษ)  
Yes No

**Note :** A "No" answer for a skill means a rating of 0 (zero) for that skill. NO further questions are required for that skill.

A "Yes" answer leads to the next question.

หมายเหตุ : คำตอบ "No" ได้คะแนนเท่ากับ 0 ในลักษณะนั้นๆ ถ้าท่านได้ 0 ในทักษะใดท่านต้องหยุดการประเมินตนเอง ในลักษณะนั้นๆ แต่ถ้าท่านตอบ "Yes" ท่านสามารถประเมินตัวเองในลักษณะนั้นๆ ต่อไปได้

## Speaking

I am going to make some statements about myself.

(ฉันกำลังพูดถึงตัวฉันในสิ่งเหล่านี้)

Say “Yes”, if I can do what is described or better than that.

(ตอบ “Yes” ถ้าฉันสามารถทำในสิ่งต่อไปนี้ได้หรือทำได้ดีกว่านี้)

Say “No”, if what is described is beyond my ability.

(ตอบ “No” ถ้าฉันทำสิ่งต่อไปนี้ไม่ได้)

0+ I can communicate in speaking only by using simple stock phrases that I have memorized.

(ฉันสามารถสื่อสารโดยการพูดโดยใช้เพียงวลีง่ายๆ ที่ฉันจำมา)

Yes

No

1 I can hold very simple face-to-face conversations about things I am familiar with. I can use sentences but I make a lot of mistakes.

(ฉันสามารถสนทนาแบบง่ายๆ และตัวต่อตัวเกี่ยวกับสิ่งที่ฉันคุ้นเคย ฉันสามารถพูดเป็นประโยคได้แต่มีข้อผิดพลาดมากมาย)

Yes

No

2 I can describe familiar things or events quite precisely and convey my feelings about them. I can use quite complex sentences but I make mistakes.

(ฉันสามารถอธิบายสิ่งต่างๆ หรือเหตุการณ์ที่คุ้นเคยได้ค่อนข้างแม่นยำและสื่อความรู้สึกต่อสิ่งต่างๆ หรือเหตุการณ์นั้นได้ ฉันสามารถพูดประโยคที่ค่อนข้างซับซ้อนได้แต่ยังมีข้อผิดพลาดบ้าง)

Yes

No

3 I can discuss my own and other people’s opinions in some depth but I can’t always come up with the right word. In familiar situations I can generally adjust my language to the level of formality required.

(ฉันสามารถแสดงความคิดเห็นของฉันและคนอื่นๆ ได้ลึกซึ้งระดับหนึ่งแต่ฉันไม่สามารถเลือกคำที่ถูกต้องได้เสมอในสถานการณ์ที่คุ้นเคยฉันสามารถปรับภาษาให้เป็นระดับที่เป็นทางการขึ้นได้)

Yes

No

4 I can easily hold my own even in complex debates with native speakers in social, academic or work situations. My English is mostly accurate and idiomatic.

(ฉันสามารถจัดการกับการโต้แย้งที่ยากได้ถึงแม้กับเจ้าของภาษาก็ตาม ไม่ว่าจะป็นสถานการณ์ทางสังคม การศึกษา หรือการทำงาน ภาษาอังกฤษของฉันค่อนข้างถูกต้องและเป็นธรรมชาติ)

Yes

No

## Writing

I am going to make some statements about myself.

(ฉันกำลังพูดถึงตัวฉันในสิ่งเหล่านี้)

**Say “Yes”, if I can do what is described or better than that.**

(ตอบ “Yes” ถ้าฉันสามารถทำในสิ่งต่อไปนี้ได้หรือทำได้ดีกว่านี้)

**Say “No”, if what is described is beyond my ability.**

(ตอบ “No” ถ้าฉันทำสิ่งต่อไปนี้ไม่ได้)

0+ I can communicate in writing only by using simple stock phrases that I write often or that I have often seen around me.

(ฉันสามารถสื่อสารด้วยการเขียนเพียงใช้วลีที่ง่าย ๆ ที่ฉันเขียนหรือเห็นอยู่บ่อยๆ รอบตัวฉัน)

Yes

No

1 I can communicate very basic information or give very simple instructions about them. I can use quite complex sentences but I make mistakes.

(ฉันสามารถสื่อสารข้อมูลพื้นฐานหลายๆ หรือเขียนอะไรที่ง่าย ๆ ได้ ฉันสามารถใช้ประโยคซับซ้อนได้แต่มักจะมีข้อผิดพลาด)

Yes

No

2 I can describe familiar things or events quite precisely and convey my feelings about them. I can use quite complex sentences but I make mistakes.

(ฉันสามารถอธิบายสิ่งต่างๆ หรือเหตุการณ์ที่คุ้นเคยได้ค่อนข้างแม่นยำและสื่อความรู้สึกต่อสิ่งต่างๆ หรือเหตุการณ์นั้นได้ ฉันสามารถพูดประโยคที่ค่อนข้างซับซ้อนได้แต่ยังมีข้อผิดพลาดบ้าง)

Yes

No

3 I can write my own and other people’s opinions in some depth. I can develop my argument logically but even with a dictionary. I can’t always find the right word or structure. I can generally adjust my language to the level of formality required.

(ฉันสามารถแสดงความคิดเห็นของฉันและคนอื่นๆ ได้ลึกซึ้งระดับหนึ่ง ฉันสามารถเขียนแสดงเหตุผลได้ถึงแม้จะใช้พจนานุกรม ฉันไม่สามารถเลือกใช้คำหรือโครงสร้างประโยคที่ถูกต้องได้เสมอไปในสถานการณ์ที่คุ้นเคยฉันสามารถปรับภาษาให้เป็นระดับที่เป็นทางการขึ้นได้)

Yes

No

- 4 I can write documents as complex as a project report or a senior school history assignment. My English is mostly accurate and appropriate.

(ฉันสามารถเขียนเอกสารต่างๆ ได้ลึกซึ้งเหมือนกับการเขียนรายงานโครงการหรือชิ้นงานประวัติศาสตร์  
ในสมัยมัธยมปลาย ภาษาอังกฤษของฉันค่อนข้างถูกต้องและเหมาะสม)

Yes

No



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## Reading

I am going to make some statements about myself.

(ฉันกำลังพูดถึงตัวฉันในสิ่งเหล่านี้)

Say “Yes”, if I can do what is described or better than that.

(ตอบ “Yes” ถ้าฉันสามารถทำในสิ่งต่อไปนี้ได้หรือทำได้ดีกว่านี้)

Say “No”, if what is described is beyond my ability.

(ตอบ “No” ถ้าฉันทำสิ่งต่อไปนี้ไม่ได้)

- 0+ I can understand only very short, simple texts such as shop names and road signs that I have seen often.  
(ฉันสามารถอ่านและเข้าใจเพียงเนื้อหาสั้นและง่าย เช่น ชื่อร้านและป้ายบนถนนที่ฉันมักเห็นบ่อยๆ)
- Yes No
- 1 I can get the main point of simple texts such as advertisements for familiar events or products, and I can follow short, simple instructions about things I am familiar with.  
(ฉันสามารถเข้าใจประเด็นสำคัญของเนื้อหาต่างๆ เช่น โฆษณาเหตุการณ์ต่างๆ ที่คุ้นเคยหรือผลิตภัณฑ์ต่างๆ และฉันสามารถทำตามคำสั่งสั้นและง่ายเกี่ยวกับสิ่งต่างๆ ที่ฉันคุ้นเคย)
- Yes No
- 2 With the use of a bilingual dictionary, I can get the main idea of simple general news stories in daily papers.  
(ด้วยประโยชน์ของการใช้พจนานุกรมสองภาษา ฉันสามารถเข้าใจประเด็นสำคัญของข่าวต่างๆ บนหน้าหนังสือพิมพ์)
- Yes No
- 3 With some use of a dictionary, I can understand general news stories in daily papers, and given plenty of time, I can read a short popular novel for enjoyment.  
(ด้วยประโยชน์ของการใช้พจนานุกรม ฉันสามารถเข้าใจเรื่องราวของข่าวต่างๆ บนหน้าหนังสือพิมพ์ โดยที่ใช้เวลาอย่างเต็มที่ ฉันสามารถอ่านนวนิยายสั้นๆ ที่กำลังได้รับความนิยมด้วยความสนุกสนาน)
- Yes No
- 4 I understand even complex articles such as editorials in a serious newspapers. I read these nearly as a native speaker does.  
(ฉันเข้าใจแม้กระทั่งบทความที่ยาก เช่น บทความต่างๆ ในหนังสือพิมพ์ประเภทนำเสนอข่าวที่หนัก ฉันอ่านได้เกือบเทียบเท่าเจ้าของภาษา)
- Yes No

## Listening

I am going to make some statements about myself.

(ฉันกำลังพูดถึงตัวฉันในสิ่งเหล่านี้)

Say “Yes”, if I can do what is described or better than that.

(ตอบ “Yes” ถ้าฉันสามารถทำในสิ่งต่อไปนี้ได้หรือทำได้ดีกว่านี้)

Say “No”, if what is described is beyond my ability.

(ตอบ “No” ถ้าฉันทำสิ่งต่อไปนี้ไม่ได้)

0+ I can understand only very short, simple questions, statements or instructions that I have heard often.

(ฉันสามารถฟังเข้าใจเพียงแต่คำถาม ข้อความ และคำสั่งสั้นและง่ายที่ฟังเป็นประจำ)

Yes

No

1 I can understand in very simple face-to-face conversations about familiar things if the other person speaks slowly and rephrases things for me.

(ฉันสามารถเข้าใจบทสนทนาที่คุยกันตัวต่อตัวง่าย ๆ เกี่ยวกับสิ่งที่คุ้นเคยได้ถ้าฝ่ายตรงข้ามพูดช้าๆ และพูดซ้ำกับฉัน)

Yes

No

2 I can understand quite well when I am having a conversation with a native speaker about familiar things or events, and I can get the main idea of simple TV news items on general topics.

(ฉันสามารถเข้าใจได้เป็นอย่างดีเมื่อฉันสนทนากับเจ้าของภาษาเกี่ยวกับเรื่องหรือเหตุการณ์ที่คุ้นเคย และฉันสามารถจับประเด็นข่าวง่ายๆ ในหัวข้อทั่วไปได้)

Yes

No

3 I can generally follow a conversation between native speakers but I miss something.

(ฉันสามารถตามการสนทนากับเจ้าของภาษาได้แต่เข้าใจได้ไม่หมด)

Yes

No

4 I understand most things in English, even things as difficult as complex radio documentaries with fast speech.

(ฉันฟังเข้าใจภาษาอังกฤษได้เกือบทั้งหมดถึงแม้จะเป็นเรื่องยากเช่นสารคดีทางวิทยุที่พูดอย่างรวดเร็ว)

Yes

No

## Appendix J

### Learner Diary (Taken from Brindley,G., 1989)

#### Weekly Review

Name .....

Class.....

Date.....Time .....

1. What have you learnt this week?  
(คุณได้เรียนอะไรบ้างในสัปดาห์นี้)  
.....  
.....
2. What new vocabulary have you learnt this week?  
(คุณได้เรียนคำศัพท์ใหม่อะไรบ้าง)  
.....  
.....
3. What can you say/do this week that you couldn't say/do last week?  
(คุณพูดหรือทำอะไรได้บ้างในสัปดาห์นี้ ในขณะที่สัปดาห์ที่แล้วคุณยังพูดหรือทำไม่ได้)  
.....  
.....
4. What have you learnt about the language that you didn't know before this week?  
(คุณได้เรียนรู้สิ่งใหม่ ๆ อะไรบ้างเกี่ยวกับภาษาในช่วงสัปดาห์นี้)  
.....  
.....
5. What have you read this week?  
(คุณได้อ่านอะไรบ้างในสัปดาห์นี้)  
.....  
.....
6. What have you listened to this week?  
(คุณได้ฟังอะไรบ้างในสัปดาห์นี้)  
.....  
.....

7. What have you written about this week?

(คุณได้เขียนอะไรบ้างในสัปดาห์นี้)

.....  
.....  
.....

8. What have you spoken about this week?

(คุณได้พูดอะไรบ้างในสัปดาห์นี้)

.....  
.....  
.....

9. What homework have you done this week?

(คุณได้ทำการบ้านอะไรบ้างในสัปดาห์นี้)

.....  
.....  
.....

10. Any comments?

(ข้อเสนอแนะ)

.....  
.....



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## Appendix K

### Samples of field notes

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Unit 2: Guilei traditional hat

Date: 14 May 2007

Time: 9 am.- 4 pm.

When the class starts at 9.00 am, it rains heavily. This can be the main reason why there are only 13 participants coming to class sporadically. All participants sit in their preferred seating which I can observe that their seats are similar to those in the first class.

When the class starts, the participants seem to be more relaxed. They keep greeting and talking among the groups. From my observation, they are not worried as they were in the first class. I distribute the pre-test and ask them to finish within 30 minutes. While taking the test, they really concentrate on the test especially speaking test which they have to choose 1 out of 4 pictures. Each has 2 minutes to prepare their talk and another 2 minutes to speak with the teacher. They are very excited before seeing all pictures. When they see pictures, I can see that most participants have similar strategies to prepare the speaking test. They take notes quickly and try to memorize the scripts. Among the four pictures, “Kanom Jak” picture is the most preferable choice. This is likely because participants are very familiar with “Kanom Jak” than others. At 9.50 am., two participants just arrive. Finally, the class consists of 15 students.

After the test, I turn on a music video “Incomplete” played by “Backstreet Boys”, the very famous boy band from the States. Then I ask them if they can identify any American culture in terms of ways of life from the video. I play twice and students are interested in the video and try to participate in the discussion. When I ask them to compare and contrast between what they saw on the screen and their own culture, one participant answers *“The way they dress is very fashionable and many Thai teenagers try to imitate their clothing. I never see a sun-roofed car in Thailand and I can guess that the weather in Nevada must be very hot. The setting is really*

*different from Thailand. I can't imagine. However, I like watching it. I like their songs."*

At 11 am. I show them pictures of different types of hats on the screen such as hard hat, top hat, beret, cowboy hat, and conical hat. Then I ask them to try on a few hats that I bring to the class. To lead the participants to "Guilei hat", I ask them many reflective questions. For example, *"What is cowboy hat made of?"* or *"What is the purpose of wearing beret?"* or *"If you want to look like Charlie Chaplin, what will you do?"* *"Does wearing a particular hat reflect particular behaviours, attitudes, or values? In what ways?"* Most participants are interested in the discussion. They are active participants and try to answer questions. No one feels sleepy.

Next at 11.30 am. I ask the participants to do the preparation exercise in the course materials. They label the pictures with the words provided. All pictures and words are related to Chachoengsao local wisdom and ways of life such as wooden lamp, dried banana, fruit wine, brass woven handicrafts, hand woven cloth, home-made Chinese cake, and herbal shampoo. Since there are many culture-bounded words that are not English, I teach them how to coin words or phrases that can be intelligible. Then I ask them to help me coin words. For example, the word

"ขนมตาลไทย" is coined by some participants as follows:

1. paradise sugar
2. spinning sugar
3. colorful sugar
4. cotton sugar
5. sweet sugar
6. paradise sugar
7. spinning sugar
8. colorful sugar
9. cotton sugar
10. sweet sugar

The word "ขนมเงี้ยว" can be coined as "Chinese cake" and "ขนมจาก" can be used as localized term "Kanom Jak" or "Coconut meat in palm leaves". All participants still enjoy learning new words so I ask them to speak aloud one vocabulary learned from the first week. This activity is very fun and each can speak out one word from

Language and Literature unit. Then I ask them to put these words into complete sentences. The activity finishes at noon and we have a break for lunch.

The class started at 1pm. I allow 10 minutes for them to read “Guilei traditional hat” and ask them to focus on key words and their meanings provided. Then they do the exercise focusing on vocabulary development. By doing this, the participants learn different groups of vocabulary such as hat shape (dome, round, sharp), raw materials (fur, wool, palm leaves), types of hat (bowler, conical, cowboy), and how to make hat (sew, weave, trim).

When they finish the vocabulary part, I play twice the conversation between a student and a hat maker. This is the listening part which I truly design to familiarize the participants with variety of English. English is the world lingua franca and non-L1 English speakers have different characteristic linguistic features. Students will be able to develop intelligibility in English language in listening, speaking, reading, and writing. This is one objective in the course. What they hear from the tape is non-L1 varieties of English. Moreover, they will hear a meaningful conversation that implicitly teaches them to be self-sustaining.

With regards to English structures, I briefly review “Question Words” and ask them to practice speaking in pairs. They have to use “Question words” as many as they can in their role play. I stimulate them to use contents from what they have learned from unit 1 and 2. Then I ask each pair to demonstrate in front of the class. The activity is very fun because I record their voices and immediately play to the class. Then I ask the rest of the class to correct the grammatical mistakes or the mispronunciation. The immediate feedback is considered a good teaching method. They learn their errors from the peer and at the same time they can check their language abilities by trying to catch others’ errors.

The last activity is speaking practice. They have 10 minutes to prepare their talk. They can choose 1 out of 2 questions. They are shown as follows:

1. What is your favorite OTOP? What do you like about it?
2. Why do people in different countries or cultures wear different kinds of hats? What are their purposes?

All participants look happy and more friendly. They are active participants who always willing to collaborate in all class activities. I distribute learner diary and ask them to write in English if they can, if not, they can write in Thai and give me back next week. The diary is not part of course evaluation so they can write frankly and honestly. I finish the class at 4.00 pm.



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## Appendix L

### Samples of visual records

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## Appendix M

### Rating scales for assessing speaking ability (Adapted from Fulcher, 2003)

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#### Grammar

- 1: Grammar almost entirely inaccurate except in stock phrases.
- 2: Constant errors showing control of very few major patterns and frequently preventing communication.
- 3: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4: Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- 5: Few errors, with no patterns of failure.
- 6: No more than two errors during the talk.

#### Vocabulary

- 1: Vocabulary inadequate for even the simplest talk.
- 2: Vocabulary limited to basic areas.
- 3: Choice of words sometimes inaccurate, limitations of vocabulary.
- 4: Professional vocabulary adequate to discuss special interests.
- 5: Professional vocabulary broad and precise.
- 6: Vocabulary apparently as accurate and extensive as that of an educated native speaker.

#### Fluency

- 1: Speech is so halting and fragmentary.
- 2: Speech is very slow and uneven except for short or routine sentences.
- 3: Speech is frequently hesitant and jerky; sentences may be left uncompleted.
- 4: Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
- 5: Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
- 6: Speech on all professional and general topics is as effortless and as smooth as a native speaker's.

**Comprehension**

- 1: Understands too little for the simplest type of talk.
- 2: Understands only slow very simple speech on common topics: requires constant repetition and rephrasing.
- 3: Understands careful, somewhat simplified speech directed to him/her, with considerable repetition and rephrasing.
- 4: Understands quite well normal educated speech directed to him/her, but requires occasional repetition and rephrasing.
- 5: Understands everything in normal educated talk except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
- 6: Understands everything in both formal and colloquial speech to be expected of an educated native speaker.



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## Appendix N

### Rating scales for assessing writing ability (adapted from Cohen, A.D.,1994)

#### Holistic scoring

- 5-- the main idea is stated very clearly. The text is well organised and coherent. The choice of vocabulary is excellent. There are no major or minor grammatical errors. Spelling and punctuation are fine.
- 4-- the main idea is fairly clear. The text is moderately well organised and is relatively coherent. The vocabulary is good and there are only minor grammatical errors. There are a few spelling and punctuation errors.
- 3-- the main idea is stated but not clearly. The text is not so well organised and there is somewhat lacking in coherence. The vocabulary is fair and there are some major and minor grammatical errors. There are a fair number of spelling and punctuation errors.
- 2-- the main idea is hard to identify. The text is poorly organised and relatively incoherent. The use of vocabulary is weak and grammatical errors appear frequently. Spelling and punctuation errors are frequent.
- 1-- the main idea is absent. The text is very poorly organised and generally incoherent. The use of vocabulary is very weak and grammatical errors appear very frequently. Spelling and punctuation errors are very frequent.

Name of respondent: .....

Rating for respondent: .....

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**Appendix O**  
**Scripts Written by Community Radio**  
**Broadcast Program Group**

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สวัสดิ์ท่านผู้ฟังทุกท่านคะ องค์การบริหารส่วนตำบลแสนภูคาพร้อมมหาวิทยาลัยราชภัฏราชนครินทร์ ได้จัดทำโครงการ *English Today* เป็นรายการภาษาอังกฤษง่าย ๆ แลวัฒนธรรมท้องถิ่น เริ่มตั้งแต่วันที่ 18 กรกฎาคม 2549 เป็นต้นไป ตั้งแต่เวลา 12.00-12.30 น. โดยมีวัตถุประสงค์คือ

1. เป็นการนำเสนอความรู้ภาษาอังกฤษและวัฒนธรรมท้องถิ่นแก่ชาวชนแสนภูคา
2. เป็นการแลกเปลี่ยนความรู้จากชุมชนสู่ชุมชน
3. เป็นการเสริมสร้างประสบการณ์ให้กับผู้ดำเนินรายการ

ในลำดับต่อไปขอต้อนรับท่านผู้ฟังเข้าสู่รายการ *English Today*

*Good afternoon everybody* สวัสดิ์คะท่านผู้ฟังทุกท่าน มาพบกันอีกครั้งนะคะกับรายการ *English today* ในเวลา 12.00-12.30 น. กับดิฉัน นางสาวนิศยา มะดิ่ง นักศึกษาจากมหาวิทยาลัยราชภัฏราชนครินทร์ คณะครุศาสตร์ ไปแถมภาษาอังกฤษ ค่ะวันนี้รายการ *English today* ซึ่งเป็นรายการภาษาอังกฤษเกี่ยวกับวัฒนธรรมท้องถิ่นของ จังหวัดฉะเชิงเทรา ก็จะนำเกร็ดความรู้ภาษาอังกฤษเกี่ยวกับวัฒนธรรมท้องถิ่นมาฝากท่านผู้ฟังเช่นเคย ค่ะเป็นที่ทราบกันดีอยู่แล้วว่า วัฒนธรรม นั้น หมายถึง วิถีชีวิตที่กลุ่มคนปฏิบัติร่วมกันมา โดยมีองค์ประกอบต่างๆด้านวัฒนธรรมที่เป็นรูปธรรม เช่น โบราณสถาน โบราณวัตถุ ศิลปวัตถุ เครื่องมือเครื่องใช้ต่างๆ เป็นต้น ท้องถิ่น หมายถึง สิ่งที่แสดงถึงความ เป็นเอกลักษณ์เฉพาะของตัวบุคคล สังคม รวมถึงสถานที่ ภูมิปัญญา ความเชื่อ ประเพณี และการดำเนินชีวิต และสำหรับวันนี้ ดิฉันจะมาพูดภาษาอังกฤษเกี่ยวกับ *The Old City Wall and Fortress* ก็คือกำแพงเมืองเก่าและป้อมปราการ *Wall = W-a-l-l* หมายถึง กำแพง *Fortress = F-o-r-t-r-e-s-s* หมายถึงป้อมปราการ นั่นเอง ค่ะสำหรับ กำแพงเมืองเก่าและป้อมปราการนั้นเป็นโบราณสถานที่น่าสนใจในอำเภอเมืองฉะเชิงเทรา กำแพงนั้นก่อด้วยอิฐถือปูน ก่อสร้างเมื่อ พ.ศ. 2377 รวมเป็นเนื้อที่ทั้งสิ้น 19 ไร่ 2 งาน สาเหตุที่สร้างกำแพงและป้อมปราการขึ้นก็เนื่องจากราชธานีสมัยก่อนนั้น อยู่ใกล้กับปากแม่น้ำจึงเกรงว่าข้าศึกจะมาย่ำยีทางทะเลได้ขยักทางหนึ่ง จึงจำเป็นต้องมีการสร้างกำแพงและป้อมปราการขึ้น รักษาปากแม่น้ำต่างๆ *The Old City Wall and Fortress* เป็นโบราณสถานที่มีความสำคัญแก่ การรักษาเป็นอย่างดี เพราะโบราณสถาน คือสถานที่ก่อสร้างที่มีมาแต่โบราณและเคลื่อนที่ไม่ได้ แต่สำหรับโบราณวัตถุ เป็นโบราณที่เคลื่อนที่ได้ มีความสำคัญไว้ ปัจจุบัน *The Old City Wall and Fortress* ตั้งอยู่ที่สวนมรุพงษ์ ค่ะนอกจากนี้คะก็ยังมี สถานที่เก่าแก่ที่สำคัญของ จังหวัด ฉะเชิงเทรา อีกหลายแห่งนะคะ แต่ต้องรอช่วงหน้าคะ สำหรับช่วงนี้มาพักฟังเพลงเพราะๆ กันก่อนคะ

คะเป็นอย่างไรบ้างสำหรับเพลงที่เปิดให้ฟังเมื่อสักครู่นี้ คงทำให้ท่านผู้ฟังหลายคนรู้สึกสดชื่นขึ้นมาบ้างนะคะ ช่วงนี้ เรามาเรียนรู้อังกฤษกันต่อเลยดีกว่าคะ แต่ก่อนที่เราจะไปรู้จักสถานที่เก่าแก่ของ จ. ฉะเชิงเทรา เรามาเรียนรู้อักษรที่เกี่ยวกับสถานที่กันก่อนดีกว่าคะ ค่ะสำหรับสถานที่ ที่จะพูดถึงในวันนี้ก็เป็นสถานที่ที่ผู้ฟังคุ้นเคยกัน มาลองฟังและออกเสียงตามดิฉันดูนะคะ เพื่อความคุ้นเคยกับคำศัพท์คะ มาเริ่มที่คำศัพท์คำแรกกันเลยดีกว่าคะ

<i>school</i>	=	<i>s-c-h-o-o-l</i>	=	โรงเรียน
<i>home</i>	=	<i>h-o-m-e</i>	=	บ้าน
<i>room</i>	=	<i>r-o-o-m</i>	=	ห้อง
<i>toilet</i>	=	<i>t-o-i-l-e-t</i>	=	ห้องน้ำ

*hospital* = *h-o-s-p-i-t-a-l* = โรงพยาบาล

เป็นอย่างไรบ้างคะสำหรับคำศัพท์เกี่ยวกับสถานที่เมื่อสักครู่นี้ ค่ะไปนี้ถ้าท่านผู้ฟังไปสถานที่เหล่านี้ ท่านผู้ฟังก็สามารถเด้อชื่อสถานที่เหล่านี้เป็นภาษาอังกฤษได้แล้วใช่ไหมคะ ค่ะถ้าท่านผู้ฟังออกคำศัพท์เกี่ยวกับสถานที่ใดเพิ่มเติม เดี่ยวทำรายการ คัดฉันจะรีบมาโทรศัพท์ให้ เพื่อที่จะให้ท่านผู้ฟังโทรไปถามภาษาอังกฤษกับพวกเรา ทุกคำถามมีคำตอบสำหรับท่านผู้ฟังเสมอค่ะ ค่ะต่อไปนี้เราจะมารู้จักกับสถานที่เก่าแก่ของ จ. ฉะเชิงเทรา และมีความสำคัญเช่นกันค่ะ นั่นก็คือ

*The old town* = เมืองเก่า

*t-o-w-n* = เมือง

*The old city hall* = ศาลากลางเก่า

*c-i-t-y h-a-l-l* = ศาลากลาง

*railway station* = สถานีรถไฟ

*The old railway station* = สถานีรถไฟเก่า

สถานที่เหล่านี้เป็นสถานที่เก่าแก่ของ จ. ฉะเชิงเทรา ที่ท่านผู้ฟังหลายคนคุ้นเคยกันดี โดยเฉพาะศาลากลาง ปัจจุบันนี้ได้มีการบูรณะซ่อมแซม จึงเป็นศาลากลางหลังใหม่ที่สวยงามมากค่ะ ค่ะช่วงนี้ ท่านผู้ฟังคงเรียนรู้อังกฤษกับไปพอสมควรแล้ว เรามาพักเบรกฟังเพลงเพราะๆกันอีกสักเพลงดีกว่าค่ะ แล้วช่วงหน้าจะเป็นภาษาอังกฤษเกี่ยวกับอะไรต้องคอยฟังกันนะค่ะ ไปฟังเพลงกันเล้ยยย

ค่ะก็ได้ฟังเพลงเพราะๆกันไปแล้ว ช่วงนี้เราก็จะมาเรียนรู้อังกฤษกันต่อ ช่วงที่แล้ว คัดฉันได้พูดเกี่ยวกับสถานที่เก่าแก่ แต่ท่านผู้ฟังทราบไหมคะว่าภาษาอังกฤษคำว่าเก่ามันคืออะไร ก็คือคำว่า *old* = *o-l-d* ก็คือเก่านั่นเองค่ะ ซึ่งมีความหมายตรงข้ามกับคำว่า *new* = *n-e-w* ที่แปลว่าใหม่ ค่ะช่วงนี้คัดฉันก็จะพูดเกี่ยวกับคำที่เป็น *opposite* ก็คือคำตรงข้ามนั่นเอง เพื่อไม่เป็นการเสียเวลาเรามาเริ่มที่คำแรกกันเล้ยยยดีกว่าค่ะ

*long* = *l-o-n-g* = ยาว ตรงข้ามกับ *short* = *s-h-o-r-t* = สั้น

*big* = *b-i-g* = ใหญ่ ตรงข้ามกับ *small* = *s-m-a-l-l* = เล็ก

*hot* = *h-o-t* = ร้อน ตรงข้ามกับ *cold* = *c-o-l-d* = เย็น

*fat* = *f-a-t* = อ้วน ตรงข้ามกับ *thin* = *t-h-i-n* = ผอม

*black* = *b-l-a-c-k* = ดำ ตรงข้ามกับ *white* = *w-h-i-t-e* = ขาว

ค่ะที่คัดฉันพูดไปเมื่อสักครู่ก็คือคำศัพท์ที่เป็นคำตรงข้ามกัน เป็นอย่างไรบ้างคะท่านผู้ฟังได้ลองออกเสียงตามคิดฉันหรือเปล่านั้น ถ้าไม่ได้ออกเสียงตามไม่เป็นไรค่ะ เพราะวันนี้รายการ *English today* ไม่ได้มีภาษาอังกฤษมาฝากท่านผู้ฟังเหมือนทำนี่ แต่ยังมีภาษาอังกฤษให้ท่านผู้ฟังได้เรียนรู้และลองออกเสียงตามอีก แต่ก่อนที่จะไปเรียนรู้อังกฤษกันต่อ เรามาฟังเกร็ดความรู้เล็กๆน้อยๆเกี่ยวกับ จ. ฉะเชิงเทรา ก่อนดีกว่าค่ะ ถ้าพูดถึง จ. ฉะเชิงเทราที่เห็นจะลืมไม่ได้เลยก็คือ วัดโสธรวรารามวรวิหาร ซึ่งเป็นวัดที่มีชื่อเสียงที่สุดของ จ. ฉะเชิงเทรา หลายคนไม่ว่าจะเป็นคน จ. ฉะเชิงเทรา หรือ ต่างจังหวัดต่างก็รู้จักกันดี และต่างก็ให้ความเคารพนับถือ ค่ะที่เป็นที่น่ายกย่องมีใจสำหรับชาวพุทธเรา ที่ยังคงสืบทอดพระพุทธศาสนาให้ดำรงต่อไป

ท่านผู้ฟังหลายคนคงเคยเข้าไปเที่ยวในศาลาตรีพธอิน และสังเกตเห็นหรือเปล่านั้นว่า ในศาลาตรีพธอินมีคลินิกเยอะมาก แล้วท่านผู้ฟังทราบไหมคะว่าทำไมถึงมีเยอะ ก็เพราะว่าคนจีนที่อพยพมาตั้งถิ่นฐานอยู่ที่ จ. ฉะเชิงเทรา ส่วนใหญ่แล้วจะส่งให้ลูกๆเรียนหมอ และเมื่อเรียนจบก็มาเปิดคลินิกเป็นของตนเอง จึงทำให้ศาลาตรีพธอินนั้นเต็มไปด้วยคลินิก เพราะทุกคนนั้นก็ต้องการมีอาชีพเป็นของตนเอง ถ้าอาชีพนั้นสุจริตและไม่เป็นภัยต่อใคร

ค่ะเมื่อพูดมาถึงตรงนี้แล้ว เราก็จะมาเริ่มเรียนรู้คำศัพท์ที่เกี่ยวกับอาชีพกันต่อเล้ยยย แต่ครั้งนี้ท่านผู้ฟังจะต้องไม่ลืมออกเสียงตามฉันนะค่ะ เพราะการได้ออกเสียงภาษาอังกฤษก็เป็นอีกวิธีหนึ่งที่ทำให้เราจำและคุ้นเคยกับภาษาอังกฤษมากขึ้น ค่ะเพื่อไม่เป็นการเสียเวลา เรามาเริ่มกันที่อาชีพแรกเล้ยยย

*doctor* = *d-o-c-t-o-r* = หมอ  
*farmer* = *f-a-r-m-e-r* = ชาวนา  
*teacher* = *t-e-a-c-h-e-r* = ครู, ผู้สอน  
*singer* = *s-i-n-g-e-r* = นักร้อง  
*boxer* = *b-o-x-e-r* = นักมวย  
*hairdresser* = *h-a-i-r-d-r-e-s-s-e-r* = ช่างตัดผม

ถ้าท่านผู้ฟังสังเกตคำศัพท์ภาษาอังกฤษเกี่ยวกับอาชีพ คำศัพท์บางคำที่เติม *suffix "er"* เข้าไปจึงทำให้เป็นคำนามและเป็นผู้กระทำ ถ้าพูดเช่นนี้ท่านผู้ฟังอาจจะยังไม่เข้าใจ เรามาดูตัวอย่างดีกว่าค่ะ อย่างเช่นคำว่า *farmer = f-a-r-m-e-r = ชาวนา* มาจากคำว่า *farm* เมื่อเติม *suffix "er"* ก็จะกลายเป็น *farmer* ที่เป็นคำนามและเป็นผู้กระทำ หรือคำว่า *teacher = t-e-a-c-h-e-r = ครู, ผู้สอน* ก็มาจากคำว่า *teach = t-e-a-c-h* ที่เป็น *verb* ซึ่งแปลว่า สอน เมื่อเติม *suffix "er"* จึงกลายเป็น *teacher* ที่เป็นนาม ก็คือ ครู, ผู้สอน นั่นเอง

ค่ะการเติม *-er* นอกจากจะเป็น *suffix* แล้ว ยังเป็นการเปรียบเทียบขึ้นกว่าอีกด้วย อย่างเช่นคำว่า *fast = f-a-s-t = เร็ว* เมื่อเติม *-er* ก็จะเป็น *faster = f-a-s-t-e-r = เร็วกว่า* ถ้าคุณศัพท์ลงท้ายด้วย *-e* ก็จะเติมแค่ *-r* อย่างเดียว อย่างเช่น *nice = n-i-c-e = ดี* เมื่อเติม *-r* จะเป็น *nicer = n-i-c-e-r = ดีกว่า* หรือคำคุณศัพท์บางคำต้องเติมพยัญชนะอีกตัวหนึ่งก่อนเติม *-er* อย่างเช่น *big = b-i-g = ใหญ่* ก่อนจะเติม *-er* ต้องเติม *g* เข้าไปอีกตัวหนึ่ง ก็จะเป็น *bigger = b-i-g-g-e-r = ใหญ่กว่า* และถ้าคำคุณศัพท์คำไหนลงท้ายด้วย *y* ให้เปลี่ยน *y* เป็น *i* แล้วเติม *-er* อย่างเช่นคำว่า *easy = e-a-s-y = ง่าย* เมื่อจะเติม *-er* เป็นขึ้นกว่าก็ต้องเปลี่ยน *y* เป็น *i* ก็คือ *easier = e-a-s-i-e-r = ง่ายกว่า* นั่นเอง

เป็นอย่างไรบ้างคะสำหรับความรู้เรื่องภาษาอังกฤษวันนี้ ไม่อยากเสียใจไหมคะ แต่ก่อนที่จะถึงช่วงสุดท้ายของรายการ *English Today* ในวันนี้ เรามาฟังเพลงเพราะๆ เพื่อปิดท้ายรายการกันก่อนดีกว่าค่ะ

ค่ะก็มาถึงช่วงสุดท้ายของรายการ *English Today* แล้ว ค่ะมาถึงช่วงนี้เราก็จะลืมกันไม่ได้เลยสำหรับคำถามจากรายการ *English Today* ถามว่า สีที่ตรงข้ามกับสีดำ คือสีอะไรคะ? แต่มีข้อเนี่ยค่ะ ว่าท่านผู้ฟังจะต้องตอบเป็นภาษาอังกฤษค่ะ ท่านผู้ฟังสามารถส่งคำตอบมาได้ที่ อ.บ.ค แสนภูคาฯ ซึ่งมีกล่องตั้งอยู่ แต่กล่องนี้ไม่เพียงส่งคำตอบเท่านั้นนะคะ ท่านผู้ฟังสามารถเขียนติ-ชม รายการ *English Today* ได้ พวกเรายินดีรับฟังเพื่อเป็นแนวทางในการจัดรายการครั้งต่อไปค่ะ เพราะรายการนี้เป็นการจัดรายการครั้งแรกของพวกเขา ถ้าท่านผู้ฟังมีข้อสงสัยหรือต้องการถามเกี่ยวกับภาษาอังกฤษและต้องการรู้อย่างรวดเร็ว ก็สามารถโทรมาถามกันได้ที่เบอร์ 06-1521132 หรือ 09-0463169 เพียงเท่านี้คำถามที่คิดค้นถามเมื่อสักครู่นี้ถ้าตอบเป็นภาษาอังกฤษก็ไม่ยากสำหรับท่านผู้ฟังแล้วใช่ไหมคะ ตอบไวส่งไว ก็จะได้รางวัลไวค่ะ และท่านผู้ฟังก็อย่าลืมเขียนที่อยู่ของท่านผู้ฟังมาในกระดาษคำตอบด้วยนะคะ เพื่อที่พวกเราจะได้ส่งของรางวัลไปให้ท่านได้ค่ะ และพุงนี่จะเป็นใครที่มานั่งจัดรายการ *English Today* ต่อจากคิดค้นต้องคอยติดตามฟังค่ะว่าภาษาอังกฤษพุงนี่จะสนุกแค่ไหน สำหรับวันนี้คิดค้น นางสาวนิศยา มะดิง ผู้ซึ่งมาจัดรายการวันนี้ต้องขอลากลับแล้ว สวัสดีค่ะ *Good bye*

สถาบันวิทยบริการ  
 จุฬาลงกรณ์มหาวิทยาลัย

## Appendix P

## University newsletters

จดหมายข่าว(ฉบับทดลองผลิตผลงานวิชาการราชงานข่าวชั้นสูง)



## It's our News

### มหาวิทยาลัยราชภัฏราชนครินทร์

เลขที่ ๕๒๒ ถนนมรุพงษ์ ต.หน้าเมือง อ.เมือง จ.ฉะเชิงเทรา ๒๔๐๐๐  
โดย Comm.Art's ๕๖

ปีที่ ๑ ฉบับที่ ๑ /๒๕๔๔

#### ภาษาสู่ความหวัง

นักศึกษาโปรแกรมวิชาภาษาอังกฤษ คณะครุศาสตร์ ภายใต้การนำทีมของ ดร. เทพนคร ทาดง และอาจารย์ รัชชาภรณ์ รัตนะภุมมะ ได้จัดตั้งโครงการปาร์ตองการเรียนการสอนภาษาอังกฤษ เพื่อบริการชุมชนในรูปแบบต่าง ๆ ที่โรงเรียนวัดแสนภูตยา ต.แสนภูตยา อ.บ้านโพธิ์ จ.ฉะเชิงเทรา

โดยโครงการนี้ได้จัดนักศึกษาไปบริการด้านความรู้เกี่ยวกับภาษาอังกฤษ ๑ ทาง คือ

๑. สื่อวิทยุโทรทัศน์ ในที่นี้คือโฮตเดเบิ้ลทีวีของจังหวัด เป็นช่องทางในการเผยแพร่ภาษาอังกฤษและบูรณาการวัฒนธรรมท้องถิ่น ให้ความหมายของคำศัพท์ การออกเสียง และโครงสร้างประโยค

๒. การเรียนการสอน โดยให้นักศึกษาโปรแกรมภาษาอังกฤษ ไปฝึกสอนที่โรงเรียนวัดแสนภูตยา เพื่อเป็นการเสริมสร้าง ทักษะประสบการณ์วิชาชีพ

๓. ใช้สื่อวิทยุกระจายเสียง เพื่อเป็นการให้ความรู้แก่นักเรียนและประชาชนที่อยู่ในชุมชนนั้น ให้ได้รับรู้ถึงคำศัพท์ การออกเสียงที่ถูกต้อง

สื่อวิทยุกระจายเสียงที่ใช้ในการสอน มีการให้ความรู้พร้อมทั้งการร่วมสนทนตอนช่วงสุดท้ายของการออกอากาศ โดยตอบคำถามภาษาอังกฤษ



แต่เหตุผลสำคัญที่ โครงการปาร์ตองการเกิดขึ้น อาจจะเป็นเพราะโรงเรียนตั้งอยู่ ห่างจากตัวจังหวัด การคมนาคมที่ไม่ค่อยสะดวกนัก จึงทำให้ขาดการศึกษาที่ดีไปและที่สำคัญที่สุด คือไม่มีคุณครูเอกภาษาอังกฤษ จึงนำนักศึกษาไปทำการเรียนการสอนให้กับนักเรียนที่นั่น



นางสาวนิรมล โพธิ์จักร นักศึกษาเอกภาษาอังกฤษ พูดถึงความรู้สึก ที่ได้สอนภาษาอังกฤษผ่านรายการวิทยุกระจายเสียงว่า "รู้สึกภูมิใจที่ได้ให้ความรู้แก่คนที่รับฟังรวมทั้งการฝึกตนเองไปในตัวด้วย แล้วยังมีทัศนคติที่ดีต่อวิชาชีพครู พร้อมทั้งได้ประสบการณ์จริงล่วงหน้าก่อนการฝึกประสบการณ์วิชาชีพที่จะต้องปฏิบัติงานจริงก่อนจบการศึกษา"

อยู่ห่างไกลจากตัวจังหวัด และจากภาวะที่พี่ มาบบริการชุมชนในด้านภาษาอังกฤษ เราก็หวังว่าจะเป็นตัวจุดประกายตัวเสริมให้มีความใกล้ชิด ความคุ้นเคยกับภาษาทำให้ง่ายๆ ออกาเรียนรู้อังกฤษในระดับการเรียนที่สูงขึ้น"



อาจารย์รัชชากรณ์ รัตนกุ่มมะ มิสิตปริญญาเอก กาดวิชาภาษาอังกฤษเป็นภาษามานำชาติจุฬาลงกรณ์มหาวิทยาลัย กำลังศึกษาเก็บข้อมูลเพราะเป็นส่วนหนึ่งของงานวิจัย ซึ่งสังเกตนักศึกษาที่ออกมารับบริการชุมชน และเผยแพร่ภาษาอังกฤษ ในรูปแบบการบูรณาการวัฒนธรรมท้องถิ่น ไม่ว่าจะเป็นการออกอากาศทางเคเบิลทีวี จัดรายการวิทยุกระจายเสียงของโรงเรียนวัดแสงภูดาช และการสอนหนังสือ อาจารย์กล่าวถึงนักเรียนในวันแรกที่เริ่มทำว่า "ดีที่เราไม่ได้คิดว่านักเรียนจะมีการพัฒนาทักษะภาษาอังกฤษที่รวดเร็ว เนื่องจากมีระยะเวลาสอนคือ ๕ ครั้งครั้งละครึ่งชั่วโมง แต่ว่าน้องๆ เป็นเด็กด้อยโอกาส

การทำโครงการงานวิจัยนี้ ส่งผลประโยชน์ให้มหาวิทยาลัยราชภัฏราชนครินทร์มีภาพลักษณ์ที่ดีกับชุมชน ทั้งนักเรียนที่โรงเรียนวัดแสงภูดาชได้ความรู้การสอนในรูปแบบใหม่ สุดท้ายผู้ที่ได้ประโยชน์มากที่สุด คือ นักเรียนที่ดำเนินการสอนแก่นักเรียนในสถานการณจริง อีกทั้งโครงการนี้ก็ยิ่งประสบความสำเร็จไประดับหนึ่ง คาดว่าถ้าทุกอย่างดำเนินต่อไปด้วยดีในทุกด้าน ๆ ต้องมีโครงการต่อเนื่องอย่างแน่นอน

อาจารย์และนักศึกษาโปรแกรมนิเทศศาสตร์ทุกคนขอเป็นกำลังใจให้กับอาจารย์รัชชากรณ์ รัตนกุ่มมะและนักศึกษา โปรแกรมภาษาอังกฤษ คณะครุศาสตร์ และผู้ที่มีส่วนเกี่ยวข้องทุกท่าน ให้ประสบความสำเร็จในการจัดทำโครงการนี้ โดยปราศจากอุปสรรคใดๆ เพื่อมอบเป็นความหวังแก่น้องๆ ที่ยังรอโอกาสต่อไป

- จ. ฝากประวัติ : สืบค้นที่ จากนักศึกษานิติ ๒ เอกภาษาอังกฤษ คณะครุศาสตร์
- นักศึกษานิติ ๒ เอกภาษาอังกฤษ คณะครุศาสตร์ ได้ให้เกียรติร่วมการสนทนาค้น โทรทัศน์กับทีมพิธีกรของจังหวัด (SRN) ในรูปแบบ
- รายการภาษาไทย ถิ่นชุมชนในแง่มุมต่างๆ เกี่ยวกับท้องถิ่นในด้านการบูรณาการวัฒนธรรม ในระหว่างวันที่ ๑ - ๑๑ สิงหาคม ๒๕๔๘
- โทร ๒๕๐-๒๕๐ น. หรือจำนวนท้องถิ่น ผู้ที่สนใจติดตามชมได้ในวันและเวลาดังกล่าว

เรื่อง : นักศึกษา โปรแกรมนิเทศศาสตร์ วิชาการศึกษารัฐบาลสูง พันธ์ ๔๖ ที่มีวิทยุ : อาจารย์ประภัสสร จันทร์ดิษฐ์พร  
 กองบรรณาธิการ : นางสาววันนี เกียรติสมณะ นางสาวเป็รวิชาติ ทัดถอกไม้ ผู้ช่วยภาพ : นชกฤตญาทรัพย์พงษ์ นางสาวอริศรัตน์ กิ่งเพชร  
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 นางสาวกฤษณาแสงสารศาสน์ นชกิตติศักดิ์ ศรีประสิทธิ์ จันทน์ : นางสาวจุฑามาศ นนธิเบศร์ นชชัชวฤทธิ์ แสงจันทร์  
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## BIOGRAPHY

Mrs.Ratchaporn Rattanaphumma was born on 28th July 1964, at Chachoengsao. She received her BA in English (Second Class Honors) from the Faculty of Arts, Chulalongkorn University in 1986. In 1989, she received *The Dr.Kusol Varophas Award for Outstanding Graduate Students in Political Science, Northeastern Illinois University* and received her MA in International Studies in 1991. She started working as an Assistant Country Officer at Correspondent Banking Department, Bangkok Bank Limited (Head Office). During 1992-1996, she had worked in tourism industry. In 1994, she was promoted to the position of Sales Manager, at Amari Palm Reef Resort. Her last position before she changed her career path was an Incentive Outbound Manager, at Reliance Holidays (Thailand), Co. Ltd. Since 1997, she has worked as an English language teacher in higher education level. In 2005, Mrs. Ratchaporn was a member of an English as an International Language Program which was a collaborative exercise between Chulalongkorn University and the US Embassy to University of Oklahoma, Oklahoma State University at Stillwater, Oklahoma State University, and Oklahoma City University. Her areas of interest include curriculum development, language and culture, and teaching English as an international language.



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