


EFFECTS OF ENGLISH LANGUAGE INSTRUCTION IN ENGLISH FOR LITTLE GUIDES
IN KRABI COURSE ON COMMUNICATION SKILLS OF GRADE 6 STUDENTS



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ผลของการสอนภาษาอังกฤษในวิชาภาษาอังกฤษสำหรับมัธยมศึกษาตอนต้นจังหวัดกระบี่
ที่มีต่อทักษะการสื่อสารของนักเรียนประถมศึกษาปีที่ 6

นางสาวปรีชวัน คงแก้ว

ศูนย์วิทยทรัพยากร
วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตร การสอน และเทคโนโลยีการศึกษา

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

ปรัชวัน คงแก้ว: ผลของการสอนภาษาอังกฤษในวิชาภาษาอังกฤษสำหรับมัคคุเทศก์น้อย
จังหวัดกระบี่ที่มีต่อทักษะการสื่อสารของนักเรียนประถมศึกษาปีที่ 6. (EFFECTS OF
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การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาประสิทธิผลของการสอนภาษาอังกฤษในวิชา
ภาษาอังกฤษสำหรับมัคคุเทศก์น้อยจังหวัดกระบี่ ที่มีต่อทักษะการสื่อสารของนักเรียนประถมศึกษาปีที่
ที่ 6 และ 2) ศึกษาความคิดเห็นของนักเรียนที่มีต่อวิชาภาษาอังกฤษสำหรับมัคคุเทศก์น้อยจังหวัด
กระบี่ งานวิจัยชิ้นนี้เป็นงานวิจัยเชิงคุณภาพ โดยใช้กลุ่มตัวอย่างกลุ่มเดียว กลุ่มตัวอย่างประกอบด้วย
นักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนบ้านคลองพวนประทีปบำรุง จังหวัดกระบี่ จำนวน 18 คน
เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลประกอบด้วย 1) แบบวิเคราะห์ความต้องการของชุมชน 2)
แผนการสอนแบบอิงภาระงานของ เจน วิลลิส (1996) จำนวน 10 แผน 3) แถบบันทึกภาพและเสียง
4) แบบบันทึกการเรียนรู้ 5) แฟ้มผลงานนักเรียน และ 6) นิทรรศการของนักเรียน งานวิจัยนำเสนอ
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ผลการวิจัยพบว่า 1) การสอนภาษาอังกฤษในวิชาภาษาอังกฤษสำหรับมัคคุเทศก์น้อยจังหวัด
กระบี่ทำให้ทักษะการใช้ภาษาอังกฤษในการสื่อสารของนักเรียนชั้นประถมศึกษาปีที่ 6 สัมฤทธิ์ผลในระดับ
ที่ดี นักเรียนสามารถใช้ภาษาอังกฤษในการฟัง พูด อ่าน และเขียนเกี่ยวกับท้องถิ่นของตนเองใน
จังหวัดกระบี่ได้อย่างมั่นใจ 2) นักเรียนมีความคิดเห็นที่ดีต่อวิชาภาษาอังกฤษสำหรับมัคคุเทศก์น้อย
มีความสนใจและแรงจูงใจในระดับสูง มีความประทับใจที่ดีต่อวิชาที่เรียน นอกเหนือจากนี้นักเรียนมี
ความกระตือรือร้นในการร่วมทำภาระงานต่างๆที่ได้รับมอบหมาย

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The objectives of this study were to 1) study the effects of English language instruction in English for Little Guides in Krabi course on communication skills; 2) investigate the opinions of Grade 6 students towards English for Little Guides in Krabi course. The study was designed as a single group experimental research that employed qualitative research methods. The samples were 18 sixth grade students at Banklongpuanprateepbamrung School, Krabi Province, Thailand. Research instruments used in this study consisted of 1) Needs analysis, 2) Ten lesson plans based on task-based instruction by Willis (1996); 3) Video recording 4) Learning log, 5) Students' portfolio, and 6) students' exhibition. The qualitative data were analyzed by using content analysis.

The results of the study were as follows. 1) English language instruction in English for Little Guides in Krabi course positively affected communication skills of grade 6 students. They could confidently use English language to listen, speak, read and write about the local community of Krabi Province. 2) The students' opinions towards English for Little Guides in Krabi course are positive. They demonstrated high level of interests and motivation, and they had good impression throughout the course. Most significantly, they were active and enthusiastic to participate in all tasks.

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CONTENTS

	PAGE
Abstract (In Thai).....	iv
Abstract (In English).....	v
Acknowledgements.....	vi
Contents	vii
List of Tables.....	x
List of Figures.....	xiii
Chapter I: Introduction.....	1
Research Questions.....	5
Objectives of the Study.....	5
Hypotheses of the Study.....	6
Scope of the Study.....	7
Definition of Terms.....	8
Chapter II: Literature Review	10
Culture and the Roles of Culture in Foreign Language Teaching.....	10
Local Culture and Local Community.....	13
Task-Based Language Instruction	16
Schema Theory and its Role in Foreign Language Teaching.....	26
Communication Skills.....	29
Course Development	30
Related Studies.....	33

	PAGE
Chapter III: Research Methodology.....	37
Research Design	37
Populations	37
Samples	38
Instructional Materials.....	38
Needs Analysis	38
Lesson Plans	41
Research Instruments.....	42
Video Recording	42
Portfolio.....	42
Day Trip.....	42
Students' Exhibition.....	43
Learning Log	43
Research Procedures.....	45
Data Analysis.....	49
Chapter IV: Findings	51
Research Question 1	51
Communication Skills: Language Skills	51
Communication Skills: Language Focus	85
Additional Findings from the Exhibition.....	95

	PAGE
Research Question 2	96
Students' Opinions Toward English for Little Guide in Krabi course.....	96
Chapter V: Discussions and Recommendations.....	116
Summary.....	116
Findings	117
Discussions	118
Students' Communication Skills.....	118
Students' Opinions towards English for Little Guide in Krabi course.....	124
Teaching Implications.....	126
Suggestions for Further Research	127
References.....	128
Appendice.....	139
Appendix A : Long range plan	140
Appendix B : Sample lesson plan.....	143
Appendix C : Learning log.....	150
Appendix D : Sample worksheet	151
Appendix E : The Validity of Instructional Materials and Research Instruments.....	153
Biography.....	155

LIST OF TABLES

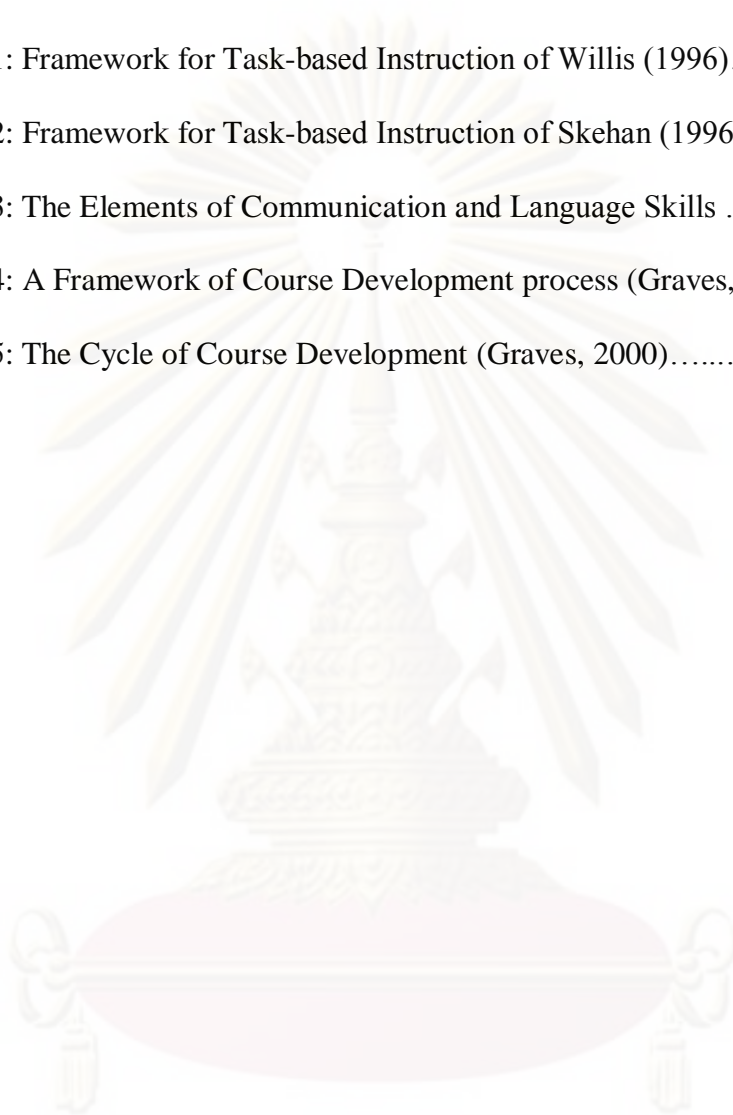
	PAGE
Table 3.1 The Ranking of Topics Obtained from Needs Analysis.....	39
Table 3.2 Themes and Topics for the Course “English for Little Guides in Krabi.	40
Table 3.3 The Sequence of Themes and Topics in the Long-range Plan.....	40
Table 3.4 Summary of Instruments Used in the Study.....	44
Table 3.5 Steps of Main Study / Data Collection.....	48
Table 3.6 Summary of Research Questions, Instruments and Data Analyses.....	50
Table 4.1 Students’ communication skills in the theme My District on the topic Plai Phraya District.....	52
Table 4.2 Students’ communication skills in the theme My District on the topic Directions in my Village.....	57
Table 4.3 Students’ communication skills in the theme Vegetables on the topic Vegetables in my Village	61
Table 4.4 Students’ communication skills in the theme Vegetables on the topic My recipe.....	64
Table 4.5 Students’ communication skills in the theme Souvenir on the topic Batik	68
Table 4.6 Students’ communication skills in the theme Souvenir on the topic Selling- buying	70
Table 4.7 Students’ communication skills in the theme Occupation on the topic Palm trees.....	74
Table 4.8 Students’ communication skills in the theme Occupation on the topic Palm Planters.....	77

Table 4.9 Students' communication skills in the theme Children's Toys on the topic My favourite toys	79
Table 4.10 Students' communication skills in the theme Children's Toys on the topic Lukwue.....	82
Table 4.11 Students' communication skills from the exhibition in the theme My District.....	86
Table 4.12 Students' communication skills from the exhibition in the theme Vegetables	87
Table 4.13 Students' communication skills from the exhibition in the theme Souvenir.....	88
Table 4.14 Students' communication skills from the exhibition in the theme Occupation	89
Table 4.15 Students' communication skills from the exhibition in the theme Children's Toys	90
Table 4.16 Students' opinions in the theme My District on the topic Plai Phraya District.....	97
Table 4.17 Students' opinions in the theme My District on the topic Directions in my Village.....	99
Table 4.18 Students' opinions in the theme Vegetables on the topic Vegetables in my Village	101
Table 4.19 Students' opinions in the theme Vegetables on the topic My Recipe.....	103

Table 4.20 Students' opinions in the theme Souvenir on the topic	
Batik	104
Table 4.21 Students' opinions in the theme Souvenir on the topic	
Selling- Buying	106
Table 4.22 Students' opinions in the theme Occupation on the topic	
Palm Trees.....	108
Table 4.23 Students' opinions in the theme Occupation on the topic	
Palm Planters.....	110
Table 4.24 Students' opinions in the theme Children's Toys on the topic	
My Favourite Toys	112
Table 4.25 Students' opinions in the theme Children's Toys on the topic	
Lukwue.....	113

LIST OF FIGURES

	PAGE
Figure 2.1: Framework for Task-based Instruction of Willis (1996).....	17
Figure 2.2: Framework for Task-based Instruction of Skehan (1996).....	19
Figure 2.3: The Elements of Communication and Language Skills	29
Figure 2.4: A Framework of Course Development process (Graves, 2000).....	31
Figure 2.5: The Cycle of Course Development (Graves, 2000).....	32



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จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER I

INTRODUCTION

Nowadays, people are well aware of the importance of teaching and learning foreign languages because of the global development of science, technology, telecommunications, and industry. Among foreign languages, English is considered to be most important as it is the universal language for communication. In Thailand, English has been included in the core curriculum for foreign language learning, which learners at all levels have to study from Grade 1 to Grade 12. (Ministry of Education, 2008). According to the Basic Education Curriculum 2008, the Learning Area of Foreign Languages consists of four components: Language for Communication, Language and Culture, Language and Relationship with Other Learning Areas, and Language and relationship with Community and the World.

The Basic Educational Curriculum 2008 stresses that through learning a foreign language, students will be able to represent Thai culture and its unique qualities to the world. In addition, they will understand Thai culture and be proud of it.

In Standards 2.1 and 2.2 of the second component, Language and Culture, it is stated that students should be able to understand the culture of native speakers, behave appropriately in different situations, and be able to understand the similarities and differences between the target culture and Thai culture. Furthermore, in Standards 4.1 and 4.2 of the fourth component, Language and its Relationship with the Community and the World, it is stated that students should be able to communicate with a foreign language in various situations such as outside the classroom and in the school.

Therefore Thai culture as well as students' culture should be a major focus for English teachers in designing their lessons. Teachers should encourage learners to appropriately present Thai heritage to the world. Consequently, Thai students should be able to understand, appreciate, and appropriately convey the cultural knowledge and understanding to those from other cultures. Furthermore, the teaching materials based on Thai culture are crucial for achieving the standards stated in Basic Educational Curriculum 2008.

In fact, culture is a part of a language (Brown, 2001). It needs to be an integral part of Teaching English as a Foreign Language (TEFL) at all levels because culture is embedded in the language and cultural content is motivating in language learning (Lange and Klee, 2000). If students are presented with cultural content that is relevant to their background knowledge, Brantmeier (2003) says that it can be a significant factor in second language comprehension. He refers to this concept as "cultural familiarity. In learning a foreign language, local sources which students are familiar with such as art, music, custom, food, beliefs and attractive places are considered as effective instructional content and materials. This is because most learners are at ease with them and they can easily relate to the knowledge about their own culture. (Cortazzi and Jin, 1999; Dorottya, 2007; McKay, 2006; Roeland, 2006; Tomlinson, 1998).

Background knowledge that learners have when entering a learning environment is crucial for acquiring new knowledge (Biemans and Simons, 1996). According to schema theory, it may include community knowledge, local knowledge, and personal experience. Teachers of TEFL can draw inspiration from students' background knowledge to make the teaching frame richer (Anderson, 1977; Xie, 2003). Prior knowledge has a large influence on students' performance, therefore, a student with more background

knowledge is able to comprehend the lesson more effectively than a student with less or no background knowledge (Alptekin, 2006; Leeser, 2007; Pochy, Segers and Buehl, 1999; Pulido, 2003, 2007).

In Krabi Province, there are several interesting local sources and knowledge, for examples, traditions, travel places, history, legends, transportation, hotels and resorts, food and restaurants, festivals, sports, among others (The Center of Tourism in Krabi, 2007). Numerous foreigners are attracted to countless natural attractions such as white sandy beaches, fascinating coral reefs, numerous large and small islands, verdant forests with caves and waterfalls, tradition and history (Tourism Authority of Thailand, 2005). Each year, therefore, many foreigners around the world travel to Krabi. The information from the Center of Tourism in Krabi (2009) shows that the total number of foreigners in 2006-2007 is 2,126,107. In addition, the number of tourists in each year grows increasingly. For example, the number of foreigners from 2006 to 2007 rises 48.49%, and number of foreigners from 2007 to 2008 rises 38.56% to 2,945,946.

According to The Community Development Plan of Provincial Division (2005), there are three strategies out of ten strategies that are related to local community and foreign language. The first strategy points out that local culture and tradition must be preserved in order to strengthen the community. The second strategy says that OTOP products should be supported in order to promote tourism. Thirdly, English language instruction should be promoted in order to raise the standard of tourism in Krabi. Thus, English language and local culture can be taught and learned through the resources available in the community. Local community, tourism and English instruction can be integrated and developed in the same direction.

Since 2001, The Office of Educational Service Area have allocated the strategy “Nine Important Qualities of the Students in Krabi”. One important quality is that students can use English to communicate in all four skills: listening, speaking, reading and writing. As a consequence, many local organizations such as the Office of Educational Service Area, and Provincial Administrative Organization help to promote tourism in the province. Several training projects about “English for Tourism” are designed such as English for police, sellers, drivers, and school administrators (The Office of Educational Service Area of Krabi, 2004).

Based on the training project “English for Tourism”, many schools in various districts, for examples, Banklonghang School, Bansaladan School, Ban Tungkrok School, and Banklongpuanprateepbamrung School, have developed the course “English for Little Guides in Krabi” in order to enhance students’ English proficiency as well as appreciation of Krabi culture and natural sources. Maliwan Pianmanakul (2008) says that the content included in English for Little Guides in Krabi Course has to be improved because it is too general and the materials are not authentic. Besides, the students rarely have an opportunity to use English to communicate with others. As a consequence, they cannot use English to communicate in their real life.

Many problems which occur in previous schools that offer English for Little Guides in Krabi course point out that it is necessary to develop a new English course to teach students more effectively by using local Krabi culture and students’ local community.

Therefore, English for Little Guides in Krabi course developed in this study will emphasize four aspects. First, the materials used are based on local context that involves students’ daily life, for instance, tourist attractions, local vegetable, the souvenir, the

occupations and the toys. Second, the materials used are authentic such as a district map and an OTOP product catalog of Krabi. Third, this study uses task-based instruction as the approach of teaching because it provides plenty of opportunities for students to use English for communication, and offers the tasks which students have to actively and enthusiastically engage in. Finally, the course content integrates the main components of language learning according to Standards of learning for foreign languages in the Basic Education Curriculum B.E. 2544: Language for Communication, Language and Culture, Language and its Relationship to Other Learning Areas, and Language and its Relationship to Communities and the World.

Research Questions

1. What communication skills do Grade 6 students perform in “English for Little Guides in Krabi” course?
2. What are the opinions of Grade 6 students towards English for Little Guides in Krabi course?

Objectives of the study

1. To explore students’ communication skills of Grade 6 students in English for Little Guides in Krabi course.
2. To investigate the opinions of Grade 6 students towards English for Little Guides in Krabi course.

Hypotheses of the study

Previous studies have shown that local community could enhance students' communication skills. For instance, Rachaporn Rattanaphumma (2006) develops an English course called "English and Culture for Local Community" based on Chacheungsao culture. She found that it could enhance students' English language skills and local cultural knowledge. Besides, the students had positive opinions towards the course.

Similarly, Thanachart Lornklang (2007) constructs the local culture instructional model based on scaffolded reading experience approach in order to motivate students in reading, activate their prior knowledge, and present local culture. He found that students could develop English reading comprehension ability, and they had high positive attitude in language learning.

According to Tsou (2005), she indicates that cultural instruction had effects on students' language ability. That is, they gained higher scores on language proficiency test and their cultural knowledge had increased. Furthermore, the students became more interested in English and utilized more English words and sentences. The students in her study also stated that English were interesting, and they had positive opinions toward cultural and language learning.

Consequently, from those research results on cultural instruction and local community, the hypotheses of the study are as follows:

1. The English language instruction in English for Little Guides in Krabi course will have positive effects on Grade 6 students' communication skills.
2. Grade 6 students who enroll English for Little Guides in Krabi course will have positive opinions towards English language instruction.

Scope of the study

Populations

The populations chosen in this study are 5,691 of Grade 6 students from 224 government schools in Krabi Province, Thailand.

Samples

Eighteen students in Grade 6 at Banklongpuanprateepbumrung School, Krabi Province are chosen as samples. The researcher chose this school because the community around the school consists of many interesting local resources, for example, local fruit orchards (cashew nuts, longan, Chumpada), local food (Khaoyumcluk), and local vegetable plantations (Pakmieng, Lukrieng, Twisted Cluster Beans [Sator], and local mushrooms). Moreover, the school has offered English for Little Guides course since 2004, but its general content and instructional materials are not authentic. Therefore, it is necessary to develop an English course in order to teach students how to communicate effectively in English based on the knowledge about their community and Krabi culture with an up-to-date teaching method and authentic materials.

Variables

a) Independent variables: English for Little Guides in Krabi course.

b) Dependent variables in the study are:

1) Communication Skills of Grade 6 students

2) The opinions of students who receive the instruction from English for

Little Guides in Krabi course.

Definition of terms

English for Little Guides in Krabi refers to a course developed by the researcher based on Task-Based Language Approach, and local culture of Krabi Province. The course consists of 5 themes and 10 topics as follows:

Themes	Topics
1. My District	1.1 Plai Phraya District 1.2 Directions in my village
2. Vegetables	2.1 Vegetables in my village 2.2 My Recipe
3. Souvenir	3.1 Batik 3.2 Selling – Buying
4. Occupations	4.1 Palm Tree 4.2 Palm Planter
5. Children’s Toys	5.1 My Favourite toys 5.2 Lukwue

Each lesson takes three hours a week. The course consists of thirteen weeks including the introduction, the exhibition, and a one –day trip in Plai Phraya District.

Communication skills refer to two aspects: language skills which are listening, speaking, reading and writing; and language focus which is grammatical structures. Both aspects involve the local community in Krabi Province. Language skills are measured by video recording, day trip, and students’ portfolio which includes the tasks and worksheets. Language focus is measured by students’ exhibition presented in 10 topics with 5 themes.

Opinions refer to the opinions of Grade 6 students who participate in English for Little Guides in Krabi course.

Students refer to Grade 6 students at Banklongpuanprateepbumrung School, Plai Phraya District, Krabi Province, who studied in Semester 2, Academic Year 2008.



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CHAPTER II

LITERATURE REVIEW

In this chapter, the presentation will cover literature review on the following issues:

- 1) Culture and the Roles of Culture in Foreign Language Teaching
- 2) Local Culture and Local Community
- 3) Task-based Language Instruction
 - 3.1 Schema Theory and its Role in Foreign Language Teaching
 - 3.2 Communication Skills
- 4) Course Development
- 5) Related Studies

Culture and the Roles of Culture in Foreign Language Teaching

Culture

Several definitions of culture have been proposed by different researchers and scholars due to the ways they see culture from different views. The first view considers cultures as the foundation of communication. Culture is related to learner's background knowledge and experiences (Kuo and Lai, 2003; Scovel, 1994). Spradley (1980) says that a person receives knowledge about different aspects of culture by interacting with other people.

The second view considers culture as a system of symbols, meanings, and norms which have been passed on from one generation to the next. It shares a common social space and history, and common images. (Goode, Sockalingam, Brown and Jones; 2000;

Lederach, 1995; Peck, 1998; Savignon and Sysoyev, 2002). According to Dorottya (2007), he distinguishes the elements of culture into three groups. First, they are the products which consist of literature, folklore, art, music, and artifacts. Second, they are the behaviors which include customs, habits, dress, food, and leisure. Third, they are the ideas which are related to beliefs, values, and institutions. In addition, Moran (2001) divides culture into five dimensions: products (e.g. food, tools, clothes), practices (e.g. verbal and non-verbal language, perspectives (e.g. values, beliefs), communities (e.g. race, gender, religion), and persons (individuals).

It can be concluded that culture is the knowledge and experiences which people have learned from their social group, and it is passed on from generation to generation. Culture is related to people's daily life in several aspects. In addition, it involves the communication and interaction among humans.

The Roles of Culture in Foreign Language Teaching

Language is a part of culture. They are intricately interwoven, and they are indeed inseparable (Brown, 2001; Omaggio, 2001). The relevance of teaching culture with language is based on the belief that language and culture are interconnected (Cruz, Bonissone and Baff, 1995; Heileman and Kaplan, 1985; Kramsch, 1998; Lessard-Clouston, 1997; Peck, 1998; Savignon and Sysoyev, 2002; Sellami, 2000; Singhal, 1997; Stern, 1983; Thanasoulas, 2001). When learners are taught the cultural contexts of the language they learn, it makes the language learning experience becomes real, purposeful and authentic. (Brown, 2000; Huang and Wang, 2008; Peterson and Coltrane, 2003; Valdes, 1990; Zhang, 2004;).

In foreign language instruction, Canale and Swain (1980) present the traditional language teaching method which emphasizes grammatical competence, sociolinguistic competence, strategies competence and discourse competence. All four competences are native speaker- based. That is, they are expected to achieve native-like competence and to learn English and culture of native speakers and disregards their own local culture.

However, Alptekin (2002) proposes new language teaching model called Intercultural Communicative Competence. He contends that:

- 1) Intercultural knowledge and insights should serve as the central focus of the instruction.
- 2) Teachers should equip learners with an awareness of linguistic and cultural differences.
- 3) Teacher should prepare learners to be both global and local users of English.
- 4) Teacher should include local and international contexts in the materials.
- 5) Teachers should include interactions between native and non-native speakers as well as those between non-native speakers in materials and activities.

The model of Intercultural Communicative Competence shows that learner's culture is as significant as international culture in learning language for communication. The good point of this model is that learners can take advantage of the materials surrounded them as the materials for learning language. Consequently, they could present or express the ideas about their own culture.

The roles of learners' culture are important in language teaching. Especially in Thailand, English teachers should not focus on native speakers' cultures only, but the

learners' culture should be emphasized, too (Baker, 2003; Chansongklod Gajaseni, 2009; Ratchaporn Rattanaphumma, 2006; Thanachart Lornklang, 2007). Baker says teachers should realize the importance of culture for communication, and they should know both Thai and English cultures in order to integrate it in English lessons. Chansongklod Gajaseni (2005) points that there is plenty of sources in English language to search for both Thai learners and teachers to study Thai culture, for instances,

- 1) Calendars, maps, brochures
- 2) English newspapers
- 3) Internet
- 4) Thai culture books printed in English, and
- 5) Educational technology such as compact discs about Thai culture

She also said that teacher who teaches English in Thailand, especially Thai teachers should help to produce English textbooks for Thai learners by applying their own culture into English lessons.

It can be seen that learners' own culture is valuable and practical in teaching English as a foreign language because it involves learners' daily life. When learners present or explain their own culture in English, they will feel that the lesson is meaningful. In addition, nowadays teachers can find instructional materials conveniently through various sources. Therefore, it is easy for teachers to integrate learners' culture as the content, context or instructional materials in English classroom.

Local Culture and Local Community

Local culture is the culture in students' daily life and English teachers should take advantage of local culture or local sources. Cortazzi and Jin (1999);

Harumi (2002); Kramersch (1993) emphasize the importance of students' local culture.

They contend that it can enhance cultural knowledge as well as raise cultural awareness among students.

Based on the Core Curriculum of foreign language teaching and learning of Thai Ministry of Education 2008, the students are expected to be able to describe oneself, daily life activities, local experiences and environment. Also, they should be able to express opinions about the local issues.

Jaitip Chuerattanapong (1997) explains the necessity for teachers to include local community in their instruction in two important points. Firstly, the effective learning should start with the topic around learners because they can learn more quickly than learning the topics that they are not familiar with. Most significantly, local community can promote learners to be proud of their community. Secondly, there are abundant of interesting local sources that can be included in English course syllabus, as a result, students will have a chance to the knowledge about their local community to their learning process. Similarly, Chansongklod Gajaseni (2005) states that if teachers integrate students' local culture in English lessons and learning activities such as tourist attractions or Thai wisdoms, the instruction will be interesting and meaningful.

Therefore, English teachers should include local culture and local community when they develop their lessons and instructional materials because the use of local knowledge could help students engage in real language learning experiences. That makes their learning meaningful and purposeful because they realize that they can use those experiences in their daily life.

Cortazzi and Jin (1999) distinguish three types of cultural information that can be used in language textbooks and materials:

- 1) 'source culture materials' that draw on the learners' own culture as content.
- 2) 'target culture materials' that use the culture of country where English is spoken as a first language.
- 3) 'international target culture materials' that use a great variety of cultures in English and non-English-speaking countries around the world.

Based on Cortazzi and Jin, source culture materials can be considered as an important part of the course materials because they are related to student's prior knowledge and cultural experience. Source culture can motivate students to explain their own culture to others. Therefore, instructional materials based on local source should be included in the textbooks, course books, or course materials (McKay, 2000; Roeland, 2006). Examples of materials that can be used to present source culture in the classroom are authentic materials, proverbs, literature, and films (Peterson and Coltrane, 2003).

In summary, blending the local community in the English language instruction and materials is an interesting and challenging choice for teachers because it encourages students to learn from what is related to their real life.

In the English for Little Guides in Krabi course, the researcher especially emphasizes local community because the setting of school is surrounded with rich local sources such as palm plantations, rice fields, fresh food markets, and tourist attractions. Most importantly, the course focuses on learning from direct experiences so that students can obviously see how English is used in real contexts, and they will be motivated to use English outside the classroom.

Tasked- based Language Instruction

Definition of Tasked- based Language Instruction

Task-based instruction (TBI) is also known as Task-based language learning (TBLL) or Task- based language teaching (TBLT). It focuses on the use of authentic language and doing tasks using the target language. The assessment is based on the appropriate completion of tasks rather than language forms. Consequently, Task-based instruction can develop students' confidence while they are learning.

According to Richards and Rodgers (2001), they explain TBI that it is an approach based on the use of tasks as the core unit of planning and instruction in language teaching. TBI could help the learners to promote learning language for communication. Nunan (2001) says that task- based language instruction represents a particular realization of communicative language teaching. It emphasizes what learners need to carry out in the real world outside the classroom. TBI offers the students an opportunity to process language which is learned or recycled naturally (Bowen, 2006).

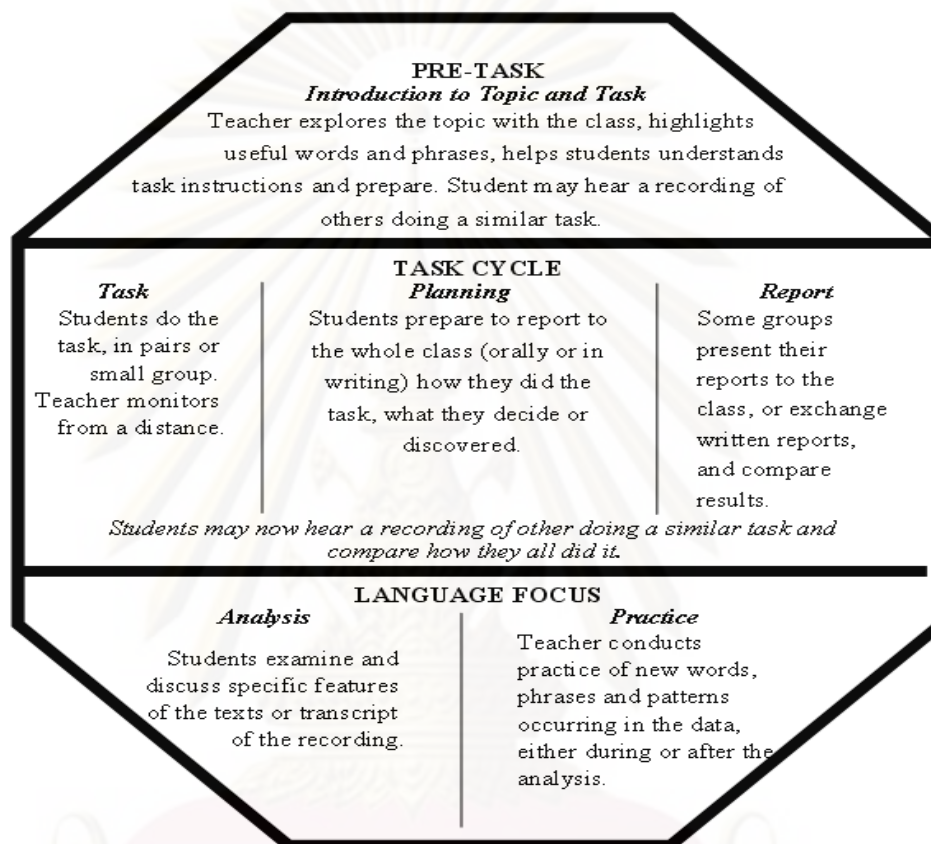
In conclusion, TBI is an approach which emphasizes on doing tasks, and the purpose of TBI is to promote the learner's communication skills. The students are free of language control. As a consequence, learners could increase their confidence while they're learning. Therefore, it could motivate students to learn effectively.

The Method of Task-based Instruction

The design of a task-based lesson has a task as its principal component. Various designs have been proposed. To illustrate, the framework for task-based instruction of Willis (1996) as shown in figure 2.1. The sequence of task-based instruction comprises three phases; pre-task, task cycle, and language focus. The explanation of each phase is as follow.

Figure 2.1

Framework for Task-based instruction of Willis (1996)



Phase I: Pre-task

According to Willis (1996), the step of pre-task aims at activating students about background knowledge, preparing the students for the topic of the lesson, and exposing students to the target language. Teacher introduces the topic and task in order to prepare students to understand the task. The students start thinking about the topic of lesson and recall their background knowledge, for instance, students share personal experiences with their friends or they brainstorm ideas with the class. After the introduction to topic and task, students do pre-task a teacher gives task to students.

Phase II: Task cycle

This phase is divided into three stages: task, planning, and report. The objectives of task cycle are to provide the opportunities for students to use the language. The stage of task aims to make students gain fluency and confidence when using target language, students do the task, and teacher acts as a monitor. For the stage of planning, students prepare to report to the class in order to show how they did the task and what they discovered. The teacher acts as an advisor. Next is the stage of report, which aims at giving the student a natural stimulus to improve their language. The students report to the class, and teacher may give them feedback on content and form.

Phase III: Language focus

According to Language Focus, it comprises of two stages: analysis and practice. Willis (1996: 64) explains about these two stages as follows.

“Not to perfect students production and make it automatic, but draw students’ attention to the surface forms realizing the meaning they have already become familiar with during the task cycle, and so help students to systemize their knowledge and broaden their understanding.”

At this stage, teacher picks up useful words, phrases, and patterns from their report in order to analyze the language features. Then, teacher conducts practice of new words, phrases, and pattern occurring in the data both during and after analysis.

In conclusion, according to Willis, tasks can be used as the central component of a three-part framework: pre-task, task cycle, and language focus. Pre-task is associated with the stage when learners get exposure and chances to recall what they know. At the task cycle stage, learners are exposed to the language through speaking and writing skills, they

also work together with their friends. Learners use language in this stage. The final stage is language focus. It covers language analysis activity and a focus on form.

Skehan (1996) proposes the task –based framework with three stages which consist of pre-task, during task, and post-task. The framework of Skehan is shown below.

Figure 2.2

Framework for Task-based instruction of Skehan (1996)

<p>Pre-task</p> <p>Teacher explicitly and implicitly teaches new forms, do consciousness raising activities, or introduce pre-task planning activities. Student observe similar task, and /or plan linguistically and cognitively.</p>
<p>During task</p> <p>Students do the task. Teacher emphasizes the appropriate balance between complexity, accuracy, and fluency.</p>
<p>Post task</p> <p>Students re-do their tasks to class. And the performance will be videotaped for analysis purposes. After that they do parallel tasks to strengthen their complexity, accuracy, and fluency in doing the tasks. Teacher raises students consciousness for a focus on form.</p>

From the comparison the framework of Willis (1996) and Skehan (1996), the similarities are:

1) Task- based instruction consists of three main stages. First stage, students should be exposed to examples of similar tasks done by others. They should be given time before doing task for the preparation.

2) They agree that the preparing time will promote complexity, accuracy, and fluency of language use. Both of them agree that the report stage is important because it encourages students to balance the three learning goals: complexity, accuracy, and fluency.

3) In the post- task, both recommend language analysis activities and parallel tasks.

However, the frameworks also have the differences as listed below;

1) In pre-task, Willis suggests implicit teaching of language, while Skehan suggests both explicit and implicit teaching of language.

2) Willis places the public report in second phase (task cycle), and the language analysis in the post-task phase. In addition she also set the practice stage in the language focus stage. On the other hand, Skehan puts the public report and the language analysis in the post-task phase.

In this study, the researcher will follow the task based instruction framework of Willis (1996) because it is simple and straightforward. In addition, the type of tasks is easy to design and provides a clear guideline for instructors.

The Advantages of Task-based-Instruction

Willis (2007) explains the advantages of Task-based learning as follows. First, she says that the students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item. Therefore, students have an opportunity to form the language. Second, a natural context is developed from the students' experiences with the language that is personalized and relevant to them. Therefore, their learning is meaningful to them. Third, the students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms. Fourth, the language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book. It is a strong communicative approach where students spend a lot of time communicating. Therefore the lesson is enjoyable and motivating.

In conclusion, task-based language instruction has the good points for learners in both their knowledge and attitude towards learning language. In terms of knowledge, TBI could develop the skills for communication due to they have a lot of chance to build their knowledge, they have a chance to communicate in the relevant situations. For attitude, TBI provide students a lot of time to communicate. Therefore, it can motivate students to learn enjoyable and actively.

Definitions of Task

Tasks have influenced educational policy in both ESL and EFL settings. It creates the meaningful and purposeful learning because it gives the learner an opportunity to be free in using language to communicate with others.

Ellis (2003) states that tasks are activities primarily focus on language use.

He describes the features of a task-based approach as:

- 1) a work plan
- 2) primary focus of a task is on meaning
- 3) real world language use
- 4) one of the four skills must be included in a task,
- 5) task should involve cognitive processes, and
- 6) task should focus on communicative outcome.

Nunan (2006) explains that a task is a piece of classroom work that involves learners in comprehending, manipulating, producing, and interacting in the target language.

Similar to Skehan (1998), he introduces five key characteristics of a task as follows:

- 1) Meaning is primary.
- 2) Learners are not given other people's meaning to regurgitate.
- 3) There is some sort of relationship to comparable real-world activities
- 4) Task completion has some priority.
- 5) Outcome is the assessment of the task.

Willis (1998) defines tasks as the activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome. She gave the examples to compare the differences between the activities and the tasks as follows:

Activity : Teacher shows a picture and asks students to write four sentences describing the picture and say them to the partner. As we can see, this activity only has the practice of language form, so there is no communicative purpose.

Task : Teacher shows the picture briefly, then conceals it. Learners have to write four true statements and two false statements about the picture. Next, read them out to see if other pairs remember which are true. According to the task, the learners would be thinking of the statements they could remember, and then try to express themselves based on their memories. It is challenging. To achieve this outcome, they would be focusing first on meaning, and express it. Then they have a chance to use language to communicate to each other.

From the definitions of Tasks above, Ellis (2003), Nunan (2006), Skehan (1998), and Willis (1998) share the same concept about task, that is, it primary focuses on meaning, and real world language. The purpose of using target language is for communication. In addition, the instructors can assess the task by its outcome.

Types of Tasks

Several theorist and educator categorize task in various ways. For instance, Pica, Kanagy, and Falodin (1993) classify tasks according to the types of interaction that occurs in tasks accomplishment and give the following classification:

1) Jigsaw tasks

These tasks involve learners in combining different pieces of information to form a whole. For example, three individuals or groups may have three different part of a story, and they have to piece the story together.

2) Information-gap tasks

They are the tasks in which one student or group of students has one set of information, and other student or other group has a complementary set of information. They must negotiate and find out what the other's information is, in order to complete an activity.

3) Problem-solving task

Students are given a problem and a set of information. They must arrive at a solution to the problem. This is generally a single resolution of the outcome.

4) Decision-making tasks

Students are given a problem for which there are number of possible outcomes, and they must choose one through negotiation and discussion.

5) Opinion exchange tasks

Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

From the task types above, we can see that even the process of organizing each task type are not the same. However, the goal of each task is to get the students to communicate with one another. Therefore, learners have a chance to practice a conversation. As a consequence, they could develop their communication skills.

Willis (1996) categorizes 6 types of tasks as follows;

1) **Listing**

Listing tasks tend to generate a lot of talk as learners explain their ideas.

The process involves are:

1.1 Brainstorming, in which learners draw on their own knowledge and experience.

1.2 Fact- finding, in which learners find things out by asking each other or other people and preferring to books, etc.

2) **Ordering and sorting**

These tasks involve four main processes as follows:

2.1 Sequencing items, action or events in a logical or chronological order

2.2 Ranking items according to personal values or specified criteria

2.3 Categorize items in given groups or grouping them under given headings

2.4 Matching to identify specific points and relate them to each other

3) **Comparing**

Broadly, these tasks involve comparing information of a similar nature but from different source or version in order to identify common points and /or differences. The process involves are:

3.1 matching to identify specific points and relate them to each other

3.2 finding similarities and things in common

3.3 finding differences

4) **Problem solving**

Problem solving tasks make demand upon people's intellectual and reasoning powers. Thought challenging, are engaging and often satisfying to solve. The process and time scale will vary enormously depending on the type and complexity of the problem.

5) Sharing personal experiences

These tasks encourage the learner to talk freely about themselves and share experiences with others. The resulting interaction is closer to casual social conversation in that it is not directly goal-oriented as other task. However, this open tasks may be difficult to get going in the classroom

6) Creative tasks

This are often called projects which involves pairs or group of learners in some kind of freer creative work. They also tend to have more stage than other tasks, and they can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Out-of-class research is a needed.

Organizational skills and team-work are important in getting the task done.

The outcome can often be appreciated by a wider audience than the students who produced it.

In this study, the researcher will use the task-type adapted from Willis (1996) which comprises of six types of task as mention above, because her task types is simple to apply in the course.

Schema Theory and its Role in Foreign Language Teaching

The role of background knowledge in language comprehension has been known as schema. Carrell (1988) contends that schema provides directions for listeners and readers so that they can retrieve or construct meanings from their own previously acquired knowledge. This kind of knowledge is called schema, and their structures are called schemata (Adams and Collins, 1979; Bartlett, 1932; Rumelhart, 1980). Carrell (1988) describes that efficient comprehension requires the ability to relate the textual material to

one's own knowledge. Carrell (1983) also says that one's own culture could make the text easier to read and understand than more distant culture.

Anderson et al. (1977) points out that every act of comprehension involves one's knowledge of the world. He also suggests that the main principles of schema theory include four stages as follows:

- 1) Teach general knowledge and broad concepts.
- 2) Build on the knowledge (schemata) and make connections between ideas.
- 3) Link prior knowledge to the new knowledge.
- 4) Form the body of knowledge from the new information (schemata).

Similarly, Coady (1979) contends that background knowledge is an important variable. Students with a Western background learn English faster than those without such a background. According to the importance of schema theory, teachers can use students' background knowledge to make instruction meaningful because students can learn and remember new information best when it is linked to relevant prior knowledge (Kujawa and Huske, 1995). Therefore, background knowledge can be integrated in all skills of teaching and learning.

In terms of reading, Brown (2001) considers schema theory as the hallmark which does not carry meaning by itself, but the reader also brings information, background knowledge, emotion, experience and culture to the printed words. Similarly, Coady (1979) says that background knowledge may be able to compensate for certain syntactic deficiencies. As a result, the subject of reading materials should be interesting and related well to the background of the reader.

Robertson (2007) suggests some ideas how to connect students' background knowledge to content in English Language Learning (ELL) as follows:

- 1) Learn about students' backgrounds and try to find culturally relevant resources to teach the content.
- 2) Look for resources that go beyond the textbook which will engage students and involve them in the learning process, so that they find elements they can connect to and learn from, for example, art, music, and culture kits.
- 3) Use literature, stories, and folktales from other cultures as a way of encouraging students to connect to their own experiences.
- 4) Use storytelling in the classroom.

Since background knowledge can be explained as a combination of the learner's pre-existing attitude, experiences, and knowledge, therefore, culture is considered as a part of learners' background knowledge. (Kujawa and Huske, 1995). When students are given clues or background information about the new knowledge, they can incorporate it into their prior knowledge. Therefore, one of the important steps of teaching English is to stimulate students' background knowledge before teaching the language content by linking concepts to students' personal and cultural experience (Echevarria, Vogt, and Short, 2007); Peterson and Coltrane, 2003)

In English for Little Guides in Krabi course, it contains content about students' background knowledge such as their daily life, places in the district, and products made in their local community. Although the students are taught new vocabulary and sentence

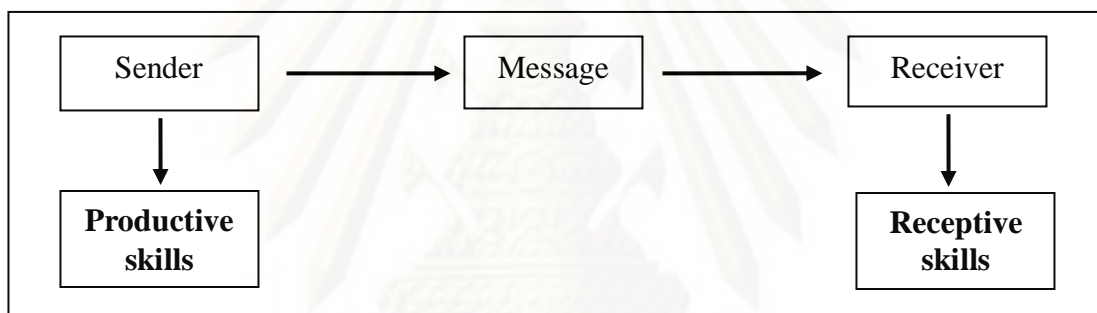
structures, they can understand the new knowledge by using their schemata to comprehend the new knowledge.

Communication Skills

Communication is a process of sharing information, sending or receiving information. (Bolding and Wehmeyer, 1999). It consists of three primary elements which are sender, message and receiver as illustrated in Figure 2.2

Figure 2.3

The Elements of Communication and Language Skills



According to the elements of communication, the language skills which the sender uses are called productive skills. Productive skills are speaking and writing. When the sender sends a message, they need to produce language. On the contrary, the receivers use receptive skills when they receive the message. Receptive skills consist of reading and listening. Thus, communication process or communication skills are related to listening, speaking, reading, and writing skill. In this study, the learners have the opportunities to practice both productive skills and receptive skills.

Course Development

Developing a course is a necessary and important process. The instructor can consider what can or should be modified, added, or changed to suit the interests and needs of a particular group of students (Sysoyev, 2000). Several frameworks in course development are proposed by the scholars (Brinton, 1997; Brown, 1995; Dubin and Olshstein, 2000; Fink, 2003; Graves, 2000; Johnson, 1989; Nunan, 1988; 2004; Richards, 2001; Sysoyev, 2000). For example, Sysoyev (2000) suggests six processes of course development. They are 1) students' analysis, 2) formulation of goals and objectives of the course, 3) conceptualizing the content, 4) selecting and developing materials, 5) course planning, and 6) evaluating the course.

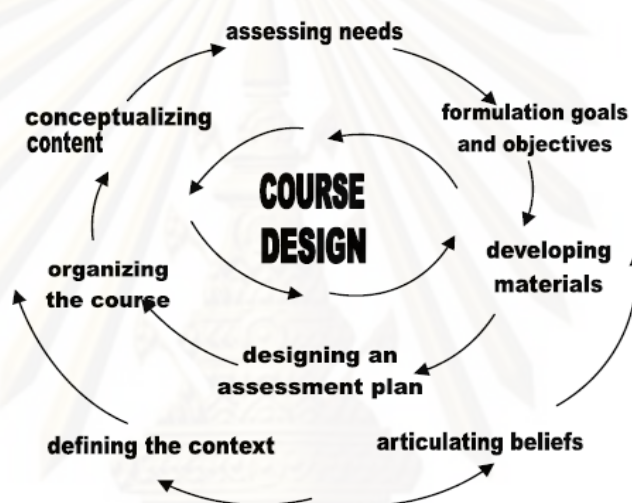
Sysoyev's framework is different from the one proposed by Center for Instructional Development and Research (CIDR) in 1999 which has no stage of formulation of goals and objectives of the course. According to CIDR, the process of designing a course involves three aspects. First, learners who will take the course should be considered, the instructor should find the information about learners as much as possible in order to design a course according to their background and context. Second, the instructor should determine the content and method of evaluation. Lastly, the instructor should design a set of activities, assignments, and materials that help to motivate students in their learning.

Fink (2003) proposes three important features of course design which he claims that they need to be integrated into the course. They are the learning goals, the teaching and learning activities, and the feedback and assessment. It can be seen that Fink's framework is relatively similar to Sysoyev's and CIDR's, however, it lacks the analysis of learners.

Graves (2000) proposes a framework of course development process. The components of course design in Graves' framework is in line with Sysoyev's but Graves shows that there is no hierarchy in the process and no sequence of accomplishment in designing the language course. It can begin with any process.

Figure 2.4

A framework of course development process (Graves, 2000:3)



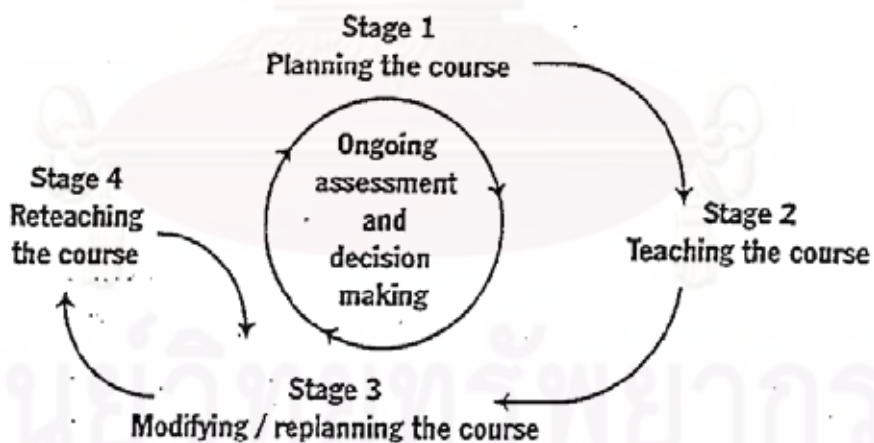
From Figure 2.3, Graves points out that the process of course development involves six processes: assessing needs, formulating goals and objectives, developing materials, designing an assessment plan, organizing the course and conceptualizing content. Moreover, defining one's context and articulating beliefs are on the bottom of the chart to serve as a foundation for the other processes. 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.

Based on Grave's framework, the second language curriculum focuses on three factors: language, learning and learners, and social context. The focus on language can be linguistic skills, topics or themes, situations, communicative functions, listening, writing, genre, reading, etc. Next, the focus on learning and learners can be affective goals, interpersonal skills, and learning strategies. Lastly, the focus on social context can be sociolinguistic skills, socio-cultural skills, and sociopolitical skills.

Additionally, Graves presents four stages of the cycle of course development as shown in Figure 2.4. It includes planning the course, teaching it, evaluating the course and re-planning it based on the evaluation, and re-teaching the course for the re-planned version.

Figure 2.5

The Cycle of Course Development (Graves, 2000: 10)



In conclusion, designing or developing a language course needs several components which need to be conducted systematically. Course development is directly related to needs analysis, goals and objectives, content, materials, contexts, and

assessment and evaluation. This present study, English for Little Guide in Krabi course, was developed based on Graves' framework because it is practical and flexible because the researcher can begin at any stage depending on the situation and the context of the course.

Related Studies

Chansongklod Gajaseni (2009) studied a development of English knowledge about Thai culture and the ability to transfer the knowledge to real life situations with undergraduate students at the Faculty of Education, Chulalongkorn University. The results revealed that the students' English knowledge about Thai culture significantly improved after they learned English with Thai culture as the content. They also developed the ability to transfer cultural knowledge to real life situations. In addition, they had positive attitude towards learning English through Thai culture.

Huang and Wang (2008) developed an innovative task-based cultural activities outside the English classroom for university students in Taiwan. The study found that the activity could motivate students to understand their own culture while learning English through tasks and language games. They explained that task-based activities could motivate students to use English to communicate in the real world. In addition, the students were aware of their own culture along with the target culture.

Ramate Moonwaeng (2008) studied the improvement of paragraph writing performance of upper secondary student through task-based instruction. The findings showed that the writing tasks were effective in improving the participants' writing skills. The participants could write simple sentences and combined them to paragraph by using connectors.

Ruso (2007) examined the influence of task-based learning on students' classroom performance and motivation in EFL classrooms. The study found that tasks was beneficial for vocabulary learning.

McDonough and Chaikitmongkol (2007) studied teachers' and learners' reactions to a task-based EFL course at Chaingmai University in Thailand. The study indicated that task-based language teaching can help learners to become independent thinkers and learners. It gave the learners opportunity to think by themselves to accomplish the tasks and manage their learning. Also, learners had positive opinions towards the instruction. The teachers in the study reported that the task-based course helped the learners acquire academic skills they could apply in other courses.

Thanachart Lornklang (2007) constructed the local culture instructional model based on scaffolded reading experience approach in order to motivate students in reading, activate prior knowledge, and present local culture. He found that students could develop English reading comprehension ability, and they had high positive attitude in learning.

Noppawan Chimroyarp (2007) also studied the effects of task-based instruction on the learning outcome of the Buddhist missionary monks, and explored the missionary monk's views on TBI. The finding revealed that the posttest scores of all participants were significantly higher than the pre-test scores, especially, in terms of speaking skill. In addition, the open-ended part of the questionnaire was contributed to the monk. The results found that the majority of the participants felt that TBI helped a lot in preparing them to face the real challenges of the various situations which they had to face when working abroad. Moreover, the role playing gave them the opportunities to rehearse and increase their confidence in using English in real life.

Ratchaporn Rattanaphumma (2006) developed an English course called “English and Cultures for Local Community” based on Chacheungsao culture. The study found that it could enhance students’ English language skills and local cultural knowledge. Besides, the students expressed positive opinions towards the course.

Patcharee Wijitpaisan (2005) conducted the task-based language learning program to enhance English speaking ability of Grade 9 students who were prepared to be young tour guides in Bangkok, Thailand. The results showed that students’ English speaking ability was significantly high at the end of the program. In addition, they had continually improved in speaking ability and gained confidence to speak English.

Al-Jarf (2005) studied the effects of task-based instruction in English writing ability of EFL Struggling College Writers. Pre-test results showed that the students could not put two words together. The posttest results showed a great improvement in writing ability. The students could write fluently and communicate easily. Spelling, punctuation, and capitalization errors significantly decreased. Improvement was due to students’ factor and efficient task. In addition, students were eager to learn English.

Khannaree Zeawpanich (2004) developed a junior guide course for Grade 6 students in Saraburi Province. It was found that the students paid much attention and actively participated the activities. They were not afraid to speak and express their knowledge as junior guides. The study also found that various organizations in the province wanted to have the course that suited the community. They needed a junior guide course which was tailor-made specifically for their community.

Porntip Eamon (2002) conducted a local syllabus on English language for Grade 6 students in Phichit Province. The results showed that students’ learning achievement was high, and they had high level of interest.

Chanarong (1997) designed a local course on English language for Grade 6 students in Khonkhaen Province. The findings showed that students could successfully pass the learning criteria of the course. In addition, they were highly satisfied with the teaching and learning. The students said that the course was useful in their daily lives.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design, population and samples, procedures of the study, instruments used for collecting data, the data analysis, and the development of English for Little Guides in Krabi course. In addition, the results of the instruments validation and reliability are also included in this chapter.

Research Design

The present study was a single group design using qualitative research method. The study was carried out for 13 weeks in the second semester of the academic year 2008 at Banklongpuanprateepbamrung School, Plai Phraya District, Krabi Province, Thailand. The course was conducted three hours a week. A task-based course was developed as a component of the research treatment. The research instruments used to explore the effects of English for Little Guides in Krabi course on communication skills and the opinions of Grade 6 students were portfolio, learning log, and exhibition. The independent variable was English for Little Guides in Krabi course, and the dependent variables in the study were: 1) communication skills of Grade 6 students, and 2) the opinions of students who received the instruction in English for Little Guides in Krabi course.

Populations

The populations chosen in this study were 5,691 of Grade 6 students from 224 government schools in Krabi Province, Thailand.

Samples

This research conducted at Banklongpuanprateepbamrung School, a government school in Plai Phraya District, Krabi Province, Thailand. The samples were eighteen of Grade 6 students. The researcher chose this school because the community around the school consists of many interesting local resources, for examples, local fruit orchards (cashew nuts, longan, Chumpada), local food (Khaoyumcluk), or local vegetable plantations (Pakmieng, Lukrieng, Sator, and Hedcone). Moreover, the school has offered English for Little Guides in Krabi course since 2004. Therefore, it is necessary to develop an English course in order to teach students how to communicate effectively in English based on the knowledge about their community and Krabi culture with authentic tasks and materials.

Instructional Materials

The instructional materials consist of needs analysis and lesson plans. The description of each instrument and how it was developed is presented below.

Needs Analysis

The researcher used needs analysis as a basis for developing the themes and topics of the course. The researcher interviewed 114 stakeholders who were involved in the educational system in the local community of Plai Phraya District. They were the District Chief Officer, 4 district officers, 5 officials at Sub-district Administrative Organization who were involved with educational policy, 4 school directors, 20 teachers, 10 school committee, 20 parents, and 50 students. They were asked to list the topics about Plai Phraya District which they thought were both interesting to visitors and important for the students and should be included in English for Little Guides in Krabi course. The opened-

ended question used in interview is “What topic and learning resources about Plai Phraya District do you want to include in English for Little Guides in Krabi course?” The results of the needs analysis were as follows.

Table 3.1

The Ranking of Topics Obtained from Needs Analysis

Topic	Frequency
1) Khaokhen OTOP	18
2) Rubber tree	15
3) Palm tree	13
4) Giving direction	13
5) Mushroom	11
6) Location of Plai Phraya district	11
7) Royal rice field and Royal Mill	9
8) Toy (Lukwue)	6
9) Bangtaomae Waterfall	6
10) Local vegetable (Pakmieng, mushroom)	5
11) Nalakiring Cave	2
12) Palm planter	2
13) Coffee tree	2
14) Learning center in the community	1
Total	114

According to the results of Needs Analysis, the researcher grouped those topics in 5 categories as listed in Table 3.2

Table 3.2

Themes and Topics for the Course “English for Little Guides in Krabi”

Themes	Topics
1) OTOP	Khaokhen Batik
2) Occupations	Palm planter, rubber planter
3) Map	Tourist attractions, giving direction
4) Food	Mushroom, Pakmieng (ผักเหมียง)
5) Toy	Lukwue (ลูกหวี)

Next, the researcher designed the long-range plan. These plans were based on the core curriculum for Grade 6 students and textbook used in school. The sequences of the themes and topics were ordered from general to specific aspects as presented in

Table 3.3

Table 3.3

The Sequence of Themes and Topics in the Long-range Plan

Needs Analysis	Themes	Topics
Map	1) My District	1.1 Plai Phraya District
		1.2 Directions in my village
Food	2) Vegetables	2.1 Vegetables in my village
		2.2 My Recipe
OTOP	3) Souvenir	3.1 Batik
		3.2 Selling – Buying

Table 3.3 (Continued)

The Sequence of Themes and Topics in the Long-range Plan

Needs Analysis	Themes	Topics
Occupations	4) Occupations	4.1 Palm Tree 4.2 Palm Planter
Toys	5) Children's Toys	5.1 My Favourite toys 5.2 Lukwue

Lesson Plans

The researcher constructed ten lesson plans based on task-based instruction by Willis (1996). That is, the teaching procedures in each lesson comprised pre-task, task cycle, and language focus. (See Appendix B) Each plan consisted of objectives, materials, language focus, evaluation and teaching procedures.

Two sample lesson plans for English for Little Guides in Krabi course were validated by three experts. The first expert was chosen because she specialized in learning evaluation and assessment. The second expert specialized in task-based instruction. In addition, the third expert was skillful in local community and culture in Krabi. The lesson plans were examined by using an evaluation form (See Appendix E) consisting of four aspects designed to help the experts evaluate the quality of the lesson plans. The four aspects concerned the objectives, instructional materials, procedures, and evaluation. There were fourteen items asking about the details of the four aspects.

The Item-Objective Congruence Index (IOC) developed by Rovinelli Hambleton (1977) was applied to measure the validity of the lesson plans. The items with the scores higher than or equal to 0.5 were considered appropriate; those with the scores less than

0.5 were considered inappropriate and should be revised.

The results from the IOC indicated that the lesson plans were appropriate in all 4 aspects. However, one of the experts suggested that there should have criteria to evaluate students' performance. For example, students could give the meanings of new words at least 8 out of 10. Therefore, the researcher revised the lesson plan accordingly.

Research Instruments

Video recording

Video recording was the instrument to measure students' communication skills. The students' communication skills in all tasks and oral presentations in 10 topics with 5 themes were recorded throughout the course. It showed the progress of students' communication skills.

Portfolio

Portfolio was one of the significant instruments which showed the progress of students' learning and communication skills. It revealed the students' knowledge obtained from the course because all of the tasks and worksheets, were kept in the portfolio. In English for Little Guides in Krabi course, 10 tasks and 20 worksheets were constructed. The purpose of portfolio was to investigate the communication skills of students who enrolled in the course.

Students' exhibition

After finishing the course, students organized an exhibition in order to show whole knowledge which they had learned from English for Little Guides in Krabi Course. Students had three days to prepare. The school director, teachers, students in other levels,

and parents were invited to see the exhibition and gave feedback. The exhibition was conducted with 6 topics as follows.

- 1) My District
- 2) Local Vegetables
- 3) Souvenirs
- 4) Occupations
- 5) Children's toys
- 6) A day trip "Little Guides on Tour"

The exhibition was the important outcome that helped the researcher to assess students' communication skills and the knowledge they gained from the course. The researcher measured the learning progress by observing the reuse and application of vocabulary and language structures.

Day trip

At the end of the course, the researcher organized a one-day trip for students with two purposes. First, it provided a chance for the students to go to the actual places in their hometown. Also, they had an opportunity to see the role of English in the real life. To illustrate, there were English signs in each place, and a brochure for the tourists written in English. Second, it gave the students a chance to use English in the real life situations. They could demonstrate their communication skills during the day trip. For instance, they had an opportunity to introduce the places in English as a little guide. Therefore, day trip was also the instrument used to measure students' communication.

Learning log

A learning log was an essential instrument. The purpose of the learning log was to investigate the opinions of students towards English for Little Guides in Krabi course.

Students wrote down their reflection and opinions towards the lessons. They reflected on their success or problems they faced while learning. Besides, they gave some suggestions that were helpful for the researcher to help them develop their communication skills. This study consisted of 10 learning logs. Each learning log was given to students at the end of each lesson. (See Appendix C)

In conclusion, the experimental and research instruments used in this study were summarized in Table 3.4.

Table 3.4
Summary of Instruments Used in the Study

Instrument	Objectives
1. Video recoding	To explore the students' communication skills in English for Little Guides in Krabi course.
2. Portfolio	To explore the communication skills from English for Little Guides in Krabi course
3. Day trip	To explore students' communication skills from English for Little Guides in Krabi course
4. Students' Exhibition	To explore the communication skills and knowledge from English for Little Guides in Krabi course
5. Learning Log	To investigate the opinions of students towards English for Little Guides in Krabi course

Research Procedures

The development of this research was conducted into seven main stages as follows.

Stage 1. The study of related information to conduct the research

Before conducting the research, the researcher studied the related documents of the study as listed below.

- 1.1 The Basic Education Curriculum (2008)
- 1.2 The research documents, journals, and textbooks involving local source culture and task-based method for teaching and learning English
- 1.3 The use of local resource in teaching English in Krabi, and the information about Krabi culture
- 1.4 The previous English for Little Guides in Krabi course from The Office of Educational Service Area, Krabi
- 1.5 The local resources of Krabi to be used in English for Little Guides in Krabi course

Stage 2 Needs Analysis

The researcher investigated the needs of community by interviewing the stakeholders who involve the education system in community. The opened-ended question used in interview is *“What topic and learning resources about Plai Phraya District do you want to include in English for Little Guides in Krabi course?”* Each stakeholder suggested only one topic which he/she thought was most interesting. The information obtained from Needs Analysis was used to design the themes and topics of

the course.

Stage 3 The construction of the long-range plan for the course

The researcher constructed the long - ranged plan for English for Little Guides in Krabi Course based on the information from Stage 1 and 2. (See Appendix A)

Stage 4 The verification of instructional materials

Three experts validated the instructional materials of the study which consisted of two sample lesson plans, and instructional materials.

Stage 5 The construction of research instruments

The researcher constructed research instruments which consisted of 10 lesson plans based on task-based instruction of Willis (1996), 10 tasks, 20 worksheets, and 10 learning logs. The content of the course concerned local community in Plai Phraya District, Krabi Province. Each lesson took three hours per week.

Stage 6 Pilot study with Grade 6 students of Bankbhangian School

After the revision of the lesson plans, a pilot study was carried out. The purpose of the pilot study was to try out two lesson plans in order to check if they worked well in the similar context before the main study was undertaken. The participants for the pilot study comprised 20 Grade 6 students who were studying in the second semester of academic year 2007 at Banbhangian School, Plai Phraya District, Krabi Province. The participants suggested some activities to be included in the course such as singing and going to the actual places. Finally, the lesson plans were revised based on the information

obtained from the pilot study. Therefore, the activities which could motivate the participants' interests were added. Then, ten lesson plans were implemented for English for Little Guides in Krabi course.

Stage 7 Conduct the main study / Data Collection

The researcher conducted the main study in the second semester of academic year 2008, with eighteen Grade 6 students of Banklongpuanprateepbamrung School, Plai Phraya District, Krabi Province. The main study consisted of twelve weeks including the introduction and the exhibition. At the end of the course students suggested "Little Guides on Tour", a one day trip, in order to go to the actual places in Plai Phraya District and to use English in the real situations. The researcher considered that the activity was useful and it could promote students to learn actively from direct experiences. As a consequence, the period of main study was extended from twelve weeks to thirteen weeks.

According to steps of data collection, the researcher collected data from video recording, portfolio, learning logs, and students' exhibition. Firstly, the researcher video recorded all tasks and oral presentations of 10 topics in order to examine the students' communication skills and assess the progress of their learning. Secondly, the researcher assigned one task and two worksheets per lesson. When the assignments were done, those works were collected in the portfolio. Totally, each student's portfolio consisted of 10 tasks and 20 worksheets. Next, at the end of each lesson, a learning log was given to students in order for them to reflect their learning and opinions towards the lesson. A day trip was organized in week 12 in order to explore students' communication skills from English for Little Guides in Krabi course in the real life. Finally, at the end of the course, students demonstrate their language development from English for Little Guides in Krabi

course through the exhibition. The summary of the main study was presented in Table 3.5

Table 3.5

Steps of Main Study / Data Collection

Week	Themes	Topics	Data Collection
1		Introduction	
2	My District	Plai Phraya District	1 Task, 2 worksheets, 1 learning log, video recording
3		Directions in my village	1 Task, 2 worksheets, 1 learning log, video recording
4	Vegetables	Vegetables in my village	1 Task, 2 worksheets, 1 learning log, video recording
5		My Recipe	1 Task, 2 worksheets, 1 learning log, video recording
6	Souvenir	Batik	1 Task, 2 worksheets, 1 learning log, video recording
7		Selling – Buying	1 Task, 2 worksheets, 1 learning log, video recording
8	Occupations	Palm Tree	1 Task, 2 worksheets, 1 learning log, video recording
9		Palm Planter	1 Task, 2 worksheets, 1 learning log, video recording
10	Children's Toys	My Favourite toys	1 Task, 2 worksheets, 1 learning log, video recording
11		Lukwue	1 Task, 2 worksheets, 1 learning log, video recording
12		Day Trip	video recording, data transcription
13		Exhibition	Students' works and presentations

Data Analysis

The researcher analyzed the qualitative data from the study as follows.

Video recording

The researcher used video recording to measure speaking and listening skills.

Portfolio

The researcher used portfolio to measure language skills which were reading and writing.

Day trip

Students had to give explanations about the places they visited. The researcher videotaped their communication skills.

Students' exhibition

The exhibition was the instrument which was used to collect students' language focus which was grammatical structures. The researcher analyzed the data by examining the use of language structures and vocabulary in the exhibition. In addition, when student presented their exhibition, the researcher videotaped their communication skills.

Learning log

The researcher analyzed the learning log by examining the opinions of students.

The research methodology was summarized as illustrated in Table 3.6

Table 3.6

Summary of Research Questions, Instruments and Data Analyses

Research Question	Instruments	Data Analysis
1. What communication skills do Grade 6 students perform in English for Little Guides in Krabi course?	1. Video recording	Content Analysis
		Data transcription
	2. Portfolio	Content Analysis
	3. Day trip	Data transcription
2. What are the opinions of Grade 6 students towards in English for Little Guides in Krabi course?	4. Exhibition	Content Analysis
		Data transcription
	5. Learning log	Content Analysis

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CHAPTER IV

FINDINGS

This chapter reports qualitative results based on two research questions. The first question was: What communication skills do Grade 6 students perform in English for Little Guides in Krabi Course? The results of research question 1 were analyzed from video recording, students' portfolio, day trip and exhibition. The second question was: What are the opinions of Grade 6 students towards English for Little Guides in Krabi course? The results of research question 2 were analyzed from students' learning log.

According to the research questions, the analysis of the data is presented in two parts. The first part is to answer the research question 1 and the second part is to answer the research question 2.

Research question 1

What communication skills do Grade 6 students perform in English for Little Guides in Krabi Course?

To answer this question, the findings were divided into 2 aspects: language skills and language focus.

Communication Skills: Language Skills

Language skills were categorized into 10 tables according to 10 topics in 5 themes. Each table presents students' communication skills which were divided into 4 groups: listening, speaking, reading and writing. The data were obtained from video recording, students' portfolio and day trip. The findings shown below were communication skills demonstrated by the majority of students. The findings were summarized as follows.

Table 4.1

Students' communication skills in the theme My District on the topic Plai Phraya District

Communication Skills	Examples
1. Listening and Speaking	<p>Students asked questions about favourite places in Plai Phraya. They also listened to the questions and gave responses.</p> <p><i>Examples from video recording: the task "Survey"</i></p> <ul style="list-style-type: none"> ▪ S1: Pee, what is your favourite place in Plai Phraya? S2: I like Nalakiring Cave. S1: Where? S2: It is in Tambon Plai Phraya. ▪ S1: What is your favourite place in Plai Phraya? S2: I like Bangtaomae Waterfall. S1: Where is it? S2: In Tambon Plai Phraya.
2. Speaking	<p>Students introduced the locations of their home town and interesting places in Plai Phraya.</p> <p><i>Examples from video recording: the task "Jigsaw".</i></p>

ศูนย์วิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Table 4.1 (Continued)

Students' communication skills in the theme My District on the topic Plai Phraya District

Communication Skills	Examples
2. Speaking	<ul style="list-style-type: none"> <li data-bbox="756 369 1398 512"> <ul style="list-style-type: none"> <li data-bbox="756 369 1398 401">▪ This is OTOP Center. <li data-bbox="802 422 1146 453">It is in Tambon Khaokhen. <li data-bbox="802 474 1146 506">It is in Plai Phraya District <li data-bbox="756 558 1398 701"> <ul style="list-style-type: none"> <li data-bbox="756 558 1398 590">▪ This is Bangtaomae waterfall. <li data-bbox="802 611 1122 642">It is in Tambon Khaotor. <li data-bbox="802 663 1146 695">It is in Plai Phraya District <p data-bbox="708 747 1057 779"><i>Examples from the day trip</i></p> <ul style="list-style-type: none"> <li data-bbox="756 810 1398 999"> <ul style="list-style-type: none"> <li data-bbox="756 810 1398 842">▪ Welcome to OTOP Center. <li data-bbox="802 863 1292 894">You can sell Batik. Umm ... Beautiful. <li data-bbox="802 915 1146 947">It is in Tambon Khaokhen. <li data-bbox="802 968 1146 999">It is in Plai Phraya District <li data-bbox="756 1052 1398 1304"> <ul style="list-style-type: none"> <li data-bbox="756 1052 1398 1083">▪ Wow! Waterfall. <li data-bbox="802 1104 1097 1136">Bangtaomae Waterfall. <li data-bbox="802 1157 1016 1188">Come and swim. <li data-bbox="802 1209 1398 1241">It is in Tambon Khaotor. It <li data-bbox="802 1262 1398 1304">is in Plai Phraya District.
3. Reading	<ol style="list-style-type: none"> <li data-bbox="708 1356 1398 1535">1. Students read the passage thoroughly and completed the jigsaw task correctly by putting the places at the right tambon.

Table 4.1 (Continued)

Students' communication skills in the theme My District on the topic Plai Phraya District

Communication Skills	Examples
3. Reading	<i>Examples from the portfolio : The task "Jigsaw"</i>
	<ul style="list-style-type: none"> ▪ They put OTOP center at Tambon Khaokhen. ▪ They put Palm Oil Factory at Tambon Plai Phraya. ▪ <i>They put Nalakiring Cave at Tambon Plai Phraya.</i> ▪ <i>They put Khoksae Museum at Tambon Kiriwong.</i>
	<p>2. Students guessed the meanings of the vocabulary from the context clues. For example,</p>
	<ul style="list-style-type: none"> ▪ Context clue: There are four <u>sub-districts</u> : Khaokhen, Kiriwong, Khaotor, and Plai Phraya.
	<p>They gave the meaning of sub-district which means “ตำบล.”</p>
	<ul style="list-style-type: none"> ▪ Context clues: Univanich is a palm oil <u>factory</u>. My mother works there.

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Table 4.1 (Continued)

Students' communication skills in the theme My District

on the topic Plai Phraya District

Communication Skills	Examples
	<p>They gave the meaning of factory which means “โรงงาน.”</p> <ul style="list-style-type: none"> ▪ Context clues: Do you know Bangtaomae <u>Waterfall</u>? It is in Tambon Khaotor.
	<p>They gave the meaning of waterfall which means “น้ำตก.”</p>
<p>3. Students read word tags about Krabi Province and correctly concluded the lesson by organizing a tree diagram to represent the tambon and interesting places in Krabi and Plai Phraya District.</p>	
<p>4. Writing</p>	<p>Students wrote a report from the survey about their friends' favourite places.</p> <p><i>Examples from portfolio: worksheet</i></p> <ul style="list-style-type: none"> ▪ Ting likes OTOP center. It is in Tambon Kaokhen.

Table 4.1 (Continued)

Students' communication skills in the theme My District

on the topic Plai Phraya District

Communication Skills	Examples
4. Writing	<ul style="list-style-type: none"> <li data-bbox="760 527 1243 615">▪ Tukta likes Bangtaomae waterfall. It is in Tambon Kaotor. <li data-bbox="760 667 1243 756">▪ Nin likes Otop center. It is in Tambon Khaokhen. <li data-bbox="760 808 1243 896">▪ Ford likes waterfall. It is in Tambon Khaotor. <li data-bbox="760 949 1243 1037">▪ Ton likes Dam. It is in Tambon Khaokhen.

Table 4.2

Students' communication skills in the theme My District on the topic Directions in my Village

Communication Skills	Examples
1. Listening, Speaking , Reading	<p>Students read the map, listened to the questions, and answered them correctly.</p> <p><i>Examples from video recording:</i></p> <p><i>The task "Memory game"</i></p> <ul style="list-style-type: none"> ▪ Students listened: It is opposite Banbanghian Temple. What is that place? Students answered: "It is Banbanghian School." ▪ Students listened: It is between the bank and the hospital. What is that place? Students answered: "It is the market." ▪ Students listened: It is near the hospital. What is that place? Students answered: "It is the stationery."

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Table 4.2 (Continued)

Students' communication skills in the theme My District on the topic Directions in my Village

Communication Skills	Examples
2. Listening, Speaking	<p data-bbox="737 470 1421 653">Students explained directions to their friend. They also listened in order to answer the question correctly.</p> <p data-bbox="737 695 1421 800"><i>Examples from video recording: the task "Giving directions"</i></p> <ul style="list-style-type: none"> <li data-bbox="792 842 1421 1094">▪ S1: From here, go straight on, and you see palm factory. Turn right, you will see the shop. Turn left and stop. Where are you? S2: I am at the market. <li data-bbox="792 1157 1421 1409">▪ S1: Go to Bangtaomae Waterfall. Stop. Turn left and turn right. Stop. Go to the market. Turn right. Stop. Where are you? S2: I am at the Rice Center." <li data-bbox="792 1472 1421 1661">▪ S1: From here, turn right and turn right. Go straight on. Now stop. Where are you? S2: At Bangtaomae Waterfall.

Table 4.2 (Continued)

Students' communication skills in the theme My District on the topic Directions in my Village

Communication Skills	Examples
3. Speaking	<p>1. Students explained the school map by using the correct prepositions.</p> <p><i>Examples from video recording:</i> <i>class participation</i></p> <ul style="list-style-type: none"> ▪ Pratom 1 is opposite Pratom 6. ▪ The library is next to Co-op. ▪ The toilet is behind Pratom2. ▪ The canteen is near the library. <p>2. The majority of students compared and explained the differences of two maps.</p> <p><i>Examples from video recording:</i> <i>the task “ Finding differences”</i></p> <ul style="list-style-type: none"> ▪ Group 1 In picture 1, the canteen is near the tree. Picture 2, the canteen is near Co-op. ▪ Group 2 Picture 1, the toilet is behind Pratom 2. In picture 2, the toilet is behind Pratom3.

Table 4.2 (Continued)

Students' communication skills in the theme My District on the topic Directions in my Village

Communication Skills	Examples
4. Writing	<p data-bbox="737 506 1421 611">Students described the directions to their houses by using different prepositions accurately.</p> <p data-bbox="737 653 1421 686"><i>Examples from portfolio: worksheet</i></p> <ul style="list-style-type: none"> <li data-bbox="792 728 1421 909">▪ This is my house. It is in Plaipraya District. I live at 63, moo 9. It is between the tree and the shop. I love my house. <li data-bbox="792 972 1421 1224">▪ This is my house. I live in Plai Phraya District. I live at 57, moo 9. My house is near Univanich Factory. It is on Aoluk-Prasaeng Road. <li data-bbox="792 1287 1421 1476">▪ This is my house. I live in Prasaeng District. I live at 85 moo 8 Prasaeng District. My house is near the stream. <li data-bbox="792 1539 1421 1707">▪ This is my house. I live at 35 moo14 Plai Phraya District. My house is near my friend's house.

Table 4.3

Students' communication skills in the theme Vegetables on the topic Vegetables in my Village

Communication Skills	Examples
1. Listening, Speaking	<p data-bbox="730 470 1421 504">Students listened and shared personal experience</p> <p data-bbox="730 546 1421 724">about food and vegetables in the village by using vocabulary about local vegetable, food, and fruits and its taste.</p> <p data-bbox="730 766 1421 800"><i>Examples from video recording:</i></p> <p data-bbox="730 842 1421 875"><i>the task "Sharing experiences"</i></p> <ul style="list-style-type: none"> <li data-bbox="779 917 1421 951">▪ Can you cook? Yes, I can. <p data-bbox="828 993 1421 1026">What food do you like?</p> <p data-bbox="828 1068 1421 1102">I like papaya salad.</p> <p data-bbox="828 1144 1421 1178">How does it taste?</p> <p data-bbox="828 1220 1421 1253">It's spicy, salty, and sour.</p> <ul style="list-style-type: none"> <li data-bbox="779 1316 1421 1350">▪ Can you cook? <p data-bbox="828 1392 1421 1425">Yes, I can.</p> <p data-bbox="828 1467 1421 1501">What food do you like?</p> <p data-bbox="828 1543 1421 1577">I like orange juice.</p> <p data-bbox="828 1619 1421 1652">How does it taste?</p> <p data-bbox="828 1694 1421 1728">It's sweet and sour.</p>

Table 4.3 (Continued)

Students' communication skills in the theme Vegetables on the topic Vegetables in my Village

Communication Skills	Examples
2. Speaking	<p>1. Students brainstormed about their knowledge regarding local vegetables in the village.</p> <p><i>Examples from video recording:</i></p> <p><i>the task "Listing the names of vegetable"</i></p> <ul style="list-style-type: none"> ▪ My house has Sator. ▪ I know Pakmieng. ▪ Hedcone. I like Hedcone. Hedcone is under a palm tree. ▪ I know palm mushroom. <p>2. Students talked about senses of taste.</p> <p><i>Examples from video recording: presentation</i></p> <ul style="list-style-type: none"> ▪ This is chili. It is spicy. ▪ Lemon is sour. ▪ Rambutan. It is sweet. ▪ This is medicine. It is bitter. ▪ This is fish sauce. It is salty.

Table 4.3 (Continued)

Students' communication skills in the theme Vegetables on the topic Vegetables in my Village

Communication Skills	Examples
3. Reading	<p>Students read the lists of food on the worksheet and categorized the senses of taste correctly.</p> <p><i>Examples from portfolio : task</i></p> <ul style="list-style-type: none"> ▪ Sator, spinach, and medicine are bitter. ▪ Pomelo and lemon are sour. ▪ Curry, pepper and papaya salad are spicy. ▪ Candy and juice are sweet.
4. Writing	<p>Students wrote down their friends' personal experiences about food.</p> <p><i>Examples from portfolio : worksheet</i></p> <ul style="list-style-type: none"> ▪ Bus can cook. He likes papaya salad. It is salty, sour, and spicy. ▪ Dam can cook fried egg . He likes orange juice. It is sweet and sour. ▪ Jib like to cook banana chip. Banana chip is sweet and salty. She likes it.

Table 4.4

Students' communication skills in the theme Vegetables on the topic My Recipe

Communication Skills	Examples
1. Listening	<p>Students listened to the teacher and completed the worksheet for the listening task.</p> <p><i>Examples from video recording :</i></p> <p><i>the task “Favourite recipe”</i></p> <ul style="list-style-type: none"> - They chose the ingredients of “Pakmieng Tomkati” and “Fried Mushrooms” correctly. - They rearranged the recipe after listening to the teacher.
2. Speaking	<p>Students made an oral presentation about the steps of cooking Pakmieng Tomkati and fried mushrooms.</p> <p><i>Examples from video recording:</i></p> <p><i>oral presentation</i></p> <ul style="list-style-type: none"> ▪ Group 1 <p>Hello. We are group 1. We are going to show how to cook Pad Hedcone [Fried mushroom]. The ingredients are mushrooms, oil, fish sauce, oyster sauce and garlic.</p>

Table 4.4 (Continued)

Students' communication skills in the theme Vegetables on the topic My Recipe

Communication Skills	Examples
2. Speaking	<ul style="list-style-type: none"> ▪ Group 2 <p>Good afternoon my friends and teacher. We are from group 2. We are going to show the steps to cook Pad Hedcone.</p> <ol style="list-style-type: none"> 1. Wash and chop mushrooms. 2. Put the pan on the oven and put some oil. 3. Put garlic in the pan when the oil is hot. 4. Put mushrooms in the pan. 5. Add some fish sauce and oyster sauce. 6. Mix them all together. 7. Wait 2 minutes. 8. Taste and serve.
3. Reading	<p>Students read the strips of sentences and rearranged them until they became a recipe.</p> <p><i>Examples from portfolio:</i></p> <p><i>the task "Ordering Strips of a Recipe"</i></p>

Table 4.4 (Continued)

Students' communication skills in the theme Vegetables on the topic My Recipe

Communication Skills	Examples
3. Reading	<ol style="list-style-type: none"> 1. Wash mushrooms. 2. Chop mushrooms. 3. Put the pan on the oven until it is hot. 4. Pour some oil in the pan. 5. Add garlic in the pan. 6. Put mushrooms in the pan. 7. Add some fish sauce and oyster sauce 8. Mix all together. 9. Wait 2-5 minutes. 10. Taste and serve.
4. Writing	<p>Students wrote their favourite recipe.</p> <p><i>Examples from portfolio: worksheet</i></p> <ul style="list-style-type: none"> ▪ Student 1 wrote the recipe for “Fried sticky rice” as follows: <p>Ingredients: oil, sticky rice</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Put some oil in the pan. 2. Mix fish sauce in the sticky rice.

Table 4.4 (Continued)

Students' communication skills in the theme Vegetables on the topic My Recipe

Communication Skills	Examples
3. Writing	<ul style="list-style-type: none"> <li data-bbox="792 401 1421 441">▪ 3. Put the sticky rice on the pan. <li data-bbox="792 472 1421 512">4. Taste it. <li data-bbox="792 567 1421 682">▪ Student 2 wrote the recipe for “Fried fish” as follows: Ingredients: fish, salt, oil Steps: 1. Put some salt in the fish. 2. Put some oil on the pan. 3. Put the fish on the pan. 4. Serve. <li data-bbox="792 1186 1421 1302">▪ Student 3 wrote the recipe for “Fried fish balls” as follows: Ingredients: oil, fish balls Steps: 1. Put some oil on the pan. 2. Put the fish balls on the pan. 3. Cook. 4. Taste it.

Table 4.5

Students' communication skills in the theme Souvenir on the topic Batik

Communication Skills	Examples
1.Listening	<p data-bbox="730 401 1421 514">Students listened to the passage read by teacher, and answered the questions.</p> <p data-bbox="730 546 1421 661"><i>Examples from video recording :</i> <i>the task “ Listen and find”</i></p> <ul data-bbox="779 693 1421 1113" style="list-style-type: none"> <li data-bbox="779 693 1421 787">▪ What is the name of the shop? Plai Phraya Batik. <li data-bbox="779 829 1421 976">▪ What does Panoi sell? Batik pants, batik blouse, batik shirt, batik skirt. <li data-bbox="779 1018 1421 1113">▪ What is the most famous product? Batik curtain.
2.Speaking	<p data-bbox="730 1144 1421 1270">Students introduced batik products and tried to convince the customers to buy them.</p> <p data-bbox="730 1302 1421 1417"><i>Examples from video recording :</i> <i>the task “Applying a job”</i></p> <ul data-bbox="779 1449 1421 1680" style="list-style-type: none"> <li data-bbox="779 1449 1421 1543">▪ This is a batik shirt. It is blue. It is S size. It is 550 baht. <li data-bbox="779 1585 1421 1680">▪ This is a batik blouse. It is red. It is S size. It is 550 baht. It is cheap.

Table 4.5 (Continued)

Students' communication skills in the theme Souvenir on the topic Batik

Communication Skills	Examples
3. Reading, Writing	<p data-bbox="743 407 1403 659">Students read information about batik products and made a decision which product to buy for their mother as a present. Also, they described the chosen present.</p> <p data-bbox="743 701 1321 877"><i>Example from the portfolio :</i> <i>worksheet and the task “Choosing New Year present”</i></p> <ul style="list-style-type: none"> <li data-bbox="792 919 1175 1171"> <p data-bbox="792 919 1175 951">▪ This is for mom's present.</p> <p data-bbox="841 993 1078 1024">It is a batik blouse.</p> <p data-bbox="841 1066 1127 1098">It is blue. It is XL size.</p> <p data-bbox="841 1140 1013 1171">It is 650 baht.</p> <li data-bbox="792 1245 1143 1497"> <p data-bbox="792 1245 1143 1276">▪ This is a batik shirt.</p> <p data-bbox="841 1318 1143 1350">It is my mom's present.</p> <p data-bbox="841 1392 1110 1423">It is red. It is XL size.</p> <p data-bbox="841 1465 1013 1497">It is 550 baht.</p> <li data-bbox="792 1560 1175 1812"> <p data-bbox="792 1560 1175 1591">▪ This is my mom's present.</p> <p data-bbox="841 1633 1045 1665">It is batik pants.</p> <p data-bbox="841 1707 1143 1738">It is black. It is XL size.</p> <p data-bbox="841 1780 1013 1812">It is 450 baht.</p>

Table 4.6

Students' communication skills in the theme Souvenir on the topic Selling - Buying

Communication Skills	Examples									
1. Listening, Speaking	<p data-bbox="743 403 1421 432">Students listened to various types of advertisement.</p> <p data-bbox="743 478 1421 655">Then, they selected the right word cards which involved the advertisement, and gave an explanation about the advertisement.</p> <p data-bbox="743 697 1421 802"><i>Examples from video recording: the task "Listening the advertisement"</i></p> <p data-bbox="743 890 1421 919">The advertisement read by teacher</p> <p data-bbox="743 961 1421 991">"LeungKrabi is a batik shop with many products.</p> <p data-bbox="743 1033 1421 1360">Come and buy batik pants, batik blouse, batik shirt, batik skirt, batik bag, batik handkerchief, batik bed sheet, and batik basket. The batik products are beautiful and cheap. The shop is next to Anuban Krabi School. Call us at 075-626-737"</p> <ul data-bbox="792 1402 1421 1507" style="list-style-type: none"> ▪ Group 1 picked these tags among 30 tags from the board. <div data-bbox="773 1554 1414 1812" style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td data-bbox="773 1554 938 1625">Batik shop</td> <td data-bbox="997 1554 1179 1625">batik shirt</td> <td data-bbox="1250 1554 1414 1625">batik bag</td> </tr> <tr> <td colspan="3" data-bbox="945 1646 1218 1717">Anuban Krabi School</td> </tr> <tr> <td data-bbox="773 1743 948 1812">Batik pants</td> <td data-bbox="997 1743 1179 1812">075-626-737</td> <td data-bbox="1250 1743 1414 1812">cheap</td> </tr> </table> </div>	Batik shop	batik shirt	batik bag	Anuban Krabi School			Batik pants	075-626-737	cheap
Batik shop	batik shirt	batik bag								
Anuban Krabi School										
Batik pants	075-626-737	cheap								

Table 4.6 (Continued)

Students' communication skills in the theme Souvenir on the topic Selling - Buying

Communication Skills	Examples
	<p data-bbox="743 403 1323 432">They explained the advertisement as follows.</p> <ul style="list-style-type: none"> <li data-bbox="792 508 1404 760">▪ It is a batik shop. It is next to Anuban Krabi School. There are batik shirt, batik bag, and batik pants. It is cheap. The telephone is 075-626-737.
2. Speaking	<p data-bbox="743 827 1382 932">Students used simple conversation to sell and buy products.</p> <p data-bbox="743 970 1169 1075"><i>Examples from video recording : the task "comparing batik prices"</i></p> <ul style="list-style-type: none"> <li data-bbox="792 1117 1331 1222">▪ S1: How much is the pink batik bag? S2: 200 baht. <li data-bbox="792 1285 1339 1621">▪ S1: How much is the blue batik shirt? S2: 450 baht. S1: What size? S2: Size M. S2: O.k.

Table 4.6 (Continued)

Students' communication skills in the theme Souvenir on the topic Selling - Buying

Communication Skills	Examples
3. Reading and presenting	<p data-bbox="730 401 1421 506">Students read advertisements, answered the questions, and presented it in front of the class.</p> <p data-bbox="730 548 1421 653"><i>Examples from portfolio:</i> <i>the task "Reading advertisement"</i></p> <ul style="list-style-type: none"> <li data-bbox="792 688 1421 1094">▪ Group 2 The name of the product is batik blouse. The color is red. The size is S. The price is 399 baht. The product is from Kao Lanta Batik. We can buy the product by telephone 089-867-6632.
4. Speaking, Writing	<p data-bbox="730 1142 1421 1325">They asked and wrote down OTOP information to compare the prices of each shop. Then, they explained which shop and which product to buy.</p> <p data-bbox="730 1360 1421 1451"><i>Examples from video recording:</i> <i>the task "comparing batik price"</i></p> <ul style="list-style-type: none"> <li data-bbox="792 1472 1421 1717">▪ S1: Hi S2: Hi, can I help you? S1: Yes, how much is batik blouse? S2: 350 baht. We have red, and green.

Table 4.6 (Continued)

Students' communication skills in the theme Souvenir on the topic Selling - Buying

Communication Skills	Examples
4. Speaking, Writing	<i>Example from portfolio: worksheet</i>
	<ul style="list-style-type: none"> <li data-bbox="792 478 873 508">▪ S1 <li data-bbox="792 575 1393 898">▪ The necktie from Waterfall Batik, I think it is cheap. The batik cloth from Chay HaD Batik is ok. And batik cloth from Rimkao Batik is ok. I decided to buy a necktie at Waterfall Batik. <li data-bbox="792 966 1365 1150">▪ S2 I decided to buy a scarf at Rimkao Batik. I think it is cheap. <li data-bbox="792 1218 1352 1388">▪ S3 I decided to buy a batik cloth at Rimkao Batik. I think the price is ok.

Table 4.7

Students' communication skills in the theme Occupations on the topic Palm Trees

Communication Skills	Examples
1. Listening	<p data-bbox="743 407 1333 590">Students listened to their friends talking about parents' occupations in order to find the top 3 occupations of the parents in the class.</p> <p data-bbox="743 625 1398 808"><i>Examples from video recording: the task "Finding top 3 of occupations in the village" , and Examples from portfolio : worksheet</i></p> <ul data-bbox="792 844 1312 1157" style="list-style-type: none"> <li data-bbox="792 844 1312 953">▪ Nine parents are palm planters in the factory. <li data-bbox="792 1016 1260 1052">▪ Five parents are rubber planters. <li data-bbox="792 1115 1235 1150">▪ Three parents are shopkeepers.
2. Speaking	<p data-bbox="743 1220 1300 1255">Students described each part of a palm tree.</p> <p data-bbox="743 1291 1159 1327"><i>Examples from video recording:</i></p> <p data-bbox="743 1362 1065 1398"><i>A trip to palm plantation</i></p> <ul data-bbox="792 1434 1117 1772" style="list-style-type: none"> <li data-bbox="792 1434 1117 1470">▪ This is a palm bunch. <li data-bbox="792 1533 1089 1568">▪ This is a palm fruit. <li data-bbox="792 1631 1089 1667">▪ This is a palm leaf. <li data-bbox="792 1730 1117 1766">▪ This is a palm sprout.

Table 4.7 (Continued)

Students' communication skills in the theme Occupations on the topic Palm Trees

Communication Skills	Examples
3. Reading	<p data-bbox="730 436 1414 619">Students read the vocabulary about parts of palm trees and matched the word with the pictures correctly.</p> <p data-bbox="730 688 1414 871"><i>Examples from portfolio:</i> <i>the task and worksheet “Finding parts of a palm tree”</i></p> <ul style="list-style-type: none"> <li data-bbox="792 909 1414 945">▪ Palm bunch means ทะลายปาล์ม. <li data-bbox="792 999 1414 1035">▪ Palm sprout means ต้นกล้า. <li data-bbox="792 1089 1414 1125">▪ Leaf means ใบ. <li data-bbox="792 1180 1414 1215">▪ Trunk means ลำต้น. <li data-bbox="792 1270 1414 1306">▪ Branch means กิ่ง. <li data-bbox="792 1360 1414 1396">▪ Palm fruit means ผลปาล์ม <li data-bbox="792 1451 1414 1486">▪ Treetop means ยอดไม้ <li data-bbox="792 1541 1414 1577">▪ Palm plantation means สวนปาล์ม

Table 4.7 (Continued)

Students' communication skills in the theme Occupations on the topic Palm Trees

Communication Skills	Examples
4. Writing	<p>Students drew different items and wrote to explain their shapes.</p> <p><i>Examples from portfolio : worksheet</i></p> <ul style="list-style-type: none"> ▪ A clock is round. ▪ A butterfly is small. ▪ A palm fruit is oval. ▪ An egg is oval. ▪ A palm leaf is long. ▪ The road is long. ▪ The ball is round. ▪ The mangosteen is round.

Table 4.8

Students' communication skills in the theme Occupations on the topic Palm Planter

Communication Skills	Examples
1. Listening, Speaking	<p data-bbox="730 401 1421 514">Students listened to their friends' presentation about palm products, gave comments and suggestions.</p> <p data-bbox="730 546 1421 661"><i>Examples from video recording: the task "Do you know palm Product?"</i></p> <ul data-bbox="795 693 1421 1113" style="list-style-type: none"> <li data-bbox="795 693 1421 787">▪ Very good, but you forget the kitchen, the things in the kitchen. <li data-bbox="795 829 1421 871">▪ Your group is excellent. <li data-bbox="795 913 1421 955">▪ I can't hear you. <li data-bbox="795 997 1421 1039">▪ Good job! <li data-bbox="795 1081 1421 1123">▪ You speak good.
2. Speaking, Writing	<p data-bbox="730 1150 1421 1344">Students described what a palm planter did. Also, they wrote the duties of a palm planter by using Present Simple Tense.</p> <p data-bbox="730 1375 1421 1491"><i>Examples from video recording: oral presentation and portfolio : worksheet</i></p> <ul data-bbox="795 1522 1421 1869" style="list-style-type: none"> <li data-bbox="795 1522 1421 1564">▪ A palm planter grows palm trees. <li data-bbox="795 1606 1421 1701">▪ A palm planter works in the palm plantation. <li data-bbox="795 1743 1421 1785">▪ A palm planter cuts palm fruits. <li data-bbox="795 1827 1421 1869">▪ A palm planter sells palm fruits.

Table 4.8 (Continued)

Students' communication skills in the theme Occupations on the topic Palm Planter

Communication Skills	Examples
3. Reading	<p data-bbox="699 401 1414 514">Students read the labels of several products, and they selected the ones which were made of palm tree.</p> <p data-bbox="699 548 1414 583"><i>Examples from portfolio: worksheet</i></p> <ul data-bbox="756 604 1414 850" style="list-style-type: none"> <li data-bbox="756 604 1414 640">▪ Soap is from palm oil. <li data-bbox="756 667 1414 703">▪ Bread is from palm oil. <li data-bbox="756 730 1414 766">▪ MAMA is from palm oil. <li data-bbox="756 793 1414 829">▪ Vaseline is from palm oil.
4. Reading, Writing	<p data-bbox="699 877 1414 991">Students circled the name of palm products from reading. Also, they filled a graphic organizer correctly.</p> <p data-bbox="699 1024 1414 1060"><i>Examples from portfolio : worksheet</i></p> <ul data-bbox="756 1094 1414 1339" style="list-style-type: none"> <li data-bbox="756 1094 1414 1192">▪ S1 circled the words: palm oil, crackers, fried chips, body oil, and body lotions. <li data-bbox="756 1226 1414 1325">▪ S2 circled the words: bread, MAMA, body oil, and soap:

Table 4.9

Students' communication skills in the theme Children's Toys
on the topic My favourite toys

Communication Skills	Examples
1. Listening	<p>Students listened to the song "Let's come and Play". They chose the toys in the worksheet which were related to the song.</p> <p><i>Examples from portfolio : worksheet</i></p> <ul style="list-style-type: none"> ▪ Coconut shoes are in the song. ▪ There is a banana gun in the song. ▪ Bamboo gun is in the song. ▪ There is a kite.
2. Speaking	<p>1) Students brought their favourite toys from home. They described them briefly.</p> <p><i>Examples from video recording:</i></p> <p><i>Oral presentation</i></p> <ul style="list-style-type: none"> ▪ This is my favourite toy. It is a kite. It is made of bamboo, rope, and paper. I like playing it. ▪ This is my favourite toy. It is coconut shoes. I use coconut shells and rope to make it. I like playing with it.

Table 4.9 (Continued)

Students' communication skills in the theme Children's Toys
on the topic My favourite toys

Communication Skills	Examples
3. Reading	<p>The students looked the pictures from toys catalog.</p> <p>They read the description of each toy in the worksheet. Then, they identified the toys in the catalog.</p> <p><i>Examples from portfolio : worksheet</i></p> <p>“It is pink. It has yellow hair. The price is 199 baht. It is made in Thailand. What is it?”</p> <ul style="list-style-type: none"> ▪ Students' answer: A doll <p>“It is 249 baht. It is black and blue. You put water in it before playing. You can play with your friends. What is it?”</p> <ul style="list-style-type: none"> ▪ Students' answer: A water gun.
4. Writing	<p>Students drew the picture of their favourite toy, and wrote about it in the worksheet.</p> <p><i>Examples from portfolio : worksheet</i></p> <ul style="list-style-type: none"> ▪ S1 <ul style="list-style-type: none"> I like my favourite toy. It is Lukwue. I make it from rubber fruit, rope and bamboo strips.

Table 4.9 (Continued)

Students' communication skills in the theme Children's Toys
on the topic My favourite toys

Communication Skills	Examples
4. Writing	<ul style="list-style-type: none"> <li data-bbox="792 464 1414 861"> ▪ S2 This is my favourite toy. It is coconut shoes. I use coconut shells and rope to make it. I like playing with coconut shoes. <li data-bbox="792 867 1414 1270"> ▪ S3 This is my favourite toy. It is a bamboo gun. I use bamboo and paper to make it. I like bamboo gun.

Table 4.10

Students' communication skills in the theme Children Toys on the topic Luk Wue

Communication Skills	Examples
1) Listening, Speaking, Writing	<p data-bbox="764 407 1414 516">Students asked their friends about their favourite toys, listened to the answers and wrote a report.</p> <p data-bbox="764 554 1414 590"><i>Examples from video recording:</i></p> <p data-bbox="764 627 1414 663"><i>the task “ My friends’ favourite toy”</i></p> <p data-bbox="764 701 1414 737">Pair 1</p> <ul style="list-style-type: none"> <li data-bbox="813 774 1414 810">▪ S1: Dum, what is your favorite toy? <p data-bbox="867 848 1414 957">S2: I likes playing with a bamboo gun. And you?</p> <p data-bbox="867 995 1414 1031">S1: I like playing with a kite.</p> <p data-bbox="764 1068 1414 1104">Pair 2</p> <ul style="list-style-type: none"> <li data-bbox="813 1142 1414 1178">▪ S1: What toy do you like ? <p data-bbox="867 1215 1414 1325">S2: I likes playing with kite. What about you?</p> <p data-bbox="867 1362 1414 1398">S1: I like playing with a kite, too.</p>

Table 4.10 (Continued)

Students' communication skills in the theme Children Toys on the topic Luk Wue

Communication Skills	Examples
2) Speaking	<p data-bbox="768 405 1317 436">Students explained how to make Luk Wue.</p> <p data-bbox="768 478 1179 510"><i>Examples from video recording:</i></p> <p data-bbox="768 552 1154 583"><i>the task "Toy Demonstration"</i></p> <ul style="list-style-type: none"> <li data-bbox="813 625 967 657">▪ Group 1 <ol style="list-style-type: none"> <li data-bbox="808 678 1360 762">1. First, make a hole on the top of a rubber fruit. <li data-bbox="808 783 1377 867">2. Second, make a hole on the middle of the rubber fruit. <li data-bbox="808 888 1360 972">3. Third, make a hole on the bottom of the rubber fruit. <li data-bbox="808 993 1360 1077">4. This is a strip no.1. This is a strip no.2. Put the strip no. 1 on the top of the strip no. 2. <li data-bbox="808 1098 1360 1129">5. Tie a rope in the middle of the strip no. 2 <li data-bbox="808 1150 1377 1266">6. Put the rope in the rubber fruit, and pull it out at the middle hole. <li data-bbox="808 1287 1328 1371">7. Put the bamboo strip no. 2 from to the bottom hole. <li data-bbox="808 1392 1092 1423">8. We can play it now.

Table 4.10 (Continued)

Students' communication skills in the theme Children Toys on the topic Luk Wue

Communication Skills	Examples
3) Reading	<p data-bbox="768 411 1421 453">Students read the steps of making Lukwue and circle transitional words.</p> <p data-bbox="768 558 1421 600"><i>Examples from portfolio: worksheet</i></p> <ul data-bbox="816 632 1421 856" style="list-style-type: none"> <li data-bbox="816 632 1421 726">▪ Students circled the words <i>first, second, third, then.</i> <li data-bbox="816 768 1421 856">▪ Students rearranged the pictures of the steps of making Luk Wue correctly.
4) Writing	<p data-bbox="768 909 1421 1014">Students wrote a report to explain which toy is their friends' favourite.</p> <p data-bbox="768 1056 1421 1098"><i>Examples from portfolio : worksheet</i></p> <ul data-bbox="816 1129 1421 1297" style="list-style-type: none"> <li data-bbox="816 1129 1421 1171">▪ Dum likes playing with a gun. <li data-bbox="816 1192 1421 1234">▪ Lek likes playing with a kite. <li data-bbox="816 1255 1421 1297">▪ Ay likes playing banana horse.

In summary, the English language instruction in English for Little Guides in Krabi course affected students' language skills. They were able to communicate effectively and complete the assigned tasks successfully through listening, speaking, reading, and writing. In listening skill, students listened and did the task correctly. Next, regarding speaking skill, the students used simple sentence to introduce or talk about things or places in the district with other people confidently. Also, they shared the ideas and talked about various topics with their friends. In reading skill, students read the passages, guessed the meaning of the new words by using their prior knowledge and the context clues. In addition, they actively and confidently answered the questions and followed the instruction. With regards to writing skill, the students used the vocabulary and sentence structures that they have learnt in their writing appropriately.

Communication Skills: Language Focus

At the end of the course, students showed the process of language development by organizing an exhibition about what they have learned. They had three days to prepare.

The exhibition consisted of six themes as follows:

- 1) Plai Phraya District
- 2) Local Vegetables
- 3) Souvenirs
- 4) Occupation
- 5) Children toys
- 6) The field trip "Little Guides on Tour".

The exhibition revealed that the students' language focus could be divided into two parts: vocabulary and language use. The findings were shown as follows.

Table 4.11

Students' communication skills in the theme Plai Phraya District

Vocabulary	Language use
<ul style="list-style-type: none"> Interesting places in Plai Phraya; palm factory, museum, waterfall, batik center, Nalakhiring Cave, Royal rice field, dam Prepositions; near, next to, behind, opposite, between, in front of 	<ul style="list-style-type: none"> Where is Nalakhiring Cave? It is in Tambon Plai Phraya Where do you live? I live <u>in</u> Plai Phraya.

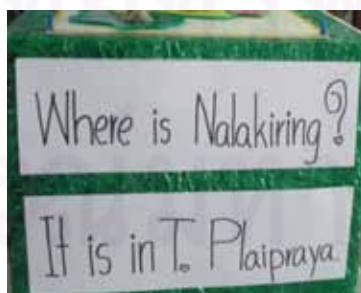


Table 4.12

Students' communication skills on the theme Local Vegetables

Vocabulary	Language use
1. The names of local vegetables; Lukrieng, Pakmieng, Luknieng, Sator, Hedcone(mushrooms),	• What is your favourite menu? I like Lukrieng curry.
2. Senses of taste ; sweet, sour, spicy, bitter	• The recipe



Table 4.13

Students' communication skills on the theme Souvenir

Vocabulary	Language use
<ul style="list-style-type: none"> The names of batik products; 	<ul style="list-style-type: none"> How much?
blouse, pants, shirt, handkerchief, bag	500 baht.
	<ul style="list-style-type: none"> Product information, To illustrate,
	This is a batik shirt.
	It is blue. It is M-size.
	It is 400 baht.



Table 4.14

Students' communication skills on the theme Occupations

Vocabulary	Language use
Parts of palm tree;	<ul style="list-style-type: none"> • What does a palm planter do?
leaf, branch, palm fruits	He grows palm tree.
trunk, bunch	<ul style="list-style-type: none"> • Shapes;
Palm Products	short - An eraser is short.
	round - An orange is round.



Table 4.15

Students' communication skills on the theme Children Toys

Vocabulary	Language use
Making my favourite toy; rubber fruit, rope, bamboo strips	My favourite toy I like playing Lukwue.



The illustrations of the field trip “Little Guides on Tour”



The illustrations of the field trip “Little Guides on Tour”



The illustrations of the field trip “Little Guides on Tour”



The atmosphere of the exhibition



According to language focus which is the grammatical structures, the data were obtained from the exhibition. Students showed the retention of the grammatical structures that they learned, and they used them in the exhibitions. In addition, they correctly used those sentence structures to present their work to the audience. The evidence from the exhibition presented language focus which they had learned in three aspects: sentence structures, the use of vocabulary, and the use of simple conversation in various situations. Regarding sentence structures, students analyzed and used them in their exhibition, such as question words, prepositions, adjectives, Present Simple Tense, and transitional words. For the use of vocabulary, the exhibition showed that students retained vocabulary they learned, and they recalled and reused these words to form sentences. Additionally, students were able to appropriately present their local community in English. Also, they appreciated and were proud of their community.

Additional Findings from the Exhibition

Feedback from the audiences towards students' exhibition was collected. The audiences were the stakeholders who were involved in local educational system in the community such as school director, teachers, parents, school committee, and students at the other levels. The feedback from the audience showed that the exhibition was creative and interesting. The students could take advantage of the materials in the community and apply them in learning English. In addition, the majority of the stakeholders commented that the students could use English to present their work naturally and confidently. Most significantly, the audience said that the course was very useful. It encouraged and motivated students to communicate in English. Furthermore, most of the feedback of

students at the other levels suggested that this course should be taught at their levels as well because they wanted to learn English for Little Guides in Krabi course, too.

In conclusion, English language instruction in English for Little Guides in Krabi course positively affected students' communication skills which were language skills and language focus. The findings revealed that students enthusiastically and confidently used four skills; reading speaking, reading and writing, and grammatical structure to communicate about Phaipraya District, and Krabi Province as a Little Guide.

Research question 2

What are the opinions of Grade 6 students towards English for Little Guides in Krabi course?

Since the content and the tasks varied from lesson to lesson, the students' opinions were analyzed by using 10 learning logs based on the 10 topics. The opinions were categorized into 2 groups: the opinions about task-based instruction and the opinions about the instructional materials. The students' opinions toward English for Little Guides in Krabi course were as follows.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Table 4.16

Students' opinions in the theme My District on the topic Plai Phraya District

	Like	Dislike	Suggestions
Task-based instruction	Doing jigsaw task	-	Traveling to the actual places in
Instructional materials	1) Plai Phraya map and tourist attractions in Plai Phraya District	-	the district was requested.
	2) Diagram about Krabi Province with 8 districts, 4 sub-districts of Plai Phraya District, and tourist attractions in each sub-district		because they had never been there before.
	3) Worksheet about their friends' favourite places in Plai Phraya District		
	4) Reading passage "Let's go to Plai Phraya"		

These are examples of students' opinions regarding Task-based instruction in the theme My District on the topic Plai Phraya District

"I liked completing the jigsaw task and learning about maps because I had a chance to practice thinking skills. It was fun and I had learned a lot."

(ผมชอบการต่อจิ๊กซอ และเรียนรู้เรื่องแผนที่ เพราะได้ฝึกทักษะการคิด สนุกสนาน และได้ความรู้)

"I liked completing the jigsaw task. It was very fun. I had a chance to work with my friends, too"

(ผมชอบต่อจิ๊กซอ สนุกมาก ได้ทำงานกับเพื่อนๆด้วย)

“What I liked most about today’s lesson was answering the questions about tourist attractions. It was pretty fun.”

(สิ่งที่ฉันชอบที่สุดเกี่ยวกับบทเรียนวันนี้คือการได้ตอบคำถามเกี่ยวกับสถานที่ท่องเที่ยว สนุกดี)

“Completing the jigsaw gave much knowledge because we had to use much attempt.”

(การต่อจิ๊กซอให้ความรู้มากเพราะเราต้องมีความพยายามมาก)

The examples of students’ opinions regarding Instructional materials in the theme My District on the topic Plai Phraya District

“What I liked from today’s lesson was learning about places and locations because it made me realize what sub-district the places are located in.”

(สิ่งที่ฉันชอบที่สุดเกี่ยวกับบทเรียนวันนี้คือการเรียนเกี่ยวกับสถานที่ต่างๆและตำแหน่งที่ตั้ง เพราะทำให้ผมได้รู้ว่าสถานที่ต่างๆอยู่ตำบลอะไร)

“Doing worksheet about Plai Phraya, I liked it. I received a lot of knowledge.”

(ทำใบงานเกี่ยวกับเรื่องปลายพระยา ชอบมาก ได้ความรู้มากมาย)

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Table 4.17

Students' Opinions in the theme My District on the topic Directions in my Village

	Like	Dislike	Suggestions
Task-based instruction	Comparing the similarity and differences between two school maps. (Banklongpuanprateepbumrung School map and Banbanghian map) by playing “Memory game”	-	1)Traveling to the actual places in the district was requested because they had never been there before. 2) They suggested that singing should be included in the activity.
Instructional materials	1) Worksheet about the locations of students' house 2) Plai Phraya map, school map, and community map 3) Pictures of places in Plai Phraya District	-	

These are examples of students' opinions regarding Task-based instruction in the theme *My District on the topic Directions in my Village*

“I liked playing game. It was so fun.”

(ชอบเล่นเกม สนุกสนานมากครับ)

“I liked comparing school maps. I liked to think; it was fun.”

(ชอบเล่นเปรียบเทียบแผนที่โรงเรียน ได้คิดและสนุกสนาน)

“I liked playing Memory Game, it was fun and exciting.”

(ผมชอบเล่นเกมทดสอบความจำ สนุกและตื่นเต้นดีครับ)

The examples of students’ opinions regarding Instructional materials in the theme My District on the topic Directions in my Village

“I liked Plai Phraya map, I liked to tell directions to my partner to follow and let other friends guess because it was fun and I have learned about directions in English.”

(ผมชอบเรื่องแผนที่ปลายพระยา พูดบอกทิศทางให้เพื่อนเดินตามและให้เพื่อนทาย สนุกและได้รู้ทิศทางภาษาอังกฤษ)

“I liked worksheet about my house. I could describe it. I’m proud.”

(หนูชอบใบงานเรื่องบ้านของเรา อธิบายมันได้ ภูมิใจ)

“I liked learning vocabulary by using pictures of places in my district. It was easy to learn. Not difficult. ”

(ชอบเรียนคำศัพท์โดยใช้รูปภาพเกี่ยวกับที่ต่างๆในปลายพระยา มันเรียนง่ายขึ้น ไม่ยาก)

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Table 4.18

Students' opinions in the theme Vegetables on the topic Vegetables in my Village

	Like	Dislike	Suggestions
Task-based instruction	Brainstorming and drawing vegetables and fruits in Krabi Province including specifying the senses of taste, and doing presentation	-	1)Traveling to the actual places in the district was requested because they had never been there before. 2) They suggested that singing should be included in the activity.
Instructional materials	1) Pictures of local vegetables in Krabi. 2) Photos of local food and fruits. 3) Worksheet about steps of cooking local food.	-	

These are examples of students' opinions regarding Task-based instruction in the theme Vegetable on the topic Vegetables in my Village.

"I liked categorizing vegetables which are in our community."

(ฉันชอบการจัดหมวดหมู่ผักชนิดต่างๆที่อยู่ในท้องถิ่นของเรา)

"I liked drawing pictures, and talking about senses of taste because I could tell the tastes of the food, whether it is sour or salty."

(ผมชอบวาดรูป และบอกรสชาติอาหาร เพราะฉันสามารถบอกรสชาติอาหารได้ว่าของไหนเปรี้ยวหรือเค็ม)

The examples of students' opinions regarding Instructional materials on in the theme Vegetable on the topic Vegetables in my Village

"I liked the photos of countable and uncountable nouns about local food and fruits."

(ชอบ รูปภาพเพื่อระบุนามนับ ได้หรือไม่ได้เกี่ยวกับอาหารและผลไม้ในท้องถิ่นของเรา)

"I liked to learn about local food and vegetables in the community in English."

(ชอบเรียนเรื่องอาหารพื้นบ้านและผักท้องถิ่นเป็นภาษาอังกฤษ)

"I learned about vegetables in the community and the vegetables that we eat every day. Worksheet was not difficult to do. "

(ได้เรียนรู้ภาษาอังกฤษเกี่ยวกับผักในท้องถิ่นของเราและผักที่เรากินอยู่ทุกวัน ใบงานก็ไม่ยาก)

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Table 4.19

Students' opinions in the theme Vegetables on the topic My Recipe

	Like	Dislike	Suggestions
Task-based instruction	Ordering parts of recipe “Pakmieng Tomkati and Fried mushroom” and procedures of cooking	-	They recommended other easy recipes such as Somtum (ส้มตำ).
Instructional materials	1) Local recipe: “Pad Hedcone (Fried mushroom)” and “Pakmieng Tomkati” 2) Pictures of Verbs about cooking.	-	

These are examples of students' opinions regarding Task-based instruction in the theme Vegetables on the topic My Recipe.

“I liked rearranging the sentence strips to become a recipe because we all worked and thought together.”

(ชอบการเรียงแถบประโยคเป็นตำราอาหาร เพราะได้ช่วยกันคิดและทำงานด้วยกัน)

“I liked it when we rearranged the components of a recipe, it was fun.”

(ชอบตอนที่ให้เรียงส่วนประกอบของสูตรอาหาร สนุกดี)

The examples of students' opinions regarding Instructional materials in the theme Vegetables on the topic My Recipe.

"I liked the recipe Fried mushroom. It was easy to understand."
(ผมชอบตำราอาหารเรื่องเห็ด โคน เข้าใจง่ายดี)

"I learned the vocabulary about cooking from the pictures. We often use these words but we don't know how to explain it in English."

(ได้เรียนคำกริยาเกี่ยวกับการทำอาหารจากรูป เป็นคำศัพท์ที่เราใช้บ่อย แต่ไม่รู้ว่
ภาษาอังกฤษพูดยังไง)

"I practice talking about the food that I have cooked. It was fun and I learned new things."

(ผมได้ฝึกพูดเกี่ยวกับอาหารที่ผมเคยทำ สนุกและได้ความรู้ใหม่)

Table 4.20

Students' opinions in the theme Souvenir on the topic Batik

	Like	Dislike	Suggestions
Task-based instruction	1) Doing the simulation about applying a job as a seller in batik shop		They suggested going to batik industry in Tambon Khaokhen.
	2) Being the committee		
Instructional materials	1) Real batik products		

The examples of students' opinions regarding Task-based instruction in the theme
Souvenir on the topic Batik

"It was so fun to do the conversation in front of the class. I had a chance to talk about selling-buying with my friend who acts as a seller."

(สนุกมาก ได้ออกไปสนทนาหน้าห้อง ได้ฝึกถามตอบการซื้อขายกับเพื่อนที่เป็นแม่ค้า)

"I presented the clothes in English. I liked it. I did."

(ได้ออกไปพรีเซนต์เสื้อผ้าเป็นภาษาอังกฤษ ชอบครับ ชอบ)

"I practiced how to be a seller. I had a chance to express myself."

(ได้ฝึกเป็นแม่ค้า มีโอกาสได้แสดงออก)

"I liked being the committee and gave the scores to the applicants who applied for a job."

(ผมชอบที่ได้เป็นกรรมการ ตัดสินให้คะแนนคนที่มาสมัครงาน)

The examples of students' opinions regarding Instructional materials in the theme
Souvenir on the topic Batik

"It was fun. I knew how the seller sells the clothes in English."

(สนุก ได้รู้วิธีการขายเสื้อผ้าของพ่อค้าในตลาดเป็นภาษาอังกฤษ)

"I realized the importance of batik to us. And I could read and speak new vocabulary in English."

(ผมได้รู้ว่าผ้าบาติกก็มีความหมายต่อเรา และผมก็ได้อ่านคำศัพท์และฝึกพูดเป็น

ภาษาอังกฤษด้วย)

Table 4.21
Students' opinions in the theme Souvenir on the topic Selling –Buying

	Like	Dislike	Suggestions
Task-based instruction	1) Designing batik shop, and surveying the price of batik products in Batik Center before making a decision to buy the present for my mother	-	They suggested going to batik industry in Tambon Khaokhen.
Instructional materials	1) Advertisements of batik products. 2) Worksheet about batik gift 3) Catalog about batik products.		

The examples of students' opinions regarding Task-based instruction in the theme Souvenir on the topic Selling –Buying

“I liked asking and answering about the information of batik clothes and presented its advertisement. It was fun and I never did this before.”

(ชอบถามตอบเกี่ยวกับรายละเอียดของผ้าบาติก และนำเสนอ โฆษณาผ้าบาติก สนุกและสนุก
ก็ไม่เคยทำด้วย)

“I liked surveying the prices of batik products in every shop.”

(ชอบที่ได้เป็นลูกค้าไปสำรวจราคาสินค้าของทุกๆร้าน)

“I liked being a seller to sell the products from the catalog.”

(ชอบตอนเป็นแม่ค้า ให้ลูกค้าเลือกของในแคตาล็อก)

“I liked designing the advertisement of the shop. We enjoyed it and we worked in harmony.”

(ชอบการออกแบบโฆษณาร้าน สนุกและได้ความสามัคคี)

The examples of students’ opinions regarding Instructional materials on in the theme Souvenir on the topic Selling –Buying

“I liked real advertisements in English, I could practice selling-buying in English because I could sell the products to foreigners.”

(ชอบโฆษณาภาษาอังกฤษของจริง ผมได้ฝึกพูดการซื้อของแบบภาษาอังกฤษ เพราะจะได้ขายของกับชาวต่างชาติได้)

“I liked selling-buying from a real catalog in English. It was fun and exciting. At the beginning, I spoke nervously but at the end I could speak naturally.

(ชอบการซื้อของจากรายการสินค้าของจริงที่เป็นภาษาอังกฤษ สนุกและตื่นเต้น ตอนแรกพูดสั้นๆ ตอนหลังก็พูดได้)

“I made My Mom’s Gift in worksheet in English. I liked it the most.”

(ได้ทำ My mom’s Gift ในใบงานเป็นภาษาอังกฤษ ชอบที่สุด)

ศูนย์วิทยทรัพยากร
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Table 4.22
Students' opinions in the theme Occupation on the topic Palm Tree

	Like	Dislike	Suggestions
Task-based instruction	Brainstorming about things and their shapes and doing presentation	The mosquitoes in the palm plantation	They suggested going to the palm factory to see the process of producing palm oil.
Instructional materials	1) Palm trees at the palm plantation 2) Word cards sticking on the palm tree 3) Worksheet about parts palm tree		

These are examples of students' opinions regarding Task-based instruction in the theme Occupation on the topic Palm Tree

"I liked working in groups to brainstorm about things and shapes, and to present it. We all helped each other."

(ชอบตอนแบ่งกลุ่มให้คิดสิ่งของและรูปทรงแล้วนำมาเสนอ และ ได้ช่วยกันทำงาน)

"I liked the presentation about shapes. Our group did the circle shapes. So fun to think together."

(ชอบนำเสนอเรื่องรูปทรง กลุ่มเราทำเรื่องทรงกลม คิดกันสนุกมาก)

The examples of students' opinions regarding Instructional materials in the theme Occupation on the topic Palm Tree

"I went to learn at the palm plantation. So fun and excited. "

(ได้ไปเรียนที่สวนปาล์ม สนุกและตื่นเต้น)

"I liked learning parts of palm tree because it was easy. Besides, this is the knowledge around us."

(ชอบแนะนำส่วนต่างๆของต้นปาล์ม เพราะง่าย และเป็นความรู้ที่อยู่รอบตัวเรา)

I liked worksheet. It was not difficult, and I decorated it so pretty."

(หนูชอบทำใบงาน ไม่ยากและหนูตกแต่งได้สวย)

"I was so fun to learn about palm trees. I see them every day but haven't learnt about them before."

(สนุกและได้ความรู้ผมเห็นต้นปาล์มทุกวัน แต่ไม่เคยเรียนเรื่องต้นปาล์มเลย)

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Table 4.23
Students' opinions in the theme Occupation on the topic Palm Planter

	Like	Dislike	Suggestions
Task-based instruction	Sorting the products of palm oil	-	They suggested going to the palm factory to see the process of producing palm oil.
Instructional materials	1) A reading passage "The benefits of palm tree" 2) Graphic organizer about the benefits of palm tree 3) Worksheet about the duties of a palm planter 4) Real products (soap, body lotion, chocolate, bread, snacks, etc.)		

The examples of students' opinions regarding Task-based instruction in the theme Occupation on the topic Palm Planter

"I learned the vocabulary about palm products. I like sorting palm products."

(ผมได้เรียนคำศัพท์เกี่ยวกับผลิตภัณฑ์จากปาล์ม และชอบตอนช่วยกันแยกผลิตภัณฑ์จากปาล์ม)

"I liked reading and guessing the meaning of new words because I could learn the new vocabulary."

(ชอบอ่าน ทายความหมายคำศัพท์ เพราะได้รู้ศัพท์ใหม่)

The examples of students' opinions regarding Instructional materials in the theme Occupation on the topic Palm Planter

"I knew the benefits of palm trees, and I learned how to call them."

(ผมได้รู้ว่าปาล์มน้ำมันทำอะไรได้บ้าง และเรียกคำศัพท์ว่าอย่างไร)

I liked answering questions about palm products. I never knew before that soap is made of palm oil."

(ชอบตอบคำถามเกี่ยวกับสิ่งที่ทำจากปาล์ม หนูไม่เคยรู้มาก่อนว่าสบู่ก็ทำจากปาล์มด้วย)

"I liked writing in. It was easy to understand."

(หนูชอบเขียนเติมลงใน graphic organizer เข้าใจง่ายดี)

"I liked to learn about a palm planter because I knew their daily life, but I couldn't say it in English."

(ชอบเรียนเรื่องคนปลูกปาล์ม เพราะเรารู้ชีวิตประจำวันของเขา แต่เราพูดเป็นภาษาอังกฤษไม่เป็น)

"I liked to learn vocabulary with real products. I could touch them and learn from them. "

(ชอบเรียนคำศัพท์กับของจริง เราจับต้องและเรียนรู้ได้)

Table 4.24

Students' opinions in the theme Children's Toy on the topic My Favourite Toy

	Like	Dislike	Suggestions
Task-based instruction	Brainstorming about toys in community and introducing favorite toys in English	-	-
Instructional materials	1) Toys catalog 2) Song "Come and Play" 3) Worksheet about children toy in the village		

The examples of students' opinions regarding Task-based instruction in the theme Children's Toy on the topic My Favourite Toy

"I liked brainstorming about toys in the village. I liked working in groups."

(ผมชอบให้ช่วยกันคิดเรื่องของเล่นในหมู่บ้าน ผมชอบทำงานเป็นกลุ่ม)

"I liked writing to describe my favourite toy, presenting the favourite toy. It was not difficult. I could do it well."

(ชอบเขียนบรรยายของเล่นแล้วนำเสนอครับ ไม่ยากผมทำได้ดีมาก)

The examples of students' opinions regarding Instructional materials in the theme Children's Toy on the topic My Favourite Toy

"I liked the song and its actions. It was fun."

(หนูชอบร้องเพลงและทำท่าทาง สนุกมาก)

"I like toy catalog. We had to read the statement, and find the toy which related to the statement."

(ผมชอบแคตตาล็อกของเล่นเด็ก อ่านข้อความและหาของเล่นให้ตรงกับแคตตาล็อก)

“I liked the song and the worksheet. I could practice listening skill from the song.”

(ชอบเพลงและทำใบงาน ได้ฝึกฟังภาษาอังกฤษจากเพลง)

Table 4.25

Students’ opinions in the theme Children’s Toy on the topic Lukwue

	Like	Dislike	Suggestions
Task-based instruction	Ordering the steps of making Lukwue and demonstrating how to make it in English	-	They wanted to have more choices of toys to demonstrate.
Instructional materials	1) Pictures of how to make Lukwue 2) Real objects to make Lukwue e.g. bamboo strips, rope, rubber fruit, cutter		

The examples of students’ opinions regarding Task-based instruction in the theme Children Toy on the topic Lukwue (ลูกหวี).

“I liked ordering the steps of making Lukwue and the demonstration of making Lukwue in English. I could learn and play at the same time.”

(ชอบการเรียงลำดับขั้นตอนการทำลูกหวีและสาธิตเป็นภาษาอังกฤษ ได้เรียนด้วย ได้เล่นด้วย)

“I liked talking about the steps of making Lukwue because it is a toy that I always play.”

(ชอบสาธิตขั้นตอนการทำลูกหวี เพราะเป็นของเล่นที่ผมเล่นเป็นประจำ)

“I liked the steps of making Lukwue. It was fun when we worked in team and I could practice my language..”

(ฉันชอบขั้นตอนการทำลูกหวี ที่เป็นกลุ่ม แบ่งงานกัน สนุกดี และได้ฝึกภาษาด้วย)

The examples of students’ opinions regarding Instructional materials in the theme Children’s Toy on the topic Lukwue (ลูกหวี).

“I liked the pictures of steps of making Lukwue. Matching them with the reading made the lesson easy.”

(ชอบภาพขั้นตอนการทำลูกหวีที่เอาไปจับคู่กับเรื่องที่ทำให้อ่านทำให้เรื่องที่เรียนง่ายขึ้น)

“I liked the worksheet with pictures because it was easy to follow.”

(ชอบทำใบงาน ใบงานมีรูปให้ดูด้วย ทำตามขั้นตอนได้ง่าย)

“I liked learning the vocabulary about making Lukwue because we could show the real toys.”

(หนูชอบเรียนคำศัพท์เกี่ยวกับการทำลูกหวี เพราะเราของจริงมาโชว์ได้เลย)

From the Tables 4.16 to 4.25 above, all of the opinions of Grade 6 students towards English for Little Guides in Krabi course were positive. The majority of students enjoyed learning with various types of tasks as well as authentic materials which were about their own local culture and community. They actively used English to communicate with their friends. In addition, the majority of students said that English for Little Guides in Krabi course was practical for them. That is, they used the knowledge obtained from the course in the real situations. However, there were some suggestions from the students such as they wanted to go to the actual places after the lesson. Consequently, the researcher followed their suggestion and arranged a one-day trip for the class which was

not in the original plan in order to raise awareness of the importance of English in daily life and to see they use English in the real life.

In conclusion, the findings from video recording, the students' portfolio, day trip and exhibition showed that English for little Guides in Krabi course positively affected on communication skills of Grade 6 student. Students naturally used English obtained from the course to communicate in various situations in daily life. In addition, it was consistent with the results from students' learning logs that they had positive opinions on English instruction in English for little Guides in Krabi course. The students enjoyed learning with tasks and instructional materials which were authentic and involved local culture and local community. They had high interest and motivation to participate English for Little Guides in Krabi course.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

This chapter consists of four parts. The first part provides a summary of the study. The second part presents the findings of the study. The third part includes the discussions of the findings. Then, teaching implications and recommendations for further research are proposed in the fourth part.

Summary

The present study is a single group design using qualitative research method with the objectives of exploring the effects of English language instruction in English for Little Guides in Krabi course on students' communication skills, and investigating the opinions of students towards English for Little Guides in Krabi course.

The researcher developed 10 task-based lesson plans with task-based instructional materials. Video recording, learning log, portfolios, day trip and students' exhibition were also the research instruments. Before the construction of the lesson plans, the researcher conducted a needs analysis in order to investigate the themes and topics of the course. As a consequence, the researcher developed the lesson plans and instructional materials based on the information obtained from the needs analysis. After the lesson plans, instructional materials and learning log were constructed, they were validated by three experts. The lesson plans and research instruments were then pilot tested at Banbanghian School. Later, the main study was conducted from November 2008 to January 2009.

The samples in this study were 18 Grade 6 students in the second semester of academic year 2008 at Banklongpuanprateepbumrung School. This school participates in English for Little Guides in Krabi course under the supervision of The Office of Educational Service Area, Krabi Province. The school is located in Plai Phaya District, Krabi Province. Thailand.

English for Little Guides in Krabi course was carried out for 12 weeks. Each week consisted of three hours. The first week was the introduction of the course in order to prepare the students. The introduction included the content of the course, activities, language focus, language skills, learning sources, and evaluation. Consequently, 10 lesson plans were instructed. The learning log was contributed to the students at the end of each lesson in order to investigate their opinions towards the course; meanwhile, portfolios were collected. At the end of the course, a day trip was organized in order to practice students in using English for communication in the real situations. In addition, the exhibition was held by the students to conclude what they have learned during the course.

Findings

The purpose of this present study were to explore students' communication skills of Grade 6 students in English for Little Guides in Krabi course, and to investigate the opinions of Grade 6 students towards English for Little Guides in Krabi course.

The results of the study revealed that English language instruction in English for Little Guides in Krabi course positively affected communication skills of Grade 6 students. Students used English language to communicate with people around themselves by using four language skills: listening, speaking, reading and writing.

They listened and did the task correctly. They used simple sentences to give explanation

and descriptions, and to talk with other people. Also, they read the passages, guessed the meaning of new words by using the context clues. They answered the questions from reading and followed the instruction correctly. In addition, they could use the vocabulary and sentence structures that they have learnt in their writing.

With regards to students' opinions toward the course, the findings showed that almost all of the opinions of Grade 6 students towards English for Little Guides in Krabi course were positive. It was also found that the lesson was practical for them. There were some suggestions from the students as well.

Discussions

The findings of the study can be summarized in two main aspects: (1) the students' communication skills, and (2) the students' opinions towards English for Little Guides in Krabi course. These results can be discussed in relation to the findings of previous research studies as follows.

The students' communication skills

The research instruments for the first objective in this study were video recording, students', portfolios, a day trip and their exhibition. The results indicated that English for Little Guides in Krabi course positively affected communication skills of sixth grade students.

From the study, the researcher distinguished four main factors that enhanced students' communication skills; task-based language instruction, the design of lesson plans, instructional materials, and local community.

1.1 Task-based language instruction

According to the task-based language learning model of Willis (1996), the teacher firstly explored the topic with the class in order to help students understand task instructions. Secondly, they did the task. Thirdly, they planed and reported or presented what they discovered. Finally, they learned the language by analyzing the specific features of the text, and practicing them. As we can see, in all procedures of learning, students had a chance to participate with their friends, to brainstorm and share ideas, to solve problems, and to express themselves in English.

To illustrate, on the topic “My District”, Jigsaw Task was conducted. Students had to read a passage about interesting places and their locations in Plai Phraya District in order to complete the jigsaw. After the jigsaw was done, it became the map of Plai Phraya District. Then, the students specified each place and its location based on the reading passage. Next, they planned to present what they discovered from the jigsaw task, and followed by the group presentation. The students could express their opinions by voting for the group who did the best presentation, gave comments and suggestions to each group.

Similarly, on the topic “Batik”, the task was buying a New Year present for their mother. OTOP Center with four batik shops was set up in class. Each shop had a seller who explained the products to customers. Students had to go there and asked for the information about the products they were interested in such as colors, materials, sizes, and prices. Then, they noted it down in the survey sheet. They compared the information and gave the opinions towards the products in each shop such as whether they had reasonable price or not. Also, they made a decision what they were going to buy and gave reasons. Finally, they drew a picture and described the New Year present for

their mothers.

From the study, it could be seen that students had to do the tasks in all the steps of learning. Task Based Language instruction offered students materials which they had to actively engage in order to complete the tasks. They were eager to try and complete the tasks and expressed themselves in front of the class. Besides, task-based language learning provided plenty of opportunities for students to use four language skills, and actively used English for communication.

1.2 Design of the lesson plans

The second factor that employed students' communication skills was the design of the lesson plans. They were designed to include all four skills: listening, speaking, reading, and writing. For instance, on the topic "Direction in My Village", integrated skills were designed through Memory Game. Students read the map, listened to the questions, and answered them. For speaking skill, students explained the school map by using the correct prepositions. Also, they compared and explained the differences between two pictures. For writing, students wrote the location of their house.

The second example was from the topic "My Recipe". For listening skill, the students listened to the recipe of "Pakmieng Tomkati" and "Fried Mushrooms", and they could catch the ingredients used in cooking. For speaking skill, students made an oral presentation about the steps of cooking "Pakmieng Tomkati" and "Fried Mushrooms". For reading skill, students read the strips of sentences and rearranged them until they became a recipe. Finally, in writing skill, they wrote their favourite recipe.

1.3 Instructional materials

The second factor that influenced students' communication skills was instructional materials. In the study, various materials such as authentic materials, real

world materials, teacher-made materials, and student-made materials were used.

In the present study, the authentic materials used in the instruction were Thailand map, a district map, a school map, a community map OTOP catalogs, cooking recipes, and batik advertisements. For example, on the topic “My District”, the Thailand map, district map, school map, community map were used as teaching materials. The map showed the real places that students were familiar with, so these could motivate students to use English to communicate about places in their hometown. On these maps, they could also see how English was used in the real life and could apply it their context.

The result was consistent with Guariento & Morley (2001), he said that authentic materials provided students with actual everyday language, just as it appears in real life. It is significant since it increases students' motivation for learning. Nunan (2004) also stated that authentic materials help to stimulate language learning, and expose learners to the types of real discourse that they will encounter outside the classroom. It is similar to Brinton (1991), he explained that authentic materials could reinforce the direct relationship between the language classroom and the outside world. Obviously, authentic materials could encourage students to communication in English language.

Similarly, real world materials helped to promote students' communication skills. The main advantage of using real objects in the classroom is to make the learning experience more memorable for the students. For instance, when teaching the benefits of palm trees, several kinds of real world objects such as soap, bread, snacks, shampoo, and cooking oil were shown to students. Then, they read the ingredients or components of each object in order to find out which ones were made of palm oil. Hence, these materials were much more affective for students because they could touch, smell and see the objects while hearing the new words. These materials also appealed to a wider range of learning

styles than simple flashcard pictures.

The second example came from the topic of batik, real batik products were shown to the classroom. The students could see actual differences of batik cloth and other cloth such as silk, cotton, or pi-ke cloth because they had a chance to touch and try on the materials. As a result, the process of teaching and learning was meaningful. The students had learned from direct experiences; therefore, they enthusiastically learned English.

Ewell (1997) said that direct experiences built-in opportunities for active engagement in a learning environment which decisively shape individual understandings. In this course, with real world teaching materials, the class became lively, and students were active and enthusiastic.

In addition, this study contained of many kinds of teacher-made materials that had an impact on students' communication skills. Since the teacher knew the students' background and language ability well. The teaching were tailor-made to suit them. They could make the lessons practical in the classroom. To give an example of teacher-made materials in this study, on the topic "My District", the jigsaw puzzles, a reading passage and a survey sheet of friends' favorite places were specifically created for the students. Another example is on the topic "Lukwue", the instruction of how to make Lukwue and a worksheet were written for the students so that they could read and follow it easily, and could communicate how to play "Lukwue".

Also, student-made materials could promote students' communication skills. This kind of materials made the classroom meaningful because the students could play an important part of learning. They were proud when they could make the material by themselves. To illustrate, they brought their favourite toys from home when learning about "My Favourite Toys", the students were very proud and happy when they presented

their favourite toys to their friends. They confidently explained how to play or how to make the toys using English they had learned in their presentation.

These examples showed that instructional materials had direct effects on students' communication skills. A wide range of materials increased students' level of interest, and attracted their attention. They gained more confidence working with different types of instructional materials. They enjoyed learning English, and they were eager to learn and use English for communication. Most importantly, the instructional materials helped to link language concepts with real life experiences.

1.4 Local Community

The third factor that promoted students' communication skills was the local community. Most of the contents, tasks, worksheets or instructional materials used in the course was relevant to the local community, the local sources, the background knowledge and the daily life of the students. Thus, they made the lessons easy to understand because students could guess the meanings by using the contexts as clues.

In the theme My District, for instance, the content of a reading passage was the tourist information about interesting places and its location in Plai Phraya District. The task was to complete the jigsaw of Plai Phraya and introduced each place. The worksheet was to survey their friends' favourite places. As we can see, all instructional materials in the lesson were directly related to the local community.

Another example comes from the theme Occupation. The students learned about palm trees and palm planters because the major occupations of the locals were palm planters. A field trip to a palm plantation was organized so that students could have first-hand experience and learn each part of palm tree and its shapes in English. The content of the reading passage consisted of nouns about palm products. In addition, the worksheet

was designed for students to learn about verbs and the present simple tense through the duties of a palm planter.

Thus, it can be seen obviously that the local community directly affected students' communication skills because it provided a rich context for students to learn English and to use it to communicate about their local community. They were eager to use English with confidence in various situations, both inside and outside schools.

In summary, the English language instruction in English for Little Guides in Krabi course positively affected communication skills because of task-based language learning, instructional materials, local community, and the design of lesson plans. In this course, students had plenty of opportunities to use four language skills actively for communication. They had the learning materials that increased their level of interest, motivation, and confidence to use English. Moreover, direct experiences in the local community motivated them to be eager to learn and use English for communication.

The students' opinions towards English for Little Guides in Krabi course.

The students' opinions towards English for Little Guides in Krabi course were analyzed based on the students' learning log. The findings showed that all of the opinions towards the course were positive.

The students expressed their views that the lessons were practical and applicable. The course created a meaningful language context for language use. Because of the instructional materials used in teaching were related to the local community, as a result, to learn English about the topics in their local context made them felt that English lessons were easy. These could reduce their learning anxiety. They also mentioned that they had high motivation to learn because the content and materials used involved their daily life

(Eamon, 2002). This made them eager to know how to call or say what they have seen in English.

Besides, they described that the lessons increased their level of interest, and the course constructed cooperative learning environment. They enjoyed the course and have positive attitude. It was interesting to practice thinking skill, share ideas with friends, and present the task in front of the class to express themselves in English. They said that they did not have a chance to do the different types of tasks before.

In conclusion, the students' opinions towards English for Little Guides in Krabi course were positive. Task – based language instruction and local community made the course meaningful and practical. It could promote cooperative learning. Students appreciated to learn English for communication through direct experiences and student-centeredness. They demonstrated high motivation and good impression throughout the course. Most significantly, they were enthusiastic to participate in all tasks. They suggested in the learning log that they wanted to go the actual tourist attractions in the district. Therefore the researcher organized a day trip “Little Guides on Tour” in order to inspired them to learn and use English outside the classroom.

The “Little Guides on Tour” was a one – day trip to the tourist attractions in Plai Phraya District such as Royal Rice field, Royal Rice Mill, Bangtaomae Waterfall, KhoKhen Dam, Nalakiring Cave, Batik OTOP Center, and the museum. The students were very active when they introduced each place in English as a little guide. The researcher found that they had never been to these places before although they lived in Plai Praya District. Consequently, they were very excited and impressed with the trip. The most exciting and interesting experience was visiting Royal Rice field and Royal Rice Mill. The students helped the farmers to harvest, and the farmers made the flutes from the

hay for the students. The rice field was lively with the sounds of hay flutes, laughter, and smiles. The people in the community strongly suggested that the projects should be continued.

Teaching Implications

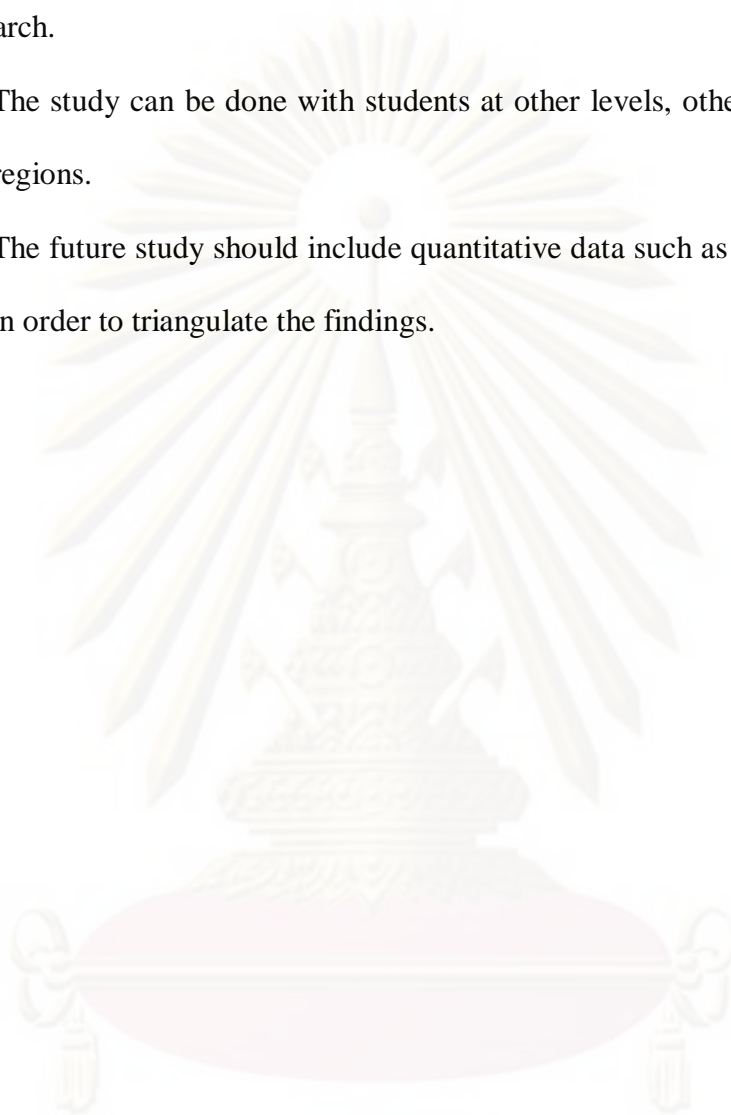
The findings of the study lead to the following suggestions for English instructors as follows.

- 1) English for Little Guides in Krabi course in this study was suitable for Grade 6 students. However, it can be applied with upper level and lower level of students. The teachers just adapt the content and activities to suit them.
- 2) English for Little Guides in Krabi course can be applied for teacher training in order to train teachers to teach English by using Thai and local culture.
- 3) The researcher should create a textbook that contains all knowledge in the course so that the students can practice what they learn by themselves outside the classroom.
- 4) The day trip to the actual tourist attractions was the good activity for the students. It should be organized in order to explore and appreciate the importance of English in the real life, and to motivate students to learn and use English outside the classroom.
- 5) The students' exhibition should be organized after the end of the course within 1-2 weeks because their knowledge was still fresh. Then, the results of their knowledge from the exhibition will be wider than there is the long gap between the end of the course and the exhibition.

Suggestions for Future Research

According to the results discussed earlier, some suggestions are proposed here for further research.

- 1) The study can be done with students at other levels, other provinces, or other regions.
- 2) The future study should include quantitative data such as pre-test and post test in order to triangulate the findings.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

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APPENDICES

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix A
Long Range plan

Week	Theme	Topic	Content	Tasks	Language focus
1	Introduction			What to learn? / How to learn? / Where to learn?	
2, 3	My District	District map	<p><u>Listening</u></p> <ul style="list-style-type: none"> - listen the instruction, and use information to make district model <p><u>Speaking</u></p> <ul style="list-style-type: none"> - introduce tourist attractions in the district - give directions - give meaning of signs <p><u>Reading and writing</u></p> <ul style="list-style-type: none"> - read the passage and complete the jigsaw - write report from the survey of friends' favourite place 	<ul style="list-style-type: none"> - complete jigsaw - do role play - survey interesting tourist attractions from the map, and explain the location of the places - survey friends' favourite places, and write report 	<p><u>Nouns</u></p> <p>province, district, tambon (sub-district), cave, waterfall, dam, rice field, OTOP (One Tambon One Product), museum, palm oil factory</p> <p><u>Prepositions:</u></p> <p>at, in, on, in front of, behind, near, opposite</p> <p><u>Directions:</u></p> <p>north, east, west, south on the left, on the right turn left, turn right, go ahead</p> <p><u>Signs</u></p> <p>tourist attraction, waterfall, temple roundabout , T-junctions, traffic light</p>

Week	Theme	Topic	Content	Tasks	Language focus
4, 5	Vegetables	mushroom Pakmieng	<p>Listening</p> <ul style="list-style-type: none"> - listen to the cooking procedures from demonstration <p>Speaking</p> <ul style="list-style-type: none"> - describe the local dish - explain how to cook <p>Reading</p> <ul style="list-style-type: none"> - read a recipe <p>Writing</p> <ul style="list-style-type: none"> - make a poster 	<ul style="list-style-type: none"> - observe cooking demonstration and write down important words - arrange steps in cooking “Pakmieng tom kati, and fried mushroom” - make a poster to advertise local food 	<p><u>Verbs about cooking</u></p> <p>fry, add, mix, wash, slice, chop, fill, decorate, boil, taste, prepare</p> <p><u>Countable / uncountable nouns about cooking</u></p> <p>vegetable, oil, salt, pan, turner, sugar, fish sauce, coconut cream, ingredient, mushroom, shrimp</p> <p><u>Words about taste:</u></p> <p>spicy, sour, salty, sweet, bitter</p>
6, 7	Souvenir	Batik	<p>Listening</p> <ul style="list-style-type: none"> - listen to role play from teachers <p>Speaking</p> <ul style="list-style-type: none"> - introduce the batik products <p>Reading and Writing</p> <ul style="list-style-type: none"> - read OTOP advertisement - describe the batik gift for mother 	<ul style="list-style-type: none"> - make Batik handkerchief - do role play - make a brochure advertising Batik Kaokhen 	<p><u>Verb</u></p> <p>paint, color, draw</p> <p><u>Adjectives</u></p> <p>beautiful, colorful, cheap, expensive</p> <p><u>Color</u></p> <p>bright color, dark color</p> <p><u>tools</u></p> <p>cloth, colors, paintbrush , liquid candle</p> <p><u>Conversation</u></p> <p>How much ? 300 Baht.</p>

Week	Theme	Topic	Content	Tasks	Language focus
8, 9	Local careers	Palm tree: nature gift to the world	<p><u>Listening</u></p> <ul style="list-style-type: none"> -parts of palm tree <p><u>Speaking</u></p> <ul style="list-style-type: none"> - talk about parts of palm tree and its shapes <p><u>Reading s of</u></p> <ul style="list-style-type: none"> - read the passage about the benefit of palm tree <p><u>Writing</u></p> <ul style="list-style-type: none"> -draw and write parts of palm tree 	<ul style="list-style-type: none"> - trip to palm plantation - explain palm tree - specify palm products - brainstorm 	<p><u>Nouns</u></p> <p>Parts of palm tree; branch, leaf, trunk, palm fruits, cluster palm, young plants,</p> <p><u>Shapes</u></p> <p>round, oval, long, short, small</p>
10, 11	Children toy	Lukwue and rubber tree	<p><u>Listening and writing</u></p> <ul style="list-style-type: none"> -listen to the song “Come and Play” - rearrange steps of making “Lukwue” <p><u>Speaking</u></p> <ul style="list-style-type: none"> - explain how to play “Lukwue” <p><u>Reading</u></p> <ul style="list-style-type: none"> - read passage about rubber tree 	<ul style="list-style-type: none"> - demonstrate how to make Lukwue from rubber fruit - list the materials to make the toy - write the instruction how to make a favourite toy. 	<p><u>Transitions</u></p> <p>First, Second, Third,..</p> <p><u>Nouns</u></p> <p>bamboo strips, rope, knife, holes</p> <p><u>Verbs</u></p> <p>tie, whirl, make a hole</p>
12	Exhibition				

Appendix B

Lesson Plan

Theme: My District **Topic :** Plaipraya District Map

Level : Grade 6 **Period :** 3 hours

Objectives

Terminal Objectives

1. Students will be able to describe the important places of Plaipraya District.
2. Students will be able to tell the locations and directions of important places in Plai Phraya District.

Enabling Objectives

1. Student will be able to pronounce the new words.
2. Student will be able to tell the meanings of new words.
3. Student will be able to read the passage and complete the jigsaw task.
4. Student will be able to use simple sentence for communication.

Materials

1. Thailand map
2. Jigsaw of Plaipraya District map
3. Reading Passage
4. Tags
5. Worksheet

Language focus

Nouns: province, district, tambon (sub-district), cave, waterfall, dam,
rice field,

OTOP (One Tambon One Product), museum, palm oil factory

Directions: north, east, west, south,

Grammar : Where is Krabi?

in + direction → It is in the south.

Where is Bangtao Mae Waterfall?

in + location → It is in Tambon Khaotor.

Evaluation

1. 80% of the class can accurately pronounce 8 out of 13 words.
2. 80% of the class can read the passage understandingly to do jigsaw task correctly.
3. 80% of the class can use simple sentences to communicate in asking and giving directions, and write the report in the worksheet.
4. 80 % of the class participate all tasks and activities intentionally.

Procedures:

Pre-task

1. Teacher shows Thailand map, and introduces each part of Thailand.

T: Class, This is a map. This is Thailand map. Please, take a look.

2. Teacher introduces vocabulary about direction by pointing at each part on the map, and pronounces the word. For example, teacher points at the north.

T: North. The north. Chiangmai is in the north.

Where is Chaingmai? It is in the north.

T: Where is Chiangrai?

Ss: It is in the north.

3. Teacher activates students to communicate by using their background knowledge, for example,

T: Class, which provinces are in the south?

4. Teacher shows Krabi map, and asks students about information in Krabi.

T: What's this map?

Ss: Krabi map.

T: Good. How many districts are there in Krabi ?

Ss: 8 districts.

T: Right. What're they?

Ss:

T: Where do you live? What district?

Ss: Plai Phraya District.

5. Teacher introduces the topic "Plai Phraya District". It has 4 tambons: Plai Phraya, Khaokhen, Khaotor, and Kiriwong.

6. Students brainstorm famous places and things in Plai Phraya District.

Teacher gives them this situation:

"If foreigners come to our district, where will you show them?"

7. Students do "guessing words" activity by matching new word with its definition and pictures. This activity is useful in order to ensure that students know important words which will be used in the activity.

OTOP

(One Tambon One Product)

Batik Khaokhen is an famous OTOP of Plai Phraya.

FACTory

Univanich is a palm oil factory. My mother works there.

Waterfall

Do you know Bangtaomae Waterfall? It is in Tambon Khaotor.

8. Students note down useful words and phrases from the pre-task activity.

Task cycle**Task**

- 9 Students are divided into 4 groups, and teacher explains how to do the task as follows:

Jigsaw Tasks**Instructions**

1) Each group receives a jigsaw of Plaipraya District map, a reading passage, and the tags about famous places.

2) Students in each group complete the jigsaw together.

3) After completing the jigsaw, each group has to read the passage.

Then, put the tags on each sub-district (tambon) on the jigsaw based on the reading passage. For example

Put Bangtaomae Waterfall on *Tambon Khotor*.

4. Time : 10 minutes

- 9 After students finish the tasks, teacher asks the representative of each group to draw the lot and choose which sub-district (tambon) they have to present. There are four tambons in the passage.

Planning

- 10 Students choose what they want to present, and the representative of each group practices the presentation; at the same time; other students help him/her to prepare the presentation.

Report

- 11 Teacher explains that students should listen carefully to other groups. They have to see whether the information presented is correct. In addition, they have to vote for the best group in order to assess others' performance
- 12 The representative gives the presentation.
- 13 After all groups finished presentation, all students vote for which group did best presentation. Teacher and students help together to give comments and suggestions to each group.

Language focus

Analysis

14. Teacher asks students to read the passage again, underline all nouns about places, and circle the words about directions. Then, the teacher teaches students how to pronounce and asks students to guess the meanings from the context.
15. Teacher teaches grammar focus by giving a sample sentence from the reading passage, and write on the board. Next, teacher asks students to

find other sentences from reading. For example:

Where is?
It is in Tambon.....

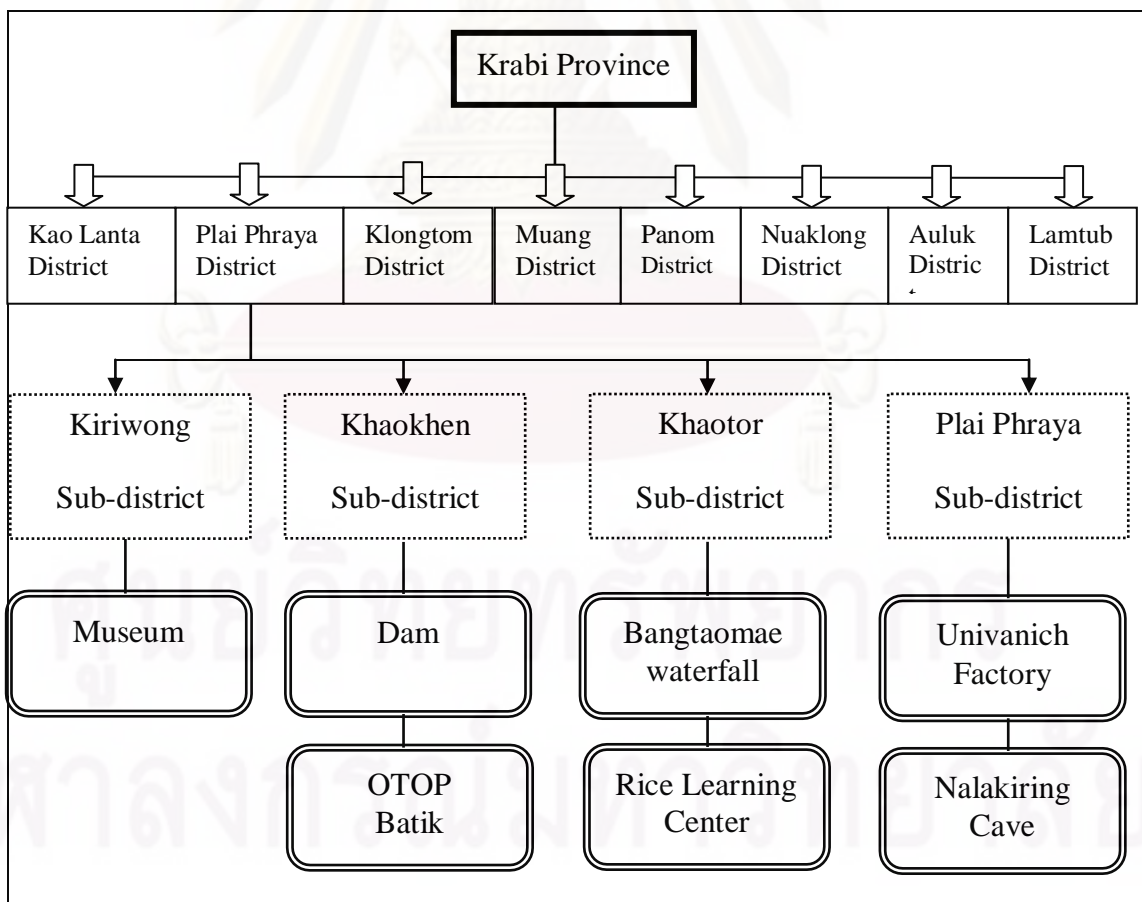
Practice

16. Teacher and students practice speaking without the map.

T: Where is Otop Batik?

Ss: It's in Tambon Khoa Khen.

17. Teacher concludes the information of Plaipraya District by giving students words cards to rearrange the diagram of Krabi province as follows:



18. Teachers shows conversation chart and practices with students by switching the role.

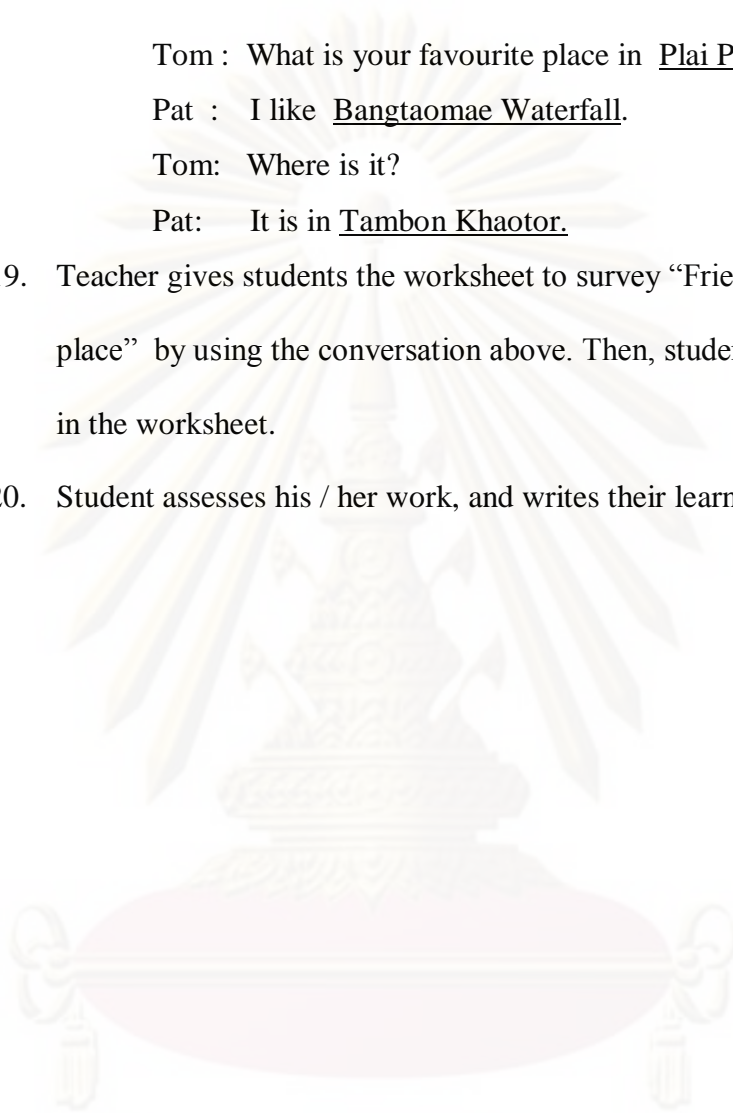
Tom : What is your favourite place in Plai Phraya District?

Pat : I like Bangtaomae Waterfall.

Tom: Where is it?

Pat: It is in Tambon Khaotor.


19. Teacher gives students the worksheet to survey “Friends’ favourite place” by using the conversation above. Then, students write the report in the worksheet.
20. Student assesses his / her work, and writes their learning log.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix C

Learning log

วันที่	
หัวข้อที่เรียน	
<p>◎ วันนี้ฉันทำอะไรบ้าง</p> <p>1.</p> <p>2.</p> <p>3.</p>	
<p>◎ ฉันได้เรียนรู้อะไรบ้าง</p> <p>1.</p> <p>2.</p> <p>3.</p>	
<p>◎ สิ่งที่ฉันชอบมากที่สุดเกี่ยวกับบทเรียนวันนี้ คือ</p> <p>1.</p> <p>2.</p> <p>เพราะ</p> <p>.....</p>	
<p>◎ สิ่งที่ไม่ชอบเกี่ยวกับบทเรียนวันนี้ คือ</p> <p>1.</p> <p>2.</p> <p>เพราะ</p> <p>.....</p>	
<p>◎ สิ่งที่ไม่อยากให้ครูทำ แต่ครูยังไม่ได้ทำ คือ</p> <p>.....</p> <p>.....</p>	

Appendix D
Sample worksheet

Name	Favourite place	Tambon (Sub-district)
e.g. Opal	Batik Center.	Khaokhen
1		
2		
3		

Report

Example : Opal likes Batik Center. It is in Tambon Khaokhen.



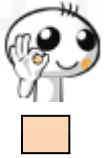
1.

2.

3.

Self Assessment

I think my work is

	excellent		good		o.k.
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	



Reading Passage

Let's go to Plai Phraya

Plai Phraya District is in Krabi Province. It is in the south of Thailand. It has four tambons (sub-districts): Plai Phraya, Khaokhen, Khaotor, and Kiriwong.

Each tambon has many interesting places. If you love waterfall, you can visit *Bangtaomae Waterfall*. It is in Tambon Khaotor. If you want to see rice learning center, you can go to Banbangsoke School.

In Tambon Khaokhen, there is 5 stars OTOP. It is *Kuansian Batik*. If you want to buy famous batik clothes, you can come here. And if you love nature, you can go to *Khaokhen Dam*. The weather is very nice.

If you like the cave, you can visit *Nalakiring Temple Cave*. It is beautiful and quiet. It is in Tambon Plai Phraya. If you want to see the biggest palm oil factory, it is in this tambon, too. It is *Univanich Factory*.

If you like museum, you can go to Tambon Kiriwong. There is the museum in *Ban Khoksae Temple*.

Appendix E

The Validity of Instructional Materials and Research Instruments

Items	Expert			IOC	Results
	1	2	3		
Objectives					
1. Do the objectives relate with the topic?	+ 1	+ 1	+ 1	1.00	Appropriate
2. Are the objectives suitable for the level of students?	+ 1	+ 1	+ 1	1.00	Appropriate
3. Do the objectives support the local resource?	+ 1	+ 1	+ 1	1.00	Appropriate
4. Do the objectives support language learning ?	+ 1	+ 1	+ 1	1.00	Appropriate
Materials					
5. Are the materials and appropriate in the lesson?	+ 1	+ 1	+ 1	1.00	Appropriate
6. Do the materials help learners gain local knowledge?	+ 1	+ 1	+ 1	1.00	Appropriate
7. Do the materials help leaners gain language knowledge?	+ 1	+ 1	+ 1	1.00	Appropriate
8. Do the materials assist learners in language communication skills?	+ 1	+ 1	+ 1	1.00	Appropriate

Items	Expert			IOC	Results
	1	2	3		
Procedures					
9. Do the teaching procedures relate to the objectives?	+ 1	+ 1	+ 1	1.00	Appropriate
10. Do the procedures follow Task-based Instruction Model (Willis, (1996)?	+ 1	+ 1	+ 1	1.00	Appropriate
11. Do the procedures support local resources ?	+ 1	+ 1	+ 1	1.00	Appropriate
12. Do the activities help learners understand the language content?	+ 1	+ 1	+ 1	1.00	Appropriate
13. Do the activities help learners practise and gain communication skills?	+ 1	+ 1	+ 1	1.00	Appropriate
Evaluation					
14. Are activities appropriate to evaluation?	0	+ 1	+ 1	0.67	Appropriate
15. Are learning log appropriate to evaluation?	0	+ 1	+ 1	0.67	Appropriate
16. Are worksheet appropriate to evaluation?	0	+ 1	+ 1	0.67	Appropriate

BIOGRAPHY

Pratchawan Kongkaew was born in Trang Province. She finished high school from Sapparachinee School, Trang. She obtained her Bachelor of Art majoring in English from the Faculty of Education, Prince of Songkhla University, Pattani Campus in 2000. Since graduation, she has been employed as a government official working as an English teacher at Plai Phraya District, Krabi Province. In 2007, she continued her Master's Degree in Teaching English as a Foreign Language (TEFL), Faculty of Education, Chulalongkorn University, Bangkok. She is currently an English teacher at Bantungkrok School, Krabi Province.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย