Effects of Holistic Approach using Local Cultural Content on English Oral
Communication Ability of Sixth Grade Students in Phrae Province

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A Thesis Submitted in Partial Fulfillment of the Requirements
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ผลการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่นที่มีต่อความสามารถในการ
พูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนชั้นประถมศึกษาปีที่ 6 ในจังหวัดแพร่

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วาสิดา สาวงศ์ทะ : ผลการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่นที่มีต่อ
ความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนชั้นประถมศึกษาปีที่ 6 ใน
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งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่น
ที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนชั้นประถมศึกษาปีที่ 6 และ
ศึกษาความเห็นของนักเรียนที่มีต่อการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่น กลุ่มตัวอย่าง
ประกอบด้วยนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 21 คน ที่ศึกษาในโรงเรียนแห่งหนึ่ง ภาคเรียนที่
1 ปีการศึกษา 2560 ในจังหวัดแพร่ งานวิจัยนี้ได้เก็บข้อมูลเชิงวิจัยและเชิงคุณภาพภายใน 13
สัปดาห์ โดยใช้เครื่องมือการวิจัย 7 ประเภท ประกอบด้วย แบบสอบถามการประเมินข้อมูลที่จำเป็น
, แบบทดสอบการสื่อสารภาษาอังกฤษ, เกณฑ์การให้คะแนน, แผนการสอน, แบบประเมินตนเอง,
แบบสอบถามเรื่องการตระหนักรู้อภิปัญญาเกี่ยวกับกลยุทธ์ในการสื่อสารภาษาอังกฤษและการ
สัมภาษณ์กลุ่มเจาะจง ข้อมูลเชิงวิจัยที่ได้จากการทดสอบการสื่อสารภาษาอังกฤษและการทำ
แบบสอบถามเรื่องการตระหนักรู้อภิปัญญาเกี่ยวกับกลยุทธ์ในการสื่อสารภาษาอังกฤษก่อนเรียนและ
หลังเรียนได้นำมาวิเคราะห์โดยใช้การทดสอบแบบ Wilcoxson Signed Rank Test, ค่าเฉลี่ย และ
ค่าเบี่ยงเบนมาตรฐาน นอกจากนี้ข้อมูลเชิงคุณภาพที่ได้จากแบบประเมินตนเองและการสัมภาษณ์
แบบเจาะจง ได้นำมาวิเคราะห์โดยใช้ค่าร้อยละและการวิเคราะห์เนื้อหาเพื่อศึกษาความคิดเห็นของ
นักเรียนที่มีต่อการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่น

ผลการวิจัยพบว่าคะแนนเฉลี่ยก่อนและหลังจากแบบทดสอบการสื่อสารภาษาอังกฤษ มี
ความแตกต่างอย่างมีนัยยะสำคัญทางสถิติที่ระดับ .05 และมีค่าอิทธิพลเฉลี่ยที่ 3.66 ซึ่งหมายถึงมีค่า
อิทธิพลมาก นอกจากนี้นักเรียนยังได้รายงานความคิดเห็นแง่บวกต่อการสอนแบบองค์รวมโดยใช้
เนื้อหาวัฒนธรรมท้องถิ่นด้วย โดยสรุปแล้ว งานวิจัยนี้แสดงให้เห็นว่าการสอนแบบองค์รวมโดยใช้
เนื้อหาวัฒนธรรมท้องถิ่นสามารถพัฒนาการสื่อสารภาษาอังกฤษและสร้างความคิดเห็นแง่บวกให้แก่
ผู้เรียนในด้านของการเรียนภาษาอังกฤษและวัฒนธรรมท้องถิ่น

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต	....
สาขาวิชา	การสอนภาษาอังกฤษเป็น	ลายมือชื่อ อ.ที่ปรึกษาหลัก	....
	ภาษาต่างประเทศ		
ปีการศึกษา	2560		

WASIDA SAWONGTA: Effects of Holistic Approach using Local Cultural Content on English Oral Communication Ability of Sixth Grade Students in Phrae Province. ADVISOR: CHANSONGKLOD GAJASENI, Ph.D., 227 pp.

This study aimed to study the effects of Holistic Approach using local cultural content on English oral communication ability of sixth grade students and to investigate their opinions towards learning through Holistic Approach using local cultural content. The participants were 21 sixth grade students studying in Phrae Province in academic year 2017. The quantitative and qualitative data were collected in 13-week experiment using seven instruments including need analysis questionnaire, English oral communication test, English oral communication scoring rubrics, lesson plans, self-evaluation form, Metacognitive Awareness Inventory questionnaire, and focus group discussion. The Wilcoxon Signed Ranks Test, mean scores, and standard deviation were implemented to investigate the quantitative data which were the difference of mean scores of students' oral communication ability, and metacognitive awareness before and after learning. Moreover, the qualitative data from the self-evaluation form and focus group discussion were also analyzed by using percentage and content analysis to examine students' opinions towards learning through Holistic Approach using local cultural content.

The finding revealed that there was a significant difference between the mean scores from the pre and post English oral communication test at .05 level and the effect size was 3.66 which represented the large effect. Additionally, students also reported positive opinions towards learning through Holistic Approach using local cultural content. In conclusion, the present study indicated that Holistic Approach using local cultural content could improve students' oral communication ability and stimulate the positive opinions towards learning English and local culture.

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CHAPTER I

INTRODUCTION

Background of the study

English has been recognized as an international language for worldwide communication. During ASEAN summit, it was officially declared that English was a working language in the ASEAN region (Burns, 2012; Kanoksilapatham, 2015; Sarafianou & Gavriilidou, 2015). Thus, it is undeniable that in the globalized society where the interchange of people, culture, and economy, arise from communication across nations, mastering the international language is the necessary step to develop lifelong and professional skills (Şimon, 2014). Oral communication ability seems to be a priority of many second or foreign language learning since speech is the most basic means of human communication (Gold, Morgan, & Ellis, 2011). Moreover, second or foreign language learners tend to evaluate their success of language learning through the proficiency of spoken language (Richards, 2006) because the oral communication ability allows them to express all knowledge they have learned to others (Harmer, 2007). Consequently, oral communication has been emphasized as a significant part of English language instruction all over the world.

In Thailand, the importance of oral communication ability has been a focus for all ages of learners. According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), "Language for Communication" has been defined as one of the four strands which learners are expected to achieve from learning a foreign language. Interestingly, despite such emphasis in the national curriculum, the outcome of students oral

communication proficiency are congruently unsatisfied (Nuktong, 2010).The majority of Thai students are unable to use English as a means of communication confidently, during face-to face interaction, especially with international speakers (Boonkit, 2010; Nuktong, 2010). It was found that Thai students have been struggling from English oral communication skills due to many reasons namely lack of opportunities to expose English outside the classroom, lack of practice, the influence of native language, lack of confidence, and also problems of pronunciation of their Thai teacher (Khamkhien, 2010).

Apart from learners' perception towards English oral communication, the instructional method is also one of the main problems that obstruct learners' oral communication improvement. Although English classes in Thailand have been implemented many kinds of communicative approaches such as Task-Based Instruction, Content-Based Approach and Communicative Language Approach (CLT), the result seemed to be unsatisfying because Thai teachers still mainly stressed on the grammatical competence, the drill pattern and rote memorization instead of authentic speaking activities (Nonkukhetkhong, Baldauf Jr, & Moni, 2006). As a result, learners rarely have the opportunities to learn speaking skills, which support them to converse efficiently, such as pronunciation skills, speech function skills, interaction management skills, and discourse organization skills. Additionally, Thai educational system puts the focus on exam-based system, so autonomous learning is hindered. Even though Thai teachers and learners have positive attitudes towards autonomous learning, the educational stakeholders tended to emphasize on students' achievement on the exam rather than whether learners receive any life skills to pursue their lifelong learning (Tayjasanant & Suraratdecha, 2016). At the same time, they also lack of

opportunities to learn the communication strategies; namely, planning, self-monitoring, paraphrasing, asking for clarification or asking for repetitions, as a preparation before speaking and holding on during the speaking process. Consequently, the learners might have no idea about what to convey and how to cope with problems occurring during the conversation as well as how to improve their oral communication ability by themselves (Burns, 2012; Mali, 2013). Therefore, it is necessary for teachers to be aware of these problems and to find the appropriate teaching methodologies that can foster leaners to achieve effective oral communication ability.

To advocate the effectiveness of oral communication, teaching oral skills should go beyond focusing only on grammatical competence. To elaborate, both fluency and accuracy should be emphasized as well as training learners to use strategies and encouraging them to initiate oral communication in meaningful contexts (Brown, 2001; Goh & Burns, 2012). Likewise, Burns (2012) added that the speaking competence including knowledge of language and discourse, core speaking skills, and communication strategies should also be integrated into lessons so that the learners will be able to produce the spoken language in a fluent, accurate and socially appropriate way . Moreover, the communicative syllabus should combine all of the necessary aspects to deal with the problems and failure found in English classrooms (Khamkhien, 2010). These show that there are various components toward oral communication. To enhance oral communication ability, these components should be considered in oral communication instruction.

In order to address oral communication problems, Holistic Approach was introduced. In this approach, the oral communication skill is defined as the combinatorial skill which requires considerable simultaneous processes such as

cognitive, physical and socio-cultural processes as well as a speaker's knowledge and skills for cooperating rapidly in real-time (Goh & Burns, 2012). All of these processes cause various problems that learners might encounter during speaking. For instance, some learners might be afraid to talk in the class because they lack of confidence. Some might enjoy speaking but make a lot of grammatical mistakes. Some of them might produce their spoken language in a bookish manner. As a result, according to Holistic approach, focusing on only practicing speaking activities in the classroom is inadequate. The lesson should raise learners' awareness of attention to metacognitive skill, discourse knowledge and learning strategies in order to foster them to produce the speech effectively and appropriately (Goh & Burns, 2012).

The theoretical framework of Holistic Approach proposed by Goh and Burns (2012) concerns four main dimensions which are the quality of the speech, the components of speaking competence, the role of metacognition and methods for organizing classroom-learning activities. First, the quality of the speech is the desired outcome of teaching and learning oral communication which comprises fluency, accuracy and complexity. Secondly, the components of speaking include knowledge of language and discourse, skill and communication strategies. They are what teachers should teach learners explicitly in oral communication instruction. Thirdly, the role of metacognition refers to encouraging learners to plan, monitor and evaluate their speaking development. Finally, the methods for organizing the classroom learning activities are how learning activities can be organized. It draws on principle of part or whole practice, planning and rehearsal and task-based learning. Obviously, the benefits of implementing Holistic approach were found in many studies. Holistic approach helps learners develop metacognitive knowledge and self-regulation of their speaking (Goh

& Burns, 2012). Based on the study of Shu and Renandya (2016), the Holistic Approach combines the strength of two speaking approaches. The former is direct approach which emphasizes accuracy of speech through learning speaking knowledge and strategies explicitly. The practice mostly focuses on repetitive drills. As a result, learning through this approach, learners might develop grammatical competence but might not be able to communicate in real life appropriately. The latter is indirect approach which focuses on fluency and appropriateness of speech through learning speaking knowledge and skills implicitly. The extensive communication tasks are mainly provided. Hence, learning through this approach, the learners might be able to convey messages fluently, but their speech might be ungrammatically accurate. Hence, Holistic Approach fulfills those limitations by taking into account both linguistic and communicative dimensions such as skills and strategies. Considering the oral communication components which Holistic Approach aims to support including language and discourse knowledge, metacognitive awareness, and communication strategies, there are also some studies indicated the advantages of those components towards oral communication ability development. According to Ghapanchi and Taheryan (2012), their study revealed that the more one possesses language knowledge, metacognitive knowledge, and metacognitive strategy use, the better they perform oral communication. Moreover, learning language knowledge in terms of vocabulary knowledge improved learner's speaking ability in terms of fluency, accuracy, complexity, and global impression aspects of speaking performance (Oya, Manalo, & Greenwood, 2009). Also, training metacognitive strategy enabled learners to develop their English oral communication ability in terms of planning, adjust, and evaluating (Li, Yue, & Yang, 2011). Similarly, learning strategies also helped learners

know more about how to learn so that they could apply their own strategies to a certain contextualized task (Sarafianou & Gavriilidou, 2015). Furthermore, strategies training enabled learners to develop the quantity of metacognitive, cognitive and socio-affective skills (Gavriilidou & Papanis, 2010). All of these are benefits that the Holistic Approach tackles oral communication problems in Thai context in terms of unbalance of direct and indirect approaches, lack of strategies and skills teaching, lack of analytical and critical thinking support as mentioned before.

Beside the systematical approach, the selection of content to be integrated into oral communication instruction is also necessary. It is recognized that language and culture are inseparable (Kramsch, 1998). Learning a foreign language enables learners to be exposed to international culture. However, the need to maximize the learners' ability to explain their local culture is also necessary since we need to be able to express ourselves (Moran & Lu, 2001). Based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008), the Ministry of Education has identified the aim of learning a foreign language as a tool to understand the cultural diversity of the world and to be able to represent Thai culture and its unique qualities to the global society. Local culture in various aspects such as problems and concerns of the community and the society, local wisdom, and learners' needs need to be integrated in every subject in each school's curriculum (Ministry of Education, 2008). Therefore, it must be aware that apart from teaching knowledge of language and discourse, skill and communication strategies, local cultural content should be integrated in English oral communication instruction.

Even though applying local cultural content are emphasized in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), there are some studies revealed that

English instruction in Thailand lacks of local cultural content integration. The contents in English lesson are based on foreign context which is different from Thai students' background knowledge. Similarly, commercial textbooks used in Thai classroom were presented to serve English in worldwide classroom. Thus, the content might not be relevant to learners' cultural context (Kanoksilapatham, 2014). Brantmeier (2003) stated that local sources which students are familiar with such as art, music, custom, food, beliefs and attractive places are effective instructional content and materials because most students are comfortable with them, and they could easily relate to the knowledge about their own culture. As a result, local cultural content is also considered as an instructional tool to develop English proficiency of learners.

There are many studies applying local cultural content in English instruction and several benefits have been found in those studies. Rattanaphumma (2006) indicated that using local cultural content in English instruction could assist students in the development of language skills, motivation, collaboration and local cultural knowledge. It could inspire students to have positive attitude towards language learning because they could use their prior knowledge to comprehend their tasks (Kongkaew, 2009; Pongto, 2012). McPherron and Randolph (2013) stated that ESL classroom project in which students investigate aspects of their local communities sharpen students' critical thinking about culture. Kanoksilapatham (2014) revealed that the language tasks which related to cultural familiarity support both cultural knowledge and linguistic competence, making language learning personally meaningful, intellectually stimulating and naturally relevant to young learner's context. Moreover, it leads to foster English language outcome significantly. The ignorance of local cultural content added with insufficiency of vocabulary and poor

expressions leads students face the problem of explaining local cultural knowledge and connotation (Zhengzheng, 2014). Thus, the good understanding of local culture is considered as a foundation of communication.

The ability to present local culture is not only mentioned in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). It also appears in the Community Development Plan of Provincial Division of B.E. 2014-2017 of Phrae Province. Phrae Province is one of the most ancient cities in the north of Thailand, so there are several interesting local sources of wisdoms and knowledge; for example, history, tourist attractions, legends, transportation and festivals (Information and Communication Division of Phrae Provincial Governor's Office, 2016). According to the Community Development Plan of Provincial Division of 2014-2017 (The community Development Department of Phrae, 2014), there are six strategies to develop each aspect of Phrae Province. One strategy of developing educational system and support tourist industry is being ready to attend ASEAN community, trying to cooperate with other countries in ASEAN community and promoting local culture and tourism. As a result, providing the students readiness for their own culture and supporting them the oral communication ability to explain those cultures in English should be involved in English instruction.

To date, although some studies have brought to light the magnitude of using local content in English instruction, few of them aimed at improving oral communication ability. In addition, most of studies implemented various approaches which lacked of strategies training. Thus, it was interesting for the researcher to investigate the effects of Holistic Approach on oral communication ability using local content. After reviewing related documents, the researcher implemented this teaching method to sixth grade students in Phrae Province. The reason for selecting this group

of students was because the elementary level was the grassroots of the education paradigm. Therefore, to develop learner's English oral communication, the beginning level should be prioritized in order to further their development in the higher level (Kanoksilapatham, 2015). Furthermore, according to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), the learners in this level have already learned the basic English oral communication such as speaking in an exchange with short and simple words, expressing their own needs, and speaking to ask for and giving data about themselves, etc. in lower elementary level. Such basic skills will enable them to accomplish the tasks effectively. Besides, according to the standard F1.3, the learners in this level are supposed to be able to present the data about themselves and matter around them through speaking and writing. Thus learning to speaking about their local culture is addressed to the learner's learning objectives. Finally, sixth grade students are required to prepare themselves for the secondary entrance examination. As a result, this course might take a role as a revision session to elicit what they have learned in previous levels. Therefore, sixth grade students were viewed as the target group in appropriate level that could be taught through Holistic Approach using local cultural contents because they are at the beginning of English learning, have fundamental English skills, require the learning of matters around them, and require the entrance examination revision.

Thus, the following questions were examined to obtain insights into oral communication ability in language learning through the Holistic Approach using oral local cultural content.

Research questions

1. What are the effects of Holistic Approach using local cultural content on English oral communication ability of sixth grade students?

2. What are the opinions of sixth grade students towards learning through Holistic Approach using local cultural content?

Research objectives

1. To study the effects of English oral communication ability of sixth grade students after learning through Holistic Approach using local cultural content.

2. To study sixth grade students' opinions towards learning through Holistic Approach using local cultural content.

Hypothesis

Based on the study of Kongkaew (2009) and Pongto (2012) which implemented local cultural in English instruction, the findings revealed that local cultural content could improve students' language learning and stimulate positive attitude towards learning English.

Therefore, the hypothesis was proposed that the mean scores of posttest was significantly higher than that of the pretest.

Scope of the study

The population and the variables in the study are as follows:

1. The population of this study were sixth grade students in Ban Rongkwang Chantimakom School in Phrae Province. The participants of the present study were 21 sixth grade students who were studying in the first semester of academic year 2017 at Ban Rongkwang Chantimakom School. They were 14

boys and 7 girls whose age was between 11 -12 years old. They had never studied English with foreign teachers nor learned English speaking in the classroom.

2. English Oral Communication instruction through Holistic Approach using local content was the independent variable and the students' oral communication ability and opinions were the dependent variables in this study.

The definitions of terms

1. **Oral communication ability**

Oral communication ability refers to an individual's capacity to use appropriate English orally for asking, answering the question, and presenting their ideas by showing accurate and appropriate comprehension, content, vocabulary use, language level, and communication strategies.

In this study, oral communication ability is the mean scores obtained from the oral communication ability test constructed by the researcher supported by students' metacognitive awareness degree obtained from metacognitive awareness inventory questionnaire.

English oral communication scores were based on English oral communication rubrics consisting of 5 criteria: comprehensibility, content, vocabulary use, language level, and communication strategies. The definition of each criterion is as follows:

- **Comprehensibility**

    Comprehensibility refers the understanding of the questions that are asked and also the ability to response those questions appropriately.

- **Content**

Content refers the clear information required including the accurate details which demonstrate good understanding of the local culture of Phrae Province.

- **Vocabulary use**

Vocabulary use refers the use of a variety of vocabulary, and expressions, which are appropriate to communicate the relevant topics.

- **Language level**

Language level refers the ability to use language to communicate in terms of making sample sentences to ask and answer simple questions.

- **Communication strategy**

Communication strategy refers the ability to maintain the conversation through using achievement strategies including using circumlocution, asking for clarification, using fillers, asking for repetition, appealing for help, turn taking, comprehension checking, shadowing, providing active response, and nonverbal-expression.

2. **Holistic approach using local cultural content**

Holistic Approach refers to the instructional method which aims to develop language learners' speaking abilities in a holistic manner by focusing on four important aspects including quality of speech, components of speaking competence, the role of metacognition and methods for organizing learning activities. The instruction follows seven instructional steps including 1) focus learner's attention on speaking, 2) provide input and/or guide planning, 3) conduct speaking tasks, 4) focus on language / discourse / skill/ strategies, 5) repeat speaking tasks, 6) direct learners' reflection on learning, and 7) facilitate feedback on learning. The main content integrates in this approach is the content about a particular group of people in a community in Phrae Province regarding

to events and festivals, tourist attractions, literatures, food, and local products being used to develop the materials and lessons for English oral communication classroom.

3. **Sixth grade students**

Sixth grade students refer to Thai students studying in grade 6 in a regular program of a government primary school.

4. **Opinions**

Opinions refers to the thought and feelings of students towards Holistic Approach using local cultural content.

Significance of the study

As for the pedagogical significance, the result from this study was beneficial to teachers and administrators to plan to develop the English oral communication course for elementary students. In addition, the educators can use the instruments, activities, and the teaching models from this study as the example to design lesson and speaking activities in order to enhance students' oral communication ability.

Regarding the theoretical significance, the study integrates local cultural content as the input into the Holistic Approach. Local cultural content is defined as the meaningful and necessary input which is implemented in order to encourage students to communicate whereas the Holistic Approach is considered as the English oral communication's instruction which enhance students' English oral communication in holistic manner. The study reflected how both Holistic Approach and local cultural content can be combined as well as what the effects of using those aspects are.

Referring to the research significance, this study attempted to apply Holistic Approach which has not been implemented to the empirical study. It demonstrates the concept of linking the theory to the practice. The research design which combines qualitative method and quantitative method, the ready-made materials, and the result of study can be adapted and applied in further study by the researchers who are interested in this area.

Chapter II

Literature Review

In this chapter, literature review is presented on the following issues:

I. Holistic Approach

    A. Definition of Holistic Approach

    B. Components of Holistic Approach Instruction

    C. Holistic Approach instruction for teaching oral communication skills

II. Oral communication ability

    A. Definitions of oral communication

    B. Teaching oral communication in EFL context

    C. The assessment of Oral Communication Ability

    D. The Criteria of Oral Communication Ability Assessment

III. Local cultural content

    A. Definitions of local culture

    B. Significance of Language and culture in curriculum

    C. The role of local culture content in foreign language teaching

    D. Teaching local cultural content principles

    E. The problems of integrating local cultural content in English lessons

IV. Course development

V. Related studies

I.   **Holistic Approach**

    A. **Definition of Holistic Approach**

Ministry of Education of New Zealand (1996) defined Holistic Approach as an instructional approach including physical, social, emotional, cultural, and cognitive dimensions of a person's growth .

It also refers to the pedagogy focusing on the relationship between the whole and the part of teaching and learning activities that connect to the learners surrounding context (Miller, 2009).

Aykut (2008) defined Holistic approach for language learning as the instruction which highlights the integration of the skills and the technology as the enabler as the dominant teaching approach.

However, in terms of communicative approach, Goh and Burns (2012) defined Holistic Approach as the teaching speaking that integrates attention to cognitive, metacognitive skill, discourse knowledge and learning strategies through teaching explicitly in order to develop language learners' oral communication ability in a holistic manner.

In this study, Holistic Approach will be defined related to communicative approach. It is the explicit teaching of speaking that integrates metacognitive skills, language and discourse knowledge and communicative strategies in order to develop learners' oral communication ability effectively.

    B. **Components of Holistic Approach Instruction**

Goh and Burns (2012) proposed the methodological framework of Holistic Approach (see Figure1) which includes four main elements as follows:
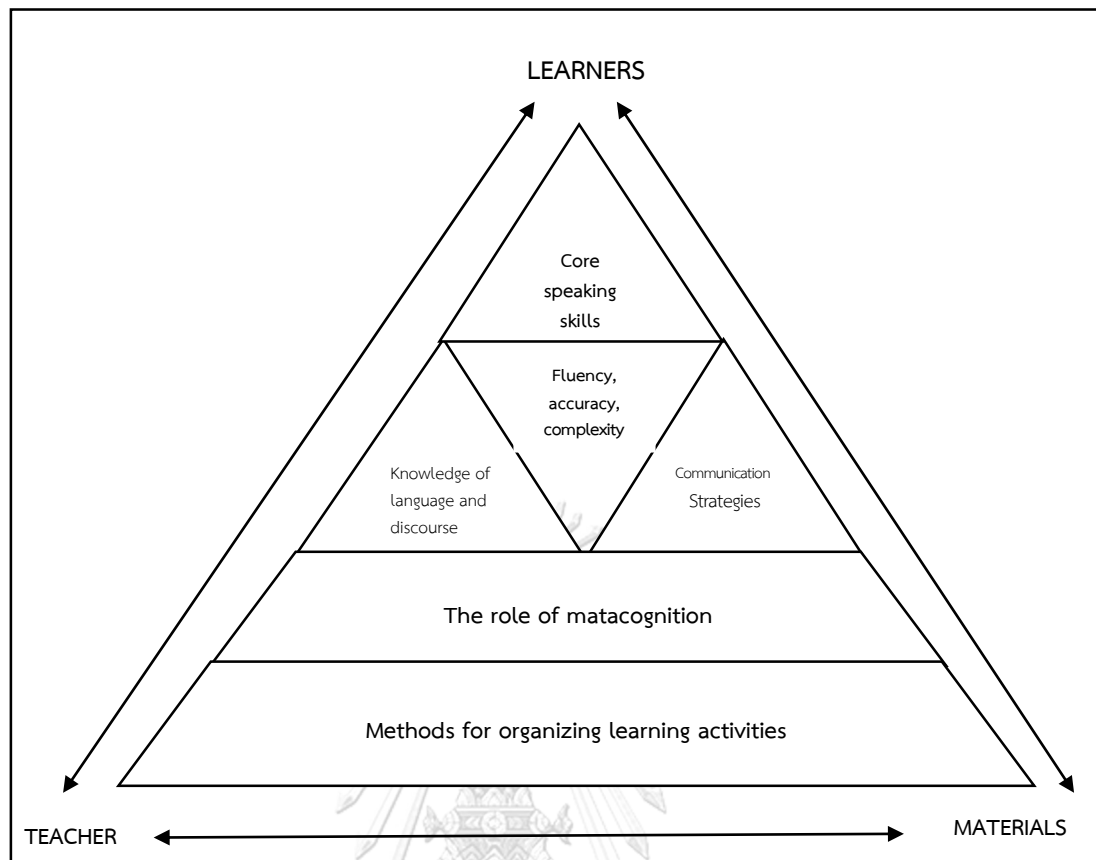
Figure 2.1: Methodological framework of Holistic Approach

1. Quality of speech

It refers to the desired outcome of the teaching and learning. The three main elements of quality of speech are as follows:

1.1 Fluency: Fluency mainly focuses on meaning. It refers to the speech in which the message is conveyed coherently with few pauses and hesitations.

1.2 Accuracy: Accuracy emphasizes on form. It refers to the speech where the message is communicated using the correct grammar and correct pronunciation.

1.3 Complexity: Complexity focuses on meaning and form. It refers to the speech where the message is communicated using advanced grammatical forms which are appropriate to social and cultural context.

Brown (2001) suggested that fluency and accuracy are both important goals of oral communication development. However, fluency may be the initial goal which allows learners to flow the speech comprehensibly. Then accuracy can be focused afterward to allow learners to focus on phonology, grammar, and discourse, in order to direct the speech to be more purposeful.

Similarly, Cameron (2001) suggested that the meaning-focused should come first for teaching speaking as if the learners cannot understand the meaning of the spoken language, they cannot learn it.

Goh and Burns (2012) also stated that the teachers need to plan various kinds of activities in different times in order to promote fluency, accuracy and complexity. For beginning language learners, expecting them to achieve all qualities of speech in one time may discourage them. The activity should only focus on either meaning or form at any one time.

2. **Components of speaking**

Communicative competence is individuals' capability to implement the language competence in appropriate and contextualized (Bachman, 1990).

This ability includes both knowledge about language and skills in using language (Goh & Burns, 2012). Thus, second language speaking concerns about doing various thing at the same time, so the aim for teaching speaking is to enhance learners' ability to combine various skills and process during language production. Regarding the various dimensions of second language competence, a model of speaking competence was proposed by Goh and Burns (2012) in order to enhance learners' ability to produce utterances and discourses which are fluent, accurate and socially appropriate. This

model combines three main elements including knowledge of language and discourse, core speaking skills and communication strategies (See Figure 2.2).
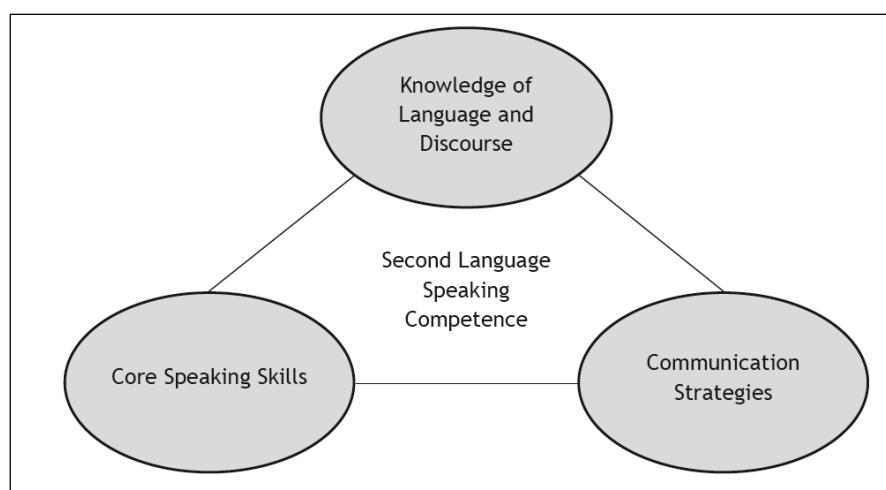
Figure 2. 2: Components of second language speaking competence

The three components of second language speaking competence are as follows:

2.1 Knowledge of language and discourse

This knowledge is based on the linguistic knowledge that covers the knowledge of structure including

- Grammatical knowledge

Grammatical knowledge is necessary for utterance formulation and self-monitoring during the speech processing. In face-to-face communication, the grammatical knowledge also helps learners to analyze the utterance they hear so that they can further respond.

- Phonological knowledge

Phonological knowledge is the knowledge of the sound system of the target

language involving word, utterance and discourse. The learners need to know how the sounds of the target language are pronounced including stress, rhythm and intonation. The problems of transferring sound from their first language are also necessary to be aware of.

- Lexical knowledge

The lexical knowledge is the number of words and their meanings that learners know as we called their individual vocabulary size. The problem that second language learners usually encounter is that they don't have sufficient vocabulary to express. Thus providing the individual's productive vocabulary is necessary for enhancing learners' oral communication ability.

- Discourse knowledge

Learners need to know how the linguistic resources being used for organizing and structuring the coherent spoken texts for using in the different context appropriately. Not only do know how discourse is constructed, the intercultural pragmatic knowledge about the speech acts and sociocultural practices also need to be focused.

2.2 Core speaking skills

The skills in this case are defined as the learner's knowledge of communication that put into action including four main categories as follows:

- Pronunciation

Pronunciation is the ability to produce the sound of the target language at the segmental and suprasegmental levels such as vowels and consonant articulation, word stress and using intonation patterns to communication.

- Speech function

Speech function is performing the communicative function including expressing thanks or disagreement, explaining declining, complaining, complimenting, etc. The language learners should be aware of the appropriateness of using speech function in the context where the English is used.

- Interaction management

Interaction management is the conversation and discussion regulation during interactions. It is important to enable learners to not only know how to express what they want but also to manage interaction during communication such as turn-taking, clarifying meaning, initiating, maintaining and ending the conversations, changing the topics, etc. To use this skill effectively, learners need to recognize what they are trying to achieve through their words and also to understand the non-verbal cues using.

- Discourse organization

The ability to organize the discourse using the accepted linguistic rules during communication is one of the factors enhancing effective speaking. Thus, learners need to develop the skills for structuring talk and responding appropriately. There are two terms associated with the ability of discourse organization which are coherence and cohesion. Coherence is the quality of spoken language that allows the listeners to follow the thread of message easily. To create coherence, the learners can learn to use the tools, for instance, using pronouns for referring. Cohesion is the overall structure of the spoken text which various parts such as words, sentences, paragraphs, or dialogues, link to each other to hold the meaning of the text. The teachers can support learners to be able to achieve cohesion of spoken text through cutting short text and having learners pay attention to the way the spoken text are linked and

identify examples of reference, substitution, lexical cohesion, and conjunction or using different synonyms.

To sum up, to organize the activities, teachers need to identify one category of core-speaking skills that the learners should be able to achieve. For example, if the aim is to learn how to structure the story, apart from pairing up learners and asking them to telling the story, doing the activities that help learners to focus on how to use transitions in the narrative need to be emphasized as well. Obviously, trying to do all categories simultaneously would be impractical. On the contrary, if the learning objectives are clear, the lesson will be exactly focused on teaching speaking not just doing speaking.

2.3 Communication strategies

Communication strategies are proposed for two goals. Firstly, it is used to avoid having to speak too much. This purpose might help users in terms of face-saving; however, it limits the opportunity to speak target language. Secondly, to help users to maximize the opportunity to speaking target language in the meaningful way and help them to get some feedback from the interlocutors in order to develop their communication effectively

- Cognitive strategies

Cognitive strategies are psycholinguistic strategies to compensate the gaps of the lexical problems and related linguistic problems, for instance, paraphrase, approximation (using an alternative term for describing something to get the meaning), formulaic expressions.

- Metacognitive strategies

Metacognitive strategies are the strategies being used to manipulate thinking and speech production such as planning before speaking, self-monitoring, self-evaluation.

- Interactional strategies

Interactional strategies involve social behaviors for negotiating meaning during interaction such as exemplification, confirmation checks, repetition, and assistance appeal.

The use of strategies might come up naturally, however, some learners need to be elicited. Thus, the speaking activities should raise learners' awareness of communication strategies, provide them with the opportunities to practice using these strategies as well as teach them the relevant expressions for using in interaction.

Similarly, Canale (1983) proposed the theoretical framework of communication competence which referred to the underlying systems of knowledge and skills required for communication. There are five components as follows:

1) Grammatical competence: This competence refers to mastery of language code such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. It focuses on the accuracy of literal meaning.

2) Sociolinguistic competence: This competence refers to the appropriateness of the utterances produced in different sociolinguistic contexts depends on contextual factors such as status of participants, purpose of interaction and norms of interaction.

3) Discourse competence: This competence refers to mastery of how to combine grammatical form and meaning to achieve a meaningful unify of spoken or

written text. The unity of text includes cohesion in form and coherence in meaning.

4) Strategic competence: This competence refers to mastery of verbal and non-verbal communication strategies in order to compensate the breakdown of communication and to keep the communication effectively. This strategy includes paraphrase, circumlocution, repetition, reluctance, avoidance of words, etc.

Yasua Nakatani (2010) also proposed that strategy use is categorized into two types: achievement and reduction strategies. Achievement category refers to the learners' active behavior to maintain and repair the interaction whereas reduction strategies concern leaners' negative behavior in avoiding solving communication breakdown which commonly occur with low proficiency learners. The achievement strategies can be following strategies.

1) Help-seeking strategies:

- Appealing for help such as I'm sorry, Slowly please.

- Asking for repetition such as Please say that again.

- Confirmation checks such as You mean_____?

- Comprehension checks such as You see what I mean?

- Clarification request such as What does it mean?

2) Modified output

3) Time-gaining strategies such as umm, let me think.

4) Response for maintenance strategies

- Providing active response such as I see, It sounds good to me.

- Shadowing such as A: I will arrive at 10 am. B: 10 o'clock.

5) Self-repairing strategies.

- Paraphrase

- Approximation such as using start instead of departure

- Restructuring the phases

On contrary, the following strategies are considered reductive strategies.

1) Message abandonment strategies such as keeping silence

2) First-language (L1)-based strategies such as using L1 for unknown vocabulary

3) IL-based reduction strategies such as cutting some elements of the correct sentences, producing inappropriate words based on IL system.

To sum up, these three models of communication competence show that the oral communication involves complex skills. To enhance the effectiveness of oral communication ability, focusing on only linguistic knowledge and skills might be inadequate. Communication strategies are one factor which enables learners to keep the conversation going and to cope with problems occurring during the conversation. Consequently, the present study integrated different communication strategies in every lesson by focusing on achievement strategies as well as encouraging students to neglect using reduction strategies in order to maintain longer utterances.

The role of metacognition

Metacognition refers to thinking about one's thinking. It enables learners to manipulate the way they think by using self-directed processed including planning, monitoring, and evaluating. Thus, the instruction should raise learners' metacognitive awareness by encouraging them to plan, monitor, and evaluate their speaking development. Promoting learners to communicate their own experiences, knowledge, and strategies can also help them to be aware of their learning and communication

processes. Moreover, they can consider how they can develop their speaking ability and how they can compensate the gaps in their language and communication.

Metacognitive knowledge is categorized into three groups consisting person, task, and strategy (Flavell, 1979) The person represents the belief about the nature on oneself as well as other people as cognitive processors such as one's belief that they can learn through listening better than reading, they believed that that friend is more sociable than others. Task category concerns one's available information to performing the task. It is the understanding of how the available information be managed best to achieve the goals. Lastly, strategy category refers to the belief of what strategies are effective in achieving the goals. For example, one believes that the effective way to learn and retain the information is to focus on particular point and try to repeat on their own words.

Williams (2000)suggested the techniques of raising metacognition through three key factors. Firstly, the task must be clear and appropriate to elicit the thought of learners. Secondly, the reason and idea of learners should be appreciated and the learning atmosphere should encourage the learners to take risk without fear and the spirit of mutual respect and exploration is valued. Finally, time for thinking what they think should be provided to learners.

3. **Methods for organizing classroom learning activities**

According to the methodological framework, the learning activities are organized based on three elements including task-based learning, part/whole practice, and planning and repetition.

3.1 Task-based learning

Edwards and Willis (2005) proposed the characteristics of task-based learning as follows:

- The target language is used as a communication goal to achieve the outcome through using task as the main activities.

- The main focus of using task is for exchanging and understanding.

- The task's outcomes can be shared with other learners

- The grammatical forms will be focused after the task has been done.

Nevertheless, the Holistic Approach modified some principles of Willis' theory and proposed the principles as follow:

- Maximize the frequency of whole-task practice

- Compensate whole-task practice with learning activity focusing on linguistic knowledge and core speaking skills.

- Conduct language-focused and skill-focused activities not only at the post task stages as Willis's task-based theory but also before task stages, in order to lower the stress, anxiety and the cognitive demands that learners encounter during message production.

Task-based approach has been modified as one instructional method in Holistic Approach because it enhances learners on both cognitive and affective skills. To elaborate, learners have opportunities to use language in a meaningful context. Moreover, it provides the flexibility for learners to solve the problems by their own ways and elicit their strategies and skills as well as raise their awareness of the language use process through their own reflection.

3.2 Part skills and language learning and whole part practice

Language comprises of small parts of language, sub-skills and strategies. The part skills are not only defined as the core speaking but also include grammar, vocabulary and discourse knowledge. All of these three aspects enable learners to achieve the goal of communication. It is necessary to teach the skills separately so that learners will pick up some of the skills.

Whole-task refers to the activities that encourage learners to express the meaning. Both kinds of task focus on developing fluency first. This framework proposed that learners should accomplish whole task practice at least once before participating in part-skill practice by working in pair or in small groups. Nevertheless, in the complex task such as oral presentation and narrative production, the part-skill practice might be added before doing whole-task practice.

3.3 Planning and repetition

- Pre-task planning

Some low-proficiency learners might have grammatically inaccurate problems. Even though they have lots of contents to speak, their proficiency limits their utterance production. Most learners face the communicative challenges including pressure, lack of time and the nature of speech. Therefore, providing time to conceptualize and form their message would enable them to perform speaking better in terms of fluency and accuracy and complexity. It is necessary to be aware that pre-task planning is provided to decrease the cognitive load that learners have to encounter during the actual speech production

- Task-repetition

Task-repetition refers to the repetition of the same or similar communication task. When learners are familiar with the task that they are exposed to frequently, they

can perform it better because they no longer need to focus on every detail of the task. To enhance the stability of spoken language, teacher should provide the chances for the learners to strengthen their linguistic knowledge and speaking skills. Moreover, increasing the frequency of whole task practice will enhance the efficiency of using each skill automatically in each rehearsal. Harmer (2007) also stated that one kind of the extremely effective task repetition is having the learners record what they say and then transcribe it. Consequently, when they repeat the task, they usually perform better confidently.

In summary, the oral communication skill is defined as the complex skill which requires various simultaneous processes such as cognitive, physical and socio-cultural processes as well as a speaker's knowledge and skills for cooperating rapidly in real-time. Thus, focusing on only practicing speaking activities in the classroom is inadequate. To develop oral communication ability in a holistic manner, Holistic Approach proposes four main components concerning teaching oral communication skill explicitly. They are qualities of speech, components of speaking, role of metacognition, and methods for organizing classroom and activities.

In this study, the four components were implemented in English oral communication instruction. To elaborate, firstly, the quality of the speech, the main focus of the desired outcome was primarily emphasized on the fluency, followed by accuracy and complexity. Secondly, in terms of the speaking components, three main elements including knowledge of language and discourse, core speaking skills, and communication strategies were taught explicitly. In addition, every lesson was also promote metacognitive awareness by having learners plan, monitor, and evaluate their oral communication. Finally, in terms of methods of organizing classroom and

activities, the modified task-based learning, part-skills and whole-task activity as well as task repetition were focused through following the cycle of Holistic Approach for teaching oral communication (see Figure 3).

C. Holistic Approach instruction for teaching oral communication skills

Goh and Burns (2012) proposed a framework of teaching cycle for developing students' oral communication ability with seven stages concerning how series of learning activities should be sequenced. The framework is shown as follows:

Figure 2.3: Model for teaching oral communication (Goh & Burns, 2012)
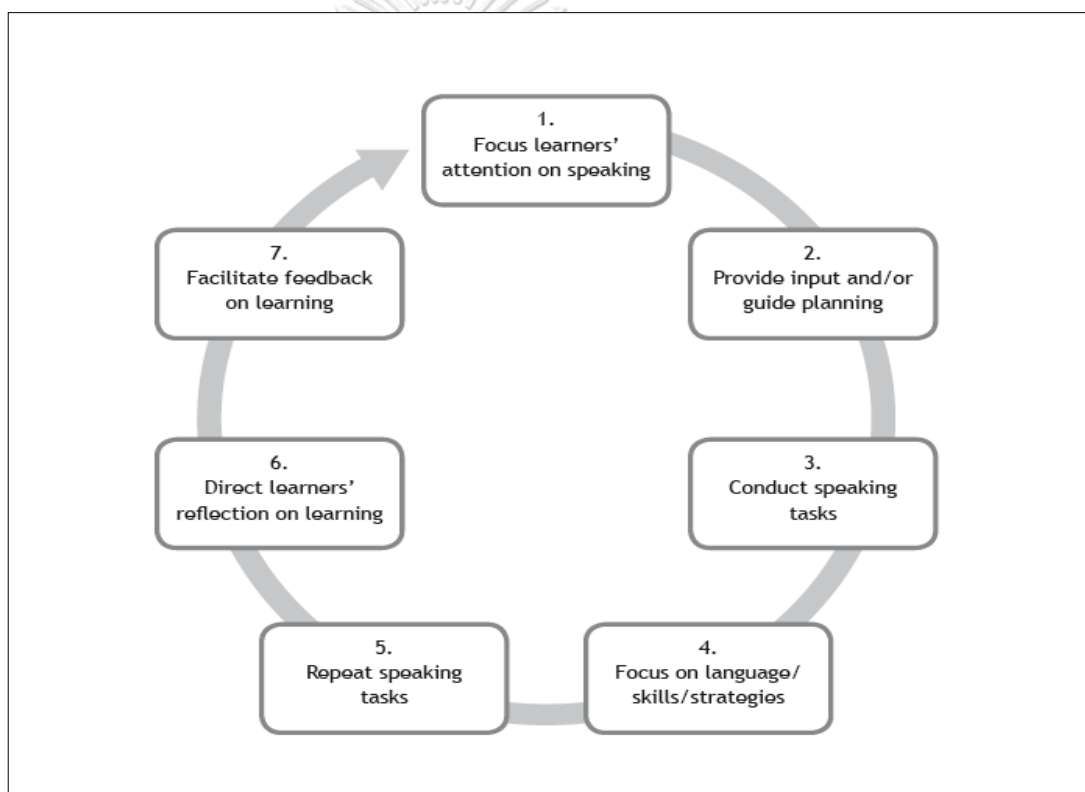
From the framework mentioned above, there are seven stages of developing oral communication ability as follows:

Stage 1: Focus learners' attention on oral communication

The main goal of this stage is to develop metacognitive awareness of English oral communication in two purposes. The first purpose is to encourage learners to plan for overall oral communication development. The teacher can do this by providing the learners with prompts to think about their goals of learning English oral communication and how they prepare themselves for those demands. It should be done at the beginning of the course. The second purpose is to prepare learner to get ready for speaking tasks by familiarizing themselves with the outcomes of the task and strategies they need to complete it. The teachers might ask the students to brainstorm and share their own ideas in group work.

Stage 2: Provide input and/or guide planning

To ease the learners' anxiety and cognitive overload, the teachers can provide the support for the speaking task such as vocabulary, content and information support. The teachers can have learners find out the information from outside sources which can enable them to learn how to use language in contextualized manner. Moreover, telling about teachers' experience can also support learners' performance. Another type of support is guiding them to plan what they are going to say. The teachers can give them a template to write key words or expression and have them consider the communicative strategies that they can use once they encounter problems during interaction.

Stage 3: Conduct speaking tasks

The purpose of this stage is to provide the context where the learners have opportunities to practice speaking. The task should encourage learners to express meaning with whatever linguistic knowledge, skills and strategies they have through developing of fluency without paying too much attention to accurate form. It should

also create the situation that requires communicative need and personal motivation to talk to one another.

Stage 4: Focus on language/ skills/ strategies

This stage aims to create the opportunities for the learners to improve language accuracy and to develop their use of skills and strategies. The teachers can encourage learners' attention to focus on the fluency task they have completed such as pronunciation, grammar, vocabulary and text structures. Consequently, they can realize how these areas are important to communicate and they can develop their knowledge of language, skills and strategies for communication in the further tasks.

However, it might not be practical to cover all areas in one circle. Thus, the teachers should focus on one of them and plan the activity that addresses to the objective of that particular area.

Stage 5: Repeat speaking tasks

This stage is similar to Stage3; saying that the learners perform the similar task again but they have had an opportunity to analyze and practice selected language items at the stage 4 before. The aim of this stage is therefore to reduce learners' cognitive loads and use the language by combining the language knowledge and skills more automatically. In addition, this stage can enhance learner's confidence and their awareness towards the expectation of the tasks. Having a second chance to do the task can motivate learners to perform better.

Burns (2012) suggested how to create the task repetition as follows:

- Repeating parts of the original task

- Repeating the entire task

- Having students change groups or partners

- Introducing a new task similar the one learners have just done

Stage 6: Direct learners' reflection on learning

This stage aims to promote self-regulation through evaluating what they have learned from the earlier stages. It allows learners to combine their new knowledge involving language, skills, and strategies use. The teachers can encourage learners to consider their learning in pairs or in small groups in order to decrease their stress in the way that they are not the only one feeling that way. The reflection template can be given to the learners. There are various points of reflection that can be focused as follows:

- Demands of speak tasks which they have become aware of

- The useful strategies

- Their informal assessment of their capabilities and performance

- Their improvement

- Areas to be further improved

- Plan for improving specific areas

Stage 7: Facilitate feedback on learning

At this stage, the teachers provide learners the feedback on their performance in the preceding stages. For the large classes, the learners' record at Stage 6 can help teachers to provide their own personal feedback based on what learners had written. However, the teacher can also have learners do the peer feedback. The feedback can be done in many forms as follows:

- Comment about individual performance from observation sheet

- Exchange of written individual learners reflections and comments on each other progress

- Written comments in learners' journals

- Comments and informal assessment in learners' blogs.

Every stage in the teaching cycle supports the developmental objectives for oral communication as in Table 2.1.

Table 2. 1: The developmental objectives of using teaching-speaking cycle

Stages in the instructional cycle for L2 speaking development	The developmental objectives for speaking
1. Focus learners' attention on oral communication.	• Develop metacognitive awareness about L2 speaking. • Develop self-regulate performance
2. Provide input and/or guide planning.	• Acquire appropriate vocabulary and accurate language form involving learners' need. • Understand social and linguistic norms of speech and speakers roles relevant to particular context.

Stages in the instructional cycle for L2 speaking development	The developmental objectives for speaking
	• Produce a wide range of utterances to express meaning more exactly.
3. Conduct speaking tasks.	• Learn core speaking skills.
	• Develop fluency in expression of meaning.
4. Focus on language/ discourse/ skills/ strategies.	• Acquire appropriate vocabulary and accurate language form involving learners' need.
	• Understand social and linguistic norms of speech and speakers roles relevant to particular context.
	• Learn core speaking skills.
	• Use appropriate oral communication strategies.
5. Repeat speaking tasks.	• Learn core speaking skills.
	• Produce a wide range of utterances to express meaning more precisely.

Stages in the instructional cycle for L2 speaking development	The developmental objectives for speaking
	• Develop fluency in expression of meaning.
	• Use appropriate oral communication strategies.
6. Direct learners' reflection on learning	• Develop self-regulation and overall performance.
7. Facilitate feedback on learning	• Develop metacognitive awareness of L2 speaking.

According to seven stages, it clearly shows that Holistic Approach differs from doing speaking. Not only conduct the speaking tasks, Holistic Approach also explicitly teach oral communication by highlighting metacognitive skills, language and discourse knowledge, and communicative strategies. Firstly, In terms of metacognitive skills, it can be seen that the first stage focuses on planning in order to get learners ready to do speaking tasks, the fourth stage supports speak monitoring by providing the communication strategies in order to guide learners to keep the conversation going whereas the fifth stage, task-repetition, provides the opportunity to learners to monitor themselves by using appropriate oral communication strategies. In addition, sixth and seventh stages encourage evaluating in terms of self-reflection and peers and teacher's feedback. In these stages, the learners are able to realize their speaking capabilities and to plan to improve their specific areas. Secondly, language and discourse knowledge are provided in both second and fourth stages. Consequently, the learners

can acquire the appropriate vocabulary and accurate language which fit the right context. After that they are able to use what they learned to conduct speaking tasks in the third and fifth stage. These stages enable learners to develop fluency in expression of meaning. Finally, in terms of communication strategies, they are focused on the fourth and fifth stages as mentioned before.

In this study, the researcher implemented the teaching cycle of Holistic Approach for teaching oral communication. The seven stages including focusing learners' attention on oral communication, providing input and/or guide planning, conducting speaking tasks, focusing on language, discourse, skills and strategies, repeating speaking tasks, directing learners' reflection on learning, and facilitating feedback on learning, followed in every lesson in order to develop learners' oral communication ability in terms of metacognitive-awareness, self-regulation, fluency, accuracy, language, and skills.

II.   **Oral communication**

A. **Definitions of oral communication**

Willbrand and Rieke (1983) defined oral communication as the process of interaction through heard and spoken messages involving the use of voice, articulation, vocabulary, syntax and non-verbal cues in various situation.

Ammer, Pack, Routhier, and Wallinger (2005) proposed oral communication as the process of using verbal and non-verbal cues within and across the contexts, cultures, social and media.

Rahman (2010) defined oral communication skills as speaking skills, saying that it is a spoken interaction between more than one people which involves the effective transmission of facts, ideas, thoughts, feelings, and values. In addition, oral

communication skills comprise various elements such as language used, gesture, style, facial expression, understanding the audience, politeness, precision, and directness, etc. Cooperating these elements has effects on both failure and success of the interaction. Thus, oral communication is not only the presentation of formulaic expression; it also requires the abilities to understand what and how to say things in different contexts.

Oral communication refers to any types of interaction in spoken words. It is regarded as a vital part of sharing one's ideas and culture to the world since English is used as a communicative means in international context (MaKay, 2002, cited in Rattanaphumma, 2006, p. 38).

To sum up, oral communication abilities are an individual's capacity in using language and communicative skills to communicate orally. In this study, oral communication ability could be defined as the ability to use English linguistic knowledge, skills and strategies appropriately in order to express ideas and feeling towards local cultural content interactively.

B. Teaching oral communication in EFL context

1. The elements should be taught

Brown (2001) proposed the elements should be taught in oral communication instruction as follows:

- Conversational discourse refers to how to teach learners to carry on the conservation competently.

- Pronunciation refers to how to teach learners to produce the sound of target language accurately.

- Accuracy and fluency refer to how to balance both of them in the instruction. Accuracy is clear, grammatically and phonologically correct language while fluency refers to flowing and natural language.

- Affective factors refer to how to encourage students to overcome their obstacles that hinder their speaking ability, such as anxiety, language ego, etc.

- The interaction effect refers to how to handle the interactive nature during communication.

McKay (2006) suggested that the teachers should contribute knowledge and skills of oral communication for beginning learners as follows:

- Ability to discriminate sounds, stress and intonation.

- Knowledge of a growing range of vocabulary

- Knowledge of growing range of grammatical structures

- Ability to predict meaning from a range of cues such as using context, previous knowledge to facilitate understanding.

- Ability to take responsibility for their own learning

- Ability to use communication strategies

- Confidence and motivation

Likewise, Rahman (2010) also stated that oral communication instruction should be involved how to present oneself as a speaker and how to convey spoken message in different contexts. Moreover, the instruction should provide the development of adequate and appropriate language, articulation, voice and fluency (Willbrand & Rieke, 1983).

In conclusion, oral communication is combinatorial skills which combine knowledge, skills, cognitive, affective, and interactive skills. It is important to note that to provide oral communication instruction, the knowledge, skills and communicative strategies should be integrated.

2. Principles for teaching oral communication to beginning level

Bailey (2005) suggests three principles for teaching oral communication to beginning learners as follows:

1) Provide something for learners to talk about

People tend to talk about what they are interested in or they feel familiar with. Thus, to stimulate conversations, the teachers should find the topic that interests learners. In addition, pictures and manipulables can motivate learners to start speaking. The teachers can also ask learners to bring their own personal items to classroom or can use the materials from the resources in the school such as leaves, sticks, seedpods, etc. to create the speaking topics. As a result, learners will focus on their interesting topics rather than the difficulty of the new language.

2) Create opportunities for learners to interact through groupwork or pairwork.

Using pairwork and groupwork can decrease the anxiety towards speaking and increase opportunities to speak and provide the feedback. Pairwork is defined as two learners working together while groupwork is three or more students working together. For groupwork, three learners per group is suitable since they can create more than one conversation and it is easier to focus on achieving the tasks.

However, to prevent the pairwork and groupwork activities from the chaos, the tips for organizing the activities are suggested as follows:

- Set the task clearly through providing the written instruction.

- Initiate the interaction from pairwork, then later move to small groupworks and larger groups respectively.

- Give the instruction how to group

- Set the limitation of time for each specific task.

- Provide the clear guidance to let learners know what is expected at the end of each task.

- Arrange the environment to encourage speaking practice.

To manipulate the seating in oral communication class, three seating arrangements are proposed as follows:

- The inside-outside circle

To give the opportunity to learners to repeat conversation or talk with many new people, the teachers can form the concentric circles of students. The learners of two circles face each other in the middle as a partner. Then the learners interview their partner for two or three minutes to get the answer. After that, they change their partner by moving to their right side.

- Tango seating

In order to encourage learners to use oral communication to achieve information gap tasks such as drawing pictures, following maps, designing from verbal description, etc., the teachers can set the learners to sit in opposite directions, with their right shoulders together. As a result, they can hear and speak to one another without seeing what the other person is holding.

- Cocktail party technique.

To provide the opportunities to learners to talk with many new partners and to change from sitting activities, the teachers can use cocktail party technique by

providing the speaking task and explaining the instruction clearly first. Then, let learners talk with different classmates then move to talk with someone new, as if they were in the party. Learners have to sit down after having completed the task in order to sign that the activity is coming to the end.

The principles of teaching oral communication proposed above are beneficial to use as a guideline to select the appropriate teaching approach to teach learners in elementary school. From this view, Holistic Approach seems to be a good choice since it emphasizes the preparation before speaking, interactive activities and authentic speaking activities.

3) Types of classroom speaking performance and implications for teaching

To organize the speaking activities in the classroom, Richards (2006) suggests three types of the speaking performance as follows:

1. Talk as interaction

Talk as interaction refers to conversation and interaction in terms of every day talking such as greetings, small talking and telling experiences. The focus is on the speakers and how they present themselves rather than the message.

Talk as interaction is the most difficult skill to teach since it takes place in unspoken rules. The teachers might provide the model of opening and closing conversations, making small talk, telling personal stories and reacting to what others said.

During having a communication, the learners sometimes encounter with lacking words to talk and feeling awkward to keep the communication going, thus the three following technics are proposed to be integrated in the instruction:

- Providing wide range of topics.

The wide range of topics needs to be provided to learners so that the learners can choose the topic that they are interested in to initiate their communication. At the beginning, they might start talking about their familiar topic. Later, the teachers should encourage them to talk about the new ones.

- Giving feedback (black channeling).

Giving feedback expresses the interest to continue the communication, namely "yeah", "really", etc. As a result, it is necessary to teach this skill taught in order to allow the learners to carry on the conversation and to examine how to use the feedback to implement in different contexts.

- Using conversation starter

One of the techniques to practice using conversation starters is providing the list of conversation starters that requires follow up question, for example, "I didn't sleep well last night", "Look what I bought on Sunday. How do you like it?" The simple activities to organize this practice are "In the Hot Seat" and "Question Time". In the first activity, the learner who sits in front of the class has to make a statement about what he or she did recently. Then, others learners have to ask a few questions and the sitting learner has to answer quickly. After that, another learner takes the hot seat. In the second activity, the teachers prepare 15 questions related to the new topic in order to introduce the new topic to learners. Then, the teachers ask learners to answer the question quickly. After that, the teachers allow them to practice asking and answering with their partner.

2. Talk as transaction

Talk as transaction refers to talking in which the focus is on the message and information rather than the speakers for example buying things in a shop, ordering

food, making a telephone call, asking for the direction, discussing in group activities, etc. To talk as transaction, the linguistic accuracy is not much focused. Interlocutors might implement communication strategies to make the conversation intelligibly. To teach talking as transaction, the teachers might organize the group activities, information-gap activities and role-plays which allow learners to practice talking to exchange information as well as to achieve the real-world transactions. To do a role-play, the teachers should be aware of three stages of activity as follows:

- Preparing, which refers to reviewing vocabulary which is related to the content and the context of the role-play.

- Modeling and eliciting, which refer to demonstrating and eliciting how to complete each stage as well as teaching the functional language required for each stage.

- Practicing and reviewing, which refer to assigning the roles through cue cards to allow learners to practice.

For talking as transactions, the grammar is considered as the means leading to understand the meaning. Thus, focus is on the task accomplishment rather than grammatical practice. The linguistic accuracy is achieved by the incidental support by the teacher. However, the low-ability learners might rely too much on vocabulary and memorized chunks of language and non-verbal communication strategies. To address the accuracy, the following technics are introduced.

- Pre-teaching certain linguistic forms that can be used to accomplish the tasks.

- Reducing the complexity of the tasks such as showing learners a similar activity in order to enable them to be familiar with the provided tasks.

- Providing the time to plan the task

- Doing task repetition

    3. Talk as performance

Talk as performance refers to talking for transmitting the information such as morning talks, public announcement, and speeches. Most of them are monolog rather than dialog. It is similar to written language that follows a recognizable format. Thus, form and accuracy are necessary. The focus is on both message and audience.

To teach talking as performance, it involves providing the models of speeches, oral presentations, etc. through video, audio record or written form. After that, those models are deconstructed to investigate how it is organized and what their linguistic features are. The principles of teaching talking as performance are suggested as follows:

- Teaching structures and grammatical features of spoken and written texts explicitly.

- Linking spoken and written texts to the context of use.

- Designing units of work which focus on developing skills related to whole text

- Guiding the learners how to practice in order to enable them to develop language skill in meaningful communication.

In this study, talking as interaction, talking as transaction and talking as performance were chosen to integrate in the instruction. As the local cultural content was the main content using in this study, talking as interaction was introduced as the everyday talking such as asking about favorite food. Talking as transaction are beneficial for communicative activities such as asking direction by using their district's map, telling about their local products and tourist attraction, etc. in form of role play and

group activities. At the same time, the learners were also trained to talk as a performance in group oral presentation.

Tasks

Oral communication tasks can be seen as the activities which concern the speakers in use of language to achieve in a particular goal (Bachman & Palmer, 1996). It is a cognitive skill which is gradually automated through consecutive practice. Creating the conditions practice which distract learners' attention from the worry of grammar rules, can enhance the automating process (Thornbury, 2005). There are many types of communicative tasks that can be used to teach oral communication as follows:

Bailey (2005) suggested six types of activities for beginning learners as follows:

1) Conversations, controlled (or guided) conversation, and interview.

The framework of conversation should be given to beginning learners to build their sentences. Moreover, to help them to carry on the conversation, the communication strategies to prevent and repair the communication breakdown, such as how to ask clarification and confirmation, should be taught. In addition, to have learners talk to people through use contact assignments and interviews is recommended. The contact assignments are a short and specific interview. The learners are obliged to talk in the target language to get a specific assortment to compete with others. The interviews are the semi-structured questions to elicit information from others. With beginning learners, conducting the interview in pair and interview people they know rather than strangers are suggested, so that the learners can be more confident and help each other.

2) Information gap and jigsaw activities

The information gap refers to the activity that one person has information that another lacks. To complete the task, they have to share their information through speaking English. The beginning learners can start with talking about their family and let their partner draw a family tree or giving directions. To give the direction, teachers can have one learner give the direction and the other trace the route on the map. However, the teachers should pre-teach vocabulary and expressions used for giving directions.

3) Scripted dialogues, drama, and role-play

Using scripts enables learners to learn words and grammatical structures from an entertaining and meaningful context. For low-level learners, a short and easy to follow script can attracts learners to perform the drama in English. In terms of role-play, it can help learners to practice speech acts, vocabulary and grammatical structures. The beginning learners might feel unconfident to perform the role-play. Teachers can help them to overcome their worries as follow:

- Make sure that everybody has to participate in the role-play. Without a choice to avoid the performance, they will abandon their hesitation.

- Provide time to plan before speaking in order to decrease learners' nervousness

- Set the pair work or group work since the preparation stage in order to allow them to interact with each other.

- Demonstrate the activity to the learners first, so that they know what they are expected to do.

- Have the learners do the role-play in pairs or in small groups before doing it in front of class

- Create the environment that makes oral mistakes as natural learning opportunities in order to motivate learners to speak.

Moreover, pre-teaching a list of vocabulary and phrases that leaners need to use during the role-play will be very useful for their preparation.

4) Logic puzzles

Logic puzzles refers to the task where one learner gives the number of facts and another has to figure out the answer from repeating and reviewing the given facts, paraphrasing to check the understanding and asking the questions. To help the learners to find out the answer, teachers can provide learners the chart to organize the information or have them create the tool by themselves. This activity encourages learners to use English to negotiate in pairs and groups.

5) Picture-based activities

In order to encourage learners to talk, teachers can provide photographs from many sources such as magazines, calendars, internet, etc. Using pictures can be beneficial as visual support for learning as the pictures create the mental images that enable learners to remember a particular structure and vocabulary. In addition, pictures are convenient and very adaptable to various teaching methods and lesson. To implement with beginning learners, the teachers can use many different pictures which are quite similar. Then, place all of them on the board with the numbers, pass the numbers to the learners secretly. Finally, have each learner describe the picture according to the number they got. Other students have to identify the right picture from the description. However, the vocabulary should be taught or written down on the board first. Another activity is picture comparison. Teachers might have learners

from each group compete with each other by using the comparative to compare the given pictures.

6) Physical actions in speaking lessons

Physical actions provide an opportunity to beginning learners to respond without speaking and to move around instead of sitting for long time in the classroom. The teachers might assign some learners to have a role of giving the commands to their friends. The activity can be implemented to practice many grammatical structures and vocabulary through oral communication. The activity for the beginning learners can be command-based procedure such as practicing the names of the colors and shapes in which learners have to move the objects following the instruction, practice action verbs through following what the teacher said, etc.

Apart from the activities mentioned above, Thornbury (2005) similarly proposed seven communicative activities which learners' autonomy as follows:

1) Information gap activities

2) Presentations and talks

3) Stories, jokes, and anecdotes

4) Drama, role-play, and simulation

5) Discussion and debates

6) Conversation and chat

7) Outside-class speaking

Brown and Yule (1983) also stated three main types of communicative tasks as follows:

1) Static relationships

- Describing an object or photograph

- Instructing someone to draw a diagram

- Instructing someone to assemble a piece of equipment

- Describing how a number of objects are to be arranged

- Giving route directions

2) Dynamic relationships

- Story-telling

- Giving an eye-witness account

3) Abstract relationships

- Expressing Opinion

- Justifying a course of action

In summary, there are various types of communicative tasks to promote learners' oral communication ability through having an interaction. In this study, the interactional tasks include controlled conversation, information gaps and jigsaws, role-play, picture-based, and group presentation were implemented focusing on pairwork and groupwork.

3. The assessment of Oral Communication Ability

Oral communication tasks in which the teachers intervene in students' groupwork can be implemented as the assessment to investigate students' progress, interest and expectation (Freire,1972, cited in Corson, 1988). To select the tasks for oral communication assessment, McKay (2006) suggested that the appropriateness and usefulness of oral tasks should be taken into account. For young learners, the support from things around, namely pictures, objects, expressions, etc. and introductory activity leading to topic and language can encourage students to communicate and ease their anxiety. Moreover, other factors such as the cognitive requirement of the tasks,

emotional factors and the purpose of the tests should be also considered (Luoma, 2004).

Thornbury (2005) recommended 5 types of oral communication ability as follows:

1) Interview

The interview can be set in another room. Once one student is taking the interview in one room, the teachers can have another student do writing or reading task in another room. However, the teachers should be aware of the problems happening during interview such as the student might underperform in the interview due to a formal situation and it is difficult for the assessor to keep the conversation flowing while at the same time making objective judgments. To overcome these problems, the teacher can have a casual chat at the beginning to relax students. The use of pictures and pre-selected topic as well as giving one or two minutes for preparation before talking can also help.

2) Live monologues

Live monologues refer to the presentation of a short talk on a pre-selected topic. To give the students opportunity to speak interactively and spontaneously, the teacher might provide a question and answer session to the audience.

3) Recorded monologues

To do the recorded monologues, the students can take turns to record themselves talking about the given topic. The advantage of recoded test is that the assessment can be done after test and the results of the tests can also be triangulated by the raters.

4) Role-plays

The role-plays used in the test should have the same format with the one that students have done before in class. The students can be assigned to do the role-play with the tester or another student. In addition, the given situation might involve the everyday reality or the data that they have been provided in advance.

5) Collaborative tasks and discussions.

These tasks are similar to role-plays. The difference is that the learners will not be given the roles but they will do the tasks themselves such as giving their own opinions to a set of statements.

Harmer (2007) proposed another oral communication' assessment as follows:

1) Information-gap activities where the students have to find the information from the interlocutor.

2) Decision-making activities, such as giving paired students ten photos and having them put the photos in order for a particular occasion.

3) Description of an unseen image

4) Repeating a sentence, where the students have to repeat a sentence they hear as accurately as they can.

Apart from the achieve test for assessing beginning learners' oral communication ability at the end of the course, there are various techniques to assess their oral communication ability during the teaching and learning process.

Bailey (2005) recommended the use of a fun class introductory activity as a diagnostic measure of students' oral communication ability at the beginning of the course. For example, the teachers give students an index card and then have them write their names on the card. After that the teachers collect all cards and give to the students randomly. The students have to interview their friends whose card they have

with the given topic such as full name, three things he/she likes and dislikes. Once the activity has finished, the students have to introduce their partners with all the information they interviewed. This activity functions as an icebreaker which enables learners to have the opportunity to talk without realizing that they are being assessed. The teachers should be aware that the interview questions should be appropriate to the age and context as well.

In terms of assessing vocabulary, McKay (2006) suggested that the teachers can use the flashcards, pictures and oral gap-filling to check the students' understanding by asking them to tell the vocabulary or to respond with action or to follow the command. In addition, the teachers might have the students brainstorm the vocabulary in a topic before teaching. This technique can be used to check which students have prior learned knowledge of the vocabulary. Creating the vocabulary network on the board can also help to check if students can organize the words.

There are various techniques to assess oral communication ability during teaching and learning session, and at the end of the course. To select the tasks for assessment, the teachers need to be mindful of the appropriateness and usefulness of oral tasks.

In the present study, the oral communication ability assessment was mainly used at the beginning and the end of the course. At the beginning, the introductory activity such as icebreaking and role-play in the pre-test were used to diagnose oral communication ability of the students. However, during the instruction, the assessment was also implemented, without collecting the scores. Many techniques such as asking questions and encouraging the students to practice the communicative tasks such as role-play, collaborative tasks, information gap filling, and picture description were also

used to check their progress of oral communication ability. Finally, the paralleled oral communication test was used as the post-test to check the development of students' oral communication ability and the effectiveness of the course.

4. The Criteria of Oral Communication Ability Assessment

Hughes (2003) divided criteria of oral communication ability assessment. The five criteria are as follows 1) Accent, which refers to clear pronunciation; 2) Grammar, which refers to using correct grammatical sentences during conversation; 3) Vocabulary, which refers to using vocabulary appropriately and accurately; 4) Fluency, which refers to speaking smoothly and fluently ; and 5) comprehension, which refers to the ability to understand both formal and informal speech.

Apart from the above criteria, Goh and Burns (2012) proposed five criteria for assessing oral community ability which includes 1) Language (structure and organization, grammar and vocabulary, and accuracy); 2) Production (fluency, syllable/word pronunciation, intonation, stress and rhythm); 3) Participation (turn taking, maintenance of interaction, and feedback); 4) Expression (clarity of ideas, and quality of ideas); and 5) Coherence (linking of ideas, and justification of point of view).

Besides The Common European Framework of Reference (CEF) suggested five categories of the criteria as follows: 1) Range, which refers to the ability to express the ideas in different linguistic form to convey the meaning precisely; 2) Accuracy, which refers to the ability to maintain the conversation in accurate form; 3) Fluency, which refers to the ability to convey the speech spontaneously with natural flow ; 4) Interaction, which refers to the ability to interact with skills with using natural turn-taking, intonational and non-verbal cues; and 5) Coherence, which refers to the ability

to create coherent and cohesive discourse by using the variety of connecters (Luoma, 2004).

New Haven Public Schools (2014) proposed four categories of communicative task criteria for novice speakers including 1) comprehensibility, which refers to the understanding what others say during communication 2) vocabulary use, which refers the range of vocabulary being used during communication to; 3) language level, which refers to the sophistication of the sentence being used during communication, and 4) communication strategies, which refer to the ability to use the communicative strategies to maintain the communication.

In summary, there are a number of the different criteria for oral communication assessment. To implement the criteria, the teachers should make sure that those criteria correspond with the objectives of the oral communication tasks.

In this study, five criteria including comprehensibility, content, vocabulary use, language use, and communication strategies were used to rate students' scores as they involved the main components of Holistic Approach instruction including teaching knowledge, skills and communicative strategies. In addition, this criteria could also be used to measure both ability of using correct language form and using language in appropriate situation. However, since this study also focuses on local cultural content, the understanding of local cultural content was also integrated in the criteria.

III. Local cultural content

A. Definitions of local culture

There are various definitions of culture. (Wardhaugh (1992, cited in Rattanaphumma, 2006, p. 33) states that culture is the knowhow of operating

acceptable manner to member's society. Culture is also defined as an integrated pattern of human behavior including thoughts, communication, languages, customs, manner of interacting and roles, relationships and expected behaviors of a racial, religious or social group and the ability to transmit the following to succeeding generation (the Nation Center for cultural Competence, 2000).

Local culture is defined as people's daily knowledge which comes from shared life experiences and information transmitted to them by family, friends, neighbors and co-workers. Local culture is in the relations with the local environment and landscapes, in local music and artistic expressions, in community's history and contemporary social issues, and in family's stories (Wisconsin Teachers of Local Culture, 2010).

In this study, local culture content was defined as the content about a particular group of people in a community in Phrae regarding their beliefs, traditions, legends, tourist attractions, local food, and local products.

A. **Significance of Language and Culture**

Language and culture are inseparable. The relationship between language and culture is that the structure of language represents the way how speaker see the world. Without learning the culture of people who speak a particular language, we cannot learn how to use that language (Kramsch, 1998). Language is all around people in the culture. We see and hear language in the context. They reflect each other. To practice culture, we also need language. Not only to communicate with the members of culture, we also need to be able to express ourselves (Moran & Lu, 2001)

In Thailand, according to Basic Education Core Curriculum B.E.2551 (A.D.2008), in terms of foreign language learning area, the aims of learning a foreign language are to understand the cultural diversity of the world and also be able to represent Thai

culture and its unique qualities to the global society. Moreover, Language and Culture is also specified to be one of the four strands of foreign language learning area. This is emphasized in Standards 2.1 and 2.2, saying that, students are expected to appreciate the relationship between language and culture of native speakers and be able to use appropriate language in different contexts and also appreciate similarities and differences between language and culture of native speakers and Thai speakers (Ministry of Education, 2008).

In addition, local cultures is also required to be integrated in curriculum, saying that,

"In preparing their own curriculums, educational institutions must attach prime importance to attuning to the Basic Education Core Curriculum and other details provided by educational service areas or other parent agencies at the local level. Respective educational institutions can also add various aspects of problems and concerns of the community and the society, local wisdom, and learners' needs, with participation and contribution of all sectors in the preparation of their curriculums"

(Ministry of Education, 2008, p. 39)

Even though local culture is focused in Basic Education core curriculum, for English lesson, there are some studies revealed that in reality, the contents in English lesson are based on foreign context which is different from Thai students' background knowledge. Similarly, commercial textbooks used in Thai classroom were presented in native speaker contexts. Thus, the content might not be relevant to learners' cultural context (Kanoksilapatham, 2014).

According to the information mentioned above, it can be seen that local culture is a necessary part which should be integrated in English instruction in terms of the demands of the curriculum and lack of local cultural content in English instruction. As a result, it was chosen as the main content in this study.

B. The role of local culture content in foreign language teaching

The role of English as international language involved people from various nation and different cultural background. It raises awareness of source culture, target culture and international culture. The change of English's role requires English learners to realize the cultural and linguistic variation of diverse English speakers (Munandar & Ulwiyah, 2012).

However, before developing intercultural competence, the local culture should be effectively maximized in English classroom (Kanoksilapatham, 2014)

According to McKay (2002), the role of English related to culture in the context of English as an international language (EIL) is to enable students to share their ideas and culture since English is no longer connected to only the native speaker countries.

The importance of integrating local cultural content in instruction is obviously shown in two points. Firstly, the effective learning should start with the content around the learners which they are familiar with so that they can learn more quickly. Secondly, the topic involved local sources are various and interesting so that students will have the opportunities to put the knowledge about their local culture in their learning process. (Jaitip, 1997, cited inKongkaew, 2009). Gajaseni (2005) states that the English lesson and learning activities integrating local content will be meaningful and interesting.

Moreover, the teaching materials and the content that are relevant to learners' familiarity enable students to emphasize on the language, instead of struggling with the content they are not familiar with. (Kanoksilapatham, 2014)

Lack of local culture content in English lesson makes students incapable to explain their own culture smoothly due to lack of vocabulary and expression (Zhengzheng, 2014). Three significance of introducing local culture in English lesson were proposed as follows:

1) Improving students' ability on cultural cognition

Learning through comparison of different culture enables student to improve cultural cognitive abilities. To deepen students' understanding and knowledge in both English culture and their own culture, teachers might make the comparisons between English cultures and students local cultures so that they could see the connections, the differences and the characteristics of each. However, the positive learning attitude should be encouraged during the lesson.

2) Supporting students' communicative abilities

The cross-cultural communication requires two-way interaction. To exchange the cultures among the interlocutors, the good understanding of local culture is considered as a foundation of communication. Thus the local culture introduction is in the classroom is the effective methods to support students' communicative abilities

3) Cultivating students' local culture consciousness

Lack of local culture knowledge has students faced problems of cultural communication in English. Some have the difficulty of reading or translating their own culture in English. The teacher should add the contents related to local culture such

as history, the value of mainstream society, the national folks and custom or even personality identities, in English lesson for supporting student's expression.

Cortazzi and Jin. (1999) also stated that source culture can motivate students to explain their own cultures to others. To enhance students' sustained learning, it is not enough to convince students to realize that the language learning is enjoyable and interesting but to persuade them to see how it is personally meaningful. (Pelletier and Vallerand,2000, cited in (Rattanaphumma, 2006).

To sum up, local cultural content has vital roles in English instruction. Firstly, it can enhance learners' language performance as learners are familiar with such content. Therefore, they can focus more on using language rather than on what they would like to express. Furthermore, local cultural content can attract learners' attention since it is meaningful to them. Finally, local cultural content can also support learners' awareness on national culture which is values as useful input to communicate in globalized society.

C. Teaching local cultural content guidelines

To introduce the local culture in English teaching, there are many guidelines proposed. Zhengzheng (2014) suggested three ways to integrate local cultural contents in English instruction. The first one is integrating local cultural content in teaching materials for example; the teaching content should be made based on local culture. The second one is integrating local cultural content in teaching process such as having students make analysis of the respective characteristics of different cultures. The last one is stimulating students' motivation to learn the local culture, for example, encouraging students to enhance their local cultural outside the classroom, share with their classmates and have a discussion.

The cultural contents can be divided in 10 categories including geography/places, social interaction, routine and action from daily life, the moral and religious beliefs and values, social life, history, institutions, cultural heritage, people and society in general, and stereotypes and national identity (Byram & Morgan, 1994). For Thai local cultural content which can be integrated in English lesson, Gajaseni (2013) also proposed local cultural content in various aspects, namely beliefs, folktales, foods, festivals, ceremonies, geography and climate, verbal language and non-verbal language.

To sum up, there are many techniques to integrate local cultural content in English instruction, namely integration with materials and content and teaching process Moreover, the local cultural content topics are various so it is beneficial to design the lesson in various aspects.

In the present study, the local cultural content was integrated in materials and content following 5 themes received from needs analysis which were local food, tourist attractions, events and festivals, literatures, and local products.

D. The problems of integrating local cultural content in English lessons

Even though there are many benefits of integrating local cultural content in English lessons, there are some studies revealing the problems that the teachers have encountered.

Pattaraworathum (2007) proposed that the teachers were not aware that they had some problem in culture teaching practices but the content analysis revealed that one of significant problems was that the teachers could not divide the time in the curriculum to integrate local cultural content in English lesson. It was also time-consuming to conduct the project or preparing the content (Chantamala, 2008). In

terms of students, students found the local cultural contents boring since they knew them better than what they have learnt in classroom (Pongto, 2012). Furthermore, some students also realized that the contents were not as interesting as the topics that far away from them (Kongkaew, 2009).

It can be seen that the main problems of integrating local cultural content in English classroom are time management of the course and unpleasant opinions of learners towards local cultural content. Therefore, the teachers should take these problems into account and find the ways to cope with these problems.

This study provided the oral communication course which mainly focused on local cultural content. However, to deal with learners' motivation, the researcher applied many kinds of materials such as video, pictures, realias, as well as encourage learners to do various kinds of speaking activities which were appropriate to their level in order to attract the learners' attention, decrease their anxiety and increase the relaxed atmosphere in the classroom.

Goh and Burns (2012) stated that Holistic Approach could develop leaners' oral communication in both cognitive and effective levels. It also helped learners develop metacognitive knowledge and self-regulation of their speaking.

IV. Course Development

Course development is a "how to do it" activity. It can be seen as the process of writing processes consisting of gathering ideas, ordering ideas, reviewing, and editing.

Graves (2000) suggested that course development processes has no hierarchy and no sequence. The course developer can begin at any stage based on teacher's beliefs and understandings. A framework of course development is below:

Figure 2. 4: A Framework of Course Development Processes (Graves, 2000)

The eight processes are as follows:

1. Defining the context

The context is the resource and constraints that guide the teacher to make decision about content, objectives, etc. The various aspects of context should be defined including people, time, physical setting, nature of course and institution, teaching resources, and time.

2. Articulating beliefs

The teacher should be aware of what they believe since beliefs provide the reason why the teacher decide to do such thing. The more the teacher aware of beliefs, the easier the teacher make a decision. The beliefs of language course development involve view of language in terms of what language is, view of the social context of language, view of learning and learners, and view of teaching.

3. Conceptualizing content

The process of conceptualize the content will help the teacher to see the relationship about each element of the course so that the teacher can decide about objectives, materials, sequences, and evaluation. The conceptualizing content involves thinking about what teacher wants students to learn, which content should be included, focused on, and skipped. The product is the syllabus in form of mind map or flow chart which tells what should be taught in detailed.

I. S. P. Nation and Macalister (2009) also recommended the content sequencing of language course that the language should provide the best coverage of language in use that occur frequently so that the learners are be able to use it in their real life. In addition, the course should train the learners how to learn the language in order to support them to learn language independently and effectively. Furthermore, the course should provide the learners repetition as well as provide them opportunities to use the previous knowledge most effectively.

4. Formulating goals and objectives

Goals are main purpose and intended outcomes of the course. Objectives are the statement how the goal will be achieved. The goals provide guidelines and should be flexible to adapt if they are not appropriate. Formulating the goals and objectives helps teacher to see the clear vision of what should be taught and also to define the priorities and make choices.

4. Assessing needs

Need assessment is a continuous process to gather the information about student's need and preference. Then those data will be interpreted to design the course which will meet students' needs. The type of information that can be gathered can be the information in the present such as their language proficiency, interest,

preference, as well as in the future such as goals and expectation, types of communicative skills they need to perform, etc. The data can be conducted through the questionnaire, interviews, charts, writing activities, group discussions, ranking activities, regular feedback sessions, dialogue journals, portfolios, and participatory processes.

6. Organizing the course

Organizing the course is to decide how the underlying systems will be linked together with content and material following the goals and objectives. There are five aspects of organizing the course including determining the organizing principles (themes, genres, tasks), identify the course unit based on the organizing principles, determining unit content, sequencing the units, and organizing unit content. However, the teacher should be aware that there is no best way of organizing the course, the teacher may organize the course one and reorganize from the problems faced in the previous course.

7. Developing materials

The main features that the teacher should consider to develop the materials are learners, learning, language, social context, activity or task types, and material types. To develop materials, teacher should consider the course organization and the context. The materials should be relevant to learners' need as well as their experience and background.

8. Adapting a textbook

Although textbook provides a consistent syllabus for the course. The content or examples of the text book may not appropriate to the group pf learners. To cope with that problem, the teacher should investigate how the textbook is put together

such as objectives, content, unit sequence, material organized. Then to adapt a textbook to apply in the course, the teacher should follow the textbook adaptation cycle as follows: planning how to teach with the text, teaching with the text, preplanning how to teach, and reteaching.

9. Evaluating the course

The purpose of evaluation is to evaluate whether the course is effective and what is not so that the course can meet students 'need effectively. Moreover, the purpose of summative evaluation is to make decision whether the course should continue or not. The aspects of course design that can be evaluated are the goals and objectives, course content, need assessments, the organization of the course, materials and methods, and the learning assessment plan. The course can be evaluated through observation, feedback, questionnaires, dialogue journals, etc.

Dubin and Olshtain (1986) also suggested similar course development processes as follows:

1. Diagnosis of needs

2. Formulation of objectives

3. Selection of content

4. Organization of content

5. Selection of learning experiences

6. Organization of learning experiences

7. Evaluation

To sum up, developing the course requires several processes proposed by various educators. The mainly common processes include defining the context, forming the objectives and goals, forming and organizing content and materials, and

evaluation. In the present study, the course was developed based on Grave's framework because it was systematical and flexible to begin at any stage so that it can be applied to any context.

V. Related studies

The studies focusing on teaching oral communication by using Holistic Approach are unlikely to find. However, there are some studies that showed the advantages of using some components of Holistic Approach. For example, in terms of strategy instruction which were related to communicative strategies and metacognitive strategies, the results were revealed as follows:

Ghapanchi and Taheryan (2012), examined the influence of language knowledge, metacognitive knowledge, and metacognitive strategy use on speaking and listening proficiency of Iranian university students. Their study revealed that the more one possesses language knowledge, metacognitive knowledge, and metacognitive strategy use, the better they perform oral communication.

Sarafianou and Gavriilidou (2015) investigated the effects of two-month intervention program based on the application of explicit and integrated strategy instruction with Greek EFL learners. They indicated that learning strategies helped learners know more about how to learn so that they could apply their own strategies to certain contextualized task.

Similarly, Gavriilidou and Papanis (2010) examined the effects of explicit and integrated strategy instruction on self-reported use of strategies by bilingual or trialingual learners. The result has been found that strategies training enabled learners to develop the quantity of metacognitive, cognitive and socio-affective skills.

Yasuo Nakatani (2005), studied the effects of explicit and integrated instruction in oral communication strategies (OCSs). The result showed that the students who received the strategies training significantly improved their oral test scores.

Tan and Tan (2010) studied the use of audioblogs for developing students' Chinese speaking skills focusing on scaffolding students in metacognitive reflection of their oral performances. He stated that metacognitive scaffolding had the effect on improving students' Chinese speaking skills.

In Thailand, Mali (2013) studied the effects of metacognitive learning strategy training on English oral communication ability. The result revealed that a metacognitive strategy training on English oral Communication ability developed learners' oral communication ability.

However, in terms of integrating local cultural content in English instruction, there are various studies supported the advantages.

McPherron and Randolph (2013) conducted the research about classroom projects allowing students to investigate their local communities using ethnography. The results were found that the project involved investigating students' local communities sharpen their critical thinking about culture.

In Thailand, Kanoksilapatham (2014) studied the development of education innovation that enhances local content appreciation and awareness among young Thai learners of English. The finding revealed that the language tasks which related to cultural familiarity support both cultural knowledge and linguistic competence, making language learning personally meaningful, intellectually stimulating and naturally relevant to young learner's context. Moreover, it leads to foster English language outcome significantly.

Pongto (2012) studied effects of blended learning using local cultural content on the English writing ability. It was found that using local cultural content which was related to learners help them to see the importance of language learning so it was meaningful to them. It made them pay more attention and understand what they learn better.

Kongkaew (2009) developed English language instruction for little guides in Krabi. The result of the study were that using local cultural content as materials for developing learners' communication skills enhance students' confidence of using four English skills. Moreover, they demonstrated positive attitudes, high level of motivation and interests towards the course.

Rattanaphumma (2006) constructed an English course using community-based approach at Rajabhat Rajanagarindra, Chachoengsao. The study found that the using local culture content in English instruction could assist students in the development of language skills, motivation, collaboration and local cultural knowledge. It also inspires students to have positive attitude towards language learning.

To sum up, Holistic Approach for teaching oral communication has been rarely studied. Nevertheless, the components of Holistic Approach such as teaching strategies in both communicative strategies and metacognitive strategies has been found various benefits, for example, self-regulation development, oral communication development and metacognitive skill development.

Furthermore, in terms of local cultural content, there are several studies which revealed that it had vital roles in English instruction such as language performance development, learners' attention attraction, learners' confidence enhancement, motivation enhancement, etc. However, there are few studies regarding investigating

of the effects of using local cultural content on English oral communication ability as well as integrating with Holistic Approach. This study addressed this gap by integrating local cultural content as the main content in oral communication instruction by using Holistic Approach in order to enhance learners' oral communication ability.

Figure 2. 5: Conceptual framework of Present Study
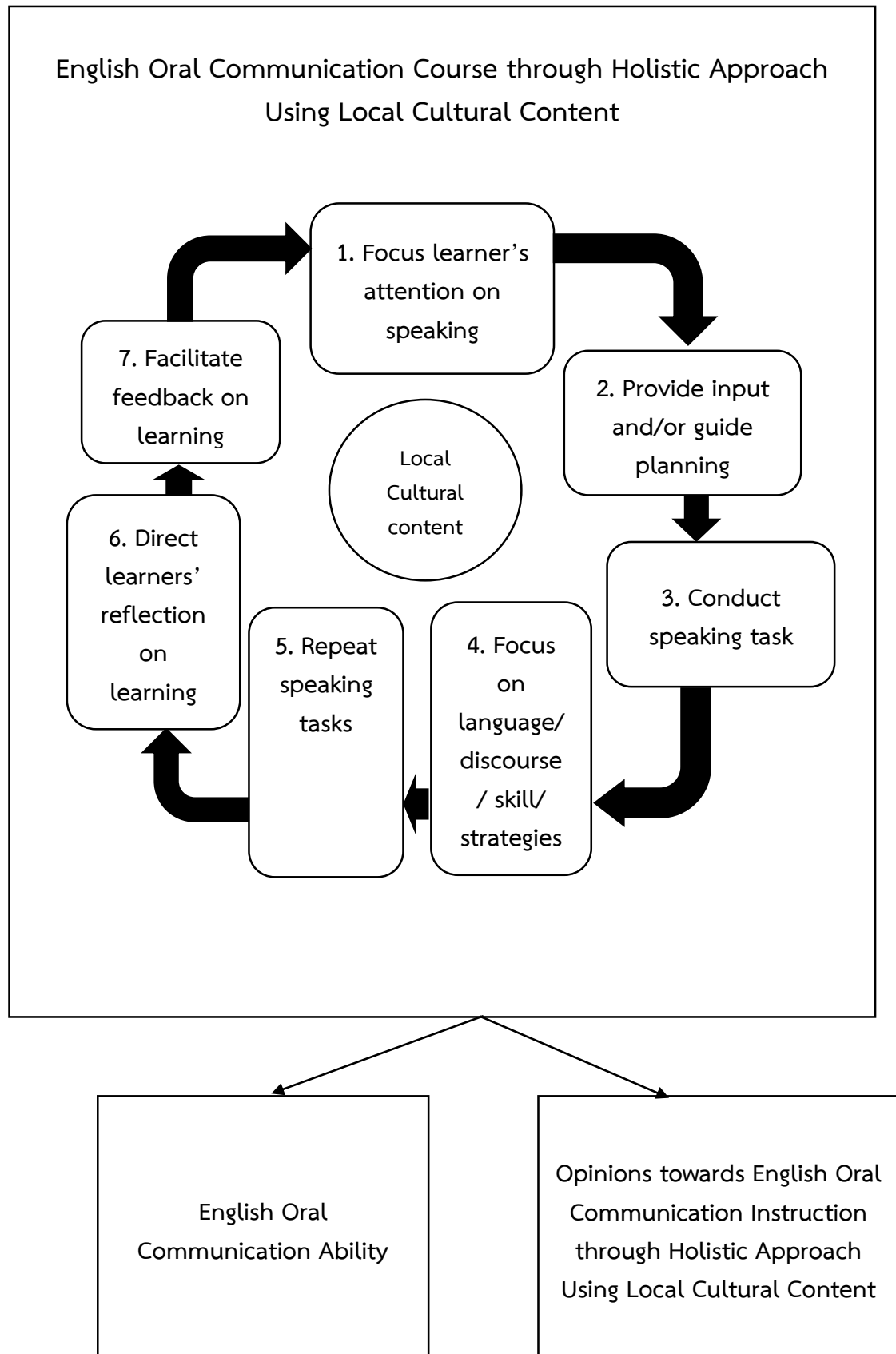
Chapter III
Research Methodology

The present study aimed to investigate the effects of Holistic Approach using local cultural content instruction on student's English oral communication ability and opinions. This chapter mainly explained the research methodology including research design, population and samples, research instruments, research procedure, data collection, and data analysis.

The details of each topic were presented below.

Research Design

The study was one-group pretest posttest research design implementing quantitative and qualitative methods.

$$O \quad \quad x \quad \quad O$$

O means pretest, and posttest of the study

X means the treatment of Holistic Approach using local cultural content

The study was carried out for thirteen weeks in the first semester of the academic year 2017.There were 5 themes, 10 lessons in total. One lesson was taught once a week taking 120 minutes in two periods. The research treatment was the practice of teaching oral communication skill using local culture as the content and Holistic Approach as the teaching method.

The research instruments were employed to examine the effects of Holistic Approach using local cultural content on English oral communication ability. Quantitatively, the data was obtained from the comparison of the students' pre and

post oral communication test scores, and pre and post metacognitive awareness scores provided to students before, and after learning through Holistic Approach using local cultural content. Moreover, qualitative data was obtained from self-evaluation and focus group discussion in order to investigate students' opinions towards Holistic Approach using local cultural content for teaching oral communication skill.

Population and Samples

The population of this study was the sixth grade students at Ban Rongkwang Chanthimakom School in Phrae Province. Purposive sampling was used to select the sample. The sample was 21 sixth grade students who were studying at Rongkwang Chanthimakom School in first semester, academic year 2017. They were 14 boys and 7 girls who were 11-12 years old.

Research Instruments

The research instruments of this study were divided in two main categories: data collection tools and instructional tools which are as follows:

1. **Data collection tools**

The data collection tools included needs analysis questionnaire, English oral communication test, English oral communication rubrics, metacognitive awareness inventory questionnaire, focus group discussion questions, and a self-evaluation form. The needs analysis was conducted before designing the lesson plans. The English oral communication test, English oral communication rubrics, and metacognitive awareness inventory questionnaire, were used before, and after treatment. The self-evaluation form was used after every lesson during the treatment time. The focus group discussion questions were used after treatment. All of these tools were used to draw quantitative and qualitative data.

1.1 Needs analysis

1.1.1 Purpose

The needs analysis was conducted in order to find the top two most selected topics under each theme related to the local cultural content of Phrae Province.

1.1.2 Construction

The questionnaire was constructed in English and Thai. It comprised of three parts. The first part asked for the personal information of the respondents such as gender, and occupations. The second part was the list of 5 thematic contents adapted from the culture content themes proposed by the Office of the National culture commission. They were five themes: 1) local events or festival, 2) local literature, 3) tourist attraction, 4) local products, and 5) local food. In this part, the respondents were required to give the opinions whether they agree to integrate those topics in English instruction by rating each item using Likert-Scale. Each number represented the different level of agreement: 1 referred totally disagree, 2 referred disagree, 3 referred neutral, 4 referred agree, and 5 referred totally agree. Finally, the third part was an open-ended asking the participants to provide other topics that they liked or further suggestions. The questionnaires were distributed to the stakeholders who were involved in the local educational system in local community of Phrae Province; they were 20 sixth grade students who had the same characteristics as the study's participants, 20 parents, 20 teachers, 20 local organization staff members who work as district officers and Sub-district Administrative Organization officers. The data from the needs analysis was analyzed by using mean scores to design the theme and topics in the instruction (See Appendix B).

1.1.3 Validation

In order to ensure the content validity, the accurateness of the content, and the appropriateness of the language using in the questionnaire, the questionnaire was validated by three experts from the field of English instruction, Social studies instruction, and Thai language instruction who had experience working as a teacher for more than 5 years. An evaluation form was used for the validation. The experts were asked to decide whether the questions were appropriate and suggest the revision if necessary.

The results showed that all the experts agreed that all questions were appropriate in terms of the content validity, the accurateness of the content, and the appropriateness of the language using in the questionnaire.

1.1.4   Revisions of the instrument

Since all experts agreed that the questionnaire was appropriate, thus all questions were implemented accordingly.

1.1.5   The needs analysis results

Data received from all 80 respondents was analyzed by using means scores. The mean scores of the topics that had been selected are shown in the Table 3.1.

Table 3. 1: The mean scores of Phrae's local cultural content topics

No.	Theme	$\bar{x}$				
		students	teachers	parents	officers	Total
	1. Local events or festivals					
1.1	Wat Phra That Cho Hae Festival	3.95	4.20	4.20	4.00	4.10
1.2	Phrae Songkran Festival	4.40	4.25	4.25	4.40	4.39

No.	Theme	$\bar{x}$				
		students	teachers	parents	officers	Total
1.3	Kam Fah Festival	3.75	4.10	4.10	3.60	3.79
1.4	Kin Salak Luang Festival	4.05	4.20	4.20	4.15	4.08
1.5	Loy Krathong Festival	4.60	4.30	4.30	4.50	4.43
	2. Local literature					
2.1	The legend of Pha Nang Khoi Cave	4.85	4.40	4.40	4.80	4.68
2.2	**The story of Phra Lo**	4.30	4.20	4.20	4.50	4.28
2.3	Folktales	4.20	4.10	4.10	4.10	4.09
2.4	Phrae Province Slogan	4.50	4.40	4.40	4.25	4.43
	3. Tourist attractions					
3.1	Wat Phra That Cho Hae	4.65	4.25	4.25	4.55	4.54
3.2	Wat Phra That Suthon Mongkhon Khiri	4.35	4.20	4.20	4.25	4.18
3.3	Pae Muang Pee Forest Park	4.50	4.45	4.45	4.60	4.49
3.4	Mae Yom National Park	4.25	4.35	4.35	4.25	4.20
3.5	Wiang Kosai National Park	4.60	4.35	4.35	4.30	4.31
3.6	Doi Pha Klong National Park	4.30	4.20	4.20	4.35	4.20
3.7	Phukao Hin Pakarang Coral Mountain	4.50	4.10	4.10	4.30	4.19

No.	Theme	$\bar{x}$				
		students	teachers	parents	officers	Total
3.8	Pha Nang Khoi Cave	4.60	4.50	4.50	4.65	4.60
3.9	Pratubjai House	4.10	4.40	4.40	4.30	4.23
3.10	Wong Buri House	4.25	4.20	4.20	4.30	4.20
3.11	Khum Chao Luang Museam	4.65	4.40	4.40	4.45	4.49
	4. Local products					
4.1	Mo-Hom Clothes	4.45	4.55	4.55	4.65	4.58
4.2	Teen Jok Handicraft	3.85	4.20	4.20	4.20	4.06
4.3	Steel Handicraft	4.20	4.00	4.00	4.20	4.03
4.4	Wooden Furniture	4.20	4.15	4.15	4.25	4.11
4.5	Basketwork	4.45	4.40	4.40	4.45	4.34
	5. Local food					
5.1	Kanom Jean	4.85	4.75	4.75	4.65	4.68
5.2	Gaeng Hang-le	4.85	4.60	4.60	4.50	4.61
5.3	Gaeng Kare	4.40	4.50	4.50	4.40	4.43
5.4	Gaeng Ho	3.95	4.30	4.30	4.35	4.28
5.5	Sa Makue	4.25	4.25	4.25	4.20	4.20
5.6	Tam Tao	4.50	4.45	4.45	4.35	4.44

According to Table 3.1, the top two topic rankings of each theme were chosen to be used to develop the lessons. The results were as follows:

1. Local events and festivals

1.1 Loy Krathong Festival ($\bar{x}$ = 4.43)

1.2 Phrae Songkran Festival ($\bar{x}$ = 4.39)

2. Local literature

2.1 Pha Nang Khoi Cave ($\bar{x}$ = 4.68)

2.3 Phrae Province Slogan ($\bar{x}$ = 4.43)

3. Tourist attractions

3.1 Pha Nang Khoi Cave ($\bar{x}$ = 4.60)

3.2 Wat Phra That Cho Hae ($\bar{x}$ = 4.54)

4. Local products

4.1 Mo-Hom clothes ($\bar{x}$ = 4.58)

4.2 basketwork ($\bar{x}$ = 4.34)

5. Local food

5.1 Kanom Jean ($\bar{x}$ = 4.68)

5.2 Gaeng Hang-le ($\bar{x}$ = 4.61)

1.2 English oral communication test

1.2.1 Purpose

The English oral communication test aimed to investigate English oral communication ability of the students before and after learning through Holistic Approach using local cultural content in terms of comprehensibility, content, vocabulary use, language use and, communication strategies use.

1.2.2 Construction

The procedures of constructing the test were described as follows:

1. The researcher reviewed the related studies about English oral communication test and choose the appropriate one for upper elementary level.

2. The researcher constructed the test by designing as the paralleled test in terms of using the same questions to ask different things in the same theme, for example, in local food theme, the questions in the pretest were related to Kai Pam (Grilled omelet) whereas those in posttest were about grilled pork. The paralleled oral communication tests were used before, and after the treatment as the pretest, and posttest in order to investigate the student's English oral communication ability. The type of English oral communication test was role-play between the students and the researcher in order to examine the students' English oral communication ability in sentence level. There were five items following five themes of the instruction. The students were required to communicate regarding local cultural content of Phrae Province. They were expected to give the correct information which was relevant to local cultural content and use communication strategies to keep the conversation going. In addition, all questions also measured the knowledge of local culture with the usage of English grammar and vocabulary (See Appendix G).

The test procedure is described as follows:

1. One student was asked to sit in front of the researcher and the inter-rater in a meeting room next to their classroom which had a quiet atmosphere.

2. The researcher explained the instruction in Thai as follow:

    - The test consists of five items.

- The student will be given the role-play card then the student will conduct the role play by communicating with the researcher.

- The student has one minute to read each situation.

- During the test, the students' answers will be audiotaped.

3. The researcher and the inter-rater evaluated the students' performance based on scoring rubric adapted from NHPS World Languages (2014). The total score was 25 points.

Test specification

The test specification of this study followed Davidson and Lynch (2008) framework. There are 5 components including general description, prompt attributes, response attributes, sample item, and specification supplement. The details are as follows:

General description

The students were able to talk about their local cultural content in English and to use some oral communication strategies to maintain the conversation. The type of English oral communication test was non scripted role-play in order to investigate the students' English oral communication ability in sentence level. There were five items following five themes of the instruction.

Prompt attributes

The students were asked about local cultural content in English. The students received the role card with five scenarios following five themes of instruction. In additions, each part required students to use communication strategies to cope with communication breakdown.

Response attributes

The students communicated with the researcher without script in 5 parts. They had to answer the researcher's questions and tried to use oral communication strategies if there are some problem happening during conversation.

Sample item

Pretest: Theme 1 Local food

<u>Scenario</u>

Jessica visits Phrae Province for the first time. She comes from England. She sees some local dish in the given picture. She would like to know about that food so she asks you about that. Please help her to know more about that food.

<u>Dialogue for researcher</u>

Researcher: Hi, Ss name. I'm Jessica from England, What's your name?

Ss: Hello, Jessica. I'm _____.

Reseacher: (point at picture) What is that food?

Ss : Kai pam

Researcher: Kaipam? What is Kai pam?

Ss: It's like omelet. /it's egg.

Researcher: What are the ingredients?

Ss: eggs, tomatoes, garlic, pork, chilies

Researcher : Can you cook it? (speak with low soft voice)

Ss: Yes, I can.

Researcher: Please tell me cooking steps

Ss: Put eggs in the bowl and stir it.

Put pork, tomatoes, garlic and chilies into that bowl.

Put all ingredients into banana leave bowl. Finally set fire and grill it.

Posttest: Theme 1 Local food

<u>Scenario</u>

Jessica visits Phrae Province for the first time. She comes from England. She sees some local dish in the given picture. She would like to know about that food so she asks you about that. Please help her to know more about that food.

<u>Dialogue for researcher</u>

Researcher: Hi, Ss name. I'm Jessica from England, What's your name?

Ss: Hello, Jessica. I'm _____.

Reseacher: (point at picture) What is that food?

Ss : Jin Ping

Researcher: Jin Ping? What is Jin Ping?

Ss: It's like steak. /it's pork.

Researcher: What are the ingredients?

Ss: some pork, some soy sauce

Researcher : Can you cook it?

Ss: Yes, I can.

Researcher: Please tell me how to cook

Ss: Put soy sauce on some pork.

Mix them together. Grill that pork.

Specification supplement

- **Time allotment**

Student had 1 minute to read the task. The scenarios were explained in Thai if students did not understand. After that they had 3 minutes to talk about each part.

- **Setting**

Each students was asked to sit in front of the teacher and the inter-rater in the quiet atmosphere

1.2.3 Validation

The content validity was evaluated by three experts. The criteria of selecting the three experts were two scholars were from the field of English Language Teaching, and the other one was an expert in Linguistics. All of them were English language teachers with experience of more than five years. They were asked to examine whether

the test congruent with the objectives through using the evaluation form constructed by the researcher (See Appendix J). The Item-Objective Congruence (IOC) were used to calculate the score as follows:

Congruent = 1

Questionable = 0

Incongruent = -1

The items which had an index lower than 0.5 would be revised. After the revision, the test was piloted with five sixth grade students who shared the same characteristics with the sample group in terms of age, educational background, and cultural background. After the pilot study, the reliability of the test was calculated through using an internal-consistency measure of reliability (Cronbach's coefficient alpha). The acceptable value should be higher than 0.7.

According to the evaluation results, all experts agreed that the test was appropriate in terms of the clearness of instructions and pictures, the congruence of questions and pictures, the congruence of task and adjectives, the appropriateness of the test towards level of learners, the format and organization of the task, the validity of measurement, and the time allocation. Nonetheless, Expert A suggested different food that could be paralleled rather than using the same dish. Likewise, Expert B also stated that the same menu in different task might be overlapped. Moreover, Expert A also suggested that the picture of the cartoon in the test should be more relevant to the test content. For example, the test mentioned about Chinese tourist, the cartoon should be Chinese tourist rather than Thai kids.

Moreover, after conducting the test, in order to examine the reliability of the test, the scores rated by the researcher and the inter-rater were also calculated by

using Cronbach's coefficient alpha. The value of the internal consistency reliability was 0.93 which was higher than acceptable value (0.7). Thus, it represented that the English oral communication test was reliable.

1.2.4 Revisions of the instrument

According to all experts' comments, the English oral communication test were revised as follows:

1. The local food menu in pretest and posttest was changed to be different from each other in order to prevent the memorization issues.

2. The cartoon pictures in the test were changed to be more relevant to the test content. For example, the Chinese tourist pictures were shown with the test mentioned about Chinese tourist instead of Thai kids pictures.

1.3 English Oral Communication Scoring Rubrics

1.3.1 Purpose

The English oral communication scoring rubrics were constructed in order to use as the standard to justify the English oral communication ability.

1.3.2 Construction

The present study implemented the analytical English oral communication rubric for beginning learners adapted from NHPS World Languages (2014) (See Appendix H). They were used with the pre and post English oral communication test. There were five criteria to assess oral communication ability including 1) comprehensibility; 2) content; 3) vocabulary use; 4) language use and 5) communication strategies. The score of each aspect was ranging from 1 to 5. The total score was 25. The details of each number are explained in Table 3.2.

Table 3. 2: English Oral Communication Rubrics

Score / Criteria	5	4	3	2	1
Comprehensibility	Understand all of the questions that were asked and respond appropriately to some questions have not been practiced before.	Understand all of the questions that were asked but still made an attempt to respond unfamiliar question.	Understand all the questions that were practiced in class before.	Understand most of the questions that were practiced in class before.	Only answer a few simple questions that were practiced in class.
Content	The response to the question exhibited the clear information required. It included the accurate details which demonstrated good understanding of the content.	The response to the question demonstrated the clear information required. It included the appropriate details though it may have minor errors and omission.	The response to the question remained the relevant information required. However, it showed some incompleteness, inaccuracy. Lack of specification with respect to content.	The response to the question remained some relevant information required but showed incomplete or inaccurate as it demonstrated misunderstanding of key ideas.	The response failed to provide relevant content. The information that was given was often inaccurate or limited.

Score / Criteria	5	4	3	2	1
Vocabulary use	Use a wide variety of vocabulary, expressions and simple sentences which were appropriate to the topic to communicate in detail.	Use a sufficient of vocabulary, expressions and simple sentences to communicate with some minor error but overall meaning is clear.	Use a limited vocabulary, phrases, and simple sentences needed to communicate. Some might be inaccurate but the meaning is understandable.	Use inaccurate vocabulary or a few of short, memorized words and phrases to communicate.	Be not able to come up with any vocabulary and expression to communicate.
Language Level	Begin to string some sentences together. Start to create some of own sentences and questions.	Begin to answer mostly in sentences, where appropriate. Be able to ask a variety of simple questions that have practiced in class.	Use a few sentences that have practiced. Be able to ask more than two questions that we practice in class.	Use a limited variety of words, phrases, and sentences to minimally communicate.	Use a few words or phrases to communicate and be not able to create any sentences.
Communication Strategies	Maintain the conversation through expressions, longer utterances, and/or some follow-up questions. Go beyond the minimum requirements of the conversation.	Maintain the conversation through expressions, longer utterances, and/or some follow-up questions.	Mostly, communicate with understandable utterance. Hesitate or have minor pronunciation or grammar errors.	Be able to communicate but it is sometimes difficult to understand due to errors in grammar, pronunciation, word choice, or lots of hesitation.	It is very difficult to understand the utterance due to errors in grammar, pronunciation, word choice, or inability to complete the task.

1.3.3 Validation

The English Oral Communication Rubric was validated by three experts. Two scholars were from the English Language Teaching, and the other one was an expert in Linguistics. All of them were English language teachers with experience of more than five years. They were asked to examine whether the rubrics items were appropriate in terms of clarity of the descriptions, the ability measurement, the scores, the congruence of the rubrics to the test purpose, and the congruence of rubrics to pretest and posttest. To validate the scoring rubrics, the evaluation form using Item-Objective Congruence (IOC) constructed by the researcher were used to calculate the score.

The results revealed that all experts agreed that the rubrics were appropriate in terms of the clarity of the descriptions, the ability measurement, the scores, the congruence of the rubrics to the test purpose, and the congruence of rubrics to pretest and posttest. However, Expert A suggested that there were some overlapped criteria such as the uses of sentences were mentioned under the topic of vocabulary use and also language level. Moreover, Expert A also suggested that grammatical errors should not be included in communication strategies part.

1.3.4 Revisions of the instrument

Based on the experts' comments, the researcher, thus, revised the rubrics by mentioning the uses of sentences under the topic of language level only and moving the grammatical errors in communication strategies part out.

1.4 Metacognitive Awareness Inventory Questionnaire

1.4.1 Purpose

Since metacognitive awareness is one of the learning outcomes of learning through Holistic Approach. This study designed the Metacognitive Awareness Inventory

Questionnaire in order to examine the students' metacognitive awareness before and after learning through Holistic Approach using local cultural content.

1.4.2 Construction

The Metacognitive Awareness Inventory Questionnaire was adapted from the questionnaire of Zhang and Goh (2006). It consisted of 38 items used to investigate Singaporean students' metacognitive awareness in terms of strategy use in ESL listening and speaking. The researcher selected 18 items which were only relevant to speaking and cut those which were involved listening out. Each item was categorized into three groups including use-focused learning strategies, form-focused learning strategies, and communication strategies. Then all those items were translated in Thai. For each statement, there were 5-Point Likert Type Scale that the respondents could choose to express their opinions towards the usefulness of each oral communication strategy (See Appendix I). The five degree of agreement are as follows:

1 means not useful

2 means least useful

3 means neutral

4 means useful

5 means most useful

The details of all 18 items are presented as follows:

Table 3. 3: Metacognitive Awareness Inventory questionnaire in speaking strategies

Group	Item	Strategies
Use-focused learning strategies	1	Looking for opportunities to speak to a person who can speak good English
	2	Participating actively in communicative activities in class
	3	Watching English TV programs and movies
	4	Thinking in English what to say
	5	Mentally answering in English a question when the teacher has asked another student to answer
	6	Taking the initiative to answer teachers' questions whenever possible
	7	Reading English newspapers and magazines to enlarge my knowledge of the world
	8	Memorizing important and interesting information I read or hear so that I can use them later in my own speech
Form-focused learning	9	Imitating spoken materials to improve my pronunciation
	10	Paying attention to the way my teacher or other good speakers of English express themselves
	11	Spending time memorizing words and expressions
	12	Spending time working on grammar
	13	Asking the speaker to repeat it
	14	Asking the speaker to explain it

Group	Item	Strategies
Communication strategies	15	Telling the speaker what I get and asking him/her to confirm the correctness of my understanding
	16	Making up words to use
	17	Trying to express it in a different way
	18	Using examples to illustrate what I want to express

All items were translated into Thai in order to help students to understand each statement clearly. The questionnaire were distributed to students before and after learning through Holistic Approach using local cultural content.

1.4.3 Validation

The questionnaire was validated by using back-translation. The questionnaire was translated into Thai by the researcher. Then the expert who was working as a Thai-English translator translated the translated version back to English. After that the native speaker who was working in English language teaching field compared the original text and the translated one in order to check the consistency of the meaning.

After the experts checked the consistency of the meaning, it was found that there were some specific statements that received the comments as in Table 3.4.

Table 3. 4: Comments Received from the Expert.

Item	Original texts	Back translated version texts	Expert's comments
6	Taking the initiative to answer teachers'	Having self-confident in	Self-confidence and initiative have different meanings.

Item	Original texts	Back translated version texts	Expert's comments
	questions whenever possible.	answering teacher's English questions.	
8	Memorizing important and interesting information I read or hear so that I can use them later in my own speech	Being able to recall important and interesting data from what you have read or heard, and able to apply it in practical communication.	Data is numbers only, information is a boarder term.
11	Spending time memorizing words and expressions.	Memorizing English vocabularies and English proverbs.	Proverbs and expressions are different.

1.4.4 Revisions of the instrument

After receiving comments from the expert, it was found that there were some points of the translated version that were unclear. The researcher thus edited the Thai translation version in order to be ensure that all statements represented those in the original version.

1.5 Focus Group Discussion

1.5.1 Purpose

Focus group discussion was conducted in order to elicit students' opinions towards instruction, learning activities, content, and overall course.

1.5.2 Construction

After the treatment, the nine participants were asked to elicit their opinions towards the course. The three participants from each group of low score, middle score and high score, received from post English oral communication test, were randomly chosen. In order to divide students into three groups, the posttest scores were ordered from the lowest to highest and the Percentiles was used to separate high and low proficiency. Percentile was appropriate to use for dividing the data into groups when the curve was skewed (Tirakanun, 2003). In the present study, the data below 30th Percentile was considered in low proficient group whereas the data above 70th percentile was in high proficiency group, and the data between those two groups was in medium group.

It revealed that the 30th Percentile was at score 12. Therefore the participants who received the score below 12 were in low proficiency group. Moreover, the 70th percentile was at score 16, as a result, the participants who received the scores above 16 were in high proficiency group.

To sum up, the participants from rank 1 to 4 were the low score achievers, from rank 5 to 15 were medium score achievers, and from rank 16 to 21 were the high score achievers respectively. The pretest scores, ranks, and the level of English oral communication proficiency are shown in Table 3.5.

Table 3. 5: Pretest Scores, Ranks, and Level

Scores	Rank	Levels
10	1	Low
10	2	Low
10	3	Low
10	4	Low
12	5	Medium
12	6	Medium
12	7	Medium
15	8	Medium
15	9	Medium
15	10	Medium
16	11	Medium
16	12	Medium
16	13	Medium
16	14	Medium
16	15	Medium
17	16	High
18	17	High
20	18	High
20	19	High
20	20	High
25	21	High

After that the three participants from each group were selected through the sample random sampling to attend the group focus discussion. The questions were divided into three main parts including engagement questions, exploration questions, and exit questions. The details of the questions are as follows:

1. Engagement questions

1.1 Do you like the course? Why or why not?

1.2 Which content do you like the most? Why?

1.3 Which activity do you like the most? Why?

2. Exploration questions,

2.1 Do you think that the teaching methods which have students do the activities by themselves before learning with teacher, learn how to cope with the oral communication problems, and do the reflection after learning helps you improve your English oral communication skill? If yes, how? If not, what difficulties did you experience in the course?

2.2 Do you think the use of Phrae local cultural content helps you improve your English oral communication skill? If yes, how? If not, what difficulties did you experience in the course?

3. Exit questions

Is there anything else you would like to say about this course?

1.5.3 Validation

All experts were English language teachers with experience of more than five years. Two scholars were from the English Language Teaching, and the other one was an expert in Linguistics. They were asked to validate the appropriateness of focus group discussion questions through using IOC form.

The results indicated that all experts agreed that all questions were appropriate

1.5.4 Revision of the instrument

As all experts agreed that all questions were appropriated, therefore all questions were implemented accordingly.

1.6 Self-evaluation form

1.6.1 Purpose

The self-evaluation form was conducted in order to investigate the participants' opinions towards the lesson each day, to stimulate recall what the participants learned and the problems they faced, and to stimulate their thought of how they should solve those problems. Their opinions were helpful for the researcher to help them develop their oral communication skills.

1.6.2 Construction

The self-evaluation form were provided to students at the end of each lesson (See Appendix F). There were 10 self-evaluation form for ten lessons. It consisted of seven topics as follows:

1. What did you learn today?
2. What sentences that I learned today that helped me to speak English better?
3. What problems did I face while learning?
4. How will I solve those problems?
5. How did I feel towards the lesson today?
6. Peer's comment
7. Teacher's comment

1.6.3 Validation

All experts were English language teachers with experience of more than five years. Two scholars were from the English Language Teaching, and the other one was an expert in Linguistics. They were asked to validate the appropriateness of self-evaluation form through using IOC form. All of them were also experienced English language teachers more than five years in teaching English as a foreign language.

The results showed that all experts agreed that the items in self-evaluation form were appropriate. However, there were some language points that should to be considered. For example, Expert C suggested that the statements in different items were similar so that the students might be confused. In addition, Expert A also suggested adding some parts to allow students to think of how local cultural content in that period can make them enjoy and eager to communicate orally.

1.6.4 Revisions of the instrument

According to the experts' comments, the researcher adapted the self-evaluation form accordingly by changing the language in those statements to be more distinguished. Moreover, the researcher also added some part asking students how local cultural content influence them on language learning.

2. Instructional tools

The instructional tool used in this study was lesson plans. It was used during the treatment process.

2.1 Lesson plans
2.1.1 Purpose

The lesson plans were designed in order to guide the researcher to follow each step of the lessons, to organize the contents and materials as well as to lead students to achieve the learning outcomes.

2.2.2 Construction

The lesson plans were developed from Holistic Approach model for teaching oral communication skills proposed by Goh and Ann (2012). The instruction followed seven stages including 1) Focus learners' attention on speaking, 2) Provide input and /or guide planning, 3) Conduct speaking tasks, 4) Focus on language or discourse or

skills or strategies, 5) Repeat speaking tasks, 6) Direct learners' reflection on learning, and 7) facilitate feedback on learning. All of seven stages were applied in all five themes of local cultural content. Each theme consisted of two lessons. Each lesson was taught once a week (see appendix C and E).

The local cultural content was used as the main content due to many reasons. Firstly, according to Basic Education Core Curriculum B.E. 2551 (A.D. 2008), the Ministry of Education has identified the aim of learning a foreign language as a tool to understand the cultural diversity of the world and to be able to represent Thai culture and its unique qualities to the global society. However, many studies revealed that English instruction in Thailand lacks of local cultural content integration. Most of contents in English lesson are based on foreign context which is different from Thai students' background knowledge. Integrating local cultural content in English instruction is necessary. Moreover, according to The community Development Plan of Provincial Division of 2014-2017 (The community Development Department of Phrae, 2014), The one strategy to develop educational system in Phrae Province and support tourist industry is being ready to attend ASEAN community, trying to cooperate with other countries in ASEAN community and promoting local culture and tourism. As a result, providing the students readiness for their own culture and supporting them the oral communication ability to explain those cultures in English should be involved in English instruction. Finally, choosing the content which students are familiar with such as local content are effective instructional content because most students are comfortable with the content. Therefore, they could easily relate to the knowledge and focus more on using language rather than being worried about content (Brantmeier, 2003)

2.1.3 Validation

The validity of the lesson plans was evaluated by three experts. The criteria of selecting the three experts were two scholars were from the field of English Language Teaching, and the other one was an expert in Linguistics. All of them were English language teachers with experience of more than five years. They were asked to evaluate the appropriateness of objectives, contents, materials, teaching procedures, activities, and time allocation through using IOC form.

It revealed that overall, the experts all agree that the lesson plan was appropriate. They also provided some suggestions in each aspect as follows:

1. Objectives

All experts agreed that the objectives of the lesson plan were appropriate in terms of being relevant to topic, to level of students, and supporting learning both local cultural content and language learning.

2. Content

All experts agreed that the content of the lesson plan were appropriate in terms of the difficulty, the language level, and the accuracy, of the content. However, Expert C recommended that Kanom Jean and Gaeng Habg-le in local food theme might be too complicated to students to understand their ingredients and cooking steps.

3. Materials

All experts agreed that the materials of the lesson plan were appropriate in terms of supporting learners to gain the local cultural knowledge and improving English oral communication ability. Meanwhile, Expert C suggested that dictionary which was mentioned in activities should be included in materials part.

4. Teaching procedures

All experts agreed that the teaching procedures were appropriate in terms of being relevant to the objectives, following Holistic Approach Model (Goh & Burns, 2012) and also supporting local cultural content. Expert C stated that the teaching procedures were undoubtedly relevant to objectives, content, materials, and evaluation. However, Expert A suggested that the expected answer from students should be included in the lesson plan in order to visualize how students interact with teacher. Moreover, the activity at the fifth stage (repeat oral speaking task) should be considered again since it did not repeat the second stage (conduct speaking task). The Expert A suggested that it should be conversation instead of presentation.

5. Activities

All experts agreed that the activities were appropriate in terms of helping learners to understand language content, supporting learners to practice English oral communication ability, and being appropriate to evaluate students 'performance. However, Expert C suggested that one handout should be changed to be pair-matching instead in order to get students more involve in the lesson.

6. Time allocation

All experts agreed that the activities were appropriate to whole lesson.

After evaluating, the researcher applied all received comment to improve the lesson plan. The approved lesson plan was used as the model to design all other lessons.

2.1.4 Revisions of the instrument

According to the experts' comments, some parts of lesson plan were revised as follows:

1. Content

As Expert C recommended that Kanom Jean and Gaeng Habg-le in local food theme might be too complicated to students to understand their ingredients and cooking steps. Thus, the lessons in this topic were changed to be related to Kai Pam. Nevertheless, Kanom Jean and Gaeng Habg-le were also introduced their English name in local food theme

2. Materials

As Expert C suggested that dictionary which was mentioned in activities should be included in materials part. The researcher, thus, revised by adding dictionary in that part accordingly.

3. Teaching procedures

As Expert A suggested that the expected answer from students should be included in the lesson plan in order to visualize how students interact with teacher. Moreover, the activity at the fifth stage (repeat oral speaking task) should be considered again since it did not repeat the second stage (conduct speaking task). The Expert A suggested that it should be conversation instead of presentation. Therefore, the

expected answers of students were added in and the fifth stage was changed to be communication activity accordingly.

Research Procedure

The research procedure was divided into two main phases. The first phase involved the preparation of Holistic Approach using local cultural content for oral communication instruction and the second phase involved the implementation of Holistic Approach using local cultural content for oral communication instruction as shown in the figure below.

Figure 3. 1: Research Procedures

Phase 1: The Preparation of Holistic Approach Using Local Cultural Content Instruction

> Step 1.1: Explore and study the basic concepts and related documents.
>
> Step 1.2: Conduct needs analysis
>
> Step 1.3: Construct lesson plans and research instruments
>
> Step 1.4: Validate the effectiveness of the lesson plans and research instrument
>
> Step 1.5: Revision of the lesson plans and the research instruments

Phase 2: The Implementation of Holistic Approach Using Local Cultural Content Instruction

> Step 2.1: Pretest
>
> > Administer English oral communication test
>
> Step 2.2: During the experiment
>
> > Conduct the instruction
>
> Step 2.3: Posttest
>
> > Administer English oral communication
>
> Step 2.4: Elicit students' opinions towards Holistic Approach Instruction using local cultural content
>
> Step 2.4: Evaluate the effectiveness of the instruction
>
> > Compare group's mean scores of pretest, and posttest of English oral communication test.

Data collection

       To collect the data, the researcher submitted the letter for asking the permission to collect the data at Ban Rongkwang Chantimakom School to the school director. Once the letter was approved, the researcher took altogether 13 weeks to finish the data collection. The data collection took 13 weeks. Before providing Holistic Approach using local cultural content for oral communication instruction, the pre English oral communication test was provided to students in order to assess their existing ability. Moreover, pre metacognitive awareness inventory questionnaire also provided at the same time in order to investigate students metacognitive awareness before learning through Holistic Approach using local cultural content for oral communication. Then, the students participated in Holistic Approach using local cultural content for oral communication instruction for ten weeks. In each week, the instruction was conducted in two periods taking 2 hours every Wednesdays. After each lesson, students were assigned to perform self-evaluation form to investigate their oral communication ability development and opinions towards the instruction. At the end of the instruction, the post English oral communication test and post metacognitive awareness inventory questionnaire were provided to students in order to examine the effectiveness of Holistic Approach using local cultural content instruction on English oral communication ability. In addition, focus group discussion was also conducted to elicit students' opinions and feelings towards the course in the last week.

The below table shows the data collection in details.

Table 3. 6: *Data collection procedures*

Week	Lesson / Content	Product
1	1. English oral communication pretest	1.English oral communication pretest scores
	2. Metacognitive awareness inventory questionnaire	2. Metacognitive awareness scores
2 - 11	1. Instruction process with two themes of topics as follows: - local food - tourist attractions - literature - events and festivals - local products	1. English oral communication tasks
	2. Self-evaluation form after each lesson	2. Student's opinions
12	1. English oral communication posttest	1.English oral communication posttest scores
	2. Metacognitive awareness inventory questionnaire	2. Metacognitive awareness scores
13	1. Focus group discussion	1. Students' opinions

Data Analysis

The data analysis involved both quantitative and qualitative data analysis as follows.

1. The pre and post English oral communication scores were analyzed by using nonparametric statistics through Wilcoxon Signed Ranks Test at the significant level at 0.05 in order to examine the change of English oral communication ability of students after receiving Holistic Approach using local cultural content. The criteria to select this nonparametric statistic was that the samples were chosen through purposive sampling and the data violated the normal distribution.

 2. The pre and post metacognitive awareness scores were analyzed by using mean scores and ranges in order to examine metacognitive awareness of students before and after receiving Holistic Approach using local cultural content.

3. The students' opinions received from self-evaluation form and focus group discussion were analyzed by percentage and content analysis. The researcher also transcribed conversations and categorize the data into categories.

Table 7 below shows the summary of data analysis divided by the two research objectives.

Table 3. 7: Summary of data analysis

Research questions	Type of Instrument	Type of Data	Data Analysis
1. What are the effects of holistic approach using local cultural content on English oral communication ability of sixth grade students?	- English oral communication test - Metacognitive awareness inventory questionnaire	Quantitative	Wilcoxon Signed Ranks Test Mean, Ranges
2. What are the opinions of sixth grade students towards learning through holistic approach?	- Focus group discussion -Self-evaluation form	Qualitative Quantitative	Content analysis Percentage

Chapter IV

Findings

This chapter presents the findings of the present study. Holistic Approach using local cultural content was implemented in 10-week instruction. In addition, English oral communication test and metacognitive questionnaire were also implemented before and after the instruction in order to investigate the effects of this approach on students' English oral communication ability. During the instruction, self-evaluation form was also provided to participants to elicit their opinions towards this approach. Furthermore, their opinions were also collected by focus-group discussion after the instruction. The results of this study are presented in two parts based on research questions as follows:

1. The effects of Holistic Approach using local cultural content on Students' English oral communication ability.

2. The opinions of students towards Holistic Approach using local cultural content.

The following section describes the findings of each research question.

Research Question 1: What are the effects of Holistic Approach using local cultural content on English oral communication ability of sixth grade students?

In order to explore the effects of Holistic Approach using local cultural content on English Oral Communication Ability of sixth grade students, two types of data which were students' English oral communication ability and metacognitive awareness were collected. To measure English Oral Communication Ability, the researcher compared

pretest and posttest scores of English Oral Communication Test conducted by the researcher and the inter-rater. The test consisted of five themes including local food, tourist attractions, events and festivals, literature, and local products. To analyze the data, Wilcoxon Signed Ranks Test was used to compare the participants' pretest and posttest mean scores, and standard deviations as in Table 4.1

Table 4. 1: Means, standard deviations, and the significance of the pre English Oral Communication Test and the post English Oral Communication Test (n = 21)

	$\bar{x}$	Min	Max	S.D.	MD	Z	Asymp. Sig Sig. (2-tailed)
Pretest	5.86	5	14	1.96	9.62	-4.02	.000*
Posttest	15.48	10	25	4.12			

*p < .05

From Table 4.1, the mean score of English Oral Communication Test after learning through Holistic Approach using local cultural content was clearly higher than before learning. The mean score of the pretest was 5.86 with the lowest score of 5 and the highest score of 14 whereas the mean score of posttest was 15.48 with the lowest score of 14 and the highest score of 25. The mean difference was 9.62. The result revealed that there was a significant difference between the pretest and posttest mean scores at the significant level of .05.

In addition, in order to analyze the effect of Holistic Approach using local cultural content on students' English Oral Communication Ability, the mean scores of

each aspect of language ability regarding the English Oral Communication Scoring Rubrics was also analyzed as shown in Table 4.2

Table 4. 2: Means, standard deviations, and the significance of each *aspect of language ability* of the pre and post English Oral Communication Test (n= 21)

Aspect of Language Ability	Pretest		Posttest		MD	Z	Asymp. Sig (2-tailed)
	$\bar{x}$	S.D.	$\bar{x}$	S.D.			
Comprehensibility	6.67	2.24	15.05	4.01	8.38	-4.023	.000*
Content	6.62	2.25	15.95	3.97	9.33	-4.021	.000*
Vocabulary Use	5.48	1.78	15.24	3.88	9.76	-4.024	.000*
Language Level	5.38	1.74	15.10	3.86	9.72	-4.036	.000*
Communication Strategy Use	5.38	1.53	15.57	4.33	10.19	-4.023	.000*

*p < .05

According to Table 4.2, the posttest scores from all five aspects significantly increased. Especially communication strategy use aspect gained the highest mean difference (10.19) whereas the comprehensibility gained the lowest mean difference (8.38). It is obviously seen that there were significant differences between the pretest and posttest mean scores in every aspect of English language ability at a significant level of .05.

In addition, apart from testing for statistical significant difference, effect size value was also calculated to reveal the magnitude of the effect of Holistic Approach using local cultural contents on students' English oral communication ability. Effect

size value presents the practical significance of the results which can be used to draw a meta-analysis by comparing the standardized effect across the studies and to plan a new study (Lakens, 2013). In this study, the effect size was calculated by using Cohen's *d*. The formula for calculating was adopted from the study of Lenhard (2016) choosing the effect size calculator for non-parametric test. The effect size of Holistic Approach using local cultural content on student's English oral communication ability is presented in Table 4.3.

Table 4. 3: The effect size of Holistic Approach using local cultural content on student's English oral communication (n=21)

Cohen's *d*	Effect Size
3.66	Large

From Table 4.3, the Cohen's *d* was 3.66, which represented the large effect of the treatment according to Cohen's (1988) which stated that when d = 0.0-0.4, the effect size is small, d = 0.5-0.7, the effect size is medium, and d > 0.8, the effect size is large. In other word, Holistic Approach using local cultural content had a large effect in improving English oral communication of students.

Therefore, the hypothesis which stated that students' English oral communication mean scores would be higher after learning through Holistic Approach using local cultural content was accepted.

According to students' English Oral Communication means scores, it was clearly seen that among the language ability aspects, the mean scores of communication

strategy use aspect significantly gained the most. This result was also supported by the data received from pre and post Metacognitive Awareness Inventory Questionnaire.

The data received from Metacognitive Awareness Inventory Questionnaire was analyzed by using mean scores ($\bar{x}$). To indicate the usefulness of communication strategy, the mean scores were interpreted by using range of interval class. The range of each class was calculated by using the difference of maximum and minimum divided by the number of classes. The value was 1.8 Therefore, the range of each class was **1.8.** Therefore, the criteria were as follows:

4.21 – 5.00   means   participants reported that that item was most useful.

3.41 – 4.20   means   participants reported that that item was useful.

2.61 – 3.40   means   participants reported that that item was neutral.

1.81 – 2.60   means   participants reported that that item was least useful.

1.00 – 1.80   means   participants reported that that item was not useful.

The participants' metacognitive awareness regarding usefulness of communication strategy before and after learning through Holistic Approach using local cultural content is shown in Table 4.4.

Table 4. 4: Means and range of the pre and post metacognitive awareness (n = 21)

	$\bar{x}$	Usefulness of Communication Strategy
Before	4.00	Useful
After	4.32	Most useful

From Table 4.4, it is obviously seen that before learning through Holistic Approach using local cultural content, participants perceived communication strategy use as useful whereas after learning, they perceived communication strategy use as the most useful.

Furthermore, in order to investigate participants' metacognitive awareness in detail, each item of metacognitive awareness questionnaire was also analyzed using mean scores ($\bar{x}$) and interpreted through the range of interval class. The results are shown as in Table 4.5.

*Table 4. 5*Table 4.5: Means and range of each item of the pre and post Metacognitive Awareness Inventory Questionnaire (n = 21)

Category	Item	Metacognitive Awareness in communication strategy	Pretest		Posttest	
			$\bar{x}$	Usefulness of Communication Strategy	$\bar{x}$	Usefulness of Communication Strategy
Use-focused learning strategies	1	Looking for opportunities to speak to a person who can speak good English.	3.95	Useful	3.95	Useful
	2	Participating actively in communicative activities in class.	3.80	Useful	4.20	Useful
	3	Watching English TV programs and movies	3.95	Useful	4.45	Most useful
	4	Thinking in English what to say	3.80	Useful	3.85	Useful
	5	Mentally answering in English a question when the teacher has asked another student to answer	4.20	Useful	4.30	Most useful

Category	Item	Metacognitive Awareness in communication strategy	Pretest		Posttest	
			$\bar{x}$	Usefulness of Communication Strategy	$\bar{x}$	Usefulness of Communication Strategy
	6	Taking the initiative to answer teachers' questions whenever possible	3.50	Useful	4.00	Useful
	7	Reading English newspapers and magazines to enlarge my knowledge of the world	3.75	Useful	4.05	Useful
	8	Memorizing important and interesting information I read or hear so that I can use them later in my own speech	4.30	Most useful	4.70	Most useful
Form-focused strategies	9	Imitating spoken materials to improve my pronunciation	4.00	Useful	4.40	Most useful

Category	Item	Metacognitive Awareness in communication strategy	Pretest		Posttest	
			$\bar{x}$	Usefulness of Communication Strategy	$\bar{x}$	Usefulness of Communication Strategy
	10	Paying attention to the way my teacher or other good speakers of English express themselves	4.65	Most useful	4.65	Most useful
	11	Spending time memorizing words and expressions	4.05	Useful	4.25	Most useful
	12	Spending time working on grammar	3.90	Useful	4.20	Useful
Communication strategies	13	Asking the speaker to repeat it	4.00	Useful	4.45	Most useful
	14	Asking the speaker to explain it	4.10	Useful	4.65	Most useful
	15	Telling the speaker what I get and asking him/her to confirm the	4.25	Most useful	4.30	Most useful

Category	Item	Metacognitive Awareness in communication strategy	Pretest		Posttest	
			$\bar{x}$	Usefulness of Communication Strategy	$\bar{x}$	Usefulness of Communication Strategy
		correctness of my understanding				
	16	Making up words to use	3.70	Useful	4.10	Useful
	17	Trying to express it in a different way	3.85	Useful	4.90	Most useful
	18	Using examples to illustrate what I want to express	4.15	Useful	4.40	Most useful

From Table 4.5, it obviously shows that before learning through Holistic Approach using local cultural content, the participants considered most of items regarding oral communication strategy useful whereas after learning through this approach, they considered most items most useful. The result also revealed that the mean scores of every metacognitive awareness item increased in different levels after learning through holistic approach using local cultural content. The mean scores of most items were above 4.20 which represented that most students reported that metacognitive awareness items were most useful. "Trying to express it in a different way" obtained the highest mean score ($\bar{x}$ = 4.90) followed by "memorizing important and interesting information I read or hear so that I can use them later in my own speech" ($\bar{x}$ =4.70) and "asking the speaker to explain it" ($\bar{x}$ =

4.65) respectively. All of these items gained the means scores which represented the most useful strategies to improve oral communication ability. In contrast, "looking for opportunities to speak to a person who can speak good English" obtained the lowest mean score ($\bar{x}$ = 3.95) which represented that the participants perceived that item useful to improve their oral communication ability.

Research Question 2: What are the opinions of sixth grade students towards learning through Holistic Approach using local cultural content?

In order to answer this research question, the data received from two research instruments which were self-evaluation form and focus group discussion were analyzed as presented below.

Results of students' self-evaluation form

The self-evaluation form consisted of two parts: checklist questions and open-ended questions. The checklist questions part in self-evaluation form conducted by students in three weeks: second, sixth, and tenth weeks were selected to analyze. Figure 4.1 shows students' opinions towards learning local cultural content of Phrae Province.

*Figure 4. 1: Stude*nts' opinions towards learning local cultural content of Phrae
Province (n=21)
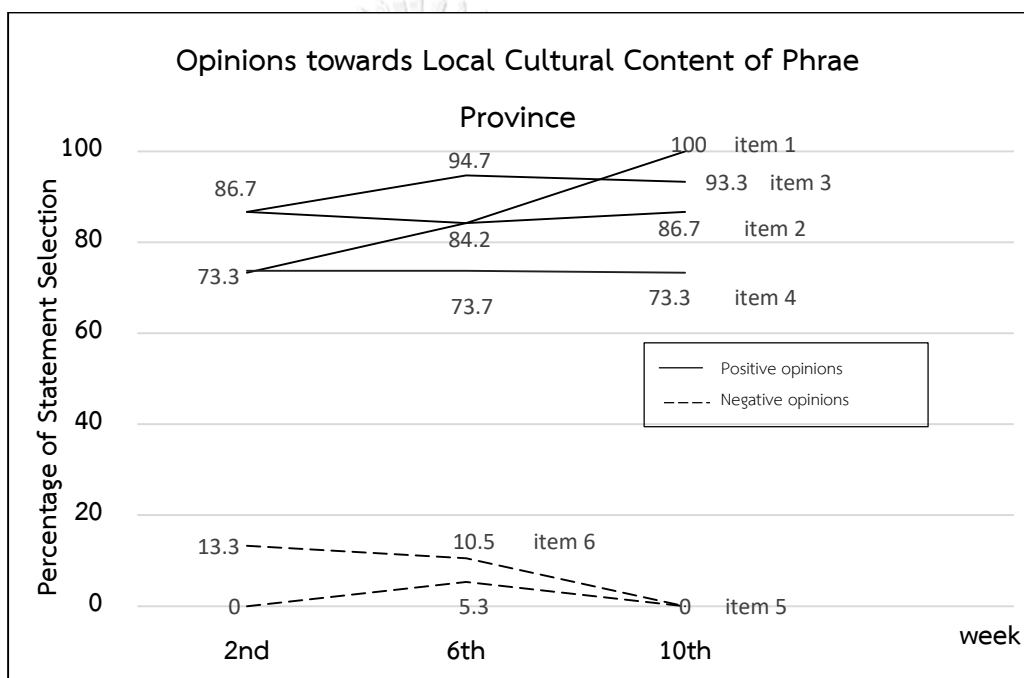
```
┌─────────────────────────────────────────────────────────────────────────┐
│                                                                           │
│  Description of series                                                    │
│                                                                           │
│  Item 1        I feel more confident to speak English.                    │
│                                                                           │
│  Item 2        I understand the content easily because it is close to my life. │
│                                                                           │
│  Item 3        I have fun and I want to learn English more.               │
│                                                                           │
│  Item 4        I know more about Phrae Province.                          │
│                                                                           │
│  Item 5        I feel bored because I know it already.                    │
│                                                                           │
│  Item 6        It makes English harder to speak.                          │
│                                                                           │
└─────────────────────────────────────────────────────────────────────────┘
```

From Figure 4.1, it can be seen that among three weeks, students had positive opinions towards local cultural content of Phrae Province including "I feel more confident to speak English", "I understand the content easily because it is close to my life", "I have fun and I want to learn English more", and "I know more about Phrae Province" were higher than 60 %. Furthermore, their negative opinions including "I feel bored because I knew it already", and "it makes English harder to speak" were lower than 20 %. The percentage of statement selection indicating that "I feel more confident to speak English" also gained gradually with 73.30 %, 84.20 %, and 100 % respectively from second to tenth weeks. On the contrary, the statement indicating

that "it makes English harder to speak" decreased steadily from 13.30 %, 10.50 %, to

0.00 %respectively. In the tenth week, the statement that gained the highest

percentage of selection was "I have fun and I want to learn English more"

(93.30 %) whereas the lowest percentage were found in "I feel bored because I knew

it already", and "it makes English harder to speak" (0 %).

Besides, the students' opinions towards learning through Holistic Approach are

also investigated as in Figure 4.2.

Figure 4. 2: Students' opinions towards learning through Holistic Approach (n=21)

Opinions towards Learning through Holistic Approach
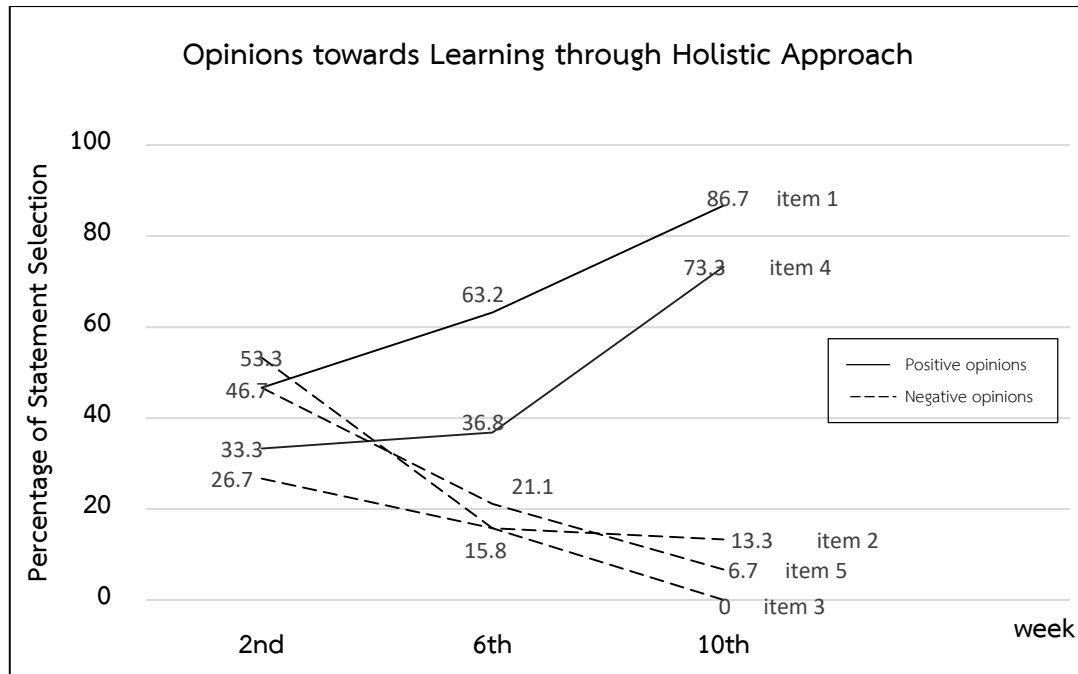
Description of series

Item 1	I am confident that I can do this again.
Item 2	I am not very confident that I can do this again.
Item 3	I am still unsure about what I have to say and do in such situation.
Item 4	I feel less anxious about speaking.
Item 5	I still feel anxious about speaking.

According to Figure 4.2, it obviously illustrates that the percentages of the positive opinion statements including "I am confident that I can do this again", and "I feel less anxious about speaking", gradually increased from the second week to the tenth week. In contrast, the percentages of negative opinion statements: "I am not very confident that I can do this again", "I am still unsure about what I have to say

and do in such a situation", and "I still feel anxious about speaking", gradually decreased from the second week to the tenth week. In tenth week, the statement that gained highlight percentage was "I am confident that I can do this again" (86.70 %) followed by "I feel less anxious about speaking" (73.30 %) while "I am still unsure about what I have say and do in such a situation" received the lowest percentage (0 %).

Results of the focus-group discussion

In order to analyze students' opinions towards English oral communication through Holistic Approach using local cultural contents course, apart from analyzing students' evaluation form, the researcher also conducted the focus-group discussion in Thai language with nine students. Each three students were randomly selected based on their posttest scores including high, middle, and low scores. In this study, the researcher coded the interviewees by using letters and numbers. To illustrate, H stands for high proficiency, M stands for medium proficiency and L stands for low proficiency. The findings are presented based on three interview questions as follows:

Interview question 1.1: Do you like the course? Why or why not?

The purpose of this question was to find the opinions of students towards oral communication through Holistic Approach using local cultural contents. According to the interview, it has revealed that all of the interviewees liked the course. The common answers given by interviewees were 1) various activities and materials in each lesson made English fun and easier than what they had learned before; 2) the vocabulary was

meaningful because it was related to their real life, and 3) they had many opportunities to try to speak English. To elaborate, the examples are as follows:

1) Most of interviewees said that various activities and materials in each lesson made English fun and easier than what they had learned before. Some excerpts from the interview are shown below.

M3: "I like ครับ เพราะว่ามัน fun ครับ"

"I like this course because it's fun."

M1: "ชอบครับเพราะว่ากิจกรรมเยอะ สื่อเยอะ ได้ดูวิดีโอ สนุกดีครับ"

"I like this course because there were many activities, many materials. I also had a chance to watch video clips, it was really fun."

L1: "ชอบเพราะได้เล่นเกมเยอะ ได้กินไข่ป่าม มีปาร์ตี้ขนมด้วย สนุกดีครับ"

"I like it because I had a chance to play many games, to eat "Kai-Pam", to join snack party. It was really fun.

2) Some interviewees expressed that the vocabulary was meaningful because it was related to their real life. Some excerpts regarding this reason are provided below.

H1: ชอบค่ะ คำศัพท์ไม่ยากค่ะ

"I like it because the vocabulary is easy."

L2: "ชอบค่ะ เพราะเป็นเรื่องจังหวัดแพร่ เป็นเรื่องใกล้ตัวค่ะ"

"I like this course because it is about Phrae Province. It is close to my real life."

3) Some of the interviewees also stated that they had many opportunities to try to speak English. The following excerpts from the interview transcript are as follows:

H3: "ชอบครับเพราะสนุกและได้ฝึกพูดภาษาอังกฤษบ่อยๆ ได้รู้จักคำศัพท์เยอะดีครับ"

" I like this course because it was fun and I could often practice speaking English. Besides, I also learned a lot of vocabulary.

Furthermore, some students also expressed that they liked this course because the atmosphere was relaxed and the teacher was kind.

Interview question 2.1: Which content do you like the most? Why?

The purpose of asking this question was to find the content that students like the most and the reasons why: content itself or the activities used in that lesson. Their answers were counted using frequency as presented in the following table.

Table 4. 6: Students' opinions towards their favorite content

Favorite Content	Frequency	Level of English proficiency
Local food	3	M2, M3, L3
Direction	2	H1, M1
Mohom clothes	2	H2, L1
Loy Krathong Festival	2	H3, L2

According to their answers, most of the interviewees chose local food as their favorite content. Their common reason was focused on the activities expressing that they could eat and know how to cook. Details are elaborated as follows:

M2 : "ชอบเรื่องอาหารค่ะ เพราะได้กินไข่ป่ามแล้วก็ได้รู้วิธีทำด้วย"

"I like learning about food because I ate Kai-Pam and I also learned how to cook it."

M3: "ชอบอาหารครับ เพราะได้รู้คำศัพท์เกี่ยวกับชื่ออาหารที่ไม่เคยรู้มาก่อน"

"I like food topic because I knew more about English names of local food which I had never known before."

The rest of the interviewees chose Directions, Mohom clothes, and Loy Krathong Festival Topic. Their reasons commonly focused on both activities and contents stating that the activities were fun and challenging as well as the contents which were very close to their life. Therefore, they could follow the lessons easily. See some excerpts below:

H1: ชอบเรื่องทิศทางค่ะ เพราะได้ใช้ถ้าฝรั่งมาถามทางค่ะ"

"I like direction topic because I can use it when foreigners ask me."

L2: ชอบเรื่องลอยกระทงที่สุดค่ะ เพราะได้ร้องเพลงลอยกระทงเป็นภาษาอังกฤษ สนุกดี.

"I like Loy Krathong Festival topic because I learned to sing Loy Krathong Song in English. It was fun."

H2: "ชอบเรื่อง Mohom Clothes ครับ เพราะได้ขายเสื้อผ้า มีลูกค้าเยอะแยะมาซื้อร้านผม"

"I like Mohom Clothes topic because I could sell clothes. There were a lot of customers coming to my shops."

L1: "ชอบเรื่องหม้อห้อม เพราะได้แต่งตัวให้เพื่อนครับ"

"I like Mohom Clothes topic because I could dress my friends up."

Interview question 1.3: Which activity did you like the most?

The purpose of asking this question was to find which kind of activity that students like the most and what the reasons behind are. Their answers are revealed using the frequency as the following table below.

Table 4. 7: Students' opinions towards their favorite activity

Favorite Activity	Frequency	Level of English proficiency
Shopping	4	H2,H3,M3, L2
Treasure Hunt	1	M1
Survey	1	H1
Dressing models up	1	L3
Playing cards and talking	1	M2
Singing songs	1	L1

According to the interview, it was shown that most of the interviewees chose shopping activity as their favorite activity. The common reason was because they felt that this activity was authentic. The examples are shown as follows:

L3: "ชอบ shopping ครับ เหมือนมีเงินจริง กลุ่มผมชนะ ซื้อได้เยอะสุด"

"I like shopping activity because I got money like the real one. My group was the winner. We could buy the most pieces of clothes."

M3: "ชอบขายของครับ เหมือนมีร้านเสื้อผ้าของตัวเอง ช่วยกันขาย สนุกมากครับครู"

"I like shopping activity because it seemed like I had my own clothes shop. My friends and I helped each other to sell clothes. It was very fun."

Furthermore, rest of them had different idea. Each interviewee liked different activity including survey, dressing models up, playing cards and talking, and singing. See some excerpts below:

H1: "ชอบ survey ค่ะ เพราะได้พูดภาษาอังกฤษกับเพื่อนหลายๆคน สนุกดีค่ะ"

"I like survey activity because I had the chance to speak English with many friends. It was fun."

H3: "ชอบหาสถานที่ในแผนที่ครับ ตื่นเต้นดี"

"I like finding places on the map. It was exciting"

M2: ชอบที่หยิบการ์ดเป็นวงกลม แล้วใบ้คำสลับกันถามค่ะ สนุกดีค่ะ"

"I like picking cards in a circle. Then we took turns giving hints and answering. It was fun."

L1: "ชอบร้องเพลงครับ เพลงผม buffalo buffalo can you climb?"

"I like singing activity. My favorite song is "buffalo, buffalo, can you climb?"

According the interviewees' answers, it can be seen that most of the activity they chose were small group speaking activity that they had the chance to speak English with their friends through achieving the tasks. Only one interviewee who was high proficiency student chose survey, which was individual speaking activity.

Interview question 2.1: Do you think that the teaching methods which have students do the activities by themselves before learning with teacher, learn how to cope with the oral communication problems, and do the reflection after learning helps you improve your English oral communication skill? If yes, how? If not, what difficulties did you experience in the course?

The main purpose of asking this question was to figure out participants' opinions towards Holistic Approach. All of them stated that this approach helped them improve their English oral communication skill. Their ideas of how Holistic Approach helped improve their English oral communication were commonly expressed as follows: 1) repeating vocabulary by using it many times helped to recognize the

vocabulary easily; 2) having the chance to practice speaking and learning vocabulary by themselves were challenging, and 3) learning oral communication strategies enabled them to be more confident. See some excerpts as follows:

1) Some interviewees stated that repeating vocabulary by using it many times helps to recognize the vocabulary easily. Some excerpts are shown below.

H3: "ครูซ้ำคำศัพท์ให้บ่อยๆ ทำให้จำศัพท์ได้ง่าย"

"You often repeated the vocabulary for us. This made us recognize the vocabulary easily."

H2: "ได้พูดบ่อยครับ ทุกๆคาบเลย ก็เลยกลัวน้อยลง"

"I had the chance to speak English frequently every period so I was less afraid."

2) Some interviewees said that having the chance to practice speaking and learning vocabulary by themselves were challenging. Some excerpts are shown below.

M3: ช่วยครับ เช่น ครูให้หาคำศัพท์เองจากพจนานุกรม ตอนเล่นเกม สนุกดีครับ จำศัพท์ได้

"It helped. For example, once we played a game, you let us find the vocabulary from the dictionary by ourselves. I was fun. I could remember the vocabulary."

L2: ได้เล่นเกมเยอะ เช่น จับคู่คำขวัญภาษาไทย ภาษาอังกฤษ บางทีครูก็ให้จับคู่ชุดกับคำศัพท์ก่อน สนุกครับ ตื่นเต้นดี

"I played lots of games such as matching Phrae Province Slogan in Thai and English. Sometimes, you also let us match clothes with flashcards first. It was fun. It's also exciting."

3) Some interviewees expressed that learning oral communication strategies enabled them to be more confident. Some excerpts are shown below.

M2: ได้รู้ว่าถ้าไม่เข้าใจต้องพูดว่าไง ทำท่าทาง เล่นเกม สนุกค่ะ เลยไม่ค่อยกลัวเวลาพูด

"I could learn that what I should do if I did not understand. We learned how to use gestures and played games. It was fun so that I was not quite afraid once I spoke English."

H1: รู้ว่าต้องแก้ปัญหายังไงถ้าพูดไม่ได้ ถามกลับคนที่เราพูดด้วยได้ค่ะ

"I know how to solve the problem if I cannot speak English. I can ask the interlocutor back."

Even though all interviewees had the positive attitude towards Holistic Approach stating that this approach helped them improve their English oral communication, two of them also indicated the limitation of this approach in terms of unfamiliarity and lack of confidence at the first task. To elaborate, the examples are shown as follows:

L1: "ไม่กล้าพูดภาษาอังกฤษตอนเรียนแรกๆ เพราะไม่เคยเรียนแบบนี้ ต้องพูดเยอะ แต่หลังๆก็ชิน ครับ"

"I was unconfident to speak English at the beginning of this course because I had never learned this way before. I had to speak English a lot. However, after that I got used to it."

L3: "ไม่เคยเรียนแบบนี้มาก่อน ครูให้ลองทำ ตอนแรกๆ ว่ายากครับ บางทีก็ไม่รู้ครับว่าครูว่าอะไร เพราะครูพูดภาษาอังกฤษ แต่หลังๆสนุกดีครับ"

"I had never learned like this before. You let me try to do it first. At the beginning, it was hard. Sometimes, I did not understand what the teacher said because she spoke English. However, after that it was fun."

Interview question 2.2: Do you think the use of Phrae local cultural content helps you improve your English oral communication skill? If yes, how? If not, what difficulties did you experience in the course?

The main purpose of asking this question was to seek participants' opinions towards local cultural content. It has been shown that all of the interviewees thought that local cultural content helped them improve their English oral communication skill. The interviewees reflected that they were familiar with the contents so it was easy for them to say it in English. Moreover, some of them also stated that they had a wider vocabulary which was very close to their real life. Details are elaborated as follows:

1) All of the interviewees indicated that they already had background knowledge about the topics. Therefore, they have already known what they would talk about.

H3: ช่วยมากครับ เพราะเป็นเรื่องใกล้ตัว ผมรู้เรื่องดี เช่นแผนที่ รู้ว่าอะไรอยู่ที่ไหนอยู่แล้ว

"It helped because it was related to my life. I knew that well before. For example, a map, I knew where each place was."

H1: ช่วยค่ะ เพราะมันไม่ยาก เกี่ยวกับจังหวัดของเรา บางอย่างหนูรู้อยู่แล้ว แต่ไม่รู้ศัพท์ หนูว่าเอาไปใช้แนะนำกับฝรั่งได้

"It helped because it was not hard. It was related to our province. I have already known something about that but I did not know the vocabulary. I think I can use this vocabulary to explain to foreigners."

2) Some interviewees also stated that learning local cultural content of Phrae Province increased their knowledge on their own cultures.

L1: ช่วยให้รู้จักอาหารและวิธีทำเสื้อม้อห้อมครับ ไม่เคยรู้เลย ชอบเรียนมาก สนุกดี

"It helped me to know how to cook local food and how to make Mohom clothes. I have never known about that before. I really love this course. It was fun.

H2: ได้รู้คำศัพท์ใกล้ตัวเยอะแยะครับ เช่นถ้ำผานางคอย เรียกว่า Pha Nang Khoi Cave.

"I could learn many words which were close to my life. For example, "Tam Pha Nang Khoi" is called Pha Nang Khoi Cave."

3) Some interviewees revealed that the local cultural content was very useful as they could use them to explain their own cultures to others.

M1: ช่วยให้พูดเก่งขึ้นครับ เพราะได้รู้คำศัพท์เยอะ ผมจะใช้พูดถ้าเจอฝรั่งครับ

"It helped me to improve my speaking skill because I learned lots of vocabulary. I will use it once I meet foreigners."

Although all of the interviewees considered learning local cultural content as the benefit of improving speaking, one interviewee recommended that he would like to learn more about international cultures because it was interesting and he did not know much about it.

Summary

The overall findings revealed that participants' English oral communication scores gained at level .05 after learning through Holistic Approach using local cultural content. Besides, the effect size of the treatment towards the students' English oral communication ability also represented the large size.

Concerning the students' opinions towards learning though Holistic Approach using local cultural content, the findings revealed that the students had positive opinions towards Holistic Approach and local cultural content. The students reflected the advantages of Holistic Approach which were having several opportunities to apply the vocabulary and practicing speaking, and also increasing the confidence. In addition, regarding the advantages of local cultural content, the students reported that local cultural content was easy to think about, it enlarged their local cultural knowledge, and was meaningful for them. Moreover, the percentage of students' anxiety received from their self-evaluation form also decreased steadily from the second to sixth and tenth weeks. However, some of them also suggested that learning through Holistic Approach was quite difficult for them at the first time because they never experience learning direct speaking before.

In conclusion, the overall findings of the present study could be summed up that Holistic Approach using local cultural content had positive effects on enhancing students' English oral communication, and inspiring students' positive opinions towards learning English and local culture.

Chapter V

Discussions

This chapter consists of four parts. The summary of the study is presented in the first part. The second part reviews the brief findings of this study followed by the teaching implication in the third part. In the last part, the suggestions for the research in future are proposed.

Summary of the study

This study aimed to investigate the effects of Holistic Approach using local cultural content on English oral communication ability of sixth grade students in Phrae Province and also the students' opinions towards learning through this approach. The study was designed in one-group pretest posttest experimental design. The participants were 21 sixth grade students who studied at Ban Rongkwang Chantimakom School, in the regular program of first semester, academic year 2017.

The study was carried out in 13 weeks. Holistic Approach using local cultural content was developed as the treatment in oral English communication course. In each lesson, the instruction followed 7 steps of Holistic Approach focusing on learner's attention on speaking, providing input and guided planning, conducting speaking tasks, focusing on languages, skills, and strategies, repeating speaking tasks, direct learners' reflection on learning, and facilitate feedback on learning. To collect the data, there were 7 research instruments including needs analysis, lesson plans, English oral communication test, English oral communication scoring rubrics, Metacognitive Awareness Inventory questionnaire, self-evaluation form, and focus- group discussion.

The procedure of the study started with collecting the needs analysis in order to develop the themes and topics about local cultural content of Phrae Province. Then, the letter for asking the permission to collect the data at Ban Rongkwang Chantimakom School was submitted to the school director. Once the data collection was approved, the pre English oral communication test and pre metacognitive awareness questionnaire were administered in the first week. After that the participants participated in ten-week instruction through Holistic Approach using local cultural content. Each lesson was conducted once a week, taking two periods, 120 minutes. The post English oral communication test and post metacognitive awareness questionnaire were provided to the student in a week after that. Once the scores were collected, the focus-group discussion was done in the week after that. Nine participants were randomly selected including three high English proficiency students, three intermediate English proficiency participants, and three low English proficiency participants, in order to elicit the participants' opinions towards Holistic Approach using local cultural content.

To explore the effects of Holistic Approach using local cultural content, the data obtained from English oral communication test, and metacognitive awareness questionnaire taken before and after learning were analyzed by using paired-sample t-test to compare mean, mean difference, and standard deviation. Moreover, in order to explore the opinions of participants towards Holistic Approach using local cultural content, the self-evaluation form conducted in second, sixth, and tenth week were analyzed by using percentage. The data from the focus group discussion was also analyzed by using content analysis.

Summary of findings

The results of the present study can be summarized in response to the research questions as follows:

1. English oral communication ability

In response to the first research question, the finding from Wilcoxon Signed Ranks Test

indicated that the average scores of the post English oral communication test gained significantly from the pre English oral communication test at .05 level. In other words, the students' English oral communication ability significantly improved after learning through Holistic Approach using local cultural content.

2. Opinions towards Holistic Approach using local cultural content instruction

Regarding the second research question, the data from the students' self-evaluations form revealed that the students have positive opinions towards two aspects: local cultural content and Holistic Approach. In terms of learning local cultural content in English oral communication course, the students had positive opinions towards local cultural content as they felt more confident to speak English, they understood the content easily because it was close to their life, they had fun and wanted to learn English more, and they knew more about Phrae Province. In terms of Holistic Approach, it was reported that students have steadily positive opinions towards this approach from second, sixth, and tenth week. The stated reasons were they were confident to do the speaking task again, and they were less anxious about speaking English. Furthermore, the data from focus group discussion was also

consistent with the result of self-evaluation form. It was reported that the participants had positive opinions towards Holistic Approach using local cultural content. Some interviewees suggested that they also would like to know more about international culture because they did not know much about it. However, there were some limitations that the researcher should be aware of which were the level of activities difficulty and the variety of activities.

Discussion

This present study aimed to investigate the effects of Holistic Approach on English Oral Communication Ability of students and also students' opinions towards learning through Holistic Approach using local cultural content. The results of the study are discussed in two aspects which are students' English oral communication ability and students' opinions towards Holistic Approach using local cultural content. The discussion is presented as follows:

1. **Students' Oral Communication Ability**

According to the results, students' oral communication ability significantly improved after learning through Holistic Approach using local cultural content. Additionally, it indicated that the treatment had a large effect size on students' English oral communication ability. It has been found that the two main factors which supported students' English oral communication ability improvement were: 1) Effects of Holistic Approach and 2) Effects of local cultural content.

1) Effects of Holistic Approach

According to the background of study regarding the problems of Thai students' English oral communication, there are three main problems which are lack of practice, lack of learning strategies and speaking skills, and lack of confidence (Khamkhien, 2010; Mali, 2013; Nonkukhetkhong et al., 2006). The findings of the present study revealed that Holistic Approach tackled these communicative problems which were congruent with Goh and Burns (2012) who stated that Holistic approach developed oral communication in both cognitive and affective levels. The possible reasons to explain the significant oral communication improvement of the participants and how Holistic Approach addressed these three main communicative problems can be analyzed as follows:

- Communicative learning context

Thai students have been struggling with English oral communication due to little exposure to English outside the classroom (Khamkhien, 2010). Moreover, English instruction in Thailand focuses on grammatical competence instead of practice through authentic speaking activities (Nonkukhetkhong et al., 2006). Learning through Holistic Approach, students had many opportunities to practice having conversation in English. P. Nation (1989) proposed that repetition affected directly to fluency in terms of encouraging a focus on the message while providing more opportunity to monitor and learn. According to seven stages of teaching cycle of Holistic Approach, it can be clearly seen that there are two stages which take an account into doing oral communication tasks. To elaborate, at the third stage, conducting the speaking tasks, students were provided the communicative context where they could make the conversation using their own linguistic knowledge, skills, and strategy through fluency without focusing

much on grammatical accuracy. Then, at the fifth stage, repeating speaking tasks, after the language, skills, and strategies use were emphasized, the students had the opportunity to perform similar speaking tasks again. Interestingly, in response to the researcher's observation, at the third stage, most of students were able to communicate adequately, however, because of their limited English proficiency, they still had difficulties with fluency, grammatical accuracy, pronunciation, and lack of confidence. Compared to the third stage, it could be clearly seen at the fifth stage, students could speak more fluently and confidently. Although some of them had the problems with pronunciation especially /th/, /ch/, and /sh/ sound, overall, most of them were able to speak with the correct grammatical sentences and to use the appropriate vocabulary that they had learned in different contexts. This corresponded to Goh and Burns (2012) suggesting that speaking is a cognitively demanding task, especially for the learners who experience the new language, they usually face the anxiety and also other enfeebling emotions. Task repetition enables learners to improve fluency, accuracy, and complexity. Having the opportunity to perform the task again after focusing on language, discourse, skills, and strategies, learners will be able to improve their further performance as they already had language resources.

Furthermore, using code switching as the means of the instruction also had effects on student's oral communication improvement. Since students had no experience to study English conducted in English language before, having the chance to learn English through code switching means provided them with more opportunity to expose to English communication contexts where they could also understand the

content clearly. Thus the students were able to learn more when they did not have to struggle with the language used in learning (Farahlexis, 2009).

- Method of organizing activities

Second language learners cannot speak English effectively because they lack of learning language knowledge, skills and strategies explicitly (Burns, 2012). In the present study, to organize activities following Holistic Approach, part-skill and whole-task practice were emphasized. According to Goh and Burns (2012), whole task practice which was the activity that provide the opportunity to learners to express meaning in the communicative context should be practiced at least once before attending part-skill which referred to teaching some skills and language item separately. However, in terms of complex tasks such as oral presentation, and narrative production, a part-skill practice should be completed before practicing whole-task. In the present study, the whole task practice was introduced in the third stage before having students practice the part –skill such as pronunciation, vocabulary, grammar, and strategy communications at the fourth stage. Then, students had an opportunity to perform the whole task practice again at the fifth stage. Doing a whole task practice in the very beginning stage enabled students to realize their weak points in any specific areas. To illustrate, some students could not speak fluently because they forgot the needed vocabulary that they learnt at the second stage. Some of them could not come up with the accurate grammatical sentences, and some of them could not pronounce some sounds clearly and accurately. Having the chance to learn specific skills, language use, and communication strategies explicitly and separately at the fourth stage helped them to prevent communication breakdown that they encountered or some language

aspects that they may have overlooked at the previous stages so that they could perform the oral communication better at the fifth stage. Nevertheless, it was found that focusing on many language aspects at the fourth stage at the same time was overloaded for students. The grammar items should be focused on only one topic. In terms of vocabulary, to teach students in elementary levels, the vocabulary should not be introduced more than 10 words at a time (Santrock, 2008). Focusing on completing part-skill and whole task practice, therefore, enabled learners to realize their oral communication problems, then learn and apply the accurate grammar, pronunciation, vocabulary, and oral communication strategies to compensate their oral communication gaps.

- Combination of direct and indirect approach

Apart from the method of organizing activities using part-skill and whole-task practice, the combination of direct and indirect approach can also address the lack of learning speaking knowledge, and skills. Direct approach stands for the approach that takes into account the language accuracy through repetitive drills whereas indirect approach focuses on fluency and appropriateness of speech through extensive communication tasks rather than the language accuracy features (Shu & Renandya, 2016). Implementing the teaching speaking cycle proposed by Goh and Burns (2012) in the present study, language accuracy and fluency were focused equally in different stages. To elaborate, at the third stage, students had an opportunity to perform the oral communicative tasks with their existing language and skills in order to stimulate the fluency rather than the language accuracy. After that, at the fourth stage, the language features, skills, and communication strategies were taught explicitly to

introduce the accuracy of language features to students. Students were, thus, at the fifth stage, prompted to develop their oral communication ability in both accuracy and fluency through repeating the parallel communicative tasks. In terms of the accuracy of the speech, they implemented accurate and appropriate language features that they learnt in the previous stages to achieving the tasks. At the same time, they also developed their speaking fluency through repetitions as they were familiar with the tasks already. The balanced approach which emphasizes both fluency and accuracy in English oral communication course is concurrent with Brown (2001) stating that in order to enhance students' oral communication ability, accuracy and fluency should be balanced in English oral communication instruction.

- Metacognitive awareness improvement

Metacognitive awareness is also a vital skill to enhance English oral communication ability that has not been focused much in English instruction in Thailand. Thai students cannot perform English oral communication efficiently because they might have no idea what to convey and how to cope with the problems during the conversation as well as how to improve their oral communication further since they lack of learning metacognitive awareness training (Mali, 2013). Metacognitive awareness refers to thinking about one's thinking. To illustrate, it is the ability to plan, monitor their own performance, and evaluate their own learning which support self-regulation (Wenden, 2001). As the result, in terms of language learning, metacognitive awareness enables learners to plan before speaking, control their speaking performance and cope with communicative problems during speaking as well as evaluate their speaking performance in order to improve their further speaking

performance. Moreover, they can also develop the knowledge about themselves as second language speaker, understand the demand of speaking tasks and be aware of effectiveness of strategies use. Therefore, regarding oral communication instruction, learners' metacognitive awareness should be stimulated to support overall speaking performance. Based on Goh and Burns (2012), the activities in teaching-speaking cycle enable learners to gain themselves understanding as second language speaker, the nature and the demands of the task, and the strategies needed for speaking. In the present study, the teaching-speaking cycle deepened students' metacognitive awareness in four stages: 1,2, 6 and 7. At the first stage, students were allowed to plan what they would like to speak about, what expressions and vocabulary for each particular topics that existed, and also how they would cope with any problems that might happen during the conversation. This stage prompted them to realize their personal knowledge as second language speaker, strengths and problems, and the reason why those problems occurred. From the researcher's observation, at this stage, most of students could come up with limited vocabulary and expression in English but plenty of Thai vocabulary. They had ideas what they would talk about because the content was close to their life such as local food, events and festivals, local legends, local tourist attractions, local products, direction, etc. However, they did not have adequate resources of language so they could not perform the communication. Besides, in terms of communication strategies use, it has been found that in the beginning of the course, students had limited answers about that because they had not learned or experienced it before. After that, being guided to think how they could cope with communicative obstacles that might occur during having Thai

communication, their answer became various. Then, at the second stage, providing input on the language, the needed content for the task such as needed vocabulary, and useful expressions were provided. This stage helped to enhance learners' metacognitive awareness in terms of pre-task planning. Students had the time to prepare their oral communication tasks as well as learned the necessary vocabulary and expressions that they could use in the next stage. After conducting the oral communication tasks, at the sixth stage, directing learners' reflection on learning, the students were allowed to reflect their oral communication performance that they had completed in the previous stages through using self-evaluation form. After realizing their strengths and weaknesses, they could plan how to improve their performance further. According to data received from the evaluation form, it could be seen that the students came up with various problems such as lack of confidence, inaccurate pronunciation, and lack of vocabulary. Most of them proposed that practicing speaking English more frequently would help them to solve these problems. At the last stage, facilitating feedback on learning, the researcher commented on students' evaluation form in order to give feedback to their performance and response to their own reflection. This feedback was also useful to the students to enhance their personal knowledge and how they can improve their speaking further. According to the data obtained from metacognitive awareness questionnaire conducted before and after learning through Holistic Approach using local cultural content, it showed that all students perceived all items of speaking strategies as useful and most useful for them to improve their oral communication ability. The results of the present study was concurrent with the study of Zhang and Goh (2006) which found that most participants

perceived that most speaking strategies from the questionnaire were useful and most useful to improve the ability of speaking. Likewise, Ghapanchi and Taheryan (2012) also claimed that the more learners possess metacognitive knowledge and metacognitive strategy use, the better they perform oral communication. Additionally, it supported Burns (2012) who suggested that learning through Holistic Approach helped learners to enhance their metacognitive awareness.

- Communication strategies use.

Lack of learning communication strategies was also a factor that hinders Thai learners from mastering English speaking (Mali, 2013). Without learning strategies, the learners who are not good at second language might stop the conversation or give up the communication immediately. To address this problem, Holistic Approach proposed that apart from language and discourse knowledge, and skills, communication strategies should be taught so that students know how to cope with problems that might happen during the communication in order to keep the conversation going. The learners who are aware of usefulness of strategies are more likely to use strategies to keep their conversation. In the present study, the communication strategies were taught in every lesson by having students notice from video clips and also trying to come up with their solutions once they experienced having communication breakdown in Thai. Based on the observation of the pre and post English oral communication test, the improvement of communication strategy use was found. To elaborate, in the pre English oral communication test, it revealed that most of students cannot maintain the conversation. They also tried to use the

reductant strategies which refers to the strategies used to avoid the conversation. The examples of their answers were categorized in five characteristics as follows:

1) Few students were able to answer the questions adequately.

2) Some of them answered "Yes" for every question.

3) Some of them used message abandonment strategies by being quiet and smiled, some of them laughed shyly.

4) Some of them used interlanguage-based reduction strategies as follows:

- Repeating the end of questions. For example,

Researcher: What do you like to do in Songkran Festival?

Student: Tival.

- Answering with any English words they know. For example,

Researcher: What do you like to do in Songkran Festival?

Student: High school.

5) Some of them used first-language-based. For example,

- Use Thai vocabulary for unknown English vocabulary such as Song Roi (200) Baht, Mai Kao Chai (I don't understand), etc.

- Corrected English to Thai vocabulary for the researcher. For example,

Researcher: Do you know Pha Nang Khoi Cave?

Student: "ไม่ใช่ผานางคอยเคฟครับครู เค้าเรียกถ้ำผานางคอย

("It is not Pha Nang Khoi Cave, it's called Tam Pha Nang Khoi")

"Tam" is cave in English.

- Keep asking back in Thai even though the researcher pretended to not understand Thai .

Compared to the post English oral communication test which conducted as the parallel communicative tasks, it was noticed that the students could maintain the conversation better. The characteristics of their answers were synthesized as follows:

1)   Some students who were not able to communicate in English in the pretest tried to communicate adequately.

2)   Some of them who were able to communicate adequately in the pretest became more fluently and accurately.

3)   Some of them still smiled once they could not come up with any English communication.

4)   Some of them tried to use communication strategies to keep the conversation going by using achievement strategies which refers to the strategies used to maintain and repair communication breakdown, more than reduction strategies. For example;

-      Using Circumlocution

Once the students could not come up with some accurate English vocabulary, they tried to explain with different words such as using "black pig" to represent "grilled pork", "two-zero-zero" to represent "two hundred".

-      Appealing for help

Once the students did not understand what the researcher said or they could not tell the information, they said "I don't know" instead of being quiet, then the researcher tried to explain in other ways.

-      Clarification request

The students asked the researcher back in Thai once they did not understand the questions but once the researcher pretended to not understand what they said, they changed to say "What" or "What is it?"

- Using non-verbal expressions

When the students did not know some vocabulary in English, they tried to use gestures to explain such as telling the directions by using hands, telling the price by showing the numbers, and telling how to cook by using hands, etc.

- Asking for repetition.

Once the researcher pretended to talk with soft voice or to speak too fast, the students, thus, could not catch up the conversation. Therefore, they ask the researcher to repeat by saying "sorry?" and "again please".

According to the researcher observation, it could be seen that after learning through Holistic Approach using local cultural content, students improved their oral communication ability in terms of using oral communication strategies. Each lesson, the communication strategies consisting of clarification, using fillers, asking for repletion, appealing for help, shadowing, providing active response, turn taking, comprehension checking, and nonverbal – expression, were introduced to students and they were asked to notice these strategies. Thai people who could keep English conversation going by trying to use communication strategies in video clips. Moreover, the researcher also stimulated communication strategies use by having students think

back how they can cope with the commutative breakdown happening in their L1 communication. Not only learning how to use communication strategies, they also had the opportunities to practice using communication strategies twice in stages 3 and 5. Therefore, they improved their use of communication strategies which helped them to maintain their communication better. The findings of the present study are congruent with study of Nakatani (2005) which concluded that training communication strategies enhanced oral communication ability.

- Increase of confidence

Lack of confidence is another main communicative problem experienced by Thai learners (Khamkhien, 2010). According to the researcher's observation, compared to the beginning of the course, obviously, students were more confident to speak English. They were confident to initiate the English conversation during performing oral communication tasks as well as to reply what teacher asked in English. This supported the data received from self-evaluation, students reported that they felt less anxious and felt confident to perform the oral communication further. Interestingly, the percentage of perceiving themselves confident steadily increased from the second, sixth, to tenth weeks. The possible reasons could be the supportive classroom atmosphere. The classroom environment played a crucial role in speaking anxiety, particularly as it affects spoken performance (Kessler, 2010). To be aware that giving the speaking tasks could heighten learners' anxiety, especially the new second language learners, students were thus allowed to make the mistake of speaking English freely. They were trained to perceive the mistake as the beginning of learning new

things. Moreover, in order to lower the anxiety and enfeebling feeling of speaking English, at the second stage, the needed vocabulary were provided through having students search from dictionary and notice some useful expression from video clips. Then, at the third stage, students could perform oral communication task more confidently because they had some language resource to speak. The fluency was focused rather than the grammatical accuracy at this stage. Later, the grammatical accuracy and appropriateness of language use were emphasized at the fifth stage to allow students to perform the oral communication tasks by combining the selected language and skills that they learnt from the fourth stage more appropriately and automatically. Additionally, the oral communication tasks were also fun and various such as survey, circle of speakers, walk-stop-pair, shopping, snack party, role-play, card game, presentation, treasure hunting, group-working, etc., in order to motivate students to speak English. While performing the oral communication task, the students perceived it as they were playing games and communication was the key to achieve the goal. They were, therefore, more willing to participate in the activities. However, at the beginning of the class, it was found that one factor that hindered students' confidence was pronunciation. Some students were shy to speak because they did neither know nor remember how to pronounce some words. Once the flashcards were shown, they had the difficulty in reading, they could not read the provided vocabulary. Therefore, the solutions were having students search the meanings and how to pronounce each word from the dictionary, having them listen to the accurate pronunciation from online dictionary, providing them with the transcription in Thai in

their worksheets as well as teaching them to pronounce and blend each sound. Obviously, students felt more confident to speak English after that.

2) Effects of local cultural content

Apart from Holistic Approach, local cultural content of Phrae Province which was implemented as the main content also had effects on the improvement of students' oral communication ability. Regarding the present study, the topics of the local cultural content were chosen by students, parents, English teachers, and also stakeholders in the educational system in Rongkwang District, through needs analysis. The results were consistent with some other research done previously stated that local cultural content enabled students to improve their English proficiency (Kongkaew, 2009; Pongto, 2012; Rattanaphumma, 2006). The possible reasons could be explained in two aspects: Firstly, local cultural content was close to their life so the students already had some background knowledge about it. Once they had to perform oral communication tasks, they did not to focus mainly on what they would speak but how they would convey that content instead. Obviously, for instance, the lesson of Pha Nang Khoi Cave. Students could understand the legend of Pha Nang Khoi Cave very well even though it was explained in English. Additionally, once they performed the oral communication tasks about asking and telling the personalities of the characters in Pha Nang Khoi Cave Legend, they were able to express their ideas confidently. Another example could be found in the local food lesson. The students could come up with the ingredients and the cooking steps of local food easily. Thus, once they performed the oral communication task, they mainly focused on unknown vocabulary because they already had the content to talk about. Second language learners have

the general problems which were inhibition and having nothing to say (Sidik, 2013; Ur, 2003). Having them talk about what they were familiar with can help them speak more fluently and confidently. Moreover, it was also easier for them to guess what others talk about because they could catch up with the vocabulary which was related to their own local cultural context. Consequently, they could perform English oral communication more confidently and fluently. Secondly, local cultural content was also meaningful to students, it was thus a tool to motivate students to speak English. The content was also various and interesting. It could be integrated in many kinds of activities. From the researcher's observation, at the first stage, once the students had to plan what they would like to talk about local cultural content of Phrae Province, they realized that they could come up with a few English words to convey what content they already knew. The teacher tried to encourage their ideas what they would do if they needed to explain the local cultural content to foreigners, so then learning English was necessary. Many students reported that learning local cultural content in English enlarged their vocabulary size of their own local culture and it was very useful for them to apply in their real life. This result was concurrent with the study of Kanoksilapatham (2014) stated that local cultural content made the language learning personally meaningful, and intellectually stimulated and naturally relevant to young learner's context. The obvious example was found in direction lesson. Learning to ask for and tell the direction through using their own district map for the first oral communication task at the third stage and apply in role-play activity using Phrae city map in the fifth stage, the students were enthusiastic of task participation. One student from each group played the role as a foreigner asking to go to some places, and the

rest of the group had to tell the direction to get to the right place. Many of them stated in their real life, it would be very beneficial if they could help foreigners to get to the right place and the English expressions they learned were not such difficult as they had expected. Based on the test scores, events and festivals theme gained the highest mean difference in the post English oral communication test. It might be explained that the vocabulary about activities in festivals was related to their real life and they could apply it in any festival such as going to temple, joining the parade, etc. Therefore, it was meaningful for them to recognize such vocabulary.

It can be concluded that Holistic Approach using local cultural content enhanced the students' oral communication ability, based on the mean difference of pre and post English oral communication test, as elaborated above. However, it is important to note that the students had experienced this English oral communication course for the first time which might affect the low score of pre English oral communication test.

2. Students' Opinions towards Holistic Approach Using Local Cultural Content

According to the data received from self-evaluation form and focus group discussion, it revealed that students had positive opinions towards Holistic Approach using local cultural content. The findings were discussed in two aspects: 1) opinions towards Holistic Approach and 2) opinions towards local cultural content. The discussion is presented as follows:

1) **Opinions towards Holistic Approach**

The data received from self-evaluation form revealed that learning through Holistic Approach, students were less anxious and more confident to perform further oral communication tasks. The percentages of selecting these two positive opinion items steadily increased from the second, to sixth, and to tenth week respectively, while the percentages of negative opinion items selection including feeling anxious, not confident, and unsure what they had to do, steadily decreased from the second, to sixth, and to tenth week respectively as well. The results could be explained with several reasons. Firstly, planning and task repetition enabled them to be more confident. As the planning prompted the students to be ready for what they would like to say and the repetition also provided them with the opportunity to experience the commutative problems and fix them at the next stages. Secondly, learning the communication strategies enabled them to maintain the conversation as elaborated in the previous part. Additionally, the supportive atmosphere also played a crucial role to stimulate students to express their ideas more confidently. Besides, the data from the focus group interview also supported the self-evaluation. The interviewees reported that they had positive opinion towards Holistic Approach because the task repetition helped them to recognize the vocabulary easily and learning oral communication strategies also enabled them to feel more confident. Moreover, they also stated that they enjoyed searching for meanings of the vocabulary from dictionary and noticing some useful expressions from video clips by themselves because it was challenging. Students were very active in participating in all activities. However, since young learners had limited attention span, different kinds of activities were provided to attract their attention in 120 minutes. According to the interviewees' opinions,

shopping activity was the activity they liked the most because the scenario was realistic for them. It was also fun because they could set the pricelist and the shopping list by themselves as well as use the money papers to shop for clothes. The results of the present study confirmed that Holistic Approach for teaching speaking could enhance students' ability in both affective and cognitive skills (Goh & Burns, 2012).

2) **Opinions towards local cultural content**

According to the data received from self-evaluation form and focus group discussion, the students had positive opinions towards local cultural content. This results aligns with the study of many previous studies which indicated that local cultural content inspired learners to have positive feelings and high motivation towards language learning (Kongkaew, 2009; Pongto, 2012; Rattanaphumma, 2006). Based on the data from self-evaluation form conducted in the second, sixth, and tenth week, it revealed that the percentages of selecting positive opinion items including "I feel more confident to speak English", "I understand the content easily because it is close to my life", "I have fun and I want to learn English more", and "I know more about Phrae Province" were higher than 60 %. Conversely, the percentages of selecting negative opinion items including "I feel bored because I knew it already", and "It makes English harder to speak" were lower than 20 %. The results supported the data from focus group discussion, that is, all interviewees reported that local cultural content of Phrae Province had positive effects on their oral communication improvement. The given reasons were various such as the content was easy for them because they had background knowledge about that, and they also broadened vocabulary in local

cultural areas so they could speak about this topic more. Even though the local cultural content was close to their real life, some of them also stated that learning local cultural of Phrae Province enlarged their own local cultural knowledge. There were some aspects which were new and interesting to them, for example, how to produce Mohom clothes, the legend and beliefs of Songkran and Loy Krathong Festival in Phrae Province, etc. The results aligned with Zhengzheng (2014) that integrating local cultural content in English instruction cultivated students' local cultural awareness. Their own local cultural knowledge in English instruction enables them to perform cultural communication in English appropriately.

However, to compare the data received from the second, sixth, and tenth weeks, the percentages were not stable suggesting that the highest percentages of each item were found in different weeks. The possible reason was because the content was different in each week, thus the students had different opinions towards different themes. Some content or activities might be easier or more interesting, so that the percentages of positive items selection were higher than the other weeks. Based on the data received from focus group discussion, local food was the topic that they liked the most. The main reasons were because they could eat and learned local food names in English and also the instructions. Besides, the shopping activities also made the lesson more fun. Even though all interviewees reflected that they had positive opinions towards local cultural content, some of them also suggested that they also would like to learn more about international culture because the content was also interesting and they did not know about that much.

The limitations of the study

Even though the present study successfully achieved the research objectives, according to the researcher class observation, there was a limitation that might affect on the findings of the study. Since there were seven stages to finish whole cycles which consisted of seven stages, thus, one lesson took at least two hours which might distract young learners' attention. Therefore, to tackle this limitation, the researcher focused on using various learning activities in every lesson.

Pedagogical implementations

The results from the present study suggested the pedagogical implementations as follows:

First, Holistic Approach using local cultural content can be beneficial to teachers and administers to plan and to develop English oral communication course for elementary students. In addition, the educators can use the instruments, activities, and the teaching models from this study as an example to design lessons and speaking activities in order to enhance students' oral communication ability. Holistic Approach allows students to have opportunities to practice oral communication as well as develop their metacognitive awareness. Not only that students learn how to speak fluently and accurately, they will also be trained to plan, monitor, and evaluate their speaking performance. As a result, student will be able to speak more confidently and know how to prevent communication breakdown during speaking and improve their performance for the further tasks.

Second, Holistic Approach using local cultural content can be implemented in English instruction to promote oral communication ability and local cultural knowledge. The students can broaden their local cultural knowledge and be able to convey their own culture to global society as mentioned in four strands of leaning foreign language in National Basic Core Curriculum B.C. 2551 (A.D. 2008).

Third, to implement teaching speaking cycle in Holistic Approach, the present study took 120 minutes for two periods to finish the whole cycle. However, for the regular English lesson which takes only 60 minutes per day, the teacher might separate the whole cycle into two days instead. Nevertheless, the teachers are also suggested to review the content that the student have learned in the previous periods before having them do the oral communication tasks in the next class.

Forth, implementing teaching speaking cycle for 120 minutes in two periods, the educators should be aware that the young learners have limited attention span. Consequently, the activities and tasks should be varied in order to grab students' attention. The results from the present study revealed that students preferred trying to perform the tasks by themselves first because it was challenging. Moreover, they could also learn from their mistakes so language learning would be long-lasting. However, in order to decrease their anxiety, some needed vocabulary or expressions can be guided before doing speaking tasks such as having them searching vocabulary from dictionary in group work, noticing from video clips, etc. From these activities, not only language but they also learned to search new information by their own and to work with others. Moreover, the educators should play a role as facilitator helping students clarify their inquiries and guide them how to use the provided materials.

Lastly, code-switching was used as a means in the present study due to students' limited English proficiency and they had never experienced learning oral communication or other classes conducted in L2 before. However, L2 could be used as a means, if students has certain English proficiency in order to provide the communicative context, the students will therefore have more opportunity to be exposed English inside the classroom. Also, using the language will become more meaningful to them.

Suggestions for future research

According to the findings, it obviously shows that Holistic Approach using local cultural content is beneficial to enhance students' oral communication ability and motivate students to have positive attitudes towards learning English. However, this study is the first study that implemented Holistic Approach in Thai context. Consequently, it is recommended that the further studies can be conducted with population at different levels or expand it to larger population. Moreover, in order to investigate the effects of Holistic Approach, it would be interesting to design Holistic Approach integrating different content or examine the effects of this approach on different speaking types such as oral presentation, public speaking, etc.

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APPENDICES

Appendix A

List of Experts Validating the Instruments

Experts validating lesson plans, English oral communication test, English oral

communication rubrics, Focus group discussion questions, and self-evaluation form.

1. Assistant professor Prannapha Modehiran, Ph.D.

   Faculty of Education, Chulalongkorn University

2. Maneerat Ekkayokkaya, Ph.D.

   Faculty of Education, Chulalongkorn University

3. Wasucha Wongpakdee

   Ban Rongkwang Chantimakom School

Experts validating needs analysis questionnaire

1. Saengdao Sawongta

   Ban Phai Thon School

2. Siripat Thantipanpipat

   Ban Rongkwang Chantimakom School

3. Wasucha Wongpakdee

   Ban Rongkwang Chantimakom School

Experts validating metacognitive awareness inventory questionnaire

1. Kyle Blore

   Keese Language Institude

2. Natcha Boonsert

   Pronto Marketing

Appendix B
Needs Analysis Questionnaire

แบบสอบถาม

เรื่อง เนื้อหาด้านวัฒนธรรมท้องถิ่นที่ควรสอดแทรก
ในวิชาภาษาอังกฤษเพื่อการสื่อสาร

_____

คำชี้แจง ผู้ตอบแบบสอบถามนี้คือ ครูสอนภาษาอังกฤษ นักเรียนชั้นประถมศึกษาปี

ที่ 5 ผู้ปกครองและองค์กรท้องถิ่น ในจังหวัดแพร่

คำถามแบ่งออกเป็น 2 ตอน คือ

ตอนที่ 1 แบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบ

ตอนที่ 2 แบบสอบถามเกี่ยวกับการเนื้อหาวิชาด้านวัฒนธรรมท้องถิ่นที่ควร

สอดแทรกในวิชาภาษาอังกฤษเพื่อการสื่อสาร

งานวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจความคิดเห็นของท่านต่อเนื้อหาด้านวัฒนธรรม
ท้องถิ่นที่ควรสอดแทรกในวิชาภาษาอังกฤษเพื่อการสื่อสารของนักเรียนระดับชั้นประถมศึกษา
ปีที่ 5 โรงเรียนบ้านร้องกวาง (จันทิมาคม) อำเภอร้องกวาง จังหวัดแพร่ คำตอบของท่านจะเป็น
ประโยชน์ต่อการวิจัยครั้งนี้ ขอความกรุณาท่านได้ตอบแบบสอบถามทุกข้อตามความเป็นจริง
ผู้วิจัยจะรักษาคำตอบของท่านเป็นความลับและใช้ในการประมวลผลเพื่อการวิจัยครั้งนี้เท่านั้น

ตอนที่ 1 สถานภาพของผู้ตอบ

คำชี้แจง โปรดกรอกข้อมูลในช่องว่างให้สมบูรณ์

เพศ   (   ) ชาย   (   ) หญิง

สถานภาพ (   ) ครู   (   ) นักเรียน   (   ) ผู้ปกครอง   (   ) องค์กรท้องถิ่น

ตอนที่ 2 เนื้อหาด้านวัฒนธรรมท้องถิ่นที่ควรสอดแทรกในวิชาภาษาอังกฤษเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย (✓) ในช่องที่กำหนด เพื่อระบุความคิดเห็นของท่าน

1= ไม่เห็นด้วยอย่างยิ่ง   2 = ไม่เห็นด้วย   3 = ไม่แน่ใจ   4 =เห็นด้วย   5 = เห็นด้วยอย่างยิ่ง

เนื้อหา	1	2	3	4	5
1. วิชาภาษาอังกฤษเพื่อการสื่อสารควรสอดแทรกเนื้อหา เกี่ยวกับขนบธรรมเนียมประเพณีดังต่อไปนี้ ประเพณีไหว้พระธาตุช่อแฮ เมืองแพร่แห่ตุง หลวง					
งานแอ่วสงกรานต์น้ำใจเมืองแป้ นุ่งหม้อห้อมแต้ งามตา					
งานประเพณีกำฟ้าไทยพวน					
งานประเพณีกิ๋นสลากหลวง					
งานจุดถางปะตี๊ป ตี๋นกา ปูจาแม่ก๋าเผือก (งานลอยกระทงจังหวัดแพร่)					
อื่นๆ (โปรดระบุ) _____					

เนื้อหา	1	2	3	4	5
2. วิชาภาษาอังกฤษเพื่อการสื่อสารควรสอดแทรกเนื้อหา เกี่ยวกับภาษาและวรรณกรรมดังต่อไปนี้ ตำนานถ้ำผานางคอย					
ลิลิตพระลอ					
นิทานพื้นบ้าน					
คำขวัญจังหวัดแพร่					
อื่นๆ (โปรดระบุ)_____					
3. วิชาภาษาอังกฤษเพื่อการสื่อสารควรสอดแทรกเนื้อหา เกี่ยวกับสถานที่ท่องเที่ยวดังต่อไปนี้ พระธาตุช่อแฮ					
วัดพระธาตุสุโทนมงคลคีรี					
วนอุทยานแห่งชาติแพะเมืองผี					
อุทยานแห่งชาติแม่ยม					
อุทยานแห่งชาติเวียงโกศัย					
อุทยานแห่งชาติดอยผากลอง					
ภูเขาหินปะการัง					
ถ้ำผานางคอย					
บ้านประทับใจ					

เนื้อหา	1	2	3	4	5
บ้านวงศ์บุรี					
คุ้มเจ้าหลวง					
อื่นๆ (โปรดระบุ)_____					
4. วิชาภาษาอังกฤษเพื่อการสื่อสารควรสอดแทรกเนื้อหาเกี่ยวกับผลิตภัณฑ์ท้องถิ่นดังต่อไปนี้ เสื้อหม้อห้อม					
ผ้าทอตีนจก					
งานตีเหล็ก					
เฟอร์นิเจอร์ไม้					
ผลิตภัณฑ์จักสาน					
อื่นๆ (โปรดระบุ)_____					
5. วิชาภาษาอังกฤษเพื่อการสื่อสารควรสอดแทรกเนื้อหาเกี่ยวกับอาหารท้องถิ่นดังต่อไปนี้ ขนมเส้นเมืองแพร่					
แกงฮังเล					
แกงแค					
แกงโฮะ					
ซ่ามะเขือ					
ตำเตา					
อื่นๆ (โปรดระบุ)_____					

ข้อเสนอแนะเพิ่มเติม

_____ขอบพระคุณเป็นอย่างยิ่ง_____

Appendix C

Long Range Lesson Plans

Long Range Lesson Plans

Week	Unit	Content	Language focus	Communication	Communication Strategies
1	1.Local Food 1.1 Kai Pam	Ingredients	There is / There are Singular / Plural nouns	1. What do you like to eat? 2.What is it? 3.What are the ingredients?	Clarification It is like _____.
2	1.2 Kai Pam	Cooking steps	First Then Next Finally	- Can you?	Using fillers - Well - Um.. cooking step Let me think
3	2.Tourist attractions 2.1 Phra That Cho Hae	Prepositions Places	Prepositions	- Where is _____?	Asking for repletion - Pardon - Again please
4	2.2 Pha Nang Khoi Cave	Direction	Asking Direction	- Excuse me - How do I get to ____?	Appeal for help - Sorry, I don't understand - Louder please. - Slowly please
5	3.Events and festivals 3.1 Songkran Festival	Songkran Festival	Present simple	- What do you like to do?	Turn taking - What about you?

Week	Unit	Content	Language focus	Communication	Communication Strategies
6	3.2 Loy Krathong Festival	Loy Krathong Festival's activities	Adverb of frequency	- What should I do?	Comprehension checking - You mean _____?
7	4.Literature 4.1 Legend of Pha Nang Koy Cave	Legend of Pha Nang Khoi Cave	Adjective: appearance	- What do you look like? - What does he/she look like?	Shadowing - Oh, tall.
8	4.2 Phrae Province Slogan	Phrae Province Slogan	Adjectives : personality	- What are you like? - What is he/she like?	Providing active response - Sounds good - Interesting - I see
9	5.Local products 5.1 Basketwork	basketwork	How much How many	How many basket? How much rice?	Nonverbal - expression
10	5.2 Mohom Cloth	clothes	How much	How much is it?	Providing active response Using how + adjectives

Appendix D
Example of Lesson Plan

Course: English Oral Communication	Topic: Local Food
Date: May 19, 2017	Time: 100 minutes (period1,2)
Instructor: Wasida Sawongta	Class: P.6/1

Terminal Objective:

Students will be able to describe about favorite local food and the ingredients.

Enabling Objectives:

- Students will be able to ask others about the local food that others like, and the ingredients.
- Students will be able to answer questions about the food that they like, and the ingredients.
- Students will be able to separate and use countable and uncountable nouns with There is / There are.

Background knowledge:

- Students have learned words about ingredients before such as egg, oil, fish sauce, sugar, chicken .
- Students have learned countable and uncountable nouns before such as eggs, tomatoes, oranges, juice, water.

Content:

Vocabulary:

Words about ingredients: pork, fish sauce, egg, garlic, tomato, chili.

Grammar:

Countable nouns: egg, tomato, chili, lemon, shallot, long bean

Uncountable nouns: pork, fish sauce, garlic, sugar, salt, oil

Structure: There is / There are

Conversation: A: What is it _____?

                   B: It's **like _____.**

Communication Strategies:

Clarification

Materials and Equipment:

- Worksheet
- Slides
- Evaluation form

Procedure

Teaching Stages	Activities	
	Teacher	**Students**
1. Focus learner's attention on speaking. (10 mins)	- Teacher groups Ss into groups of 4-5, have Ss discuss the topics listed below. 1. What is the local food you know in Phrae? 2. What are the main ingredients in local food? Do you know those ingredients in English? 3. If you want to give the name of some local food to foreigners but they do not understand what the local food is, what will you do to keep the conversation going? - Teacher has each group answer the question.	- Ss discuss the topics provided by teacher.
2.Give input and guide planning.	- Teacher asks Ss what local food that Ss know. - Teacher gives an example of Namprik Num (Green chili dip)	- Ss answer teacher questions. - Ss listen and notice how to cope with the problems when the

Teaching Stages	Activities	
	Teacher	**Students**
(10 ins)	and ask students what it is in English. - Another teacher pretends to be a foreigner, walks into the room, pretends to be interested in Namprik num and ask Ss "What is it?" - Teacher asks Ss what they should do if they don't know the vocabulary in English - Teacher show Ss slides compare the name of English food name and Thai food name and explain what dip, curry, and soup are and how to eat them. E.g. Dip : Green chili dip, Pork and tomatoes dip	foreigners cannot understand what the local food is by using clarification. - Ss learn from the list of local food's English name. - Ss list 10 ingredients of the provided local food by using dictionary as the helper

Teaching Stages	Activities	
	Teacher	**Students**
	Curry : Hang-le curry with pork Soup : Pork and vegetable soup, Meat soup, Rice noodle with pork soup - Teacher guides Ss how to cope with the problems when the foreigners cannot understand what the local food are by using clarification. E.g. A: What is it? B: It's Namprik Num A: Sorry, I don't understand. What is it? B: **It's like** a dip. - Teacher provides Ss the list of local food's English name. - Teacher has Ss practice using "It's like____" to tell English local food name. - Teacher has each group list 10 ingredients of the provided local food by	

Teaching Stages	Activities	
	Teacher	**Students**
	using dictionary as the helper. - Teacher has each group give example of ingredients they have found.	
3.Conduct oral communication task. (20 mins)	- Teacher has Ss do the survey by pairing up and using the provided form by asking three questions 1. What do you like to eat? 2. What is it? 3. What are the ingredients? - To control Ss to speak English, teacher sets the rule that who keep speaking English will get some rewards after class. - Teacher walks around the room to facilitate Ss. - After Ss finish doing task, teacher asks some students to give the examples of what their friends' answers.	- Ss do the survey by pairing up and using the given form and back to their group once the task is finished

Teaching Stages	Activities	
	Teacher	**Students**

4. Focus on language/ skills/ strategies (25 mins)	- Teacher provides each group the "Kai pam" (grilled omelet).
	 - Teacher has Ss notice and tell what the ingredients of Kai Pam are.
	 - Teacher provides the worksheet of Kai Pam's ingredients.
	 - Teacher has Ss pronounce the vocabulary
	 - Teacher give the examples of sentences using "There is, There are" to tell the ingredients as follows:
	     ➢ There is some oil.
	     ➢ There is some water.
	     ➢ There is an egg.
	     ➢ There is a tomato.
	     ➢ There are 2 chilies.
		- Ss notice the ingredients of "Kai Pam" and answer teacher questions.
		 - Ss pronounce those vocabulary.
		 - Ss notice how to use "There is, There are" and do the exercise.

Teaching Stages	Activities	
	Teacher	**Students**
	➢ There are 2 shallots.	
	- Teacher has Ss notice how to use "There is, There are"	
	- Before concluding how to use "There is, There are", teacher revises about "countable and uncountable nouns" that Ss have learned by showing them some ingredients and let them sort into "countable and uncountable nouns".	
	- Teacher explains that "There is" is used with uncountable noun and singular countable noun.	
	E.g. There is some oil. There is some pork. There is a carrot. There is a chili.	
	There are 3 tomatoes. There are 5 eggplants. There are many eggs.	

Teaching Stages	Activities	
	Teacher	**Students**
	- Teacher has Ss do worksheet about countable and uncountable nouns and there is, there are.	
5.Repeat oral communication task (20 mins)	- Teacher has Ss do shopping activity by grouping them into 4-5 Ss per group, providing them some money paper and the ingredients with English labels. - Teacher let Ss buy those ingredients by using paper money as least as they can then each group create one local menu from those ingredients. - Teacher has each group have a presentation in front of the class by explaining as follows: We like to eat _____. It is like _____.	- Ss do shopping activity and create one local food menu with their groups. - Ss from each group have a presentation in front of the class, the other groups listen carefully. - Ss listen to the conclusion carefully.

Teaching Stages	Activities	
	Teacher	**Students**

	In this menu, there is _____. There are_____.
	- Teacher ask other groups to revise what each group has presented.
	- Teacher concludes how to use
	  ➢ It's like _____.
	  ➢ Countable and uncountable nouns
	  ➢ There is/ There are.	

6. Direct learners' reflection on learning (10 ins)	- Teacher has Ss notice themselves about the problem they have found during having the conversation and how to cope those problems. - Teacher has Ss speak out and write down in their evaluation form.	- Ss notice themselves about the problem they have found during having the conversation and how to cope those problems. - Ss speak out and write down in their evaluation form. -

Teaching Stages	Activities	
	Teacher	**Students**
7. Facilitate feedback on learning. (5 mins)	- Teacher gives feedback in overall and comment in their learning log. - Teacher has students comment on their peers oral communication performance in their evaluation form.	- Ss get feedback from a teacher and their peers.

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Name_____No_____Class_____

Local food

Gaeng Hang-le Hang-le **curry** with pork	**Gaeng Kare** Meat and vegetable **soup**	**Gaeng Orm** Meat **soup**
Kanom-jean Rice noodles with pork **soup**	**Namprik Ong** Meat and tomatoes **dip**	**Namprik Noom** Green chili **dip**

Name .... No .... Class ....

Let's have a survey

Question	Classmate 1 ___	Classmate 2 ___	Classmate 3 ___	Classmate 4 ___	Classmate 5 ___
1. What do you like to eat?					
2. What is it?					
3. What are the ingredients?					

Name_____No_____Class_____

Kai Pam

Ingredients

	some pork		1 egg
	some garlic		2 chilies
	some fish sauce		2 tomatoes

Name_____No_____Class_____

My Favorite Local Food

_____

Ingredients

_____

_____

_____

_____

_____

_____

_____

Countable Noun / Uncountable Noun

Instruction: Sort the following words into the right column.

pork	chicken	sugar
	lemon	oil

Countable Noun	Uncountable Noun

Note :

1. **Countable noun** is the noun that we can count
   It can be singular or plural :
   Examples Singular : a mango   an orange   a chili
               Plural : two mangoes   the oranges   some chilies
2. **Uncountable noun** is the noun that we cannot count
   Example   water   orange juice   shrimp paste
   We do not use   a water   two orange juices   three shrimp paste
   We use   a glass of water   two bottles of orange juice
                        three boxes of shrimp paste

Note :

1. **There is + Singular countable nouns**

   E.g.   There is an orange.

   There is 1 shallot.

   There is + Uncountable nouns

   E.g.   There is some fish sauce.

   There is some sugar.

2. **There are + Plural countable nouns**

   E.g.   There are 4 tomatoes.

   There are some chilies.

Instruction: Make sentences from the given picture by using "There is / There are"

1._____

2._____

3._____

4._____

5._____
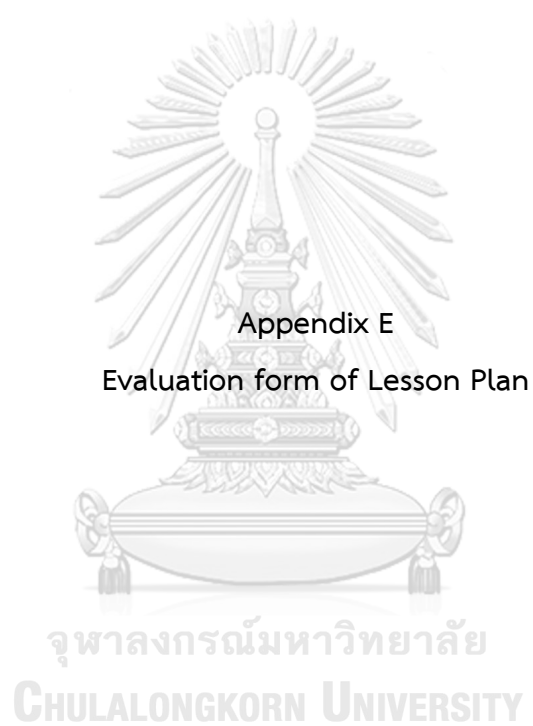
Appendix E

Evaluation form of Lesson Plan

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Lesson plan Evaluation Form

Please put a tick into the box that best describes your opinions towards each item and please give suggestions where necessary.

-1 = disagree or the item is not appropriate

0 = not sure

1 = agree or the item is appropriate

Statements	-1	0	1	Suggestions
1. Are the objectives aligned well with the topic?				
2. Are the objectives suitable with level of students?				
3. Do the objective support learning local cultural content?				
4. Do the objective supports language learning?				
5. Are the contents difficulty and language level appropriate for the target group of learners?				
6. The content is accurate				
7. Are the materials and equipment appropriate in this lesson?				
8. Do the materials and equipment help learners to gain the local cultural knowledge?				
9. Do the materials and equipment help learners to gain the local cultural knowledge?				

Statements	-1	0	1	Suggestions
10. Do the materials and equipment help learners to improve English oral communication ability?				
11. Do the teaching procedures relate to the objectives?				
12. Do the teaching procedures follow Holistic Approach Model (Goh&Burns, 2012)?				
13. Do the procedure support local cultural content?				
14. Do the activities help learners to understand language content?				
15. Do the activities help learners to practice English oral communication ability?				
16. Are the activities appropriate to evaluation?				
17. Are the self-evaluation form appropriate to evaluation?				
18. Time allocation is appropriate.				

Additional Comments

_____

_____

_____

_____

_____

_____

Thank you very much for your time and assistance

…………………………….........................

(……………………………………….)

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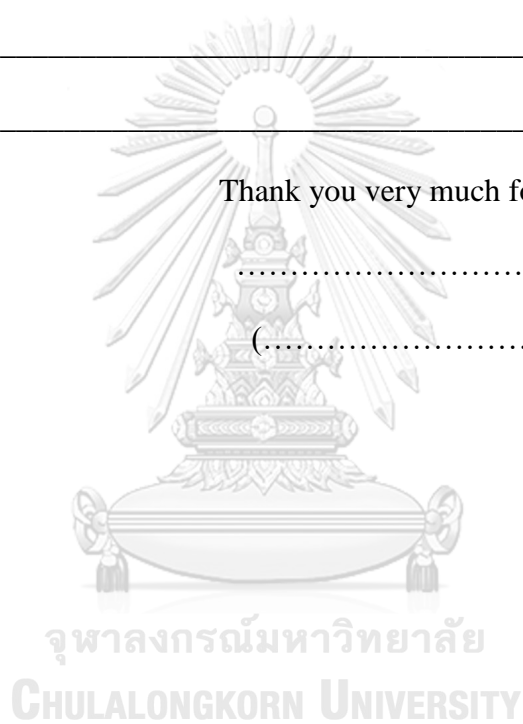
Appendix F
Self-Evaluation Form

Self-Evaluation Form

Date _____ Topic _____

1. วันนี้ฉันเรียนอะไรบ้าง

_____

_____

_____

2. ฉันเรียนประโยคภาษาอังกฤษต่อไปนี้ ซึ่งช่วยให้ฉันพูดภาษาอังกฤษได้เก่งขึ้น

_____

_____

_____

3. ปัญหาที่ฉันพบจากการเรียนพูดภาษาอังกฤษในวันนี้

_____

_____

_____

4. ฉันคิดว่าฉันจะแก้ปัญหาเหล่านั้น ดังนี้

_____

_____

5. ทำเครื่องหมาย √ หน้าข้อที่ตรงใจนักเรียน (เลือกกี่ข้อก็ได้)

เรื่องเกี่ยวกับจังหวัดแพร่ที่ฉันเรียนวันนี้

....

(   ) ทำให้ฉัน**กล้า**พูดภาษาอังกฤษมากขึ้น

(   ) ทำให้ฉัน**เข้าใจ**เนื้อหาง่ายขึ้น เพราะเป็นเรื่องใกล้ตัว

(   ) ทำให้ฉัน**สนุก**และ**อยากเรียน**ภาษาอังกฤษมากขึ้น

(   ) ทำให้ฉัน**รู้**เกี่ยวกับจังหวัดแพร่มากขึ้น

(   ) ทำให้ฉัน**เบื่อ** เพราะฉันรู้อยู่แล้ว

(   ) ทำให้พูดภาษาอังกฤษ**ยากขึ้น**

(   ) อื่นๆ

6. จากการเรียนวันนี้ ฉันรู้สึก (โปรดทำเครื่องหมาย √ หน้าตัวเลือกดังต่อไปนี้ ได้มากกว่า 1

ข้อ)

(   ) รู้สึกมั่นใจว่าจะพูดภาษาอังกฤษแบบวันนี้ได้อีก

(   ) รู้สึก**ไม่**มั่นใจว่าจะพูดภาษาอังกฤษแบบวันนี้ได้อีก

(   ) รู้สึกไม่แน่ใจว่าจะพูดและทำอะไร ระหว่างทำกิจกรรม

(   ) ยังรู้สึกกลัวที่จะพูดภาษาอังกฤษ

(   ) รู้สึกกลัวน้อยลงที่จะพูดภาษาอังกฤษ

(   ) อื่นๆ

ความคิดเห็นจากเพื่อน

_____

_____

_____

_____

ลงชื่อ _____

ความคิดเห็นจากครู

_____

_____

_____

_____

ลงชื่อ _____

Appendix G

English Oral Communication Test (Posttest)

Postest   Unit 1 : Local food
          Time   : 3 minutes

Scenario

Xi visits Phrae Province for the first time. She comes from China. She sees some local dish in the given picture. She would like to know about that food so she asks you about that. Please help her to know more about that food.

<u>Dialogue</u>

Researcher: Hi, I'm Jessica from England, What's your name?

Ss: Hello, Jessica. I'm _____.

Reseacher: (point at picture) What is that food?

Ss : Jin Ping

Researcher: Jin Ping? What is Jin Ping?

Ss: It's like steak. /it's pork.

Researcher: What are the ingredients?

Ss: some pork, some fish sauce

Researcher : Can you cook it?

Ss: Yes, I can.

Researcher: Please tell me how to cook

Ss: Put soy sauce on some pork.

    Mix them together.

    Grill that pork.

Unit 2 Tourist Attraction

Scenario

Anna, a French foreigner wants to go to Ban

Rongkwang Chantimakom School but she isn't sure

about the direction to go there. So, she gives you the

map and ask for the direction.

Rongkwang Community Map

Grocery store

Library

Rongkwang Temple

Yantarakitkosol Road

Market

Ban Rongkwang Chanthimakom School

Police station

District office

Post office

Park

You are here.
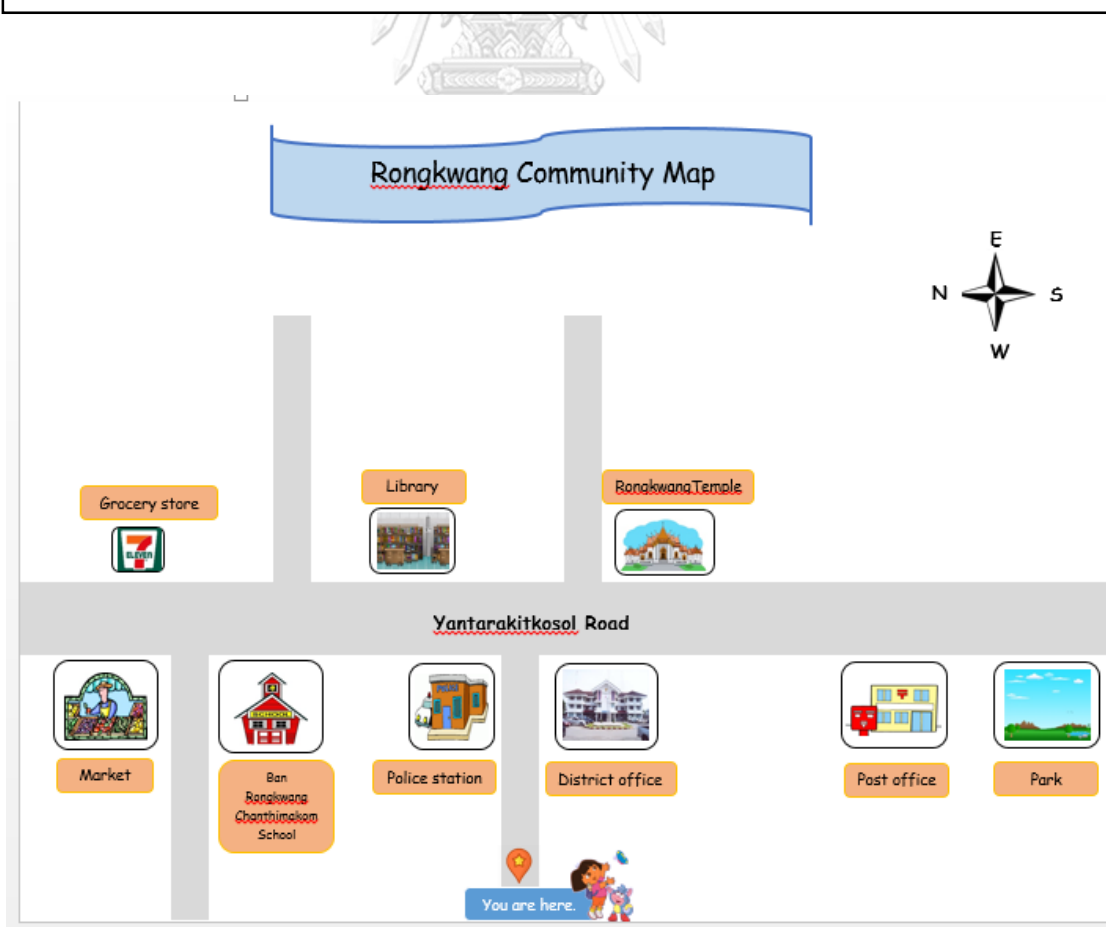
Dialogues

Researcher : Excuse me, where is Ban Rongkwang

Ss : It's next to the police station.

Researcher:
   How can I get to Ban Rongkwang Chantimakom
   School?
   (with very low voice)

Ss: Pardon / louder please

Researcher: How can I get to Ban Rongkwang
Chantimakom School?

Ss: Please go straight, and turn left.

Researcher: Thank you so much.
Ss: Your welcome

Unit 3 Festivals and events

Scenario

You meet a foreigner in Loy Krathong in Phrae province. She would like to know more about Loy Krathong Festival . So, she comes to ask you some questions.

Dialogue

Researcher: Do you like Songkran Festivel?

Ss: Yes/No

Researcher: What will you do in Songkran Festival?

Ss: I will make Krathong.

I will float Krathong.

I will go to temple.

I will watch the firework.

I will light the firecrackers.

I will join the parade.

Researcher: I see.

Unit 4 Literature

<u>**Scenario**</u>

> Sara is from Spain. She see the picture of Pha Nang Khoi Cave, and she are interested in that. So, she would like to know more about Pha nang khoi story. So, she comes to ask you some question about Pha Nang Khoi Cave Story.

<u>Dialogues</u>

Reseacher: Do you know Kanongdetch?

Ss: Yes

Researcher: Do you think what she look like?

Ss: She is tall/short/young/beautiful. She has short/long hair.

Researcher: What about you? What do you look like?

Ss: I am tall/short/young/beautiful. I have short/long hair.

Unit 5   Local products

Scenario

> You are Mo Hom clothes shop owner. A foreigner visits your shop and she is interested in the clothes you are wearing so she ask you some questions. **She speaks very fast and you don't understand**. Please try your best to sell that shirt.

THB 200

Dialogue

Researcher: Excuse me, your clothes is so beautiful. How many Mohom shirts do you have ? (speak very fast)

 Ss: Sorry, I don't understand. / Slowly please.

Researcher: How many Mohom shirts do you have?

Ss: five shirts

Researcher: Oh, how nice. How much is it?

Ss: It's 200 baht.

Researcher: Thank you so much.

Appendix H
English Oral Communication Rubric

Score / Criteria	5	4	3	2	1
Comprehension	Understand all of the questions that were asked and respond appropriately to some questions have not been practiced before.	Understand all of the questions that were asked but still made an attempt to respond unfamiliar question.	Understand all the questions that were practiced in class before.	Understand most of the questions that were practiced in class before.	Only answer a few simple questions that were practiced in class.
Content	The response to the question exhibited the clear information required. It included the accurate details which demonstrated good understanding of the content.	The response to the question demonstrated the clear information required. It included the appropriate details though it may have minor errors and omission.	The response to the question remained the relevant information required. However, it showed some incompleteness, inaccuracy. Lack of specification with respect to content.	The response to the question remained some relevant information required but showed incomplete or inaccurate as it demonstrated misunderstanding of key ideas.	The response failed to provide relevant content. The information that was given was often inaccurate or limited.

Score / Criteria	5	4	3	2	1
Vocabulary use	Use a wide variety of vocabulary, expressions and simple sentences which were appropriate to the topic to communicate in detail.	Use a sufficient of vocabulary, expressions and simple sentences to communicate with some minor error but overall meaning is clear.	Use a limited vocabulary, phrases, and simple sentences needed to communicate. Some might be inaccurate but the meaning is understandable.	Use inaccurate vocabulary or a few of short, memorized words and phrases to communicate.	Be not able to come up with any vocabulary and expression to communicate.
Language Level	Begin to string some sentences together. Start to create some of own sentences and questions.	Begin to answer mostly in sentences, where appropriate. Be able to ask a variety of simple questions that have practiced in class.	Use a few sentences that have practiced. Be able to ask more than two questions that we practice in class.	Use a limited variety of words, phrases, and sentences to minimally communicate.	Use a few words or phrases to communicate and be not able to create any sentences.
Communication Strategies	Maintain the conversation through expressions, longer utterances, and/or some follow-up questions. Go beyond the minimum requirements of the conversation.	Maintain the conversation through expressions, longer utterances, and/or some follow-up questions.	Mostly, communicate with understandable utterance. Hesitate or have minor pronunciation or grammar errors.	Be able to communicate but it is sometimes difficult to understand due to errors in grammar, pronunciation, word choice, or lots of hesitation.	It is very difficult to understand the utterance due to errors in grammar, pronunciation, word choice, or inability to complete the task.

Appendix I

Metacognitive Awareness Inventory Questionnaire

Metacognitive Awareness Inventory Questionnaire in Oral Communication Strategies
Adapted from Zhang, D., & Goh, C. C. (2009)
Please tick (✓) to indicate how useful you think each item is for improving
English oral communication ability

Item	Metacognitive Awareness Inventory	Most useful (5)	Useful (4)	Neutral (3)	Least useful (2)	Not useful (1)
1	Looking for opportunities to speak to a person who can speak good English					
2	Participating actively in communicative activities in class					
3	Watching English TV programs and movies					
4	Thinking in English what to say					
5	Mentally answering in English a question when the teacher has asked another student to answer					
6	Taking the initiative to answer teachers' questions whenever possible					
7	Reading English newspapers and magazines to enlarge my knowledge of the world					
8	Memorising important and interesting information I read or hear so that I can use them later in my own speech					

Item	Metacognitive Awareness Inventory	Most useful (5)	Useful (4)	Neutral (3)	Least useful (2)	Not useful (1)
9	Imitating spoken materials to improve my pronunciation					
10	Paying attention to the way my teacher or other good speakers of English express themselves					
11	Spending time memorizing words and expressions					
12	Spending time working on grammar					
13	Asking the speaker to repeat it					
14	Asking the speaker to explain it					
15	Telling the speaker what I get and asking him/her to confirm the correctness of my understanding					
16	Making up words to use					
17	Trying to express it in a different way					
18	Using examples to illustrate what I want to express					

Name _____**Class**_____**No.**_____

แบบสอบถาม

เรื่อง การตระหนักรู้อภิปัญญาเกี่ยวกับกลยุทธ์ในการสื่อสารภาษาอังกฤษ

ปรับปรุงจากงานวิจัยของ Zhang, D., & Goh, C. C. (2009)

ให้นักเรียนทำเครื่องหมาย (✔) เพื่อแสดงความคิดเห็นว่าการกระทำแต่ละข้อมีประโยชน์ต่อการ
<u>พัฒนา</u>การพูดภาษาอังกฤษมากน้อยเพียงใด

ที่	การตระหนักรู้อภิปัญญาในการสื่อสารภาษาอังกฤษ	มีประโยชน์มากที่สุด (5)	มีประโยชน์มาก (4)	มีประโยชน์ปานกลาง (3)	มีประโยชน์น้อยที่สุด (2)	ไม่มีประโยชน์ (1)
1	คุยภาษาอังกฤษกับคนที่พูดภาษาอังกฤษเก่ง					
2	ขยันร่วมกิจกรรมพูดคุยภาษาอังกฤษในห้องเรียน					
3	ดูสื่อต่างๆที่เป็นภาษาอังกฤษ					
4	คิดเป็นภาษาอังกฤษ					
5	ตอบคำถามในใจเป็นภาษาอังกฤษ เมื่อได้ยินครูถามเพื่อนคนอื่น					
6	กล้าตอบคำถามภาษาอังกฤษของครูเป็นคนแรกทุกครั้ง					
7	อ่านสื่อต่างๆที่เป็นภาษาอังกฤษ					
8	จำภาษาอังกฤษที่ได้จากการอ่านหรือการฟัง เพื่อนำไปใช้พูด					
9	เลียนแบบวิธีการพูดภาษาอังกฤษจากสื่อต่างๆเพื่อฝึกภาษา					
10	ตั้งใจฟังครูและคนที่พูดภาษาอังกฤษเก่ง					
11	ท่องคำศัพท์และสำนวนภาษาอังกฤษ					
12	ฝึกไวยากรณ์ภาษาอังกฤษเป็นประจำ					

ให้นักเรียนทำเครื่องหมาย (✔) เพื่อแสดงความคิดเห็นว่าการกระทำแต่ละข้อมีประโยชน์ช่วยให้เรา
<u>สื่อสารภาษาอังกฤษได้ดีขึ้นมากน้อยเพียงใด</u>

ที่	การตระหนักรู้อภิปัญญาในการสื่อสารภาษาอังกฤษ	มีประโยชน์มากที่สุด (5)	มีประโยชน์มาก (4)	มีประโยชน์ปานกลาง (3)	มีประโยชน์น้อยที่สุด (2)	ไม่มีประโยชน์ (1)
13	ขอให้ผู้พูดพูดซ้ำ เมื่อเราไม่เข้าใจ					
14	ขอให้ผู้พูดอธิบายให้ฟัง เมื่อเราไม่เข้าใจ					
15	เล่าให้ผู้พูดฟังว่าเราเข้าใจว่าอย่างไร					
16	สร้างคำภาษาอังกฤษขึ้นเอง					
17	ลองสื่อสารหลายๆวิธี เมื่อผู้ฟังไม่เข้าใจ					
18	ยกตัวอย่างประกอบเพื่อให้ผู้ฟังเห็นภาพชัดเจนขึ้น					

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Appendix J

Example of the validity of the instrument

The results obtained from the English oral communication test evaluation

checklist (Lesson 1 Local Food Pre and test)

Statements	Experts			Total	Suggestions
	A	B	C		
1. Are the instructions unambiguous, giving the clear information of what the examiners are asking?	+1	+1	+1	1	
2. Are the pictures unambiguous, giving the clear concept of what they are?	+1	+1	+1	1	However, consider adding a Chinese woman in the post-test
3. Do the questions and pictures relate to each other?	+1	+1	+1	1	
4. Does the task relate to the objectives?	+1	+1	+1	1	

Statements	Experts			Total	Suggestions
	A	B	C		
5. Is task appropriate for the level of students?	+1	+1	+1	1	
6. Is the task well organized, not overlapped to each other?	1	0	+1	0.67	- However, using the same dish in pre and posttest might be overlapped. (Expert A) - Since the task use the same dish (Expert B).
7. Does the task measure local cultural knowledge?	+1	+1	+1	1	

Statements	Experts			Total	Suggestions
	A	B	C		
8. Does the task measure English oral communication ability?	+1	+1	+1	1	
9. Does the task require examiner to use oral communication to keep the conversation going?	+1	+1	+1	1	
10. Is the time appropriate for the difficulty of the task?	+1	+1	+1	1	
11. Are the format and layout of the task are examiner friendly?	+1	+1	+1	1	
12. Are the task clearly printed?	+1	+1	+1	1	

Statements	Experts			Total	Suggestions
	A	B	C		
13. Is the scoring rubric appropriate for scoring the task?	0	+1	+1	0.66	Too complicated when comparing with the task.

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VITA

Wasida Sawongta was born on March, 23rd 1991 in Phrae Province, Thailand. She graduated with a Bachelor's degree in Arts majoring in French, from Chulalongkorn University in 2012. After graduation, she was an English teacher in Integrated English Program for elementary levels, at Saint Joseph Nakhonsawan School for a year. Then, in 2015, she furthered her Master's degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. Currently, she is aiming to work in education field and pursue her doctoral degree in Language and Culture field.

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