

ICE 2020



香港教育大學

The Education University
of Hong Kong



The 1st International Conference on Education Innovation and Development for Classrooms in the 21st Century

February 1st - 3rd, 2020
UDON THANI, THAILAND

PROCEEDINGS

Udon Thani Rajabhat University

64 Thahan Road, Mueang District, Udon Thani 41000 Thailand

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PREFACE

Dear ICE2020 participants,

The 1st International Conference on Education: Innovation and Development for Classrooms in the 21st Century cordially welcomes scholars, researchers, teachers, graduate students, and interested individuals in Education and related disciplines. The conference helps create an academic environment where we can share our ideas in the field of Education focusing on innovation and development for classrooms in the 21st century.

The scope of the conference encompasses:

Track 1: Curriculum and Instruction

1. Curriculum and Instruction
2. Primary Education
3. Secondary Education
4. Higher Education
5. Literacy, Language and Linguistics
6. Science and Technology Education
7. Health & Sports Education
8. Inclusive and Special Education
9. Curriculum and Pedagogy
10. Vocational Education
11. Assessment and Evaluation
12. Arts & Design Education
13. Related topics

Track 2: Educational Administration

1. Educational Administration
2. School Leadership
3. Educational Policy and Leadership
4. Work-based Education
5. School – based Administration
6. Collaborative Culture
7. Business, Administration and Management in Education
8. Related topics

Track 3: Teacher Professional Development

1. Teacher Professional Development
2. Developing a Professional Learning Community
3. Competency-Based Education
4. Instructional Strategies
5. Reflective Teacher
6. Related topics

Track 4: Educational Innovation

1. E-Learning
2. ICT and Technology in Education
3. Cloud Computing for Education
4. Social Media in Education
5. Learning Online
6. Related topics

We greatly appreciate the close collaboration between Udon Thani Rajabhat University and five universities, namely, Pibulsongkram Rajabhat University, Northeastern University, College of Asian Scholars, the Education University of Hong Kong, and Quang Binh University. Through this conference, we hope to strengthen connections among worldwide academic institutions. Furthermore, it is our intention to enhance better understanding of current issues in education, especially innovations and development for classrooms in various contexts.

Lastly, on behalf of the Organizing Committee of ICE2020, I would like to express my sincere thanks to every one for their support and contribution to the success of the conference.

Prayong Klanrit
Conference Secretary, ICE2020



MESSAGE FROM THE PRESIDENT OF UDON THANI RAJABHAT UNIVERSITY



Welcome to the 1st International Conference on Education: Innovation and Development for Classrooms in the 21st Century (ICE2020), held at Udon Thani Rajabhat University (UDRU), Thailand, in cooperation with three Thai universities, two foreign universities, namely, Udon Thani Rajabhat University, Pibulsongkram Rajabhat University, Northeastern University, College of Asian Scholars, the Education University of Hong Kong, and Quang Binh University. The conference is aimed at providing a forum for researchers, graduate students, teachers at all levels, and interested individuals in education and related disciplines to share their research works, practical ideas, and best practices in education for classrooms in the 21st century.

On behalf of UDRU, the host of ICE2020, I would like to extend my sincerest gratitude to our respected partners for their whole-hearted dedication and enormous effort in organizing this conference; to reviewers, keynote speakers, presenters, authors and all participants for their valuable contributions as well as great interest in our event.

I strongly believe this conference will provide us with a variety of opportunities to share our experiences and obtain useful knowledge from distinguished scholars and experts.

A handwritten signature in black ink, reading "Charoon Thawornchak". The signature is fluid and cursive.

Assistant Professor Charoon Thawornchak
President
Udon Thani Rajabhat University

THE 1ST INTERNATIONAL CONFERENCE ON EDUCATION COMMITTEES

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ABOUT ICE2020

Research is one of the academic missions of higher educational institutions. It is at the heart of developing a body of knowledge that can be applied and integrated with other missions such as teaching, learning management and academic services. In general, educational institutions, focus is on the importance of conducting research along with teaching and learning management. Research also serves as a critical indicator of the quality of the instructors of an institution.

Udon Thani Rajabhat University (UDRU) is a higher education institution dedicated to the development of the local communities of Udon Thani. Its main mission is to produce graduates with a sense of community. The University offers professional education with high academic standards. It produces graduates who can generate knowledge from research and innovate to develop local communities. Research is one of the most important factors to help the rapidly developing economy of Thailand. Supporting domestic and international research is essential for learning and teaching as well as for creating new knowledge, expanding innovation, and promoting the development of the country. The university acts to serve the community as it provides educators opportunities to present their research/innovation to build an academic atmosphere that supports the development of local communities and the nation.

To accomplish the missions of UDRU, the 1st International Conference on Education, “Innovation and Development for Classrooms in the 21st Century” (ICE2020) will be held. This conference will be a platform for organizations, researchers, scholars, and all those interested from Thailand and around the world.

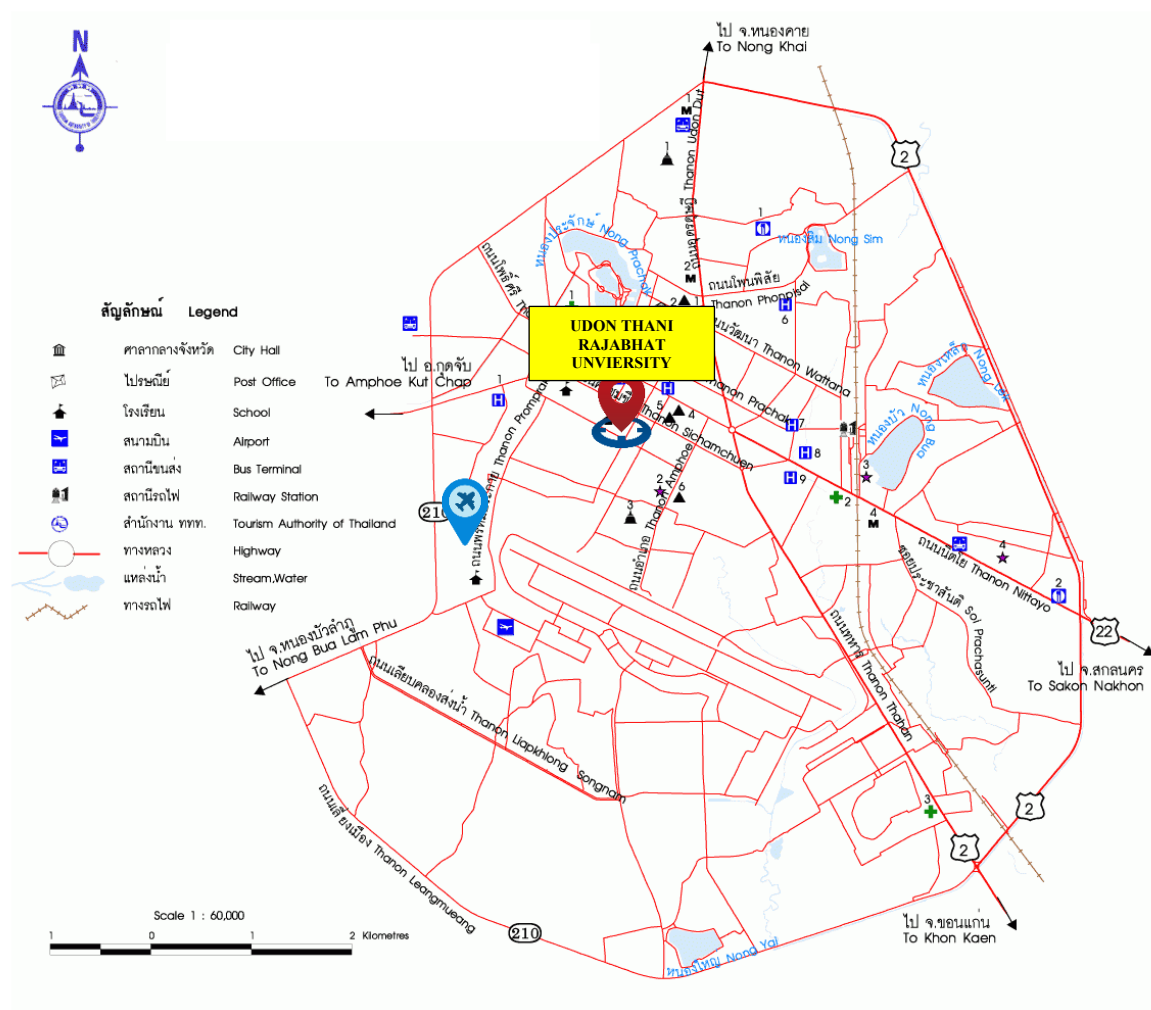
The conference will be open to researchers and all those who interested in participating in academic seminars, expressing opinions on research development, innovation and disseminating research and sharing their experience in conducting research with others.



VENUE



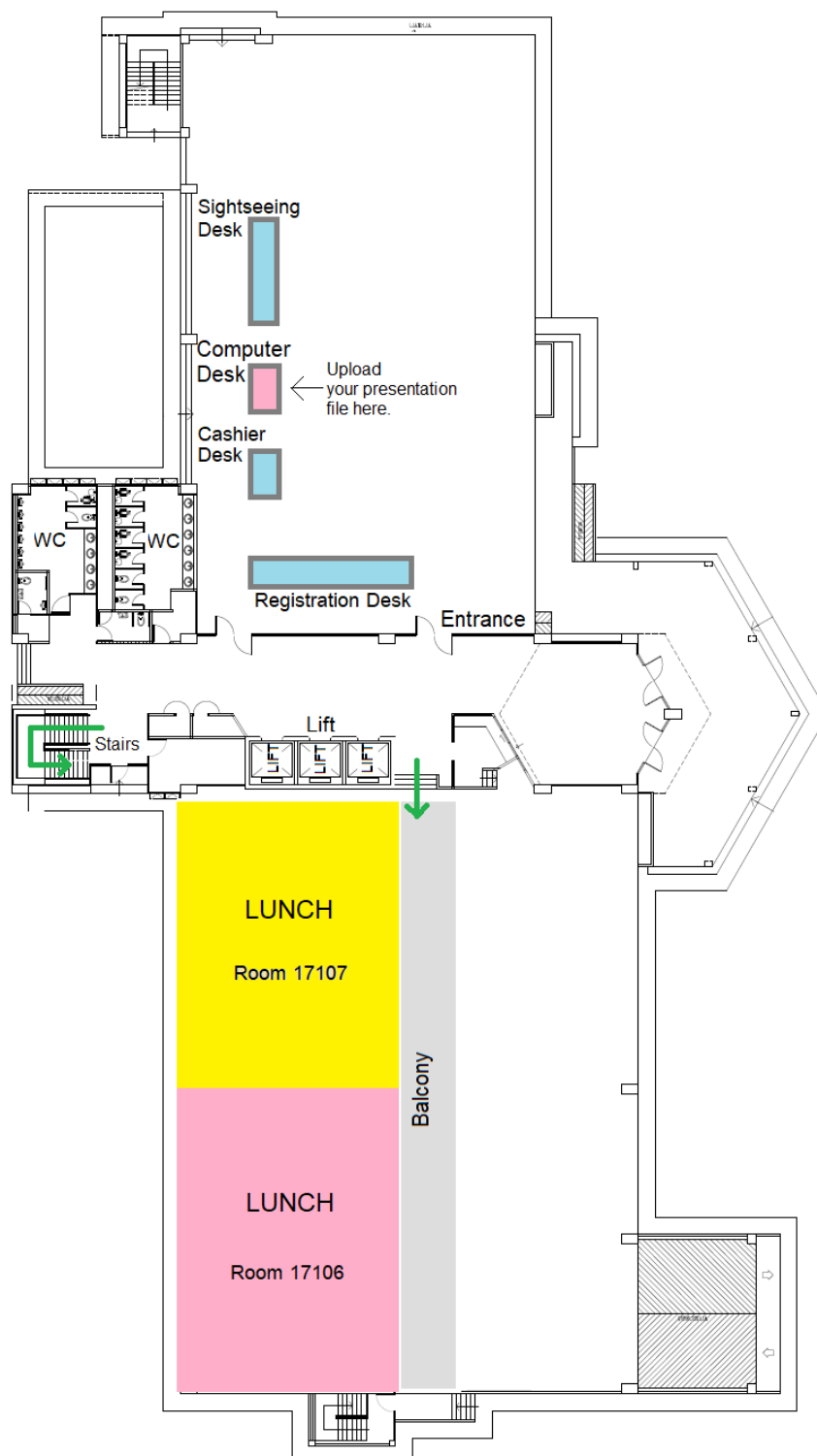
The conference will be held from February 1st-3rd, 2020 at the Language Center and Computer Center Building (Building 17) at Udon Thani Rajabhat University, Udon Thani, Thailand. The campus is located in the heart of the city and 20 minutes from Udon Thani International Airport.



Udon Thani City Map

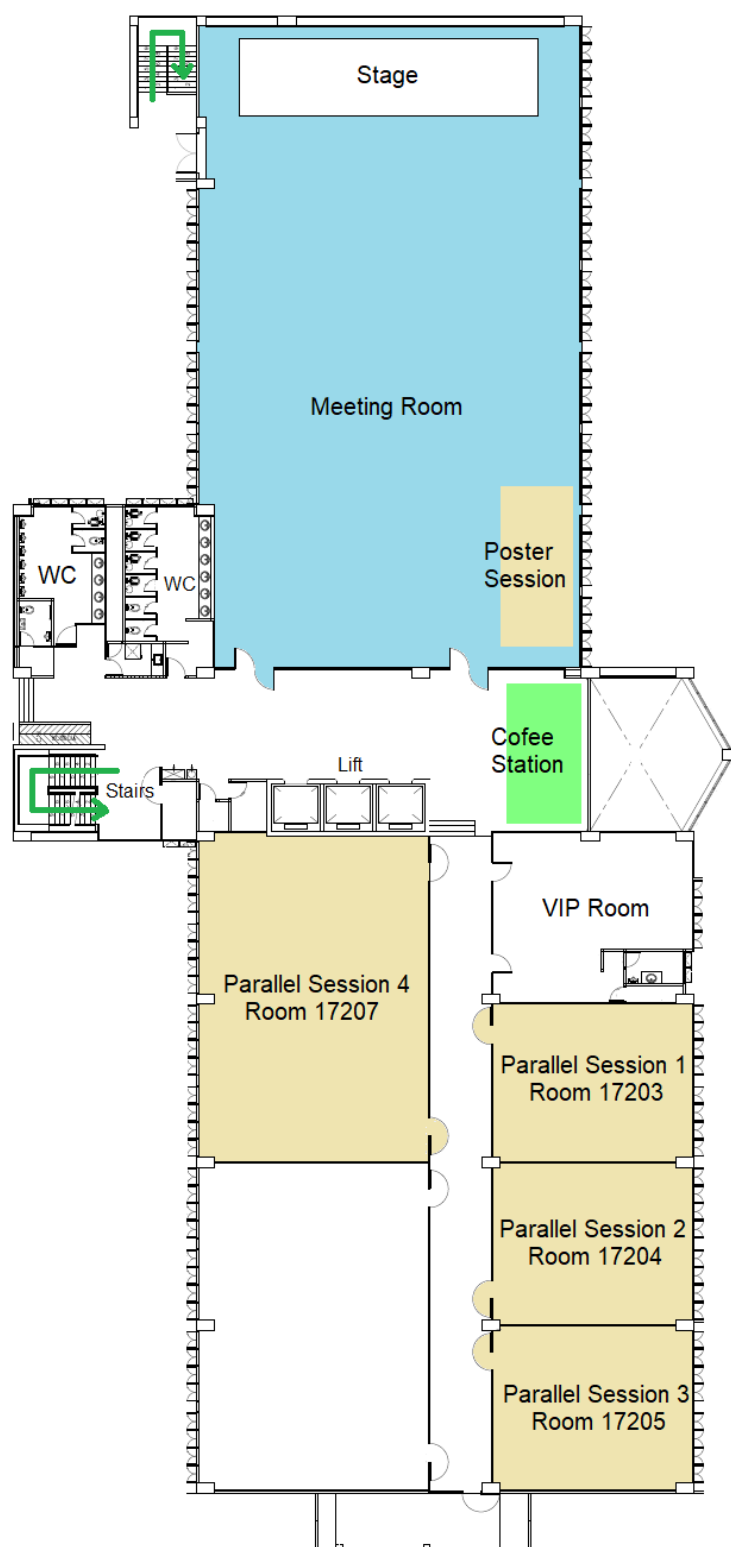
MAP AND FLOOR PLAN

1st floor



MAP AND FLOOR PLAN

2nd floor



GENERAL INFORMATION

Registration

Registration will take place on the first floor of Building 17 from 8 AM – 4 PM on February 1st and 2nd, 2020, and from 8 AM – 12 PM on February 3rd, 2020. At the registration, you will receive a conference package, lunch coupons and your conference badge identifying you and your role at the conference.

The package contains:

- a notebook
- pen
- conference badge
- conference certificate
- receipt
- conference program
- conference proceedings on a USB flash drive
- other documents
- environmentally friendly bag

The conference bag is hand-made specifically for the first ICE conference in 2020 by villagers in Udon Thani Province and has a very unique geometric pattern on an indigo background. The pattern, known as ‘Khit’, is woven by hand on a traditional loom and is made up of basic colors of yarn that appear to float over a contrasting color background. There are over 70 different patterns that are mostly geometrical, although some have recognizable shapes such as fish, elephants, or turtles.



Conference Badge

Your name will be printed on your conference badge. Please wear the badge at all times during the conference and workshop. A badge with a misspelling or a lost badge can be replaced at the registration desk.

Conference Rooms

The opening ceremony, as well as the closing and the keynote speeches, will be in the large meeting hall on the second floor of Building 17. There are also 4 smaller rooms on the second floor for the parallel sessions and the workshops. See venue map on page i-j. After registration on February 1st, 2020, please upload your presentation file at the computer desk on the first floor. It will be downloaded on the computer in the room for your parallel session.

Poster Session

The poster session will be in front of the Meeting Hall on the second floor of Building 17. It will be open from 1-4 PM on Saturday, the 2nd of February 2020.

Food and Drinks

Coffee, tea and light desserts will be served in room 17207 on the second floor. Lunch buffet will be served in 17106 and 17107. A vegetarian food option will be available. Please advise us of your dietary preferences at registration.

Reception Party

The reception will be on Saturday, the 1st of February, 2020 and will start at 6 PM at the Student Activity Building on the second floor.



Sightseeing Tour

You are very welcome to Udon Thani and it is an excellent time to explore our local culture with sightseeing tours provided for an extra charge. There are 2 single day packages available for you on February 3rd, 2020.

Route 1 - Pink Water Lily Lake, Kumchanode and Nakha Fabric Community Enterprise

Route 2 - Pink Water Lily Lake, Wat Pa Phukon and Nakha Fabric Community Enterprise

For details, please contact the sightseeing desk at the venue.

Conference Evaluation

Please feel free to give us comments and evaluate the conference online.

Conference Certificate and the Receipt

A certificate and receipt for the pre-registered participants will be included in the package. For any changes, such as spelling or numerical corrections, please contact our staff at the registration desk. Certificates and receipts will be available at the registration desk on February 2nd, 2020 from 9 AM – 12 PM for reissues and on-site registration.

KEYNOTE SPEAKERS



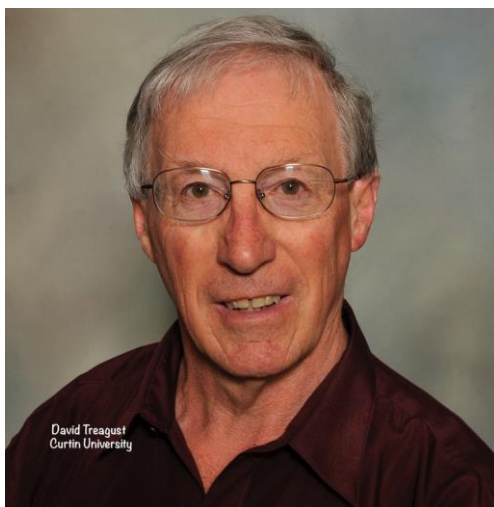
ANNE BURNS

Professor Anne Burns is Professor of TESOL at the University of New South Wales, Sydney. She is also an Emeritus Professor at Aston University in the UK, and an Honorary Professor at the University of Sydney and the Education University of Hong Kong. Her research interests include language teacher education, language teacher cognition, applications of genre theory to language teaching, curriculum development and change, literacy, and the teaching of speaking and listening. She is best known for her work in the theory and practice of action research. She is a series editor with Jill Hadfield of *Research and Resources in Language Teaching: Teacher Development Over Time*, the latest book in the series (published by Routledge). This book was shortlisted as a finalist for the British Council 2019 ELTons Awards.

Teaching Generation Z students: Innovation and Development Through Action Research

Gen Z students, those born mainly in the 21st century, are said to be independent-minded, entrepreneurial and tech-savvy individuals who want their learning to be as engaging as possible. English language teachers must be prepared to be innovative in teaching these students and to reflect flexibly and creatively on their practices. Action research is an approach to practitioner inquiry and professional development that provides us with ways to investigate, innovate, and develop as teachers and to identify what works and what doesn't work to engage our students. In this talk I will discuss the what, why and how of action research and offer some examples to show how teachers I've worked with in different parts of the world have used action research as a way to increase student engagement. I will also reflect briefly on why school managers and principals need to see context-based professional learning activities, such as action research, as fundamental to good quality teaching and to provide support for it.

KEYNOTE SPEAKERS



DAVID TREAGUST

Professor David Treagust supervises research students on topics related to understanding students' ideas about science concepts and how these ideas relate to conceptual change and multiple representations, the design of science curricula and teachers' classroom practices.

David Treagust is John Curtin Distinguished Professor at Curtin University in Perth, Western Australia. He holds a PhD and a MS from the University of Iowa, USA, BSc from the University of Western

Australia and Certificate of Education from the University of Birmingham, England. He taught high school science and chemistry for 10 years. He is widely published in the major journals and books of science and chemical education research. Professor Treagust is the co-editor with John Gilbert of *Multiple representations in chemical education*, with Chi-Yan Tsui of *Multiple representations in biological education* and with Reinders Duit and Hans Fischer of *Multiple representations in physics education*. He is an editor of the *International Journal of Science Education* (Taylor & Francis), Senior Editor of the *International Journal of Science and Mathematics Education* (Springer) and Chair of the editorial board of *Chemistry Education Research and Practice*.

Multiple Representations and Conceptual Change: Suggestions for Future Research

Effective learning of science concepts with multiple representations necessitates the use of different modes of writing, listening, reading, and experimenting and involves text, diagrams, analogies, teaching models, mathematical relationships and computer simulations. Science concepts also can be represented at different levels of organization or perceptions that involve the human eye or require instrumentation or external notation; this includes the macro, submicro and symbolic representations. Several theoretical models can be used to demonstrate how learning with a variety of different representations results in a deeper understanding of concepts.

Conceptual change has been and still is a powerful framework for improving teaching and learning of science and other subjects in the curriculum. However, conceptual change research usually is not linked overtly with multiple representations but rather with students' science achievement. Consequently, there is a need to make a clear and persuasive link between multiple representations and conceptual change that has not been directly or sufficiently linked before. In this presentation I will review research on multiple representations and on conceptual change in science and examine how one field can contribute effectively to the other and thereby provide suggestions for future research studies.

KEYNOTE SPEAKERS

MING MING CHIU



Ming Ming CHIU is Chair and Professor of Analytics and Diversity (Honors) and Director of the Assessment Research Center at the Education University of Hong Kong. A graduate of Columbia (BS, computer science), Harvard (EdM, interactive technology) and UC-Berkeley (PhD, education), he advises Qatar's Ministry of Education and China's Ministry of Education's National Evaluation of Primary and Secondary Schools. He developed (a) statistical discourse analysis to model online and face-to-face conversations (best 50 learning science ideas –

International Society of the Learning Sciences), (b) multilevel diffusion analysis to detect corruption in the music industry and how ideas/behaviors spread through populations, (c) artificial intelligence statistician, and (d) online detection of sexual predators. His 40 grants (US\$9.4 million) yielded 205 publications (118 journal articles; 6,000+ citations), 10 keynote speeches, 3 television broadcasts, 17 radio broadcasts, and 152 news articles in 21 countries. He studies automatic statistical analyses, inequalities, culture, and learning in 65 countries.

Toward Automatic Analyses of Classroom Conversations: Applying Artificial Intelligence and Statistics to Big Data

As people solve problems together that they cannot do alone, automatic analysis of classroom conversations can inform and enhance their design to aid learning and teaching. Such analyses must traverse the obstacle course of voice transcription, complex categorization, and statistical analysis. Automated transcription feeds automatic categorization via computational linguistics to create a database (Big Data). Automated statistical analysis integrates statistical discourse analysis (SDA) and artificial intelligence. SDA models (a) pivotal actions that radically change subsequent processes and (b) explanatory variables at multiple levels (sequences of turns/messages, time periods, individuals, groups, organizations, etc.) on multiple target actions. The artificial intelligence expert system translates our theory into a statistical model, tests it on the data, interprets the results, (if needed, rewrites itself to execute revised analyses), and prints a table of results. We showcase automated SDA on 321,867 words in 1,330 messages by 17 student-teachers in 13 weekly discussions of lesson designs.

SELECTED PAPERS



The 1st International Conference on Education:
Innovation and Development for Classrooms in the 21st Century
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THE DESIGN OF CHALLENGE-BASED LEARNING WITH MALL TO ENHANCE EFL LEARNERS' CRITICAL THINKING SKILLS

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ABSTRACT

Social media is an effective tool in enhancing learners in the 21st century. This mixed-method research is aimed to explore the effects of Challenge-based Learning with Mobile Assisted Language Learning (MALL) on critical thinking and perceptions of grade 8 EFL learners. The 30 participants, having been selected by means of purposive sampling, were grade 8 secondary school students. The instruments used in this study were a curriculum based on the integration of Challenge-based Learning with Mobile Assisted Language Learning (MALL), critical thinking skills test, task analysis, a project evaluation form, a perception questionnaire, and a focus group interview. Descriptive statistics, namely frequency, mean, standard deviation, t-test, and thematic analysis were used to analyse the data. The results reveal that Challenge-based Learning with MALL significantly enhanced learners' critical thinking skills. Regarding students' perceptions toward this method, positive and negative aspects were discovered. Positive aspects dealt with activities, materials, and teaching and learning methods whereas negative aspects were concerned with assessment procedure, time consumption, and language accuracy.

KEYWORDS: Challenge-based learning, mobile assisted language learning, social media, critical thinking skills, perception

INTRODUCTION

To survive in the 21st century, people must be competent both in language skills and critical thinking skills (Greenstein, 2012). People who have critical-thinking skills and problem-solving skills are in high demand in the labour market (Changwong, Sukkamart, & Sisan, 2018). However, most Thai students who are going to be skilled labourers in the future have less critical thinking skills (Art-in, 2017, Kaowiwattanakul, 2012). The main reasons for having low level critical thinking skills of Thai students are due to teaching methods and learning styles. They are not trained and practiced to think critically while studying in school (Suwanitchayakul, 2002). To solve the problems mentioned above, Challenge-based Learning or CBL (Apple, Inc., 2010) will be used in this study to improve students' critical thinking skills. Challenge-based Learning (CBL) which is based on Dale's Cone of Experience (Kovalchick, 2004) is an appropriate teaching and learning method which stimulates students to identify real world problems and challenges them to find the solution which can be applied to the real world by means of technology expertise and social media (Nichols, et al. 2016). Challenge-based Learning consists of 5 steps of teaching and learning: 1) big ideas which deals with exploring general, authentic, and valuable ideas (Santos et al., 2015), 2) the essential question step that requires learners to generate more ideas and identify the problems based on big ideas (Santos et al., 2015), 3) the challenge step which supports and motivates students to find the possible solution for problems mentioned in step 2

by exploiting technology (Santos et al., 2015), 4) solution-action step that is proposing a possible solution that students initiate and apply to the real situation (Santos et al., 2015), and 5) the assessment step which requires students to give the reflection on their own and peer's solutions. To facilitate learning through technology, Mobile assisted language learning is used to supplement Challenge-based Learning. The reason for adding the use of mobile phone is that students grow up in the modern world in which using digital technology is common in their daily lives (7 Unique Characteristics of Generation Z, 2018), so they are familiar with, feel comfortable using and enjoy mobile phones for learning and improving their critical thinking skills.

The mobile phone applications used in this study are mobile phone applications. Moreover, the social media used in the study are Facebook, YouTube, and Instagram. It's apparent that CBL with MALL will be an effective tool to enhance students' critical thinking skills because students have more opportunities to use technology and mobile phones to explore, identify, and generate real world problems and interconnect global events to their own community. This leads them to initiate possible solutions for the problems. Since there are a few studies focusing on using CBL to enhance thinking skills, it is necessary to conduct research on the use of the integration of Challenge-based Learning with MALL to improve students' critical thinking skills which are life-long learning skills.

Research questions

1. To what extent can integration of Challenge based learning (CBL) with Mobile Assisted Language Learning (MALL) enhance critical thinking skills of secondary school EFL learners?
2. What are secondary school EFL learners' perceptions towards integration of Challenge based learning (CBL) with MALL?

MATERIALS AND METHODS

Scoping and Study site

The curriculum in this study was based on 1) the integration of CBL with MALL; 2) strands, standards, and indicators from The Basic Education Core Curriculum B.E. 2551 for Grade 8 students; 3) Thailand 4.00 policy; and 4) information from a needs analysis and environmental analysis through learning English as a subject. This study aimed at enhancing students' critical thinking skills based on Bloom (1956), namely, applying, analysing, synthesising, and evaluation skills (Greenstein, 2012). Regarding variables, the independent variable in this research was the integration of CBL with MALL, dependent variables were critical thinking skills and students' perception focusing on activities, materials, steps of learning and teaching, and the environment in the classroom.

The curriculum covered 30 hours, involving 4 topics such as food crisis, tourism attractions, cross-cultural understanding, and movie influences. The study site was at a small local school in Sankhampaeng district which is located in the Chiang Mai province of Thailand.

Sampling and Data Collection

The sample group in this study was 30 Grade 8 students who study at a small local school, Sankhampaeng district, Chiang Mai province in the first semester of the 2019 academic year. They were selected by cluster sampling and purposive sampling. All students in the sample group signed the consent to participate in the study.

The instruments used to measure students' critical thinking skills were critical thinking skills test which was used as a pretest and posttest, task analysis, and project evaluation. The instruments used to collect the data about students' perceptions were focus group interview and students' perception questionnaire.

Methodology

This study is a pre-experimental research focusing on a one group pre-test/post-test design. For the research procedure, students took the critical thinking skills test before the implementation of the treatment. During the implementation of CBL with MALL, students did four tasks and four projects. The teacher observed and recorded students' behaviours of reflection on critical thinking during their tasks' and projects' performance. At the end of the implementation, students' perception questionnaire and students' focus-group interview were administrated to students. Lastly, the critical thinking skills test (as posttest) was given to students at the end of the implementation.

RESULTS, DISCUSSION AND CONCLUSION

Based on the research question 1, to what extent can integration of CBL with MALL enhance critical thinking skills of secondary school EFL learners? The data collected from the critical thinking skills test reveals students' critical thinking skills before and after the implementation of CBL with MALL.

Table 1 Comparison of critical thinking skills pretest and posttest

Critical thinking skills	Number of students	Total scores	Mean (\bar{x})	SD.	t	Sig. (2tailed)
Pretest	30	90	4.17	4.324	-10.260	0.000
Post-test	30	90	38.53	18.748		

From Table 1, the scores of critical thinking skills pretest and that of posttest were significantly different ($t = -10.260$, $p < 0.05$). The mean score (\bar{x}) of post-test was higher than that of the pre-test. The results suggested that students' critical thinking skills increased after the implementation of the integration of CBL with MALL.

When looking into the sub-skills of critical thinking skills, the comparison of pretest and posttest of four sub-skills of critical thinking skills, namely applying, analysing, synthesising, and evaluation skills, it could be concluded that there were statistical and significant differences between pretest mean scores (\bar{x}) and posttest mean scores (\bar{x}) of all four sub-skills of critical thinking skills (Applying $t = -11.154$, $p < 0.05$, Analysing $t = -12.774$, $p < 0.05$, Synthesising $t = -7.035$, $p < 0.05$, Evaluating $t = -7.072$, $p < 0.05$). The posttest mean scores (\bar{x}) of all four sub-skills of critical thinking were higher than those of the pre-test. It could be claimed that the integration of CBL with MALL could improve all four sub-skills of critical thinking skills of Grade 8 students.

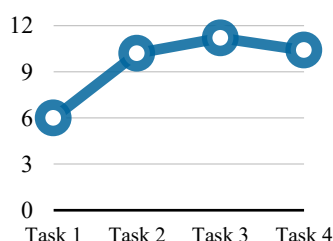


Figure 1 Task analysis

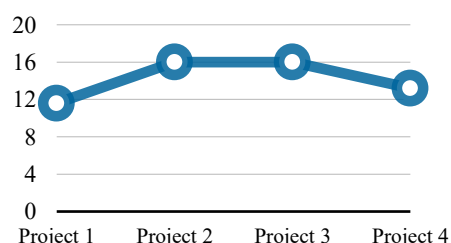


Figure 2 Project evaluation

From Figure 1 and Figure 2, the graphs of task analysis scores and project evaluation scores present that students' critical thinking ability gradually increased from the first lesson to the last lesson of the implementation. According to the results from the critical thinking skills test, task analysis, and project evaluation, it could be concluded that CBL with MALL is effective in enhancing students' thinking skills.

Based on research question 2, "What are secondary school EFL learners' perceptions towards integration of CBL with MALL?" The data collected by students' perception questionnaire was categorised into three sections: activities, materials, and teaching and learning methods.

Students' perceptions about activities

Students strongly agreed that they liked the activities provided in the CBL with MALL ($\bar{x} = 4.79$). Students liked to work and share their ideas with their friends ($\bar{x} = 4.90$).

Students' perceptions about materials

Students strongly agreed that they liked the materials and aids used in CBL with MALL ($\bar{x} = 4.74$). When looking into details, they were pleased to use mobile phone for learning through social media and applications ($\bar{x} = 4.80$).

Students' perception about teaching and learning methods

Students strongly agreed that this method helped improve not only their critical thinking skills ($\bar{x} = 4.75$), but also their language skills ($\bar{x} = 4.63$).

The mean scores (\bar{x}) of students' perceptions on activities ($\bar{x} = 4.79$), material ($\bar{x} = 4.74$), teaching and learning method ($\bar{x} = 4.75$) reflected that students were satisfied with the implementation of CBL with MALL.

Based on the interview data, there were both positive and negative aspects of the perceptions from students. For positive aspects, the majority of the students felt comfortable to use mobile phone and social media for learning. They loved to think and share their ideas with other people. They had to learn new things that benefit them in the future. They had more chances to improve their thinking skills and language skills.

Regarding negative aspects, students were not familiar with thinking by themselves (initiating ideas, researching information, self-learning, and thinking critically). They indicated that learning process was quite difficult and complicated. They perceived that there were too many assignments and not enough time to complete them. Moreover, their low proficiency in English made them struggle in completing projects.

DISCUSSION AND CONCLUSION

The results of the study indicated that the integration of CBL with MALL enhanced grade 8 students' critical thinking skills. The results from this research were in line with previous research which stated that CBL could enhance thinking skills (Yang et al., 2018). Moreover, Students had positive perceptions on teaching and learning by CBL. This was consistent with previous discovery by Shuptrine (2013). Still, in this study student's negative perception in deal with process of learning and timing, this was corresponding with the study of CBL (Binder, Nichols, Reinehr & Malucelli, 2017). In conclusion, CBL is a method which can enhance thinking skills. It motivates and supports students to think more critically, to solve problems, and link themselves through global awareness. CBL with MALL connects students with state of the world and stimulates students to improve their life-long learning skills.

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THE STUDY ON ENHANCING COLLABORATION AND PARTNERSHIPS NETWORK FOR ENVIRONMENT PROTECTION FUND IN LAO PEOPLE'S DEMOCRATIC REPUBLIC

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ABSTRACT

The main purpose of this research is to study the conditions of collaboration and partnership network of the Environmental Protection Fund in Lao People's Democratic Republic. The key informants are related agencies and the Environmental Protection Fund co-funded partner networks in Laos. The research methodology involved organizing the workshop with 90 participants in order to study the problems of collaboration and partnership network of the Environmental Protection Fund in Lao People's Democratic Republic.

For data collection, the researcher coordinates the target group such as the relevant departments and development partners of the Environmental Protection Fund in Laos. Making appointment dates and time, an invitation letter as well as conducting the consultation to collect the information manually. The data analysis uses content analysis and finds the frequency of data then summarizes the content. The results of the workshop are as follows: 1) problems cooperation in making a plan means collaboratively defining an action plan found that the development network lacks joint planning, participation in expressing opinions about finding, prioritizing problems as well as consultation on the needs. Another important issue is the stakeholder had a limited understanding of Environment Protection Fund's roles and responsibilities; 2) problems cooperation in exchanging information means creating knowledge in various fields, found that many sectors did not know and did not understand the context of the Environment Protection Fund; the sub delivery agency did not share and exchange learning experience with others; 3) problems cooperation in action means building relationships, found that there was no exchange of resources and successful methods of work, each one doing and found that there was no sharing and exchange of resources as well as sharing the successful stories and methods of working; 4) problems cooperation in assessments means collaborating in evaluating collaborators and evaluating project activities that are created between organizations. found that the project delivery agency did not pay serious attention to the monitoring and evaluation result.

KEYWORDS: Enhancing Collaboration, Partnerships Network, The Environment Protection Fund

INTRODUCTION

A collaboration and partnerships (C&P) mechanism has been applied as an effective management tool in the development of businesses and organizations especially those that are complex and involved human and financial resources and/or other unpredictable factors (such as political, individual, financial resources, management systems, etc.). This C&P technique has been considered critical for forging effective management of natural resources and environment (NREM) in light of sustainable development goal while human and financial resources are limited. In 2015, world leaders

adopted the 2030 Agenda for Sustainable Development Goal (SDG) that aims to end poverty, tackle inequalities, and combat climate change. To achieve these goals, it is necessary for all parties, especially the governments, civil societies, scientists, academia, and the private sector to collaborate and even best to share the limited human and financial resources.

In Lao PDR, the development of a strategy on enhancing the C&P network of EPF is important because the human and financial resources available for fostering effective NREM toward achieving its specific goals/targets are usually very limited. Ensuring effective integration of plans and implementation of priority activities will require the significant capacity building of key agencies at all levels (central, provincial, and local) as well as ensuring their effective coordination and cooperation among them and their stakeholders. The NREM process involves a series of activities such as strategic planning, strategic thinking, strategic management, and strategic communication and networking while achieving successful fundraising and effective utilization of limited funds is important for EPF. A good strategy on C&P can help to provide directions and ways forward through strengthening the technical capacity of Lao PDR during the preparation of proposals for new projects which will also, in turn, improving the effectiveness of project management and implementation. This is considered critical for maximizing the impacts of limited human and financial resources in Lao PDR. At present, EPFO has actively engaged key agencies, provinces, NUOL, and international funding organizations (FIO), and this provides an opportunity for EPFO to moving forward enhancing C&P among them through promoting information and knowledge sharing while building a mechanism for sharing responsibilities, budget, and human resources.

PURPOSE OF THE STUDY

The main purpose of this research is to study the conditions of the Collaboration and Partnership Network of the Environmental Protection Fund in Lao People's Democratic Republic.

MATERIALS AND METHODS

Scoping and Study site

This study was conducted by using qualitative research to study the conditions of cooperation in the network partner to develop the Environmental Protection Fund in Lao People's Democratic Republic. Specific objectives of this research are to:

1. create cooperation in making plans among the organizations to find solutions to problems that may occur in the future.
2. create cooperation in exchanging information among the organizations to develop the potential for mutual practice between organizations.
3. create cooperation in building relationships, working together, making big decisions, and sharing resources among the organizations.
4. create cooperation in evaluating project activities.

Sampling and Data Collection

The key informants are related agencies and development partner networks of the Environment Protection in Laos. The method of data collection is organizing a workshop with 90 participants from various organizations at the deputy and director level, 2 representatives from each agency (stakeholder).

The 90 participants comprising 2 persons from each agency such as 5 faculties of National University of Laos (Faculty of Forest Science, Faculty of Social Science, Faculty Environment Science, Faculty of Natural Science, Faculty of Economic and Business and IT center; 8 Departments from

Ministry of Natural Resource and Environment (Department of Natural Resource and Environment Policy, Department of Environment and Quality Promotion, Department of Climate Change Management, Department of Pollution Control, Natural Resource and Environment Inspection Office, Natural Resource and Environment Research Institute, Department of Planning and IT center), Ministry of Planning and Investment (Department of Planning); 7 Provincial of Natural Resources and Environment; from Ministry of Agriculture and Forestry including Department of Forestry, Department of Forest Inspection, Nan Et Phou Ley National Park, Nakai Nam Theun National Park; Ministry of Finance (Department of Custom), Ministry of Public Security(Department of Environment Police); MOIC (2), and MOPW (2) (EDPD/PTRI, DUPH, VTE/city; 10 persons EPF(SPC (4), (SO1), M&E (2), FRC (2), admin(1)(mangers 3). WB and GIZ representative should be invited.

Methodology

This research carried out as follows:

Tools used in the research were conducted as a workshop in order to study the problems of collaboration and Partnership network of the Environmental Protection Fund in the Lao People's Democratic Republic.

For the data collection, the researcher coordinates with the target group from various stakeholders such as relevant department and development partner make appointment date and time, group discussion, makes invitation letter as well as collects the information manually.

For the data analysis content analysis was used to find the frequency of the data then the content summary was created.

RESULTS, DISCUSSION AND CONCLUSION

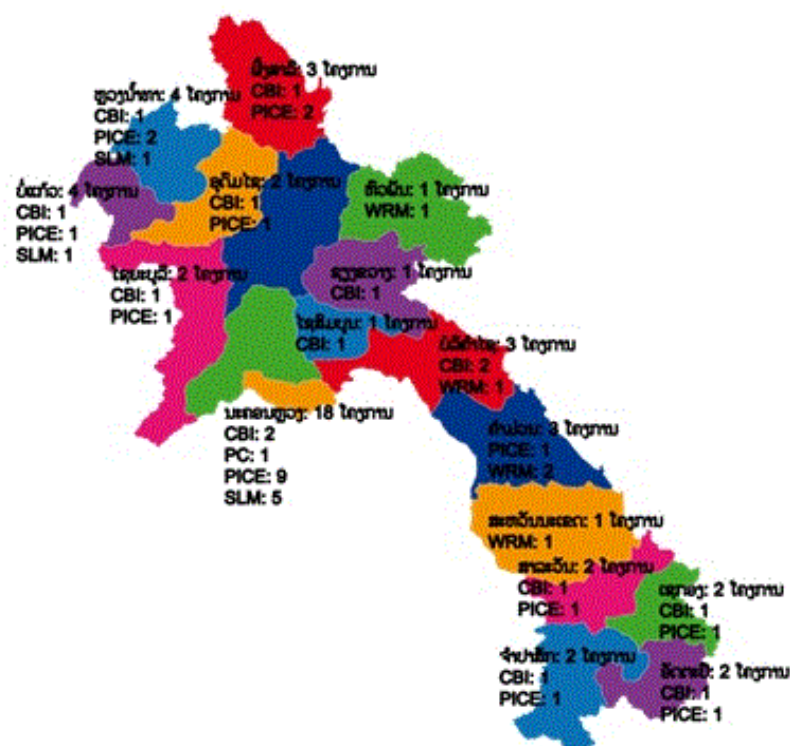


Figure 1 Map of project implementation

ACKNOWLEDGEMENT

I would like to express my sincere thanks to my thesis advisor, Assistant Professor Dr. Bussakorn Suksan for her invaluable help and constant encouragement throughout the course of this research. I am most grateful for her teaching and advice, not only the research methodologies but also many other methodologies in life. I would not have achieved this far and this research would not have been completed without all the support that I have always received from her.

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LIST OF HIGH FREQUENCY WORDS FOUND IN THE NEWS SECTION OF THE BANGKOK POST NEWSPAPER

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ABSTRACT

This study aimed at identifying the high frequency of words found in the news section of The Bangkok Post newspaper. The objectives of the study were 1) to investigate the coverage of words found in Thailand's General news section of The Bangkok Post newspaper and 2) to investigate the high-frequency words found in Thailand's General news section of The Bangkok Post newspaper. To this end, the corpus was compiled from 3,024 articles from January 2019 to September 2019, from Thailand's General news section with the total of 413,247 running words. The corpus was analyzed using AntWordProfiler and compared against the three base lists (GSL1000/2000 and AWL). The findings revealed that the coverage of word families found in the corpus was 2,217 which accounted for 81.55%. Some pedagogical implications were provided in the results of the study.

KEYWORDS: List of High Frequency Words, News Section

INTRODUCTION

Vocabulary is deemed as a basis in all language learning areas. As stated by Wilkins (1972) that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111-112). Researchers consider vocabulary as a fundamental tool in assisting learners in text comprehension particularly in second language context (Laufer, 1991; Qian, 1999; Nation, 2001), and deem it as a predictor of the achievement in L2 reading comprehension in that without the knowledge of vocabulary, text comprehension cannot be achieved either in native language or foreign language learners (Laufer, 1997). Laufer asserted that at least 95% of lexical coverage is needed for learners to understand the given text. That is, when learners do not have sufficient knowledge of vocabulary in accessing the meaning of words in texts, this prevents them to understand such reading texts. For most learners in a second language context, the major problem and difficulty they usually encounter are remembering vocabulary, which is the reason why it is the most important part of learning a language and should be considered as the basis of linguistic abilities (Hu & Deng, 2007). As mentioned by Stahl (2005) that one of the most recognizable difficulties in developing vocabulary is the size of vocabulary which is needed in a certain task.

In order to expand vocabulary knowledge, one effective way is to conduct a word list. Generally, a word list is created based on the frequency of words from a corpus that allows learners to know which words they need to focus on. A corpus is a compilation of authentic texts which is electronically stored used as a linguistic assisting tool. Mudraya (2006) asserted that corpora can be used in the classroom to encourage students' language knowledge and enable them to perform the analysis of language with the various functions of concordance programs. To this end, it is essential to

develop wordlists for learners in order to help identify the necessary vocabulary for them. Researchers have pointed out that second language learners can increase their vocabulary by reading a newspaper. Therefore, it is important to investigate vocabulary in newspapers (Kyongho & Nation, 1989; Sternfeld, 1989).

While there are corpus-based research studies regarding vocabulary from newspaper (Chung, 2009; Liangpanit, 2010; Zhu, 2017); however, most of the mentioned studies focused on technical words; there is still a lack of studies determining vocabulary from general news, which provide the general English words that are likely to be found in other general English texts. As a result, the present study aims to investigate the high-frequency words found in Thailand's General news section of The Bangkok Post newspaper. The reason for choosing The Bangkok Post newspaper as a source is because it is a daily English newspaper providing several sections and general topics with the authentic language, which is suitable for enhancing vocabulary.

Objectives of the Study

1. To investigate the coverage of words found in Thailand's General news section of The Bangkok Post newspaper.
2. To investigate the high-frequency words found in Thailand's General news section of The Bangkok Post newspaper.

Research Questions

1. What is the coverage of words found in Thailand's General news section of The Bangkok Post newspaper?
2. What are the high-frequency words found in Thailand's General news section of The Bangkok Post newspaper?

LITERATURE REVIEW

Types of Vocabulary

Vocabulary can be distinguished into four types: High-frequency words, academic words, technical words, and low-frequency words (Nation, 2001). High-frequency words display a very large proportion of words in the text and should be learned before other types of (Nation, 2008). This group of words contains around 2,000-word families or 80% of running words in the text. High-frequency words include function words (e.g. A, some, because, and to) and content words (nouns, verbs, adjectives, and adverbs). One of the most well-known word lists for this type of vocabulary is a General Service List of English Words (GSL) by West (1953), which contains 2,000 most high frequent headwords found in any general English texts. It has been regarded as one of the best available lists when it comes to frequency, range, familiarity and educational value (Nation & Waring, 1997; Read, 2000). Academic words mostly appear in academic texts at the university level (e.g. assume, indicate, mention, and report). A commonly used word list for academic words is the Academic Word List (AWL) by Coxhead (2000). This list covers around 8.5-10% of running words in a given text containing 570 word families, from four language domains (arts, commerce, law, and science), occurring mostly in written texts, especially at the university level. The AWL supplements the GSL in a way that the words in AWL do not appear in the GSL. For technical words, they are usually found in specific areas such as medical, business, and political fields. The last type is low-frequency words, which are the largest group among all types. They are all kinds of words except high-frequency words, academic words, and technical words. The diversity of low-frequency words is around 100,000-word families and covers around 5% of running words in a text which makes it difficult to be taught (Nation, 2008).

In summary, vocabulary is categorized into four main types: High-frequency words, academic words, technical words, and low-frequency words. The high-frequency words cover a very large proportion of texts and can be found in any type of text. Academic words are typically found in academic texts, particularly at the university level. For technical words, this type is found in specific areas of learning and not in general texts. The last one is low-frequency words, which are found to be the most difficult type of vocabulary to learn because it is the most diverse among all types.

General news

Seletzky and Lehman-Wilzig (2010) identified the characteristics of general news as follows:

- 1) The news has to concern with economic, social or cultural issues that need to be publicized but without an instant manner.
- 2) The news has to be covered with necessary academic reports, scientific matters; inventions, experiments, that should be announced to the public
- 3) The news has to involve specific issues relevant to specific groups of audiences.
- 4) The news has important information affecting the public that need to be reported immediately.

In conclusion, the study chose Thailand's General news section of The Bangkok Post as the source of corpus because it covers all of the mentioned characteristics of general news and is appropriate for identifying the high frequency of general English words.

Previous Studies

The corpus-based studies of word lists have been conducted by many researchers in the past years. Several studies have pointed out that word lists can be applied as a tool to enhance students' vocabulary knowledge. For instance, Kaewphanngam (2000) compiled a corpus from psychology texts by focusing on high frequency technical and sub-technical vocabulary. The results showed that the students outperformed on sub-technical vocabulary from the test. Chung (2009) composed a technical word list of 579,849 running words, 588-word families derived from three English newspapers by excluding the most frequent 2000 words to promote vocabulary learning for newspaper EFL readers. The word list accounted for 92.5% of the tokens in the corpus which was deemed satisfactorily high compared with the size of the vocabulary. Namchan and Danvivath (2019) constructed a word list containing 2,780 words for secondary school students by selecting the vocabulary from three English textbooks.

Nevertheless, there is still a need to investigate English words from newspapers for they are considered authentic materials consisting of high-frequency words that are likely to be found in general English texts. Consequently, the present study sought to identify the coverage of high-frequency words found in Thailand's General news section of The Bangkok Post newspaper that are suitable for enhancing vocabulary.

METHODOLOGY

Corpus

The sources of the high-frequency words in the present study were 3,024 news articles available in The Bangkok Post newspaper online from January, 2019 to September, 2019. The reasons for choosing The Bangkok Post newspaper online was because it is a common Thai newspaper published in English and is one of the representatives of high quality of English newspaper in Thailand. Moreover, there are a variety of news sections in the newspaper namely Thailand, World, Business, Opinion, Auto, Life, Learning and Others which offer a wide range of vocabulary. Moreover, the newspaper is easily

accessible that it is available through the Internet and in printed texts. The present study chose the section General, which is a subsection of Thailand news section, as a target source because this section deals with general domestic situations that occur every day in Thailand which provides general English vocabulary and is easy for learners to relate to.

Research Instruments

AntWordProfiler developed by Anthony (2013), is a free concordance program served as a text analysis tool. The program offers several features of text analysis such as statistics, frequency lists, word types, and word families with the default vocabulary level lists: GSL (1000/2000) and AWL (570). The program can be downloaded at <https://www.laurenceanthony.net/software/antwordprofiler/>.

Data Collection

To investigate the high-frequency words in Thailand's General news section from The Bangkok Post, the steps were as follow:

1. The data was collected from the news articles of Thailand's General news section from The Bangkok Post newspaper online from 3,024 articles from January, 2019 to September, 2019.
2. The selected news articles were obtained electronically and stored in the computer. After that, they were all saved into files*.txt.
3. The text files were checked and deleted the graphs, pictures, function words, signs and errors before undergoing the analysis.
4. After obtaining the corpus, the AntWordProfiler was used for analyzing the vocabulary from the compilation of texts.

Data Analysis

This study sought to investigate the high-frequency words found from the news section; therefore, the corpus was quantitatively analyzed resulting in percentage, using the AntWordProfiler program. In this study, there were only 413,247 of total content words excluding all the function words (articles, pronouns, numbers, prepositions etc.), signs, proper nouns, and abbreviations. The corpus was compared against the General Service List (1000/2000) and the Academic Word List (AWL).

RESULTS, DISCUSSION, AND CONCLUSION

The research questions were 1) what is the coverage of words found in Thailand's General news section of The Bangkok Post newspaper?, and 2) what are the high-frequency words found in Thailand's General news section of The Bangkok Post newspaper? To answer the first research question, the results of total running words, and vocabulary in the corpus were revealed.

Total running words

There were 413,247 of content words in total compiled from Thailand's General news section of The Bangkok Post news from January, 2019 to September, 2019 as shown in Table 1.

Table 1 The coverage of words found in the corpus by the three-level lists

Level Lists	Coverage of the corpus (%)	Word families
GSL 1 st 1000	53.61%	839
GSL 2 nd 1000	13.75%	844
AWL	14.19%	534
Total	81.55%	2,217

As shown in Table 1, the GSL 2000 words (67.36%) and AWL (14.19%) covered 81.55% of the corpus. The finding indicated that the coverage of AWL words in the corpus was a little higher than in the 2nd GSL words. Overall, the findings suggest that the coverage of words were mostly from the GSL words; more than 60% of the overall corpus. This was because the sources of the corpus were articles from the general news section. Interestingly, the AWL words accounted for 14.19% which is deemed very high given the size of the corpus. This implies that AWL words can occur in general English news as well as they do in academic texts. However, there were 76,250 words which accounted for 18.45% that occurred outside of the three base lists. These words could be technical or low-frequency words that should be investigated more.

The second research question: What are the high-frequency words found in Thailand's General news section of The Bangkok Post newspaper? To answer this question, the first 10 ranks of word families of the corpus found in the GSL1000/2000 and AWL were displayed in Table 2.

Table 2 The examples of 10 most frequent words from the corpus

GSL1000	No. of occurrences	GSL2000	No. of occurrences	AWL	No. of occurrences
Say	12197	Police	3975	Investigate	1239
Year	2894	Govern	2571	Area	1177
District	2247	Arrest	1239	Ministry	1087
People	2103	Suspect	1184	Project	1033
Find	1966	Hospital	840	Issue	1003
Take	1919	Health	622	Legal	981
Use	1901	Inform	606	Secure	915
Work	1883	Complain	591	Prime	902
Minister	1655	Educate	579	Authority	775
Make	1501	Tour	543	Media	685

Table 2 shows the first 10 ranks of words found from each level list. The most frequent words mostly belonged to the 1st GSL list, which is correlated to the genre of the news. The findings also suggest that the 2nd GSL and AWL words have a similar number of repetitions in the first 10 ranks. This is evident that AWL words are important and can be found in general English texts that learners should pay attention to as well.

Overall, the present study aimed at investigating the high-frequency words found from the general news section to determine the necessary general English words that should be focused on. The study found that the coverage of lexical items from the corpus accounted for 81.55%. This leaves 13.45% to reach the 95% coverage to comprehend the reading texts (Laufer, 1997). However, the study indicated that the numbers of academic words found in general English texts were relatively high given the size and type of the corpus. The results of the study might be the guidance for those who wish to learn vocabulary and they could be applied as a material in teaching general and academic vocabulary for students as well.

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THE FOURTH INDUSTRIAL REVOLUTION AND ITS IMPACT ON INNOVATION AND DEVELOPMENT FOR CLASSROOMS IN THE 21ST CENTURY

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ABSTRACT

In today's modern world, we are witnessing dramatic changes which have been created by the Fourth Industrial Revolution (Industrial Revolution 4.0 - IR 4.0) and the profound impacts of scientific and technological achievement. This situation has affected the socio economic development of nations around the world.

In essence, IR 4.0 is a trend towards automation and data exchange in manufacturing technologies and processes that include cyber-physical systems (CPS), and the Internet of Things (IoT), among others. We have to clearly understand that IR 4.0 comes with both benefits and challenges. In the 21st century, education will change. There will be smart classrooms, e classroom, virtual reality classrooms and open classrooms. The recommendations presented in this paper will provide clear analysis of these ideas and discuss ways of dealing with emerging issues.

KEYWORDS: IR 4.0, education, smart classroom, e-classroom, open classroom, virtual reality classroom

INTRODUCTION

It is clearly seen that in many countries, especially developing countries, traditional classroom models are often associated crowded classrooms and traditional lecturers are becoming obsolete in context of the Industrial Revolution 4.0 (IR 4.0). IR 4.0 ushered in a new era, leading to the transformation of school models to keep up with changes and meet the requirements of society. New technological breakthroughs in areas such as the IoT (Internet of Things), AI (artificial intelligence), VR (virtual reality), AR (augmented reality), social networks, cloud computing, and big data among other technologies, will enrich educational methods. These all affect classroom models, so we will have to adapt to avoid falling behind. Classroom models need to address a new context.

This paper will address some of the implications of IR 4.0 on classroom models. The current work focuses on analyzing the evolution of four trends:

- (1) Smart classrooms
- (2) Virtual reality in the classroom
- (3) Open classrooms
- (4) E-classrooms

MATERIALS AND METHODS

The current research uses qualitative research methods that include logic and historical analysis, scientific abstraction, synthesis and comparison. Based on practical observations, the authors

formulated a generalized forecast of the developmental trends of classroom models under the impact of IR 4.0.

RESULTS, DISCUSSION AND CONCLUSION

1. The Forth Industrial Revolution (IR 4.0)

The term "Industry 4.0" was first used in 2011 at the Hannover Industry and Technology Fair, Germany. The concept of "The Fourth Industrial Revolution" was introduced was on January 20, 2016 in Davos-Klosters, Switzerland in the 46th of WEF, by Prof. Klaus Schwab, President of the World Economic Forum (WEF). He asserted that humanity is facing a new industrial revolution that will completely change the way we live, work, and how society functions. The scale, scope and complexity of this new context are unlike anything humanity has experienced.

IR 4.0 is transforming whole industries, ushering in a new technological era with breakthroughs in areas such as the IoT (Internet of Things), AI (artificial intelligence), VR (virtual reality), AR (augmented reality), social networks and big data among others. Thus, this revolution is very different from the three previous revolutions. This trend is very strong in developed economies, especially the US, Canada, Western Europe, Japan, and Australia. Specifically, information technology, the Internet, telecommunication technology and genetic technology will create many new products, services and industries. These changes will inevitably shape the way of life of people.

2. The impact of IR 4.0 on innovation and development of classroom models

The effect of IR 4.0 is undeniable, especially in education. Education 4.0 will be smarter and have friendly connections between schools, managers, entrepreneurial and business factors. This will lead to better conditions for innovation, creativity and productivity in a knowledge-based society. Teaching and learning activities will take place anytime and anywhere, helping students to personalize education so that they can decide what they want to learn.

Today's classroom models will have to adapt. There are four trends emerging, smart-classrooms, open-classrooms, virtual reality classrooms, and E-classrooms.

2.1 Smart-Classroom model

A smart classroom is one that promotes learning and teaching opportunities by integrating specialized technology. They follow a **SMART** model in that they have a **Self-directed** infrastructure, are **Motivating**, **Adaptive**, **Resource rich** and **Technology embedded**.

In this advanced model, smart classrooms create good opportunities and conditions for schools to strengthen the adaptive capabilities of students to deal with the rapid changes in society in a new context. Students are given necessary keys to discover and control knowledge. They can develop autonomy, adaptive capacity, and creative thinking through personalized pedagogical instruction in ways tailored to their individual characteristics and needs.

Smart classrooms have modern equipment to help teachers effectively manage students. They are teaching and learning tools that are based on connecting devices such as computers and interactive displays. In smart classrooms, students will be equipped with all forms of necessary data.

Additionally, in a smart classroom, teachers will use management software to organize the entire teaching and learning process. This will include interactive activities between teachers and students. Teachers can easily control and monitor the lessons on individual student computers or their activities in the classroom. The teaching tools used by the teachers are based on powerful, friendly, easy-to-use technology that is designed to work in a coherent manner to animate the content of the teaching and enhance positive emotions. This is expected to make school time more interesting, giving teachers and students a lively, attractive and high-effective learning environment as well as greatly

improving student learning results. In this way, student learning will become simpler and more effective.

The smart classroom model is expected to replace the traditional educational space where knowledge transfer is one-way, from teacher to student. It means that there will be a two-way exchange between teachers and learners, improving interactivity thereby enhancing learner effectiveness and thinking. That allows enhanced multi-dimensional interaction between teachers and students, students and other students through group teaching, group study, and group discussions with the support of classroom management software.

Additionally, tables in the smart classroom model will be flexibly arranged to make group subdivisions possible or separate students from each other depending on the requirements of the lesson.

2.2 E - Classroom model

An E-classroom is known condition for e-learning. E-learning is a form of learning through a networked computer with a remote server that has electronic lessons and software necessary to formulate questions for students. E-learning uses the cognitive science principles of effective multimedia learning employing electronic educational technology. Many of these principles have been "field tested" in everyday learning settings and found to be effective. Students can perform their work either via computers which they already own, or ones supplied to them by their school. Work is performed online via secure intranet connections.

Nowadays, e-learning has flourished in many countries around the world such as the United State, South Korea, Japan. Application of online education has also many benefits. E-learning research in developing countries has been given more attention at conferences and seminars on information technology and education. E learning and its applicability to the educational environment is effective if the proposed solutions are correctly deployed.

An E-classroom includes all curriculum materials, including textbooks, lecture videos that are available multi-media devices. Students can not only easily view the current lessons, but may also review previous video lessons.

In an e-learning environment, informatics software allows model lectures and visualization to help learners to absorb knowledge and increase learning excitement. Additionally, students will be given more inspiration as they can adjust the course of study by themselves.

The level of student assessment is based on a monitoring and quality management system (Quality and Assurance). Students will undergo a quality exam every month to assess their learning and progress. In this system, students who do not pass a quality exam can retry it when they are really ready. This enables quality management that is efficient and flexible while retaining some student choices.

2.3 Virtual reality classroom model

Virtual reality is a three-dimensional environmental simulated by computers to mirror the real world. It is one of the premier aspects of IR 4.0. This outstanding technology is widely used today and will soon be generally applied in education. This technology transmits information in an intuitive easily accessible way. Students can interact with lesson objects in a virtual environment to explore them and gain knowledge of their characteristics. It also means that students are experiencing interesting adventures.

Additionally, VR can also display object from any angle in demonstrations involving multiple people. Users of VR glasses will have "physical" interaction in a natural way, bringing a sense of authenticity and vividness when touching the virtual products with their fingers.

In astronomy, students can learn about the solar system by observing the activity of planets in three-dimensional space, physical interaction such as "moving" planets in a virtual universe. In art,

geography, biology, engineering, history, the presentation of research will be much easier and more vivid than the paper illustrations.

Today, many well-known universities like Carnegie Mellon (USA), Imperial College (UK), Nanyang Technology (Singapore) and hundreds of academic institutions in the world have been using VR to refresh their curricula.

With its unique interoperability, VR allows associations between subjects related to educational activities such as teachers with learners and learners with other learners. Managers can communicate with each other vividly without being constrained by space, time or financial issues. Additionally, this technology enables implementation of intuitive and comprehensive educational experiences. A specific example for this product group is Google Expedition.

2.4 Open - classroom model

The open classroom concept is not new, but we believe this type of classroom will be promoted by many governments to open more opportunities for almost all people. This model includes:

- Open learning material
- An open curriculum
- An open learning space
- Open learners

Such classrooms are designed as open libraries, so everyone can contribute and enrich their knowledge. Anyone can simply join a class because there is no physical boundary to the class.

The idea of the open classroom was that a large group of students of varying skill levels would be in a single, large classroom with several teachers overseeing them. It is ultimately derived from the one-room schoolhouse, but sometimes expanded to include more than two hundred students in a single multi-age and multi-grade classroom. Rather than having one teacher lecture to the entire group at once, students are typically divided into different groups for each subject according to their skill level in that subject. The students then work in small groups to achieve their assigned goal. Teachers serve as both supporters and instructors.

Open classrooms focus on students “learning by doing” - the student is the heart of education process. This concept resonates with those who believe that formal teacher-led classrooms were crushing student creativity. In that sense the open-classroom movement mirrors today’s social, political, and cultural changes. It saw the rise of a youth-oriented culture with various political and social movements including changes in the way classrooms and schools were organized and students were directed.

3. Both sides of the issue

The above four trends have both positive and negative effects in the education sector.

3.1 The positive effects

For schools: In Education 4.0, the application of new classroom models helps school leaders and teachers to collect data, analyze it and accurately assess learners. The learning process is monitored at home, the completion of homework checked and the learning results reported to students and their families. AI technology can replace teachers in some stages such as taking attendance, marking papers, preparing lessons and supporting teaching.

For learners: Education 4.0 has a big change in the goals and ways of training, moving from knowledge transfer to the masses to unleash potential and empower the creativity of each individual. Teachers will move to new roles as designers, catalysts, mentors and creators of learning environments. With digitalized learning content, learners will have a separate learning path, which can be selected to

suit the training objectives. Digital learning systems also provide feedback on learning performance along with suggestions for further learning content.

With the use of artificial intelligence, all things are connected. Education will employ big data to achieve the positive effects of this revolution. For example, robots and artificial intelligence have been used in inclusive education for children with autism, opening a new era in this field.

The impacts of this technology revolution require students to be more proactive and active. They have to be more positive in learning as well as become responsible for all their activities. The management of students by teachers is secondary, directing student learning methods. Students' own learning methods need to change to adapt to the digital age, data and connectivity. They can learn and acquire knowledge in ways that are open, free, creative and extremely flexible by actively learning anytime and anywhere. Thus, the creativity and imagination of students is stimulated.

The range of interaction in Education 4.0 is very large. Geographical distances, space and time are blurred. The educational environment is not restricted to schools, but occurs on a global scale. Learners can actively study materials as well as interact with teachers at any time with a computer or smartphone. Online learning helps to save time and costs. Augmented reality/virtual reality technology (AR/VR) is widely used, helping learners to experience and practice skills.

For teachers: Since information is transmitted over the Internet, students as well as teachers will have reduced travel expenses and fewer organized teaching locations. Video lectures by a teacher, done in a tangible classroom, are transferred to many students, regardless of location, region, gender or age.

3.2 The negative effects

The new classroom models also come with many challenges which require much teacher effort.

First, many learning aids require regular updates to implement better teaching methods and to avoid boredom in the teaching and learning process.

According to the research of educational scientists, there are currently more than 200 support tools that can be used in the teaching and research. Although, these tools are available to everyone, they are not well understood. Moreover, the technology is getting more and more advanced, so many teachers may not be able keep up and this will negatively impact teaching effectiveness.

Second, the number of teachers' lessons may be reduced, which shortens the study time and ends the module.

Currently, there are many software packages that can be used to support lecturer connectivity with students through the Internet. Students will not have to go to class and can entirely study at home from the websites, clips and materials provided by teacher. So, students can better complete their studies. Unlike the "traditional" class model, online classes can accept large numbers of students in specific learning activities. Therefore, the requirements for the teachers' standard periods will also need to be adjusted accordingly.

Third, students may have difficulty in selecting and using resources. Due to the "open", multi-dimensional, plentiful and capable nature of resources, students can use the materials but may have difficulty in choosing appropriate materials. There are many unofficial and unorthodox sources on the Internet, so it may be difficult for students to identify accurate and relevant information. Therefore, they need clear guidance and direction from the teacher.

Fourth, and especially important, is the cost. Deploying new classroom models requires much financial support to research and implement them. Sometimes these costs exceed a school's ability to incur them.

CONCLUSIONS AND DISCUSSION

The strong impacts of the Fourth Industrial Revolution are profoundly affecting all aspects of social life, especially in teaching and learning activities. This makes development of new classroom models very necessary. Schools need to have plans to invest in advanced technology for teaching to realize these goals. The schools need to research and build virtual reality simulation capabilities. According to technology experts, actual research in a lab is expensive and time-consuming. Today, technology can help turn the real world into a virtual one in doing research. This will speed research activity when done in simulated environments and make it inexpensive. Additionally, schools should focus on investing in the deployment of secure infrastructure, which can include data encryption, user authentication and other access and surveillance controls. This is needed to protect the system and data as well as individual information.

Research and deployment of technological applications can fully meet the needs and goals of learners. They can effectively change the methods of teaching and learning foreign languages. This will take advantage of available technological advances to meet the requirements of learners in general and foreign language learners in particular. Specifically, the schools can combine expansion, open online courses, mobile technology, virtual reality technology, and augmented reality technology.

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PYTHAGOREAN THEOREM: THE WAY YOU LEARN IT

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ABSTRACT

A series of observations in Math classes revealed that not all students like Mathematics. In fact, some of them are having a hard time to understand mathematical concepts given only a certain period of time. Others may learn a concept instantly, yet others take time to appreciate and understand it. This led the researchers to investigate to help their fellow students to understand Math concept easily. On this study, the researchers considered the learning styles of the students to learn Pythagorean Theorem easily. A survey questionnaire was administered to find out the learning styles of the Mathayomsuksa 2 students. After learning that most of them are visual learners, they come up with a Math project that would help the students to understand Pythagorean Theorem better. Results revealed that before the project was introduced, students perform satisfactorily with 81.29 mean percentage score (MPS). Remarkably, after the Math Project was introduced to them, they performed better with 92.39 MPS which is described as “outstanding.” Though there were many interesting findings revealed, one stands out: there is a significant difference ($p < .05$) in the performance of the Mathayomsuksa 2 students as the results of the pretest and posttest were evaluated. This only suggests that the project has significant impact on learning the concept with the aid of the project. While no Math project has been proven effective to really understand the Pythagorean Theorem better, it is of interest of the researchers that the results have revealed promising outcome. They hoped that further research can be done to answer the new questions that were posed as a result of this study.

KEYWORDS: Pythagorean Theorem, Learning Styles, Math Project

INTRODUCTION

In Mathematics, Pythagorean Theorem is a fundamental concept that every student should master especially in learning Geometry. The theorem says that in a right triangle, the sum of the area of the two sides is equal to the area of the hypotenuse. However, explaining it or by merely following the formula $a^2 + b^2 = c^2$ does not guarantee that all students are able to actually understand the concept.

Very often, students perform poorly on this topic because they were not able to understand the theorem completely. In many cases, students do not fully understand the lessons and feel that there is too much concepts to recognize given that it is also taught in certain period of time. If their mathematical skills on this topic do not improve, these students will continue to perform poorly and will not likely grasp the concept at all.

This is more challenging to students whose learning is focused to one learning style only and the teacher is unaware that students learn in varied ways. Research on learning styles has been recognized worldwide to yield significant results on the academic performance of students especially in learning Mathematics. However, there is no information yet in our school to support this study. This

turn to the role of the researchers to determine that the learning styles of their fellow students affect their performance especially in learning mathematical concepts. They proposed that when students learn based on their preference, it is easier for them to grasp and understand the concept.

In Sakolrahwittayanukul School, it has been observed that the Mathayomsuksa 2 students were studying the Pythagorean Theorem and they were having difficulty in understanding the concept. This observation has then led the researchers to create a Mathematics Project to help their fellow students appreciate and understand the concept easier.

Research Questions

This research study aimed at investigating whether the Math Project on Pythagorean Theorem help the Mathayomsuksa 2 students improve their understanding of the concept.

Specifically, the researchers sought answers to the following questions:

1. What is the profile of the learning styles of the Mathayomsuksa 2 students?
2. What is the performance of the students before the project was introduced?
3. What is the performance of the students after the project was introduced?
4. Is there a significant difference in the performance of the students before and after the project was introduced to them?

MATERIALS AND METHODS

Scoping and Study site

This study was limited to the impact of the project to the learning performance of the Mathayomsuksa 2 EP/MEP students in understanding the concept of Pythagorean Theorem. This was done on the first semester of the Academic Year 2019 at Sakolrajwittayanukul School, Amphoe Muaeng, Sakon Nakhon Province.

Sampling and Data Collection

To determine the sample of the study, the researchers used purposive sampling. This involved all EP/MEP Mathayomsuksa 2 students. They used only one criterion to choose them. They must be bona fide students of the school for the Academic Year 2019.

This study used one major instrument to gather the data – the questionnaire on the profile of learning styles of the students. It is adopted from O'Brien (1985) that consists of 30 items and was answered using the 3 – point scale: 1 – never applies to me, 2 – sometimes applies to me, and 3 – always applies to me. Moreover, secondary data like test results were also used.

In the analysis and interpretation of the data, the following statistical tools were employed:

To answer question research 1 that determined the profile of the learning styles of the students, summation, frequency count and percentage were used.

To answer questions research 2 and 3 which described the pretest – posttest performance of the students, mean percentage was used.

To answer question research 4 which determined if there is significant difference in the performance of the students before and after the project was introduced, t-test was used. All tests were done at the 0.05 level of significance.

Methodology

This study used the quasi-experimental method of research. It focused on the impact of the Mathematics Project on the learning Pythagorean Theorem. A pretest and a post-test were administered to determine if the project has any impact on the Mathematics performance of the Mathayomsuksa 2 students in learning Pythagorean Theorem.

RESULTS, DISCUSSION AND CONCLUSION

Learning Styles of the Students

This study determined the learning styles of the Mathayomsuksa 2 students and Table 1 shows the result.

Table 1 Learning Style of the Students

Learning Styles	<i>f</i>	Percentage
1. Visual	24	80%
2. Auditory	1	3%
3. Kinesthetic	3	17%
Total	28	100%

Results revealed that most of the students are generally visual learners. This suggests that most of them understand the lesson better if they can see it than lesson that they only hear. Furthermore, visual learners prefer to read over listening and write over speaking aloud. They have a greater chance of remembering the lesson that is presented to them in the form of graphics and illustrations.

Pretest and Post Test Performance

This study sought to find out also how the students perform before and after the project was introduced to them. Table 2 and 3 show the results.

Table 2 Pretest Result

Mean Percentage Score	Description
81.29	Satisfactory

n = 28

Rating Scale	Description	Remarks
90 – 100	Outstanding	Passed Passed
85 – 89	Very Satisfactory	Passed Failed
80 – 84	Satisfactory	
75 – 79	Fairly Satisfactory	
Below 75	Did Not Meet Expectations	

Data in Table 2 shows that the students performed satisfactory in mastering during the Pretest having only a mean percentage score of 81.29. This result is not assuring proficiency in the mastery of the mathematical skill.

Table 3 Posttest Result

Mean Percentage Score	Description
92.39	Outstanding

n = 28

Table 3 shows a remarkable result on their posttest. A high mean percentage score of 92.39 indicates that most of them achieved high proficiency on their posttest. This only suggests that the project introduced has helped the students to understand the concept better.

Difference between the Pretest and the Posttest

Table 4 Difference between the Pretest and the Posttest

Variables	Posttest		
	t – statistics	p-value	Interpretation
Pretest	-15.26	0.00	Significant

*p<0.05

This study also evaluated the pretest and posttest results of the Mathayomsuksa 2 students. Result showed that there is a significant difference in their performances. Having the p-value which is less than 0.05, it only indicates that the students perform better after the project was introduced to them, thus, led to the rejection of the null hypothesis.

CONCLUSIONS

Looking at the findings of the study, the project has positively made an impact to the learning process of the students. Students can learn Mathematics concept in varied ways and learning styles play a significant role in the learning process.

The evaluation shows a remarkable difference in the performance of the students before and after the project was introduced to them. However, this result has only been proven in learning the Pythagorean Theorem. Using the same principle, will it still be effective in learning other different Mathematics concepts?

RECOMMENDATIONS

This study recommends that the school and teachers should get the profiling of the learning styles or preferences of the students to help them address their learning requirements. Studies for future research may focus on the impact of Math Projects to students who are kinesthetic and auditory learners. What projects are particularly befitting them to learn Mathematics concept easily and effectively?

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DEVELOPING ENGLISH READING COMPREHENSION ABILITY OF MATTHAYOMSUKSA 1 STUDENTS USING THE SQ3R METHOD

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ABSTRACT

The purposes of this study were 1) to study and compare the English reading comprehension ability of Matthayomsuksa 1 students before and after using the SQ3R method and 2) to study the students' satisfaction towards teaching English reading comprehension using the SQ3R method. The population consisted of 18 students of Matthayomsuksa 1 at Ban Huayalai School, Loei Primary Educational Service Area Office 1 in the second semester of the academic year 2017. They were selected through purposive sampling. The research was one group pretest-posttest design. Research instruments included 12 lesson plans, lasted 12 weeks or 24 hours for all. The mean, percentage, standard deviation and t-test for Dependent Sample were used in data analysis. The findings of this research were 1) the students' pretest mean score on English reading comprehension ability was 8.22 or 27.40 percent and the posttest mean score was 24.06 or 80.02 percent prospectively. The posttest's mean score was not less than 70 percent and significantly higher than that of the pretest, and 2) the students' satisfaction towards teaching English reading comprehension using the SQ3R method was at a high level. The mean score was 4.30, and the standard deviation was 0.23.

KEYWORDS: Developing English reading comprehension ability, Matthayomsuksa 1 students, Satisfaction, SQ3R method

INTRODUCTION

Learning foreign languages is very essential to daily life. It is an important tool for communication, education, seeking knowledge, livelihood and creating an understanding of cultures and visions of the world community. Foreign languages enable learners to learn the diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners a better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have a vision in leading their lives. (Ministry of Education, 2008: 252)

Reading skill is very important and necessary to recognize the experiences gained from reading or collecting. (Samruengram, 2013: 11) Nowadays, reading English is very important for Thai society. Government officials, companies including students need to use English as a tool to communicate and study from other learning resources. (Wuttisarn, 2013: 25-26) According to the above importance, it relates to the aims of the Basic Education Core Curriculum (A.D. 2008) that requires students to use foreign languages for communication, exchanging data and information, expressing feelings and opinions, interpreting presenting data, concepts and views on various matters, and creating interpersonal

relationships appropriately. (Ministry of Education, 2008: 252-253) In the present time, many studies have found that most Thai students have difficulty remembering vocabulary and understanding text. Samruengram (2013: 3) said that the English reading comprehension of Thai students is still not satisfactory. Since students have read the text and could not tell the author's purpose, the main idea, supporting details, unable to expand ideas beyond the existing information, lack of understanding of the reading process which was caused by teaching and learning activities of teachers that were not diverse and suitable. In addition, Panyathiwut (2015: 2) mentioned that students have unsatisfactory reading comprehension ability. Most students do not want to read the text because they do not know the meaning of vocabulary. When they read, they could not indicate the key point and details. This is because students didn't have an opportunity to practice interpretation. Therefore, teaching English reading comprehension is not as successful as it should be.

As a teacher who has been teaching English for more than 10 years, the researchers have found that most students have a low ability in English reading comprehension despite many years of learning. The result of the English Ordinary National Educational Test: O-NET of Prathomsuksa 6 students at Ban Huayalai School where the researcher has worked needs to be developed because the mean score was 28.06 which was lower than the mean scores of the province and the country. (National Institute of Educational Testing Service, 2016). According to the above result, it revealed that the standard F1.1: understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning needed to be developed urgently.

SQ3R is an effective reading comprehension method. This method comprises five steps: Survey, Question, Read, Recite, and Review. The first step is surveying chapter headings and subheadings to identify chapter content. This step helps students to achieve a sense of the organization of the chapter and to facilitate comprehension. The second step is asking questions based on headings and subheadings. The reader transforms headings into questions to stimulate curiosity and to guide reading. The third step is reading the text to answer the questions. The fourth step is answering each question by looking away from the text and attempting to recall the answer. If the reader cannot answer the question, they review the text before answering the question. In the fifth step, the reader inspects headings and then attempts to recall the questions and answers. (Francis, 1978)

In light of the problems discussed above, the present study sought to shed some light on the use of the SQ3R method to develop English reading comprehension ability of Matthayomsuksa 1 students at Ban Huayalai School, Loei Primary Educational Service Area Office 1. Moreover, it aimed to study students' satisfaction towards teaching English reading comprehension using the SQ3R method. The study was conducted in the hope of providing a guideline for English teachers on the development of English reading comprehension instruction.

MATERIALS AND METHODS

Scoping and Study site

1. Population

The population of this study consisted of 18 Matthayomsuksa 1 students studying at Ban Huayalai School, Loei Primary Educational Service Area Office 1. They were selected through purposive sampling.

2. Variables of the study

There were two variables applied in the present study: independent and dependent variables. The independent variable was teaching English reading comprehension using the SQ3R method.

Secondly, dependent variables were English reading comprehension ability and satisfaction towards teaching English reading comprehension using the SQ3R method respectively.

Methodology

The present study focused on 18 Matthayomsuksa 1 students studying in the second semester of 2017 at Ban Huayalai School, Loei Primary Educational Service Area Office 1. They were selected through purposive sampling.

Instruments

There were three instruments used in this study: lesson plans, pretest and posttest of English reading comprehension ability, and satisfaction questionnaires towards teaching English reading comprehension using the SQ3R method. Firstly, the research instrument included 12 lesson plans of English reading comprehension using the SQ3R method, which had been approved, piloted and developed. Each plan took 2 hours. The experiment lasted 12 weeks, or 24 hours for all. Moreover, the index of IOC was 1.00. Secondly, multiple-choice pretest and posttest of English reading comprehension using the SQ3R method consisted of 30 questions, was employed in this study. Also index of IOC, the value of difficulty (p), the value of discrimination (r) and the value of reliability were 0.50-1.00, 0.30-0.70, 0.20-0.67 and 0.88 respectively. Furthermore, Likert scale satisfaction questionnaires towards teaching English reading comprehension using the SQ3R method, composed of 15 questions, was used and the mean score examined was 4.28 and the standard deviation was 0.16.

Data Collection

Data collection in the present study included the following steps which were described in detail below. First of all, the students took a pretest, which was a multiple-choice examination of English reading comprehension ability using the SQ3R method in one hour. Next, the researcher taught English reading comprehension using the SQ3R method. Then, the students took the posttest and satisfaction questionnaires towards teaching English reading comprehension using the SQ3R method. Finally, the scores of pretest, posttest, and satisfaction questionnaires were correspondingly accumulated, calculated and analyzed.

Data Analysis

1. Learning ability towards teaching English reading comprehension using the SQ3R method of Matthayomsuksa 1 students

Table 1 The result of pretest and posttest towards English reading comprehension ability using the SQ3R method of Matthayomsuksa 1 students

Number	Pretest Score)points(		Posttest Score)40 points(
	Score	Percentage	Score	Percentage
18-1	Score	Percentage	Score	Percentage
\bar{X}	8.22	27.40	24.06	80.02
S.D.	-	1.06	-	2.48

According to Table 1, the finding revealed that the students' pretest and posttest mean scores of English reading comprehension ability using the SQ3R method were 8.22 (27.40%) and 24.06 (80.02%) respectively.

2. The comparison of learning ability towards teaching English reading comprehension using the SQ3R method of Matthayomsuksa 1 students

Table 2 The comparison of pretest and posttest towards English reading comprehension ability using the SQ3R method of Matthayomsuksa 1 students

Test	N	\bar{x}	S.D.	t
Pretest	18	8.22	1.06	32.529**
Posttest	18	24.06	2.48	

**p-value = .01

According to Table 2, the result showed that the students' pretest mean score of English reading comprehension ability using the SQ3R method was 8.22 and the standard deviation (S.D.) was 1.06. Besides, the students' posttest mean score of English reading comprehension ability using the SQ3R method was 24.06 and the standard deviation (S.D.) was 2.48. The difference of mean score exposed that the score after learning English reading comprehension using the SQ3R method increased statistically significant at the .01 level.

3. The satisfaction towards teaching English reading comprehension using the SQ3R method of Matthayomsuksa 1

Table 3 The satisfaction towards teaching English reading comprehension using the SQ3R method of Matthayomsuksa 1

Questionnaires	N	\bar{x}	S.D.	Level of Satisfaction
15	18	4.30	0.23	High

RESULTS, DISCUSSION AND CONCLUSION

Results

1. The students' pretest mean score on English reading comprehension ability using the SQ3R method was 8.22 or 27.40 percent and the posttest mean score was 24.06 or 80.02 percent. The difference of mean score exposed that the score after learning English reading comprehension increased statistically significant at the .01 level.

2. The mean score of the satisfaction towards teaching English reading comprehension using the SQ3R method was 4.30. Also, the students' satisfaction towards teaching English reading comprehension using the SQ3R method was at a high level.

Discussion

The present study was the pre-experimental research which aimed to study and compare the English reading comprehension ability of Matthayomsuksa 1 students at Ban Hauyalai School, Loei Primary Educational Service Area Office 1 before and after using the SQ3R method. In addition, the researcher investigated the students' satisfaction towards teaching English reading comprehension using the SQ3R method. The findings based on the purposes of the study were discussed as follows.

1. The comparison of English reading comprehension ability using the SQ3R method

The finding revealed that the students' pretest mean score on English reading comprehension ability was 8.22 or 27.40 percent and the posttest mean score was 24.06 or 80.02 percent respectively. The posttest's mean score was not less 70 percent and significantly higher than that of the pretest which showed consistency with the research hypothesis. According to the pretest score, the students did not understand the meaning of vocabulary, main idea, supporting details, and how to express an opinion about the text. The reasons were described below.

The SQ3R method was beneficial to increase learning English reading comprehension ability. The five steps of this method including Survey, Question, Read, Recite and Review help students to understand the meaning of vocabulary, main idea, supporting details, and how to express an opinion about the text. The steps help students to practice surveying the text, questioning about the text, reading for the main idea and supporting details, reciting information and reviewing the information.

In addition, the result found in this study was similar to Nahan (2010: 96). The researcher aimed to study English reading comprehension ability using the SQ3R reading technique of Pratomsuksa 6 students in Banhunsila-ngam School under the Office of Khon Kaen Educational Service Area Office 3 during the first semester of the 2010 academic year. The finding revealed that after using the SQ3R reading technique, the students' mean score of English reading comprehension ability was 76.20 percent, which was higher than the criteria of 70 percent.

According to Khamsupha (2014: 75), it was stated that after using the SQ3R reading exercises, the students' reading skill of Mathayom Suksa 4 students in the second semester of the academic year 2013 at Wiangkaen Wittayakom School was higher at the statistically significant level of .01.

Furthermore, the result was similar to Watthana (2014: 97). The researcher aimed to compare English reading comprehension before and after using the SQ3R reading technique of Pratomsuksa 6 students of Wattaponnoi School. The finding showed that the students' English reading comprehension posttest score after using the SQ3R reading technique was significantly higher than the pretest score at the .01 level.

2. The satisfaction towards teaching English reading comprehension using the SQ3R method

The finding revealed that the students' satisfaction towards teaching English reading comprehension using the SQ3R method was at a high level. The mean score was 4.30, and the standard deviation was .23. This method could help students pay attention to teaching and enhance their ability in English reading comprehension. The result was similar to Suthewee (2015: 85-86). The researcher aimed to study the students' satisfaction with reading comprehension using the SQ3R method along with Aesop's fables. The sample consisted of 29 Prathomsuksa 3 students who were studying at Rongkham Municipality Kindergarten School, in the second semester of the academic year 2015. The finding revealed that the students' satisfaction towards the English reading comprehension activities by using the SQ3R method along with Aesop's fables was at a high level.

RECOMMENDATION

For instructors, learning English reading comprehension using the SQ3R method is effectively beneficial for students. This method is a step-by-step plan to approach a text more effectively so instructors should apply this method in order to improve students to efficiently and actively work on reading and understanding texts.

For further studies, it might be motivating if researchers will study more on other levels. However, choosing a text is very important so instructors should consider the suitability of gender, age, and the level of students' learning ability. Lastly, instructors should provide sufficient time for the needs of students to read because each student has different learning abilities.

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TRANSMISSION PROBLEMS AND RISK CONDITIONS OF LAOS ELECTRIC STATE ENTERPRISES

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ABSTRACT

The main objective of this research is to study the issues. Transmission problems and risk conditions of Laos electric state enterprises The above understanding will be used to develop strategies to solve the transmission system risk problems of the Lao electricity state enterprises in this area. The main informants are the relevant experts, identified and interviewed by 15 people. Data were collected by Semi-structural interview and secondary data analysis on transmission system risk problems of Laos electricity enterprises. The results of the research showed problems that: 1) The transmission of electricity from the dam, the manufacturer is unable to support the production of various dams. All into the system because the transmission lines are not technically compatible 2) Access to maintenance is complicated due to the transmission lines along the steep mountains and most of the north. 3) The staff of the maintenance of the transmission line of the station may not be enough to meet the needs of the work that must take care of the Laos electricity. 4) Caring for devices that do not comply with their terms.

KEYWORDS: Transmission problems and risk conditions of Laos electric state enterprises

INTRODUCTION

Risk management is an important strategy that helps the organization to develop and grow sustainably. Awareness of the importance of good corporate governance is a key factor in enhancing the organization to have good management standards builds confidence in government and private organizations. About the organization's operational processes that are efficient and effective.

Having a good risk management system is an important part that can lead an organization to achieve its mission and strategic goals, including achieving good corporate governance which is an important part in enhancing good management and is crucial to the organization's ongoing risk management policy. Both in the promotion of knowledge in risk management for Executives and personnel Plan implementation and follow up risk management results an important factor in building a successful job is knowledge and understanding and foreseeing the benefits of risk management for executives and personnel.

Therefore, if the organization has a risk management strategy in order to be a tool to support and determine the direction of risk management for all departments and can be implemented.

It is a mechanism for creating knowledge on risk management and guidelines for the preparation of reports for risk management plans, including the evaluation report for the internal control process. Which can be applied to the actual work. Both at the organizational level and at the organizational level, as well as allowing all parts to be able to lay out a framework for risk management in order to develop

institutional risk management to a sustainable level, the objective of creating a risk management strategy.

It is a tool for creating knowledge so that the management and operators understand the principles, concepts, methods and risk management processes, including the operators to be informed of the process steps and can plan the risk management work of the organization of Each department and to be a tool in communication to create understanding and understanding In relation to, as well as linking risk management with the organization's strategy and to be used as a tool for determining risk management guidelines and internal control of the organization so that personnel are knowledgeable Understanding of risk management work can visualize the connection and consistency of the strategy and connect the organization's strategy with other levels of strategy.

Business of the Lao Electric Enterprises is important in driving the economy of Laos Since 1975, under the leadership of the government. By establishing a policy guideline in accordance with the new conditions of the world to keep up with the changing world in terms of economic, social and community development throughout the country by crossing various obstacles Completely along the path and the socialist ideology set forth in the last 40 years. Laos has achieved and has many victories Peaceful nation the people are well-being. Under stable politics, the economy is constantly expanding and stable especially the electric power department which is the main department that is involved in driving the national economy to grow and strengthen under the guidance of the government and modern expanding rapidly excavation and use of limited resources for maximum benefit and sustainability.

The main roles and duties of the Lao electricity enterprise Metropolitan Electricity Authority Operation Division were as follow: 1) a representative to the Lao State Electric Enterprises in managing the electricity distribution sector in Vientiane Capital directly supervised by the Lao Electricity State Enterprise Company, 2) an organization that manages self-income and expenses, 3) an independent organization in financial and accounting management, 4) Electricity distribution service for the central voltage distribution station Medium power transmission line Low voltage transmission lines and electricity meters, 5) Maintenance and repair of the electricity distribution system in a condition that can support the electricity distribution continuously, sufficiently and safely, 6) Collect electric energy efficiently, 7) Electricity user service with high responsibility and urgently publicize advice for electric users to use safely, 8) Collecting money from electricity users with a high responsibility Avoiding damage, 9) Financial status report Revenue and expenses for the Lao electricity enterprises continuously, 10) Protect the rights, interests, and reputation of and, 11) provide special social work services under the supervision of senior executives such as meetings, government activities and others.

Researcher in the role of the transmission system operation of the Lao Electricity State Enterprise, therefore, is interested to study the transmission system risk management strategy of the Lao electricity state enterprises. The results of the study are to provide personnel with knowledge understanding of risk management and applying research results to further work.

MATERIALS AND METHODS

Scoping and Study site

This study was conducted by using a qualitative research investigating the key transmission problems and risk conditions of Laos electric state enterprises.

Sampling and Data Collection

The main informants were 15 experts, namely experts in transmission system management of Lao electricity enterprises and supervisors with work experience of 5 years or more, by choosing specific methods.

Data was collected through a semi-structured interview about the transmission system risk condition of the Lao Electric Enterprises.

Methodology

Data collection was conducted through the following processes: 1) The author submits a letter to States Parties involved in the study of the data and then gives an interview to the key informants before the interview. 2) The author went out on a field trip and asked the main informants by using an interview manual with a list of common topics about Problems and conditions of transmission system risk of Lao electricity enterprises, and 3) the author studied the secondary data obtained from studying the official documents. (Such as policies and / or strategic plans and reports) prepared by key informants in relevant public and private sectors

RESULTS, DISCUSSION AND CONCLUSION

Results

The results of the research showed that: to study on transmission problems and risk conditions of Laos electric state enterprises.

Problems were: 1) The transmission of electricity from the dam, the manufacturer is unable to support the production of various dams. All into the system because the transmission lines are not technically compatible 2) Access to maintenance is complicated due to the transmission lines along the steep mountains and most of the north. 3) The staff of the maintenance of the transmission line of the station may not be enough to meet the needs of the work that must take care of the Laos electricity. and 4) Caring for devices that do not comply with their terms cause The Lao electricity enterprises have a lot of construction projects. There are many manufacturers; therefore, there are many types of equipment which cannot be maintained according to the situation.

Problem solvings were: 1) Must increase attention to care and maintenance, 2) Allocate each task to give priority to care of each transmission line in accordance with each equipment's agenda, 3) Allocate the employees to suit the responsibilities in each station, and 4) Provide equipment to replace damaged ones and there is no guarantee of transmission lines and stations.

Discussion

The findings of this study revealed: 1. Problem were found that 1) The transmission of electricity from the dam, the manufacturer is unable to support the production of various dams. Get all into the system because the transmission lines are not technically accepted. 2) The maintenance is complicated because the transmission lines go down the steep hills and most of them are in the north. 3) The staff of the transmission line maintenance stations may still not enough for the job need to take care of Laos electricity 4) Equipment maintenance does not follow the agenda. There are many types of equipment that makes maintenance. Treatment is difficult to care for.

2. Reasons for the Lao State-owned electrical enterprise having a lot of construction projects, there are many manufacturers, therefore there are many types of equipment which cannot be maintained according to the situation.

3. Problem solvings: 1) Must pay attention to maintenance. 2) Allocate each task to give priority to the care of each transmission line according to the agenda of each equipment. 3) Allocate the employees to suit the tasks that are responsible for each station.

4. Provide equipment to replace damaged ones and there is no guarantee of transmission lines and stations. This is consistent with the research of Perera & Holsomback (2005) conducted a research on An Integrated Risk Management Tool and Process. This research describes the concept of risk

management in managing the database of risk. Key components for effective risk management including the ability to create a risk database and methods of applying organizational risk management. This research is based on the NASA project as a case study. This research has developed risk management tools that are capable of managing risks and able to receive new risk management information to be continued. This is consistent with Pitinanondha's research (2008) in that studying the operational risk management system in Australia. The results from statistical analysis and expert data are used to develop an appropriate model and guide the use of the ORM system. The model consists of 3 main components which are: 1) high level management, with 1 sub-component, namely leadership, 2) process management. There are 3 sub-components which are consistency between planning and strategy, implementation and monitoring and continuously updated, 3) Human resource management. There are 3 sub-components which are training and performance evaluation, empowering personnel and internal communication.

Conclusion

The findings of this study reveals: 1. Problem 1) The transmission of electricity from the dam, the manufacturer is unable to support the production of various dams. Get all into the system because the transmission lines are not technically accepted. 2) The maintenance is complicated because the transmission lines go down the steep hills and most of them are in the north. 3) The staff of the transmission line maintenance stations may still not enough for the job need to take care of Laos electricity 4) Equipment maintenance does not follow the agenda. There are many types of equipment that makes maintenance. Treatment is difficult to care for. 2. Reasons for the Lao State-owned electrical enterprise having a lot of construction projects there are many manufacturers; therefore, there are many types of equipment which cannot be maintained according to the situation. 3. Problem solvings: 1) Must pay attention to maintenance. 2) Allocate each task to give priority to the care of each transmission line according to the agenda of each equipment. 3) Allocate the employees to suit the tasks that are responsible for each station 4. Provide equipment to replace damaged ones and there is no guarantee of transmission lines and stations.

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THE DEVELOPMENT OF ENGLISH SPEAKING ABILITY USING COMMUNICATIVE TASKS OF UNDERGRADUATE STUDENTS AT KALASIN UNIVERSITY

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ABSTRACT

The purposes of this study were: 1) to study and compare English speaking ability before and after using Communicative Tasks of undergraduate students using the instruction and 2) to study the students' attitude towards teaching English speaking using Communicative Tasks. The sample consisted of 9 third-year undergraduate students at Kalasin University, Kalasin Province, Thailand in the first semester of the academic year 2019 classified by high, medium, and low proficiency levels according to their abilities. The research was a one group pretest-posttest design. The research instruments included 12 lesson plans, an English speaking ability test and an attitude questionnaire. The statistics employed were percentage, Mean, Standard Deviation, and t-test for Dependent Samples on English speaking ability. The findings for this research were as follows: 1) the students' pretest mean score was 35.22 or 32.02 percent, mean score was 94.56 or and posttest 85.96. The posttest mean score was significantly higher than that of the pretest. 2) The students' attitude towards teaching English speaking ability using Communicative Tasks was at a very good level.

KEYWORDS: English Speaking Ability, Communicative Tasks, attitude

INTRODUCTION

English is a major tool for communicative functions around the world. Teaching and learning English have the main aims of focusing students so that they are able to speak and use the language in everyday real life situations and create good relationship in diversity cultures. Therefore, in learning and teaching the English language for communication, speaking skill is only one of the four language skills which become imperative increasing in value to use for human beings for communication. The yearly report of English speaking ability among first year students of Kalasin University (KSU) is lower than 60% in average. The results of the students' speaking process that they lack of success, self-confidence, interest, motivation, comprehension, disappearance while communicating with native English speakers or foreigners, fulfillment to authentic English language environments and reach real situations that allow them to use the English language for communication and free expression.

Speaking skill is the key and essential skill. As in learning the language, Ur (1998) stated that among the four English language skills including listening, speaking, reading and writing, speaking skill gets to be the most important since it indicates that a person has known that language concisely. In addition, Bueno, Madrid & McLaren, (2006:321) state that speaking is one of the most difficult language skills learners have to face. Speaking is a skill that needs to be practiced and developed of the other skills curriculum for the students.

A communication task is a type of classroom activities which the learners can carry out in everyday life, producing processes of daily communication (Estaire & Zanon, 1994:13-20). Communication tasks are pedagogic tasks which perform through a planned entertainment in the information held by learners, and which usually approximate to an authentic world task which learners may have to complete external English class, share information or requires learners to communicate functionally in a language, and the real-world tasks connection allows them to acquire task-specific language and skills. When learners are well planned, communicate proficiently of interest (Lambert, 2004:18-27). Communication task types as Ur (1998) stated that are designed to motivate the students to interact and work by speaking English together, interaction prerequisite, successful the goal of orientation and the outcome choice, the potential effect of the good opportunities for students and including coherent curriculum design that emphasis vary for particular skills, speaking, listening, writing, reading and pronunciation are characterized as language processes. Communication task types are appropriate technique of teaching speaking ability that stimulate the students in different contexts for language study, provide drills and give students a good opportunity to practice natural communicating in real situations.

Pica, Kanagy & Falodun (1993) define the model of the communicative tasks: jigsaw tasks, information-gap tasks and problem solving tasks. First of all, jigsaw tasks are the tasks that ability to organize English speaking successfully, speaking implement in the language classroom. The students are divided in to pairs or groups to do jigsaw tasks. In addition, Doughty & Pica (1986) present that doing tasks in pair or group works creates more negotiation than in the whole language class. They get different parts of information and they must negotiate to get completed information (stories, chart or cards) from partner. The students use language for communication to share or express ideas, tell, and talk. In addition, the students give and receive information that the tasks finished supply of completing with two-way communication. Information-gap tasks firmly support the students in their effectiveness to reach speaking ability. According to Pica, Kang, & Sauro (2006) information gap tasks are presented that the same task to be used as both an authentic classroom activity in promoting teaching and learning that a reliable instrument for data collection on the learning process. Problem solving tasks support English speaking ability for the students by expressing their ideas or views, sharing information, discussing among the group or pair members, answering the questions and solving the problem.

Several theories and research studies considered how three communicative tasks designed to stimulate the students' speaking ability. Communicative tasks are outstanding process and succeeding appeal for learners to learn English speaking as well. Three communicative tasks: jigsaw tasks, information-gap tasks and problem solving tasks were designed appropriately to develop the effectiveness of English speaking ability for pedagogical tasks in EFL classes that the students negotiate in communication fluently and effectively in our real nowadays life and use language in cultural diversity.

In doing this, the researcher would like to study and compare whether the students' learning English speaking ability posttest getting scores were higher than the pretest ones or not, and at what level the students' attitude towards teaching English speaking using the communicative tasks: jigsaw tasks, information-gap tasks and problem solving tasks were.

A number of research study on sampling the communicative tasks to develop in speaking ability therefore the researcher would like to use three communicative tasks in the classroom. The researches would like to seek for the answer that the communicative tasks could help develop students' English speaking or not, and what is the students' attitude towards teaching English speaking using their communicative tasks.

MATERIALS AND METHODS

Scoping and Study Site

Objectives of the study

1. To study and compare the students' English speaking ability using communicative tasks before and after the instruction.
2. To investigate the students' attitude towards teaching English speaking using communicative tasks.

Sampling and Data Collection

The Dependent Variable was teaching English speaking ability using communicative tasks, and the Independent Variables were student's English speaking ability and students' attitude towards teaching English speaking using communicative tasks.

Methodology

The Sample

The sample of the research comprised 9 third-year undergraduate students of Kalasin University in Kalasin Province, Thailand, using purposive sampling.

Research Instruments

There were 3 types of instruments:

1. Twelve lesson plans using communicative tasks
2. A pretest-posttest of English speaking ability
3. An attitude questionnaire

Data Analysis Method

Data were collected and the study was administered in the normal English classroom. An English speaking ability test was employed as the pretest. Twelve lesson plans using the communicative tasks were employed with 9 undergraduate students. After that the Speaking test was employed as the posttest, and the students' attitude questionnaire were used. The data were analyzed quantitatively from English speaking ability using communicative tasks test and the attitude questionnaire.

RESULTS, DISCUSSION AND CONCLUSION

This study produced several main conclusions of results. These are discussed below. The objectives of this goal of the research were to study and compare 9 first-year undergraduate students of Kalasin University learning English using communicative tasks. The researcher divided the students into groups using spiral grouping technique Slavin (1995) states that created groups of mixed ability students working together help them accomplish in the tasks. Each group consisted of the students from different language abilities high, medium and low performing the tasks of the learning language process. It is supported by Harmer, (2001: 116) he states that the students learn to share information by talking and such a classroom interaction pattern promotes working together which helps the classroom to be a more likeable place. The students work in pairs and groups work in the language class that is collaborative learning. The students in group work were divided three groups of language proficiency such as high, medium, and low levels. The students developed the way to a successful studying to increase higher English speaking ability or upper level that encouraged and supported them for working in pairs or groups that they get an opportunity to express their views and be confident, work together providing help to others while performing the activity and enjoy speaking English by using communicative tasks.

1. The findings from testing the effectiveness of three communicative tasks: jigsaw, information-gap and problem solving on students' English speaking ability revealed that these three communicative tasks had the highly effective in English speaking. To study and compare the proficiency of the students' learning English speaking ability using communicative tasks of the first-year undergraduate students, it was found that the students' increased English speaking skill toward posttest mean score was 35.22 or 32.02 percent and the pretest one was 94.56 or 85.96 percent. The posttest mean score increased that gained by the 9 first-year undergraduate students of Kalasin University who learned English speaking using communicative tasks were significantly higher scores of English speaking than that of the pretest one at the .01 level. It was in accordance with the experimental research confirmed the hypothesis that the students' speaking ability had been developed to the set up criteria at 70 percent.

The posttest mean score of the students' English speaking abilities was significantly higher than the pretest one after the employing the three communicative tasks such as jigsaw, information, and problem-solving. The ability of learning English by communicative tasks to speak well is a naturally acquired speaking skill and hence knowledge. Characteristics of the communicative tasks are actively encouraged beneficial the students to interact negotiate and use language in their English speaking abilities. Moreover, these are great chances and several opportunities for the students to improve or practice English language speaking abilities. The ability of learning English by communicative tasks to speak well is a naturally acquired speaking skill and hence knowledge. Characteristics of the communicative tasks are actively encouraged beneficial the students to interact negotiate and use language in their English speaking abilities. Moreover, these are great chances and several opportunities for the students to improve or practice English language speaking abilities. The lecturer arranged for language functions such as talking and describing about the important people in your life or introducing a person to someone else, asking and giving for directions, talking about traveling around the world. All activities in communicative tasks are motivated the student to use appropriate language for real communication. Studying English speaking by using communicative tasks create challenges for the students to gain confidence, experience and knowledge in real life situation. To develop speaking ability between the pretest and the posttest mean scores after teaching English speaking ability using communicative tasks of 9 third-year undergraduate students and the students got positive attitude for learning English speaking toward the teaching English speaking ability using communicative tasks. According to the previous findings, the discussions were presented as follows. They felt satisfied with their speaking English when using communicative tasks. The process of teaching and studying helped creating delight in speaking English. The feelings of effectiveness in learning to speak English through communicative tasks establish their stimulation to study speaking English language. (Pica, Kanagy & Falodun, 1993) divided three different task types that were employed including 1) jigsaw, 2) information-gap, 3) problem-solving, 4) decision-making, and 5) opinion-exchange. However, the researcher chose three different task types: 1) jigsaw, 2) information-gap and 3) problem-solving for the students to improve their speaking ability. Jigsaw tasks each set containing different varieties kinds of information. The stories are composite whole. Firstly of all, (Pica, Kanagy & Falodun, 1987: 17) defines jigsaw task is analyzed by following certain characteristics: 1) The process of jigsaw task is concerned about each learner carries a special part of information that must be exchanged the information by speaking that try to deal or manage in order to achieve successfully the task outcome. 2) The learners are required to ask, share, discuss and enhance the information to each other for exchanging and getting information to completed the task together. 3) Both of the learners are the same aims or goals. 4) Only one satisfied result is able to be realistic sort of the learners for seeking or working together face to face the target. Secondly, information-gap tasks are an activity that students are asked

to know they are in real situations express ideas and act feeling. (Harmer, 114) states that the greatest feature is information gap that gives a purpose and desire to communicate. Task is to find information that is missing, thus there is no choice but talk to each other. Lastly, Problem solving tasks is activity to promote the students practice their speaking and problem solving, seek for the answer and require the students to find information to get to the conclusion and a solution to a problem solving with argument to improve the students learn English language and the challenge to show understanding and getting of English speaking following by (Pica, 1993) who states that problem-solving tasks are suitable to create a speaking and motivate the students to speak English. The students are able to imagine they are someone else act and solve that part in the variety of situations when practicing speaking English using problem-solving tasks. The students learnt language to communicate with their pairs or among groups more efficiently and confidently. The students acted out the language they created and the gestures, emotion or feeling to that role and language functions that could be close to the students' real life or daily life. Significantly, this allowed them to relatively practice speaking, improve their English speaking ability and gain knowledge.

In conclusion, teaching speaking skill can be developed through communicative tasks which included jigsaw tasks, information-gap task and problem solving task that these gave students opportunities for speaking which could be useful to the students to be successfully of develop speaking ability. Communicative tasks: jigsaw, information-gap and problem solving are activities to promote speaking proficiency.

Moreover, (Scrivener, 1994) states that communication activities are not simple grammar practice activities. Lecturers offer grammar or vocabulary before the activity, the major aim for the students is achieving successful communication. The processes of three communicative tasks are designed to stimulate a chance to practice communicating. Teaching by communicative tasks guide the students through introducing the context of the language to gain knowledge because it stimulated prior knowledge and socio-culture which helped the students comprehend the language more easily.

In summary, Teaching English speaking skills by using three communicative tasks: jigsaw, information-gap and problem solving are the method focusing on the students reached a point of speaking complexity providing learners with opportunities to make the language or to produce output which others can understand, and making the language classroom closer to real-life language situations. Teaching English through communicative tasks helps the students to gain knowledge and improve English ability. They have a good opportunity to interact or negotiate language and culture, exchange ideas, express themselves successfully while speaking in pairs or groups, discuss topic completed the tasks by talking and work in pairs or groups together letting the students speak to others while performing the activity. Moreover, communicative tasks have great appeal for the students and make them more confidence in English speaking. In addition, studying speaking English by communicative tasks provide the students with several situations to speak that lead to self-monitoring and enjoyment to participate more in studying.

2. Studying students' attitude towards teaching English speaking ability using communicative tasks, it was found that learning English speaking towards communicative tasks were at a very good level. This revealed that the students enjoyed performing Communicative tasks and gained more confidence in speaking English after the instruction. The students got positive attitude though the teaching English speaking ability using communicative tasks. This was consistent with the suggestions proposed by (Dulay, Burt & Krashen, 1982) who study in attitudes and feelings which are the major factors to help learners succeed in second language learning. Moreover, (Gardner, 1985) supported this idea in that a positive attitude was the key factor to reach the goal of language learning. Teaching

English speaking ability using communicative tasks make the students enjoyable that learning more satisfy and meaningful.

Over all, from the results, using communicative tasks were able to enhance and develop students' English speaking ability. The students obtain lots of knowledge on real daily-life language functions and confidence. They integrated practiced language expressions and confidence to produce appropriate use of the target language efficiently, confidently and positively. The students' attitudes are very good attitude or feeling by using communicative tasks helped them to increase their naturally speaking ability and achieve the goal for real daily life communication.

Table 1 Pretest-Posttest Analysis

A comparison of English speaking ability scores prior to and after using communicative tasks of third-year undergraduate students in Kalasin University, Thailand

	n	Mean	Std. Deviation	t
Pretest	9	35.22	6.70	1.92
Posttest	9	94.56	3.64	

Table 2 Pretest-Posttest Analysis

Mean and standard deviation for the students' attitude towards teaching English speaking using communicative tasks

Students' attitudes	Mean	S.D.	Interpretation
	4.70	0.415	good

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STUDENTS' PERCEPTIONS TOWARDS THE USE OF REWARDS TO ENHANCE THEIR LEARNING BEHAVIOUR AND SELF-DEVELOPMENT

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ABSTRACT

Rewarding system and reinforcement have often been used in language teaching, and they have been used to help improve students's academic achievements, learning competition and control desirable behaviours in the English learning classroom. This study investigates students' perceptions on the use of rewards in classroom for enhancing behaviours and self-development. Participants were 29 Matthayomsuksa 5 high school students (Grade 11) who study a fundamental English course in Samut Sakhon Province on the outskirts of Bangkok. The rewarding system was then designed to be used during the 12-week sessions. The course was divided into 3 phases, and each phase consisted of 4 weeks. No rewards were given to in the first phrase. Some rewards were given, and all rewards were given in the second and third phase. At the end of week 4, 8 and 12, participants were required to write reflective journals to examine their perceptions toward the use of rewards. The journals were analysed qualitatively. The findings revealed that receiving rewards influenced students' positive emotions; enjoyment, excitement, relaxation and engagement. The findings also showed that they were highly satisfied with the use of rewards which enhanced their self-development and behaviour. The details of finding were explored in the rest of the paper.

KEYWORDS: rewards, use of rewards, learning behaviour, self-development

DESIRABLE CHARACTERISTICS OF SCHOOL-MENTOR TEACHER ON TEACHING PRACTICE EXPECTED BY ENGLISH MAJORS STUDENTS, LOEI RAJABHAT UNIVERSITY, THAILAND

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ABSTRACT

Mentor teacher, practically, is the most important assistant of a student teacher. What and how student teacher experienced during one year as an intern, could not be exactly predicted. A mentor teacher was questioned about both his duty and personal relationship between a teacher mentor and his intern. Either common or unexpected events in schools which influenced the student teachers' success, both positive and negative issues, were usually found. These cases should be studied thoroughly. Rahabav (2016) of Indonesia did the research titled "The effectiveness of Academic Supervision for Teachers". It was revealed the facts that both supervisors and mentors should be trained for being good student teachers' mentors. As a university English supervisor for years, it was found that the school mentors have played important roles for the student teachers, during one academic-year of teaching practice. This research attempted to explore the authentic findings because it is believed that the influences might affect the intern student teachers' success. The 31 English student teachers of Loei Rajabhat University, in academic year 2018, were studied by being asked to rate the factors from the 9 items in the questionnaire. The informal interview was done informally. The close-ended questionnaire included 9 items: English knowledge of mentor, experience in teaching, an assistance of student teacher's problems in teaching, nice consultant in all issues, easy access, and protection. Another 3 items as open end topics concerned gender, age and school-sized. The last part was an open-ended question for suggesting their junior students. The answers showed that English knowledge and experiences were mostly required as well as protection. For mentor gender, female mentors were mostly preferred with age between 30-50. A school-sized is related to the students' attitude variously. From the most to the least, the student teachers had teaching practice in medium-sized schools, extra-large schools, large schools and small schools respectively.

KEYWORDS: school mentors, student teachers, desirable characteristics of mentor teacher

INTRODUCTION

During one academic year, 5th year students have to experience teaching-practice in a real situation, that is, either in a primary or a secondary school. Exposing to such context outside the university, each student would be provided a teacher mentor to as his supervisor. Although the mentor is expected to be helpful to the student, a reality of student's experience about his mentor or others in a school is sometimes unexpected. This leads to the study to find student teachers expectation to his desirable mentor.

This study was triggered by some issues from the experiences as a supervisor for years of 5th year English students, Loei Rajabhat University. They revealed both positive and negative experiences of the student teacher towards the mentors during one academic year of teaching practice. The better solution for negative experiences, the student teacher's expectation was explored in order to pre-inform the related parties: school teachers, the student teachers and supervisors from the university. That is, a better understanding of their roles has to be taken seriously for better experiences of expected English teachers in the future.

MATERIALS AND METHODS

Objectives

1. To explore desirable characteristics of English mentors, due to the 5th year students majored in English, Loei Rajabhat University.
2. To find factors which may involve, they were school's sized and the desirable characteristics of English mentors by 5th English majored student teacher in academic year 2019.

Population

The population was purposive sample. They were 31 5th student teachers, Loei Rajabhat University, who were on teaching practice in academic year 2019.

Study site

The schools where the student teachers were having teaching practice. They were in Nong Rua and Chum Pae Districts in Khon Kaen Province. Another two were in Nong Bua Lamphoo Province. The others were in Loei Province.

Data collection

Data were collected by questionnaire and personal interview.

Methodology

This mixed methodology research used percentage to analyze the quantitative data, collected by the questionnaire. The questionnaire was a rating scale of the 3 choices: no. 3 represented the most, no. 2 for the moderate and no. 1 for the least. The interview- data were analyzed by content analysis. To gain the result of the study, both types of results were used for descriptive method.

Instrument

The instruments were the chosen topics in questionnaire and the topics for personal interview. A written record was also used for data from interview.

Process of data collection

1. The questionnaire with 6 topics of the closed– end part and another 3 open-end part were applied from literature review and researcher's own experiences as a supervisor of English student teacher for years. The 6 topics were related to characteristics of English mentor teacher: English knowledge, English teaching experiences, able to solve English teaching problem, nice consultant of every subjects, easy to access and able to protect the student teacher. Another two open end topics were gender and age of mentor. The last open end was exploring the population's suggestion to the junior student teacher.
2. The draft questionnaire was tried out with 5 non-English majored students to see the preciseness.
3. The satisfied questionnaire was used to collect the population's opinion.
4. The 15 of 31 English student teachers were interviewed informally by conveniently method.

5. The 6 items in the closed end part of questionnaire and another 2 open end items were sorted out to see the frequency. The last part, open end items, population's opinion, was analyzed by descriptive method to see what the population's opinion was.

6. All disclosed data were studied again to see the possible and reasonable results.

RESULTS, DISCUSSION AND CONCLUSION

The results of 6 topics in the closed part of questionnaire were shown in Table 1.

Table 1 Percentage of rating on Mentor's characteristics by the population.

Characteristics	The most desired (3) / nos. of population	The desired (2) / nos. of population	The least (1) / nos. of population
English knowledge	48.38	51.61	-
Teaching experiences (English)	1.58	83.87	-
Able to solve problem of teaching	25.80	74.19	-
Good consultant of all problems	1.55	80.65	3.22
Easy access	9.68	87.10	3.22
Protection	45.16	54.84	-

It showed that the internship English student teachers had high confident to have teaching practice but some may require more confident about English knowledge. They would like to do their best. Protection, however, was an interesting requirement. Normally, it is common as a practical duty of each mentor. The question was why the students asked for protection.

Table 2 Percentage of rating of Mentor's gender by the population

Female	Male	Not specified
90.32	6.45	3.22

Table 2 revealed that female mentor is highly desired.

Table 3 Percentage of desirable age of mentor

Age interval	No .of population
Not be over 40	22.58
Not be over 50	58.06
Not be over 60	19.35

It was disclosed that mentor's age with lower than 50 but over 40 was the most desired.

Table 4 Percentage of School sized chosen by the population

Extra large	Large	Medium	Small
32.25	12.90	41.94	12.90

It was shown that medium and extra-large school size were highly desired respectively.

The suggestions made by the population to the junior student

The suggestions as well as the data from interview were corresponding to each other. The population suggested the junior students as the followings.

1. Public mind

The student teacher should have a public mind to help the other teacher, especially the aged teacher.

2. Nice emotion and physical appearance

The junior student teacher was warned to have nice emotion and physical appearance. It was interesting that the sample of population suggested that the junior students should be well-prepared to expose to unexpected experiences during teaching practice. The control-emotion was highly required at the school. The student teacher should learn how to stay with the school personnel properly.

The data of 3 topics gained by interview method

Topic 1: urgent assigned to teach

The sample replied that if they were assigned without early preparation, the topic should be explored rapidly and chose the most understanding for teaching.

Topic 2: how to place yourself among the teachers' conflict

If there was a conflict among the teachers or mentors, the student should ignore and avoid involving the conflict. The student should behave properly to all teachers.

Topic 3: how to manage if so many works were assigned to the students.

The student should think before receive the burden. If any work was beyond his capacity, the explanation should be done properly and immediately.

Discussion

Table 1 revealed that the student teacher had been learned the situations before taking the teaching practice, such as, the English text at school might be unseen and difficult to deal with. This could be seen from the requirement of the mentor's English knowledge although the student teacher was intensively trained from the university. Beside academic issue, the student had learnt the real social-atmosphere at school, especially how to react to the conflict among the teachers. It was, however, requirement to receive a protection from the mentor if the problem unfairly occurred with the student. Table 2 showed that female mentor was highly desired. This may be a nature of English teacher, that is, most of language teachers are female and kind to deal with. Table 3 showed the student's trusty on aged-teacher around 40-50. This may be believed the teacher with this age gain experiences and can keep phase with the student teacher. Table 4 disclosed the student's expectation on the good system of administration and management in extra-large school size. The medium sized, however, was another good choice. It may be a reason that a few extra-large school have been established while the more were the medium size schools where were easily found in districts and cities. The medium sized schools, moreover, usually require the student teacher to help in teaching load. This may be an inadequate numbers of English teacher at school.

Conclusion

This study was based on personal requirement. The findings belong to each year, each university and each group of student teacher. The results, however, revealed some findings which might over expectation but were the facts which the university teachers who have to take responsibility on the student teacher, have to take in process of teaching practice.

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THE EFFECTS OF CASE-ASSIGNMENT INSTRUCTION ON ENGLISH MAJOR STUDENTS' ABILITY OF WRITING ADJECTIVE CLAUSES

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ABSTRACT

The objective of this study was to compare the students' ability on writing adjective clauses, both finite and nonfinite, before and after the instruction on Case-assignment based on Chomsky's Case Theory. The participants were 34 second year English major students at Udon Thani Rajabhat University participating in the fifteen-hour instruction over a period of five weeks. This study was conducted by One Group Pretest-Posttest Design. The tools were lesson plans and a set of pretest and posttest on writing adjective clauses. The collected data were statistically analyzed for percentage, mean, standard deviation and t-test for dependent samples. The result of the study showed that the scores after the training is higher than those of the pretest, and the instruction significantly improved the participants' ability of writing adjective clauses. This indicated that incorporation of Case into the content of adjective clauses could effectively improve the students' ability in writing grammatical adjective clauses.

KEYWORDS: Adjective clause instruction, Case

INTRODUCTION

It is necessary that English major students learn to produce structures that reflect their refined thoughts and profound knowledge of language to communicate their ideas. The second year English major students enrolled in English Syntax 2 at Udon Thani Rajabhat University are expected to produce sentences that show their in-depth knowledge of language using a variety of grammatical means such as nominalization, coordination, or subordination to meet the requirements of the course. However, when asked to combine sentences using finite and non-finite adjective clauses, many of them fail to produce grammatical sentences. Furthermore, the scores on the test on adjective clause structure have been the lowest compared to those on other subordination topics: adverb clauses and noun clauses. In the academic year 2018, 53 students studying English Syntax 2 took three tests on their acquisition of adverb clause, adjective clause, and noun clause, and the average scores are 9.2 (46%), 6.9 (34.3%), and 10.8(53.9%), respectively. These students, as well as the students the researcher had taught previously, had studied adjective clause structure in their high schools and in the course, Form and Use 2, in their first year at the university. However, their competency was still below average. This indicates that adjective clause structure seems difficult for the students.

Adjective clause or relative clause is one type of subordinate clause widely used cross-linguistically (Tallerman, 2015: 275). A sentence with an adjective clause embedded in it is called a complex sentence. Complex sentences consist of a main clause and one or more other clauses subordinated to it. Subordinate clauses are introduced by subordinators or complementizers. The major types of subordinate clauses are adverb clause, noun clause, and adjective clause. It is described as a

clausal adjunct found in NP (Aarts,2018:132). The main function of adjective clause is to modify the head noun in a noun phrase (NP) of the matrix clause.

The prototypical adjective clause is finite. However, adjective clause restricting NP in the matrix clause can be finite or non-finite. A finite adjective clause is a finite subject-verb construction containing a finite verb marked for tense, person, and number. Like other subordinate clauses, finite adjective clauses cannot stand alone as a sentence and is introduced by a subordinator or complementizer. It cannot stand alone because it has a *wh*-construction and involves movement like questions but does not trigger auxiliary movement as the landing site is already occupied by a relative word that acts as a complementizer (Miller, 2002: 265). However, unlike the complementizers introducing adverb clauses and *that*-clauses which just introduce clauses, the complementizers of adjective clauses or relative words can be pronoun, determiner, and adverb that both act as a complementizer and function as noun, determiner, and adverbial in its own clause (Brinton, 2000:19). As an adjective clause modifies noun, there must be two nouns that are related with each other in the main and subordinate clauses. The antecedent of the relative word is the noun that the whole adjective clause modifies. This means that the students must (1) identify the related nouns in two clauses, (2) change the one in the lower clause into appropriate relative word that has the same referent, (3) move the relative word to the complementizer position to join the adjective clause with the matrix clause, and, finally, move the whole adjective clause next to the noun it modifies.

The reduced adjective clause starting with present or past participle also modifies noun in the matrix clause and is placed after the noun it modifies. However, as the verb is non-finite and unable to assign Nominative Case, its subject is not spelled out. The antecedent noun is interpreted as the subject (either active or passive subject) of the non-finite adjective clause.

Although these concepts above had been taught to the students, the researcher observed that many kinds of errors were still made. These included (1) placing an adjective clause in a wrong position, (2) doing auxiliary movement in the adjective clause, (3) selecting wrong relative words, (4) omitting the necessary relative words, and (5) using redundant pronouns within the adjective clause. It was remarkable that problem 2-5 concern with the licensing and distribution of nouns in the adjective clause. Therefore, the researcher could hypothesize that the students' ability of producing adjective clauses should be improved by the instruction of the concept of NP distribution.

The module of grammar that describes the distribution and licensing of NP is the Case Theory. It is a module in Noam Chomsky's Government and Binding Theory, which was first published in the 1980s and was revised several times. The Case Filter which is central to this module requires that every overt (phonetically realized) NP must be assigned structural Case (Haegeman, 1995:193). In other words, all NPs in a sentence need to be Case-marked in order to be visible.

This study focuses on the abstract Cases (with the capital C) as English Cases are assigned by the fixed structural position in a clause rather than a morphological process (Radford, 2009:375). The abstract Cases in English are Nominative Case assigned by the I node (finiteness) of the finite verb, the Accusative Case by the transitive verb and prepositions. This study also includes the Genitive Case, which is described as an inherent case assigned to the possessor NP through theta assignment (Haegeman,1995, p.193) and is described as being a Case assigned by 's (apostrophe s) to the possessive NP (Poole,2011: 100).

The evidence that support the hypothesis that the students' errors were due to their lack of the understanding of Case are shown in the following sentences. The sentences with an asterisk are the original student texts.

- (a)* The woman helped you carry your luggage worked here.
- (b) The woman who help you carry your luggage worked here.

Explanation: (a) The finite verb 'helped' assigns Nominative Case to its subject, but there was no NP subject there to receive the Case. Therefore, this sentence is ungrammatical. (b) The relative pronoun 'who' is assigned Nominative Case by the finite verb in the adjective clause. All nouns in the adjective clause are assigned Case correctly; then this sentence is grammatical.

- (a)* The person that you saw him at school was not a teacher.
- (b) The person that/whom you saw at school was not a teacher.

Explanation: (a) The finite verb 'saw' assigns Nominative Case to 'you' and Accusative Case to 'him.' However, the pronoun 'you' is changed to the relative pronoun 'that' and is moved to the front. The pronoun 'him' then has no Case and must be filtered out of the adjective clause. Its presence causes redundancy and makes the sentence ungrammatical. (b) With the redundant pronoun 'him' removed, all NPs in the sentence are correctly assigned Cases. There is no NP without Case in the sentence.

Apart from the omission and the redundancy of pronoun shown above, errors based on the selection of relative words were also found.

- (a)* The girl who doll was lost was sad.
- (b) The girl whose doll was lost was sad.

Explanation: (a) 'who' does not have case whereas 'doll' is case-marked by the verb 'was lost.' (b) 'whose' is a determiner preceding the noun 'doll.' It has inherent Genitive case and is licensed to exist in the adjective clause.

- (a)* I never forget the time that we went to school together.
- (b) I never forget the time when we went to school together

Explanation: (a) 'That' is a pronoun and needs to be Case-marked. (b) 'when' is a relative adverb introducing adjective clause modifying a noun indicating time. It does not need to be Case-marked. All NPs in the adjective clause are Case-marked; therefore, the sentence is grammatical.

- (a)* She still live in that old house that she first met her husband.
- (b) She still lives in that old house where she first met her husband.

Explanation: (a) 'That' is a pronoun and needs to be Case-marked. (b) 'where' is a relative adverb introducing adjective clause modifying a noun indicating place. It does not need to be Case-marked. All NPs in the adjective clause are Case-marked; therefore, the sentence is grammatical.

- (a)* I invited her to the restaurant where was awarded for its tasty food.
- (b) I invited her to the restaurant that was awarded for its tasty food.

Explanation: (a) 'where' is not a pronoun, so it cannot be Case-marked. However, the relative word should be a pronoun as it is Case-marked by the verb 'was awarded.'

(b) The relative word is a relative pronoun Case-marked by the verb 'was awarded.' All NPs in the adjective clause are Case-marked; therefore, the sentence is grammatical.

- (a)* She was not satisfied with the room which we are staying.
- (b) She was not satisfied with the room in which we are staying.
- (c) She was not satisfied with the room which we are staying in.
- (d) She was not satisfied of with room where we are staying.

Explanation: (a) 'which' does not have case since 'are staying' is not a transitive verb and cannot assign Accusative Case. (b, c) 'which' is assigned Accusative Case by the preposition 'in'. (d) 'where' can be a relative word here since the antecedent noun is a place, and 'where' is an adverb which needs no Case-marking.

Adjective clauses that restrict NP can be reduced into non-finite clause. This study also investigates the errors students made on reduced adjective clauses and found errors relating to the presence of noun or pronoun as follows.

- (a)* The woman who standing at the counter is my cousin.
- (b)* The woman is standing at the counter is my cousin.
- (c) The woman standing at the counter is my cousin.

Explanation: (a) The verb in the adjective clause is non-finite, so it cannot assign Nominative Case to its subject. The relative pronoun 'who' is not licensed to be there.

(b) The verb in the adjective clause is finite, so it must assign Nominative Case to its subject, but there is no relative pronoun that also functions as subject of the clause.

(c) The verb in the adjective clause is non-finite, so it cannot assign Nominative Case to its subject. No overt NP can be present before the non-finite verb 'standing.' This sentence is grammatical as all NPs are assigned Cases correctly.

- (a)* The woman who taken to the hospital was seriously injured.
- (b)* The woman was taken to the hospital was seriously injured.
- (c) The woman taken to the hospital was seriously injured.

Explanation: (a) The verb in the adjective clause is non-finite, so it cannot assign Nominative Case to its subject. The relative pronoun 'who' is not licensed to be there.

(b) The verb in the adjective clause is finite, so it must assign Nominative Case to its subject but there is no relative pronoun that also functions as subject of the clause. (c) Explanation: The

verb in the adjective clause is non-finite, so it cannot assign Nominative Case to its subject. No overt NP can be present before the non-finite verb 'standing.' This sentence is grammatical as all NPs are assigned Cases correctly.

In conclusion, the errors in the students' original text can be explained by the Case Theory. The instruction of Case could be one way to solve these problems.

Objective

The objective of this research is to compare second year English major students' ability of constructing complex sentences with adjective clause before and after the 15-hour instruction on Case.

MATERIALS AND METHODS

Materials

The materials used in English Syntax 2 course were chosen as the materials in this study. The researcher designed the materials by incorporating the concept of abstract Case into the content of English Syntax 2, which was being taught to the students. The instruction was the application of Case Theory focusing on the Case Filter, not the Case theory in the GB tradition itself. These students had not been taught about abstract Case in any subject before; therefore, Case was introduced to them in the first class and was integrated into the contents in the course syllabus. In each sample sentence, they were asked about case of each noun and were expected to give an explanation that reflected their understanding. On week 5, the concepts of adjective clauses and reduced adjective clauses were taught. Then, students were asked to give explanation of the selection of appropriate relative words and the visibility of noun or pronoun in the relative clause, both finite and non-finite, using their knowledge of Case filter.

The students studied English Syntax 2 taught by the researcher 3 hours a week. At week 5, they were taught adjective clause structure based on their prior knowledge of Case. The contents of the first five week were as follows.

Table 1 The course outline of English Syntax 2

week	Content
1	Introduction to the course Introduction to Case Review on word categories and basic sentence patterns
2	Coordination: compound sentence
3	Subordination: noun clause
4	Subordination: adverb clause and reduced adverb clause
5	Subordination: adjective clause and reduced adjective clause

The students took the pretest before the first class and the post-test at week 6.

Methods

Participants: The participants were 34 second-year English major students enrolled in Syntax 2 taught by the researcher during the second semester of the academic year 2019. These participants had background knowledge on adjective clauses since they studied adjective clause structure in their high schools and in a course on English Form and Use for the first year students. However, they had no background on abstract Case. They were informed that they would have to take a set of pretest and post-test on adjective clause structure, that they would participate in a fifteen-hour instruction on Case, merged into their normal lessons, and that this study would not influence their grades.

Research Instruments

The instruments were

1. The lesson plans of the first five weeks for English Syntax 2 with the incorporation of training on Case-assignment in each lesson plan.
2. Pretest and posttest on adjective clause. The test was developed by the researcher and reviewed by three experts who were asked to determine the content validity score. The IOC of each item is 1.0. The test was designed to assess the participants' ability to combine clauses using finite and

non-finite adjective clauses. The participants were required to apply their knowledge on Case in order to select the correct relative word and distribute NPs in the adjective clause correctly. The test was a written test consisting of 20 items; each item carried one point. Each participant would be given one point provided that they made a correct complex sentence with an adjective clause. However, they would be given no point in the case that they selected wrong a relative word and made a mistake on NP distribution in the adjective clause.

The structure of the test are as follows:

Table 2 The structure of the pretest and post-test

Number of item	Required relative word
3	Relative pronoun as subject of relative clause
3	Relative pronoun as object of relative clause
3	relative pronoun as object of preposition
2	Relative determiner
3	Relative adverb 'when'
3	Relative adverb 'where'
3	No relative word (reduced adjective clause/present participle)
3	No relative word (reduced adjective clause/past participle)

As the main point of the study is on Case, other aspects of relative clause were not focused. Therefore, the tests used in this study were designed as follows:

1. The nouns being modified by the adjective clause was underlined. The participants are required to place the adjective clause after the underlined noun. This was to prevent the error caused by putting relative clause at the wrong place, as the place of the adjective clause was not taken into account.

2. All the relative clauses in the test are restrictive relative clauses. The restrictiveness was not taken into account in this study.

3. The distinction between who/whom and that/which did not affect the students' point.

4. The relative words used in this study were classified into three types depending on the function they served within their clause as follows:

- relative pronouns: who, whom, which, that
- relative adjective/determiner: whose
- relative adverb: when, where

An example of the test item is as follows:

The police arrested a man. I had worked with him.

Correct answer: The police arrested a man with whom I had worked.

The police arrested a man whom/that I had worked with.

There are two Cases in the adjective clause assigned by the verb 'had worked' and the preposition 'with.' The NP 'I' in the relative clause is Case-marked by the verb 'had worked.' The NP 'him' is Case-marked by the preposition 'with' and is changed to 'whom' and then moved to the front of the clause. All NPs in the adjective clause were Case-marked. The sentence would then be grammatical, and the participant would be given 1 point.

RESULTS, DISCUSSION AND CONCLUSION

Results

To answer the research question, the scores of the pretest and posttest taken by the participants before and after the training were compared using mean to discover whether the training improved the student's performance, and a dependent samples t-test to examine the extent to which the instruction contributed to such improvement. The results are reported in the table below.

Table 3 The Difference between the participants' test scores before and after the instruction of Case

Test	Mean	S.D.	Actual Progress	E.I.	percentage	t
Pretest	4.74	3.70	9.08	0.5953	59.53	-10.25
Posttest	13.82	3.61				

(N=34), $p < .01$

The results showed that the training significantly improved the performance of the participants. The pretest mean is 4.74 (S.D. = 3.70). The posttest mean is 13.82 (S.D = 3.61). After the instruction, the participants scored 9.08 points higher than the pretest score. The t-value for dependent samples is -10.25 and the p value is $< .01$ signifying that the instruction significantly contributed to the participants' improvement. The Effectiveness Index is 0.5953; the percentage of the knowledge gained by the participants was 59.53.

CONCLUSION AND DISCUSSION

The result of the study confirms that after the instruction on Case, the participants could perform much better. Consequently, it appears necessary for the English major students to be instructed on Case. The result of this study will contribute to revision of the B.A. English curriculum. Case will be included in the course description of a course on syntax in the new curriculum.

The fact that the participants performed well in the post-test may have resulted from their high motivation. Although they were told that the tests would not affect their grades, they realized that this knowledge could help them perform better in the actual tests.

However, this study does have some limitations. First of all, all clauses introduced by different relative words were studied as a whole. The data did not show the scores of the relative clause of each type. The participants did have more difficulty producing some kinds of adjective clause as Phoocharoensil (2009) also reported the need for emphasis on 'whose', as students seemed to have more difficulty dealing with it. Ferreira and Clifton 1986's study (cited in Becker 2014:131) also reported the participants' need for more reading time for reduced relative clause sentences than those of the unreduced ones. Second, as Burton-Robert (2016:204) and Kaplan (1995: 357-358) pointed out, adjective clause could modify not only NP, but also a range of categories such as AP, PP, VP and clauses. However, this study left this fact untouched as the main focus is mainly on Case. Finally, the omission of 'that' and the use of 'that' as a complementizer was not mentioned in the study. Further research should be on the reason why and how some types of adjective clauses are more difficult to Thai EFL learners. Moreover, as Case has an impact on syntax (Poole, 2011: 98), there should be further research on how to exploit the instruction of Case to enhance Thai EFL learners' English proficiency.

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THE PROBLEM DEVELOPMENT ODOP PRODUCT IN VIENTIANE CAPITAL AREA, LAO PEOPLE'S DEMOCRATIC REPUBLIC

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ABSTRACT

The main purpose of this research was to study the problem development of ODOP product in Vientiane Capital Area, Lao People's Democratic Republic. Key informants Representatives were from government agencies of Vientiane Department of Industry and Trade Department of Trade Promotion, Ministry of Industry and Trade SPPO Trade, Council Department of Cultivation, Ministry of Agriculture and Forestry Department of Intellectual Property, Ministry of Science and Technology, Department of Food and Drug Administration, Ministry of Public Health and 12 representatives of operators. The data analysis was conducted by content analysis based on the frequency of data, then summarize the content. The results of the research showed that: 1) The problems of Production Product manufacturing, One District One product, most manufacturers still lack the right manufacturing process. Process, technique, production methods, Lack of production, and business models. 2) The problems of the capital imported for the production of goods, One District One product, is still limited. Source of funds from bank loans is still in a high condition and hard to reach because most producers are villagers. 3) The problems of marketing for public perception of One District One product, is not sufficiently broad. In addition, competition in the market is still very challenging. 4) The problems of government promotion, technical knowledge promotion and marketing knowledge was not through the product manufacturers, One District One product or the other side, the government still lacks the budget to promote various aspects of the product manufacturers of One District One product.

KEYWORDS: Product development, ODOP product

INTRODUCTION

Changes and development of today's world have been grown rapidly. In particular, in technology, every field needs to apply modern technology to suit the role and function of their sectors. Every development would all like to adopt new technology to use as well. With the aim of making changes for the better and getting more efficient results than before at the same time, various developments have been developed rapidly and continuously. There is yet another side that has not been developed and is left behind. And then it has been found that the distance between the differences in the developed side, there will be development going far and with better operational guidelines. On the other hand, the other side has not been developed or has not been developed much. It can be seen that in today's society, division in two areas is automatically and clearly.

When the situation occurs in this aspect, all sectors, therefore, need to brainstorm ideas and find ways to prevent the distance of these two social areas too much different. With the expectation for both sides of society will be equal, the researcher learned that there is a need for in-depth study in order to find strengths, weaknesses, opportunities and obstacles. In order to take these various data for analysis,

synthesis and formulation as a development strategy in the next step, various fields are to make the target resolution until leading to the development that received good results.

Any improvements that are made will result in good results. All are caused by the use of basic strengths or existing local strengths here refer to the unique culture, traditions and wisdom of the community that had been carried on by grandparents, the things mentioned will be different depending on each community or each locality. For this reason, community leaders or the local leader, have to conduct studies, explore and find ways to know that their community or locality has something unique that is different from other locality. How important is it to the community? How can these findings be used for their own communities? Once this has been discovered, the development will be easier since people in the community already know and understand. To learn the principles and be able to use modern technology can achieve the expected results.

With these various factors, the Government of the SPI, therefore, have seen the importance and needs to lead the country from underdeveloped countries to the step into a developing country and becoming a developed country in the future. According to the national development plan of the National Council that has been determined and laid out in the 9th National Assembly of the Lao People's Revolutionary Party, which has clearly laid out national development policies with the policy to build 3, namely building a Province as a strategic unit, Build Districts as a leader of all-round strong units and build Villages as development units. This policy has shown that the development has been focused on local foundations. With the aim of strengthening the local economy to be an important base for national economic development to progress and able to be freed from poverty by 2020 and the country will be able to become a developing country in line with its goals.

One District One Product or ODOP is one tool in the policy of economic development for community; it is a national development policy. Culture, traditional, wisdom and creativity bring these things to develop into products and unique services with the principles of making a difference to sell or service for customers in the community themselves. Foreign customers including customers who are foreigners come to visit, to buy products and services. The policy of One District One product is a policy that is in line with the 3 policies of the government of SPOM, laid out which will stimulate the creation of more work, increase income and is to improve the lives of the people for the better.

PURPOSE OF THE STUDY

Study the problem of product development. ODOP in Vientiane Capital Area, Lao People's Democratic Republic

MATERIALS AND METHODS

Scoping and Study site

The researcher studied the problems of product development. ODOP in Vientiane Capital Area, Lao People's Democratic Republic conducts qualitative research.

Sampling and Data Collection

The key informants are 12 representatives from government agencies. Department of Industry and Trade, Vientiane Capital, Department of Trade Promotion, Ministry of Industry and Trade SPPO Trade Council Department of Cultivation, Ministry of Agriculture and Forestry Department of Intellectual Property, Ministry of Science and Technology, Department of Food and Drug Administration, Ministry of Public Health and representatives of entrepreneurs.

Methodology

The research instruments were semi-structured interview form to find information on product development problems ODOP in Vientiane Capital Area, Lao People's Democratic Republic, 4 aspects which are as follows: 1) Production, 2) Capital, 3) Marketing, and 4) the promotion from the government sector. Data collection was conducted by coordinating the interview appointment. Data analysis was performed by content analysis and the summary of the overview.

RESULTS, DISCUSSION AND CONCLUSION

Results

The result of research on product development problems ODOP in Vientiane Capital Area, Lao People's Democratic Republic, are as follows:

1. Production

Product manufacturing, One District One product or ODOP, the manufacturers still lack the correct production process. Important information in lotteries is not specified, such as product history or the product. Process, technique, production methods, Product Highlights, Production quantity, price, location of distribution, Production date and expiration date, in addition with the wrapping has not been done well. This affected the product quality which could not be maintained for a long time, lack of knowledge in systematic accounting, lack of production as a raw material business model for the production of the goods, One District One product or some of the production lines do not have internal materials. The response is not enough to the actual production which needs to be imported from abroad, for example, the raw material for wrapping is whether in higher production costs. This will result in product prices One District One product. More importantly, the packaging is not up to standard, not beautiful and not as appealing to consumers as it should be. Machines for the production of goods, One District One product or ODOP is not a modern machine. Therefore, causing inferior quality products and not able to create a lot of added value for the product.

2. Capital

Capital used in the production of goods, One District One product or ODOP, is still limited. Funding sources from loans from banks is still high and hard to reach. Since the manufacturer of the One District One product or ODOP is a group of villagers. It is a family business model. Resulting in lack of assets to be used as collateral with the banks, the One District One product or ODOP still lacks the funds to be employed to attend the exhibition. They are organized domestically and internationally.

3. Marketing

Marketing promotion for product manufacturers of One District One product or ODOP through the promotion policy implementation phase Production and distribution of the goods, One District One product or ODOP, has been up to the present for 7 years. It can be seen that the perception of people is connected to the One District One product or ODOP is not yet spacious enough. Many people still remember the name OTOP rather than ODOP. Meanwhile, competition in the market is still a huge challenge. Especially the price competition because the product price of One District One product or ODOP will be higher than the price of the same product. Or some similar products that are common in the market causes the product consumer of One District One product or ODOP are few. At the same time, they still lack public relations advertising that will make consumers aware of the importance of the product of ODOP that there is a production process. And also the quality standards to build consumer confidence by considering the quality of the product rather than considering only the price. Manufacturers of the One District One product or ODOP products still lack knowledge and experience in marketing. Therefore, it is very important to have to research and train for more knowledge and experience.

4. Government promotion

Since the year 2012, the government sector is concerned agencies have paid attention in the dissemination of information, training, monitoring and support for product production One District One product or ODOP closely. Whether it is a training course on the production of quality products, beautiful and attractive wrapping methods for consumers, and marketing for the heads of the producer of One District One product or ODOP within Vientiane area, Laos PDR. There is also a study visit at various locations that manufacture products of One District One product or ODOP well both inside and outside the country. In Thailand, for example, there are operations to create policies that facilitate the Manufacturer of One District One product or ODOP in collaboration with the National Trade Council to expand the product market One District One product or ODOP to go abroad. The Department of Cultivation, Ministry of Agriculture and Forestry for the leaves to stand still, non-toxic products Department of Intellectual Property, Ministry of Science and Technology, to confirm trademark copyright Department of Food and Drug Administration, Ministry of Public Health To issue FDA certificates for local food and drug products through operations in various processes of the past government sector. In fact, only a few places are able to transfer academic knowledge and marketing knowledge to the manufacturers of One District One product or ODOP. On the other side of the government, there is still a budget. That will promote various areas for manufacturers of One District One product or ODOP. Therefore, causing the product manufacturers to have to use Knowledge, knowledge that was practiced in the traditional way by using the capital that the manufacturer has limited and sell products according to the basic capabilities that the manufacturer has for this reason the ODOP product is lacking in quality or lack of beauty and is still not being recognized and desired by both domestic and international markets as it should be.

Discussion

From the research findings, the problems development product ODOP in Vientiane Capital Area, Lao People's Democratic Republic the researcher proposed important findings as follows.

1. Production problems Product manufacturing of One District One product or ODOP manufacturers still lack the correct production process. Important information is not specified in the lottery. Product or product history Process, technique, production methods, Product Highlights Production quantity, price, location of distribution Production date and expiration date. In addition, the wrapping is not doing well. Causing the product quality to be maintained for a long time Lack of knowledge in systematic accounting lack of production, business models, etc.

2. Capital: The capital imported for the production of goods One District One product or ODOP is still limited. Funding sources from loans from banks is still a high condition and hard to reach because the manufacturer One District One product or ODOP is a group of villagers. It's a family business model. Resulting in lack of assets to be used as collateral with the bank. Simultaneously, the product manufacturers One District One product or ODOP still lack the funds to be used to attend the exhibition. That are organized domestically and internationally because of attending those various exhibition events must have a reasonably high cost.

3. Marketing

Marketing promotion for product manufacturers One District One product or ODOP through the promotion policy implementation phase Production and distribution of goods One District One product or ODOP has been up to the present for 7 years. It can be seen that the perception of people is connected to One District One product or ODOP is not yet spacious enough. At the same time, competition in the market is still very challenging.

4. Government support since 2012, the government sector is concerned agencies concerned. In the dissemination of information, training, monitoring and support for product production One District One product or ODOP has always been close. Whether it is a training course on the production of quality products. Beautiful and attractive wrapping methods for consumers and marketing for the heads of the producer One District One product or ODOP within the Vientiane Capital Area, Lao People's Democratic Republic.

This idea is consistent with the research of Kasiphat Thongkam, Kosit Pangsoi, (2019). Researching problems and solutions for OTOP products in accordance with Buddhist principles in Udon Thani province, which was found that current conditions and problems of OTOP products in Udon Thani Province are as follows: OTOP product sales mostly still concentrated In business in certain groups or communities such as VT Namnueng Shop, Nakha cloth shops, and some important tourist attractions of some provinces, does not actually distribute income to other communities throughout the province. As a result, entrepreneurs cannot stand to do business by themselves according to the principles of One Tambon One Product (OTOP) project. This should be analyzed problems and synthesize the solutions for problems in this research. Ways to solve problems and guidelines for the development of OTOP products in accordance with Buddhist principles to promote and develop community economy in Udon Thani. The guidelines should be implemented as follows: 1) Establish standards in the production process and procedures and control the production quality to the same standard or create distinctive characteristics of the product, such as the fabric should be the same width and length. Or wine production Should have the same flavor in each production, 2) Creating and developing a new generation of OTOP operators in order to create sustainability for OTOP entrepreneurs. 3) Raw material management, starting from the preparation of planting areas, maintenance to reduce dependence on raw materials outside the community Reduce the price increase of middlemen, to make the group have raw materials for continuous production and quality. This is consistent with the research of Pariyarin Rattanakorn, Cholathar Darawong and Chainarong Chaijinda (2015) studied factors contributing to the success of OTOP products in Chonburi province are that the components that make the One Tambon One Group product successful are marketing elements and product elements. For factors affecting the success of the One Tambon One Product group, both marketing elements and product components. It consists of marketing strategy factors which are Product side, Price side, Sales side marketing promotion The service staff Physical presentation and management process and marketing communication factors such as advertising, public relations Creating a product image. This is also consistent with Markusen's research (2004), studying Targeting Occupations in Regional and Community Economic Development. Found that the ways to create a career in the community include 1) Increase skills 2) Increase production potential 3) Responsibility is divided. 4) There is exchange of knowledge both within the group and outside the group. 5) Entrepreneurship. 6) Use the local labor as much as possible. The research of Boonma (2006) who studied the success of OTOP Occupational Groups in a Dimension of Strong Community. Factors affecting the success of OTOP career groups include operation duration, group size, group leader, participation of members. Member relations, Group management Network outside group, and External support. And in line with the concept of community producer operations of Chira Kanchanapak and Phanachit Laopoonsuk, (1998), who discussed the key elements of community producer operations. These include capital, people, wisdom, knowledge, ability, technology, production factors, plant varieties, animal species, land, buildings, materials, tools, and occupation. And for capital development, there is a way to develop funds by providing funding sources that will support the group. Raising people's savings by setting up a savings group Campaign to increase savings for members of the savings group, Funding activities and community groups for professional development, or business expansion

increase the efficiency of management / management. Amend rules and regulations that hinder funding mobilization and development create guidebooks, curriculum guidelines, increase capital development efficiency, and establish a savings group club at every level. At the family level, capital can be created through savings, savings, careers, reducing expenditures, and capital utilization. And borrowing at low interest rates. Production Manufacturing means creating goods and services using production factors to meet consumer demand. For the purpose of production development can be production complete range from raw materials Processing and consumption. In order to adapt to the current economic situation have income from product sales Produce quality according to market demand, use less investment, produce more quality and use technology to increase productivity. Production development improves quality and increases production to meet market demand. Developing forms and packaging according to appropriate technology, encourage production technology to be used in production, prepare documents and information for funding sources, career development, disseminated to the professional group, support production news and exchange experiences. In production management, it is a plan for organizing the organization and controlling the production process to be efficient. And managing the production system is important to the development of production which consists of Production factors, Quality transformation and monitor and control for efficiency. In addition, in the production, there is a need to set standards in accordance with the specifications set by various organizations.

Conclusion

Research on problems of development product ODOP in Vientiane Capital Area, Lao People's Democratic Republic conducts qualitative research.

1. Production problems, Production of products One District One product or ODOP, manufacturers still lack the correct production process. Important information is not specified in the lottery. Product or product history Process, technique, production methods Product Highlights Production quantity, price, location of distribution Production date and expiration date in addition, the wrapping is not doing well that causes the product quality to be maintained for a long time, Lack of knowledge in systematic accounting, Lack of production, business models, etc. 2. Capital: The capital imported for the production of goods One District One product or ODOP is still limited. Funding sources from loans from banks is still a high condition and hard to reach because the manufacturer of One District One product or ODOP is a group of villagers. It is a family business model. Resulting in lack of assets to be used as collateral with the banks. One District One product or ODOP still lack the funds to be used to attend the exhibition. That are organized domestically and internationally Because of attending those various exhibition events must have a reasonably high cost 3. Marketing promotion for product manufacturers One District One product or ODOP through the promotion policy implementation phase Production and distribution of goods One city, one product or ODOP has been up to the present for 7 years. It can be seen that the perception of people is connected to One District One product or ODOP is not yet spacious enough. At the same time, competition in the market is still very challenging. 4. Government promotion since 2012. The government sector is concerned agencies concerned in the dissemination of information, training, monitoring and support for product production One District One product or ODOP has always been close. Whether it is a training course on the production of quality products. Beautiful and attractive wrapping methods for consumers. And marketing for the heads of the producer one city, one product or ODOP within the Vientiane Capital Area Lao People's Democratic Republic.

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APPLICATION OF DOHSA-HOU ON SOCIAL INTERACTIONS OF CHILDREN WITH AUTISM AT CADEAU CENTER – DA NANG, VIETNAM

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ABSTRACT

A child with autism, Asperger's syndrome, Rett syndrome, speech, cognitive or behavioural disorders, etc. are considered one of the children with developmental disorders. There are many methods to support and educate children in this developmental disorder group, at Cadeaux Psychological Center, Da Nang, Vietnam has chosen whether Dohsahou in supporting children and has had positive results. The Dohsahou method helps children to be safe, respectful and helps their children and teachers (Dohsahou practitioners) feel truly relaxed. Through a group assessment of three exercises before and after performing Dohsahou therapy, this is an appropriate method to support children with developmental disorders at Cadeaux Psychological Center.

KEYWORDS: Method Dousha-Hou, autism, disorder development, children, teacher.

INTRODUCTION

On September 19, 2015, the Institute of Traditional Studies and Development (TaDRI) issued a Decision on the Establishment of the Cadeaux Center for Research, Psychological Consultancy and Community Development. CADEAUX, pronounced CA-DO) at 131/11B Lý Thái Tổ, Thu Gian Ward, Thanh Khe District, Da Nang City, Vietnam. After more than 4 years of operation, the Center has supported nearly 400 individuals of all ages in need of special assistance. Each year, the Center welcomes more than 60 children aged 2-7 years from many provinces and cities across the country with various problems such as autism, language disorders, attention deficit hyperactivity, behaviour disorders, emotions ... collectively referred to as groups of children with developmental disorders. Cadeaux Center's staff and teachers have graduated from the University of Psychology, Social Work, Preschool and Primary Education, and continuously improve their knowledge, skills and skills to complete successful intervention and support for children in the most active way.

There are many methods to support/educate children with developmental disabilities to integrate into the school environment, such as the ABA method, speech therapy, SON RISE, Time Floor ... Cadeaux Center chooses the approach. based on (1) **the principle of understanding and respecting children's unique characteristics**. Therefore, teachers always feel to understand the needs and wants of children, through which, there are forms of communication and interaction so that children can acquire knowledge and skills; (2) **the principle of being based on the initiative and direction of the child** - being in harmony with the child according to the activities that the child is doing or enjoying. Whatever the child is playing or doing, the intervention also "draws" with the child, playing and doing everything the way they are doing and trying to understand why they do so. After a period of "following

the child", understanding the child and being accepted by the child (at least about 15 minutes), the teachers will wait for the appropriate time, to put the exercises and activities they have prepared for the child. As such, the approach of the teachers at Cadeaux Center is full respect for children and waiting for the right time to lead children to the activities they prepare.

Based on these principles, Cadeaux Center finds that Dohsahou therapy is suitable for children with developmental disorders, so the article focuses on the introduction of Dohsahou psychotherapy and discusses the effectiveness of this method in children psychotherapy at the Center.

Dohsahou is a new therapy method, which was born and developed in Japan, co-studied by Professor Naruse and Professor Ohno Kiyoshi. Although it has not been widely used all over the world, the founding scientists have proved its effectiveness in Japan, Iran, Malaysia, Cambodia, etc. for autistic children, hyperactivity disorder. and children with motor disabilities, cerebral palsy, etc. Haruo Fujino's research (2014) in Japan showed that the Dohsahou method has increased body awareness and reduced psychological stress in participants. Effects of Dohsa-hou relaxation on body awareness and said distress). This study was conducted on three different target groups (332 people in group 1, 181 in group 2 and 79 in group 3). The results prove the effectiveness of the Dohsa-hou method when all three measurements in three groups of subjects had cognitive changes in the symptoms of body stress and stress was reduced after participating.

There has been a number of studies into the effects of Dohsa-Hou on the rehabilitation of individuals with autism. A study by Konnon and Ohno (1977; 1990) reveals that Dohsa-Hou helps children to be more prudent and eases their ability to communicate. Several other studies find Dohsa-Hou has positive impacts on the children's friendliness and dynamism (Oda & Tani, 1994; Sasagawa et al, 2000). Dohsa-Hou demonstrates to be of assistance to children with difficulties in communication in learning simple words (Yamashita, 1986; Morisaki, 2002; Koga & Tanaka, 2003). A study by Mohamadkhani (2011) concludes that the eight Dohsa-Hou exercises can have positive impacts on the improvement of social skills and stereotypy of children with autism.

A case study by Konno focuses on the process of attention and communication development in a three-year-old girl through a Dohsa-Hou practice called Toke'au taiken including six 50-minute sessions during a course of 18 weeks. Each session includes toke'au taiken exercises and consultations for the parents. By the end, the child had improved in stabilizing her emotions and her mother showed signs of healing from depression, thus the exchange of attention between the parent and child increases.

The positive effects of Dohsa-Hou are also affirmed in a study lead by Naderi (2014). Naderi and her team selected six autistic children at random. The children are evaluated twice, ex-post and ex-ante, by two questionnaires: "[Autism Control]" and "[Mentality Theories]". The areas of focus include social interaction, language and speech difficulties, and behaviour. After four weeks (one hour of Dohsa-hou per week), there are evident results indicating significant differences before and after Dohsa-Hou was applied. Therefore, Dohsa-hou can have positive effects on the rehabilitation of high-functioning children with autism.

METHODOLOGY

1. Purpose: To assess and monitor the emotional state, initiative, flexibility, social interaction stability of autistic children during Dohsa-Hou movement
2. Methods: Using clinical observation techniques during the evaluation process through checklists, observation analysis during the implementation of Dohsa-Hou technical impact, behavioural analysis via video.
3. Measure progress in turn through 3 stages:

Stage 1: Search listen and feel - corresponding to lesson 1- Game “crab crawling” corresponds to the stage of searching, listening and feeling

Stage 2: Waiting and reacting search - corresponding to lesson 2- The game of "strong will and will" corresponds to the waiting and reaction phase

Stage 3: Feedback and continuance - corresponding to lesson 3 - The game "scissors saw and trick" corresponds to the feedback and continuation phase.

Requirements for testers: Pay attention to emotions and interaction skills with children.

4. Content of the exercise, the process of assessment and scoring of expression of social interaction behavior

Table 1 Implementation requirements: Scoring and dividing points into order (-) / (+)

	EXERCISE 1: CRAB GAME	EXERCISE 2: CHI CHI CHANH CHANH	EXERCISE 3: PUSH AND PULL
Emotion:	(Evaluate 3 times/week and evaluate to ensure 4/5 expression of reaction is repeated in the test situation with the cycle of 5 minutes/time - record the final result 1 time/week - ensure 80% guarantee)	(Perform the assessment 3 times/week and ensure 3/5 expression of reaction is repeated in the test situation with a cycle of 5 minutes/time - record the final results once a week - ensure > or by 70%)	(Perform 3-day / 1-week assessment and ensure 3/5 expression of reaction is repeated in test situation every 5 minutes cycle - record final results once a week - ensure > or equal to 70%)
Feedback	(Perform 3-day / 1-week assessment and ensure 4/5 expression of reaction is repeated in the test situation - record the final results once a week - ensure > or equal to 80%)	(Perform the assessment 3 times/week and - ensure 3/5 expression of reaction is repeated in the test situation - record the final results once a week - ensure > or equal to 80%)	(Performing a 3-day / 1-week assessment, ensuring 3/5 of the expression of reactions are repeated in the test situation - recording the final results once a week - ensuring > or equal to 80%)
Pace	Perform a 3-day / 1-week assessment and ensure 4/5 expression of responses are repeated in the test case with a 5-minute cycle - record final results once a week - ensure > or 80%)	(Evaluate 3 times / 1 week - make sure 3/5 expression of reaction is repeated in the test situation with every 5 minutes cycle - record the final result 1 time/week - ensure > or 80%)	(Evaluate 3 times / 1 week - make sure 3/5 expression of reaction is repeated in the test situation with every 5 minutes cycle - record the final result 1 time/week - ensure > or 80%)
Mobility	Conducting evaluation 5 times/week, ensuring 3/5 expression of reaction is repeated in the test situation - recording the final results once a week - ensuring > or equal to 70%; The activity requires the tester to set the environment, human factors and interaction methods appropriate to each test point level)	(Performing assessment 5 times/week, ensuring 3/5 expression of reaction is repeated in the test situation - recording the final results once a week - ensuring > or equal to 70%; Activity requires testers to set the environment, human factors and methods of interaction in accordance with each level of the test point).	(Performing assessment 5 times/week, ensuring 3/5 expression of reaction is repeated in the test situation - recording the final results once a week - ensuring > or equal to 70%; Activity requires testers to set the environment, human factors and methods of interaction in accordance with each level of the test point).

Addition and subtraction conversion: 2,2,2,3,3= 2+; 1,2,1,2,2= 2-; 2,2,2,2,1= 2

5. Selection of Dohsa hou exercises those are applicable to children

Lesson 1: Exercise muscle function. Each movement 3 times/week 3 sessions. Comfortable supine position straight limbs.

+ Step 1: First inform the content of that day and ask permission to touch your child's body to perform. Place 2 thumbs on the small area of the cheeks to pinpoint the stress points of the other fingers and keep the lower jaw.

+ Step 2: Use 2 thumbs to rub gently on the stress point and then hold 2 thumbs at the point and ask the child to open his mouth and then close his mouth (stretch - open mouth, release long - close his mouth) and say stretching and complimenting your children when they do the right thing.

+ Step 3: Keep the hands in the lower jaw with 4 fingers of the two hands and keep the pressure on the child, then let them relax slowly (stretching - fainting neck, relaxing - bowing down).

Table 2

Movement	Content	Position	Procedure
1	- Look for tight spots in the cheeks and sounds of the lower jaw. - Inform and ask the child to perform exercises and touch her body	The child: lay down, face-up, relax and straighten limbs Instructor: sit cross-legged behind the child's head	Let the child lie down on the mat, instructor sitting on the top of the foot, then start using two thumbs to put on the cheek to look for stress points (touching hard can be hurt) and hear the sound of jaw joints of the lower jaw close to the ear.
2	Make impacts on tensed points of the upper jaw	The child: lay down, face-up, relax and straighten limbs Instructor: sit cross-legged behind the child's head	Rub two thumbs lightly against the points of tension, then hold the thumbs still on the points of tension and ask the child to open and close her mouth while telling her to tense and relax (tense – open, relaxed – close). Encourage J when she does it right
3	Tense and relax the lower jaw	The child: lay down, face-up, relax and straighten limbs Instructor: sit cross-legged behind the child's head	Place two hands on the child's lower jaw, hold eight fingers steady and ask the child to tense (lift up her head) and relax (lower her head)
4	Finishing	The child: lay down, face-up, relax and straighten limbs Instructor: sit cross-legged behind the child's head	- Place your hands on the face to see if the jaw joints still make a sound. - Touch 2 points on the cheek, so that it is relaxed, not stiff. - Open her mouth to bring 2 jaws left and right more easily

Table 3 Exercise 2: Full body

Movement	Content	Position	Procedure
1	Inform and ask the child to perform exercises and touch her body	Girl: Lie on her side in a straight line Teacher: Kneel to face the girl (1 leg walks over the girl and supports the girl's buttocks, the other leg kneels)	Start doing the exercise + Correct the correct posture for her and the teacher
2	Lift and drop the arms; tense arm muscles	Girls: + Lie on her side in a straight line + Teacher: Kneel to face the girl (1 leg walks over the girl and supports the girl's buttocks, the other leg kneels)	1 st : + The teacher holds her arm (one hand holds the hand, the other places a gentle hand on the shoulder) slowly lowers her arm to the back and maintains the posture (the teacher places her hand in a tense position and asks. Does she feel any pain?) Hold her body for 3-5 seconds then lift her hand back to its original state. + Instruct her to relax her body in the order of the positions from head to foot (head, neck, shoulders, back, hips, buttocks, thighs, legs) for 3-5 seconds. Second: Same as the first time 3 rd : + The teacher holds her arm (one hand holds the hand, the other places a gentle hand on the shoulder) slowly lowers her arm to the back and maintains the posture (the teacher places her hand in a tense position and asks. Does she feel any pain?) Hold it for 3-5 seconds. + Then guide her to release the entire arm in order (Shoulder, elbow, wrist and fingertips) and then lift her arm back to its original state. + Continue to instruct her to relax her body in the order of the position from head to foot (head, neck, shoulders, back, hips, buttocks, thighs, legs) for 3-5 seconds. 4 th : Same as 3 rd time
3	Finishing	Girl: Stand up straight Teacher standing opposite or behind the child	Shoulder rotation (3 times): + When the girl understands and imitates well, teachers just need to stand opposite to model for her. + The girl can't do it herself, the teacher behind her back supports her Ask how does she (the trainee) feel? + The girl - using language - able to feel and express her answers + Girls without language: Teachers observe through facial expressions and body language to understand.

RESULTS

1. Case 1

1.1 Information of case 1

Last name: Connel; Middle name: May; First name: Jessica; Year of birth: 2014

Diagnosis: general learning disability; Dohsa-Hou assessment at Center of Research and Development in Special Education Cadeaux

Date of introduction to Dohsa-Hou: 1 August 2018

Date of report ex-ante: 1 August 2018; ex-post: 30 October 2019

1.2 Psychological Portrait of the Child

J is five years old. Her father is Australian, and her mother is Vietnamese; J also has an older sister two years older than her. The Connells communicate with each other in both English and Vietnamese. J receives little attention from her parents, and although they love her, often conceal their feeling and are in some ways strict.

J is met with challenges in language – communication, cognition, fine and rough movements. She is slow to react to activities and have not developed skills to take care of herself. She frequently tenses her muscles, stiffens, and clenches her teeth. She sometimes has difficulties in sleeping and often sits alone.

J shows tensions in:

Face area: offset jaws, clenches teeth

Shoulder area: left shoulder is higher than the right shoulder, the tips couch forward

Back area: spine bends forward

Arms area: shaken and tensed arms, some offset points on the left and right

Located points of tension: 1, 3, 6, 7, 10, 13.

Exercises: full-body lay down, jaw exercise

1.3 Rehabilitation process

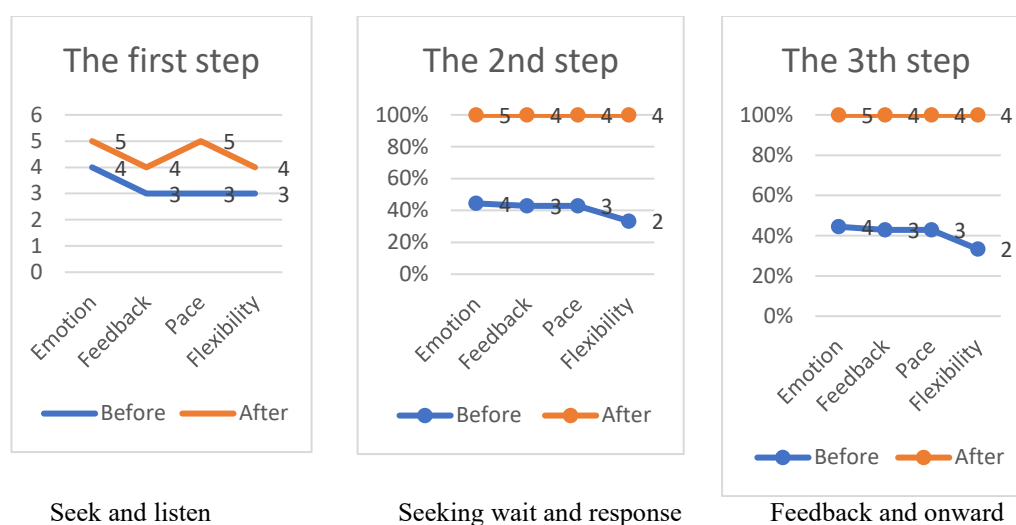
Table 4 Rehabilitation process

+ Phase 1- Searching to listen and feel	<ul style="list-style-type: none">- Emotions: When the examiner calls a child's name, touches the young person with a gentle crawling movement - the reaction identifies the impact, shows prolonged attention and expresses emotions on the face by smiling react.- Feedback: When the tester called his name, touched the person and said: "let me play crab crawling" - the child seemed interested but did not wait for the game to continue- Rhythm: Normal interaction - stable with an 80% evaluation rate (4/5 expression)- Mobility: Stable interaction in a training environment with the same way of acting normally like people who often practice from strangers
+ Phase 2- Seek waiting and responding	<ul style="list-style-type: none">- Emotions: When the examiner calls his / her name, makes a chi-chi game with the child, tries to collide with a young person with a chi-game game, and recognizes the impact. Show lingering interest and have positive emotional emotions on the face.- Feedback: When the verifier calls his name, touches the person and says: "I'll play chi chi chanh chanh" - children seem to care about the game, waiting for the game to continue.- Rhythm: Positive interaction - takes place at a steady pace of 50%- Mobility: Steady interaction in an unfamiliar environment and with a normal way of acting like a person who regularly practices from a stranger

Table 4 Rehabilitation process (continued)

+ Phase 3- Feedback and follow up	<ul style="list-style-type: none"> - Emotions: When the examiner calls his / her name, makes a gesture of "pulling saws of fire", the child laughs, waits and seeks the avoidance of excitement as if he were in the game. - Feedback: When the tester called his name, touched the person and said: "let me play with fire saws" - children are interested, join in happily when stimulated by the assessor. - Rhythm: Positive interaction - takes place at a steady pace of 50% - Mobility: Stable interaction in a strange environment, with strangers with a different way of interacting with people who often practice
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1.4 Treatment results

**Figure 1** Prevalence of social interaction of children before and after therapy with Dosha-Hou

Evaluation results performed after Dosha-hou method

- Emotions:
 - Jessi feels happy and laughs more than before. She moves around the classroom participating in activities with friends.
 - When she sees the teacher and her friend laughing, she realizes that the joke responds and she opens up when her friend touches her, such as: pulling on her hand to play toys, stacking chairs.
 - actively plays with others.
- Behaviour:
 - Her body relaxed through the gait, standing upright looking forward. During the class, she is excited to participate in activities and repeat the teacher's word, reduce grinding teeth.
 - She sleeps well for a long time without grinding her teeth.
 - She raised her hand to regain her toy when scrambled by her friend or play other toys happily, not standing grinding her teeth

- Social interaction:
 - The teacher organizes activities in the classroom, she actively participates in cooperating with her teacher and her classmates. she can answer the questions, repeat the teacher's words, sing the song and move positions
 - She created and used school supplies according to teacher instructions and enjoyed new things: cars, blocks ... She put them up, horizontal, create the sound of cars, sang melodies of the song.
 - She talks a lot in class, active hug the teacher, touch the teacher's hair and talk, dance and sing with the teacher.
 - She responds faster when called and requested
- Attention:
 - she pays attention a little to objects and images but often looks away like windows, surrounding trees
 - she's been unable to concentrate for a long time and is still in a sitting state

2. Case 2

2.1 Information of case 2

Last name: Nguyen; Middle name: Duc; First name: M.; Year of birth: 2015

Diagnosis: general learning disability; Dohsa-Hou assessment at Center of Research and Development in Special Education

Date of introduction to Dohsa-Hou: August 28, 2019

Date of report ex-ante: August 28, 2019; ex-post: October 30, 2019;

2.2. Psychological Portrait of the Child

Duc M. 5 years old, he is the only child in the family. The parents run a small business in the market. Although parents are busy with work they are still spending time with the baby. However, because of work pressure, they still have a lot of anxiety, stress as well as no experience or professional skills, so the interaction, supporting the baby is still limited.

Duc M. has difficulties with language, communication, cognition and gross motor skills. Babies respond too slow activities and do not have the skills to take care of themselves (go to the toilet, ...). He has little contact with strangers, has no need to communicate with people, and he does not have any needs at all as well as expressing needs, little eye contact.

Duc M. often show signs of muscle tension in the hands (cramps), bracing themselves. He has trouble sleeping and often cry and laugh for no reason, often flicked himself on the head.

Babies have stressful manifestations of regions

- Hand area: Hand muscle tension, the shoulders are irregular when activities
- Leg area: Tiptoes
- Body: Back arched when standing
- Located points of tension: 10, 11, 12, 8, 4, 5
- Exercises: Exercises for the whole body is in a lying position and exercises for hands in a sitting position

2.3 Rehabilitation process:

Table 5 Rehabilitation process

+ Phase 1- Searching to listen and feel	<p>Greet the baby and ask permission to contact the baby by the Doshahou method. Because the child has worked with the teacher, he quickly allows the teacher to touch the body.</p> <p>Initially identify the stress points, the left and right deviations by eye combination by hand and make a diagram showing stress points on the body.</p> <p>Babies have stressful manifestations of regions</p> <ul style="list-style-type: none"> • Hand area: Hand muscle tension, the shoulders are irregular when activities • Leg area: Tiptoes • Body: Back arched when standing
+Phase 2- Building exercises and doing	<p>The therapist really focuses on the emotional state, movement of the child's body, quickly captures the moment (yellow / green light/flicks, etc.) to promptly stimulate and encourage the child to make an effort</p> <p>Always use encouraging words, stimulate the child to make efforts by saying "That's right/good/good"</p> <p>The child is the person who attempts to perform (muscle tension/relaxation), the therapist only supports stimulation.</p>
Phase 3	Evaluating the implementation process

2.4 Treatment results

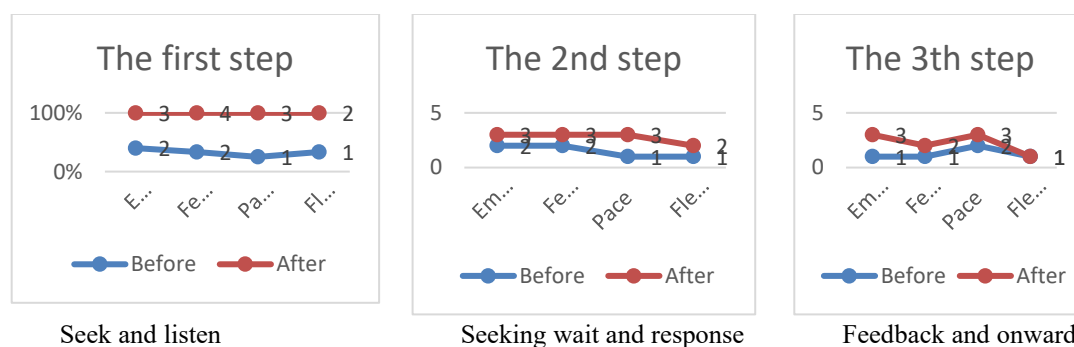


Figure 2 Prevalence of social interaction of children before and after therapy with Dosha-hou

Evaluation results performed after Dosha-hou method

We found that after 2 months of treatment with Dosha-hou, a total of 8 times (1 time/week) showed that the child's social interaction behaviour was initially improved, emotional stability as well as interactive quality. When interacting with the teacher, the child shows signs of listening, feeling and begins to show waiting and reaction

CONCLUSION

The research results show that Dohsa-Hou psychotherapy can be used in treatment for autistic children for children with autism, to help them develop social interaction behaviours. The case studies using Dohsa-Hou therapy have initially had positive changes in social interaction with teachers and strangers in the daily learning environment with children.

ACKNOWLEDGEMENTS

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OUTCOME-BASED APPROACH IN HIGHER EDUCATION

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ABSTRACT

Based on a thorough review of modern innovations and changes in educational science, relating to postsecondary curriculum development, teaching and learning, educational assessment, quality assurance and students' expected learning outcomes in personality and competence, this paper presents a model and procedure for implementing higher education programs responsive to their expected learning outcomes and relevant to the educational contexts.

KEYWORDS: expected learning outcomes, curriculum development, quality assurance, teaching, learning, assessment

INTRODUCTION

This paper proposes and discusses some viewpoints, models and processes for higher education implementation, basing on recent perspectives and advances in educational science.

MATERIALS AND METHODS

Methodology

The study is conducted based on a documented research method. The author conducts an overview of documents and models related to the program learning outcomes. By empirical research methods and consultation with experts, we propose the research model as a basis for making some recommendations to improve the quality of program training.

Advances in educational science

About Curriculum Development: At first when the content is limited, developing the program according to *the content approach* means how much content is added into the program. As knowledge begins to expand, program development must follow *the goal approach*, on the basis of learning goals and objectives, selecting knowledge and skills as well as qualities for the program to reach the training goals and objectives as suggested. At the market economy stage, competition in higher education by creating sufficient human resources, *then the process or development approach* must be applied (the school is a potential preparation place for learners growing knowledge, so the more potential the school prepares for students to develop well, the higher brand the school will have). Nowadays, education is a type of service, and if it is already a service, it is required to publish the service quality standard, so program development must approach the learning outcomes.

About teaching methods: at first, knowledge is limited and only teachers have knowledge, so teaching is the only way to impart knowledge, but then the knowledge broke out, cannot teach, must

teach how to learn; Today, with the outbreak of information and communication technology, knowledge can be easily found through many channels, but without experiencing (learning through practice), it cannot be applied and created, especially in soft skills. Therefore, education is an experience-organizing activity for the main learner and there will appear “experiential learning” which is the development of “credit learning” in the 4.0 era.

About Assessment: Along with the development of the program relying on the content approach, the evaluation purpose is an assessment of learning. But then when it comes to development, it is an assessment for learning. Approaching to learning outcomes these days must be considered as an assessment as learning to be able to assess how well learners meet the learning outcomes when they receive it.

About quality management: initial quality management is *the control of quality* so as not to bring low-quality human resources to the market, but then to quality management as *an activity to prevent the production of poor quality products* (called quality assurance). However, in the competitive market economy, by continuously improving product quality, quality management follows the TQM model.

Outcome-based training

When developing a program based on learning outcome approach, the training is an activity that follows the learning outcomes. At that time, the program is a tool to convey the output standard, teaching and learning is the activity of conveying the learning outcomes, and student assessment is the activity to assess how well the learners meet the learning outcomes.

Education 4.0

Table 1 Innovation – Oriented Education

Characteristics	Pre – 1980 Education 1.0	1980s Education 2.0	1990s Education 3.0	2000s Education 4.0
Focus	Education	Employability	Knowledge Creation	Innovation and Value Creation
Curriculum	Single – disciplinary	Inter – disciplinary	Multi – disciplinary	Trans – disciplinary
Technology	Paper & pencil	PCs & Laptops	Internet & Mobile	Internet of Things
Digital Literacy	Digital Refugees	Digital Immigrants	Digital Natives	Digital Citizens
Teaching	One – way	Two – way	Multi – way	Everywhere
School	Brick and Mortar	Brick & Click	Network	Eco – system
Output	Skilled Workers	Working Knowledge	Integrating Knowledge into Production	Innovators and Entrepreneurs

Source: C.B.J. Ong and T.M.N. Nguyen (2017)

Quality and capacity of human resources for the era

According to UNESCO (2016), the current era until 2030, it is necessary to teach and train learners the following qualities and competencies:

Table 2 Framework on transversal competencies to inform NQF

N ^o	Domains	Examples of key skills, competencies, values and attitudes
1	Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, creative thinking, reasoned decision-making
2	Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
3	Intrapersonal skills	Self-discipline, ability to learn independently, edibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect
4	Global citizenship	Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
5	Media and information literacy	Ability to obtain and analyze information through ICT, ability to critically evaluate information and media content, ethical use of ICT
6	Other (physical health, religious values)	Appreciation of healthy lifestyle, respect for religious values (Knowledge of health sciences and educational sciences)

Source: Care & Luo (2016)

With the awareness that *educational institutions are the place to prepare potential for life-long learners development*, these potentials (exactly the qualities and competencies recommended by UNESCO in the table above) must meet the context of the times so that the school can determine its educational goals, visions and values appropriately.

- In fact, core competencies are *cognitive skill* (Remembering, Understanding, Applying, Analyzing, Evaluating and Creating) and *thinking skill* (thinking logically, abstractly, systematically, critically and creatively), the qualities and competencies in the table above are secondary capacity. The higher the cognitive and thinking capacity are the easier it is to learn and train to have the solid qualities and competencies outlined in the table above. Therefore, it is necessary to focus on educating and training higher cognitive and thinking capacity in each university lecture in the 4.0 era.

- The boom era of information and the advancement technology and communication, teaching, is not enough, have to *teach and learn in an appropriate way*. Each subject must focus on teaching the knowledge, skills, and the level of autonomy and responsibility that need to be achieved in the subject taught through 3 basic competencies: 1- *Ability to collect information* (through technology and learning), 2- *Competence in information processing* (qualitatively and quantitatively) and on that basis: 3- *Capacity to use information* (to make decisions or solve problems).

- Nowadays, teaching and learning is a conveying activity and accompanied by an assessment of the degree to which the learners meet the learning outcomes. *The course content is only a tool to teach how to learn and train self-study capacity*, to achieve some components of the curriculum output standards. Therefore, the content should consist only of core knowledge and skills. Once know how to learn the expanded or intensive knowledge and skills, the learners will know to be self-created.

RESULTS, DISCUSSION AND CONCLUSION

Outcome-based curriculum development

A perspective of developing curriculum to meet society's demands

- The curriculum is a tool to achieve the goals and to convey the expected learning outcomes to the learners,
- The curriculum is aligned with the educational level and human resource requirements of the era,
- The curriculum must be in line with the program implementation approach. Nowadays, “Credit-based learning” is gradually changing to “Experience-based learning”.

A procedure for outcome-based curriculum development

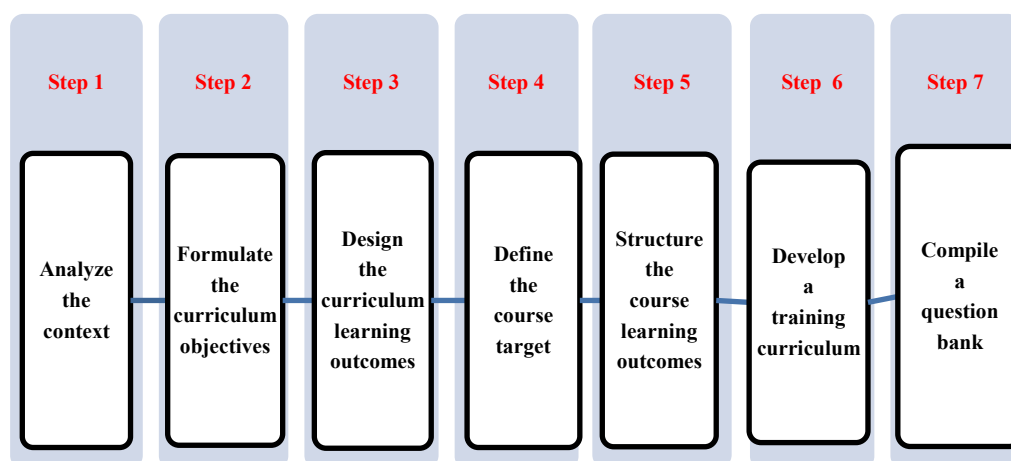


Figure 1 Curriculum development procedure

- **Step 1:** *Analyze the context to identify* how the socio-economic needs and resources of the school are needed and sufficient to deploy human resource training for a defined career that the school intends or has organized to educate.

- **Step 2:** *Formulate the curriculum objectives* (including the qualities and competencies that needs to be educated and trained for learners) and specific goals (including knowledge, skills, autonomy and responsibility) responsibilities of the training program) to guide the content of the training program suitable with to the grade.

- **Step 3:** *Design the curriculum learning outcomes* according to the national qualification framework (knowledge, skills, autonomy and responsibility) with a focus on human resources 4.0 to ensure the level corresponding to quality of education regional and international level.

- **Step 4:** *Define the course target* (participate in conveying what quality components and competencies of the program output standards) and specific goals (educate and train learners with knowledge, skills, level of autonomy, and responsibility under the program).

- **Step 5:** *Structure the course learning outcomes to concretize* the knowledge, skills, levels of autonomy and responsibilities of the educated and trained learners, at least to what extent the credits are accumulated subjects.

At that time, the standard output of the theoretical course is built on a shortened Bloom's Cognitive Taxonomy with 3 levels: the knowledge only needs to be perceived at the level of recalling “Remembering”; knowledge to be aware at the level of reproduction such as “Understanding and

Applying” and knowledge to be aware at a high level of creative reasoning such as “Analyzing, Evaluating and Creating”. Whereas the learning outcomes for the courses can be built on the reduced Dave’s Taxonomy of Psychomotor skills, which also includes three levels: the skills to be achieved at the “Standardized” level; skills that need to be achieved at the “Collaboration” level and the skills that need to be reached at the “Proficiency” level. For the standard output of the level of autonomy and construction responsibility in 3 levels: “reached”, “high” and “very high”. The content of the learning outcomes that learners will learn and practice will be integrated through teaching and learning activities, and student assessment.

Designing the learning outcomes based on the Bloom, Dave or Autonomy and Responsibility levels mentioned above, the content of the output standards will be a source of essay or multiple choice test to create exam questions to assess the level of achievement to be standardized in the subject. Thus, if the learner is successful on the test, it means that the learner meets the course learning outcomes at level 3 of the shortened Bloom Cognitive Taxonomy, with the level shown in the test's achievement score.

- **Step 6:** *Develop a training curriculum* by selecting the subjects to transfer the components of the new learning outcomes to the program. Subjects that convey a lot or are difficult to learn are chosen as compulsory subjects, assigned to many credits; transfer less or more easily choose to study electives, for less credit. Any course that is outdated and does not convey any components of the program's output standards is not included in the program.

- **Step 7:** *Compile an item bank* for use in teaching and learning, as well as to assess how well the learners meet the subject output standards; Thus, it can be assumed that reaching the output standards of all subjects in the program means meeting the training program output standards. This idea can then be expressed through a matrix table that simulates the correlation between the subjects and the program output standards.

Under this point of view, the training program is only a tool to convey, and teaching is the transmission of the ELOs to learners, it is impossible not to consider the training program development process to have a step of developing an assessment item back. Only when there is sufficient assessment tasks, the teaching and learning in open education and quality management activities will be standardized because the item bank reflects the course ELOs.

Outcome-based teaching and learning

- Active teaching and learning are: “Teaching and learning activities must be closely combined so that learners: Proactively occupy / create knowledge, apply knowledge, and create knowledge in the process of turning information into our knowledge”.

- With the concept of active teaching and learning, it is possible to describe the process through the following process:

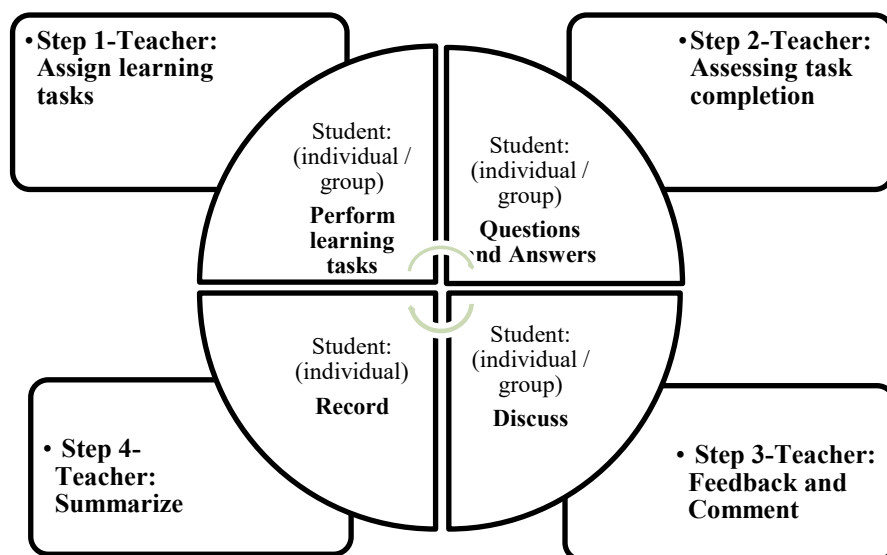


Figure 2 Outcome-based teaching and learning procedure

The learning tasks here are diverse, from reading materials, writing essays, doing exercises, implementing projects... Teachers are people who teach how to learn through the learning tasks assigned to learners, this is how to teach “learn through practice”, “learn through experience”.

Step 1. Teacher assigned learning tasks - Brainstorming acquires knowledge / skills through the implementation of learning tasks.

Step 2. Teacher assesses the degree of completion of the learning task - The student demonstrates awareness/thinking about the knowledge/skills that have just been acquired through the implementation of the learning task.

Step 3. Teacher comments on the awareness/thinking of the students about the knowledge/skills that have just been gained.

Step 4. Teacher consolidates knowledge/skills that need to be mastered. - The teacher acknowledges the standard of knowledge/skills gained through the completion of learning tasks.

Thus, the nature of this teaching process is to teach how to learn, the teacher is only a model instructor, through performing tasks, the learners self-manipulate knowledge/self-create knowledge. Learners who know how to dominate their knowledge/self-create knowledge will have the ability to learn on their own for a lifetime, suitable with the era of information and technology boom 4.0.

By learning how/self-acquiring knowledge/self-creating knowledge on the basis of open materials and information technology, teaching and learning activities in the 4.0 era are gradually shifting to experiential learning institutions- Studying and learning for learners to improve the quality of education. Many parts of the world have begun to shape this “Innovative experiential learning”.

The “experience-based learning” is formed with the structure of the program, which consists of subjects participating in the transfer of learning outcomes to learners. But these subjects are designed to include only “experiential activity modules” (issues, large assignments, small projects... of the subject), requiring learners to dominate the knowledge and skills themselves and subject skills through the materials and instructions of one or more teachers at the same time to solve problems, complete large assignments or small projects... of the subject. The essence of “Experiential learning” is the organization of learning/accumulating practicing skills through experience (learning through experience).

Assessing students' achievement of learning outcomes

How to assess students' achievement of learning outcomes

- Two approaches of assessment:

(1) Because the subjects in the training program are only involved in conveying a few components of the program output standards, it is possible to evaluate the degree of achieving the program output through the cumulative results. both subjects in the program. At that time, the subject point is calculated according to the points of the assessment components in the form of essay or multiple choice test, from the standard content of the subject. This is a formative assessment, helping learners continually develop their learning potential and teachers and managers continually adjust their activities to improve the amount of quality continuously.

(2) Using the key performance indicator of the learning outcomes of the program, to assess the degree of achieving the program learning outcomes. It is then necessary to specify the program's learning outcomes into measurable and assessed performance indicators, in order to assess the degree to which the program learning outcomes are achieved through various ways. This is the method of assessing the achievement of the summative assessment, only valid for managers and teachers but the effectiveness is not high.

- Because Competence is expressed through the ability to synchronously apply the accumulated knowledge, skills, attitudes and qualities, to behave, handle situations or to solve problems effectively. So questions, exam questions are built from specific situations or problems to ask learners to apply/apply creativity and knowledge, skills, attitudes and qualities accumulated to behave, to handle a good situation or to solve a problem, it is a tool to test creative/creative capacity assessment.

- The results of evaluation of the achievement of the training program's output standards need to be used as one of the criteria for considering a diploma by course. The learner who attains a level below the first quartile (Q1) of the course, demonstrating that the cumulative capacity is low, does not correspond to the grade level, does not reach the corresponding qualification. You can then certify that you have completed the program or just awarded the degree at a lower level.

Student assessment in higher education

When the program is a tool for conveying learning outcomes and teaching is the activity of conveying learning outcomes to learners, the assessment is to assess how well learners meet the learning outcomes. In fact, when using question bank or exam questions made from subject learning standards, the following 3 types of assessment tests can be applied to attain the goal of assessing the achievement level of the subjects' output standards to a certain extent:

+ Assessment of learning: the nature is to assess academic achievement; Summative assessment is often used to accomplish this goal.

+ Assessment for learning: the nature is an assessment to help learners know how much they have learned, should/should try to learn to fill the gaps; Formative assessments are often used to accomplish this goal.

+ Assessment as learning: the nature is to use assessment to teach; Authentic assessment or Alternative assessment is often used to accomplish this goal.

Today, the trend of teaching activities and assessment activities are integrated/coordinated together closely, using assessment tests to teach how to learn, to help learners learning by themselves, to teach with high efficiency, is suitable for open education and technology 4.0.

ACKNOWLEDGEMENT

The model and process for higher education implementation presented above help to solve 3 questions raised in long-termed higher education, those are:

1. How to align student assessment with their program's expected learning outcomes?
2. How to develop item banks that can help to reliably measure the alignment of learners' achievement to the program's ELOs?
3. How should instruction at college and university be perform so that it would directly help students achieve the ELOs?

There is possibly a variety of pathways to reach the goals of help students to meet the program's ELOs, and we think this is a logical and feasible one.

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RENOVATING THE TRAINING TO PROMOTE THE ROLE OF VIETNAMESE INTELLIGENTSIA NOWADAYS

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ABSTRACT

Intelligentsia plays a great role in the country's development process. Despite being an overwhelming force, Vietnam intelligentsia hasn't really brought its role into play. The limitations in promoting the role of the intelligentsia are heavily due to inadequacies and shortcomings in education and training, especially higher education. On the basis of pointing out inadequacies in education and training policies, the article proposes basic solutions to improve education and training quality, thus promote the role of the intelligentsia in Vietnam today.

KEYWORDS: Intelligentsia, the role of the intelligentsia; education, higher education, educational innovation.

INTRODUCTION

Intelligentsia is the most important part of the structure of high-quality human resources of society. The role of the intellectual is more resonant in the context of the increasingly scientific and technological revolution. Meanwhile, the largest contingent of Vietnamese intellectuals so far has not escaped the group of developing countries with low average incomes. In fact, there are many reasons, in which the intellectual as the driver of a social ship has not really brought into play its role in the mission of bringing the country to development, parading with other developed countries in the region and in the world. Whether or not the intellectual can play its role and to the extent that it has many impact factors. In particular, the quality of the education - training system directly affects the quality of the intellectual staff. Therefore, it is necessary to identify outstanding issues, and then propose appropriate solutions to develop education - training to improve the quality of intellectual staff. That is the content that the article focuses on.

MATERIALS AND METHODS

Sampling and Data Collection

This is a theoretical issue at the macro level of Vietnam, for example: the current number of Vietnamese intellectuals, the number of unemployed bachelor, the amount of budget spent on education ..., so it is difficult for an individual. It is possible to investigate by itself to get the full and accurate data across the country, which must be carried out by government organizations through specialized sections. Therefore, we seek, collect and update the data through the latest published prestigious works possible, through the latest articles on the official websites on that issue.

Methodology

By using flexible methods of analysis, reconciliation, synthesis and generalization, based on data obtained from reputable sources, we have analyzed and made our conclusions.

RESULTS, DISCUSSION AND CONCLUSION

1. Some general issues

Our definition of the intelligentsia is as follows: *The intelligentsia consists of educated people engaged in the complex and highly creative mental labours, who are able to think independently with clear political opinion and to bring their educational and professional qualifications into practice, in order to make important contributions to promote social development.* With the consistent viewpoint of considering education and training as the leading national policy and human resources as the most important endogenous resource for the development process, various specific policies have increased the number of intellectuals in Vietnam annually. By 2017, it was estimated that the country has about 6.5 million people with undergraduate qualifications and higher, increased by more than 3.7 million compared to 2009 [2; p. 122].

With such an overwhelming number, the intelligentsia has become a social force that has a tremendous role in the development process of the country today. The intellectuals provide scientific arguments and objective opinions to develop and improve policies and strategies of the Party and the State and help to build a stable political background. They are the fundamental part of a high-quality human resource (along with managers, entrepreneurs and highly-skilled workers), the productive force which directly decides the improvement of labour productivity and economic efficiency of production by pioneering to apply and deploy modern scientific achievements. Intelligentsia is also the main force in charge of training human resources for the society and taking care of people's health, as well as plays an important role in building and developing Vietnamese culture which is scientific, advanced and rich of national identity, and makes a crucial contribution to the national defence today. However, the performance of intelligentsia still has a lot of limitation, and its potential has not been fully exploited. This indirectly leads to limitations in the current development of the country.

Over 30 years have passed since the economic reforms (1986 – 2019), yet Vietnam is still a developing, low-middle-income economy. Vietnam has yet to become one of the emerging industrialized countries which are regarded by the United Nations Industrial Development Organization as those with remarkable achievements in the process of industrialization. In terms of industrialization level, Vietnam is lagging quite far behind other countries in the region, such as China, Thailand, Malaysia, etc. In the recent ten years, the macroeconomy still lacks stability and the recovery of economic growth is slow. The average growth rate of 7.6% in the 1990-2000 period could not be maintained thereafter, reducing to 6.8% in the 2001-2010 period and further to 5.8% in the 2011-2015 period. The target growth rate of 6.5%-7% in the 2016-2020 period is difficult to achieve (4; p.76). It is still a long way to achieve the goal of transforming Vietnam into a modern industrialized country considering the strength of the economy at present. Within the framework of this article, we will focus on analyzing the inadequacies of education and training which affect the quality of Vietnamese intelligentsia today; from which, proposing solutions to improve education and training quality in order to enhance the role of the intelligentsia in the context of integration in Vietnam today.




2. Issues posed in the training of Vietnamese intelligentsia today

Education in Vietnam has had remarkable achievements. However, education in Vietnam, especially higher education still has many weaknesses. That directly affects the quality of intellectuals. Vietnam still lacks strategies and plans for training and fostering of the intelligentsia in the long-term.

The national intellectual and talent training strategy must include all aspects, from investment in developing education and training system to be on par with the region and the world; discovery, cultivation, attraction and use of talents, to the system of policies for scientific, technical and technological development associated with attracting and promoting the potentials of intelligentsia and incentives for intellectuals. In Vietnam at present, those aspects are still fragmented and not synchronized, thus there hasn't been an overall strategy to develop the intelligentsia corresponding to the need of the country and the era. Moreover, in the field of training, at present, Vietnam hasn't had a comprehensive and rational policy for discovering, training, cultivating and using talents; the policy to select and send young officers and excellent students to training abroad and employ them after training is still confused and lacks uniformity; brain drain is becoming more and more common.

RESULTS OF THE POLL WITH STUDENTS STUDYING ABROAD

"Stay abroad or go home after having a PhD degree?"

View Poll Results: Stay abroad or go home after having a PhD degree?			
Stay in a developed country		33	49.25%
Stay and work abroad for a few years then go home		31	46.27%
Go home		3	4.48%

Source: [5; p. 234]

The weakness in the quality of higher education is also reflected in the input and output quality of undergraduate students. With a large number of universities in Vietnam today, most high school graduates can easily become university students. By July 2014, there were 472 universities and colleges across the country (while the Government's plan is 460 institutions by 2020) [See 11]. From 2007 to 2013, there were 133 universities and colleges established. In which, 108 institutions were upgraded from vocational school to college or from college to university. The mass upgrading has caused many consequences. Some universities and colleges cannot ensure the quality of facilities and cannot recruit enough lecturers. According to the Ministry of Education and Training's statistics, in the academic year 2016-2017, the total number of lecturers in higher education institutions is 72,792 people in which 574 people hold the title of professor (0.8%), 4,113 are associate professors (6.4%), 16,514 have PhD degree (22.7%) and 43,127 have master's degree [See 7]. This is the reason why graduates cannot find jobs. There are 126,900 people's with a bachelor's degree who are unemployed now in the country [See 8].

The low input quality leads to the fact that students are unable to understand the knowledge of higher education level, plus the laxness in the quality of training and examinations lead to the fact that those students still can graduate despite not properly meeting requirements of professional knowledge and skills. There is also a lot to talk about the academic output of undergraduate education. It is a fact that about 50% of graduates are unable to find jobs that match their professional qualification. This proves that there is still a long distance between training and job requirements of society. Many graduates cannot find jobs, some accept to work in fields that are not their majors, some others proceed to study at a higher level but sadly still cannot find a job with their master's degree. In the end, they end up learning a trade to make a living, or return to the countryside to plough the fields or work as factory workers, or do other menial jobs.

Domestic universities have low quality in training and scientific research and are nowhere near a standard university in the world. “It is hard to say more about the seriousness of the challenges regarding higher education that Vietnam is facing. We believe that without rapid and radical reforms for higher education, Vietnam will not be able to realize its great potential” [3; p. 100]. “Vietnam does not have a recognized university. No Vietnamese universities are ranked in any familiar lists of Asian universities. In this respect, Vietnam is inferior to other Southeast Asian countries, because most of them have high-class institutions to be proud of. In general, Vietnamese universities fall out of the international knowledge stream. Vietnamese universities are unable to train a qualified workforce to meet the country's economic and social needs” [3; p. 100]. The ranking of US News in 2019 has 80 national education ranked. Accordingly, top 10 in the descending order are: the United Kingdom, the United States, Canada, Germany, France, Australia, Switzerland, Sweden, Japan and the Netherlands; in Southeast Asia: Singapore (20), Malaysia (44), Thailand (53), Philippines (55), Indonesia (56), Vietnam (65/80) [See 9].

On the other hand, inadequacies exist at all levels of education, from primary to secondary and tertiary level, in terms of methods and obsolete teaching contents and facilities. Especially, at the college or university level, the knowledge provided by many subjects is outdated and inconsistent with the global integration trend of the era. The curriculum is also a pressing issue at universities in Vietnam. The knowledge taught of the most subject is outdated and obsolete and does not reflect the speed of change of human knowledge. Curricula are still cumbersome, subjects of political theory account for too high a proportion (20%), leading to the cutting of time for specialized subjects - which are meant to equip learners with professional skills. When investing in Vietnam, Intel Corporation - a famous American company - had launched a campaign in Ho Chi Minh City to recruit engineers to work for them. Among 2.000 IT students who sent their applications, only 90 (5%) candidates met the standard. Among them, only 40 have enough English proficiency to be recruited. The company commented that this was the worst result they had ever seen when investing in a country.

In addition to the weakness in the quality of undergraduate education, the work of postgraduate training also has many shortcomings. The slackness and looseness in post-graduate management, along with inadequacies in enrollment and training programs make the quality of postgraduate training in Vietnam very low. The situation of buying degrees or hiring someone to write theses is not a rare thing; certificates, diplomas and articles are traded in many places; the works of some are just a blunt copy from others', etc. Therefore, there are many people who call themselves intellectuals but in fact have very limited professional knowledge and social understanding, thus leading to the disdain of society towards intellectuals. Meanwhile, a large part of intellectuals tends to work in managerial positions after completing the training at a higher level, causing a shortage of intellectuals in the society, especially the lack of professionals in many sectors.

3. Solutions to improve the quality of intellectual training and cultivation in order to meet the current development requirements of Vietnam

First, building training and fostering strategy to meet the current requirements of development and integration.

In our opinion, this is the solution that needs to be implemented first and quickly to improve the quality of education and foster intellectuals today. In order to do that, it is necessary to build a comprehensive and high-quality education system, but at the same time, it is also needed to foster talents for the country. The current implementation of partial education reforms does not bring about great results in improving the quality of human resources. A comprehensive and profound revolution in

education is extremely urgent. From objectives, contents and methods of teaching to the education system and methods of educational organization and management, all must be thoroughly reformed.

The process of shifting the focus of education from teacher to learner needs to be done more thoroughly. The goal must be shifted from transferring knowledge to fostering and practising methods of thinking, how to solve problems, creativity, self-training and ability to adapt to the development. Education must be determined to say no to a passive teaching method where the teacher teaches and the students record the teachings and must transform into the process of self-study by the learners under the teacher's guidance. In particular, contents of curricula must be updated with new knowledge of mankind, resolutely eliminate outdated knowledge and supplement new one. That process should not be a passive delivery from the teacher to the learner, but an active process of seeking knowledge by the learner themselves. And thus, the training process is also the self-training process of the learners themselves.

On one hand, the quality of education in the country must be comprehensively improved; on the other hand, it is necessary to develop a clear strategy in training talented people for the country. Talents can be understood as those with profound understanding, pure ethics and are capable of working with outstanding efficiency to help the community improve productivity and quality of life. Talents are not only an important force in the process of national construction but also examples to attract and stimulate other working classes in society to participate in the country's development process. Building a strong league of talents is a crucial factor to ensure the success of the country's construction and development.

In order to foster talented people for the country, it is necessary to implement strategies for searching, discovering and fostering excellent students at high schools, students who win high prizes in national and international examinations, students with high scores in the university entrance exam and students with high academic results during their study at universities. When talents are discovered, priority should be given to the investment and training so that they can participate in domestic talent training programs and be sent to advanced training courses in developed countries.

Second, creating fundamental changes in higher education.

Comprehensive implementation of renovations regarding objectives, contents, programs and methods of higher education is indispensable to universities. Particularly, in our opinion, the renovation of contents and curricula at universities in Vietnam is the most urgent task due to their obsolescence compared to world education. The contents and curricula of higher education need to be standardized and modernized according to the standards that are being applied to higher education in the world; cumbersome and outdated subjects and knowledge should be eliminated and replaced with intensive and updated ones. Especially, it is needed to renovate the way of organizing, teaching and learning subjects of political theory. These should be turned into courses of fostering political knowledge and should be taught and learned independently of students' normal curriculum, with the result not included in the overall academic results of each student, but instead becoming a condition for graduation. Also, more subjects relating to the major should be added to improve the professional skills of students. These works are necessary for the improvement of the quality of higher education today. They will help to solve the problem of graduates not having enough professional knowledge and skills to work because they spent much time studying political theory subjects. The implementation of this solution is a difficult task which requires a lot of determination and efforts in the process of implementing in on a national scale. This is not only the work of the Ministry of Education and training but also the determination of the Communist Party of Vietnam to change the way of organizing and managing teaching programs and lecturers of universities.

Next, it is necessary to improve the management of higher education. The administrative-oriented manner of management must be replaced by the method of focusing on quality management and assurance conditions which are institutionalized and standardized. Extensive autonomy must be given to a university. The work of forecasting and renovating the planning for higher education development needs to be strengthened. Inspection and examination should be enhanced; fundamental renovation in academic evaluation, examination and enrollment are required. Different types of training must be strictly managed, especially distance learning and in-service education.

Moreover, a stronger connection is needed between universities, research institutions, businesses and enterprises through the increase of practical activities and field works for students right at the business during their course of study, in order to improve practical skills for learners and narrow the distance between what is taught at school and the actual job requirements. To date, there are only a few universities in Vietnam that are able to do this (such as FPT University), despite the fact that this is an important factor to ensure training quality.

Third, promoting international cooperation in higher education.

Promoting international cooperation in higher education and the construction of universities of international standards are mutually correlated. Without cooperating with prestigious universities around the world, domestic universities cannot meet international standards by themselves. Promoting cooperation with prestigious universities in the world will help the exchange of experiences in training and the approach to advanced training programs as well as management experience for universities. To date, domestic universities have had training programs in cooperation with prestigious universities in the world; however, the scale of exchange only stops at sending Vietnamese excellent students to training courses in developed countries; initiating cooperation for science research or inviting international experts to Vietnam to give lectures and exchange experiences, etc. In time to come, it is required to actively promote international cooperation, especially in some new and spearhead industries, so that more opportunities are created for more students to study in advanced educational environment within a certain period of time during their course of study at higher education level (e.g.: 3 years in Vietnam and 1 year abroad; or 2 years in Vietnam and 2 years abroad; etc.) This is an effective and feasible solution considering many difficulties that education in Vietnam is facing. Moreover, international cooperation in the time to come needs to be comprehensive in order to build new universities of international standards in Vietnam. This is an extremely difficult task considering the current financial capacity of Vietnam, not least weaknesses regarding the quality of lecturers, the lack of facilities and infrastructure for education, etc. Therefore, in order to achieve this goal, it requires determination from leaders and managers and an appropriate roadmap accompanied by adequate investment in education. Vietnam needs to learn from the experience of countries that have succeeded in achieving that goal, such as South Korea, Singapore, China, Taiwan, etc. so that it can build an appropriate and shortest roadmap to quickly help the country's education to integrate with advanced education in the world.

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IMPROVING SUMMARY WRITING THROUGH GRAPHIC ORGANIZERS: A CASE STUDY OF GRADE 8 STUDENTS

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ABSTRACT

This study aims to improve summary writing ability of Grade 8 students through the use of graphic organizers. The data were collected through pretest and posttest from students' written summary, and focus group interview. The finding reveals that using graphic organizers can improve summary writing.

KEYWORDS: Summary writing, Graphic organizer

INTRODUCTION

English plays an essential role in global communication. All of four skills, listening, speaking, reading and writing, are important in helping effective and successful communication correspondingly. Among these skills, English writing is important for various purposes including academic and workplace. As a result, this skill is regarded crucial for EFL learners (Borisuth, 2008). English writing requires good input from listening and reading. Additionally, during the official education system, writing lately becomes the most master skills that acquired by reading (Bulut, 2017). Learners must be able to communicate views and thoughts undoubtedly and use written language effectively in a variety of forms and contexts as well in writing setting (National Education Association, n.d.). According to The Basic Education Core Curriculum B.E. 2551, Grade 8 students should be able to write a summary from the main idea, topic and theme identified from analysis of matters, news or incidents of interest to society (Ministry of Education, 2008). Therefore, English writing can increase the opportunity for successful living and working in real life for EFL learners.

Students need to process the perceived information with good understanding of language rules to compose a good written work. However, many students cannot organize their ideas and produce a written work due to the lack of writing techniques. In addition, students have limited knowledge in EFL vocabulary. They show a few concerns and learning attempt towards vocabulary that they face in their English textbooks (Al-Hinnawi, 2012).

Although writing is considered as the hardest ability for learning, it becomes more demanding in the age of entire communication via email and other communicative technologies (Watcharapunyawong & Usaha, 2013). Writing is inevitably important for expressing thoughts and ideas; there are a number of evidences that Thai students are incapable to use English language efficiently as described in Basic Core Curriculum and CEFR proficiency descriptors. In Thai curriculum, students have spent 12 years studying English during primary and secondary levels. Nonetheless, this does not always lead to the desirable outcomes (Noom-ura, 2013). The students lack basic needs and knowledge for English writing. The major concern is that most students cannot write summaries from the main point in a reading passage which is really important for their higher education and profession.

In the classroom, learning activities connecting to cognitive knowledge are discussions, explanations, demonstrations, repetition, mnemonics, analogies and metaphors, problem solving with reality examples, concept mapping and other graphic organizers (Clark, 2018b).

It is crucial to create an effective, practical, and motivated writing technique that support students to summarize from the main idea in the passage. Thus, teacher should bear responsibility to view the important basic needs and facilitate students in order to write a summary which is important for higher education and work in their real life.

Summarizing strategies are deletion, generalization and construction (Johnson, 1983 cited in Stawiarska, 2016). When students summarise, they put significant mental effort into text analysis, identifying and selecting the most important data, investigating the structure of the text, generalising data, condensing data and constructing the gist of paragraphs, and subsequently the gist of a text.

To sum up, there are connections between reading and summarizing and that these processes share some of cognitive operations. It may be hypothesized that summarizing may be an effective technique for promoting writing skills as well as reading comprehension. There are few studies investigating summarizing and writing relationship in EFL context.

Teacher uses teaching materials for helping students learning through visual or auditory perception. The materials must be able to provide students to achieve the objective of foreign language learning in terms of culture, practice, and education. Graphic organizers are a traditional teaching material. However, it is a powerful tool used as a planning tool to organize ideas and structure properly in novice writers. The writers can collect and organize information with graphic organizer. It is an effective strategy for writing process to help students during the planning or pre-writing stage. It represents a visual relationship of facts, concepts, and ideas (Boon, Barbetta, & Paal, 2018). Graphic organizers can help writer focusing on visual representations of abstract ideas and thoughts for writing. The ideas that are organized in graphic organizers will be developed into complete sentences and then into paragraph (Ewoldt & Morgan, 2017). Graphic organizer is an effective tool for prewriting stage. Graphic organizer links brainstorming and drafting. It moves prewriting to drafting step of writing process. It helps develop ideas into sentences and further develop into paragraph.

In L2 writing, a few researches have been studies in young writers while the research has been mainly studied in higher education contexts (Yasuda, 2019). In conclusion, the findings in previous studies showed that teaching writing requires many components to compose the writing piece. Thus, teachers need to prepare students from the vocabulary usage, idea organization, and sentence structure to create a meaningful sentence.

MATERIALS AND METHODS

Scoping and Study site

This study aims to improve summary writing ability of eighth-grade EFL students through the use of graphic organizers at Khaosuankwangwittayanukul School, Khon Kaen.

The present study was conducted with eight grade students enrolled in Khaosuankwangwittayanukul School, a public school in Khon Kaen. There are 102 eighth grade students during academic year 2019. The participants of this study comprised of 31 students. They included thirteen boys and eighteen girls. The average age of students is fourteen.

Sampling and Data Collection

The students were selected as a participant in this study purposively because they should be ground the theoretical writing knowledge in order to apply in upper level in line with the core curriculum.

Pre and post test

Writing pre-test will be used to evaluate the participants' summary writing in terms of main ideas, supporting details, organization, accuracy and grammar. The topics of reading passage were designed according to the course outline. The data collection had done on period 1 through period 15.

Focus group interview

The results showed that Fingers graphic organizers helped students in creating sentences. They can use the idea from the Fingers to write sentences for a summary. Fingers also helped them writing the vocabulary.

Methodology

In the first period, the students wrote a pre-test of summary. After that students received the explicit instruction on using Fingers graphic organizer for pre-writing stage, vocabulary for pre-reading, asking questions while reading, and how to create the sentences. Finally, students were required to write a summary about 1 - 3 sentences in simple or compound sentences.

Students were taught the element of a summary. In post-test session, students were required to write a summary from narrative paragraph.

RESULTS, DISCUSSION AND CONCLUSION

The summary writing results from pre-test and post-test show that there was an increasing tendency after the Fingers graphic organizer training towards main ideas, supporting details, organization, accuracy and grammar.

The study supports the previous research on using graphic organizers can improve writing ability (Al-Hinnawi, 2012). However, there are some error in sentence structure.

Despite the increasing outcomes of summary writing, there are several limitations that can be addressed in future research. Time constrains limit the writing process of participants. Students need more times to explore the passage and revise the writing summary.

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THE INVESTIGATION OF THAI STUDENTS' VOCABULARY LEARNING BELIEFS AND PROBLEMS

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ABSTRACT

As English plays a vital role in today's situation, the study aimed at investigating the beliefs of vocabulary and the effect of vocabulary on the improvement of the four skills. 95 English major students responded to the questionnaire on the beliefs of vocabulary and the effect of vocabulary on the improvement of the four skills: listening, speaking, reading, and writing. The result of the study revealed the students' beliefs and the effect of vocabulary on the four skills.

KEYWORDS: Vocabulary beliefs, vocabulary problems, vocabulary

INTRODUCTION

Vocabulary learning is considered as a critical issue in language learning. It is the initial step of language learning. Knowing a lot of vocabulary helps in information perception and production. As suggested by Nation (2006) and Schmitt, Jiang, and Grabe (2011), knowing 98% of vocabulary or at least 8,000-9,000 word families is essential to comprehend messages. This indicates the effect of vocabulary knowledge on language learning.

However, learners seemed to not reach that percentage as it was found the problems related to their vocabulary knowledge. Asassfeh, Al-Shaboul, Zuraïq, and Alshboul (2011) found that learners could not process or expose themselves to all English skills: listening, speaking, reading, and writing, due to the problems of vocabulary. They could not think of words to speak (Astuti, 2013; Hemerka, 2009) as well as recognize the words from listening (Asassfeh et al., 2011). Likewise, they had some problems in reading and writing because of the limitation of vocabulary size and knowledge (Asassfeh et al., 2011; Astuti, 2013; Hemerka, 2009). These problems on vocabulary are the obstacle in language learning that could lead the difficulty to develop the capability of the four skills.

Currently, with the aim to enhance learners' vocabulary size and knowledge, many vocabulary learning studies seemed to identify different vocabulary strategies that learners used them during learning vocabulary (e.g. Seddigh, 2012; Mohammad & Amirian, 2013; Nosidlak, 2013; Boonkongsaen & Intaraprasert, 2014). From the studies of vocabulary learning strategies, it indicated how the learners learned vocabulary and also their beliefs of vocabulary learning.

The raise of learners' beliefs is influenced by the strategies and the ability of the use of the features (Rubin, 1987). Riley (1996) claimed that learners' motivation, attitudes, and learning procedures will be increased if learners have their own beliefs. Li (2010) found the belief in learning vocabulary for the test is important. Additionally, besides the test, the beliefs of vocabulary learning accepted the importance of confidence, interest, intentional learning (Li, 2011), repetition, practice, memory, dictionary and cultural knowledge (Kulikova, 2015). Furthermore, learners disagreed with the

ease of learning new words from context (Kulikova, 2015), the effect of wordlist on vocabulary learning, and memorizing words (Li, 2010).

As the many beliefs relate to different strategies used in vocabulary learning, investigating learners' vocabulary beliefs could reflex how they prefer to learn the words. This could reveal and guide the methods which could respond to their learning styles and promote vocabulary learning. Additionally, the use of four skills could indicate the knowledge of the language features, which one of them is vocabulary. Knowing the vocabulary problems which raise the difficulty in developing the skills would be helpful. Therefore, the present study investigated the beliefs of vocabulary learning and vocabulary problems on the skills.

OBJECTIVES

To investigate the beliefs of vocabulary learning of Thai students

To investigate the effect of vocabulary problems on the four skills: listening, reading, writing, and speaking

RESEARCH QUESTIONS

What are the beliefs of vocabulary learning of Thai students?

What are the effects of vocabulary problems on the four skills: listening, reading, writing, and speaking?

METHODOLOGY

Participants

There were 95 first-year English major students studying at Rajabhat Maha Sarakham University. In this study, they enrolled 'English Structure and Usage 1' course in the first semester of the academic year 2019. The students were Thai who did not have any experience in L2 environment and have studied English more than four years

Instrument

Questionnaire

The questionnaire consisted of three main parts. The first part was the vocabulary learning beliefs of students while the second part concerned with their self-perception of the effect of the vocabulary problems on the four skills. The vocabulary belief was adapted from the Kulikova (2015) who carefully developed the statements of vocabulary belief from related literature while the statements of the effect of vocabulary on the four skills were developed from the students' self-reflection. These parts were designed into the 5-Likert rating scale. The final part was an open-ended question for them to add more comments. The questionnaire was translated into Thai to avoid the problem of readability that might occur when the participants did the questionnaire. Then it was checked the validity before giving to two students to read the questionnaire again to check the understanding of each statement. The reliability of the questionnaire was 0.91.

Data Collection and Analysis

The participants spent approximately 15-20 minutes to complete the questionnaire. Then, the data from the questionnaire were analyzed to find the mean score (\bar{x}) and the standard deviation (S.D.).

RESULT AND DISCUSSION

The result from the questionnaire indicated the students' belief in vocabulary learning as well as the effect of vocabulary problems on the four skills. The data for the result of the present study was from the response from the questionnaire by the participants.

Table 1 The belief of vocabulary learning

Statements	\bar{x}	S.D.
1. One of the best ways to learn words is repetition.	3.95	0.95
2. Learning new words presented in context is easier.	3.48	0.94
3. Reading a lot helps in simply acquiring vocabulary.	4.09	0.88
4. One of the best ways to learn words is by guessing the meaning in context.	3.42	0.77
5. You can figure the meaning of words out when you come across those words several times in different contexts.	3.98	0.82
6. Knowing a word includes knowing its form, meaning, and use.	3.95	0.89
7. Word study and implementation are important in vocabulary learning.	4.34	0.79
8. Study and practice using the words indicate how words are really learned.	4.39	0.82
9. Knowing vocabulary (GSL) is necessary.	4.49	0.76
10. I like learning more words than my teacher assigned me to learn.	3.74	0.87
11. Passing the tests motivates me to learn vocabulary.	3.79	0.91
12. I like learning vocabulary.	3.76	0.91
13. I know how to motivate myself to learn vocabulary.	3.43	0.91
14. I am good at learning languages.	3.15	0.76
15. I have my own ways to remember the words.	3.54	0.90

Table 1 showed the students' beliefs of vocabulary learning. The result revealed that the students strongly believed the knowing of vocabulary (GSL) was necessary ($\bar{x} = 4.49$, S.D. = 0.76) while mean of the belief of being a good language learners was the lowest ($\bar{x} = 3.15$, S.D. = 0.76). The result also presented the beliefs that word practicing indicated words' learning ($\bar{x} = 4.39$, S.D. = 0.82); important of vocabulary learning were word study and implementation ($\bar{x} = 4.34$, S.D. = 0.79); reading helped in vocabulary acquisition ($\bar{x} = 4.09$, S.D. = 0.88); meeting words several times helped in understanding the meaning ($\bar{x} = 3.98$, S.D. = 0.82); repetition was the best way of words' learning ($\bar{x} = 3.95$, S.D. = 0.95); knowing a word could include knowing its form, meaning, and use ($\bar{x} = 3.95$, S.D. = 0.89); passing the tests motivated the students to learn vocabulary ($\bar{x} = 3.79$, S.D. = 0.91); the students like learning vocabulary ($\bar{x} = 3.76$, S.D. = 0.91); the students liked learning more words than they were assigned ($\bar{x} = 3.74$, S.D. = 0.87); the students had my own ways to remember the words ($\bar{x} = 3.54$, S.D. = 0.90); learning new words presented in context was easier ($\bar{x} = 3.48$, S.D. = 0.94); the students knew how to motivate themselves to learn vocabulary ($\bar{x} = 3.43$, S.D. = 0.91); and guessing the meaning in context were one of the best way to learn words ($\bar{x} = 3.42$, S.D. = 0.77).

The results of the vocabulary belief were consistent with Kulikova's (2015). It found the disagreement on the ease of learning vocabulary from context. Learning vocabulary from context might be difficult

if the students had a limited size of vocabulary. As Nation (2006) and Schmitt, Jiang and Grabe (2011) suggested the high percentage of words' knowing in context, the students had to know most of the words in order to guess for a word in context. In contrast, the result was inconsistent with Li (2010) and Li (2011). Although tests assisted in learning motivation, the students seemed to not fully agree with the effect of the test on motivation. This might be because there were a few tests that directly examine vocabulary, so the students might not be aware that knowing vocabulary involved in doing tests.

Table 2 The effect of the vocabulary problems on the four skills

Statements	\bar{x}	S.D.
<i>Reading</i>		
1. I cannot read because there are too many words I don't know.	2.87	0.95
2. I cannot recognize the words I have learned when I meet them again.	2.97	0.88
3. I do not know the meaning of the words in the context I read.	3.13	0.91
4. I cannot read because I do not know the words' function.	3.05	0.86
<i>Writing</i>		
5. I cannot choose appropriate words in writing.	3.22	0.97
6. I do not know much vocabulary for writing.	3.41	1.03
7. I cannot write sentences with correct grammar.	3.39	1.08
8. I cannot write words with correct spelling.	2.84	0.84
<i>Listening</i>		
9. I do not understand what foreigners saying because I do not know the meaning.	2.84	0.82
10. I am not familiar with what foreigners said.	3.31	1.02
11. I do not understand what my interlocutors speaking because of their accents.	3.11	0.88
<i>Speaking</i>		
12. I cannot pronounce words correctly.	2.79	0.80
13. I cannot speak with correct grammar.	3.65	1.17
14. I do not know much vocabulary to speak English	3.39	1.06
15. I cannot think of words to speak.	3.67	1.13

Table 2 presented the self-perception of the effect of the vocabulary problems on the four skills. In reading skill, the students found the problem of unknown words' meaning in the reading context was the most serious problem ($\bar{x} = 3.13$, S.D. = 0.91) while vocabulary size indicated the least problem for the students ($\bar{x} = 2.87$, S.D. = 0.95). Additionally, the students words' function ($\bar{x} = 3.05$, S.D. = 0.86) and words' recognition ($\bar{x} = 2.97$, S.D. = 0.88) were found problems in reading. In writing skill, the students rated that they did not know much vocabulary for writing was the most serious problem ($\bar{x} = 3.41$, S.D. = 1.03) while spelling was the least problem for the students ($\bar{x} = 2.84$, S.D. = 0.84). Additionally, the students could not write sentences with correct grammar ($\bar{x} = 3.39$, S.D. = 1.08) and could not choose appropriate words in writing ($\bar{x} = 3.22$, S.D. = 0.97) respectively. In listening skill, the students rated that the vocabulary recognition in listening was the most serious problem ($\bar{x} = 3.31$,

S.D. = 1.02) while the problem of unknown words leading to listening difficult was the least problem (\bar{x} = 2.84, S.D. = 0.82). Additionally, the foreigners' accent was the least problem for the students (\bar{x} = 3.11, S.D. = 0.88). In speaking skill, the students found the problem in thinking of words to speak was the highest problem (\bar{x} = 3.67, S.D. = 1.13) while pronunciation indicated the least problem for the students (\bar{x} = 2.79, S.D. = 0.80). Additionally, grammar (\bar{x} = 3.65, S.D. = 1.17) and vocabulary size (\bar{x} = 3.39, S.D. = 1.06) were found the least problems in speaking respectively.

The results of the effect of the vocabulary problems on the four skills were consistent with Asassfeh et al.'s (2011), Astuti's (2013) and Hemerka's (2009) studies. The students revealed the effect of vocabulary size, recognition, and recall during performing the four skills. The students could not read and write as they were many vocabularies they did not know. Besides, they could not recognize what foreigners said as well as they could not recall the words to speak.

CONCLUSION

The present study found that the belief of vocabulary on learning vocabulary through context as well as the motivation towards the tests. The students agreed that learning vocabulary from context was not easy; besides, the goal of test completion seemed to not strengthen motivation in learning vocabulary. Additionally, the students reflected that vocabulary had an effect on the development of the four language skills.

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ENGLISH INTO THAI TRANSLATION ERRORS IN ADVERB OF THAI EFL LEARNERS

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ABSTRACT

This study aimed at examining English into Thai translation errors of adverb of Thai EFL learners. The participants were 30 students who were studying in English teaching program, faculty of Education, Phra Nakhon Si Ayutthaya Rajabhat university. They were asked to translate the 50 –item translation task involving with seven types of adverbs: adverb of frequency, adverb of manner, adverb of time, adverb of place, adverb of degree, adverb of evaluation, and conjunctive adverb (linking adverb). In this research, the participants demonstrated their translation of English adverb across seven adverbial categories. There were main three categories namely correct translation (CT), incorrect translation (IT), and no translation (NT) using IBM SPSS statistics. Overall, the participants correctly translated English adverb (n=129), incorrectly translated adverb (n=56), and did no translation for English adverb (n=25). The finding revealed that the participants encountered the problem when they translated adverb in text. Differentiated by the adverbial categories, the participants translated adverb of frequency (14 CT, 11 IT, and 5 NT), adverb of manner (25 CT, 5 IT, and 0 NT), adverb of time (19 CT, 9 IT, 2 NT), adverb of place (13 CT, 8 IT, 9 NT), adverb of degree (15 CT, 10 IT, 5 NT), adverb of evaluation (25 CT, 5 IT, and 0 NT), and conjunctive adverb (18 CT, 8 IT, 4 NT).

KEYWORDS: English into Thai Translation, Errors, Adverb, Thai EFL learners

INTRODUCTION

English language has undergone an exponential raise in demand owing to economic globalization. As Thailand has become actively involved in the international market, English has become more and more important in the Thai circumstance (Prawat, 2002). Kitao (2000) confirms that “English is used not only for communication between native speakers and nonnative speakers of English but also between nonnative speakers, and it is the most widely used language in the world, and it will be used by more people in the future. As a consequence, it has influenced the daily life of Thai people. More specifically, reading skill in English has become important and necessary for success in profession, academic studies, and personal development (Alderson, 1989).

In the present era of globalization, translation plays a major role in conveying messages from one language to another. However, translation is not an easy task as we can witness many cases of wrong translations. (Rahmatillah, 2013) The study of translation emerged as a new academic field during the twentieth century, focusing particularly on the past thirty years (Venuti, 2000).

One of the important structures that helps in better understanding of the English language is the structure called phrases and especially adverb or adverbial Phrase (Adv P). Nowadays, adverbs, being

the grammatical category that encodes the modality, time and degree of an action or an event, play a vital role in rendering the meaning the desired contextual meaning or information from the source language and text language. These words are also polysemous in nature; their meaning varies depending on the context. The presence or absence of such grammatical category in a text might influence the translation of a certain concept or information. It is therefore important to determine how the translator or translators deal with these words.

Consequently, adverbs have been generally considered an inconsistent and improperly defined grammar class, without a clearly defined role in a statement or phrase in the literature. Seven types of English adverbs have been employed in general in order to convey the meaning. Each of them functions differently as follows:

1. Adverb of frequency tells about how often (or how many times) an action occurs such as daily, usually, seldom, etc.

2. Adverb of manner describes the manner of an action or the way of the occurrence of an action such happily, carefully, angrily, etc.

3. Adverb of time states the time of occurrence of the action such as soon, today, tomorrow, etc.

4. Adverb of place expresses the place of the occurrence of an action or regarding an action such as here, outside, ahead, etc.

5. Adverb of degree discusses the degree or intensity of an adjective, an action, or another adverb such as almost, quite, greatly, etc.

6. Adverb of evaluation is used by the speaker to comment or give an opinion on something. Evaluative adverbs modify the entire clause such as clearly, definitely, hopefully, etc.

7. Conjunctive adverb (linking adverb) re used to link ideas or clauses in spoken discourse or written text such as accordingly, besides, conversely, etc.

In natural language processing, the study of adverbs has not developed very far to date, compared with nouns and verbs, because it was thought that adverbs do not construct the main parts of sentence meaning and have various complex grammatical functions in sentences. However, adverbs occur frequently and make important contributions to sentence meaning. Thus, the accurate processing of English adverbs is required for high quality machine translation (Ogura et al., 1994).

According to Ogura et al. (1994), adverb has been still discussed and hardly translated obviously. The position of adverb was one of the translating problems. For this reason, many Thai EFL learners looked confused. Most of them misunderstood the adverb interpretation. For this reason, their whole translating text could not complete. Although, there were several of translating research and devices like dictionary, mobile application, the translating problem on adverb has hardly ever been solved. Consequently, the researcher was interested in the adverb translating problem. The finding required the further study to investigate the factors affecting English into Thai translation abilities on adverb.

MATERIALS AND METHODS

For materials, the ten workbooks of English grammar were selected for the purpose of the 50-item translation task. Some of the main workbooks were: 1) English Grammar in Use by Raymond Murphy, 2) The Best Grammar workbook ever! by Arlene Miller, 3) ESL Intermediate & Advanced by Mary Ellen Munoz Page, 4) The Perfect English grammar workbook by Lisa McLendon, 5) English grammar workbook for Dummies by Nuala O'Sullivan, Geraldine Woods, 6) Advanced English Grammar by Hewings, 7) Understanding and Using English grammar by Betty S. Azar and Stacy A. Hagen, 8) Fundamentals of English grammar by Betty S. Azar and Stacy A. Hagen, 9) English grammar: 100 tragically common mistakes (and how to correct them) by Sean Williams, and 10) Practice makes perfect basic English 2nd edition by Julie Lachance.

In this study, the instrument was in form on the 50–item translation task involving with seven types of adverbs, without dictionary using. Given 45 minutes, the participants were asked to read the given statements and translated them into Thai in the provided space according to the assigned numbers.

Sampling and Data Collection

For the data collecting, the tasks were collected and the excerpts of correct, incorrect, and no translation categories were classified, using error analysis. Moreover, the English into Thai translated statements were quantitatively categorized including correct (CT), incorrect (IT), and no translation (NT) with using IBM SPSS statistic.

Methodology

The participants of this study were a group of students who enrolled in Translating English – Thai in the first semester of the academic year 2019. They were 30 third-year, English teaching program students, faculty of Education, Phra Nakhon Si Ayutthaya Rajabhat university. The data were collected from the 50 –item translation task involving with seven types of adverbs. In addition, the data were analyzed by considering the frequency and percentage, and by content analysis.

RESULTS, DISCUSSION AND CONCLUSION

Results

In Table 1, the participants demonstrated their translation of English adverb across seven adverbial categories. There were main three categories namely correct translation (CT), incorrect translation (IT), and no translation (NT). Overall, the participants correctly translated English adverb (n=129), incorrectly translated adverb (n=56), and did no translation for English adverb (n=25).

Table 1 Participants' translation of adverb

Type of adverb	Correct translation (CT)		Incorrect translation (IT)		No translation (NT)	
	n	%	n	%	n	%
1. Adverb of frequency	14	10.85	11	19.64	5	22.73
2. Adverb of manner	25	19.38	5	8.93	0	0.00
3. Adverb of time	19	14.73	9	16.07	2	10.27
4. Adverb of place	13	10.08	8	14.29	9	23.82
5. Adverb of degree	15	11.63	10	17.86	5	22.73
6. Adverb of evaluation	25	19.38	5	8.93	0	0.00
7. Conjunctive adverb	18	13.95	8	14.29	4	20.45
Total	129	100	56	100	25	100

According to Table 1, there were seven adverbial categories. The participants demonstrated their own translation of English adverb. The finding can be divided into three categories namely correct translation (CT), incorrect translation (IT), and no translation (NT). Overall, the participants correctly translated English adverbs (n=129), incorrectly translated adverbs (n=56), and did no translation for

English adverbs (n=25). Differentiated by the adverbial categories, the participants translated adverb of frequency (14 CT, 11 IT, and 5 NT), adverb of manner (25 CT, 5 IT, and 0 NT), adverb of time (19 CT, 9 IT, 2 NT), adverb of place (13 CT, 8 IT, 9 NT), adverb of degree (15 CT, 10 IT, 5 NT), adverb of evaluation (25 CT, 5 IT, and 0 NT), and conjunctive adverb (18 CT, 8 IT, 4 NT). In addition, each translated excerpt reflected the errors of English into Thai translation of English adverb as follows.

1. Adverb of frequency

Most of participants can well translate the adverb of frequency. However, they were confused and misunderstood this. In case of “hardly” and “hardly ever”, some translated it like “hard”. With the context, it was difficult to be correct in given statement. It was shown in excerpt 1 and 2.

Excerpt 1	
Statement:	John <u>hardly</u> works in this company.
Expected English into Thai translation :	จอห์นแทบจะไม่ทำงานในบริษัทแห่งนี้
Error(s) produced by the participant :	
Incorrect translation	: จอห์นทำงานอย่างหนักในบริษัทแห่งนี้
No translation	: จอห์นทำงานในบริษัทนี้

Excerpt 2	
Statement:	We <u>hardly ever</u> study in a library.
Expected English into Thai translation :	พวกเราแทบไม่เคยอ่านหนังสือสอบในห้องสมุด
Error(s) produced by the participant :	
Incorrect translation	: พวกเราเคยอ่านหนังสือสอบอย่างหนักในห้องสมุด พวกเราเคยเรียนหนังสืออย่างหนักหน่วงในห้องสมุด
No translation	: พวกเราได้อ่านหนังสือในห้องสมุด

2. Adverb of manner

For adverb of manner, almost all of participants can translate and interpret the meaning well. They can use correctly this adverb in many ways, from describing the details and actions. It was shown in excerpt 3-5.

Excerpt 3-5	
Statement:	
	Helen drives a car <u>carefully</u> . (เฮเลนขับรถอย่างระมัดระวัง)
	Jim reads a novel <u>quietly</u> . (จิมอ่านนวนิยายอย่างเงียบ ๆ)
	Kim and Ken walk <u>slowly</u> . (คิมและเคนเดินอย่างช้า ๆ)

Overall, the participants were accustomed to the adverb of manner. They can understand and translate the correct meaning, because the adverb of manner describes how things happen. This adverb are usually formed by adding -ly at the end of the adjective.

3. Adverb of time

In adverb of time, many participants realized how to translate this adverb obviously. On the other hand, some adverb of time was confused such as “lately” (recently or in the time just before now.)

With misunderstanding, some participants translated “lately” like “late” (after the expected, proper, or usual time.) It was shown in excerpt 6.

Excerpt 6	
Statement: <u>Lastly</u> , Tom has been drinking a lot of beer because he got fired.	
Expected English into Thai translation :	
เมื่อเร็ว ๆ นี้ ทอมได้ดื่มเบียร์จำนวนมากเพราะเขาเพิ่งถูกไล่ออกจากงาน	
Error(s) produced by the participant :	
Incorrect translation : เมื่อช่วงสาย ๆ ทอมได้ดื่มเบียร์จำนวนมากเพราะเขาถูกไล่ออกจากงาน	
No translation	: ทอมได้ดื่มเบียร์จำนวนมากเพราะเขาถูกไล่ออก

4. Adverb of place

For adverb of place, “indoors” and “outdoors” were significantly incorrect. Although they give a location relative to the speaker. With verbs of movement, indoors means "inside the place" and outdoors means "outside the place". Some participants translated ambiguously these adverbs. Look at the below excerpt 7 and 8.

Excerpt 7	
Statement: Pat worked <u>indoors</u> all afternoon.	
Expected English into Thai translation :	
แพทย์ทำงานในร่มตลอดช่วงบ่าย	
Error(s) produced by the participant :	
Incorrect translation : แพทย์ทำงานภายในประตูตลอดทั้งบ่าย	
No translation	: แพทย์ทำงานตลอดทั้งบ่าย

Excerpt 8	
Statement: The ceremony will be held <u>outdoors</u> .	
Expected English into Thai translation :	
พิธีการจะจัดขึ้นกลางแจ้ง	
Error(s) produced by the participant :	
Incorrect translation : พิธีการจะจัดขึ้นภายนอกประตู	
No translation	: พิธีการได้จัดขึ้น

5. Adverb of degree

An adverb of degree is used to discuss the degree or intensity of an adjective, an action, or another adverb. In this case, most participants well understood and translated the adverb of degree. Nevertheless, some were confused, especially “pretty.” The word “pretty” in adverb means “quite, fairly, or moderately”, most of them were confused. They translated it incorrectly as “pretty = cute (adj.).” It has shown in excerpt 9.

Excerpt 9	
Statement: Julia is pretty sure she can pass this exam.	
Expected English into Thai translation : จูเลียค่อนข้างมั่นใจว่าเธอสามารถผ่านการสอบ ครั้งนี้ได้	
Error(s) produced by the participant :	
Incorrect translation	: จูเลียมั่นใจว่าตนเองน่ารักพอที่เธอสามารถผ่านการสอบครั้งนี้ได้แน่นอน
No translation	: จูเลียมั่นใจว่าสามารถผ่านการสอบครั้งนี้ได้

6. Adverb of evaluation

Adverb of evaluation expresses the attitude of the writer or speaker about the information in the clause that follows. In this adverb, all of participants can well translate the adverb of evaluation. There are some similar notion and meaning between adverb of evaluation and adverb of manner. They are different because of the position. The adverb of evaluation is usually placed before the clause that it modifies, and it is set off by a comma. Meanwhile, the adverb of manner may either be placed before the verb or after the verb and object. Look at the excerpt 10 – 12.

Excerpt 10 – 12	
Statement :	
<u>Fortunately</u> , he was able to swim.	นับว่าโชคดีที่เขาสามารถว่ายน้ำได้
<u>Sadly</u> , we couldn't come to the party.	น่าเศร้าใจที่พวกเราไม่สามารถไปงานเลี้ยงได้
<u>Interestingly</u> , Lee is good at biology.	น่าสนใจจริงที่ลิแก่งวิชาชีววิทยา

7. Conjunctive adverb

A conjunctive adverb is a word used to join two sentences or clauses. They also show the relationship between the two ideas. For the conjunctive adverb, there were some errors in translation like “besides (adv.)” (in addition, moreover, or as well). Many participants misunderstood and translated it incorrect “beside (prep.)” (near, or next to) instead. It has shown in excerpt 13.

Excerpt 13	
Statement: Do you have any candies <u>besides</u> the red ones?	
Expected English into Thai translation : คุณมีลูกอมที่นอกเหนือจากสีแดงบ้างไหม	
Error(s) produced by the participant :	
Incorrect translation	: คุณมีลูกอมที่อยู่ใกล้กับลูกอมสีแดงบ้างไหม
No translation	: คุณมีลูกอมที่เป็นสีแดงบ้างรึเปล่า

Discussion

This section has firstly illustrated the English into Thai translation errors of adverb of Thai EFL learners. Most participants could consider and take their grammatical error in their classroom. This result is consistent with the findings of Ogura et al., 1994, who reported that adverb has been still discussed and hardly translated obviously. The position of adverb was one of the translating problems.

For another thing, many participants misunderstood the adverb interpretation. Their whole translating text could not complete. Although, there were several of translating research and devices like dictionary, mobile application, the translating problem on adverb has hardly ever been solved. (Rahmatillah, 2013)

Conclusion

In sum, the most correct translation in adverb were the adverb of manner and adverb of evaluation (19.38%), and the least correct translation was the adverb of place (10.08%). According to the study, the participants' ability in translating English adverb still encountered the difficulties between source and target text, background knowledge, and cultural knowledge. They should be fostered in their sense of language use, and lexical banks both Thai and English to improve their language ability and skill. Therefore, the further research might be conducted about the translation in other parts of speech such as noun, adjective, preposition, and so on. Moreover, the further studies should take more various books to achieve the authentic generalization.

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IMPACT OF CLIMATE CHANGE ON QUANG BINH TOURISM AND EDUCATION SOLUTIONS FOR STUDENTS AT QUANG BINH UNIVERSITY

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ABSTRACT

Climate change has recently caused disasters in Quang Binh province such as floods, droughts, and sea level rise. It occurs more frequently and becomes more difficult to predict. Climate change has an impact on many socio-economic fields. In particular, tourism is a field sensitive to natural environmental conditions, so it is considered as one of the industry's most severely affected by climate change. All people, including students at universities, understand the effects of climate change and raise awareness of application the precautions are necessary issues. Based on the climate change scenario until the end of the 21st century which was updated in 2016, this article presents the impact of climate change in Quang Binh province and some responding education solutions for students at Quang Binh University.

KEYWORDS: climate change, tourism, student, Quang Binh province.

INTRODUCTION

Quang Binh is a province in the North Central Coast of Vietnam, with an area of 80000 km² and a population of 887,600 people¹. Quang Binh has a diversity terrain: the coastline - sand dunes in the east, narrow plains in the middle and karst terrain with unique values of geology, geomorphology and biodiversity in the west (Vien, 2018). This is a great potential to develop tourism. Tourism has been identified as a key economic sector in Quang Binh province. In 2018, Quang Binh welcomed over 3.9 million tourists with a total income of 448 billion VND². However, this province is considered one of the coastal provinces which are the most affected by the natural disasters. In recent years, natural disasters: floods, droughts, happen more frequently and become more difficult to predict. Therefore, studying the impact of climate change on tourism; prevention measures of the effects of climate change is needed, so that the appropriate strategic policy can be provided to respond promptly to the changes mentioned. Besides technical solutions, educational solutions are also very important to response to climate change.

Quang Binh University is a multi-level, multi-disciplinary university and the only university in Quang Binh province. Climate change adaptation education plays a very important role in the implementation of goals to minimize impacts and better adapt to the impacts of climate change (Ministry of Natural Resources and Environment, 2008). However, in recent years, climate change

¹ Statistical data of Vietnam General Statistics Office (2018).

² Statistical data of Quang Binh Tourism Department (2019).

responding education at Quang Binh Universities has only been integrated into the environmental education content for students in some majors such as: Geography, Natural Resources and Environment Management, and Agriculture. The expansion of educational object to all students at this university is a very important issue to develop the capacity to respond to climate change.

The following article presents the impacts of climate change on tourism in Quang Binh province, some general solutions and education solution to improve the effectiveness of responding to climate change education at Quang Binh University.

MATERIALS AND METHODS

Scoping and Study site

The scope of the study focuses on analyzing the impact of climate change on tourism, a key socio-economic field which are currently prioritized for development in Quang Binh. Based on this, the study proposes a number of methods to respond to climate change, which emphasizes educational solutions for students at Quang Binh University.

Sampling and Data Collection

Data sources for the study were mainly collected from Climate Change Scenario updated in 2016 by Vietnam's Ministry of Natural Resources and Environment and some research results on the impacts of climate change in Quang Binh province.

Field work at several tourist sites was conducted to collect data on the current state of climate change impacts on tourism in Quang Binh. In addition, the study also collected some other data on the status of climate change education at Quang Binh University.

Methodology

The study is based on a causal relationship to identify the impacts of climate change on tourism. These impacts are the basis for providing directions and solutions to respond to climate change.

RESULTS, DISCUSSION AND CONCLUSION

1. Climate change scenario in Quang Binh until the end of the 21st century

1.1. The change of temperature and rainfall

According to RCP4.5 climate change scenario updated (2016), the average temperature was increased, compared with the average temperature in 1986-2005. Average temperature in Quang Binh is predicted to increase of 0.3-1.1°C in the period of 2016-2035, from 1.0 to 2.1°C in the period of 2046-2065 and from 1.5 - 2.8°C in the period 2080-2099. Rainfall has also increased by the impacts of climate change, compared to the annual average of 1986-2005 rainfall. Rainfall in Quang Binh is expected to increase from 3.5 to 16.5% in the period 2016-2035, from 3.8 to 22.0% in the period 2046-2065 and from 0.0 to 21.4% in the period 2080-2099 (Ministry of Natural Resources and Environment, 2016).

1.2. Monsoon and some extreme weather events

Summer monsoon tends to start earlier and end later. Rain during the operation period of monsoon tends to increase. The number of hot days ($\geq 35^{\circ}\text{C}$) tends to increase. The number of strong to very strong storms tends to increase. Drought can become more severe in some areas due to rising temperatures and the ability to reduce rainfall during the dry season (Ministry of Natural Resources and Environment, 2016).

1.3. Flood risk by sea level rise

According to the scenario of sea level rise of the Ministry of Natural Resources and Environment, if the sea level rises by 100 cm, about 2.64% of the area of Quang Binh province is at risk of flooding, of which Le Thuy district (6.79% area) and Quang Trach – Ba don (5.93% of area) are most at risk of flooding (Table 1).

Table 1 Flood risk for Quang Binh province³

District	Area (ha)	Flood risk (% of area) corresponds to sea level rise					
		50cm	60cm	70cm	80cm	90cm	100cm
Bo Trach	211638	0.58	0.72	0.87	1.10	1.12	1.35
Le Thuy	140374	5.76	5.99	6.21	6.58	6.61	6.79
Dong Hoi	15604	2.38	2.46	2.54	2.73	2.75	2.84
Quang Trach – Ba Don	60859	1.61	1.87	2.20	2.93	3.01	5.93
Quang Ninh	119852	2.67	2.92	3.11	3.44	3.47	3.63
Total	800000	1.73	1.87	2.01	2.24	2.27	2.64

2. Impacts of climate change on tourism in Quang Binh province

Climate change directly impacts tourism, which is reflected in all three aspects: impacts on tourism resources, impacts on tourism infrastructure and impacts on tourism activities, especially travel activities.

2.1. The impact of climate change on tourism resources

Climate change has caused negative impacts on natural and cultural resources in Quang Binh. Some beaches such as Da Nhay, Nhat Le, and Vung Chua become deeper and waves are higher. The ultraviolet radiation and visible radiation at beaches increase. Saline water intrusion in estuaries, especially in Gianh estuary is increasingly serious. Heavy rains and floods inundated some caves and damaged many cultural and historical relics in Quang Binh province.

2.2. The impact of climate change on tourism infrastructure

Climate change has a negative impact on tourism infrastructure. A number of constructions on the beach must gradually upgrade to adapt to rising sea levels. Ground foundation is eroded; traffic structures, especially in the mountainous areas are broken. Climate change increases maintenance costs, restoration costs of transportation facilities.

2.3. The impact of climate change on tourism activities

One of the characteristics of the tourism business is seasonal. Tourism activities, especially travel, are highly dependent on weather conditions. Due to the impacts of climate change, organizing tourism and welcoming tourists have more obstacles. In recent years, many travel programs to Quang Binh have been canceled, postponed or terminated midway due to bad weather conditions and consecutive floods.

In addition, climate change has a strong impact on other socio-economic activities related to the formation of tourism products such as agriculture - forestry - fishery, transportation and accommodation, eating and drinking services, thus indirectly affecting the development of tourism.

³ Ministry of Natural Resources and Environment (2016).

3. Education solutions to respond to climate change

3.1. Some solutions to respond impact of climate change on tourism

Based on the current state of the impacts of climate change on tourism, there are two issues to be solved: reducing climate change impacts and adapting to climate change (Stevenson, Nicholls, & Whitehouse, 2017). We would like to propose the solutions of mitigation and adaptation to climate change on tourism in Quang Binh province as follows:

** Solutions of mitigation to climate change*

- Encourage the application of Waste Reduction - Reuse - Waste Recycling (3R: Reduce - Reuse - Recycle), save energy, water and use alternative energy.
- Reduce and proceed to replace refrigeration units using CFC gas; limiting CO₂ emissions from transportation vehicles.
- Encourage development of environmentally friendly tourism products / products.

** Solutions of adaptation to climate change*

- Raising awareness of the people in general, especially tourism human resources on climate change and its impact on tourism.
- Upgrade transportation infrastructure, communication, reinforcing the accommodation system, food and drink facilities.
- Control risks due to negative impacts of climate change, build emergency warning system at tourist sites affected by climate change.
- Diversify tourism products, especially hot spring-based tourism products, in potential areas (Bang spring), to improve seasonality.
- Research and develop farming models associated with ecotourism in areas flooded by sea level rise.
- Develop climate change tours. Tourists will be taken to places that have been strongly affected by climate change such as landslides, protection forest loss in Quang Ninh district; saltwater intrusion in Gianh estuary (Ba Don Town), ...

3.2. Education solution to respond to climate change for students at Quang Binh University

Quang Binh University is a multi-disciplinary university and is the only university in Quang Binh province that is responsible for training high quality human resources for Quang Binh and some neighboring areas. Currently, this university is training 5 specialized groups: pedagogy, economy - tourism, society - foreign language, technology - information technology, agriculture, forestry and fishery, and environmental resources.

Responding to climate change is the responsibility of the whole society. As a human resource training institution, Quang Binh University has a role in education to raise awareness about climate change for students. Climate change education for students is important to raise awareness and capacity to respond to climate change for them after graduating from university. However, at present, climate change education is only offered to students in a number of majors such as: Geography, Resource and Environment Management, and Forestry. This leads to the limitation of accessibility of students of other majors, especially in economics - tourism. However, teaching climate change education as an independent module is not feasible due to the limited amount of training time.

Starting from the reality at Quang Binh University, we propose some solutions to climate change education for tourism students:

- Supplementing the content of climate change education with duration of 5 periods in the citizen education program at the beginning of the school year for university-wide students. The issues

that need to be taught include: basic knowledge about climate change (concepts, causes, climate change scenarios), impacts of climate change, solutions to mitigate and adapt with climate change.

- Communicate about climate change education through social networks: Facebook, Zalo, Instagram, and Lotus, and integrate in extracurricular activities of students such as: youth activities, hands-on experience activities, etc.

4. Conclusions

Climate change has a relatively large impact on many activities in Quang Binh Province. In particular, tourism is the key economic activity of Quang Binh but is significantly affected by climate change. Some measures to respond to climate change on tourism in Quang Binh province are mentioned. In addition to general solutions, education solutions for students play a very important role in raising awareness and capacity to respond to climate change which is increasing.

ACKNOWLEDGEMENT

Tourism industry in the Central coast provinces in general and Quang Binh in particular, need to develop in the direction of green tourism adapting to climate change with the aim of maximize what the climate bring and minimum the effects of it.

This requires a specific action plan to respond to climate change and prevent the negative impacts of natural disasters, floods, and minimize damage of them; make use of domestic and foreign resources to create human resources for responding to climate change. At the same time, the determination to carry out the objectives of conservation and sustainable use resources, strengthen conservation with sustainable development.

In Quang Binh province, especially in key areas for tourism development, it should soon make good propaganda, communication about the harmful effects caused by climate change and sea level rise, which helps everyone in society to raise awareness about climate change disasters, then having a way to respond to climate change.

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INNOVATION OF USING PHYSICAL EXPERIMENTS UNDER THE DIRECTION OF DEVELOPING EXPERIMENTAL CAPACITY OF STUDENTS

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ABSTRACT

Today, developing the capacity of learners oriented - education has become an international education trend. Physics is an empirical science subject taught in high schools. Teaching Physics is to reach the goal of developing learners' competence, one of the important competencies is experimental capacity. In order to have experimental capacity, students are required to study, work with experiments and practice experimental skills on a regular basis. In this paper, we present the results of innovative research using experiments with the orientation of developing students' experimental competencies, in teaching the Electricity - Electromagnetic components of the 11th grade of higher- secondary school's programs.

KEYWORDS: Experimental capacity, physics experiment, Electricity – Electromagnetic, Physics 11, Students' experimental capacities

INTRODUCTION

International studies highly appreciate the role of experimentation and the development of students' experimental capacities in teaching physics. Wilcox and Lewandowski used the E-CLASS toolkit to examine students' views on a national scale in the US about the role of experimental physics. The results showed students' beliefs about the nature and process of experimental physics performed in the laboratory, and their predictions / hypotheses are based on experiments. Some results showed that studying in the Physics lab helps students understand physical knowledge deeply and develop experimental capacities. According to Ismo T. Koponen and Terhi Mantyla (2006), the types of physics experiments have an epistemological role, especially important in teaching physics, experiments are means to formulate knowledge and check the validity of knowledge. According to Nico Schreiber, Heike, Ben and Horst Schreeker (2009), experimental competence is one of the specific competencies formed through teaching Physics. When doing experimental exercises, students always have to apply a combination of theoretical knowledge, combining intellectual and practical activities, experience in understanding physics - techniques and real life. Therefore, it is possible to use experimental exercises that will foster experimental capacity for students. According to Woolnough (1991), in developing countries, experimental teaching has not been focused yet. International studies have evaluated the functional role of experiments and the real state of the capacity of learners oriented – education.

In Vietnam, there have been research results on the capacity of learners in teaching Physics. Nguyen Duc Tham and the authors, research on the experiments and the function of physical experiments in teaching Physics. Pham Thi Phu, Nguyen Dinh Thuoc, developing the learners' competencies in learning physics.

Understandably, empirical competence is a combination of knowledge, skills, and attitude of the learners that allows them to solve problems by empirical methods.

The structure of experimental capacity, also known as empirical competence framework, consists of 8 elemental capacities and each elemental capacity has corresponding behavioral manifestations, see Table 1.

Table 1 Experimental capacity framework

No	Elemental capacity	Experimental behavioral manifestations (EB)
1	Problem detection	EB1. Being able to ask questions about natural phenomena: How does the phenomenon occur? What is the condition of the phenomenon? What quantities describe the phenomenon? How to measure that quantity? How are the quantities in natural phenomena related to each other?
2	Theory of hypothesis/ prediction	EB2. Being able to identify problem-solving ideas / hypothetical answers to posed problems
3	Inference of logical consequences	EB3. Having logical reasoning and mathematical reasoning from the idea of solving problems leads to the results qualified by experiments.
4	Developing testing experiment plan	EB 4. Being able to design experimental diagram EB5. Being able to describe diagrams, instruments and experimental materials, how to layout to perform experiments, and collect and process experimental data.
5	Experiment arrangement	EB6. Selecting equipment, installing experiments, using measuring tools according to the design scheme
6	Experiment performance	EB7. Conducting experiments according to feasible plans in accordance with the process and achieving high results
7	Data collection and processing	EB8. Describe the phenomenon, read the data, record and organize the data EB9. Calculate and process errors in accordance with the procedures corresponding to the observation instrumentation
8	Conclusions and assessments	EB10. Comment on the validity of the hypothesis / idea. Give the answer to the research problem EB11. Comment, evaluate on problem-solving methods

To develop students' experimental competence, it is necessary to train them with the ability to study with experiments, organize intellectual activities – do practice in teaching physics. Implement various methods of teaching physics to develop experimental capacity as follows:

Measure 1. Teaching new knowledge agreeably to experimental methods of Physics

Measure 2. Using experimental exercises in teaching physics

Measure 3. Organizing for students to implement learning projects, scientific research (technical inventions) with physical content

Measure 4. Organizing exams and tests to assess students' experimental competence

Organizing learning activities with experiments and implementing the four above-mentioned teaching methods are methods of developing students' experimental capacities in teaching Physics.

METHOD AND RESEARCH CONTENT

Theoretical framework

To organizing learning activities with experiments using methods of teaching physics in the direction of developing students' experimental competence, teachers must use a combination of experiments and models. Organization of teaching and learning activities, using available experiments and self-made experiments, is carried out according to the diagram in Figure 1.

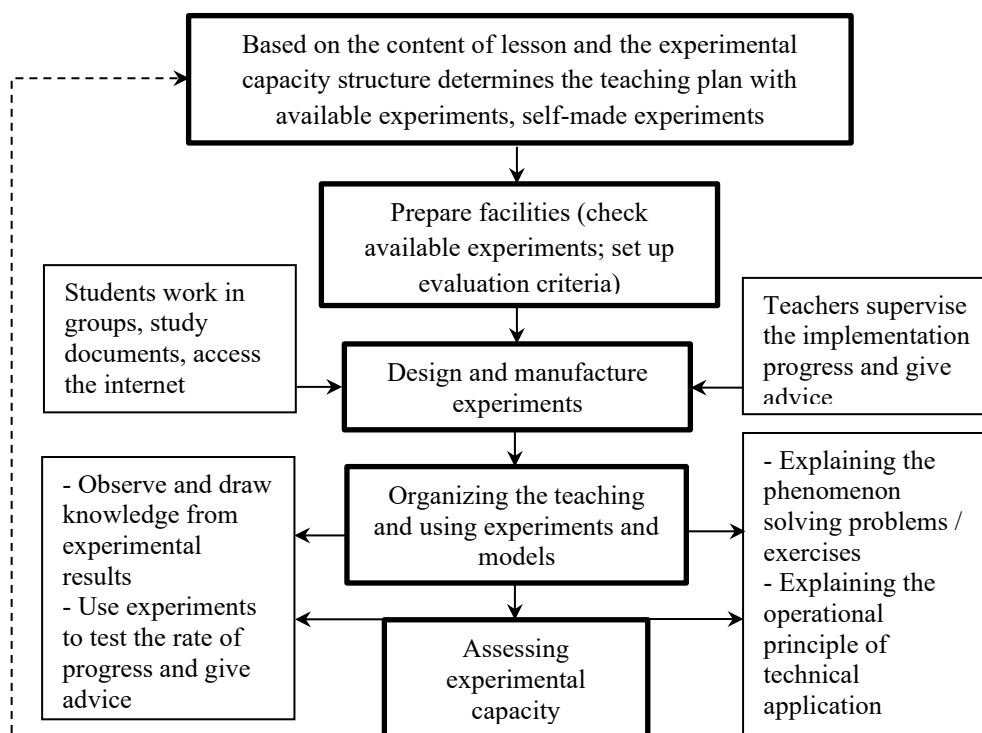


Figure 1 Teaching process flow chart using different types of experiments to formulate and develop students' experimental competencies

Design lessons and empirical tasks

We research innovation teaching using experiments section of Electromagnetic Physics 11 to formulate and develop experimental capacity for students. By analyzing the content of the lesson and determining the teaching objectives according to the learning outcomes, the need to use experiments to develop students' experimental competence is identified. We propose experimental tasks for each lesson. The empirical task in each lesson is intended to cultivate the behavior of experimental competencies (empirical skills). The identification of learning content and corresponding experimental capacity behaviors needs training to help teachers actively organize learning activities using experiments in the direction of developing experimental capacity.

Lessons (Experimental Task - ET)

ET1: Magnetic interaction

ET2: Electromagnetic force. Magnetic induction

ET3: Project on manufacturing direct current motor model

ET4: The magnetic field of electric current flowing in conductors has a special shape

ET5: Measure the horizontal composition of the Earth's magnetic field

- ET6: Electric charge moves in a magnetic field (Lorentz force)
- ET7: Electromagnetic induction
- ET8: Inductive current in a metallic block (Foucault force)
- ET9: Self-induction phenomenon
- ET10: Project of manufacturing inductor application products

Using experiments and models in teaching Electricity - Electromagnetism under orientation of experimental capacity development

a) Types of experiments and models in teaching the Electricity - Magnetic fields section

Physical experiments include available experiments and homemade experiments. The available experiments are manufactured ones and are sold by the school supplies company. Examples of available experiments: the magnetic force test, the measurement of the horizontal composition of the Earth's magnetic field, the experiment of electromagnetic induction, the experiment of self-induction...

Homemade experiments are experiments whose devices are made by teachers and students. If the school cannot buy the available experiments because of difficult conditions, the teachers and students have to carry out them. There are a number of self-made experiments: the interaction experiment between the magnet and the compass, the current interaction test with the compass, and the current interaction test with electric current. Similarly, there are available models and homemade models. Here we have homemade physical models and techniques: Electric motor models, generators, electric bells. In teaching physics, we also use experiments, digital models, virtual experiments, simulation experiments and video clips of experiment.

b) Using experiments and models in physics lessons

Experiments and models can be used at every stage of the teaching process for a lesson with different pedagogical purposes. Here, we discuss the coordination of experiments and models, with the orientation to use them to form new knowledge empirically. Here we take an example of the use of experiments, models in teaching Electricity - Electromagnetism section:

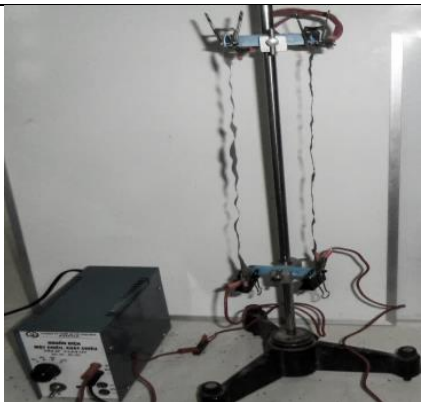
Experiments, models	Orientation of use
	<ul style="list-style-type: none"> - Organizing teaching for students to propose a hypothesis: Two electric currents running in two parallel straight wires can interact attraction or repulsion with each other. - Students prepare equipment, assemble, arrange and conduct experiments to test hypotheses in class - Applying general knowledge to explain the phenomenon of attraction and repulsion between two parallel currents

Figure 2 A self-made experiment on the interaction between two long parallel straight currents

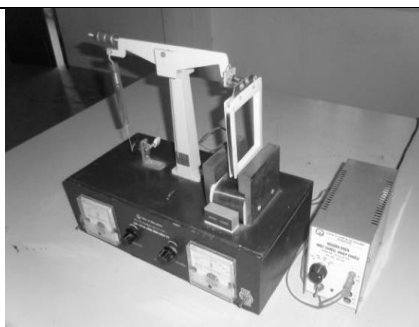


Figure 3 Experiment on construction of magnetic force and the concept of magnetic induction

- Students study experiments, assemble experiments, conduct experiments
- The groups of students predict the magnetic force proportional to the current I , or the length of the string l , or the sin angle between the magnetic field line and the current.
- The groups of students predict the F force proportional to the product $I.l.\sin\alpha$. From that, infer the consequences and do a test experiment
- Students perform test experiments; collect and process data; form new knowledge



Figure 4 Self-made electric motor model

- Applying the knowledge of magnetic force to explain the operation principles of direct current electric motors
- Manufacturing simple electric motor models by groups
- Observing physical material functional models of direct current electric motors available in the laboratory
- Disassemble, observe inside the electric motor in reality

Assessing students' experimental competence

To assess students' empirical competence in the teaching process, we have used case studies. Students in experimental class are divided into learning groups and have equal competency. During the teaching process, teachers observe and evaluate the experimental capacity development of students.

We formulate criteria to evaluate the level of behavioral behaviors of each element competency of experimental capacity (level from high to low: L4 - L3 - L2 - L1).

Level 1: Students reiterate minimal knowledge and skills and must reinforce them when needed. Teachers must give detailed instructions for students to follow the form. Students repeat, repeat, choose the results they already have. Students participate in performing academic tasks. Performance results satisfactory. The 10-point scale is from 5 to less than 6.5 points.

Level 2: Students repeat knowledge and practice on minimum skills. Self-reliant students perform a limited number of task activities. Teachers must guide a lot for students to perform learning tasks. The 10-point scale is from 6.5 to less than 8 points.

Level 3: Students repeat and apply basic knowledge and skills. Self-reliant students perform a variety of activities in the assigned task. Students only ask teachers for suggestions and help when they have real difficulties. Students consciously and voluntarily perform academic tasks. The scale of 10 corresponds from 8 to less than 9 points.

Level 4: Students repeat and apply their knowledge and skills creatively. Students have self-reliance and high self-awareness in fulfilling the requirements and duties of teachers. Students quickly grasp, do the right direction and have experience in new situations, achieving good results. Teachers do not need to guide students in doing so successfully. The scale of 10 corresponds to 9 to 10 points.

Location and time of pedagogical experiment

Pedagogical experiment was held during the school year 2018 - 2019, from January to March 2019. Experimental class 11A at Le Quang Chi High School, Ha Tinh Province, Vietnam.

RESEARCH RESULTS

Assessing students' experimental capacity development

The teacher collects information about the behaviors of experimental competence for each student during the course of Electromagnetism. Evaluation materials are based on the results of learning cards, evaluation board, notebooks, videos and photos of learning activities of students and teachers who directly observe the experiment. Assessing the behavioral expressions of component competencies is equivalent with the extent to which students have performed specific empirical tasks.

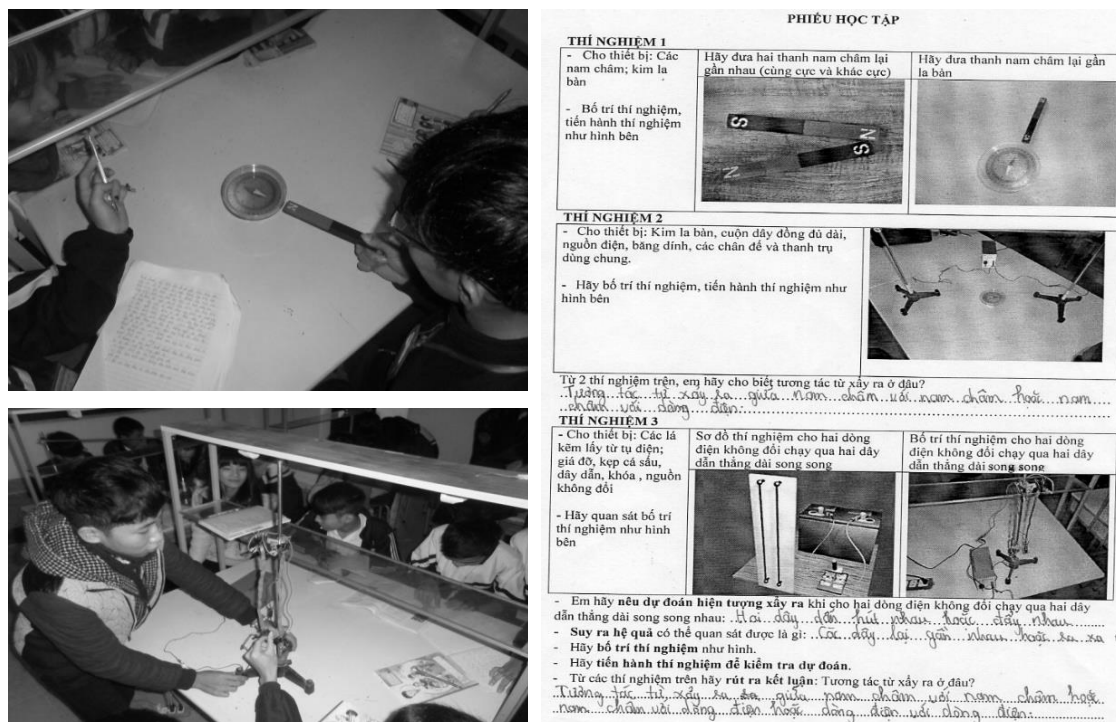


Figure 5 Students do experiments and complete study cards

We use an empirical performance scale (Table 2), which evaluates the behavior of each elemental competency that students have performed in each task. Then do statistics, collect results and tabulate the level of behavior achieved by students, specifically in Table 2.

Table 2 Evaluation results of experimental tasks performance according to behavior level of experimental capacity

Lessons	Levels of Elemental Behavior										
	EB 1	EB 2	EB 3	EB 4	EB 5	EB 6	EB 7	EB 8	EB 9	EB 10	EB 11
ET1	1	1	1	1	1	1	1	2		1	2
ET2	2	2	2		2	2	1	2	1	2	2
ET3				2	2	2	2			2	3
ET4	3	3	2	3	2	3	3	3		3	4
ET5	2	2	3		3	3	2	3	2	3	3
ET6	3	3	3	3	3	2	3	2		3	4
ET7	4	3	3		3	3	4	3		2	4

Table 2 Evaluation results of experimental tasks performance according to behavior level of experimental capacity (continued)

Lessons	Levels of Elemental Behavior										
	EB 1	EB 2	EB 3	EB 4	EB 5	EB 6	EB 7	EB 8	EB 9	EB 10	EB 11
ET8	3	4	4	4	3	4	4	4		3	3
ET9	4	4	3	3	4	3	3	4		4	4
ET10				4	4	4	4			4	4

From Table 2, each behavior has a corresponding graph. The following is a graph of some of the student's behaviors.

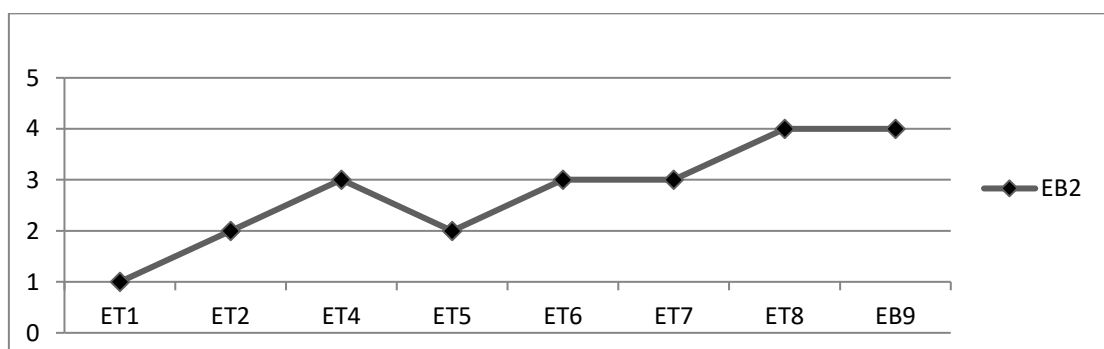


Figure 6 Behavior development graph in some contents

From Figure 6, we can see the upward trend of students' empirical competence behaviors. Collecting data of 35 students in the empirical class, we get results on the development of students' experimental competencies.

Teaching Electricity - Electromagnetism, Physics grade 11 in high school under the orientation of developing students' experimental capacities through training to perform experimental tasks of each specific lesson content is suitable with the reality of teaching physics.

DISCUSSION AND CONCLUSION

Organizing learning activities with experiments according to 4 teaching methods to develop students' experimental capacities in Physics has achieved good results in teaching the Electricity - Electromagnetism part of the Physics program. high school. We draw some recommendations:

a) Teachers must be aware of and fully understand the structure of experimental competence. There are measures to teach physics in the direction of developing experimental capacity, organizing learning activities with experiments in such measures.

b) Teachers base on the theoretical framework to organize teaching plans using various types of experiments and models towards developing students' experimental competence. Teachers analyze lesson content, identify empirical tasks, and use experiments to develop students' experimental skills in building new knowledge, exercises, and practical lessons. physics, implementing learning projects ...

c) The assessment of students' experimental competence should be based on a scale of behavioral levels (skills) of experimental competence.

d) Teachers must create favorable conditions for students to study physics with experiments and participate in carrying out experimental physics activities on a regular basis.

The results of the study confirm that the organization of learning activities with experiments based on teaching methods of developing experimental capacity is implemented in teaching physics at high school. Organizing learning activities with physical experiments combines with intellectual - practice activities for students in different types of lessons: lessons for building new knowledge, lessons for physics exercises, and implementing projects of study, scientific-technical research are methods of developing students' experimental abilities. Innovative research results using physics experiments in the direction of developing students' experimental competence in teaching Electricity - Electromagnetic components can be applied to other parts/chapters of the High School Physics program.

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RESEARCH STRESS OF LECTURERS IN DA NANG UNIVERSITY, VIET NAM

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ABSTRACT

Global data indicate consistently 15 to 18 per cent of adults reporting high anxiety symptoms consistent to clinical diagnosis of anxiety disorders. We investigated gender differences in a predominantly male occupation: police work. Our survey research in a sample of police officers (female and male) reports nearly 14 per cent (13.6%) suffering a high level of anxiety based on the symptom scale feel disappointed; anxious for the coming future; memory impairment; trembling hands; sleep disorders...

In the paper, we examined the explanatory factors to the high prevalence rate. Three main factors were identified to include concerns over their children and family affairs, communication and perceived marital support with spouses, and work culture of performance and support.

We will present recommendations and implications for further health and stress-reduction research. Some preliminary recommendations include acceptance, spiritual prayers at temples or the appropriate places of worship, and positive social support.

KEYWORDS: Anxiety, anxiety disorders, female officers, cause of anxiety, solutions to reduce anxiety

INTRODUCTION

Modern society increasingly making mental health such as stress, anxiety, depression, obsessive... Anxious to resolve the work is essential if we do not control the cause of worry will lead to negative results. Many studies show that women doubly anxious men. Therefore, the quality of life of the woman is often not as good as men. We will present the results of a baseline study; expression and cause anxiety among women. The data used in this article was used from known research findings titled "Stress prevention measures for lecturers at the University of Danang, Vietnam code B2019-DN03-41 from 2019 to 2021", and we analyse the data only from 295 female officers, (175 lecturers and 125 staffs departments).

METHODS

The research methodology is measured test anxiety of Zung and questionnaire. We use:

- The Zung Self-Rating Anxiety Scale (SAS) was designed by William W. K. Zung M.D, (1929-1992) a professor of Psychiatry from Duke University, to quantify a patient's level of anxiety There are 20 items with 4 levels, for each item, the patient will check the column which best describes how often they felt or behaved this way during the past several days.

- The questionnaire to find information about: cause; manifestations and influence of anxiety in a woman.

- The SPSS (Statistical Package for the Social Sciences) is a widely used program for statistical analysis in social science. It is also used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations, data miners...

RESULTS

The study of anxiety, according to the authors Walter Canon (1927), Hans Selye (1936), Meyer. A (1948) ... the conflict inside the mind is the basis of mental illness; the relationship between people and their environment around is the cause of anxious stress.

Follow International Statistical Classification of Diseases and Related Health Problems by the World Health Organization in the 8th (ICD8, 1968), 9th (ICD9, 1978) and 10th (ICD-10, 1992) the anxiety, stress is considered to be one of the diseases due to psychological causes, there is a correlation between stress and intimate body condition, patients should be cared for and treated.

Global data indicate consistently 15 to 18 per cent of adults reporting high anxiety symptoms consistent to clinical diagnosis of anxiety disorders (1995).

Lam Xuan Dien Hospital Saigon, Vietnam, said 1,533 patients examined and treated at the hospital, with 9.4% of people with anxiety, depression.

Pham Van Tru - Manager of mental examination, 90% of patients presenting with anxiety disorders; 80% have sleep disorders; 84% decreased ability to concentrate and 97% complained diminished work capacity.

Status of stress in lecturers

We investigated gender differences in a predominantly male occupation: policy work. Our survey research in a sample of police officers (female and male) reports nearly 14 per cent (13.6%) suffering a high level of anxiety based on the symptom scale feel disappointed; anxious for the coming future; memory impairment; trembling hands; sleep disorders...

The survey: 35.5% female staff mild anxiety; 18.2% of female workers have inadequate anxiety and 13.6% of female workers in the anxiety disorders.



Figure 1 The level of anxiety of female follow Zung Self-Rating Anxiety Scale

Most expressions in female cadres with anxiety disorders are insomnia; anorexia; sweating; rapid heartbeat; the slow response amnesia; stomach pain; headache, neck pain, decreased interest in life ...

Compared between the level of education (bachelor, master, doctorate): The female staff at Bachelor's most worrying levels (33.8% of occasional anxiety level).

Table 1 The level of anxiety in women in terms of degree criterion

Level of anxiety	Bachelor	Master	PhD
Haven't got anxiety	12,6	23,5	22,6
Staff mild anxiety	32,5	25,6	28,3
Inadequate anxiety	35,6	32,3	33,8
Anxiety disorders	19,3	18,6	15,3

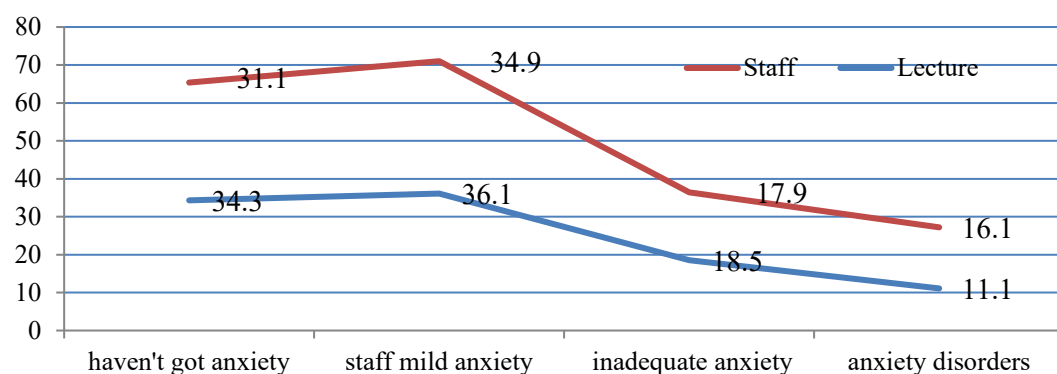


Figure 2 The level of anxiety of lecturers and office staff

The cause of anxiety

There is a lot of cause of anxiety in women, the anxiety about children (31,2%); about a husband (17,7%); about their work (26,7%), their health (22,1%), about a social relationship and the women worry about try to continuer study (15,8%)...

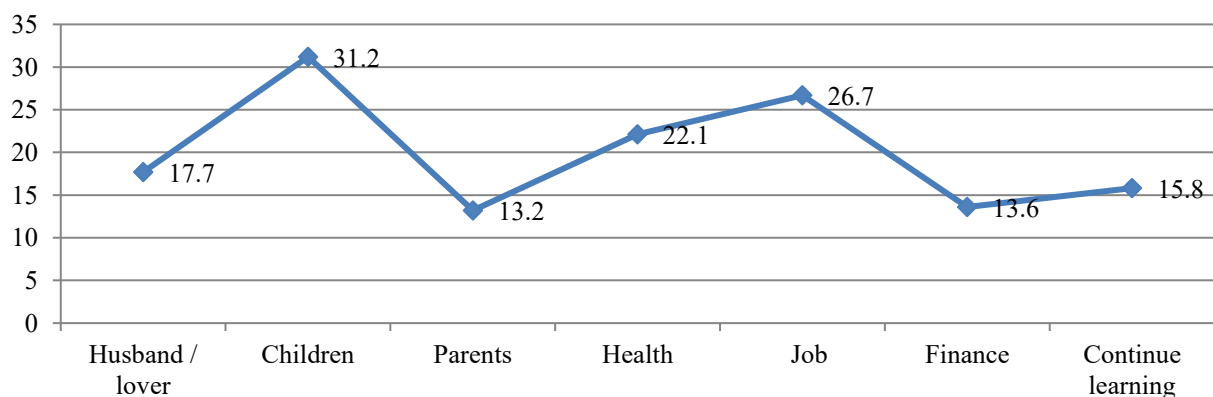


Figure 3 The cause of female anxiety

The anxiety of women about children are: worry about the child's education; haven't succeeded (learn not good; there aren't the award); worry about health (sick) of children; the child refuses to eat; Childbirth one surface (only boys / or only girls); worry about during parenting, or worry about the disobedience.

The anxiety of women about husband is: the husband doesn't help the wife to childcare; less concerned about the wife; so enamoured the work; The husband is the breadwinner; Don't respect wife; There are conflicts, disagreements in life; Husband substance abuse (alcohol, beer, tobacco ...) Husband of adultery; Husband doesn't help with housework; Husband with violent behaviour (actions and/or words).

The anxiety about the parents are:

Father/mother in law demanding; unpleasant personality; There are conflicts with Father/mother in law; There are conflicts with brothers and sisters; There is problem borrowing money...

And the anxiety about work are: more working; working as incorrect capacity Work does not fit the needs/expectations

Unrecognized in offices

The opinions of individuals are not respected

There is disagreement within the offices/unit work; Leaders highly demanding job

Work pressure (too much work)

Leaders do not create favourable conditions...

Table 2 The cause of anxiety from the work

N	Content	Mean
1.	More working	3,45
2.	Working as an incorrect capacity	3,55
3.	Work does not fit the needs/expectations	3,52
4.	Unrecognized in offices	3,52
5.	The opinion of individuals are not respected	3,48
6.	There is disagreement within the offices/unit work	3,32
7.	Leaders highly demanding job	3,24
8.	Work pressure (too much work)	3,2
9.	Leaders do not create favourable conditions...	3,56

One female office staff, in Polytechnic University, share: "I am 37 years old, I often feel anxious, unsure when I think about life now. I only get 3-5 hours of sleep each night. I think the office staff have many things to worry about than faculty, pressure in more work and a lot of pressure in private life."

Other office staff at Pedagogical University, said: "They will be downsized, I feel stressed, I think I have to learn to avoid job losses, can I just worried too much, but I really do not feel secure."

DISCUSSIONS

Follow the level of anxiety of female workers in terms of personality (introverted personality and extroverted personality), we can see, the women with extrovert personality-less anxious, living carefree and comfortable than introverts. 35.5% of women anxious introvert inadequate and 15.9% anxiety disorder in women introverted personality. This is consistent with research by author Pigott, Teresa A.

The wife in Vietnam have a lot of work no name to do every day: childcare; husband care; parents care; work care... We don't know why, but when we talk/think about the women, we can list much work of them. So we think, it is one the cause of anxiety in women.

CONCLUSION

From the above data on the status of women anxiety, we have some conclusion:

- 13.6% of women participating in the study have expressed anxiety disorder
- Among the problem causing anxiety, causes from children ranked the highest, followed by work and health, ranked 4th issues to improve capacity, degree (continued learning)
- Women office staff anxious than women lectures.
- Bachelor female staff has the most anxiety levels.
- Women officers have anxiety personality more than an introverted extrovert.

The solutions help women reduce stress, anxiety, we propose some preliminary recommendations include acceptance, spiritual prayers at temples or the appropriate places of worship, and positive social support.

Based on the results of research, we are building a psychological support program for women and hopefully in the future will be able to apply in practice.

ACKNOWLEDGEMENTS

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USING FACEBOOK TO PROMOTE INTERACTIONAL PERFORMANCE IN ENGLISH WRITING SKILLS OF EFL STUDENTS AT QUANG BINH UNIVERSITY

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ABSTRACT

This study aims to explore the use of Facebook to foster EFL students' writing skills, through the identification of their attitudes toward the use of Facebook in promoting their writing performance. This study was carried out through a case study research design, involving 22 EFL students at Quang Binh University, Vietnam. The data collection instruments used for this investigation included semi-structured interviews, and students' products based on Facebook interaction excerpts. The findings showed that a closed Facebook group may be used as the private space to promote interaction among students and teacher in the English language. Facebook not only helped to mediate interaction, but also might serve as an educational scaffolding tool and a strategy to foster learner autonomy. In light of the findings, discussion about the significance of this study and the implications for English teaching and learning, as well as some relevant conclusions and recommendation were also presented.

KEYWORDS: Facebook, social media, interaction, teacher and students' roles.

INTRODUCTION

According to APR statistics on Countries and Cities with the largest active Facebook Users in 2018, Vietnam ranked seventh all over the world with 58 million users nationwide (Dantri News, 2018). Being aware of the importance of social network in Vietnam teaching and learning context, the Vietnamese government set up a number of Decrees, Directives, or Guidelines for language teachers to improve their proficiency and their methodology by applying technology and to instruct students to use technology in learning a foreign language. Previous work in the Vietnam context suggested that using technology in learning English helped students improve two aspects: their technology skills to work in the workplace in the future and their use of English to be more confident for communication (Nguyen, 2011). Language teachers should apply more technology to enable their students to practice both inside and outside the classroom to help students expose to more language input. (The Foreign Language Project, 2020). These new applications such as blogs, online discussion boards, Flickr, YouTube, MySpace, Facebook, and others allow users to interact and collaborate with one another via social media in a virtual community (McCarthy, 2010). SNs such as Facebook are currently highly used by students because technology has the potential to become a valuable resource to support their educational communications and collaborations. (Wu & Hsu, 2011).

Vietnamese tertiary students lack opportunities for communicative interaction and exposure to language because most of their teachers spend most of class hours presenting theoretical knowledge

and assigning exercises for consolidation and practice when they teach English, and they believe that teaching explicit theoretical knowledge such as grammar, vocabulary, model drills will result in communicative skills (Le, 2011; Nguyen, 2013). Thus, it may be worth carrying out this kind of research for the following reasons: first, there is a general lack of investigation about how social media contributed to education (Aydin, 2012), and second, few data have been found on the using of Facebook to improve students' interaction in the English language, particularly in the context of local universities in Central Vietnam.

At Quang Binh University, all undergraduates are required to enroll in English courses as part of their graduation. English writing skill is one of the compulsory courses which need to be concerned. The course aims to enhance students' ability in writing different kinds of tasks necessary for life, e.g. announcements, news, leaflets, messages, e-mails, paragraphs, essays, and other written forms of English. However, due to the time constraint and the inadequate learning condition, most of the teachers in charge often ask the students to make their writing in a separate piece of paper or a notebook, and then collect and bring it home for correction, assessment and evaluation. This traditional way of teaching writing should be changed and upgraded to the extent that the teacher should combine in-class writing and online writing suitably. With this project and its methodology—integrating the regular face-to-face teaching method and the implementation of online writing activities via Facebook account, it was hypothesised that the students would actively learn how to write in English more effectively, and have a better attitude towards English writing both inside and outside the classroom. For this reason, it is essential that a detailed study be conducted to better identify what the students thought about the integration of Facebook into their learning and how successfully the Facebook application could support students' learning throughout the course. Therefore, the following research questions have been formed:

1. *What are EFL student's attitude towards Facebook as a tool to improve their writing skill?*
2. *How does Facebook help EFL students improve the quality of their writing performance?*

MATERIALS AND METHODS

Sampling and Data Collection

Twenty-two second-year EFL students at Quang Binh University-Vietnam were the participants of the project. All of them are from Faculty of Foreign Languages taking the B2 Writing course in the first semester of the academic year 2019 – 2020.

To carry out this project, the researcher used the writing tests in the textbook designed for the second-year EFL students at Quang Binh University together with semi-structure interviews with three students. In this study, the semi-structure interviews were appropriate because they, firstly, allowed the researcher to explore the participants' feelings and attitudes toward the necessity and the benefits of Facebook to their English writing performance that could not be found in the process of teaching and learning. Furthermore, they helped elicit information from the students about the social media employed, particularly focusing on the importance, the usefulness of activities via Facebook to the improvement in English writing skills from which they may benefit.

The researcher asked the students to write different paragraphs to measure the effectiveness of using Facebook on developing EFL students' paragraph writing skills, the test was written after the students were instructed in their regular writing class.

The Aim of the Paragraph Writing Test

The test was used as a research instrument to investigate the effect of teaching paragraph writing skills through using Facebook on developing students' writing skills.

The Sources of Designing the Paragraph Writing Test

The researcher designed the test based on her experiences in teaching English to EFL students for more than fifteen years, and adapted the syllabus which was primarily compiled for EFL students at Quang Binh University

Objectives of the Paragraph Writing Test

The objectives of the test were to check the students' ability to carry out the following main paragraph writing skills:

- Topic sentence, supporting sentences and concluding sentences
- Unity, coherence, order and completeness
- Grammar, punctuation and spelling

The data were collected from the students' sharing about their attitude toward using Facebook as a tool to promote their writing skills, and the students' writing posted every Saturday during three weeks of the project.

METHODOLOGY

The concept of Teaching Writing

As stated by Aryadoust (2014) writing is a technique, a set of skills that must be practiced and learned through experience, and writing must be practiced and learned through experience. That is to say, students' writing ability means the ability to act in realizing or recording ideas, or concepts which are formed after the learning process. As suggested by Aryadoust (2014), a good piece of writing must meet the requirement of four basic criteria: Unity, Order, Coherence and Completeness.

Unity is presented from the beginning to the end of the writing. This criterion requires all the sentences in a paragraph to be united surrounding the main idea that supports sentences including discussion and details.

Order is referred to how sentences, especially the supporting sentences, are constructed and organized. If the writing is well-organized or well-ordered, the reader can read smoothly through the lines.

Coherence is the most appreciable quality in writing. The noteworthy factor here is that the sentences should be globalized. Using transition words is considered one of the best ways in reaching coherency.

Completeness regards writing as well-explanatory, well-developed and well-designed. If the sentences made are vivid and strongly supported by the concerned idea or narrative, then the paragraphs are complete.

Facebook: A Quick Look

Founded by Mark Zuckerberg with his college roommates and fellow Harvard University students, Facebook can be used for achieving academic purposes in improving the learners' language learning in general and writing in particular (Schwartz, 2009). Designing writing activities using a social networking site, such as Facebook, can put control for studying into the students hands. Schwartz (2009) believed that Facebook could be a powerful tool to help learners share educational content, and enhance communication among them. He also added that Facebook could provide students with the opportunity to effectively present their ideas, lead online discussions, and collaborate. It could facilitate student-to-student collaboration and provide innovative ways for the teacher to involve students in his or her subject matter.

Benefits and drawbacks of Facebook in EFL teaching writing skill

Benefits

Previous studies on the use of Facebook as an education tool show that students see some benefits in using Facebook for a certain writing purpose. According to VanDoorn and Eklund (2013), the students felt comfortable contacting lecturers through Facebook and found that the teachers' unapproachability was reduced. This implies that a better atmosphere for teaching and learning writing skills has been established. In addition, VanDoorn and Eklund (2013) investigated how students perceived the use of Facebook chat with their teachers, and it was found that the students perceived this social media chat positively because of the immediacy of response and irrelevance of distance. Furthermore, using social media like Facebook fosters longer retention of information and develops a deeper understanding of content that has been discussed in a class (Chen, Lambert, & Guidry, 2010).

Facebook has a considerable effect on English writing skills, since it enhanced not only the students' writing performance but also enabled them to monitor their own writing, note their errors in writing, do interaction, and participate in various writing projects. As indicated by Schwartz (2009), Facebook makes the writing process improve to a greater extent, i.e. making the EFL learners performance effective and prepares them for effective writing, enhancing the overall writing performance of the EFL learners and making them to do autonomous writing, and result in positive attitudes towards EFL writing. In addition, it facilitates interaction between teachers and learners. Using Facebook, on the one hand, enhances motivation and interaction, and on the other hand, it helps create positive attitudes towards this educational tool.

Drawbacks

Despite its benefits to EFL writing classes, Facebook poses challenges for teachers as Bugeja (2006) cautioned that it could be both a tool and a distraction in the classroom. Similarly, Hurt et al. (2012) mentioned that this tool may provide too much stimulation and may be able to distract students from completing their coursework. As Hurt et al. (2012) stated, even when Facebook is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor. This may be because the instructors cannot take a full charge of what their students do with social media beyond their supervision. Besides, off-topic or non-academic discussions occur on social media due to its primary design as a social networking tool (Wang, 1998).

Roles of Teacher and Students in Teaching and Learning Writing on Facebook

The teacher's roles:

In the process of teaching and learning writing skills on a media means like Facebook, a teacher is the organizer who "takes students by hand to climb up the stairs gradually" (Keshta & Harb, 2013). According to Harmer (2001), the teachers possess different roles in responding to EFL students' writing, i.e. an assistant, an audience, feedback provider, an evaluator, and an examiner. As indicated by Keshta & Harb, (2013), while students are working together, their teacher will be available to give advice and encouragement. After they have finished working together, and the class is reassembled, their teacher will give them feedback, offer suggestions and advice, make corrections, and answer questions.

The student's roles:

It may be undeniable that Facebook facilitates communication between teachers and students. Findings from Shih (2011) suggested that using Facebook in learning English writing could be interesting and effective for the tertiary-level English writing classes, particularly arouse students' interest and motivation. As revealed by Shih (2011), when dealing with writing tasks on Facebook, students could be both participants and peer assessors, since they could read their friends' writing and give their own comments, evaluation and assessment about their friends' writing product, from which

they could improve their writing skills themselves. Students can also play an active role, related to actions such as sending messages, starting chats, writing comments, and posting writing samples or useful links rather than passively read other's posts and comments, or simply check information within the group's wall.

The roles of teacher and students through Facebook interaction can be displayed by the following diagram:

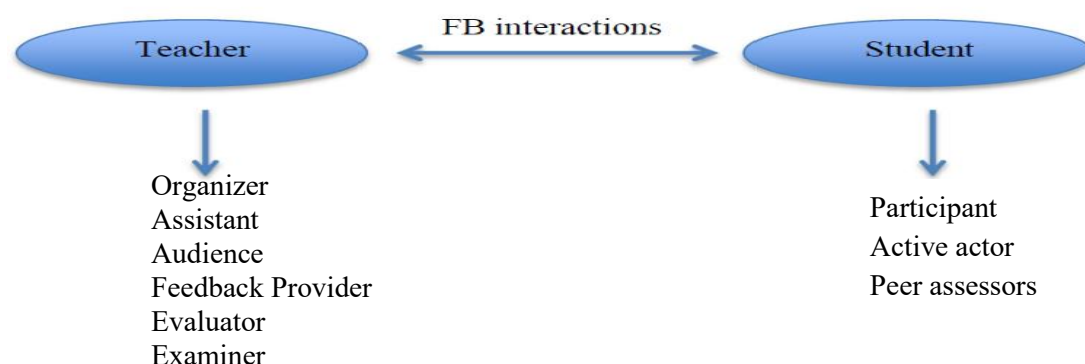


Figure 1 Teacher and students' role via Facebook Interaction

The researcher used Facebook with the experimental group to identify its effect on students' ability to develop their paragraph writing skills.

Duration and Procedure of the Project

The project lasted three weeks, and there were two periods of writing per week. In each writing class, the researcher introduced what she intended to do with the students during the sessions; explaining, giving examples, doing exercises, asking students to write short paragraphs or discussing different topics related to paragraph writing skills and post their writing on the close Facebook group created by the teacher.

Table 1 Topics to be covered for three weeks of the project

Weeks	Day/Time	Topics	Requirements
1	(Sat. 9/11) 8.00 pm – 9.00 pm	Discussion about the students' ideas about working with paragraph writing via Facebook (Frank and informal talk and discussion between the teacher and three students involved.)	
2	(Sat. 16/11) 8.00 pm – 9.00 pm	Advantages/ Disadvantages of Cellphone	Write a paragraph in about 60 – 80 words about the advantages and disadvantages of using a cellphone. Your writing should follow the paragraph structure, and meet the requirement about the unity, order, coherency and completeness.
3	(Sat. 23/11) 8.00 pm – 9.00 pm	Unemployment among graduated students	Write a paragraph in about 60 – 80 words discussing the reasons which make students unemployed after graduation from the university. You should pay attention to the paragraph structure, and meet the requirement about the unity, order, coherency and completeness as already instructed.

After giving every in-class writing instruction, the teacher (as the researcher) asked her students to write a paragraph of a certain topic at home, and on Saturday evening, they had to post their writing on the Facebook group. The students as participants were asked to read their friend's writings and give their own comments, and checked if there were any mistakes regarding grammar, punctuation and spelling, and then evaluate if the writings were unified, logically arranged, coherent and complete. After peer discussion and idea sharing, the teacher started her revision and comments for each of the students' writing products.

RESULTS, DISCUSSION AND CONCLUSION

Results and Discussion

The EFL students' attitude towards using Facebook as a tool to improve writing skill

Regarding the discussion question relating to the attitude, the participants' answer showed that they had positive attitudes towards using Facebook as a mean of learning writing. All of them were very eager with this way of teaching and learning. The answers' scales: Strongly Agree (SA, 5), Agree (A, 4), Neutral (N 3) Disagree (D, 2), Strongly Disagree (SD, 1) made it easier for the students to show their attitude toward the questions asked by the teacher in the first week.

Table 2 Q. How do you react to the use of Facebook in the Writing class?

Items	SA	A	N	DA	AD
Respondents	12	8	2	0	0
%	54.5%	36.4%	9.1%	0%	0%

The respondents' response showed that they seem to be very interested in doing their writing tasks on the Facebook close group. Twenty out of twenty-two respondents (90.9%) highly supported the teacher' initiating plan to assign the writing tasks on Facebook because, as they explained, all of them had smart phones, the Internet or Wifi system is available around them, and they are very subjective with using Facebook as a part of their daily activities. They liked doing this way since they did not have to write assigned paragraph on a piece of paper, and take time to hand in and wait rather long for the teachers' comment and grading. Furthermore, it was easier for them to share their ideas with other students as well as their teacher when their ideas were quickly, and their friends' sharing was more quickly delivered. More preferably, interacting on Facebook gave them chances to discuss frankly what they thought about the topics without any hesitation or anxiety, and they also got the honest and critical comments and suggestions as well as evaluation from the teachers and their friends so that they can learn from their mistakes by themselves.

Q. How is Facebook useful to your English Writing Skill?

- S1: "Facebook is really helpful since it helps me better my writing skill through chatting in English with my friends. Furthermore, I can learn from my friends about everything I need!"
- S2: "It makes me not bored and even stressful when dealing with difficult task. Whenever I get stuck by difficult tasks that I don't understand, or I do not know how to develop my writing, I write my questions or my difficulties and share them with my friend on our close group, and my friends who are better at English than me can help me with my problems."
- S3: "It is even funnier and more enthusiastic to study via social network like Facebook. I really like this way of learning".
- S4: "Facebook makes our interaction more fantastic and meaningful. Peer correction is what I like best when learning in this way".

S5: “My writing skill is not good enough, sometimes I can’t find nice ideas for my writing. Chatting or sharing with my friends surely help me open my mind. It is really helpful.”

This study seems to be relevant to some other previous studies in the field. The studies on the use of Facebook as an educational tool (Rodliyah, R. S., 2016, VanDoorn and Eklund, 2013, Chen & Bryer, 2012) show that there are a lot of benefits that students can get in learning from using Facebook. Rodliyah, R. S.’ (2016) finding also indicates that students have positive attitude toward having interactive journals in a Facebook closed group. A Facebook group is considered a good media to promote learning. As also found in Kurtz (2014), a Facebook group is perceived as a protected environment that fosters social learning processes while emphasizing learner involvement and active contribution as well as frequent interaction with peers and instructor. Furthermore, the study is in light with the findings by Arslan et al, 2010) in the viewpoint that Social Media not only improve the writing performance of EFL learners but enabled them to monitor writing, note their errors in writing, do interaction, and participate in various writing projects Social Media like Facebook makes the writing process improve to a greater extent, it makes the EFL learners performance effective and prepares them for effective writing.

From the students’ interview response, it can be concluded that EFL students at Quang Binh University were very eager when learning with social media like Facebook since it could help them not only decide the best way to develop their writing logically and coherently but also promote their peer interaction. More importantly, all of the participants confessed that they seemed to be more active, involved and independent with this learning trend. This finding might be considered as one of the factors for the teacher to change the traditional ways of teaching English writing skill as they are doing now.

The quality of EFL students’ writings with Facebook’s support

To answer the question: “*How does Facebook help EFL students improve the quality of their writing performance?*”, the researchers used the students’ writing products about two topics “Advantages/ Disadvantages of Cellphone” and “Unemployment among graduated students”. After three weeks working together on the close Facebook group with the teacher’s assistance, all of them had their own writing products to hand in by the due day. It can be seen from the students’ writing that they all paid attention to the criteria set by the teacher such as paragraph structure, unity, order, coherence and completeness. Since the students took advantage of their role as “peer corrector”, they could minimize the grammar and vocabulary mistakes. Furthermore, their writings were mostly logical and well – organized by applying the paragraph writing format properly and using the transition signals appropriately.

Topic 1: Advantages/ Disadvantages of Cellphone

Cell phone has a lot of advantages that attract the use of people worldwide. **First**, it helps us in daily communication even in long or far distance. **Next**, it makes searching Internet, sending or receiving email become quicker and easier. And **finally**, it can be a means of entertainment with a lot of interesting. (Student’s writing)

Topic 2: Unemployment among graduated students

Most Vietnamese university-graduated students lack of experience to work. They must study a lot of theoretical subjects without having chances to approach the practical work or field visit. **Thus**, they are lack of confidence and less flexible. **Meanwhile**, most of the companies and enterprises always require the applicants having experiences relating to their majors. For that reason, it is difficult for graduated students in finding suitable jobs. (Student’s writing)

Training strategies of some of the universities in Vietnam are currently not corresponding to the reality of our country's development. ***In fact***, the economy of Vietnam has been developing rapidly. Industry, Informatics Technology, Tourism and Services are fields lacking of skillful and experiences laborers. ***However***, at present, some universities are not keeping pace with the development of the society. ***Besides***, the cooperation between the universities and the enterprises is not firmly interrelated, that makes training and recruitment are two disconnected factors. ***Therefore***, after graduation, students must look for jobs by themselves. (Student's writing)

After having a deep analysis of the students' writing products, the findings showed that all of the students tried to meet the requirement about paragraph writing. They tried to design their writing with proper vocabulary, correct grammar, and suitable linking devices to make the writing unified, logical, coherent and complete. The paragraph structure was also fixed with a topic sentence, three or four supporting ideas in the middle and a concluding sentence came the last.

From the analysis and discussion above, it is clear that a well written text requires a lot of elements. Apart from grammar, punctuation, word choice, the students should be aware of the paragraph structure and basic criteria, i.e. unity, order, coherence and completeness in order to make the paragraph better and more persuasive. It can also be concluded that English majors at Quang Binh University were aware of how to adapt technological development, for example, Facebook as a tool to deal with the writing tasks and improve their writing skill. By Facebook sharing, the students will be easier to know how to develop their writing ability as well as learn from their mistakes by themselves.

Conclusion

It can be concluded that using Facebook in teaching writing skills by tertiary students have remarkable effect on improving this skill. The study on the whole showed very promising results in using Facebook to benefit teaching and learning. The results of this study indicates that using Facebook is an ideal way to encourage students to write confidentially about things they enjoy, and this improves writing skills. The study also showed that successful social networks such as Facebook can be highly influential environments for much learning. This small study paves the way for future research with various topic such as investigating how tertiary students could reap the benefits from using Facebook applications in other subjects of the field.

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USING MURDOCH INTEGRATED APPROACH (MIA) TO DEVELOP ENGLISH READING COMPREHENSION OF UNDERGRADUATE STUDENTS

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ABSTRACT

The objectives of this research were to compare English reading comprehension of undergraduate students before and after being taught with the Murdoch Integrated Approach (MIA) and to study the students' satisfaction on using MIA. The research target group was 19 undergraduate students majoring in early childhood education of Thaksin University in the 1st semester of the 2019 academic year. The instruments consisted of 5 lesson plans using MIA and an English reading comprehension test and a students' satisfaction on MIA questionnaire. The statistics used for data analysis were mean and standard deviation. The study found that student's English reading comprehension after using MIA was higher than before, and students' satisfaction on MIA was a high level.

KEYWORDS: Murdoch Integrated Approach, English reading comprehension

INTRODUCTION

English reading comprehension is important because it develops students' knowledge. Reading comprehension involves 3 levels of understanding: literal meaning, inferential meaning and evaluative meaning. In English for early childhood teacher class of Thaksin University in 2017-2018 academic year, the results of students majoring in early childhood education were at the average point of 50.00 percent and 55.50 percent. These results showed that students' English reading comprehension was not satisfactory. Although there are a number of reading methods, the researcher was interested in the Murdoch Integrated Approach (MIA) because it is proved to be able to engage students in reading comprehension the most.

MIA was introduced by George S. Murdoch. There are seven stages as follows: 1) Asking priming questions, 2) Finding the meaning of vocabulary, 3) Reading the text, 4) Understanding the text, 5) Transferring information, 6) Doing jigsaw exercises and paragraph structures, and 7) Evaluating and correcting. This approach focuses on learner's involvements in the learning process using their thinking and solving skills. The learners' activities are done by the students using the learning materials and activities prepared by the teachers. The students do most of the learning activities by themselves or within groups with the teacher as a guide and facilitator. Most importantly, the learning activities are planned for integration of all four language skills - speaking, writing, reading, and listening. The learning objective is to improve reading skill while the other three skills are developed in the same process of learning. Doing all the learning activities by themselves within groups, students do not feel bored as when they take a long reading. The activities and learning process in the MIA make the students more active in learning and this helps them learn more (Murdoch, 1986: 11).

The objectives of this research were to compare English reading comprehension of undergraduate students before and after being taught with the Murdoch Integrated Approach (MIA) and to study the students' satisfaction on MIA.

MATERIALS AND METHODS

Target Group

The target group consisted of 19 undergraduate students majoring in early childhood education of Thaksin University in the first semester of the 2019 academic year when they studied English for early childhood teachers.

Methodology

Instruments:

1) 5 lesson plans taught by MIA with 3 hours per plan. 2) 30 items of an English reading comprehension test for pre-test and post-test. 3) 10 items of students' satisfaction questionnaire on using MIA.

Data collecting procedure:

The experiment was conducted in twenty hours in the 1st semester of the 2019 academic year at Thaksin University as follows:

1. The 30 items pre-test of English reading comprehension was conducted during the first week of experiment taking 60 minutes.
2. The researcher used 5 lesson plans employing MIA with 3 hours per plan.
3. At the end of the experimental phase, a 30 - item post-test of English reading comprehension was conducted, and a 10-item satisfaction questionnaire measuring satisfaction on using MIA was administered.

RESULTS, DISCUSSION AND CONCLUSION

Results

The results of this study were as follows:

1. Students' English reading comprehension before and after using MIA.

Table 1 Overall students' English reading comprehension before and after using MIA

Reading comprehension	Total Test	Pre-test		Post-test	
		\bar{x}	S.D	\bar{x}	S.D
1. Literal	10	5.10	0.89	7.73	0.45
2. Inferential	10	5.15	0.76	7.94	0.62
3. Evaluation	10	5.00	0.88	8.00	0.57
total	30	15.26	2.20	23.68	1.10

From Table 1 Students' English reading comprehension after using MIA was higher than before.

2. Students' satisfaction on using MIA was at a high level. (mean = 4.52) (S.D. = 0.42)

Discussion

Students' English reading comprehension after using MIA was higher than before. There are many reasons for the results. Firstly, the learning process of MIA focuses on learners and interaction between learners. Each of the learning stage emphasizes group work in which all members learn to take responsibility and get a meaningful involvement in the learning activities. They share ideas and help one another taking both learning and following roles in the team. This is associated with Mansadtawit (2002: 97), who found that the MIA learning procedure results in a significant improvement on learners' reading comprehension ability, and offers them opportunities to obtain more vocabulary by discussing with their group members and their class. Secondly, this teaching method mainly emphasizes learners. It is also a convenient and fast method that enables learners get knowledge. This is associated with Choobua (2010:10), who found that all MIA learning procedure can help students to score in a high level. This may be because all learning activities were exciting and provocative all the time. The fact that students were happy and enjoyed learning doing fun activities is in line with what Yalee (2016: 84) concluded: students who have opportunities to study about their hometowns' stories feel more interested and understand their own local contextual culture well, resulting in their positive satisfactions.

Conclusion

The activities and learning process of MIA make students more active in learning, enabling them to learn more and develop their English reading comprehension. It also helped students to memorize vocabulary easier, made them enjoy and motivated them in teaching and learning process. It also becomes a good strategy to teach English reading comprehension.

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I would like to thank my students to be a target in this research and my friend to support me.

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PERCEPTIONS OF MITIGATED SPEECH USED IN HIGH-RISK SITUATIONS: A PHENOMENOLOGICAL STUDY

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ABSTRACT

Mitigation has caused ineffective communication and coordination among people working together, leading to undesired incidents. The underlying cause of mitigation is the cultural legacy of a specific country in terms of its power distribution measured as the Power Distance Index. The recent globalization has connected the world and altered some aspects of the cultures. Thus, the perceptions of the high PDI people may have been changed in some areas, and these changes in Thailand remain unknown in the literature. Therefore, this paper aims to investigate the perceptions of how people in a high PDI country such as Thailand (PDI 64) tend to communicate in high-risk situations. Twelve Thai participants were interviewed using semi-structured interview in the contexts of language learning, science education, and business communication.

This study reports explanation and passive aggressiveness as two newly-found classes of communication. Results suggest that the most frequent communication strategy for language learning group is query, while the most frequent strategy for science education group is explanation. Business communication group uses suggestion more than other strategies. In these three cases, people tend to mitigate their speeches more when dealing with their superiors than with their equals. This implies that language students should give more weight to the less mitigated classes of communication. The science students should be aware of other communication classes and apply them when appropriate. Then language graduates looking for jobs in the business should be aware of the different classes of communications prevailing in the workplace to effective their communications.

KEYWORDS: Cultural legacy, Mitigated speech, Business communication, Language learning, Science education

INTRODUCTION

A phenomenological research is a qualitative study that reports the common patterns in the experiences through which all of the participants have lived in order to further understand and describe the essence of those experiences (Creswell, 2007). In his famous book *Outliers: The story of success*, Gladwell (2008) sheds light on the major cause of plane crashes. When analyzing the black boxes, investigators found that plane crashes were usually preceded by a series of small human errors instead of a major accident such as a flame on the left wing or an explosion. These small human errors are typically not about technical knowledge and skills, but the communication strategies used in critical moments. For instance, a co-pilot who testified after an accident flight in which all crews had survived pointed out to his utterance "Oh, Jack" in the black box recording as meaning "Go, Jack". He insisted that this should be decoded as his suggestion to the pilot to attempt a second landing instead of trying to land immediately with a possibility of an accident (Linde, 1988).

Scientists and linguists have investigated the causes of plane crashes to conclude that language and cultural legacy play the most important role in the cockpits (Fischer & Orasanu, 1999). In the cases of the crashes, they propose that pilots and co-pilots communicate ineffectively by mitigating their speeches to the Hint or Preference level in the classes of communications shown in Table 1. Mitigation is defined as social lubricant that helps prevent misunderstanding by encrypting the information (Linde, 1988).

Table 1 Classes of Communications

Level	Description	Example Speech
1. Command	Tell directly what must be done.	“Turn thirty degrees right.”
2. Obligation Statement	Tell directly what needs to be done.	“I think we need to deviate right about now.”
3. Suggestion	Tell/ask what should or could be done.	“Let’s go around the weather.”
4. Query	Ask what would the other like to be done.	“Which direction would you like to deviate?”
5. Preference	Mention indirectly what I/we would rather do.	“I think it would be wise to turn left or right.”
6. Hint	Mention indirectly what problem could happen.	“That return at twenty-five miles looks mean.”

Note. Adapted from Gladwell, M. (2008). *Outliers: The story of success*. New York: NY, Back Bay Books, 227- 228.

The Power Distance Index (PDI) represents the perception of the degree which the less powerful members of a social group accept that statuses are not equally distributed across the group (Hofstede Insides, 2019). According to Hofstede’s PDI, different countries and cultures have different perceptions toward power among people. For example, Thailand, Vietnam, and Cambodia have high PDIs suggesting that their residents perceive certain groups of people to have more power than others. However, the recent globalization has connected the world and altered some aspects of the cultures, so the perceptions of the high PDI people may have been changed in some areas (Husted, 2003) and these changes in Thailand remain unknown in the literature.

We hypothesize that the tendency of a cultural shift toward low power distance could be seen most obviously in business communication as Thai businessmen interact with international organizations with a lot of low PDI foreigners on a daily basis (Kenton, 2019). However, the effect of this shift in culture may not have affected the education sphere with the same speed and intensity, leaving the language and science students in general still carrying the high-power-distance perception without a flexibility to exercise the low-power-distance perception. This could bring about failures in high-risk communication in language learning and science education such as misunderstood lessons, misleading discussions, and unnecessary revisions of the research manuscripts. All of these are because of the perception that the students should not challenge the higher-power interlocutors, i.e. teachers and research supervisors.

Our second hypothesis is that the science students use less mitigated speech than the language students. Research suggests that science students have a higher proclivity to believe in absolute knowledge than the language students (Paulsen & Wells, 1998; Schommer-Aikins, Duell, & Barker, 2003). Thus, this paper aims to investigate the perceptions of how people in a high PDI country such as Thailand, PDI 64 (Hofstede Insides, 2019), tend to communicate in high-risk situations in the education

contexts, which are language learning (LL) and science education (SE) as well as the business context, which is business communication (BC).

MATERIALS AND METHODS

Scoping and Study site

The phenomenological research typically employs interview as the primary data collection method (Creswell, 2007). In order to establish the commonalities and patterns of firsthand experiences of using mitigated speech in high-risk situations, twelve participants were interviewed using semi-structured, recorded interviews to allow rooms for discussion about the experiences between the participants and the researchers. In order to test our hypotheses that mitigation occurs more frequently in the business context than in the education contexts, and more frequently in science education than in language learning, the participants were divided equally into three groups according to their backgrounds and current statuses, i.e. language learning, science education, and business communication.

Sampling and Data Collection

All of the potential participants in the education contexts were recruited directly by the first author. The science and language students were identified. Then the author contacted the teachers responsible for the students' classes and asked for permissions to introduce the research to the students and conducted the interviews. Also, in the business context, the first author used snowball sampling technique by contacting an acquaintance at a for-profit organization, who then referred the author to her colleagues.

Four participants were in language learning group, other four were in science education, and the other four were in business communication. Half of each group are females and the other half are males whose nationalities are all Thai. Ages range from 24 to 32. All of the students have had an experience conducting research with supervisors and all of the businessmen have had an experience dealing with bosses and clients. The questions used for interview are shown in Table 2.

Table 2 Interview Questions and Items

Education Contexts	Business Context
In the language/science learning context, specifically on subjects you are <i>very well familiar with</i> , how will you communicate in these situations?	In the business context, specifically on <i>areas of your expertise</i> , how will you communicate in these situations?
1. Your teachers teach the main ideas of the subjects wrong in classes.	1. Your new boss instructs the essence of your job wrong.
2. Your classmates bring up incorrect supporting details and examples to support their claims during class discussions.	2. Your colleagues bring up incorrect supporting details and examples to support their claims during office meetings.
3. Your research or thesis supervisor misunderstands your correct data analysis processes and asks you for a major revision.	3. Your clients misunderstand your correct data analysis processes and ask you for a major revision of your work.
4. A graduate student from another country attends your conference presenting session and incorrectly tell your audience that your work is unreliable.	4. A new employee to your office attends your meeting presenting and incorrectly tells your audience that your data are unreliable.

Methodology

These two four-item interviews were designed to investigate perceptions on the classes of communications that were used by the three groups when their interlocutors have higher and equal perceived powers to see if there is a different pattern in answers. Item 1 and item 3 target at the higher power interlocutors, while item 2 and item 4 target at the equal power interlocutors. To specify, teachers, supervisors, bosses, and clients are considered to have higher power than students, supervisees, subordinates, and businessmen respectively, whereas classmates, foreign graduate students, colleagues, and new employees are considered to have an equal power as the participants in that context. Then the raw data were sorted into different classes of communication by the researchers.

WHO refers to risk communication as “the real-time exchange of information, advice and opinions between experts or officials and people who face a threat (hazard) to their survival, health or economic or social well-being” (World Health Organization, 2019). In the above contexts, the risk is high for the students and employees who misunderstand the lessons and projects and have to reanalyze their data several times. Also, the students and employees risk miscommunication to others if their interlocutors convey incorrect messages in their classes and meetings. In the long-run, these unhealthy study and work habits can harm the economic and social well-being of the country.

RESULTS, DISCUSSION AND CONCLUSION

The researchers count every mention of each participant as one unique answer as shown in Table 3, even if several mentions convey the same meaning. Thus, the minimum possible numbers of mention for each group, LL, SE, or BC are 16 (4 participants x 4 question items), but the maximum numbers of mentions are not defined. In other words, we allowed the participants to come up with as many answers as they wished and counted them all. The dash signs signify no mention for those classes of communication.

Table 3 Frequencies of interview data for Language Learning (LL), Science Education (SE), and Business Communication (BC)

Classes of Communication	Frequency of mentions							
	Talking to superordinates (higher power)				Talking to classmates/colleagues (equal power)			
	LL (N=4)	SE (N=4)	BC (N=4)	Total	LL (N=4)	SE (N=4)	BC (N=4)	Total
1. Command	-	-	-	0	-	-	2	2
2. Obligation Statement	-	-	2	2	1	4	2	7
3. Suggestion	-	7	7	14	2	5	3	10
4. Explanation	2	8	2	12	3	7	5	15
5. Query	5	3	3	11	5	2	6	13
6. Preference	1	-	-	1	-	-	1	1
7. Hint	1	-	-	1	-	-	-	0
8. Passive Aggressive-ness	-	-	4	4	-	-	-	0

From Table 3, there are fifth main points for discussion. First, the BC group has six mentions on the first two classes of communication that the other groups do not have. They say, for example,

“I’ll command if they mean just to annoy.” “I’ll order if that person is my direct subordinate.” [Command] and “I’ll tell directly what’s wrong and where.” “You are misunderstanding, the right thing is like this” “I think we need to do this; otherwise, it can be wrong.” “Did you forget that it couldn’t be like this?” “This is wrong and the right thing is...” [Obligation Statement]

Second, SE group relies heavily on suggestion and explanation with the overall 27 mentions on these two classes. Specifically, they mentioned *“I think your information is not completely correct.” “I’ve done a lot of experiments on this and believe that the results are valid.” [Suggestion] and “I will explicitly explain it.” “I’ll tell my example to compare.” “I’ll collect more data to show you.” “I’ll use equation or results of calculation to discuss why they’re wrong.” [Explanation]*

Third, the LL group appears to use questions or queries as their main class of communication with 10 mentions overall. For instance, *“Could you explain more?” “Which parts is problematic to you?” “I’m not sure if I misunderstood you, but did you mean ...?” “How did you understand this?” [Query]*

Fourth, the LL group also uses preference and hint, that no other groups use, with a small frequency. They say, *“I think it’ll be better if we do this.” [Preference] and “I’ll bring the data for him (supervisor) to have another look and hope he sees what’s wrong on his own.” [Hint]*

Last, the BC group comes up with a strategy of passive aggressive, defined by the Lexico’s Dictionary & Thesaurus as “of or denoting a type of behavior or personality characterized by indirect resistance to the demands of others and an avoidance of direct confrontation, as in procrastinating, pouting, or misplacing important materials.” To illustrate, *“I’ll peak as if to conform, but actually do the otherwise – the thing I believed to be right since the beginning.” “I may accept their arguments first and try to change their mind later in subtle ways such as writing meeting minutes to summarize my points to them.” [Passive Aggressiveness]*

The interview results show two new response categories, which are explanation and passive aggressiveness. Table 4 integrates the newly-constructed classes of communication into Table 1, resulting in a more complete picture of the classes.

Table 4 Classes of Communications including the Newly-constructed Classes

Level	Description
1. Command	Tell directly what must be done.
2. Obligation Statement	Tell directly what needs to be done.
3. Suggestion	Tell/ask what should or could be done.
4. Explanation	Explain in length or with data and evidence what should or could be done.
5. Query	Ask what would the other like to be done.
6. Preference	Mention indirectly what the I/we would rather do.
7. Hint	Mention indirectly what problem could happen.
8. Passive Aggressiveness	Pretend to conform without consistent actions.

It is evident from the results that mitigated speech happened more frequently in the business context than in the education contexts. Additionally, the mitigated speech is more prevalent in science education than in language learning. In science education and business, people tend to mitigate their speeches less than in language learning. Also, the science education group puts a lot of emphasis on explanation based on data and evidence. This may be due to the inquisitive nature to get the correct information of the science students. However, the fact that people in the business context tend to employ a wider range of speeches to accomplish the tasks may originate from globalization and the higher perceived risks. In all of the cases, people tend to mitigate their speeches more when dealing with their

superiors than with their equals. These results support our hypotheses and go in line with the previous studies (Kenton, 2019; Paulsen & Wells, 1998; Schommer-Aikins, Duell, & Barker, 2003).

Moreover, the newly-constructed communication classes, explanation and passive aggressiveness, show a difference in the high-risk level from the aviation contexts. Communications in reality allow more time for people to use speeches that are longer than those used in the cockpits since the consequences are usually not as immediate and severe. However, we can start from being aware of the appropriate classes of communication used in high-risk situations of everyday contexts, so that the more severe consequences could be circumvented in the contexts with higher risks. Nevertheless, the present study has four limitations, i.e. limited numbers of participants, measuring only perceptions without observations of real actions, different perceptions of high-risk levels, and low generalizability.

In conclusion, people perceived themselves as likely to use more than one class of communication in high-risk situations ranging from the most mitigated speech to the least mitigated one, even in a high PDI country as Thailand. This implies that contexts and perceived levels of high-risk situation play a significant role in choosing classes of communication. Also, language students should give more weight to less mitigated classes of communication, or else they might misunderstand the lessons or revise the research paper very often without having to. The language teachers should be aware that students use mitigated classes of communication even in high-risk situations. The teachers can raise this awareness in classes if they wish to further inform their students of the more direct classes of communication. The science students should be aware of other communication classes and apply them when appropriate. Then language graduates looking for jobs in the business should be aware of the different classes of communications prevailing in the workplace to effective their communications.

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CONDITIONS OF THE AUTHENTIC ASSESSMENT ON GPAS 5 STEPS INSTRUCTIONAL PROCESS

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ABSTRACT

The objectives of this research were to study the condition and problems of Authentic Assessment on GPAS 5 Steps Instructional process. The samples were 375 primary school teachers from 8 groups of learning areas who attended GPAS 5 Steps instruction training or used GPAS 5 Steps for learning management process, selected through stratified random sampling technique from 48 schools. A 5-point rating scale questionnaire was used for data collection. Frequency, Mean, and Standard Deviation were used for data analysis.

The results of the study revealed that the condition of learning management and authentic assessment of GPAS 5 steps instruction was scored at a high level whereas the participation of parents was scored at a moderate level. It was found that learning management by explaining the content based on learning standards and indicators and doing exercises was scored at a high level. Most problems found in learning management and authentic assessment of GPAS 5 Steps instruction were scored at a low level. The problems mostly found, hieratically ranged, included the problem of goal setting for learners in each learning unit did not cover all learning objectives which were knowledge (K), Practice (P), and Attitude (A); the problem of irrelevant or incomplete learning management with the designed plan since there were too many learning indicators and limitation of time, and the problem of authentic assessment that cannot assess all expected aspects as designed because of the limitation of time.

KEYWORDS: measurement and evaluation, authentic assessment, GPAS 5 Steps

INTRODUCTION

Authentic assessment is a concept of learning assessment and evaluation focusing on concurrent validity and enhance real-life potentials for students (Piboon, 2001, p.25) which is a process of learning evaluation that focuses on assessment and evaluation to develop learning or prove that learning is more than to be assessed) Office of the Educational Council, 2013, p.31). It is a holistic assessment and evaluation of students that assess and evaluate the students' knowledge, thoughts, attitude, skills and abilities performed by students together as well as their thoughts behind their performance of tasks. This process focuses on the complexity of thinking skills in working, problem-solving ability and authentic performance in authentic situations. Authentic Assessment is appropriate for evaluating skills and high-level thinking as well as focusing on production or task performance which are consistent to real life where learners investigate to create knowledge, emphasize teamwork and focus on participants' involvement using various kinds of assessment and instruments through processes of observation, record, and data collection regarding to working behavior, working performance or problem solving which are related to real-life situations of the students using complexity thinking in order to obtain the results of the evaluation that truly reflect the learners' ability .This also reflects the whole picture to be

used for summarizes the knowledge, ability and skills in which the students have, how much they have, whether they were satisfied and how they are satisfied with the tier success. However, there should be the criteria for evaluating or rubrics related or close to real life (Pravanpruek, 1996, p .50; Laksana, 2001, p. 2; Phuvipadawat, 2001, p. 7; Tunthong, 2002, p. 26-27; Pitiyanuwat, 2015, p. 5; Mueller, 2016, p. 2 - 3; Hart, 1994, p.106; Ross, Rolheiser, & Hogoboam-Gray, 1998, p. 300; Office of Basic Education Commission, 2010, p. 88).

Setting goals for learning management and assessment for basic education, teachers need to make it consistent to standards and indicators based on core curriculum B.E.2551 (A.D. 2008) and amendment B.E.2560 (A.D. 2017), 5 indicators of reading literacy, critical thinking and writing, 5 key indicators of competency, 5 keys of desired characteristics, and essential skills for the 21th century, for instance. There is hard work for teachers and it will be helpful if teachers can do evaluate different objective goals at the same time and along with learning management.

GPAS 5 steps is a learning management model for child-centered instruction based on constructivism theory. In each stage, students are enhanced to create knowledge, ideas and various desirable characteristics. The results of learning management will help the students create their learning products or innovation from their high level of thinking. To evaluate students through GPAS 5 steps, there should be authentically performed. The researcher found that the teacher needs to develop an assessment and evaluation process to correspondingly relate to child-centeredness. Authentic assessment, instrument design, evaluation criteria, scoring criteria, the participation of students and parents in evaluating process as well as learning reports are all needed for the evaluation to accurately find out the students' learning outcome. (Chatsakool, 2009, p. 100 – 104; Kantawong, 2010, p. 80 – 81; Yupakin, 2011, p. 73-74; Plubjeen, 2012, p. 48 - 54) .In addition, the researcher wanted to reduce the load of teachers who were teaching along with GPAS 5 Steps in order that teachers can evaluate their students while managing their classroom at the same time. Therefore, the condition and problem of authentic assessment for GPAS 5 Steps instruction need to be studied for further development of the model.

Objectives of the research

1. To study the condition of authentic assessment on GPAS 5 Steps instruction process.
2. To investigate the problems of authentic assessment on GPAS 5 Steps instruction process.

MATERIALS AND METHODS

Scoping and Study site

To study the condition and problems of authentic assessment on GPAS 5 Steps instruction process, the population comprised teachers teaching in primary education level who attended the training in GPAS 5 Steps learning instruction or performed any learning activity based on GPAS 5 Steps.

Sampling and Data Collection

The samples were teachers teaching in primary education level who attended the training in GPAS 5 Steps learning instruction or performed learning activity based on GPAS 5 Steps. According to W.G. Cochran's formula (Cochran, 1997 cited in Pasunon, 2013) that the ratio of population; $P = 0.5$ and the reliability; $Z = 1.96$, at the level of reliability of 0.05 and deviation; $d = 0.05$, calculated the sample group $n = 0.5(1-0.5)(1.96)^2 / 0.052$, revealed the samples of 384 subjects. Then the number of schools was obtained by stratified random sampling, the informants were teachers from 8 learning strand groups in each school.

Methodology

1. Study the document and researches regarding concepts of authentic assessment including (1) setting goals of learners, (2) Designing learning processes and (3) checking and giving feedbacks (Mueller, 2016; Hart, 1994; Prawanpruek, 1996) and concepts of the process of GPAS 5 Steps (1) Gathering, (2) Processing, (3) Applying and constructing the knowledge, (4) Applying the communication skill and (5) Self-regulating)Institute of Academic Development, 2017).

2. Conduct a questionnaire to investigate the condition and problems of authentic assessment on the process of GPAS 5 Steps with a 5-score rating scale, 35 items. The designed questionnaire approved by the advisor was sent to three experts, the first two are in the field of authentic assessment regarding the learning process of GPAS 5 Steps instruction and the third one is in the field of research, to examine content validity, found IOC between 0.67-1.00. The questionnaire was edited and revised based on the experts' comments before being printed out. The reliability of the questionnaire was examined using Cronbach's reliability Coefficient Alpha which was equaled to 0.90.

3. The questionnaire was mailed to the samples for collecting data, there were 375 questionnaires returned which was 97.66 percent. Then the questionnaire was analyzed for frequency, mean, and standard deviation.

RESULTS, DISCUSSION AND CONCLUSION

Results

1. The condition of learning management and authentic assessment on GPAS 5 Steps instruction process of teachers teaching primary education students was scored at a high level in practice. However, the participation of parents in the evaluation process was scored at a moderate level, the average score of 3.35. When considering the aspect of goal setting for students, it was found that teachers analyzed the curriculum or learning standards and key indicators for setting objective goals or outcomes for learners in aspects of knowledge (K), skill and practice (P), attitude or desirable characteristics (A) at high level, the average scores were 4.18, 4.16 and 4.17 respectively. For the learning management aspect, it was found all aspects were rated high except the aspect of the participation of parents in the evaluation process was scored at a moderate level, the average score of 3.35. The top three highest average scores were the aspect of Teacher evaluated their students at the stage of Gathering with various techniques, Teacher construct learning units and lesson plans for each unit or teaching hour, and Teachers evaluate learners at the stage of Processing by observing, asking questions, and checking learning products. The average scores were 4.34, 4.24, and 4.20, respectively. The last three lowest average scores were concerning the students' self-evaluation, having a peer-evaluation, and parents participated in the evaluation process. The average scores were 3.65, 3.57, and 3.35, respectively. For the aspect of checking and giving feedback, it was found that teachers apply the evaluation results for improving learning management, and check and give feedback to students for improving themselves. The average scores were 4.18, and 4.02, respectively.

2. The problems of learning management and authentic assessment on the process learning management, performed by teachers in primary education level, were found at a low level. The average score was 2.28. It was found that most problems were goal setting for learners in each unit which did not cover all aspects which were knowledge (K), skill and practice (P) and Attitude or desired characteristic (A) $\bar{x} = 2.49$ learning management was not consistent or covering the designed plan because each of content contained many indicators with limited time) $\bar{x} = 2.39$ (and the processes of authentic assessment cannot be practiced for all aspects as expected due to the limited time) $\bar{x} =$

2.38 (The lowest problem, perceived by teachers, was the aspect of the design lesson plan by themselves) $\bar{x} = 2.11$.

DISCUSSION AND CONCLUSION

1. The result of learning management and authentic assessment on GPAS 5 Steps instruction process of teachers who were teaching in primary education levels revealed that as a whole, the practice was scored at a high level. When considering individual aspects, it was found that teachers still conducted their teaching by explaining the content as stated in the learning standards and indicators and having their learners do exercises, the average score was at a high level) $\bar{x} = 4.13$). The condition of learning management was not consistent with the process of GPAS 5 Steps which focuses on learning by doing the process in order to construct their knowledge or innovation by themselves while teachers act as facilitators or commentators not speakers)The Institute of Academic Development, 2017). For the evaluation process, it was found that the participation of parents in learners' evaluation was at a moderate level) $\bar{x} = 3.35$). Self-evaluation and peer evaluation were scored at a high level and fairly low level 3.65 and 3.57 respectively. These results were not consistent to the characteristics of authentic assessment stating the use of many evaluators, focusing on participation of learners, teachers, parents and focusing on self-evaluation in order to get self-reflection by emphasizing on giving feedback to reflect current status of learners (Somnuek Nontichan, 1997; Suwit Moonkam, 1998; Wattananapon Ranganaptook, 1999; Pimpan Dechakupt and Payao Yindeesuk, 2005; Songsri Tunthong, 2002; Bunyaporn Saramano, 2016; Jatuphoom Ketjaturas, 2017).

2. The problems of learning management and authentic assessment on GPAS 5 Steps instruction process. of teachers teaching in primary education level was averagely scored 2.28. It was found that the most were goal setting for learners in each learning unit cannot cover all learning standards which are knowledge (K), Skill and Practice (P), and Attitude or desired characteristics (A). These problems were scored at low and moderate levels. This is probably because teachers conducted their teaching by explaining the content as stated in the learning standards and indicators and having learners do exercise; consequently, they didn't design their lesson plans by themselves, there was no process of analyzing the curriculum, learning standards and indicators and set learning goals for learners for each learning unit. These problems were not consistent with the condition of practice in aspect of learners at high level for aspects of Knowledge (K), Skill and Practice (P), and Attitude and desired characteristics, following by the problem of the learning management which was not consistent or did not cover the designed plan because there was too much content, too many indicators and limited time) $\bar{x} = 2.39$ and another problem was that the evaluation process cannot be authentically performed as planned due to the limited time) $\bar{x} = 2.38$. This is consistent to the real situation that teachers need to organize their learning management and evaluate learners as learning standards and indicators stated in core curriculum for standard education B.E.2551 (A.D. 2008) and amendments B.E.2560 (A.D. 2017), 5 indicators of reading literacy, critical thinking, and writing, 5 indicators of desired characteristics, and essential skills for the 21st century, for instance. These are heavy workload for teachers.

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Yupaking, W. (2001). *Knowledge and Problems in Measurement and Evaluation in Accordance with the Basic Education Core Curriculum B.E. 2551 (2008) Evidenced by Secondary School Teachers at Pilot Schools in Bangkok Metropolis.*

A DEVELOPMENT OF THE SELF-LEARNING ENGLISH FOR SPECIFIC PURPOSES COURSE TO ENHANCE COMMUNICATIVE ENGLISH ABILITY OF PUBLIC BUS SERVICE'S CUSTOMER RELATION OFFICERS

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ABSTRACT

This study is an attempt 1) to survey the needs of communicative English ability of the public bus service's customer relation officers, and 2) to design and construct a specially designed self- learning English for specific Purposes (ESP) course to develop communicative English ability of these customer relation officers. 40 customer relation officers of the public bus companies were randomly selected for the needs analysis, and 30 customer relation officers were selected to attend the Self- Learning ESP course. The research instruments were a needs analysis questionnaire, situation analysis observation, a preliminary functional English test, a Self-learning ESP course, a communicative English performance test used as pretest and posttest, and learners' reflections. The collected data were analyzed by means of frequency, percentage, mean, standard deviation, t-test and content analysis. Based on needs analysis, the results reveal that the customer relation officers agreed that English was much importance for their job and they needed to improve their English listening and speaking skills at work. Moreover, their communicative English ability significantly increased after the implementation of the Self-learning ESP course.

KEYWORDS: Self-learning ESP course, Communicative English, English for bus service's customer relation officers

INTRODUCTION

There are many factors that stimulate the growth of tourism industry in Thailand. The first factor is the formation of the ASEAN Economic Community in 2015. This situation has caused free flow of skilled labors' mobility from different ASEAN countries and influx of investors, entrepreneurs, and tourists to Thailand. Besides, the R3 a route which is the new route connected Thailand, Lao and China, was inaugurated in 2008. Therefore, visitors and tourists can easily access to different countries in Southeast Asia via this connection. Undoubtedly, land transportation takes an importance role in carrying people from one point to another. The form of land transportation, especially, a public bus service becomes the essential part that boosts up tourism industry. So, it is necessary that bus service companies need to have the personnel who is effective in communicating with foreign customers and passengers. According to the ASEAN agreement, English is assigned as the official regional lingua franca (ASEAN, 2008, p.2). As a result, English is used as a mean of communication among ASEAN people in different professions. Therefore, the public bus service personnel needs to be fluent in using English language at work in order to work effectively in providing services to customers and passengers.

In order to promote tourism industry which drives the Thai economy and generates high income for Thailand (Thailand's Tourism Industry Outlook, 2019), it is obligatory to develop functional English proficiency of the bus service personnel. Since the bus service is the main component in supporting tourism industry, its personnel needs to have good English proficiency for professional communication. Customer relation officers of public bus services are likely to be engaging more with international passengers and tourists at the bus terminals. Functional English for communication is a prerequisite for this position. This group needs customized functional English called English for specific purposes (ESP). English for specific purpose is an approach to language teaching in which the contents and methods of teaching are based on the needs of the learners. Its emphasis is on the language use and communication skills that the learners will encounter in their career (Hutchinson & water, 2001; Basturkmen 2010, p.17). This agrees with Richard and Schmit (2010) that the contents and aims of course are fixed by specific needs of particular group of learners. That is English for specific purposes (ESP) is used to prepared the learners to use English to operate their job in their workplace setting. In designing ESP course., Richard (2001) proposed the process of ESP curriculum design which includes needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effect teaching, and evaluation. Needs analysis and situational analysis which are the initial step in designing ESP course provide what is necessary in learners' use of language (necessities), what the learners lack (lacks) and what the learners wish to learn (wants) (Hutchinson and Waters, 1987). Furthermore, to follow life- long learning concept necessary in the 21st century, self-directed learning or self-learning is utilized and applied in developing ESP course for customer relation officer of public bus service companies. It is stated that self-directed learning or self-learning is the characteristic of ESP course in that it turns learner to be user of language (Carter, 1983, p.134). This study attempts to answer the following research questions: 1) What are the needs of communicative English of the public bus companies' customer relation officers? , 2) To what extent can the Self-learning ESP course enhance communicative English ability of the public bus companies' customer relation officers? The results of this study will be beneficial for stakeholders of different transportation businesses.

MATERIALS AND METHODS

Scoping and Study site

The treatment was a Self-learning ESP course. The Self-learning ESP course in this study referred to the learning process that the learners had to take care of their own learning, learning place and time, assessment, and learning strategies by employing the learning guide, learning materials, learning aids and learning plan given (Ellinger, 2004). In order to get necessary information for designing ESP course for customer relation officers, a needs analysis questionnaire, situational analysis observation and a preliminary functional English test were used to examine the learner needs and English proficiency before designing the course. The communicative English of customer relation officers in this study covered only listening and speaking for occupational communication. The Self-learning ESP curriculum was designed and classified into 7 topics below.

Table 1 The design of the Self-learning ESP curriculum for the public bus services' customer relation officers

Topic	Self-learning curriculum for public bus services 'customer relation officers.
1 .English Skills	Communicative listening and speaking for occupational purposes (customer relation officers)
2 .Goals and Objectives	Goals and objectives corresponding to the language functions identified in the needs analysis.
3 .Contents/Language functions/Language inputs	Based on the needs analysis, the workbook covered the following language functions : 1) Greeting, leave taking, thanking 2) Giving information about bus timetable (dates, days, months, and time) 3) Giving information about directions and places 4) Giving information about rules and regulations of luggage check-in and baggage tagging 5) Asking and answering questions, giving information about arrival and departure 6) explaining about ticket changes and refund, ticket cancellation and bus missing 7) Giving information, asking and answering about boarding, getting off the bus and facilities on bus.
4. Level of language	1) Direction, instruction, explanation of usage in the guiding manual and workbook are in Thai. 2) Interlinear text 3) Language inputs are basic, simple, short and easy to articulate but comprehensible and polite. 4) The specific style, structures and expressions of English are from results of needs analysis.
5 .Learning style	1) Self –learning with audio –visual aids 2) Self-learning management
6. Learning materials	1) A textbook format consisting of lesson objectives, vocabulary list, language inputs lessons, exercises for self-assessment. 2) Audio lessons in the form of CD and USB handy drive
7 .Assessment	Self -assessment :Exercises with answer keys.

Thus, the Self-learning ESP course consisted of a guided learning manual, a workbook, audio-visual aids. The data collecting instruments were a functional communicative English performance test and learners' reflections. The functional communicative English performance test aimed at measuring customer relation officers' English listening, speaking and communication ability in communicating with foreign customers while learners' reflections focused on the opinions on the Self-learning ESP course. The study sites were at the bus terminals located in Chiang Mai, Chiangrai, Phrae, Nan, Phayao, Lamphun, Lampang, Tak, and Mae Hong Sorn.

Sampling and Data Collection

There were two sample groups participated in the study. The first group comprised 40 customer relation officers selected by employing convenience sampling methods. They were required to answer the needs analysis questionnaire and to do the preliminary functional English test. The second sample group consisted of 30 customer relation officers purposively selected from the first group to receive the study treatment.

Methodology

This study is a mixed method research. It is also an experimental research, a one group pretest-posttest design which is used to determine the effects of a treatment on a given sample.

Regarding research procedure, the situational analysis observation was conducted. After that the needs analysis questionnaire and the preliminary functional English test were administered to the first group of participants. The data collected from the above instruments were used to design the Self-learning ESP course. The Self-learning ESP course was developed and pilot tested. After improving, the test was given to the second sample group. Before and after the implementation of the Self-learning ESP course, the functional communicative English performance test was distributed to each customer relation officer. Each customer relation officer was expected to spend 10-15 weeks to study the lessons in the workbook on their own management. Social media were used to communicate between the researcher and the participants in case of having problems. After finishing each lesson, the customer relation officer gave the reflections. The data collected from these instruments were analyzed by means of frequency, percentage, mean, standard deviation, t-test and content analysis.

RESULTS, DISCUSSION AND CONCLUSION

Regarding the first research question, “What are the needs of communicative English of the public bus companies’ customer relation officers?”, the results are presented below. Based on the needs analysis questionnaire, all of customer relation officers agreed that English skill was necessary for their career. They realized that English was very much and much important for their career (22.5% and 37.5%). All of them rated that listening and speaking skills were necessary for their job. Majority of customer relation officers (45%) reported that they sometime used English, and 30% of them often used English for communication. 52.5% of them indicated that their ability in communicating with foreign customers was at low level. Regarding the situations that the customer relation officers needed to use functional English, all of them (100%) identified that they needed to use English in the following functions: 1) greeting and leave taking, 2) giving information about directions and places, 3) giving information about rules and regulations of luggage check-in and baggage tagging, 4) asking and answering questions about arrival and departure, and 5) giving information about rules and regulations of loading and unloading, followed by 6) giving information about kinds of bus, routes, connections (90%). Regarding the learning needs, the results show that all customer relation officers (100%) wanted to be able to communicate with customers in English. They wanted to improve listening and speaking skills the most (87.5%). The importance reasons for improving their English abilities were that they could earn more income (100%), worked efficiently (100%), got promoted (75%), and got a new high-paid job in the future (67.5%). In relation to learning strategies, most of them preferred to learn by themselves at their own convenient place and time by means of appropriate texts, audio-visual aids (62.5%) and social media (17.5%).

According to the second research question, “to what extent can a Self-learning ESP course enhance English for communication of the public bus companies’ customer relation officers?”, the results from the functional communicative English performance pretest and posttest reveal the effects of the Self-learning ESP course on the English for communication ability of public bus companies’ customer relation officers. Pair Sample t-test was applied to present the improvement of customer relation officers’ English ability.

Table 2 Comparison of English for communication pretest and posttest means scores of customer relation officers.

English for communication ability	Number of students	Total scores	Mean (\bar{x})	SD.	t	Sig. (2tailed)
Pretest score	30	240	95.16	8.55	-23.08	0.000
Post-test score	30	240	144.16	11.96		

As shown in Table 2, there is a statistically significant difference between the pretest and posttest scores of the customer relation officers' communicative English ability; ($t = -23.08$, $p < 0.05$). The posttest mean score is higher than the pretest mean score. When considering the subskills of communicative English ability, the comparison of pretest and posttest mean scores of listening, speaking, and interactive communication abilities were done. The paired sample t-test was used for comparison

The results reveal that there are statistically significant differences between the pretest and posttest scores of the customer relation officers' listening ($t = -8.26$, $p < 0.05$), speaking abilities ($t = -29.58$, $p < 0.05$) and interactive communication ($t = -9.66$, $p < 0.05$). The posttest mean scores of English listening, speaking and interactive communication are higher than the pretest mean scores. It is apparent that the Self-learning ESP course does enhance listening, speaking and interactive communication abilities of the customer relation officers of public bus companies.

Discussion and Conclusion

From the results of the study, customer relation officers significantly improve their communicative English skills (listening and speaking) after attending the Self-learning ESP course. This improvement is considered as the effect of motivation. It is evidenced by the results of needs analysis which show that all customer relation officers realized the importance of English for their career and wanted to improve their English because they could earn more income, get promotion and get high-paid job in the future. This evidence reflects instrumental motivation (Saville-Troike, 2006 p.86). According to Gardner (1985) concept, motivation has influence on English language learning. Also Dornyei (2002) supported that the learner's enthusiasm, commitment and persistence are the key determinant of success or failure. Besides the improvement in communicative English of customer relation is in line with Vygotsky's theory stating that cognitive development depends on learner's social interaction (Vygotsky, 1978). From their reflections, most of the customer relation officers reported that they practiced their English by trying to use the structures and expressions in the workbook lessons with their customers. Moreover, after the implementation, the customer relation officers rated the effectiveness of the Self-learning ESP course in improving their communicative English skills. 47.5 % and 32.5 % agreed that the course helped them improve a lot, and the most respectively. In conclusion, it can be assumed that the Self-learning ESP course which was customized for the public bus services' customer relation officers is effective in enhancing learners' English for communication ability.

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DEVELOPING ENGLISH VOCABULARY LEARNING ABILITY USING CONTEXT CLUES OF UNDERGRADUATE STUDENTS

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ABSTRACT

The purposes of this research were: 1) to study and compare the English vocabulary learning ability before and after using context clues of the undergraduate students, and 2) to study the students' attitudes towards teaching English vocabulary learning using context clues. The samples consisted of 39 third-year undergraduate students at a Rajabhat University in the northeast, in the second semester of the academic year 2019. The design of the research was a one-group pretest-posttest design. The research instruments were 8 lesson plans, an English vocabulary learning ability test and an attitude questionnaire. The experiment lasted 8 weeks, 3 hours a week, or 24 hours for all. The mean, percentage, standard deviation, one-sample t-test, and t-test for Dependent Samples were employed for data analysis. The findings of this research were as follows: 1) The students' pretest and posttest mean scores on English vocabulary learning ability were 14.12 or 28.26 percent and 36.10 or 72.21 percent respectively. The mean score on the posttest was not less than 70 percent and higher than that of the pretest. 2) The students' attitudes towards teaching English vocabulary using context clues were at a good level.

KEYWORDS: Developing learning ability, English vocabulary, context clues

INTRODUCTION

Communication and technological advancement have evolved rapidly, so it results in creating a knowledge-based society, promoting changes of economy, society and culture and enabling worldwide communication or borderless communication. Foreign language learning is vital in daily life. In particular, given that English has been recognized for its robust importance and learned as a foreign language among every country, it is an important language, serves as a medium of communication and a tool for seeking knowledge, career paths and enables a better understanding of linguistic and cultural diversities among nations, society, customs, economy, politics, ruling and other aspects (Ministry of Education, 2008: 1).

In 2015, Thailand also entered ASEAN Economic Community. Such entrance, in fact, has led to competitiveness and exchange in various aspects among nations; specifically, in education and businesses, people equipped with language abilities are offered more opportunities than those short of such abilities. As stated by Onwimon (5 :2011) that Article 34 of the Charter of ASEAN provides "The working language of ASEAN shall be English", English learning is deemed vital and will help widen learners' visions. With this essence, the Ministry of Education (2-1 :2008) stipulates that English is taught as a foreign language for all ages to strengthen thinking capabilities and creativity, to prepare the new generation for the information age and to broaden their visions and viewpoints. The implementation of this policy lies in the expectation that continually learning English from primary to secondary

education, students would be able to decode and encode messages, become culturally aware to use language to convey their thoughts, emotions, pass on knowledge and understanding to share fruitful information and experiences to self and social improvement.

In teaching and learning English, vocabulary is an essential element that learners need to acquire, for it will help enabling them to communicate effectively and express their thoughts meaningfully. Unless learners possess vocabulary knowledge or learn its usage, they will be unable to comprehend texts and to communicate. On the contrary, if learners possess a large inventory of vocabulary, they will be able to understand texts and communicate effectively, which will also affect other skills. According to Tabatabaei and Hosseinzadeh Hejazi ((60-59 :2011, vocabulary knowledge serves as a vital constituent in all four skills language learning as in speaking, writing, reading and listening. To ensure effective communication, learners ought to possess adequate vocabulary knowledge and learn its usage. This is in line with Richards and Renandya's statement ((255 :2002 that vocabulary is vital to effective language learning and serves as a foundation or milestone in all four skills of language learning. Learners without comprehensive vocabulary knowledge and vocabulary learning strategies tend to succeed in language learning less than those with vocabulary knowledge. What's more, Thornbury (7-69 :20072) stated that in relation to the relationship between reading comprehension and vocabulary knowledge, learners with extensive vocabulary knowledge can apply such knowledge to reading comprehension and can comprehend given texts better. Nation (1990: 1-2) also mentioned that a shortage of vocabulary knowledge is the main cause of reading incomprehension as well as writing, listening and speaking problems.

Studies on teaching and learning English have revealed that achievement in English in both primary and secondary education is still below average. Many factors have rendered English teaching unsuccessful and teachers are one among the many factors; Thailand's education system is still based on the traditional model which has been inherited for years, so that creates difficulties or barriers for new innovation and concepts to assimilate into the education system; in addition, teaching approaches are neither diverse nor consistent with learners' basic. The other factor is a learner; simply speaking, with inadequate English basic, they project negative attitudes towards English and do not understand vocabulary, speaking, reading and writing. The in-class practice is scarce, so learners have to practice by themselves at home, thereby resulting in a low level of English proficiency (Ministry of Education, 2008: 1-4).

Sports Science is a program of the Faculty of Science at Udon Thani Rajabhat University. Students majoring in Sports Science have to study English for Academic Purposes as a compulsory course. Based on the results of their background in English, most of them have inadequate vocabulary knowledge (Office of Academic Promotion and Registration, 2019). That is, the students did not know the meanings of vocabulary, were unable to use vocabulary in communication, had limited vocabulary inventories for reading comprehension and could not guess the meanings from context clues. Consequently, it is deemed vital to develop students' vocabulary knowledge and understanding of its usage, for the understanding of the vocabulary meanings is the key to success in English learning and will promote the ability to apply it to communication.

In teaching vocabulary, there are various methods and strategies to help learners learn vocabulary. Context clues are one among many other techniques which would help render vocabulary teaching effective. According to Nation (2001: 232), learning vocabulary through guessing meanings from context clues is regarded as the most important approach to learn vocabulary because vocabulary is instrumental in communication and used to convey meaningful messages. Vocabulary knowledge and proper usage based on the contexts will lead to effective communication. This is consistent with Schmitt's theory (1997: 209) that guessing meanings from context clues is the interpretation from

sentences or texts. If learners are equipped with vocabulary knowledge and can use it correctly, they will be able to guess the meanings from context clues and understand usage and grammatical structures of sentences or topics in texts. This is also in sync with Blanchard and Root's statement (2005: 93-98) that English has a huge amount of vocabulary with multiple meanings, so it can pose an impossible task for learners to remember all meanings and it is difficult not to read without pause to find meanings. Learners ought to use contexts to find the meanings of words; contexts can be a word or a sentence that surrounds the unfamiliar vocabulary and offers various context clues to help guess the meanings such as definition clues, antonym clues, example clues, and comparison clues.

In light of the problems discussed above, the present study sought to shed some light on the use of context clues in vocabulary teaching to develop English vocabulary of third-year undergraduate students at Udon Thani Rajabhat University. Moreover, the study aimed to examine their attitudes towards teaching English vocabulary using context clue-based vocabulary learning. The study was conducted in the hope of providing a guideline for English teachers on the development of English vocabulary instruction.

Purposes of the study

1. To study and compare the English vocabulary learning ability of third-year undergraduate students before and after using context clues technique.
2. To study the students' attitude towards teaching English vocabulary using context clues technique.

Research hypothesis

Third-year undergraduate students can enhance vocabulary more than 70% after using context clues technique.

MATERIALS AND METHODS

Sampling and Variables

1. Sample

The Sample of this study consisted of 39 third-year undergraduate students majoring in Sports Science, Faculty of Science, studying at Udon Thani Rajabhat University.

2. Variables of the study

There were two variables applied in the present study: independent and dependent variables. The independent variable was teaching English vocabulary using context clues technique. Secondly, dependent variables were English vocabulary learning ability and students' attitude towards teaching English vocabulary using context clues technique.

Instruments and Data Collection

Instruments

There were three instruments used in this study: lesson plans, pretest and posttest of English vocabulary test using context clues technique, and an attitude questionnaire towards teaching English vocabulary using context clues technique. Firstly, the research instrument included 8 lesson plans of English vocabulary using context clues technique, which had been approved, piloted and developed. Each lesson plan took three hours. The experiment lasted 8 weeks or 24 hours for all. Moreover, the index of IOC was 1.00. Secondly, multiple-choice pretest and posttest of English vocabulary using context clues technique consisted of 50 questions, was employed in this study. Also, the index of IOC, the value of difficulty (p), the value of discrimination (r) and the value of reliability were 1.00, 0.46-0.75, 0.36-0.71 and 0.96 respectively. Furthermore, Likert scale attitude questionnaires towards English

vocabulary using context clues technique, composed of 20 questions, was used and the index of IOC was 1.00.

Data Collection

Data collection in the present study included the following steps which were described in detail below. First of all, the students took the pretest, which was a multiple-choice examination of English vocabulary using context clues technique, in one hour. Next, the researcher taught English vocabulary using context clues technique. Then, posttest and attitude questionnaires towards English vocabulary using context clues technique were applied. Finally, the score of attitude questionnaires towards teaching English vocabulary using context clues technique was correspondingly accumulated, calculated and analysed.

Methodology

The present study focused on 39 third-year undergraduate students majoring in Sports Science, Faculty of Science, studying at Udon Thani Rajabhat University in the second semester of 2019. They were selected as the sample using cluster random sampling.

RESULTS, DISCUSSION, AND CONCLUSION

Results

The results of this study were as follows:

Table 1 The study of the pretest and posttest scores of third-year undergraduate students' vocabulary learning ability using context clues techniques

Number of students	Pretest			Posttest		
	\bar{x}	S.D.	Percent	\bar{x}	S.D.	Percent
39	14.12	3.27	28.26	36.10	2.68	72.21

According to Table 1, the finding revealed that the students' pretest and posttest mean scores of English vocabulary using context clues technique were 14.12 (28.26%) and 36.10 (72.21%) respectively.

Table 2 The comparison of the undergraduate students' English vocabulary learning ability scores before and after the instruction.

Test	n	\bar{x}	S.D.	t
Pretest	39	14.12	3.27	47.218**
Posttest	39	36.10	2.68	

**p-value = .01

According to Table 2, the result indicated that the students' pretest mean score of English vocabulary using the context clues technique was 14.12 and the standard deviation (S.D) was 3.27. Besides, the students' posttest mean score of English vocabulary using context clues technique was 36.10 and the standard deviation was 2.68. The difference of mean score exposed that the score after learning English vocabulary using context clues technique increased statistically significant at the .01 level.

Table 3 The mean, standard deviation, t-test and significant level comparing with the criteria of 70 percent of the students' posttest scores

Posttest scores	n	scores	\bar{x}	S.D.	% of Mean	t	Sig(-1tailed)
	39	50	.3610	.268	.7221	2.57*	0.0072

Table 3 illustrated the comparison of the pretest scores and the posttest scores of undergraduate students' English vocabulary learning ability. It revealed that the pretest mean score was 36.10 which was higher than the criteria of 70% (72.21).

Table 4 The study of undergraduate students' attitudes towards teaching English vocabulary using context clues techniques

Attitude test	n	\bar{x}	S.D.	Interpretation
20 items	39	3.79	0.28	good

According to Table 4, the mean score of the attitude towards English vocabulary using context clues technique was 3.79. Therefore, the students' attitude towards teaching English vocabulary using context clues technique was at a good level.

Conclusion of Research Findings

1. The students' pretest mean score on English vocabulary using context clues technique was 14.12 or 28.26 percent and the posttest mean score was 36.10 or 72.21 percent. The difference of mean score exposed that the score after learning English vocabulary using context clues technique increased statistically significant at the .01 level.

2. The mean score of the attitude towards English vocabulary using context clues technique was 3.79. Also, the students' attitude towards teaching English vocabulary using context clues technique was at a good level.

DISCUSSION

The present study was the experimental research which aimed to study and compare the English vocabulary learning ability of third-year undergraduate students at Udon Thani Rajabhat University before and after using context clues technique. In addition, the researcher investigated the students' attitude towards teaching English vocabulary using context clues technique. The findings based on the purposes of the study were discussed as follows.

1. The comparison of English vocabulary learning ability before and after using context clues technique

The finding revealed that the students' pretest mean score on English vocabulary learning ability was 14.12 or 28.26 percent and the posttest mean score was 36.10 or 72.21 percent respectively. The posttest mean score was not less 70 percent and significantly higher than that of the pretest which showed consistency with the research hypothesis. According to the pretest score, the students did not understand basic vocabulary, meaning, or how to use vocabulary to make sentences before learning this technique. However, the students' vocabulary knowledge increased after using the context clues technique. The reasons were described below.

English vocabulary using context clues technique was beneficial to increase learning English vocabulary ability. Learners can find out the meaning of unknown vocabulary by using hints, which include words, phrases or sentences, appeared in the same sentences or paragraphs. The learners can enhance English in sentence-level and enlighten what they read without a dictionary. Besides, this

technique provides learners with reading comprehension. Nation (1990:130) stated that guessing from context is the significant learning strategy in which learners can enhance the meaning of vocabulary without pausing while reading. Similar to Blanchard and Root's study (2005: 93-98), it is claimed that there were several words and meanings in English, so it is difficult to recognize. If learners can employ this technique correctly, they should be able to learn more words and to comprehend reading skill.

In addition, the result found in this study was similar to Angkam (2015). The research aimed to study and compare learning ability before and after using English vocabulary through contextualized learning technique of Pratomsuksa 6 students. The finding revealed that the posttest mean score was not less 70 percent and higher than that of the pretest at the significant level of .01. Hence, students can learn, remember and enlighten the meaning of unknown words efficiently after learning English vocabulary using context clues technique.

Furthermore, the learning method developed by Baker and Westrup (2003: 23-29) was employed in the present study which composed of three phases: presentation, practice and production. In the first phase of the lesson, the presentation phase, learners reviewed the previous lesson and introduced context clues technique towards reading and searching for new words. Then, students needed to have activities (i.e., group work, brainstorming and discussion) by using context clues technique to help them to enhance new English vocabulary. Lastly, in the production phase, students explained the new context clues technique they have learned in order to communicate and discuss with each other. According to the learning method mentioned above, students' vocabulary knowledge was increased by using context clues technique and students can apply this technique in order to make sentences. This method was facilitating student-centered learning and focused on student's communication. Hence, learning vocabulary activities using context clues technique is proficiently helpful for the students.

2. The attitude towards English vocabulary using context clues technique

The second part of the experiment was the attitude towards English vocabulary using context clues technique. This technique could make students pay attention to and achieve in English learning. There were several strategies (i.e., group work, brainstorming and discussion) in which students could enhance vocabulary knowledge. Moreover, they could practice systematic thinking towards new activities which persuaded them to enjoy learning English enthusiastically. When they achieved the lesson or activities assigned by lecturers, they are satisfied to recognize new words. Additionally, learning materials could be efficiently beneficial for students to learn English vocabulary and could motivate a positive attitude towards English vocabulary using context clues technique.

According to Krashen and Terrell (1983), it was mentioned that attitude is part of language acquisition. If the students become comfortable with the class activities and interacting with each other in learning, they will be confident and enthusiastic to enhance in the target language as well as have a positive attitude toward acquiring new knowledge. If the negative attitude occurs, on the contrary, the students will lose their confidence and do not pay attention to the lesson. Similarly, Wenden's theory (1995: 52-53) claimed that the attitude toward English learning impacts language acquisition. A positive attitude encourages students toward language learning more than a negative attitude.

RECOMMENDATIONS

1. Recommendations for instructors

1.1 Learning vocabulary activities using context clues technique is efficiently beneficial for students, so instructors should apply this method in order to improve students' vocabulary knowledge.

1.2 Interesting articles or stories should be selected in order to grab students' attention.

1.3 According to the finding, the students' attitude towards teaching English vocabulary using context clues technique was at a good level. Hence, context clues technique should be applied in the lesson.

1.4 Reading variables should be included in order to help the students comprehend and improve their reading skills.

2. Recommendations for further studies

2.1 It might be motivating if further researchers will study more on other levels of English vocabulary using context clues technique.

2.2 There were four strategies of English vocabulary using context clues technique were employed in this study. Further research may observe more strategies in order to develop English vocabulary teaching.

2.3 It would be interesting if the context clues technique was used in distinctive activities and skills in order to enlarge the finding.

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HOW TO IMPROVE WRITING SKILLS FOR NON – ENGLISH MAJOR FRESHMEN: A CASE STUDY OF QUANG BINH UNIVERSITY – VIETNAM

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ABSTRACT

Writing is considered as one of the most important language skills that students require for their personal development and academic success. In fact, it is difficult to achieve an English communicative competence without improving writing skills. This article focuses on the importance of English writing skills and the recommendations to improve writing skill in English learning and in integrating of speaking, reading and listening skills.

KEYWORDS: Writing skills, improve, non- English major freshmen.

INTRODUCTION

In communicative language learning, writing is one of the four basic language skills, and it holds a major part of learning a language. Writing is an important part of English communication, students with good writing abilities have an edge over the others. They generally score better than those with poorer writing abilities as they can effectively convey what they have learnt in the written examination. For example, an engineering student should have knowledge of technical writing as he/she may be required to write technical documents - in college, while training and after joining a job. Similarly, a science student might be required to write a scientific research paper. For writing such a research paper, it is necessary that a student is able to put forth the right facts and information. Also, the research paper should be free from spelling and grammar errors. If a student is not good at writing, he or she will not be able to accomplish the task properly. There are numerous reasons why students might need or want to improve their writing skills in English. Perhaps, students need to take an English language exam such as TOEIC or IELTS. They just need to write essays in English or write letters to English friends or relatives. Besides, good writers are more valuable in all areas of work. No matter where they work, they will need to write. They might write reports, emails, or long presentations. The better their writing skills are; the more responsibility they will be given.

With such important roles of writing skills and being a teacher of English writing skills at Quang Binh University, the author has carried out a research project entitled, “How to improve writing skills for non – English major freshmen: a case study at Quang Binh University in Vietnam” with the aim of responding to the urgent need for improving writing skills. From the difficulties faced by students in writing English, a number of studies have investigated to find out strategies to enhance writing skills. It is obvious that there are many researchers conducting research on writing skills and strategies to improve them. However, there are still no researchers working on this issue with non - English major freshmen at Quang Binh University. Therefore, the author of the present investigation aimed to fill this gap.

MATERIALS AND METHODS

Scoping and Study site

The study focuses on improving writing skills for non - English major freshmen at Quang Binh University. This study was carried out to find out how to enhance the non-English major students' writing skills.

Sampling and Data Collection

The participants were 45 non - English major freshmen from three different academic Departments of Quang Binh University including fifteen from the University of Accounting, fifteen from the University of Pedagogy, and fifteen studying English A2 level.

Data Analysis

The data obtained from questionnaire were analyzed by descriptive statistics, i.e. frequencies. The questionnaires were coded for different types of comments including difficulties and methods in improving writing skills. The analysis of the questionnaire data helped the researcher get the valuable assessment on enhancing writing skills for non – English major freshmen at Quang Binh University.

Methodology

Literature review

1. Previous studies related to the research

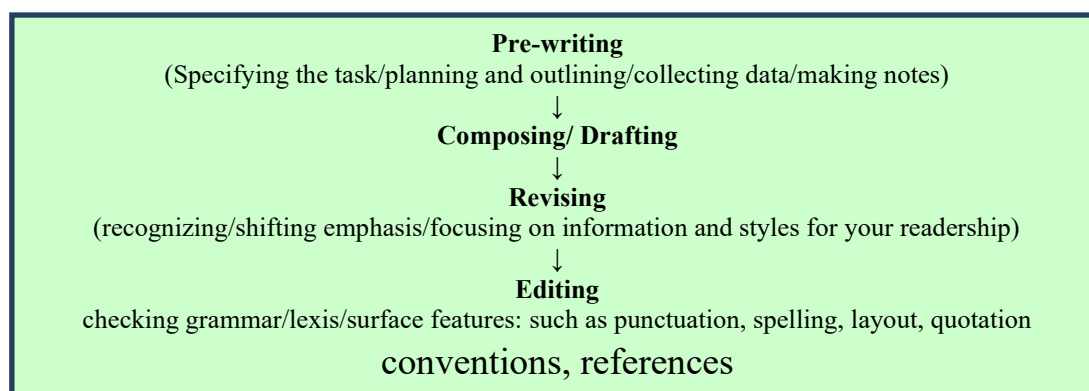
Hamp-Lyons (1992) defines writing as “a combination of process and product. Writing needs both the process and the product. In other words, writing is done through the process and resulted in a written product that is comprehensible to readers”. Further, Langan (2001: 4) highlights the four basic principles that the students must learn to write effectively which are: 1) start with a clear point; 2) provide logical, detailed support for the point; 3) organize and connect the supporting materials; and 4) revise and edit so that the sentences are effective and error-free. Those previous explanations describe the effective teaching and learning of writing.

Previous research works showed that writing skills play an important part in language skills. It has an effect on the other language skills and students' language learning. According to me, writing skill is a specific ability which helps writers put their thoughts into words in a meaningful form and to mentally interact the message. For example, Ogalo (2011) examined teaching techniques that enhance integration in the development of English language skills in Kenyan secondary schools. The findings of the study showed that teachers did not integrate the four language skills. The respondents attributed the absence of integration of the four language skills to the large class size and time. Listening and speaking were rarely given attention. English language teachers used very few activities in their teaching and lecturing technique was the most commonly used in teaching. It was recommended that for the integration in the development of English language skills, teachers should use such techniques as group work, discussion, dialogue, debate, questions and answer techniques. Teachers also need to use a variety of activities in which the students participate such as games, role-play, debate, and discussions. It is with this perspective that the study sought to find out whether teachers adopted the integrated approach to the teaching and learning of essay writing skills.

2. The process approach to writing

According to Badger & White (2000), the process approach to writing places more emphasis on writing skills (planning, revising and drafting) than on linguistic knowledge (spelling, grammar, punctuation and vocabulary). Non - English major freshmen at Quang Binh University, therefore, should be taught writing through its process and stages such as planning, drafting, revising, editing and publishing in order to write freely and reach a product of good quality.

As described in Zamel (1993: 147) and Raimes (1985: 231), in the process approach, the process of writing is seen as a recursive and complex process. In other words, although there are identifiable stages in the process of writing, writers can still revisit any of these stages many times before a text is completed. The four stages of the process approach to writing are as following:



Pre-writing

A significant feature of the process approach to writing is that students collect and produce ideas before finishing the actual writing (Zamel, 1982). According to Hewings and Curry (2003), brainstorming and student discussions are helpful strategies that may be used to collect and gather ideas effectively. During the pre-writing stage, students can use various methods, such as brainstorming, word clustering and free writing, as a way of discovering themselves and their ideas (Elbow, 1973). Brainstorming means thinking quickly in order to produce and collect ideas for a specific topic or problem; it should therefore be done freely without any structure or judgment, and collaborative learning is the best way of ensuring that it is carried out effectively (White & Arndt, 1991). Planning a topic is another important strategy of the pre-writing stage that helps learners to organize and write successfully (Peacock, 1986).

Another technique of the pre-writing stage is writing and making notes in order to collect, generate and organize ideas. Ideas are generated in a free and unstructured way and without being organized. Organizing ideas is a structuring strategy that could be carried out through selecting appropriate names as headings and categories (White & Arndt, 1991). Making an outline during the pre-writing stage is another useful strategy. According to Williams (2003), writers may find it necessary and useful to write down their important ideas in outline form, starting with small ideas and moving to more general ones.

Composing/ Drafting

Getting started in writing an essay is one of the difficult stages in the process approach to writing. This may be because it requires a great deal of attention, application and focus (Harris, 1993; Hedge, 2000). The drafting stage comes after the completion of pre-writing activities such as specifying the writing topic, collecting data and making an outline (Williams, 2003; King & Chapman, 2003; Tribble, 1996, 2003). During drafting, students should keep writing their essay from beginning to end without stopping (Gebhard, 2000). According to King and Chapman (2003), during this stage, writers should focus on the actual writing and leave checking both grammatical and spelling mistakes to the final stages.

Revising

The main concern of the revising stage is to complete the content correctly, whereas correcting grammatical and spelling mistakes can be done during the editing stage (Tribble, 2003). Focusing on reorganizing sentences and adding more appropriate vocabulary are essential aspects of the process approach to writing (Williams, 2003). In the revising stage, writers should carry out such activities as deleting unnecessary sentences and moving certain words or paragraphs forward or backward (Zamel, 1981; Williams, 2003; Hedge, 2000).

Editing

The last stage of the process approach to writing is editing. This stage concentrates on linguistic accuracy: grammar, spelling and punctuation (Harris, 1993). Hewings and Curry (2003) state that the editing stage involves checking references and formatting the student's writing. In this stage, students may employ various strategies to correct their mistakes, such as working in pairs or in groups, and use any available resources such as textbooks, dictionaries and computers (King & Chapman, 2003; Hewings & Curry, 2003).

In conclusion, writing is a complex process and can lead to learners' frustration. Therefore, it is necessary for teachers to provide a supportive environment for the students. This approach also requires that more time be spent on writing in class, but not all classroom time is spent actually on writing. Students may also react negatively to reworking on the same materials, but as long as the activities are varied and objective, they may accept to do so. In the long term, teachers and students will start to recognize the value of a process writing approach as their written work improves.

RESULTS, DISCUSSION AND CONCLUSION

In this section, the researcher will discuss and find out the results of the study in details basing on the information collected from the questionnaire. Hence, students' problems and causes in writing skills will be shown and recommendations will be included in the conclusion part.

Student's attitude towards writing in English

To study students' attitude towards writing in English, a series of questions is delivered to survey their attitude towards the writing skill as indicated in the table below:

Table 1 The student's feelings towards writing in English

Questions	Answer Type	No of students	Rate (%)
Can you write an essay with any topics easily?	Yes	0	0
	No	45	100
Do you feel confident in your ability to express your ideas in writing?	Yes	3	7
	No	42	94
Do you like the way in which you are taught to improve your English writing skills?	Yes	30	67
	No	15	33
Do you like the English language courses for developing your writing skills?	Yes	40	89
	No	5	11
Do you have goals to improve your writing skills in the future?	Yes	43	95
	No	2	5

Langan (2001) highlights the four basic principles that must be learnt by the students to write effectively: start with a clear point; provide logical, detailed support for the point; organize and connect the supporting materials; then, revise and edit so that the sentences are effective and error-free. Therefore, a series of questions to find out students' attitude towards writing skill is very necessary to see what students prepare before writing. Table 1 shows the questionnaire administered to the students and the number of respondents at each degree of response. In fact, a large number of students do not feel confident to express their ideas in writing (94%). All of them cannot write on any topics easily; however, they like the ways in which they are taught to improve their writing English skill (67%). Nonetheless, some students reveal that they like the English language courses for developing their skill (89%). This reflects the fact that the students are aware of the importance of writing skill in their English learning. Besides, most students have goals to improve their writing skills in the future (95%), they answered that they would learn to enrich their vocabulary and grammar, and practise their writing skills more. On the other hand, 33% of students do not like the ways in which they are taught to improve their writing English skill. The minority reveals that they feel confident to express their ideas in writing (7%); Some students do not like the English language courses for developing their skill (11%). Furthermore, a few students do not have goals to improve their writing skills in the future (5%) because they thought that English is not necessary for their life and their jobs.

Anyway, the collected results partly express the students' attitude towards writing in English and they help the teachers have ways and adaptations in their teaching to improve the situation.

Student's preparation to study writing

Question: How much time do you spend on self - study writing at home?

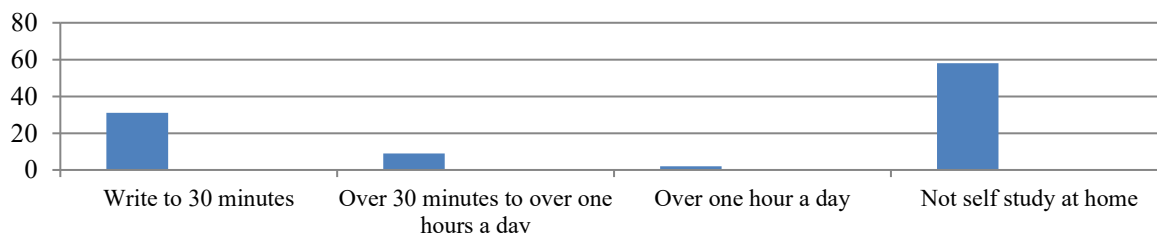


Figure 1 Amount of time students spend on writing a day

The results from figure 1 show that not many students spend their time on practising writing skill. Only 31% of students' self-study writing skill in 30 minutes a day and 9% of students spend from 30 minutes to over one hour a day for studying writing at home. In contrast, many students (58 %) spend a little time for self-study at home. Self-study at home plays an important role because it prepares students knowledge before coming to classroom, and then helps students review what they learned. No practicing writing skill regularly maybe the cause of poor grammar, limited vocabulary and inability to write of some students. As a teacher of English writing skill, my experience is that the more time students spend on practice writing skill, the better improvements they get for grammar, vocabulary and creativity to write. In classrooms, the amount of time for learning English is fixed as schedule and it cannot afford the demanding. Furthermore, the topics of writing lesson in textbook are sometimes quite difficult for students as well. The teacher realized that students have difficulties when dealing with the topics of writing lessons in textbooks. In fact, many topics require students with a large source of vocabulary and broaden understanding of social knowledge. Therefore, it is very important for students

to spend time on practising writing skill everyday as Nunan (2006) defines that writing is a combination of process and product.

Question: What do you do before starting to write?



Figure 2 Tasks students do before starting to write

Based on Figure 2, we can see that 15% of students list and choose the main ideas before starting to write. Only 5% of students discuss with friends while 7% of students even do nothing, just write naturally. If students do nothing before writing, they may write disorderly, employ grammar sloppily, and even have nothing to write. However, 73% of students get information from Internet or books; this can help them get a lot of useful information to support for their writing. Pre-writing stage is extremely necessary; it is a compulsory step in writing process [22]. According to Hewings and Curry (2003), there are many tasks students need to do before writing in which brainstorming and student discussions are helpful strategies that may be used to collect and gather ideas effectively. Unfortunately, very few students do these before starting to write. Most of the students try to get information from Internet or books. This situation brings teachers some worries and thinkings. Students depend too much on Internet and materials and this makes them become passive and lazy in their learning. White & Arndt (1991) and Williams (2003) stated that making an outline during the pre-writing stage and specifying the task/planning and outlining/collecting data or making notes are useful strategies that help students improve their writing very much. Students' writing products are from their mind and they are really authentic. One advice for them is that Internet and books should be considered as a reference source. Students must be active and do a combination of many tasks before starting to write. Hence, their writing will be more effective and improved day by day.

Question: Except for textbook, what materials do you have for writing?

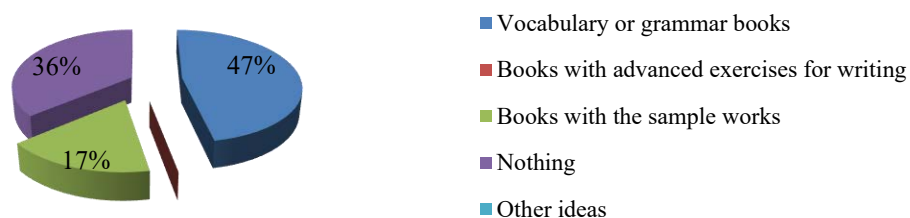


Figure 3 Materials that students often use to support their writing

Figure 3 indicates that a lot of students (47%) use vocabulary or grammar books for practising writing skill. There are 17% of students using books with sample works effectively. Perhaps, the time

of writing inside classroom is not much, and teachers cannot solve all of the exercises. In this case, books for writing are supporting tools which can help students consolidate what they have not mastered in classroom. However, 36% of students do not have any books for writing, except for the textbooks. This also means that students do not carry out works such as enlarging the knowledge of grammar, imitating writing styles and learning to use correct words in the context of writing from the textbook. It seems impossible that students can improve their writing skill. This is also the reason why students have difficulties with vocabulary and grammar in writing.

It is true that students lack material sources to improve their writing skill. The cause of this case can be explained that Quang Binh is a poor province in the middle of Vietnam. Many students come from highland and rural areas. Students have financial problems for supporting their study. They only buy basic books to serve their study. They cannot be afforded for many reference materials. This influences their learning results very much.

Table 2 Factors needed for students to develop their writing skill

The factors to improve writing skill

What factors are needed for non - English major Freshmen to develop their writing skills?	Count	Rate %
A. Writers' motivation	8	17
B. Background knowledge	30	67
C. Teaching methods	7	16
D. Other ideas	0	0

Table 3 Activities need to improve

What should you do to improve your writing skills?	Count	Rate %
A. Practice writing English at school and at home	22	49
B. Use more strategies in writing	5	11
C. Enrich your vocabulary	17	38
D. Others: - Improve grammar about tenses - Read more materials that help to improve writing in English	1	2

According to Table 2, students (67%) answer that the most important factor needed for non - English major Freshmen to develop their writing skills is the background knowledge (vocabulary and grammar) of English because they (vocabulary and grammar) are extremely important for writing. A case at Quang Binh University is that over 70% of freshmen who are asked to take the yearly English input tests fails in the tests. They are required to pass the English level of A2 (referred to CEFLE frame). Obviously, students' background knowledge of English is very low. Teachers meet many difficulties in trying to help students improve their English learning. Furthermore, only 16% of students reply that teaching method is the factor that they need to develop their writing skill. In fact, teaching method always plays a very essential role in every classroom. Writers' motivation is the element that helps students produce ideas and provoke creativity to write. Poorly, only 17% of students admit its role.

The results from Table 3 reflects that 38% of the students said that they should enrich their vocabulary to improve their writing skills. Besides, to enhance students's writing skills, students must improve English grammar and read more materials. Anyway, 49% of students are aware of practice writing English at school and at home.

By questionnaire and observation, the researcher realizes that although students are introduced a lot of vocabulary before writing, they do not have enough vocabulary to write. They continually ask teachers about new words and make a lot of mistakes of using vocabulary when writing. There might be many reasons leading to this problem. Firstly, many students spend a little time for self-studying writing skill at home. Secondly, students do not know ways to learn new words effectively. Students often learn vocabulary just by focusing on English meanings without learning the word classifications and the uses of the words.

Another problem that students often have related to grammar. Students found it hard when encountering with the lessons that have many complicate grammar points. Otherwise, two important things, which make students difficult to learn, include the lack of ideas and the inappropriateness of topic. In addition, students think that the lack of materials for consulting and the limited help from teachers are also difficult problems in their writing. The reasons for these problems are that students do not approach necessary materials for writing; spend little time for studying writing and not being interested in it. Writing skill is never easy skill, as according to Zamel (1993) and Raimes (1985), the process of writing is seen as a recursive and complex process.

CONCLUSION

Writing is one of the indispensable things in studying English. It is one of the language skills students have to learn in their learning process. However, the result shows that many students are not aware of the importance of studying writing skill. They even spend a little investment in this skill. This leads to the low quality of studying writing skill in many schools. By observation and data analysis, the researcher describes the reality of students' learning writing skill, and the main problems were pointed out.

Firstly, students are in shortage of vocabulary because their ways of learning are not really effective. Secondly, students meet a lot of difficulties when facing with English grammar structures because they spend a little time on studying as well as approaching necessary materials for grammar. Thirdly, students are not interested in writing topics. Fourthly, students do not have many chances for being corrected. Fifthly, students' sources of materials are not rich. Lastly, the time for writing skill in schools is not enough for students to practice. The results of research also reveal that many students made a lot of mistakes in writing English, especially in using grammar structures and lack of materials for research are the main reasons of this problem.

With the discovered causes, the researcher recommended some solutions to these problems like reading books, playing games, creating the vocabulary themes... to increase vocabulary. In addition, learning in groups should be established for correcting errors and practice grammar. Moreover, changing some parts in writing lessons can help students feel less pressure when studying writing skill.

RECOMMENDATIONS

It is not very easy to draw general recommendations based on the findings of this study that investigated a small group of participants; however, relevant solutions or suggestions may support to some extent.

To enrich vocabulary, learners should spend more time on improving this. They should follow a good ESL learners' English to English Dictionary such as Oxford Advanced Learner's Dictionary to look up the meanings of unknown and difficult words. In addition, students should maintain a diary to note down the usage of new words.

Motivation and attitude are not only related to the learners, but also to the teacher him/herself. Curriculum design should be revised for non-departments students. The questions set for the exams should be creative, not repetitive. Improving writing problems should be treated as a long-term job.

Feedback is intended to help our students improve their own writing. The weak students should be divided into small groups and put under the supervision of the teachers for the whole period of their study at the university. It is always helpful to encourage students to use different activities and strategies to improve their writing like keeping a journal or a poster presentation, or using a word processor, etc. The English teachers need to spend a great deal of time on checking, marking and giving feedbacks to their students.

Check writing is a good way as well. After students have written something in English, they should always read it again, either straight away or the next day. When they do this, they will probably see a few mistakes that they didn't notice when they were writing it. Checking the spelling, grammar and vocabulary – have we used a particular word many times? Can we think of another way to say it?

Writing about different topics can help students widen their knowledge. If students write about the same things every day, they could become very bored and they might end up using the same words and phrases over and over again! It is a good idea to find different topics to write about as this will help to widen their vocabulary and will be much more interesting for them. Writing about something you read in a newspaper or watched on TV is a good starting point.

Doing homework is a compulsory task for students. Freshmen's teacher probably gives them writing homework to do. It is really important that they do all their homework as their teacher knows their level of English and will be able to give them good advice on which parts of writing they need to improve most (e.g. vocabulary, spelling, grammar). This is extremely important if you are planning to take an English language exam.

In short, during the time of doing this study, the researcher cannot avoid some limitations. The researcher does not have much chance to attend in all periods of writing in classes. Moreover, the problems and solutions in this research are limited. Anyway, I hope this study may provide students with suitable ways of learning, and then help them obtain the improvements of writing and get more interested in learning writing skill as well.

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APPLICATION OF SKYPE IN CLASS 4.0 TO IMPROVE THE QUALITY OF TRAINING HUMAN RESOURCE

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ABSTRACT

Improving the quality of human resource training is the most important mission of each educational institution. Therefore, in the era of 4.0, teaching methods need to change in the direction of applying information technology. Skype application is an effective tool to help improve the quality of teaching and learning for both teachers and students. In this paper, the author has introduced the functions of Skype that can be used in training, analyzed the achieved results after applying Skype into teaching, and proposed some possible solutions to improve applicability of Skype into human resource training.

KEYWORDS: Skype, Human resources, Training

INTRODUCTION

The world has changed dramatically and is turning to a new page with breakthrough achievements. Vietnam has made great leaps in recent years. In particular, Quang Binh – a small province in the middle of Vietnam-is blessed with many amazing tourist attractions, now is developing at an awesome pace. However, in the context of many economic and politic fluctuations in the world and Vietnam, associated with the shift from the traditional economy to the digital one, the factor that plays a central role in making this development stable is the high quality human resources (Kusluvan et al, 2010). One of the most important solutions to improve the quality of human resources is incorporating information technology applications into teaching students (Zhuang & Nie, 2005).

With the revolution of 4.0 – everything is connected to the Internet, information has exploded, so the process of transmitting knowledge and experience among people also needs to be changed accordingly. The release and development of smart devices enable people to enjoy the benefits, which helps acquire the knowledge more quickly and shorten the distance. In the educational sector, the application of IT brings such positive effects in teaching and becomes increasingly popular among schools. The classroom connected with Skype means joining in online communities. It helps teachers inspire the future global generation through learning using Microsoft's Skype tool in class 4.0. Skype has helped connect classes from different cultures, contributing to global and local dialogues on learning forms such as in case studies, experiments, discussions, and dialogues.

In line with this trend, being aware of the importance of applying IT into education, the author of the present investigation has experimented with the use of Skype to improve the quality of human resource training at Quang Binh University.

MATERIALS AND METHODS

Literature review of training tourism human resources and Skype application in teaching

Human Resources

It can be said that the concept of human resources is no stranger to our economy. So far, different researchers have come up with different concepts about human resources. Some concepts can be raised as follows:

Tracey (1994) defines human resources as "The people that staff and operate an organization," as contrasted with the financial and material resources of an organization.

According to Begg, Fischer & Domhusch (1995), human resource is understood as the entire qualification accumulated by people, which brings future generation incomes.

Schultz (1961) maintains that human resources obviously have both quantitative and qualitative dimensions. The number of people, the proportion who enter upon useful work, and hours worked are quantitative characteristics. I shall neglect these and consider only such quality components as skill, knowledge and similar attributes that affect particular human capabilities to do productive work. "It is the skilled individual who should be placed in the category of capital." (Fisher, in Kiker, 1966, p. 488).

Tourism human resources

According to Nguyen Van Luu (2016), the concept of high-quality tourism human resources is understood as a special part of tourism human resources, including those who graduated from college or university or higher, have responsibilities of state management of tourism, tourism career activities (tourism research and training), tourism business administration and skilled workers, artisans, direct tourism human resources ranked from level 3 up, who are working in the fields of tourism, making practical and effective contributions to the sustainable and responsible development of the tourism industry.

Nguyen Van Manh (2006) states that human resources in the tourism industry are understood to include all personnel directly and indirectly involving in the process of serving tourists.

Human resource training

Human resource training is a type of organized activity, carried out for a certain period of time and aimed at bringing about changes in human personality and capacity. McNabb (1994) confirms that education and training may have an important impact on a person's values, attitudes, norms (socialization effect), on motivation and expectations (psychological effects), and on behavior.

Application of Skype to teaching

What is Skype?

According to Walsh (2013), text chat tools, audio chat (voice chat) or video chat have been booming around the world, but Skype is still a "monument" of online communication. This is a typical tool to help teachers and students contact each other in the fastest, most economical way (most cases are free). Lim, Pellet, and Pellet (2009) observed that shooting and editing digital video is a powerful way to help students develop various skills, such as research, communication, and decision-making. The scholars asserted that digital video enriches university classroom curricula and enhances authentic, meaningful pedagogical experiences.

Besides, Skype also provides a service called Skype in the Classroom. This is a very unique service that not only helps teachers and students interact with each other but also extends the interaction among classrooms across countries. The learning will be broad open, competitive and a lot more

attractive with this tool. Skype service is free to use, now very popular and easy to use. It brings positive and creative effects in organizing connecting classes at home and abroad.

Applying Skype into teaching

Through the Microsoft education community website, teachers from around the world participate in online learning through Skype in classroom to exchange classes with each other, to share knowledge or exchange cultural understanding, collaborating on projects. There are 4 tools in Skype in class room that teachers can choose to connect such as "Skype lessons", "Mystery Skype", "Virtual reality tours" and "Guest speakers."

Skype lessons: Skype lectures are delivered by a Skype expert, in the form of a slideshow file. Instructors will speak in front of the camera and can also use screen sharing function, and answer and ask tasks.

Mystery Skype:

As an educational game, connecting two classes in two different countries, teachers have already known the location of students but not students. The goal of "Mystery Skype" game is to locate the classes, the students will have to ask questions with the Yes or No answer form.

Virtual reality tours:

As an educational game, connecting two classes in two different countries, teachers have already known the location of students but not students. The goal of "Mystery Skype" game is to locate the classes, and the students will have to ask questions with the Yes or No answer form.

Guest speakers:

Invited teachers or experts can deliver Skype lessons without creating a Skype Lecture page. Based on the profiles of visiting experts, teachers can ask them to take part in the classroom activities if their specialization and experience are consistent with the subject matter. This is a great feature for professionals to share their knowledge.

Identify teaching method of training tourism human resources in Vietnam in general and Quang Binh University in particular

Nowadays, improving the quality of training is an urgent need of society for training institutions. It is the survival that has a strong impact on the quality of training resources for social development. Among many solutions of improving the quality of training in Vietnam, innovating teaching method is considered a very important step in all educational institutions (Whitelock, 2014). The method of training human resources at Quang Binh University today is still the presentation method which is elaborated below.

The teachers may teach slowly, and students listen and take notes relying on some tools like Laptop, projector or Power Point software.

The passive learner acquires one-way knowledge. Teachers impart knowledge to the learners within the framework of the prescribed textbook and lecture. Students are usually taught about places, historical relics or practical situations in the style of copying or recording what they have heard. Passive absorption of knowledge eliminates the creative thinking of learners, turning learners into hearing aids and copiers.

Framed, imposed knowledge: The curriculum, subjects, and modules are standardized by educational management agencies and implemented by educational institutions as 'training' laws. The instructor decides the learner's destiny through the subjects, imposed lectures. Both the test questions and the marks are decided by the teachers. Students learn one-way, do exercises according to the general rules of examiners, which leads them to the tendency of closed thinking and lack of creativity.

Teaching in the form of cramming knowledge “everything is known and everything is not known”. The amount of the knowledge students can absorb depends on their consciousness, learning attitudes and they just need to have passing scores in the mid-term or final exams. The consequence of cramming knowledge learning is to cope with the exam, just to pass it. Therefore, “everything is known” but learners cannot understand the nature of content profoundly and they are not able to use or apply their knowledge to their future careers.

Lots of learning but little practice: Studying in classrooms at schools is still the main learning method of most of the training institutions today. The students hardly have an opportunity to put their knowledge into practice. They just carry out their duties mainly in the traditional way through specialized internships, end-of-course internships. In essence, it is only schools’ formal regulation because the practicum periods are short, and the content is simple. Therefore, it is not enough to gain professional skills, ethical and professional qualities for learners.

In short, the traditional ‘teacher-centered’ method based on the process of gaining knowledge from teachers’ textbooks and lectures is popularly practised in many schools. During the learning process, students are able to memorize as much knowledge as possible, because the test is assessed by the ability to ‘remember’ not to focus on the knowledge application. This learning method has been used for a long time. This shows that it is not an appropriate and effective teaching method today any longer.

Developing high-quality resources requires radical and comprehensive renovation of education and vocational training in the opening direction, integration, building an active learning society, developing comprehensive capacities and physical strength, personality, ethics, lifestyle, a sense of respect for the law and civic responsibility. One of the solutions to improve the quality of resources is to renovate teaching methods.

Propose new method of applying Skype in class 4.0 to improve the quality of training human resources at Quang Binh University.

The Skype setting, being free from time and constraints makes access possible to various people, enables faculty members to analyze their obstacles in their own time, to learn via an option providing modality and to learn autonomously. It could be said that faculty members learning soft skills and practical knowledge through educational Apps feel more independent than those learning in a face-to-face class.

Firstly, one useful tool of Skype is "Lessons with Skype". Lectures are done by Skype experts with slideshow files. Instructors will speak in front of the camera and use screen sharing function to fulfill *answer & ask* task. Teachers can teach students in other countries. Thus, Vietnamese teachers can teach foreign students from other countries like Thailand, the Philippines, Russia, USA, etc. to exchange teaching content or teach both classes simultaneously. For example, both classes are assigned to a case study where tourists may experience some rare problems such as being allergic to food, room spray perfume, shampoo, soap that the hotel has provided. With these mentioned hypothetical situations, the teachers of two classes are the bridges to suggest, absorb and synthesize to convey the content of the lesson with students in other countries. In addition, if either university does not have enough facilities for students to have practical experience, thanks to this tool, learners can also observe the practice from their friends through the screen to easily imagine and apply in reality.

Secondly, the next tool is Mystery Skype. This game connects two classes in different places, in which teachers have already known each other but the students have not known where their friends are from yet. They are just allowed to use yes/no questions to ask and guess the name of your country. The questioner must mobilize his creativity, imagination and thinking to have meaningful, intelligent questions and get the quickest and most reasonable answer. This program gives learners a lot of

excitement and increase interaction among students as well as provides them with exciting classroom atmosphere to proactive in their learning.

Thirdly, virtual field trips are a very effective tool. It helps shorten the distance and increase the visualization of each lesson. Although teachers are from different countries, they can talk about the content of upcoming lessons to convey to students in both countries. Tourism students will be able to visit many places around the world introduced by the natives or by experts. Therefore, the tourism students have an opportunity to visit many places without moving, which helps them enrich knowledge of such places as customs, practices, traditional festivals, hobbies and indigenous peoples' lifestyles. The practical experience may enhance students to have expressions when they graduate and go to work in the future. With this learning tool, teachers of Vietnam, Thailand or countries in the region can share the similarities, differences, strengths or weaknesses of many fields such as economy, society, agriculture, culture, tourism, etc.

Lastly, lecturers can register as speakers in their field of expertise. Speakers here can understand in the sense of expert. With this tool, teachers can share their experiences and insights with a wide range of subjects including foreign teachers or students of different ages.

In Vietnam, there are a number of institutions and universities that have agreed on creating conditions for teachers to apply Skype in the classroom. Quang Binh University (QBU) always encourages lecturers to apply modern and effective software into teaching, especially Skype. At QBU, just about 10 teachers have actively applied this tool. However, most of them are foreign language teachers and very few people in other faculties. To start the campaign of applying Skype in teaching at the Economic – Tourism Faculty, a pilot program with 2 basic subjects: Marketing and Human Resource Management has begun for 6 months. The program is implemented through the following steps:

Before (pilot) program:

- For lecturers: Instructors prepared a complete profile to share with the teaching community on education.microsoft.com. Then, they had to improve skills of using technology devices in order to be proactive during the teaching process. Meanwhile, their other duty was to introduce the Skype to their students to help them get ready for upcoming classes. In addition, teachers had to prepare and check the quality of all facilities before class.

- For students: They were supposed to get ready for communicating, sharing and exchanging knowledge with their friends in many places. Besides, learners were supposed to equip themselves with knowledge of the upcoming lessons.

During program

- Teachers were responsible for (1) connecting all students; (2) keeping the atmosphere of the class exciting and (3) making the conclusion of problem at the end of each lesson.

- Students played the main role in Skype classes; they had chances to actively monitor, provide critical comments and exchange freely with all friends in the classroom and via screen.

RESULTS, DISCUSSION AND CONCLUSION

Results

Survey results

- More than 90% of the total 85 students participating in Skype classroom reported being excited and satisfied with the quality of the lessons.

- 5% of students did not like the noise of the classroom

- The rest had no comments.

Exam results

- To case studies: the students proposed more creative and effective solutions associating with practical cases.

- The students getting grade A increased from 15% to 32%, and grade B from 30% to 45%. The number of grade C decreased from 55% to 23%.

General assessment

The above results have proved that the application of Skype in classroom 4.0 in the Economics and Tourism Faculty has been effective, initially contributed to the promotion of learners' positivity and improvement of the access to practical cases for Tourism students at Quang Binh University

Conclusion

Through the application of Skype in class 4.0 at Quang Binh University, the researchers have found that this model has helped improve the quality of tourism students at Quang Binh University as follows: Firstly, the model has partly solved the problem of limited teaching facilities for practical training at Quang Binh University because students could observe assumed real-life situations at other schools through the function of Skype software. Secondly, students had an additional communication environment to practise speaking in public and presenting opinions.

Based on the above research results, some suggestions have been discerned:

Skype which is an effective method which helps the teaching and learning of Quang Binh University has become more attractive and interesting. In order to develop this method to be more effective, the universities need to have better technical investment such as (1) high quality wifi network; (2) good quality speaker system for clear sound transmission; (3) high quality projector system and high solution screens.

In addition to the facilities of the training institution, a number of factors that deserve attention include:

1. Teachers must have deep and broad knowledge in the fields of their teaching in order to communicate with students or exchange with lecturers from other countries.
2. Universities should allow lecturers to be flexible in arranging their schedules so that sessions in classes can be connected with other countries.
3. The Departments and branches may have guidelines and policies to create favourable conditions for lecturers to study and improve their knowledge of information and technology.
4. Joint training among institutions across the countries and the regions may bring better quality of education, especially tourism human resource training.

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A STUDY OF PROBLEM CONDITIONS IN SELF-HEALTH CARE OF THE ELDERLY IN UDONTHANI PROVINCE, THAILAND

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ABSTRACT

The aim of this study was to explore the self-care problems conditions of older persons living in Udonthani Province, Thailand. Data were collected by in-depth interview of 16 key informants whose responsibility are to provide health care services for the elderly who living in Udonthani Province. All data were analyzed by using content analysis method. The results of the study were as follows: 1) Self-responsibility to take care of themselves still rely on hospital services, 2) Seeking faulty information for self-care from social media, 3) Poor in self-management, self-monitoring of self-health care, 4) Polypharmacy which enhance adverse drug reaction, 5) Poor eating according to the main nutrient 5 food group and 6) Less physical activities lower than standard recommendation 150 minute per week.

This study was expected to broaden the understanding of the local context and how they manage their health conditions. Furthermore, this could contribute to develop policy and strategy for Udonthani older persons which could help them to manage their way of life and prevent or delay age-related complications. Thus, the health care giver should focus on each older person and evaluate the patients to facilitate greater understanding of the elderly's knowledge structures to have the plan for health education in accordance with their individual conditions, circumstances and culture.

KEYWORDS: Self-health care, The elderly, Problem Conditions

INTRODUCTION

Population ageing and the well-being of older persons are currently major emerging challenges of the 21st Century. Thailand is currently ranked the third most rapidly ageing population in the world. The number of people aged 60 and over in Thailand now stands at about 13 million, accounting for 20% of the population. Population ageing is a relatively new occurrence for Thailand; it was just in 2001 that Thailand became an ageing population with more than 7% of the population over 65. By 2050, Thailand's aging population is expected to increase to 20 million, accounting for 35.8% of the population. This means that out of every three Thais, one will be a senior citizen.

Thai government has been giving very serious attention to ageing issues. This was clearly indicated by the adoption of the Second National Plan for Older Persons covering 2002-2021, the prominence of ageing issues in the 2012-16 National Economic and Social Development Plan, and a 2015 establishment of the Department of Older Persons with expanded authority to carry out programs to support elderly Thais.

About the National policy on older people: In 1991, as the United Nations Assembly recognized elderly rights with respect to autonomy, involvement, care, self-satisfaction and esteem, Thailand established the "National Committee of Senior Citizens." The government's current policies and programs are in line with the Second National Plan for Older Person (2002-2021).

This plan focused on the development of policies and programs to support older persons. Some successful program activities are highlighted:

Promoting a positive attitude toward elderly persons

Promoting health for the elderly

Social protection for the elderly

The 20 years National Strategy for 2018-2037 was created in Thailand to prepare for an aging population focuses on human resource development and social equality development. **The Act on Older Persons was revised in 2010**, and the comprehensive ageing policy aims to improve quality and equality of education, promote savings and creating good practice in elderly orientated communities. The aim of the National strategy is to prepare for an aging society, across social, health and living.

Udonthani is one of the major cities of the Northeastern of Thailand with population of 1,575,311 people. The amounts of older person are 208,421 which account for 13.23 %. Hence, Udonthani had reached the status of an ageing society. The study self-care in the elderly concerning Northeastern socio-cultural context are still minimal. Thus, the result of this study could be benefit for policymaker in order to respond to the elderly's healthcare needs and increase their chance of having sustainable health.

Purpose of the study

To study the Self-Care problems of the elderly living in Udonthani province, Thailand. Such understanding could be further used to develop policy and strategy to deal with health care problems in the elderly in consistent with Udonthani's socio-cultural context.

MATERIALS AND METHODS

Scoping and Study site

The qualitative method was applied in this study. Firstly, by reviewing previous documentaries and records concerned as a guideline. Secondly, by investigating the key factor of self-care of the elderly living in Udonthani, Thailand.

Sampling and Data Collection

Sixteen key informants including Doctors, Register Nurses, Practical Nurses, Public Health Academics, Pharmacist, Physical Therapists, Health care volunteers whose working experience 10 years or more. They have willing to talk about their experience to an interviewer. This type of sample is purposeful, key informant selection is based on the study's need to ensure authentic, useful and rich data.

Methodology

Instrument

Semi-Structure Interview Guide was used as an instrument. In qualitative research, the researcher is also an instrument. This concept of human-as-instrument has been applied in data processing and confirms the result with respondents in the field. During data collection and analysis process, the researcher needs to develop characteristics that ensure sensitive responses to all personal and environment cues in the fieldwork. Further characteristics are adaptation to multiple situations and taking a holistic view. In this current study, the triangulation had been used to confirm the validity between the data from interviewing and observation.

Data collection and Analysis

The data was primarily collected from in-depth interview with key informant at their working place. The field work including preliminary observation was done by the researcher observation and in-depth interview. This study uses a qualitative method to study self-care problems in the elderly. Data collection was conducted by both semi-structured interview (SSI) and analysis of secondary data on environmental problems.

RESULTS, DISCUSSION AND CONCLUSION

The results of this study provided useful information to understand the problems of self-care in the elderly living in Udonthani, Thailand that could be benefit for the development of strategy to deal with these problems in consistent with Thai North-Eastern socio-cultural context of Udonthani. 1) Most of the elderly still lack of self-help, Self-reliance, and Self- management of their health. The incidence of chronic disease is increasing with age. Normally, according to Thai tradition, older people believe that doctor know every things and they should do as what doctor said, but the true success in sustainable health is not possible without self-care and self-reliance which consistent with Schmidt et al., (2011) successful self-care requires knowledge about the condition and what needs to be done. This study was also in line with Sane (2015) that the results found Self-management are a key to successful treatment because this program improves the self-management behaviors. Older person also can monitor his or her condition, understand themselves emotions and adjusts all emotional changes. Therefore, patients with chronic disease can maintain a satisfactory quality of life. 2) In this study, many of the key informants reported the use of herbal products which introduced by their families, neighbors. The implications for this belief suggested that healthcare services need to be patient-centered and holistically care. Health care providers usually warned clients not to try traditional medicines, because self-experiment by people usually not reliable enough to produce valid results. Thus, the results sometimes worked and other times did not. It is necessary to further explore the uses of herbal product in scientific ways to produce valid and reliable results. However, the information come from many unofficial sources that good or not good, sometimes it is wrong. Because this information may be come from unorthodox Internet, orally from the other people, or ask the other person are not health care professional. So, the role of health care provider plays an important role in health education. Besides, in this study, many key informants indicated that the doctors in hospital do not have enough time to educate them and patiently listen to their question, so the doctors spend 3-5 minutes with them and they just gave the medication. 3) Poor in self-management, self-monitoring of self-health care. With aging, the burden of chronic illness particularly NCDs (non-communicable diseases) is magnified by the fact that chronic condition often occurs as comorbidities. NCDs are now the major cause of death and disability of the elderly worldwide. Self-management is a key to successful of self-care because this program improves the self-management behaviors. The elderly also can monitor his or her condition, understand themselves emotions and adjusts all emotional changes. Therefore, older person with chronic disease can maintain a satisfactory quality of life. 4) polypharmacy or the concomitant use of five or more medications this study was consistent with Ruangritchankul (2018). Polypharmacy, which is one of the common problems among the elderly in Thailand, profoundly impacts on patients' morbidity and mortality. Therefore, physicians should concern associated factors as well as appropriate drug administration to prevent polypharmacy. 5) Nutrition is recognized as an essential component of self-care practice for the elderly. Most of the key informants reported that it is difficult to give up the preference food such as milk coffee, black coffee with sugar or some kind of juice with sugar. Nutrition is an important element of health in the older population and affects the aging process. The prevalence

of malnutrition is increasing in this population and is associated with a decline in: functional status, impaired muscle function, decreased bone mass, immune dysfunction, anemia, reduced cognitive function, poor wound healing, delayed recovery from surgery, higher hospital readmission rates, and mortality. Older people often have reduced appetite and energy expenditure, which, coupled with a decline in biological and physiological functions such as reduced lean body mass, changes in cytokine and hormonal level, and changes in fluid electrolyte regulation, delay gastric emptying and diminish senses of smell and taste. In addition, pathologic changes of aging such as chronic diseases and psychological illness all play a role in the complex etiology of malnutrition in older people. Older people are at an increased risk of inadequate diet and malnutrition, and the rise in the older population will put more patients at risk. Inadequate diet and malnutrition are associated with a decline in functional status, impaired muscle function, decreased bone mass, immune dysfunction, anemia, reduced cognitive function, poor wound healing, delay in recovering from surgery, and higher hospital and readmission rates and mortality. 6) Less exercise. They lack of interest, lack of motivation, and not convinced that exercise is important. Older people are likely to have more or less disabilities. Due to impairments affecting vision, hearing, mobility, communication, cognition, emotion, behavior, intellect, or learning, those with disabilities are restricted in terms of daily task performance or participation in social activities. When a person with a disability experiences a health problem, it can exacerbate the impact of the disability on his/her life. This finding is in line with that of a previous study (Cott et al., 1999) in which disabilities were associated with poor health. For policymakers and healthcare providers, it is particularly challenging to promote healthy aging among older people with disabilities. People with disabilities in Thailand have less opportunities to access healthcare services (Bualar, 2015; Viripromgool, Ksarntikul, Thammaapipol, Suthisukhon, & Peltzer, 2014). Moreover, Thailand has limited facilities for the disabled (Suttajit et al., 2010). This claim is supported by the WHO (2016e), which has noted that health promotion and prevention activities rarely focus on disabled people. Health promotion based on human rights emphasizes available, accessible, acceptable and quality healthcare services (Backman, 2012; United Nations, 2000). Older people's right to healthcare entails an integrated approach that combines elements of preventive, curative, and rehabilitative care to promote physical and psychological health (United Nations, 2000). However, people with disabilities may struggle to receive appropriate care and health promotion services. Therefore, this group of people should be the highest priority when promoting healthy aging. Ensuring that older people with disabilities have access to healthcare services and health promotion programs is important. Furthermore, social welfare services should extend to older people with disabilities because these people have very low incomes, as well as restrictions that hamper their participation in life situations (Viripromgool et al., 2014). Therefore, policymakers and healthcare providers should target this group when promoting healthy aging to reduce health disparities.

CONCLUSION

Population ageing and the well-being of older persons are currently major emerging global challenges of the 21st Century. Self-health care is the cornerstone of sustainable health. To understand the real problems of self-care of the elderly is essential for developing policy and strategy to cope with this problem in accordance with socio-cultural context of the Northeastern province, Udonthani, Thailand. The study reveals 6 main problems as follow 1) Self-responsibility to take care of themselves still rely on hospital services 2) Seeking faulty information for self-care from social media. 3) Delay in self-monitoring of abnormal symptoms 4) Polypharmacy which enhance adverse drug reaction 5) Poor eating according to The main nutrient 5 food group 6) Less physical activities lower than standard

recommendation 150 minute per week. The results of this study will be useful for policymakers, who can apply this to enhanced understanding of healthy aging to develop healthcare practices that promote healthy aging. A tailor program should be developed for the elderly in accordance with their individual conditions, circumstances and culture. As the Goal of the National policy that older persons are valuable resources who should pass on wisdom and experience to younger generations. People should be aware of the importance of older persons, so that they should receive greater opportunities to make use of their knowledge and experience in working for society.

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THE STUDY OF THE FOURTH GRADE STUDENTS' LEARNING ACHIEVEMENT IN USING ACTIVE LEARNING ACTIVITIES

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ABSTRACT

The purposes of this research were to study learning achievement and compare the students' pretest and posttest scores of learning English of grade 4 students before and after using active learning activities. The target group consisted of 33 students studying in grade 4 at the Demonstration School of Udon Thani Rajabhat University under the Ministry of Higher Education, Science, Research and Innovation in the first semester of the academic year 2019. The research study employed a one group pretest-posttest design. Research instruments included 8 lesson plans using active learning activities and the learning achievement test. The mean, percentage, standard deviation and t-test for dependent samples were used for data analysis. The findings of this research showed that the students' learning achievement was higher after the innovation, that is, pretest and posttest score were 6.09 and 7.61 respectively. Moreover, the results revealed that the students' learning achievement using active learning activities was significantly different at the .01 level.

KEYWORDS: Active learning ability

INTRODUCTION

Globalization serves the significant part in society as a consequence learning English plays a vital role in daily life. English is learned as a foreign language and equipped to gain new knowledge among every country. Hence, it might be beneficial to encourage students learning English in order to enlighten some new notions, to apply an occupation as well as to negotiate in globe. Moreover, English provides us culture diversity, thoughts, economy, politics and other aspects. Attitude towards learning English and language acquisition will also help widen learners' vision (Ministry of Education, 2008: 1).

On the other hand, English instruction is essential element to communicate which is similar to learning the first language or mother tongue from parents or babysitters naturally. Therefore, basic language learning emphasizes on language activities which is basic daily life English conversation and negotiation in several situations. In fact, language learning achievement also included methods as follow; describing, narrating, giving opinions, criticizing, evaluating, analyzing and synthesizing (Jantakut, 2019).

With this essence, English learning management under the policy of Ministry of Education, which stipulates that English is taught as a foreign language for all ages to strengthen communicating capabilities and creativity, was design appropriately in order to share fruitful information and to help learners comprehend their knowledge.

As stated by Dr. Thirakiat Chareonsetthasil, Minister of Education (2016), productive English educational management places an emphasis on, the integration instruction and English communicative comprehension through learning activities.

In addition, sufficient learning materials lead to learners and instructors' cooperation. According to the policy of Thai Education 4.0, educators should sustain English learners' achievement and appropriated, earning management is selected wisely. Consequently, active learning strategy could be applied if properly used in order to improve students' learning ability (Ministry of Education, 2002).

Active learning activities were beneficial for learners' cooperation. This sustains learners to enthusiastically discuss and participate the activities with colleagues. Kaewchaijaroenkit (2007) claimed that the advantages of active learning were environmental management and cooperation of learners and teachers. Active learning placed an emphasis on dynamic implementation and student-centered learning which encouraged students to be confident and enthusiastic towards English learning

Moreover, active learning corresponds to the National Education Act. It is mentioned about learning contents and activities which is in line with learners' interests and aptitudes. These consider about the diversities of thinking system, management and problem solving through practical activities and other factors (i.e. virtue, morality, value, environmental management, materials, etc.) (Hongsakul, 2016). In brief, the concept of active learning is facilitating student-centered learning and autonomous learning which learners can experience English communication, discussion, creative writing, and can manage learning activities by themselves.

According to the learning achievement report of the third grade students at Demonstration School of Udon Thani Rajabhat University of academic year 2018, the finding revealed that there were five students gain the low score, which was 15.15 percent. Thus, the present study shed some lights on active learning which were selected to improve learning achievement of the fourth-grade students at Demonstration School of Udon Thani Rajabhat University of academic year 2019. This study was conducted in hope of providing guideline for English instructors on the development of elementary education teaching management.

MATERIALS AND METHODS

Scoping and Study site

1. Target Group

The target group of this study consisted of 33 fourth grade students studying at Demonstration School of Udon Thani Rajabhat University.

2. Variables of the study

There were two variables applied in the present study: independent and dependent variables. The independent variable was active leaning activities. Secondly, the dependent variable was learning achievement of learning English. And the content of the lesson plans was Unit 1 My Favorite Subject Topic.

3. Period of the study

The present study spent four weeks. Each week took two hours, eight hours in total.

4. The instruments /the course

There were two instruments of this study; eight lesson plans of active learning activities and a learning achievement test. The course used in this study was Unit 1 of My Favorite Subject Topic of grade four students under Basic Education Core Curriculum B.E. 2551.

DATA COLLECTION AND DATA ANALYSIS

Data collection in the present study included the following steps. First of all, the students took the pretest. Next, the innovation was applied, that is, the researcher taught English using active learning

activities. After eight lesson plans using active learning activities were applied, posttest was correspondingly examined, accumulated, calculated and analyzed. Data analysis employed the mean, percentage, standard deviation, and lastly t-test for dependent samples were used.

RESULTS, DISCUSSION AND CONCLUSION

Results

The results of the study were presented in Table 1 below:

Table 1 The results of pretest and posttest towards English learning of the fourth grade students using active learning activities

Test	n	\bar{x}	S.D.	df	t
Pretest score	33	6.09	2.02	32	14.07
Posttest score	33	7.61	2.06		

**p-value = .01

According to Table 1 above, the results showed that the fourth grade students' English mean score before and after using active learning strategy was 6.09 and 7.61 respectively, The difference of mean score indicated that the score after learning English using active learning activities increased statistically significant at the .01 level.

Discussion

The present study aimed to examine the students' learning achievement and to compare their pretest and posttest scores of learning English Unit 1: My Favorite Subject Topic of grade 4 student before and after using active learning activities. As shown in Table 1 above, the students' English mean score before using active learning strategy was 6.09 or 60.91 percent. However, after participating active learning activities, their English mean score was 7.61 or 70.06 percent. The findings based on the purposes of the study were discussed as follows:

The diversity of active learning activities provided various knowledge and learners could participate which can help them to comprehend leaning language effectively. Moreover, they could link their previous notion with the new knowledge, and then they could create their own new idea. In addition, learners could analyze and synthesize the information systematically. It corresponds to Bonwell and Elson (1991) stated that active learning is leaning process which learners can participate and discuss the what they have learned with the classmate so that this method encourage learner proficiently.

In addition, analysis, synthesis and evaluation of active leaning cultivated significant leaning in order to apply for further studies efficiently. This study was supported by previous studies. For example, Ruangsuwan's statement (2010) that active learning can improve brain potential and concentrate on student-centered learning. What's more, Vachirapanang, Raksakul and

Sombunsukho (2015) investigated learning achievement and compare the students' pretest and posttest scores before and after using active learning activities. The outcome revealed that the score after learning English using active learning activities increased statistically significant at the .05 level. This is consistent with Panklam, Suwanchareon and Tangnara's research (2017) that active learning can improve English speaking comprehension of student teachers and the score after using active learning activities increased statistically significant at the .05 level.

Last but not least, relating to this study, it supported the notions of active learning that it can improve listening, speaking, reading and writing skills. However, the lesson plan of active learning depends on instructors' design. Tienkaew (2000) defined that there were several active learning activities. Teachers

can design the lesson plan correspond to learners' level and communication in the class. For instance, An Information Gap activity is a pair work which provides learners to find partners' missing information through speaking and listening.

RECOMMENDATIONS

Although this study was limited to the pre-posttest research tool, the innovation employed during the study showed that active learning technique is efficiently beneficial for students. Thus, teachers should apply this method in order to improve students' learning achievement with other students' levels. Also, active learning can improve listening, speaking, reading and writing skills. Hence, teachers should provide this with diversity knowledge appropriately in order to help student comprehend English learning and apply it in daily life. For further studies, it might be motivating if further researchers will explore students' learning achievement more on other levels using active learning technique. In addition, it would be interesting if active learning will be studied and compared learning achievement in distinctive teaching in order to enlarge the finding.

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AN INVESTIGATION OF NEEDS IN ENGLISH LANGUAGE SKILLS AMONG LOGISTICS PROFESSIONALS IN THAILAND: AN IMPLICATION FOR DEVELOPING ENGLISH FOR LOGISTICS BUSINESS COURSE

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ABSTRACT

Being as a medium language for communication in various industries, English language plays a vital role in interaction among people in the business world. English for specific purposes (ESP) then are provided to the students worldwide. This study then will attempt to develop the business English course used for communication in logistics business which is one of the core business in Thailand by exploring the needs of English language skills reported those who work for the stated field. The results of the present study will be significant for career planning of the students who plan to work in logistics business together with enhancing their knowledge about English language used for effective communication in logistics business. Also, it will encourage those who are interested in logistics field to realize the language skills and strategies needed when working or coordinating with people in this field. The target population consisted of Thai logistics staff in both local and global logistics companies located in Thailand. The selected global companies are among the top ten logistics companies in the world. The local logistics companies then were randomly selected according to their well-known and experiences in the field. The research instruments are a questionnaire, an in-depth interview, and a field observation. All of them will be checked by the academic and professional experts on the fields. They then are going to be piloted for their validation and reliability. Next, they will be presented to all stakeholders for data collection accordingly. The data then is going to be analyzed. Moreover, conclusion and recommendations are going to make based on the findings of the study. Next, the findings are going to use to design and develop the course syllabus of English for logistics business focusing on the revealed needs. The developed course is then going to be taught for one semester together with providing the pretest, the posttest and the assessment for satisfaction to the learners. Also, the practice is going to deliver to the customer service staff, but in a short course. The results from the pretest, the posttest and the assessment for the satisfaction are then going to be analyzed and reported in order to show the effectiveness of the developed course.

KEYWORDS: Course development, ESP, Logistics, Needs analysis

CONVERSATIONAL RESOURCES AND LANGUAGE LEARNING: THE CASE OF A CONTROLLED DIALOGUE PRACTICE IN THE EFL CLASSROOM

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ABSTRACT

This research article applies conversation analysis (CA) to investigate how conversational resources can be used in learning language. As an initial part of a larger study on role-play and language learning in the classroom, this article focuses on a single case of learners engaged in role-play dialogue practice. First, it examines the excerpted talk-in-interaction in terms of interaction practices through a linear narrative. It then focuses on the occurrence of language simultaneity or overlap to discuss its significance in terms of turn-taking and learner completions of turn constructional units (TCU). Although this particular instance of language overlap occurs in a “controlled” practice situation, it also provides insight into the ways the language of “freer” conversations might be learned and taught through awareness of the grammatical, pragmatic and into national bases of the TCU’s project ability. The analysis suggests that the transition relevance place (TRP) in turn-taking is a key location for a learner to acquire or learn language, and that it offers a conversational resource for learning and pedagogy. Some possible pedagogical implications are considered which include ideas on the design of incomplete utterances, TCU formats, and the general practice of role-play. Finally, the study recommends research on additional classroom instances where learner language overlaps or “other-completed turns” occur, especially in improvised conversational situations.

KEYWORDS: conversation, conversation and pedagogy, conversational resources, conversation analysis, language learning, role-play interactional practices, turn-taking, turn-constructional units, projectability, transition relevance place, overlap, simultaneous speech

INTRODUCTION

The ability for humans to speak is only as simple or complex as the nature of conversation itself, and conversation itself is a social mechanism, described by some sociologists as “- the primordial site of sociality” (Schegloff, 1987). It is therefore a critically important resource for understanding humans as well as their endeavors at language learning. How can “natural” conversation support and inform our pedagogic goals of second language learning? This presumptive goal of making language learning pedagogy more conversational by understanding the nature of conversation is an idea supported by the teaching paradigm of Communicative Language Teaching (CLT) with its emphasis on authentic, meaningfully produced exchanges, student centeredness, and through having interaction as its means and ultimate goal. A general question overarching this conversation analytic study is thus:

1. How can conversation resources or interactional mechanisms be explained and understood to the benefit of language learning?

Conversation Analysis

This qualitative study observes how conversational interaction and the learning of language relate first by understanding how conversation is talked into being by interactants on a microanalytic level. To do this the study employs Conversation Analysis (CA) as an instrument of observation and analysis. The analyst examines interactions and language learning from the insider or “emic” perspective of the interactants. The data is obtained through audio and visual recording of classroom interaction and analyzed through developing fine-grained transcriptions. In terms of CA, the conversational resources we are referring to can be represented in a heuristic model as the interactional practices of turn-taking, sequences, overall structuring, and repair (Figure 1). Particular points of analysis emerge through unmotivated and repeated observation of turn by turn sequences, where the analyst asks “why this, in this way, right now?” (Seedhouse, 2010). Gradually, the analyst forms multiple cases of interest and explores the phenomena through expanding and exploring further cases interpretively.

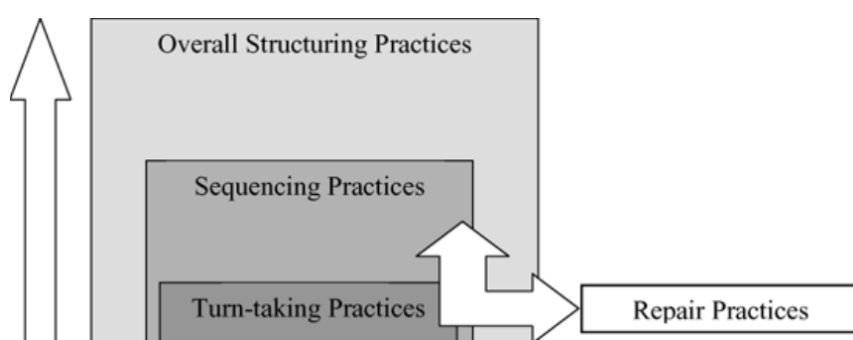


Figure 1 Model of interactional practices (Wong & Waring, 2010)

The terminology of this study is based largely on these practices as described throughout the study and in accordance with current research exemplified by Wong & Waring (2010) among others, which originates from Sacks and Schegloff’s (1974) pioneering work in the field of CA.

CA and Language Learning

This study concerns itself with the subset of CA known as CA for SLA (Markee, 2010) by observing and analyzing EFL classroom language relevant to the acquiring or learning process. The framework of the research observes classroom conversation or “talk-in-interaction” on a case by case basis, during activities involved in role-play tasks, and relates that pedagogic context to the interactional practices with the goal of finding out how acquisitionally productive or unproductive the activities are. These insights should be useful for teachers and learners in many ways such as developing task designs, elicitation, conducting effective repair sequences and in participation management.

Teaching speaking according to conversational resources means directing attention to the conversational sequences of input and repair, as well as many other sequences of conversation that display opportunities or evidence of learning in interaction. In the following extracts this study analyzes conversational resources for learning discovered in classroom interactions from a EFL conversation and role-play course attended by intermediate learners majoring in English at Udon Thani Rajabhat University during fall, 2019.

Case Analysis

This analysis begins with an observation of a classroom role-play activity by presenting an extract with preliminary details of the activity and then provides a linear interpretation of the sequences from the talk-in-interaction. Next, the analyst describes and discusses the phenomenon of interest in terms of interactional practices. Concepts are illuminated through emergent data and the process of interpretation. Additional cases will be extracted and discussed in light of the preceding cases.

Extract 1: A case of a controlled dialogue practice in the EFL classroom

In the following exchange learners are engaged with the teacher, who is attempting to elicit from them student improvised information to a structure from a dialogue script (See appendix conversation *How Long Did You Do That* (Richards, 1995). The learners' conversation is based closely on the language of the script, and preceded by conversations in which students discuss timelines of events from their own lives. The excerpt begins after a reading of the script and as the teacher instructs the learners at line 237 to "take the place of Cathy," a person in the dialogue, relating life events and changes to a friend (played by T) who she has not seen in a long time.

233 T: What are you doing these days?
234 What would you say to that?
235 ((using dialogue script))
236 If I asked you now.
237 T: Put yourself in the place of Cathy
238 Lb: ((with LL speak Thai to interpret))
239
240 Lb: Study study and study
241 T: Ok so that's um:
242 T: ((repeats)) I am just studying studying and say more

243 T: Mm hmm. What?
244 Lb: I::?
245 L2: *I] have been studying
246 T: I have been studying, ok
247 Well, and studying and:
248 T: I might say, O really? I didn't think you would ever go to
249 School (as according to dialogue's language structure)
250 I didn't think you would go to the university=
251 T: You're kidding!
252 ((*quiet background talk*))
253 L2: You're kidding=

253 L2: You're kidding=
 254 Lb: you're kidding ((practicing intonation of disbelief))
 255 T: You're kidding...you're not a good student
 256 LL: [[laughter]]
 257 L1: Well... (hh.) I used to hate [studying
 258 T: [You always hated studying
 259 You've always hated studying
 260 Lb: [[Well, I used to hate studying]]
 261 L1: [[well, I used to hate studying]] but now=
 262 Lb: =but now I love it=
 263 L1: =I love it
 264 LL: [[laughter]]
 265 T: WHA... very good
 266 LL: ((speaking Thai))
 267 T: When did you, When did you change your mind
 268 Lb: **when did you change your mind** ((repeats to self))
 269 Lb: <After I fell in... some subject..
 270 I have to study harder more.

(Klukken, Classroom data)

Linear Interpretation of the Talk-In-Interaction

At the beginning of this excerpt (line 233) the overall contour of the discourse is shifting from a teacher led talk about past events in the learners' lives based on learner constructed timelines to the conversation in a scripted dialogue between Cathy and John. The learners had previously read the dialogue and are being encouraged to use the language structures of the script in relating their own personal details. The class's attention now focuses on the script and the discourse sequences of the script.

The script is referenced as the teacher enacts the role of John in the discourse by prompting the learners with the question "What are you doing these days?" The teacher's identity is also asserted as he instructs the learners with "what would you say to that?" (line 234) and directs them to "put yourself in the place of Cathy" (line 237). By invoking the role of Cathy the learners are now orienting to the discourse of a person in a situation speaking to an old friend whom she hasn't seen in a long time. This situation is significant to the subsequent discourse as the learners in the role of Cathy now need to answer with the second pair part of the adjacency pair. In other words, they need to relate an event in their life which has taken place since last seeing John.

A brief amount of time elapses as learners speak with each other in Thai and orient themselves towards the pedagogic aims provided by the teacher's previous turn.

By line 240 learners have begun to respond. Lb's initial turn is constructed as a phrase of repeated words for emphasis: "study, study, and study" but grammatically incomplete and unlike the dialogue form. T then offers a recast with a grammatically complete sentence structure, which will also align more closely to the dialogue script it parallels. It's important to note that the L's turn, however,

was not in need of correction, standing on its own pragmatically. The T provides it with additional instructional input of sentence formation and to encourage more language production in the conversation. A kind of scaffolded guidance is taking place. T then instructs the learner with “and say more.”

The T is seen here balancing dual identities in the exchange. He plays both the role of the character in the discourse situation and the situational role of teacher who must prompt, provide input, and guide the discourse. His situational identity provides the input of instruction with recasts and repair while facilitating and maintaining the conversational practice. (see Richards, 2006; Zimmerman, 1998 for full discussions on situational, discourse, and removable identities in the classroom.).

Pedagogical input and repair is the byproduct of this identity shifting during the discourse. In this particular situation, the identity of the teacher in this role is more prevalent due to the relatively controlled nature of the instruction at this point. It naturally follows that the T’s pedagogic or “situational” identity will recede as less control is imposed during improvisational sequences.

At line 247 T uses “and...” to prompt learner continuation and frames the next sequence with “I might say...” –thus framing the subsequent discourse as a kind of display discourse that will follow according to the script. With that, the T takes on the identity in the discourse and enters the identity of the conversation partner in the role-play “John,” by remarking to the learner, “I didn’t think you would go to the university,” and provoking as well as modelling the exclamatory intonation of “you’re kidding!” and so forth.

At lines 553 and 254 learners are heard practicing the intonation just modelled. This demonstrates the expressive significance of the intonation especially in this turn.

There is learner laughter and a response emerges as the teacher in the role of John suggests “you’re kidding, you’re not a good student” to which learners appear to be orienting both towards the language of the script and their personalized input subject of “studying” in the new context.

Notably, at line 257 learners begin to replicate and modify the phrasing from the scripted discourse. Their engagement with the practice is intensifying, as connections come about and intensities of intonation intersect with pragmatics i.e., the moment in the discourse of expressing the change to John. It is also notable how identities are merging in the “transportable” identity of the learners, who in their actual role of students are playing an assumed role of one who “hated studying” in the role-play situation. The comparison and play of these identities in context of the play and in reality may be creating the irony and excitement as students follow the discourse of the script to articulate the now (grammatically complete structure) from line 257-261.

Significantly two learners respond with partly overlapping and partly simultaneous speech to the provocative statement in the discourse as T’s character says “you’ve always hated studying.” Learners respond at line, 257- 261 with “Well I used to hate studying. but now I love it” in accord with the script’s discourse.

This moment in the discourse (lines 257-261) is very significant in the role-play as its performance was the culmination of multiple factors in the completion of a TCU. The occurrence here resulted in simultaneous speech and generated much excitement and laughter as demonstrated at line 264.

The simultaneity of turns at this point can be partly explained by the pedagogic situation and the controlled practice which has been framed up and led to it. It is a sequence of guided turns by the T and partly mediated by the script. This assured a fidelity to a scripted pattern of discourse which aided the teacher and learners in a scaffolded progression. The moment showed evidence of intonation awareness through the practiced forms at lines 253 and 254, where learners mimicked the teacher to practice intonation in a brief pedagogically oriented sequence. The learners then immediately resumed

their role in the discourse, being pragmatically fully aware of context, as attested to the perceived place in the role-play discourse itself from script and currently at play.

DISCUSSION

The Significance of Simultaneous or Overlapping Speech

In normal conversations participants may overlap speaking partially or completely for many reasons, and with different, often culturally specific responses. The idea that one should avoid interrupting other speakers is often seen simply as a matter of politeness or courtesy, and the social rules of turn-taking are thus partly formed by such concerns. However, the occurrence of interruption or other types of overlaps when speaking is not always a negative sign. In second language learning it may indicate something very positive about the speaker's competency and may even be pedagogically useful for developing conversation. This stems from the fact that overlapping speech often shows a shared understanding or common reference point being communicated (indicative of successful communication). It may also show a highly engaged interaction involving negotiation of meaning between speakers. In any case, such intense engagement with turn-taking demands a lot linguistically, socially and cognitively. One might assume it requires a high level of proficiency which most learners cannot meet. On the other hand, it may also, indicate a potential tool for communicatively developing the learner proficiency in new learning contexts.

The preceding extract shows a type of overlap occurring from lines 260-263, in what may be considered a part of a longer scaffold or guided sequence whereby the learners' turns follow a partly scripted dialogue. However, the turns also orient to the context of their personally chosen "input" the item, "studying," its contextual associations, and the talk-in-interaction occurring with the other learners and teacher. In this case the T plays dual roles as a pedagogic coach and interlocutor. T prompts the execution of simultaneous speech from several learners who inadvertently collaborate when they respond with "Well, I used to hate studying." They follow closely upon each other with the final part "but now I love it." Choral recitation is often found in language classrooms. This example may differ, however, in that it is not simply the repetition of rehearsed material led by the instructor and imitated by the learners. Rather, the simultaneous utterance shows a convergence of multiple communicative elements, each of which may have been produced independently, or perceived by learners with varying degrees of attention.

The aim of the learners in this context is to complete the action represented in the scripted discourse to align with the act of the speaker. Simply, to follow the dialogue in whatever ways make it possible while the talk takes place. The sequence is seen as a sequence of turns between two people. The discourse has begun, and a side analysis accompanies the discourse partly to direct the learners. As the learners engage, and an improvised topic, "studying," is self-selected, it becomes necessary through the turns to apply the appropriate language. Note that the original script uses the topic of "cooking." It is also noteworthy how this sequence in its simplicity represents a productive learning interaction in coaching language structures through a dialogue script: an input item is generated, in this case by the learner, and a modification to the rest of the dialogue then follows. The learner is orienting towards the completion or substitution of forms to accomplish the communicative act. It represents a sequence of turns culminating in overlapping phrases. The moment itself is characterized with emotional response, in particular laughter.

I would like to submit this moment as an example of an acquisitionally productive moment in the interaction worth further analysis. This moment of "simultaneity" takes place in the course of turn-taking in a controlled manner here, but in other cases of learner conversation we can observe examples

of other-initiated completions by learners in less controlled circumstances. What can they tell us? How should they be interpreted? What pedagogical use are they? The overlap indicates first of all a high involvement and awareness level of the learner. The heightened level of awareness is due perhaps to the play of multiple factors of context, identity shift and of form and meaning. It is also a sign of focused attention on the turn-taking occurring as learners comprehend and produce the utterance in completion.

Turn-taking: Projectability of the TCU

For speakers to carry on a conversation dialogically (and a true conversation can only be dialogic), the participants must orient towards the turn's possible completion point (PCP). This point is a place where the turn-constructive unit (TCU) could possibly lead the speakers to a transition relevance place (TRP), that is for one speaker to stop and another to begin. This is a basic conversational mechanism at the foundation of interactional practices. It requires the speaker and listener to orient towards cues which may predict or project the completion of the speaker's turn. This idea or ability to perceive the possible endpoint of a TCU is termed the projectability of the TCU. A TCU may be grammatically complete, intonationally complete or pragmatically complete (Ford & Thompson, 1996) and can involve non-verbal conduct. It has been suggested that "the specific resources for projecting TCU completion (i.e., grammar, intonation, and pragmatics) provide teachers with the necessary background knowledge to design awareness-raising and practicing activities that will help learners engage in turn-taking more efficiently" (Wong & Waring, 2010).

As we analyze this instance of simultaneity at line 260 we are looking at the controlled reception of a TCU prompted first of all by the teacher at line 258-59. It is pragmatically clear and aided by a script in this pedagogic situation, as is the allocation of the turn which, in this sense, is prescribed and controlled. The pragmatic completeness, grammatical completeness and intonational completeness are demonstrably present. The learner's reception and practice of them is also evidenced in the dialogue practice, even if it is uncertain which particular resource(s), or in what way these resources are being attended to or noticed.

Furthermore, the orientations towards these resources or bases of the TCU are complicated by the doubling of the situational context- the situation of the play represented in the script, and the situation of the classroom. The effect of heightened awareness may be drawn from this dual reality as learners could be orienting to both reflexively. In addition, the learners have to connect all this with the meaning of the self-selected input item "studying" and its referential implications.

In normal conversation the TCU can project a PCP when any of the three bases are present to the listener. When all three converge, the transition place is termed a complex transition relevance place (CTRP), and it signals a place where actual turn transitions are most likely to occur (Ford & Thompson, 1996). We see how this instance may raise learners' attention to all these resources in a controlled learning moment during talk-in-interaction, and is potentially useful in conducting learning activities.

Pedagogical Implications

The convergence of these conversational resources for learning purposes would naturally mean drawing on TCUs and the actual grammatical, intonational, and pragmatic completions displayed. They can be focused on through the learning interaction in a variety of ways. In this excerpted case, the task is closely controlled and referenced by the script. Scripts are valuable tools for early stages of role-play but may also be too restrictive. The autonomy of learners' language must be respected and promoted in the classroom situation and the references or a schema oriented to by the speaker is of critical importance. Through unscripted interactions or the process of "de-scripting" role-plays, learners can work towards language independence with the help of the improvisational techniques tailored to the individual learner at the moment or in-situ. For example, the teacher can develop and use designedly

incomplete utterances(DIU) which refer to grammatically incomplete utterances used to prompt learner self-repair by stopping, slowing, lengthening, or continuing intonation. (Koshik, 2002). The script can be used in conjunction with the learner language to generate additional dialogue scripts and in some situations to cue or otherwise point out the bases of the TCU directly during the discourse. Numerous formats of compound TCUs’ -which include a preliminary component and a final component- have been identified (Lerner, 1991) which could be deployed in a variety of dialogue practices. Basic speech exchanges or completion pairs could be designed according to such formats or from those found in the situation, either scripted or impromptu. Examples of compound TCUs include:

1. The conditional: Speaker A “if x,” Speaker B “than Y”;
2. The quotation: Speaker A “X said” Speaker “Y”;
3. List structure: Speaker A “items 1,2,” Speaker B “item 3”;
4. Disagreement: Speaker A “preface” Speaker B “preface, disagreement” (Lerner, 1991).

All these formats function through the perceived completions or projections learners might make. Notice that the learners in excerpt 1 produced a similar type of structure which could be formatted from a script or designed into a scripted sequence: Speaker A: “I used to” Speaker B: “but now (you) I.” It is a grammar form which shows interactional practice possibilities and in unscripted sequences may demonstrate socially shared cognition. Notably this structure as it is performed in the practice dialogue is a part of the adjacency pair prompted by the T’s first pair part “You always hated studying” and answered by the L’s second pair part “I used to, but now I...” A side sequence in the dialogue enabled the learners and teacher to get at the TCU through simple analysis and extraction of the turns from the dialogue script. The learners’ input of “studying” allowed the first step in improvising variations and internalizing them. The relationship between learners’ input and the formatted structures allow us to analyze and generate the ongoing talk-in-interaction, and may provide material for specific needs of learners during the development of their language. Special attention should be brought to bear upon individualized instances of learner completions in other learning contexts or tasks, for example during an improvised a story-telling.

The components of role-play tasks can further facilitate the language learning through the situation as it emerges. Dialogued interactions and other performed situations may open themselves to additional “side-sequence” interactions worth examining. This is true of repair sequences, but expansions can also come from a wide range of imaginative contexts depending on the task and the conversational situation as it develops.

In the EFL classroom the contexts of pedagogy and conversation as performance are inextricably linked in a reflexive relationship (see Seedhouse, 2005), and the persons in their roles as “learners” and as “teacher” are an integral part of this. The “play” performance of the imagined or “unreal” creates many opportunities for experimentation and input, while adding a dimension of heightened critical awareness of its constructedness. An important aspect of this constructedness is how meanings are intersubjectively “talked into being” (Seedhouse, 2005) in the classroom and through its participants’ identities. This may be seen on many levels, as participants have opportunities to shift identities and thereby develop exploratory improvisational sequences through them. (Richards, 2006; Zimmerman, 1998). The phenomenon of identity shifts in this context and the opportunities for expanding sequences of talk-in-interaction will be discussed in subsequent case analyses.

CONCLUSION

In excerpt 1 we have examined an input language item in the controlled instance of a teacher-led dialogue practice. It appears to be a successfully communicated sequence in a modelled practice in which a script provides a way to pre-frame the interactional practices and direct the projections of the TCUs. The next analysis should look at freer improvised instances of learner language overlap. It should consider the TCUs in terms of grammar, pragmatics and intonation, which are the bases of its projectibility and which allow the recipients to calculate the end of the speaker's turn and transition. That "transition relevance place" is significant to the learners' comprehensibility of talk-in-interaction and it allows for the back and forth that makes conversation "natural," as a smoothly flowing exchange. It may also therefore be a key location in the conversation of learners to acquire or learn language.

Excerpts of other-completed turns under various uncontrolled or improvisational role-play circumstances will be examined next, where we can see the language learning potential of the TCU and its projectability as evidenced by the overlap or simultaneity of learner language.

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GETTING A DEGREE OR GETTING AN EDUCATION: THAT IS THE QUESTION

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ABSTRACT

Many students manage to get a Degree without getting an Education and are focused on getting a Degree with as little work and study as possible, content to achieve a bare pass mark as their standard on the road to getting the Degree. Student results published indicate learning achieved whereas the corollary, learning not achieved, is a better indication of learning achievement. A student who manages to graduate with a Course average of 51% is taking with them a Degree based on their failure to learn 49% of the required content.

Is it possible to get a good education without getting a degree or, alternatively, is it possible to get a Degree without a good Education? These questions imply many discussion points relevant to curriculum content delivery, assessment, subject matter relevance, even fees and costs, graduate unemployment prospects, all matters now exacerbated by the enormous impact that the Internet has on education provision in the 21st Century, and the certification of that education.

Based on over 5 decades in the Higher Education sector, the title “Getting a Degree versus Getting an Education” is discussed, with problem examples and a suggested solution based on concepts derived from Agile Education principles, especially Iterative and Continuous Assessment as a quality assurance measure for both students’ learning and quality of curriculum and curriculum presentation. The ‘personal narrative’ style is justified as research based on education research methods of the Teacher as Researcher. Other education experts and commentators with similar views are cited.

KEYWORD: Education, Degree, Learning Achievement, Assessment

INTRODUCTION

Every year, millions of students graduate from thousands of universities, and enter the job market. Unfortunately, the level of Learning achievement for many of those graduates is suspect. Employers frequently note the inability of new graduates to proficiently do the job for which they are hired, even when it was the Degree that the new employees had graduated from that supported the employment decision. In this paper I discuss this significant problem, with examples and anecdotes, and propose a solution based on Iterative Learning and Continuous, Formative Assessment now enabled by the Internet.

Failure to Learn

To quote a private communication between myself and colleagues, in 2011,

“(Colleague 1) *Roy, I know someone who has the same problems as you ...*

(Colleague 2) *Thanks for the feedback about why many of our final year (computer science) students cannot program ...*

(Colleague 3) *students copy too much ... I've been telling students in all my classes the same thing, over and over"*

I was included in this conversation because of my personal experience of having most of my students from a previous software engineering class, instead of developing a small sorting algorithm as requested, copied some Java code from some place on the Internet and gave it to me as their own work. This "copy and submit" mode of learning is so prevalent among Thai students. My experience is also that many students are content to sit and do nothing and wait for the answer to be given, rather than seek out the answer themselves. For example, in a software project management course I asked the students to prepare a plan for a cruise liner cruising from Singapore to Hong Kong. My assignment presentation was complete with photos and a map showing east Asia, and cruise liners docked and at sea. One student immediately entered "plan for cruise liner" into Google to try to find such a plan. Many of the students sat and did nothing for the 30 minutes of "think time", waiting until I gave them the answer. Some students complained that they didn't know anything about cruise liners.

However, in (Marson, 2010) the sentiment expressed by computer science professors:

"Does anyone in their right mind think that [cheating] isn't happening in large introductory courses in other fields? if so, they're smoking something."

Assessment

Falsification of Results

I still have in my possession a formal list of results for the students in the subject that I was teaching some years ago, that I presented to my academic senior for approval. That piece of paper is annotated with a variety of modified results calculated according to no discernable rationale; seemingly random values according to the whim of the senior academic. The reason given for the required changes was that the results presented by me included an unacceptable number of Fail marks and, overall, an unacceptably low overall average.

At another time, another university, another country, a meeting of colleagues called to consider the fact that my results failed to acknowledge the (unwritten) rules that we were prohibited from failing more than 15% of the students. This was in a subject where 15 years prior it was generally accepted that a 35% failure rate was not only acceptable, but was expected. My colleagues demanded that I add an extra 10% to all the results to achieve compliance with the unwritten rule. They refused to put that demand in writing by way of an email; verbal communication behind closed doors was sufficient.

Elsewhere, at another time, at a vocational college in Thailand, the classroom windows were immaculately clean and sparkling and the college gardens well-weeded and attended to. Both situations were achieved by students in lieu of actually passing the subject (Fundamental English) that they had so badly failed. Also, during my tenure at this college I observed, as a usual morning practice, dozens of students lined up along the verandah with two work books, one containing the completed homework of another student, the other into which the completed home was almost frantically being copied, in full view of passing, disinterested, teachers. One common situation experienced by myself and many other Lecturers, was where some students were able to achieve a high grade in the Continuous Assessment activity during the term, but failed the final exam dismally. In each of these situations, and the many more anecdotal experiences possible, there was a clear ultimate goal: get the Degree regardless of the Education achieved.

RESEARCH METHOD

The Teacher as Researcher

In case my paper is not considered as an appropriate ‘research paper’, I make the claim that, after 55 years in the higher education system, counting both my time as a student and my time as a lecturer, in 3 different Higher Education Institutions (HEIs) and in 6 different countries, I am sufficiently well-experienced enough to make personal observations and draw well-grounded conclusions from that experience. This is now considered to be a relevant and useful research approach, as clearly supported in many published research papers on, variously, Action Research in Education (Folk, Belinda, 2019) and the Teacher as Researcher, (Suskind, Dorothy, 2016), (Painter, Diane M., 2019), (Eberly Center, Carnegie-Mellon University, 2019). While most, if not all published information on these matters has the two themes of organized research and professional development of the teacher researcher, I am relying on retrospection and recollection with ex post facto analysis of my personal experience. Provided this is accurate and based on real experience, I consider this to be appropriate to support my discussion here.

Recent Epiphanies and Retrospections

There are many practices that I have accepted over many years as being uncontroversial and inarguable that I now see, with the enlightenment of hindsight, as having been even damaging to the Learning Process, or at least less than optimal. In part, these latter day revelations have been inspired by the emergence of the most disruptive educational technology in human history; the Internet which provides enormous positive opportunities to radically change the education process in the 21st Century, and I am now continuously looking for ways to harness the power of the Internet to enhance students’ educational and learning opportunities.

Agile Education, Lean Education and Education Leagility

Terminology such as ‘agile education’, ‘agile pedagogy’ and ‘lean education’ have been discussed in, and their meaning and application has been the stuff of, many published articles, blogs and opinion pieces. Entering the keywords “agile education” into Google elicits 177,000,000 responses, yet it has not permeated education thinking to any extent at this time, “education leagility” is a new portmanteau word derived from “lean” and ‘agile. In my role as editor of English-language documents written by Thai students, I have never met an Education Masters or Education PhD student, or teaching academic, who has even heard of these terms. As I write this, some 6 weeks before the conference, I wonder if the term ‘agile education’ will appear even once at the Education Conference to which I will submit my writing. Time will tell!

The application of Lean Thinking and Organizational Agility to education has, to a great extent, arrived via concepts, principles and practices of Agile Software Development, an approach that has transformed computer software development projects with significant results of reduced costs, improved outcomes of timely delivery, quality products, and client satisfaction. New and better ways of quality control are inherent in the agile approaches.

For the purpose of my discussion here, I consider particularly the Agile concepts of Iterative development, Continuous Testing and In-Line inspections as having direct application in Higher Education Teaching and Learning in the area of assessment practices and rituals.

Assessment Practices and Rituals

For the entirety of my time involved in the Higher Education industry, as a student back in 1965 and as a Lecturer from 1985 to the present day, a span of 53 years, assessment practices have changed little. It is these practices and what I also term rituals, that must be analyzed and commented upon in support of my primary contention in this paper, that students are interested in gaining a Degree, but

disinterested in gaining an education. Thus my paper title *'Getting a Degree or Getting an Education: That is the Question'*.

In many HEIs assessment was, and is, done fundamentally for summative purposes. That is, to test how much of the proffered curriculum students have learned, and to give a value indicating the level of achievement. Assessment in any term or semester usually is comprised of some form of continuous assessment or a mid-term exam or term paper, with an end-of-term exam. Level of achievement is indicated by some discrete value, a percentage perhaps, with a Pass score set anywhere from 40% to 60%. What is ignored here is that this means that the student failed to learn 60% - 40% of the required curriculum. Many students are delighted and relieved to achieve a Pass grade, or even what in my current university is a "D": (A score of between 35% - 40%) and may continue on to completion at this level, resulting in that student graduating with a Degree certificate based on having failed to learn a significant proportion of the curriculum. These students are clearly more interested in getting a degree than in getting an education. For the keen reader, there may be a question arising 'If a 'D' is 35% to 40%, does that mean a 'C', indicating a Pass, is 41% plus?' The answer to this question is Yes, as I have observed in some subjects. That, of course, opens up another vexing question about the objectiveness of such percentage scores as properly indicating success in learning.

What about the 'poor' student who struggles to even achieve a 50% Pass mark? Below I outline a formative assessment regime that will significantly raise the chances of success for such students.

Lecturer Complicity

Lecturers are complicit, unwittingly perhaps given that it is common practice, in this situation in a number of ways. As indicated above, editing of results to give an appearance of greater student success is not uncommon. Good overall results reflect well on the lecturer. But what is more problematic are the actions of Lecturers in attempting to assist students to pass. This problematic behavior is two-fold. First, following a concept of never asking a question in the exam for which the answer has not been clearly given in the lectures, thus making assessment a memorization process often without understanding. There is also the common, often administratively required practice, of giving students 'exam hints' usually in the last lecture of the semester, sending the students into a frenzy of study, resulting in shallow learning of a narrowed scope of knowledge, which also implies short-term retention after the exam, in which it was, hopefully, useful to attain at least a Pass. All of these practices, and indeed malpractices, are intended to help students get a Degree but with little concern of getting an Education.

Agile Assessment

What can we learn from the Agile Software Development universe? Continuous production, iterative completion of quality assured software components, and Continuous Testing with in-line quality control, are hallmarks of Agile Software Development. Adopting at least this principle of 'continuous QA', we can valuably apply it to Continuous Assessment, especially as that is now fully enabled by the Internet in ways unable to be envisaged prior to this.

Iterative Learning and Continuous Assessment

Under a Continuous Assessment regime, students would be required to undertake frequent, possibly fortnightly, assessment tasks that may be On-Line tests or quizzes with automated marking. Students would be required to achieve a 100% score in each test or quiz, being allowed to repeat the test or quiz as many times as is necessary to achieve this outcome. Putting this into perspective, this is the same requirement that was imposed on me when I went for my driver's license in Thailand, after driving a variety of large and small vehicles in Australia for over 50 years. If it is good enough for the Department of Motor Vehicles, it is surely good enough in an HEI degree course. These tests and

quizzes would not be the only assessment methods but they are ‘lecturer-free’ imposing no workload on lecturers. Using a Learning Management System, student attempts and outcomes can be tracked over the entire course of the degree course. I would even go so far as to suggest that a student can only graduate if they have passed (at the 100% level) all of the required tests and quizzes throughout the period of study.

Agile Formative and Supportive Assessment

The goal of Formative Assessment is, according to (Eberly Center, Carnegie Mellon University, 2019)

“ ... to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work, and help faculty to identify where, and which, students are struggling and address problems immediately”.

This is an extremely important matter. Consider the situation, not unusual by any means, where a student has completed a semester of perhaps 4 months’ duration, or even an entire academic year, to be told they have failed and must return again to redo the subject. In my early days as a university student, this occurred at the end of the academic year, not at the end of a semester. The psychological, economic and (especially in the case of Asian students), the familial and social consequences can be devastating. How much better would it be to be continually guided, mentored and assisted on a regular, frequent, continuous basis. At every step the student is aware of their progress, their problems, their abilities and indeed their likelihood of successful progress which is more assured by the presence of Learning Leaders: a new term for Lecturer, available to monitor, guide, assist and encourage the student.

I would even suggest a period of time, perhaps a week, as the final ‘capstone’ on their degree studies, in which students be required to redo all of the on-line tests and quizzes that they have previously done. It would be understandable if some of the subject matter that the student has previously learned may have become forgotten, so requiring at least a 90% pass in all of those quizzes and tests in this final period would be appropriate.

In this way, it can be clearly demonstrated that the students have, in fact, gained an Education, have retained the knowledge that they gained during the period of study, and have, as a consequence, received a Degree certificate as fully substantiated proof of achievement.

Part of the problem of examination assessment, in many subjects, is the subjective judgement of results. From a teaching academic’s point of view, there would no longer be that heart-broken and tear-jerking procession of failed students pleading for that 1% or 2% extra so that they can fall over the ‘Pass’ line. This can also be a stressful and sad situation for the academic confronted with these pleadings. What it also highlights are the often subjectivity of the assessment scores. Did the student really fall short by 2%? Is that really a subjective scoring error? This is another assessment ‘bag of worms’ that probably is not considered relevant by those teaching academics who have done it this way for years.

Important, therefore, is the objectivity of computer-scored tests. There can be no unauthorized alteration of results to make a lecturer appear competent, based on their students’ ‘good’ results. Lecturers may not intervene to anyone’s advantage, or to reward ‘favorites’ amongst the students. Lecturers may also not intervene as some sort of act of kindness which should have manifested as putting extra effort into monitoring, assisting and mentoring students with problems.

What will be in the Exam? That is the Question

Another anecdote that demonstrates the various problems of assessment and again addresses the Title “*Getting a Degree or Getting an Education: That is the Question*” relates to Masters students. Students have always been concerned about knowing what is in the forthcoming end-of-semester exam. That is the reason why lecturers as a matter of course provide exam hints. This is not an unreasonable concern on the part of the students who should be confident that what they will be examined on has been reasonably and fairly covered in lectures. My response to this question usually is “Whatever was in the lectures that I gave during the semester is examinable”, but this is usually not seen as an acceptable answer. On the occasion that I now refer to, at the start of the semester, I gave the students a list of 12 questions that I developed to cover all of the curriculum material that I felt the students should have good knowledge of. I gave this list to the students at the start of the semester with the instruction or advice that the end-of-semester examination would include four out of these twelve questions. This had an interesting and unforeseen outcome when a number of students never appeared at the lecture again, presumably content to do their own private study to develop answers. Another somewhat startling response from the students, a few weeks into the semester, was that “*Answering these questions requires a lot of study. We should be given a percentage mark for these efforts*”. Immediately after the exam, a student emailed me with the text: “*This is the worst way of examining us that I have ever seen. **Can you imagine how disappointed the students were when they saw that 65% of their study was wasted***”. The concept of 65% of their study “being wasted” clearly supports the contention that getting the Degree was far more important than getting an Education for that student, at least.

How much Learned versus How Much Not Learned

Developing relevant curriculum and presenting that curriculum to students is the primary task of teaching academics. The question always in mind is the quality of that curriculum and the quality of the presentation.

There are many reasons for student failure. It might be because the lecturer failed to present the curriculum in an understandable way. It might mean that the curriculum content was far too much or at a higher level than appropriate. It might mean that the students who failed were just not competent enough to learn sufficient of the curriculum to pass. One way or the other, a substantial amount of teaching time and curriculum content is wasted.

This is a vexing problem. Is there a solution? I suggest that there is, and the solution has been discussed already: Iterative Learning and Continuous Assessment. By having frequent tests that are monitored, probably in a computer-based Learning Management System, the number of times individual students attempt a test or quiz, and the score gained each time, is monitored. If a particular student has failed, say 3 times, to achieve the 100% pass mark on a particular test, then fast action to address the problem with that student by their ‘student advisor’ can be taken. If all students seem to have difficulty in achieving a 100% score then that part of the curriculum can be analyzed for relevance, for difficulty, or for understandability.

In other words, Iterative Learning together with Continuous Assessment, with a policy of retries until successful completion, provides a continuous quality assurance process for curriculum, as well as providing a continuous support framework for students. Importantly, also, in terms of the Title, it assists and enhances students in both their attitudes and their outcomes to get an Education that will be acknowledged by the ultimate award of a Degree.

Importantly, no student need waste their time for a whole semester or full academic year before being told that they have failed and need to repeat the subject.

Enter the Internet

With the advances in Internet technology and the availability of a communication platform that enables Anywhere/Anytime/Anydevice study, it is eminently practical to replace a substantial amount of traditional Teaching and Learning practices, including Assessment and Curriculum delivery onto the Internet on some form of Learning Management System, a Curriculum delivery platform, and an Assessment platform. The astonishing growth of MOOCs and commercially available courses show the way here. For example, I frequently receive advertisements for online courses being offered at ‘throw-away’ prices such as \$30. Could the course content offered, together with a quality regime of assessment, produce a certifiable Certificate of Educational Achievement that the student could “take to the bank” without ever stepping foot in a university.

CONCLUSION

Given the millions of students who graduate every year from thousands of HEIs it is possible to consider my comments as alarmist and foolish. However, at a minimum, every opportunity to improve learning outcomes and produce well educated students should be taken. Bad can be improved, good can be made excellent, excellent can become commonplace. It is essential to find a way to ensure that students do indeed receive an education and not coast to a bare-minimum learning degree. This paper asserts that this is a real problem, and proposes an Iterative Learning and Continuous Assessment regime, now enabled by the Internet, as a means of ensuring that first there is Learning, then there is the Degree, certifying the excellence of Learning outcomes, of useful and relevant curriculum.

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THE MUSIC ACTIVITY PREFERENCES OF PRE-SERVICE ENGLISH TEACHERS AT THE FACULTY OF EDUCATION AT PHRA NAKHON SI AYUTTHAYA RAJABHAT UNIVERSITY

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ABSTRACT

The purposes of this study were 1) to examine pre-service teachers' preferences regarding classroom music activities, 2) to categorize musical preferences and genres involving English skills. The descriptive research design was used to address the research questions on classroom music activities. The participants were 28 pre-service English teachers at the Faculty of Education at Phra Nakhon Si Ayutthaya Rajabhat University. The research instrument consisted of an online survey in relation to music activity preferences adapted from Temmerman (1993). In this study, the statistics for analyzing data were frequency, percentage, mean, and standard deviation. The findings revealed that there were significant differences in music preference based on the level of teaching. The average ratings for the most preferred music activity, and the music activity's importance in English skills were 5.34 and 4.00 respectively. In the research, listening to music was the most preferred music activity (46.4%, $\bar{x} = 7.44$, S.D. = 8.86), more than playing music game (35.7%, $\bar{x} = 5.73$, S.D. 6.82). Moving/dancing was the third most preferred music activity (17.9%, $\bar{x} = 2.86$, S.D. = 3.41). In addition, speaking was the most important and popular music activity (42.9%, $\bar{x} = 6.87$, S.D. 8.18) and almost double the listening response (25.1%, $\bar{x} = 4.01$, S.D. = 4.77). The speaking experience was in musical activities such as singing music, pronunciation, and so on, followed by reading (17.9%, $\bar{x} = 2.86$, S.D. = 3.41). Writing was the least important skill of those given with 14.1%, $\bar{x} = 2.29$, S.D. = 2.73).

KEYWORDS: pre-service teacher, English, preferences, music activities

INTRODUCTION

Music is the art of sound and rhythm which serves to enhance human emotions and thoughts. The effect of music on people's feelings and mood is significant. It is argued that babies begin to hear when they are in mother's womb and the relationship between human and music starts in pre-natal period (Uçan, 1996). So much so that, at very young ages children can comprehend two elements of music -sound and rhythm-, they can produce sounds in measured tones in harmony with their mother's lullabies and they can move their body parts in accordance with the rhythm of a music piece (Akkaş, 1993).

Music preference has been studied on many levels and the factors that influence the types of music we prefer are numerous, including genres, exposure, personality, and musical characteristics (Rentfrow & Gosling, 2003). For music preference, several research studies have been in psychology, as music can play an important role in human behavior, such as emotion, way of life, social norms, and so on. Motivations for using music are vast and varied, with some examples including physiological

arousal, mood regulation, distractions, aesthetic enjoyment, social identity, and communication (Rentfrow, Goldberg, & Levitin, 2011).

Along with the use of music as an education field for individuals with special needs (music education) and as a means of education (education through music), another dimension of music, that is, the therapeutic side of music is an indisputable fact (Eren, B., 2014). The various uses of music are inseparable, moreover, in lessons/sessions they can be switched from one to another. From this perspective, the differences in the use of music in special education appear not as “separation from each other”, but as “complement to each other” (Eren, 2014).

For education, teachers have realized the importance of engaging students in highly interesting activities to motivate learning. Music activities have been considered in motivating students to learn skills and concepts especially learning language. Bowman (1989) found that the most positive attitudes were toward music activity in classroom. It followed by activity involving music instruments, historical and cultural music activity. Besides, Murphy and Brown (1986) found the significant context had an influence on music activity in classroom. Both school and social context were important for choosing the music activity.

In this study, there were many types of music activities which were classified by Temmerman (1993: 264) namely, singing, playing music game, listening to music, playing an instrument, moving/dancing and integration with other curriculum areas. According to Temmerman, music activities encouraged the students to develop a positive attitude in learning. These activities could also support the learning environment in classrooms. Although there have been several studies regarding music activity preferences among the educational aspect, *there has been no study to investigate* music activity preferences of pre-service English teachers. The research may assist teachers and educators in making decisions about activity model for instruction and classroom management.

MATERIALS AND METHODS

Scoping and Study site

In this study, an integrated online questionnaire contained both closed – and open – ended response questions. The questionnaire comprised three sections. The first required some relevant background information about the respondent, such as sex, level of teaching, and music skill. The second required the most preferred music activity for pre-service English teachers, and the third section was the music activity's importance in English skills. Both the second and the third were classified by Likert rating 5 scales. The questions were accepted on the basis of evaluation of the music activity preferences.

Sampling and Data Collection

The participants were 28 pre-service English teachers. All pre-service English teachers surveyed were in their fourth year at faculty of Education, Phra Nakhon Si Ayutthaya Rajabhat University. The statistics method used to analyze data were frequency, percentage, mean, and Standard Deviation. In addition, the questionnaire emphasized educational experiences, the importance of music in classroom, and the perceived benefits of music activities in classroom.

Methodology

The fourth-year students were asked to fill out the online survey. The sample contained 28 participants in total (mean age = 22.77, S.D = 2.92), of which 20 were female, 8 were male.

In this research, an online survey was asked utilizing the quantitative method. A questionnaire was developed by Temmerman (1993). It required participants to rate responses (on a 5pt. Likert scale).

For the most preferred music activity for pre-service English teachers, the likelihood scale ranged from “definitely” to “definitely not”. For the importance of music in English skill, the importance scale ranged from “very important” to “unimportant”. The online survey was administrated from 1st to 30th October 2019, semester 1/2019.

RESULTS, DISCUSSION AND CONCLUSION

Results

For the finding, all pre-service English teachers were asked to provide details about their music activity. There were two main points in the study namely the most preferred music activity and the music activity’s importance in English skills. In the first main point, the result of the questionnaire can be found in Table 1 below. The average ratings for the most preferred music activity, and the music activity’s importance in English skills were 5.34 and 4.00 respectively.

Table 1 Most preferred music activity for pre-service English teachers

type of music activity	(N=28)	percentage	\bar{x}	S.D.
1. Listening to music	13	46.4%	7.44	8.86
2. Playing music game	10	35.7%	5.73	6.82
3. Moving/dancing	5	17.9%	2.86	3.41
Total	28	100%	5.34	6.36

In Table 1, it showed some interesting facts about most preferred music activity for pre-service English teachers. The average ratings for the most preferred music was 5.34 and S.D. = 6.36. Listening to music was the most preferred music activity (46.4%, \bar{x} = 7.44, S.D. = 8.86), followed by playing music game (35.7%, \bar{x} = 5.73, S.D. 6.82). Moving/dancing was the third most preferred music activity (17.9%, \bar{x} = 2.86, S.D. = 3.41). In conclusion, there was a significant trend towards music activity for pre-service English teachers.

For the second one, the result has shown in Table 2.

Table 2 The music activity’s importance in English skills

type of English skills	(N=28)	percentage	\bar{x}	S.D.
1. Speaking	12	42.9%	6.87	8.18
2. Listening	7	25.1%	4.01	4.77
3. Reading	5	17.9%	2.86	3.41
4. Writing	4	14.1%	2.29	2.73
Total	28	100%	4.00	4.77

For Table 2, it showed the music activity’s importance in English skills. The average ratings for the music activity’s importance in English skills was 4.00 and S.D. = 4.77. In terms of English skills, speaking was the most important and popular music activity (42.9%, \bar{x} =6.87, S.D. 8.18) almost double the listening (25.1%, \bar{x} =4.01, S.D. = 4.77). Speaking was used in music activities such as singing music, pronunciation, and so on. Reading was the third category and was rated (17.9%, \bar{x} =2.86, S.D. = 3.41). Writing was the least important skill of those given with 14.1%, \bar{x} = 2.29, S.D. = 2.73.

Overall, most of participants realized music activity was used in speaking most, then listening, reading, and writing respectively. A graph was generated (Figure 1) to classify the English skills.

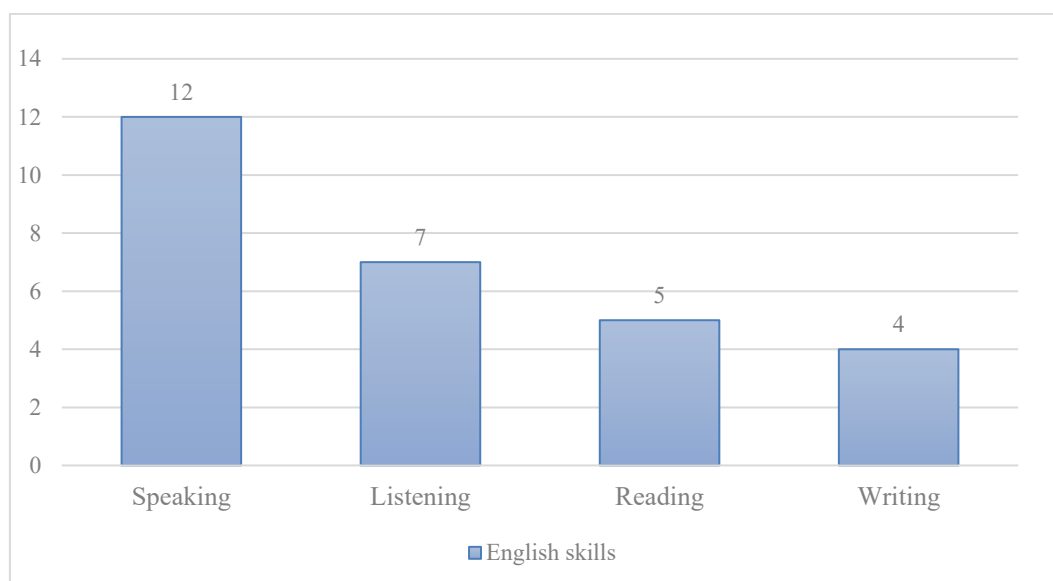


Figure 1 The music activity's importance in English skills

In Figure 1, the bar chart illustrated the music activity's importance in English skills including speaking, listening, reading, and writing. From this chart, the majority of participants considered that the music activity could enhance the speaking most (N=12), followed by listening (N=7), and then reading (N=5). Meanwhile, writing was fostered by only a small minority (N=4).

Discussion

This section has firstly illustrated the music activity preference in pre-service English teachers. Most participants could consider to take the music activity in their classroom, depending on the school and social context. This result is consistent with the findings of Murphy and Brown (1986), who reported that context played an important role in music activities. The teachers should consider the appropriate music activity for their own students. Additionally, the music activity preference in pre – service English teachers could enhance and support a positive attitude in English skills: listening, speaking, reading, and writing (Temmerman, 1993).

Conclusion

In conclusion, the important finding from this study related to style categorization. Individuals' music preferences could simply be categorized in terms of genres and the importance for individuals. The second main finding related to individuals' level of teaching and ability to discuss and explain their uses of music in classroom.

Future research should integrate between music activities and other subjects, such as mathematics, social science, and physical education (P.E.) to achieve active learning in the 21st century classroom. Moreover, it should survey the student – preferred music activity in order to fulfill a deeper understanding between teachers and students. In addition, this survey may be helpful in predicting and planning classroom management.

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ENHANCING SPEAKING SKILL THROUGH PROJECT WORK

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ABSTRACT

The purposes of this research were to study and compare English speaking ability before and after using the project work of Grade 8 students and to study the students' satisfaction towards teaching English speaking using the project work. The sample consisted of 26 Grade 8 students at Pathumthep Wittayakarn School, Muang District, Nongkhai Province, under the Secondary Education Service Area Office 21, in the first semester of academic year 2019, obtained by cluster random sampling. The research instrument included 6 lesson plans, an English speaking ability test, and an attitude questionnaire. The experiment lasted 6 weeks, 4 hours a week or 24 hours for all. Statistics used in the study were mean, percentage, standard deviation, and t-test for Dependent Samples. The findings of the research were as follows: 1) The students' pretest and posttest scores on English speaking ability were 16.57 or 41.42 % and 28.74 or 71.85 % respectively. The students' posttest mean score was found significantly higher than that of the pretest and it was not less than the set criteria of 70%. 2) The students' satisfaction towards teaching English speaking using the project work was at a good level.

KEYWORDS: speaking skills, Project work, satisfaction

INTRODUCTION

In the world of globalization, English has increasingly become the medium in every domain of communication, both local and global contexts. Every nation uses English for communicating with others. It is the main language of books, newspapers, airports and air traffic controls, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, music and advertising. It is also called international language which is used as a language of international communication.

In Thailand, English has been taught as a foreign language as mostly it is used in classrooms. Thai students learn English as a foreign language in educational institutions, or simply for communication purposes in a variety of occupational fields. It is taught as an elective in primary and secondary schools to provide students with an opportunity to continue their English education and to facilitate life-long learning without interruption. The process of English learning and teaching have been improved to develop the capacity of the students (The 2002 Curriculum of Secondary Education)

Thai students study English but lack of willingness to speak due to their shyness, having an over emphasis on accuracy and having an ingrained attachment to rote memorization (Makenzie, 2002: 59). Pathumthep Wittayakarn School in Nong Khai Province is a large school with about 4,000 students. Students are assigned to study English and the aim is to arouse students to be able to possess the four language skills: listening, speaking, reading, and writing. According to the report of the school, students are still unable to speak English communicatively. It is, therefore, teachers need to seek ways to help this particular condition. Many researchers have suggested activities to promote classroom learning.

Activities help create interaction in the language classroom. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning.

Project work can become the most applicable teaching method that can enhance language learning. The use of project work can serve as a means to promote communicative language learning and to meet learners' community language demands beyond the classroom (Eyring, 1997). In many classical language classrooms, students do not have access to authentic task. However, while students are engaged in doing project works, they are exposed to authentic language by means of doing authentic tasks with authentic purposes. These tasks become highly motivational for students as they feel they do something from real life that is not artificial. Students refer to websites, articles, books, newspapers in order to take notes for meaningful purposes (Alan & Stoller, 2005; Sheppard & Stoller, 1995; Stoller, 1997, 2006).

Projects make it possible for students to use language in a meaningful way by recycling vocabulary and grammar. While students are engaged in authentic tasks in projects, they have repeated opportunities to interact and negotiate meaning; improve reading, writing and speaking. Project work in that sense, prepare students to use those skills for lifelong learning (Stoller, 2006). In addition, project works can also have social benefits for students in that they work with classmates to collect synthesize and report information; they improve their cooperative, collaborative and social skills. As Allan & Stoller (2005) suggest that students learn to pay attention to others' opinions, exchange information and negotiate meaning by means of improving social skills in their engagement with projects. Another benefit of project work is related to the affective dimension of learning. Traditional classrooms lack in creativity, motivation and opportunity. Project work, on the other hand, can prevent boredom and monotony due to its positive impact on students' motivation, autonomy, self-confidence, decision making and cooperative learning (Legutke & Thomas, 1991). Stoller (2006) shows that students are actively engaged and involved in projects due to their motivation and enjoyment in doing projects. As for the aforementioned, the researcher seeks to study whether project work can develop students' speaking skills or not, and to explore the students' satisfaction of learning to speak English using project work.

Objectives of the study

1. To study and compare students' English speaking ability using project work before and after the instruction, and
2. To investigate the students' satisfaction after learning through project work.

MATERIALS AND METHODS

Methodology

Population and Sample

The population of this study was 120 Grade 8 students at Pathumthep Wittayakarn School, who study English for Tourism code: English 22203 in the first semester of academic year 2019.

The sample was 26 Grade 8 students who studied English for Tourism code: 22203 in the first semester of academic year 2019 using cluster random sampling.

Variables

The variables were as follows:

1. Independent variable is learning English through project work.

2. Dependent variables were: students' English speaking ability and students' satisfaction after learning through project work.

Data collection

The data was collected by the researcher during the first semester of academic year 2019. The sample was 26 students of Grade 8, who studied English code: English 22203 at Pathumthep Wittayakarn School in Nong Khai Province.

The English speaking test was given to 26 Grade 8 students. Then the satisfaction questionnaire was employed to investigate their satisfaction towards the teaching using the project work.

Data analysis

The obtained scores from the pretest and the posttest were calculated for mean, percentage, standard deviation, one sample t-test, and t-test for Dependent Samples. The students' satisfaction questionnaire towards teaching English speaking using project work was analyzed for mean, standard deviation and interpretation.

Methodology

This research is a one- group pretest and posttest design. Before learning, the participants were given a pretest. After that they were taught using project work, which consisted of 6 project plans learning, 4 hours a week or 24 hours in total. After finishing the project, the participants took the posttest. The research design was as follows:

O₁ X O₂

Figure 1 Experimental Design

O₁ refers to the pretest

X refers to instructional plans using project work

O₂ refers to the posttest

Research Instruments

Lesson plans

Lesson plans were focused on the steps of project work (Andrea: 1994: 41; Gallacher, 2004: 2): Preparation, Planning, Research, Presentation and Evaluation. The project was presented to the advisor before being employed.

An English speaking ability test

An English speaking test was used as the pretest and the posttest. It consisted of 10 questions, 40 marks which evaluated the participants' comprehension, pronunciation, vocabulary and fluency, adapted from Harris (1990: 84).

A satisfaction questionnaire

The satisfaction questionnaire was constructed to investigate the students' satisfaction towards teaching English using the project work. It consisted of 20 items.

RESULTS, DISCUSSION AND CONCLUSION

Procedures

Since the interdisciplinary-based project required students to work collaboratively, students were asked to form their teams on a vocabulary basis. There were a total of 6 groups (four groups of four members and one of five members) representing 6 projects in this English course. After introducing the theme of the project, every group of students was asked to interpret the theme and decide how they would present their ideas. Each group had two weeks to work on their presentation before performing or presenting their project in class. After their presentation, each group was interviewed about their project using the guide questions which were related to project title, presentation style, and students' satisfaction with the presentation, benefits and obstacles in doing the project. Interview data were recorded, fully transcribed, and translated into English by a research assistant. For reliability purposes, the translated data were double checked and corrected by the researcher.

1. The results of the study of the students' English speaking ability using project work

Table 1 The study of the pretest and the posttest scores of students' English speaking ability using project work

No. of students	Pretest		posttest	
	\bar{x}	percent	\bar{x}	percent
26	16.57	41.42	28.74	71.85

Table 1 displayed the students' pretest and posttest mean scores which were 16.57 or 41.42 and 28.74 or 71.85. The posttest mean score was higher than the pretest one.

2. The comparison of the students' English speaking ability using project work

Table 2 The comparison of the students' English speaking ability using project work after the instruction with the criteria of 70 percent

Test	criteria	n	\bar{x}	S.D.	percent	t
		26	28.74	2.14	71.85	59.016**

** p < .01

Table 2 illustrated the comparison of the students' English speaking ability using project work after the instruction with the criteria of 70 percent. It revealed that the mean score of the posttest was 28.74 which was higher than the set criteria of 70 percent.

3. The comparison of the students' English speaking ability using project work

Table 3 The comparison of the students' English speaking ability using project work

test	n	\bar{x}	S.D.	t
Pretest	26	16.57	2.36	59.016**
Posttest	26	28.74	2.15	

**p < .01

Table 3 illustrated the comparison of the pretest and the posttest mean scores of the students' English speaking ability using project work. It revealed that the pretest mean score of the students'

English speaking ability was 16.57 and the posttest mean score was 28.74. When compared, it was found that the posttest mean score was higher than the pretest one which was statistically significant at the .01 level.

4. Students' satisfaction towards teaching English speaking using project work

Table 4 The study of students' attitude towards teaching English speaking using project work

Attitude Test	n	\bar{x}	S.D.	Interpretation
	26	3.98	0.15	Good level

According to Table 4, after teaching English speaking using project work, the mean score was 3.98, which means the students' attitude toward teaching English speaking using project work was at a good level.

FINDINGS

The study and the comparison of the pretest and the posttest on English speaking ability and the investigation of the students' satisfaction towards teaching English speaking using the project work can be summarized as follows:

1. The students' pretest score on English speaking was 16.57 or 41.42 % and the posttest score was 28.74 or 71.85 %. From the results, it was found that the students' English speaking ability was significantly different at the 0.01 level. More than 70% of the students had higher achievement scores after the instruction, which confirmed the hypothesis.

2. The students' satisfaction towards teaching English speaking using the project work was at a good level.

DISCUSSION

This study was an experimental research with a one group pretest-posttest design. The purposes were to study and compare students' English speaking ability before and after the instruction using the project work and to investigate the students' satisfaction towards teaching English speaking using the project work. The findings were presented as follows:

The students' pretest mean score on English speaking was 16.57 or 41.42 % and the posttest mean score was 28.74 or 71.85 %. It was found that the students' speaking ability was significantly different at the 0.01 level. The posttest score was higher than that of the pretest. This might be that the students lack the knowledge on vocabulary and structures to be used in the given situations. Some students had very lengthy intervals between the questions and the answers. Moreover, the students were hesitant in using the language and too nervous to answer which affected the flow of words that come out from the students and preventing them to say the correct utterances. They had instances where speakers stammer and made numerous repetitions without finishing their sentences. This was consistent with Richards and Renandya (2002) who stated that socio cultural factor at the same time the affective factor of the learning of Thai students. The students were used to listening to the lecture and familiar with the conventional teacher-directed teaching. This made them lose the opportunity to practice speaking the target language, thus their reluctance to speak in the communicative classroom where they were not used to or have not experienced before. Moreover, Ur (1996) stated that the grasp of English speaking ability illustrates that the speaker possesses precise knowledge of the language.

However, after the students learned to speak English through the project work, the students made remarkable improvement in their English speaking ability as seen in their posttest scores. One of the reasons could be that the students were given more exposures and opportunities to use English while doing the presentation. Moreover, the comparison of the students' English speaking ability after being taught using the project work was significantly higher which showed an impressive result of an average of not less than the set criteria of 70%. As a result, the students gained high level of English speaking ability.

According to the findings, teaching English speaking using the project work was very effective in developing the students' English speaking ability. According to Stoller (2001), steps of doing the project work were determined as follows: the subject of the project, determining the outcome of the project, having students design the project, gathering data, compiling and analyzing the information gathered, providing students with the language input necessary for the final presentation, presenting the final product of the projects and talking over the presentation.

First, the students were advised to choose interesting topics that could appeal to them. By having the topics, it was taken for granted that the topics of the presentations were interesting enough and can be attracted by the enthusiasm of the presenter. Then, students were told to gather data for their presentations and make an outline of what to include prior to writing their scripts. The duration of the presentation of each project was determined to decide how much of the gathered data they should include. Then the outlines prepared by the students were analyzed by the teacher to discuss with the students and make necessary changes. Besides the practice of the prepared script was needed.

In this research, it was found that the total speaking ability of the Grade 8 students was developed by using the project work. The students had opportunities to show their abilities in speaking English with their project work. Most students expressed their positive satisfaction towards learning to speak English through project work. Some students stated that they had learned new vocabulary and expressions and be able to use them accurately. Moreover, they stated that they had a lot of fun with the activities in the project work, and also they enjoyed working in groups. Based on the findings, the Grade 8 students gained higher mean scores from the posttest. This revealed that project work could improve the students' English speaking ability.

Recommendations

The project work can increase the students' English speaking ability. It also promotes language learning and language skills, and autonomous learning as well. In addition, the project work process can be employed to develop classroom teaching to be more active and effective. Future research should be further conducted with other courses at different levels.

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CONCEPT AND MODELS OF RESEARCH-BASED LEARNING: A LITERATURE SYNTHESIS

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ABSTRACT

Research-based learning is increasingly used for education management at bachelor degree level. The distinctive point is a learning and various skill development for 21st century. The instructors gain more skills on doing researches. They are, also, able to apply this knowledge simultaneously to the learners in authentic context. This article aims at an analysis of the differences of various processes relating how to connect a research and knowledge management, that is, what level of connection should be accepted as a research-based learning. The prominent and weak point of each knowledge management patterns is analyzed in order to find the proper application for the learners and curriculum purposes.

KEYWORDS: research-based learning, authentic assessment, formative assessment

INTRODUCTION

Advanced technology and communication make changes to all around factors. It causes new characteristics of work force. This new requirement has influences upon educational institutes. The institution has to adjust a learning process from the traditional way, that is, an instructor plays active role while the learner is passive, to a new pattern. It means that the learner constructs knowledge by himself based on self-operation while the instructor plays the role as a scaffold. This learning style puts the focus on the learner's skills required in 21st century. The 21st century skill is believed to be necessary characteristics of life-living of the present and the future human being. Activity for learning must be designed and done together with the learning evaluation. This pattern must be determinate before the learning process. This active learning pattern contains various processes. A research-based learning is being employed in many international leading universities. The model not only allow the learner to self-acquire the knowledge, it also develop the learner's skills on planning, data collecting, evaluating, creative and judgment thinking problem solving and socializing. Communication skill through using languages is also required as well as technological and informational using. Others skills, moreover, are the purposes of this change. They are management skill, working in team, leadership, self-confident, authentic experience learning, wide perspective, and attention in science-career. It is expected to inspire the learner to gain better understanding and the learner's curiosity. It is a cultivation of sustainable long life-learning and preparation before graduation. The learner is expected to be well-prepared for living and working in society or further the study in graduate study. (Dekker and Wolff, 2016; Shaban, Abdulwahed and Younes, 2015; Junpeng and Tungkasamit, 2014; Sinlarat, 2012)

THEORETICAL FRAMEWORK

Research-based learning is based on Constructivist philosophy and Project-based learning. Learning design of each subject could be varies to each other. Project-based learning was established in 1930s and 1940s at Bauhaus. This learning pattern has been widely employed as a fundamental knowledge course in School of Art in UK and USA. At the same time, research-based method was introduced to Science and Technology, searching, at bachelor degree level but the emphasis was still putting on graduate study and a researcher. (Hunaiti et al., 2010). A research-based learning involves an analysis, a synthesis, and an evaluation. It can be an absorption development and a knowledge application of both the instructor and the learner. This research-based learning includes 4 aspects of knowledge: 1) the learner's understanding, 2) a knowledge development from the learner's background, 3) learning about social-interaction, 4) a meaningful learning is the success through authentic experiences (Susiani, Salimi, and Hidayah, 2018). This learning is suitable for knowledge management at higher level which emphasizes the learner to be a researcher. Knowledge management, in general, the learner works in authentic context, or acts as part of team doing the project built up by the instructor or the company who supported the project, or as part of the instructor or research team in the educational institute to run a big project which is supported by the outsider. Each learner, either individual person or in group, will learn through work summary and work process under the instructor's control or head of work. This research-based learning at bachelor degree, however, has a limitation because of inadequate maturity, low inspiration, and capacity of the learner. In the past, this approach was used in seminar subject or independent study, or the project of senior student in order to allow the learner to experience doing research (Shaban, Abdulwahed and Younes, 2015; Sinlarat, 2012; Hunaiti et al., 2010).

Guidelines of Research-based learning management

Research-based learning management is an integration between knowledge learning and research. Both the teacher and the learner could be developed together (Sinlarat, 2012). How to integrate a research method to the class content is varied. It has different prominent points of each curriculum and the learner role to each other. Dekker and Wolff (2016: 2-3) mentioned in their article that it depends on the intensive level of research to be used. Healey et al. (2005) classified the level of using research to be used in knowledge learning into 4 levels. They are 1) research-led learning which focus on research content and the learner is passive, 2) research-oriented learning which focus on research process and the learner does not participate in the process, 3) research-tutored learning which the learner could be part of research but only the research content, 4) research-based learning which the learner could participate in research process. All these levels are summarized and shown in Table 1.

Table 1 A connection between research and learner's role in 4 types of learn patterns

learning	research		students	
	content	process	audience	participants
1. research-led	X		X	
2. research-oriented		X	X	
3. research-tutored	X			X
4. research-based		X		X

Dekker and Wolff (2016: 2-3) showed a connection between research and 4 types of learning patterns by score as shown in Table 1. They suggested that, at higher level, a lecturer should allow the learners to be part of research team. The learners should, moreover, be able to self-conduct the research. The highest score is 10 is the target when the learners become scientists.



Figure 1 Learning -research nexus scale

Source: Dekker and Wolff (2016, p. 3)

Research-based model of learning

Research-based learning model applied by various educational institutes are classified into 4 types as the following.

Model 1: This model belongs to University of Illinois at Urbana-Champaign, with 8 steps as the followings.

- 1) The learners gain fundamental knowledge, vocabulary, and concept about how to do.
- 2) The learners learn how to do a research through lecturing and up-to-date research readings.
- 3) The learners are able to discuss and criticize the research results in his field and literature review.
- 4) The learners learn some parts of research methodology by using application or suitably designed for each subject.
- 5) The learners learn a research methodology for a subject and can participate in various application patterns.
- 6) The learners participate in a research design and able to do a repeat research.
- 7) The learners participate in a research design and able to do a research based on the original one, such as project-based research or a laboratory-research of his faculty.
- 8) The learners participate in a research design and able to do traditional research, such as a thesis of the senior student (Dekker and Wolff, 2016: 5).

Model 2: This synthesized model by Jutha Thammaachart (2012: 73) comprised two parts, 1) research result is used as a subject content, and 2) research methodology is used for learning management process. This process aims at the learner's capacity in learning and searching for interested new knowledge. It could be summarized as in figure 2.

Self- doing thesis/ research	Self-doing research	Teaching research process to a learner
Doing research by supervised process/ join a research team	Join as team of doing a research	
Doing a mini-research	Research synthesis	
Doing a report in research form	Research is used	Research results are applied for learning management
Learning from a research		
Self-learning from a research/ Supervised by a lecturer		
Knowledge gained from a principle, text, various medias/ a lecturer		
Learning process		

Figure 2 A model of learning activity by using a research-based approach

Source: Jutha Thammaachart (2012: 73)

Applying a research result for learning management has a purpose that the learner feels familiar to research. The involved activities are: 1) a learner studies the research concept and principle or from the related text or the lecturer's lecturing. A cooperative learning in class is to be done for enhancing knowledge, 2) a learner has to study a research in order to be an academic searching which corresponds to the subject. This activity depends on the learner's interest. Evaluating, criticizing, and class academic discussion, then, are to be made. The lecturer, in another way, may collect research results for the learners' evaluation and accompanied by guidelines on searching and reading for understanding. 3) Research synthesis is another process to allow the learner to learn more about research for gaining better understanding and being trusty. 4) Direct learning from research is an integrated the content and the process together. The learner is to learn the subject science and carefully selected good-research by the lecturer, that is, a connection between a research and subject content.

A research methodology is used as an instrument to implant the learners about using research to gain more knowledge and for the benefit of solving problem. The learner, moreover, is expected to do a research on his interested sciences successfully. The activity allows the learner to create a self-design research methodology. The activity is divided into 4 types based on the research complex.

1) To do a report in a research form, that is, learn a research and report by himself. It can be a case study, a survey or a document research.

2) A learner has to do a mini-research as an exercise by himself, new knowledge or new results are not emphasized.

3) Doing a controlled research or case study which supervised by the lecturer or works as a team of researchers. This includes big project of research supported from outsider because it allows the learner to work together with the others under the lecturer's supervision.

4) Self-conducted thesis or research is benefit the learner to have self-planning and doing a research after the learner having been explained taught by a research-based approach. This step is the highest requirement of research-based learning.

Model 3: It was established by Shaban, Avdulwahed and Younes (2015: 25-26) contains a circle with 7 steps as shown in figure 3.

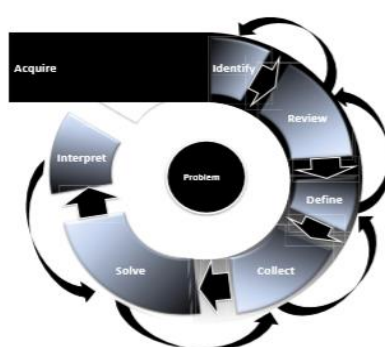


Figure 3 Circle of learning activity

Source: Shaban, Abdulwahed and Younes (2015: 25)

A research-based learning is a repeating process. The research question is a center of learning. The details of each step are as the following.

1) Acquirement, the learner receives a series of fundamental knowledge of the whole subject but it is different to each subject.

2) Identify, the purpose and objectives of the exercise are to be set up. The direct- experts are required. The result of this activity, leads to research project, activity, and important purpose which may be proved later.

3) At literature review step, the learner has to find involved-publishing document provided by trustworthy publisher. This step allows the learner to feel familiar with report forms, reasonable writing, result analysis, and conclusion.

4) Define, the learner sets up a problem, objective, and scopes of a research. All these topics may connect to the problem, or the previous-solved problem in a literature chapter.

5) Collection, this step is to collect the data of each person. The data may be from the third person's data or from the research website in the inter-net.

6) Solving, the integrated method for getting the result, they are specified parameter, evaluate the parameter discrepancy. This repeat treatment is done for finding the best answer.

7) Interpretations, the summary of result explanation or satisfied result are to be clarified. The result interpretation is used for confirming or denying the hypothesis, or reveals the new trend and the application.

Model 4: Other patterns taken by the beginning concept, such as the model of Hunaiti et al., (2010) which comprises of 4 steps. They are planning, doing, developing, and summarizing. Another one is made by Montha Chumsukhon and Ninmanee Pithak (2016). It comprises of 5 steps. They are identifying a problem, planning, doing, a learner collects a field work data, analyzing, and writing a report. The last one is established by Susiani, Salimi, and Hidayah (2018). It comprises of background, operation, research result, discussion, and research publishing.

This can be seen that the model University of Illinois at Urbana-Champaign (Dekker and Wolff, 2016: 5) and Jutha Thammachart (2012: 73) contains a similar process, that is, a connection between a research and a learning activity by doing step by step. This process is done till the learner gains self-doing research. It also allows the learner to experience other types of research process. The learner will have an opportunity to present research in public. For the model of Shaban, Abdulwahed and Younes (2015) is an enumeration of research process. The necessary fundamental knowledge for the learner is provided before he has a self-doing a research. This includes the model of University of Illinois at Urbana-Champaign (Dekker and Wolff, 2016: 5) and Jutha Thammachart (2012: 73) together with a research process. It makes a research process be easy to understand and reveals learning endless circle of problem solving. That is, when one result is found with a new question occurs, the learning process will be repeated again and again. The model of Shaban, Abdulwahed and Younes (2015), however, does not put the emphasis on result presentation. If the step of presentation is included in this model, the circle of research-based learning may be more completed.

Learning Evaluation

The understanding of learning, including both the content of each science and the steps in the process, should be evaluated. The learning outcome involves evidence-based or tasks with two different types of evidence. They are the evidence-based guidelines and the evidence-based learner Shaban, Abdulwahed and Younes, 2015; Toom et al., (2008,). An evaluation and assessment, therefore, is to be an authentic assessment by using various instruments and techniques. An evaluation can be done not only when the learning session finished, it also can be done to the process and expected skills of the learner at each step: thinking, planning, and searching processes as well as a continuous feedback. This pattern will help the learner to gain a development of doing research and profession skills in career. The learner can conduct a research by himself (Puang-paka Praweenbampen 2017, Shaban,

Abdulwahed and Younes, 2015; Hunaiti et al., 2010. The conclusion of the assessment should be done when each project runs to each step continuously. This is like a monitoring which reveals the learner about his problem or progress by self-learning. The process can be used during studying each subject. It begins with a possibility, a property, an acceptance, and an action to the plan (gant chart). This is different to each project, in the light of a presentation, a discussion of the learner, the lecturer, class mate, or other experts. It also includes an evaluation based on the evidence or the report, learner, testing, class-presentation, and being peer reviewer of the class-works. It is believed that this process enhances more skills, more role as a participant in doing research, general exploring, the learner's feedback by exploring or an interviewing or exit slip about the learning result from the class lesson. The learner should prepare a research proposal, a report, problem definition, a literature review, planned-work, educational design, writing a report, power point presentation, and poster presentation. All these actions are the learning outcomes. The evaluation criteria should be precisely specified, that is, revealing of the lecturer's expectation on the learner's capacity. This will show the most efficient-learning outcomes. The purpose of development is clearly identified, from the beginning of the project, purposes or objectives, and adjusting the learning process. This evaluation covers not only the learning process, it also being guidelines for reviewing the lecturer's learning design. It can be feedback throughout the educational semester. The source of the feedback information may be taken from a subject evaluation, the learner grouping, colleague, and the central office who support the learning management. The progress evaluation by using the information feedback will allow the learner to be self-controller of his progress and adjusting the learning pattern, moreover, it allows the lecturer can use information for planning, reviewing, learning pattern, process, and materials for the future learning management (Hunaiti et al., 2010; Shaban, Abdulwahed and Younes, 2015; Ambrose et al., 2010).

Conclusion and Discussion

A prominent point of a research-based learning is over all-development, that is, both a learner and a lecturer can be developed together. Their life-skills and life-long learning can be taken. A pattern for this research-based learning must be a research for learning. The activity of the learning management can be classified into 3 types: 1) a learning management follows a research process, it is a pattern created by Hunaiti et al. (2010), Momtha Chumsukhon and Ninmanee Phitak (2016), and Susiani, Salimi, and Hidayah (2018: 2) a learning management which allows the learner to feel familiar to a research process continually, from the beginning to the most intensive level till he can self-conduct a research. This pattern created by University of Illinois at Urbana-Champaign (Dekker and Wolff, 2016: 5) and Jutha Thammachart (2012: 73) and 3) A mixed process of learning management. It is different from the first two models. It begins by transferring a necessary fundamental knowledge to the learner, till the learner gets used to a research pattern, and solving a problem by an endless circle of a repeated research process. This model is easy for understanding, and can be applied to all subjects. If a result presentation of the study is included, the learning management will be more completed. An evaluation of a research-based learning by authentic evaluation, this may be an evaluation of each work piece: research proposal, and research report. The instrument and evaluation pattern, therefore, are varies according to type of evidences or work pieces.

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THE PROBLEM CONDITIONS OF ELECTRICITY CHARGE MANAGEMENT PROBLEMS OF THE LAO ELECTRICITY STATE ENTERPRISES IN VIENTIANE CAPITAL

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ABSTRACT

The main purpose of this research was to study the problem conditions of electricity charge management of the Lao electricity state enterprises in Vientiane from 15 people including key informants, executives, and operation staff related to electricity collection from Laos electricity enterprises in Vientiane Capital, Vientiane. The data analysis was conducted by content analysis based on the frequency of data then summarized. The results of the research showed, first, the problem of electricity registration staff collecting electricity bill from each residence's meter, that electricity bills did not correspond to the menstrual cycle. Second, the problem of the electricity bill production staff inputting incorrect cost and usage in the bill. Third, there was a problem in collecting payment for electricity bills that the electricity bill collectors did not collect all of the electricity bill payments in each month resulting in accumulated debt. Another problem concerned accounting-financial staff who often made delayed, unclear, and inaccurate bookkeeping and financial summaries which might be caused by the lack of experience and expertise in financing and accounting.

KEYWORDS: storing electricity bills, management, problem conditions

INTRODUCTION

The business of the Lao Electricity State Enterprise is important in driving the national economy since 1975 with the help of the government by setting policies that are in line with the new global situation and the global change in economic, social and community development. Laos has succeeded and has always been a peaceful nation. The people are well-being. The economy is constantly expanding and stable. The electric power department is the main department that is involved in driving the national economy to grow and strengthen under the guidance of the government.

The main roles and duties of the Lao electricity enterprise Metropolitan Electricity Authority Operation Division are 1) working as a representative of the Lao State Electric Enterprises in managing the electricity distribution sector in Vientiane Capital, directly supervised by the Lao Electricity State Enterprise Company; 2) managing self-revenue and expenses; 3) being an independent organization in financial and accounting management; 4) providing services and electricity for the central voltage distribution station, medium power transmission line, low voltage transmission lines, and electricity meters; 5) continuously maintaining and repairing the electricity distribution system for users; 6) producing efficient electrical energy; 7) providing service with highly responsible and urgent electricity users; 8) collecting money from power users with a high responsibility; 9) producing financial status report for the Lao Electricity Enterprises; 10) protecting the rights, interests, and the reputation of the

enterprise and; 11) providing special social work services under the supervision of top executives such as meetings, government activities and others.

According to the market mechanism and government policy guidelines, in order to distribute electricity to domestic customers sufficiently, thoroughly, economics and social development are important factors. With sufficient power distribution throughout the country, extra electricity can be exported to be sold to foreign countries to gain some revenues.

Statistics of electricity distribution to customers past performance in Vientiane Capital in 2018, the purchase of electrical energy from the head office was 1,816,637,973 kWh, sold to customers 1,816,012,066 kWh, expected to be paid 1,372,905,121,896 Kip. However, Laos electricity workers can actually collect energy figures 1,545,491,294 kWh equivalent to 1,169,908,598,981 kip indicates a loss 202,996,522,915 Kip / year, representing 85% Year 2017, purchased electricity from the head office with the amount of 1,711,475,426 kWh and sold to customers. 1,711,395,228 kWh expected to be paid 1,233,915,959,388 Kip, but Laos electricity workers could actually collect the amount of energy of 1,455,724,050 kWh, equivalent to 1,102,846,885,475 Kip that loss 131,069,073,913 kip / year, accounting for 89% and in 2016, purchasing electrical energy from the head office with the amount of 1,695,380,412 kWh sold to customers. 1,673,371,796 kWh is expected to receive 1,199,807,577,732 kip, but Laos electricity workers could actually collect energy 1,419,246,565 kWh, equivalent to 1,088,830,699,524 kip denoted loss 110,976,878,208 kip / year, accounting for 91% of the reason and the source of the importance of the said problem was in the sales of electrical energy. Customers living in Vientiane Capital should not receive returns based on exported numbers of the Metropolitan Electricity Operation Division with statistics on the distribution of electricity to customers in Vientiane Capital and charts. It was found that the Lao electricity enterprises and the Metropolitan Electricity Authority operation have been losing a large amount of money and energy every year due to the problems in the organization and operation of the Lao Electric State Enterprise and the Metropolitan Electricity Authority. If these problems are resolved and improved, it will lead to concrete and sustainable development.

From the above information, the researcher foresaw the need to conduct research on Strategies for managing the electricity collection of Laos electricity enterprises In the Vientiane Capital area Lao People's Democratic Republic For the Metropolitan Electricity Authority Operation Division to be informed of the problems in the organization of the Lao Electricity State Enterprise And the data that will be applied to the maximum benefit to the organization, executives, employees and customers in the future.

PURPOSE OF THE STUDY

The main purpose of this research study was to study the problem conditions of electricity charge management problems of the Lao electricity state enterprises in Vientiane Capital.

MATERIALS AND METHODS

Scoping and Study site

This study was conducted by using a qualitative research investigating the key electricity charge management problems of the Lao electricity state enterprises in Vientiane Capital.

Sampling and Data Collection

15 people including key informants executives and operations related to electricity collection from Laos electricity enterprises in Vientiane Capital, Vientiane, Laos with work experience of 5 years or more.

Methodology

Data collection was conducted through the following processes: the structured interview is structured to collect information about the problem of electricity charge collection of Laos electricity enterprises in Vientiane Capital Region

1. The staff records the electricity cost of customers from an electricity meter.
2. Employees produce electricity bills.
3. As for cashiers - tens of thousands of electricity bills
4. Accounting - Finance staff

The researcher prepared a letter requesting cooperation; then coordinated the target group; after that appointed a date, time, of an interview, and made an invitation letter as well as the interview form; last collected the information manually.

The data analysis was conducted by content analysis based on the frequency of data then summarized the content.

RESULTS, DISCUSSION AND CONCLUSION

Results

First, the problem of electricity registration staff collecting electricity bill from each residence's meter, that electricity bills did not correspond to the menstrual cycle. Second, the problem of the electricity bill production staff inputting incorrect cost and usage in the bill. Third, there was a problem in collecting payment for electricity bills that the electricity bill collectors did not collect all of the electricity bill payments in each month resulting in accumulated debt. Another problem concerned accounting-financial staff who often made delayed, unclear, and inaccurate bookkeeping and financial summaries which might be caused by the lack of experience and expertise in financing and accounting.

Discussion

The findings of this study reveals that environmental problems first, the problem of electricity registration staff collecting electricity bill from each residence's meter, that electricity bills did not correspond to the menstrual cycle. Second, the problem of the electricity bill production staff inputting incorrect cost and usage in the bill. Third, there was a problem in collecting payment for electricity bills that the electricity bill collectors did not collect all of the electricity bill payments in each month resulting in accumulated debt. Another problem concerned accounting-financial staff who often made delayed, unclear, and inaccurate bookkeeping and financial summaries which might be caused by the lack of experience and expertise in financing and accounting. The result is consistent with the research of Akanimat (2014) who studied the problems of revenue collection of Bueng Kluea Subdistrict Administrative Organization, Mueang Selaphum, Roi Et Province. The study found that the income of the Subdistrict Administration Organization that had been derived from each type of taxation was decreasing and might be the result of the problem of the increasing storage in Selaphum, Roi Et Province. It was also found that some operators, especially the group of raft operators who run certain business operations at the specific time during the festival, lacked understanding of regulations favored the people of his or her preference. In the principle of practical possibility, it was found that Bueng Kluea Subdistrict Administration Organization, there was a problem in the main aspects of practical possibilities because the 5-year statistic of income tax collection had decreased. The main problems and

obstacles involved taxpayer registration verification, detailed taxpayer, map, and property registration information or signs that appear in detail. Also, there were problems in terms of materials and equipment for tax collection. There was not enough technology to help facilitate operations for property registration which was consistent with the research of Chamsak (2011). She studied about the problems and income collection of Khun Kham Subdistrict Municipality, Mueang Khun Mun District, Mae Hong Son Province and found that the problem of the number of personnel was insufficient for the amount of work that was responsible. Likewise, the research of Wongsupap (2016) studying the problems of tax collection in Ban Pom Subdistrict Administration Organization. Ayutthaya Phra Nakhon Si Ayutthaya province, mentioned that 1) lack of good understanding on tax collection, lack of channels, and modern public relations. Many types of tax collection were redundant.

It was found that at present, the revenue collection of the Ban Pao Subdistrict Administration Organization was still inefficient, with the problem of lack of knowledgeable and capable personnel, lacking of effective tools people lack knowledge and understanding about tax payment.

Conclusion

The researcher proposed important findings as follows. First, the problem of electricity registration staff collecting electricity bill from each residence's meter, that electricity bills did not correspond to the menstrual cycle. Second, the problem of the electricity bill production staff inputting incorrect cost and usage in the bill. Third, there was a problem in collecting payment for electricity bills that the electricity bill collectors did not collect all of the electricity bill payments in each month resulting in accumulated debt. Another problem concerned accounting-financial staff who often made delayed, unclear, and inaccurate bookkeeping and financial summaries which might be caused by the lack of experience and expertise in financing and accounting.

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STUDY OF THE CURRENT ENVIRONMENTAL CONCERNS IN VANG VIENG DISTRICT, VIENTIANE PROVINCE, LAO PDR

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ABSTRACT

The main objective of this study is to examine the current environmental concerns (i.e., improper municipal solid waste (MSW) disposal and management, water contamination, and air pollution) in Vang Vieng District. Such understanding will be further used to develop a strategy to solve environmental problems in this locale. This study was conducted using qualitative research and key informants who are relevant stakeholders in Vang Vieng District. Ten individuals were identified and interviewed.

Data collection was conducted by both semi-structured interviews (SSI) and analysis of secondary data on environmental problems. The data analysis was conducted by content analysis through classification and categorization of empirical information obtained from semi-structured interviews and secondary data. The findings of the study revealed several things. First, MSW disposal and management does not operate effectively and efficiently due to lack of coverage of the collection system, lack of

MSW trucks and collectors, low levels of public awareness of waste disposal, lack of sorting of garbage before transport and disposal of in landfills, and poor landfill management systems. Second, Effluents from residential and business sources are discharged into the Nam Song River. The possible factors contributing to this problem include rapid population growth and business expansion, improper construction of residences and business sites close to the Nam Song River, low levels of public awareness of environmental problems, lack of wastewater treatment, as well as a lack of environmental monitoring plans and regular monitoring. Finally, the study found that smoke and dust are still occasionally a problem, but the level of air pollution met standard criteria for livable conditions. This problem may have been caused by illegal slash and burn cultivation in upstream forests, which is seasonally detected, burning of garbage in open areas, and dust which may have been caused by industrial production of cement. Possible solutions to these problems can be pursued by continuing precise studies on environmental problems, along with their causes and effects. This should be done in conjunction with investigating levels of public awareness, followed by developing a strategy and action plans for environmental management by means of intra-sectional cooperation in Vang Vieng District based on the findings of the current and further precise study. By developing and implementing the proposed strategy, environmental conditions in Vang Vieng will be preserved and the quality of life of local people will be secured, Tourism and economic development will be sustainably developed.

KEYWORDS: Environmental Concerns, Municipal Solid Waste (MSW) Disposal and Management, Water Contamination, Air Pollution, Public Awareness, Strategy, Green Growth, Sustainable Development, an intra-sectional cooperation.

INTRODUCTION

While the governments of countries worldwide are expending their efforts on pursuing implementation of the 2030 Agenda for Sustainable Development, anthropogenic environmental problems (e.g., air pollution, global warming and climate change, water pollution, improper waste disposal and management) still remain major global concerns. These problems affect the well-being of people and have become a barrier to economic development throughout the world (United Nations – UN, n.d).

As in other countries, Laos has been facing environmental problems, which have become a significant barrier to sustainable development. From 1990 to 2015, Laos experienced over 20 severe floods and windstorms, affecting plant and animal species and the livelihoods of people within the country. Chemicals used in agricultural practice and on tree plantations caused contamination of the soil, as well as surface and groundwater. Improper discharge from mining operations has been linked to soil and water pollution in certain areas of Laos (Open Development Laos, 2018). Increased solid waste generation in urban areas due to a rapid economic expansion and population growth triggers environmental problems. In 2018, the waste generation levels in Vientiane Capital, secondary cities, and small towns are approximately 0.7, 0.6, and 0.5 kg/person/day on average, respectively (Pollution Control Department, 2019). Smoke and haze pollution, which is partially caused by wildfires over certain parts of the country and smoke pollution blown in from neighbouring countries by prevailing winds, is an emerging environmental challenge in Laos. There were hazardous levels of particulate matter 2.5 (PM_{2.5}) in Vientiane Capital during mid-March in 2019. This not only caused serious concerns, but also awoke the citizenry, as well as the public and private organizations to the problem (Vientiane Times, 2019).

At various localities in the Lao PDR, particularly in the cities with tourism hotspots and investment flows, environmental conditions are deteriorating over time. During the preparation for the current study, the author was attracted by the environmental problems emerging in Vang Vieng, the world's most unlikely ecotourism town located in Vientiane Province. It is only a few hours drive to the north from Vientiane. Vang Vieng is a small district with a total area of 1,676.80 square kilometers, consisting of 63 villages (including 6 municipal villages and 5 municipal outskirts). The total population is 60,026 people (2017) (Duangvilay, 2018). Due to the unique geographical features, limestone cliffs and caves along the transparent Nam Song River, this city attracts increasingly greater numbers tourists from over the world since it was officially opened as the national ecotourism city in late 1999. The number of tourists visiting Vang Vieng was estimated to be about 170,928, 183,245, 189,763 and 200,912 people in 2015, 2016, 2017 and 2018, respectively (Phommavongsa, Interview, August 8, 2019). It is interesting to note that the number of tourists in 2018 is more than 700% increased in comparison to 2000.

This has brought huge opportunities for service and tourism-related business in the local communities. Parallel to this, the rich natural resources of Vang Vieng also make it more attractive to investors who want to put their capital into industrial production. For instance, Vang Vieng is well known as the home of three giant cement factories, which are the main cement suppliers to the country. These service and industrial activities have become significant factors contributing to rapid economic growth in Vang Vieng. In 2018, the Gross Domestic Product (GDP) was over USD 151 million. Of this, the service and tourism sectors comprised 54% of the total. The per capita income was USD 2,527.40 in 2018 (Duangvilay, 2018).

However, rapid economic growth has not only bettered the well-being of the local people, but it has brought environmental changes as well. It can be observed that the environmental conditions in

Vang Vieng have deteriorated. The significant factors contributing to this environmental problem are uncontrolled discharge of wastewater from households and businesses (e.g. hotels, laundry, and restaurants), a rise in municipal solid waste (MSW) generation, improper MSW disposal and management, crowded communities caused by tourism, business expansion, ineffective urban planning, slash and burn cultivation in the upland and mountainous areas, and dust from cement factories (Vongchampa, Interview, July 25, 2019). Without effective and efficient environmental management systems, the environmental conditions in Vang Vieng will continue to worsen, leading a decreased quality of life for the local people as well as a potential collapse of tourism businesses and economic development due to a lack of tourists. Finally, Vang Vieng, one of the world's most attractive tourism destinations, might start to decline in the near future.

In an attempt to develop environmental solutions and move the country towards achieving the Vision 2030 of Green, Clean, and Beautiful Laos, as well as achieving the Sustainable Development Goals (SDGs), the Government of the Lao PDR (GoL) is strongly committed to global and regional solutions to environmental problems and climate change resilience. For instance, the Lao PDR was the first country in ASEAN to submit its Intended Nationally Determined Contribution (INDC) to the UNFCCC in 2015 and ratified the Paris Agreement in 2016 (United Nations in Lao PDR, 2017). In 2019, Lao PDR also joined our respective AMS to adopt the Bangkok Declaration on Combating Marine Debris (Pholsena, 2019). At the national level, the GoL has also created various mechanisms to address environmental problems and develop solutions. Environmental protection and climate change resilience has been embedded into the National Strategy towards 2025 and the 8th National Socio-economic Development Plan (8th NSEDP) 2016-2020 (Ministry of Planning and Investment, 2016). The SDGs have been mainstreamed into the 8th NSEDP (National Steering Committee on SDGs, 2018). A National Green Growth Strategy of the Lao PDR has been adopted and implemented since the beginning of 2019 (GoL, 2019). In this regard, the Ministry of Natural Resources and Environment (MONRE), as a core governmental agency, helps guide and work closely with line ministries and relevant sectors. Its goal is to implement green growth and sustainable development with low carbon and a climatically resilient economy. This is done through establishment of a 10-Year Strategy (2016-2025) and a 5-Year Plan of Action (2016-2020) in parallel with enforcement of the Environmental Protection Laws and related legal frameworks, and raising awareness. Furthermore, integrated spatial planning or ISP has been completely developed for 12 provinces. There is also a struggle to integrate the strategic environment assessment or SEA into the policies and strategic frameworks at all levels (Vorachit, 2018). Additionally, the National Pollution Control Strategy and Action Plan 2018-2025, with Vision to 2030 has been under development, but is not yet approved (MONRE, 2017).

Even though there is a lot of effort on environmental solutions, research studies on the impacts of implementing these mechanisms, particularly in the local areas, were not found during the preparation for this study. Additionally, strategic plans of action on environmental management at the local level are very rare. In Vang Vieng, an environmental management plan does not exist (Thantavong, Interview, July 25, 2019). Therefore, in this research, the author aims to investigate the key environmental concerns in Vang Vieng, focusing on improper MSW disposal and management, water and air pollution. Findings of the current study will be further used to develop a strategy to resolve environmental problems in this locale.

PURPOSE OF THE STUDY

The main purpose of this research study was to examine the current environmental concerns in Vang Vieng District, Vientiane Province, Lao PDR. Such understanding will be further used to develop a strategy to solve environmental problems in this locale.

MATERIALS AND METHODS

Scope and Study site

This study was conducted using qualitative research investigating the key environmental concerns in Vang Vieng District, Vientiane Province, Lao PDR. The scope of the study focused on three major environmental concerns: 1) improper MSW disposal and management, 2) water contamination, and 3) air pollution.

Sampling and Data Collection

A total of ten key informants, who are relevant stakeholders in Vang Vieng District, was identified and interviewed. They include the: 1) Vice Major of Vang Vieng District, 2) Director of District Office of Natural Resources and Environment of Vang Vieng, 3) Vice Chair for Urban Development and Administration Authority of Vang Vieng, 4) Director of District Office of Planning and Investment of Vang Vieng, 5) Director of District Office of Information, Culture, and Tourism of Vang Vieng, 6) Deputy Director of Environmental Research Division of the Natural Resources and Environment Research Institute, Ministry of Natural Resources and Environment (MONRE), and 7) entrepreneurs running businesses concerned with MSW disposal and management, hotels and guesthouses, tourism, and restaurants in Vang Vieng. Data collection was conducted by both semi-structured interviews (SSI) and analysis of secondary data on environmental problems (e.g., improper MSW disposal and management, water contamination, and air pollution).

Methodology

Data collection was conducted through the following processes: 1) the authors sent official letters issued by the Permanent Secretary of MONRE to the relevant public sectors in Vang Vieng to receive permission to conduct this study. Then appointments with key informants were made before the field visits, 2) the authors went on field trips and questioned the key informants, using an interview guide consisting a list of general topics on the current environmental concerns in Vang Vieng. During the interviews, MSW disposal and management, water contamination, and air pollution were investigated when appropriate, and 3) the authors studied secondary data obtained from studying official document (e.g. policy and/or strategic plans and reports) provided by the key informants in the relevant public and private sectors.

Data analysis was conducted using content analysis based on empirical information obtained from the semi-structured interviews and secondary data. The data were classified and categorized into three major environmental issues, improper MSW disposal and management, water contamination, and air pollution. Then the data was analyzed and summarized by the authors to present the overall current situation of environmental problems in Vang Vieng.

RESULTS, DISCUSSION AND CONCLUSION

Results

1. Improper MSW Disposal and Management

The results of the study showed that municipal solid waste (MSW) disposal and management was not effectively and efficiently done for the following reasons: 1) MSW collection service did not operate throughout the district. During the data collection for the current study, the Urban Development and Administration Authority of Vang Vieng could provide daily MSW collection service for residential areas and business units in only 11 municipal villages out of 63 villages within the district. Another private company who also offers MSW disposal and management services was just granted a license to start doing MSW collection and management in the remaining 52 villages. 2) The number of MSW trucks and collectors were not enough in comparison with the increasing amount of material discarded each day. 3) Garbage bins were not located properly. 4) The levels of public awareness of waste provided bins or baskets (Fig. 1). 5) Sorting of garbage was not practiced before its transport and disposal in a landfill. 6) Sanitary landfills did not exist and MSW management at the landfill sites was operated by burying it into the soil. Fires caused by chemical reactions at landfill sites occasionally occur. 7) Landfill sites were not sealed which may have caused release of waste back into surrounding areas sealed which may have caused release of waste back into surrounding areas.



Figure 1 MSW Disposal in front of a Tourism Agency and a Guesthouse

2. Water Contamination

The results of the study revealed that effluent from residential areas and entrepreneurs, who operate businesses such as hotels, guesthouses, and laundry, was discharged into the Nam Song River, the major river in Vang Vieng, where almost all tourism activities take place (Fig. 2). In this regard, there are five possible factors contributing to this problem: 1) Rapid population growth and business expansion. This growth is faster than that estimated during the expansion of the existing urban plans. 2) Construction of hotels, guesthouses, restaurants, and residences has not been made in accordance with urban planning regulations. Most of the construction is located closer to Nam Song River than it should be with no wastewater treatment systems. 3) The level of public awareness of environmental issues is not very high. 4) Wastewater treatment systems are still lacking. 5) There is a lack of detailed environmental planning and regular environmental monitoring.



Figure 2 Effluent Discharged by Entrepreneurs into the Nam Song River

3. Air Pollution

The study found that smoke and dust still occurs occasionally. There are three possible factors causing this problem: 1) Some of local villagers practice illegal slash and burn cultivation in the upstream or watershed forests. 2) Burning of garbage was sometime found in open areas. 3) Industrial production activities at the cement factories may have produced excessive amounts of dust that were released into the air.

Despite this, the level of air pollution reported met the standard criteria for livable conditions according to the environmental monitoring done by government agencies.

Discussion

1. Improper MSW Disposal and Management

The findings revealed that MSW still remains challenging for sustainable socio-economic development in Vang Vieng due to ineffective and inefficient MSW disposal and management practices. These problems include a lack of coverage of the collection system, lack of garbage trucks and collectors, low levels of public awareness of waste disposal, lack of sorting of garbage before transport and disposal in landfill sites, and poor landfill management systems. These problems have also emerged and challenged environmental agencies in Nigeria, where solid waste management was characterized by inefficient collection methods, insufficient coverage of the collection system and improper disposal (Ogwueleka, 2009). In terms of the level of public awareness of MSW disposal, another study revealed that the main sources of waste materials generation in Tangail Pourashava, Tangail of Bangladesh, were urban dwellers. There was a significant difference in awareness among people of various occupations (Sarker, Sarker, Islam, & Sharmin, 2012).

2. Water Contamination

The findings showed that effluent from residential and business sources was discharged into the Nam Song River. This is because of rapid population growth and business expansion, improper construction of residents and business sites close to Nam Song River, low levels of public awareness of environmental problems, lack of wastewater treatment, and lack of environmental monitoring plans and regular monitoring. This finding is similar to the problems emerged in Manado, a coastal city in North Sulawesi Province of Indonesia, where wastewater was discharged from various sources due to the high pressures of population growth, economic expansion, and low household income, combined with insufficient structure of governmental institutions for addressing wastewater issues and for law enforcement (Lasut, Jensen, & Shivakoti, 2008).

3. Air Pollution

The study found that smoke and dust still occur occasionally, but the level of air pollution was reported as meeting standard criteria. This problem may have caused by illegal slash and burn cultivation in the upstream forests, which was seasonally detected, burning of garbage in open areas, and dust that may have caused by production activities at cement factories. This finding is in accordance with the results of a review of air pollution and health impacts conducted in Malaysia that revealed that the air pollution comes mainly from land transportation, industrial emissions, and open burning sources (Afroz, Hassan, & Ibrahim, 2003). Regarding air pollution, which may have been caused by cement factories, there was a study on health risks for populations living in the neighborhood of a cement factory in Khrew, Kashmir, India in 2011. The main parameters of air pollutants were identified and measured in residential areas within a 2-3 km radius of the emission zone. The results of the study showed that there was high level of air pollution in the area and adverse health impacts in subjects residing around the affected area (Mehraj, Bhat, & Gul, 2013).

Conclusion

The findings of this study reveals that environmental problems (e.g., improper municipal solid waste disposal and management, water contamination, and air pollution) emerging in Vang Vieng are real and have become a major threat to the well-being of local people and sustainable tourism. Without intervention, the environmental conditions in Vang Vieng will continue to worsen. This can lead to a poor quality of life for the local people as well as collapse of tourism businesses and economic development due to a lack of tourists unless effective and efficient environmental management systems are practiced.

The possible solutions to the problem can be found by continuing precise studies on environmental problems, considering their causes and effects together with identifying levels of public awareness. This should be followed by developing a strategy and action plans for environmental management by means of an intrasectional cooperation in Vang Vieng District based on the findings of the current and further precise study. By developing and implementing the proposed strategy, environmental conditions in Vang Vieng will be preserved, the quality of life of local people will be secured and tourism as well as economic development will be sustainably developed.

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THE DEVELOPMENT OF ENGLISH VOCABULARY LEARNING ABILITY USING CONTEXT CLUES TECHNIQUE OF GRADE 9 STUDENTS

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ABSTRACT

The purposes of this study were: 1) to study and compare English vocabulary learning ability of Grade 9 students before and after using context clue techniques, 2) to study the students' attitude towards teaching English vocabulary using context clue techniques, and 3) to study English vocabulary learning retention. The sample consisted of 35 students of Grade 9 at Traimudomsuksapattankarn Udonthani School, Banphue District, Udon Thani Province, under the Secondary Educational Service Area Office 20 in the first semester of academic year 2019. They were selected by cluster random sampling. The research was one group pretest – posttest design. Research instruments included 12 lesson plans, an English vocabulary test, and an attitude questionnaire. The experimental lasted 12 weeks, or 24 hours for all. The mean, percentage, standard deviation and t-test for Dependent Samples were used for data analysis. The findings of this research were: 1) the students' pretest mean score on English vocabulary learning ability was 10.63 or 28.78 percent and posttest mean score was 29.26 or 73.14 percent respectively. The posttest mean score was not less than 70 percent and significant higher than that of pretest, 2) the students' attitude towards teaching English vocabulary learning ability using context clues technique was at a good level, and 3) the students learning English vocabulary by using context clues techniques had English vocabulary learning retention after 14 days of the posttest.

KEYWORDS: English vocabulary learning ability, English vocabulary learning through context clues technique, attitude, retention

INTRODUCTION

Learning a foreign language particularly English plays an important role in daily communication. Since English has been recognized for its robust importance and learned as a foreign language among every country, it is an important language, serves as a medium of communication and a tool for seeking knowledge, career paths and enables a better understanding of linguistic and cultural diversities among nations, society, customs, economy, politics, ruling and other aspects (Ministry of Education, 2008: 1). Since 2015, Thailand has entered ASEAN Economic Community and the working language is English. Such entrance, in fact, has led to competitiveness and exchange in various aspects among nations; specifically, in education and businesses, people equipped with language abilities are offered more opportunities than those short of such abilities. With this essence, Ministry of Education (2008: 1-2) stipulates that English is taught as a foreign language for all ages to strengthen thinking capabilities and creativity, to prepare the new generation for the information age and to broaden their visions and viewpoints. The implementation of this policy lies in the expectation that continually learning English from primary to secondary education, students would be able to decode and encode messages, become culturally aware to use language to convey their thoughts, emotions, pass on

knowledge and understanding to share fruitful information and experiences to self and social improvement.

In English instruction, vocabulary is an essential element which learners must acquire, for it will help enable them to communicate effectively and express their thoughts meaningfully. As Surasit (2544: 221) stated that knowing more vocabulary in language teaching and learning benefits the learners to be able to use the language competently. In addition, Katamba (2005: 2) stated that vocabulary is invaluable to open the gate to learn the nature of the language. Nation (2001: 106-107) also stated that learning vocabulary is a basis for the learner of English. Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction. According to Tabatabaei and Hosseinzadeh Hejazi (2011: 59-60), vocabulary knowledge serves as a vital constituent in all four skills language learning as in speaking, writing, reading and listening. To ensure effective communication, learners ought to possess adequate vocabulary knowledge and learn its usage. This is in line with Richards and Renandya's statement (2002: 255) that vocabulary is vital to effective language learning and serves as a foundation or milestone in all four skills of language learning. Learners without comprehensive vocabulary knowledge and vocabulary learning strategies tend to succeed in language learning less than those with vocabulary knowledge. Moreover, Thornbury (2007: 69-72) stated that in relation to the relationship between reading comprehension and vocabulary knowledge, learners with extensive vocabulary knowledge can apply such knowledge to reading comprehension and can comprehend given texts better. Nation (1990: 1-2) also mentioned that a shortage of vocabulary knowledge is the main cause of reading incomprehension as well as writing, listening and speaking problems.

Studies on English instruction have revealed that achievement in English in both primary and secondary education is still below average. Many factors have rendered English teaching unsuccessful. Among many factors is a teacher; Thailand's education system is still based on the traditional model which has been inherited for years, so that creates difficulties or barriers for new innovation and concepts to assimilate into the education system; in addition, teaching approaches are neither diverse nor consistent with learners' basic. The other factor is a learner; simply speaking, with inadequate English basic, they project negative attitudes towards English and do not understand vocabulary, speaking, reading and writing. In-class practice is scarce, so learners have to practice by themselves at home, thereby resulting in a low level of English proficiency (Ministry of Education, 2008: 1-4).

Triamudomsuksapattanakarn Udonthani School, Banphue District, Udonthani Secondary Educational Service Area Office 20, Udonthani, is a large opportunity extension school. The school's instruction corresponds to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) which stipulates that English is a foreign language and taught from Grade 7 to junior secondary education. Based on its instruction, Grade 9 students' achievement in English in the second semester in the academic year of 2017 accounted for 42.51 while their English vocabulary abilities were 26.08 That reflects that one of the instructional problems in Grade 9 is learners' lack of English vocabulary knowledge. That is, the students did not know the meanings of vocabulary, were unable to use vocabulary in communication, had limited vocabulary inventories for reading comprehension and could not guess the meanings from context clues. Consequently, it is deemed vital to develop students' vocabulary knowledge and understanding of its usage, for the understanding of the vocabulary meanings is the key to success in English learning and will promote the ability to apply it to communication.

In teaching vocabulary, there are numerous methods and strategies to help learners learn vocabulary. Context clues are one among any other techniques which would help render vocabulary

teaching effective. According to Nation (2001: 232), learning vocabulary through guessing meanings from context clues is regarded the most important approach to learn vocabulary because vocabulary is instrumental in communication and used to convey meaningful messages. Vocabulary knowledge and proper usage based on the contexts will lead to effective communication. This is consistent with Trattner (1990) who studied the effects of using context clues on the students' ability of getting meaning from context. The results were that vocabulary with non context clues has problems more than words with context clues. Also Walters (2006) studied the comparison of teaching methods by proposing five steps of teaching by context clues and practice the use of context clues in gaining the meaning of the words. This is consistent with Schmitt's theory (1997: 209) that guessing meanings from context clues is the interpretation from sentences or texts. If learners are equipped with vocabulary knowledge and can use it correctly, they will be able to guess the meanings from context clues and understand usage and grammatical structures of sentences or topics in texts. This is also consistent with Blanchard and Root's statement (2005: 93-98) that English has a huge amount of vocabulary with multiple meanings, so it can pose an impossible task for learners to remember all meanings and it is difficult not to read without pause to find meanings. Learners ought to use contexts to find the meanings of words; contexts can be a word or a sentence which surrounds the unfamiliar vocabulary and offers various context clues to help guess the meanings such as definition clues, antonym clues, example clues, and comparison clues.

In light of the aforementioned, the present study sought to shed some light on the use of context clues in vocabulary teaching to develop English vocabulary of Grade 9 students at Triamudomsuksapattanakarn Udonthani School, Secondary Educational Service Area Office 20, Udonthani. Moreover, it aimed to examine their retention of context clue-based vocabulary learning as well as their perception towards the use of context clues in vocabulary teaching. The study was conducted in hope of providing a guideline for English teachers on the development of English vocabulary instruction.

Purposes of the study

1. to study and compare English vocabulary learning ability of Grade 9 students before and after using context clues technique,
2. to study the students' attitude towards teaching English vocabulary using context clues technique, and
3. to study English vocabulary learning retention.

Research hypothesis

1. The students' English vocabulary learning ability after studying English vocabulary using active learning was not less than the set criterion of 70 percent.
2. The students' English vocabulary learning ability after studying English vocabulary using active learning was higher than the prior one.

MATERIALS AND METHODS

Sampling and Variables

1. Population

The populations of this study consisted of 120 Grade 9 students studying at Triamudomsuksapattanakarn Udonthani School, Ban Phue District, Udonthani Secondary Educational Service Area Office 20, Udonthani.

2. Variables of the study

There were two variables applied in the present study: independent and dependent variables. Independent variable was teaching English vocabulary using context clues technique. Secondly,

dependent variables were English vocabulary learning ability, attitude towards teaching English vocabulary using context clues technique, and English vocabulary learning retention respectively.

Methodology

The present study focused on 120 Grade 9 students studying in the first semester of 2019 from Triamudomsuksapattanakarn Udonthani School. In addition, this study used the cluster random sampling to choose 35 Grade 9 students studying in the first semester of 2019.

Instruments

There were three instruments used in this study: lesson plans, pretest and posttest of English vocabulary using context clues technique, and attitude questionnaires towards English vocabulary using context clues technique. Firstly, research instrument included 12 lesson plans of English vocabulary using context clues technique, which had been approved, piloted and developed. Each lesson plan took two hours. The experiment lasted 12 weeks, or 24 hours for all. Moreover, the index of IOC was 1.00. Secondly, multiple choice pretest and posttest of English vocabulary using context clues technique, consisted of 40 questions, was employed in this study. Also, the index of IOC, the value of difficulty (p), the value of discrimination (r) and the value of reliability were 1.00, 0.46-0.75, 0.36-0.71 and 0.96 respectively. Furthermore, Likert scale attitude questionnaires towards English vocabulary using context clues technique, composed of 20 questions, was used and the index of IOC was 1.00.

Data Collection

Data collection included the following steps which were described in detail below. First of all, the students took the pretest, which were multiple choice examination of English vocabulary using context clues technique, in one hour. Next, the researcher taught English vocabulary using context clues technique. Then, posttest and attitude questionnaires towards English vocabulary using context clues technique were applied. After two weeks, English vocabulary learning retention towards teaching English vocabulary using context clues technique of Grade 9 were observed by using the same posttest. Finally, the score of attitude questionnaires and learning retention tests towards teaching English vocabulary using context clues technique were correspondingly accumulated, calculated and analysed.

Data Analysis

1. The study of English vocabulary using context clues technique of Grade 9 students

Table 1 The results of pretest and posttest of English vocabulary using context clues technique of Grade 9 students

Number	Pretest Score (40 points)		Posttest Score (40 points)	
	Score	Percentage	Score	Percentage
1-35				
\bar{x}	10.63	28.78	29.26	73.14
S.D	3.42		2.39	

According to Table 1, the finding revealed that the students' pretest and posttest mean score of English vocabulary using context clues technique were 10.63 (28.78%) and 29.26 (73.14%) respectively.

2. The comparison of learning ability towards teaching English vocabulary using context clues technique of Grade 9 students

Table 2 The comparison of pretest and posttest towards English vocabulary using context clues technique of Grade 9 students

Test	n	\bar{x}	S.D	t
Pretest	35	10.63	3.42	37.22**
Posttest	35	29.26	2.39	

**p-value = .01

According to Table 2, the results indicated that the students' pretest mean score of English vocabulary using context clues technique was 10.63 and the standard deviation (S.D) was 3.42. Besides, the students' posttest mean score of English vocabulary using context clues technique was 29.26 and the standard deviation was 2.39. The difference of mean score exposed that the score after learning English vocabulary using context clues technique increased statistically significant at the .01 level.

3. The attitude towards teaching English vocabulary using context clues technique of Grade 9 students

Table 3 The attitude towards English vocabulary using context clues technique of Grade 9 students

Questionnaires	n	\bar{x}	S.D	Level of Attitude
The attitude towards English vocabulary using context clues technique	35	4.58	2.58	Good

According to Table 3, the mean score of the attitude towards English vocabulary using context clues technique was 4.58. Therefore, the students' attitude towards teaching English vocabulary using context clues technique was at a very good level.

Table 4: The retention of English vocabulary using context clues technique of Grade 9 students

Test	n	\bar{x}	S.D	t
Posttest	35	29.26	2.39	37.22**
Retention	35	29.83	2.52	

**p-value = .01

Table 4 illustrated the retention of English vocabulary learning ability of Grade 9 students. After fourteen days, the English vocabulary test was employed again, and it was found that the students' mean score of the English vocabulary test was higher than that of the posttest one.

RESULTS, DISCUSSION AND CONCLUSION

Results

1. The students' pretest mean score on English vocabulary using context clues technique was 10.63 or 28.78 percent and the posttest mean score was 29.26 or 73.14 percent. The difference of mean score exposed that the score after learning English vocabulary using context clues technique increased statistically significant at the .01 level.

2. The mean score of the attitude towards English vocabulary using context clues technique was 4.58. Also, the students' attitude towards teaching English vocabulary using context clues technique was at a very good level.

3. The students' learning English vocabulary by using context clues technique had English vocabulary learning retention after 14 days of the posttest.

Discussion

The present study was the experimental research which aimed to study and compare English vocabulary learning ability of Grade 9 students at School before and after using context clues technique. In addition, the researcher investigated the students' attitude and learning retention towards teaching English vocabulary using context clues technique. The findings based on the purposes of the study were discussed as follow.

1. The comparison of English vocabulary learning ability before and after using context clues technique

The finding revealed that the students' pretest mean score on English vocabulary learning ability was 10.63 or 28.78 percent and the posttest mean score was 29.26 or 73.14 percent respectively. The posttest mean score was not less 70 percent and significant higher than that of the pretest which showed the consistency with research hypothesis. According to the pretest score, the students did not understand basic vocabulary, meaning, or how to use vocabulary to make sentences before learning this technique. However, the students' vocabulary knowledge increased after using context clues technique. The reasons were described below.

English vocabulary using context clues technique was beneficial to increase learning English vocabulary ability. Learners can find out the meaning of unknown vocabulary by using hints, which include words, phrases or sentences, appeared in the same sentences or paragraphs. Learner can enhance English in sentence level and enlighten what they read without dictionary. Besides, this technique provides learners reading comprehension. Nation (1990:130) stated that guessing from context is the significant learning strategy which learners can enhance the meaning of vocabulary without pausing while reading. Similar to Blanchard and Root's study (2005: 93-98), it is claimed that there were several words and meaning in English, so it is difficult to recognize. If learners can employ this technique correctly, they should be able to learn more words and to comprehend reading skill.

In addition, the result found in this study was similar to Angkam (2015). The research aimed to study and compare learning ability before and after using English vocabulary through contextualized learning technique of Pratomsuksa 6 students. The finding revealed that the posttest mean score was not less 70 percent and higher than that of the pretest at the significant level of .01. Hence, students can learn, remember and enlighten the meaning of unknown word efficiently after learning English vocabulary using context clues technique.

Furthermore, learning method developed by Baker and Westrup (2003: 23-29) was employed in the present study which composed of three phases: presentation, practice and production. In the first phase of the lesson, the presentation phase, learners were reviewed the previous lesson and introduced context clues technique towards reading and searching new words. Then, students needed to have activities (i.e., group work, brainstorming and discussion) by using context clues technique to help them to enhance new English vocabulary. Lastly, in the production phase, students explained the new context clues technique they have learned in order to communicate and discuss with each other. According to learning method mentioned above, students' vocabulary knowledge was increased by using context clues technique and students can apply this technique in order to make sentences. This method was

facilitating student-centered learning and focused on student's communication. Hence, learning vocabulary activities using context clues technique is proficiently helpful for student.

2. The attitude towards English vocabulary using context clues technique

The second part of the experiment was the attitude towards English vocabulary using context clues technique. This technique could make students pay more attention to and achieve in English learning. There were several strategies (i.e., group work, brainstorming and discussion) which student could enhance vocabulary knowledge. Moreover, they could practice systematic thinking towards new activities which persuaded them enjoy learning English enthusiastically. When they achieved the lesson or activities assigned by lecturers, they are satisfied to recognize new words. Additionally, learning materials could be efficiently beneficial for students to learn English vocabulary and could motivate a positive attitude towards English vocabulary using context clues technique.

According to Krashen and Terrell (1983), it was mentioned that attitude is the part of language acquisition. If the students become comfortable with the class activities and interacting with each other in learning, they will be confidence and enthusiastic to enhance in the target language as well as have a positive attitude toward acquiring a new knowledge. If the negative attitude occurs, on the contrary, the students will lose their confidence and do not pay attention to lesson. Similarly, Wenden's theory (1995: 52-53) claimed that the attitude toward English learning impacts language acquisition. Positive attitude encourages students towards language learning more than negative attitude.

3. Learning retention towards teaching English vocabulary using context clues technique

According to the finding, the students' learning English vocabulary by using context clues technique had English vocabulary learning retention after 14 days of the posttest. The students' score was affected by critical process of teaching English vocabulary by using context clues technique. Also, learning activities encouraged students to be confident and enthusiastic towards English new vocabulary learning. Students had a long term memory to recognize news words and can applied what they have learned to deepen their knowledge. As Khammani (2008: 80-85) said, retention is to store encoded information or knowledge which is significant for internal behavior and related to working memory. Furthermore, Sonsut (2007) studied effects of teaching by using game on English vocabulary learning, retention and attitude toward English learning of Prathomsuksa 2 students. The finding revealed that students taught by using games achieved a higher score in the posttest than in the pretest significantly at the .05 level and they achieved the learning retention in English vocabulary. Also, the result found in this study was similar to Ya-cham's study (2007), the study aimed to investigate learning achievement and retention in English vocabulary spelling through games of level one students. The result shown that the students' achievement was higher than the pretest at significance of .01 level and their learning retention was at a higher level after learning.

Recommendations

For instructors, learning vocabulary activities using context clues technique is efficiently beneficial for students, so instructors should apply this method in order to improve students' vocabulary knowledge. Also, interesting articles or stories should be selected in order to grab students' attention. According to the finding, the students' attitude towards teaching English vocabulary using context clues technique was at a good level. Hence, context clues technique should be applied in the lesson. Besides, reading variables should be included in order to help student comprehend and improve reading skill.

For further studies, it might be motivating if further researcher will study more on other levels of English vocabulary using context clues technique. Moreover, there were four strategies of English vocabulary using context clues technique were employed in this study. Further research may observe

more strategies in order to develop English vocabulary teaching. Lastly, it would be interesting if context clues technique was used in distinctive activities and skills in order to enlarge the finding.

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MATHAYOMSUKSA THREE STUDENTS' LEARNING STYLES AND THEIR ACADEMIC PERFORMANCE

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ABSTRACT

Research is something not strange to us for we've been hearing and discussing its relevance in all our subjects especially that we're into the current issues that affect students like us. The recent result of Programme for International Student Assessment (PISA), Thailand placed 57th, 53rd and 66th in Math, Science and Reading Comprehension respectively. This result prod us to investigate on some factors that may affect the Assessment result. We look into the learning styles and the academic performance of the Mathayomsuksa 3 EP/MEP students. The study employed the descriptive-correlational method of research. Moreover, purposive sampling was used in choosing the respondents. Results showed that most of the students are visual and auditory and few are tactile. Moreover, they performed very good in Math and English and good in Science. However, when tested if there is a significant relationship between the students' learning styles and their academic performance, result showed that there is none as manifested by the p value (0.115) which is greater than 0.05. Based on the findings of the research, students are of varying learning styles and most of them are visual and auditory. It was not established that learning styles necessarily relate to academic performance. Knowing that students and teachers mostly rely on text and books, does it really address the learning styles of the students? In consideration of the findings and conclusion of the study, the researchers suggest that learning styles should be taken into consideration in the teaching-learning process. Studies for future research should consider greater number of samples to get more reliable and valid data.

KEYWORDS: Learning Styles, Academic Performance, PISA

INTRODUCTION

The world is fast changing and learning, and instruction have played a major role in accommodating people to adapt to this inevitable phenomenon. Breakthroughs in technology, introduction of new innovations and important discoveries, and learning another language are now overwhelming the humankind. Keeping up with all of these looks unimaginable and demanding. In Thailand, it is apparent that the government is trying to respond to keeping pace with the trend in the global setting. Thailand 4.0 which is a new economic model for the country seeks to answer the need for reform to address certain educational problems.

However, the recent result of Programme for International Student Assessment (PISA), an exam designed to evaluate how well education systems are preparing their students for success in modern society, Thailand placed 57th, 53rd and 66th in Math, Science and Reading Comprehension respectively.

This alarming result has brought doubts and apprehensions for students like us. We do believe that in our school, Sakolrajwittayanukul School, despite of the lacking in facilities and amenities, still it has delivered the best learning experiences and instructions to its students.

Teachers in our school have the reputations of being highly competent and skilled for before they can be accepted, they have to undergo and qualify certain ranking processes and criteria set by the Ministry of Education.

This viewpoint gave us the idea to investigate other aspects that may play significant part on this matter. We thought of the learning styles of the students which we suppose were not taken into consideration on this test.

Students can learn in different manner and they may have their own intelligences. Not to question the validity of the PISA result, but we learned based on our class discussions that people have multiple intelligences and learning styles. Are these things considered in determining the samples of the test?

To find out the answers of our questions, we look for the data available in our school. Unfortunately, we haven't found any information to help us resolve our problems. Thus, this led us to investigate and pursue a research study. We would like to find out if the learning styles have something to do with the performance of the students in certain subject areas.

Research Questions

This research study would like to find out the learning styles of the Mathayomsuksa 3 students and their academic performance.

Specifically, the researchers sought answers to the following questions:

1. What is the profile of the learning styles of the Mathayomsuksa 3 students?
2. What is the academic performance of the Mathayomsuksa 3 students in
 - a. Mathematics;
 - b. Science;
 - c. English;
3. Is their significant relationship between the learning styles and academic performance of the Mathayomsuksa 3 students??

MATERIALS AND METHODS

Scoping and Study site

This study was limited in determining the profile of the learning styles and the academic performance of the Mathayomsuksa 3 students. This was done on the second semester of the Academic Year 2019 at Sakolrajwittayanukul School, Amphoe Muaeng, Sakon Nakhon Province.

Sampling and Data Collection

To determine the sample of the study, the researchers used the purposive sampling. This involved all EP/MEP Mathayomsuksa 3 students. They used only one criterion to choose them. They must be bona fide students of the school for the academic year 2019.

Survey questionnaire adopted from University of Texas Learning Questionnaire (2006) was used to determine the dominant learning style of the students. It is comprised of 24 items with eight statements for each learning style. Using the 3-point scale with 3 as means often applies, 2 seldom applies and 1 never applies, the respondents answered the questionnaire. The learning style which got the highest score after adding up all will determine their dominant learning style.

Moreover, the respondents' grades as secondary data were also used to this study.

In the analysis and interpretation of the data, the following statistical tools were employed:

To answer research question number 1 that determined the profile of the learning styles of the students, summation, frequency count and percentage were used.

To answer research questions number 2 which described the academic performance of the Mathayomsuksa 3 students, mean was used.

To answer research question number 3 which determined if there is significant relationship between the learning style and academic performance of the Mathayomsuksa 3 students, chi square was used.

All tests were done at the 0.05 level of significance.

Methodology

This study used the descriptive-correlational methods of research. It described the profile of the learning styles of the students and their academic performance. This study would like to determine if there is any association between the learning style and the academic performance.

RESULTS, DISCUSSION AND CONCLUSION

Learning Styles of the Students

This study determined the learning styles of Mathayomsuksa 3 students and Table 1 shows the result.

Table 1 Learning Style of the Students

Learning Styles	<i>f</i>	Percentage
1. Visual	11	42%
2. Auditory	9	35%
3. Tactile	6	23%
Total	26	100%

Results revealed that most of the students have dominant learning styles like visual and auditory and few of them are tactile. This shows that students can better learn if they are able to see and hear the lesson being discussed.

Visual learners more if they are seeing pictures, diagrams and illustrations. They can remember the lessons by sight. Their way of learning things are primarily visuals and they prefer to see what they are learning.

On the other hand, auditory learners mostly understand and remembers things that they heard. It is easier of them to understand instruction by listening than by reading it.

Only few of them are tactile. These are learners who better learn by touching and doing. They sometimes referred to be the hands-on learners.

Academic Performance of the Mathayomsuksa 3 Students

This study also determined the students' Academic Performance. Table 2 shows the results.

Table 2 Academic Performance

Subject	Mean Percentage Score	Description
Mathematics	3.62	Very Good
Science	3.42	Good
English	3.79	Very Good
Total	3.61	Very Good

n=26

Rating Scale	Descriptors
4.00	Excellent
3.50 – 3.99	Very Good
3.00 – 3.49	Good
2.50 – 2.99	Fairly Good
2.00 – 1.99	Poor

Data in Table 2 shows that the students generally perform very good on their academic performance. This follows that they achieved very good remarks in Mathematics and English and good in Science.

Relationship Between the Academic Performance and Learning style

Table 3 Academic Performance and Learning Styles

			Academic Performance				Total	X ²	df	P
			Excellent	Very Good	Good	Fairly Good				
Learning Style	Visual	Count	2	7	2	0	11	10.23	6	0.115
		Expected Count	3.0	4.2	3.4	0.4				
	Auditory	Count	3	1	5	0	9			
		Expected Count	2.4	3.5	2.8	0.3				
	Textile	Count	2	2	1	1	6			
		Expected Count	1.62	2.31	1.85	0.23				

*p<0.05

Data in Table 3 show that the learning styles of the Mathayomsuksa 3 students do not significantly relate to their academic performance as manifested by the p value which is greater than 0.05. This result might be attributed to the fact that the learners are homogenously achievers and majority are generally excellent and very good. Thus, to determine the association between the academic performance and learning style become insignificant.

CONCLUSIONS

Considering the results and the findings of the study, it could be gleaned that students were generally performing well in Mathematics and English and they are also good in Science. It was found out that their group is actually comprised of varying dominant learning styles where most of them are found to be visual and auditory and only few are tactile. Moreover, it was not established that learning styles necessarily relate to academic performance.

Knowing that students and teachers mostly rely on text and books, do other learning styles are also catered?

RECOMMENDATIONS

In consideration of the findings and conclusion of the study, the researchers suggest that learning styles should be taken into consideration in the teaching-learning process. Studies for future research should consider greater number of samples to get more reliable and valid data?

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FACEBOOK USING BEHAVIORS IN ENGLISH LEARNING OF THAI EFL LEARNERS: THE DIFFERENCES BETWEEN LEVELS OF ENGLISH PROFICIENCY

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ABSTRACT

The Purposes of the current study were to 1) investigate Facebook using behaviors in English learning of Thai EFL learners, and 2) to compare Facebook using behaviors in English learning of Thai EFL learners of different level of English proficiencies. The participants were 60 English majored students in Rajabhat Maha Sarakham University selected by purposive sampling method. The instrument was a questionnaire designed in 5 Likert scales. The results of the studies revealed the behaviors in using Facebook in learning English, and it was found that there was a significant difference between the behaviors in using Facebook in learning English of EFL learners of different English proficiencies with the statistical level of .05.

KEYWORDS: Facebook using behaviors, EFL learners, English Learning

INTRODUCTION

English is a medium of communication at the international level as it was found to be used among the countries around the globe. With this consequence, the language becomes a great interest for governments to enhance English language skills for their citizens. Take Thailand as an example. Thai students have to pass through a long path of English learning since the beginning of the formal educational system (The Ministry of Education, 2008). At the highest point of the system (e.g., Ph.D.), they are still required to pass some kinds of standardized tests in order to complete the degrees. Moreover, English proficiency is one of the important qualifications for working life. According to Cambridge English (2006), high paid positions require people with accepted English scores on tests such as TOIEC and English interview tests. It could not be refused that the knowledge of English could indicate how an individual succeeds in life.

However, enabling ones to have English skills at the levels that allow them to complete most tasks both in academic and career settings is not simply. There are obstacles lying on the way to the goal of English teaching and learning. The difficulties of English regulations that are different from those of the mother tongue make it confusing for learners and contribute to L1 interference in both learners' reception and production of English. This; moreover, leads to low motivation of English learning as learners might feel they hopelessly acquire the language, and English classes become a great fear of students who might just wait for the classes to be ended without learning things.

One of the obvious obstacles in learning English is the issue of context. Especially for EFL learners who have fewer opportunities to expose English outside the classes, the situation is more crucial (Rababa'h, 2005). For example, in Thailand where there is an existence of the Thai language. People

use Thai in daily life. They expose to media expressed in Thai. Thai learners mostly learn none-English courses in Thai textbooks which require them to produce the Thai language to complete exercises. Therefore, the chances of English exposure – one of the most effective factors contributing to second language acquisition, become rare when students are outside the classes, and it might not be a surprise seeing Thailand at the lower position of English proficiency rank comparing to the country with the ESL setting such as the Philippines, Malaysia, and Singapore.

Nevertheless, in the era of the technological world, the issue of context might not be as inevitable as it seems. To explain, learners in the EFL context may live in an environment that does not support English learning. Thus, they still could expose to English via the use of modern technology. Especially, in the uses of social media which were reported to cover more than 90 percent of Thai people internet uses (Electronic Transactions Development Agency, 2018), learners can expose to English in both receptive and productive ways. For example, in the uses of Facebook, learners could read posts, watch the video, and listen to music in English. They can also post status, comments, and make a video using English. By this mean, they could expose to English in the online world with the help of smartphones and network technology anywhere and anytime. Consequently, the issue of context might not limit their opportunities in learning English as it did in the past.

With this rationale, the current study sought to investigate Facebook using behaviors in English learning of Thai EFL learners and compare behaviors in English learning of Thai EFL learners of different English proficiencies. Since the online world and modern technology shortened the distance of the English learning journey of the learners in the EFL context, the learning environment could not be fully labeled to be the cause of EFL learners' failure in English learning. Studying how learners operate such a tool that could contribute to English learning as Facebook might give a broader perspective to understand the problems in the context.

LITERATURE REVIEW

Exposure and second language acquisition and learning

Exposure plays an important role in the processes of both learners' second language acquisition and learning. Krashen (1992) distinguished acquisition from learning with the claim that second language acquisition takes place in the natural setting where learners expose to meaningful interaction of the target language. Meanwhile, learning is the outcome of the instructional processes. The authors claimed that only the inductive approach which focuses on student-centered classroom setting could lead to the opportunities to expose to the meaningful interaction of target language. It could be seen that exposure stays as an important component contributing to both acquisition and learning. Learners need to expose to the language that they comprehend both in natural and pedagogical settings in order to acquire the target language. Krashen also presented the comprehensive input hypothesis claiming that the encounter of target language input that is in the level of difficulty that is slightly harder than what they have already known could support both acquisitional and learning processes.

Swain (1985) introduced the output hypothesis claiming that learners also need to produce output both in written and spoken form in order to learn a target language. Swain (1995) also explained the theoretical contribution of output to the processes of language learning. First, producing output encourages learners to notice the gaps between the target language and what they produce. This noticing would help them to learn from their error of output producing (Schmidt, 1990). Secondly, learners have opportunities to test their hypothesis of the target language through the processes of output production. After receiving comprehensive input, learners synthesize the structure of the target language, and the productive mode of the communication would allow them to test the outcome of their input processing.

Lastly, producing output would lead to metalinguistic function as learners have to control their resources such as the knowledge of regulations and lexical items in order to create utterances and written texts.

Facebook using behaviors and chances in second language acquisition and learning

Meaningful interaction in the target language is claimed to be a key factor leading to the acquisition and learning of a new language. However, the learners of English in the EFL context have fewer chances to encounter meaningful interaction both in terms of comprehensive input and output outside their classes. Nevertheless, with the support of new technology, it is more simply that learners expose to English in both receptive and productive manners (Pourhosein & Gilakjani, 2017). Some of using behaviors of Facebook – the most famous social media platform could contribute to English language learning. According to Ku, Chen, & Zhang, (2013), four behaviors in Facebook use including information searching, entertainment, sociability, and relationship maintenance could be summarized, and they could trigger the processes of learners' acquisition and learning of English.

Information searching

According to Ku, Chen, & Zhang (2013), information searching refers to the way users rely on Facebook as the information provider. They might hit likes for pages and join groups that they keen on in order to find information for such matters. If the users become fans of pages and members of groups that publish content in English, these behaviors will allow them to encounter the language when they access Facebook as feeds of pages and groups are shown in the interface. The users are also forced to produce English output in the case that they would like to comments or ask for further information.

Entertainment

Entertainment is the main purpose of Facebook using, and it would also make users learn at the same time. Ku, Chen, & Zhang (2013) pointed out that using behaviors of Facebook with the purpose of entertainment including watching videos, listening to music, and event read hilarious posts on Facebook and links that are shared in the platform. The behaviors encourage users to expose English in both visually and audibly. Likewise, they could also create output in English for commenting on the posts.

Sociability

Sociability refers to the behaviors that users operate Facebook to make social contacts. Status writing and photo describing are the ways users express their opinions and thoughts to the online worlds. According to Ku, Chen, & Zhang (2013), Facebook statuses are illustrations of people perspectives toward society. Writing and commenting in English could enable learners to practice create output while reading others' statuses and captions allow them to process input.

Relationship maintenance

The last term refers to the behaviors that users use the platform to be the tool to maintain their relationships with others. The uses of messengers in chatting, voice calling, and video calling are such behaviors. EFL learners could use this function to break the limitations of their context as they could encounter both online (e.g. chat, voice call, video call) and offline (e.g., comments and messaging) interaction.

Previous studies

Since behaviors in Facebook uses could lead to the processes of English language acquisition and learning, studies have been conducted to prove the relationship between Facebook users' behaviors and the possibility of English learning (Sirivedina et' al, 2018; Shaidatul, 2017; Faryadi (2017). The results of the previous studies indicate vary effects of Facebook uses on English learning.

Sirivedina et al (2018) studied the effect of Facebook uses in learning English on Thai EFL learners' development of writing skills. 17 participants were asked to use the English language in the interaction on Facebook for six weeks. The results of the study indicated that the uses of Facebook behaviors that support English learning resulted in the development of the participants' English writing in terms of accuracy, meaningfulness, clarity, and relevance. The behaviors also lead to fluency in output production and self-esteem in English communication.

Shaidatul (2017) studied the uses of Facebook for English learning among L2 learners with different ethnicities and genders in Malaysia. 622 participants were included in a survey study that aimed to investigate the benefits of Facebook uses in learning English. The result of the study indicated that the participants have positive attitudes, motivation, and self-confidence in learning English while using Facebook. They reported learning new vocabulary and practicing using English both in written and spoken forms. In terms of genders and ethnicities, female learners and the Indian ethnic group were found to show more motivation, positive attitude, and confidence in learning English with the platform.

Faryadi (2017) investigate the difference between critical thinking, comprehension skills, and motivation in learning English of learners who expose and did not expose to Facebook in 900 Malaysian L2 learners. The results of the study indicated that learners using Facebook in their daily life outperform those who were not exposed to the platform in terms of critical thinking, Comprehension skills, and motivation in learning English.

METHODOLOGY

Participants

The participants were 60 EFL students in a university in Thailand. The participants passed through the English courses as required by the Basic education core curriculum; therefore, they were assumed to face a similar educational and contextual setting as the population of Thai EFL learners. The participants were second years of English majored students. They were divided into 2 groups of higher and lower English proficiencies considering their GPAs. 30 participants in the higher proficiency group collected at least 3.5 GPAs at the time of data collection while the 30 participants in the lower proficiency group collected 2.5 and below. The participants were treated anonymously.

Research instrument

The instrument used in the data collection was a questionnaire. The questionnaire consisted of three parts. The first part aimed to investigate background information and Facebook accessing behaviors. It included the issues of genders, time spent to access Facebook a day, experiences on Facebook, and devices used to access Facebook. The second part was 12 statements related to behaviors of Facebook uses in English learning. The questionnaire was designed in 5 Likert scales. The third part was open-ended questions about issues in using Facebook in learning English. The detail of the questionnaire could be seen in appendix A.

Data collection and Data analysis

The data were collected in November 2019 via the questionnaire. The results of the study were analyzed by Mean Score, Standard Deviation, and t-test.

RESULTS OF THE STUDY

1. Facebook using behaviors of Thai EFL learners

The result of the study showed that the participants' behaviors in using Facebook for learning English were found at an average level ($\bar{x} = 3.32$, S.D. = 0.97). Most of the participants reported that

they accessed Facebook 5 to 7 hours a day. The majority of the participants started their Facebook accounts when they were in junior high school. Lastly, they reported that the smartphone was the device that they mostly used to access Facebook.

2. The differences between groups of higher and lower English proficiencies

Table 1 Comparison between the higher and low English proficiencies

Comparison	\bar{x}	S.D.	p
Overall L-H	3.06-3.59	1.22-0.72	0.039
Information searching L-H	3.27-3.86	1.23-0.69	0.025
Entertainment L-H	3.08-3.41	1.36-0.805	0.007
Sociability L-H	2.92-3.50	1.29-0.85	0.035
Relationship maintenance L-H	3.05-3.15	1.08-0.79	0.92

The result of the study indicated that there was a significant difference between the overall behaviors of Facebook uses in learning English of participants in higher and lower proficiency groups at a statistical level of .05 ($p=.039$). Considering each aspect of behaviors 3 aspects were found to be significantly different at the statistical level of .05 including information searching ($p=.025$), entertainment ($p=.007$), sociability ($p=.035$) while there was not a significant difference between the Facebook using behaviors in using English for maintaining relationship of the two groups of the participants ($p=.92$).

CONCLUSION AND DISCUSSION

The results of the study could be summarized that EFL learners with different English proficiencies access to Facebook with different behaviors of English learning. In detail, learners with higher proficiency expose to English when they use Facebook trying to search for information, entertain themselves, and maintain their relationship. The results of the study when in line with the previous studies indicating the benefit of Facebook using in English learning (Sirivedina et' al, 2018; Shaidatul, 2017; Faryadi (2017).

Moreover, the result of the study indicated that the two groups of participants spent a comparative amount of time using Facebook. However, one group could use the platform to strengthen their English skills while others fail to gain benefits from their time on social media. This emphasizes the importance of social media using behaviors since it becomes a part of learners' lives, and it should be considered in syllabus design in order to promote such issues as autonomous learning and long-life learning (Sirivedina et' al, 2018).

Finally, as it seems that modern technology helps learners to expose to English easier as they could read, write, listen, and speak in English while using social media which is one of the main activities of their lives. This reveals how technology could shorten the gap between learners in EFL and ESL context as learners are provided more opportunities to practice using language in real-life situations (Pourhosein & Gilakjani, 2017). As new technology keeps being developed, the difficulties of EFL learners in their context might somehow become just excuses in the future.

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Appendix A. The questionnaire

The questionnaire could be seen in the QR code.



A NUMBER OF ORGANIZATION METHODS OF EDUCATING COMMUNICATION SKILLS FOR STUDENTS OF GRADE 5

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ABSTRACT

Communication is an essential need in life, through communication, people are able to exchange information, emotions and build social relationships. Hence, educating communication skills for students is a vital mission of schools and families. In this article, we clarify several opinions of communication, communication skills in education science, current situation of communication skills of Grade 5 students, we also point out a number of methods to organize the act of teaching communication skills effectively.

KEYWORDS: Communication skills, skills education.

INTRODUCTION

As our ancestor used to say, “Eating gives us strength, staying gives us wisdom, communication gives us career.” Talking in communication plays an important role in human’s life. Especially in the Industrial Revolution 4.0, when machines are starting to replace people in the chain of production and also several human’s jobs, communication skills are becoming more and more crucial. Communication skills of each individual create their own characteristics in society. With students, communication is absolutely necessary because good communication helps them study better, make companion, show comprehension ability and politeness in the process of studying, training and developing personality. Thus, students need educating communication skills from early ages.

Communication skills are the most basic and also the most vital life skills, these skills are as well the elements of forming communication ability. According to Vietnam Ministry of Education and Training, communication skills are both general and specific skills in teaching Vietnamese. Developing learners’ abilities is the approach of General Education textbooks curriculum in school after 2015 in Vietnam. With the aim of developing learners’ abilities, we must focus on developing elements of abilities in which the critical elements are skills. As a consequence, educating communication skills is considered as an urgent mission for General Education in general and subjects with the advantages of educating communication skills as Vietnamese in particular. However, most of the time in school is spent on giving and taking theoretical knowledge as much as possible, educating skills or educating communication skills to be specific, do not get as much time as needed. As a result, a student who is regarded as “achieving great results” in academic results may still not communicate well.

Apart from the time spent in school, communication environments of students are families and people around them. At this time, families take the essential role in educating communication skills for students, students now have a chance to apply communication skills which are taught at school to

communicate with families, relatives, neighbors, or even their own small society. It is also families that correct, fix and modify students' behaviors and manners.

Thus, educating communication skills for students needs the co-operation of all related parties in society in which schools play the vital and directional role, families take the supporting role which creates communication environments, practice communication with students and correct students' communication behaviors. In this article, we will clarify a number of methods of educating communication skills for students for schools, families and society to recognize the missions, roles and importance of these education associations. The article is also a good suggestion for schools, parents who pay attention to educating communication skills for students in primary schools.

MATERIALS AND METHODS

Scope of the research

The article focuses on studying theoretical knowledge of communication skills and educating communication skills for students from a number of studies previously done by authors in Vietnam and all over the world.

The research of current situation of educating communication skills was conducted in Me Linh, Hanoi with the participation of 150 teachers of grade 5 and 350 students of grade 5.

Research methods

- Documents analysis: Collecting information from researches by scientists from all over the world about skills, communication skills, psychology of primary students, teaching theories, methods of teaching various subjects of primary education, ... The collected information will be used as the foundation for creating solutions to educating communication skills for students in primary schools.

- Interview: Conducting interviews with head teachers about their classes.

- Observation: Observe communication skills of students, investigate the actual problems which affect the quality of communication skills of students and give solutions to organizing the act of teaching communication skills effectively.

RESULTS, DISCUSSIONS AND CONCLUSION

Theoretical background of educating communication skills for students

Skills are formed and completed in the process of living of each person. Humans use skills to perform different tasks to achieve certain goals. There are various existing opinions about skills in general and communication skills in particular. In the scope of our research, we agree with the opinion given by Dang Thanh Hung about communication skills as following: "It is a form of technique that helps related parties conduct the act of communicating, this act is performed self-consciously based on knowledge about related fields, moving ability and biological condition, psychological condition as well as social condition to achieve the predetermined goals or advantages of communicating" [4].

A number of communication skills of primary school students

There are various existing opinions about communication skills, hence, the way that communication skills are classified into different elements also varies differently.

According to V.P.Dakharov, who based on the order of conducting the act of communicating, to achieve communication skills, we need to have skills that form the relations in communicating such as balancing the needs of main subject and the object of communicating, hearing or listening to others, controlling emotions and behaviors, self- controlling and controlling the object of communicating,

comprehensive and short expression, flexibility in communicating, persuading the object of communicating, controlling the process of communicating and sensitivity in communicating. [3]

To the best of our knowledge, each way of classification of methods for teaching communication skills in schools has its own advantages in developing fully potential of communication skills for students at any age. However, educating communication skills for primary school through lessons or communicating with others students need a lot of details (such as daily conversations), but nonetheless, simplicity, ... to form and train those skills. Thus, in this article, we chose the classification of V. P. Dakharov:

- Skills in building relation in communicating
- Skills in balancing the needs of main subject and the object of communicating
- Skills in listening to the object of communicating
- Skills in controlling behavior emotions
- Skills in self- controlling and affecting others
- Skills in expressing shortly and comprehensively
- Skills in flexibility in communicating
- Skills in persuading the object of communicating
- Skills in controlling the process of communicating
- Sensitivity in communicating

Having understood these 10 skills in communicating, students will be able to communicate better, which contributes to success in studying, social interaction and future career.

A number of methods of organizing educating communication skills effectively

Educating communication skills at school

As previously mentioned, educating communication skills at school is the key part. Because school organizes activities for students to learn by communicating in a communicating environment with the purpose of developing communicating ability. Hence, the role of school in educating communication skills need to be considered and evaluated correctly. In school, students mostly take part in activities as: Studying activities, collective activities and free playing. Teachers should pay more attention to educating communication skills for students through these activities.

1. Educating communication skills through preferred subjects

In fact, every subject at school requires students to use language to communicate and brainstorm. Hence, all subjects at school more or less contribute to educating communication skills. However, preferred subjects for educating communication skills such as Vietnamese (In Vietnam) should be focused. This subject with the aim of developing language ability, literature ability, communication ability, ... in mother tongue language for students. Through learning Vietnamese, students have a chance to learn communication and practice various situations of communication in life (in the form of text).

Communication in Vietnamese can be divided into 2 parts: Forming paragraph/ essay (writing or speaking) or “wording”, taught in the Writing sessions and Understanding the concept of the article, which is called “interpreting”, taught in the Reading sessions and Storytelling sessions. We can see that besides developing basic Vietnamese skills (listening, speaking, reading, writing), students also have chances to practice communication skills in every lesson. If the teaching method of teachers creates good communicating environment, students will develop communications skills better.

Below is a number of suggestions for organizing class and teaching Vietnamese to help students develop communication skills:

- Organize group discussion (discuss in group and then report the answer)

- Organize activities such as giving ideas, presenting, debating, asking, answering, listening to friends to debate, evaluate, ...

- Organize interpreting article by letting students communicate with the article (story, drama) in the curriculum through such ways: Role-playing (In story-telling or reading sessions); Writing letters to the characters, giving advices to the characters, assuming themselves are the characters to solve the problems and communicate with other characters; express attitudes, affections, evaluate the characters and the story.

- Organize wording through essay writing activities. When writing any kind of essay or story, students must be able to answer these questions: Write for whom? Speak for whom? What are the purposes of that essay/ story? What are you writing/ talking about? How do you write/ tell? By writing paragraphs or essays, students learn how to communicate, convey information in the form of writing.

- Apart from communicating with text, students also experience pedagogical communication which includes communicating with teachers or students with students. Pedagogical communication happens continuously in every subject and in educational environment in school.

For example: When guiding students in reading comprehension sessions, with the aim of increasing communication activities, we can organize activities as following: Read the text, explain the hard words/ new words, look at the illustrations and give out the information, 1/ Who is telling us this story? (point out the story teller); 2/ What is this story about? (content of the story); 3/ Where and when did this story happen? (specify communication background); 4/ Who are the people that involved in this story? (characters); 5/ How did this story start and how did it end? (summarize the main points); 6/ What is the meaning of this story?

With other subjects, teachers also need to allow students to give out their ideas, attitudes, opinions along with guiding them to listen, analyze, give feedbacks to achieve high results in communication and studying tasks.

2. Educating communication skills through collective activities

At school, in addition to learning, students also participate in collective activities, free playing activities. Collective activities are very important for 5th graders. It is the collective activities that help the children find themselves growing and maturing. One of the most important collective activities in Primary School is activity of Ho Chi Minh Young Pioneer Organization. Through the activities of Ho Chi Minh Young Pioneer Organization, students have chances to train various communication skills, which are communicating with the school's secretary of the organization, with members of the organization, the Red Stars, the members of steering committee of the organization. Especially, students can practice their presentation skills in front of the crowd, and organizing skills, working collaboratively skills as well, these opportunities give them the ability to communicate in more diverse relationships. These activities educate them how to communicate appropriately in different communication environments. Collective activities help students communicate and handle communication situations flexibly.

For primary school students, when they go to school, they both study and learn a lot. Collective activity is a necessary activity. Hence, teachers need to pay attention to improving communication skills for students not only in learning, in team activities but also need to focus on training communication skills for students in the collective activities, which includes: After-school activities, class activities, and first period class activities. In these activities, students are the ones who perform. To practice communication skills, teachers must work together with the students and guide students to communicate politely, not criticizing each other in class meeting session but only advise their friends to try to overcome the shortcomings and promote the advantages of theirs to make a better progress next week.

At the same time, students should know how to listen to each other's opinions, communicate openly and friendly.

3. *Creating positive educational environment*

Creating a positive educational environment is the mission of every school. The educational environment must ensure safety, positivity, physical and mental protection for students, support and create a sense of friendliness, peace of mind, excitement to studying and playing activities for students. In order to do so, teachers must create opportunities for students to confidently communicate in front of classrooms, groups and individuals with the purpose of contributing to improving the quality of teaching hours and promoting the full initiative, creativity and self-study of students. Which can be listed as below:

- Building a mental environment: The mental environment is the attitudes of interaction among people, which is specifically show in the interaction between students and family members, students and teachers, students and students. In order to build a friendly environment, teachers need to understand the situation of each student at the beginning of the school year by talking with parents in the students' parents meeting, encouraging families to actively participate in educating communication skills for students.

- Master the overall content of the program for the school year, each semester, monthly, weekly by homeroom class and study about positive teaching methodology. One of the important factors that make up a learning environment and positive students are effectively using new teaching methods, student-oriented, group-based teaching method, teamwork, role-play, and effective learning games, these factors will encourage students to participate actively, proactively and creatively in the teaching process. This is a good solution to educating communication skills for students. If the class is friendly, every student in the class will be friendly in gestures, using words, learning and playing Friendly class helps students get closer, care and help each other sincerely, with nice and standard behaviors, gestures and words.

- Exemplary teachers in all aspects, especially exemplary in communication: In the eyes of children, teachers are the second mothers, a good example for students to follow in school, everything seen in teachers are the standards. Therefore, if teachers communicate properly and friendly, students will communicate properly as well. Therefore, teachers need to be exemplary in every lecture, every comment, assessments (using the main language of the country), behaviors in each lesson, exemplary in collective activities, in class activities, in every pedagogical situation (even at home) for students to study and follow. The teacher with decent communication will definitely encourage students to learn proper communication from him/her.

Educating communication skills in family

This is a necessary solution to educating communication skills for students. Family monitors, helps students practice skills at home, so that the educational process can happen regularly and continuously. Teachers need to talk to parents about the importance and necessity of educating skills including communication skills. To do so, parents must be exemplary in every word and task to educate their children. They should often share, talk and encourage children to share things of the day and talk with them. For example: Was school fun today? Tell me what you did today? What did you learn today?... Such questions help students share, get closer to their parents, and parents also understand the situation in school and help students practice their communication skills and convey information in communication.

Besides, family is also a good environment to teach and discipline the children's communication behavior when they communicate with family members, when they interact with neighbors and others in society.

Therefore, the role of family in training communication skills for students is extremely important. Teachers and parents need to coordinate well with each other to educate communication skills in order that the process is synchronized and unified.

Conclusion

By the intentional impacts of school and family throughout the school year, the communication skills of students are improved step by step. Students are more confident, proactive in communication, they are able to express their feelings, emotions and personal opinions in the right place at the right time, with good communication and effective learning. The mission of school and family is to continue to coordinate more closely for education in general and the education of communication skills in particular to be synchronized and effective.

ACKNOWLEDGEMENT

Education is a long-term and serious process, requiring the cooperation of all related parties: Family, school and the society in which the school plays a leading role in the education of students. Communication skills education, too, need a process of consistency through each specific lesson, through each class and through each level of education. The synergistic impacts in education will help students develop good communication skills to succeed in learning, in life and in the future.

The opinions in this article are just suggestions for teachers to better understand the communication skills of 5th graders as well as how to organize communication skills education for students. As for the specific measures applied and implemented in education, students must rely on the flexibility of the teachers as well as parents.

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DESIGNING EDUCATIONAL GAMES TO DEVELOP COMMUNICATION SKILLS FOR 5TH GRADERS

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ABSTRACT

Communication skills are one of the important social skills that help students at all levels in general and 5th graders in particular always succeed in social relationships as well as in learning activities. There are many ways to develop communication skills for 5th grade students, through educational games is an option that is suitable for students' ability development orientation. In this study, base on the analyzing of theoretical background of communication skills and educational games, we designed a number of educational games that teachers can apply in their teaching process to develop communication skills for 5th graders.

KEYWORDS: Communication, communication skills, educational games.

INTRODUCTION

Communication is an activity that plays a particularly important role in human life, it is the main way for people to exist and develop in certain communities. Through communication, people satisfy their spiritual and material needs. At the same time, thanks to the communication activities among people, their mentality and personality are developed normally. In the current period of international integration, along with the continuous development of science and technology, especially the global network, the connection between people and people in the territories and countries around the world is increasingly open, the demand for understanding and cultural exchanges is increasing, especially in the development socio-economic cooperation among countries and territories – Communication has become an indispensable tool to connect people together.

In order for communication activities to achieve the desired results, people need to acquire communication skills and this skill needs to be educated at an early age, especially at the primary school level.

There are many ways to educate communication skills for primary school students such as through subjects in the curriculum or collective activities. Throughout the process of renewing teaching methods, at the primary school level, many teaching methods, forms and techniques have been applied to optimize students' cognitive processes in which educational games are applied regularly. Educational game is a game with educational purpose and content in a certain field according to the educator's design. The game itself should be attractive and suitable for the psychological characteristics of ages in primary school so students will participate in activities of the game in a positive way. If the content of the subjects or the content of educational activities is designed into games to educate and develop communication skills, this is a great advantage.

Nowadays, educational game has been commonly used by teachers in school subjects, or educational activities to create an active atmosphere in learning and in other activities for students. However, most teachers use the game for the purpose of starting the lesson, checking the previous lesson and revising the lesson without paying enough attention to educating skills for students while the game can do this.

Thus, we chose “*Designing Educational Games to Develop Communication Skills for 5th Graders*” to be the topic of our research.

MATERIALS AND METHODS

Aims of the research

Design several educational games to develop communication skills for 5th graders.

Methods of the research

We use the following groups of methods: The method of historical-logical analysis through scientific documents to understand the situation of researching of related issues. Assembling theories to build scientific documentary system and theoretical framework of the research. Methods of generalizing to identify tools and concepts, orientating research methods.

Contents of the research

1. Communication skills

There are many studies on communication skills with different approaches. In this research, we approached Dang Thanh Hung's point of view, communication skills: “It is a form of a technique that helps related parties conduct the act of communicating, this act is performed self-consciously based on knowledge about related fields, moving ability and biological condition, psychological condition as well as social condition to achieve the predetermined goal or advantage of communicating”

2. Structure of communication skills

There are numerous studies with different methods that have shown communication skills including many component skill groups,

In this research, we base on the classification of V.P. Dakharov, including 10 small skills as follows:

- Skills in building relation in communicating
- Skills in balancing the needs of main subject and the object of communicating
- Skills in listening to the object of communicating
- Skills in controlling behavior emotions
- Skills in self- controlling and affecting others
- Skills in expressing shortly and comprehensively
- Skills in flexibility in communicating
- Skills in persuading the object of communicating
- Skills in controlling the process of communicating
- Sensitivity in communicating

Educational games

a. Educational games

In this study, we conceived that games which are selected by educators, designed and used in the educational process to help students acquire knowledge, develop skills and educate learners' attitudes are called educational games.

b. Procedures of educational games

To organize the game effectively, you need to follow these steps:

- Step 1. Introduce the game
Introduce the game and the goals to achieve in terms of knowledge and communication skills
- Step 2. Organize teams / groups
The teacher divides students into teams / groups. Instruct the location and arrangement of tables and chairs or play equipment in accordance with the conditions held inside or outside the classroom.
- Step 3. Introduce tasks and guidance of how to play and the rules of the game
Teachers talk about tasks of the game and the way the game is played, the rules and the evaluation criteria according to the design of the game
- Step 4. Conduct the game
The teacher may allow students to practice one time before the real play if they do not understand it well. Students participate in the game and follow the rules the teacher just instructed.
- Step 5. Summary of the game
Teacher summarizes the game in accordance with the goal of the game.

RESULTS, DISCUSSION AND CONCLUSION

For the game to be effective, the following principles need to be ensured:

1. Design principles
 - 1.1 Purpose
The game must ensure the development of communication skills is suitable for each part of the game.
 - 1.2 Appropriateness
Game actions must be appropriate with the students' level, age's characteristics and experience, if the actions are too simple or too complex, they will not bring educational effect.
 - 1.3 Experience and cooperation
The mission of the game requires the active participation of each individual in the group, each member has their part and voluntarily perform those. There should be sharing, support and encouragement to each other while playing to quickly complete the group's mission.
 - 1.4 Effectiveness
Develop communication skills for students through games and when communication skills are acquired, the acquisition of knowledge achieves better results, the relations among members start to bond, the cooperation of active learning is improved and becomes an individual's need.

Design some educational games

Game: WHO IS THE BEST LISTENER

1. Objective
Develop listening skills for communicating objects, expressive skills, establishing relationships in communication.
2. Preparation
 - Reading text available on paper
 - A4 paper for groups
 - Location: in class
3. Mission and how to play

- Divide the class into groups of 4-6 friends.
- Each group listens to their friends reading and then follow the game requirements: Write down the names of the flower plants in the lesson and make sentences with each name.
- One student goes to the front of the class and reads the reading exercise "Story of a little garden", Vietnamese textbook, grade 5, volume one, pages 102-103.
- After playing time, the groups take turn to go in front of class and tell the whole group the sentences they have just made, each of them says one sentence until the end.

4. Rules of the game

- Read only once with normal speed.
- Groups must listen and write down the names of the flower in the lesson.
- Do not ask again or look at the works other groups.
- Make a sentence with each flower name that the group has written.
- Time: 10 minutes

5. Evaluation criteria

The group complies with the rules of the game and complete in time.

The group that writes and completes the sentences with the names of flowers in the lesson with correct grammar first is the winner.

Game: WHO IS SIMPLER

1. Objective

Practicing listening to object of communicating, establishing relationships in communication, expressive skills.

2. Preparation

- Reading text available on paper
- A4 paper for groups
- Location: In class

3. Mission and how to play

- Divide the class into groups of 4-6 friends.
- Each group should listen carefully to the story, summarize the story and present it to the class.
- One student comes to the front of class to read the story of "Talented arbitration", Vietnamese textbook, 5thgrade, volume two, pages 46-47.

- After the playing time, the group representatives took turns telling the class the summary of their group.

4. Rules of the game

- Read only once with normal speed.
- Groups listen and summarize the story.
- Groups cannot ask again or look at books or look at other groups.
- Playing time: 5 minutes (excluding reading and listening time)

5. Evaluation criteria

The group complies with the rules of the game and complete in time.

The group that summarize correctly, shortly and give out the best performance (confident, clear, easy to understand and appropriate gestures) is the winner.

Above are several basic games to develop communication skills for 5thgraders. Teachers can develop further depending on the lesson content of each specific subject.

These games are used in the process of teaching subjects in school. In fact, through the game, teachers not only help students acquire lesson knowledge effortlessly but also let students practice many

other skills such as cooperation, communication, problem solving, ... In the scope of this research, we want to emphasize the mission of educating communication skills, so that in the game goal section, we only cover the communication skills which will be developed for students through games, other targets of the games are hidden.

Conclusion

Communication skills are one of the important social skills to develop for 5th graders in particular and for all education levels in general. There are various ways to help students develop better communication skills, educational games are a suitable option for the characteristics of the age of students in grade 5. Through the games, teachers not only help students to gain knowledge easily, actively but also help students improve and develop their communication skills effectively.

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LESSON PLAN OF ENGLISH SUBJECT DEVELOPMENT THROUGH PROFESSIONAL LEARNING COMMUNITY APPROACH AND THE LEARNING ACHIEVEMENT OF GRADE 8 STUDENTS

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ABSTRACT

The purposes of this study were to study the English ability of Grade 8 students and to try out the lesson plans through Professional Learning Community Approach for Grade 8 students. The researcher participated in the Professional Learning Community group with the Department of English and the School Principal developing lesson plans through a lesson study cyclical process. The data were collected from 30 students of Grade 8 students at Demonstration School of Udon Thani Rajabhat University in the first semester of the academic year 2019. The research instrument using 4 lesson plans following the major steps in professional development included: 1) collaborative lesson planning, 2) examination of student learning, 3) classroom observation and 4) reflection. The results showed that 1) the students' scores on English comprehension ability were 77.65 percent and not less than 75 percent, and 2) the students' learning achievement was at a good level at the end of the process.

KEYWORDS: Professional Learning Community (PLC), Learning English, Secondary Students

INTRODUCTION

Education serves an important part in human resource development. In fact, Section 22 of the National Education Act B.E. 2542 (A.D. 1999) and Amendments Second National Education Act B.E. 2545 (A.D. 2002) stipulate that education shall be based on the principle that all learners are capable of learning and improving themselves and that learners are of paramount importance; instructional management, thus, shall promote not only learners' improvement naturally but also their maximum capacity (Ministry of Education, 1999). Basic Education Core Curriculum B.E. 2544 (A.D. 2001) specifies that the department of foreign languages is compulsory for all educational levels to foster humanity, thinking capacity and creativity (Ministry of Education, 2001). The foreign language as a compulsory course through the basic education core curriculum is English. The department of foreign languages is to cultivate a sense of positive attitudes towards foreign languages in students, to enable their foreign language abilities in communication, profession and higher education and to instill an understanding of cultural diversities of the global community.

A teacher serves a vital role in educational reforms, for he/she is a frontline tier and crucial mechanism in the development of students' quality. In amidst of social changes, given that technological advancement has transformed traditional learning centered on teachers as a knowledge transmitter into self-directed learning, it has posed a challenge for teachers to cultivate a body of knowledge to develop students and prepare them for any circumstance in the present and the future. Hence, it can be deemed that teachers' capacity shall be developed in response to such changes

(Dachakupt, 2008: 1), so that they can perform their tasks effectively and lead Thailand's society to the learning society and enhance the nation's competitive advantages.

The College Academic Council (2004) proposes that in respect of teachers' capacity in the 21st century, "teachers shall be aware that students are equipped with different learning styles, so the teachers shall be able to manage instruction to suit students, to apply various teaching strategies, to assess learning achievement through valid and reliable instruments and approaches, to work freely and to collaborate with others in developing and applying knowledge to facilitate learners with different styles' accomplishment", Hence, teacher professional development should focus on development of capacity in instruction, assessment, observation and reflection to show differences and improve teachers' instruction.

The concept of Professional Learning Community (PLC) places emphasis on the cultivation of a collaborative culture, members' sincerity and investigation to reflect professional results and to offer practical guidelines on enhancement learners' achievement. It is based on the hypothesis that instructional planning, design, management and preparation are as paramount importance as classroom learning management (Seashore, Anderson, and Riedel, 2003). As stated by Dufour, Eaker and Many (2006), PLC serves as a hothouse or hub of collaborative learning of teacher profession; its significant feature is a practical hub for teaching professional learning through learning by doing, which would promote teachers' hands-on experience and awareness of classroom contexts and students. It corresponds to Panich's statement (2012) that collaboration, mutual visions, collaborative learning and creative application of knowledge serve as a driving force which is dependent on needs and interests among PLC members for learning and professional development.

The working process based on PLC serves to promote teachers' collaborative learning through reflection and learning from those with experiences in terms of contents, knowledge and instructional experience, which would benefit students' learning and transform teachers into professional teachers. The present study adapted the processes of lesson plan development through the lesson study. Specifically, there are four main processes as follows: 1) PLC members formulated lesson plans (Plan); 2) teachers performed learning activities according to the conclusion through the PLC discussion (Do); 3) PLC members participated in classroom observation (See); and 4) PLC members discussed and reflected the implementation of the lesson plan (Reflect).

Thus, the present study sought to investigate and implement the lesson plan based on the professional learning community approach to enhance the English learning achievement of Grade 8 students through membership in the professional learning community. It was conducted in the hope of providing a guideline on the development of Grade 8 students' English abilities.

MATERIALS AND METHODS

Scoping and Study site

1. Population

The population of this study consisted of 30 Grade 8 students studying at Demonstration School of Udon Thani Rajabhat University

2. Variables of the study

There were two variables applied in the present study; independent and dependent variables. The independent variable was the Professional Learning Community Approach. Secondly, the dependent variable was the learning ability of a Basic English course (English 22101)

3. Period of the study

The present study spent four weeks, a week or 8 hours in total.

4. The instrument/ the course

The course employed as an instrument in this study was unit 6 of Grade 8 Basic English under Basic Education Core Curriculum B.E. 2551.

Sampling

The present study focused on Grade 8 students studying Basic English Reading (English 2210) at Demonstration School of Udon Thani Rajabhat University. In addition, this study used purposive sampling to choose 30 Grade 8 students studying in the first semester of 2019 from Demonstration School of Udon Thani Rajabhat University.

Research Design

One-group posttest only design was used in this experimental study and data was collected through the Professional Learning Community Approach. In addition, students' learning ability was compared to the criteria shown in Table 1.

Table 1 Research Design

Group	Period (week)			
	1	2	3	4
Experiment	1	X		O ₁

O₁ refers to the posttest score.

X refers to the lesson plans of the Basic English course through the Professional Learning Community Approach.

The lesson plans of Basic English course through Professional Learning

Community Approach

In this study, four lesson plans of Basic English course through Professional Learning Community Approach were applied as a research instrument. Moreover, students' learning ability was observed for four weeks.

Data Collection

The present study selected the quantitative and qualitative data collection included the following steps which were described in detail below. First of all, students' learning ability of Basic English course (English 22101) in the second semester of 2019 was accumulated. Next, the lesson plans through Professional Learning Community Approach was observed by using several examinations (i.e., observation, interview and document investigation), which identified as triangulation technique and data source investigation.

Data Analysis

There were the quantitative and qualitative analyses used in this research as follows:

1. SPSS for Windows version 16 was used as the quantitative analysis instrument in order to analyze the score of students' learning ability.
2. Analytic induction was employed as the qualitative data analysis instrument in order to conclude data collection and to concise the lesson plans of the Basic English course through the Professional Learning Community Approach. Furthermore, this tool was used to study content analysis and data display.

RESULTS, DISCUSSION AND CONCLUSION

Results

The researcher participated in Professional Learning Community group with Department of English and the School Principle developing lesson plans through a lesson study cyclical process; collaborative lesson planning, an examination of student learning, classroom observation and reflection respectively. In addition, the meeting was scheduled for 9.20 a.m. - 10.20 a.m. every Wednesday. Then, four lesson plans of the resolution were applied in order to explore. Hence, the results of the study were presented below.

Table 2 The students' posttest mean score of English learning ability

	\bar{x}	S.D.	Max	Min
Posttest score (n=30)	14.62	2.80	24	12

According to Table 2, the outcome showed that Grade 8 students' English mean score after using lesson plans through Professional Learning Community Approach was 14.62. Moreover, the maximum and minimum scores were 24 and 12 respectively. Lastly, the students' scores on English comprehension ability were 77.65 percent and not less than 75 percent.

Discussion

Professional Learning Community group with the Department of English and the School Principle developing lesson plan through a lesson study cyclical process was beneficial and help learners achieve English comprehension ability which was not less than the criteria. Besides, the students' learning achievement was at a good level at the end of the process. The findings based on the purposes of the study were discussed as follows.

1. Lesson plans through Professional Learning Community Approach

Lesson plans through Professional Learning Community Approach were explored by several sophisticated instructors. This approach focused on students' learning problems and developed the productive lesson plan for student-centered learning which is consistent with learning purposes. Also, the four lesson plans, which were observed and developed in the first semester of 2019, affected Grade 8 students' English learning achievement and the mean score was not less than the criteria.

In addition, the main purpose of this method is to increase learning ability depends on learners' interests which can motivate students' learning. Several learning activities pointed out practicing, critical thinking, questioning and using technology, can encourage being confident and enthusiastic towards English and being beneficial for instructors.

Professional Learning community was applied to improve learning methods and cooperation in the workplace in order to help learners enhance learning achievement. This strategy was deemed vital to building Professional Learning Community of teachers to reflect the performance. Also, studying the relationship between teaching performance and the students' outcome was essentially useful for improving authentic pedagogy (McLaughlin & Talbert, 2006). Teachers and educators discussed about teaching experience as a consequence of a trustworthy community (Phuangsomjit, 2015). This is in line with Hord's statement (1997) that the process of a Professional Learning Community was used to convey professional quality and students' learning achievement by synthesizing and reporting. The researcher organized the learning into two groups: those related to principals and/or other campus-based Professional Learning Community. The significance of the Professional Learning Community was "learning by doing" method which can experience

instructors. This also affected classroom learning comprehension, students' learning ability, educators' cooperation, and then led to being fundamental to the systematic procedure.

2. The experiment of lesson plan through the Professional Learning Community Approach

Among the data and experiment in the first semester of 2019, the finding showed that the learners' learning achievement was at a good level. Moreover, the role of teachers has changed from focusing on teaching to student-centered learning (i.e., group discussion, collaboration and sharing). Therefore, the teachers and educators of the Professional Learning Community work together, ask a question and do action research for the better learning achievement of the students (Panich, 2012).

In addition, there were several studies investigated that Professional Learning Community Approach can increase teaching efficiency and help the students achieve learning ability. This is consistent with the study of Annenberg Institute for School reform (2013) that the productive Professional Learning Community Approach was significantly beneficial for the school and Province office of Education in order to enlighten learning and teaching management appropriately. Moreover, instructors were encouraged to teach and sustain the higher learning comprehension of students. Professional Learning Community was used to build a cultural structure in the workplace in which educators can discuss their experience in order to provide student-centered learning appropriately and efficiently.

According to the discussion, Professional Learning Community can improve the continual process of teachers at Demonstration School at Udon Thani Rajabhat University efficiently and be sync with the real-world experience. Consequently, lesson plans in professional development consisted of four major steps; collaborative lesson planning, the examination of student learning, classroom observation and reflection respectively. Additionally, the activities of the Professional Learning Community might be the gathering in order to empower to change in terms of educational reform by teachers. With this essence, this can point out the cooperation on driving intrinsic reinforcement to extrinsic reinforcement to gain the community of practice or professional learning community As stated by Annenberg Institute for School reform (2013), the activities of professional learning community might be included of students, administrators, teachers and parents, thereby their responsibility is to make creative lesson plan and observe the performing individually in order to improve Professional Learning Community continually. At last, the students' reflection revealed that the reflection of practicing and exchanging between educators affected instructors to design lesson plans proficiently.

Recommendations

It would be interesting if further researchers aim to try out the lesson plan of the Professional Learning Community Approach consistent with classroom management and circumstance in the workplace. For further studies, it might be motivating if students' problems of English learning ability will be investigated in detail. What's more, four skills comprehension (i.e., listening, speaking, reading, and writing) in other levels through Professional Learning Community Approach should be explored in order to broaden the finding.

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THE DEVELOPMENT OF ENGLISH READING COMPREHENSION ABILITY USING SQ4R TECHNIQUE OF GRADE 8 STUDENTS

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ABSTRACT

The purposes of this research were to study and compare English reading comprehension ability before and after using SQ4R technique of Grade 8 students and to study the students' satisfaction towards teaching English reading comprehension using the SQ4R technique. The sample consisted of 41 Grade 8 students at Chaelaepittayanusorn School, Kumphawapi District, Udon Thani Province, under Udon Thani Administration Organization, in the first semester of academic year 2019, obtained by cluster random sampling. The research instruments included 10 lesson plans, an English reading comprehension ability test, and a satisfaction questionnaire. The experiment lasted 8 weeks, 2 hours a week or 16 hours for all. Statistics used in the study were mean, percentage, standard deviation, and t-test for Dependent Samples. The findings of the research were as follows: 1) The students' pretest and posttest scores on English reading comprehension ability were 12.48 or 41.59% and 23.86 or 79.52% respectively. The students' posttest mean score was found significantly higher than that of the pretest and it was not less than the set criteria of 70%. 2) The students' satisfaction towards teaching English reading comprehension using SQ4R technique was at a good level.

KEYWORDS: Reading Comprehension, SQ4R, Satisfaction

INTRODUCTION

Communication and technological advancement have evolved rapidly, so it results in creating a knowledge-based society, promoting changes of economy, society and culture and enabling worldwide communication or borderless communication. In particular, English serves as a medium of communication and a tool for seeking knowledge, career paths and enables a better understanding of linguistic and cultural diversities among nations, society, customs, economy, politics, ruling and other aspects (Ministry of Education, 2008: 5).

As Thailand is one of the founding members of ASEAN (Association of South East Asian Nations), English plays a significant role in order to communicate and build a trustworthy cooperation. In addition, English learning is deemed vital and will help widen learners' visions. To ensure effective communication, Thailand Education should place an emphasis on English achievement especially reading comprehension. Reading comprehension can help learners improve thinking system, interpretation as well as attitude towards learning English. (Upathum, 1998: 2). Also, learners will be able to understand more languages, words and definitions through reading processes; 1) Word reception, 2) Comprehension, 3) Reaction, and 4) Synthesis (Gray, 2004: 21). Reading is an essential element in order to receive new information and to extend innovative knowledge which enables to impact inhabitants' daily routine and to bring back happiness to readers (Chatiwat, 2000).

According to the policy of Ministry of Education announced during 2009-2018, learners should pay attention to reading because this skill can improve reading comprehension and led the country to a global community effectively. Although, presently, English instruction points out reading comprehension, learners' ability is inadequate because of several factors such as previous knowledge, interests, purposes, language barrier, reading behavior as well as reading techniques. Among those problems affects learners' negative attitude towards English reading learning which is the fundamental of English skill before encountering writing and critical thinking (Tongaht, 2011).

The school's instruction corresponds to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) which stipulates that English is a foreign language and taught from kindergarten to junior secondary education. Based on its instruction, learners not only enlighten language acquisition but also apply English as a tool to communicate with other in daily life. Furthermore, sufficient learning management should be focused on in order to convey students to learner independence and lifelong learning effectively and appropriately (Chatiwat, 2000).

Along with O-NET (Ordinary National Education Test) in 2017, it is reported that foreign language department mean score of Grade 8 students was 18.19 which is consistent with NT (National Test) mean score of high school students in English was 32 percent. Those mean scores revealed that learners' English achievement is inadequate. Therefore, reading comprehension is an important strategy to improve learners' interpretation, discussion, analysis and synthesis. Productive learning management can encourage students towards English reading comprehension and help them improve learning achievement.

In light of the problems discussed above, the present study sought to investigate and implement learning management using SQ4R which is beneficial reading process. This method was facilitating student-centered learning and focused on student's communication. Thus, the purposes of this research aim to study and compare English reading comprehension ability before and after using SQ4R technique of Grade 8 students and observe the students' satisfaction towards teaching English reading comprehension using SQ4R technique. It was conducted in hope of providing a guideline on the development of Grade 8 student English reading comprehension ability.

Objectives of this study

The purposes of the study were:

1. to compare English reading comprehension ability of Grade 8 students before and after using SQ4R techniques.
2. to study the students' attitude towards teaching English reading comprehension using SQ4R techniques.

Hypotheses of the study

1. Students' mean score of English reading comprehension ability using SQ4R techniques was higher than the prior one.
2. Students' English reading comprehension ability was not less than 50 percent.

MATERIALS AND METHODS

Scope and Study site

1. Population

The population of this study consisted of 41 Grade 8 students studying at Chalaepittayanusorn School, Kumphawapi District, Udon Thani Province which be affiliated with Udon Thani Provincial Administration Organization.

2. The instruments /the course

There instrument of this study was lesson plans of Grade 8 students using SQ4R technique. The course used in this study was English Grade 8 materials under Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

3. Period of the study

The present study spent eighteen hours during the second semester of academic year 2018.

4. Variables of the study

There were two variables applied in the present study: independent and dependent variables. Independent variable was lesson plans of Grade 8 students using SQ4R technique. Secondly, dependent variable was reading comprehension ability and learners' satisfaction towards English reading learning using SQ4R technique.

Methodology

The present study focused on 41 Grade 8 students studying at Chalaepittayanusorn School, Kumphawapi District, Udon Thani Province which be affiliated with Udon Thani Provincial Administration Organization. In addition, this study used the cluster random sampling to choose 21 Grade 8 students studying in academic year of 2018 as the samples of the study.

Instruments

There were three instruments used in this study: lesson plans, pretest and posttest of reading comprehension, and satisfaction questionnaires towards the development of English reading comprehension using SQ4R. Firstly, research instrument included eight lesson plans of English reading comprehension ability using SQ4R. Secondly, multiple choice pretest and posttest of English reading comprehension ability, consisted of 30 questions, was employed in this study. Lastly, five point Likert scale satisfaction questionnaires towards the development of English reading comprehension using SQ4R, composed of 15 questions included four sections; content, materials, activities and advantages of practicing, was used.

Data Collection

Data collection in the present study included the following steps. First of all, the 21 Grade 8 students were asked for cooperation and informed the lesson plan of English reading learning using SQ4R. Next, students took the pretest, which were multiple choice examination of English reading comprehension on 4th June 2017. Then, the researcher taught English reading comprehension using SQ4R and the experiment lasted 18 hours.

Data Analysis

Data Analysis in this research consisted of the following processes which were described in detail. Learning ability towards teaching English reading comprehension using SQ4R of Grade 8 students were calculated the percentage and compared with the criteria which is 75/75. In addition, t-test dependent sample was used to compare pretest and posttest score. Then, Effectiveness Index (E.I) of lesson plans of English reading comprehension ability using SQ4R was investigated. Finally, satisfaction towards the developing of English reading comprehension of Grade 8 students using SQ4R was analyzed.

RESULTS, DISCUSSION AND CONCLUSION

Results

1. The efficiency of Grade 8 students English reading comprehension lesson plan using SQ4R by Foreign Language Department was 83.55/79.52.

2. The students' mean score exposed that the score after learning English reading comprehension using SQ4R was 23.86 or 79.52 percent. It increased statistically significant at the .01 level.

3. The Effectiveness Index (E.I) of Grade 8 students English reading comprehension lesson plan using SQ4R was 0.6495 or 64.95 percent.

4. The mean score of the satisfaction towards the developing of English reading comprehension of Grade 8 students using SQ4R was 4.63. Also, the students' attitude towards the developing of English reading comprehension of Grade 8 students using SQ4R was at a highest level.

Discussion

The present study was the experimental research which aimed to study and compare English reading comprehension ability before and after using SQ4R technique of Grade 8 students and observe the students' satisfaction towards teaching English reading comprehension using SQ4R technique. The findings based on the purposes of the study were discussed as follows.

1. The lesson plan of English reading comprehension using SQ4R

The efficiency of Grade 8 students English reading comprehension lesson plan using SQ4R by Foreign Language Department was 83.55/79.52 which meets the research hypothesis. The first efficiency is higher because this took part after learning immediately which students could remember knowledge what they had learned. Conversely, the learning retention was at low level due to the fact that the later happened after learning for a long time. Saree (2011) found that SQ4R learning English through cartoon entitled Way of Life had efficiencies (E1/E2) of 80.00/83.00. This is in line with Chaityat's study (2011: 122-127) that SQ4R learning approach had efficiencies (E1/E2) of 82.65/80.22. Also, Tanterdtid (2014) found that the efficiency of multimedia package on reading comprehension in the Thai language learning strand for Grade 4 students was 82.25/80.83. This is consistent with Luesopa's statement (2012) that the efficiency index of the instructional plans for development of Grade 7 students' reading comprehension in Thai using SQ4R reading strategy was 86.75/87.10, which was higher than the established 80/80 criterion.

The process of SQ4R technique was used to teach consecutively. Firstly, Survey (S) is used to understand the overview of what learner will read. Secondly, Question (Q) is taken place when he/she is curious and has a question about the content. This step encourages reader to realize what he/she has read and to enlighten the story rapidly. This corresponds with Maw and Maw's theory (1964) (cited in Kotrakoon, 1998) that teacher plays a vital role to sustain student-centered learning through challenged activities which motivate them to experience the new knowledge. Read (R) helps learner comprehend how to read in details, find the answer and main idea of the story. Next, Record (R) allows learners report the main idea of what they have read in brief and then meet Recite (R) process. Finally, Reflect (R) is in sight to analyze, criticize and discuss the main idea that is sync with the previous knowledge. SQ4R reading strategy encourages learners to improve their reading comprehension proficiently because the process is easy to follow step by step. Moreover, SQ4R teaching technique always motivates the curiosity of learners and they can remember the context accurately. Also, students' learning achievement after using SQ4R is higher. This is in keeping with Robinson's SQ3R reading strategy (1946) that the strategy offers a more efficient and active approach to reading textbook material. Classrooms all over the world have begun using this reading strategy and SQ4R to better understand what learners are reading.

2. The comparison of mean score towards English reading comprehension using SQ4R

The students' mean score exposed that the score after learning English reading comprehension using SQ4R increased statistically significant at the .01 level. This is consistent with several studies

about investigating reading comprehension using SQ4R (Chaityated, 2011; Luesopa, 2012; Noolai, 2007, Phonkho, 2010; Saree, 2011; Tanterdtid, 2014). Among those researches, it showed that the developing of English reading comprehension ability using SQ4R is significantly beneficial for learners in order to achieve reading skills. Moreover, they can better enlighten main idea of what they have read and students' learning achievement is improved.

3. The satisfaction towards the developing of English reading comprehension using SQ4R

The mean score of the satisfaction towards the developing of English reading comprehension of Grade 8 students using SQ4R was at a highest level. Together with Noolai's observation (2007: 77-84) that the satisfaction towards English instruction of Grade 6 students was at a high level. What's more, PhonKho (2010) found that the students' satisfaction towards SQ4R learning management emphasized on graphic organizers was at the highest level. This is in compliance with Luesopa's statement (2012) that the students' satisfaction towards the instructional plans for development of Grade 7 students' reading comprehension in Thai using SQ4R reading strategy was at the highest level ($\bar{x}=4.62$).

Recommendation

For instructors, English reading comprehension using SQ4R is beneficial for students, so instructors should study and apply this method in order to improve students' reading comprehension appropriately. SQ4R method spent a long period, so sufficient and productive learning activities should be provided in order to increase positive attitude toward English learning. Also, interesting articles or stories should be selected in order to grab students' attention. For further studies, it might be motivating if further researcher will employ English reading comprehension using SQ4R with other levels. Moreover, further research may observe English learning retention using SQ4R.

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A STUDY ON IMPROVING TEAMWORK SKILLS FOR ENGLISH MAJOR STUDENTS IN QUANG BINH UNIVERSITY

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ABSTRACT

How to master teamwork skills seems to be the most challenging task that English major students have to face. In fact, there is a great deal of research done to solve concerns. This study attempts to figure out the difficulties that English students often meet during forming and working team at Quang Binh University. Based on those difficulties and theories of team and teamwork, the research suggested some suggestions in forming and running a team that are able to help English major students to improve their teamwork skills.

KEYWORDS: teamwork skills, English major students, Quang Binh University

INTRODUCTION

Developing teamwork skill plays a very important role in the process of English language acquisition because it brings people together from different backgrounds and levels of experience. Working together will allow learners develop both their own skills as well as those who are in same team. Teamwork skills will serve students well in their future career. Regardless of what programs students are enrolled in, teamwork skills will likely be incorporated in their coursework and could go a long way in helping them excel academically. Especially, teamwork is also extremely beneficial for English major students during their time at college because of some reasons as follows: Motivates unity in the class environment; offers differing perspectives and feedback; provides learning opportunities for every one; promotes class synergy.

Originating from desire to deepen the knowledge about teamwork, a great deal of research focusing on this subject has been done. Burke, Salas, and Sims (2005) created a model called “the big five of teamwork”: mutual performance monitoring, backup behaviour, adaptability, team leadership, team orientation, shared mental models, mutual trust and closed loop communication. As the result of research of Burke and Goodwin (2007), they identified 138 proposals from different disciplines that set out to define the group processes and skills involved in the performance and effectiveness of teams the CORE model (see McGrath, Arrow & Berdahl, 2000) explains the development of teams over time, identifying their basic processes (construction, operations, reconstruction and external relations) and considering the relations with their context. Darlington (2007) reported that every team needs a great leader and the leader's role is to be a facilitator, then he determined the attributes of a good team leader such as: listening to team members, creating a climate of trust and openness, communicating the goal and mission of the organization, delegating, coaching, encouraging creativity, sharing information, empowering people, and helping the team become more and more self-directed. In another study (2009),

Salas. E, Rosen, Burke. C. S. and Goodwin G. F. stated that teams provide diversity in knowledge, attitudes, skills and experience, whose integration makes it possible to offer rapid, flexible and innovative responses to problems and challenges, promoting performance and improving the satisfaction of those making up the team. According to Oxford learner's Dictionary online and Oxford advance learner's Dictionary (2010), teamwork is the activity of working well together as a team.

MATERIALS AND METHODS

Scoping and study site

The review aims to draw on investigating difficulties that English major students at Quang Binh University encounter when working in a team and suggests some solutions to make that effectively. The participants of the study are more than 80 English major students in different courses at Quang Binh University who have to frequently work in a team but they have not known how to teamwork effectively yet.

Sampling and Data Collection

To conduct this study, nearly 100 English major students in different courses (more precisely from courses 57 to 60 at Quang Binh University) were chosen to answer our questionnaires. Toward the participants are at course 59 and 60, they have not ever had many chances to work in team so they do not get used to work by this way. At high school, they just learnt English and did tasks individually. While, students are at course 57 and 58 have experienced teamwork throughout assignments given by lectures such as presentation, doing research or public speaking. However, based on the questionnaire and class observations results that were conducted at Quang Binh University, this research paper aims to tackle with the difficulties that students have to confront and suggests some effective resolutions in order to improve their teamwork skills in the context for educational setting.

Methodology

In order to reach the goal of the study, the combination of quantitative and qualitative methods is used to carry out the investigation.

a) Quantitative method: This method helps with the collection and analysis of the questionnaire data.

b) Qualitative method: It is used to evaluate the English major students' awareness of perception about the importance of teamwork in improving their English competency.

Research questions

The purpose of this study is to find out English major students' perception about the importance of teamwork. The research focuses on the difficulties that English major students encounter when working team and offers some implications to help them work in team effectively not only in their classroom but also in their future job. Belonging to the above purposes, the research aspires to answer these following questions: *How do English major students perceive the importance of teamwork in their leaning?; What are the difficulties that English major students encounter when working in a team?; What are the solutions that can be applied to English major students to help their process of teamwork be more effective?*

RESULTS AND DISCUSSION

Student's attitude toward the process of teamwork

Student's perception toward the importance of teamwork in their learning

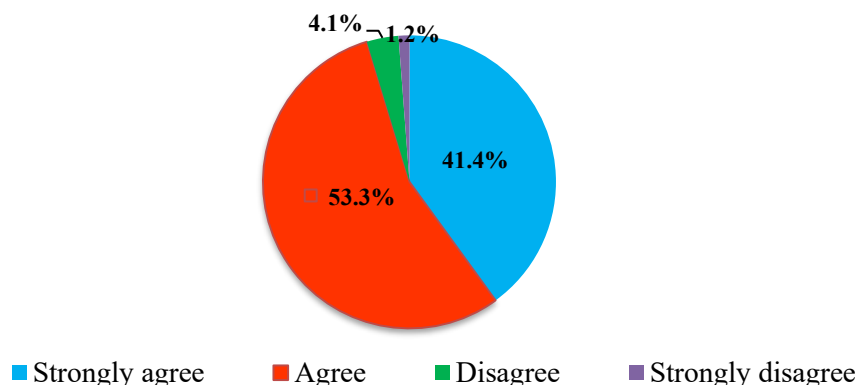


Figure 1 Student's perception toward the importance of teamwork

From the result survey, there are 41,4 percents of students strongly agree, 53.3% of them also have the same ideas. However, about 3.5 percents of students disagree with the researcher's statements and just 1.2% of English major students give the opinion that they strongly disagree about it and it mostly comes from students at course 60. Throughout the result, we can see that the majority of students have background knowledge about teamwork so they agree that teamwork is very essential. Similarly, some students think that teamwork is unnecessary. The reason lead to that is they do not know that English major students have to work together frequently. It is nearby a compulsory if they want to enhance their ability in studying.

Student's perception toward the benefit of teamwork in their learning

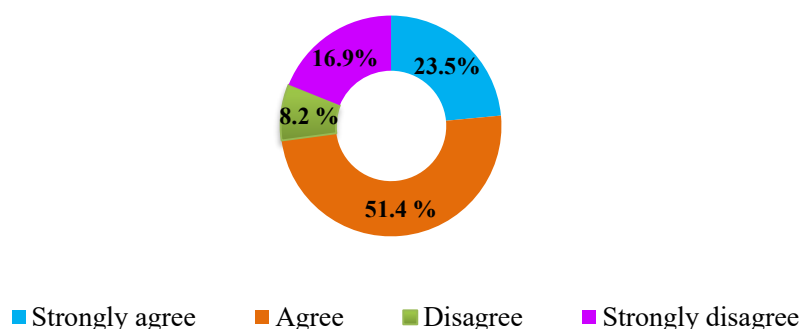


Figure 2 Student's perception toward the benefit of teamwork

In the questionnaire, approximately a half of English major students (51.4%) agree that they can improve their individual skills when working together. Roughly a quarter of participants (23.5%) strongly agree that teamwork help them to develop their individual skills and motivate participants to do their part. In this situation, 16.9% of them mention that they strongly disagree with the above statement. Lastly, there are only 8.2% of participants agree that teamwork does not help them improve

their individual skills. The reason lead to the difference is that some English major students do not have background knowledge about teamwork especially freshmen. It seems that they have no many chances so as to work team in high school.

Student's perception toward the importance of teamwork in the future jobs

According to Figure 3, when we put a question whether employers would appreciate the capacity based on the teamwork skill and received the result is that 84.4% of English major students gave answer *yes* and remaining students said *no*.

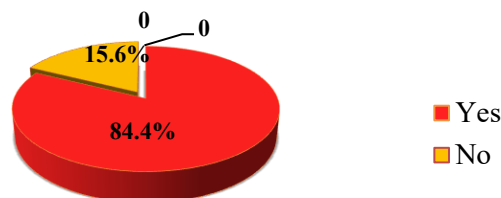


Figure 3 Student's perception toward the importance of teamwork in future jobs

Student's perception toward concrete benefits when working team

After analyzing, the chart displays approximately 78.8% of English major students admit that they achieve better result when working team. 28.2% of them agree they are able to improve their skills. Due to teamwork, English major students deepen their range of knowledge (34.1% of students). Teamwork also makes them be more confident, 24.7% of them agree that. As for 17.6% of participants express that all of team member heighten their individual awareness. According to the chart, teamwork brings students many benefits. It is not only for their result of task but also for students in skills, knowledge and be more confident as well as awareness.

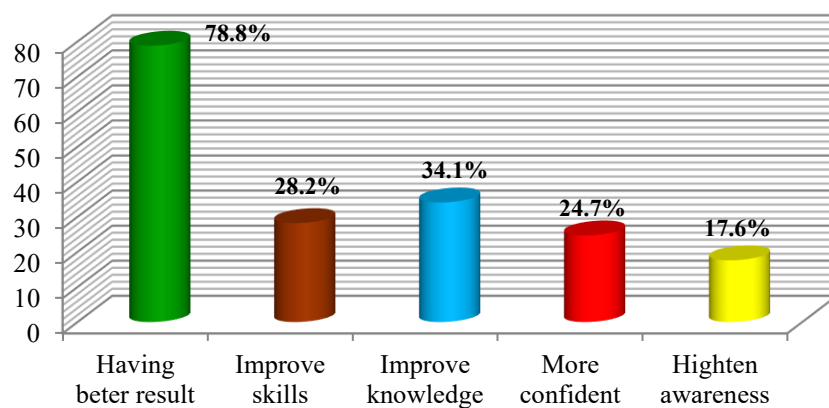


Figure 4 Student's perception toward concrete benefits when working team

The reality of working team of English major students

The time that English major students spend working team

The Figure 5 is shown that over a half of the English major students (accounting for 51% of the total) said that they frequently work in team. Besides, 38% of the English major students sometimes work with their friends that takes place when students are sophomore. 9% of English major students

said that they rarely work team and just 2% of them have not ever done it. When we analyze the result of a questionnaire, some English major students who do not have opportunities to working team mostly come from English course 59. From the data of the below figure, we realize that English major students have to usually work together so there is a necessary requirement that they must understand the process of teamwork as well as know about some factors influencing on it in order to work more effectively.

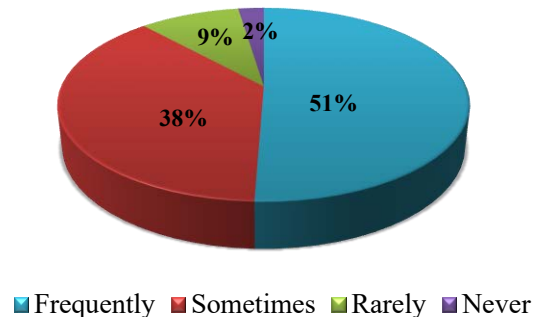


Figure 5 The time that English major students spend working team

The difficulties that English major students encounter in teamwork

According to the data collected, the majority of English major students (74.1%) chose sometimes. The answer frequently was chosen by 9.4% of participants. Next, there are 15.3% of students said that they rarely face to the difficulties in teamwork and about 1.2% of them admit that they never feel confused when working team.

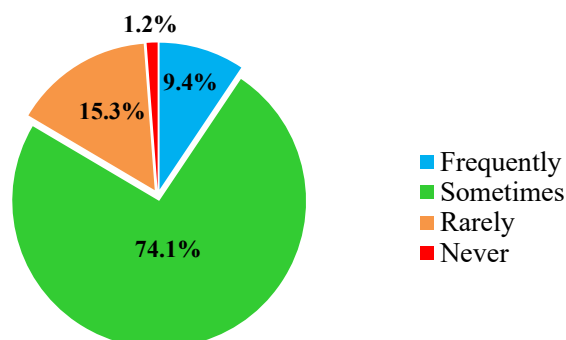


Figure 6 Some difficulties that English major students encounter in teamwork

It can be seen from the chart, there are numerous English major students said that they usually have different opinions while interacting with each other (70.6% of students). Besides, 18.2% participants complain that some members in team lack of awareness. Some of them, however, are not on time, others some chat with another or simply do not pay attention into lesson. In addition, 8.2% of English major students said that they cannot have suitable time for teamwork out of class. Moreover, some English major students (approximately 6% of students) said that they do not get used to working team. The studies show that roughly one in four students change their major freshman year. Almost of English major students gave this answer is freshmen. Lastly, 16.5 percents of English major students said that “not understand lesson” is a difficult that they face during working team.

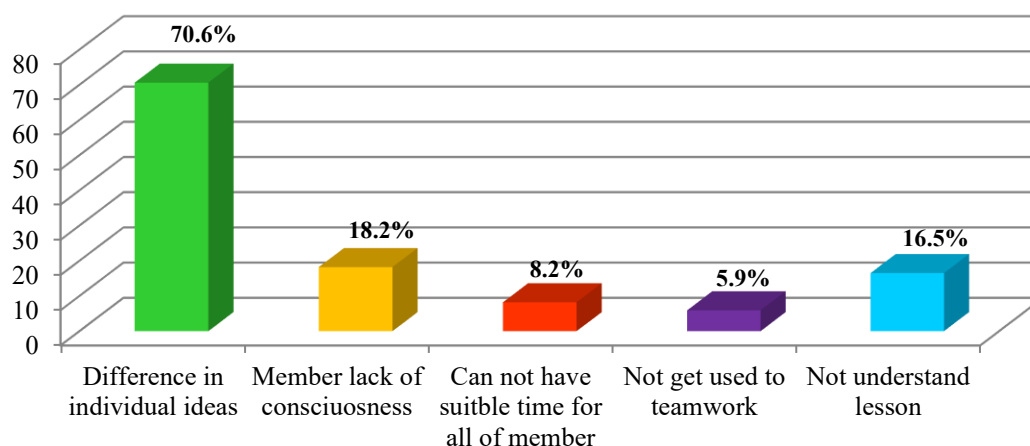


Figure 7 The difficulties that students encounter in teamwork

Some suggestions to improve teamwork skill for English major students at Quang Binh University

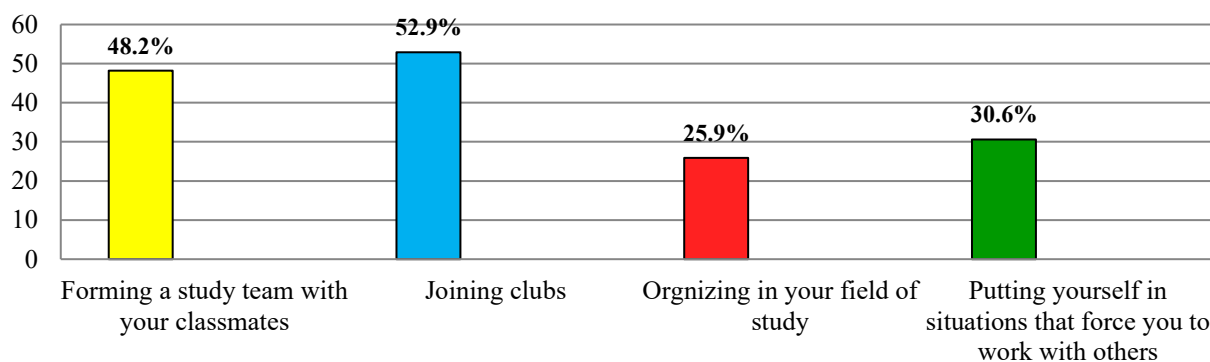


Figure 8 Some effective suggestion to improve teamwork skill

From the results of our investigation, we asked them about good ways to improve teamwork skill according to them. Over a half of English major students (52.9%) think that joining clubs is a good method to heighten their skills. There are 48.2% of participants said that they would like to form a study team with their classmates to afford to be more work team effectively. 30.6% of English major students also think that they should put ourselves in situations that force them to work with others. Lastly, over a quarter of English major students (25.9%) think that they can organize in their field of study.

Forming a study team with classmates

Forming a study with classmates is a wonderful chance that makes English major students have worth experience in teamwork. Classmates who have similar age, belief, opinion as well as emotion with us. Therefore, it is absolutely easy for English major students to share ideas and resolve contradictions when working together. In addition, in the investigation, participants said that they can seek of suitable time for working so forming a study team with classmate is very good to solve this problem. In fact, having an effective team with classmate is more difficult than imaging. Hence, we propose some steps for creating a team including finding out members, organization quantity of team, creating study environment, making plan obviously, asking advices from lecturers, keep in touch between members, making questions, discussing, argument.

Joining clubs

At Quang Binh University, English clubs are often held for both of English major students and non-major students who have interest in English to exchange experiences in studying English. We do believe that students will have valuable experiences about learning English, through tasks, students also get good methods to get better in teamwork. Besides, they can make a lot of new friends who set up new ideal teams in the future.

Organizing in field of study

Organization field of study mean that English major students will divide their studying into different field. English major students should find out friends who have the same interest and create a team with them. By doing that, they not only have an effective but also develop their individual skills.

Putting themselves in situations that force them to work with others

In this situation, English major students must put themselves in situation that force them to work with others. Thank to that, they can image problems that they have to face when working in team and the way they can have in order to solve them.

CONCLUSION

When we do this research, regarding to the first research question, most of the English major students are aware of the importance of learning English. They also realize that process of teamwork help them learn better. However, some English major students who are freshman do not recognize the importance of teamwork. By mean of this reality. We must let them learn more knowledge about teamwork and they should spend their time working team.

Relating to the second research question, we have found the difficulties that the English major students at Quang Binh University encounter. The difference in individual idea is considered as the most big difficulty. Not get used to teamwork is the one of difficulty toward students, especially freshmen. The reason cause the fact is that maybe they do not have many opportunities to practice teamwork skills. Furthermore, not understand lesson is also a factors make them not able to work effectively. In fact, they cannot interact with each other if only person understand lesson and remain people do not do that.

With the last research question, four solutions are the new contributions. In this suggestion, we also emphasize that the leader play an enormously important role in team. This is a people who prevent all of members in team from conflict and having different opinion during discussing. For the joining clubs, students will have chance to study with their friends. We do believe that they will not only be comfortable and relaxed but also practice teamwork skills more and more.

To sum up, this research report brings to the forefront an overall picture of difficulties in enhancing of the English at Quang Binh University. It emphasizes that they are lack of knowledge about team as well as teamwork and the inability of have good chances to train work team. Some researchers state that English major students need to realize that in the real world, they will have to work with and for others no matter what. Learning this while at colleges and dealing with different personalities and people with different abilities will only help them do it after school when their job is on the line. It's time to leverage these opportunities to hone a valuable skill set.

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STUDY OF RENOVATION IN COMPETENCY-BASED CURRICULUM MANAGEMENT OF PRIMARY EDUCATION SECTOR AT QUANG BINH UNIVERSITY

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ABSTRACT

Curriculum management is one of the important contents in education institutions. The wide-ranging and diverse curriculums, which are competency-based ones, are gradually replacing the previous curriculums that are only suitable to a specific and available sector. Therefore, competency - based curriculum management should be implemented by effective solutions in line with the general trend of regional and international integration. In this paper, the author focuses on studying the theory of curriculum management of primary education sector, then proposing solutions to renovate of the competency management of primary education at Quang Binh University.

KEYWORDS: Management; curriculum management; competency-based approach; primary education.

INTRODUCTION

Curriculum management is the first element in the quality assurance of university education, especially in the current trend. Therefore, renovating the curriculum management to find out suitable solutions in the new context of regional and international integration is an urgent mission. The curriculum and competency - based curriculum management of teacher education in general and primary education in particular at universities in Vietnam is significantly important, because this is the "foundation" education in order to develop a "new person".

Recently, Quang Binh University has focused on renovating the curriculum management of primary education. However, this remains the following limitations: Input management, training process management, competency-based output management. Students still lack of adaptive skills, poor communication, and limited problem-solving skill in reality after their graduation. This paper will propose some renovation solutions to competency-based curriculum management of primary education at Quang Binh University.

MATERIALS AND METHODS

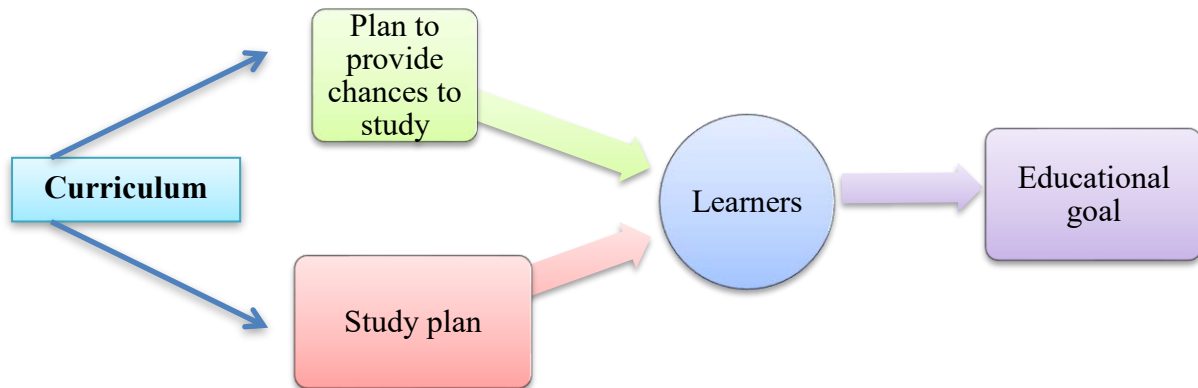
Scoping and Study site

Scoping

Basing on assessment of the reality of curriculum management of primary education, the paper focuses on studying the theoretical basis of competency -based curriculum management of primary education to propose solutions to improving the curriculum management of primary education at Quang Binh University.

Study overview

According to the history of education, the term of “curriculum” has been around since 1820. Yet, this term was used professionally in the United States and some developed countries until the middle of the 20th century. Frank Bobbitt (2007) said *"Curriculum can be defined as a system of activities to detect ability or improve learners"*, under the strong impact of society on education, learners receive more social experience not only from school. Accordingly, the curriculum is expanded rather than a study plan or plan to provide chances to study to learners for a fixed educational goal.



According to (Good, 1946), teacher education is defined as “all formal and informal activities aim at equipping individuals to undertake the responsibilities of a member who is working in education field or help individuals fulfill their responsibilities more effectively.” Talking about models and development directions of teacher training in Finland, the author (Kansanen, 2003) affirms that the basic goal of all teacher training programs must be “Training of competent teachers and developing the necessary professional qualities is to ensure their career of education”.

This issue has also been mentioned in some other studies such as (Dang Thanh Hung, Nguyen Khai Hoan, 2015), Phan Huy Hung (2005), Phan Hung Thu (2019), Vila Sengsavang, 2015; Franciele Ferreira França, Gizele de Souza, 2017. In addition, scientific conferences on teacher training were organized like International Conference on “Competency-based assessment of students at primary school”, 2015, Workshop on “Innovating teacher training to meet the requirements of Vietnam Education Development”, 2014, National Scientific Conference on “Teacher training at local schools to meet current educational innovation requirements”, 2016, International Science Conference on “Teacher training to meet the requirements of comprehensive education innovation”, 2017.

In general, the previous research works have mentioned the competency-based curriculum. Yet, there has been no in-depth study of competency-based curriculum management of primary education.

Study site

The content of this paper focuses on the curriculums, curriculum management, and renovating the competency-based curriculum management of primary education at Quang Binh University as well. As a result, the suitable solutions to innovate the competency-based curriculum management of primary education at Quang Binh University are proposed.

Sampling and Data Collection

Quang Binh University is the only one in Quang Binh province with its mission of multi-field training, and a tradition of more than 60 years of development. Its primary education is a sector throughout the periods.

The objective of primary education training is to train primary school teachers to meet the renovation requirements of primary education during the country's industrialization and modernization.

Graduates must have political ideology with good moral qualities and a good health. They also must obtain teaching capacity, educating students meeting the renovation of primary education. In addition, self-scientific research and self-improvement are necessary for them to meet the requirements of primary education in the coming decades.

The objective of training teachers at primary school shows that teachers at primary school are required highly in terms of qualification, qualities and capacity, especially diagnostic capacity, assessment capacity, response capacity, and implementation capacity of curriculum as well as capacity of relationship establishment.

Therefore, to meet the social requirements, it is necessary to manage the competency-based curriculums instead of the content-based ones. Specially, the following stages should be focused: Input management, training process management, output management (employment management of graduates and management of student progress).

Table 1 Results of the survey on competency-based curriculum management stages of primary education at Quang Binh University. (Gradually increasing from 1 to 5)

No	Management stages		Assessing rate (%)				
			1	2	3	4	5
1	Input management						
1	Management of competency-based primary education training goals	Teacher and manager	0	4	12	44	40
2	Management and professional development of teachers and supporting the competency-based primary education curriculum	Teacher and manager	0	6	10	40	44
2	Training process management						
1	Management of competency-based curriculum content of primary education	Teacher and manager	0	4	16	40	40
2	Management of competency-based teaching and learning activities in primary education	Teacher and manager	0	0	13	45	42
3	Management of the examination and evaluation of competency-based training results and management of facilities serving primary education	Teacher and manager	2	0	10	46	42
3	Output management						
1	Employment management of graduates	Teacher and manager	2	4	13	44	37
		Students	0	0	23	44	33

Table 1 shows that competency-based curriculum management of primary education at Quang Binh University is as follows:

There have been positive changes in the competency-based input management at Quang Binh University. The training objectives, professional development of teachers and supporting the competency-based curriculum of primary education have been paid attention by the University.

The survey results on managers, teachers and students of the Primary Education Faculty shows that a high ability to meet competency-based curriculum of teachers at primary school was recorded thank to the effective implementation of competency-based management, management of teaching and learning, management of assessment, etc.

Table 2 Number of yearly primary education students having jobs after graduation.

Items \ Academic year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total number of students	754	830	841	670	358
Graduates	111	250	296	303	
Students with suitable jobs	75	100	80	85	

*Source: Department of Student Affairs of Quang Binh University

It is very important to carry out output management (graduates). In recent years (in the period of 2015-2020), the collection of information on graduates have been implemented by Quang Binh University by many ways such as via mail, phone, mail, etc. The results show that the number of graduates who have suitable jobs is decreasing. It means that there is an inadequacy between the demand and the training scale of primary education students.

Table 3 Number of teachers of the Primary Education Faculty trained on management and participate in domestic and foreign scientific research activities

Items \ Academic year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total number of teachers	22	20	21	18	18
Number teachers studying for further education	2	2	6	6	1
Number teachers participated in national and international workshops	18	20	24	25	
Number of research work	26	29	35	25	

* Source: Report of academic year on scientific research of Primary Education Faculty - period 2015-2020

Table 3 shows that the number of teachers, who are trained on management, improved their qualifications as well as having research works projects, accounts for a low proportion, in spite of the fact that there have been many innovations in education and curriculums in the period 2015-2020.

Beside achievement of the competency-based curriculum management by Quang Binh University, there are still many shortcomings related to curriculum management as follows:

Low awareness of a number of officials and lecturers on the importance of the competency-based curriculum renovation;

The limited plan to develop teachers for curriculum, which has not been widely implemented;

The system of inspection, examination and testing of training quality and feedback system has not been effective;

Unsuitable hierarchy and qualification connecting to the structure and training system has not been properly upgraded.

Method

The following methods were used to conduct the study.

Survey method: Using questionnaires to collect the opinions from teachers, administrators of Quang Binh University on the status of competency-based management of primary education.

Expert method: Consulting educational experts, educational managers at all levels who participated in the workshops and scientific conferences on the situation of the curriculum management of primary education.

Methods of summarizing experiences: Get experiences in education management to provide effective suggestions for an effective competency-based curriculum management of primary education.

RESULTS

Six solutions to renovate competency-based curriculum management of the primary education at Quang Binh University are proposed as follows:

Raising the awareness of managers and teachers of Quang Binh University on the importance of the competency-based curriculum management of primary education.

The propaganda to raise the awareness of managers and teachers on renovation of curriculum management need to be implemented by the university. This will help to form right vocational activities, contributing to ensuring the quality of the primary education curriculum. This is an important premise for the renovation of the curriculum management for teachers at primary school, meeting requirements in the context of education and international integration. In addition, it is necessary to conduct inspections, assessments and monitoring in order to ensure right awareness of the managers and lecturers on this important task.

Enhancing managers 'capacity of competency-based curriculum of primary education at Quang Binh University

From the survey, competency-based management curriculum still remains many shortcomings and lack of synchronism. In order to implement this solution effectively, it is necessary to have a survey process of training demand as for managers and training contents which are suitable to conditions of a local university.

Promulgating regulations on inspection, quality control, renovation of inspection to ensure discipline in controlling and evaluating the quality of primary education curriculum.

To ensure the systematic and regular evaluation of the curriculums, the university should issue regulations on inspection, quality management, and renovation of inspection work. In addition, it is necessary to develop a set of evaluating tools to the competency-based curriculum of primary education for all phases and stages such as teaching activities, learning activities, assessment, learning aids and learning materials, etc. and a feedback system from lecturers and students.

Strengthening organizational management and professional development for teachers and program support staff.

Scientific research among staffs and lecturers should be encouraged. Participation in domestic and foreign conferences associated with curriculums is to help to exchange experience in management and teaching between the universities.

Curriculum management of the primary education by capacity framework and identified output standards.

Development of outcome standard and capacity framework for teachers at primary school to meet new requirements is the first and essential activity of the competency-based training process of primary education. In order to implement the output standards well, the university and the functional

departments, especially the Primary Education Faculty needs to carry out the training processes well, including the development and competency-based curriculum management. Practical activities, improvement and supplementation of regular pedagogic training activities should be paid attention when developing the curriculum. The process of competency-based curriculum management of primary education must be based on the objectives, lists, and program framework to take measures by the identified capacity framework and output standards.

Making sure that facilities serving primary education are adequate

Modernizing the system of facilities and equipments serving the competency-based primary education training need to be developed by the university. In addition, there should be a focus on fostering teaching staff on practical teaching capacity. Professional practical capacity is only formed and developed in a practical environment. Therefore, there should be close cooperation between the university and the internship facilities to create a specific working environment for students. This will help them to meet the employers' requirements after graduating from the university.

CONCLUSION

In the context of comprehensive integration for a socio-economic development, undergraduate education becomes an important lever of the knowledge economy because this is the place to selectively acquire the new of the world to transform itself. Accordingly, the competency-based curriculum management of primary education teachers needs to be renewed. Teaching, also, needs to be recognized as a practice-oriented profession and the future teachers at the beginning level of the education system must be equipped with solid skills and professional knowledge that is a very important task of a pedagogical unit in the current period. In this paper, the author clarifies the current situation of the curriculum management of primary education at Quang Binh University and proposes six solutions to renovate the competency-based curriculum management of primary education.

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TEACHING ENGLISH COLLOCATIONS TO ENHANCE STUDENTS' SPEAKING ABILITY

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ABSTRACT

This study investigated the effects of teaching English collocations to enhance Thai students' speaking ability. It reported findings concerning the research questions: 1) to what extent does teaching English collocations enhance grade 6 students' speaking ability? and 2) what are students' opinions toward learning English collocations? The participants were 12 Grade 6 students at a primary school in Surin Province. Research instruments used were: a pre-post speaking test, a rating scale questionnaire and a structured interview. The PPP method was used to guide the teaching of English collocations in this experiment. During the 11-session period, the first period was for the pretest. The nine periods were for learning of English collocations. After that the students took the posttest. The three lesson plans were organized around three topics: sports, daily routine, and giving direction. The result showed that teaching English collocations can enhance participants' English speaking ability.

KEYWORDS: lexical collocation, grammatical collocation, English speaking ability

INTRODUCTION

One of the objectives that people learn other languages is to communicate, and thus the more vocabulary ones know, the better they become successful in communication. In other words, vocabulary knowledge is fundamental for learners in order to be successful in communication. People cannot understand a sentence without understanding what most of the words mean. It can also be said that the lack of vocabulary knowledge greatly affects our ability to communicate. In Thailand, children start to learn English at a very young age in their primary schools. Even though they spend many years studying it, most students cannot communicate well partly because they find it hard to acquire a number of new English vocabulary.

Lack of adequate vocabulary knowledge is one of the obstacles reported by many students who learn English as a Foreign Language (EFL) in Thailand. Students themselves readily admitted that they experienced considerable difficulty with vocabulary, and most of them identify the acquisition of vocabulary as their greatest single source of problems (Meara, 1980). Usen and Musigrungsri (2015) then added that vocabulary is an area which has been neglected in foreign language teaching for a number of years. This claim helped highlight the fact that vocabulary should be viewed as one of the most challenging areas for EFL learners. Responding to this demand, English teachers have to explore students' knowledge of vocabulary and offer effective strategies which can indeed facilitate the acquisition of new lexis in the target language. The previous study of Ozgul and Abdulkadir (2012) confirmed this tendency by acknowledging that language learners who learned words in chunks achieved better scores than learners who were taught with more traditional teaching techniques.

Focusing on learners' language proficiency at a primary school level in the rural area in Thailand, one may have the word 'limited' in mind. According to the Ordinary National Education Test (ONET), the average score in 2015 was 40.31 percentages and 34.59 percentage in 2016. More specifically, in the primary school research site in Surin, most students have shown very low scores in English, based on the past O-NET exams, especially in the vocabulary section. It is also observed that most of the students faced several other communication problems, including a low ability in speaking English at both a sentential and discourse level. One of several explanations relates to the fact that students are mostly exposed to English through a grammar translation method, in which a new word is explained in students' mother tongue (Thai in this case). The main focus of the lesson which is similar to several other schools is almost exclusive on reading and writing with little systematic attention to listening and speaking. Consequently, students do not have much opportunity to communicate in English, and because of their limitation of vocabulary, students cannot use language to express their idea fluently.

To this end, it is believed that English teachers, especially in the rural areas, should pay more attention to lexical phrases and create lessons and activities to enhance students' ability to communicate.

English Collocations

Benson, Benson, and Ilson (1986) categorized English collocations into two classes: lexical collocation and grammatical collocation. Lexical collocations are made up only of verbs, adjectives, nouns and adverbs in different possible combinations. In this study, the 'v+n' and 'v + adv' patterns were the focus of attention. Also, grammatical collocations contain words such as verbs, adjectives or nouns combined with a preposition or a grammatical structure. In this study, the 'v+v.ing', 'v+prep', and 'prep+ noun' patterns were mainly concerned.

What is Collocation? And How Could It Affect Language Learning?

In recent years, researchers have explored language learners' knowledge of collocation (Donkaewbua, 2001; Loiu & Chan, 2004). These studies focused on the effects of lexical collocation instruction. For instance, Donkaewbua (2001) investigated the effects of a lexical phrase instruction on high school students' speaking. Three students from Grade 9 of Bangpakok Pitthayakom School participated in the study. The researcher used the subjects' speech samples with scripts and a retrospective interview as instruments. The results suggested that teaching lexical phrases helped improve students' speaking skills.

A similar study was conducted by Loiu and Chan (2004), who examined the effect of computer-assisted language learning (CALL) approach on 68 freshmen' learning of verb-noun collocations. In particular, the study explored how Taiwanese EFL learners could improve their collocation knowledge with the help of CALL. Three tests and two questionnaires were the major research instruments. Students' collocation competence was measured by a pre-test, an immediate post-test which evaluated the target Verb-Noun collocation, and a delayed post-test which measured students' retention of learned verb-noun collocations. The findings showed (revealed) that the use of CALL approach resulted in positive outcomes. Students demonstrated the improvement of their verb-noun collocations with a web-based collocation instruction.

In this study, attempts were made to develop students' speaking ability by focusing on teaching English collocations. And the major purposes are to 1) find out to what extent English collocations could enhance Grade 6 students' speaking ability and 2) to investigate students' opinions toward learning English collocations.

MATERIALS AND METHODS

Scoping and Study site

A primary school in Surin Province was selected as a study site. It was a very small school in the village.

Sampling and Data Collection

The participants were 12 Grade 6 students in the primary school mentioned above. They participated in this study after the second semester of the academic year 2017. Their ages ranged from 11-12 years old. Their language abilities were mixed. Most of them could be labeled as a beginner according to their previous grades in the previous English courses taken in the first semester in Grade 6.

METHODOLOGY

Research instruments

Three research instruments were used in this study: a pre-posttest, an opinion questionnaire and a structured interview.

Procedures

This study covered 11 periods. The first period was a pretest. The English and Thai instructions were used to explain the procedure of doing the pretest. The test was about describing nine pictures in response to the researcher's questions/prompts. The students had to answer each question verbally, and their answers were recorded. During the test, two examiners: the researcher, and another experienced Thai English teacher gave each student's score.

The nine periods between the pre- and posttests were devoted for the teaching of English collocations through the teaching method known as 3Ps or PPP – presentation, practice and production. The lesson plans evolved around the topics of sports, daily routine, and giving direction. These topics were frequently found in the Ordinary National Education Test. The lesson started by the teacher introduced the collocations patterns to students and let them drill and practice speaking collocations fluently. After that, they had to present their speaking in front of the group until they could use each collocation accurately and fluently.

In this study, the lexical and grammatical collocations based on Benson, Benson and Ilson (1986)'s framework were adapted (see details in Table 1).

Table 1 Topics and collocations used

Topics	Types of Collocation	Patterns	Collocations Used
Sports	Lexical	v+n	do gymnastics do karate play basketball play football play volleyball
	Grammatical	v+v.ing	go cycling go jogging go swimming
Daily routine	Lexical	v+n	brush my teeth comb my hair have breakfast have dinner have lunch take a bath

Giving direction	Grammatical	v+prep v+prep+o	get up go to school
	Lexical	v +adv	go straight turn left turn right walk along cross the road
	Grammatical	v+noun prep+n	at the corner on the left on the right

After the nine periods, the students took the posttest. Then, a questionnaire was distributed to students to investigate their opinions toward learning English collocations. After submitting the questionnaire, all the students were interviewed.

Data analysis

The scoring rubric for the pretest and posttest was the same. In order to get 1 score for each question, the students had to use the correct collocations and complete sentences. However, the participants were marked 0.5 score when they use correct collocations but not complete sentences. The participants were marked 0 score when they used incorrect answers, did not answer, spoke or responded with “yes” or “no,” or “I don’t know” or responded completely in Thai language. Moreover, the students gained 0 when they used correct collocation but not related to the given pictures.

RESULTS, DISCUSSION AND CONCLUSION

Table 2 showed the results of the pre-test and post-test.

Table 2 Comparison of students’ speaking abilities before and after the treatment

Scores	Mean	S.D.	t	p
Pre-test	0.62	5.30	25.02	0.00**
Post-test	7.75	3.89		

n = 12, * p < 0.05

The results in Table 2 revealed that the mean of participants’ speaking posttest score (7.75/9) was significantly higher than the pretest mean score (0.62/9) at the p<0.05 level. It showed that the participants’ speaking ability improved significantly in terms of accuracy and fluency. Evidently, they used more correct collocations within a shorter period of time.

Table 3 Participants’ responses on the questionnaire

Items	Student responses/percentage					Mean	Meaning
	5	4	3	2	1		
1 .I can easily remember the English collocations.	2 16.67	6 50.00	4 33.33	-	-	3.83	Agree
2. Learning collocations is easier to remember than learning individual words.	3 25.00	9 75.00	-	-	-	4.25	Strongly agree
3. The number of collocations in each topic is enough.	3 25.00	9 75.00	-	-	-	4.25	Strongly agree

4. The teacher should apply these lessons in the regular classes.	3 25.00	9 75.00	-	-	-	4.25	Strongly agree
5. Learning collocations is helpful in speaking .	2 16.67	6 50.00	4 33.33	-	-	3.83	Agree
6. I enjoy speaking English.	1 8.33	6 50.00	3 25.00	2 16.67	-	3.50	Agree
7. My English speaking is better.	3 25.00	7 58.33	2 16.67	-	-	4.08	Agree
						SD	0.17
						Mean	3.99

The questionnaire results showed that the participants agreed that learning English collocations helped improve their English speaking abilities. The mean score was 3.99. The majority of participants strongly agreed that 1) learning collocations was easier to remember than learning the individual words ($x = 4.25$), 2) the number of collocations in each topic was appropriate and enough ($x = 4.25$) and the teacher should apply these lessons in regular classes ($x = 4.25$). Some participants added that they enjoyed speaking English. According to the participants' responses above, it showed that the participants strongly agreed memorizing a chunk of words or collocations was easier than remembering an individual word and they would like to learn English collocations in a regular class. Based on the results, it can be concluded that as a whole, teaching English collocations was effective in improving participants' speaking ability. It made students enjoy speaking English, made them remember collocations easily and improved students' speaking ability.

DISCUSSION

According to the research question 1, the result supported the findings of the previous studies, such as that of Donkaewbua (2001) who investigated the effects of lexical phrase instruction on students' speaking and found that teaching lexical phrases helped improve students' speaking skills. Another similar result was from Shooshtari and Karami (2013). They revealed that the instructions on lexical collocation have a positive effect on the learners' speaking proficiency and a moderate effect on their use of lexical collocations. This suggested that receiving instructions on the use of lexical collocation patterns can be effective in enhancing EFL students' language skills, specifically, their oral proficiency.

Teaching English collocations plays the important role to promote primary school students' speaking ability. The participants' speaking ability was improved after learning English collocations. There were many reasons why teachers should pay more attention to teaching English collocations. Collocations were very important part of knowledge of second language acquisition. Collocations were essential for non-native speakers of English in order to speak or write fluently and accurately. The most important reason was that teaching lexical phrases (collocation with pragmatic functions) would lead to fluency in speaking and writing because they change learners' attention from individual words to larger structures of the discourse and to the social aspects of the interaction. As Shin and Nation (2008) explained, one of the reasons why learners and teachers should be interested in collocations is that collocations boost learners' language fluency and ensure native-like selection. To sum up, the result of teaching collocations showed that the participants improved their speaking ability.

The participants' questionnaire responses also suggested that they strongly agreed that remembering words in chunk was easier than remembering words individually. Lewis (1993) confirmed that lexical phrases bring fluency in second language acquisition because they can easily be

acquired as chunks. Because of collecting the lexical in the learners' brain as chunks, it enhanced learners to remember the collocation patterns and finally be able to speak fluently and accurately. Most of the participants strongly agreed that the number of collocations in each topic was enough. There were only eight collocations consisting of both lexical and grammatical collocations in each topic. In addition, most participants strongly agreed that it will be good if the teacher applies collocation teaching in their regular class. They confirmed that learning collocations were helpful in speaking. It helped them communicate in English. Finally, they enjoyed speaking English, and their English speaking was better after learning English collocations. This could be a good indication that the participants preferred learning English collocations or learning words in chunks than learning words individually. This finding seems to be in accordance with Chuenban (2011).

CONCLUSION

Based on the study of teaching English collocations to enhance Thai students' speaking ability, it was found that the participants' speaking ability after learning English collocations through the PPP stages was better than the time before they learn them. The mean scores between the posttest and the pretest were significantly different. It can be implied that teaching English collocations can enhance grade 6 students' speaking ability. The results from the students' opinions also confirmed this tendency.

RECOMMENDATION FOR FURTHER STUDIES

It is recommended that further studies should extend the teaching time and add more topics in order to enhance participants to better understand and use the collocations fluently and accurately.

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THE DEVELOPMENT OF ENGLISH WRITING ABILITY USING 4 MAT LEARNING SYSTEM OF HIGH VOCATIONAL STUDENTS

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ABSTRACT

The purposes of this research were to study and compare the writing ability before and after learning through 4 MAT learning system of high vocational students, and to study the students' attitude towards teaching English writing using 4 MAT learning system of high vocational students. The sample consisted of 40 high vocational students who studied in the first year of accounting department at Sakon Nakhon Technical College in the first semester of the academic year 2019 selected by cluster random sampling. The research was a one group pretest-posttest design. The research instruments included 12 lesson plans, an English writing ability test, and an attitude questionnaire on 4 MAT learning system. The experiment lasted twelve weeks, 3 hours a week, or 36 hours for all. The percentage, mean, standard deviation and t-test for Dependent Samples were employed to analyze the data. The findings of the research were as follows, First, the students' pretest and posttest mean scores on English writing ability using 4 MAT learning system were 10.72 or 35.00 % and 22.67 or 75.58% respectively and the posttest mean score was not less than the criteria of 70 percent. The students' English writing ability after the experiment was significantly higher at .01 level. Second, the students' attitude towards teaching English writing using 4 MAT learning system was at a good level.

KEYWORDS: 4 MAT leaning system, writing ability, English writing communicate,

INTRODUCTION

In the age of social information and communication, English is a global language used in communication. Knowing English is very important and necessary because English is not only a tool for studying, researching and working, but is also a tool used for communicating, bargaining for the benefit of economy and politics. Moreover, knowing English is a tool helping to build a good relationship between people from different cultures.

Although writing English is very important, Thai students have problems writing in all levels. The study involved in English instruction reveals that the main problems of English writing are that learners cannot understand the writing, and cannot get the gist from the writing. The cause of these problems is the learners are not being trained how to write appropriately in their learning period and lack skills for writing communication. The report of Sakon Nakhon Technical College confirms that the result of English tests of the first year of accounting department is very low. From the teacher's observation, students have reading problems such as their lack of vocabulary, they do not know the meaning of vocabulary, they are very little meaningful writing. There are many grammatical, vocabulary, spelling or punctuation defects, and students can't use writing strategies to communicate.

For these reasons, the researcher would like to find the way and method to improve students' English writing ability.

4MAT learning system responds to brain-based learning that helps to keep the working process of right brain and left brain balance McCarthy (1990: 31). In addition, McCarthy & Leflar (1983: 29) supports that 4MAT learning system is the best tool to enlarge the teacher's skills, equipping the teacher with multiple methods of instruction in order to reach students of each learning style. Moreover, Khammanee (2012: 264) supports that 4MAT learning system is the process that helps students build experience and knowledge by themselves, and apply knowledge for their own benefits wisely.

From these reasons, the researcher has considered that the 4MAT learning system might be able to help students to improve English writing ability. Therefore, the researcher used 4MAT learning system to develop writing ability of high vocational students of Sakon Nakhon Technical College.

MATERIALS AND METHODS

Scoping and Study site

Research Objectives

1. To study and compare English writing ability of high vocational students before and after studying English writing using 4MAT learning system.
2. To investigate the attitude towards teaching English writing using 4 MAT learning system of high vocational students.

Research Hypotheses

The research hypotheses were:

1. English writing ability of high vocational students after studying English writing using 4 MAT learning system was not less than 70 percent.
2. English writing ability of high vocational students after studying English writing using 4 MAT learning system was higher than prior.

Methodology

Sample

The sample consisted of 40 high vocational students who studied in the first year of accounting department at Sakon Nakhon Technical College in the first semester of the academic year 2019 selected by cluster random sampling.

Research Instruments

The research instruments consisted of lesson plans of teaching English writing using 4MAT learning system, an English writing ability test, and an attitude questionnaire towards teaching English writing using 4MAT learning system. The statistics used to analyze the data were percentage, mean, standard deviation, t-test for dependent, and one sample t-test.

Data Collection

The researcher conducted the research on the purposes of using 4MAT learning system to study and compare the writing ability before and after learning through 4 MAT learning system of high vocational students, and to study the students' attitude towards teaching English writing using 4 MAT learning system of high vocational students. Data collection was as follows:

1. Before conducting the study, the researcher administered a pre-test for participants who enrolled in the study to evaluate students English writing ability using an English writing ability test.

Students wrote a paragraph to tell about their future career within 80-100 words. Students had one hour to finish the test.

2. The researcher conducted the teaching English writing using 4MAT learning system followed the lesson plans that were developed by the researcher.

3. After finishing the teaching English writing using 4MAT learning system, the researcher conducted the post-test which was the same test as the pre-test to evaluate students' English writing ability. Students wrote a paragraph to tell about their future career within 80-100 words. Students had one hour to finish the test.

4. The researcher conducted the attitude questionnaire to examine the students' attitude towards learning English writing using 4MAT learning system.

Data Analysis

The researcher used the scores from the pretest, the posttest, and the attitude questionnaire towards learning English writing using 4MAT learning system to:

1. Analyze the data to compare students' English writing ability before and after studying. Statistics used in data analysis were the mean score, standard deviation, percentage, t-test for dependent samples, and One Sample t-test. Statistical Package for the Social Sciences or SPSS was used for data analyzing.

2. Investigate students' attitude towards English writing using 4MAT learning system and to find out percentage, standard deviation and level of students' attitude towards teaching English writing using 4MAT learning system. The criteria were included and interpreted the analyzed data. (Saiyos & Saiyos, 1995: 170-172)

RESULTS, DISCUSSION AND CONCLUSION

Research Results

The results were presented according to the research objectives as follows:

Table 1 A comparison of Scores on English writing Ability before and after Studying English writing using 4MAT Learning System of high vocational Students

Test	n	\bar{x}	S.D.	Percent	T
Pretest	40	10.72	3.11	35.75	1.38**
Posttest	40	22.67	2.56	75.58	

** p < .01

From Table 1, it shows that the results of the comparison of the students' pretest mean score of English writing ability was 10.72 or 35.75 percent and the posttest mean score was 22.67 or 75.58 percent. The students' English writing ability after studying English writing using 4MAT learning system was significantly higher than the prior at the .01 level.

Table 2 A comparison of the students' English writing ability after studying English writing using 4MAT Learning System of high vocational students and a set criterion of 70 percent.

Test	n	\bar{x}	S.D.	70 Percent	t
Posttest	40	22.67	2.56	75.58	3.47**

** p < .01

From Table 2, it shows that the students' posttest mean score on English writing ability was 22.67. The results explain that students' English writing ability after study English writing using 4MAT

Learning System was significantly different at the .01 level. The posttest score was significantly higher than a set criterion of 70 percent.

Table 3 The Investigation of the Students' Attitude towards Teaching English Writing Using 4MAT Learning System

Attitude Test	n	\bar{x}	S.D.	Interpretation
Students' attitude towards teaching English writing using 4MAT learning system	40	3.79	0.89	Good

From Table 3, it shows that the mean score of the students' attitude towards teaching English writing using 4MAT learning system was 3.79. It indicates that the students' attitude towards teaching English writing using 4MAT learning system was at a good level.

DISCUSSION

The research findings can be discussed as follows:

1. The results of the students' English writing ability of high vocational students in Sakon Nakhon Technical College before and after studying English writing using 4MAT learning system.

1.1 The results of study of English writing ability of high vocational students in Sakon Nakhon Technical College before and after studying English writing using 4MAT learning system. The result showed that students' pretest and posttest scores were 10.72 or 35.75 percent and 22.67 or 75.58 percent, respectively. This finding supports the second hypothesis. The students' mean score on English writing ability after studying English writing using 4MAT learning system was higher than prior. As shown from the results of the study, two discussions are presented as follows:

First, after the students learned English writing using 4MAT learning system, the result presented that the students had a significant improvement in their posttest score. One of the reasons might be the students were provided with more exposure and chances to actively write the writing texts in English by themselves. Teaching English writing using 4MAT learning system comprised various activities that focused on students and each activity supported the individual differences and learning style. The 4MAT learning activities helped students to connect and think about what was possible to appear in the writing text which supported imaginative learners; analytic learners were aroused to think and analyze the new information and experiences; common sense learners were motivated to apply their knowledge from what they were taught; and, dynamic learners were aroused to perform what they had learned. These findings were supported by Lochida (2007: 11) who claimed that 4MAT learning system is a method based on the principle of learner center and individual differences and McCarthy (1990: 31) who stated that people perceive knowledge and organize it in different ways.

Second, learning through 4MAT learning system could develop the students' English writing ability efficiently because the students participated in a variety of active learning activities based on 4MAT learning system could help develop left and right brain at the same time. The reason might be that teaching English writing using 4MAT learning system consisted of various activities based on the principle of brain-based learning. Each activity could help to train the left and right brain equally. When students were aroused to do activities, they used their left and right brain through each activity at the same time. These findings were supported by Wongyai (1999: 13-21) who said that brain working related to human's learning. He mentioned that the human brain is divided into two parts that are left brain side and right brain side and each side has different functions. These activities of 4MAT learning system could help to keep the working process of left and right brain balance which was in accordance

with McCarthy (1990: 31) who mentioned that the 4MAT learning system responds to brain-based learning that helps to keep the process of left and right brain working balance. Moreover, while students were doing activities they were trained to connect their background knowledge and, predict and imagine what they were going to write which helped them to develop their thinking skills. The result showed that students could work efficiently based on individual difference. These findings were supported by Isreb & Nag (2000) who say that 4MAT learning system helped to develop thinking skill on students of Monash University, Australia.

1.2 The students' posttest scores on English writing after studying using 4MAT learning system was higher than the set criteria of 70 percent. These findings were in accordance with the first hypothesis. As shown from the results of the study. The development of English writing ability using 4MAT learning system could help students to gain higher scores. The reason might be that teaching English writing using 4MAT learning system could activate students' background knowledge and experience by arousing students to connect their background knowledge and experience to what they are going to write that could help them to understand the writing.

1.3 From the results of students' attitude towards teaching English writing using 4MAT learning system, the findings showed that students' attitude towards teaching English writing using 4MAT learning system was at a good level. The results showed that teaching English writing using 4MAT learning system could help students understand the writing. The reason might be that teaching English writing using 4MAT learning system made students interested and gained more confidence in writing English. The reason might be that English writing activities using 4MAT learning system provided pleasure to students' writing. These findings were supported by Ellis (1994: 197-201) when he stated that the learner who has a positive attitude can learn and acquire target language better than the learner who has a negative attitude. Moreover, they had fun and enjoyed doing writing using 4MAT learning system which was supported by Newman (1986: 646-659) who mentioned that attitude is the changing feelings towards the target in both positive and negative ways. This program supported them to gain more vocabulary and the writing were interesting and could motivate them to write other texts.

CONCLUSION

The study and comparison of the pretest and posttest scores on English writing ability and the investigation of students' attitude towards teaching English writing using 4MAT learning system of high vocational students were summarized as follows:

1. The students' pretest mean score on English writing ability was 10.72 or 35.75 percent and the posttest mean score was 22.67 or 75.58 percent. The students' posttest means core on English writing ability was higher than the set criteria of 70%. The students' English writing ability after the experiment was significantly higher than that of the pretest.
2. The students' attitude towards teaching English writing using 4MAT learning system was at a good level.

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THE ADVERBIAL POSITIONS IN THE PREDICATE: THE ADJACENCY CONDITIONS ON CASE ASSIGNMENT

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ABSTRACT

The research observed adjunct adverbial positions in the predicate in relation to the adjacency conditions on case assignment (Chomsky 1981, 1981a, 1986; Stowell, 1981). Case theory is universally and systematically supposed to involve various properties of grammar in languages. This research was on its basis that every lexical noun phrase (NP) must be assigned case under certain conditions. The research was conducted by using patterns of adjunct adverbial placement by English native speaker informants (NS) concerning the principle of adjacency in relation to positions of adverbials (Chinnapas, 2013). The patterns were used to design the research instrument that examined placement of adjunct adverbials by 50 Thai students at Udon Thani Rajabhat University, who study English as a Second language (ESL). The research instruments included test sentences with designated verb patterns in order to study adverbial placement in relation to case adjacency condition in certain verb patterns. While patterns of adverbial placement by NS were related to the adjacency conditions on case assignment, the adverbial placement by ESL showed a considerable number of Thai ESL students that did not observe the adjacency condition. In the test sentences with strict adjacency, 42 percent of Thai ESL students violated the strict adjacency condition. In addition, they roughly chose every position indicated in the test sentences for all adverbs they dealt with. The research results suggested that patterns of adverb placement by Thai ESL subjects have unpredictable patterns concerning conditions on case assignment that are observed by English native speakers in positioning adjunct adverbials in predicates.

KEYWORDS: Adverbial Positions, Predicate, Case assignment, Adjacency conditions

INTRODUCTION

Where to place adverbials in English is still difficult to explain for Thai students because their positions depend on many factors, e.g. forms, functions, the portion of the sentence that they modify, their relation to other elements in a clause, and their relations to other adverbials in the same clause. In fact, adverbials have the range of semantic roles, ability for multiple occurrences in the same clause, range of forms, range of possible positions, different grammatical functions, and flexibility for use in information processing and in displaying textual connections (Quirk et al., 1985: 478). The adverbials in (1a-b) below are degree and manner adverbials from a semantic viewpoint, optional predication adjuncts from a grammatical viewpoint, and an adverb phrase and a prepositional phrase regarding morphological realization (Quirk et al., 1985: 495).

- 1 a. The room must have been quite carefully searched by the police.
- b. My answer may have to some extent displeased them.

When dealing with adverbs, ESL students are usually familiar with the simple form as often or -ly form as quickly. This adds more work to teachers because there are other forms that function as

adverbs, e.g. noun phrases (this morning), prepositional phrases (in a polite way), infinitive phrases (to buy a house), etc. These answer questions like when, where, and in what manner as adverbs do. Additionally, a small number of verbs in English have sufficient semantic weight in themselves to require no further complementation, e.g. verb to be, a copula like turn, or posture or motion verbs like sit, stand, come, go, put, etc. Adjunct-less intransitive clauses are rare. In many cases an adjunct adverbial exists for a purpose as shown in (2 a-b) (Quirk et al., 1985: 506):

- 2 a. The Queen arrived. (The arrival is all important)
- b. The Queen arrived in a blue gown. (Her dress is more important than the arrival)

It seems that there are facets and rules to learn for ESL students in order to deal with adverbials properly (Hasselgard, 2010; Hernandez, 2007; Quirk et al., 1985). Where to position adjunct adverbials requires the application of many criteria and as a result becomes a problematic matter for ESL students and teachers.

The present study observed the positioning of adverbials from a grammatical viewpoint because grammatical rules are more concrete and reliable when they are used to explain language structures. As mentioned above that among many factors grammar affects the occurrence of adverbials, the present study then assumed there should be grammatical rules that influence placement of adverbials.

The study was on the assumption that case adjacency conditions on case assignment affects the positions of adverbials in the predicate (Chomsky 1981, 1981a, 1986, 1993; Haegeman, 1994; Ouhalla, 1994; Stowell, 1981). If the assumption was correct, another question is whether Thai ESL learners are aware of this factor.

MATERIALS AND METHODS

Scoping and Study site

The present study tried:

1. to examine adjunct adverbial positions in predicate; it tried
2. to study factors in terms of syntactic rules: case adjacency conditions that may impose constraints of adverbial positions, and
3. to find out whether Thai ESL learners are aware of the factor in 2.

Sampling and Data Collection

The research had relied on the data from English native speaker (NS) to design the research instrument that was used with ESL research subjects to examine their nature of placing adjunct adverbials in the predicate of a sentence.

The data from NS is from MCGJ-NS (Chinnapas, 2013). The NS were three Americans who use English as their native language. They were two English teachers and a journalist. The number of informants was intended to confirm the reliability of findings. When there was disagreement of adverbial placement in the same position, two out of three would judge whether the sentence is grammatical. The research tool (MCGJ-NS) and research procedure was conducted under the assumption that NS informants provide patterns of adverbial positioning in sentences that are used in a real situation and that are grammatical for English native speakers.

In the present research, ESL subjects were chosen from among groups of Thai students studying in the English majors, Faculty of Humanity of Social Science at Udon Thani Rajabhat University. The group chosen consisted of 50 second year students. They had been exposed to English syntactic elements, rules, and structures. Before entering the research process, in a discussion with the researcher, they were asked to demonstrate their background knowledge about where to put an adverb in a sentence.

Most of them could not give exact rules of adverb placement. They could identify certain positions where adverbs might be placed: at the beginning or at the end of a sentence, before or after the verb. However, they could not tell why a particular adverb should be placed in a given position.

Methodology

The research methodology included two stages. The first stage was to study the patterns of the adverbial positioning in sentences provided by the native speakers of English in implementing the Multiple-Choice Judgment Task for NS: MCGJ-NS (Chinnapas, 2013). More specifically, the researcher intended to study patterns of adverbial placement by NS in relation to the case adjacency conditions and to use them to compare to those by the research subjects. The name of MCGJ-NS was partly adopted from the name of Multiple-Choice Judgment Task (MCGJ) by White (1989). The adverbial positions from the first stage were used as the research instrument for ESL subjects (Task-ESL) in the second stage in order to find out whether Thai ESL learners are aware of the relationship between placement of adverbials and the case adjacency conditions.

Task-ESL contains eight sentence items with designated verb patterns (Biber, et al., 2002). The potential of the sentences was confirmed by using the same selection procedure as the MCGJ-NS. That is the adverbs and verbs used in the task were rechecked for high-frequency by using the Frequency Bands in *COLLINS COBUILD ENGLISH DICTIONARY: Helping Learners with Real English* (The University of Birmingham and COLLINS COBUILD, (1995). There are five bands identified by number of a black diamond. The most frequent words have five black diamonds, the next most frequent four, and so on. Most of the adverbs and verbs had four or five black diamonds. Only one adverb had three diamonds.

RESULTS, DISCUSSION AND CONCLUSION

MCGJ-NS

The data from MCGJ-NS as the basis of the present research's tool are from Table 1 (Chinnapas, 2013). There are mainly three pieces of information: the designated verb patterns, positions of adverbs (Preverbal, Postverbal, and End-position), and the scope in the predicate that the adverbs describe. The 'Others' column is provided in case there are other variants. The data gives the number of responses from the NS informants. For instance, number 3 under the Preverbal column tells that all three informants chose the preverbal position for the adverb provided when they judged the test sentence. In each sentence, if there are more than three agreeable responses, it means at least more than one informant chose more than one position for the adverb. The gray area indicates the position where an adverb was not placed.

Table 1 Data from MCGJ-NS

Verb patterns	Positions			Scope		Others
	Preverbal	Postverbal	End	V	VP	
1 V _{INTR}	2	3	-	3	-	
2 V _{INTR} + PP	3	3	3	1	2	
3 V _{TRAN} + NP	3	-	3	-	3	
4 Copula+ NP	3	-	-	1	2	
5 Copula + ADJ.	2	-	3	-	3	
6 BE + NP	-	3	-	-	1	NP (2)
7 BE + PP	-	2	3	-	3	
8 BE + ADJ.	-	3	-	-	-	ADJ(3)

Preverbal = position immediately before the main verb; Postverbal = position immediately after the main verb; End = position at the end of a sentence; V = main verb; VP = predicate; V_{INTR} = intransitive verb; V_{TRAN} = transitive verb; PP = prepositional phrase; NP = noun phrase; ADJ = adjective

In verb pattern 1: V_{INTR}, two informants chose preverbal for the adverb. They judged *She lazily works* grammatical. They thought that *lazily* describes the verb: *works*. All three informants chose postverbal, judging *She works lazily* grammatical. They agreed that *lazily* describes the verb: *works*.

In verb pattern 2: V_{INTR} + PP, all three informants chose preverbal and agreed that *I rapidly go to school* is grammatical. Two felt that *rapidly* describes the predicate: *go to school*, while one thought that *rapidly* describe the verb: *go*. All informants chose postverbal and judged *I go rapidly to school* grammatical. In this case, two felt that *rapidly* describes *go to school*, while one thought that *rapidly* describes *go*. In addition, all three informants chose the end position and agreed that *I go to school rapidly* is grammatical. However, two participants agreed that *rapidly* describes *go to school* while one felt that *rapidly* describes *go*.

In verb pattern 3: V_{TRAN} + NP, all informants chose preverbal and judged *Pat slowly drank the hot tea* grammatical. Two considered *slowly* as describing the predicate: *drank the hot tea*. All informants also chose end-position and agreed that *Pat drank the hot tea slowly* is grammatical. They agreed that *slowly* describes the predicate: *drank the hot tea*. In this verb pattern, all three informants did not choose postverbal, which is the position where the strict adjacency condition constrains that no element should be in between the verb and its NP complement.

In verb pattern 4: Copula + NP, all informants chose only preverbal judging *He gradually turned a reasonable man* grammatical. All agreed that *gradually* describes *turned a reasonable man*.

In verb pattern 5: Copula + NP, two informants chose preverbal and agreed that *Jill often feels lonely* is grammatical. They agreed that *often* describes the predicate: *feels lonely*. All three participants chose the end position and judged *Jill feels lonely often* grammatical. All thought that *often* describes the predicate: *feels lonely*.

In verb pattern 6: BE + NP, all informants chose postverbal and judged *I am completely a newcomer* grammatical. However, two felt that *completely* describes the noun phrase: *a newcomer*, while one informant felt that *completely* describes the predicate: *am a newcomer*.

In verb pattern 7: BE + PP, two informants chose postverbal and judged *The president is today in Cleveland* grammatical. They felt that *today* describes the predicate: *is in Cleveland*. All three informants chose the end position and judged *The president is in Cleveland today* grammatical. All agreed that *today* describes the predicate.

In verb pattern 8: BE + ADJ, all three informants chose postverbal and judged *She is fairly beautiful* grammatical. All agreed that the adverb: *fairly* describes the adjective: *beautiful*.

The data from MCGJ-NS show patterns of adverb placement in relation to verb patterns by native speakers of English. The patterns are concluded in Table 2 below (Chinnapas, 2013). The table illustrates the position(s) where adverbs can be placed grammatically judged by English native speakers and can be explained by the principle of adjacency on case assignment.

Table 2 Patterns of Placement of Adverbs by NS in Relation to Verb Patterns

Verb Patterns	Adverb Positions		
	Preverbal	Postverbal	End-position
V _{INTRANSITIVE}	✓	✓	-
V _{TRANSITIVE}	✓	-	✓

Copula + NP	✓	-	-
Copula + ADJ	✓	-	✓
BE + NP/ADJ	-	✓	-
BE + PP	-	✓	✓

Preverbal = position immediately before the main verb; Postverbal = position immediately after the main verb; End-position = position at the end of a sentence; Copula = linking verbs, e.g. become, feel; BE = verb to be; NP = noun phrase; ADJ = adjective; PP = prepositional phrase

The findings are shown into three groups used by the informants' judgment whether the test sentences are grammatical based on preverbal and postverbal position where adjacency violation is possible to take place. The end-position was not considered because it is the position that is above the VP node; as a result, it is the position that does not violate the adjacency condition (Chinnapas, 2013).

1. For verb pattern V_{INTR} , the NS informants judged the test sentences grammatical. The adverb was placed adjacent to the verb on either side: the preverbal or postverbal position.

2. For verb pattern $V_{TRAN} + NP$, Copula + NP, and Copula + ADJ, the NS informants judged the test sentences grammatical as placing the adverbs were placed preverbal.

3. For verb pattern BE + NP, BE + ADJ, and BE + PP, the NS informants judged the test sentences grammatical when the adverbs were placed adjacently in the postverbal position that is after the Be.

In the predicate with verb pattern V_{INTR} , the correct positions of adjunct adverbials was either sides of the main verb, and the adverb and verb are adjacent. In verb pattern $V_{TRAN} + NP$ and Copula + NP/ADJ, the possible position is preverbal. In verb pattern BE + NP/ADJ/PP, the position is postverbal. These patterns of adverb placement are consistent with the case assignment and do not violate the strict adjacency condition (Chinnapas, 2013).

Task-ESL

The data from Table 2 were used to create the test sentences in Task-ESL. The data from Task-ESL were expected to show ESL awareness and nature when placing adverbs in sentences. It was particularly looked at as evidence of awareness of the strict adjacency condition.

The data from conducting Task-ESL is given in Table 3 below. It shows what positions that L2 selected for the adverb in each test sentence. The number of responses for each position is also shown. Ten sentences with designated verb patterns are given in the first column. The second column, titled *Preverbal*, identifies the number of ESL subjects who chose the position immediately before the main verb. The third column, titled *Postverbal*, identifies the number of ESL subjects who chose the position immediately after the main verb. The forth column, titled *End-position*, identifies the number of subjects who chose the position at the end of the sentence. The gray area is the position that is constrained by the strict adjacency condition. If a number is shown in this area, it means there are the subjects who are not aware of the strict adjacency condition.

Table 3 Data from Task-ESL

Sentences	Position(s)		
	Preverbal	Postverbal	End-position
1. She (a) laughed (b).	6	43	-
2. I (a) go (b) to school (c).	9	16	33
3. Pat (a) drank (b) the hot tea (c).	10	21	33
4. He (a) turned (b) a reasonable man (c).	17	17	24
5. Jill (a) feels (b) lonely (c).	31	13	8
6. I (a) am (b) a newcomer (c).	5	29	31
7. The president (a) is (b) in Cleveland (c).	6	10	42
8. She (a) is (b) nice (c).	3	32	21

Preverbal (a) = position immediately before the main verb; Postverbal (b) = position immediately after the main verb; End-position (c) = position at the end of a sentence

Table 3 shows that:

1. In the predicates with verb pattern V_{INTR} : *She laughed*. 12 percent chose preverbal and 86 percent postverbal
2. In the predicate with verb pattern $V_{INTR} + PP$: *I go to school*. 18 percent chose preverbal 32 percent postverbal, and 66 percent end-position.
3. In the predicates with the verb pattern $V_{TRAN} + NP$: *Pat drank the hot tea*. 20 percent chose preverbal; 42 percent postverbal, and 66 percent end-position for the first test sentence.
4. In the predicate with verb pattern Copula + NP: *He turned a reasonable man*. 34 percent chose preverbal; 34 percent postverbal; and 48 percent end-position.
5. In the predicate with verb pattern Copula + ADJ: *Jill feels lonely*. 62 percent chose preverbal; 26 percent postverbal; and 16 percent end-position.
6. In the predicate with verb pattern BE + NP: *I am a newcomer*, 10 percent chose preverbal; 58 percent postverbal; and 62 percent end-position.
7. In the predicate with verb pattern BE + PP: *The president is in New York*. 12 percent chose preverbal; 20 percent postverbal; and 84 percent end-position.
8. In the predicate with verb pattern BE + ADJ: *She is nice*. 6 percent chose preverbal; 64 percent postverbal; and 42 percent end-position.

From 1-8 above, a large number of responses from ESL subjects indicates strict adjacency violation as they chose the postverbal position in the predicate with verb pattern $V_{TRAN} + NP$. This is observed by NS as a rule (Cambridge University Press, 2020). This confirms that ESL subjects were not aware of the strict adjacency condition between a transitive verb and its NP complement. 42 percent allowed **Pat drank slowly the hot tea*. Another remarkable problem is that ESL subjects roughly chose all positions: preverbal, postverbal, and end-position as possible positions for adverbs

CONCLUSION

The data from NS point out that the adverbial positions in the predicate have relation to case assignment in terms of case adjacency conditions and reconfirm the different nature of placing adverbial between NS and ESL. Agreeable choices of adverb positions by NS can be explained by adjacency on case assignment in three manners: (1) Nominative case (NOM) assigned by I: Inflection of verbs (Tense, and Agreement (AGR): Subject-verb agreement and Modal), (2) case adjacency conditions (Accusative case (ACC) assigned by $V_{transitive}$ to NP, and (3) Government. ESL subjects did not have the remarkable distinctive nature in choosing where to place adverbs. Unpredictably, they chose all positions, *i.e.* preverbal, postverbal, and end-position. The end-position and postverbal position are the most preferable choices for the ESL subjects while the preverbal position is the least one. The postverbal preference by ESL subjects may be influenced by the constraints on case assignment. In Thai language almost no elements are placed between the subject and the verb because the language does not have a formal morphological difference between the non-past time and the past time. In Thai language, it requires strict adjacency between the subject and the verb for the subject (NP) to be assigned case by the verb. As a result, Thai ESL prefers the preverbal position the least when placing adverbs. Thai verbs do not inflect create subject-verb agreement (Agr) while in English Agr is achieved through the inflection of verbs (Rungraphawet, 2007, 2008) In English, it is Agr that assigns NOM case to the subject, and this is done via a Spec-head agreement relation not by the verb (Chomsky, 1981a). Thus, there is no strict adjacency between the subject and verb in English when placing adjunct adverbials; NS with more confident places the adverbs in preverbal position where the case assignment is not disturbed (Figure 1 and Figure 2).

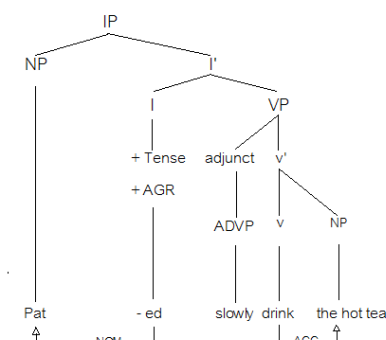


Figure 1 Case assignment in relation to adjunct adverbial position

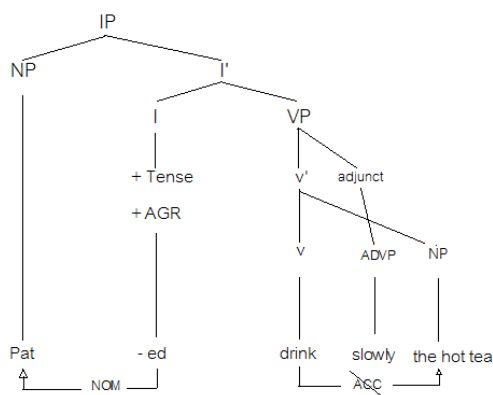


Figure 2 Placement of an adjunct adverbial that violates case adjacency condition

Thai language is also a language that is influenced by case adjacency condition. Warotamasikkhadit (2004) proposes that adjacency is one of mechanic to be used to analyze Thai language. It is an important factor to license case assignment. Like magnetic phenomenon, words in a sentence attract each other. If there is any element inserted between them, the magnetism can be interrupted. Adjacency permits case assigning to take place. When a transitive verb is adjacent to NP, it governs that NP and thus has a capacity to assign case generating a grammatical sentence as in Figure 1. If there is any constituent intervening between them, case assignment will be prevented resulting in a sentence that sounds awkward. Thais agree that the case as in Figure 2 would not happen also when they communicate in their language.

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THE DEVELOPMENT OF ENGLISH VOCABULARY PRONUNCIATION ABILITY USING THE PHONICS METHOD FOR GRADE 4 STUDENTS

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ABSTRACT

The purposes of this research were to study and compare students' English vocabulary pronunciation ability before and after learning using the phonics method, to study the students' retentions of English vocabulary pronunciation, and to study students' attitude towards teaching English vocabulary pronunciation using the phonics method of Grade 4 students. The sample of the study consisted of 33 Grade 4 students at Bannonghan (Wankru 2502) School, Nonghan District, Udon Thani Province, under the Primary Educational Service Area 3, in the first semester of the academic year 2019, using cluster random sampling. The design of this research was one group pretest-posttest design. The research instruments included 12 lesson plans, an English vocabulary pronunciation ability test, and an attitude questionnaire. The experiment lasted 12 weeks, 2 hours a week, or 24 hours for all. Statistics employed were mean, percentage, standard deviation, and t-test for dependent samples. The research results were as follows: 1) Students' pretest and posttest scores on English vocabulary pronunciation ability were 9.70 or 24.24 percent and 34.67 or 86.67 percent, respectively. When comparing the mean differences of the pretest and posttest scores, it was found that the students' English vocabulary pronunciation ability of the posttest score was higher than the pretest one. 2) The students' attitude towards the English vocabulary pronunciation ability using phonics method was at a very good level.

KEYWORDS: English vocabulary pronunciation ability, teaching English vocabulary pronunciation, phonics method, attitude

INTRODUCTION

In learning a language, English plays an important role and essential in daily life. As the Language Institute, Office of the Basic Education Commission (2555: 1) states that English is essential for communication, search for knowledge, further studies, and for career, including as a device for students to understand and realize differences about lifestyles and culture that leads to creating relationship to the global. In addition, the Office of Public Relationship of Foreign Affairs (2554: 13-19) state that English has been proposed to be the language for communication for officials, organizations and offices of states and private sectors in ASEAN community, where people make a contact and communicate. Therefore, English has become an important device in communicating and making relationship.

Learning the foreign language is essential for communication, education, and searching for knowledge as the Ministry of Education (2551: 6) proposes the Foreign Language Division (English) be a fundamental learning that will be learned through the curriculum. The objective is to enable learners have good attitudes towards the foreign language by providing communicative language teaching method as the tool. This method of teaching English focusses functions of the language and ability in bringing structure and grammar for use in communication appropriately in social, search for knowledge and further study.

Teaching and learning English in Thailand has confronted barriers and problems on the four language skills: listening, speaking, reading and writing. In particular, on pronunciation problem, learners are unable to pronounce words precisely which lead to problems for speakers and listeners in communication. As Sweet (1899) stated that correct pronunciation in using English for communication affects other people's understanding and also this enables the speakers to be more confident in speaking. This is consistent with Burns & Lowe (1966: 48) who stated that learners of English as a foreign language are unable to learn how to pronounce words or sentences due to lacking understanding the combination of alphabets and sounds. They are unable to produce the right sound since they are not familiar with the pronunciation and cannot understand those words. Therefore, teaching the learners to understand words is essential. Vocabulary is one main component in learning the language as Huang (1993: 7-9) stated that in administering teaching and learning activities, teaching vocabulary are unable to ignore since the learners need a number of words to employ in communication. This is consistent with Jordan (1997: 149) who stated that in developing vocabulary in using the language is a must to display that the learners have developed their English ability. In addition, Laufer & Shmueli (1997: 89) stated that vocabulary is the main factor and component for human beings in communication. Learning English vocabulary is a constraint for learners in learning a foreign language as Torat (2544:53) who stated that Thai learners have problems in English vocabulary pronunciation because there are some differences in the sound systems of the two languages. Knowing only vocabulary and sentence structures in English is not enough for the learners. English vocabulary pronunciation is still the problem for Thai learners. Over 50% of the learners reported that pronunciation contributed to breakdowns in communication.

Learning to pronounce English vocabulary is essential in teaching English to the Thai learners. Being able to pronounce concisely causes the listeners to understand what was stated. Therefore, in the process of teaching and learning English, appropriate pronunciation in teaching the language particularly in primary level, good pronunciation must be taught and the teacher who is teaching the language should provide good model in pronunciation. From many previous studies it was found that teaching English vocabulary pronunciation using phonics method has proved an efficiency in teaching pronunciation. As Hughes (1972: 241-266) stated, phonics instruction is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling. Besides, Adams (1990: 50) stated that phonics is a system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters or groups of letters and their pronunciations. In addition, Gray (1965: 268) stated that the advantage of phonics instruction is the use of the sound of the alphabet which helps to learn words that enables pronunciation. This idea is consistent with Harris & Hodges (1995: 186) who stated that English teachers use phonics instruction as Analytic Phonics which the learner will be able to pronounce sounds explicitly. By this method the learner can develop their pronunciation in reading words.

Bannonghan (Wankru 2502) School, Nonghan District, Udon Thani Province, under the Primary Educational Service Area 3, is a special large school. According to the study and analysis of problems in teaching and learning English, it was found that there have been weaknesses in developing the students' ability in reading skill. Students are confronted with the inability of reading English words. They have no confidence in using English for communication and also the learning achievement result is at a low level. In academic year 2017, the achievement in reading English is at 67.05 and in year 2018, 67.17 (Bannonghan (Wankru 2502, 2018: 22) which is below average of 70 percent. Therefore, it is essential for the school to find the best way to improve this evidence.

From the aforementioned, the researcher realized that teaching English vocabulary pronunciation using phonics instruction enables solving the problem of pronunciation of Grade 4 students at Bannonghan (Wankru 2502). In this study the researcher would like to study that teaching English vocabulary pronunciation using phonics instruction help develop the students' English vocabulary pronunciation or not, and at what level do the students' attitudes towards teaching English vocabulary pronunciation using phonics instruction. The results of this study may help develop the teaching of English vocabulary pronunciation using phonics instruction.

Objectives of the study

The purposes of this research were:

1. to study and compare the students' English vocabulary pronunciation ability using the phonics method of Grade 4 students,
2. to study the students' attitude towards teaching English vocabulary pronunciation using the phonics method of Grade 4 students.

Hypothesis of the Study

1. English vocabulary pronunciation ability using the phonics method of Grade 4 students is not less than 70 percent.
2. English vocabulary pronunciation ability using the phonics Method of Grade 4 students after studying English vocabulary pronunciation ability is not less than 70 percent.

MATERIALS AND METHODS

Sampling and Data Collection

1. Population

The population in this study was 159 students of 4 classrooms in Bannonghan (Wankru 2502) School.

2. Variables

There were 2 variables

2.1 Independent variable was teaching English vocabulary pronunciation ability using the phonics method.

2.2 Dependent variables

2.2.1 Students' English vocabulary pronunciation ability.

2.2.2 Students' attitude towards teaching English vocabulary pronunciation ability using the phonics method.

Methodology

The present study investigated 159 students of 4 classrooms in Bannonghan (Wankru 2502) School. The study focused on 33 Grade 4 students studying in the first semester of 2019 using cluster random sampling under Udon Thani Primary Education Service Area Office 3.

Participants

The participants were Grade 4 students (N=33), of Bannonghan (Wankru 2502) School, Nonghan District, Udon Thani Province, under the Primary Educational Service Area 3, in the first semester of the academic year 2019, using cluster random sampling. The design of this research was one group pretest-posttest design.

Instruments

In this study, a pretest and a posttest, and a pronunciation lesson in accordance systematic synthetic phonics instruction were used to investigate the participants' ability pronunciation. The pretest and the posttest comprise a list of selected words to test the participants' ability to pronounce the English words. To select the words used in this part, first, a list of 10 words was compiled from an English Textbook of Grade 4 to assure that the data obtained from the participants can be generalized, the list of 10 words was used in a pilot study with 10 students. The criteria in assessing the pronunciation consists of initial consonant, final sound, vowels and comprehension (Each scores one point). As a result, the list was used as the test of English vocabulary pronunciation.

Data Collection

The phonics instruction was conducted in the first semester of academic year 2019 for twelve weeks, as well as the instructional effectiveness. The test administration took place before and after the instruction.

Data Analysis

As for the data gained from the task of pronunciation, the test was scored manually by the author. All data were analyzed by the computer program, showing statistical test. In order to determine the effect of phonics approach on the students' pronunciation, means, standard deviation and pair t-test were performed.

Research Process

Research instruments were the following:

1. Lesson plans of teaching English vocabulary pronunciation ability using the phonics method consisted of 12 units, 2 hours a unit. In total, there are 12 lesson plans and 24 hours.
2. An English vocabulary pronunciation ability using the phonics method test was developed by the researcher to examine the reading ability of students as the Pretest and Posttest. The test was an interview test with 30 items.
3. A students' attitude questionnaire towards teaching English vocabulary pronunciation ability using the phonics method which was consisted of 20 items using a five point Likert's rating scales.

Data collection

1. Lesson plans of teaching English vocabulary pronunciation ability using the phonics method consisted of 12 units, 2 hours a unit. In total, there are 12 lesson plans and 24 hours.
2. An English vocabulary pronunciation ability using the phonics method test was developed by the researcher to examine the reading aloud ability of students as the Pretest and the Posttest. The test was an interview test with 10 items. The scores were analyzed for the index of item objective congruence (IOC) which was at 1.00.
3. A students' attitude questionnaire towards teaching reading English vocabulary pronunciation ability using the phonics method learning was developed in Thai version which was consisted of 20 items using a five point Likert's rating scales. The scores were analyzed for the index of item objective congruence (IOC) which was at 1.00.

RESULTS, DISCUSSION AND CONCLUSION

The results of pretest and posttest of teaching English vocabulary pronunciation using the phonics method of Grade 4 students.

Table 1 The study of the pretest and the posttest scores of Grade 4 students' English vocabulary pronunciation ability using the phonics method

Number of students	Pretest score (10)			Posttest score (10)		
	\bar{x}	S.D.	percentage	\bar{x}	S.D.	percentage
33	9.70	4.39	24.24	34.67	2.38	86.67

Table 1 showed that the pretest scores were 9.70 or 24.24 % while the students' posttest posttest mean scores were 34.67 or 86.67%. The posttest score was higher than that of the pretest.

3. The comparison of the students' English vocabulary pronunciation ability using the phonics method with the criteria of 70 percent

Table 2 The comparison of the students' English vocabulary pronunciation ability using the phonics method with the criteria of 70 percent

Test	Criteria of 70%				
	n	\bar{x}	S.D.	percentage	t
Posttest score	33	34.67	2.38	86.67	83.66

**p < .01

Table 2 illustrated that the posttest score was higher than the set criteria of 70 percent and it was found that the comparison of the pretest and the posttest mean scores was significantly different at the .01 level.

2. The comparison of the students' English vocabulary pronunciation ability using the phonics method of Grade 4 students before and after the instruction

Table 3 The comparison of the students' English vocabulary pronunciation ability using the phonics method

Test	n	\bar{x}	S.D	t
Pretest score	33	9.70	4.39	32.67**
Posttest score	33	34.67	2.38	

**p < .01

Table 3 illustrated the comparison of the pretest scores and the posttest scores of the students' English vocabulary pronunciation ability. It was found that the posttest mean score was higher than the pretest ones which was at statistically significant level 0.01.

3. The retention of students' English vocabulary pronunciation ability using the phonics method

Table 4 The retention of students' English vocabulary pronunciation ability using the phonics method

Test	N	\bar{x}	S.D.	t
Pretest score	33	34.67	2.38	1.00**
Posttest score	33	34.64	2.37	

Table 4 illustrated the retention of English vocabulary pronunciation ability using phonics method of grade 4 students. After fourteen days, the English vocabulary test was employed again, and it was found that the students' mean score of the English vocabulary test was not different at statistically significant level .01.

4. Students' attitude towards teaching English vocabulary pronunciation using the phonics method

Table 5 The study of students' attitude toward teaching English vocabulary pronunciation using the phonics method

Attitude Test	n	\bar{x}	S.D.	Interpretation
	33	4.87	0.71	Very good

According to Table 4, after teaching English vocabulary pronunciation using the phonics method, the mean score of the attitude was 4.87. This showed that the students' attitude toward teaching English vocabulary pronunciation using the phonics method was at a very good level.

Research Findings

The conclusions of the study were as follows:

1. The students' pretest mean score on English vocabulary pronunciation ability using the phonics method was 9.70 or 24.24 percent and that of the posttest was 34.67 or 86.67 percent, respectively. The students' English vocabulary pronunciation ability using the phonics method was found to be significantly different at the .01 level.

2. The students' attitude towards teaching English vocabulary pronunciation ability using the phonics method was at a good level.

Discussion

The present study aimed to study and compare students' English vocabulary pronunciation ability before and after learning using the phonics method, and to investigate students' attitude towards teaching English vocabulary pronunciation using the phonics method of Grade 4 students at Bannonghan (Wankru 2502) School, Nonghan District, Udon Thani Province, under the Primary Educational Service Area 3. The findings based on the purposes of the study were discussed as below.

1. The students' English vocabulary pronunciation ability using the phonics method

According to the results, the students' English vocabulary pronunciation ability mean score before and after using the phonics method were 9.70 (24.24%) and 34.67 (86.67%) respectively. The basic English of learners before experimenting was inadequate and need to improve immediately. It is because students lacked of phonetics perception and appropriate practice. Most of students were familiar with spelling and repetition technique, so some of them could pronounce and recognize vocabulary correctly. Moreover, students' attitude towards pronunciation and speech caused a problem about communication, spelling and accurate pronunciation which affect their confidence. After using the phonics method, on the contrary, students had learned about the sound of consonant, vowel, as well as final consonant respectively and precisely. Students could enhance the process of pronunciation which was in line with Harris and Hodges's statement (1995: 185) that this instruction provides for basic or elementary students appropriately. The outcome shown that the phonics method could help students to improve the decoding and relationship between consonants, vowels as well as final consonants. Also, students could comprehend spelling and word retention. The reasons based on the first discussion were explained as below.

English vocabulary pronunciation learning using the phonics method could improve reading skill efficiently since this method placed an emphasis on the relationship between sound and phonetics symbols, which included the different allophone. After learning, students could pronounce English professionally. As Susan (1998) claimed that phonics method plays a vital role in reading, writing and understanding phonetics which is consistent with Lapp and Flood's theory (1992) that phonics method sustains learners to categorize and realize phoneme. Also, students can enlighten speech production and analyze new word pronunciation. Along with Hill's study (1999), this research focused on phoneme and spelling ability of 50 elementary students, lived in the countryside along southeastern of America. After using phonics method, the result presented that students could enhance sound systems, English spelling, consonants, vowels and final consonants together with Smith's research (1998) that investigated reading instruction to students, dwelled in downtown, by whole language and phonics methods. The samples consisted of 114 kindergarten students from 4 schools which were separated into two groups and taught by using whole language and phonics methods respectively. The finding revealed that the students' learning achievement of two groups were significantly different which the students' learning achievement using phonics method was higher.

This is consistent with Lansang's study (2012) that investigated and compared English reading aloud ability of Grade 1 students before and after using phonics method. The samples of the study were 45 Grade 1 students who were studying English in semester 2 of academic year of 2011 using cluster random sampling. The study was one group pretest-posttest design. It was found that the students' English reading ability of the posttest was higher than the pretest one. Also, the students' attitude towards the English reading aloud ability using phonics method was at good level.

In addition, English vocabulary pronunciation instruction using the phonics method provides explicit and systematic process that instructors explain consonants, vowels, final consonants as well as phrase sounds. In particular, various activities and materials (i.e. watching video, listening audio and music, flash cards, poem, etc.) can encourage learners proficiently. This is in keeping with Vitanova's statement (2002) that phonics method should be integrated with several learning activities in order to help learners comprehend English ability productively. Besides, instructors described word building through spider diagram which sustained learners to understand and pronounce consonants, vowels and final consonants sound properly. Pair work and group work also were beneficial for learning

cooperation. Students could enjoy the lesson, build words, pronounce and categorize the sounds correctly.

As Weaver (1994:32) mentioned that phonics method can improve spelling by teaching basic phoneme, pronunciation and spelling. This bears a resemblance to Morrisson's notion (1968: 49) that phonics method encourages learners to analyze sounds and apply to the same words. Phoneme instruction points out practicing allophone and vocabulary which is in line with Hughes' concept (1972: 2-8) that this method conveys learners to recognize English letters before learning pronunciation in order to understand unfamiliar word decoding by combining new English word sounds from familiar sound. After using phonics method, as a consequence, the students' learning achievement was significantly higher than those of the pretest at the .01 level. The reasons based on research hypothesis were described as follow.

Phonics method provides consonants, vowels, final consonants sound as well as definitions by inputting information. After learning, students can comprehend English vocabulary pronunciation ability effectively. Among these procedures, students gain more knowledge which is in keeping with the Input Hypothesis specified by Krashen (1998: 9-32) that language acquisition takes place when learners are at stage "i+1". According to this hypothesis, the learner improves when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. This is consistent with phonics method that helps learners to improve English vocabulary pronunciation, to encourage student-centered learning and group discussion and to persuade their confidence and motivation. Moreover, teaching English vocabulary pronunciation using the phonics method helps students to improve their behavior through productive learning activities and various materials.

As previously stated, English vocabulary pronunciation instruction using the phonics method provides explicit and systematic processes; 1) consonant and vowel sound categorizing through productive games, 2) sound analyzing, 3) sound combining, 4) word building and 5) pronunciation and word defining. This corresponds to Thepsukol's report (2008) that English vocabulary instruction and retention using phonics method were observed. There were 20 Grade 3 students at Bandon Srisermkasikorn School, Nan, who were studying in semester 1 of academic year 2007, using purposive sampling. The finding shown that the students' English vocabulary pronunciation ability using the phonics method was higher than previous and students had retention on English vocabulary pronunciation 80/80 percent.

What's more, Chaimuang (2013) investigated students' English vocabulary pronunciation ability using phonics method. The samples of the study consisted of 24 Grade 7 students at Phuprabatwittaya School, Muangphan Sub-district, Banphue District, Udon Thani, who were studying in semester 2 of academic year 2009, using cluster random sampling. The study was a one group pretest-posttest design. It was found that the students' English vocabulary pronunciation ability of the posttest was higher than the pretest one or 82.97 percent. Also, students had retention on English vocabulary pronunciation after 14 days and the students' attitude towards the English vocabulary pronunciation using phonics method was at a very good level.

According to Adams's comparison (1998), phonics method can improve basic pronunciation. This is compatible with Rayner's statement (2002) that students' pronunciation ability using phonics method was better than students' pronunciation ability without phonics method. As the entire of the results, English vocabulary pronunciation instruction using phonics method can improve reading comprehension and pronunciation. Students can apply what they had learned in daily conversation with good cooperation effectively.

2. Students' attitude towards teaching English vocabulary pronunciation using the phonics method

English vocabulary pronunciation instruction using the phonics method provides explicit and systematic process and various activities and can encourage students proficiently as a consequence students' attitude towards teaching English vocabulary pronunciation using the phonics method was at good level. As Krashen (1985: 21) stated that the relevance between attitude and second language learning is essential because attitude can encourage the implication of language acquisition. This consistent with Wenden's research (1995: 52-53) that attitude towards English instruction affects

learning achievement significantly which positive attitude can grab learners' attention more than negativity.

Additionally, Lansang (2012) studied the students' attitude towards the English reading aloud ability using phonics method. The samples of the study were 45 Grade 1 students who were studying English in semester 2 of academic year of 2011 using cluster random sampling. The study was one group pretest-posttest design. It was found that the students' attitude towards the English reading aloud ability using phonics method was at good level. This is in sync with Chaimuang's study (2013) that investigated students' English vocabulary pronunciation ability using phonics method. The samples of the study consisted of 24 Grade 7 students at Phuprabatwittaya School, Muangphan Sub-district, Banphue District, Udon Thani, who were studying in semester 2 of academic year 2009, using cluster random sampling. The study was a one group pretest-posttest design. The result stated that the students' attitude towards the English vocabulary pronunciation using phonics method was at a very good level.

According to the entire of the findings, attitude plays a vital role towards the English vocabulary pronunciation and vocabulary reading comprehension. This is importantly advantageous in order to sustain second language learners improve pronunciation effectively.

Recommendations

1. Recommendations for instructors

Phonics method is efficiently beneficial for students, so instructors should apply this method in order to improve students' learning achievement. Moreover, instructors should provide this method with vocabulary English reading aloud appropriately in order to build a positive attitude for students.

2. Recommendations for further studies

It might be motivating if further researcher will explore students' pronunciation ability more on other levels using phonics method. In addition, it would be interesting if teaching English vocabulary pronunciation using phonics method will be used in distinctive teaching in order to improve listening, speaking and writing skills.

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A STUDY OF NON-ENGLISH MAJOR STUDENT'S ATTITUDES AND MOTIVATION TOWARD LEARNING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

Due to the significance attitude and motivation are considered both of them the most influential factors that affect second language learners' acquisition and which is defined as "some kind of internal drive which pushes someone to do things in order to achieve something of students' attitude and motivation toward language learning (Ehrman, 1996; Grabe, 2009; Harmer, 2001; Van Lier, 1996; Baker, 1992); therefore, to encourage them to obtain the higher achievements and competence, it is important for student to comprehend these two components. Hence, this present study was to identify non-English major students' attitude and motivation towards learning EFL. There were 35 Thai university students, who majored in Tourism management and hospitality, enrolled in fundamental English for Tourism course. The instrument used in this study was the Gardner's AMTB questionnaire adapted from Santikarn, B. (2015). The participants were asked to complete the questionnaire. Microsoft excel was used to analyze the data. The illustrated findings were divided into three categories; students' attitude towards English learning which was in the modest level ($\bar{x} = 3.42$, $SD = 0.25$); students' integrative motivation towards English learning ($\bar{x} = 4.00$, $SD = 0.22$) which was in the high level; and students' instrumental motivation towards English learning ($\bar{x} = 3.85$, $SD = 0.15$) which was in the high level. It can be concluded that even though, they were worried of English grammar rules, they were still willing to practice their English language proficiency in their daily routine and for future career.

KEYWORDS: Attitude, Motivation, English as a Foreign Language

INTRODUCTION

In the globalized era, people from various backgrounds are expansible required an ordinary means of communication that is understandable among interlocutors (Bilbao-Osario, Dutta & Lanvin, 2013). English serves as a common language. It is widely accepted that in the globalized, It serves as a global and highly powerful language (Reddy, 2016), learning English has become the norm in most countries since learners believe that English is the key to a better education and more career opportunities (Mahu, 2012) Furthermore, It is a fact that the students who have a higher motivation are more likely to succeed in their especially learning English. On a general, attitude and motivation influence people learn as well as how they perform (Pintrich & Schunk, 2002). Within the realm of languages, student's attitudes and motivation are very important factors in learning a foreign language efficiently. Moreover, Gardner (1985) also claims that successful students are the ones who hold positive attitudes and high level of motivation compared to those with negative attitudes and low level

of motivation who do not perform satisfactorily. It is proposed that both attitudes and motivation influence language learning achievement. (Gardner, 1979). In a nutshell, it is impossible for learners to achieve their goals in learning language if they have positive attitudes but lack motivation or if they may only motivation without constructive attitudes

Literature review

EFL student's attitude and motivation toward learning English

In fact, several factors affect learning of English language that might be attributed to attitude and motivation towards it. There are many researchers showing the importance of attitude and motivation as follow: Spolsky (2000) states that attitudes towards languages indicate the fear, feelings, or prejudices of learners about learning English as a foreign language and believed to be the factor that makes differences between accomplishment and failure. In addition, foreign language learning context, there are various factors that influence the learning process such as motivation, the matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). In addition, they are the studies that emphasize attitude and motivation as a key factor in a foreign language acquisition (Ellis, 1994), (Spolsky,1989). Furthermore, attitude is a necessary but not a sufficient factor in order to provide students' engagement in language learning. Only when paired with motivation attitudes may lead students to the success in language acquisition. Thus, motivation and attitudes are considered to be two essential factors that engage students in language learning, as well as foster the language acquisition. Moreover, attitude is a necessary but not a sufficient factor in order to provide students' engagement in language learning. Only when paired with motivation attitudes may lead students to the success in language acquisition. Thus, motivation and attitudes are considered to be two essential factors that engage students in language learning, as well as foster the language acquisition. Especially, about learning motivation. We could conclude that it is the strong desire to learn and the satisfaction experienced in the learning process and the learning outcomes. relating to learning a foreign language motivation there are two main types: Integrative motivation: when learners have an interest in learning a target foreign language to better know and understand the tradition, culture, and community of the people who speak that language. It describes an openness to identify with another language community. (Kitjaroonchai, 2013) (Ahmed, Aftab, & Yaqoob, 2015). Instrumental motivation: reflect an interest in learning a target foreign language for a practical reason or pragmatic gains such as getting a job, obtaining a prospective career, passing examinations, university requirements, or opt for higher education abroad, and more generally as a basis to get economic and social opportunities.

Factor found in learning English in a foreign context

There are many research papers showing various factors in learning English in a foreign context. First, learning English as foreign language, learners need a proper time and a good management; however, the results reveal that teachers' role, learning methods and strategies are vital, also the use of authentic materials motivate learners to develop their linguistics and communicative competence.(Mohammed H.,2018) The research literature in the area of Foreign language learning suggests that motivation is one among several factors that play an important role in learning a Foreign language (Crookes & Schmidt, 1991; Dornyei, 1994a, 1994b; Gardner & Lambert, 1972; Laine, 1978, 1988; Morris, 2001;). However, what maybe important to explore is the other factors beyond motivation that lead students to work harder and become some more successful. In addition, offer several advantages applicable to any blended or online program. This type of program is said to provide numerous opportunities to apply learnt skills. One major difficulty in an EFL environment is the dearth of opportunities students have to practice their skills, so blended learning could be part of the solution

to this problem. Moreover, blended learning can expose students to computers, and with proper guidance build their online skills. Blended programs can also provide an additional medium for peer learning and an alternative learning environment (Kannan & McKnish, 2000).

MATERIALS AND METHODS

Methodology

1. Participants

Thai EFL students 35 students who have been studying Tourism management and hospitality major, Faculty of management science.

2. Instrument and Data Collection

The instruments of this research were as a follows.

2.1 The questionnaire in the form of 5-point rating scale adopted from Gardner's AMTB. (2004) In order to eliminate and avoid the participants' misunderstandings of the questionnaire, it was translated from English into their native language which is Thai. The translated version after that was proofread by the experts. The instrument was divided into two main parts:

- Part 1: Demographics and student's preference toward learning English.
- Part 2: Student's attitude and motivation adopted for Gardner's Attitude and Motivation

Test Battery (AMTB) (Gardner, 2004) which consisted of three different characteristics [30 items]

2.2 The focus group interview in details about attitude and motivation toward learning English as a foreign language in open-ended interview consist of three main point; charity, practice and occupation.

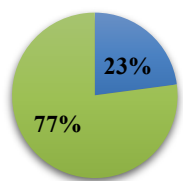
3. Data Analysis

The statistical analysis was analyzed utilizing the Microsoft Excel program using mean, standard deviation.

RESULTS, DISCUSSION AND CONCLUSION

Part 1 Respondents' demographic

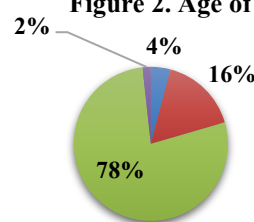
Figure 1. Gender



■ Male ■ Female

Figure 1 shows there were 23 females' students (85%) and 4 male students (15%) participated in this present study.

Figure 2. Age of participants



■ 19 years ■ 20 years ■ 21 years ■ 22 years

Figure 2 illustrates the age of participants. As seen, most of them (78%) was 21 years while (16%) 20 years, (4%) 22 years and a few of them (2%) was 19 years.

Part 2 Results of attitude and motivation scale

Table 1 Students' Attitude towards Learning English

Attitude toward learning as EFL	Mean	S.D.	Level
1. Learning English is really great.	4.17	.70	High
2. I really enjoy learning English.	3.97	.78	High
3. I hate English.	2.6	1.21	Moderate
4. I plan to learn as much English as possible.	4.25	.78	High
5. I think that learning English is dull.	2.7	.56	Moderate
6. Study English is important to me so that I can understand English pop music.	3.9	.81	High
7. I'd rather spend my time on subject other than English.	2.05	.23	Very low
8. English is very important part of the school program.	4.05	.90	High
9. Native English speaker are kind, friendly, and cheerful	4.54	.65	Very High
10. When I leave university, I will give up the study of English because I am not interested in it.	1.88	.90	Low
Total	3.42	.25	Moderate

Table 1 indicated that the overall mean score of students' attitudes toward learning English was at a Moderate level ($\bar{x} = 3.42$). When considering all item, it was found that the highest mean score fell in the item no.9 (Native English speaker are kind, friendly, and cheerful, ($\bar{x} = 4.54$) which was at a very high level. The lowest which was no.10 (When I leave university, I will give up the study of English because I am not interested in it, ($\bar{x} = 1.88$) was at a low level

Table 2 Students' Integrative Motivation

Integrative motivation	Mean	S.D.	Level
1. The more I get to know native English speaker, the more I like them	3.82	.82	High
2. Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	4.2	.93	High
3. Studying English can be important for me because I will able to participate more freely in the activities in English groups.	4.6	.49	Very High
4. It is important for me to know English in order to know the life of the English-speaking nations.	4.28	.85	High
5. I am determined to study English as best as I can to achieve maximum proficiency	3.82	.56	High
6. Study English is important to me so that I can understand English pop music.	4.14	.97	High
7. Studying English can be important for me because it will allow me to be more at ease with people who speak English.	3.34	.72	Moderate
8. I would like to know more about native English speaker.	3.94	.23	High
9. Studying English can be important for me so that I can keep in touch with foreign friends and acquaintances.	4.25	.56	High
10. Studying English can be important for me because it will enable me to get to know various cultures and peoples.	3.6	.73	High
Total	4.00	.22	High

Table 2 indicated that the overall mean score of students' integrative motivation toward learning English was at a high level ($\bar{x} = 4.0$). It was also found that the highest mean score fell in the item no.3 (Studying English can be important for me because I will be able to participate more freely in the activities in English groups, $\bar{x} = 4.6$) while the lowest mean score was item no.7 (Studying English can be important for me because it will allow me to be more at ease with people who speak English., $\bar{x} = 3.34$). Interestingly, all of the items in the category of integrative motivation were at a high level.

Table 3 Students' Instrumentals Motivation

Instrumental Motivation	Mean	S.D.	Level
1. Studying English can be important for me because it will make me a knowledgeable person	3.8	.40	High
2. Studying English can be important for me because I can find jobs easily	3.25	.44	Moderate
3. Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language	4.2	.40	High
4. Studying English can be important for me because I will be able to search for information in English on the moment	3.65	.80	High
5. Studying English can be important for me because I will learn more about what's happening in the world.	3.31	.58	Moderate
6. Studying English is important for travelling aboard.	4.25	.44	High
7. Studying English can be important for me because an educated person is supposed to be able to speak English.	4.02	.56	High
8. Studying English can be important for me so that I can understand English-speaking film, video, TV or radio	3.48	.61	Moderate
9. Studying English can be important for me because it will enable me to get to know new people from the different parts of the world.	4.22	.42	High
10. Studying English can be important for me because it is useful for my studies.	4.31	.79	High
Total	3.85	.15	High

Table 3 showed that the overall mean score of students' instrumental motivation toward studying English was at a high level ($\bar{x} = 3.85$). When considering all items, there were only three items which were at a moderate level. These were item no.2 (Studying English can be important for me because I can find jobs easily, $\bar{x} = 3.25$), item no.5 (Studying English can be important for me because I will learn more about what's happening in the world, $\bar{x} = 3.31$) and item no.8 (Studying English can be important for me so that I can understand English-speaking film, video, TV or radio, $\bar{x} = 3.48$). On the contrary, item no.10 (Studying English can be important for me because it is useful for my studies) had the highest mean score ($\bar{x} = 4.31$).

Table 4 Comparison of Mean Scores of Students' Attitude, Motivation toward learning English as a Foreign Language based on Genders.

Category	Gender	n	Mean	S.D.	T
1. Attitude	Female	24	3.34	.46	1.21
	Male	11	3.29	.31	
2. Integrative Motivation	Female	24	4.45	.89	2.56*
	Male	11	4.27	.66	
3. Instrumental Motivation	Female	24	3.35	.99	1.75
	Male	11	3.20	.71	

*P>0.5

Table 4 indicates that the mean scores of attitude integrative and instrumental motivations were higher than those of female students. When the t-test were used to find out whether females had more positive attitude, higher motivation than male at a significance level of .05 The results revealed that Integrative motivation was the only one factor showing a significant difference. That is, Female student received higher than male student at a significance level. Therefore, hypotheses 1, 2 stating that female student had more mean scores than male student were

Part 3 Results of interview opened-question

From part interview the results are as follows, attitude and motivation actually affected English learning. Even though, they were worried of English grammar rules. The answers were divided into two themes, which were attitude and motivation. Examples of answers from the respondents are as follows:

Student 1 *"I have highly motivation to learn English because it will be used a lot in the future but, there are concerns about the structure of grammar and vocabulary."*

Student 2 *"I have a good attitude towards English learning but, if I have to speak English in front of others, still not confident because of fear of speaking wrong."*

Student 3 *"If I knew better in English more than other people, it will give me a good chance to get a good job."*

Student 4 *"I like to watch foreign movies, so English is his favorite subject, because, it will make me understand the movie better. Sometimes still confused about the event that occurred in the story cause, I do not be good at the grammar."* Nevertheless, found that most students have a good attitude to learn English and they are highly motivated for reasons such as, future work and International communication with foreigners, but there are still concerns about the grammar rule So, they were still willing to practice their English language proficiency in daily life more.

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Student 3 *"If I knew better in English more than other people, it will give me a good chance to get a good job."*

Student 4 *"I like to watch foreign movies, so English is his favorite subject, because, it will make me understand the movie better. Sometimes still confused about the event that occurred in the story cause,*

I do not be good at the grammar.” Nevertheless, found that most students have a good attitude to learn English and they are highly motivated for reasons such as, future work and International communication with foreigners, but there are still concerns about the grammar rule So, they were still willing to practice their English language proficiency in daily life more.

CONCLUSION

Based on the results of the study, students highly had a good attitude toward learning English as a foreign language because they thought native speaker are kind, friendly, and cheerful and Studying English can be important for them because it is useful for their studies. Learning English is definitely challenging but the fact is several languages are more difficult to learn than English since English is a popular language used in international communication until it is deceptive in the international language. They also used English to communicate with foreigner because they improved to learn. Female students had positive attitude and higher motivation than male students. In addition, the student who were having more attitude and motivation have the impact of success of their language. Besides, this result was being related to a research of Benson (1991) who examined about 300 freshmen to measure their motivation 17 towards learning English. Integrative and personal goals were the most important factors that affect motivation among Japanese college students, according to findings of this study. From the interview, it showed that the motivation and attitude were important to their lives because English enable them to communicate with the people around the world that makes them socially respected and getting good jobs. However, this research does not investigate how they practice in learning English, including inquiring about students ‘learning achievement along with.

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THAI TERTIARY TEACHERS' PERCEPTIONS OF DIALOGIC REFLECTION AS A MEANS OF FOSTERING PROFESSIONAL DEVELOPMENT

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ABSTRACT

The main purposes of the study were 1) to examine Thai teachers' perceptions of dialogic reflection (DR) and 2) to investigate their perceptions on how DR as a means of fostering teacher learning should be conducted to best suit their contexts and professional life. The participants were five Thai university teachers of English. DR sessions were conducted to create experience of DR to the teachers, and then their perceptions of DR were investigated through semi-structured interviews. Findings indicated that the most significant value was the sharing of knowledge through social interaction, and the issue of losing face during DR might need to be taken into consideration. The suggestions on how DR should be conducted were discussed.

KEYWORDS: dialogic reflection, teacher learning, professional development

INTRODUCTION

Several studies have shown reflection through interaction with others facilitates a sharing experience and the ability to learn from other perspectives (Dobie & Anderson, 2015; Mann & Walsh, 2017). However, to the best of the researcher's knowledge, little research has paid attention to Thai teachers' perceptions of dialogic reflection (DR) as a means of facilitating teacher learning and their perceptions of how DR should be conducted. Therefore, this present study focused on 1) in-service teachers for whom there is little research evidence, especially in an EFL context (Borg, 2009), 2) how Thai university teachers perceived DR and 3) how DR could become more effective in terms of implementation as a means of professional development.

MATERIALS AND METHODS

Scoping and Study Site

The study was conducted at a government university in the south of Thailand. As the focus of the study was on Thai university teachers' perceptions of DR, only a small number of the participants volunteered due to time constraints. Consequently, the results might not be generalized and represent the perceptions of most Thai university teachers.

Sampling and Data Collection

Five Thai university teachers of English teaching the same English course participated in the study. Their profiles are presented below.

Table 1 Teachers' profiles

Teachers	Educational Background	Teaching experience	Characteristics
Teacher 1 (T1)	Master of Arts)Teaching English as a Second Language(	1 year	T1 was self-aware and had a sense of self-improvement .
Teacher 2 (T2)	Master of Arts)English(	1 semester	T2 seemed confident in her teaching practice. Even though she lacked teaching experience, she varied her teaching activities based on her schooling experience .
Teacher 3 (T3)	Master of Arts)English Literature(	5 years	Even though she attended DRs only three times (DRs 1, 3, and 6), her contribution increased every time.
Teacher 4 (T4)	Bachelor of Arts)English Education(	8 years	T4 always made many contributions in DRs.
Teacher 5 (T5)	Master of Arts)English as an International Language(	7 years	T5 was very engaged in discussions at the beginning but became less involved in the following sessions.

A convenience sampling method was employed in order to recruit them. In the beginning, ten teachers were informed about the purposes and procedures of the study; however, only five teachers volunteered to participate. After that, the information and consent forms were signed. A pilot study was conducted with two English teachers who didn't participate in the study, to examine the feasibility of the DR session and the semi-structured interview.

Methodology

During the current study, all teachers' classes were observed. All the participants were invited to attend DR sessions (DRs) after they finished their lessons of three hours each week. DRs were held for about 45-60 minutes once a week. The researcher was a non-participant observer and facilitator providing reflective questions and alternately speaking to teachers. The example questions used in conducting DR included What is the objective of the lesson? How did you teach it? Did it go well as you have planned? Why did you do it that way? If you want to make it better, how would you change? Most of the time, a teacher answered questions one by one. However, after the teacher answered, other teachers were invited to share their opinions relating to responses the teacher gave. Mostly, the others helped by sharing their ideas about how to improve the teaching techniques or solve the problems the teachers encountered in class. In other words, they took turns to share their lessons, to reflect on their practices, and to share their opinions on others' responses. In total, DRs were conducted 6 times in 6 consecutive weeks in order to be certain that the teachers had enough experiences of DR. Therefore, DR in this study contributed to some of the features of professional learning community including reflective inquiry, shared vision, shared practice, and supportive condition (Mahimuang, 2018).

After the last DR session, the semi-structured interview was conducted with individual teachers in the following week to examine how each teacher perceived DR and how it should be implemented. After that, the spoken data were transcribed and translated from Thai into English. Back translation of English into Thai was employed to confirm the accuracy of the transcribed data (Chidlow et al., 2014). Then the data were analyzed using thematic methods in order to identify the meaning patterns or themes

of spoken data obtained from the interviews (Braun, 2006). To confirm the reliability, the transcription, codes, sub-themes, and themes were shown to the inter-rater to check if she agreed on the same codes, sub-themes, and themes.

RESULTS, DISCUSSION, AND CONCLUSION

The semi-structured interview was employed to answer two research questions of 1) how teachers perceived DR and 2) how it should be conducted.

1. Teachers' perceptions of DRs as a means of professional learning

One of the main purposes of the study was to investigate teachers' perceptions of DRs. The results obtained from the semi-structured interview reveal two main themes including values and limitations.

Values

Semi-structured interview data show five main advantages of participating in DRs. Firstly, all the participants agreed that DRs promoted more 'sharing'. For instance, T1 commented, "...it is a place to share or exchange ideas. Normally, we have never met and shared our teaching experience." The data show that DRs provided opportunities to share with and learn from each other through social interaction. The findings of the current study support the positive role of social interactions that foster sharing knowledge (Dobie & Anderson, 2015; Keay, May, & O' Mahony, 2014; Mann & Walsh, 2017). Furthermore, the results of the current study are consistent with Owen (2014) whose study shows that sharing ideas relating to teaching and exchanging teaching strategies are one of the main characteristics of teacher communities facilitating professional development.

The second main advantage involves 'gaining confidence'. Two teachers (T2 and T3) commented on the psychological value. As T2 put it, 'It confirms what I have thought but I am not certain if it is right. However, when other teachers practice that way, I know it is right'. Data suggest that through social interaction, a better understanding occurs, and it eventually builds up confidence in beliefs and practice to teacher participants. The findings are in agreement with Ab Rashid (2018) who argues that through social supportive environment, English language teachers better understand and interpret their professional lives. Furthermore, the findings are concurrent with the studies of De Vries et al. (2013) and Kyndt et al. (2016) which reveal that teacher learning involves changes in teachers' attitude.

The third advantage was 'the awareness of teachers' current practices. T3 and T5 agreed that participating in DRs raised the awareness of how they actually practiced. For instance, T3 stated, "It makes me know what I did because my teaching was reflected with the help of others. What I learned is my strength and what I should improve. It makes me know what I lack or makes me realize what I did or how I did". The data suggest that social interaction fosters learning from others and makes teachers aware of their current practice through their own reflection and others' comments (Mann & Walsh, 2013; Mann & Walsh, 2017). The results of the current study are congruent with Bleiler's (2015) study revealing that through collaboration, mathematic teachers increase the awareness of practice which is an important part of changes in practices.

Fourth, understanding of pedagogical concepts was another advantage. According to T3, seeing other teachers' practices in their actual class eased her understanding of pedagogical concepts. In T3's words, "It makes me learn something more concrete, such as teaching and learning management and teaching techniques. ... This is something I cannot learn from books". Data suggest that hearing or seeing actual examples that have been put into practice makes it more obvious and easier for teachers

to understand. The findings are in accordance with recent studies (D' Ardenne et al., 2013; Haneda, Teemant & Sherman, 2017; Jones, Gardner, Robertson & Robert, 2013; Leijen et al., 2014) indicating that through sharing in the community, teachers' knowledge increases from the available resources.

The final value of DRs was in relation to an improvement of instructional strategies. All teachers agreed that they improved their teaching practice. For example, T1 stated, "My time management was better. I can apply what I have learned from the group in my class in the future". The findings suggest that through social interaction and scaffolding in DRs, pedagogical knowledge was enhanced. The results of the current study seem to support a study of Schwieter (2010) which emphasizes that learning occurs over time within several zones of proximal development (ZPD) through assisted scaffolding (Vygotsky, 1978). In this study, social interaction in DRs showed and guided teachers to build upon what they have learned in prior DR sessions. Subsequently, their knowledge is enhanced enabling them to improve their teaching practices. Through several DRs, teachers eventually extend their ZPDs and develop from mutual peer assistance to self-assistance.

Limitations

When asked to comment on the disadvantages of DRs, two teachers (T1 and T3) mentioned two negative aspects. Participating in DRs lowered self-confidence (T1) and led to losing "face" (T3). T1 stated that "The disadvantage was that I sometimes felt embarrassed about how I have taught. I am concerned that others may think that my teaching is not good enough". With a similar opinion, T3 further stated that "Even though the researcher did not explicitly state negative comments, it already made me lose "face" because showing how each teacher practices is a way of comparing and showing negative comments without explicit statement". The findings indicate a new aspect of a professional learning community. The results show that through social interaction, negative feelings or losing face might take place as sharing with others means sharing both strengths and weaknesses of their teaching practice. Even though no negative comments were given by others, the teachers might feel inferior. Additionally, the data seem to suggest that trust and positive attitude seem vital as successful components of conducting DRs.

It is possible to explain that "face" is very important for ASEAN people. According to Komin (1990), the Thai value is ego-orientation. Thais have a culture which values "ego" identical to "face". "Face" is social in the sense of how one wants to be perceived (Ukosakul, 2009). "Face" guides behavior which is shared and practiced by people in the society (Baumeister, 2005; Cappelen, Halvorsen, Sørensen, & Tungodden, 2017). Thus, face is very significant for Thais.

However, the findings also show that teachers' relationships are important for cooperative learning. It appears that trust is one factor influencing forming, sharing and cooperating in professional learning community. While T1 and T3 reported their concerns about "face", some other teachers felt that they could trust others. For instance, T4 stated, "...even negative comments are good because it makes me consider my practice". It might be possible to conclude that the teachers in this group were open-minded and felt comfortable to share both their strengths and weaknesses. The findings seem to corroborate the ideas of Dewey (1910), who suggested that open-mindedness or willingness to listen to suggestions is one of the most important attributes teachers should have when engaging in reflection. The results are in agreement with Wiseman & Arroyo (2011) whose findings show that an absence of trust also causes unsuccessful implications for the teacher learning community.

2. How DR should be implemented

Another purpose of the study concerned how DR should be implemented to suit the professional context. The semi-structured interview shows varied suggestions given by all five teachers as shown below.

More input of pedagogical theories

According to T1, language pedagogical theories should be supplemented more. T1 stated, “What I want to hear more is theories. When I practice, I hardly think about theories”. The findings indicate that pedagogical knowledge is essential as an important part of teacher learning or professional development (Guskey & Yoon, 2009). It can be explained that when the teachers reflected and shared their opinions about practice, they seemed to expect more explanations and connections between their practice and pedagogical theories. However, as most of them based their practice on their schooling experience, they might expect to hear more theoretical aspects from more capable peers. The results corroborate the findings of the previous work by Guskey (2003) and Haneda et al. (2017) whose findings show that professional development should enhance pedagogy and content knowledge.

Providing documentation after DR sessions

Written documentation of what had been shared in the DRs should be distributed (T2). In T2’s words, “Sometimes I forget and I don’t have enough time to take notes. If there is a written document provided, I can go back and see the issues we have discussed, so I can learn more”. The findings show that for sustainable instructional development, providing notes or minutes of what they have shared or discussed would allow teachers to review it at a later date. It may be noted that many issues emerged during interactions in DR. Relying on memory might not be enough, and without retrieval, memory can be lost (Coon & Mitterer, 2010; Nee & Jonides, 2013).

Arranging a DR session both in groups and individuals

The suggestion given by T5 was to increase the number of DRs both in a group and individually. T5 stated that “Some clear comments should be given. It should be done individually. We reflect in a group and then one more time individually”. Data suggest that for further professional development, individual reflection after group reflection would enhance more understanding for the teachers. The explanation might be that some teachers need more support and expect to obtain answers about what he or she questioned immediately. Another possible conclusion is that some teachers view me as a colleague with expertise in language teaching which might make them receptive to my opinions. However, as my position in the study was just a facilitator, I avoided sharing my opinions with them. It appears that the results are in accordance with Schwieter (2010) whose study shows that teachers take time through several scaffolding or assistance of others to reach their potential level. In this study, some teachers who only just received the knowledge imparted in the group sessions need more assistance from other sessions, such as individual sessions to enable them to become self-assisted teachers.

Less frequency of DR sessions

While four teachers agreed DRs of about an hour for once a week suited their professional life, T2 suggested lower frequency of DRs. T2 explained that “Meeting too frequently makes me uncomfortable to meet, and my ideas are not crystallized yet. I haven’t tried it and then I have to meet in a group... and there are new ideas continuously”. Data suggest that time constraints are a main factor affecting participation in the learning community. The results are in line with Watts & Castle (1993) whose study reveals that time is the most difficult problem that teachers in many schools have encountered. However, with respect to most teachers’ responses, the arrangement of DRs could be discussed among the group members to suit their needs.

CONCLUSION

Dialogic reflection (DR) could promote professional development. DR has both pros and cons in teachers’ perceptions. DR could lead to knowledge enhancement and improvement of teaching

practices. However, it is noteworthy that sharing means revealing both strengths and weaknesses; thus, the issue of ‘face’ should be taken into account when teachers would like to conduct DRs. To enhance the effectiveness of DR as a means of professional development, it is suggested that DR could be arranged in a form of a group session and followed by a one to one session in order to help some teachers who seek more guidance. Providing some notes after the sessions and more theoretical background are also required. How often DRs should be arranged, once a week or less, is inconclusive. A longitudinal study of DRs should be conducted. It might be a replicated study with longer period of time or other groups of university teachers in order to ensure the outcomes. DR can be implemented with Thai university teachers as opportunities for teachers’ collaboration clearly lead to professional development.

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A TEXT DATA MINING METHOD TO DETERMINE THE MOST FREQUENT WORDS AND PHRASES IN A SET OF DOCUMENTS

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ABSTRACT

In the current study, a method was developed to read text files into the R statistical analysis package for data text mining to form a corpus (a data structure that contains multiple documents). Standard data cleaning techniques were used to remove non-textual and low value tokens (series of characters surrounded by spaces, usually words). Stemmed and un stemmed unigrams, bigrams, trigrams, four-grams and five-grams with their associated word and phrase frequencies were produced. A double programming approach was employed to verify the procedure. The data cleaning process removed some important parameter names. The researchers of the current study anticipated this and checked the frequency of these removed tokens in the original corpus. Short and concise results were provided.

KEYWORDS: Vocabulary size, Text mining, R statistical package

INTRODUCTION

If a reader wishes to comprehend English language text, what size vocabulary does she need? Some have written that the typical college educated native English speaker has the use of 20,000 word families, while many ELS programs have the goal of equipping their graduates with a vocabulary of 3,000-3,500 words (Moinsadeh and Moslehpour, 2012). However, the answer is more complicated than this. What is the reader's goal? If she wishes to read with native fluency, her vocabulary will need to be quite large. However, if the goal is to be able to read and understand material with a limited scope, for example, the technical literature within a single professional discipline, the required vocabulary can be quite a bit smaller. Previous studies have indicated that this can be as little as 2,600-4,000 words to attain 95-98% coverage, respectively, when reading in a highly limited scope (Nation and Waring, 1997; Laufer and Ravenhorst-Kalovski, 2010). Just as a chef purchases a small portion of the ingredients that are available to produce a desired menu, only that needed for his/her purpose, a reader with interest in a narrow knowledge domain can do the same – learn only the vocabulary that is needed for the intended purpose. Unlike a chef, identifying the required ingredients (vocabulary) can be difficult for a reader of a narrow subject matter domain.

Over the past decade, there have been many advances in the area of data text mining (Patel and Soni, 2012). It is now possible for computer software to read large amounts of text and do analysis upon it. SAS, Python, Data Miner and R are some of the statistical packages that have text mining capabilities. Word and phrase frequencies among multiple documents can be determined. Groups of documents can be compared to determine which words and phrases appear in some documents, but not the others. Documents may be classified by subject matter. If the documents are memoranda or emails, a clever

investigator can do sentiment analysis to determine if the text was written by a person with a positive frame of mind, or one who is displaying anger.

In the current study, researchers employed the R statistical analysis package to do text mining on 33 peer reviewed papers in the subject area of sensory evaluation of foods (R Core Team, 2019). The R studio application programming interface (API) was employed to facilitate use of the R package (R Studio, 2019). R and R Studio are attractive as they are open source software packages, so there is no cost to obtain or use them.

The goal of the current study is to present a methodology to perform data text mining on multiple documents to determine word and phrase frequencies of the text within those documents. The output of the developed software script is ancillary to the aim of the study. The number of papers, 33, is really too small to obtain meaningful results. Hundreds of papers would be needed to obtain an outcome that could be used with high confidence to reach a 2,600-4,000 word threshold vocabulary.

MATERIALS AND METHODS

Scoping and Study site

The scope of the current study is the development and presentation of a methodology to determine word and phrase frequencies within an arbitrary number of documents. The study was done at the Udon Thani Rajabhat University Language Center in Udon Thani, Thailand, during the fourth quarter of 2019.

Sampling and Data Collection

The current study aims to develop a method for data text mining to form a corpus. The data used was collected from one volume (December 2019) of an online journal in a subject area (sensory evaluation of foods) in which one of the authors (JN) has technical knowledge. This particular journal, Food Quality and Preference, was selected on the basis of its ease of access and the format available for download.

Methodology

R and R studio were downloaded and installed on a notebook computer with an Intel® Core™ I7-7500U CPU operating at 2.70 GHz with 8.0 GB of installed RAM and a 64-bit operating system. Thirty-three research papers were downloaded from the Volume 78 (December 2019) issue of the journal, Food Quality and Preference.

Figure 1 depicts the logic of the script used to text mine the documents selected for the current study. The R script developed in the work and its output available upon request via email to the coordinating author. There are three things to note when reading the script. First, the octothorpe (# sign) marks a comment. Everything on a line that is to the right of this sign will be treated as a comment and will not be executed. Next, the symbol, <- is the same as an equal sign. So, a <- b means place a copy of the contents of b into a. Last, file pathways require a double slash (\\) rather than a single slash that is common in Windows. To this statement, twelve steps were conducted.

The first step of the R script is depicted by the first box in Fig. 1. This is to download all of the R packages that will be needed for this work onto your computer using the `install.packages` command. These are the `tm` (text miner), `ngram`, `stringr`, `tau`, `textreadr`, `RColorBrewer`, `wordcloud`, and `textclean` packages (Feinerer, 2018; Buchta et al., 2019; Schmidt, 2017; Wickham, 2019; Rinker et al., 2019; Fellows, 2018; Neuwirth, 2015). Highlight all of them with your mouse and click on the run button or press `ctrl+enter`. This is a one-time installation.

Next, these packages are installed in the active workspace using the library function. Highlight the library instructions under this Section 2 and run them. This must be performed for each of the packages every time a session is started, but only one time per session.

R only looks at one file directory at a time. Use the get working directory instruction, `getwd()` under step 3, to learn which directory this is. The next line of code uses `setwd(<pathway>)` to instructs R to look at the file directory that is specified by the directory pathway. The instruction `getwd()` can be used again to make sure that you are looking at the desired directory.

In the fourth step, the data from the 33 documents is read into a vector. An R vector is just a data structure that contains text. The first element will be the first token (word) of the first document, while the last is the final token of the last document. All of the tokens are separated by at least one blank space. After, the data is read, the working directory should be set to a folder to which results are to be stored as specified in the fifth step of Fig. 1. Failure to do this results in a confusing mixture of data and results.

Next, the all of the capital letters in the data are converted to lower case using a `tolower()` statement. This is done because a word with a capitalized first letter is viewed as different from one that is in all lower case.

In the seventh step, punctuation, digits and single letters are removed. We must stop and consider what we have just done. Certainly these characters by themselves contain no information. Many are artifacts from word contractions. For example, when punctuation was removed, the token, England's, becomes two tokens, England s. Removing single characters reduces clutter. However, some of the terms that are removed in this procedure have meaning. For example, in sensory evaluation, colors are measure using the parameters, L*, A* and B*. Using the procedure presented above, these terms will disappear, as would the statistical parameter, r². The terms, t-test, f-test and p-value would become test and value. So, at the end of analysis, it will be necessary to check the frequency of these tokens in the original text.

Some words are of very low value. R has a list of 174 of them, called stop words, which can easily be removed from the text. It also has a list more sophisticated containing more than 500 stop words, however, a non-native English reader may find some of the words on this second list useful. We may add additional low value words for removal. This is done under step eight in Fig. 1.

In the resulting data, many words, letters, punctuation marks have been removed and replaced blank or white spaces. In the next step, white space is removed so that the resulting vector contains mostly useful tokens (words) separated by a single space. The result is referred to as a 'clean' data set, i.e., one with high value tokens.

In step 10, stemmed unigrams are produced. Unigrams are single words. A stem is just the first portion of a word that allows it to represent several words. An example of a stem is, `sampl`. It represents the words, sample, samples, sampled and sampling. A stem gives a picture of word families. Unfortunately, some stems are unrecognizable. Care must be exercised. Once produced, the stemmed unigrams are written out to a comma separated variable (csv) file. Although a csv file is a text file, it can be opened in MS Excel and manipulated as a spreadsheet, which is very useful in analysis. Words may be sorted alphabetically or by their frequency and word searches can be done. However, with large output files it may be necessary to subset the csv file before opening it in Excel as Excel is limited to a little more than 1 million rows. This is done selecting words on the basis of the lower limit of their frequency range.

In Section 12, unigrams, bigrams, trigrams, four and five-grams are produced and output as separate csv files. These are individual words, or n-grams where n takes values from 1-5. There are

many words and phrases that occur infrequently, so to avoid overloading Excel, it is wise to subset these csv files before attempting to inspect them in Excel.

Subsetting is done by opening a csv file with a word processor such as Notepad and descriptively titling the first and second column. This could be Term and Frequency, respectively. Save the file. Then use R code to set a required threshold frequency. In the current work, the threshold frequency was 10 occurrences.

In the twelfth step, the subset csv files are opened in Excel and inspected. If there are words that should have been removed to make the data cleaner, the instructions in step 8 are updated and the subsequent script is re-run. Once the results are stable, step 13 instructions are run to check for terms that were lost by removal of punctuation and digits. R has the functionality to search for specified strings (tokens or groups of letters). This is iterated with a counter to determine the number of instances of each of the lost terms.

Finally, a word cloud is created showing the most common terms in this set of documents. The most frequent terms appear in the center and are larger. Less frequent terms have smaller letters and appear toward the edge of the word cloud.

RESULTS, DISCUSSION AND CONCLUSION

Generally, it is best to examine the n-gram with the highest n-value first, in this case, the 5-grams. If the unigrams are examined first, the individual words will all appear with their frequencies. Unfortunately, when we examine these words, it is unknown if they are parts of more complicated phrases. Starting from the higher n grams lets an analyst identify these multiple word terms first.

There were 23 5-grams produced and none would be useful additions to a sensory scientist's vocabulary. They are mostly journal boilerplate text. There were 43 4-grams, with one useful term, goodness (of) fit statistics model. The word, of, is among the stop words removed during data cleaning.

Among the 89 trigrams (3-grams), 20 were terms that would be useful to sensory scientists. There were 403 bigrams (2-grams). Of the most common 100 bigrams, 72 are useful vocabulary in this type of work. The bigrams that appeared as part of the trigrams were excluded from this count.

Stemmed (1445) and un stemmed (1779) unigrams (1-grams) were produced. Of the 100 most frequent stemmed unigrams, 94 are useful vocabulary for sensory scientists while only 84 of the first 100 un-stemmed unigrams met this criterion.

The bigrams and trigrams are the most interesting. In these groups of terms, the technical vocabulary used in sensory analysis is prevalent. The ten most common of these types of terms are presented in Table 1.

The important terms that were removed by data cleaning are r^2 , p-value and t test with 12, 5 and 5 occurrences, respectively. A word cloud depicting the 140 most common words is given in Fig. 2. The larger words in the center occur more frequently than the smaller words at the edge, but all of these terms appeared more than 90 times in this 33 manuscript collection.

The approach presented in the current work is not without its problems. R is open source software that is maintained quite well by volunteers. However, in our experience in using it for text mining, its performance is variable. It is possible to read pdf files into R and begin analysis at this point. In the current study, that approach was attempted but yielded poor results. The conversion process created Unicode characters in the text which changed the results. We were forced to copy the pdf files into Notepad text files. In another study, not yet published, we are having none of these problems.

Double programming was done to verify the method. In a few of the very high frequency terms (many hundreds or thousands of instances) the Text Miner package slightly overestimates word

frequencies as shown in parenthesis in Table 1. For the vast majority of words, the number of instances match using two methods of programming.

The procedure presented here appears sound. A larger data set is needed to produce enough terms to reach the minimum 2,600 words to gain 95% coverage of the text. This can easily be done by just adding more manuscripts to the data file.

Table 1 Ten most common unigrams and bigrams with their respective frequencies. Numbers in parenthesis represent results of double programming when different.

Unigrams	Frequency	Bigrams	Frequency
1. food	1212 (1210)	food quality	321 (322)
2. study	530 (525)	ice cream	109 (108)
3. product	498 (495)	heart rate	81
4. sensory	482	oral processing	72
5. participants	415 (413)	present study	61
6. consumption	404	food safety	54
7. quality	375	cultured meat	52 (51)
8. preference	371	expected sourness	47
9. consumers	346 (343)	sensory perception	46
10. taste	336 (333)	expected sweetness	45

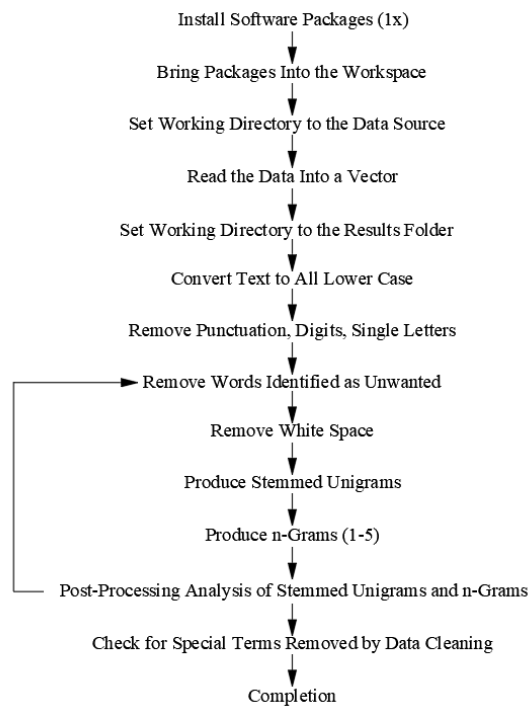


Figure 1 Logic flow for text mining multiple documents



Figure 2 Word cloud depicting 140 words with a frequency of 90 or greater

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DEVELOPMENT APPROACH FOR AGING HEALTH CARE SERVICES IN UDON THANI PROVINCE THAILAND

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ABSTRACT

The purposes of this mixed methods research were :1) to study the problems for Aging health care services in Udon Thani Province Thailand, 2) to develop approach for Aging health care services, and 3) to Evaluate for Aging Health Care Services approach. The research was divided into three phases. Phase 1 was to study problems for Aging health care services, uses the Aging with an age range between 60-90 years old by simple random sampling of the size of 400 people using open-ended quantitative questionnaire. Statistics employed was percentage, mean and standard deviation. Phase 2 was to develop an approach for Aging health care services; 1) by organizing a forum for experts related parties, and the Aging by selecting a specific sample of 50 people, and apply the concept of participation theory, and 2) The processing of a forum to exchange knowledge. The target group was 20 Aging experts and relevant persons. Data were analysed using percentage and content analysis. Phase 3 was to evaluate for Aging Health Care Services approach using a forum. The target group was a 20 qualified persons and related parties using semi-structured interview. Data were analysed by using percentage.

The research results showed that;

In Phase 1, the problems in providing health services for the Aging found that, 1) Regarding to the management of Mental and Emotional well-being, the problems were found at a high level with an average of 3, followed by Social and Environmental aspects, with an average of 3.75, and lastly, Intelligence and Spirituality with an average 3.58. 2) Problems regarding health, social services found that, 1) public areas in each community were in limited areas, 2) the system of sports equipment support in each community is not extensive, and 3) lack of information systems that were linked in the area level. In Phase 2, the model for work were as followed: 1) Obtaining commitment to community networks in the area (community & commitment), 2) Data communication linked in the communication system, and 3) Self-management through sports and recreation activities. Phase 3 found that sports and recreation are appropriate for the age group, an activity that does not clash Develop Intelligence Accuracy and Concentration.

KEYWORDS: Approach, Aging Health Care Services

INTRODUCTION

Preparing for changes in all dimensions in particular, the promotion of health must promote the development of both the individual and society as well. (World Health Organization, 2013) Health promotion increases the ability to control and improve one's health and especially, Thailand has been increased into the aging society since 2014, it was found that Thailand has an aging population of 14.9% with the expected in 2022 to step into the aging society (Aged Society). Self-care of the elderly with

exercise will contribute to the health care of the elderly, actual and good result (National Statistical Office, 2017).

In Udon Thani province, the elderly people has increased to 208,421 or 13.23%, regarded as stepping into the aging society (Aging Society), expected that in 2025 Udon Thani province, there will be a population of the elderly up to 19.61 percent and will be a mature society (Aged Society). Mueang Udon Thani District There are 108,553 elderly people aged between 60-90 years (Department of Provincial Administration, 30 December 2017). In the current situation, the overall health problems of the elderly are the problems of chronic non-communicable diseases and the deterioration of the organs in the body. Social status, increasing elderly the tendency of the elderly to be alone increases (Institute for Population and Social Research Mahidol University, 2013). From the problems of the elderly in Udon Thani province as mentioned. The researcher is interested in research, in The Development Approach for Aging Health Care Services in Udon Thani Province. In order to participate in solving the health problems of the elderly in the area appropriately, the objectives of the research were: 1) to study the problems for Aging health care services in Udon Thani Province, 2) to develop an approach for Aging health care services, and 3) to evaluate for Aging health care services approach.

MATERIALS AND METHODS

Scoping and Study site

It is a mixed method research with qualitative and quantitative, with an important focus being the use of network groups as the base of research (network). The researcher placed an emphasis on participation in problem solving, starting with the elderly as foundations, by defining the scope of the research into 3 phases.

Sampling and Data Collection

Sample population were aging people in Mueang Udon Thani District, drawn from the Aging between 60-90 years. The sample size was drawn by using the Taro table Yamane (1970) 95% confidence (Chantharasuwan, 1998), by using a simple random sampling method, using the proportional criteria of 400 persons. The research instruments were the closed-end questionnaires and the open-ended questionnaire.

Methodology

The target group was 50 people for organizing the forum and focus group consisting of experts, relevant persons and the aging.

Target group at the processing stage, use of a specific target group of 20 people, consisting of experts, and relevant persons by organizing a forum to exchange knowledge to apply the concept of participation theory.

Data analysis and statistics used were percentage, mean, standard deviation and midpoint of class interval with 5 level estimation scale, data Interpretation and Processing and applying consensus process techniques MACR: Multi Attribute Consensus Reaching (King, J.A., 2001) (Sri Sa-ad, 2010) and content analysis was employed.

Data collection by using research tools, both questionnaires organizing a forum and focus group, Information provider rights protection documents and data processing.

RESULTS, DISCUSSION AND CONCLUSION

Results

In Phase 1, it was found that 1) the problem level and needs to be resolved to a large extent, include, Mental and Emotional health with an average level of 3.80, followed by Social and Environmental health, which had relatively high level of problems with an average of 3.75, the Cognitive wellness (Spirituality) had a moderate level of problems with the mean value of 3.58, and Physical health had a low level of problem with an average of 3.41 respectively. 2) Confirmation of the actual problem conditions found that, problems in service provision and problems in the information system for caring for the elderly in the community, by integrating cooperation between various departments in the area, that is not covered and a problem were, (1) Problems Regarding health services and Social services (2) Problems of Public areas in each community are limited (3) Problems Sports equipment support in each community, there is not thorough (4) Problems Database system are not linking information systems of various departments

In Phase 2, it was found that 1) The results of drafting guidelines were: (1) Drafting activities Sports and recreation exercises "With the covenant process for the elderly - family - communities - departments", which is a mechanism and system for cooperation in the development of the elderly suitable, (2) Drafted guidelines for the Aging care services as well Commitment within Community & Commitment, (3) have drafted a database for communication, communication, tracking, and sending various news linked via Facebook or LINE. 2) Defining results as to develop approach found that, have to Develop approach for Aging health care services, which is an important mechanism for Enhancing Mental, Emotional, Physical, Social, and Spiritual conditions, keep the Aging healthy as shown in the chart as follows;

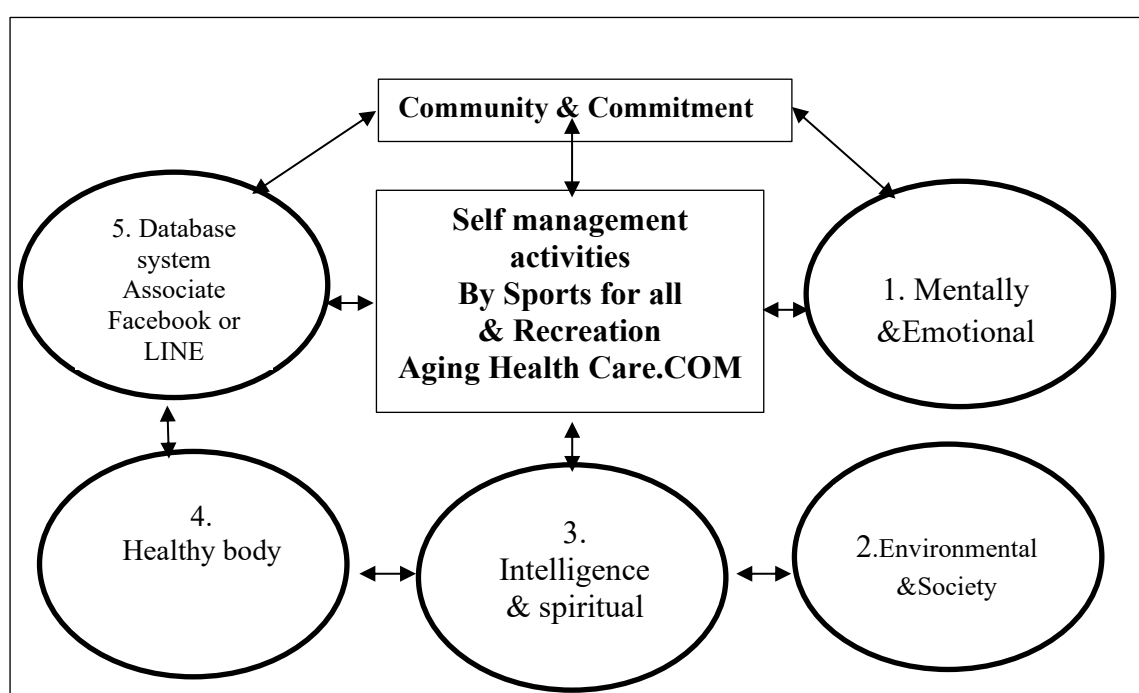


Figure 1 Development Approach for Aging Health Care Services in Udon Thani Province Thailand

Phase 3 evaluated for aging health care services approach as follows: 1) Focus group dialogue with specific target groups of 20 people, composed of experts and the Aging using semi-structured questionnaires about knowledge and attitude about exercise, which has been confirmed and certified activities for promoting health services for the Aging with consistency and suitability the possibility benefits and worthiness of Develop approach 2) Results of data analysis and assessment of development approach for Aging health care services using focus group dialogue, the target group specific design for 20 persons were confirmed, by using the percentage, for the number of the participants confirming the certification by raising that hand in straight high observance found that, to study the problems for health care Aging services in Udon Thani Province.

DISSCUSION

Phase 1

The results of the analysis of the problems for Aging health care services in Udon Thani Province, it was found as the followings; 1) Problems regarding the establishment of mechanisms and systems for caring for the Aging, 2) Problems in health services and social services. Which is in accordance with the Constitution of the Kingdom of Thailand B.E. 2017, there are requirements relating to public health, Chapter 6, State Policies, Article 71, The state should strengthen the family, which is an important basic element of society, providing residents with suitable residences promote and develop health promotion for people to be healthy, strong and have a strong mind, and in accordance with the National Reform Council (NHSO) (2017) and the National Health Policy Committee, (2017). Conform and the direction of national development in the long term (National Economic and Social Development Plan No. 12 (B.E. 2017 - 2021), 5-years period reformed health promotion system to prevent disease control and threats health due to changes of Urban lifestyle, and diseases caused by factors determining health rapidly increasing. The mechanism of participation and integration in management for health development at the local level is based on the principle of "Health in All Policies Approach" (HIAP), and provide the local to have a role to play in the community involvement in every step to enhance the potential of self-care of the community individuals and families consistent with the direction of national development in the long term.

Phase 2

The results of the guideline to develop approach for Aging health care services in Udon Thani province found that it has been confirmed. The working model was; 1) community & commitment, between the relevant networks with spatial management in a collaborative agreement to jointly solve problems based on local knowledge, consisting of the Aging, families, relatives, related parties, 2) Have an agreement in laying out the linked database via Facebook or LINE easy to contact, or to follow, send news and save. 3) Self-management living discipline with Sports and Recreation activities, which is a mechanism for taking care of the Aging to have a complete Physical, Mental, Emotional, Social, and Spiritual state. This is consistent with the Ministry of Social Development and Human Security (2010). In the National Elderly Act 2003 (Revised 2010) mentioned, perspectives on creating and developing populations in rural areas of Thailand in the quality and standards of personnel which has 3 focus points, (1) Surveillance and monitor the situation in the area of demographic and household changes closely in order to be aware of coping (2) The study of the effects and problems related to social change in the aging society (3) Finding suitable and effective ways to cope and support the development of population quality under an aging society Just like Pender (Pender, 2011) says; Health promotion is a motivation or any action that is science and art. That affects the quality of life of individuals to facilitate the continuation of complete health to its full potential, there are 3 components which are: 1) Health

Education 2) Health prevention and 3) Health Protection, which is consistent and connected with population plan for 20-year long-term national development between 2017-2036 (Office of the National Economic and Social Development Board (2017) and in accordance with the strategy related to the National Elderly Plan No. 2 (2002 - 2021) in Strategy 2 said; Strategies for promotion and development of the elderly Consists of 6 main measures, namely 1) Measures to promote knowledge about health promotion, prevention, basic self-care 2) Measures to promote cohabitation and strengthen the elderly organization 3) Measures to promote work and income generation of the elderly 4) Measures to support the potential elderly 5) Measures to promote and support all types of media to have programs for the elderly and encourage the elderly to receive knowledge And able to access news and media 6) Measures to promote and support the elderly to have a suitable and safe place to live and environment.

Phase 3

The results of the assessment of guidelines for the management of an evaluation for Aging health care services approach in Udon Thani province found that, the Confirmed Certification Exercise activities with Sports That uses skills to play without clash the duration of play is 30 minutes. That combines walking and recreation is a guideline for providing health services for the Aging, were important mechanism in the promotion of Mental, Emotional, Social and Spiritual conditions for the Aging to be happy, which is consistent with the population data by the National Statistical Office, (2017) found that Thailand has entered the aging society (Ageing Society) is completed, with the proportion of seniors aged 60 years and over exceeding 10 percent of the population, and tend to increase every year. Therefore, Thai society must give special importance to the health of the elderly. Promote self-care of the elderly by exercising and participate in the promotion of problem solving, Consistent with the research results of Nirattisaikun (2016) on the characteristics of exercise found that, Elderly people have the tendency for regression of various physical fitness will affect the elderly, as we get older the elderly will walk more slowly, shorter foot steps and when sick have to stay in a hospital with a small disease. Which the study results confirm that in the elderly with good basic health can develop functional capacity by exercise. As well as the results of Kingminghae (2015) on the Exercise of the elderly to strengthen the various systems must exercise with appropriate sports, not clash, have easy skills, not intense, and the exercise time is no more than 30 minutes, including playing Gateball, Walking, Jogging, Ride a bicycle and Swim, and Exercise for health of the elderly are benefits 1) Helps to strengthen muscles, and more patient muscles are exercising always and muscle will develop to stronger 2) Improved balance Better shape The person who is always exercising will make the body active, agile, well balanced and the shape of the body asymmetrical. 3) Exercise correct will help slow down the deterioration of the body, if there is movement, exercise always will be stronger and able to repair the damaged parts.

CONCLUSION

The research studied on Development Approach for Aging Health Care Services in Udon Thani Province Thailand. There are findings that the researcher would like to suggest, both academic Developmental suggestions details as follows;

Suggestions in applying results and Suggestions for public policy formulation 1) Findings: Community & Commitment is an important factor that will be formulated as a public policy. Is the wisdom of solving problems of providing health services for the Aging that are spatial management will lead to problems and create immunity to occur in all areas can continue? 2) Findings: Network driven Technology such as mobile phones, Facebook and Line that have to cooperate as the backbone

in the community and in the target area is a commitment in an activity that requires sacrifice, receiving cooperation from all parties.

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THE DEVELOPMENT OF ENGLISH READING COMPREHENSION ABILITY USING SQ4R TECHNIQUE OF PRATHOMSUKSA 5 STUDENTS

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ABSTRACT

The purposes of this research were: 1) to study and compare the reading ability before and after learning through SQ4R technique of Prathomsuksa 5 Students, 2) to study the students' attitude towards teaching English reading using SQ4R technique of Prathomsuksa 5 Students. The sample consisted of 30 Prathomsuksa 5 Students at Choomchonwangsaphung School in the second semester of the academic year 2019 selected by cluster random sampling. The research instruments included 12 lesson plans, an English reading comprehension ability test, and an attitude questionnaire on SQ4R technique. The experiment lasted twelve weeks, 2 hours a week, or 24 hours for all. The percentage, mean, standard deviation and t-test for Dependent Samples were employed to analyze the data. The findings were as follows: 1. The students' pretest and posttest mean scores on English reading comprehension ability using SQ4R technique were 18.17 or 45.42 percent and 31.13 or 77.83 percent respectively. It indicated that the mean score of the post test was higher than the pretest and was not less than the criteria of 70 percent. The students' English reading comprehension ability after the experiment was significantly higher at .01 level. 2. The students' attitude towards teaching English reading comprehension ability using SQ4R technique was at a good level.

KEYWORDS: SQ4R technique, reading comprehension, reading comprehension strategies.

INTRODUCTION

English is an important and essential communication tool in the 21st century. Digital society is influenced by English as an important language and a medium of communication in the world society. English is important for education because English is considered as a universal language used to communicate widely around the world. Promotion of learning English is considered a subject that is essential in education. It is extremely important that in every aspect of education, teachers have to find the way to teach English in an effective way. They have to be ready and strengthen Thai learners to have a good attitude towards learning English in order to achieve in learning effectively and be up-to-date in various fields through reading English.

The English language is not quite as successful as it should be, especially at the beginning, because the teaching and learning process faces many problems. One of these problems is the use of traditional teaching methods in teaching the students. Although reading English is very important, Thai students in all levels have problems in reading English. A study involving English instruction reveals that the main problems of English reading are that learners cannot understand the reading materials, and cannot get the gist of the reading material. The cause of these problems is that the learners are not being trained how to read appropriately in their learning period and they lack skills for reading

communication. The report of Choomchonwangsaphung school confirms that the result of English tests of Prathomsuksa 5 students is very low. From the teacher's observation, students have reading problems such poor vocabulary, lack of knowledge about the meaning of the vocabulary and lack of meaningful reading. There are many students who have grammatical, vocabulary, spelling or punctuation defects, and they can't use writing strategies for communication. For these reasons, the researcher would like to find a way and method to improve students' English reading ability.

From the review of past research results, there is an experiment using the SQ4R teaching method to improve reading skills in both Thai and English courses. Researches have the same conclusion that SQ4R teaching method is an effective teaching method. Therefore, the researcher is interested in exploring the use of SQ4R teaching method in improving the students' reading ability. Such teaching methods are adapted in the design of teaching English reading skills in the classroom because SQ4R teaching method is considered as a way of learning management. Taking into account the individual differences of the learners and encouraging the learners to practice reading skills until they improve their skills that can be applied in reading variety of English materials. This is a teaching method that is consistent with the concepts of educational reform in higher education that focuses on the importance of learners, providing knowledge and skills to learners in a form of learning that encourages learners to learn by themselves which leads to Life-long Learning. SQ4R (Survey, Question, Read, Reflect, Recite, and Review) is a reading method formulated by Forsyth & Forsyth (1993) and developed by Robinson's SQ3R (Survey, Question, Read, Recite and Review), (1941).

SQ4R is a reading teaching method that helps learners to comprehend the reading materials well because it is a systematic teaching technique for reading. This method enables the learners to understand what they read by themselves, with the following steps: (1) S-Survey which refers to the steps in which an instructor asks students to read a chapter, read words and read the chapter at a glance to see the overview of the story. (2) Q-Question refers to the process in which students ask questions about the chapter with the guidance of the teachers to practice on asking questions. (3) Reading (R 1-Read) refers to the process in which students read the chapter carefully in order to understand and answer questions from the set reading (4) Thinking (R3-Reflect) refers to the step by which the learners have already answered the answer, that covers the original meaning of the reading material in order for them write a summary of the text in their own language. Importance (R4-Recite) refers to the steps that the learner does in order to understand the answers and take note to remind one's self. (6) Review (R4-Review) refers to the steps in which the students review all readings to re-check the accuracy. This is the method of teaching with the purpose of stimulating the thought in order to give students the ability to comprehend reading texts. In addition, SQ4R method gives students a good attitude towards the subjects that they study in the classroom, improved confidence in their ability and build interest in what they are studying.

For these reasons, the researcher considered SQ4R technique as a way in improving students' English reading ability. Therefore, the researcher employed SQ4R technique to develop the reading ability of Prathomsuksa 5 students.

MATERIALS AND METHODS

Scoping and Study site

Research Objectives

1. To study and compare the English reading comprehension ability before and after using SQ4R technique of Prathomsuksa 5 Students.

2. To investigate the attitude towards teaching English reading comprehension ability before and after using SQ4R technique of Prathomsuksa 5 Students.

Research Hypotheses

The research hypotheses were:

1. English reading comprehension ability of Prathomsuksa 5 students after studying English reading comprehension ability using SQ4R technique was not less than 70 percent.
2. English reading comprehension ability of Prathomsuksa 5 students after studying English reading comprehension using SQ4R technique was higher than the prior one.

Sampling and Data Collection

Sample

The population of this study was 90 Prathomsuksa 5 students of 3 classrooms at Choomchonwangsaphung School, under the Office of Loei Primary Educational Area Zone 2. The sample consisted of 30 Prathomsuksa 5 students at Choom- chonwangsaphung School, under the Office of Loei Primary Educational Area Zone 2, in the second semester of the academic year 2019 at Choomchonwangsaphung School, selected by Cluster Random Sampling.

Instruments

1. The lesson plans of teaching English reading comprehension ability using SQ4R techniques consisted of 12 lesson plans, 2 hours in a lesson plan.
2. An English reading comprehension ability test with 40 items was to explore students' English reading comprehension ability.
3. An attitude questionnaire consisted of 20 items, based on a Likert's rating scale towards teaching English reading comprehension using SQ4R technique.

Data Collection

The researcher conducted the research on the purposes of using SQ4R technique to develop students' English reading comprehension ability. Data collection was as follows:

1. Students took the English reading comprehension ability test before studying English reading comprehension using SQ4R technique in order to measure the English reading comprehension ability.
2. The teaching process was carried out according to the 12 lesson plans for 12 weeks, 24 hours in total.
3. After the whole teaching process using SQ4R technique completed, students took the posttest which was the same as the pretest.
4. An attitude questionnaire was used to ask students' opinion towards teaching English reading comprehension using SQ4R technique.
5. The collected scores from the pretest and posttest and students' attitude data were statistically analyzed and summarized after the intervention.

Data Analysis

The researcher used the scores from the pretest, the posttest, and the attitude questionnaire towards learning English reading comprehension ability using SQ4R technique to:

1. Analyze the data to compare students' English reading comprehension before and after studying. Statistics used in data analysis were the mean score, standard deviation, percentage, t-test for dependent samples, and One Sample t-test. Statistical Package for the Social Sciences or SPSS was used for data analyzing.
2. Investigate students' attitude towards English reading comprehension using SQ4R technique and to find out percentage, standard deviation and level of students' attitude toward teaching English

reading comprehension using SQ4R technique. The criteria were included and interpreted the analyzed data. (Saiyos & Saiyos, 2000: 20)

RESULTS, DISCUSSION AND CONCLUSION

Research Results

1. Results of the comparison of Prathomsuksa 5 students' development of English reading comprehension ability before and after using SQ4R techniques.

Table 1 A Comparison of the Students' Pretest and Posttest Test Scores on English Reading Comprehension Ability

Test	n	\bar{x}	S.D.	t
Pretest	30	18.17	5.95	29**
Posttest	30	31.13	8.73	

As shown in Table 1, the students' pretest mean score on English reading comprehension ability and the students' posttest mean score were 18.17 and 31.13, respectively, indicating no statistically significant difference between the posttest and retention test scores. It illustrated retention knowledge of students who studied English reading comprehension ability using SQ4R technique.

Table 2 A comparison of the students' English reading comprehension ability after studying English comprehension using and a set criterion of 70 percent

Test	n	\bar{x}	S.D.	70 Percent	t
Posttest	30	31.13	8.73	77.83	4.92**

*p < .01

Table 2 shows the students' posttest mean score on English ability of 31.13, explaining that the students' English reading comprehension ability using SQ4R technique was significantly different at the .01 level. The posttest score of 77.83 was significantly higher than a set criterion of 70 percent, supporting the first hypothesis concerning the students' English reading comprehension ability using SQ4R techniques with the set criterion not less than 70 percent.

Table 3 Students' score result of students' attitudes towards teaching students' English reading comprehension ability using SQ4R technique

Attitude Test	N	\bar{x}	S.D.	Interpretation
Students' attitude towards teaching English reading comprehension ability using SQ4R techniques.	30	4.05	0.74	good

Table 3 shows a good level of students' attitudes towards teaching English reading comprehension ability using SQ4R techniques with the mean score of 4.93. The results presented above indicate students' positive attitudes towards English reading comprehension ability using SQ4R technique.

DISCUSSION

1. It was found that teaching English reading comprehension ability using SQ4R technique to Prathomsuksa 5 students at Choomchonwangsaphung School could improve their English reading comprehension ability. The result showed that students' pretest and posttest scores were 18.17 or 45.42 percent and 31.13 or 77.83 percent, respectively. In conclusion, the average score after studying reading comprehension using SQ4R technique is higher than the score before studying reading comprehension using SQ4R technique. The statistical significance was .05 and the satisfaction level of Prathomsuksa 5 students towards learning English reading comprehension using SQ4R technique, was at the highest level with an average of 4.05. These findings support the second hypothesis. The students' mean score on English reading comprehension after studying English reading using SQ4R technique was higher than the pretest. Teaching reading skills to improve the English reading comprehension ability using SQ4R technique to Prathomsuksa 5 students of Choomchonwangsaphung School provided positive results which was reflected in the reading achievement score after the experiment on using the teaching method. The English reading comprehension of Prathomsuksa 5 students was developed due to the preparation. The learning activity plan using SQ4R teaching method employed clear teaching procedures that focus on giving importance to the learners. This method motivated the students to take action and develop their own reading skills. This teaching method trains students to have purpose in reading and be aware of performing the reading activities in 3 main steps which are pre- reading, while-reading and post- reading which enable them to know, think, analyze and synthesize the reading materials. In using the SQ4R reading process, the researcher has a role to help in stimulating students to prepare for the process. This method consists of 6 steps. The first step is pre-reading (pre-reading activities) activity in which students read to find the main idea and the main importance of the survey (survey). The second step involves asking questions (Question) about the general matters regarding the reading material. The next activity involves While-reading activities. This step is Read which requires students to read the chapter in order to find the answer in detail and then students expressed their opinions about the chapter and read (reflect). The next step is the Post-reading activities which are conducted after reading. It gives the students the opportunity to tell stories based on the information they got from the story they have read (recite). Finally, students review all recorded content in order to check the information and their understanding of the reading passage. This step can be accomplished by discussions with friends (review). After teaching the English reading comprehension ability using SQ4R technique, students will develop their own reading strategies and realize how to perform each step. Starting with pre-reading activities, followed by while-reading activities and post-reading activities. Students could practice reading comprehension using a reading passage with good content and able to understand the story in detail by reading the entire story. More than that, the SQ4R teaching methodology also comprises conclusive results, stating that it is effective in the development of English reading comprehension for Thai learners. Based on the research of Sam Mor (2014: 85) which studied the effect of using SQ4R method on reading comprehension and attitude towards English reading of Prathomsuksa 6 students at Rajaprachanukroh School 6 in Nakhon Si Thammarat Province. The results of the research revealed that 1) English reading comprehension Prathom Suksa 6 students after studying by using the SQ4R method was significantly higher than before learning at the .05 level and 2) The attitude towards English reading of the students after being taught using SQ4R was significantly higher than before being taught using SQ4R at the .05 level of significance.

Furthermore, Tanakhan (2017: 65-67) conducted a study entitled A Comparison of English Reading Achievement and Satisfaction of Matthayomsuksa 5 Students using SQ4R Method and the Traditional Method at Samsenwittayalai School. The findings were as follows: (1) The students who

were taught using SQ4R method showed achievement in English reading comprehension at a higher level than the students who were taught using the traditional method at a significant level .05 (2) The students who were taught using SQ4R method showed a higher level of satisfaction with English reading comprehension activities than the students who were taught using the traditional method at the statistically significant level .05.

2. The students' posttest scores on English reading comprehension after studying using SQ4R technique was higher than the set criteria of 70 percent. These findings were in accordance with the first hypothesis. As shown from the results of the study, the development of English reading comprehension ability using SQ4R technique could help students improve their skill and gain higher scores. The reason is that teaching English reading comprehension using SQ4R technique could activate students' background knowledge and experience by stimulating students to connect their background knowledge and experience to what they were going to read which was helpful in understanding the reading text.

3. From the results of students' attitude towards teaching English reading comprehension ability using SQ4R technique, the findings showed that students' attitude towards teaching English reading comprehension using SQ4R technique was at a good level. The results showed that teaching English reading comprehension using SQ4R technique could help students understand reading passage. The reason is that teaching English reading comprehension using SQ4R technique made students interested and gained more confidence in reading English. Another reason is that English reading activities using SQ4R technique provided pleasure and enjoyment to students in reading. These findings were supported by Walman (1973: 384) who states that feelings of happiness are acquired when you achieve your goals, need or motivation. Moreover, they had fun and enjoyed performing the reading comprehension activities using SQ4R technique which was supported by Good (1995: 48) who provided insights on attitude stating that readiness expressed in a certain way can be approached, escaped from or can be resisted in certain situations, any person or thing such as love, hate, or bravery or not satisfied with that much.

Based on the research results, the researcher concluded that the SQ4R teaching method encourages learners to have more effective reading skills. With SQ4R method, the teacher can deliver the lessons using the complete steps in organizing teaching reading activities throughout the process. SQ4R method also focuses on developing analytical thinking by looking for details in the story as well as giving verbal and written language comments. Lastly, SQ4R method promotes a student-centered kind of teaching.

CONCLUSION

The study and comparison of the pretest and posttest scores on English reading comprehension and the investigation of students' attitude towards teaching English reading comprehension ability using SQ4R technique of Prathomsuksa 5 students were summarized as follows:

1. The students' pretest mean score on English reading comprehension was 18.17 or 45.42 percent and the posttest mean score was 31.13 or 77.83 percent. The students' posttest mean score on English reading comprehension was higher than the set criteria of 70 percent. The students' English reading comprehension after the experiment was significantly higher than that of the pretest.

2. The students' attitude towards teaching English reading comprehension ability using SQ4R technique was at a good level.

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