

9 JAN 2003



**THE DEVELOPMENT OF READING AND WRITING SUPPLEMENTARY
ACTIVITIES FOR AN ELEMENTARY THAI IN-COUNTRY COURSE
DESIGNED BY THE INSTITUTE OF LANGUAGE AND CULTURE
FOR RURAL DEVELOPMENT, MAHIDOL UNIVERSITY**

NATTANA LEERAHARATTANARAK

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**With compliments
of**

บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(LANGUAGE AND CULTURE FOR
COMMUNICATION AND DEVELOPMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY**

2002

ISBN 974-04-2495-3

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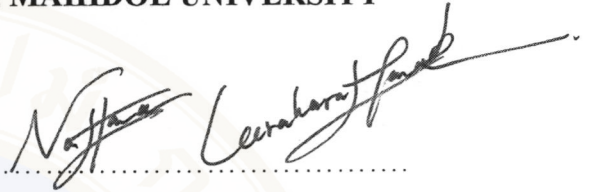
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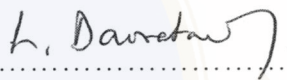
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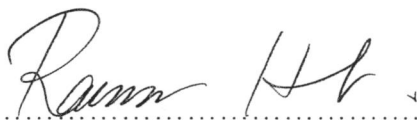
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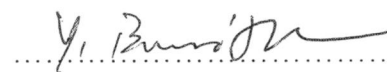
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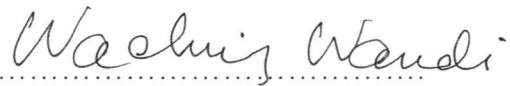
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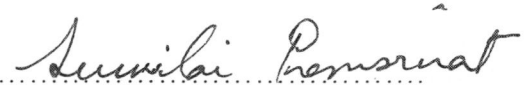
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ACKNOWLEDGEMENT

I would like to express my sincere gratitude and deep appreciation to Dr. Lakana Daoratanahong my principal supervisor for her helpful guidance, invaluable suggestions, great supervision and encouragement throughout. What she gave to me was important not only to my thesis but also to my future. She was full of kindness, support and bright sharp vision. I am also appreciative to Associate Professor Dr. Sophana Srichampa, Assistant Professor Wachiraporn Wandi my co-advisors and Assistant Professor Sarinthip Satheerasilapin my outside member committee for their constructive comments and supervision.

I would like to thank Dr. Lakana Daoratanahong and Associate Professor Dr. Sophana Srichampa for their permission in gathering data and proceeding with the activities developed during the instruction. I am as well thankful to Professor Dr. Somsonge Burusphat for lighting up my thesis title.

I wish to express my thanks to Dr. Megan Sinnott for proofreading my English version. In addition, I would like to thank Miss Muntana Meemark my classmate for useful suggestions and information, as well as for being a person who listened to and shared my problems during doing this thesis.

Finally, I am particularly indebted to Wisan and Krongkaew Leeraharattanak my parents who gave me money, convenience and encouragement to study for a master's degree and do this thesis. Also, Setapong, Suppasit and Bundit Leeraharattanak, my three younger brothers who gave me a hand in doing this study, should be thanked.

Nattana Leeraharattanak

4337022 LCCD/M : MAJOR : LANGUAGE AND CULTURE FOR COMMUNICATION AND DEVELOPMENT ; M.A. (LANGUAGE AND CULTURE FOR COMMUNICATION AND DEVELOPMENT)

KEY WORDS : ACTIVITY, READING THAI, WRITING THAI, ELEMENTARY THAI

NATTANA LEERAHARATTANARAK : THE DEVELOPMENT OF READING AND WRITING SUPPLEMENTARY ACTIVITIES FOR AN ELEMENTARY THAI IN-COUNTRY COURSE DESIGNED BY THE INSTITUTE OF LANGUAGE AND CULTURE FOR RURAL DEVELOPMENT, MAHIDOL UNIVERSITY. THESIS ADVISORS : LAKANA DAORATANAHONG, Ph.D., SOPHANA SRICHAMPA, Ph.D., WACHIRAPORN WANDI, M.A. 180 P. ISBN 974-04-2495-3

The purposes of this study were to develop Thai reading and writing supplementary activities for an elementary Thai In-Country course designed by the Institute of Language and Culture for Rural Development, Mahidol University, and to evaluate these activities. The subjects were four Japanese students from Ritsumeikan Asia Pacific University studying in an elementary Thai In-Country course in 2002, and two Thai reading and writing teachers responsible for this course. This study is qualitative-quantitative research. The instruments used to gather data were an interview, open-ended questionnaires used with the Japanese students and the teachers, a set of tests, and direct participant observation. Statistics used to calculate the data gathered from the set of tests were arithmetic mean, standard deviation and percentage. The findings indicate that 1) The twelve Thai reading and writing supplementary activities emphasized sounds, grammar and semantics. The topics of the activities were the groups of initial consonants, initial consonants, final consonants, smooth and dead syllables, vowels, tones, lexical items, and reading ability. 2) Regarding the evaluation of the activities developed, the Thai reading and writing teachers were satisfied with every activity developed. However, the Japanese students were satisfied with nine activities but dissatisfied with three activities. The students' scores gathered after the activities demonstrated that the activities were good and very good as a helpful supplement in learning Thai reading and writing.

4337022 LCCD/M : สาขาวิชา : ภาษาและวัฒนธรรมเพื่อการสื่อสารและการพัฒนา ; ศศ.ม.
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ณัฐธนา ถีพหรัตนรักษ์ : การพัฒนากิจกรรมส่งเสริมทักษะการอ่านและการเขียนภาษาไทย
ระดับต้น สำหรับโครงการฝึกอบรมภาษาไทยให้ชาวต่างชาติของสถาบันวิจัยภาษาและวัฒนธรรม
เพื่อพัฒนาชนบท มหาวิทยาลัยมหิดล (THE DEVELOPMENT OF READING AND
WRITING SUPPLEMENTARY ACTIVITIES FOR AN ELEMENTARY THAI IN-
COUNTRY COURSE DESIGNED BY THE INSTITUTE OF LANGUAGE AND
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วรรณดี, M.A. 180 หน้า ISBN 974-04-2495-3

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อพัฒนากิจกรรมส่งเสริมทักษะการอ่านและการเขียนภาษา
ไทยระดับต้นสำหรับโครงการฝึกอบรมภาษาไทยให้ชาวต่างชาติของสถาบันวิจัยภาษาและวัฒน
กรรมเพื่อพัฒนาชนบท มหาวิทยาลัยมหิดล และมีการประเมินผลกิจกรรมที่พัฒนาขึ้นดังกล่าว กลุ่ม
ตัวอย่างที่ใช้ในการศึกษา คือ นักศึกษาชาวญี่ปุ่นจากมหาวิทยาลัยริทซึเมอิกันเอเชียแปซิฟิก
(Ritsumeikan Asia Pacific University) จำนวน 4 คนที่เข้าร่วมในโครงการฝึกอบรมภาษาไทย
ระดับต้นให้ชาวต่างชาติ และอาจารย์สอนทักษะการอ่านและการเขียนภาษาไทยที่รับผิดชอบใน
โครงการดังกล่าวข้างต้นจำนวน 2 คน วิธีการศึกษาใช้วิธีระเบียบวิจัยเชิงคุณภาพเป็นส่วนใหญ่ ส่วน
ข้อมูลที่เป็นตัวเลขใช้การวิเคราะห์เชิงปริมาณ เครื่องมือที่ใช้ในการเก็บข้อมูล ได้แก่ การสัมภาษณ์
แบบสอบถามปลายเปิดสองชุดที่ใช้กับนักศึกษาชาวญี่ปุ่นและอาจารย์ผู้สอนทักษะการอ่านและการ
เขียนภาษาไทยในโครงการนี้ ชุดข้อสอบ และการสังเกตโดยตรงแบบมีส่วนร่วม สถิติที่ใช้ในการ
คำนวณข้อมูลที่ได้จากชุดข้อสอบ คือ ค่ามัธยฐานเลขคณิต (Mean) ค่าเบี่ยงเบนมาตรฐาน (Standard
Deviation) และค่าร้อยละ (Percentage) ผลการศึกษาพบว่า 1) กิจกรรมส่งเสริมทักษะการอ่าน
และการเขียนภาษาไทยระดับต้นจำนวน 12 กิจกรรมที่พัฒนาขึ้นดังกล่าวเน้นเรื่องเสียงเป็นส่วนใหญ่
และมีเรื่องโครงสร้างทางไวยากรณ์และความหมาย ซึ่งสอดคล้องกับเนื้อหาที่สอน หัวข้อของกิจ
กรรมที่พัฒนาขึ้นประกอบด้วย: กลุ่มของพยัญชนะต้น พยัญชนะต้น ตัวสะกด คำเป็นคำตาย สระ
วรรณยุกต์ ลักษณะนาม คำศัพท์ และความสามารถในการอ่าน 2) ในส่วนของการประเมินผลกิจกรรม
ที่พัฒนาขึ้น นักศึกษาชาวญี่ปุ่นพอใจกับกิจกรรมที่พัฒนาขึ้นจำนวน 9 กิจกรรม แต่ไม่พอใจกับกิจ
กรรมที่เหลืออีก 3 กิจกรรม แตกต่างจากอาจารย์ผู้สอนทักษะการอ่านและการเขียนที่พอใจกับกิจ
กรรมที่พัฒนาขึ้นทุกกิจกรรม สอดคล้องกับผลคะแนนของนักเรียนที่รวบรวมหลังจากทำกิจกรรม
ไปแล้ว แสดงให้เห็นว่ากิจกรรมที่พัฒนาขึ้นนั้นมีส่วนช่วยส่งเสริมการเรียนรู้การอ่านและการเขียน
ภาษาไทยได้ในระดับดีถึงดีมาก

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the Study

Language is an important communicative instrument used to convey cultures, traditions, customs, education, politics, and way of life. As His Majesty the King¹ remarked, “*All languages are one of human beings’ instruments, that is, they are the way to present opinions and aesthetic ideas such as literature.*” A person or child who is able to communicate and understand more than one language by switching them according to social relationship of the interlocutors and context is called ‘bilingual’ (Weinreich quoted in Sornsiri Voravarn, 1997: 1). Now, bilingualism means the ability of knowing and comprehending two languages without necessity of understanding both of them equally (Sukhuma-Vadee Khamhiran, 2000: 58). Strickland (quoted in Sornsiri Voravarn, 1997: 2) divided bilingualism into four types as follows:

- 1) *Learning two languages at the same time when he or she is very young.*
- 2) *Learning two languages at the age of growing childhood.*
- 3) *Learning two languages at the age of adolescence.*
- 4) *Learning two languages at the age of adulthood.*

¹ His Majesty the King. (1962). “A Royal Remark Given During the Educational Meeting of Thai Assembly.” *Thai Assembly*. July 25, 1962. Bangkok: The Faculty of Arts, Chulalongkorn University. [ภูมิพลอดุลยเดช, พระบาทสมเด็จพระเจ้าอยู่หัว. (2505). พระราชดำรัสในการประชุมทางวิชาการของชุมนุมภาษาไทย. *ชุมนุมภาษาไทย*. วันที่ 25 กรกฎาคม 2505. กรุงเทพฯ: คณะอักษรศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย.]

Because of highly progressive communicative technologies, people around the world can know of various events happening in a faraway country at the same time as people living in that country can such as the terrorist attacks on September 11 in the United States of America. As a result, the language has played an important role in global communication. Furthermore, it is well-known that English is the most significant international language used to make international communication around the world. Thus, people whose mother tongue or national language is not English realize the importance of studying English for their careers. In reverse, foreigners living in the country of which national language or mother tongue is not English, such as Thailand, also realize the significance of learning the national language or mother tongue of that country, such as Thai. They think that if they understand Thai, it is more convenient and easier to engage in social contacts, commerce, and local ways of life. In addition, other groups of foreigners are interested in learning Thai without the reason of the social necessity, but for their own needs. These foreigners may be impressed in Thai society and culture. Therefore, many educational institutes in various countries provide Thai courses such as Vietnam National University in Ho Chi Minh City and in Hanoi in Vietnam (Daemri Karnsirikul, 2000: 19), Australian National University, and Sydney University in Australia. Moreover, there are many educational institutes in the United States of America which also offer Thai courses such as Arisona State University, Cornell University, Northern Illinois University, University of Illinois-Urbana-Champaign, University of Wisconsin-Madison, University of Washington-Seattle, and University of California at Los Angeles (Hartmann quoted in Muntana Meemark, 2000: 32-33).

Many educational institutes in Thailand also provide Thai courses for non-native Thai speakers both who live in Thailand and who study Thai in their countries but want to study Thai in the Thai context. Those Thai educational institutes are both public and private universities, as well as private language institutes, such as Chulalongkorn University, Thammasat University, and AUA Language Center. Teaching Thai for non-native Thai speakers is also provided on websites such as Ramkhamhaeng University's website, and The Nation daily newspaper's website. Most Thai courses for non-native Thai speakers are usually carried out in the

classrooms and in small groups. Some private language institutes provide Thai teachers for learners who want to study Thai at home or at the office. As a report of Phoojatkarn daily newspaper on October 9, 2000 claimed, *“Now the popularity of teaching Thai for non-native Thai speakers is widespread by using the network on the Internet. There are a lot of websites giving advice about learning Thai. Due to various ways of learning Thai, they may aid in decreasing the differences between Thai and foreigners living in Thailand.”*

One of the Thai courses for non-native Thai speakers is a Thai In-Country course of the Institute of Language and Culture for Rural Development. This project was begun in 1991. The main teaching approach is based on linguistics applied to teaching Thai. In that time, most learners worked in several departments in Thailand such as SEMMES, UNESCO, Embassy of Union of Myanmar, Embassy of Poland, and various institutes of Mahidol University.

On account of the successful Thai courses mentioned above, the Institute of Language and Culture for Rural Development expanded this training to interested people from foreign countries. Various categories of the training were provided. In 1995, the Institute of Language and Culture for Rural Development provided the elementary Thai course for the students from LaTrobe University in Australia. Moreover, in 1999, the Institute of Language and Culture for Rural Development provided the intermediate Thai course for the students from Sydney University. Due to the accomplishment of this intermediate Thai course, Sydney University asked the Institute of Language and Culture for Rural Development to provide the intermediate Thai course for their students annually.

In addition to Sydney University, Ritsumeikan Asia Pacific University in Japan also asked the Institute of Language and Culture for Rural Development to provide the Thai course for their students annually (Somsonge Burusphat, 2002).

On account of the continuous history of teaching Thai for non-native Thai speakers, the researcher has selected to study this Thai In-Country course of the

Institute of Language and Culture for Rural Development. For the same reason, it is expected that this course might be improved and changed appropriately.

Teaching points of teaching Thai for non-native Thai speakers must be considered the same as those of teaching other languages. It is essential to prepare the curriculum, materials and content taught according to the level of learners' language proficiency and interest. Moreover, content taught needs to be appropriate for the real and natural situations. Furthermore, the teacher has to select an appropriate teaching technique, which aids students in understanding what is taught. The teacher needs to understand learners' nature, that is, their culture, belief, society, and value. As Phra Thamma Ra-cha-nuwat (Phra Thepsophon)² stated about teaching Thai for Thai children living in the United States of America, *"In Thailand, we teach children to show their respect to the teacher. They cannot touch the teacher's head. They obey what the teacher said or commanded. On the contrary, children in the United States of America are so naughty that we must put some children's names in the blacklist.... So, we have to understand the difference of children. It is significant to understand that teaching in the United States of America is in English. Television programs are in English. Books and talking to neighbors are also done in English. As a result, Thai children in the United States of America are acquainted with English. We teach them at school. Sometimes, we are only ones who speak Thai. Those children will talk, ask, and answer the questions in English. Sometimes, they talk to us in Thai but to their friends in English. So, when we realize what they are, we have to try to make children learn and absorb the Thai language and culture as much as possible without their awareness. This is the art of teaching the teacher must have."* The teacher, therefore, teaches not only the language, but also the aspects of Thai culture, society, belief, and value to his or her learners. This idea is related to one of Saville-Troike (1976: 98) who gave principles of learning a second language as follows: *"Learning a second*

² The Project of Teaching Thai Language and Culture in the United States of America Hosted by the Faculty of Education, Chulalongkorn University. (1991). Thai Temple Schools in America. Bangkok: the Faculty of Education, Chulalongkorn University, 6-7.

[โครงการสอนภาษาไทยและวัฒนธรรมไทยในสหรัฐอเมริกา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย. (2534).

โรงเรียนวัดไทยในอเมริกา. กรุงเทพฯ: คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 6-7.]

language requires a variety of psychological and social condition, including motivation, attention, the availability of appropriate linguistic models, and both the need and the opportunity to use the target language in real communicative situation. To provide for these conditions, activities for second language instruction will have to differ in several respects from the activities utilizing audio/lingual materials still typically used in special ESL classes.”

In conclusion, teaching a second or foreign language, including Thai, needs to recognize many aspects as follows: Linguistic form of the target language the teacher intends to teach must be related to learners' language proficiency. The teacher has to study nature of his or her learners and find the method of motivating their learning and of calling their attention. Furthermore, students should be given chances to practice their target language in real and natural situations. They as well need to learn the aspects of culture, value and belief found in the society of native speakers of the target language.

Classroom supplementary activities are an important element useful for language teaching and learning. As Miller (1956: 4) discussed the importance of activities, *“Activities are directly useful and important for students. They aid students in doing what students want and developing something new, as well as in being creative and good citizens. Moreover, the students learn to work with other people, and to be more responsible. Activities also reinforce the relationship between the teacher and students.”*

Sumittra Angwatthanakul (1991: 121) concluded the importance of activities as follows: *Activities provide opportunities for students to practise their language usage. Students have chances to apply their language knowledge, such as sounds or vocabulary to convey the meaning. Activities aid students' motivation of learning. Students will realize that language learning can be used in the real life. Furthermore, pair or group work activities allow students to participate in learning. This makes more motivation of learning. Activities also allow natural learning because students are given chances to learn when trying to do something by themselves. Activities,*

moreover, provide good environment of learning, and establish a great relationship and interaction between the teacher and students as well as among students. This good relationship offers the good environment of learning later on. Students are also more confident to show their abilities.

White (1998: 48) also stated about the importance of activities as follows: *Activities supplementary to learning should make learning condition comfortable and without tension. They reinforce the interaction and participation of the teacher and students. It should be started from the easy activities to the difficult ones, from the slow to the fast, and from the familiar to the unfamiliar. Activities can allow the relaxed feeling by starting from working in the whole class, then in small groups, to working individually.*

According to the importance of activities given by many educational experts, we can summarize that activities reinforce learners to understand more easily and clearly what is taught. They provide opportunities for the teacher to evaluate his or her own teaching and the learners' learning, and for the learners to evaluate their own learning by themselves. Moreover, the good interaction and relationship between the teacher and learners as well as among learners are discovered. Learners are given chances to do what they want. They become more responsible and creative. Activities are an instrument of renovating natural knowledge in different skills, and of changing the atmosphere in the classroom.

However, according to the interview given by the reading and writing teachers responsible for an elementary Thai In-Country course of the Institute of Language and Culture for Rural Development, it is found that they often encountered the problem of preparing the classroom supplementary activities related to what they intended to teach. This was because the teachers often did not have enough time to prepare and create new activities suitable to the contents taught. Those activities could aid learners in better understanding of what was taught, make them enjoy learning, and provide for the teachers' evaluation of learners' learning and their instruction. The positive interaction between the teachers and learners and among learners also takes place. For

these reasons, the teachers usually used the repeated activities. Sometimes the classroom atmosphere did not seem lively. It was likely that the teachers were talking alone without learners' reactions. This resulted in the decreasing interest of learners. Learners were not enthusiastic to study and understand the content taught. This caused the lower Thai development of learners later on.

The researcher realized the problems mentioned above; thus, the researcher has created the supplementary activities for teaching Thai for non-native Thai speakers studying Thai in the elementary level. They emphasized the reading and writing skills. They are related to the points or topics taught and the teaching approach of this course. In addition, they are intended to be used in teaching both an individual and a small group. The researcher considers that non-native Thai speakers in Thailand usually learn Thai individually or in small groups. Adapting activities intended to be applied for an individual and a small group is easier than adapting activities intended to be applied for a large group. After developing the reading and writing supplementary activities, experiments will be performed with Japanese students from Ritsumeikan Asia Pacific University in Japan, who intend to study Thai in the Institute of Language and Culture for Rural Development. The study is intended to evaluate the activities developed, to find out their strengths and weaknesses as well as to give the appropriate recommendations. Moreover, the research results provide for the teacher the available, useful reading and writing supplementary activities for teaching Thai to non-native Thai speakers. They also offer the guideline for adapting the details of each activity developed suitable to what is intended to teach.

1.2 Purposes of the Study

1.2.1. To develop Thai reading and writing supplementary activities for an elementary Thai In-Country course designed by the Institute of Language and Culture for Rural Development, Mahidol University.

1.2.2. To evaluate the Thai reading and writing supplementary activities developed for an elementary Thai In-Country course designed by the Institute of Language and Culture for Rural Development, Mahidol University.

1.3 Benefits of the Study

This research intends to develop the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level and to evaluate their results. The results of this study can provide the following:

1.3.1. The Thai teacher is able to apply the Thai reading and writing supplementary activities developed for non-native Thai speakers in the elementary level.

1.3.2. The Thai teacher is able to apply the Thai reading and writing supplementary activities developed for non-native Thai speakers in other levels by adjusting the difficulty level of content related to learners' language proficiency.

1.3.3. Other foreign language teachers are able to apply the methods of using the reading and writing supplementary activities developed according to the foreign language taught.

1.3.4. The Thai reading and writing supplementary activities developed can help enhance Thai teaching and learning for non-native Thai speakers in many aspects of both the teacher and students for example making students understand better the content taught, allowing the teacher and students to acknowledge students' Thai abilities.

1.3.5. The readers are given knowledge about the results of evaluating the Thai reading and writing supplementary activities developed for non-native Thai speakers in the elementary level.

1.4 Scope of the Study

This study is qualitative-quantitative research. It is restricted to develop only the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level by using the interview, the two questionnaires, direct participant observation, and a set of tests in gathering data. Subjects in the research are four Japanese students from Ritsumeikan Asia Pacific University studying Thai in an elementary Thai In-Country course designed by the Institute of Language and Culture

for Rural Development, Mahidol University in 2002, and two Thai reading and writing teachers responsible for this course. The results of this research are based on the opinions of the Japanese students and the Thai reading and writing teachers about the activities developed, the test results, and the researcher's observation. Because the main teaching approach of this course is based on sounds and linguistics, the activities developed emphasize sounds, grammar and semantics, related to what is taught. These activities are intended to be only used in teaching in the classroom, not in self-study. In addition, English is used as a medial language between the researcher and students and during the instruction.

1.5 Definition of Terms

Activity	specific things done in the classroom, which are useful as well as supplementary for students' learning and teachers' instruction
Development	the action or process of constructing or creating something new
Non-native speaker	a person whose nationality is not Thai and who does not speak Thai as a mother tongue
Thai reading and writing supplementary activities	the classroom supplementary activities developed under the guidance of the thesis advisor and language teaching experts, and used in teaching Thai reading and writing to non-native speakers in the elementary level

1.6 Basic Assumption

1.6.1. The researcher assumes that the subjects of this study answer all items in the questionnaires honestly.

1.6.2. The variables—age, gender, school environment, and background knowledge of Thai language and family—are not taken into account in data analysis as they may influence the test results after being taught by the activities developed.

1.7 Obstacles and Problems of the Study

In researching this study, the researcher confronts the following obstacles:

1.7.1. *The difference of Thai knowledge levels between the target population and the pilot non-native Thai students:* The pilot non-native students master higher Thai knowledge than the target population does. The pilot non-native students were Australian from Sydney University who participated in the intermediate Thai In-Country course. The pilot non-native students learn Thai in the intermediate level, whereas the target population studies Thai in the elementary level. Therefore, some activities, in particular those involved Thai basic knowledge, cannot be tested as follows: Mid-High-Low Group of Initial Consonants Activity, Initial Consonants (I) and (II) Activities, Smooth and Dead Syllables Activity.

1.7.2. *The Thai knowledge of the target population:* The target population of this study has just learnt Thai for four months before participating in this Thai In-Country course. According to the pre-test results of Thai reading and writing proficiency of the target population conducted by the Thai reading and writing teachers responsible for this course, they point out that the target population's Thai language proficiency is in the early elementary level. As a result, the target population has mastered the narrow number of lexical items and has not learnt the deep basic knowledge of Thai language. Therefore, the patterns of the applicable activities developed and evaluated seem quite similar.

1.7.3. *The internal conflict among the target population:* During the middle period of studying in the elementary Thai In-Country course, the internal conflict among the target population occurred. The problem student was inattentive. This is a barrier of the preparation of activities. The researcher needed to adjust appropriately the procedure of some activities to the real condition at that time in order that the activity implementation was as smooth as possible.

CHAPTER II

LITERATURE REVIEW

The study of “The Development of Thai Reading and Writing Supplementary Activities for an Elementary Thai In-Country Course Designed by the Institute of Language and Culture for Rural Development, Mahidol University” is qualitative-quantitative research. The related literature review covered the following topics: history of learning Thai as a foreign language, contributions of activities, teaching sounds and pronunciation, teaching grammar, teaching reading skills, teaching writing skills, types of activities, and related research.

2.1 History of Learning Thai as a Foreign Language

Among global communication trend English is a main instrument of the international communication around the world. At the same time, other languages are popular to learn such as Japanese, Chinese, French, German, and Spanish. The reasons of the high popularity of learning these languages perhaps come from as follows: The high popularity of Japanese and Chinese derives from the crucial role of world economy of Japan and China. Many cross-country companies from Japan and China make commercial investment in several countries. Regarding the high popularity of French, German and Spanish, France, Germany and Spain played an important role in colonizing various countries around the world, as well as their languages were disseminated through native people of the colonized country. Therefore, French, German and Spanish are studied widely. However, nowadays many languages of the countries which do not play a significant role of world economy or politics are widely taught and learned. One of those languages is Thai. To study history of learning Thai as a foreign language is essential because it can allow one to know the foreigners’

reasons for learning Thai, as well as the development of Thai textbooks and of teaching approach used at that time.

Amporn Pongsatha (1974: 4-28) collected the history of learning Thai as a foreign language. It can be concluded as follows:

“At the beginning of diplomatic relations between Thailand and western countries (since King Rama II’s reign), interpreters were very necessary for communication and agreement. Sometimes, interpreters caused complication. Richard Bernabee noted down: “*Corruption happened when we used the previous interpreters, Allamee.*” That was one evidence which indicated that at that time Thai people did not know English and that western people did not know Thai either.

Religion and commerce were the main reasons of western people’s interest in learning Thai. In Robert Parker’s letter written to Richard Bernabee in 1678, one of the messages was expressed: “*We sent you a young man, Samuel Haris. The company agreed to send him to study a dialect and to be skillfully trained in order to help business of the company in the future.*”

There was no evidence that showed how foreigners learnt Thai. However, the evidence indicating that foreigners could use Thai happened during King Thaysa’s period. In 1730, King Thaysa commanded to cancel his permission given to Roman catholic priests in instructing their religion to people in Thai, Mon, Lao, Vietnamese and Chinese.

American missionaries were the first group of western people learning Thai seriously. They learnt Thai to propagate the religion. They initiated to print a Thai book. Moreover, an American missionary in Rangoon was the first person who began studying Thai.

As for Thai materials, in 1691 De Lalobere wrote ‘Du Royaume de Siam’ which was the first research concerning learning Thai as a foreign language. Then, James John Taylor wrote ‘Brief Grammatical Notice of the Siamese Language,’ which explained simple Thai grammar for spoken language, in 1842.

Bishop Pallegoix wanted to write Thai by using English alphabets and to transcribe Thai sounds with phonetic symbols. His work was to collect Thai words and translate them into English, French, and Latin. He called this book ‘ศัพท์พจนานุกรม

ไทย (Sappha-photjana-pha-sa-thay) (Maenmas Chawalit, 1971).' This book was used as the main textbook of learning Thai by most foreigners.

In 1942, the United States Armed Force Institute cooperated with American Council of Learned Society in initiating the Intensive Language Program in the United States of America. Mary R. Hass was the person who researched Thai under this program under which she produced textbooks used to teach Thai as a foreign language. The first textbook was called 'the Thai System of Writing' whose main aim was to teach writing, punctuation and various types of alphabets. Hass cooperated with Henry R. Subhanka in writing a Thai textbook used to teach speaking in role-play situation. 'Thai Reader' was the third textbook. Its principle content was short stories about Thailand. 'Thai Vocabulary' was the last textbook written to teach only Thai vocabulary. From then on, both Thais and foreigners were interested in writing textbooks used to teach Thai."

In conclusion, the principle reasons of western people's interest in Thai learning were religion and commerce. But no certain evidence identified how western people learnt Thai. American missionaries were the first group of western people learning Thai earnestly. Moreover, since 1691 various Thai textbooks whose aim was to teach Thai for non-native Thai speakers were written. In particular, the United States Armed Force Institute cooperated with American Council of Learned Society in establishing the Intensive Language Program in the United States of America in 1942. They assigned to Mary R. Hass to produce Thai textbooks used to teach Thai as a foreign language and a widely used Thai-English dictionary.

2.2 Contributions of Activities

Teachers typically use a wide variety of activities during the school day. Some of these activities are necessary routines to organize and manage all of the things that need to be done, such as correcting homework or preparing himself or herself before going home. Others are meant as fun or relaxing activities to provide a break for students, such as listening to music or singing a song. Certain activities occur daily,

for example, math timings. Others may happen only occasionally, for instance, watching a fun video. As a result, we can summarize the contributions of activities as Littlewood (1985: 17-18) stated as follows:

“1. Communicative activities provide ‘whole-task practice.’

In considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between (a) training in the part-skills of which the performance is composed and (b) practice in the total skill, sometimes called ‘whole-task practice.’ Learning to swim, for example, usually involves not only separate practice of individual movements (part-skills), but also actual attempts to swim short distances (whole-task practice). In foreign language learning, our means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners’ level of ability.

2. Communicative activities improve motivation.

The learners’ ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

Also, most learners’ prior conception of language is as a means of communication rather than as a structural system. Their learning is more likely to make sense to them if it can build on this conception rather than contradict it.

3. Communicative activities allow natural learning.

Language learning takes place inside the learner and, as teachers know to their frequent frustration, many aspects of it are beyond their pedagogical control. It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so, communicative activity (inside or outside the classroom) is an important part of the total learning process.

4. Communicative activities can create a context which supports learning.

Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These

relationships can help to 'humanise' the classroom and to create an environment that supports the individual in his efforts to learn."

Nevertheless, Price and Nelson presented the different views of benefits of activities from Littlewood's views as mentioned. Price and Nelson introduced the contributions of activities in the part of small image. That meant which period of the instruction activities should be used in. Price and Nelson (1999: 22-24) mentioned the benefits of activities to learning and teaching as follows:

“1. To motivate students before or during a series of lessons, for example, planning class fund-raising activities before beginning a unit on economics.

2. To provide background information or to enrich students' knowledge and experience before or during a series of lessons, for example, taking a field trip to a salmon hatchery while studying resource conservation.

3. To provide ongoing practice toward long-term objectives, for instance, playing math games to increase fluency on addition facts or doing art activities which provide practice using fine motor skills or following directions.

4. To provide opportunities for students to apply or generalize a previously learned skill, such as, having students plan and maintain a daily meal and snack plan which meets basic food group requirements.

5. To provide opportunities for students to integrate a variety of skills learned in lessons in different subject areas, such as, having students write letters to the editor of the local newspaper about pertinent social issues being discussed in social studies in order to practice their writing skills.”

In short, activities comprise both short-term and long-term contributions to students' learning. Examples of the short-term advantages of activities are to motivate students' interest at the beginning of and during the instruction, to provide chances in making good relationship among students and between the teacher and students, and to give fundamental information before and during learning. The long-term advantages of activities are such as to give opportunities to students to use accumulated knowledge to solve different assigned problems, and to enable students to make natural learning.

2.3 Teaching Sounds and Pronunciation

The general problem experienced by most people when they listen to a foreigner speaking is great difficulty in understanding what he or she is trying to say. It is not because of his or her lack of knowledge of vocabulary and language structure but because the sounds produced seem peculiar and the voice rises and falls in unexpected places. Therefore, it is not enough for the learners to learn words, phrases and grammatical features if they are not able to produce these elements in a way which makes the utterance comprehensible to a native speaker of the language.

The researcher agrees with Paulston and Bruder (1976: 81-83)'s statement. They stated that no one could learn and make a native pronunciation of the language taught truly after the age of puberty. They also mentioned that children learned pronunciation by imitation. Although imitation could be used as the basic technique of learning the sound system of the target language for adults, linguistic explanation about the problematic sounds they confronted was very useful for adult learners. This statement resembles to Rivers's suggestions concerning the different techniques and emphases of teaching foreign languages for students whose age was different. Rivers thought that teaching and clear explanation of articulation of sound found in the target language should be also done to students learning in the elementary and junior high school level, not only those learning in the senior high school or later level. Rivers (1970: 117-124) stated as follows:

"1. Elementary and junior high school level

At elementary and junior high school level, the sound patterns of the language should be taught in the context of language material being repeated and memorized. The student should repeat after the teacher the various sounds he encounters in their context. The material should consist of utterances selected because they are natural and usable.

Even elementary and junior high school students will identify the sounds of the foreign language as variants of familiar native-language phonemes. It will be necessary to instruct the children briefly and succinctly in correct articulation and to insist on repetition of phrases and sentences until this correct articulation becomes

habitual. In this way the whole phonological system of the language will be covered as part of an ongoing learning process, rather than as a separate activity only relevant during 'pronunciation practice.'

2. *Senior high school level or later*

For students beginning a foreign language at senior high school level or even later, the introductory lessons may well include some direct instruction in the differences between the phonological systems of the native language and of the foreign language. This may be in ten-minute stretches at the beginning of successive lessons, as long as such theoretical instruction is always accompanied by the learning of some authentic language material. In this way, the students feel they are really getting to grips with the language from the beginning, while having the opportunity to apply what they have just learned about sounds in a practical context."

When recognizing the necessity of teaching pronunciation, the teacher needs to understand the sound system of the target language he or she intends to teach. He or she needs to learn how similar and different the mother tongue of his or her students and the target language are. For example, a teacher wants to teach Thai for French learners. He or she needs to recognize that Thai depends on tone in differentiating meaning of words. In reverse, French comprises intonation, pitch, stress and rhythm. Rivers (1970: 112-117) recommended what the teacher needs to understand about sound systems of the target language he or she intends to teach as follows:

"1. Phonetics

Every foreign-language teacher should understand the principles of articulatory phonetics as they apply both to his own language and to the language he is teaching, so that he may be able to explain to his students the particular difficulties of the transition from one language to the other. Unless the teacher understands how the students is using his speech organs in producing a native-language sound and what he should be doing to reproduce the foreign language sound acceptably, he cannot help the student beyond a certain stage of earnest but inaccurate imitation. Each language has its characteristic and interrelated mouth positions.

2. *Phonemes*

As well as articulatory differences among sounds, the foreign-language teacher should understand the concept of a phoneme. A study of the phonemic system of the language to be taught will enable the teacher to emphasize those phonetic differences which will determine whether what the student says is intelligible or unintelligible to a native speaker.

3. *Elements of syllabification, stress and intonation*

Frequently neglected by foreign-language teachers are the indispensable elements of syllabification (internal juncture), stress, and intonation (variation in pitch). Unfortunately, it is often in the area of stress and intonation that the foreign-language teacher who is not a native speaker has the most difficulty himself. It is essential, therefore, that he work consciously at keeping his control of the aspects of the language at a high level, through deliberate study of stress and intonation patterns; through constant ear-training by listening to recording, radio and films; and by as frequent association as possible with native speakers.”

The techniques of teaching pronunciation can simplify the instruction of the target language's pronunciation. Finocchiaro (1964: 83-85) recommended how to teach pronunciation as follows:

“1. Pronunciation is taught best at the beginning level through intensive listening and speaking. If, however, children make errors in a sound despite many accurate models given by you and/ or a tape, record, or television program, you may want to give brief specialized pronunciation practice.

Fist, make sure the children can identify the sound and hear it in five or six familiar words. Say short words several times. Then help the children produce the sound by telling them where to place various vocal organs or by drawing a quick sketch at the board of the lip position and of the tongue in relation to the teeth. Show by an amusing sketch that the air comes out of the nostrils. As soon as the children pronounce the words reasonably well, reinsert them in complete utterances or sentences and normal expressions and give practice in them.

2. Contrasting two sounds, using pictures or words to elicit the sounds, is a desirable and effective technique. We recommend, however, that you teach

recognition and production of each sound separately before contrasting them. Teach them separately before drilling them together. To make sure that the children hear and identify sounds:

2.1. Say a word containing one of the sounds and ask the children to indicate which of the two sounds you are using by raising one or two fingers.

2.2 Give two sounds containing the sounds and have the children tell you whether the sounds are the same or different.

2.3. Give three words and have the children tell you which are the same—words one and two or two and three or one and three.

2.4. Give four words and have the children tell you which are the same.

To ensure correct identification and production of the sounds, you may (1) give a word containing a sound and have the children give you the opposite word; (2) have the children give you the same word; (3) have a child turn his back to the class, give a word, and have the rest of the class give the same—or the opposite—word.

These pronunciation exercises are best done with minimal pairs, that is, with words which are exactly the same except for the sound you are practicing.

As soon as children pronounce the sounds reasonably well, reinsert them in authentic utterances, sentences, or expression.

3. The normal rhythm of your speech should never be slowed down or distorted in the mistaken notion that the change in speed will aid comprehension. Speak normally at all times.

4. If long sentences (anything over seven syllables) have to be divided into segments for easier repetition, make sure the segments are logical. Immediately give practice in the whole sentence again.

5. Intonation and rhythm are even more important than individual sounds in giving the language its authentic flavor. Use arm gestures, musical notes, or lines at the board to indicate the rise and fall of your voice.

6. If you correct the pronunciation of a word in a pupil's answer, you may give him practice in the word alone, but have him say the entire sentence immediately after."

As the suggestions of Paulston and Bruder (1976: 95-106), they introduced steps of teaching the segmental phonemes as follows:

“Step 1 Selection and presentation

As in teaching any other language skill, pronunciation is best taught by introducing only one thing at a time. Just as the teacher should not introduce more than one segmental phoneme at once, he should also avoid complications of new stress and intonation patterns. Campbell suggests using the native language at this stage.¹ If native language use is not possible, then the teacher should write on the board a line from a previously learned dialogue or a sentence from a same routine is followed lesson after lesson, the students soon learn what to expect and use of the native language should not be necessary.

Step 2 Aural recognition and discrimination

Aural recognition of a new sound is a very difficult step for students in whose mother tongue the sound is absent or exists as an allophonic variant. It is frequently claimed that a sound ‘cannot be reproduced except by chance’² unless the students can first recognize, that is, hear the sound. This is not absolutely true,³ and there are exceptions when it is useful to have students produce two sounds in order to be able to discriminate between them. But as a general guideline, it is profitable to enable students to identify and discriminate between the new sounds and familiar, similar sounds, such as /s/ and /z/.

The aural discrimination exercises should not take more than three to five minutes in the actual classroom presentation. As soon as the students can identify and discriminate the sound, the teacher should move on to the next step.

¹ Campbell, R. N. (1968). The Language Laboratory and Pronunciation Teaching. *English Language Teaching XXII*, 2, 148-155.

² Leon, P. (1966). Teaching Pronunciation. In Valdman (Ed.), *Trends in Language Teaching* (p.59). New York: McGraw-Hill Book Company.

³ Briere, E.E. (1966). An Investigation of Phonological Interference. *Language*, 42, 768-796.

Drills for teaching aural identificationMinimal pair drills

The most common technique for aural discrimination is the use of contrast, either with a similar sound in the native language or of two sounds in the target language. An example for speakers of French learning English:

French	English
qui	key
si	see
des	day
les	lay
dos	dough

Same-different exercise drills

The purpose of these exercises is to ascertain whether or not the students can hear the phonemic contrasts. The teacher pronounces pairs of words (*bit/ beat*) (*beat/ beat*) and the students are asked to identify whether the sounds are the same or different. They respond 'different' or 'same.' The next step is to give three items and have the students identify which ones are the same.

	1	2	3	
T:	bit/	beat/	beat	S:
	beat/	bit/	beat	2 and 3
				1 and 3

1. He bit me. He beat me. (different)
2. Tim beat me. Tim beat me. (same)
3. Did he live? Did he leave? (different)⁴

Step 3 Production

Once the students have demonstrated that they can distinguish the new sound, they must learn to produce it, first in isolated words and phrases, later in sentences, and finally in communicative utterances. In minimal pair drills, students are frequently asked to practice with words they don't know the meaning of. The reason for this is, of course, that the primary criterion for selecting words for pronunciation practice lies in the sounds of the words rather than in their meaning. *Thy* is not a very useful word for

⁴ Strain, J.E. (1972). Teaching a Pronunciation Problem. In Croft (Ed.), Reading on English as a

the students to know, but it is useful in the minimal pair *thy/ thigh*. The teacher should, however, take care to make very clear to the students that this is not a lesson in vocabulary, and if the students want to know the meaning of the words, they have to look them up at home.

Drilling with words the students don't understand is only acceptable in minimal pair lists. In drills on the phrase and sentence level, students must understand what they are saying as the very teaching point in these exercises is to decode meaning through sound.

Step 4 Contextualizing the practice; Use of the sound in a communicative situation

The drills which the students do should progress quickly from the sound in isolated words to phrases and sentences. But phrases and sentences are not really communicative either, and if the students are to be able to use the newly learned sounds in everyday situation, their classroom practice must also contain exercises where the focus is on the meaning the sound carries rather than on the sound itself.

One of the easiest ways of having the students practice sentence length utterances in a meaningful context is by asking them questions. With books closed and the board erased, the teacher asks questions which require recapitulation of the introductory material (for beginning classes) or opinion-type questions designed to stimulate discussion (for more proficient students), e.g. "When is bombing justifiable?" Discussion-type questions are excellent for practicing real communication.

Step 5 Sound-symbol correspondence

One of the major causes of poor pronunciation is interference from spelling. English spelling is not regular (*enough, though, through, cough, hiccough*) and students frequently make mistakes through false analogy. As Prator pointed out, the students will have to learn the orthographic system at some time,⁵ and following

Second Language (p.76). Cambridge, Massachusetts: Winthrop Publishers.

⁵ Prator, C. H. (1971). Phonetics vs. Phonemics in the ESL Classroom: When is Allophonic Accuracy Important?. *TESOL Quarterly*, 5(1), 61-72.

Allen, Allen and Shute, we find it most efficient to teach pronunciation and spelling together.⁶

The students learn, in this order, the common usual spelling of the sound, less common spelling, sight words and homophones. For vowels they also learn the rules for the name and base sounds. The teacher should be careful to have the students induce the rules from examples as the result otherwise is likely to be an undue ratio of teacher talk.

For production, dictation exercises are the easiest to construct and they are an excellent check on listening comprehension as well as spelling.”

To sum up, teaching pronunciation should begin by teaching each sound at once. Next, have students differentiate sounds by using minimal pair drills and same-different drills. Then, have students learn to produce sounds. Finally, have students practice producing meaningful phrases and sentences respectively.

2.4 Teaching Grammar

According to Paulston and Bruder (1976: 1)’s definition, grammar means “the possible forms and arrangements of words in phrases and sentences.” Grammar permeates all language skills, and the objective of teaching grammar is the oral use of the target language for communicative purposes. Paulston and Bruder (1976: 4-10) divided drills into three classes: mechanical, meaningful, and communicative. They can be summarized as follows:

“1. Mechanical drills

A mechanical drill is defined as a drill where there is complete control of the response, where there is only one correct way of responding. Repetition drills are the most extreme example of this class of drill. Substitution drills also lend themselves particularly well to this.

⁶ Allen, R. L., Allen, V. F., & Shute, M. (1966). *English Sounds and Their Spellings*. New York: Thomas Y. Crowell Co.

There are two kinds of mechanical drills, mechanical memorizing drills and mechanical testing drills.

Mechanical memorizing drills: The purpose of this drill is primarily to help students memorize the pattern with virtually no possibility for mistakes.

Mechanical testing drills: They not only provide feedback for the teacher, but they also help students organize the information they have learned into wholes or contrasts.

The difference between a mechanical memorizing drill and a mechanical testing drill lies in the ability of the students to respond, again depending on how well they have memorized certain patterns; but understanding what they are saying is not a necessary requisite.

The expected terminal behavior of such drills is the automatic use of manipulative patterns and is commensurate with the assumption that language learning is habit formation. It involves the classical Skinnerian method of learning through instrumental conditioning by immediate reinforcement of the right response. Learning takes place through analogy and allows transfer of identical patterns. This is clearly the mechanical level of learning, and this class of drills provides practice in mechanical associations such as adjective-noun agreement, verb endings, question forms, and the like. This is a very necessary step in language learning, and as long as the student is learning, he won't mind the mechanical nature of the drill. The teacher needs to remember that students can drill without understanding and to make sure that in fact they do understand. Because of the response control, it is eminently suited for choral drills.

The student knows how to select the utterance response on the basis of the teacher's cue, be it oral or pictorial; but the teacher is the sole criterion for supplying the correct response. This becomes an important distinction between meaningful and communicative drills.

2. Meaningful drills

In a meaningful drill there is still control of the response although it may be correctly expressed in more than one way and as such is less suitable for choral drilling. There is a right answer and the student is supplied with the information

necessary for responding, either by the teacher, the classroom situation, or the assigned reading; but in all cases the teacher always knows what the student ought to answer. Everyone is always aware that these drills are only language exercises and that any answer will do as well as another as long as it is grammatically correct and conforms to the information supplied. The student cannot complete these drills without fully understanding structurally and semantically what is being said. One might attempt to exclude lexical meaning from structural in the definition of meaningful drills, but it is doubtful that it is either possible or desirable. The result is that some pattern drills come very close to being vocabulary drills. Compare the above “Which would you rather have, tea or coffee?” with “Which would you rather be, rich and healthy or sick and poor?” In other words, some meaningful drills may have the check for feedback which shows that the student really understands the pattern built into the lexical components.

The expected terminal behavior is the same as for mechanical drills. We still want an automatic use of language manipulation; we are still working on habit formation. But the method is different. Mechanical drills by their nature can be drilled without grammatical analysis with the students left to ‘analogize’ the pattern on their own. This is not possible with meaningful drills. Unless the students understand what they are doing, i.e., recognize the characteristic features involved in the language manipulation, they cannot complete the drill. Polizer reports an interesting experiment in ‘The Role and Place of the Explanation in the Pattern Drill’ and points out that an early introduction of the explanation seems to be a more effective treatment than its postponement or omission, and that it is preferable to show the application and relevance of the new material in some sort of context before explaining it.⁷ It suffices here to state that meaningful drills must be preceded by some kind of grammatical analysis. The learning process varies depending on the structural pattern drilled, and while there may still be instrumental conditioning involved, there is most often a trial-and-error process involved in finding the correct response.

⁷ Polizer, R. L. (n.d.). The Role and Place of the Explanation in the Pattern Drill. *IRAL* VI, 4, 315-331.

3. *Communicative drills*

The expected terminal behavior in communicative drills is normal speech for communication or, if one prefers, the free transfer of learned language patterns to appropriate situation.

All classroom teachers, using this system of sequencing drills, have reported that there is indeed control, not of lexical items as we had at first thought but of structural patterns. The difficulty lies in retaining this control so that the students indeed practice what they have learned; they themselves lose track of the fact that they are drilling and become engrossed in exchanging information. But it is a drill rather than free communication because we are still within the realm of the cue-response pattern.

To recapitulate, the differences between a meaningful drill and a communicative drill lie in the expected terminal behavior (automatic use of language manipulation versus free transfer of learned language patterns to appropriate situation), and in response control. But the main difference between a meaningful drill and a communicative drill is that in the latter the speaker adds new information about the real world. In mechanical and meaningful drills the teacher and the class always knows what answer to expect.

Role playing is one way of working with communicative drills. Soliciting opinions rather than factual answers from reading passages is another. The simplest way of working with communicative drills is just to instruct students to answer truthfully.

To summarize, three drills mentioned above are suitable for students learning in different levels. Mechanical drills should be used with the elementary students. These students learning in the elementary level master the narrow amount of lexical items and the weak knowledge of grammatical features of the target language. This kind of drills is appropriate for teaching the large group of students. Meaningful drills are appropriate for teaching students mastering larger number of vocabulary terms and stronger comprehension of grammatical structures of the target language. They should be used with students learning from the advanced elementary to intermediate level whereas communicative drills should be used with students studying from the

advanced intermediate to advanced level. These students must master the very large number of lexical items and the very strong knowledge of grammatical features of the target language.

2.5 Teaching Reading Skills

Reading skill is a difficult and complicated skill. Readers have to use their language proficiency to make more comprehension in the author's thoughts and purposes of the message than in the language used. Rivers (1970: 215-216), and Paulston and Bruder (1976: 81-83) mentioned what students needed to learn before reading. No matter what language a student wanted to read, he or she had to learn the shapes of letters, patterns of arrangements (such as paragraph divisions), punctuation marks and their function, as well as the sound-symbol relationship. The second information necessary to learn was grammatical structures of the language he or she learned. The grammatical meaning came from the correlation among words or from the word order. The final thing was semantic information. The student had to pull out accumulated knowledge of the target language to make understanding in semantic elements of reading passages. To do this effectively, he or she needed to study both lexical and cultural meaning. This meant that he or she had to master the large amount of lexical items and understand several expressions. Also he or she needed to understand inevitably native speakers' value, thoughts and belief in order to apply to reading passages. In addition, Paulston and Bruder (1976: 83) also stated: "Ultimately we believe with Smith that reading is learned rather than taught,⁸ and that one learns reading by reading, in the mother tongue as well as in a foreign language, and this belief also influences our procedures. On the very elementary level, reading serves primarily (1) to introduce basic grammar patterns and vocabulary items in context and (2) to reinforce this basic knowledge."

⁸ Smith, F. (1973). Twelve Easy Ways to Make Learning to Read Difficult. In Frank Smith (Ed.), *Psycholinguistics and Reading* (p.184). New York: Holt, Rinehart and Winston.

A message or a text is the most important material of teaching reading skills. The teacher needs to select the text appropriate for his or her students for the most efficient teaching. Paulston and Bruder (1976: 159-160) suggested the interesting principles of text selection for teaching reading skills as follows:

“One of the most important aspects of teaching reading is the selection of the reading text. There are some fairly obvious considerations. The reading selections should not contain marked dialect or slang features (many pocket books are unsuitable in this aspect) or old-fashioned language use (which rules out many classics in their original versions). The selections should have high interest value to the students and the simplest way of establishing this is by asking the students their opinions of the readings and then eliminating low interest selections from future curricula. The content should not contrast with the students’ own cultural values it seems that it is easier to read what is interesting and ideologically compatible, at least at the earlier stage. Michael West⁹ argues against using reading with a local setting as it results in a vocabulary of low frequency. But by far the most important considerations in selecting texts is the level of reading difficulty, which must be matched to the overall proficiency of the students. The most successful procedure for determining the level of reading difficulty is the cloze test.”

Finocchiaro (1964: 80-82) stated three stages of developing reading skills as follows:

“Stage 1 : Initial Reading

When you introduce reading, you should do so with familiar material that the children have practiced audiolingually numerous times. Use selected lines of dialogues, entire dialogues, stories, action series, fairy tales, etc., that they learned months before, or use the current dialogue. After they develop some reading skill, you may give them practice in reading any appropriate material they learned previously.

You may have the material to be read rexographed, or you may place it on a chart or at the blackboard. Review the dialogue. Then read it aloud two or three times while the children follow the written words with their eyes. After this, read each

⁹ West, M. (1955). *Learning to Read a Foreign Language*. London: Longmans, Green.

sentence and have the children repeat each one in chorus after you. Do this several times. Later, have groups or individual pupils each read a sentence after you.

If the children have not learned a dialogue, you may combine several sentences they know in a logical paragraph or conversation and follow the same procedure. Experience charts in which you record what children say about an activity, such as a trip, a film they have seen, a visitor they have spoken to, are excellent for initiating reading. In any case, all initial reading should be a written representation of material the children can already understand and say.

Stage 2 : Recombination Reading

To develop reading skills such as word recognition or comprehension, make up new sentences, conversations, and stories using only familiar words. Model the sentences and engage in choral and individual reading. Give practice in word recognition by (a) using flash cards with words which children will say and then match with a word at the board; (b) finding small words in longer words; (c) comparing words with English cognate words, if this applies, and (d) using all the word-learning techniques—context clues, word families, and root study—normally used in the language arts program.

Comprehension skills can be developed by using the following techniques with familiar material:

- a. "Say the sentence which tells _____."
- b. Say "Give the word which describes the _____."
- c. Ask question about a sentence which will elicit the words found in the reading. Start with inverted questions; e.g. in the sentence "John is a French boy," the inverted question would be "Is John a French boy?" Give practice with question words the children have learned: "Who is a boy?" "What is John?"
- d. Have the children ask you or other children inverted or question-word questions using "who", "when", "where", "how", etc. (The word "why" should be used only if the children have been taught the possible response to it.)

Stage 3 : Reading

In the third stage of reading, some of the language items in the reading material will be unfamiliar to the students. In the beginning stages of reading, it is generally more desirable to use the technique outlined above. Later, more able groups may read several lines silently and look for answers to questions or other exercises which you either give orally or place on the blackboard (as they are reading). It is important after clearing any vocabulary or conceptual difficulty in the passage:

1. To give the children a definite purpose for reading, e.g. "Where is Joan going?" "Complete these sentences: 'Joan is going to the _____. ' 'Rose is _____ years old.'"
2. To read aloud the material that you expect the children to read.
3. To time the reading.
4. To reinforce comprehension by doing immediately the exercises you had announced and by engaging in other related activities."

If the reading supplementary activities advised by Paulston and Bruder are applied to the stages of developing reading skills by selecting them appropriately for students' knowledge level, teaching and learning reading skills will be more efficient. For example, when students master language knowledge in the advanced level, developing reading skills should be on stage three. Speed reading and guessing meaning from context should be selected to supplement learning. Paulston and Bruder (1976: 182-199) suggested the following reading supplementary activities.

"1. Word Study

Word study differs from the study of vocabulary. The study of vocabulary concentrates on learning lexical equivalences of mother tongue vocabulary and, after the beginning level, on lexical items for new concepts. The emphasis is squarely on the semantics. Word study concentrates on the morphology and syntax of words in order to help the student guess intelligently at the meaning of words. The emphasis on word study should generally be on decoding, and this objective should be reflected in the type of exercise the students are given. There are three major areas for word study.

1.1 Function words which are not taught as grammar should form part of the word study program. These are likely to be synonymous with more common expressions, which the students already know, so all they learn is to recognize that *his talking notwithstanding* and *for all his talking* are roughly similar in meaning to *in spite of his talking*, *lest* to *unless*, etc. These expressions are typical of formal style and are not likely to occur in beginning level reading selections.

1.2 Closed list content words which do not form part of the grammar course need to be studied. They consist of such things as irregular plurals like *brethren*, *sheaves*, *plai* and the like, which countless children around the world can chant, but it really makes little sense to teach such words for productive use. On the other hand the rules for the formation of such plurals are simple and easily taught for recognition.

1.3 Word formation is traditionally the very heart of word study. It is the study of roots, stems, prefixes and suffixes and their combination into words, as in the relationship between *amaze*, *amazing*, and *amazement*.

To sum up the discussion on word study, we have made a distinction between teaching vocabulary and word study and argue that word study as we have defined it should be taught in combination with reading for the decoding of words. Consequently, exercises for word study should not require active production of stems and affixes.

2. *Read and Look up*

'Read and Look up' is a technique developed by Michael West,¹⁰ initially to give maximum individual practice in meaningful reading for large classes. As is occasionally pointed out, the technique is reminiscent of that which some actors use to memorize script.

The basic technique of 'Read and Look up' is to divide the reading text into syntactic word groups, in Nida's "meaningful mouthfuls," (as this sentence is) and then to speak them rather than to read them aloud. On beginning levels, the teacher will first model the reading passage, indicating by pauses or by saying 'slash' where the students are to mark word group intervals with slashes. The students then read,

¹⁰ West, M. (1960). *Teaching English in Difficult Circumstances*. London: Longmans, Green, and

either individually or chorally, the first word group silently, then look up and speak it aloud from memory. They continue with the second word group, and so on. The major teaching point is to train the students to read by syntactic units, but 'Read and Look up' is also remarkably efficient in improving short-term memory. Students who have trouble with mechanical drills when the utterance length increases profit dramatically in their drill performance after just a few sessions of 'Read and Look up.'

We should point out that training students' short-term memory and pronunciation is not teaching reading, but rather than have three separate discussions of 'Read and Look up' we have gathered all these points together in one section. Depending on the teaching point, 'Read and Look up' also belongs in the pronunciation and grammar lessons.

3. *Dictionary Exercises*

As students use the dictionary a great deal in their reading, it is a good idea to show them how to find the information they seek. In a dictionary they will find information about the pronunciation, spelling, syllable division, meaning, parts of speech, usage, and derivation of a word. In reading, it is clearly the meaning of a word that is most important to them.

As soon as students have demonstrated that they can use a dictionary in a sensible fashion, they should not have to spend time on written dictionary exercises, which then merely become busy work. However, if thirty or forty restless youngsters need to be occupied without necessarily learning much, dictionary exercises are efficient and sufficiently time consuming. Otherwise, as soon as the students can find their way around in a dictionary (some students even need to learn the principle of alphabetic listing), dictionary work should be tied to the individual's needs in reading and writing.

4. *Speed Reading*

A common complaint about the reading of foreign students is the slow rate of their reading, and most reading program incorporate activities to improve students'



speed of reading. As Wilson points out, students who read too slowly miss both grammar and vocabulary clues because their short-term memory is too short. It is very easy, she adds, to teach students to guide their eyes with their finger or a card on the page. We spend ten minutes three times a week on speed reading in class, and our students eventually do read faster, but it should be honestly stated that whether that increase in speed is due to the speed reading exercises or merely to increased proficiency in English, we don't know. We do know that speed reading exercises increase the students' confidence in their ability to read if the materials are easy enough.

We use commercially available texts for the speed reading exercises, but teachers could easily prepare their own. The format consists of a reading passage and a set of comprehension questions. The students' reading is strictly timed, and after the allotted time is up, they answer the comprehension questions, which are then checked in class. Basically, all speed reading exercises simply cause students to attempt to read faster by putting external pressure on them.

5. *Guessing Meaning from Context*

A major problem in reading is the sheer number of words the students don't know. Looking each word up in the dictionary becomes prohibitive, and so students are always told to guess at the meaning and they invariably counter that they don't know how. Somewhere in the curriculum, probably at the advanced beginner's level when students begin extensive reading, some exercises should be included which will help them develop strategies for intelligent guessing.

In reading, when we come to a word we don't know, and this is true of reading in the native tongue as well, we first form a hypothesis of possible meaning(s), based on the form and context of the word in question. The suffixes of words will usually tell us what part of speech the word is. If that fails, the word order (students know the basic function words by now) should give us enough clues to identify what class of word we are dealing with. Having considered the grammatical context of the word, we next look at the lexical and/ or situational context. Lexical context refers to the

meaning of surrounding words as they form a lexical cluster¹¹ which will strongly influence the probability of meaning of our unknown word.

6. *Testing*

There should be frequent testing of vocabulary in combination with the reading program. We see little sense in giving formal tests on the reading itself; every assignment with its comprehension questions is a test of reading comprehension. But the learning of vocabulary is effectively reinforced by frequent testing; tests should be frequent (once a week) and short (10 minutes) with, if convenient, a longer midterm and final exam. The format of the test depends on the teaching point of the vocabulary items—whether the words were taught for recognition or production. Recognition words are best tested by multiple choice questions; the time spent on preparing the test is more than made up for in correcting it. Or the students may be asked to write a definition for each word. Production words can of course also be tested in such a way; they can also be tested by a cloze test, by supplying the word to a written definition or by using the word in a sentence. But the single-most important point is to test frequently.”

2.6 Teaching Writing Skills

Writing skill is a process which associates firmly with thoughts. Before writing, writers must think first about what is to be written. They must collect information, select what they want, and convey their thoughts in graphic form.

Rivers (1970: 243) remarked what students need to learn before writing as follows: “The student must learn the graphic system of the foreign language; he must learn to spell according to the conventions of the language so that what he writes is comprehensible to his reader; and he must learn to select from among possible combinations of words and phrases those which will convey the nuances he has in

¹¹ Anthony, E. M. (1973). *Toward a Theory of Lexical Meaning*. Department of General Linguistics,

mind in the register which is most appropriate. The first three of these processes must be learned so thoroughly that they no longer require the concentrated attention of the writer, who may then give his mind to the process of selection among possible combinations." The statement as mentioned is true. When students want to write in any language, even in their mother tongue, they have to learn unavoidably alphabets of the language and spelling comprehensible and acceptable to native speakers. For example, although English and French use the same graphic form of Roman, vowels which are the central segment of a word in each language are made different pronunciation. For instance, [i] vowel, when used with [m] sound, is pronounced as [ɛ̃] in French but as [ɪm] in English. Therefore, the word 'important' found in both languages is pronounced as [ɛ̃pɔ̃ʁtɑ̃] (Rey, Ed., 1995: 656) in French but as [ɪmpɔːtnt] (Crowther, Ed., 1995: 596) in English. Furthermore, Rivers (1970: 243) also mentioned: "Writing is not, then, a skill which can be learned in isolation. In the apprentice stage of writing, which will last for a considerable time, what the student must learn, apart from the peculiar difficulties of spelling or script, is a counterpart of what he has to learn for the mastery of listening comprehension, speaking, and reading, with the activity of writing helping to consolidate learning in these areas."

Finocchiaro (1964: 82-83) mentioned the methods of developing writing skill, "Writing is begun by having children copy familiar material which they can understand, say, and read. A dialogue, a few lines of a story, a chart which tells about an event that they have participated in, or an action series may be the basis of beginning writing activities. Later, children may be asked to write out in full many sentences based on a model. For example, you ask them to "Substitute or use the words in the first sentence and write all the new sentences." Here is an illustration:

How old is John?

_____ Mary?

_____ the dog?

_____ your sister?

After sufficient aural-oral training, children may be asked to create several sentences from elements you supply. You may write words such as the following in columns and ask children first to write the sentences across and then to use any

combination, e.g., “That man is a student.” Make sure the elements you supply can be combined logically. “The dog,” for example, would not be appropriate in the first column.

Mr. _____ is a lawyer.
 That man teacher.
 My father policeman.
 John student.

Later—much later, if at all—children may write answers to questions or place words in categories or select the right word, but these activities may begin to take on the characteristics of tests. At the elementary level, the emphasis should be on teaching language skills in a variety of pleasurable activities which will create readiness for the more formal writing instruction and testing of the secondary school.

This is not to say that evaluation or testing should be avoided in the elementary schools. Formal testing is generally not essential, since correct production of language by the children helps the teacher to evaluate progress during each teaching step. We should, however, distinguish sharply between teaching and formal testing.”

As the statement of Rivers (1970: 245-250), he explained five stages of writing development with which students are necessarily trained: copying, reproduction, recombination, guided writing and composition. But three first stages of writing training crucial to this study are mentioned below:

“1. Copying

The first stage, copying (sometimes called transcription), is often despised by foreign-language teachers as an unworthy and unchallenging occupation for adolescent students. This attitude is unfortunate and ignores the fact that there are many aspects of another language which are very strange to the students and with which he needs to familiarize himself very thoroughly if he is to write the language confidently. Where there is a new script to be learned this attitude is not so prevalent, because the necessity for accurate copying for purposes of recognition and reproduction is too obvious to be ignored. Where the script is the same as in the native language, and where there are many similarities between the two languages, careful copying helps to overcome the interference of native-language habits by focusing the student’s attention on the differences. The work set for copying should consist of

sections of work already learned orally and read with the teacher. As the student is copying, he should repeat to himself what he is writing. In this way he deepens the impression in his mind of the sounds the symbols represent, and he has further repetition practice of basic dialogue or pattern sentences. After he has had some practice in copying accurately, with correct diacritical and punctuation marks, he may continue to copy as an aid to memorization. At this stage, he repeats a sentence to himself as he copies it, and then tries to say it over to himself two or three times without referring to the script.

In languages where sound-symbol combinations are particularly complicated, copying activities may be continued side by side with more advanced writing practice. Students who have made lists of sentences containing different spellings of the same sounds may copy these lists several times, concentrating on the variations in spelling. If they are assigned lists of words to be learned because of peculiarities of orthography, they may be asked to copy the words several times as they are learning them, thus imprinting the graphic outlines more firmly in their minds. In the early stages credit should be given for accuracy in copying in order to encourage students in careful observation of details.

2. *Reproduction*

During the second, or reproduction, stage the student will attempt to write, without originality, what he has learned orally and read in his textbook. This he will be able to do all the more successfully if he has been trained in habits of accuracy during the copying stage. If sound writing habits are to be firmly established, the learning situation must be continually structured so that the students will write correctly, not incorrectly. For this reason, the students will at first be asked to reproduce without a copy only the sentences and phrases which he has learned to copy. As a first step he will be asked to rewrite immediately each sentence he has copied without reference to his copy or to the original. He will then compare this version with the original for correction. Next he will be asked to write down sentences he has memorized, read, and copied as they are dictated to him. When dictation procedures are employed it is as well for the teacher to realize that he is calling for the exercise of two skills at once: listening comprehension and writing. Since all the skills are finally integrated in

language knowledge, this is not necessarily a disadvantage, but the teacher must be aware of the fact that he is requiring more of the student than a simple exercise in writing. Where particular difficulties of spelling are being emphasized, the spot-dictation procedure may be adopted: a complete sentence will be read, but only the word or words which are repeated will be written. Some teachers supply an outline with blanks to avoid confusion in spot-dictation exercises.

At a further stage the teacher will call for the writing of a learned phrase as a response to a question he is asking, or as a description of a picture he is showing. Here he is requiring a clear understanding of meaning, and memory for learned response, as well as ability to distinguish aurally and write accurately. Further practice in reproduction may take the form of the writing of pattern-drill responses of the repetitive type, as a variation from the oral repetition or reading of these. Where audio-lingual texts are not in use, the students will be asked to reproduce, at a cue from the teacher, pattern sentences which have been practiced orally in classroom activities and studied in the textbook. In no circumstances, at this stage, will the writing activity on the part of the student require variation of learned phrases since the emphasis is entirely on accuracy of reproduction.

3. *Recombination*

The third stage is the recombination stage, where the student is required to reproduce learned work with minor adaptations. This parallels in conception the recombination stage in oral work and reading. It must, however, be continually borne in mind that the work for recombination in writing will always be some distance behind what is being spoken and read. The writing of recombinations of learned sentences requires not only the ability to manipulate grammatical structures, which is basic to the speaking skill, but also a sound knowledge of the intricacies of representing graphically what the student is required only to recognize in reading. More effective results will be achieved in writing exercises if there is a continual integration of practice in all the skills.

At this stage, writing practice may take a number of forms. Students will write out structure drills of various kinds: making substitutions of words and phrases, transforming sentences, expanding them to include further information within the

limits of learned phrases, contracting them by substituting pronouns for nouns or single words for groups of words. The writing of drills not only gives valuable practice in accurate and correct construction of sentences but consolidates what has been learned orally. It is a useful home study exercise, ensuring that the student gives careful thought to work studied during the day in class.

An exercise which combines recombination and reproduction is recombination dictation. Dictations of this type will consist of rearrangements of dialogue sentences, or narratives constructed from the conversational material and pattern sentences. Since dictation involves ability to recognize recombinations aurally and retain them, as well as reproduce them graphically, such dictations must be constructed with great care to see that problems of aural recognition do not coincide with problems of graphic representation. Work to be written from dictation must contain no new elements, that is, no elements which have not already been practiced and learned thoroughly, studied in graphic form, and used in some kind of writing practice. The dictation will then serve as a form of review and the possibility of error will be reduced. The teacher should dictate at a normal speed of utterance, not distorting the phrases and the flow of speech in any way. Segments dictated should consist of meaningful word groups. Each phrase should be repeated clearly only once before students are expected to write it. After they have had time to write the whole phrase, the same segment should be repeated to allow the students an opportunity to check what they have written and correct any inaccuracies. At the end of the dictation of the whole passage, time should be allowed for rechecking of accuracy of writing before the passage is reread a final time, with normal intonation and fluency. This period for checking forces each student to do some thinking for himself before the final reading, and makes him more alert to the sections of the final reading which he most needs to hear again.”

In conclusion, according to the suggestions of Rivers and Finocchiaro as mentioned, teaching writing skills should start by having students copy the script, words, phrases and sentences. Next, have students reproduce or rewrite assigned work without referring to the original. The teacher might use repetitive drills to teach writing. The next stage is to allow students to rewrite assigned work with minor changes. In this stage, students need to have the ability to handle grammatical features

of the target language and to understand meaning of words and sentences. The teacher can use substitution and transformation drills.

2.7 Types of Activities

Many educational experts classified activities in various categories. The following are examples of activities types classified by Thai and foreign educational experts.

Finocchiaro (1964: 90-92) gave suggestions on reading and/ or writing activities as follows:

“1. Reading in chorus or individually utterances and sentences which you models.

2. Copying material from the board or a chart and reading it in chorus or individually.

3. Completing a sentence when a choice is given, e.g., “He’s writing with a _____ (pencil, eraser, ruler).”

4. Filling blanks when no choice is given, e.g., “He drinks milk from a _____.”

5. Choosing related words in a group or selecting an unrelated word from a group, e.g., pea, carrots, tomatoes, meat; book, pencil, glass, eraser.

6. Completing expressions from one column with related phrases from another column and inserting question marks where necessary, e.g.,

He’s	are you?
How	a pencil.
I have	ten years old.
Her name is	name?
What’s your dog’s	Mary.

7. Engaging in transformation exercises.

8. Answering questions based on a reading passage or other printed material.

9. Writing a short summary of a passage.

10. Taking dictation.

11. Taking an aural-comprehension exercise.

12. Preparing labels or captions.
13. Choosing words that have the same sound from a list, e.g., my, pie, piece.
14. Indicating which of two sentences is true, e.g., “Tuesday follows Monday” or “Tuesday follows Wednesday.”
15. Writing a true statement if a given statement is false, e.g., “Wednesday follows Tuesday.”
16. Writing letters of invitation to other classes or parents.
17. Preparing menus or writing recipes.
18. Formulating questions beginning with a special words, e.g., “Ask a question beginning with ‘who’.”
19. Writing sentences describing people in a picture, e.g., “John is taller than Paul.”
20. Composing many new logical sentence combinations from two or three columns of words, e.g.,

Mary	studied	yesterday.
John	went to the movies	last week.
Barbara	saw the circus	two days ago.
21. Classifying things (pie, spinach, carrots, cake, etc.) under various categories, e.g., likes and dislikes.

I like	I don't like
pie	spinach
cake	carrots
22. Formulating questions that will produce certain answers, e.g., “I’m fine, thank you.”
23. Selecting from among several listed possibilities the response appropriate to a given stimulus, such as “Have a good time.” “Thank you.” “He’s twelve.”
24. Giving or choosing from several words the opposite of a given word.
25. Giving a synonym of a word.
26. Giving other words in the same family, e.g., bake (bakery, baker).
27. Underlining the correct caption of a picture when two captions are given.
28. Giving the correct caption for a picture that has been incorrectly captioned.
29. Writing two questions based on a given statement.
30. Writing a statement about a picture.

31. Writing a question about a picture.”

Finocchiaro (1964: 92-93) also introduced related activities leading to the development of a language skill—listening, speaking, reading, or writing.

- “1. Finding and labeling pictures.
2. Preparing picture dictionaries.
3. Drawing pictures to illustrate a word or expression, e.g., the stores on our street, the center of town, a one-story house, an apartment house.
4. Preparing bulletin boards with information regarding the weather, daily plan, absentees, etc.
5. Preparing a calendar indicating days, weather, etc.
6. Making and using puppets.
7. Dramatizing any situation, e.g., setting a table, ordering food.
8. Arranging pictures in the correct sequence and telling a story about them.
9. Using holidays (Thanksgiving, Christmas, Halloween, Easter) to dramatize customs (food, songs, dances, related objects).
10. Singing songs or reciting poems.
11. Composing new words to a song.
12. Coloring objects, preparing dioramas or posters.
13. Preparing a hobby show, an exhibit, a quiz program, a play.
14. Using the telephone.
15. Setting up a store—food, stationery, toy, book.
16. Taking a trip to a place of interest—planning it, deciding on a route, choosing buddies, getting permission, making appointments, etc.
17. Drawing a street map showing the route to and from school, for example, and explaining the route to others.
18. Having a spelling bee or any other language competition.
19. Acting out a proverb.
20. Adapting a dialogue or conversation.
21. Playing any of the language games which will be found in the next chapter or any other game you can devise.”

Littlewood (1985: 8-64, 85-89) divided activities into two main types: pre-communicative and communicative activities. They are able to be concluded as follows:

“1. Pre-communicative activities

They aim to give the learners fluent control over linguistic forms, so that the lower-level processes will be capable of unfolding automatically in response to higher-level decisions based on meanings. Although the activities may emphasise the links between forms and meanings, the main criterion for success is whether the learner produces acceptable language. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practise them separately. The learners are thus being trained in the part-skills of communication rather than practising the total skill to be acquired. This category includes the majority of the learning activities currently to be found in textbooks and methodological handbooks, such as different types of drill or question-and-answer practice. The activities attempting to create links between the language forms being practised and their potential functional meanings can be subcategorised as ‘quasi-communicative’, because they take account of communicative as well as structural facts about language, in contrast with purely structural activities such as performing mechanical drills or learning verb paradigms.

2. Communicative activities

In communicative activities, the production of linguistic forms becomes subordinate to higher-level decisions, related to the communication of meaning. The learner is thus expected to increase his skill in starting from an intended meaning, selecting suitable language forms from his total repertoire, and producing them fluently. The criterion for success is whether the meaning is conveyed effectively. Communicative activities can be distinguished into two main categories called ‘functional communicative activities’ and ‘social interaction activities.’

2.1 Functional communicative activities

The principle underlying functional communication activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem. Both the stimulus for communication and the yardstick for success are thus contained within the situation itself: learners must work towards a definite solution or decision.

The range of functional communication needs that can be created for learners is limited by the nature of the classroom situation. It involves mainly the sharing and processing of information. However, through the materials used, there is wide scope for varying the content and complexity of the language that is needed.

Functional communicative activities are grouped according to the two main uses of language just mentioned: (a) using language to share information and (b) using language to process information (e.g. to discuss it or evaluate it). Since 'sharing' may or may not be governed by rules which restrict the learners' freedom to cooperate fully in exchanging information, we have the following main groups:

2.1.1 Sharing information with restricted cooperation

This type of communicative activity produces the simplest patterns of interaction. The situation is always that one learner (or group) possesses information which another learner (or group) must discover. In order to introduce a 'game' element and to ensure that the interaction lasts long enough to provide sustained practice, the knower is not allowed to cooperate fully: he provides information only in response to appropriate cues. These are usually questions of a specified kind (e.g. yes/ no questions), which are capable of eliciting the information gradually but not in one swoop.

2.1.2 Sharing information with unrestricted cooperation

An initial step towards enabling richer patterns of communication to develop is to reduce the conventions that restrict the cooperation (and therefore the interaction) between learners. The learners' communicative relationship may be allowed to become fully cooperative, with the result that:

2.1.2.1 More realistic patterns of interaction can emerge, producing a wider variety communicative functions, such as describing, suggesting, asking for clarification, helping each other, and so on.

2.1.2.2 Faced with the need to cope together with more demanding tasks, learners must develop a wider range of communication skills.

2.1.2.3 The experience of cooperating through the new language, in order to overcome a mutual obstacle, can help to produce more positive relationships between learners and more positive attitudes towards the foreign languages as a means of resolving difficulties.

2.1.3 Sharing and processing information

The goal of the communication has been to share factual information. Success has been measured in terms of whether learners gain access to facts possessed by others. Learners must not only share information, they must also discuss or evaluate this information in order to solve a problem. Many of the activities here work on the 'jigsaw' principle: each learner in a pair or group possesses information which is unique to him; he must share it with others; together, the different pieces of information provide the material for solving a particular problem.

2.1.4 Processing information

This type of functional communication activity dispenses completely with the need to share information. Learners now have access to all the relevant facts. The stimulus for communication comes from the need to discuss and evaluate these facts, in pairs or groups, in order to solve a problem or reach a decision.

The comparative absence of the 'game' element may sometimes result in some slackening of the pressure to communicate. On the other hand, since the problem is now inherent in the facts rather than a result of artificial rules, the activities are more similar to problem-solving situations outside the classroom.

2.2 *Social interaction activities*

With the further dimension added to the functional activities, the activity then becomes a 'social interaction activity', in which:

2.2.1 The learner is expected to let social as well as functional considerations affect his choice of language.

2.2.2 Accordingly, the language he produces will be evaluated in terms of its social acceptability as well as its functional effectiveness.

It is important to remember that the distinction between functional communication and social interaction activities is not a strict division but a question of differing emphasis: the precise degree of importance that learners give to social factors during an activity is determined by each individual learner for himself.

Likewise, 'social acceptability' is not a fixed characteristic but a variable quality, depending on what yardstick is being used. For the beginner, it may simply mean achieving a satisfactory level of grammatical accuracy while performing in communicative activities. As the learner progresses, it will come in increasingly to mean producing speech which is appropriate (e.g. in level of formality) to the specific situation in which communication is taking place.

In looking for ways of creating more varied forms of interaction in the classroom, teachers of foreign languages have turned increasingly to the field of simulation and, within that field, especially role-playing."

Sukhuma-Vadee Khamhiran (2001: Teaching documents) divided reading activities into three main categories as follows:

"1. Pre-reading activities: Their aim is to make interest in what is read and to found the basic knowledge.

1.1 Estimating what is read.

1.2 Guessing the vocabulary from the context.

2. While-reading activities: They are activities done during reading.

2.1 Skimming text to obtain the gist.

2.2 Arranging the incidents of what is read.

2.3 Finding out the relation between sentences.

2.4 Concluding the main idea.

2.5 Identifying the author's objectives and attitudes.

3. Post-reading activities: They are activities done to allow learners to show their opinions about what is read."

According to the classification of activity types done by educational experts mentioned above, activities can be divided into two main kinds. The first kind is pre-communicative activities. This category of activities emphasizes to supplement only various topics of language ability. These activities allow students to be familiar with linguistic form and are intended to teach students learning in the elementary and early-intermediate level. For example, the activities include copying material and reading it aloud, taking dictation, and substitution and mechanical drills. The second kind is communicative activities. This type of activities emphasizes not only linguistic form but also meaningful communication. Students must understand grammatical features of the target language and vocabulary in order to make communication comprehensible to native speakers. Students must create words and sentences by themselves. Sometimes, if students learn in the advanced level and master well the language ability, including sociolinguistic and cultural knowledge of native speakers, they will perhaps create communication not only comprehensible to native speakers but also acceptable to their society and culture. Examples of communicative activities are twenty questions game, dramatizing any situation, and role-playing.

2.8 Related Research

The surveys of using activities as an element of classroom study have been conducted in different areas at many educational institutes. The following is the research studies of classroom activities, carried out in Thailand and in other countries.

In Thailand

Pathomkhong (1987) studied a comparison of Mathayom Suksa 1 students' achievement English language learning through the use of communicative activities and method suggested in the teacher's manual. The subjects were 74 students from Mathayom Suksa 1 of Kabinwittaya School, Prachinburi. The communicative activities were allowed to the experimental group, and methods suggested in the teacher's manual were used in the control group. The design used were Completely Randomized Design with One Covariate. The result indicated that the achievement of

the students studying through communicative activities was significantly higher than that of the students studying through methods suggested in the teacher's manual.

Wararisipong (1989) designed, experimented and evaluated models of the extra curricular activities by comparing the achievements and attitude toward English, and the students' opinion of the English extra curricular activities. The samples used in the study were 60 Mathayomsuksa 3 students in Banglamung School, Amphur Banglamung, Chonburi. The findings of the study were as follows: 1) English achievement of the experimental group and the control group was significantly different at the .05 level: the experimental group had higher achievement than the control group. 2) There was no significant difference in the students' attitude towards English subject between the experimental group and the control group. 3) The students' opinions concerning the participation in English extra curricular activities of the experimental group and the control group were significantly different at the .05 level.

Intarapat (1993) investigated the learning activity implementation and its problems of kindergarten teachers in elementary schools. She also compared whether there were different implementation problems of 6 learning activities (i.e. kinesthetic-rhythmic activity, creative art activity, in-corner activity, in-circle activity, outdoor game, and educational game) of kindergarten teachers in elementary school with varying age, educational attainment, teaching experience, school size and class size. The samples in this study were 252 kindergarten teachers in elementary schools under the Office of Nakhon Si Thammarat Provincial Primary Education in the academic year 1992. The findings were as follows: 1) Of all kindergarten teachers, 89.24 percent implemented all six aspects of learning activities and the overall problems of learning activity implementation were at a moderate level. 2) There was a significant difference in the implementation problems of in-corner activities between kindergarten teachers with age difference at .01 level, whereas the implementation problems of the educational games and age difference were significant at .05 level. 3) There was a significant difference in the implementation problems of kinesthetic-rhythmic activities and in-circle activities between kindergarten teachers with different

educational attainment at .01 level, while the implementation problems of creative art activities was found significant at .001 level. 4) There was no significant difference in the implementation problems of learning activities between kindergarten teachers with varying teaching experience, school size and class size.

Leuangrungruang (1993) studied the effect of using dramatic activities in teaching English for communication on low achievement language learners. The subjects of this study consisted of two purposive selected classes of M. 1 students of Photisarmpittayakorn School. The findings showed that the achievement in language learning between those who learned by using dramatic activities and those who learned by using teacher manual approach was not significantly different. But the attitude towards language learning between these two sample groups was significantly different. However, the findings showed that the using of dramatic activities in English teaching could significantly improve the students' language learning ability and also arouse their enthusiasm and their needs to learn English.

Udomthada (1993) studied the effects of the integration of K.W.L. Reading activity into the Expository Text Structure teaching activity on Thai language reading comprehension, and the effects of the integration of K.W.L. Reading Activity into the Expository Text Structure teaching activity between students studying through story maps and the others without story maps. The subjects were forty students of prathom sukka six from Chum Chon 1 School and Wat Ban Kham School, Amphur Mae Moh, Lampang. The results were as follows: 1) The students were taught reading by usage of the integration of K.W.L. Reading Activity into the Expository Text Structure teaching activity obtained higher post-test scores than pre-test scores at the .01 level of significance. 2) The students were taught reading by usage of the integration of K.W.L. Reading Activity into the Expository Text Structure teaching activity learning through story maps obtained higher post-test scores than pre-test scores at the .01 level of significance. 3) The students were taught reading by usage of the integration of K.W.L. Reading Activity into the Expository Text Structure teaching activity learning through story maps obtained higher reading comprehension scores for the post-test than the students were taught reading by usage of the integration of K.W.L. Reading

Activity into the Expository Text Structure teaching activity at the .01 level of significance.

Malangpoo (1994) studied the problems and the needs of the lower secondary English club activity's members, the English club activity's advisor, the English teachers and the administrators in the secondary school, Educational region six, and proposed the English club activity program for lower secondary school students, Educational region six. The findings were as follows: 1) The English club activity problems in secondary school, Educational region six were: (1) there was no plan for the English club activity in advance; (2) the same activities were repeated too often; (3) the provided activities were not well-planned; (4) the materials used in the English club activity were not enough and there was not enough budget. 2) The teachers and students' needs for activities used in the English club activity were (1) acting as instructed, (2) listening to the song and answering the questions, (3) whispering game, (4) competing to answer the questions, (5) introducing oneself, (6) doing discovery game, (7) reading and completing the story and dialogue, (8) competing to look for the words in the English-English dictionary, (9) reading the description of one thing and guessing, (10) writing the congratulation cards for various occasions, (11) having pen-friends, (12) describing interesting things or persons and letting friends guess what or who, (13) organizing the English native speaker culture exhibition, (14) building the vocabulary, (15) doing cross word puzzles, and (16) playing scrabble. 3) The English club activity program for lower secondary school students, Educational region six consisted of the program name, the rationale and the reasoning, the general purposes, the specific purposes, the goal, the process, the period, the program owner, the budget, memberships, the detail, the materials, the sources, and the expected result which were assessed by 10 qualifiers that it can be well-used in teaching English club activity at 98.81% of efficiency.

Vichitcholchai (1995) developed a manuscript handwriting activity package for Prathom Suksa three students. The research sample was 30 Prathom Suksa three students of Kasetsart University Laboratory School. The result indicated that: 1) The efficiency of the manuscript handwriting activity package designed by the researcher

was 76.35/ 80.88 which was very close to the standard criterion of 80-80. 2) After using this manuscript handwriting activity package, the students' manuscript handwriting was significantly improved at the .01 level.

Witthayapak (1996) studied the construction and use of activity package to enhance language abilities of hilltribe preschool children. She also compared the effects of language activity to language abilities before and after being experimented between the control and experiment groups including prepared and unprepared students. The samples studied were 60 K-2 children of Sobpet School. The findings revealed that: 1) Each of the four activity packages constructed to enhance language abilities in comprehensive and speaking, consisted of 5 activities used for 20 experiential preparation plans that lasted 4 weeks. 2) Those preschoolers who learned through the experiential preparation plans demonstrated average achievement scores higher than those who learned through the experiential preparation plans for bilingual children provided by ONPEC at the .01 level of significance.

Dejthongphong (1997) studied a comparison of learning achievement in Thai language of Prathom Suksa V pupils learning in group activity instructional packages between voluntary and random grouping. The samples, selected through multi-stage sampling and simple random sampling techniques, were 64 pupils of Wat Nuanchan School located in Bungkum District. The samples were divided into two groups of pupils. Each group comprised 32 pupils. The experiments were carried out with two groups of pupils studying the three units of instructional packages on Thai language which were based on Chula Plan. The research found that there was no significant difference in learning achievement between voluntary and random grouping.

Siriluck (1997) studied the development of drama activity lessons to enhance listening and speaking skills for Mathayom Suksa 6 students. The population consisted of 13 Mathayom Suksa 6 students who enrolled in English speaking and listening course (E.024) at Chomthong School, Amphur Chom Thong, Chiang Mai Province. The result revealed that all drama activity lessons were appropriate for the students'

knowledge level and abilities, and the students' opinions about those lessons were positive.

Siriwan (2001) studied the development and evaluation of English activity through communicative approach for junior high school students of Thayangwithaya School, Petchaburi Province. The findings were 1) The efficiency of the English club activities through a communicative approach was 93.13/ 89.78. 2) The junior high school English club members had a positive opinion towards the communicative English club activities which made students able to work with the others, enjoy the activities and love English more.

In other countries

Edenhardt-Pepe (1981) investigated structural characteristics of classroom activities and student engagement behaviors in elementary school classrooms. A field study was conducted in which arithmetic and reading classes of six teachers were observed. One of two hypotheses predicting an inverse relation between the degree of structure of an activity and student engagement levels was not supported. Analyses indicated that individual teachers do make changes in the structure of activities when different subject areas are taught.

Thomas (1982) studied the development of a prototype for utilization of simulation gaming as an instructional method for older adults. The findings revealed that simulation gaming has been identified as an instructional method which is effective in producing desired cognitive and affective learning outcomes for a variety of groups. Other features attributed to this method are the promotion of high learner motivation and positive peer interaction. While it was beyond the scope of this study to collect empirical data, the findings were clearly supportive of positive cognitive and affective learning outcomes in the sample group. In addition, the majority of the group reported positive perceptions regarding participation in the activity. In conclusion, five areas were identified as major considerations in planning and conducting learning experiences for older adults. These included providing slower pacing, reduction of

interfering stimuli, relevant learning experiences, visual information and a supportive emotional climate.

Haberer (1993) studied the relationship between interactions within the kindergarten classroom environment and learning path, literacy level, self-perceived cognitive competence, and intrinsic motivation to independently engage in literacy activities. Subjects for this study were 30 kindergarten children from one class in each of two schools. Differences in classroom environment were best described as differences in class size and the amount of flexibility in classroom structure. The findings suggest that kindergarten children who are more often engaged in lower level, convergent activities are at lower literacy levels than their peers. Also children who are more motivated to read and write have been observed to be involved in classroom activities of their choice more often than less motivated children. Further, these intrinsically motivated children are associated with the more favorable, independent explorer learning path.

Yule and MacDonald (1995: 345-350) examined the effects of four types of activities on students' pronunciation of targeted second language vocabulary. Subjects were 23 graduate students from China with a relatively high standard of written English but with noticeable pronunciation problems in spoken English. The study found that the group that was given time to silently revise its vocabulary generally demonstrated deterioration, the group that took part in a teacher-directed drill demonstrated the least change, the group that used the language laboratory activity demonstrated the least deterioration, and the group that gave the oral presentation to a teacher demonstrated substantial continued deterioration.

Jorgensen (1996: 16-17) outlined a reading/ language arts activity that uses biographical sketches. Students in grades 5-7 will learn short facts about a selected author currently read in the classroom and will recognize the interview as an information-seeking strategy. Students remember much more about the author than if they had read the information or listened to a teacher relating it.

Jung (1999) investigated impact of using interactive multimedia courseware with interactive activities on language acquisition for Korea elementary school English learners. Students placed in the experimental group were assigned to either a high or low cooperation and either a friend pairing or nonfriend pairing. The students placed in the control group were not assigned to either of these factors. The analysis of the data indicated that the experimental group using the interactive multimedia courseware achieved higher scores than the control group on all four measures of language development, that is, attitude, vocabulary, listening comprehension and oral proficiency. The cooperative use of interactive multimedia courseware of the experimental group resulted in bringing more interactional features that were believed to foster language learning than the control group. It is also found that there were strong functional relationships between interactional features and scores of attitude, vocabulary, listening and oral proficiency so that children's language development can be predicted from interactional features they showed in class. This result might be an answer to why the experimental group scored higher than the control group on all measures of attitude and language development. This study suggests that the cooperative computer-assisted language learning is an effective alternative to traditional teaching and learning English.

Predny (1999) determined if introducing intergenerational interactions would supplement or detract from the use of horticulture as a therapeutic tool when working with elderly adults and preschool children. The program was set up to compare independent group activities with intergenerational activities. A group of elderly adults in the University Adult Day Service and a group of preschool children in the University Child Development Laboratory School took part in both separate age group and intergenerational activities. Participation scores include three categories: 'no participation' for present but inactive participation, and 'working with direct assistance' or 'independent participation' for active participation. Participation was affected by the horticulture activities' set up, difficulty level, and availability of assistance from volunteers. Children's participation during separate group activities was affected mainly by the difficulty level and set up of activities. Elderly adult's participation during separate age group activities was affected mainly by each

individual's abilities and availability of assistance. Children's intergenerational participation scores show an increase in the category of 'working with direct assistance', while elderly adults' intergenerational scores show an increase in the categories of 'no participation' and 'independent participation'. In part, the change in intergenerational participation was due to a decrease in the assistance available from volunteers for each individual. Lastly, the percentage of total interaction time between the generations during activities increased over time. However, the introduction of intergenerational interactions detracted from the use of horticulture as a therapeutic tool for elderly adults and preschool children. It is recommended that intergenerational programming may not be useful to fulfill specific horticulture therapy goals for these groups. At the same time, the intergenerational activities involving horticulture plant-based activities were more successful at increasing interactions than the craft-type activities. Therefore horticulture may be a useful activity for intergenerational programs with a goal of increased interaction and relationship development.

According to findings of the research as mentioned, it can be concluded that activities are positive for students' learning and the teacher's teaching. They supplement learning such as activities supplementary to learn languages, and extra-curricular activities. In addition, activities can develop learning to both young learners (such as kindergartners, junior high school learners) and adult learners (such as senior high school or later learners).

CHAPTER III

METHODOLOGY

This study aims to develop and evaluate the Thai reading and writing supplementary activities for teaching Thai to the elementary non-native Thai speakers participating in the elementary Thai In-Country course. This study is qualitative-quantitative research. A qualitative analysis is used with the data gathered from two open-ended questionnaires, an interview and direct participant observation. A quantitative analysis is used with the information collected from a set of tests. The instruments employed are two questionnaires, a set of tests, an interview, and an observation form. This chapter explains the procedure used in this study. It includes the following components: population, instruments, construction of the instruments, the data collection, and the data analysis.

3.1 Population

The populations used in this study consist of two groups. The first group is two Thai reading and writing teachers in an elementary Thai In-Country course designed by the Institute of Language and Culture for Rural Development, Mahidol University. The second one is four Japanese students studying elementary Thai in a Thai In-Country course in 2002. These Japanese students were studying in Ritsumeikan Asia Pacific University. All populations are derived from the purposive sampling.

Student 1 was a man studying in the first year and has just learnt Thai for four months before participating in the elementary Thai In-Country course. He was nineteen years old.

Student 2 was a woman at the age of twenty-four. She was studying in the second year. She studied Thai in the elementary course, in which the three students

studied before participating in this elementary Thai In-Country course, when she learnt in the first year. After finishing that elementary course she stopped studying Thai. Finally, she asked to participate in this elementary Thai In-Country course.

Student 3 was a woman studying in the first year. She was eighteen years old and has only learnt Thai for four months before joining in this elementary Thai In-Country course.

Student 4 was a man at the age of twenty. He was studying in the second year. He has just learnt Thai for four months before participating in the elementary Thai In-Country course. Before deciding to study Thai, he studied Vietnamese in the first year.

3.2 Instruments

The instruments employed to gather data concerning the construction and evaluation of the results of the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level consist of an interview, two questionnaires, an observation form, and a set of tests.

3.2.1 Interview:

The interview conducted with the Thai reading and writing teachers responsible for an elementary Thai In-Country course is done to use information given as the guideline in developing the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level.

3.2.2 Open-ended questionnaires:

There are two open-ended questionnaires used as follows:

3.2.2.1 The open-ended questionnaire used to ask Japanese students to show their opinions about each activity developed. It is used after finishing each activity.

3.2.2.2 The open-ended questionnaire used to ask two reading and writing teachers responsible for an elementary Thai In-Country course to show their opinions about each activity developed.

3.2.3 Direct participant observation:

The researcher plays the role of Japanese students' language partner, and is permitted by the two Thai reading and writing teachers responsible for this course to observe the teaching environment and proceed with the activities developed. Then, the researcher notes down the interesting points during each activity.

3.2.4 A set of tests:

The set of tests is constructed to test the Japanese students' Thai language knowledge related to the objectives of each activity developed after implementing it.

The data given by the two open-ended questionnaires, direct participant observation, and test results are used to evaluate the activities developed.

3.3 Construction of the Instruments

3.3.1 Construction and development of the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level:

It proceeds as follows:

3.3.1.1 The schedule of topics taught in the Thai reading and writing class of an elementary Thai In-Country course, the suggestions gathered from the Thai reading and writing teacher, and the researcher's previous experience of being a language partner for Australian students from Sydney University in 2001 are reviewed. This is done to develop the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level according to the content taught and the main teaching approach of this course.

3.3.1.2 The activities developed are presented to the Thai reading and writing teachers in order to revise the appropriateness of each activity's methods, objectives, and content. Then, the Thai reading and writing teachers' suggestions are used to modify each activity until they approve all activities.

3.3.1.3 Some activities are tested on Australian students who are studying Thai in the intermediate level. The methods and objectives of those activities tested on the Australian students are similar to ones of those tested on the Japanese students. But the differences are the difficulty level of content and vocabulary used. The activities tested are as follows: Final Consonants, Classifiers Activity, What Tone Is It? (II) Activity, Read and Answer Activity, Hint and Guess Activity. Then, the opinions shown by the Australian students are used to modify the developed activities. Later, the modified activities are presented again to the Thai reading and writing teacher to ask for an approval.

Conclusion of the procedure of construction and development of the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level

Development of the Thai reading and writing supplementary activities



Revising the appropriateness of each activity



Testing some activities on Australian students

In conclusion, the Thai reading and writing supplementary activities developed are as follows:

1. Mid-High-Low Group of Initial Consonants
Objective: To practice and review groups of Thai initial consonants
2. Fun with Initial Consonants (I)
Objective: To practice and review Thai initial consonants

3. Fun with Initial Consonants (II)
Objective: To enhance students' ability in separating the difference of sounds in Thai initial consonants

4. Final Consonants
Objective: To reinforce students to identify final consonants of words given correctly

5. Smooth and Dead Syllables
Objective: To examine students' comprehension in smooth and dead syllables

6. Matchmakers (of Vowels)
Objective: To practice and review Thai vowels
To reinforce students to separate Thai vowel sounds correctly

7. What Tone Is This? (I)
Objective: To reinforce students to identify tone in Thai correctly

8. What Tone Is This? (II)
Objective: To reinforce students to identify tone in Thai correctly
To practice and check writing ability

9. Hint and Guess
Objective: To practice and review vocabulary
To practice communicating in Thai

10. Whose Classifier Is It?
Objective: To practice and review Thai classifiers
To review and check lexical items stored in students' vocabulary bank

11. Read and Answer

Objective: To develop and enhance reading ability
To develop listening comprehension

12. Telling Differences

Objective: To practice and review all content taught in the course

3.3.2 Construction of the set of tests

The constructed set of tests is written in Thai to test the students' Thai language knowledge related to the purposes of each activity. The commands on the tests are written in English because the students are studying Thai in the elementary level. The steps of the test construction are as follows:

3.3.2.1 The table of test specification is constructed according to the content and objectives of each activity developed. There are ten items on each activity.

Table 3.1: The table of test specification of each activity developed

Activities	Objectives	outcomes			Test type	Number of items	Scoring
		mechanical	knowledge	comprehension			
1. <i>Mid-High-Low Group of Initial Consonants</i>	To practice and review groups of Thai initial consonants.	✓			matching	10	1-0
2. <i>Fun with Initial Consonants (I)</i>	To practice and review Thai initial consonants	✓			matching	10	1-0
3. <i>Fun with Initial Consonants (II)</i>	To enhance students' ability in separating the difference of sounds in Thai initial consonants		✓		multiple-choice	10	1-0
4. <i>Final Consonants</i>	To reinforce students to identify final consonants of words given correctly		✓		matching	10	1-0
5. <i>Smooth and Dead Syllables</i>	To examine students' comprehension in smooth and dead syllables.		✓		two-choice	10	1-0



Table 3.1: The table of test specification of each activity developed (Cont.)

Activities	Objectives	outcomes			Test type	Number of items	Scoring
		mechanical	knowledge	comprehension			
6. <i>Matchmakers (of Vowels)</i>	To practice and review Thai vowels To reinforce students to separate Thai vowel sounds correctly	✓			multiple-choice	10	1-0
7. <i>What Tone Is This? (I)</i>	To reinforce students to identify tone in Thai correctly			✓	matching	10	1-0
8. <i>What Tone Is This? (II)</i>	To reinforce students to identify tone in Thai correctly To practice and check writing ability			✓	matching	10	1-0
9. <i>Hint and Guess</i>	To practice and review vocabulary To practice communicating in Thai	✓			matching	10	1-0

Table 3.1: The table of test specification of each activity developed (Cont.)

Activities	Objectives	outcomes			Test type	Number of items	Scoring
		mechanical	knowledge	comprehension			
10. <i>Whose Classifier Is It?</i>	To practice and review Thai classifiers To review and check lexical items stored in students' vocabulary bank	✓			matching	10	1-0
11. <i>Read and Answer</i>	To develop and enhance reading ability To develop listening comprehension			✓	matching	10	1-0
12. <i>Telling Differences</i>	To practice and review all content taught in the course			✓	multiple-choice	10	1-0
Total		5	3	4		120	

3.3.2.2 The set of tests is presented to the thesis advisor and two language teaching experts. This is done to examine the test validity and to ask for suggestions on the constructed tests. Then, the suggestions given are used to modify the tests until the thesis advisor and experts give an approval on them.

Conclusion of the procedure of construction of the set of tests

Construction of the table of test specification and tests



A set of tests examined on the test validity and given suggestions

3.3.3 Construction of the two questionnaires

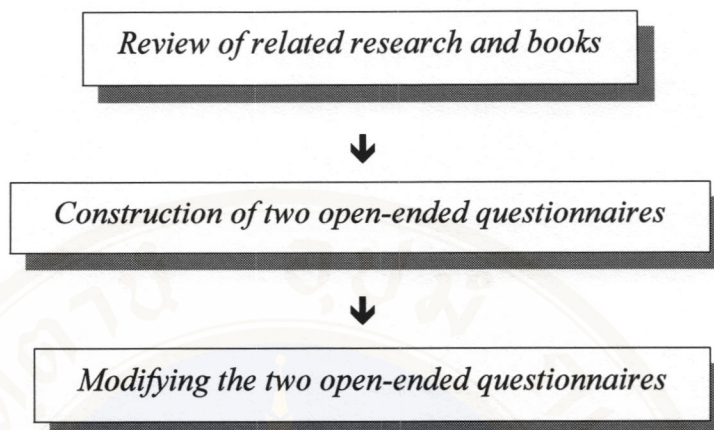
Both questionnaires used with the Japanese students and the Thai reading and writing teachers are constructed in the same way. Furthermore, they are written in English. The steps of the construction are as follows:

3.3.3.1 A variety of related research and books concerning how to construct the questionnaires are reviewed.

3.3.3.2 The two open-ended questionnaires used to ask for the respondents' opinions about the Thai reading and writing supplementary activities developed for an elementary Thai In-Country course are designed.

3.3.3.3 The two open-ended questionnaires are modified and revised based on the suggestions of the thesis advisor for the content validity and appropriateness of language use.

Conclusion of the procedure of construction of the two questionnaires



3.4 Collection of Data

Before the data collection, the researcher asks for permission from the Thai reading and writing teachers responsible for an elementary Thai In-Country course in order to sit in the class and proceed with the activities developed during the instruction. The data collection is following these conducted steps:

3.4.1. The Thai reading and writing teacher teaches a point of the Thai language related to the main objective of the activity implemented in that period while the researcher sits in the classroom and observes the instruction.

3.4.2. The researcher proceeds with the prepared activities within 30 minutes left before finishing the instruction of the day under the Thai reading and writing teachers' attention and help.

3.4.3. The researcher distributes the questionnaires to the Thai reading and writing teachers and the Japanese students after finishing each activity. Then, the questionnaires will be returned the next time of the instruction.

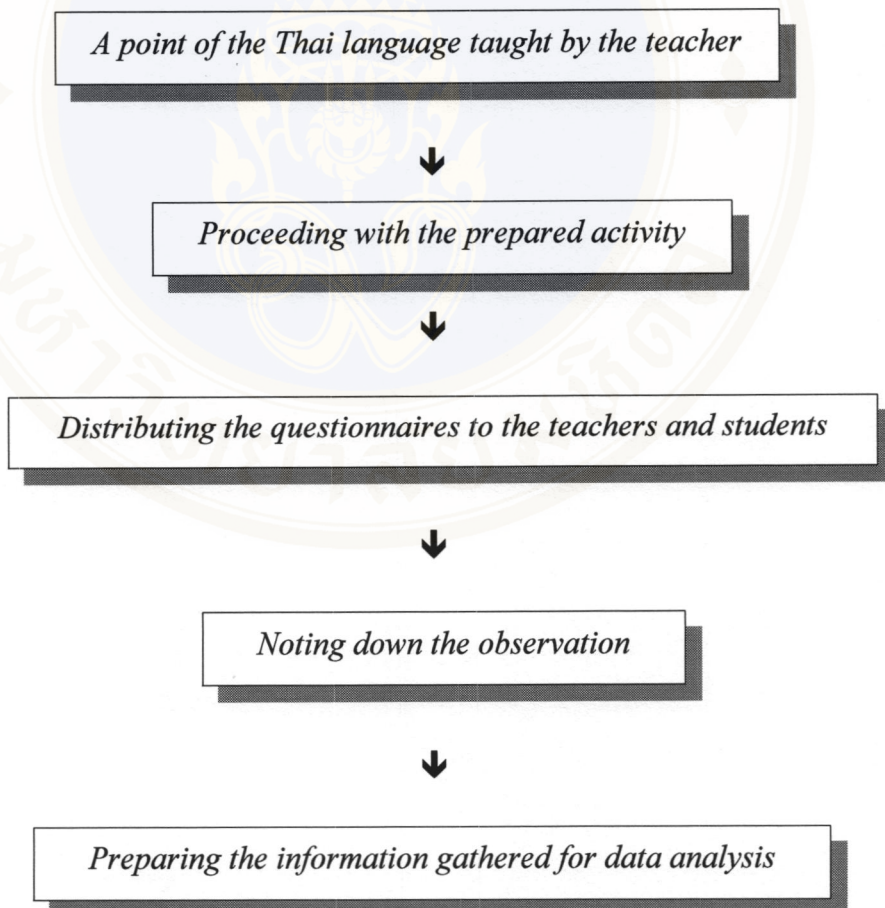
3.4.4. As a language partner, the researcher spends the language partner time to have the Japanese students do the tests under the Japanese students' willingness and

permission. The content of tests given in each time is related to the activities implemented in the classroom.

3.4.5. The researcher notes down her observation concerning each activity.

3.4.6. The completed questionnaires, both used with the Thai reading and writing teachers and the Japanese students, noted observation, and test results will be prepared for data analysis.

Conclusion of the procedure of the data collection



3.5 Analysis of Data

3.5.1. The data given in a set of tests is analyzed by using the following methods:

3.5.1.1 *Arithmetic Mean and Standard Deviation (SD)* are used to calculate the average level of test marks on each activity developed.

3.5.1.2 *Percentage* is used to investigate the proficiency of each activity as a helpful supplement of learning based on the following criteria:

Percentage of test marks (%)	Proficiency of each activity as a helpful supplement of learning
80-100	Very good
70-79	Good
60-69	Fair
50-59	Poor
0-49	Very poor

3.5.2. The results of evaluating the activities developed are derived from the analysis of the data gathered by the two open-ended questionnaires, direct participant observation, and test results.

CHAPTER IV

FINDINGS

In the study of “The Development of Reading and Writing Supplementary Activities for an Elementary Thai In-Country Course Designed by the Institute of Language and Culture for Rural Development, Mahidol University,” the researcher developed twelve Thai reading and writing supplementary activities for an elementary Thai In-Country course. Because the main teaching approach of this course is based on sounds and linguistics, the activities developed emphasize sounds, grammar and semantics, related to what is taught.

This study concerns the level of Thai knowledge of the target population. Before participating in the elementary Thai In-Country course of the Institute of Language and Culture for Rural Development, Mahidol University, the target population has studied Thai for four months. According to the pre-test results of the target population’s Thai reading and writing proficiency conducted by two Thai reading and writing teachers responsible for this course, they pointed out that the target population mastered the narrow number of Thai lexical items and the low basic knowledge of the Thai language. In accordance with the information gathered from the Thai teacher who teaches Thai to the target population in Ritsumeikan Asia Pacific University, the target population has not yet learnt completely all Thai vowels. Thus, the patterns of the applicable activities developed and evaluated seem quite similar.

Some points of the Thai knowledge, that is, Thai initial consonants and tones in Thai were the crucial troubles often encountered by the elementary non-native learners. To emphasize those topics and to make students understand better, two activities of each topic were developed. The knowledge of Thai initial consonants comprises Fun with Initial Consonants (I) and (II) Activities while one of tones in Thai includes What Tone Is This? (I) and (II) Activities.

Moreover, during the data collection the researcher needed to adjust appropriately several activities due to the internal conflict occurring among the target population. Some students had a bad relationship and were not able to talk together. This was a barrier of the preparation of activities. The researcher could not select group work or pair work activities. It caused the nearly similar patterns of the applicable activities developed as well.

The Thai reading and writing supplementary activities developed were tested according to the respective orders of content taught in this course and the difficulty level of students' Thai knowledge. The presentation of this research results is ordered as follows:

- | | | |
|-------------|---|--|
| Activity 1 | : | Mid-High-Low Group of Initial Consonants |
| Activity 2 | : | Fun with Initial Consonants (I) |
| Activity 3 | : | Fun with Initial Consonants (II) |
| Activity 4 | : | Final Consonants |
| Activity 5 | : | Smooth and Dead Syllables |
| Activity 6 | : | Matchmakers (of Vowels) |
| Activity 7 | : | What Tone Is This? (I) |
| Activity 8 | : | What Tone Is This? (II) |
| Activity 9 | : | Hint and Guess |
| Activity 10 | : | Whose Classifier Is It? |
| Activity 11 | : | Read and Answer |
| Activity 12 | : | Telling Differences |

Table 4.1: Students' scores on each topic of the Thai knowledge after the activity implementation

Activities	Raw Scores (10 points of each activity)				Results		
	Student 1	Student 2	Student 3	Student 4	Percentage (%)	Mean	S.D. value
1. Mid-High-Low Group of Initial Consonants	10	10	8	9	92.5	9.25	0.83
2. Fun with Initial Consonants (I)	9	7	9	8	82.5	8.25	0.83
3. Fun with Initial Consonants (II)	9	7	7	8	77.5	7.75	0.83
4. Final Consonants	7	9	6	8	75.0	7.50	1.12
5. Smooth and Dead Syllables	10	8	9	9	90.0	9.00	0.71
6. Matchmakers (of Vowels)	10	10	9	10	97.5	9.75	0.43
7. What Tone Is This? (I)	9	8	7	8	80.0	8.00	0.71
8. What Tone Is This? (II)	10	9	8	8	87.5	8.75	0.83
9. Hint and Guess	10	8	7	9	85.0	8.50	1.12
10. Whose Classifier Is It?	8	9	8	9	85.0	8.50	0.50
11. Read and Answer	10	10	9	8	92.5	9.25	0.83
12. Telling Differences	8	7	7	8	75.0	7.50	0.50
Total	110	102	94	102	85.0	8.50	0.65

Remark: The Standard Deviation shows the dispersion of the data within the distribution. It describes how the values fall in relation to the mean. (Summers, 1997: 130)

4.1 Activity 1 : Mid-High-Low Group of Initial Consonants

This activity aims to practice and review the groups of Thai initial consonants. One of the important explanations of tone pronunciation in Thai is based on the groups of Thai initial consonants. Students need to understand and recognize which initial consonants belong to the mid, high or low group of initial consonants. They will be able to comprehend why the pronunciation of one word is different from the others although both comprise the same initial consonant sounds and the same vowels. For example, the word ก้า is pronounced [khǎa] while the word ก่า is pronounced [khaa]. The tone markers do not appear on both words. This is because the consonant ก belongs to the high group of initial consonants, whereas the consonant ก is in the pair low group of initial consonants. The basic sound of the high group of initial consonants is rising tone, but one of the low group of initial consonants is mid tone. Another example is the words น้า [nǎa] and ป้า [pǎa]. Both words consist of the different tone markers. The tone marker used with the word น้า is “ ’ ”, whereas one used with the word ป้า is “ ˆ.” However, these two words are pronounced in the same tone, that is, falling tone. All doubts are eliminated by the explanation of the groups of initial consonants.

Mid-High-Low Group of Initial Consonants Activity developed can be explained its details as follows:

Objective: To practice and review groups of Thai initial consonants

Dynamic: Small group

Time: 15-20 minutes

Material: signs ⊗ presenting “fault”

Procedure

- 1) Have students sit as a U shape. The teacher explains how to play this activity. The activity starts when the teacher says one of three groups of Thai initial consonants,

for example, “อักษรกลาง” (Mid group). Then, the first student has to find an initial consonant in the mid group such as “ก” or “ด” within 30 seconds. If that student cannot find a consonant related to the command, he or she will lose in that round and receive a sign. Moreover, the student next to the losing student has a right to find a consonant related to the previous command instead.

- 2) After finding a consonant related to the command, that student has to give a new command for the next student. Then, the student next to the first or previous student has to find a consonant related to that command and also gives a new command. The command may be mid group, high group, low with high group, or low with ‘ห’ group. But the answer given by each student cannot be repeated. For example, (Supposed there are five students)

Teacher	:		Command: อักษรกลาง
Student 1	:	ก	Command: อักษรต่ำเดี่ยว
Student 2	:	ง	Command: อักษรสูง
Student 3	:	(receive a sign ⊗ because of silence)
Student 4	:	ส	Command: อักษรกลาง
Student 5	:	ก	(receive a sign ⊗ because of repeating “ก”)
Student 1	:	ด	Command: อักษรต่ำคู่
Student 2	:	ก

- 3) During the activity, the teacher writes the consonants said by each student on the blackboard in order to prevent students from repeating them again. Furthermore, the teacher checks whether each consonant presented by each student is related to the command. If not, the student presenting that consonant will receive a sign ⊗.

- 4) Proceed with the steps mentioned above until each student has a chance to say consonants a few times. The winner is whoever receives the least signs.

The following test is used to check students' knowledge of the groups of initial consonants after they participated in the activity.

อักษรกลาง-สูง-ต่ำ (Mid-High-Low Group of Initial Consonants)

Put the following consonants in the appropriate blanks.

ค	ผ	ม	พ	ก
ร	ธ	ถ	ป	ส

Mid Group อักษรกลาง	High Group อักษรสูง	Low Group อักษรต่ำ	
		Low (with High) อักษรต่ำคู่	Low (with ห) อักษรต่ำเดี่ยว

Students' scores shown in Table 4.1 indicate that ninety-two point five per cent (92.5%) of students could master the comprehension of the groups of Thai initial consonants. The mean scores of this activity were 9.25. The S.D. value of this activity was 0.83. These results pointed out that the proficiency of this activity as a helpful supplement of learning the groups of Thai initial consonants was very good.

According to the Thai reading and writing teacher's opinions, the groups of Thai initial consonants were crucial for Thai writing. Therefore, this activity aided students in learning better Thai writing. It is easy to understand its procedure. In addition, the materials used were done well. No weakness was found in this activity.

In students' views, this activity contains both strong and weak points.

Strengths of this activity:

1. This activity reinforced students to memorize better Thai initial consonants.
2. This activity was enjoyable for students and motivated them to learn Thai.

Weaknesses of this activity:

1. It was difficult to pronounce Thai initial consonants. For example, in fact, the consonant ฃ was pronounced [ph๑๑ ph๑ng] while the consonant ฃ was pronounced [ph๑๑ phaan]. But students could not memorize them. They pronounced the consonant ฃ as [ph๑๑ phaan].
2. It was also hard to memorize Thai initial consonants.
3. Memorizing Thai initial consonants was not a good method of language learning.
4. Some students did not understand the main goal of this activity. They thought that memorizing and identifying the groups of initial consonants were useless for language learning.

Moreover, some students gave their suggestions to improve this activity as follows:

1. Pronouncing Thai initial consonants was difficult; students, thus, should be allowed to give the answers on the pieces of paper before pronouncing the written sounds.
2. The activity should be more simplified such as using cards.

First the researcher thought that in addition to practice and review the groups of initial consonants this activity would make students enjoy and relax themselves. She also expected that the procedure of the activity proceeded smoothly and that the condition during the activity would be like one of the games. On the contrary, the

result was contrary to the expectation. Fortunately, this activity aided the researcher in acknowledging the problems of Thai vowel and consonant pronunciation.

This activity is the first one tested in the research and done in the second time of the instruction in this course. The teacher, students and the researcher were not familiar with each other. Thus, the activity implementation and the reaction given between the researcher and students did not seem natural, but looked slow and flat. The observation found is as follows:

1. The atmosphere during the activity implementation did not seem smooth. Some students looked confused with the procedure of the activity. This trouble might be due to the problem of the language used to convey messages between the researcher and students. English was used as a medial language between the researcher and students. Nevertheless, some students' English proficiency was quite poor, whereas all students' Thai were poorer. The teacher and the researcher could speak English but could not speak Japanese. Furthermore, the activity procedure was quite long. It was necessary to give an example in order to make students understand. This caused students' confusion. They needed to take a few examples to understand clearly the procedure. Therefore, each student spent a long time in the activity implementation.

2. Students pronounced the Thai initial consonants in the wrong ways. For example, a student intended to reply that an initial consonant belonging to the single low group of initial consonants was the consonant ฃ [sɔɔ sôɔ]. But he pronounced [sɔɔ sǎɔ].

3. It was found that students also encountered the problem of Thai vowel pronunciation. For instance, a student intended to pronounce the consonant ฃ [ngɔɔ nguɔ], but pronounced [ngɔɔ ngɯɯ] instead.

4.2 Activity 2: Fun with Initial Consonants (I)

The targets of this activity are to practice and review Thai initial consonants, and to reinforce students to memorize Thai initial consonants. The researcher is aware

that some initial consonant sounds consist of many forms. For instance, [th] sound in Thai composes six forms: ท, ฑ, ถ, ฐ, ฑ and ฒ. Compared to English, [th] sound in English contains only one form: “t”. Another example is [s] sound. [s] sound in Thai comprises four forms: ส, ษ, ศ and ษ, whereas that in English includes only “s.” Memorizing how to pronounce each initial consonant can aid students in reading and pronouncing correctly words. Before the activity implementation, the researcher needs to study the phonetic symbols that students used and were familiar with. This is conducted to make sure the comprehension between the researcher and students was conformable.

The details of Fun with Initial Consonants (I) Activity can be described as follows:

Objective:	To practice and review Thai initial consonants
Dynamic:	Individual
Time:	15 minutes
Material:	Thai initial consonant sound cards, pieces of paper
Procedure	

- 1) Each student is given pieces of paper.
- 2) The teacher shows a Thai initial consonant sound card one by one. Each student has to write all Thai initial consonants pronounced as the sound on the card on the prepared paper. For example, if the teacher shows [kh] card, students have to write ก, ข, ฆ, ฃ and ฅ on the paper.
- 3) After that, students reveal their answers at the same time. The teacher checks the answers of all students. Points are given to each student depending on how many numbers of answers given by each student are correct in each item. (One answer is for one point.) For example, [m] sound in Thai comprises only one form, that is ม.

Therefore, the total point of [m] card is one point. However, [h] sound in Thai comprises two forms, that is ห and ฮ. Thus, the total point of [h] card is two points.

- 4) Proceed with the steps mentioned above until the last card. Then, the teacher counts the scores, and who receives the highest points is the winner.

The test used to check students' knowledge of initial consonants after the activity implementation is shown below.

สนุกกับเสียงพยัญชนะต้น ๑ (Fun with Initial Consonants (I))

Identify Thai initial consonant sounds of the following letters. (each answer can be used more than one time.)

/ph/	/p/	/c/	/ch/
/n/	/y/	/t/	/d/
/th/	/k/	/kh/	/s/
/b/	/f/		

1. ฟ ➤ _____
2. ฐ ➤ _____
3. ศ ➤ _____
4. ฉ ➤ _____
5. ผ ➤ _____
6. ภ ➤ _____
7. ช ➤ _____
8. ถ ➤ _____
9. ฌ ➤ _____
10. ค ➤ _____

According to the information in Table 4.1, it reveals that eighty-two point five per cent (82.5%) of students could master the knowledge of Thai initial consonants. The mean scores of this activity were 8.25. The S.D. value of this activity was 0.83.

These results indicated that this activity was very good as a helpful supplement of learning Thai initial consonants.

The Thai reading and writing teacher thought that this activity was interesting and useful. It provided for students opportunities to review Thai initial consonants, to practice separating the differences of problem Thai initial consonant sounds, and to memorize well Thai initial consonants. When students gave wrong answers, they were aware of their weak points about Thai pronunciation. The procedure of this activity can be easily understood. The materials used were appropriate for the knowledge and the age of students. However, the weak point was also discovered in this activity. The researcher as an activity moderator was the main weak point. The researcher looked nervous and abashed, as well as spoke too softly. This caused the unclear production of sounds. Also it built confusion and disturbance to students. Furthermore, the researcher did not keep her eyes on every student intentionally. The teacher, the researcher and students were not familiar with each other because this activity proceeded at the early beginning of the course. The researcher as well had no experience of being a teacher in the real situation; thus, embarrassment appeared.

In regard to students' thoughts, this activity comprises more advantages than disadvantages.

Strengths of this activity:

1. This activity aided students in memorizing Thai initial consonants.
2. This activity gave students understanding in how to pronounce each initial consonant.
3. When the researcher gave correct answers, she also explained which group of initial consonants the initial consonant belonged to. Students' knowledge increased with this way. For example, the forms ส, ศ and ษ belong to the high group whereas the form ช belongs to the pair low group. But all forms are pronounced [s] sound.

4. Students could recognize which initial consonant forms they forgot. For instance, the initial consonant [kh] sound comprises five forms: ก, ค, ข, ฅ and ฆ, but some students forgot the forms ฅ and ฆ.

Weaknesses of this activity:

1. The explanation of the procedure was unclear because of the embarrassment of the researcher. This comment is related to the teacher's idea mentioned above.

The researcher is satisfied with the result of this activity. She did not expect before that most students could answer questions as well as presented in Table 4.1. This activity helped students comprehend the method of pronouncing correctly each initial consonant.

The researcher observed that students cooperated well in implementing the activity. They looked like they enjoyed the activity. The atmosphere during the activity implementation was smooth. In addition, the students' scores on initial consonants gathered during the activity are presented below.

Table 4.2: Students' scores on Thai initial consonants gathered during Fun with Initial Consonants (I) Activity

Thai Initial Consonant Sounds (Number of forms)	Results			
	Student 1	Student 2	Student 3	Student 4
[kh] (5)	5	3	2	5
[ch] (3)	3	3	2	3
[th] (6)	5	4	0	4
[s] (4)	4	4	4	4
[ph] (3)	2	3	2	3
Total (21)	19	17	10	19

The scores shown in Table 4.2 indicate that Student 3 might not review the initial consonants; she, hence, could not memorize Thai initial consonants well. Finally, it caused the problem of pronunciation and reading to that student. The rest of students could do the test very well.

4.3 Activity 3 : Fun with Initial Consonants (II)

This activity covers two objectives. The first purpose is to practice and review Thai initial consonants. The other is to examine students' ability to differentiate the initial consonant sounds expected which are the problems for non-native learners. According to the information collected from the interview of the target population during the opening ceremony of the Thai In-Country course, the researcher realized Japanese students' troubles of Thai initial consonant pronunciation. Some points of pronunciation problems of Japanese students are quite similar to those of non-native learners whose mother tongue is English. Non-native learners whose mother tongue is English cannot differentiate aspirated and unaspirated sounds. Those sounds are [ph] versus [p], [th] versus [t], and [kh] versus [k]. These non-native learners are not able to pronounce unaspirated sounds without [s] sound initiating those unaspirated sounds such as "pin" [phin] versus "spin" [spin]. Like non-native learners whose mother tongue is English, it is difficult for Japanese students to pronounce unaspirated initial consonant sounds. Japanese students cannot pronounce unaspirated sounds although [s] sound is put before those unaspirated sounds. Furthermore, some Japanese students are unable to differentiate voiced and voiceless initial consonant sounds such as [d] versus [t], [b] versus [p]. In conclusion, Japanese students confront the troubles of the pronunciation and differentiation of the following main Thai initial consonants: [ph] versus [p] versus [b], [th] versus [t] versus [d], and [kh] versus [k]. The pronunciation of those sounds is very important because they are significant for the meanings of Thai words. If students cannot differentiate those sounds, they will encounter certainly the problems of Thai production and reception, and their Thai communication will fail. Hence, the researcher developed the activity to reinforce students to learn better Thai initial consonants.

Fun with Initial Consonants (II) Activity can be enumerated its details as follows:

Objective: To enhance students' ability in separating the difference of sounds in Thai initial consonants

Dynamic: Individual

Time: 15-20 minutes

Material: Pieces of paper

Procedure

- 1) Each student is given pieces of paper.
- 2) The teacher pronounces a Thai initial consonant sound. Then, students must write the Thai initial consonant related to the sound pronounced by the teacher. After the signal from the teacher is given, students show their answer at the same time. For example, when the teacher pronounces /t/, students should write either ต or ถ.
- 3) The teacher checks the answers of all students. The student who gives the correct answer will receive one mark.
- 4) Proceed with the steps as mentioned to the last initial consonant sound prepared. Then, the teacher calculates the scores, and who receives the highest points is the winner.

The following test is done to examine students' knowledge of Thai initial consonants after the activity implementation.

สนุกกับเสียงพยัญชนะต้น ๒ (Fun with Initial Consonants II)

Select the correct answer.

Which word takes the initial consonant sound.....?

1. [ph]

ก. ปา (to throw)

ค. ยา (medicine)

ข. ผา (cliff)

ง. ชา (tea)

2. [t]

ก. ที่ (at, place)

ค. ตี (to hit)

ข. ปี (year)

ง. สี (colour)

3. [c]

ก. ดำ (black)

ค. ซ้ำ (to rot in water)

ข. ฉ่ำ (juicy)

ง. จำ (to remember)

4. [b]

ก. ไม้ (bamboo)

ค. ไป (to go)

ข. ใบ (leaf)

ง. ไม่ (not)

5. [k]

ก. แกะ (sheep)

ค. แพะ (goat)

ข. แคะ (to pick)

ง. และ (and)

6. [d]

ก. ดี (good)

ค. ที่ (at, place)

ข. ตี (to hit)

ง. มี (to have)

7. [kh]

ก. พี่ (mother's older sister)

ค. กา (a kettle, a crow)

ข. ขา (leg)

ง. หา (to find)

8. [p]

- | | |
|-----------------------|--------------------|
| ก. เผ่า (race, tribe) | ค. เป่า (to blow) |
| ข. เบา (light, soft) | ง. เต่า (tortoise) |

9. [ch]

- | | |
|---------------------|--------------------------------|
| ก. ชุด (dress, set) | ค. ชุด (to dig) |
| ข. จุด (point) | ง. ผุด (to emerge, to turn up) |

10. [th]

- | | |
|------------------|---|
| ก. บึง (swamp) | ค. ตึง (tight) |
| ข. คึง (to pull) | ง. ถึง (to reach, until, about (used with talk, speak)) |

Students' scores on Thai initial consonants presented in Table 4.1 point out that seventy-seven point five per cent (77.5%) of students could master the knowledge of Thai initial consonants. The mean scores of this activity were 7.75. The S.D. value of this activity was 0.83. This meant that the proficiency of this activity as a helpful supplement of learning Thai initial consonants was good.

The Thai reading and writing teacher thought that this activity was interesting and useful. It helped practice differentiating aurally the initial consonant sounds. The initial consonant sounds used in this activity were quite difficult to differentiate for students. This activity whose characteristic was dictation affected not only listening skills but also writing skills. If students caught the wrong sounds, they would not write the correct sounds, in particular the sounds significant to the meanings. The wrong production and reception led into the communicative failure. In addition, the procedure of the activity could be easily understood, but might be an obstacle for students who were not good at English. These students might understand the procedure slower than the others. The materials were suitable for the age and the knowledge level of students.

Students specified both strengths and weaknesses of this activity.

Strengths of this activity:

1. This activity helped enhance students' comprehension of Thai initial consonants.

2. If students were drilled consistently, they could memorize Thai initial consonants automatically.

3. This activity helped students differentiate the pronunciation of Thai initial consonants correctly. Students acknowledged that it was very difficult to figure out Thai initial consonant sounds without seeing the phonetic symbols and with only listening.

Weaknesses of this activity:

1. Students wanted to learn useful Thai vocabulary items at the same time as learning Thai initial consonant sounds. Instead of pronouncing only Thai initial consonant sounds students needed to figure out, the meaningful words composing the Thai initial consonant sounds should be pronounced.

Moreover, a student proposed that dictation could aid students in learning Thai better. They needed to dictate Thai more.

The researcher thinks that this activity is useful and successful. She learnt students' difficulty in differentiating Thai consonant sounds due to this activity result. Furthermore, most students performed their attempts to answer the questions; the researcher appreciates their performance. This activity also made the researcher relax because the condition during the activity implementation was smooth and lively.

The observation discovered is as follows:

1. The atmosphere during the activity implementation seemed smooth. Students cooperated well in implementing the activity. They enjoyed and were interested in the activity.

2. Students' difficulty in differentiating some Thai initial consonant sounds was taken into account. The problematic Thai initial consonant sounds of students were related to those sounds as expected and mentioned by the researcher. They are [ph] versus [p] versus [b], and [th] versus [t] versus [d].

3. Students not only acknowledged their weak points but also showed their attempts to give correct answers. They asked the researcher to pronounce the Thai initial consonant sounds again before the researcher revealed the right answers.

Furthermore, the students' scores on Thai initial consonants collected during the activity are demonstrated below.

Table 4.3: Students' scores on Thai initial consonants gathered during Fun with Initial Consonants (II) Activity

Thai Initial Consonant Sounds	Results			
	Student 1	Student 2	Student 3	Student 4
[d]	✓		✓	✓
[ph]	✓	✓		✓
[k]	✓	✓	✓	✓
[c]		✓	✓	
[b]	✓		✓	✓
[p]	✓	✓	✓	✓
[t]	✓		✓	✓
[kh]	✓	✓	✓	✓
[ch]	✓	✓	✓	✓
[th]	✓	✓	✓	✓
Total (10)	9	7	9	9

The scores collected above specify that most students could differentiate Thai initial consonant sounds very well. Students realized their ability to differentiate Thai initial consonant sounds aurally due to these results.

4.4 Activity 4 : Final Consonants

Final consonant sounds of each language in the world are different. Thai consists of nine final consonant sounds. Those final consonant sounds are close syllable sounds. In English every initial consonant sound can be pronounced as a final consonant sound. However, in Thai many consonant sounds can be pronounced differently depending on whether they function as an initial consonant or as a final consonant. For example, the consonant ก in Thai is pronounced [kh] when functioning as an initial consonant, but is pronounced [k] when functioning as a final consonant such as คัด [khát] versus โชก/ โชค [chôok]. Also the consonant ร in Thai is pronounced [r] when functioning as an initial consonant, but is pronounced [n] when functioning as a final consonant such as เรว [raw] versus หรร [hǎan]. On the contrary, the consonant “k” in English is pronounced [k] when functioning as both an initial consonant and a final consonant such as “key” [kii] versus “kick” [kɪk] (Crowther, Ed., 1995: 649-650). As well the consonant “r” in English is pronounced [r] when functioning as both an initial consonant and a final consonant such as “raw” [rɔw] versus “floor” [flɔr](Crowther, Ed., 1995: 450, 966). Therefore, non-native learners perhaps apply the final consonant sounds of their mother tongue to the pronunciation of Thai final consonant sounds. They may not pronounce some Thai final consonant sounds if those sounds are not found in their mother tongue. Moreover, Thai initial consonant sounds comprise twenty-one sounds while Thai final consonant sounds contain only nine sounds. It causes confusion of the pronunciation to students. Students need to memorize and understand how to pronounce one consonant sound as both an initial consonant and a final consonant.

The details of Final Consonants Activity can be enumerated its details as follows:

Objective : To reinforce students to identify final consonants of words given correctly

Dynamic : Individual

Time : 20 minutes

Materials : Worksheets used for sticking tags, Thai vocabulary tags

Procedure

- 1) The teacher gives each student one worksheet. The worksheet is divided into 11 rows of 9 final consonants —[p], [m], [n], [t], [w], [y], [ng], [k]— [ʔ] with short vowels at the end of final syllables and no final consonant.
- 2) Students receive a set of Thai vocabulary tags. Then, have students match each word contained on a set of Thai vocabulary tags to rows of final consonants and short vowels at the end of final syllables accurately. For example,

The final consonant รํ [ram] (to dance) is [m] sound. Therefore, students have to stick the รํ tag on the row of [m] final consonant.

Students have to finish sticking tags as fast as possible. Whoever can hand it to the teacher first and answer all items correctly is the winner. The rest of the students try to finish theirs. When every student has already finished, the teacher gives students the correct answers.

The test done to check students' knowledge of Thai final consonants after the activity implementation is shown below.

ตัวสะกด (Final Consonants)

Put the following words behind the appropriate final consonants. (each answer can be used more than one time.)

- | | |
|---------|---------|
| 1. เรา | 6. สุข |
| 2. โต๊ะ | 7. รูป |
| 3. ไทย | 8. พุช |
| 4. สาม | 9. ภาพ |
| 5. พุด | 10. นอน |

[p]	_____
[t]	_____
[k]	_____
[ʔ]	_____
[m]	_____
[n]	_____
[ng]	_____
[w]	_____
[y]	_____
[-]	_____

As seen in Table 4.1, it reveals that seventy-five per cent (75 %) of students could master the knowledge of Thai final consonants. The mean scores of this activity were 7.5. The S.D. value of this activity was 1.12. These scores pointed that the proficiency of this activity as a helpful supplement of learning Thai final consonants was good.

Regarding the Thai reading and writing teacher's comments, this activity provided for students opportunities to practice and evaluate their knowledge of final consonants by themselves. It was not too difficult or too easy to understand the procedure of the activity.

In students' points of view, both advantages and disadvantages are discovered in this activity.

Strengths of this activity:

1. This activity was the good first step of learning Thai final consonants. It helped students learn what final consonant sounds there were in Thai and how to pronounce them.
2. It aided students in practicing and memorizing how each consonant sound was pronounced as a final consonant.
3. Students acknowledged and found their weak points of learning Thai final consonants by themselves.

Weaknesses of this activity:

1. The ability of specifying how to pronounce one consonant sound as a final consonant did not imply the ability of identifying aurally the consonant sounds. This meant that students could answer the questions concerning the final consonants by writing because they could memorize how to pronounce one consonant sound as a final consonant. Unfortunately, they could not identify the final consonant sound of a word they heard. They perceived that memorizing and specifying how to pronounce one consonant sound as a final consonant was crucial, but that it was not an enough factor to learn Thai final consonants.
2. Students were able to guess the answers although they might not understand them clearly.
3. Students encountered the problem of dealing with the materials. The obstacle was on Scotch tape of vocabulary tags. It is quite complicated to change the answers. When students took out a tag, a piece of worksheet was torn. Also that tag could not be used again due to the lack of sticky Scotch tape.

A student suggested that dictation should be used to improve the language ability, and to examine students' ability of identifying the final consonant sound of the word they heard.

The researcher realizes that she misestimates the result of the preparation of different sets of vocabulary items given to each student. Thus, the atmosphere during the activity implementation was flat and not lively. Each student paid attention to only his or her assignment. Moreover, the researcher is surprised about the answer result of some students. Those students could hardly give the correct answers, especially Student 3. The researcher had to explain the rules of Thai final consonants to Student 3 whereas Student 1 and 2 had no troubles of identifying Thai final consonants.

The observation found is as follows:

1. Some students were not enthusiastic and did not enjoy the activity due to fatigue of studying. While the teacher proceeded with teaching them, the teaching atmosphere seemed flat and slow. They slept at intervals. Such atmosphere continued until the period of activity. Such condition might be due to the personal problems of each student such as the lack of adjustment to Thai food and weather in Thailand. They also were sick, which affected their learning.
2. Sets of vocabulary items each student received were different in order to prevent students from copying each other. Unfortunately, this way made a trouble during giving the correct answer. When the researcher gave a student the correct answers, other students did not pay attention to listen to the explanations given to that student. They only paid attention to their assignments. Such behavior influenced the condition of the activity period as well.
3. Students' language ability of Thai final consonants was revealed. Most students did not memorize and understand well how to pronounce one consonant sound as a final consonant. This might be due to the lack of review and practice of students.

Table 4.4: Students' scores on Thai final consonants gathered during Final Consonants Activity.

Student 1	Student 2	Student 3	Student 4
ภพ ✓	บาท ✓	คัด	เศษ
ทิส ✓	รูป ✓	เขา	ตะ ✓
แมว ✓	ซ้ำ ✓	รำ	แดง ✓
จำ ✓	แม่ ✓	ควร	ใจ
หลัง ✓	โต๊ะ ✓	ละ	คุณ
เลข ✓	สุข ✓	ชีพ	เมฆ
เพียร ✓	ผล ✓	พิษ	โลก
เงาะ ✓	เรา ✓	สวย	เสาร์
นุช ✓	ศพ ✓	บุญ	ทาส
ใคร ✓	จิต ✓	โชค	เวอร์ ✓
10	10	0	3

The information on Table 4.4 indicates that Student 1 and 2 perhaps reviewed Thai final consonants by themselves, whereas Student 3 and 4 did not do so. Students realized their weaknesses and tried to correct them.

4.5 Activity 5 : Smooth and Dead Syllables

Smooth and dead syllables are an important feature of Thai tone pronunciation and Thai writing. They are one of the explanations why two words whose initial consonants are in the same group of initial consonants are pronounced in the different tones, or why they contain the different tone markers. For example, the form ก is in the mid group of initial consonants. The word กา, which does not consist of any tone markers, is pronounced in the mid tone while the word กะ, which does not comprise any tone markers as well, is pronounced in the low tone. Furthermore, smooth and dead syllables are involved in final consonants and the length of vowels. Short vowels



without any final consonants are dead syllables while long vowels without any final consonants are smooth syllables. Words with the final consonant [p], [t] or [k] are dead syllables while those with the final consonants [n], [ng], [m], [y] or [w] are smooth syllables. As a consequence, the ability of identifying correctly smooth and dead syllables is useful for students' learning Thai tones. It aided students in pronouncing Thai words in nearly native-like way, and in learning Thai writing.

Smooth and Dead Syllables Activity developed can be explained as follows:

Objective: To examine students' comprehension in smooth and dead syllables

Dynamic: Individual

Time: 15 minutes

Material: Worksheet

Procedure

- 1) Each student is given a worksheet. The teacher writes vocabulary on the blackboard.
- 2) The students have to identify whether each word on the blackboard is a smooth or dead syllable, and also explain why they think so on the given worksheet.
- 3) The teacher reads each word clearly to help students make a decision. The students have to finish the task as fast as possible. Who finishes first and all correct answers is the winner. The rest of the students try to finish theirs.
- 4) When all students have already finished, the teacher gives them the correct answers and explanation.

The following test is used to check students' knowledge of smooth and dead syllable after they participated in the activity.

คำเป็น-คำตาย (Smooth and Dead Syllables)

Identify the following words whether they are smooth or dead syllables.

For “smooth” syllables, put “S” behind the words. For “dead” syllables, put “D” behind them.

1. บาท ➤ _____
2. สวย ➤ _____
3. เลอะ ➤ _____
4. จำ ➤ _____
5. ช้าง ➤ _____
6. วัด ➤ _____
7. ข้าว ➤ _____
8. เลข ➤ _____
9. คุณ ➤ _____
10. เกิด ➤ _____

Students’ scores presented in Table 4.1 display that ninety per cent (90 %) of students could master the comprehension of smooth and dead syllables. The mean scores of this activity were 9.0. The S.D. value of this activity was 0.71. These results manifested that this activity was very good as a helpful supplement of learning smooth and dead syllables.

The Thai reading and writing teacher evaluated that this activity was good and profitable. It provided for students chances to practice and review smooth and dead syllables. It was not too easy or too difficult to understand the procedure of the activity for students. The words used were appropriate for the knowledge levels of students. Students had learnt those words before they participated in the activity.

In students’ ideas, this activity is covered by both strong points and weak points.

Strengths of this activity:

1. This activity was a good way to practice writing skills.
2. This activity helped students practice and review smooth and dead syllables, and what was taught in the classroom.

Weaknesses of this activity:

1. The researcher spent too little time for the explanations of answers. She should spend more time for them in order that students could identify which words were smooth and dead syllables by writing. However, it was very hard to identify them by listening.

The researcher is satisfied with the results of this activity although the atmosphere during the activity implementation seemed flat and slow. This satisfaction is because most students could give the correct answers not only of smooth and dead syllables but also of Thai final consonants. This meant that some students learnt their weak point of Thai final consonants they found in implementing Final Consonant Activity, and that they improved their weak point. The result of resolving their defect was performed in this activity.

The observation perceived by the researcher is as follows:

1. The condition during the activity implementation was quite similar to one during Final Consonants Activity. It seemed flat and slow. Students looked like they did not enjoy the activity. This might be due to the same causes as those occurring during Final Consonants Activity. This condition happened since the period of the teacher's instruction. Smooth and Dead Syllables Activity was done on the following day of Final Consonants Activity. Thus, the slow condition might be because students were sick and the health problem influenced students' lower potentiality of learning.
2. Some students could not memorize accurately the rules of smooth and dead syllables, whereas some could do that well. This was reflected by the scores on smooth and dead syllables gathered during the activity implementation.

Table 4.5: Students' scores on smooth and dead syllables gathered during Smooth and Dead Syllables Activity

Lexical Items	Student 1	Student 2	Student 3
<i>Smooth syllables</i>			
□ ชื่อ	✓	×	✓
□ เรา	✓	✓	×
□ जान	✓	✓	✓
□ อุง	✓	✓	✓
□ รำ	✓	✓	✓
□ ใจ	✓	✓	×
□ ลม	✓	✓	✓
□ อ่าว	✓	✓	✓
□ ทาร	✓	✓	✓
□ หนา	✓	✓	✓
<i>Dead Syllables</i>			
□ มีด	✓	✓	✓
□ จะ	✓	×	✓
□ เลอะ	✓	×	✓
□ เด็ก	✓	✓	✓
□ นับ	✓	✓	✓
□ รัฐ	✓	✓	✓
□ เลข	✓	✓	✓
□ บาบ	✓	✓	✓
□ รถ	✓	✓	✓
□ ดี	✓	×	✓
Total (20)	20	16	18

Remark: Student 4 was absent on that day of Activity 5.

According to the information in Table 4.5, Student 1 and 4 scored twenty while Student 3 and 2 scored eighteen and sixteen respectively. Student 2 should be given a little more explanations of smooth and dead syllables. The scores shown were not too much different. The difference might come from the lack of reviewing smooth and dead syllables.

4.6 Activity 6 : Matchmakers (of Vowels)

Vowels are the central segment which is the most significant feature of the syllable. Vowels of each language are different. Some languages comprise single vowels, diphthongs, triphthongs or gliding vowels. Non-native learners studying foreign languages often encounter the correct pronunciation of vowels. They usually compare the vowels of foreign languages they heard to those of their mother tongue automatically. When hearing some unfamiliar vowels, they modify them to the vowels close to those of their mother tongue. For instance, in English the glide of vowels is found but is not in Thai. Therefore, the word “go” in English is pronounced [goo] by Thai students instead of [gəʊ] (Crowther, Ed., 1995: 505) which is the correct pronunciation. Because of the lack of the glide of vowels in Thai, Thai students do not hear it and ignore it. Another example is the difference between [ʊ] and [y] vowels in French. There is only [uu] vowel in Thai. Thus, Thai students cannot pronounce those vowels correctly. They often compare those vowels to [uu] vowel in Thai. Moreover, they cannot differentiate aurally the word “roue” [Rʊ] and “rue” [Ry] (Rey, Ed., 1995: 1141, 1145) and cannot produce the correct pronunciation of those words, especially the word “rue” [Ry], but native French speakers can understand Thai people’s pronunciation of the word “roue” [Rʊ]. The incorrect production and reception of vowels lead into an obstacle of communication. In addition, the length of Thai vowels brings the different meanings of words. For example, the word กว [kaa] means “crows, kettles” while the word กว [kaʔ] means “to estimate.” Non-native learners whose mother tongue is English or French often confront the trouble of differentiating the length of vowels because the length of vowels are not important for the different

meanings of words in their mother tongue. Nevertheless, the length of vowels does not usually make troubles to Japanese students because the length of vowels in Japanese is related to the different meanings of words. However, according to the conversation between the researcher and Japanese students on the day of opening ceremony of the Thai In-Country course, it is found that they encounter the problems of production and reception of vowels that are not discovered in Japanese such as [ə], [ʌ], [ʊʊ], [ɛ], and [ɛɛ] vowels. The researcher, thus, developed this activity whose goals are to practice differentiating correctly Thai vowels and to explore which Thai vowels cause troubles to students.

The details of Matchmakers (of Vowels) Activity can be enumerated as follows:

Objective:	To practice and review Thai vowels To reinforce students to separate Thai vowel sounds correctly
Dynamic:	Small groups
Time:	15-20 minutes
Material:	Vocabulary cards
Procedure	

- 1) The teacher sticks all vocabulary cards on the blackboard.
- 2) The teacher explains to students how to play this activity. When the teacher pronounces a word, the students have to compete by picking the vocabulary card whose vowel is similar to the vowel of the word pronounced by the teacher. For example,

When the teacher pronounces แมว [mɛəw], the students have to pick the card

แก้ว [kɛəw].

Students who can pick the correct vocabulary card related to the vowel of the word pronounced by the teacher will receive a point.

- 3) Proceed with the steps mentioned above until the last word. Then, the teacher counts the scores and student who receives the highest points is the winner.

The test done to examine students' knowledge of Thai vowels after the activity implementation is demonstrated below.

พ่อสื่อ-แม่สื่อ (Matchmakers (of Vowels))

Select the word whose vowel is similar to the front word.

For example

ละ	จะ	ลา	ดู
1. แกะ	เตะ	เท	แพะ
2. ปู	ฟู	หู	กะ
3. ตัว	ัวัว	ัวัด	เบา
4. ตื่น	บิน	จิ้น	ปิ่น
5. เดิน	เงิน	ก่อน	แผน
6. ตึก	ปึก	ฝึก	พริก
7. เรียน	เรียน	เพื่อน	เงิน
8. ไป	ไข่	ลา	โต
9. ซ้ำ	เกาะ	เต่า	หา
10. แม่	และ	แก่	เก

The information presented on Table 4.1 reveals that ninety-seven point five per cent (97.5 %) of students could master the comprehension of Thai vowels. The mean scores of this activity were 9.75. The S.D. value of this activity was 0.43. This meant that the proficiency of this activity as a helpful supplement of learning Thai vowels was very good.

Regarding the Thai reading and writing teacher's opinions, this activity helped students review and practice Thai vowels. It also reinforced them to separate Thai vowels correctly. Moreover, the teacher was given chances to check students' reception and production of Thai vowels. It was easy to understand the procedure of the activity. The materials used were appropriate for the knowledge level of students. Because vowels were one of the most difficult parts of Thai knowledge, more various alternative activities should be developed.

Students thought that there are more advantages than disadvantages found in this activity.

Strengths of this activity:

1. This activity was useful to memorize Thai vowels.
2. It provided for students opportunities to listen to the native Thai speaker's Thai vowel pronunciation. This aided students in being familiar with the native accent, and in checking by themselves their ability of differentiating correctly Thai vowel pronunciation produced by the native speaker.
3. Students were given chances to discover their weak points of Thai vowel pronunciation. When they produced wrong pronunciation, the researcher gave them suggestions of how to pronounce that Thai vowel correctly, and detailed explanations of the difference between the wrong vowel produced by students and the correct vowel.
4. This activity was a helpful way to practice Thai vowels and to stimulate students' attention of learning. It was enjoyable.

Weaknesses of this activity:

1. The amount of Thai vowel sounds used in this activity was too much to remember at once. It was possible to remember four or five vowel sounds well at once, because Thai pronunciation was the most crucial part of studying.
2. The researcher spent too much time of pasting vocabulary cards on the board.

The researcher is very satisfied with this activity. It aided the researcher in learning students' difficulty of differentiating and pronouncing Thai vowel sounds. Students performed their attempts to learn Thai vowels and to answer the questions. They also cooperated well with the activity implementation. However, the researcher would like to design a new test of vowels. It was easy to deal with the test of vowels used in this study because students had a chance to see and compare vowel forms in the choices with those in the questions.

The observation found is as follows:

1. Students were enthusiastic and cooperated well with the activity implementation. The condition during the activity implementation was smooth and enjoyable. Students presented their attempts to answer the questions. Although they gave wrong answers, they still tried to give the new ones.

2. The level of Thai vowel comprehension of each student was acknowledged. According to the information discovered during the activity implementation, it indicated that most students were confused with and could not differentiate the following Thai vowels in both productive and receptive skills: [e], [ee], [ɛ], [εε], [ʉ], [ʉʉ], [ɔ], [ɔɔ], [ə], [əə], [uu], and [oo]. This was because Thai consisted of more vowels than Japanese did and many Thai vowels were a little different in the articulatory organs. Students were not aware of this difference of the articulatory organs such as [e] versus [ɛ].

3. Students realized their weak points of Thai vowel production and reception. It was observed that after giving wrong answers, students tried to answer again. They also asked the researcher to pronounce that word composing their problematic vowel again, and then, repeated it such as [e], [ɛ], [əə]. In addition, they were willing to learn and be given the researcher's suggestions about how to pronounce their problematic vowels correctly. After the end of the activity implementation, some students still asked the researcher to pronounce their problematic vowels again. Then, they repeated those vowels until the native-like vowels were produced finally. The table shown below is students' scores collected during this activity implementation.

Table 4.6: Students' scores on Thai vowels gathered during Matchmakers (of Vowels) Activity

Lexical Items	Student 1	Student 2	Student 4
1. มี		✓	
2. หมู	✓		
3. วัว	✓		
4. เสือ	✓		
5. ดึง			✓
6. ไก่			✓
7. เกาะ		✓	
8. หมา			✓
9. หอ			✓
10. ถึง		✓	
11. โต		✓	
12. แด		✓	
Total	3	5	4

Remark: Student 3 was absent on the day of Activity 6.

The first student giving the correct answer would be given one point. The scores presented in Table 4.6 point out that most students' knowledge level of Thai vowels were nearly similar.

4.7 Activity 7 : What Tone Is This? (I)

Tone is the most difficult feature of Thai learning of non-native learners, especially those whose mother tongue does not comprise tones such as English and French. Tones in Thai are crucial to separate the meanings of words. On the contrary, languages without tones consist of pitch, stress, and intonation in order to convey messages and emotion of the speakers. Thus, if students put stress on the wrong positions of words or put wrong intonation patterns on the sentences, the failure of communication will be found. In fact, it is very hard for non-native learners whose

mother tongue does not comprise tones to differentiate tones in Thai immediately. They need to be practiced consistently. Thai contains five tones: mid, low, falling, high, and rising tones. Tones in Thai are related closely to the groups of initial consonants, smooth and dead syllables, and the length of vowels. These three elements determine the tone of each word. If students understand these components clearly and can apply these elements to learning tones, they will understand better Thai tones. The problems of tones encountered by non-native learners are both productive and receptive skills. It is very necessary for those non-native learners to practice differentiating aurally Thai tones. They should be given chances to be familiar with the native Thai pronunciation of tones. This leads students' imitation of the tone pronunciation acceptable for Thai people.

What Tone Is This? (I) Activity can be explained its details as follows:

Objective: To reinforce students to identify tone in Thai correctly

Dynamic: Individual

Time: 15 minutes

Material: sign showing 'similarity' and showing 'difference'

Procedure

- 1) Each student is given the and signs.
- 2) The teacher pronounces two words. Then, students must show the sign when those two words are similar. But, they must show the sign when those two words are different. For example,

When the teacher pronounces ^๕วัด [wát] and ^๕เล็ก [lék], students should show sign because they are high tone. On the other hand, when the teacher pronounces ^๒ไป [pay] and ^๑ใจ [khày], students should show the sign because the first is mid tone but the latter is low tone.
- 3) After every student shows their answer, the teacher gives the correct answer and detailed explanation. The teacher also checks each student's answer. Whoever gives the correct answer will receive one point.

- 4) Proceed with the steps as mentioned until the last pair of words. Whoever receives the highest points is the winner.

The following test is constructed to examine students' knowledge of tones in Thai after they participated in the activity.

นี่เสียงวรรณยุกต์อะไร ๑ (What tone is this? (I))

Select the following words to put in front of the words whose tone is the same.

หมา พุด น้ำ เดิน ใหญ่

- | | | | |
|-------|--------|-------|---------|
| _____ | 1. สอง | _____ | 3. ปลา |
| _____ | 2. ป้า | _____ | 4. ลีบ |
| | | _____ | 5. น้อย |

ข้าว หิว ลิง เล็ก หนึ่ง

- | | | | |
|-------|---------|-------|----------|
| _____ | 6. ห้า | _____ | 8. เจียน |
| _____ | 7. ยี่ม | _____ | 9. แมว |
| | | _____ | 10. เจ็ด |

Table 4.1 demonstrates that eighty per cent (80 %) of students could master the knowledge of tones in Thai. The mean scores of this activity were 8.0. The S.D. value of this activity was 0.71. These results manifested that this activity was very good as a helpful supplement of learning tones in Thai.

The Thai reading and writing teacher said that this activity was useful and interesting. It was useful to check students' several features of language proficiency such as vowels, consonants, and tones. The procedure of this activity can be easily understood. The materials were good and suitable for the knowledge level and the age of students. Moreover, more activities of tones in Thai with different procedures should be increased.

According to students' comments, this activity consists of both strong points and weak points.

Strengths of this activity:

1. This activity was effective to practice listening skills and identifying tones in Thai correctly.

2. This activity was a good method of practicing Thai tones. Students thought that it was better to remember the tone of the word one by one than to memorize the figure of the tone. Students meant that they could not respond quickly the questions during conversation if they considered the figure or written form. In conclusion, the practice of identifying the tones of the words by listening was a better way than that by considering the written forms of the words. Tones are the most difficult feature of Thai learning. Listening to and memorizing the word one by one aided students in learning Thai more easily.

3. This was a good and enjoyable activity.

Weaknesses of this activity:

1. If students did not give concentration on the words, they would not gain anything from this activity. They needed to concentrate on listening carefully at the same time as they had to check whether or not the two words mentioned were similar. As a result, if their concentration lost, they could not answer the questions effectively. It was because of the lack of the written forms of those words given to students.

2. It was still quite hard to figure out what tone the word had. Because most Thai words were quite similar, it was complicated to specify whether or not the tones of those words mentioned were similar.

The researcher is satisfied with this activity. Students enjoyed doing it. The researcher also acknowledged students' ability of listening skill and of tone

identification. However, some students complained that it was still hard to figure out whether or not the tones of those words mentioned were similar. Therefore, the researcher thinks that words used in this activity should be simplified. Those words should comprise the same vowels or the same consonants. For example, is the word ฆา [phǎa] similar to the word ขา [khǎa]? The answer is ‘the same.’ Is the word ลา [lá?] similar to the word ลา [laa]? The answer is ‘different.’

The observation gathered is as follows:

1. Students were enthusiastic and cooperated well with the activity implementation. The condition during the activity implementation was smooth and enjoyable.
2. This activity was a good method of practicing listening skills. It was realistic. It helped the teacher know students’ proficiency of tone identification and ability of listening skills.
3. It was found that some students seemed confused and uncertain how the word they heard spelt, what final consonant that word contained, whether that word composed a short or long vowel. These elements were vital for tone pronunciation. Some students, thus, hesitated to raise tone signs.

The table below is students’ scores on tones in Thai collected during this activity implementation.

Table 4.7: Students' scores on tones in Thai gathered during What Tone Is This? (I) Activity

Lexical Items	Student 1	Student 2	Student 3	Student 4
1. ยิ้ม / คัด (Similar)				✓
2. หนึ่ง / ตี (Similar)	✓	✓		
3. วัง / ฤ (Difference)	✓	✓	✓	
4. ปลา / หมา (Difference)	✓	✓	✓	✓
5. เท / มือ (Similar)	✓	✓	✓	✓
6. ม้า / แมว (Difference)	✓	✓	✓	✓
7. เต่า / เขา (Difference)	✓	✓	✓	✓
8. ไช้ / ไก่ (Similar)	✓	✓	✓	
9. ใหญ่ / ให้ (Difference)	✓	✓	✓	✓
10. ช้าง / อ่าง (Difference)	✓	✓	✓	✓
11. น้ำ / ป่า (Difference)		✓		
12. ฟัง / มืด (Similar)	✓	✓		
13. รถ / โต๊ะ (Similar)	✓			
Total (13)	11	11	8	7

As seen in Table 4.7, Student 3 and 4 scored eight and seven points respectively, but Student 1 and 2 each scored eleven points. This meant that Student 1 and 2 could master the very well ability of identifying tones correctly. However, the teacher might spend more time to practice listening and identifying tones in Thai orally with Student 3 and 4.

4.8 Activity 8 : What Tone Is This? (II)

This activity aims to reinforce students to identify tones in Thai correctly, and to practice and check students' writing ability. As stated in the introduction of Activity 7 (What Tone Is This? (I)), tone is the most difficult characteristic of Thai learning, in particular those whose mother tongue does not comprise tones. The researcher realized the importance of tones in students' learning and the teacher's instruction. As a result, another activity supplementing learning tones in Thai is developed. This activity's goals are a little different from those of the previous activity of tones. The fact that students can dictate words correctly and identify tones of those words accurately indicated students' strong ability of memorizing and understanding the groups of initial consonants, the length of vowels, and smooth and dead syllables. It also shows that they can apply all knowledge to learn tones in Thai correctly. For instance, the researcher pronounces [khǎa]. Students can identify that this word is rising tone, but they wonder how to spell it. They need to consider each step before deciding to write their answer on the pieces of paper. First, this word contains a long vowel [aa]. Secondly, it is a smooth syllable because of a long vowel and no final consonant. Thirdly, its initial consonant is [kh] sound. [kh] sound belongs to both the high and pair low group of initial consonants. However, the pair low group of initial consonants cannot be rising tone. So, this [kh] sound belongs to the high group of initial consonants. The correct spelling of this word is ๓๑ [khǎa] without rising tone marker. If students can arrange their thinking systematically, they can more easily learn tones in Thai. Then, if they master the strong basic knowledge of tones, they can learn easily, especially in speaking and listening skills.

The details of What Tone Is This? (II) Activity can be described as follows:

Objective : To reinforce students to identify different tones in Thai correctly

To practice and check writing ability

Dynamic : Individual

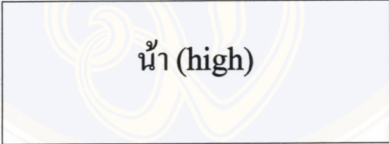
Time : 15 minutes

Materials : Paperboard

Procedure

- 1) Each student is given pieces of paperboard.
- 2) The teacher pronounces a word. Then, students must write it on the paperboard and also indicate the tone of that word. After the signal from the teacher, students reveal their answer at the same time. For example,

น้ำ [náa] is high tone. Students have to write “น้ำ” and “high”. Then, show it to the teacher.



น้ำ (high)

- 3) The teacher checks the answers of all students. Whoever gives the answer correctly will receive one point.
- 4) Proceed with the steps mentioned above until the last word. Then, the teacher checks for the scores. Who receives the highest points is the winner.

The following test constructed to check students' knowledge of tones in Thai after the activity implementation is manifested below.

นี่เสียงวรรณยุกต์อะไร ๒ (What tone is this? (II))

Select the following words in the box to put in front of the words. (each answer can be used more than one time.)

mid	low	falling
high	rising	

- | | | | |
|-------|---------|-------|---------|
| _____ | 1. ตี | _____ | 6. น้ำ |
| _____ | 2. เห็น | _____ | 7. ชา |
| _____ | 3. วิ่ง | _____ | 8. ไก่ |
| _____ | 4. น้ำ | _____ | 9. วัน |
| _____ | 5. เล่า | _____ | 10. ถึง |

As can be seen in Table 4.1, it reveals that eighty-seven point five per cent (87.5 %) of students could master the comprehension of tones in Thai. The mean scores of this activity were 8.75. The S.D. value of this activity was 0.83. These results meant that the proficiency of this activity as a helpful supplement of learning tones in Thai was very good.

Regarding the Thai reading and writing teacher's points of view, this activity was efficient and interesting because tones are important for speaking, listening, reading and writing in Thai. If students pronounce wrong tones, they will write wrong words and also convey the wrong messages. Hence, this activity practiced and strengthened the comprehension of tones in Thai to students. Furthermore, it provided for the teacher chances to investigate students' comprehension of tones in Thai and listening proficiency. The procedure of the activity was not too difficult to make understanding. The materials used were appropriate for the age and the knowledge level of students. Nevertheless, a defect of this activity was found on the researcher as an activity moderator. The activity moderator did not keep eyes on every student. This

was due to the internal conflict happening among students. Some students did not converse together at all. Therefore, the moderator did not dare to have eye contacts with the problem students.

According to students' thoughts, this activity contains only advantages.

Strengths of this activity:

1. This activity was dictation. Dictation was a helpful way to enhance students' language proficiency, to improve students' listening ability, and to increase Thai vocabulary items although it was quite difficult.

2. This activity helped practice the identification of tones in Thai and the writing skills.

3. Students were able to learn Thai vocabulary items and tones at once.

In addition, every student had an identical opinion about dictation. Dictation was good for practice. It aided in developing and improving students' Thai ability, motivating them to keep studying, and realizing their weak points.

The researcher is very satisfied with this activity although students' scores gathered during the activity implementation were not quite good. This activity helped the researcher discover students' abilities of writing skill and of tone comprehension. Students should practice tones and writing by dictation.

The observation discovered is as follows:

1. Students' writing ability was acknowledged. Some students could identify tones of words correctly but could not correctly spell those words. This meant that students might face the problem of Thai writing system. They could not combine well the knowledge of the group of initial consonants, of smooth and dead syllables, and of the length of vowels with Thai writing. For example, the researcher pronounced ฟัก [phák]. Some students wrote ฟัก because of the lack of awareness of the group of initial consonants. Some wrote ฟัก because they were not able to differentiate the

aspirated and unaspirated sounds. These circumstances demonstrated that the problems of issues related to writing skills and tones were still found in students.

2. The comprehensive levels of tones in Thai of students were revealed. This activity helped disclose whether or not students identified and understood correctly tones of words. Students' scores on tones in Thai collected during What Tone Is This? (II) Activity are presented on the following table.

Table 4.8: Students' scores on tones in Thai gathered during What Tone Is This? (II) Activity

Lexical Items	Student 1	Student 2	Student 3	Student 4
1. น้ำ (high)		✓		
2. เต็ม (falling)				
3. จะ (low)	✓	✓		
4. ขา (rising)		✓		
5. พัก (high)		✓		
6. คู่ (mid)		✓		
7. ช้อ (falling)				
8. โต้ะ (high)				
Total (8)	1	5	0	0

The information in Table 3.8 indicates that most students could not identify correctly tones of words. Student 2 was only one person who scored 5 of 8. Student 1 scored only one while the rest of students had no scores. These results implied that the teacher should emphasize more practice of tones and writing skills by using dictation. It was essential to arrange time to practice differentiating the problematic initial consonant sounds such as unaspirated and aspirated sounds, and to explain the differences of vowel pronunciations such as [ɛ], [ɛɛ] versus [e], [ee].

4.9 Activity 9 : Hint and Guess

In addition to the reinforcement of lesson comprehension, activities also contain many contributions. Activities can establish the good relationship and interaction between the teacher and students, and among students. They help change the atmosphere of classroom and build the good conditions of learning and teaching. Like what is mentioned above, Hint and Guess Activity does not aim to reinforce students to understand better what the teacher taught. On the contrary, it intends to review and check the amount of vocabulary items stored in students' vocabulary banks, and to practice Thai communication. By-products of this activity are the good interaction between the teacher and students, and the establishment of enjoyable time to students. This activity also releases the tension occurring during the instruction. It motivates students to think in the creative way. Students have to guess the answers depending on the given cues. When giving the wrong answers, they try to answer again. Regarding the hinters, they need to create hints that are easy to understand and communicate.

Hint and Guess Activity developed can be enumerated its details as follows:

Objective : To practice and review vocabulary
To practice communicating in Thai

Dynamic : Small group

Time : 20 minutes

Materials : Vocabulary cards, worksheet for dictation

Procedure

- 1) The teacher calls the student one by one in front of the classroom to see a vocabulary card. Then, that student has to hint at the vocabulary so that the rest of the students can guess what word the student has chosen. The hint must be in Thai. The teacher has to indicate the rules of the game before starting the game as follows:
 - a) Students are not allowed to say the words on the card directly.
 - b) Students are not allowed to use the mother tongue. Hints must be in Thai.

- 2) When the students can guess it correctly, have them dictate that word but the hincer does not have to dictate it. But if no one can guess it, the hincer has to give more cues.
- 3) The teacher calls the next student to hint the new words. Follow the steps mentioned above until the last words. Students hand their worksheet to the teacher.

The test used to check students' knowledge of Thai vocabulary items after the activity implementation is shown below.

บอกใบ้ให้ทาย (Hint and Guess)

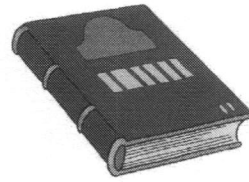
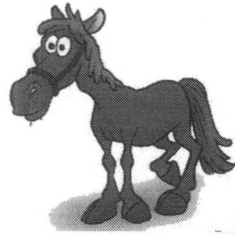
Select the following words in the box to put under the pictures appropriately.

ครู	หนังสือ	ตึ้น	โต๊ะ
รำ	นอน	ร่ม	บ้าน
หวี	รถ	หมา	ม้า
วิ่ง	กิน		



1.

2.



3.

4.



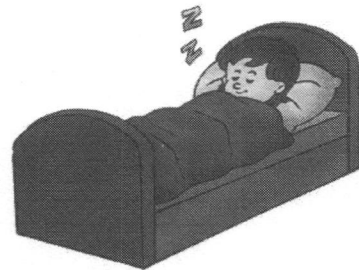
5.

6.



7.

8.



9.

10.

Students' scores presented in Table 4.1 point out that eighty-five per cent (85%) of students could master the knowledge of Thai vocabulary items. The mean scores of this activity were 8.5. The S.D. value of this activity was 1.12. These scores indicated that the proficiency of this activity as a helpful supplement of learning Thai vocabulary items was good.

In the Thai reading and writing teacher's views, this activity helped change the atmosphere of learning and teaching, and establish the enjoyable time for students. It gave students opportunities to move their body and to create the easily understandable cues. Students as a guesser had to look for the correct answers and write them. Furthermore, the teacher was given chances to examine vocabulary items occupied by students and students' Thai communicative ability. It was easy to understand the procedure of this activity. The materials used were related to the knowledge level of students.

Students evaluated that this activity comprises both advantages and disadvantages.

Strengths of this activity:

1. This activity was a good method of practicing the memorization of Thai vocabulary items.
2. It was a good challenging way to improve Thai communicative ability, and reinforced student to speak Thai even though it was quite hard to explain and hint in Thai. This obstacle was due to the limited amount of Thai vocabulary items.
3. Students thought that the first step of Thai learning was the most difficult time. But listening to Thai consistently made them enjoy and feel familiar with native Thai accents and sounds although they did not understand exactly the meaning of what Thai people said.

Weaknesses of this activity:

1. Some students did not think that they gained more Thai language knowledge. This activity did not help improve their language problems. The researcher should seek the effective way to improve this activity.

Moreover, a student advised that the researcher should explain the meanings of words that students needed to give hints before beginning the activity on each round because of the limited number of students' Thai lexical items.

After testing this activity and having students do the test, the researcher discovers the weak points of the test used in this activity. This test should not be used in the study because of the following weaknesses. The first defect is that choices given in the box are both nouns and verbs. Some words are equivocal such as รำ [ram]. The word รำ [ram] can be both a noun and a verb. When functioning as a verb, it means 'to dance.' When functioning as a noun, it means 'bran, chaff.' The second defect is the unclear pictures. For example, Picture 2 comprises a boy, an action of the boy, a dish, a spoon, a fork and a glass. Some students may misunderstand that the answer may be other words, not the word กิน [kin] the researcher intends to ask because they may not know the word กิน [kin]. Therefore, for them no correct answer is found in the box. Nevertheless, this activity allowed the researcher to know students' amounts of Thai lexical items, communicative ability and difficulty of Thai pronunciation.

The observation gathered during the activity is as follows:

1. The atmosphere of the activity implementation did not seem smooth. A part of students were not enthusiastic with the activity. In contrast, other part of students cooperated well with the activity.
2. The researcher found that some students did not understand the meanings of words that they needed to give hints. So, they did not know how to hint to them in Thai. Some understood the meanings but could not give hints in Thai. The researcher needed to give them suggestions. These circumstances were because of the students' weak knowledge of Thai structure and the small number of Thai lexical items.
3. It was revealed that some students confronted the difficulty of Thai pronunciation. They tried to convey their messages in Thai, but the researcher and the teacher as a native Thai speaker did not understand what they tried to say. It was because those students pronounced unclearly Thai tones, consonant sounds, and

vowels. As the information given by a non-native Thai learner whom the researcher met by accident, he understood a lot of Thai lexical items and Thai basic knowledge but most Thai people did not understand what he said at all.

4. It was as well disclosed that students tried to create hints and also tried to guess the answers. In case of guessing, if students did not know how to say that word in Thai, they said it in English. The researcher realized from the data as mentioned that students understood what their classmates communicated but did not know how to say it in Thai.

4.10 Activity 10 : Whose Classifier Is It?

Classifiers are the particular characteristic of Thai. Other languages do not comprise the same classifiers as those in Thai. For instance, generally there is no classifier in English. When we want to specify the number of uncountable nouns such as food, and water, nouns whose meanings are concerning containers, quantifier and measurement are used to specify the numbers such as three dishes of steak, two kilos of pork, a cup of coffee and five bars of soap. This is not exactly the same as Thai classifiers. Nouns in Thai need to be accompanied by the classifiers, and are not separated as countable and uncountable nouns. Nevertheless, in teaching Thai for elementary students the teacher perhaps teaches only Thai classifiers seen and used frequently such as ตัว [tua], ผล [phǒn]. Therefore, the researcher developed Whose Classifier Is It? Activity in order to practice and review Thai classifiers. Its aim is also to check Thai vocabulary stored in students' vocabulary banks.

Whose Classifier Is It? Activity developed can be enumerated its details as follows:

Objective: To practice and review Thai classifiers
To review and check lexical items stored in students' vocabulary bank

Dynamic: Individual

Time: 15-20 minutes

Material: Classifier cards and pieces of paper

Procedure

- 1) Each student is given pieces of paper.
- 2) The teacher shows a classifier card one by one. Each student has to write words related to the classifier on the card as much as possible. For example,
The classifier shown on the card is ตัว. Students may write หมา, แมว, นก, โต๊ะ and the like.
- 3) The teacher gives students a signal to show their answers. Next, the teacher checks each student's answers. The marks given depend on the correctness of the responses, not spelling, and also the number of the correct answers. For example,
The classifier shown on the card is ตัว. And one student may write correctly หมา, แมว, นก, โต๊ะ, but may misspell ม้า. However, he or she receives five marks for this item.
- 4) Proceed with the steps mentioned above until the last classifier card. Whoever receives the highest marks is the winner.

The test used to check students' knowledge of Thai classifiers after the activity implementation is presented below.

ลักษณะนามของใคร (Whose classifier is it?)

Select the following classifiers in the box to put behind the appropriate words.
(each answer can be used more than one time.)

แท่ง	เล่ม	ตัว
เส้น	ผล	คัน

1. เสือ (tiger) ➤ _____
2. รถ (car) ➤ _____
3. ส้ม (orange) ➤ _____
4. ผม (hair of the head) ➤ _____
5. หนังสือ (book) ➤ _____
6. ดินสอ (pencil) ➤ _____
7. สร้อย (necklace) ➤ _____
8. แมว (cat) ➤ _____
9. ชมพู่ (rose apple) ➤ _____
10. สมุด (notebook) ➤ _____

Table 4.1 specifies that eighty-five per cent (85 %) of students could master the knowledge of Thai classifiers. The mean scores of this activity were 8.5. The S.D. value of this activity was 0.5. This meant that this activity was very good as a helpful supplement of learning Thai classifiers.

Regarding the Thai reading and writing teacher's ideas, this activity was profitable to practice and review Thai classifier to students. On the other hand, this activity might cause a problem to students who knew and memorized the small amount of Thai lexical items. The procedure of the activity could be easily understood. The materials used in this activity were suitable for the knowledge level of students. However, a weak point of this activity was due to the trouble of the teacher's classifier

teaching. The teacher had little chance to teach this topic. As a result, students could memorize the narrow number of Thai lexical items. Also if students did not review Thai classifiers taught in the classroom, they could not answer well the questions during the activity implementation.

According to students' feedback, this activity has both strengths and weaknesses.

Strengths of this activity:

1. Students were provided chances to practice and review Thai classifiers.
2. Students acknowledged their weak points. They were aware of learning and memorizing more Thai lexical items, how to spell those items correctly, the meanings of those items, and what classifier those items were used with.

Weaknesses of this activity:

1. Students thought that they could not memorize many Thai classifiers at once. Only one useful classifier usually used should be focussed on in each teaching time.
2. The researcher should focus on how to use the classifiers taught. In this case, students wanted the researcher to give them the observation or the method which was able to be used to indicate what classifier a kind of nouns was used with.

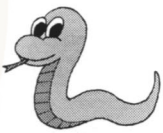
The researcher thinks that this activity is good and useful. She appreciates students' efforts to convey their knowledge with various ways such as using transcription and drawing a picture when they could not answer the questions in Thai. The researcher observes that most vocabulary terms students answered are quite the same. This might conclude that most students mastered the quite same Thai lexical terms and the quite same level of knowledge.

The observation collected during the activity is as follows:

1. The atmosphere during the activity implementation looked smooth. Students cooperated with the activity.
2. Some students could identify Thai nouns used with the classifier questioned correctly but could not spell them in Thai. They, thus, wrote them in transcription.

Moreover, some did not know how to say those words in Thai, so, they tried to communicate them by drawing. Most students could indicate correctly Thai nouns related to the classifier questioned but the number of the correct answers of each student was different. The table shown below is students' performance gathered during this activity implementation.

Table 4.9: Students' performance gathered during Whose Classifier Is It? Activity

Classifiers	Student 1	Student 2	Student 3
คัน	รถ, ช้อน	รถ, ช้อน	รถ, [chǒn]
ผล	[sóm], ทุเรียน, [klúay]	ส้ม, มะละกอ, [klúay]	มะละกอ, กั๊ว
ตัว	horse, dog, งู, หนู	ม้า, หมู, ไก่, ลิง	หมา, หนู,  [kài],
เส้น	สร้อย, เข็มขัด	noodle, สร้อย	[kúay tiaw], [sǒy]

Remark: Student 4 was absent on the day of Activity 10.

The information in Table 4.9 indicates that students' comprehension levels of Thai classifiers were quite similar. Students attempted to perform well their comprehension of Thai classifier to the researcher. However, the table mentioned above conveyed some messages to the researcher and the teacher that Thai writing skills and the larger number of Thai lexical items should be emphasized to teach to students.

4.11 Activity 11 : Read and Answer

In teaching reading skills, students need to be given chances to read. Paulston and Bruder stated (1976: 81), "We believe with Smith that reading is learned rather than taught, and that one learns reading by reading in the mother tongue as well as in a

foreign language,..." Moreover, Paulston and Bruder also gave an interesting suggestion: "On the very elementary level, reading serves primarily (1) to introduce basic grammar patterns and vocabulary items in contexts and (2) to reinforce this basic knowledge." Hence, the researcher developed Read and Answer Activity in order to improve and enhance students' reading ability, and to give students opportunities to touch Thai reading.

The details of Read and Answer Activity can be enumerated as follows:

Objective: To develop and enhance reading ability

To develop listening comprehension

Dynamic : Individual

Time : 30 minutes

Materials: Reading passage

Procedure

- 1) Each student is given a reading passage whose length and difficulty is suitable for the students' language ability and pieces of paper.
- 2) Have students read it within 15-20 minutes.
- 3) Then, the teacher asks the questions about what they have read. Students have to answer the questions on the prepared pieces of paper.
- 4) When the allotted time is up, every student shows the correct answer and gives the explanation. Whoever gives the correct answer will receive a point.
- 5) After that, the teacher asks a new question. Proceed with the steps mentioned until the last question. Whoever receives the highest points is the winner.

The following test is done to examine students' Thai reading ability after they participated in the activity.

อ่านและตอบคำถาม (Read and Answer)

Read the following passage and fill in the blank by using words given in the box.

Passage I

ว่า	หมา	แดง
ไม่	มี	

คำ เป็น _____ สี คำ
 คำ _____ มี บ้าน
 พ่อ ทำ บ้าน ให้ คำ
 กล้า ดีใจ พ่อ จะ ทำ บ้าน ให้ คำ
 กล้า _____ จะ ช่วย ทำ บ้าน ให้ คำ
 บ้าน ของ คำ เป็น สี _____
 คำ _____ บ้าน สี แดง

Vocabulary

ทำ	→	to do, to make
บ้าน	→	house
ดีใจ	→	to be glad
สีแดง	→	red colour
มี	→	to have
เป็น	→	to be
พ่อ	→	father
ไม่	→	not
ว่า	→	to say

Passage II

ตา	ชื่อ	ดู
ลูกหมา	มี	

แก้ว กับ กล้า มี ลูกแมว
 ลูกแมว _____ หู สี ดำ
 ลูกแมว _____ เหมียว
 ลูกหมา มี _____ โต
 ลูกหมา มี สี ดำ
 _____ ชื่อ ดำ
 แก้ว _____ เหมียว เล่น กับ ดำ

Vocabulary

- สีดำ → black colour
- เล่น → to play
- กับ → and, with
- มี → to have
- ชื่อ → name, to have a name
- ลูกหมา → puppy
- ลูกแมว → kitty
- หู → ear
- ตา → eye
- ดู → to watch, to look at

Students' scores presented in Table 4.1 indicate that ninety-two point five per cent (92.5 %) of students could master the comprehension of Thai reading. The mean scores of this activity were 9.25. The S.D. value of this activity was 0.83. These scores

demonstrated that the proficiency of this activity as a helpful supplement of learning Thai reading ability was very good.

The Thai reading and writing teacher said that this activity provided for students chances to practice and review what they learnt, as well as to practice Thai reading and writing. It aided in enhancing and developing students' ability of comprehensive reading. The reading passage selected to use in this activity was related to students' knowledge levels. But some students could not give right answers because of their lack of reviewing what they learnt. In addition, Japanese students as a population of this study have studied Thai for four months before participating in the elementary Thai In-Country course. Spaces between words are not kept in Thai like those in English or French. Therefore, it was quite difficult for students to separate correctly Thai words. The researcher realized this obstacle; so, she kept spaces between Thai words on the prepared passage. The teacher agreed with keeping spaces, because it could eliminate students' problem of separating correctly Thai words and it could also simplify the comprehension of meanings of words. Nevertheless, the researcher should keep more spaces between sentences. It was easy to understand the procedure of the activity. The materials used in this activity were appropriate for the activity procedure and students' knowledge levels.

Students specified more advantages than disadvantages found on this activity.

Strengths of this activity:

1. This activity increased the amount of Thai lexical items.
2. Students thought that they should practice being familiar with Thai consonant forms. Using Thai consonant forms could aid students in improving their language abilities better than using transcription because students could see the correct spelling and accumulate their Thai lexical items.
3. The researcher selected Thai grammatical patterns students learnt. This activity helped review Thai grammatical points taught.
4. This practice was useful for practicing students' Thai reading skills even though it was difficult for students.

5. It aided students in practicing students' listening ability. Students needed to listen to questions from the researcher, and then, answer those questions on pieces of paper.

Weakness of this activity:

1. The researcher should keep more spaces between the lines and make more blanks between words.

The researcher agrees that this activity is very good and useful. Students were given opportunities to practice reading, to increase vocabulary terms, and to review grammatical points students learnt. However, this activity allowed the researcher to learn that students did not review what was taught in the classroom and vocabulary items.

The observation discovers as follows:

1. Students cooperated well with the activity implementation. The atmosphere of the classroom seemed smooth.

2. Students could not read the passage without using dictionaries within the ten minutes allotted time for reading. Students could not finish reading within the allotted time. When allowed to use dictionaries, students found the meanings of almost all the words. As a result, they spent too much time for reading.

3. Most students could give correct answers. This meant that they understood the content of the reading passage and the questions asked orally although the researcher had to slowly and clearly ask the questions several times.

4. Most students could not memorize well vocabulary items taught in the classroom. This point was taken in account because they sought the meanings of words taught in the classroom from dictionaries. This behavior meant that they did not review what they learnt.

4.12 Activity 12 : Telling Differences

This activity aims to practice and review the knowledge of reading and writing skills taught in this course. The content practiced and reviewed in this activity is the

groups of initial consonants, Thai initial consonants, final consonants, smooth and dead syllables, vowels, and tones. The researcher realized that the population in this research has studied Thai for four months before participating in the elementary Thai In-Country course. Their Thai basic knowledge is not stable and strong. This activity was developed in order to examine whether or not students understood and reviewed what they learnt.

Telling Differences Activity can be explained its details as follows:

Objective: To practice and review all the content taught in the course.

Dynamic: Individual

Time: 15-20 minutes

Material: Pieces of paper

Procedure

- 1) Each student is given pieces of paper.
- 2) The teacher pronounces a set of words. Then, students must find out which word is different from the rest of three words by using the hint given by the teacher as an indicator to find the correct answer. They also give reasons. For example,
- 3) The teacher checks the answers of every student and gives an explanation. Whoever gives the correct answer will receive one point.

Hint	:	initial consonants			
			1	2	3
			ถึง	ธง	เด็ก
					แห่ง

Students should select เด็ก and point out that the initial consonant of เด็ก is [d] sound while the rest are [th] sound.

- 4) Proceed with the steps mentioned above until the last set of words. Then, the teacher calculates the points. Whoever receives the highest points is the winner.

The test used to check students' knowledge of Thai classifiers after the activity implementation is presented below.

บอกความต่าง (Telling Differences)

Select which word is different from the rest by using the hint given as an indicator.

1. Final consonants

ก. ราช

ข. ตัด

ค. บาบ

ง. กฏ

2. Vowel

ก. คน

ข. พร

ค. บท

ง. โต๊ะ

3. Tone

ก. แข็ง

ข. หิว

ค. สอง

ง. สิบ

4. Groups of initial consonants

ก. ชา

ข. ดู

ค. ป้า

ง. จาน

5. Initial consonant sounds

ก. ตา

ข. ท้า

ค. ธง

ง. ถุง

6. Smooth and dead syllables

ก. คุณ

ข. บาท

ค. จำ

ง. ข้าว

7. Vowel

- | | |
|--------|--------|
| ก. จะ | ค. สรร |
| ข. น้บ | ง. มี |

8. Tone

- | | |
|-------|------|
| ก. ี่ | ค. ำ |
| ข. ำ | ง. ็ |

9. Final consonants

- | | |
|------|------|
| ก. ำ | ค. ำ |
| ข. ำ | ง. ำ |

10. Smooth and dead syllables

- | | |
|------|------|
| ก. ำ | ค. ำ |
| ข. ำ | ง. ำ |

The information shown in Table 4.1 reveals that seventy-five per cent (75 %) of students could master the comprehension of what they learnt in the elementary Thai In-Country course. The mean scores of this activity were 7.5. The S.D. value of this activity was 5.66. This meant that the proficiency of this activity as a helpful supplement of comprehending all of the reading and writing content taught in the elementary Thai In-Country course was good.

In the Thai reading and writing teacher's opinions, this activity included all knowledge of Thai writing. Students were given chances to review what was taught in this course, to relate Thai consonants to sounds of those Thai consonants, and to obtain clearer comprehension of all content taught in this course. Furthermore, the teacher could examine students' knowledge and comprehension levels of all content taught in this course. Another advantage of this activity was the well-prepared documents used

in this activity. It was easy to understand the method of the activity. The materials used were suitable for students.

Students pointed that this activity comprises more advantages than disadvantages.

Strengths of this activity:

1. Students were provided opportunities to match pronunciation and tones heard to each vocabulary items.

2. Students accepted that listening and pronunciation were difficult to practice. This kind of practice made students understand them better.

3. Students realized their weak points and knew which points they needed to be improved. For instance, a student realized that he confronted the problem of smooth and dead syllables.

4. This activity helped review all content of reading and writing skills taught in this course.

Weaknesses of this activity:

1. After the activity implementation, problematic Thai characters and pronunciation should be more explained and practiced.

2. This activity was difficult because students had to give concentration on listening to four choices, and then, decide which choice was different from the others.

The researcher is satisfied with this activity. Students' scores collected during the activity implementation satisfy the researcher because they indicate that students' Thai knowledge is developed. Moreover, the atmosphere during the activity implementation was lively and students showed truly their attention to participate in this activity.

The observation collected during the activity is as follows:

1. The condition during the activity implementation was smooth and enjoyable. Students cooperated well with the activity.

2. Student asked the researcher to pronounce words of each choice more than once in each item before answering the questions. This displayed that students wanted

to be certain in their answers. Also they perhaps confronted the problem of listening skills.

3. This activity aided in learning knowledge and comprehension levels of what was taught in this course of each student. It also helped reveal some remaining language problems of students, that is, tones. Students could hardly identify tones in Thai correctly. Students' scores on the comprehension of all content of reading and writing skills taught in this course gathered during this activity is demonstrated in the following table.

Table 4.10: Students' scores on the comprehension of all content of reading and writing skills taught in the elementary Thai In-Country course gathered during Telling Differences Activity

Questions and Choices	Student 1	Student 2	Student 3
1. Initial consonant sounds [d] vs [th] ก. ถึง ข. ชง ค. เต็ก ง. แท่ง	✓	✓	✓
2. Vowel [ee] vs [e] ก. เลข ข. เห็น ค. เตะ ง. เล็ก	✓		✓
3. Tone 'falling' vs 'high' ก. น้ำ ข. ไต้อะ ค. น้บ ง. ป้า			✓
4. Groups of initial consonants 'LG' vs 'HG' ก. พา ข. ผ่า ค. ถุง ง. ผึ่ง	✓		
5. Initial consonant sounds [p] vs [ph] ก. ภาพ ข. พุด ค. ผา ง. ปู่	✓	✓	✓
6. Smooth and dead syllables ก. เจ็ด ข. ปลา ค. พัก ง. ตี			✓
7. Vowel [oo] vs [o] ก. ขน ข. โปะ ค. ส่ง ง. กร	✓	✓	✓
8. Tone 'high' vs 'low' ก. เกาะ ข. ชับ ค. พุด ง. แต่	✓	✓	
9. Final consonants [t] vs [n] ก. การ ข. รถ ค. ฟั้น ง. พล	✓	✓	✓
Total	8	5	7

Remark: Student 4 was absent on the day of Activity 12.

The scores shown in Table 4.10 indicate that all students could answer correctly all questions about Thai initial consonants. Some students encountered the small problems of vowels, smooth and dead syllables, and the groups of initial consonants. However, the huge problem all students encountered was tones in Thai. Therefore, the teacher should emphasize the correct identification of Thai tones and pronunciation.



CHAPTER V

CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

This study aims to develop the Thai reading and writing supplementary activities for the elementary non-native Thai speakers, and to evaluate the activities developed. The target population of this research consists of two groups. The first group is two Thai reading and writing teachers responsible for an elementary Thai In-Country course of the Institute of Language and Culture for Rural Development. The other is four Japanese students from Ritsumeikan Asia Pacific University who participate in this elementary Thai In-Country course. The instruments used to gather data are as follows: the interview, two open-ended questionnaires, the set of tests, and direct and participant observation. The interview is done to use information given as the guideline in developing the Thai reading and writing supplementary activities. The two open-ended questionnaires, the set of tests, and direct and participant observation are used to evaluate the activities developed. The data gathered from the set of tests are analyzed by arithmetic mean, standard deviation and percentage.

5.1 Conclusions

The twelve Thai reading and writing supplementary activities for the elementary non-native Thai speakers were developed. They were based on the suggestions of the Thai reading and writing teacher responsible for this course, the schedule of topics taught, and the researcher's previous experience of being a language partner in 2001. They are as follows:

1. Mid-High-Low Group of Initial Consonants

Objective: To practice and review groups of Thai initial consonants.

2. Fun with Initial Consonants (I)

Objective: To practice and review Thai initial consonants

3. Fun with Initial Consonants (II)

Objective: To enhance students' ability in separating the difference of sounds in Thai initial consonants

4. Final Consonants

Objective: To reinforce students to identify final consonants of words given correctly

5. Smooth and Dead Syllables

Objective: To examine students' comprehension in smooth and dead syllables.

6. Matchmakers (of Vowels)

Objective: To practice and review Thai vowels
To reinforce students to separate Thai vowel sounds correctly

7. What Tone Is This? (I)

Objective: To reinforce students to identify tone in Thai correctly

8. What Tone Is This? (II)

Objective: To reinforce students to identify tone in Thai correctly
To practice and check writing ability

9. Hint and Guess

Objective: To practice and review vocabulary
To practice communicating in Thai

10. Whose Classifier Is It?

Objective: To practice and review Thai classifiers
To review and check lexical items stored in students' vocabulary bank

11. Read and Answer

Objective: To develop and enhance reading ability
To develop listening comprehension

12. Telling Differences

Objective: To practice and review all content taught in the course

After being tested, each activity developed can be evaluated depending on the data collected from the set of tests, observation and the two open-ended questionnaires as follows:

Activity 1 : Mid-High-Low Group of Initial Consonants

This activity was good and useful according to the teacher's opinions. The test result also indicated that this activity was very good as a helpful supplement of learning the groups of initial consonants. On the contrary, students pointed out that this activity intended to reinforce students to memorize Thai initial consonants. Memorizing Thai consonants was not a good method of language learning. Moreover, it was difficult to pronounce Thai initial consonants. However, this activity allowed the teacher to know students' problem of Thai initial consonant and vowel pronunciation.

Activity 2 : Fun with Initial Consonants (I)

In the teacher's and students' points of view, this activity was interesting and beneficial. This was related to the test result indicating that the proficiency of this activity as a helpful supplement of learning Thai initial consonants was very good. Students could be aware of their Thai consonant pronunciation. This activity aided students in memorizing Thai initial consonants and the correct pronunciation. In

addition, both the teacher and students agreed that the defect of this activity was the researcher. The researcher was diffident and nervous. Therefore, her explanation of the activity procedure and pronunciation were unclear. This problem was because the researcher did not have any experience of being a teacher or an activity moderator in the real situation, and this was the early first activity of the researcher's being an activity moderator.

Activity 3 : Fun with Initial Consonants (II)

According to the teacher's and students' opinions, this activity was useful and interesting. The test result also demonstrated that this activity was good as a helpful supplement of learning Thai initial consonants. It aided students in memorizing better Thai initial consonants and in differentiating Thai initial consonant sounds correctly.

Activity 4 : Final Consonants

The teacher thought that this activity was good and useful. It gave students chances to practice Thai final consonants and to evaluate their Thai final consonant knowledge by themselves. This opinion was related to the test result indicating that this activity was good as a helpful supplement of learning Thai final consonants. On the other hand, students pointed that this activity consisted of more disadvantages than advantages. Students thought that the ability of identifying how to pronounce one Thai consonant as a final consonant by considering the written forms did not mean the ability of identifying what final consonant the word heard had. Students also encountered the problem of dealing with the materials used in this activity. They could not change the answers if they wanted to do so. The obstacle was Scotch tape used on vocabulary tags. When students took out a tag, a piece of worksheet was torn. That tag could not be used again due to the lack of sticky Scotch tape. Nevertheless, students accepted that this activity was a good first step of learning Thai final consonants. It helped review and memorize the pronunciation of Thai final consonants.

Activity 5 : Smooth and Dead Syllables

Both the teacher and students acknowledged the advantages and usefulness of this activity but they saw them in the different way. The teacher thought that this activity aided students in reviewing and practicing smooth and dead syllables. But students pointed that it was a good way of practicing Thai writing skills and of reviewing what was taught in the classroom. The ideas of the teacher and students were in the line with the test result. It presented that the proficiency of this activity as a helpful supplement of learning smooth and dead syllables was very good.

Activity 6 : Matchmakers (of Vowels)

This activity was useful and good in the teacher's and students' opinions. It reinforced students to review, practice, memorize and differentiate correctly Thai vowels. It also motivated students' learning and examined the correctness of students' Thai vowel production and reception. Those points of view were related to the test result indicating that this activity was very good as a helpful supplement of learning Thai vowels.

Activity 7 : What Tone Is This? (I)

According to the teacher's thought, this activity was profitable and interesting. It aided the teacher in checking and testing students' language abilities in many aspects such as vowels, tones, and consonants. The test result also showed that this activity was very good as a helpful supplement of learning Thai tones. What was mentioned above was related to students' ideas. Students thought that memorizing the tone of each word was better than memorizing the figure of tone although it was quite hard to figure out what tone the word had. In other words, the practice of differentiating tones by listening was a better method than that by considering the written forms.

Activity 8 : What Tone Is This? (II)

This activity was good and useful in the eyes of the teacher and students. It helped practice and enhance students' comprehension in Thai tones. It aided in differentiating aurally Thai tones, and was a great way of practicing Thai writing skills

as well. This activity was dictation which could enhance students' language abilities, reinforce their Thai listening skills, and increase students' amount of Thai vocabulary items. As the test result, it pointed out that the proficiency of this activity as a helpful supplement of learning Thai tones was very good.

Activity 9 : Hint and Guess

This activity was interesting and beneficial according to the opinions of the teacher and students, but its advantages were seen in the different views of the teacher and students. The teacher thought that this activity helped change the atmosphere of teaching and learning, made students enjoy studying, and gave students opportunities to be creative. In students' views, this activity was a good challenge which aided in improving students' Thai speaking skills. It also motivated students' Thai speaking although it was quite difficult for them due to their limited amount of Thai lexical items. Students enjoyed being familiar with Thai pronunciation as well. As the test result, it indicated that the proficiency of this activity as a helpful supplement of learning Thai lexical items was very good.

Activity 10 : Whose Classifier Is It?

Both the teacher and students agreed that this activity was good and useful. It helped practice and review Thai classifiers. The test result also demonstrated that this activity was very good as a helpful supplement of learning Thai classifiers. However, both the teacher and students realized the weak points of this activity, but they considered them in the different views. The teacher pointed that the weakness of this activity was due to the teacher's problem of teaching Thai classifiers. The teacher had a small chance to teach this issue. As a result, students could memorize the limited amount of Thai classifiers and of nouns used with those classifiers. Furthermore, if students did not review Thai classifiers taught, they could not participate in this activity very well. On the contrary, students thought that they could not memorize many Thai classifiers at once. The teacher and the researcher should focus on only one classifier usually used once and the explanation of how to use that classifier.

Activity 11 : Read and Answer

This activity was good and useful in the teacher's and students' views. It helped students practice their Thai reading, listening and writing skills. It aided students in reviewing the knowledge taught such as Thai lexical items and grammatical points, and in being familiar with Thai alphabets. Moreover, the test result pointed out that the proficiency of this activity as a helpful supplement of learning Thai reading ability was very good. However, both the teacher and students agreed that the weak point of this activity was to keep spaces in the prepared reading passage. The teacher wanted to keep more spaces between sentences whereas students wanted to make more blanks between the words and between the lines.

Activity 12 : Telling Differences

This activity was interesting and useful according to the teacher's and students' opinions. It helped review all the content of Thai reading and writing skills taught in this course. Students were given chances to match spelling to the pronunciation, tones and vowels of each lexical item. As the test result, it demonstrated that this activity was good as a helpful supplement of comprehending all the content of Thai reading and writing skills taught in this course. Nevertheless, students identified the defect of this activity. After the activity implementation, the Thai characters and pronunciation should be more explained and practiced.

In conclusion, after the activity implementation, it was found that there were nine activities on which students could score more than eighty per cent of the total marks. The activity on which students scored the highest was Matchmakers (of Vowels) Activity (97.5%). The rest of activities on which students scored more than eighty per cent of the total marks were respectively as follows: Mid-High-Low Group of Initial Consonants Activity (92.5%), Read and Answer Activity (92.5%), Smooth and Dead Syllables Activity (90%), What Tone Is This? (II) Activity (89.5%), Hint and Guess Activity (85%), Whose Classifier Is It? Activity (85%), Fun with Initial Consonants (I) Activity (82.5%), and What Tone Is This? (I) Activity (80%). Moreover, there were three activities on which students scored between 70-79%

respectively as follows: Fun with Initial Consonants (II) Activity (77.5%), Final Consonants Activity (75%), and Telling Differences Activity (75%).

The two teachers were satisfied with every activity developed. But they pointed out the disadvantages of some activities as follows: Fun with Initial Consonants (I) Activity, What Tone Is This? (II) Activity, Whose Classifier Is It? Activity, and Read and Answer Activity.

Students identified both strengths and weaknesses of almost activities. The activities developed were distinguished into their strengths and weaknesses pointed by students. The activities consisting of more strong points than weak points were classified as what students were satisfied with whereas those consisting of more weak points than strong points were classified as what students were not satisfied with. Therefore, the activities developed satisfied students as follows: Fun with Initial Consonants (I) and (II) Activities, Smooth and Dead Syllables Activity, Matchmakers (of Vowels) Activity, What Tone Is This? (I) and (II) Activities, Hint and Guess Activity, Read and Answer Activity, as well as Telling Differences Activity. The activities developed did not satisfy students as follows: Mid-High-Low Group of Initial Consonants Activity, Final Consonants Activity, and Whose Classifier Is It? Activity.

Table 5.1: Conclusion of Evaluation of Each Activity

Activities	Evaluation		
	Teacher's opinions*	Students' opinions	Test results
1. Mid-High-Low Group of Initial Consonants	Satisfied	Dissatisfied	Very good (92.5%)
2. Fun with Initial Consonants (I)	Satisfied	Satisfied	Very good (82.5%)
3. Fun with Initial Consonants (II)	Satisfied	Satisfied	Good (77.5%)
4. Final Consonants	Satisfied	Dissatisfied	Good (75.0%)
5. Smooth and Dead Syllables	Satisfied	Satisfied	Very good (90.0%)
6. Matchmakers (of Vowels)	Satisfied	Satisfied	Very good (97.5%)
7. What Tone Is This?(I)	Satisfied	Satisfied	Very good (80.0%)
8. What Tone Is This?(II)	Satisfied	Satisfied	Very good (89.5%)
9. Hint and Guess	Satisfied	Satisfied	Very good (85.0%)
10. Whose Classifier Is It?	Satisfied	Dissatisfied	Very good (85.0%)
11. Read and Answer	Satisfied	Satisfied	Very good (92.5%)
12. Telling Differences	Satisfied	Satisfied	Good (75.0%)

* The teachers were satisfied with every activity developed. However, they also pointed out the disadvantages of some activities as follows: Fun with Initial Consonants (I) Activity, What Tone Is This? (II) Activity, Whose Classifier Is It? Activity, and Read and Answer Activity.

5.2 Discussions

According to the results of this study, overall the activities developed consist of both strengths and weaknesses as follows:

Strengths of the activities developed:

1. There were two activities which were dictation. Those activities were Fun with Initial Consonants (II) Activity, and What Tone Is This? (II) Activity. This kind of the activities as mentioned was related to the teaching approach of the pronunciation suggested by Rivers. Rivers (1970: 117-124) stated: *“Where spelling complications do not make it inadvisable (that is, where a certain grouping of letters always represents a certain sound) dictation can be a useful technique for verifying whether students have learned to make certain discriminations among sounds. If the dictation is to be used solely as a check on aural discrimination it must be very carefully constructed so as to exclude other complications.”* Most students liked and agreed with the dictation drill. They thought that dictation was a good and correct way of language learning because students were given opportunities to listen to and differentiate Thai vowels, initial consonants and final consonants correctly. This method was also the practice of writing skill.

2. The activities developed made students enthusiastic in the language learning. Students tried to research additional information. They were also given chances to learn their language defects in various aspects by themselves depending on the teacher's feedback on their answers and the amount of correct answers. In addition, the interaction between the teacher and students was found. As the contributions of activities presented by Littlewood (1985: 17-18), *“Communicative activities improve motivation. The learners' ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success. And communicative activities can create a context which supports learning. Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These*

relationships can help to 'humanise' the classroom and to create an environment that supports the individual in his efforts to learn." Moreover, this strength is related to the research result of Thomas (1982) who studied the development of a prototype for utilization of simulation gaming as an instructional method for older adults. This study found: *"Simulation gaming has been identified as an instructional method which is effective in producing desired cognitive and affective learning outcomes for a variety of groups. Other features attributed to this method are the promotion of high learner motivation and positive peer interaction. The majority of the group reported positive perceptions regarding participation in the activity."*

3. The interaction between the teacher and students was discovered during the following activities: Activity 1, 3, 6, 7, 8, 9, 10 and 12. Therefore, the teacher acknowledged each student's language difficulty, in particular the problems of Thai pronunciation, reception and spelling. The problem found were related to the teacher's and the researcher's expectation and to the objectives of the activities. Then, the teacher and the researcher explained how to pronounce and spell the problematic word as well. As the method of teaching the pronunciation given by Rivers (1970: 117-124), *"For students beginning a foreign language at senior high school level or even later, the introductory lessons may well include some direct instruction in the differences between the phonological systems of the native language and of the foreign language. This may be in ten-minute stretches at the beginning of successive lessons, as long as such theoretical instruction is always accompanied by the learning of some authentic language material. In this way, the students feel they are really getting to grips with the language from the beginning, while having the opportunity to apply what they have just learned about sounds in a practical context."* Also as Paulston and Bruder (1976: 81-83)'s statement, *"Children learn pronunciation by imitation, and for adults as well imitation remains the basic technique of learning the sound system of target language. But perfect mimics are very rare, and most adult learners benefit from specific linguistic explanation about the sounds with which they are having difficulty."* Especially in Fun with Initial Consonants (II) Activity which aimed to reinforce students to differentiate correctly Thai consonant sounds, the researcher emphasized only Thai consonant sound expected as students' problems. As one of what the teacher

needed to understand sound systems of the foreign language he intended to teach given by Rivers (1970: 112-117), "*As well as articulatory differences among sounds, the foreign-language teacher should understand the concept of a phoneme. A study of the phonemic system of the language to be taught will enable the teacher to emphasize those phonetic differences which will determine whether what the student says is intelligible or unintelligible to a native speaker.*" Moreover, implementing an activity helped the researcher and the teacher discover other language difficulties. For example, in Mid-High-Low Group of Initial Consonants Activity the researcher anticipated that students might confront the problem of memorizing which group of initial consonants an initial consonant belonged to. The researcher's anticipation was wrong. However, this activity enabled the researcher to find students' difficulties of Thai initial consonant and vowel pronunciation.

4. There were nine activities on which students scored more than eighty per cent of the total marks and three activities on which students scored between 70-79%. This indicated that the activities developed were very good and useful as a helpful supplement of learning Thai language in various topics. As the result of Leuangrungruang (1993)'s study concerning the effect of using dramatic activities in teaching English for communication on low achievement language learners, "*The using of dramatic activities in English teaching can significantly improve the students' language learning ability and also arouse their enthusiasm and their needs to learn English.*" The content of tests used involved in the content taught in the classroom. Participating in the activities developed more motivated students' learning. The lexical items used in the tests were taught and seen in the classroom.

5. Students cooperated well with the activity implementation. The atmosphere during the implementation of almost activities seemed smooth and enjoyable. The activities developed helped change the condition of learning and teaching. They made students enjoy themselves. Those activities are Activity 2, 3, 6, 7, 10, 11 and 12. This aided students in enhancing a good attitude to Thai learning. The reasons of this phenomenon might be as follows:

5.1 Students realized the benefits and purposes of the activities implemented.

5.2 Students' health was perfect. No troubles disturbed their minds. Therefore, they were enthusiastic in learning.

5.3 Changing the learning condition and the teaching moderator seemed the beginning of learning again in that day.

6. The activities developed aided students in understanding better various topics of Thai language. They helped practice, review, and increase students' knowledge in several topics according to the objectives of each activity. This was because the questions asked by the teacher stimulated students to find the answers with their accumulated knowledge. Moreover, if students could not give correct answers, the correct answers given by the teacher would help solve their misunderstanding and would strengthen the new knowledge.

7. It was easy to understand the procedure of the activities developed. The materials selected were appropriate to the content, the activity procedure, and students' knowledge level and age. This was because the fundamental data gathered from the pre-test result of Thai reading and writing assigned by the Thai reading and teachers responsible for this course specified that the target population's level of Thai knowledge was in the early elementary level. The target population mastered the narrow number of Thai lexical items and did not learn the deep basic knowledge of Thai before participating in this Thai In-Country course as well. Thus, the patterns of the applicable activities developed seemed simple and easy. The Thai vocabulary items used in the activities developed were seen and taught.

Weaknesses of the activities developed:

1. The procedure of some activities was not related to students' need and expectation. In Final Consonants Activity, students did not agree with the method of memorizing how to pronounce each consonant sound as a final consonant. They wanted to practice identifying final consonant sounds aurally and pronouncing Thai final consonant sounds. They thought they could identify how to pronounce each consonant sound as a final consonant because of seeing the written forms of the words. This did not guarantee that students were able to identify what final consonant sound

the word heard had. These opinions were perhaps because during the normal teaching period, the teacher gave students chances to pronounce several words whose final consonants were different. But students could hardly give the correct pronunciations such as the final consonant [n] and [k]. In addition, the teacher asked students to identify what final consonant sound the word heard had, but students could not do it well. Thus, students realized that they should be more practiced the production and reception of final consonants. The researcher agrees with such ideas of students but still thinks that the practice should be done step by step. It is true that the ability of how to pronounce one word as a final consonant did not imply the ability of differentiating final consonant sounds by listening. However, such practice is the first step of learning Thai final consonants because this will affect the ability of reading Thai books inevitably. If students cannot memorize how to pronounce each consonant as a final consonant, students will not be able to read, speak as well as pronounce the words, and understand their meanings correctly.

2. The atmosphere during the implementation of some activities did not seem smooth. The researcher presumes four causes of this weakness as follows:

2.1 Students might not enjoy the activities developed. This was because they did not understand the activity procedure. In Mid-High-Low Group of Initial Consonants Activity, the activity proceeded slowly. Some students looked confused with the procedure due to the communicative problem between the researcher and students. English was a medial language between the researcher and students. Some students could not communicate in and understand English well, and everyone could not communicate in Thai at all. Furthermore, the researcher could not also communicate in Japanese at all. Thus, some students did not understand the activity procedure clearly and did not dare to ask for more detailed explanation because of the difficulty of English communication. Moreover, the procedure of this activity needed to be explained long and given an example in order that students understood it more easily. It added to the problems of the students.

2.2 Students might be tired of studying. During the normal instruction of the teacher, the atmosphere in the classroom was not smooth and lively. Students were not enjoyable and enthusiastic with learning. This atmosphere continued until the activity

period. Such atmosphere might be because of the students' health problem. Some students could not adjust themselves to the weather and food in Thailand. They were sick. The health problem affected students' proficiency of learning. This cause was found during the implementation of Final Consonant Activity and Smooth and Dead Syllables Activity.

2.3 Some parts of the activity procedure made the atmosphere dull and not smooth. In Final Consonants Activity, each student was given the different set of vocabulary items in order to prevent students from copying, but doing so affected giving correct answers. When the researcher gave the correct answers and the detailed explanations to a student, other students did not pay attention to listen to what was explained to their friends but paid attention to theirs. Furthermore, in Mid-High-Low Group of Initial Consonants Activity the pronunciation of Thai initial consonants was difficult for students. Students spent pretty much time to communicate what they intended. The time used in this activity implementation was taken much. As a result, the condition during the activity implementation was flat and slow. Nevertheless, giving students chances to pronounce Thai initial consonants was a good and necessary way of examining students' ability of the Thai pronunciation. According to Hint and Guess Activity, students proposed that before giving hints, students should be explained the meanings of the words. Anyway, the researcher had her purpose of doing so. The researcher did not explain the meanings of the words before in order to examine whether or not students functioning as a hinter knew and understood the meanings of the hinted words. If hinters did not know the meanings of the hinted words, the researcher would explain them to hinters. In addition, the vocabulary items selected as the questions was seen and learnt in the classroom by students (These lexical items came from the teacher's distributed documents and the pronunciation drills in the classroom. The teacher also explained their meanings.).

3. The researcher as an activity moderator was one of the obstacles of the activity implementation. The researcher was nervous, abashed and embarrassed. She also spoke in a soft voice. Therefore, the explanation of the activity procedure and the pronunciation were unclear. This happened during the implementation of Mid-High-Low Group of Initial Consonants Activity and of Fun with Initial Consonants (I)

Activity. This problem might be because the researcher lacked the real experiences of being a teacher and those were the first two activities of this study. The researcher has not yet felt familiar with students as well. In the implementation of What Tone Is This? (I) Activity, the researcher was still a trouble. The teacher commented that the researcher did not keep eyes on every student. This was due to the internal conflict among students at that time. Some students did not talk together at all. This situation made the researcher uncomfortable and the researcher did not dare to have an eye contact with the problem students.

4. The materials used in some activities were a trouble of the activity implementation. Although the materials used in almost activities were appropriate for the content, the activity procedure and students' knowledge level and age, the materials used in Final Consonants Activity caused a problem to students. In this activity, students had to put the vocabulary tags whose rears had Scotch tapes into the appropriate blanks of final consonant sounds. But if students wanted to change their answers, it was quite hard to do so. This was because when students took out a tag, a piece of worksheet was torn. As well that tag could not be used again due to the lack of sticky Scotch tape.

5.3 Suggestions

According to the findings and discussions of this study as mentioned, the researcher would like to give two suggestions as follows: suggestions based on the results of this research and suggestions for the further research.

Suggestions based on the results of this research

According to the results of this research, the researcher gives the following suggestions.

1. The procedure of some activities should be improved.

1.1 The researcher agrees with students' recommendations in improving the following activities. In Mid-High-Low Group of Initial Consonants Activity, students

advised that students should be allowed to write the answers on pieces of paper before pronouncing the consonant sounds written on the paper instead of pronouncing those sounds immediately without writing. This advice given was because students thought that the pronunciation of Thai consonant sounds was very difficult for students. In addition, the researcher thinks that this way helps save a lot of time of the activity implementation. The activity moderator does not waste time in guessing and understanding what consonant students intend to pronounce in case that student encounters the problem of the pronunciation. Moreover, in Fun with Initial Consonants (II) Activity, the researcher agrees that questions should be the pronunciation of a vocabulary item instead of the pronunciation of an initial consonant. This method is realistic and students could learn new vocabulary items.

1.2 The researcher would like to recommend how to improve the procedure of some activities. In Final Consonant Activity, the procedure might be changed as follows: Each student is given a few lexical items. Spaces of each Thai final consonant sound are given on the white board. These spaces are prepared for vocabulary tags that students must stick. Then, students are allowed to stick their vocabulary tags on the appropriate spaces on the board by matching the final consonant sounds of their vocabulary items to the same final consonant sound spaces. After finishing sticking the vocabulary tags on the board, students are asked to pronounce their vocabulary items. This is done to check students' the correctness of final consonant pronunciation. In addition, in What Tone Is This? (I) Activity, the principle of same-different exercise drills of Paulston and Bruder (1976: 95-106) could be used to practice Thai tones. The materials used in this activity are signs ①, ② and ③. The teacher pronounces three words (Two words are the same while the other has a different tone.). Then, students must decide in which position the word has a different tone from the rest. For example,

[mǎa], [mǎa], [maa]: The word in position 3 has a different tone from the rest. Students must raise a sign ③. The words used in a set should have the same initial consonant and vowels. The following is examples of sets of words:

- [yâa], [yaa], [yaa] (1)
- [ngaam], [ngâam], [ngaam] (2)
- [khǎan], [khaan], [khaan] (1)

2. The teacher should support to create and develop the Thai reading and writing supplementary activities for non-native Thai speakers. This was because this study found that every activity developed was good or very good as a helpful supplement of learning Thai reading and writing skills in various topics.

3. The teacher and the person involving in developing the activities should create and develop various types of the Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level. Those activities are different from those tested in this study in order to be the alternative choices to the teacher who teaches Thai in diverse situations depending on the number of learners, the knowledge level of learners, the school environment, and the materials used. This was because the findings were that students felt satisfied with and considered the diverse contributions of the activities to their language learning. The activities as well gave the teacher opportunities to learn students' language problems.

4. Due to the same reasons as mentioned in number 2 and 3, the instant activity manuals or the activity guidance for teaching Thai to non-native Thai speakers should be created. These manuals should consist of Thai supplementary activities in various topics such as tones, vowels, final consonants, initial consonants, clusters, pronouns and Thai cultural knowledge. They are perhaps developed in each skill. Each topic of Thai knowledge maybe composes diverse types of the Thai supplementary activities. This is done in order to be the first guidance for the teacher in creating or adapting his or her activities appropriate for his or her learners.

5. The Thai reading and writing supplementary activities developed should be taught in the real situation in order to supplement Thai reading and writing learning for non-native Thai speakers in the elementary level.

6. According to the observation and the results gathered during Matchmaker (of Vowels) Activities, it was found that students encountered the huge problem of pronouncing and differentiating Thai vowels. In this study, there is only one activity which aims to reinforce students to differentiate Thai vowel sounds, but it is not

enough to practice Thai vowels for students. Therefore, the activities supplementing Thai vowel learning should be more created.

Suggestions for the further research

To benefit the persons interested in studying this topic, the researcher would like to give the following suggestions.

1. The study of the development of the Thai speaking and listening supplementary activities for non-native Thai speakers in the elementary level should be done.
2. The study of the development of the Thai speaking and listening (reading and writing) supplementary activities for non-native Thai speakers in the intermediate and advanced level should be done.
3. The relation between the participation of the Thai reading and writing (or speaking and listening) activities for non-native Thai speakers in the elementary (or intermediate or advanced) level and the achievement of non-native Thai learners' Thai learning should be studied.
4. The development and the evaluation of the Thai speaking and listening (or reading and writing) supplementary activities for non-native Thai speakers in the elementary (or intermediate or advanced) level should be done to test on different national target population.
5. The development and the evaluation of the Thai speaking and listening (or reading and writing) supplementary activities, whose main aim is to apply to self-study, for non-native Thai speakers in the elementary (or intermediate or advanced) level should be studied.
6. The twelve Thai reading and writing supplementary activities for non-native Thai speakers in the elementary level suggested by the researcher in the appendix should be studied to evaluate their proficiency.

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APPENDIX

Appendix I: Suggestions of Thai Reading and Writing Supplementary Activities

The researcher is proud to present the following Thai reading and writing supplementary activities developed for teaching Thai for non-native Thai speakers in the elementary level. These activities are used with learners at the age of twenty to thirty. Moreover, most of them are based on sounds and linguistics.

1. Final Consonants (II)

Objective: To practice and review Thai final consonants
To increase the number of students' lexical items

Dynamic: Individual or small group

Time: 15-20 minutes

Material: Consonant and vowel cards

Procedure

- 1) Have students sit as a U shape. The teacher shuffles all cards and picks up a card on the top of the set. Then, the teacher shows the cards selected previously.
- 2) When students see what consonant is written on that card, they have to attempt to find a word and write it down on the board as fast as possible. That word written must have the same final consonant as one on the card. After finishing writing it, that student must pronounce the word written. For example, when the teacher leaves the consonant พ card, one student writes first ภาพ [phâap] correctly

on the board and pronounces it. That student will receive the consonant ʰ card. But if that student gives a wrong answer or pronunciation, he or she has no right to answer again in that round of the consonant ʰ card.

- 3) Proceed with the steps as mentioned until the last card. The winner is a person who receives the most cards.

Remark: If students do not like to make movement, step 2 and 3 can be adapted as follows: Students are given pieces of paper. When students see what consonant was written on that card, they have to write lexical items whose final consonants are the same as the consonant or vowel on the card shown within the allotted time. Students must also identify how to pronounce that consonant as a final consonant in Thai. For example, when the teacher leaves the consonant ʰ card, one student writes first ʰ. He or she also writes [h] to tell how to pronounce the consonant ʰ as a final consonant. He or she will receive one point. Proceed with the steps as mentioned until the last card. The winner is a person receiving the highest points.

2. Live or Dead

Objective: To reinforce students to be able to identify smooth and dead syllables correctly

Dynamic: Individual or small group

Time: 15-20 minutes

Material: sign showing 'smooth syllable' and showing 'dead syllables'

Procedure

- 1) Each student is given the and signs.
- 2) The teacher pronounces a word. Then, students must show the sign when that word is a smooth syllable. But they must present the sign when that word is a dead syllable.
- 3) After every student shows the answer, the teacher gives the correct answer and detailed explanation. The teacher also checks students' answer. Students giving the correct answers will receive one point.
- 4) Proceed with the step as mentioned until the last word. The winner is a person receiving the highest points.

Remark: This activity can be adjusted if the material cannot be prepared. After the teacher pronounces a word, students must identify whether that word is a smooth or dead syllable. If they think it is a smooth syllable, they have to stand up. On the other hand, if not, they have to sit down without movement.

3. Mysterious Words

Objective: To practice and review Thai vowels
To reinforce students to create meaningful vocabulary quickly

Dynamic: Individual

Time: 15-20 minutes

Material: Pieces of paper

Procedure

- 1) Each student is given pieces of paper.
- 2) The teacher fixes two consonants. Then, students must try to fill a vowel or a tone marker on those consonants in order to make those consonants meaningful within the allotted time.
- 3) Students reveal their answers. Next, the teacher checks whether or not the word made by each student is meaningful.
- 4) After checking the correctness, each student has to pronounce his or she own word.
- 5) The teacher adds other lexical items made from the fixed consonants and other vowels or tone markers. For example, the fixed consonants are นน. Students can make new words by using those consonants as follows: นอน, นาน, นุ่น, นุ่น. Next, the teacher adds other lexical items such as นั่น, โนน, แน่น, เนิน, เนียน.
Example 2: The allotted consonants are ลง.
ลง ➤ โลง, ลิง, ลุง, เลี้ยง, เล็ง, ลวง, ลาง, ลอง.... and the like.
- 6) The teacher gives two new consonants in order to restart the activity. Proceed with the steps mentioned above.

4. Thai Numeral / Thai Timing

The following activity procedure can be applied to teach both Thai numerals and Thai timing depending on the teacher's purpose.

Objective: To practice, review and check Thai numerals / Thai timing comprehension

Dynamic: Individual

Time: 15 minutes

Material: Pieces of paper

Procedure

- 1) Each student is given pieces of paper.
- 2) The teacher pronounces one of Thai numerals or Thai time. Then, students must dictate it. They present their answers, and the teacher checks the correctness of students' responses.

Remark: In teaching Thai timing, if clock models can be prepared, the teacher is able to use them in the activity implementation. After the teacher pronounces one of Thai time, students have to change clock needles according to time said by the teacher.

- 3) Proceed with the steps mentioned above until the last one.

Remark: If the teacher also wants to check students' pronunciation, the activity can be adapted as follows: The teacher asks students to fix their own Thai numeral or Thai time without recognition of other students. Each student is allowed to pronounce his or her Thai numeral or Thai time in front of the classroom one by one. Then, the rest of students must dictate the Thai numeral or Thai time pronounced. The teacher is given a chance to check or correct students' pronunciation.

5. What Tone Is This? (III)

Objective: To reinforce students to identify tone in Thai correctly
To practice and check students' spelling and pronunciation abilities

Dynamic: Small group

Time: 15-20 minutes

Material: None

Procedure

- 1) Each student is given pieces of paper.
- 2) The teacher asks students to fix their own word without recognition of other students.
- 3) Each student is allowed to pronounce his or her own word in front of the classroom one by one, and write it on the board.
- 4) The rest of students identify what tone belongs to that word by writing their answers on the prepared pieces of paper.
- 5) Then, the rest of students reveal their answers. The student who fixes that word gives the correct answer under the teacher's attention. If that student gives the wrong answer, the teacher will correct the misunderstanding and give all students the detailed explanation.
- 6) During each student's activity implementation, the teacher has to check the correctness of each student's pronunciation and spelling, and correct the weak points as well.
- 7) Proceed with the steps as mentioned until the last student, or each student has a chance to fix their words two or three times.

6. What Tone Is This? (IV)

Objective: To reinforce students to identify tone in Thai correctly

Dynamic: Small group (4-5 persons)

Time: 15 minutes

Material: Tone signs identifying 'mid', 'low', 'falling', 'high', 'raising', and vocabulary cards

Procedure

- 1) The teacher gives the prepared tone signs to students. Each student receives different tone signs. For example, the first student may receive the 'mid' sign whereas the second one may receive the 'low' sign.
- 2) Have students sit as a U shape and close their signs.
- 3) The teacher shows a vocabulary card and pronounces that word clearly. The student possessing the tone sign related to the tone of that pronounced word must reveal his or her sign. Meanwhile the rest of students possessing the tone signs different from the tone of that pronounced word have to sit down without showing the signs in their hands.
- 4) The rule of this activity are as following:
 - a) If the student who has the correct answer does not show his or her tone sign, he or she will lose one point.
 - b) If one of the rest of students who possesses the tone signs different from the correct answer shows his or her tone sign, he or she will lose one point.
 - c) If the student who has the tone sign related to the correct answer shows his or her tone sign, he or she will receive one mark.
 - d) If the rest of students who possesses the tone sign different from the correct answer sit down without showing their tone signs, they will receive one mark.
- 5) Proceed with the steps as mentioned until the last vocabulary card. The winner is a person who receives the highest marks.

7. Whose Classifier Is It? (II)

Objective: To practice and review Thai classifiers
To review and check lexical items stored in students' vocabulary bank

Dynamic: Small group

Time: 15-20 minutes

Material: Vocabulary cards

Procedure

- 1) The teacher prepares two sets of vocabulary cards. One of them is stuck on the board.
- 2) The teacher selects one of vocabulary cards on other set and pronounces that vocabulary item.
- 3) Then, students must try to find competitively the word on the board whose classifier is the same as one of the word pronounced by the teacher. When one of the students discovers the correct answer on the board, he or she must also identify the classifier both words are used with. For example, when the teacher pronounces หมว, one of the students picks up the card โต๊ะ. He or she points out that the classifier used with these two words is ตัว. The student who is able both to select the correct card on the board and to identify the correct classifier used with those two words will receive one point.
- 4) Proceed with the steps mentioned above until the last card. Whoever receives the highest points is the winner.

8. Whose Classifier Is It? (III)

Objective: To practice and review Thai classifiers

To review and check lexical items stored in students' vocabulary bank

Dynamic : Small group

Time : 15-20 minutes

Materials : Classifier cards

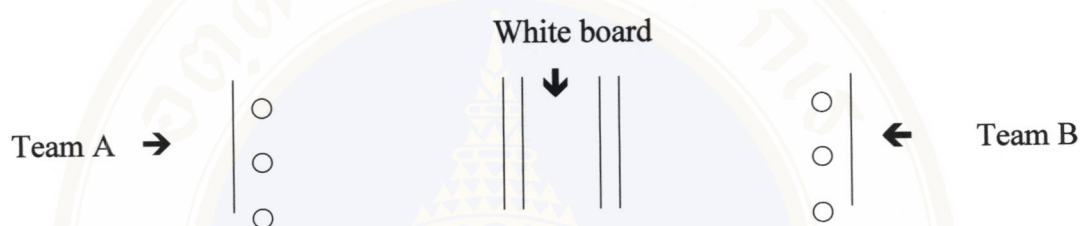
Procedure

- 1) The teacher calls two students in front of the classroom. The activity starts when the teacher showed a classifier card one by one. Both students have to write a word related to the classifier on the card competitively as fast as possible within 30 seconds.
- 2) Then, the teacher checks the answer. There are four rules of this activity:
 - a) If writing and spelling a word related to the classifier on the card correctly, that student will receive one point.
 - b) If writing a word related to the classifier on the card but misspelling, he or she will receive a half point.
 - c) If both students write and spell their words related to the classifier on the card correctly, the student finishing first will be the winner.
 - d) Both students cannot write the same words.
- 3) The winner of the game will be the player in the next game, and the student who has less points than the other has to leave from the game.
- 4) The teacher calls a new student to play with the previous winner in the new game. If the previous winner wins again in the new game, he or she will receive a point and has a right to play in the next game. But if the new student just called wins, he or she has a right to play in the next game and will receive one point instead.

- 5) Proceed with the steps mentioned above until the last classifier card. Whoever receives the highest points is the winner.

Remark: If the teacher wants to support group works, the procedure of this activity can be adjusted as follows:

- 1) Divide students into two groups. One group comprises two or three students. Have them sit oppositely by facing the white board. The model of seat position should be this:



- 2) Each group sends a representative to play the game. The activity starts when the teacher shows a classifier card one by one. The representatives of both groups have to write Thai vocabulary terms used with the classifier shown as much as possible within the allotted time. Teammates can give their friend advice and help.
- 3) Then, the teacher checks the answers given by both representatives. There are two rules of this activity.
- If writing and spelling a word related to the shown classifier correctly, that group will receive one point.
 - If writing a word related to the shown classifier correctly but misspelling, that group will receive a half point.
- 4) The teacher counts the scores given to each group. Scores are given depending on a number of correct words given by each group in each item. Then, the teacher records the scores.
- 5) Each group sends a new representative to play the game again. Proceed with the steps mentioned above until the last classifier card. Then, the teacher counts all scores of each group. The group receiving the highest scores is the winner.

9. Inside Words

Objective: To practice and enhance students' spelling ability

To practice and check the number of Thai lexical items stored in students' vocabulary bank

Dynamic: Individual

Time: 20 minutes

Material: Vocabulary cards and pieces of paper

Procedure

- 1) Each student is given pieces of paper.
- 2) The teacher shows a vocabulary card. Students must find new lexical items inside the vocabulary shown as much as possible within a minute and write them on the prepared pieces of paper. The new lexical item written must be spelt correctly and meaningful. For example, the word on the card is อาหารไทย. A lot of lexical items are hidden inside this word such as หา, ทา, รา, อาย, ทาย, หาย, รวย, ไอ, ไร, ไห, หอย, รอย, and the like.

Example 2: The fixed word is กลัวยตาก.

กลัวยตาก ➤ กาก, ลาก, ยาก, ตาย, ลาย, ลวก, กา, ลา, ยา, ตา, ล้า, ้วย, and the like.

- 3) After the allotted time is up, students have to hand their answer paper to the teacher. Then, the teacher gives the correct answers by allowing students to reveal their answers. If students mispronounce some words or give unmeaningful words, the teacher will aid in giving them the correctness instead. Moreover, the teacher has to give the detailed explanation of spelling and meaning of the word written.
- 4) Proceed with the steps as mentioned if the time is left.

How do you say 'to be courage' in Thai?	Ans. กล้า
How do you say 'drum' in Thai?	Ans. กลอง
How do you say 'middle' in Thai?	Ans. กลาง
How do you say 'to hate' in Thai?	Ans. เกลียด

When finishing the last question of the กล consonant cluster, the teacher changes to other consonant clusters such as กร.

How do you say 'kitchen' in Thai?	Ans. ครัว
How do you say 'teacher' in Thai?	Ans. ครู
How do you say 'final particle for male' in Thai?	Ans. ครับ
How do you say 'beard' in Thai?	Ans. เครา

- 4) Proceed with the steps mentioned above until the last consonant cluster prepared. Whoever receives the highest points is the winner.

11. Guess Who

Objective: To reinforce students to understand the difference of social usage of Thai pronouns

Dynamic: Individual or small group

Time: 20 minutes

Material: None

Procedure

- 1) The teacher fixes one of Thai pronouns.
- 2) The teacher explains the rules of this activity as follows: The teacher gives three hints for one Thai pronoun in order to have students guess what Thai pronoun it is. The teacher gives a hint one by one. If students are able to guess correctly the Thai pronoun asked within the first hint, they will receive three points. Meanwhile if they can give the correct answer within the second hint, they will be given two points. If they can guess it correctly within the third hint, they will receive one point. On the other hand, if some students give the wrong answers, they will have no second chance to answer that Thai pronoun asked again. For example,

Answer: ผม (first person/ male speaker/ polite general-purpose to adults)

Hint 1st: first person No one can reply.

2nd: male speaker S₁ replies ผม. (2 points)

Answer: เธอ (second or third person/ to intimates or inferiors/ unusual)

Hint 1st: second or third person S₂ replies เธอ. (3 points)

Answer: คุณ (second person/ to adults/ polite)

Hint 1st: second person

No one can reply.

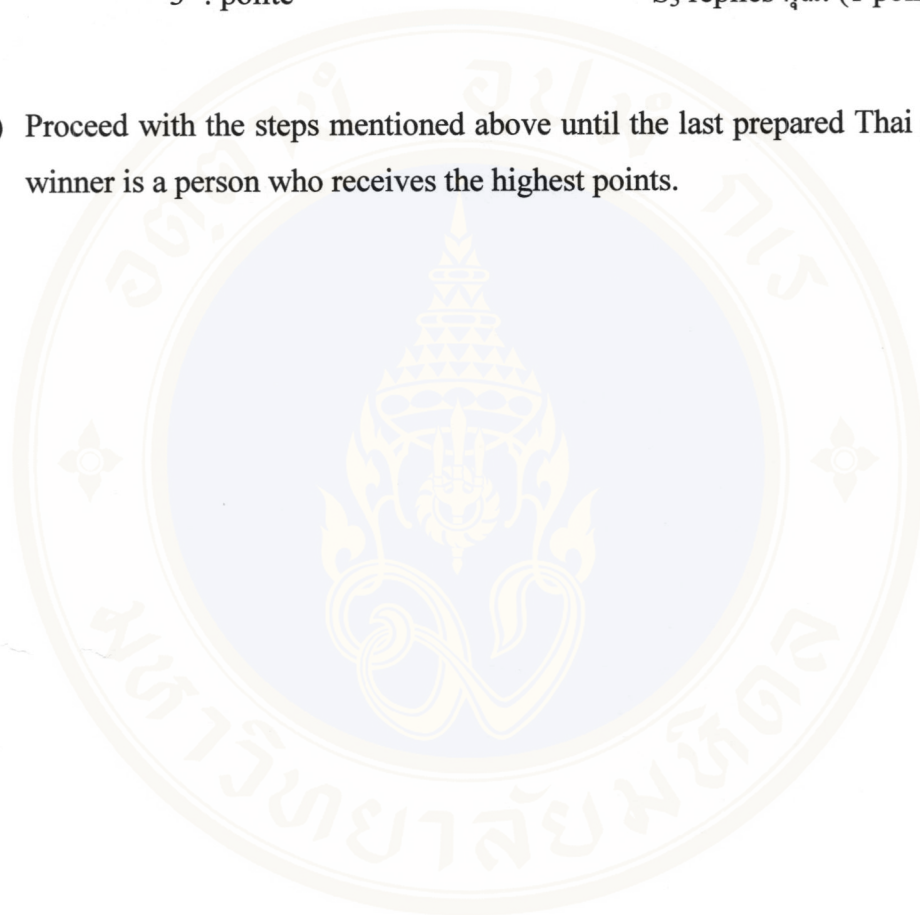
2nd: to adults

S₁ replies มีง. (wrong answer)

3rd: polite

S₃ replies คุณ. (1 point)

- 3) Proceed with the steps mentioned above until the last prepared Thai pronoun. The winner is a person who receives the highest points.



12. A Little Detective

This activity should be done at the nearly end of the instruction in the elementary level because it requests students' good communicative competence and a large number of Thai lexical items.

Objective : To have students be able to answer questions related to various kinds of the question words

To reinforce students to compose and create stories continuously and reasonably

To practice listening comprehension

Dynamic : Small group

Time : 20-25 minutes

Materials : sign ⊗ presenting "fault"

Procedure

- 1) Have students sit as a U shape. The activity starts when the teacher writes a set of the question words on the blackboard. The questions used may be ที่ไหน, ใคร, อะไร, ทำอะไร, กับใคร, ของใคร, กับอะไร, เมื่อไร, เพราะอะไร/ทำไม, เป็นอย่างไร, and the like.
- 2) The first student answers the teacher's question by writing it on the blackboard within 20-30 seconds. If that student cannot give an answer related to the question used, he or she will receive a sign ⊗ and the student next to him or her will have a right to give a suitable answer instead.
- 3) After the student gives a suitable answer, the next student has to answer the next question word written and the answer must be related to the previous answer.
- 4) Until the last question word given in that set the teacher starts to ask a new set of the question words again. And the next student gives an answer suitable to the question word on the blackboard but not necessary to be related to the message of the previous set of the question words.

Example 1

T	ใคร [khray]	➤	S ₁	เด็กทารก [dék thaarók]
T	ทำอะไร [tham ʔaray]	➤	S ₂	ร้องไห้ [róonghây]
T	ที่ไหน [thiinăy]	➤	S ₃	บนเตียง [bon tiang]
T	เมื่อไร [múərày]	➤	S ₄	ตอนหิวนม [tɔɔn hǐw nom]
T			

When no question can be asked, the teacher decides to restart the new game.

Example 2

T	อะไร [ʔaray]	➤	S ₁	หมา [mǎa]
T	ของใคร	➤	S ₂	ของฉัน [[khǔwng chán]
	[khǔwng khray]			
T	ทำอะไร [tham ʔaray]	➤	S ₃	กัดขา [kàt khǎa]
T	ของใคร	➤	S ₄	ของเด็กผู้ชาย
	[khǔwng khray]			[khǔwng dèk phúu chaay]
T	ที่ไหน [thiinăy]	➤	S ₅ (receive a sign ⊗)
T	ที่ไหน [thiinăy]	➤	S ₁	ที่หน้าบ้าน [thii nâa bâan]
T	เมื่อไร [múərày]	➤	S ₂ (receive a sign ⊗)
T	เมื่อไร [múərày]	➤	S ₃	เมื่อเช้านี้ [múə cháaw ní]
T			

Remark : In case of a small group of the students, have students circulate to answer the questions.

- 5) Proceed with the steps mentioned above, and count the scores. Whoever receives the least signs ⊗ is the winner.

Appendix II: Questionnaire Used with the Teachers

This open-ended questionnaire is a part of the research: “**The Development of Reading and Writing Supplementary Activities for an Elementary Thai In-Country Course Designed by the Institute of Language and Culture for Rural Development, Mahidol University.**” It is made to ask teachers’ opinions about the Thai reading and writing supplementary activities developed for non-native speakers. The activities developed emphasize to be applied in teaching Thai to an individual or a small group, and to be used only in teaching reading and writing skill.

Please give your opinions freely about this activity on the following topic. Thank you very much for your cooperation.

Name : _____

Activity Name : _____

1. Method (easy or difficult to understand).

2. Interest and usefulness in your eyes.

3. Materials.

4. Strengths of this activity.

5. Weaknesses of this activity. Could you give me advice for improving it?

6. Other opinions.

Appendix III: Questionnaire Used with the Students

This open-ended questionnaire is a part of the research: **“The Development of Reading and Writing Supplementary Activities for an Elementary Thai In-Country Course Designed by the Institute of Language and Culture for Rural Development, Mahidol University.”** It is made to ask students’ opinions about the reading and writing supplementary activities developed for teaching and learning Thai for non-native speakers. The activities developed emphasize to be applied in teaching Thai to an individual or a small group, and to be used only in teaching reading and writing skill.

Please show your opinions freely. Thank you very much for your cooperation.

Name : _____

Activity Name : _____

1. What do you think of this activity? Did it help you enhance your language ability and understand the content better? And how?

2. What are the strengths of this activity?

3. What are the weaknesses of this activity? Could you give me advice for improving it?

4. Other opinions.

BIOGRAPHY



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