

# INTEGRATED INSTRUCTIONAL INNOVATION FOR ELEMENTARY EDUCATION

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## Abstract

Communication and culture is rapidly changing, triggered by changes in economy, society, and technology. Thus, it is unanimously agreed that education personnel and instruction innovation are to revitalize local wisdom and culture. Also, English has become more important, being the language in ASEAN. However, Thai learners' English performance needs to be improved to compete regionally and internationally. Elementary education is the grassroots of the entire education paradigm; more attention is needed. However, English performance at this level is unsatisfactory due to a number of reasons. For instance, English is not used in daily life, resulting in limited opportunities of authentic language use. Moreover, commercial textbooks may not be appropriate for them because they are young, with limited experience and perspectives. They thus become demotivated and cannot connect with these commercial textbooks, leading to slow development in learning. Therefore, changes satisfying learners and communities' needs are crucial to enhance students' English performance and skills. This research aims to develop their English and instill pride of local Thainess, complying with the national policy for sustainable development. A school located in an area at risk of losing its local culture was selected. Instructional innovation was developed, consisting of 8 lessons, covering several aspects of the province: history, geography, arts, environment, and culture. Each lesson begins with vocabulary, followed by reading. The innovation was implemented with a Grade level 4 class. The success of instruction and the use of innovation were assessed by the pre/posttest in the first and last classes of each part, the tour-guide simulation task, and the questionnaire. Pedagogically, instructional innovation can help promote English language learning and local Thainess. The project is thus a means to mobilize cooperation from other sectors including families, school administrators, school teachers, students, and communities. The innovation also prepares English teachers for integrating local Thainess to English lessons. With help from the province and local organizations, tourist attractions can be developed, offering young and needy students an opportunity to earn extra cash to support their families. This study also encourages young learners to appreciate their own local culture while learning English. Finally, the study depicts the learning management compatible with the local settings and also satisfies the national demands of English, upgrading education quality and developing human resources for sustainable development.

**Keywords:** Elementary education, instructional innovation, local Thainess.

## 1 INTRODUCTION

Currently, communication and culture is rapidly changing, triggered by changes prevalent in the realms of economy, society, and technology. Actual communication has transformed to virtual communication. For instance, the emergence and rapid development of smartphone technology has expedited and transformed certain characteristics of communication. That is, face to face conversation has become unnecessary, and

consequently has been gradually replaced by online chatting. Similarly, because of the rapid development in economy and technology, cultures or local wisdom inherent to a particular community can disappear if not systematically and properly maintained and revitalized. For instance, the practice of using bamboo to slow down waves and thus indirectly preventing soil erosion in a fishing village might be unnoticed by a young generation if this certain local wisdom goes unobserved and unrecorded.

Not only has the means of communication changed, but also the language used for communication. Along with the trend of virtual communication, English has become more important as a pivotal means of worldwide communication, negotiation, and transactions (Graddol, 2004; Kirkpatrick, 2012, 2014). Therefore, Thai learners of English need to develop not only their professional but also language skills in English so that they can use English efficiently and competently. In the context of ASEAN and particularly due to the advent of AEC in 2015, the English language has been promoted and endorsed to be the language of the region. Therefore, regionally, the English language is a lingua franca for people in all types of activities and transactions. According to Karnnawakul (2004) and Kimsuwan (2004), the business sector expects to recruit job candidates who have a high level of English proficiency. In this scenario, Thai nationals seeking jobs in ASEAN are likely to be at a disadvantage, feeling insecure and unconfident in satisfying employers' expected demand.

In Thailand, English is considered prestigious, symbolizing wealth and power (Kanoksilapatham, 2010; 2013), and thus English language teaching and learning is warmly welcomed by Thai people. However, despite a series of serious and strenuous attempts from all sectors concerned, be they public or private, as demonstrated by the results of national examinations taken by students across a number of levels, English has been one of the subjects that the majority of Thai students are grappling, but with little success. Precisely, the examination results belonging to the entire range of English education spectrum in Thailand congruently indicate that Thai learners' English performance needs to be improved in order to compete regionally and internationally (Kanoksilapatham, 2015; Prapphal, 2003).

At this juncture, it is undeniable that elementary education is crucially the grassroots of the entire education paradigm. And if the ultimate goal of English language teaching is to improve Thai students' English performance in general, substantially more serious attention should be paid, to begin with, to elementary education. Similar to other education levels, elementary students do not seem to display satisfactory proficiency of English either (Kanoksilapatham, 2010). A number of reasons have been speculated to be responsible for this limited achievement. For instance, English is not used in daily life in Thailand, resulting in limited opportunities of authentic language use in actual communication. Next, admittedly, Thai teachers of English in general are not proficient in English either, particularly in listening and speaking skills. Additionally, based on the basic education core curriculum BE 2542, 2545, and 2551 (MoE, AD. 2008), from which the language policies are reflected, there are four main areas of foreign language learning. One of them is expecting students to harmonize themselves with the culture of native speakers. In relation to this policy and due to general lack of exposure to the English language, commercial textbooks can be considered a common source of cultural input and thus deserve our scrutiny. Commercial textbooks prescribed to be used in elementary schools nationwide may not be appropriate for Thai learners. That is, the content of the textbooks might hinder the full benefit of English instruction. Given the fact the students at this level are young, with limited experience and perspectives, being exposed to certain features pertaining to culture or practices in the English speaking communities might turn out to be too challenging or daunting, and in fact irrelevant to the learners' context. Possibly, these learners become demotivated and find it difficult in English lessons to connect with these commercial textbooks, leading to slow development in learning the English language.

As mentioned earlier, in relevance to the widespread use of English and the rapid development of communication technology, local Thai culture seems to be vulnerable. Regionally and specifically, the free flow of labors from other ASEAN countries is imminent, triggering the exchange and potentially the loss of local culture across nations. Internationally, the influence of dominant culture possibly contributes to the loss of local Thai culture among Thai young learners. In short, learning English and maintaining local culture can be considered a crucial controversy.

Even though it has not been determined yet whether Thai students of English have difficulty harmonizing with the culture of native speakers, in retrospect, a thought provoking question arises. If commercial textbooks might be a bit too daunting, how about locally produced teaching materials that can directly connect learners to their own communities? Why do we need to stretch that controversy when we can diminish, shrink, or twist it by shifting the focus of the English curriculum from native speakers' culture to Thai local culture instead. To articulate, if young Thai students of English are exposed to local Thai culture instead the culture of the native speakers which they cannot connect to, will they be able to develop their English literacy by performing a local culture based task in English? At this juncture, because of the changes in the area of communication that might put local culture in a vulnerable position, the increasingly

important need of English for communication regionally and internationally, and Thai learners' limited success in English, it is imperative to maintain and revitalize Thai culture in general and local Thai culture in particular, meanwhile enhancing Thai learners' English--the objective of this study.

This research, in compliance with the national policy for sustainable development, aims to develop young Thai learners' English and meanwhile to maintain and revitalize local culture by instilling in them the pride of local Thainess. A school located in an area at risk of losing its local culture was selected. Instructional materials that focus on local Thainess features were developed, consisting of 8 lessons and covering diverse aspects of the province: history, geography, arts, environment, local wisdom, and culture. A pre/posttest was constructed to measure the students' local Thainess knowledge in Thai. The pretest was administered at the onset of the research project, and the posttest at the completion of the project. The instructional materials were implemented to a class of 30 Grade level 4 students of a public school in the suburb of Bangkok. Towards the end of the research project, these students were required to participate in a simulated tour-guide task, manipulating and exhibiting their acquired knowledge of English and local Thainess. Later, a motivation questionnaire was also constructed and administered in the last class meeting.

The analysis of the pre/post test scores demonstrated a significant gain of local Thainess based knowledge, indicating substantial knowledge gained from the series of local Thainess based instruction. To probe into Thai learners' English knowledge, the participants could successfully execute the simulated tour-guide task in English. Finally, Thai students felt very positive towards the classes in general, including their participation in the project, exposure to the teaching materials, and engagement in classroom activities and tasks. It thus can be concluded that local Thainess based instructional materials can not only equip Thai learners with cultural awareness but also develop their English proficiency.

## **2 METHODOLOGY**

This study has a general goal of fostering young Thai students' local Thainess awareness and also enhancing their English proficiency. To execute this research project, a series of procedures were conducted, including selecting the grade level and the school site, identifying 8 topics representing local Thainess of the area, constructing lessons and additional accompanying materials that correspond to individual local sites, assessing their previous knowledge about local Thainess, teaching the class employing the 8 constructed lessons and other accompanying materials for a total of 8 weeks, and finally assessing their local Thainess based knowledge in Thai, their English abilities through the execution of the tour-guide task, and their attitudes towards the project by asking them to complete a questionnaire at the end of the 8<sup>th</sup> lesson. The details of each procedure are presented in the following sections.

### **2.1 Selecting the grade level and the school site**

To begin with, compulsory elementary education in Thailand ranges from Grade level one to Grade level 6. Grade level one usually marks the introduction of English instruction; however, certain schools especially private schools in the urban area are likely to offer English instruction prior to Grade level 1 due to the overwhelming demand and pressure from parents to see their children exposed to the English language instruction as early as possible.

A school selected to be the research site of a province needs to meet the following criteria. The school should belong to a province that is potentially vulnerable to the loss of its local culture. At present, a number of immigrants from neighbouring countries come to Thailand to seek for jobs. Therefore, in order for this study to achieve its goal, this type of location receives our utmost attention. In addition, the school should be around a tourist attraction so that the students can easily make connections to the surrounding environment or context, exerting the least efforts to understand and appreciate the site. Finally, a school administrator should be ready to provide assistance with regard to the cohort of a class, making sure that the students belonging to the class are Thai descendants and particularly they were born local, not immigrant descendants.

### **2.2 Identifying 8 topics representing local Thainess of the area**

The aim of this procedure is to obtain a total of 8 topics to represent local culture or Thainess of the province. To achieve this, the researcher searched for information on the Internet to obtain a list of places that highlight the features of the province. Initially, 25 sites were identified.

In order to select only 8 sites on which instructional materials are based, a questionnaire was constructed, consisting of 25 sites in randomized order. Questionnaire respondents were asked to choose at least 10 sites that they thought local residents of the province should be knowledgeable of or be familiar with. To make sure that diverse communities in the province took part as the questionnaire respondents in this procedure, a total of 300 questionnaires were produced and distributed to the three districts of the province

to avoid a possible bias towards their own locality. The respondents were local residents from different walks of life including school teachers, merchants, residents, administrators, bank tellers, police officers, nurses, janitors, security guards, etc. Only 8 sites of the highest popularity were used to form the 8 English lessons.

### **2.3 Constructing lessons and other accompanying materials corresponding to individual local sites**

Based on the list of 8 sites finalized by the completed questionnaires, instructional materials were constructed to form the 8 lessons of the project. However, before the construction, the list was verified by an elementary school teacher of social sciences to make sure that the list is adequate in terms of the coverage of the entire province. Moreover, the sequence of the 8 topics was approved by the school teacher.

To construct individual English lessons based on local Thainess, the contents of each site were obtained from the Internet and condensed into a lesson. Again, the contents in Thai were verified by the elementary school teacher of social sciences to ascertain the accuracy and the appropriateness of the contents to be taught to students.

Upon the teacher's approval with regard to the contents pertaining to the 8 sites and the sequence of the 8 lessons, the contents in Thai were translated into English by the researcher and were eventually endorsed by a native speaker of English to make sure that the language was correct. At this point, to ensure that the language used in the lessons is appropriate to the English proficiency level of the students and the contents are not too daunting, an English school teacher was asked to verify the English translation.

The format of the 8 lessons was identical. That is, every lesson begins with a set of 10 vocabulary items with their translation in Thai (Yoshii, 2006). Following the vocabulary section, the reading section consisting of a set of 5-7 sentences based on the site contents was constructed, deliberately incorporating the 10 words in the vocabulary section. Given that our students are relatively young, to make the class more entertaining and interesting, accompanying multimedia materials including the slides and video clips corresponding to the lessons and recorded at the actual sites were created to reinforce what was learned and to acculturate them to local Thainess.

### **2.4 Assessing the students' previous knowledge about local Thainess**

Prior to the instruction delivery, the pretest (and posttest) written in Thai was administered. The purpose of this test is to assess these students' knowledge about the 8 sites in their province. The test consists of 40 items (blank completion task) representing the 8 sites covered in the instruction. The total score is 40 points, one point for each blank.

### **2.5 Teaching the class using the constructed lessons and other accompanying materials**

A classroom consisting of 30 students was taught by the researcher on a weekly basis, for 2 hours a week. In order to introduce certain keywords that emerge consistently in the 8 lessons and to get acquainted with the students, after a series of ice breaking activities, an overview lesson was offered in the first class meeting. Following the overview session, the instructor introduced the lesson in Thai to present relevant accounts of individual sites. Then the researcher went over the vocabulary section to make sure that the students could master the pronunciation and connect the words with the meaning. A lot of activities including group activities, repetition, drills, and games were used to reinforce the vocabulary instruction. The researcher emphasized the importance of vocabulary. To monitor their vocabulary acquisition and make sure that the students have a chance to review what they learned, a dictation task focusing on the vocabulary taught was assigned and conducted in the following classroom session. To provide an incentive for studying the vocabulary covered in class, the dictation scores were recorded but not analyzed. In short, the dictation task was not for testing purposes but as a channel to reward the students who worked hard and obtained high scores on the dictation task.

Then, the reading section incorporating the vocabulary set corresponding to individual sites was introduced to the class. The class concluded by letting the students watch the video clips of the actual sites and when appropriate asking the students to describe what was seen in English.

### **2.6 Assessing the students' knowledge in local Thainess and English**

A week after the completion of a series of 8 week instruction, the assessment of their local Thainess knowledge and English, as well as attitudes towards the instruction was conducted, using a number of devices and activities. To assess their local Thainess knowledge, the posttest in Thai was administered to the class. Their posttest scores were recorded, computed, and compared with the pretest scores to

determine significant gain scores over a period of 8 weeks of instruction.

In addition to the posttest, individual students were required to participate in a tour-guide simulation task conducted in English at the school. To make the task more realistic and to provide some assistance to the execution of the task, a set of pictures for each site was provided to the students. They were allowed to spend time preparing for this task as long as they wanted to. They could choose to carry out the task of individual sites at a time or all sites at once. No notes were allowed while executing the task. For this task, no scores were awarded, and the students' performance was assessed as satisfactory or unsatisfactory, based entirely on their tour conducting in English.

Finally, the students were asked to complete a Likert scale questionnaire to express their attitudes towards the activities, instruction, and materials of the course. On the questionnaire, there is an open ended question so that the students could make comments.

### **3 RESULTS**

The results of this study are presented in the order corresponding to the research procedures presented in the methodology.

#### **3.1 The grade level and the school site**

Given the focus of this study is placed on public school education, Grade level 4 was considered to be the most appropriate because these Grade 4 students have been exposed to English instruction for a number of years and thus have sufficient English knowledge for this research to build on. In addition, the students at this Grade level are free from the pressure of studying for national examinations which are usually prescribed to Grade level 6 students.

Samut Sakhon Province, about 30 kms to the south of Bangkok, was selected to be the focal site of this study. It is one of the provinces in the nation with a huge number of Burmese immigrants working in diverse fishing related industries. Clearly, this province is potentially vulnerable to the loss of its local culture. With the help from educational administrators in this province, one public school was selected to be the site of this research project, and the school principal was in the capacity to accommodate our needs for this kind of intervention. Ideally, this school is located within the compound of a famous temple and also a historical site. At this school, there are five classes of Grade level 4. However, only one class of locally born students was needed. In this regard, the school principal was helpful, recruiting a total of 30 Grade level 4 students from the entire population of about 200 students. All Grade level 4 students participated in this research project were from different classes of grade 4, but they shared one common characteristic needed for this study; all of them were born and grow up in the area.

#### **3.2 Identifying 8 topics representing local Thainess of the area**

After a class of 30 Grade level 4 students was formed for this research, the researcher identified 8 topics that represent local Thainess of the area. A total of 300 questionnaires were distributed, and 226 questionnaires were completed and returned. Frequency analysis was conducted to determine the final set of 8 topics for the lessons. The 8 sites are from different districts and represent diverse local Thainess perspectives of the province, including history, environment, art, culture, geography, and local wisdom.

#### **3.3 Constructing lessons and other accompanying materials corresponding to individual local sites**

The instructional materials constructed are the 8 lessons of the project. It should be noted that the lessons constructed were content-based, not grammar based. The translation into English was approved by a native speaker for its linguistic accuracy. Based on the approved translation, the 8 lessons were constructed and subsequently approved by an elementary school English teacher for its level of difficulty.

The 8 lessons identically constructed consists 2 major sections: vocabulary and reading. To accommodate the students' young age, multimedia materials accompanying the lessons were created. The handouts in black and white corresponding to individual lessons were produced for the students. The instruction was based on the handouts but accompanied by colorful slides with animations for the students to enjoy. In addition, video clips corresponding to the lessons were recorded at the actual sites to reinforce what they learn in class and to acculturate them to local Thainess. Two versions of the video clips were produced: one with the voice over in English and the other without. Figure 1 represents a set of the slides belonging to one exemplified lesson (Lesson 2). The exemplified lesson focuses on a tourist spot nearby the school site, sharing the same name of the school, which is also our research site. The lesson consists of 7 sentences, integrating the vocabulary items presented at the beginning of the lesson.





### Vocabulary

temple	วัด
Burma/Myanmar	ประเทศพม่า
war	สงคราม
hide	(หลบ)ซ่อน
old	เก่าแก่
(main) hall	โถง
younger sister	น้องสาว
repair	ซ่อมแซม
feed	ให้อาหาร
(striped) catfish	ปลาสวาย

### Reading





During the war with Burma, Thai people went to hide themselves in an old hall of the temple.

After the war, a younger sister repaired the old hall.



People called this temple "Wat Nong Sao" (วัดน้องสาว).

Now the people call this temple "Wat Nang Sao" (วัดนางสาว) or "Nang Sao Temple".

The hall of this temple has only one door.





## Thank you



Fig. 1. Example of a lesson (Lesson 2)

### 3.4 Assessing the students' knowledge about local Thainess

Prior to the instruction delivery, a pretest (and also a posttest) in Thai was administered to the class. The test took the class about 20 minutes to complete. Marking was conducted; 1 point for correct answers and 0 for wrong answers. Misspelling was not penalized. The analysis of the pretest results revealed that their

pretest scores range from 1 to 14, with the average of 5.59. The scores clearly indicated that these students had little knowledge of their local Thainess prior to the instruction.

### 3.5 Teaching the class using the constructed lessons and other accompanying materials

Each lesson lasted 100 minutes. The instruction focusing on vocabulary including the pronunciation and the provision of meaning in Thai at the beginning of the class was monitored by the dictation task. Even though the dictation score was not analyzed, the scrutiny of the recorded dictation scores demonstrated that while some students managed to obtain full scores across lessons, other students barely made it. As shown in Figure 2, a student received full score of 6 out of 6 in her dictation task. Also, many students could remember the pronunciation and meaning of the words but they might not have been able to spell them correctly. As mentioned, the dictation task was meant to be adhoc, reinforcing what was taught in class. Therefore, the retention of the vocabulary for pronunciation and meaning sufficiently suit the purpose of the task.

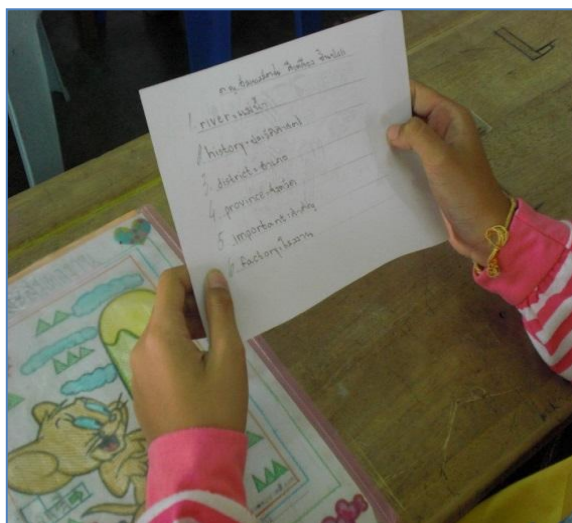


Fig. 2. Student performing the dictation task.



Fig. 3. Class in action.

Additionally, the focus on vocabulary provides scaffolds to students, allowing them to be successful in comprehending subsequent learning materials of reading. That is, given the introduction of the lesson in Thai and the known vocabulary at the beginning of the lesson, the students were able to understand the reading section without difficulty. Towards the end of the session, surprisingly to the researcher, the students enthusiastically made a request to watch the video clips again. On this occasion, the researcher played the video clips as requested and paused occasionally to ask the students to describe what was seen in English. In general, the students were very enthusiastic in the classroom. To give an idea of the atmosphere in class, Figure 3 is presented, showing the class in action.

### 3.6 Assessing the students' local Thainess based knowledge, their English abilities, and their attitudes

Similarly, it took about 20 minutes for the students to complete the posttest. The comparison of the pre and posttest scores revealed that the students performed much better on the posttest, with the scores ranging from 14 to 38. The average score of the entire class was 31.86, suggesting that in general, the students had learned substantially more of their local Thainess through the 8 week instruction. In average, the gain score reached 26.28. To determine if the gain score was significant, *t* test was conducted, and the results show significant increase in mean scores at  $p. < 0.001$  ( $t = 26.66$ ,  $p = 0.000$ ). That is, the students became much more knowledgeable about their own local culture and local Thainess after the instruction. This finding demonstrated that the instruction integrating local Thainess based lessons are beneficial, developing Thai learners' local culture awareness. As a result of the comparison of pretest and posttest scores, gain scores were calculated and presented in Table 1.

In addition to the posttest, individual students were required to participate in a tour-guide simulation task of 8

sites conducted in English at the school. With the provision of a set of pictures of each site, the students were allowed to spend as long as they wanted to, preparing for this task. They also had the liberty to carry out the task of individual sites over time or all sites at once. A small number of students were more than ready to execute the task all at once. Some students opted to execute the task of a site after some additional minutes of preparation. A number of students were hesitant and thus needed encouragement from the researcher before task execution. Even though no scores were awarded for this task, all of the students successfully executed the tour guide task.

Table 1. Students' pre/posttest and gain scores

Student No.	Pretest	Posttest	Gain Score
1.	2	29	27
2.	4	33	29
3.	4	36	32
4.	5	38	33
5.	5	36	31
6.	4	33	29
7.	5	33	28
8.	6	29	23
9.	4	14	10
10.	9	38	29
11.	8	33	25
12.	4	27	23
13.	7	38	31
14.	6	19	13
15.	7	32	25
16.	2	37	35
17.	1	33	32
18.	4	29	25
19.	8	33	25
20.	10	36	26
21.	6	38	32
22.	6	36	30
23.	4	33	29
24.	14	33	19
25.	6	29	23
26.	5	31	26
27.	6	38	32



28.	4	33	29
29.	5	34	29
30.	6	24	18
Average	5.56	31.83	26.26

Finally, the analysis of the completed Likert scale questionnaires demonstrated the average of 4.51 out of 5, indicating their general satisfaction and positive attitudes towards the activities, instruction, and materials of the course. On the questionnaire, a number of students were interested in receiving this kind of instruction in the future.

#### 4 DISCUSSION

The impetus for this research lies in Thai students' poor performance in English, the potential threat of losing national identity due to the exposure to the other cultures, and the fast pace of communication in the 21<sup>st</sup> century. The implementation of local Thainess based instruction and the integration of other activities have proved to be successful. First, each lesson begins with vocabulary, followed by reading. This format of the lessons elucidate the fact vocabulary provides the main skeleton for the rest of the lessons to be developed. As shown by previous studies (e.g., Kanoksilapatham, 2010), Thai teachers of all levels seem to have difficulty with pronunciation, resulting in the lack of confidence to speak English in public. Indeed, vocabulary at the beginning and its corresponding L1 meaning provide scaffolds for the instruction. Letting the students figure out the meaning of the words by themselves can be quite time consuming and discouraging especially when the words targeted are abstract. In addition to the provision of L1 meaning, a great deal of time was spent on pronunciation so that the students became secure in saying the words out loud and with confidence.

Second, the innovation was implemented with a Grade level 4 class. The 8 lessons are divided into 2 parts: vocabulary and reading. After the students have mastered vocabulary (i.e., knowing the word meaning and pronunciation), the lesson moves on to the reading skill. In this part, all the words presented in the vocabulary part are used in sentences. At this juncture, grammar points are not the primary focus. The focus shifts to the meaning of the sentence. The students at this point can understand the meaning of the sentence without the teacher's translation because they already knew about the lessons in Thai at the beginning of the lesson. In short, English was used as a device to reinforce what they learn or know in Thai.

Third, the researcher chose the simulated task of tour-guide for this study for certain reasons. As known, it is not common for these learners to be engaged in authentic communication using English. Therefore, it is a teacher's responsibility to come up with a task that would require learners to use English. A tour-guide task seems appropriate because first of all, these students might have a chance to use their English as a tour-guide given the fact that their school is located near a tourist spot. Second, the demand for this task is minimal. In fact, the students can opt to say something that they come up with, that is not written on the handouts even. However, some students might opt to memorize the lines for this task. Given the task was evaluated on a satisfactory/unsatisfactory basis, as long as they could execute the task regardless the time spent and fluency, it was satisfactory.

Fourth, the success of instruction and the use of innovation were assessed by the pre/posttest in the first and final classes of each part, the tour-guide simulation task, and the questionnaire. Finally, the analysis of the attitude questionnaire revealed that in general students were happy with the instructions. The materials they enjoyed most were the video clips. To execute the tour-guide task, the students did not have to worry about the content. In so doing, the task and activities of this project culminated in the success of instruction.

Fifth, this study has demonstrated that local Thainess based learning/teaching as well as instructional materials are valuable. Pedagogically, instructional innovation can help promote English language learning and local Thainess. The project is thus a means to mobilize cooperation from other sectors including families, school administrators, school teachers and students, and communities. The innovation also prepares English teachers for integrating local Thainess to English lessons. With help from the province and local organizations, tourist attractions can be developed, offering young and needy students an opportunity to earn extra cash to support their families. This study also encourages young learners to appreciate their own local culture while learning English. Finally, the study depicts the learning management compatible with the local settings and also satisfies the national demands of English, upgrading education quality and developing human resources for sustainable development.

## 5 CONCLUSION

In conclusion, this research demonstrates the positive impact of local Thainess based instructional materials in multiple perspectives. First, local Thainess based materials provide reinforcements for other disciplines. As shown, the students become more knowledgeable about their own history, geography, art and culture, environment, and local wisdom. As a result, these students can be closely connected to their own community. Second, given that the content is about their own context and community, the lessons are automatically authentic, strengthening pride in their own community and country. Third, the students realize the value and the authentic need to study English because now they can use their English language skills to convey their knowledge of their local Thainess. In short, local Thainess based instructional materials can contribute to students' community and the nation at large in maintaining and revitalizing Thai identity.

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