REFLECTIONS ON HOW TO CREATE ENGLISH TEACHING MEDIA
TO ENHANCE STUDENTS' ATTITUDES IN EQUITABLE EDUCATIONAL AREAS:
A CASE STUDY OF FIVE PRIMARY SCHOOLS IN CHAI NAT PROVINCE

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ABSTRACT

This research aimed to investigate students' attitudes towards English learning before and after using the invented teaching media based on Bloom's Affective Domain and to give reflections about how to create effective English teaching media to be taught in the inequitable educational areas. The main target populations were 10 teachers and 50 primary 4 school students who teach and study in Wang Man Sub-District, Wat Sing District, Chai Nat Province. Fives primary schools in the selected target area agreed to participate in this research and all research populations were randomly selected by using a purposive sampling method. The questionnaire, the in-depth interview, and observation form were used as research tools. The results revealed that the research populations appeared to have better positive attitudes after using the invented teaching media. The evidences showed that they were able to progress their development to the level 4 of Bloom's Affective Domain. Additionally, researchers provided reflections on how to create effective English teaching media to be used in the inequitable educational areas including the teaching methods, the features of the teaching media, class activities, and necessary preparations for teachers.

Keywords: English teaching media, inequitable educational areas, attitudes, Chai Nat Province

INTRODUCTION

Wang Man Sub-District and Wat Sing District in Chai Nat Province have been the major academic areas for community service of the Faculty of Humanities and Social Sciences at Chandrakasem Rajabhat University (CRU). The research gaps were discovered when researchers went to interview primary schools in the target areas about English teaching and learning. The interview revealed that primary schools in Wang Man Sub-District and Wat Sing District have encountered many issues regarding the English teaching and learning in classrooms. The main problems included the lack of students' participation in classrooms, the positive attitudes towards English language, the effectiveness of learning facilities inside the classroom, and the lack of human resource for English teachers who are qualified and specialized to teach English subject. The majority of primary school teachers in our target areas agreed and shared their opinions openly regarding the mentioned problems as follows.

1. Primary students (who live and study in equitable educational areas and whose parents are working in agricultural careers such as farmers, gardeners, and agricultural shop owners) found it hard to relate with the examples of things and places in the current available textbooks. They do not know and have never seen the Eiffel Tower, snow, some foreign fruits/vegetables, and famous Hollywood celebrities.

2. Their parents could not teach them English homework or discuss with them about unfamiliar things and places from foreign countries as mentioned in number one.

3. Some teachers have been facing with too many burdens that they were scheduled to teach different levels of primary students within one day. Accordingly, those teachers had no time to create specific teaching media for each primary level.

4. Some teachers did not directly receive degrees in English, but they were asked to teach English subject and faced with different difficulties such as the lack of confidence to pronounce vocabulary, the use of English grammar, and the ability to understand and teach foreign cultures.

Based on the interview results that researchers mentioned earlier, we aimed to create English teaching media

for primary schools in Wang Man Sub-District and Wat Sing District to motivate students to have more positive attitudes towards English learning and to facilitate teachers to feel more at ease to teach English as well. Thus, in this article, the researchers will share the reflections from inventing and using the invented English teaching media.

RESEARCH OBJECTIVES

1. To investigate students' attitudes towards English learning before and after using the invented teaching media based on Bloom's Affective Domain

2. To give reflections of how to create effective English teaching media to be taught in the inequitable educational areas

CONCEPTUAL FRAMEWORK

The independent variable of this research is the invented English teaching media and the dependent variable is the students' attitudes towards English learning.

LITERATURE REVIEW

To investigate a person's attitude, Krathwohl (1964) divided Bloom's theory into 5 levels.

Table 1 Bloom's Affective Domain

Levels	Brief descriptions
1. Receiving	Pay attention to the lecture, focus on class discussion or participation, be able to control oneself while studying
2. Responding	Put effort to participate or answer questions in the class, involve in class activities, show enjoyment or express happiness while doing class activities
3. Valuing	See the importance of lessons they have learned in the class, understand how the learned lessons will benefit oneself or others, have positive attitudes towards the learned lessons
4. Organizing	Understand and see the relation of classification, comparison, connection, or know how to prioritize the importance
5. Characterizing	Be able to adapt the learned lessons to be used as part in daily life, personal behaviors, or living lifestyle

Yordsingh (2017) classified effective English teaching media that can motivate students to use English language correctly into 3 types.

1) Software: refers to teaching media that store knowledge within itself and can transfer knowledge without relying on other materials such as maps, pictures, models. Besides, some software may rely on other materials to transfer knowledge such as movie films, slides, disks, or gramophone records.

2) Hardware: refers to the medium that facilitates information or knowledge to be explicit such as disks or gramophone records

3) Techniques and Methods: refers to the media in form of concept, process, or idea that can be used to expand the understanding of the lessons such as the demonstration

Scrivever (2011) proposed 12 types of English teaching media that can motivate and promote students' attention and participation. The twelve types of media include 1) flashcard, 2) picture stories, 3) Storytelling, 4) songs and music, 5) Fillers, 6) Lexical games, 7) dictation, 8) sound-effects recordings, 9) poetry, 10) drama, 11) projects), and 12) TV, DVD and Video.

Ahmad and Yin (2019) agreed with Scrivever and added further comments that "technology" is a tool that can be used to motivate students to be more active. Hence, Interactive whiteboard - a smart whiteboard that provides touchscreen, magnifier, and etc., internet websites, interactive digital tools, wikis and blogs, digital recording, production, and e-book are technological tools that are suggested to be used in English classrooms.

Hutchison and Water (1989) claimed that the teaching media should be created under the 4 principles below.

1) Language input: The teaching media should contain messages, conversations, or contents that are related to the subject's objectives.

2) Content focus: The teaching media should include messages or pictures that can communicate meaning related to the learning lessons

3) Language focus: The teaching media that facilitates students to practice the use of language

4) Task: The teaching media should have clear instructions for students to implement activities

RESEARCH METHODOLOGY

The collected data in this research were analyzed qualitatively. The target populations of this study were selected using the purposive sampling method. The research populations were gathered from the 5 primary schools in the target areas of research (Wangman subdistrict and Wat Singha district in Chainat province). The target populations included 10 representative teachers who were responsible to teach English subject and 50 primary 4 students who studied in the target areas. Moreover, students' parents, School Directors, school committees, and the representatives from school management team were collaborated to organize the in-depth interviews and to give needed information in this research.

Three research tools namely the questionnaire, in-depth interview, and observation form were used as major tools to collect data in this case study.

The questionnaire was used to investigate students' attitude before and after using the invented teaching media of this research study. Fifteen questions were created and questions were categorized and sorted into 5 levels according to Bloom's Affective Domain.

Three in-depth interviews were organized to collect the data. The participants of each in-depth interview were the representative primary school teachers and students from the schools in the research target areas. The first in-depth interview was launched to find problems and difficulties the teachers and students faced in teaching and learning English. Also, the researchers interviewed the participants to investigate the attitudes they have towards English language. The second in-depth interview was organized to collect the participants' opinions and attitudes after using the invented teaching media of this research study and to collect flaws of the invented teaching media before officially handling the teaching media over to the target schools. The last in-depth interview was arranged to collect the participants' opinions and attitudes after using the improved invented teaching media of this research study and to collect their views/expectations regarding to the future teaching media that they prefer to have.

For classroom observation, the researchers and teachers discussed to set the period of time when the target schools were convenient to allow the group

of researchers to observe students' reactions and participation in their English classrooms. The observation period was set for 2 weeks long and the research populations were observed within the organized period of time. However, the researchers kept the exact date of observations uninformed to increase the reliability in collecting the data and to see how the target population truly react towards the invented teaching media.

All research tools including the questionnaire, the in-depth interview form, and the observation form were validated by 3 external English experts who hold a doctoral degree in English. The IOC validation method was used to validate all items of the research tools. The items that acquired IOC value less than 0.5 were adjusted and revalidated to ensure the effectiveness in collecting data.

The interviews were conducted in Thai. Later, researchers translated all data from Thai to English. All translations were peer checked among researchers to prevent misinterpretation and incorrect translation in terms of meaning. To present the findings, researchers categorized informants' feedback into single/ related point, and paraphrased to yield the readers' understanding. Moreover, the names of informants are hidden for research ethics.

The information gained from the questionnaire and interviews were used to describe the research results qualitatively. Besides, the data gained from the observations were also used to triangulate the research tools from the questionnaire and interviews and to showcase deeper perspectives of the research target populations' opinions.

RESEARCH RESULTS

Research question 1: How do the target research populations (teachers and students) feel before and after using the invented teaching media?

Before using the invented teaching media, the evidences from the in-depth interview and questionnaire revealed that the target populations rather had negative attitudes towards English classes as illustrated in the table 2 and the table 3.

Table 2 Teachers' attitudes towards the students based on Bloom's Affective Domain

Levels	Summarized feedback
1. Receiving	- Most of the time, my students lacked of interest to study English in class. - Students didn't give much attention to study and often discussed with their classmates during my teaching. - When I asked questions they hardly responded. - It's hard to motivate students to be focused in my English class, when I give them directions or activity to perform they usually ignored and I had to repeat it many times to lead them to complete the lessons. - Students did not pay attention in my class at all. They thought English is hard to study they felt bored to study."
2. Responding	- I hardly see students' laugh with enjoyment in my class. They most of the time appeared to be quiet." - Only a few students put effort to participate in my English class." - Students took a long time to complete class assignments because they were more interested in something else apart from the lessons. In fact, they participated because I asked them to, not by their willingness."
3. Valuing	- Students lacked of interest to study in class and that somehow showed that they didn't see the importance of English. - The contents and pictures of commercial English textbooks in the current market contain too many unknown places, people, and environments for students who live in the underdeveloped areas. They didn't know the Eiffel Tower, Brad Pitt, Macaron, or advanced technological gadgets. Therefore, they didn't see the value why they should learn about those contents when their home environments are greatly different.
4. Organizing	- It's hard already to teach students to understand the English contents in class. Thus, to teach them to prioritize would be a challenge. - In the unfamiliar English environment (inequitable educational areas), villagers gave their main priority to income generation not English development. Hence, students seemed to have similar attitudes towards English that it is not necessary to study it or to be good at it.
5. Characterizing	No comments were given at this level.

In addition, students expressed their similar thoughts to English classes that they seemed to have negative attitudes towards English classes.

As can be seen from the tables two and three, all evidences indicate that students who are the target populations of this research hold negative attitudes

Table 3 Students' attitudes towards English classes based on Bloom's Affective Domain

Levels	Summarized feedback
1. Receiving	- English is boring. I don't understand what I learn most of the time. - We are Thai and we communicate in Thai with other people at present and they understand us. So, why do we have to study English? - I have short focus and concentration to study English in class comparing with other subjects at school.
2. Responding	- I don't have confidence to participate in class due to my less understanding and I feel safe just to sit and study without answering any questions. - My English is weak and I'm afraid to make mistakes in class. I don't want to be embarrassed among classmates. - I feel bored to study from a textbook. I want to learn English through easy games.
3. Valuing	- Many people told me English is important, but I don't know how English will benefit me in the future. - I learn English because it's a compulsory course and I need to study it to pass to another grade and to complete my primary school level.
4. Organizing	- Compared with other matters in my life, English is not my top priority.
5. Characterizing	- I come from a family of gardeners. We grow pomelos and vegetables for a living. If my parents can make a living without using English, I can do the same.

towards English in all five levels of Bloom's Affective Domain. Consequently, the teachers also found it difficult to motivate students to pay attention to study and to participate in the classroom. The table four shows the difficulties, problems, and burdens the teachers in the target areas usually encountered.

Table 4 Teachers' feedback regarding problems in teaching English

Schools	Summarized feedback
School 1	1) In my school, we do not have necessary technological devices in classrooms such as computer, power point projector, power point projector screen, and TV. Due to this limitation, I have to spend personal budgets to create teaching media to attract students' attention and that sometimes put me into financial problems. 2) My school hardly invests on English development for teachers. Hence, I hardly receive a chance to have online or on-site English training outside school.
School 2	1) In my school we do not have enough teachers to teach all subjects in different primary levels and the school asked me to teach English though I do not hold a degree in English. This causes me to lack of confidence to teach and I require to have longer teaching preparation time. 2) I'm the only person who directly holds an English degree in teaching. Because of that my school usually gives me loaded of English teaching hours. My brain is very exhausted and I'm not happy at all to juggle in teaching primary 2, 4, and 5 on the same day and this horrible cycle has been my problems for many years. 3) I do not know/I'm not sure how to pronounce English vocabulary correctly.
School 3	1) Our village is small and we do not have many students. Nevertheless, I still encounter many challenges in my class due to a huge gap of students' English ability. 2) The most challenging part is to teach special students in the same class with other normal students. 3) Our school does not have facilities to support English learning environment for students.

Table 4 (to)

Schools	Summarized feedback
School 4	1) It's very hard to motivate students who do not have intrinsic interests to study English. I always have problems about classroom management. 2) Students' parents/guardians often lack of good cooperation to support their own children to participate/complete the given English tasks assigned by the teacher due to the fact that they also lack of English skills to explain and to help their children complete their daily homework.
School 5	1) I have encountered with classroom management when I teach English and my students hardly pay attention to study in class. 2) According to the problems I have mentioned earlier, it would be nice for me to have opportunities to attend the English teaching and training courses. Unfortunately, my school never have a policy or financial support on this issue. 3) I often discovered that the current commercial English textbooks that are available in the market do not answer students' needs. They put too much focus on a particular skill such as grammar or listening and that imbalance affects students to lose their concentration towards the lessons. Moreover, unfamiliar contents from foreign countries in textbooks create obstacles for teachers to teach as well.

After we received feedback from the five target schools of this research, we have come to the conclusion that the invented teaching media should comprise of the following qualities as listed below.

- Can bring students enjoyment to study English

- Can be kept to teach for a long time

- Can be used with different primary levels of students

- Can serve students with different English abilities to practice English skills

- Can be used in a classroom where learning facilities are limited

- Can be used together with the current English textbooks that the target schools use

- Can facilitate teachers to adapt and teach English lessons in many situations

- Can help students to be aware that English exists in their daily life and help

them connect the use of English with their daily life activities

　　　To create the teaching media that acquires all the mentioned qualities above, researchers decided to invent two sets of English flashcards. The first set comprises of pictures and vocabulary of vegetables and fruits, whereas the second set contains pictures and phrases about daily routines. The invented flashcards come with examples of in-class activities, suggested teaching instructions, and handouts. Here are some examples of flashcards from each set.
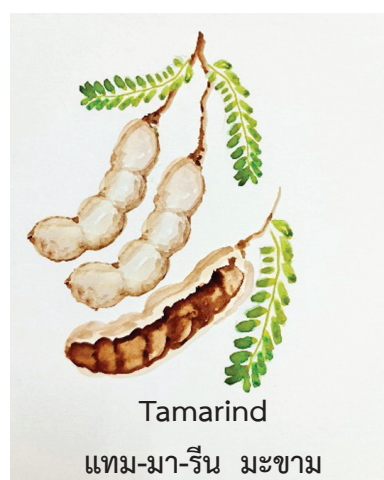

Galangal
กา-ลัง-กาล ข่า

Tamarind
แทม-มา-รีน มะขาม

Okra
โอ๊-คร่า กระเจี๊ยบเขียว

Dragonfruit
ดรา-ก้อน-ฟรุต แก้วมังกร

Figure 1 Vegetables and fruits

Watering plants
ว๊อ-เท่อ-ริ่ง-แพล็น
รดน้ำต้นไม้/พืช

Washing clothes
ว๊อช-ชิ่ง-คโล๊ท-ซึ
ซักผ้า

Taking a bath
เท้ค-กิ้ง-อะ-บาธ
อาบน้ำ

Figure 1 Daily routines

To facilitate teachers to maximize the use of the invented English teaching media, researchers created in-class activities, teaching instructions, and handouts for teachers. The materials were categorized into 3 levels of difficulties (easy, medium, and difficult) so teachers can apply the invented teaching materials to be used with students in different primary levels and different English language skills. The examples of class activities can be found in the appendix.

Research question 2: What reflections can the researchers give in order to create effective English teaching media to be taught in the inequitable educational areas?

The reflections of how to create English teaching media are described as follows.

1. The invented English teaching media should contain different activities for students. The variety of activities will enhance different English skills and different activities can help reduce students' boredom.

2. A half A4 paper is the suggested size in creating the teaching media such as flashcards or pictures. This size is convenient for students to grab, move, and big enough for the whole class to see. Moreover, the suggest font sizes of words printed on the teaching media are TH SarabunPSK 70-72 and Calibri 70-72.

3. The invented English teaching media should be coated with transparent plastic and be kept in a good container to increase the lifespan.

4. One set of English teaching media should be able to facilitate teachers to do different activities with students. The difficulty of activities should be varied as well. This is to ensure that all students with different levels of English skills can participate in the class.

5. The teaching methods such as game-based learning, expeditionary learning, role-playing, and problem-based learning are suggested to be used with primary school students since the research results indicated that those mentioned teaching techniques created significant differences to motivate students to have positive attitudes towards English learning in class.

6. To maximize the cost effectiveness in creating the English teaching media, teachers should use it repeatedly in class. The repetition will allow students to realize their mistakes/weaknesses and help them to improve and overcome English learning difficulties.

7. It is very important for teachers to connect their English lessons/activities with students' daily life and their environment. This connection will make students see that English exists in their daily life and perhaps see the importance of why they need to learn English.

8. The teaching media should provide vocabulary, meaning, and pronunciation guide so both students and teachers feel at ease to use it.

9. The teaching media should be able to be used in the classroom with or without the Internet.

10. Teachers should observe and investigate students' attention so the teaching media that can better match students' interests.

11. Outside the class, teachers should organize the English corner for students where they have free access to play with the teaching media in their free time.

12. Before handling the invented teaching media to the target schools, it's very crucial that researchers should give a training to demonstrate and describe teaching instructions, teaching activities, and classroom management methods. The mentioned demonstrations will give teachers clear pictures of how the invented teaching media can be used in the actual classroom and will also help teachers to prepare for additional preparation if needed.

RESULTS

After the research population used the invented teaching media, researchers found that many students showed positive actions in English classroom such as helping classmates to answer questions, interacting with teachers in English more often, asking teachers questions about the lessons before and after class, raising hand to give his/her opinions, and singing easy English songs. Additionally, researchers discovered that the target population achieved to complete 4 out of 5 levels of Bloom's Affective Domain as details provided in the Table 5.

Table 5 Students' achievements based on Bloom's Affective Domain

Levels	Students' performances
1. Receiving	Students paid more attention in English class. They were eager to see what teaching materials teachers will bring to teach. They also participated more frequently.
2. Responding	Responding to level 1, students cooperated more in answering questions, talking on class discussion, and practicing class activities.
3. Valuing	They showed their enjoyment in studying through their smiles, laughs, and the quicker and shorter time they spent to complete class activities. They know how to say English vocabulary about fruits and vegetables in their hometown and describe their daily life activities in English.
4. Organizing	They were able to categorize fruits and vegetables used as ingredients for a different dish. They were able to plan their strategies to work in group to win a class competition. They could also identify fruits and vegetables in their hometown and in foreign countries. Moreover, they could roughly tell the process in making their favorite dishes as well.
5. Characterizing	There is no concrete evidence pointing out that students regularly used English language as a habit and became part of their daily life. However, they only expressed comments during the interview that they paid more attention to English conversations when they play video games. They wanted to understand what other game players discussed with them.

CONCLUSION

In conclusion, the effective English teaching media should be used with interactional in-class activities. The given tasks should be practiced in different levels of difficulties. Importantly, teachers should use the teaching media to help students connect with their environments and surroundings so they know how to use English in their daily life.

Discussion

The research results collide with the following scholars' theories.

Kanokarn Chanyoo (2011) claimed that attitudes have intensity. This statement is proved to be true when students created English conversations about fruits and vegetables based on their preferences and experiences. They showed their ideas what ingredients they prefer to put in order to cook a particular dish.

Chamaiporn Aramvit and Sita Moosikrangsee (2018) stated that the teacher is the key factor to bring about students' positive attitudes. In this research, many target teachers explained that they gained more confidence to teach English after receiving the training and their higher confidence directly affected students to be more enjoyable and to participate more in class.

Most importantly, this research result was in line with Scrivever (2011) that teaching medium such as flashcards, pictures, vocabulary games have a great potential to motivate students to pay attention to study. In this research the target populations felt relaxed to share their experiences in English. Game-based activities play an important role to minimize class boredom and offer more excitement for them to complete the assigned tasks.

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