

การสอนโดยใช้โครงงานเรื่องปรัชญาเศรษฐกิจพอเพียง เพื่อพัฒนาความสามารถในการใช้ภาษาอังกฤษของนักเรียน ชั้นมัธยมศึกษาปีที่ 6

The Use of Project Work on Sufficiency Economy Philosophy to Enhance English Proficiency of Grade 12 Students

สมทวิ พันธ์ชูชัยเพชร^{1,*} และ เฉลิมศรี จอกทอง²
Somtawi Panchaiech^{1,*} and Chalerm Sri Jogthong²

ABSTRACT

Teaching English by using project work on Sufficiency Economy Philosophy is the integration of English project work and the principles of Sufficiency Economy Philosophy to enhance students' English proficiency. The purposes of this research were to find out the effects of teaching English through project work on Sufficiency Economy Philosophy on the students' English proficiency and to study the students' opinion towards the use of this strategy. The samples were 35 grade-12 students in the second semester of the 2013 academic year at Bunlua Withayanusorn School, Nakhon Ratchasima, Secondary Educational Service Area Office 31. They were selected using cluster random sampling. The research instruments consisted of 7 lesson plans to teach the students following 5 stages of project procedures, the English proficiency test to assess students' English ability, and a questionnaire to explore students' opinion after learning English through project work. The statistics used were the mean score, standard deviation and t-test for dependent.

The findings were as follows: 1) the post-test mean score of the English proficiency test of the students learning English through project work on Sufficiency Economy Philosophy was significantly improved, and 2) the students had positive opinion towards learning English through project work on Sufficiency Economy Philosophy. In addition, project work provided them with opportunity to use real information sources, to process information and to evaluate the information gained. They also agreed that the learning process of project work promoted cooperation among group members and working in team.

Keywords: Project work on Sufficiency Economy Philosophy, English Proficiency

^{1,*} นักศึกษาปริญญาโท สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ มหาวิทยาลัยราชภัฏนครราชสีมา นครราชสีมา 30000 M.A., Student in Teaching English as a Foreign Language, Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima 30000, Thailand.

² คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา นครราชสีมา 30000 Faculty of Humanities and Social Sciences, Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima 30000, Thailand.

* Corresponding author, e-mail: somtawi@yahoo.co.th

บทคัดย่อ

การสอนภาษาอังกฤษโดยใช้โครงการเรื่องปรัชญาเศรษฐกิจพอเพียงเป็นการสอนโดยใช้กระบวนการกิจกรรมโครงการและหลักปรัชญาเศรษฐกิจพอเพียงเพื่อเพิ่มความสามารถ ด้านภาษาอังกฤษให้แก่ นักเรียน วัดอุปประสงค์ของการวิจัยนี้เพื่อศึกษาผลการสอนภาษาอังกฤษ โดยใช้โครงการเรื่องปรัชญาเศรษฐกิจพอเพียงที่มีต่อความสามารถด้านภาษาอังกฤษของนักเรียน และเพื่อศึกษาทัศนคติของนักเรียนที่มีต่อการเรียนภาษาอังกฤษด้วยโครงการเรื่องปรัชญาเศรษฐกิจพอเพียง กลุ่มตัวอย่างคือนักเรียน จำนวน 35 คน ที่กำลังเรียนอยู่ในชั้นมัธยมศึกษาปีที่ 6 ปีการศึกษา 2556 โรงเรียนบุญเหลือวิทยานุสรณ์ จังหวัดนครราชสีมา เขตพื้นที่การศึกษามัธยมศึกษา เขต 31 กลุ่มตัวอย่างได้จากการสุ่มตัวอย่าง โดยการแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัยได้แก่ แผนการจัดการเรียนรู้แบบโครงการ 5 ชั้นจำนวน 7 แผน แบบทดสอบความสามารถด้านภาษาอังกฤษ และแบบสอบถามความคิดเห็นของนักเรียนหลังการเรียนรู้ด้วยโครงการเรื่องปรัชญาเศรษฐกิจพอเพียง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที่ (t-test)

ผลการศึกษาพบว่า 1) ค่าเฉลี่ยของคะแนนจากแบบทดสอบความสามารถทางภาษาอังกฤษของนักเรียนหลังเรียนเพิ่มขึ้นอย่างมีนัยสำคัญ และ 2) นักเรียนมีทัศนคติที่ดีต่อการเรียนรู้ภาษาอังกฤษด้วยโครงการเรื่องปรัชญาเศรษฐกิจพอเพียง นอกจากนี้นักเรียนได้ใช้แหล่งข้อมูลจริงในการทำโครงการและประเมินผลงาน นักเรียนมีความเห็นว่าการเรียนรู้ด้วยโครงการส่งเสริมการเรียนรู้ร่วมกัน

คำสำคัญ : โครงการเรื่องปรัชญาเศรษฐกิจพอเพียง ความสามารถด้านภาษาอังกฤษ

Introduction

Learning a foreign language especially English is necessary as it is an essential tool for communication, education, research, and for occupation. English is included as a compulsory subject in school curricular at all levels in Thai education system. According to the Basic Education Core Curriculum B.E. 2551 (2008), students have to learn the four skills which are: listening, speaking, reading, and writing. In learning English, students are required to have ability to present data, information, concepts, and views about various matters through speaking and writing.

Although the schools have realized about this situation and tried to promote English instruction, Thai students are not confident in using English in classes and in daily life. This also happened to students at Bunlua Withayanusorn School. Even though the school has promoted English classes in which students have

more opportunity to use English, their scores in the Ordinary National Education Test (O-NET) was still lower than the average (Bunlua Withayanusorn School, 2012). Students need to have ability in English not only in general basic knowledge, but also in specific skills such as searching for information for their future career and education.

As English is a major medium in both educational fields and workforce, the drive to learn English as a second or foreign language (ESL and EFL) has to be accelerated. One of the most practical and active ways used to develop students' English proficiency was the use of project work. Project work is a student-centered teaching method which is driven by the need to create an end product. It draws together students of mixed abilities and creates opportunities for individuals to reflect their different talents and creativity (Fried-Booth, 2002 : 6). During

the project process, students are actively engaged in information gathering, processing, and reporting over a period of time (Alan and Stoller. 2005 : 10-21) and the outcome is in both knowledge and language mastery. Jurairat Sudrung (2004) concluded in her study that English project work improved students' English ability and students' satisfactory was rated in a high level.

According to Haines (1989 : 7-8), as English project work often involves multi skill activities focusing on themes of interest, it involves site visits and sources of information which are available for students to gather. An important theme that is prescribed by

the Ministry of Education is Sufficiency Economy Philosophy (SEP), as it can be applicable to the social development (Ministry of Education. 2008).

Sufficiency economy is a philosophy bestowed by His Majesty King Bhumibol Adulyadej to his subjects through Royal Speeches made on many occasions over the past three decades. The philosophy provides guidance on appropriate conduct covering numerous aspects of life (Prasopchoke Mongsawad. 2010 : 125 ; Priyanut Piboolsravut. 2000). The principles of SEP can be integrated into school context, business and industry for the benefits of society to respond to the global changes and their impacts. The principles of SEP are illustrated in Figure 1.

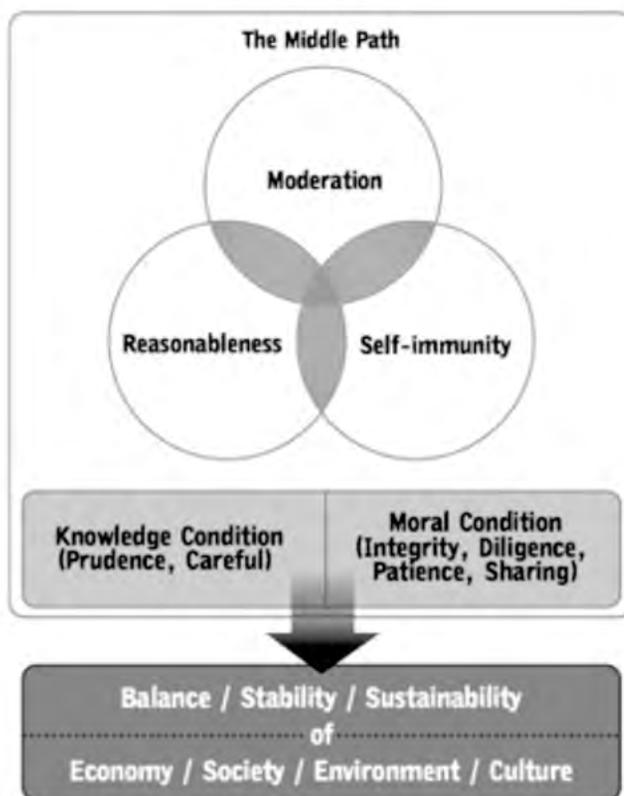


Figure 1 The principle of SEP.

Source :Chaiwat Wibulswasdi, Priyanut Piboolsravut, and Kobsak Pootrakool. 2010

The figure illustrates the three elements and the conditions of SEP which are composed of Moderation, Reasonableness, and adequate Immunity. Apart from these three components, two other conditions are needed to make the principles of SEP work : Knowledge and Morality. For the community, strong immunity can be developed in four aspects : Economic or Financial immunity, Social immunity, Culture immunity, and Environmental immunity.

In summary, this research incorporated the theme of SEP into English project work to investigate whether the effects of the learning could enhance students' English proficiency and what level of opinion students had after the learning process.

Objectives of the study

1. To examine the effects of learning English through project work on Sufficiency Economy Philosophy on English proficiency of grade 12 students.
2. To explore students' opinion towards learning English through project work on Sufficiency Economy Philosophy.

Conceptual framework

The conceptual framework of the study is illustrated in Figure 2.

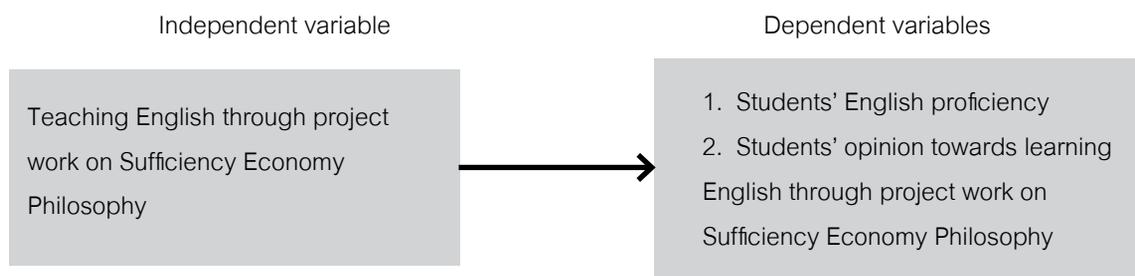


Figure 2 Conceptual framework of the study

Research Procedure

1. Population and sample

Population : The population of this research comprised 140 students of Math-science program, Grade 12 students (Mathayom Suksa 6/1-4) at Bunlua Withayanusorn School, Nakhon Ratchasima, Secondary Educational Service Area Office 31, during the second semester of the academic year 2013.

Sample : The sample was the 35 Grade 12 students (Mathayom Suksa 6/1) at Bunlua Withayanusorn School enrolling in the second semester of academic year 2013. The sample was selected through cluster random sampling method.

2. Research instruments

2.1 The research procedure instruments used were 7 lesson plans which covered a period of 9 weeks or 18 hours. The lesson plans were composed of 2 phases: Phase 1 Sufficiency Economy Philosophy and Phase 2 Project Work.

The 2-phase topics, the learning goals, and the learning objectives were constructed as shown in Table 1.

Table 1 The topics, the learning goals, and the learning objectives of the lesson plans.

Phase/Time	Topics/Lesson plans	Learning Goals	Students' Learning objectives
Phase 1 Sufficiency Economy Philosophy (6 hrs.)	Lesson plan 1 The Understanding of SEP	Identifying background and definition of SEP	To explain the principles and significance of SEP
	Lesson plan 2 The application of SEP in business practice	Identifying and analyzing the application of SEP in business practice	To explain and analyze the application of SEP in business practice
Phase 2 English Project Work (12 hrs.)	Lesson plan 3 The orientation of project work	Identifying the process of project work, its benefits and its stages	To discuss the process of project work, its benefits and its stages
	Lesson plan 4 The planning of project work	Agreeing on theme and scope of project work	To discuss project outlines, objectives and final products of the project
	Lesson plan 5 Carrying out the project	Designing instruments to collect data and information of the project	To create tools for data collection and to summarize the information gained
	Lesson plan 6 Gathering information for data analysis	Writing the results of the study	To summarize the information to support the findings and to write the abstract of the study
	Lesson plan 7 The presentation of project end products and evaluation	Presentation of project end products, assessing their friends' products, reflect their opinion towards targeted language	To present their products, to give and receive feedback, and to assess their end products

2.2 Instruments for data collection

2.2.1 English Proficiency test : The

English proficiency test consisted of 60 items of multiple choice questions with four alternatives. The total score was 60. The test was used to assess the students' proficiency before and after the learning process.

2.2.2 The questionnaire : The questionnaire had 12 questions. The sample was asked to answer questions rating to opinion after

learning through project work and after the total learning of 18 hours.

Results of the Study

1. The English ability of the 35 students of the sample was tested and scored using the English proficiency pre-test and post-test. A comparison of the mean score was analyzed by using Arithmetic Mean (\bar{X}), Standard Deviation (S.D.), and t-test for dependent. There was a significant difference between the pre-test and the post-test as shown in Table 2.

Table 2 The comparison of the students' mean score from the pre-test and the post-test.

Mode of Assessment	n	(\bar{X})	S.D.	t	p
Pre-test	35	25.17	4.44		
				13.35*	.000
Post-test	35	32.29	3.16		

*p<.05

The data analysis presented above showed that the students' post-test mean score (32.29) in the English proficiency test was significantly higher than the students' pre-test mean score (25.17) at the level of .05. This indicated that the students' English proficiency had improved after learning through English project work on SEP.

2. The students' responses to the questionnaire were analyzed using the mean and standard deviation as shown in Table 3.

Table 3 The mean and standard deviation of the questionnaire and interpretation.

Items	(\bar{X})	S.D.	Interpretation
1. I enjoyed activities in learning English through SEP.	4.97	0.17	Strongly agree
2. Project work on SEP helped me learn new vocabularies.	4.91	0.28	Strongly agree
3. Project work on SEP helped me gain more confidence in using English.	4.74	0.56	Strongly agree
4. Project work on SEP encouraged me to use English out of class.	4.63	0.65	Strongly agree
5. Project work on SEP helped me become more responsible in learning.	4.66	0.48	Strongly agree
6. I've gained higher proficiency in all skills of English.	4.03	0.30	Agree
7. Project work made learning English more interesting.	4.94	0.24	Strongly agree
8. I apply modern technology more in learning English language.	4.66	0.48	Strongly agree
9. I know more about the principles of SEP.	4.97	0.17	Strongly agree
10. I participated more in the community on a true social context.	5.00	0.00	Strongly agree
11. I've gained life skills in doing the project.	5.00	0.00	Strongly agree
12. The experiences I've got from doing the project can be adapted to my life.	5.00	0.00	Strongly agree
Total	4.79	0.22	Strongly agree

Table 3 revealed that, according to the mean score of items 10, 11 and 12, which were ranked first, most students strongly agreed that they gained life skills from carrying out the project by participating with the community. Item 6 was ranked the last with the mean score of 4.03 and the S.D. of 0.30. The students only agreed that their English skills improved after the treatment. As the total mean score of the questionnaire was 4.79 with the S.D. of 0.22, it could be concluded that the students had positive opinion towards learning method.

Discussion

The data from the proficiency post-test led to the conclusion that the teaching approach did improve

English ability of grade 12 students who were the sample of this study. It revealed that the students' mean score increased from 25.17 in the pre-test to 32.29 in the post-test. This can be confirmed that the teaching process is effective. Moreover, the result of the students' response to the questionnaire revealed that the students' opinion towards the learning process was positively high, with the total mean of 4.79. The following can be considered as factors of success.

1. Project work

This study applied the integration of English project work with the theme of Sufficiency Economy Philosophy (SEP). During the project process, six groups of students worked on six different topics

concerning the theme of SEP. The students' individual development proceeded through social interaction as they were brainstorming on the target sites, or the shops, for the projects and the project topics. Consequently, they discussed how their work related to the concept of SEP. Then they planned on the duration of the project and how to collect information from the target sites. They enjoyed taking photos, having a talk to the shop owners purposefully in their community and took notes. Along with the timeline, the students used English skills practiced in class to search for information, interviewed the shop owners in Thai and used English observation checklists in English. After that, the students summarized their findings in English, rehearsed for presentation and reported them as their learning outcomes in the project end products. This meaningful task created responsibility in learning through the sense of ownership, so the students paid much attention in language learning which led to the language improvement (Fried-Booth. 2002). As the process of information gathering encouraged the development of language skills, the project, therefore, an access to higher English ability.

2. Sufficiency Economy Philosophy (SEP)

Another factor that directly contributed to the success of this research was the application of SEP. The content of SEP promoted students' language ability in the way that they integrated their previous experience they had got from other learning sources into the current knowledge of English through reading skill, followed by speaking and writing. The content of SEP provided the students with multiple exposures to vocabulary learned; they searched for information from various sources and then presented it orally to the audience. In language learning, when the vocabulary

was used repeatedly by the students, their ability in English increased (DeCarrico. 2001). This is supported by Richards and Rodgers (2001), who pointed out that this coherence of meaningful information encouraged better learning and deeper processing. In addition, the content of SEP was authentic to the students' lives. They learned that, for most successful enterprises, honesty and fairness to customers were very important, both to social and economic development (Supawadee Khunthongjan. 2010). After the learning process, the students accepted that the experience could be adapted to their lives in the future, thus, it motivated them to the success in leaning.

3. Students' opinion towards the learning process

The result of the questionnaire completed by the students was concluded positively high with the total mean score of 4.79. The students strongly agreed with nearly all items, except item 6, which ranked the last. This can be considered that, for some students, they could not perform well in learning English within the limited time. Although they felt more comfortable to speak English less in oral presentation, they did well in reading and writing. Moreover, some students felt that the heavy workload during the semester could be an obstacle to language practice. Despite having these problems, their projects were carried out successfully. The result of the questionnaire indicated that the students were satisfied with the learning approach; it was also an important support for successful learning.

In brief, the use of project work on SEP provided opportunity for students to use English more in natural context. It also promoted sense of autonomy and responsibility that benefited their future careers

and education. It, therefore, can be concluded that English project work on SEP is an effective teaching approach which can be used to enhance students' English ability as evidenced by the results of the study.

Recommendation

1. Recommendation for this study

1.1 English project could affect the students' performances in end products : project displays, slide presentation, and written reports. They can be assessed separately using detailed rubrics instead of using overall assessment.

1.2 The students should be encouraged to use technology to support their learning, both as the learning sources and as tools for continuous feedbacks.

2. Recommendations for further study

2.1 Other researchers can continue to study the effect of English project work on Sufficiency Economy Philosophy in other practice in agricultural fields. As Sufficiency Economy Philosophy involves various types of farming and technology used, students will gain those benefits from learning sources.

2.2 English Project work can be used to promote sense of autonomy, responsibility, and teamwork in learning in students of other levels.

References

- Alan, B. and F. L. Stoller. (2005). "Maximizing the benefits of project work in foreign language classroom". **English Teaching Forum**. 43(4) : 10-21.
- Bunlua Withayanusorn School. (2012). **Self-assessment report**. Nakhon Ratchasima :Bunlua Withayanusorn School.
- Chaiyawat Wibulswasdi, PriyanutPiboolsravut, and KobsakPootrakool. (2010). **Sufficiency economy philosophy and development**. 3rd ed. Bangkok : The Bureau of the Crown Property.
- DeCarrico, S. J. (2011). **Vocabulary learning and teaching**. In Celce-Murcia, M., ed. **Teaching English as a foreign and second language**. 3rd ed. U.S.A. : Heinle&Heinle.
- Fried-Booth, D. (2002). **Project work**. Oxford : Oxford University.
- Haines, S. (1989). **Project for the EFL classroom : Resource materials for teachers**. UK : Nelson.
- Jurairat Sudrung. (2004). **A development of the project-based process curriculum toenhance English language skills for upper secondary school students**. Doctoral dissertation, Faculty of Education Chulalongkorn University.
- Ministry of Education. (2008). **Foreignlanguagesyllabus**. Bangkok : Academic Department.
- Prasopchoke Mongsawad. (2010). "The philosophy of the sufficiency economy. A contribution to the theory of development." **Asia-pacific Journal**. 17(1) : 123-143.
- Priyanut Piboolsravut. (2000). **Sufficiency economy. The conference Statementofthe10th UNCTAD in February 2000, in Bangkok**. [Online]. Available :<http://www.sufficiencyeconomy.org> [2012, November 12].
- Richards, J. C. and T. Rodgers. (2001). **Approaches and methods in language teaching**. 2nd ed. U.S.A. : Cambridge University.
- Supawadee Khunthongjan. (2010, May). "Motivation on sufficiency economy application for SMEs." **Journal of Academics of Ubon Ratchathani University**. 12(2) : 86-95.